



August 28, 2022 Board Meeting

Principal's Presentation





Opening of School Year Report

22-23

Elementary School

- Professional Development
- Home Visits
- Kindergarten Welcome Day
- First Week of School

Professional Development



Curriculum:

- Wit and Wisdom Training
- New Teacher Training
- Eureka Square Training

Staff Culture:

- Our Collective Why
 - What we accomplished
 - Growth Areas
 - 22-23 Action Steps based on data



Virtual Home Visits

Goal:

- To meet and get to know family and student
- To begin to establish a relationship with student prior to the first day of school.
- To ease first day of school anxieties

Kindergarten Welcome Day

Goal:

- For Kinder families to meet each other and begin to build community
- Kinder students meeting their classmates
- Ease first day of school jitters for BOTH Kinder parents and students



First Week of School

- Culture setting
- Systems setting
- Community Building
- RULER Launch



Middle School

- Professional Development
- WEB Day
- Bridge To Learning

Professional Development

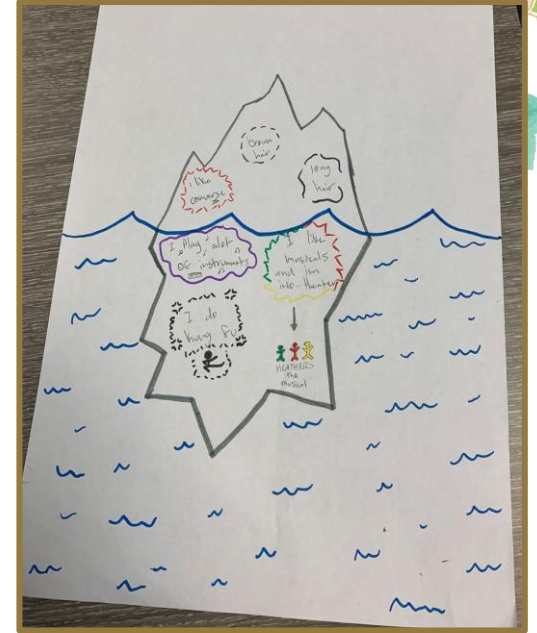
- Collective responsibility
- Competency learning and assessment
- Building positive school culture



WEB Day



Bridge to Learning



Bridge to Learning





*Student Success
Data
21-22*

Satellite Data illuminates patterns of achievement and equity. It helps point us in a general direction for further investigation.



Levels Of Data



LEVEL 1 Satellite Data

Large grain size.

Illuminate patterns of achievement, equity, and teacher quality and retention.

Point us in a general direction for further investigation.



LEVEL 2 Map Data

Medium grain size.

Help us to identify reading, math, and other student skill gaps (e.g. decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.

Point us in a slightly more focused direction.



LEVEL 3 Street Data

Fine-grain and ubiquitous.

- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.

- Require focused listening and observation.
- Inform and shape our next moves.



Elementary School

Context

- ▶ 21-22 First full year back in person
- ▶ Many student and staff absences due to Covid
- ▶ New reading curriculum for K-2 and 3-5 reading interventions

Students Hitting Proficiency Target

40th percentile or above on Early Literacy (K/1)

	BOY	Tri 1	Tri 2	Tri 3	% at or above typical growth for the year
Early Lit OVERALL	47%	64%	78%	80%	84%
Emerging Bilinguals	22%	38%	53%	68%	88%
Primary Ethnicity: Black	20%	50%	44%	67%	89%
Primary Ethnicity: Latinx	33%	53%	80%	86%	82%

2nd-5th Students Hitting Proficiency Target

40th percentile or above on Star Reading

	BOY	Tri 1 (Star/State)	Tri 2 (Star/State)	Tri 3 (Star/State)	% at or above typical growth for the year
Star Reading Overall	59%	68%	66%	69%	71%
Emerging Bilinguals	29%	36%	37%	40%	75%
Primary Ethnicity: Black	30%	44%	37%	42%	67%
Primary Ethnicity: Latinx	41%	53%	48%	68%	68%

1st-5th Students Hitting Proficiency Target

40th percentile or above on Star Math

	BOY	Tri 1 (Star/State)	Tri 2 (Star/State)	Tri 3 (Star/State)	% at or above typical growth for the year
Star Math Overall	56%	72%	74%	77%	71%
Emerging Bilinguals	29%	55%	61%	65%	71%
Primary Ethnicity: Black	31%	48%	42%	48%	70%
Primary Ethnicity: Latinx	34%	54%	51%	54%	65%

ES CAASPP



Big Takeaways

- The majority of our students are at grade level, and grew at least a year in both math and ELA.
- Early lit was strong in both achievement and growth
- Our Black students made the most growth in Early Literacy
- Our Black and Latinx need our support to continue to accelerate their growth and achievement next year.

Next Steps

- More rigorous curriculum for 3-5 ELA next year
- Eureka squared and math intervention
- Continue SIPPS for K-2 and 3-5 intervention



Questions?



Middle School

Context

STAR test data from December/January (Omicron)
CAASPP first time since 2018-2019

STAR Data - Winter 2021-22

STAR: ELA Winter 21-22

At/Above Benchmark	54.4%
On Watch	18%
Intervention	18%
Urgent Intervention	9.5%

ELA Growth Percentile = 65.4%

STAR: Math Winter 21-22




At/Above Benchmark - Overall	51.6%
On Watch - Overall	18%
Intervention - Overall	18.3%
Urgent Intervention - Overall	12.1%

Math Growth Percentile = 67.8%




Growth percentile = percent of students at or above the 35th student growth percentile, which shows growth relative to others in the same grade with a similar STAR score history

State Test (CAASPP) Data - Spring 2022

ELA

Assessment Grade	Academic Year	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
6	2021-22	115		2534 ± 9	21%	26%	29%	21%
7	2021-22	120		2563 ± 9	18%	26%	35%	20%
8	2021-22	118		2594 ± 7	9%	22%	50%	17%

Math

Assessment Grade	Academic Year	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
6	2021-22	115		2512 ± 10	35%	26%	14%	22%
7	2021-22	119		2538 ± 9	27%	29%	25%	17%
8	2021-22	118		2538 ± 9	34%	33%	17%	13%

6th *Math* SBAC - Primary Ethnicity/EL

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Below	At or Above
Overall	115		2512 ± 10	62%	37%
Ethnicity: Hispanic/Latino	28		2475 ± 17	78%	21%
Ethnicity: American Indian or Alaska Native	0		-	-	-
Ethnicity: Asian	17		2560 ± 28	52%	47%
Ethnicity: Black or African American	20		2421 ± 19	95%	5%
Ethnicity: White	22		2569 ± 22	31%	68%
Ethnicity: Native Hawaiian or Pacific Islander	1		2451	100%	0%
Ethnicity: Demographic Race of Two or More	14		2545 ± 22	50%	50%
Ethnicity: Filipino	9		2498 ± 39	77%	22%
ELAS: English Only	79		2514 ± 12	60%	39%
ELAS: English Learner	15		2408 ± 20	100%	0%
ELAS: Initial Fluent English Proficient	5		2673 ± 22	0%	100%
ELAS: Reclassified Fluent English Proficient	16		2554 ± 21	56%	43%

6th ELA - Primary Ethnicity/EL

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Below	At or Above
Overall	115		2534 ± 9	48%	51%
Ethnicity: Hispanic/Latino	28		2526 ± 16	67%	32%
Ethnicity: American Indian or Alaska Native	0		-	-	-
Ethnicity: Asian	17		2571 ± 22	23%	76%
Ethnicity: Black or African American	20		2436 ± 23	85%	15%
Ethnicity: White	22		2586 ± 17	27%	72%
Ethnicity: Native Hawaiian or Pacific Islander	1		2488	100%	0%
Ethnicity: Demographic Race of Two or More	14		2542 ± 23	42%	57%
Ethnicity: Filipino	9		2547 ± 32	33%	66%
ELAS: English Only	79		2536 ± 12	46%	53%
ELAS: English Learner	15		2465 ± 15	86%	13%
ELAS: Initial Fluent English Proficient	5		2608 ± 12	0%	100%
ELAS: Reclassified Fluent English Proficient	16		2568 ± 21	37%	62%

7th *Math* - Primary Ethnicity/EL

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Below	At or Above
Overall	119		2538 ± 9	57%	42%
Ethnicity: Hispanic/Latino	26		2550 ± 20	46%	53%
Ethnicity: American Indian or Alaska Native	0		-	-	-
Ethnicity: Asian	17		2546 ± 28	47%	52%
Ethnicity: Black or African American	26		2484 ± 19	84%	15%
Ethnicity: White	29		2564 ± 16	55%	44%
Ethnicity: Native Hawaiian or Pacific Islander	1		2529	100%	0%
Ethnicity: Demographic Race of Two or More	14		2529 ± 28	57%	42%
Ethnicity: Filipino	6		2593 ± 10	16%	83%
ELAS: English Only	86		2538 ± 11	59%	40%
ELAS: English Learner	14		2468 ± 23	85%	14%
ELAS: Initial Fluent English Proficient	3		2528 ± 84	66%	33%
ELAS: Reclassified Fluent English Proficient	16		2603 ± 17	18%	81%

7th *ELA* - Primary Ethnicity/EL

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Below	At or Above
Overall	120		2563 ± 9	45%	55%
Ethnicity: Hispanic/Latino	26		2568 ± 25	50%	50%
Ethnicity: American Indian or Alaska Native	0		-	-	-
Ethnicity: Asian	17		2558 ± 26	52%	47%
Ethnicity: Black or African American	26		2519 ± 18	61%	38%
Ethnicity: White	29		2602 ± 14	31%	68%
Ethnicity: Native Hawaiian or Pacific Islander	1		2580	0%	100%
Ethnicity: Demographic Race of Two or More	15		2539 ± 28	46%	53%
Ethnicity: Filipino	6		2620 ± 28	0%	100%
ELAS: English Only	87		2569 ± 11	40%	59%
ELAS: English Learner	14		2485 ± 23	92%	7%
ELAS: Initial Fluent English Proficient	3		2573 ± 85	66%	33%
ELAS: Reclassified Fluent English Proficient	16		2602 ± 23	25%	75%

8th *Math* - Primary Ethnicity/EL

Subgroup	Students	Achievement Comparison	Average Scale Score ± Error Band	Below	At or Above
Overall	118		2538 ± 9	68%	31%
Ethnicity: Hispanic/Latino	32		2503 ± 14	87%	12%
Ethnicity: American Indian or Alaska Native	0		-	-	-
Ethnicity: Asian	29		2607 ± 18	37%	62%
Ethnicity: Black or African American	19		2497 ± 14	89%	10%
Ethnicity: White	17		2553 ± 28	47%	52%
Ethnicity: Native Hawaiian or Pacific Islander	0		-	-	-
Ethnicity: Demographic Race of Two or More	13		2530 ± 34	84%	15%
Ethnicity: Filipino	7		2518 ± 29	71%	28%
ELAS: English Only	63		2529 ± 12	74%	25%
ELAS: English Learner	12		2474 ± 25	91%	8%
ELAS: Initial Fluent English Proficient	4		2536 ± 73	75%	25%
ELAS: Reclassified Fluent English Proficient	39		2574 ± 15	51%	48%

8th ELA - Primary Ethnicity/EL

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Below	At or Above
Overall	118		2594 ± 7	32%	67%
Ethnicity: Hispanic/Latino	32		2593 ± 12	28%	71%
Ethnicity: American Indian or Alaska Native	0		-	-	-
Ethnicity: Asian	29		2614 ± 14	24%	75%
Ethnicity: Black or African American	19		2558 ± 21	47%	52%
Ethnicity: White	17		2613 ± 22	29%	70%
Ethnicity: Native Hawaiian or Pacific Islander	0		-	-	-
Ethnicity: Demographic Race of Two or More	13		2590 ± 25	30%	69%
Ethnicity: Filipino	7		2589 ± 18	42%	57%
ELAS: English Only	63		2595 ± 10	30%	69%
ELAS: English Learner	12		2514 ± 17	75%	25%
ELAS: Initial Fluent English Proficient	4		2660 ± 8	0%	100%
ELAS: Reclassified Fluent English Proficient	39		2610 ± 12	25%	74%

CAASPP 2018-19 compared to 2021-2022

	2018-2019 CAASPP	2021-2022 CAASPP
6th	ELA 44%* Math 45%	ELA 51% Math 37%
7th	ELA 66% Math 60%	ELA 55% Math 43%
8th	ELA 47% Math 40%	ELA 68% Math 31%

* Percent of students proficient or above in ELA/Math

Takeaways

- Significant equity gap
- ELA growth over time at AoA/Decline in Math
- Overall strong growth per individual student over the school year

Next Steps

- Competency focus/Vertical alignment work
- Increase data analysis (including student work) with teachers
- Strengthen use of Tutorial for intervention
- Ensure students are prepared for state testing

Questions?

