2021-2022 CAASPP (SBAC) Data for Board Deep Dive

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Special Considerations

This data is preliminary– It can be used by MWA staff and the board for planning purposes and is mostly complete (over 99% of scores released), but we do not expect the state's official release of results until December. While some slight changes to numbers could emerge we do not expect significant changes.

No comparative data is available yet. The state will release the public reporting of state-wide averages, as well as results for other districts and schools, at the same time as the release of the California Schools Dashboard in December. So, unfortunately we can not yet compare our results to any other schools or districts.

Comparisons to previous years' results should be approached with caution

- The SBAC in 2021 and 2022 used **a shorter "blueprint"** for the assessment (statewide), compared to earlier years (about half as many questions on the "CAT" portion of the test). The shorter test covers the same claims, but with fewer items. Although the shorter test was initially created to facilitate virtual testing, it may become the new normal moving forward. (The State Board of Education will vote on this in the fall).
- There were very different testing conditions between 2021 and 2022. In 2021 the SBAC was administered virtually (distance learning) whereas **in 2022 the test was administered in person, for the first time since 2019.**

Headlines

- **98% of students in eligible grades completed the SBAC**, surpassing the state/federal requirement of 95% completion.
- Our **overall proficiency levels** on SBAC in 2021-22 **are very similar to those of the previous year** (2020-21, distance learning).
- **11th grade showed considerable gains when compared to last year's data**, approaching some pre-covid levels, especially in ELA. This wave of students (20th Wave) has shown growth on ELA SBAC each time that they've taken it since 2017.
- **Middle school scores declined a bit from last year** (with the exception of 7th, which increased in ELA and math, and 5th which had small gains in ELA and larger gains in science). 7th grade students

(24th Wave) had the highest percentage of proficient students in the middle school, in both ELA and math, with a notable increase in how they performed the previous year in 6th grade.

- Mirroring trends in previous years, **MWA students continue to score higher in ELA compared to math**.
- Looking at Student Groups, **we see small differences when disaggregated by race/ethnicity**. A higher percentage of African American students demonstrated proficiency (level 3 or 4) compared to Latinx students or overall. At the same time, a higher percentage of African American students scored at the lowest achievement band (level 1) compared to Latinx students or overall scores, and average scores for Latinx students (DFS) continue to be stronger. This may indicate that some of the school's efforts to provide outreach and support for Black/African American students have paid off with positive results for some students, but also that there is more work to be done on this front, so that it impacts all students.
- We continue to see some **significant opportunities for growth/disparities when looking at data for English Learners and for Students with Disabilities/IEPs**, in comparison to overall scores. However, in ELA there was a notable increase in the percentage of students with disabilities scoring in the proficient range and there was progress among English Learner students' average scores (DFS) despite proficiency rates being flat over the past few years.
- **In science (CAST), 5th graders scored more highly than previous cohorts of 5th graders and outscored the older participating grades** (8th and 12th) this year, whereas 8th grade and high school students showed some declines.
- Overall, this **data reflects areas to celebrate around growth and achievement**, and also some **real work and reflection on practices and preparation** to help more of our students improve and progress as learners.

Discussion Questions

- What questions do you have about the data?
- What might we be missing, as we think about root causes or next steps?
- Is there any additional data that you'd find helpful to see?

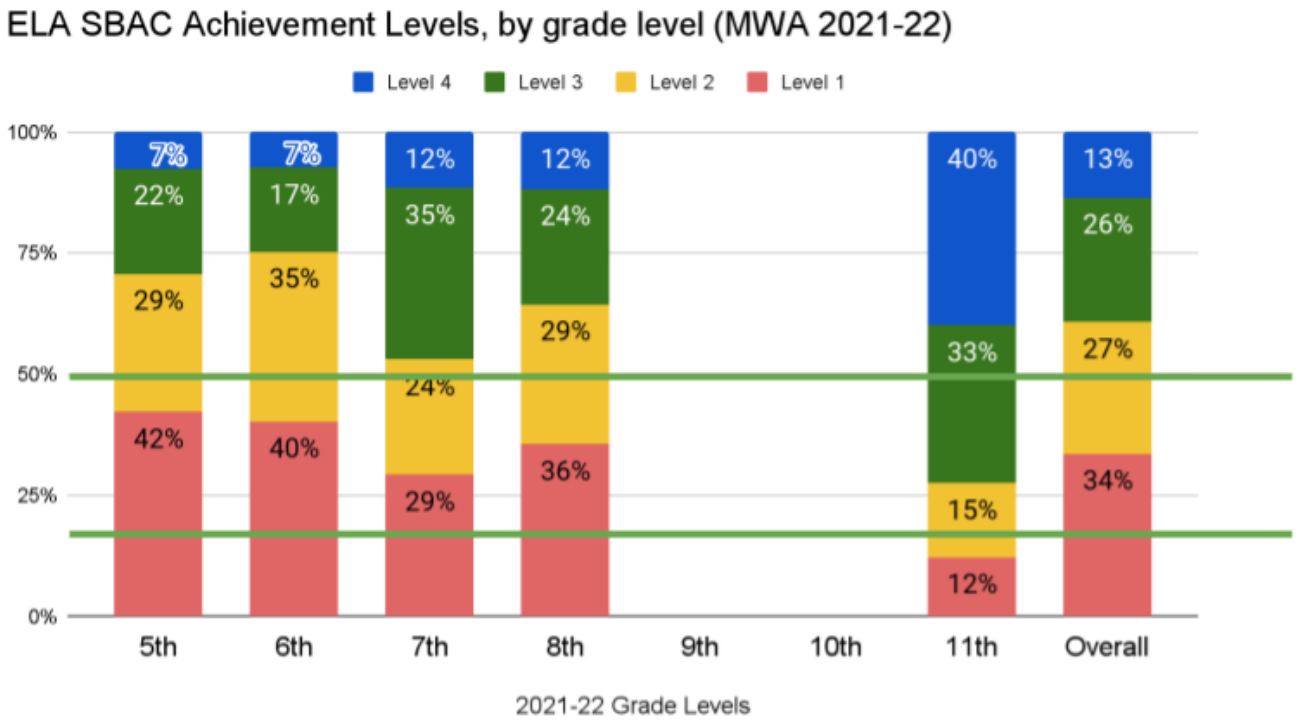
2021-22 Context/Conditions of Learning

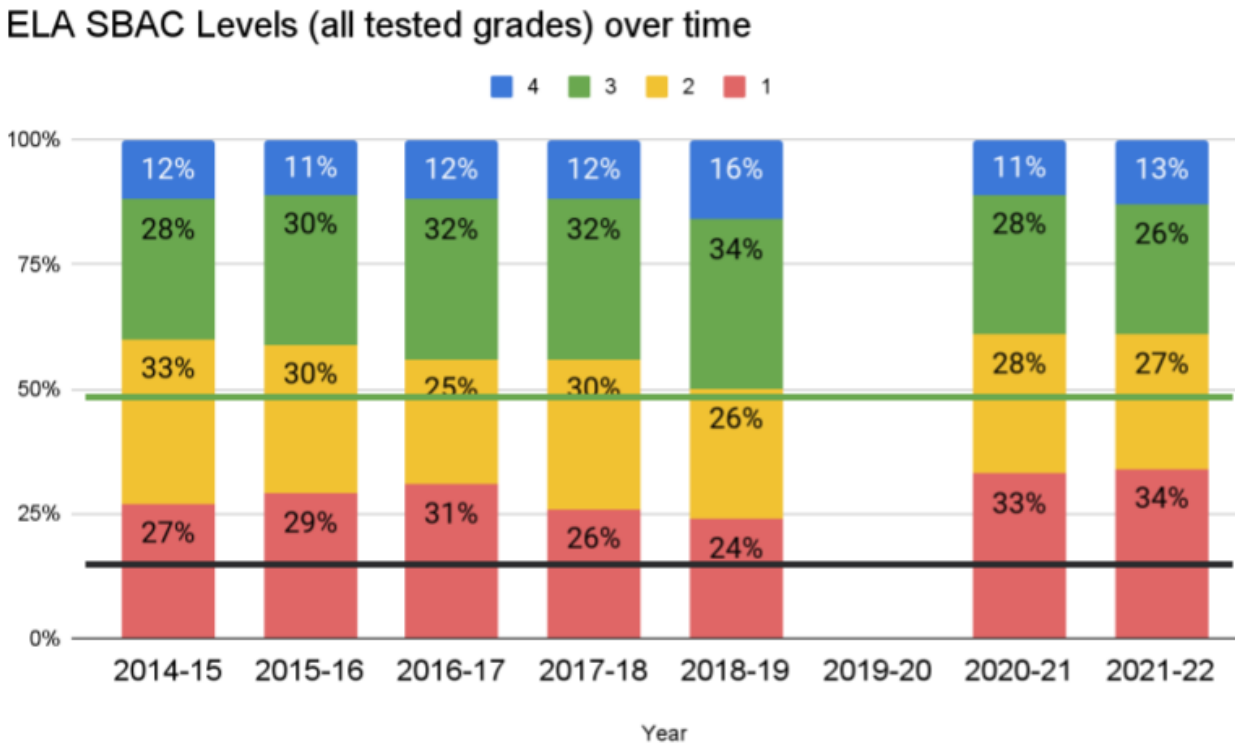
Grade	ELA Teachers	Math Teachers
5th	Cruz Vacancy- Embry (long-term sub)	Glenn Noori Brown (left in mid-S2)/ Hernandez (sub)
6th	Salmeron Monroe	Noori Vacancy (S1)/Razo (S2) Dibble (S1)/Mathews (S2)
7th	Morte Keaton (left S2)/ and LaBerge	Amey Glenn
8th	Wells Keaton (left S2)/ LaBerge	Orona Delaplaine (Semester 1)/ Alegria (long-term sub)
11th	Persina	Abouelnaga (S1)/Subs/Lorenzo (Alg II) Muhammad (Precal/Calc)

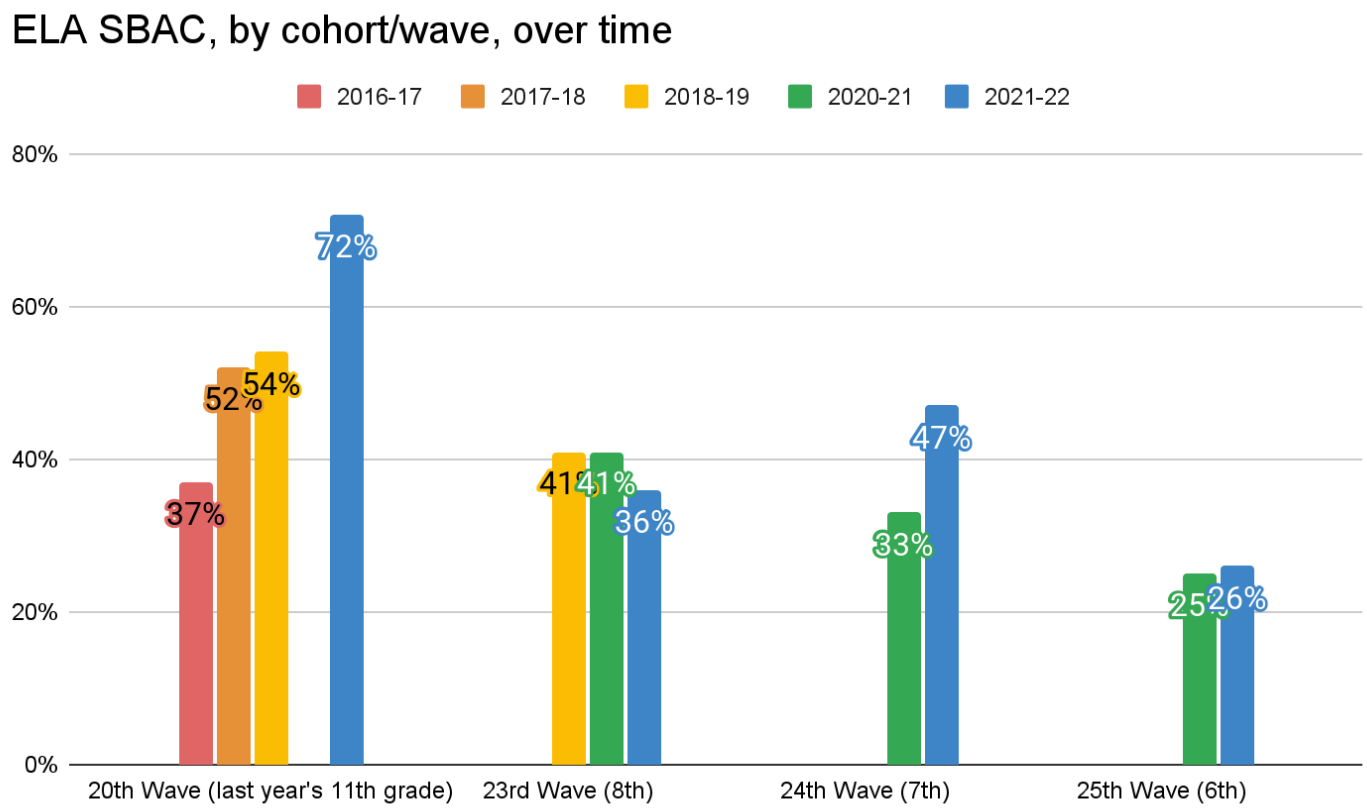
Grade	Average Daily Attendance	"Chronically Absent" Students*
5th	85.5%	73.2%
6th	87.0%	61.4%
7th	87.3%	56.4%
8th	86.2%	63.8%
11th	88.0%	40.2%

*** (missed more than 10% of the school year; quarantines a major factor in this).**

ELA SBAC Data (2021-22)

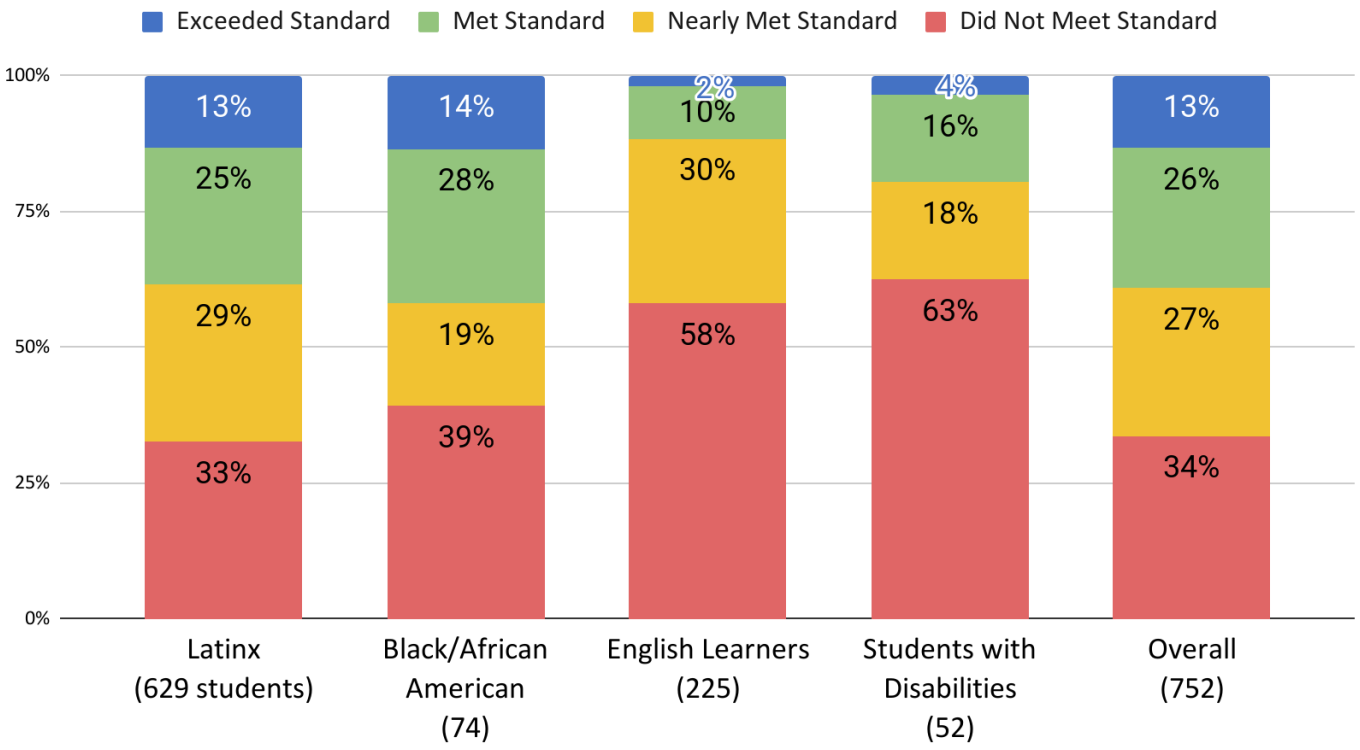




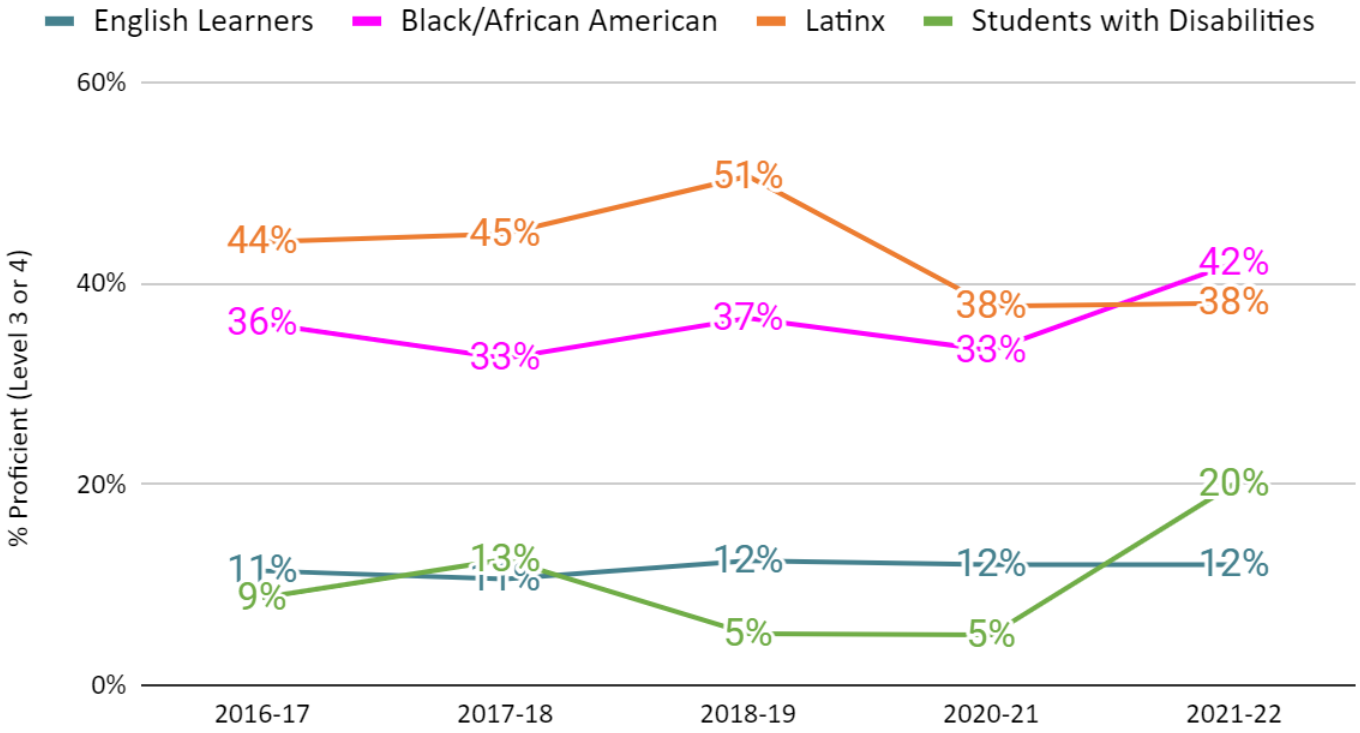


Students demonstrating proficiency in ELA			
Grade (in AY21-22)	**# of students at level 3 ("met standard")**	**# of students at level 4 ("exceeded standard)**	**Total # of tested students**
5th	35	12	161
6th	29	12	166
7th	58	19	164
8th	39	19	163
11th	32	39	98

ELA SBAC by Student Groups (all tested grades, 2021-22)

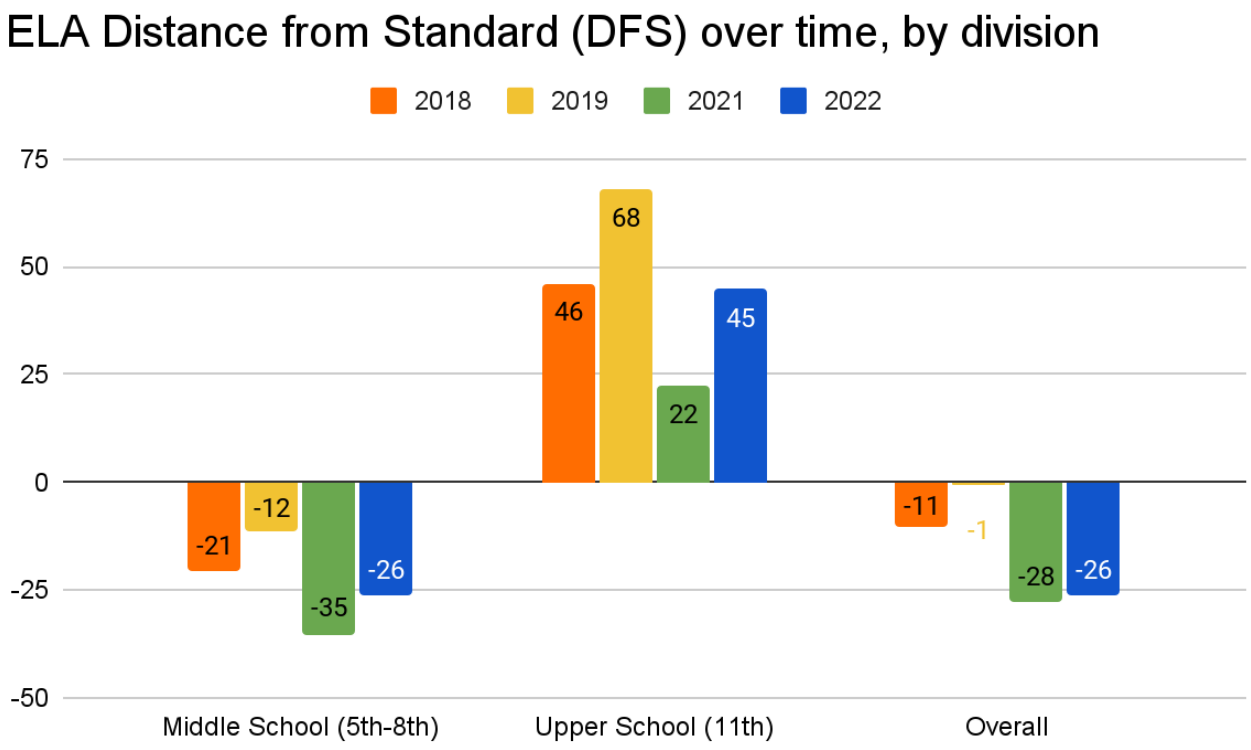


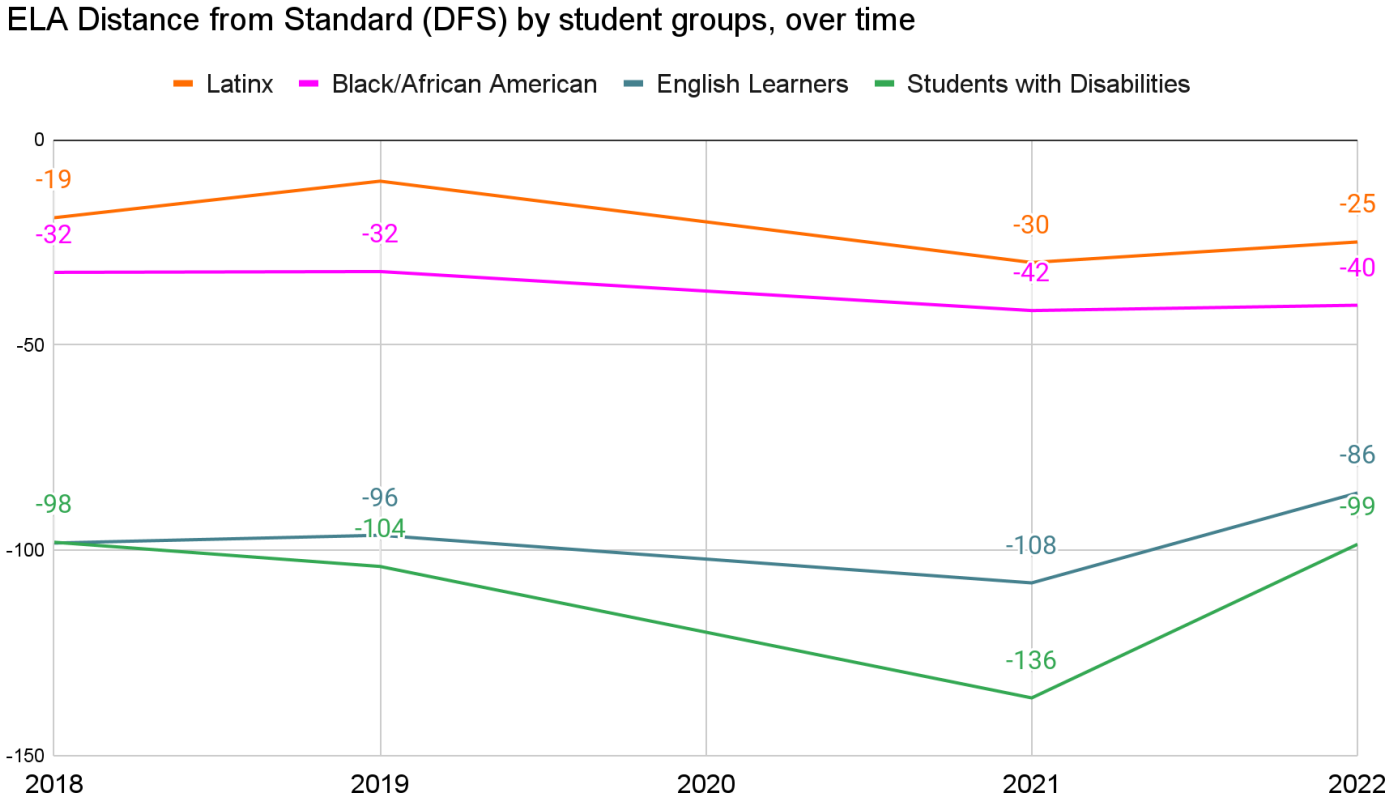
ELA SBAC, % Proficient by subgroups, over time



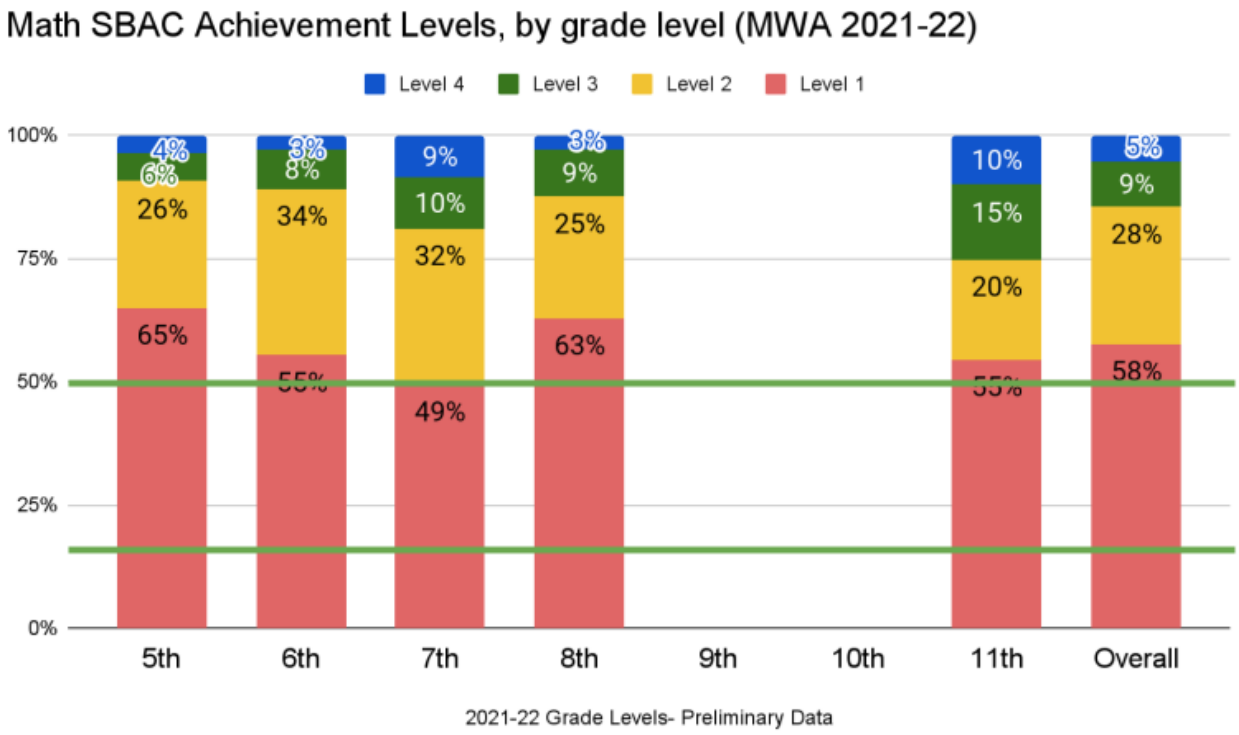
Distance from Standard (ELA)

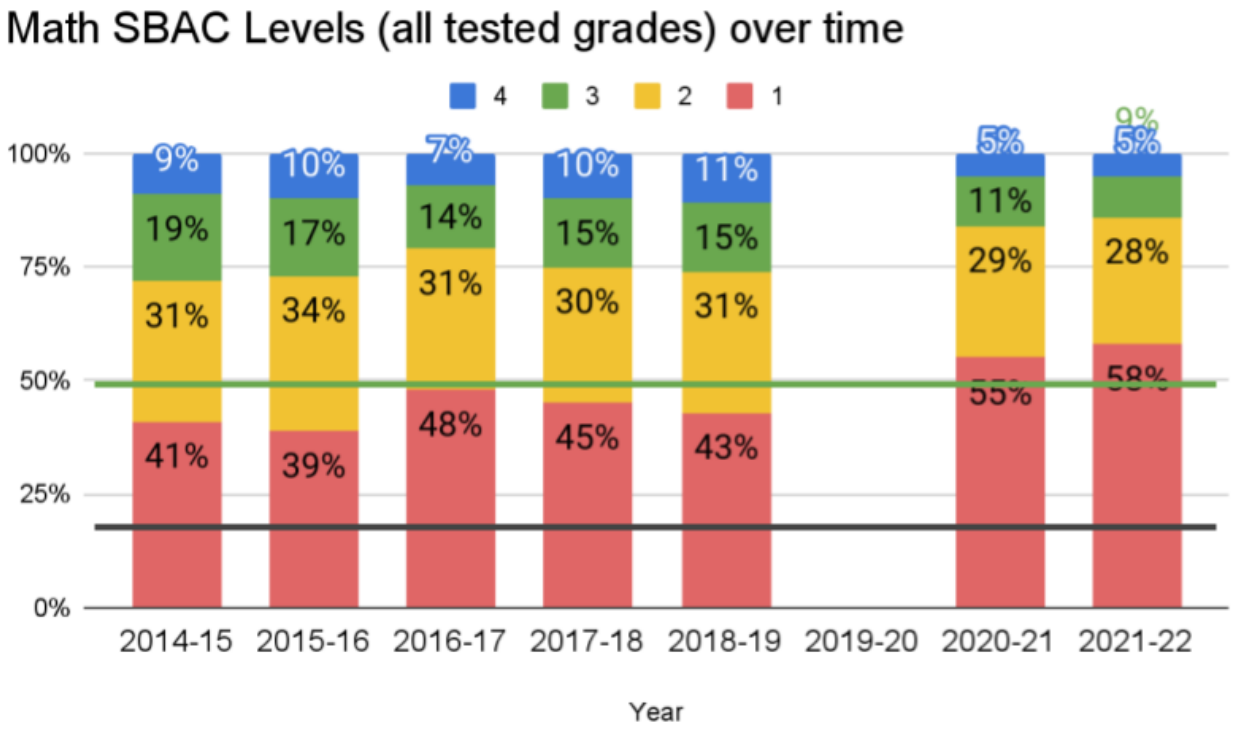
(positive numbers represent average score above the threshold for grade-level standard (level 3), negative numbers represent average score below the threshold for grade-level standard).

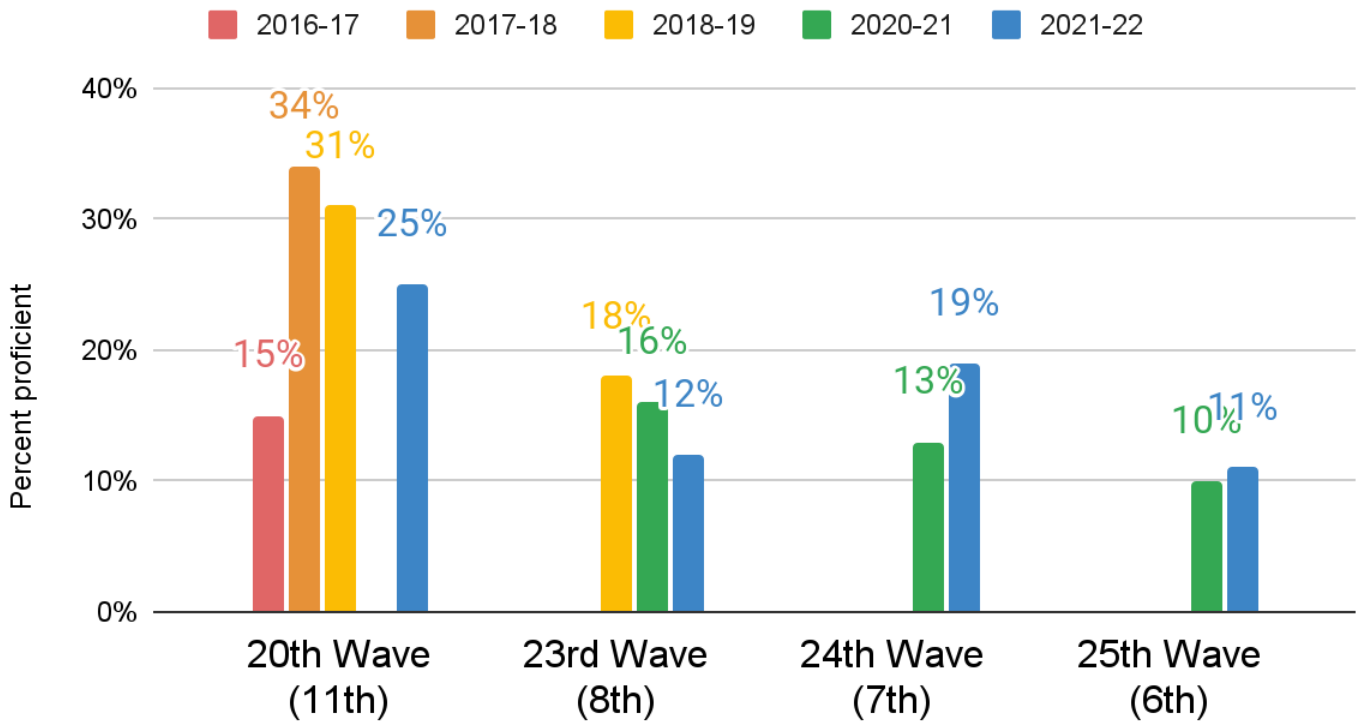




Math SBAC Data (2021-22)

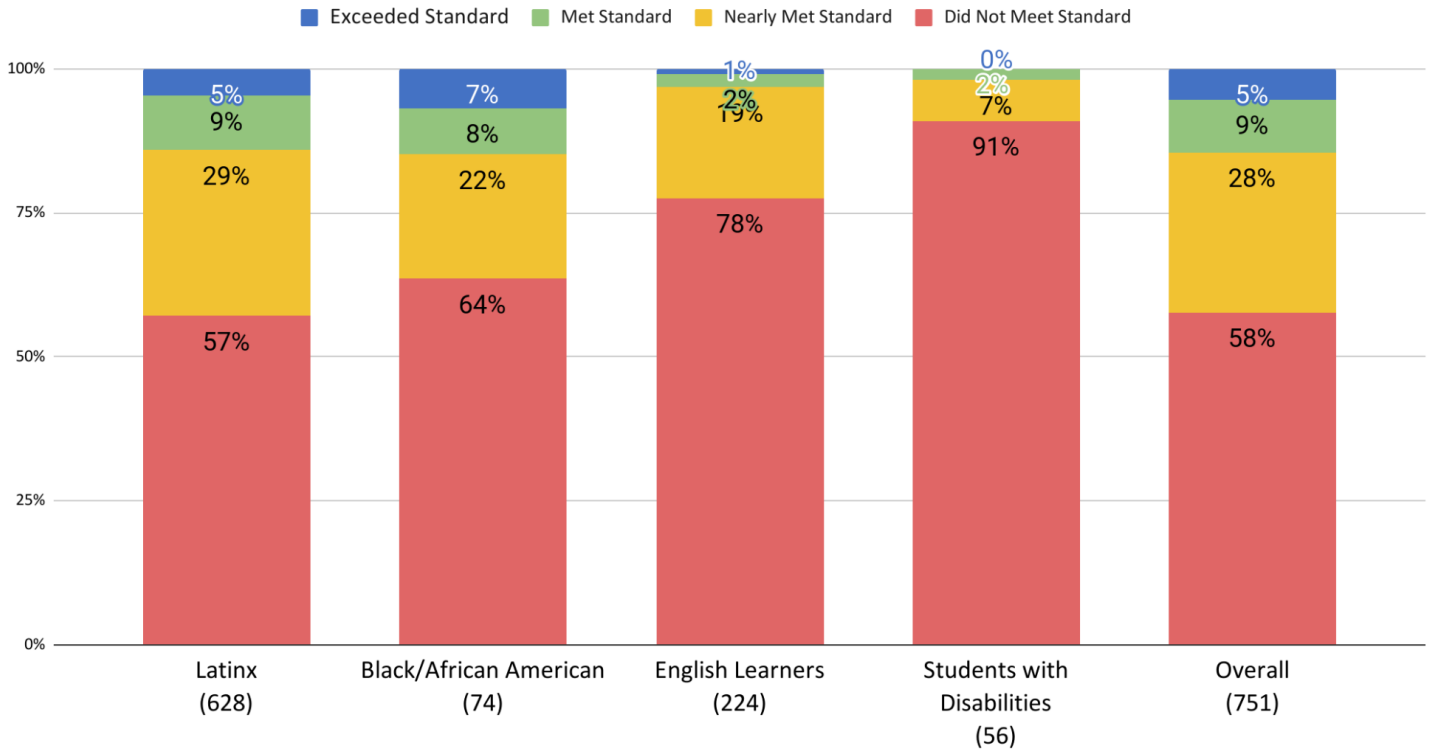




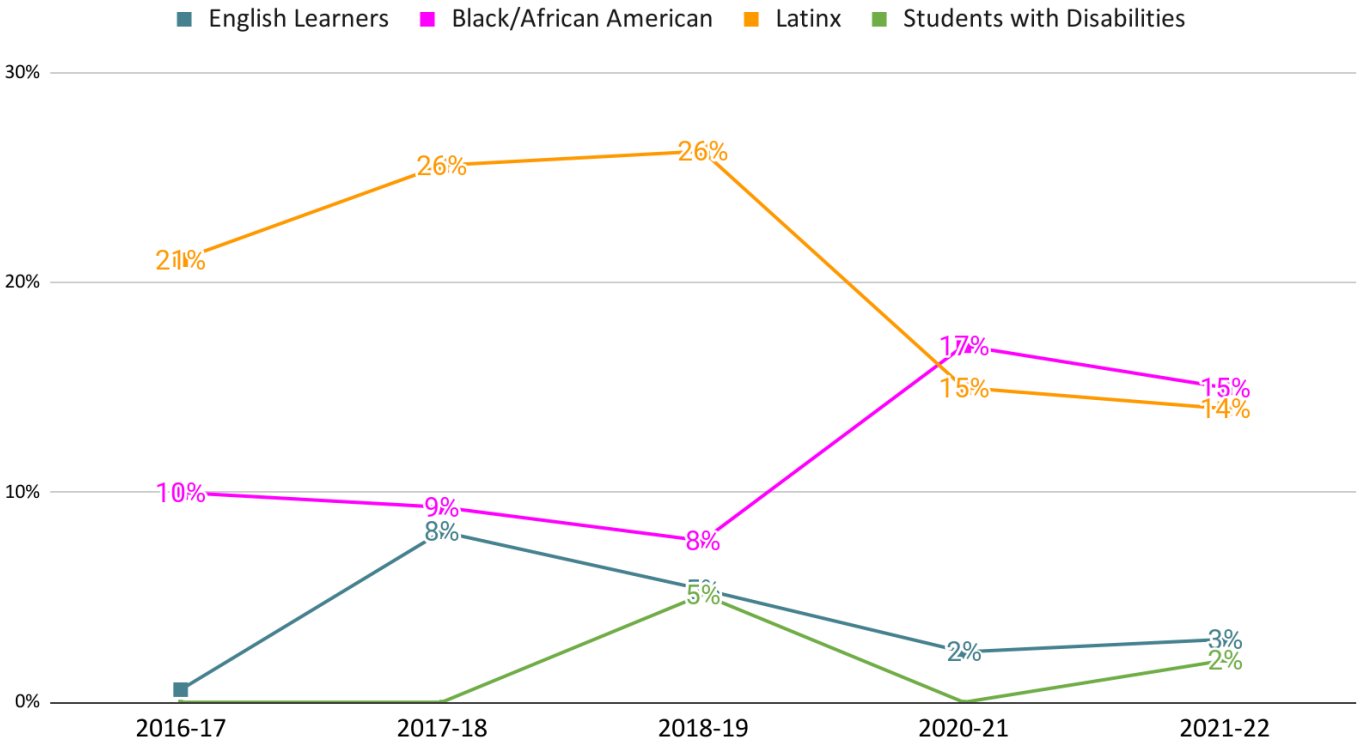


Students demonstrating proficiency in math			
Grade (in AY21-22)	**# of students at level 3 ("met standard")**	**# of students at level 4 ("exceeded standard)**	**Total # of students tested**
5th	9	6	160
6th	13	5	166
7th	17	14	164
8th	15	5	162
11th	15	10	99

Math SBAC by Student Groups (all tested grades, 2021-22)

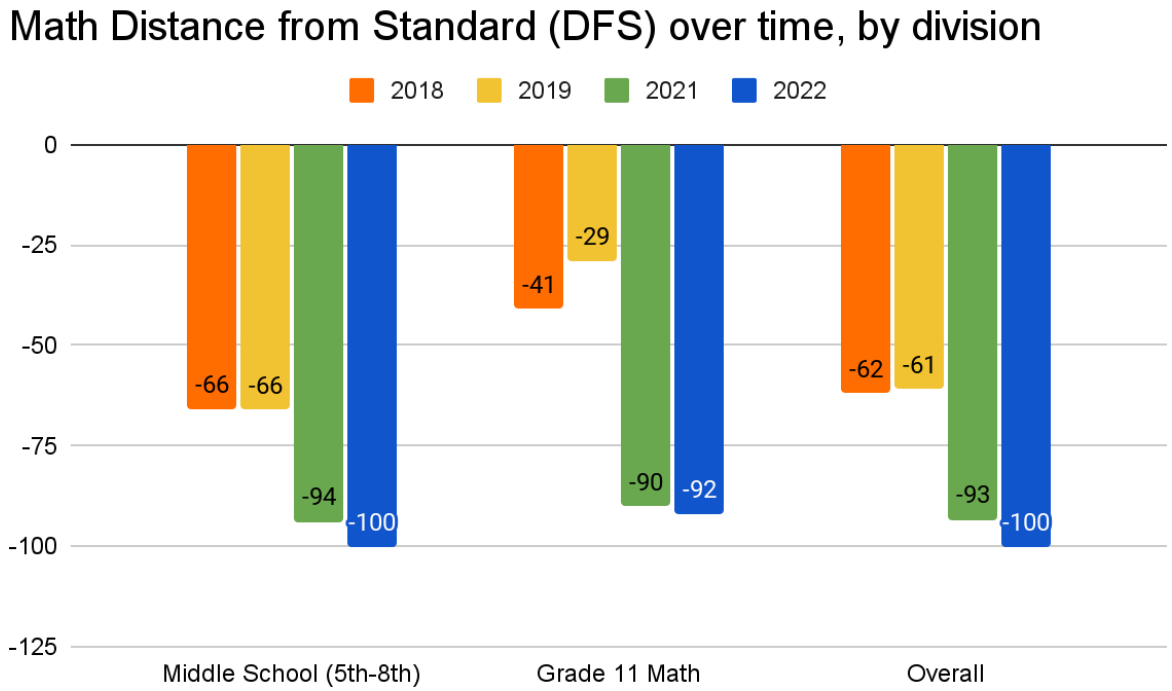


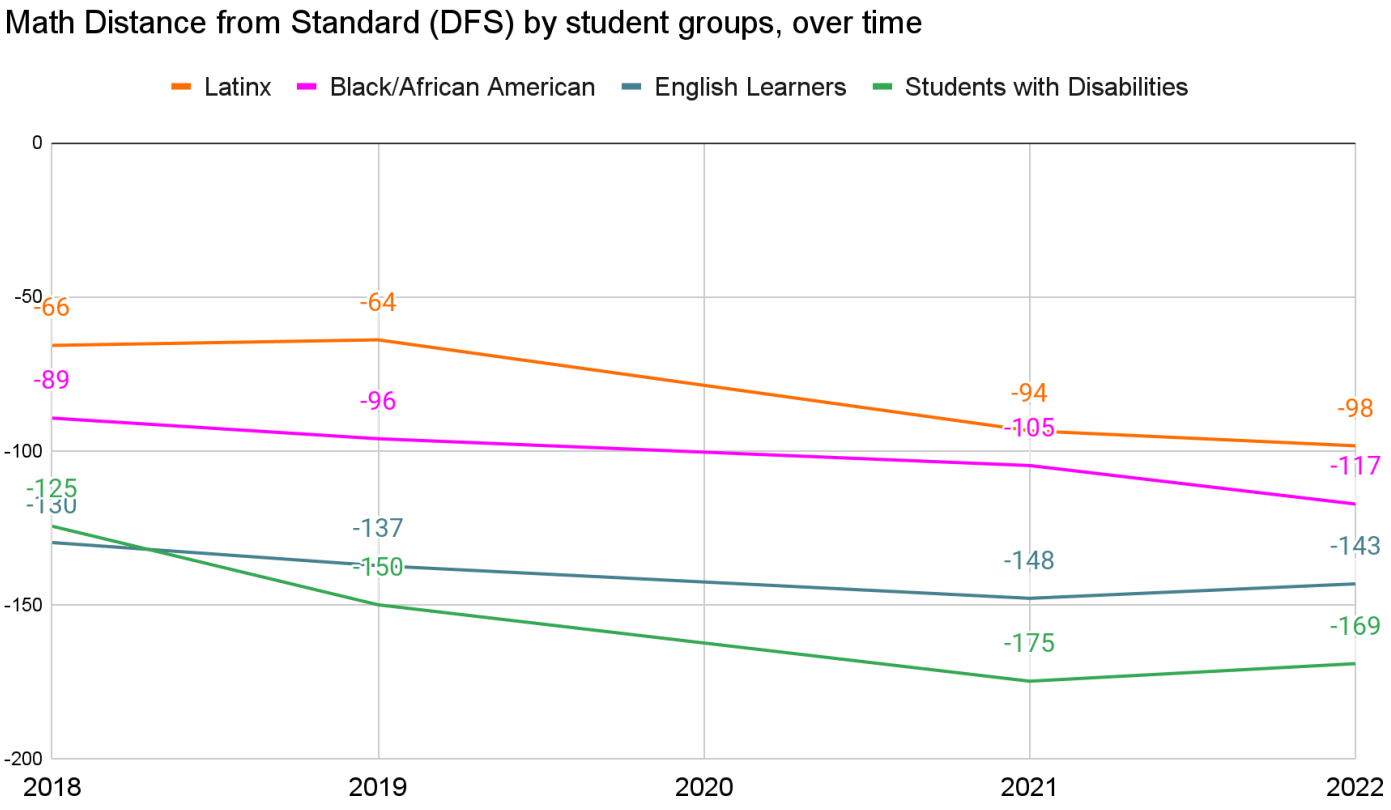
Math SBAC, % proficient, by student groups, over time



Distance from Standard (Math)

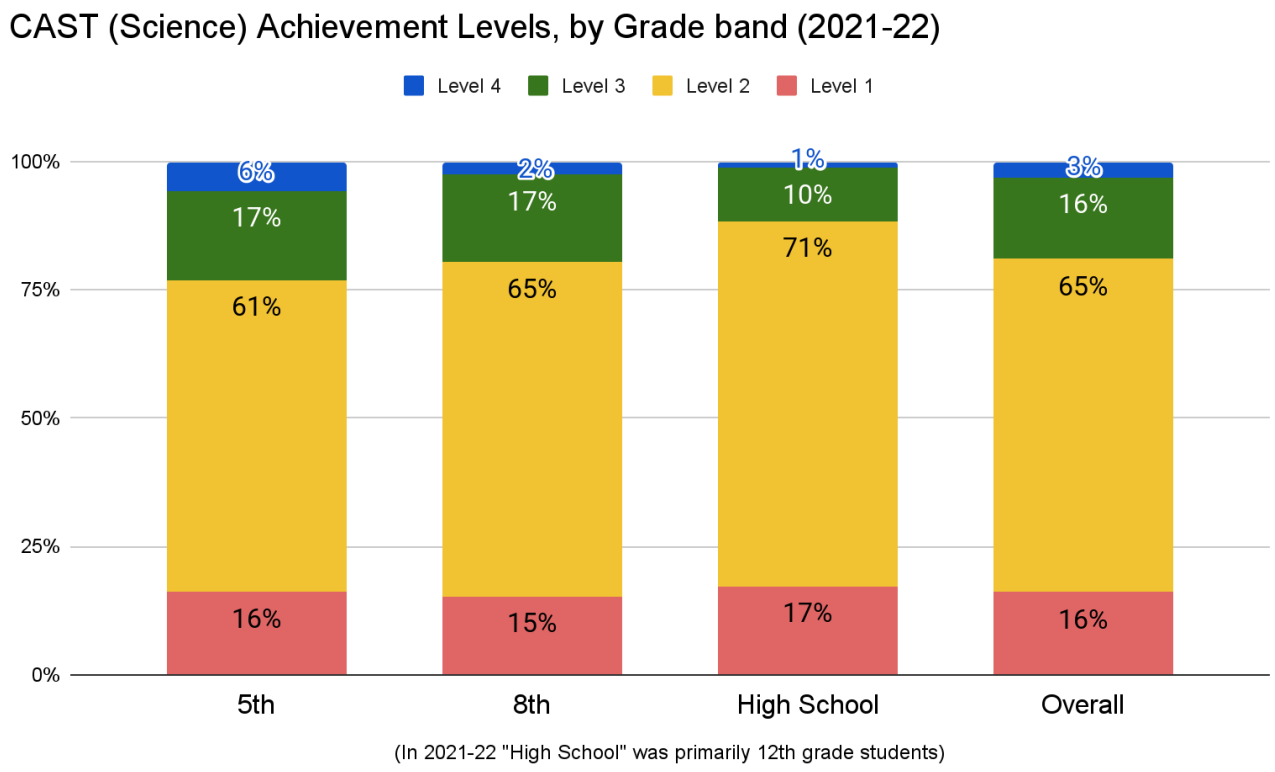
- Positive numbers represent average score above the threshold for grade-level standard (level 3)
- Negative numbers (-) represent average score below the threshold for grade-level standard
- The closer the DFS is to zero (or greater than zero) the better

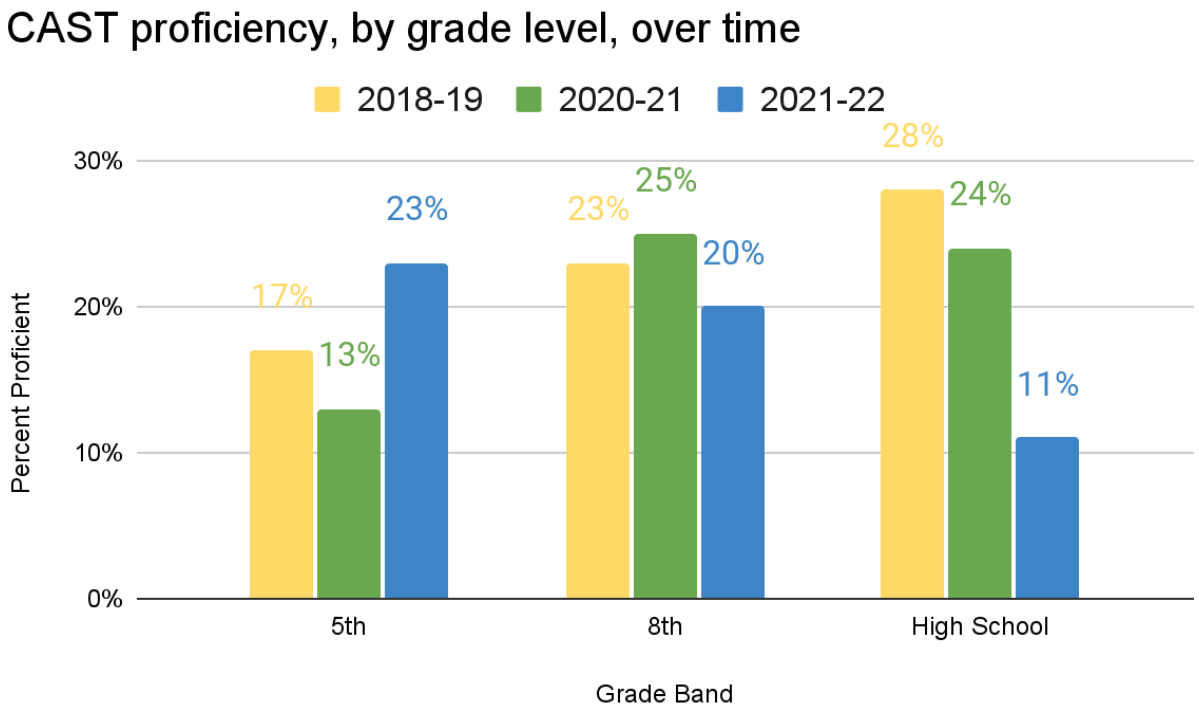




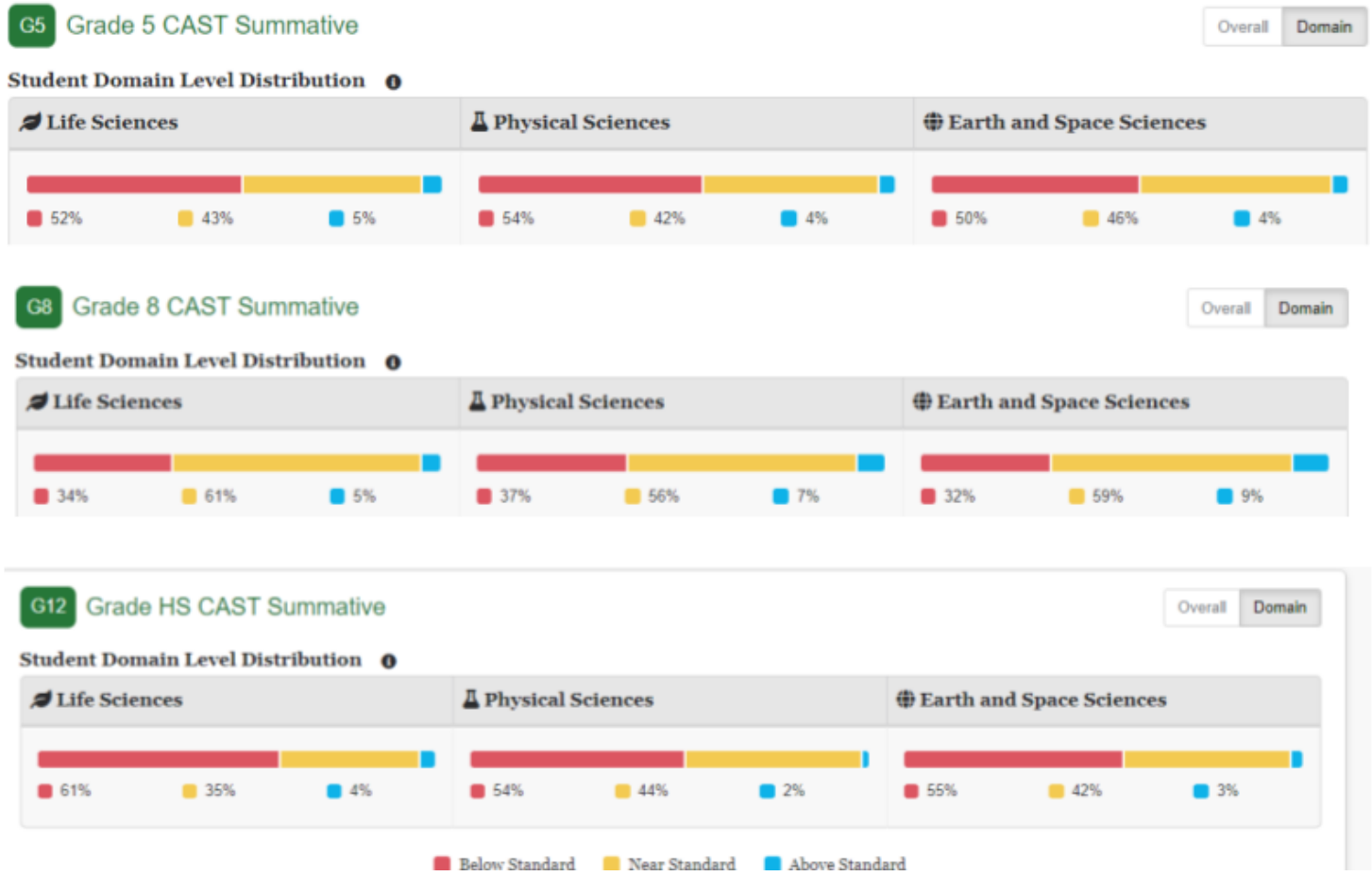
Science (CAST) Data (2021-22)

The CAST (California Science Test) is administered in 5th grade, 8th grade, and once in high school.





CAST results by domain



How are we using this data to guide instructional programs and planning this year?

Assessment priorities:

1. Use **standards-aligned assessments**, utilizing different assessments for different purposes. (*We are using MAP/STAR diagnostics and IAB Interim Assessments to monitor our progress)*

2. Commit to **clear, school-wide dates** for some assessments (state assessments, interim and summative assessments).

3. Prioritize **data analysis/use of assessment data** (align PD calendar and assessment calendar). (*The first two data dives have happened already, including working with teachers around setting achievement goals.)*

Priority	Connection
Campus Safety **Culture, REPs, and SOPs**	This year's focus on campus safety, and on school culture and REPs, will allow us to create and improve the **classroom conditions of learning**.
Instruction	In Tier 1 instruction, we are focused on: ● **High-expectations** and **grade-level,** standards-based materials, texts ● Through committing to aligning, planning, and internalizing units and **curriculum**.
Innovation	"**Test and learn**" approach to intervention with the revamped "**Flex Period"** (replacing Marlin Hour/DTI). Focused on: ● Reading "fluency" in our middle school ELA Labs ● Instructional technology (IXL) in math lab ● New, aligned ELD lesson format and resources, in preparation for an ELD curriculum pilot ● Partnering with RT Fisher to consult on our intervention program, continuous improvement.