

Miller Creek School District

2019 Assessment Data Report



November 12, 2019

Purpose of Assessment



While *standards* describe what students are expected to know, understand, and be able to do, *assessment* is the ongoing process of gathering evidence from multiple sources to determine what each student actually knows, understands, and can demonstrate. Assessment results are then used to improve instruction and program design.

Formative assessment tools are embedded in instruction and provide teachers and pupils with timely feedback to guide shifts in instruction and learning.

Teachers can use formative assessment tools to provide corrective feedback, modify their instruction, or identify areas where additional instruction and other supports are needed.

Summative assessments are conducted at the end of a specific timeframe, often at the end of a semester or school year. They are designed to evaluate students' performance against a defined set of content standards and are often highly structured.

Assessments in MCSD



State

ELPAC

Initial & Summative

CAASPP

English Language Arts

Mathematics

Science (5&8) (Results

2020)

Local

Reading

- Kindergarten Assessments
- Fountas & Pinnell
- Dibels
- STAR Reading

Math Unit Assessments

- CAASPP Interim Assessments

English Learner Proficiency Assessment for California **ELPAC**



Initial Assessment

Who: Students who are new to California schools and who are identified as speaking a language other than English are given the Initial Assessment within 30 days of when they enroll in a California school.

Students only take the Initial Assessment once.

Purpose: The Initial Assessment is used to identify students as either an English learner who needs support to learn in English, or as proficient in English.

English Learner Proficiency Assessment for California ELPAC



Summative Assessment

Who: Students who are English learners are given the Summative Assessment each spring between February 1 and May 31 until they are reclassified as English proficient.

Purpose:

- Measure the progress of English learner students in listening, speaking, reading, and writing in English
- Results help to determine reclassification as proficient in English or if they need more support in learning in English

ELPAC Data:

Students Learning English as a Second Language



Percentage of EL Students

	Total Students Fall 2018- 2019	EL Students Fall 2018- 2019	Percentage of EL Students Fall 2018- 2019	Total Students Fall 2019- 2020	EL Students Fall 2019- 2020	Percentage of EL Students Fall 2019- 2020
Lucas Valley	420	35	8.3%	391	20	5.1%
Mary E. Silveira	440	69	15.6%	437	88	20.1%
Vallecito	478	57	11.9%	498	64	12.9%
Miller Creek	651	30	4.6%	693	27	3.8%
OVERALL	1,989	191	9.6%	2,018	199	9.9%

The California Assessment of Student Performance and Progress CAASPP



The Miller Creek School District Participates in the following:

- Smarter Balanced Summative Assessments (SBAC)
 - Summative assessment grades 3-8
 - Includes Computer Adaptive Test (CAT) and Performance Task (PT) based on the Common Core State Standards (CCSS) for English Language Arts (ELA) and Mathematics
- California Science Test (CAST) in grades 5 & 8

Reading CAASPP Data



- **Cross-Sectional Data**
 - Looks at data from the same grade level across different years
 - Same grade, different students

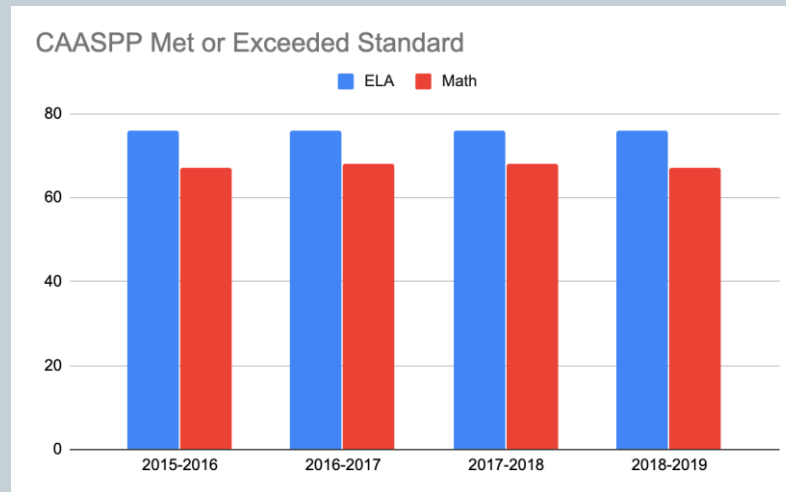
- **Growth/Cohort Data**
 - Looks at data for a cohort of students from one year to the next
 - Same students, different grades

- **Performance Levels**
 - 4- Exceeded Standards
 - 3- Met Standards
 - 2- Nearly Met Standards
 - 1- Not met Standards

2015- 2019 MCSD Overall



% of Students that Met or Exceeded State Standards	2015-2016	2016-2017	2017-2018	2018-2019
ELA	76	76	76	76
Math	67	68	68	67

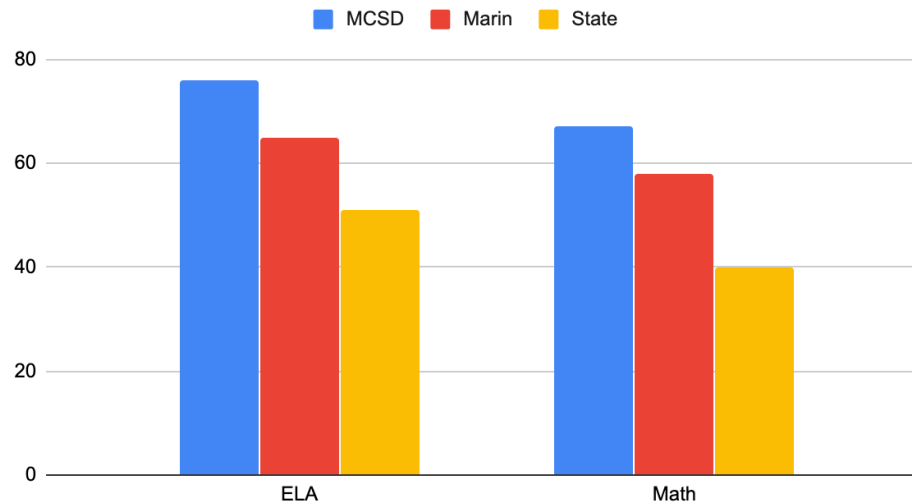


District, County, State Comparison



% of Students that Met or Exceeded State Standards	MCSD	Marin	California
ELA	76	65	51
Math	67	58	40

CAASPP Met or Exceeded Standard



CAASPP Cross-Sectional & Cohort by %



ELA	Grade	2018	2019	Change	Cohort Growth	
	3	74	79	5%	--	
	4	75	75	0%	1%	3rd to 4th
	5	79	79	0%	4%	4th to 5th
	6	75	77	2%	-2%	5th to 6th
	7	74	70	-4%	-5%	6th to 7th
	8	79	75	-4%	1%	7th to 8th
Math	Grade	2018	2019	Change	Cohort Growth	
	3	72	76	4%		
	4	70	73	3%	1%	3rd to 4th
	5	66	63	-3%	-7%	4th to 5th
	6	69	65	-4%	-1%	5th to 6th
	7	66	60	-6%	-9%	6th to 7th
	8	68	63	-5%	-3%	7th to 8th

MCSD CAASPP by Number

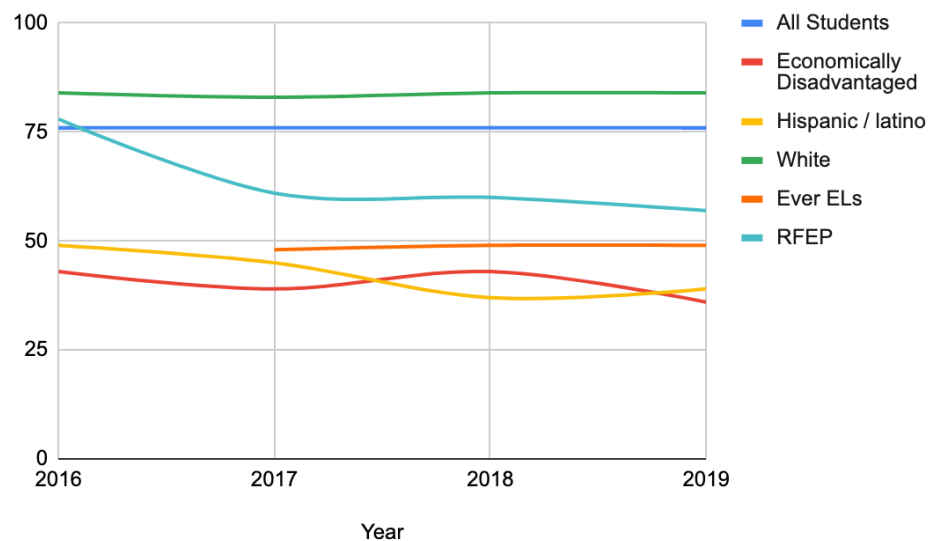
ELA	3rd Grade			4th Grade			5th Grade			6th	7th	8th
	MES	LV	VAL	MES	LV	VAL	MES	LV	VAL	MC		
Total Students	62	68	74	79	67	95	77	71	77	224	207	212
Exceeded	34	42	31	43	38	45	29	33	28	87	72	66
Met	15	17	22	16	17	22	31	26	33	86	72	93
Nearly Met	9	6	15	7	3	14	7	2	14	41	29	38
Not Met	4	3	6	13	9	14	10	10	2	10	34	15

Math	3rd Grade			4th Grade			5th Grade			6th	7th	8th
	MES	LV	VAL	MES	LV	VAL	MES	LV	VAL	MC		
Total Students	62	68	74	79	67	95	77	71	76	224	207	212
Exceeded	15	35	21	36	31	36	28	31	22	90	80	84
Met	32	19	33	22	18	35	17	22	23	57	45	50
Nearly Met	8	8	13	16	9	19	23	10	26	49	52	36
Not Met	7	6	7	5	9	5	9	8	5	28	30	42

CAASPP Data Student Groups: ELA

ELA	Student Group	2016	2017	2018	2019
	All Students	76	76	76	76
	Economically Disadvantaged	43	39	43	36
	Hispanic / latino	49	45	37	39
	White	84	83	84	84
	Ever ELs	--	48	49	49
	RFEP	78	61	60	57

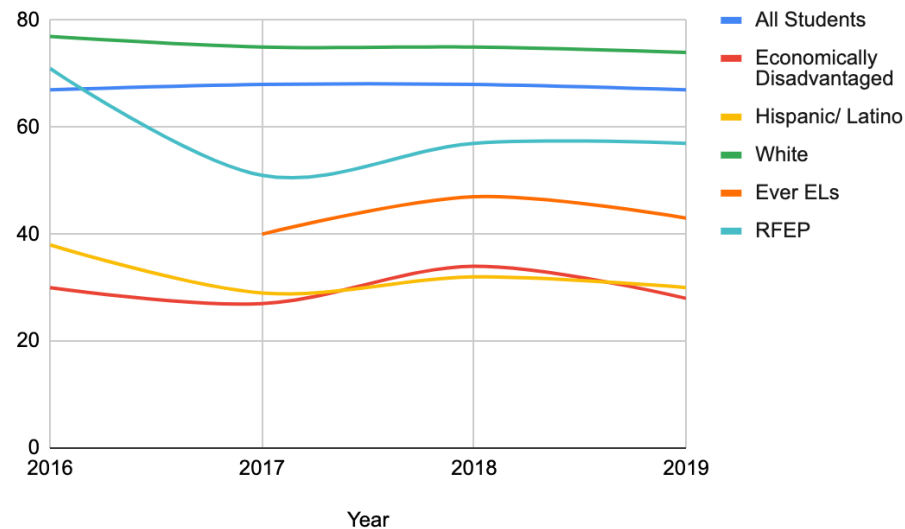
CAASPP by Student Groups



CAASPP by Student Group: Math

Math	Student Group	2016	2017	2018	2019
	All Students	67	68	68	67
	Economically Disadvantaged	30	27	34	28
	Hispanic/ Latino	38	29	32	30
	White	77	75	75	74
	Ever ELs		40	47	43
	RFEP	71	51	56	57

CAASPP by Student Groups

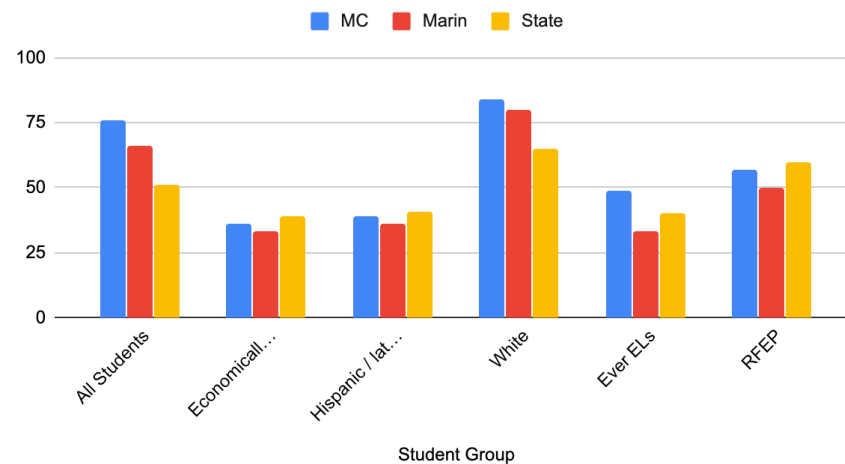


CAASPP Student Group Comparisons



ELA	Student Group	MC	Marin	State
	All Students	76	66	51
	Economically Disadvantaged	36	33	39
	Hispanic / latino	39	36	41
	White	84	80	65
	Ever ELs	49	33	40
	RFEP	57	50	60

CAASPP Student Group Comparisons

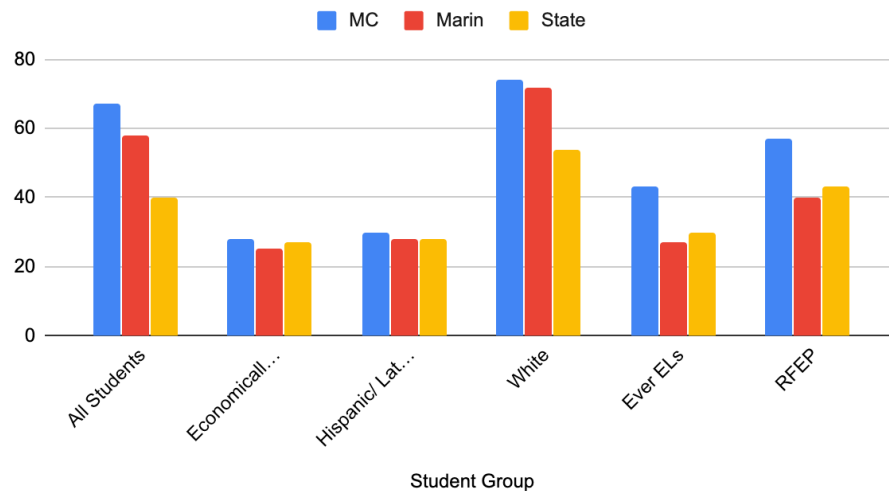


CAASPP Student Group Comparisons



Math	Student Group	MC	Marin	State
	All Students	67	58	40
	Economically Disadvantaged	28	25	27
	Hispanic/ Latino	30	28	28
	White	74	72	54
	Ever ELs	43	27	30
	RFEP	57	40	43

CAASPP Student Group Comparisons



Summary & Next Steps



- Continue to have a high number of students meet and/or exceed standards on CAASPP
- Achievement gap exists between groups of students in our district
- Some subgroups have seen a decline
- Overall achievement in both ELA and math is flat

- Principals lead staff in analyzing data, setting goals, and defining action steps
- Focus on small group, differentiated instruction
- Work to better articulate K-2 local reading assessments
- Map use of Interim Assessment Block (IAB & FIAB)
- Research and invest in a data dashboard
- California Dashboard release (Early December)
 - Chronic Absenteeism

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