

# Report on Student Outcomes

Information & Education Technology Services  
Educational Services  
Curriculum Instruction & Professional Development  
October 18, 2021



CELEBRATING 150 YEARS - 1871-2021  
EVERY STUDENT MATTERS, EVERY MOMENT COUNTS



# Purpose of Presentation

To provide the Board of Education with an annual update on student achievement and outcomes

- ▶ Our Story - Enrollment & COVID
- ▶ Four-Year Graduate Cohort Outcomes
- ▶ Calif. Assessment of Student Performance & Progress (CAASPP)
- ▶ Advanced Placement (AP) & International Baccalaureate (IB)
- ▶ Summative English Learner Proficiency Assessment (ELPAC)
- ▶ State Seals: Biliteracy & Civic Engagement



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# District Goal Alignment

- ▶ **Goal 1.1** Ensure Great Instruction First Time
- ▶ **Goal 1.2** Increase students being identified as “prepared” in the college/career indicators. Increase students being identified as “prepared” in the college/career indicators.
- ▶ **Goal 1.3** Increase English Learner growth toward English proficiency.
- ▶ **Goal 3.3** Increase regular two-way communication with stakeholders regarding student progress and other important issues.



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# Our Story - Enrollment Data

Ryan Reynolds

Director, Assessment and Evaluation



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## 2021-22 Enrollment by Federal Ethnicity - As of Day 39

**Black or African American**

2.5%

**Intentionally Left Blank**

2.8%

**Asian**

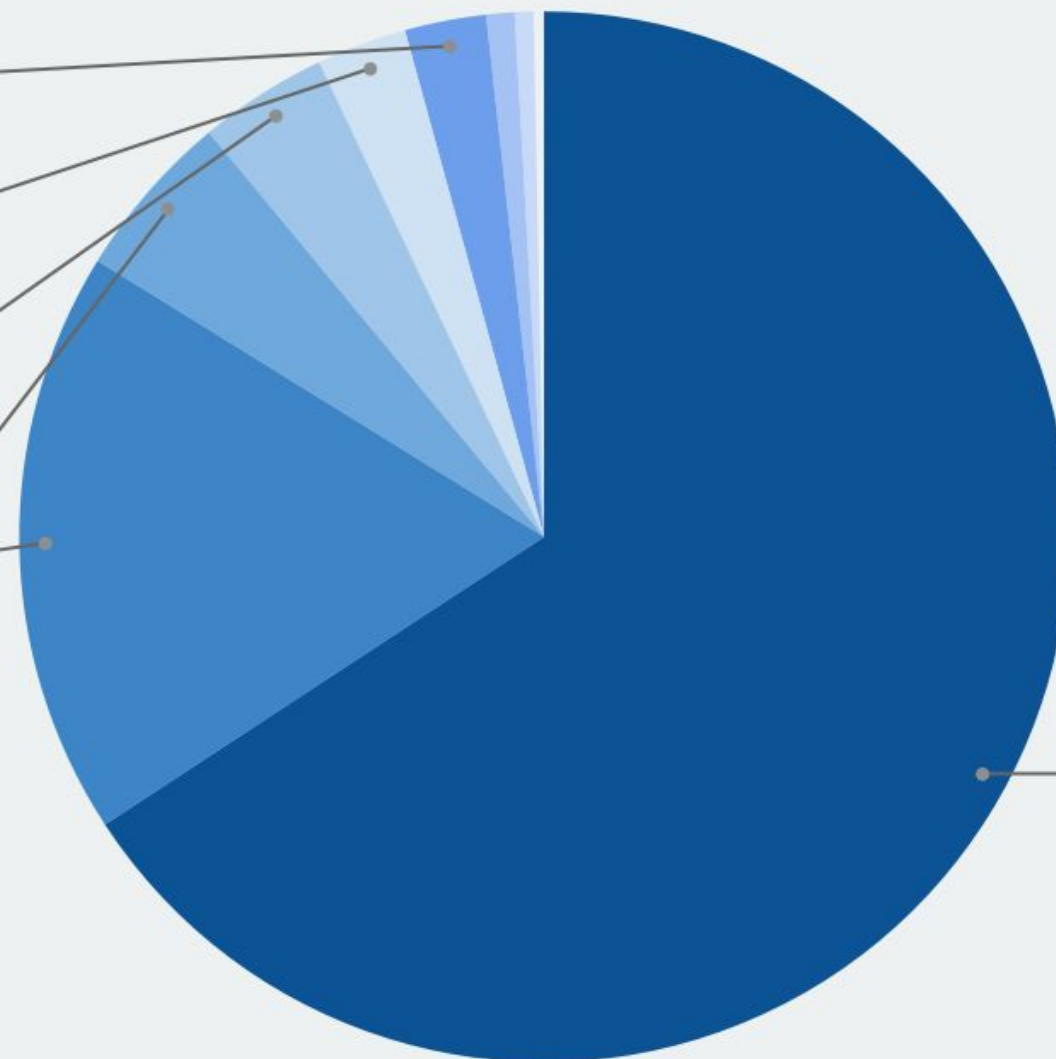
4.0%

**Two or more Races**

5.2%

**White**

18.0%



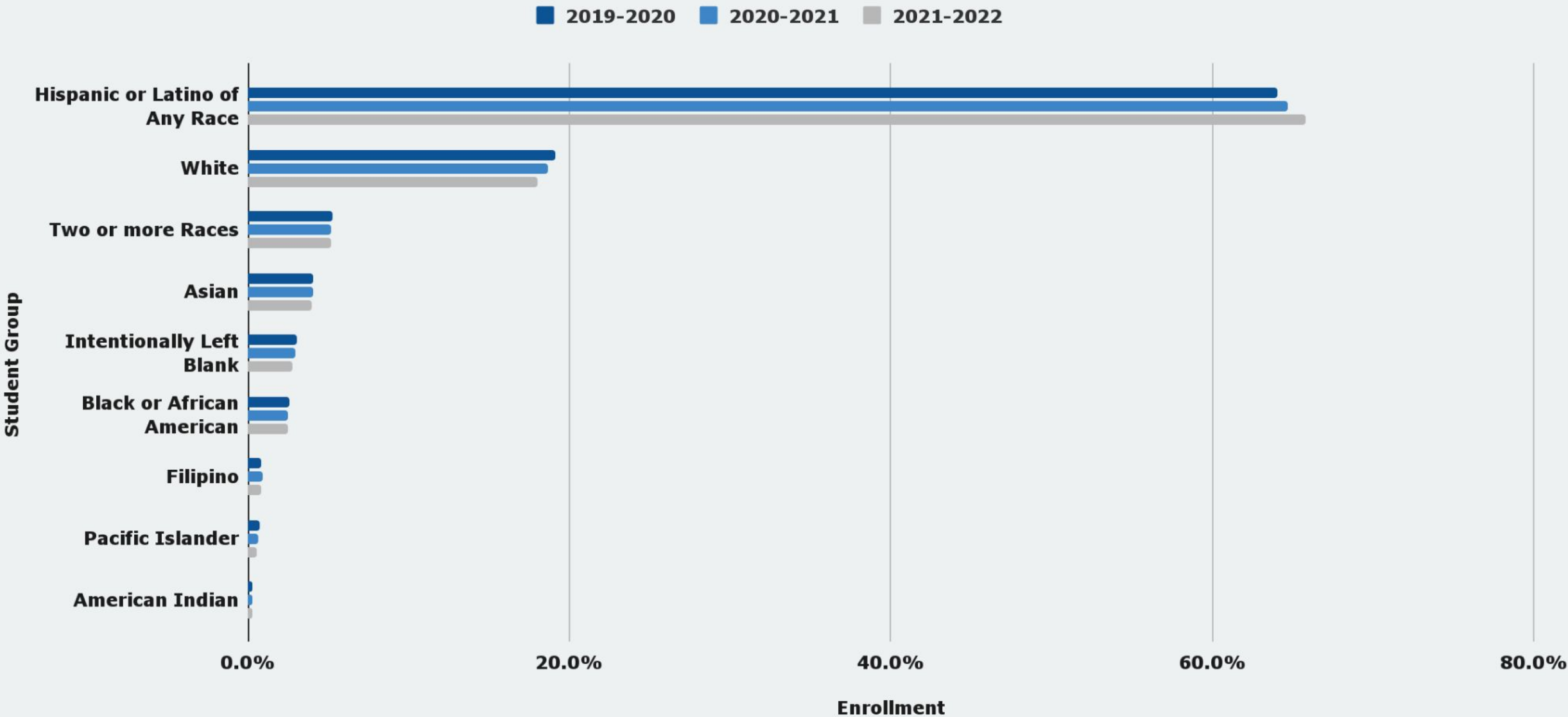
**Hispanic or Latino of Any**

65.8%

# Enrollment



# Enrollment by Federal Ethnicity (MODD) as of Day 39



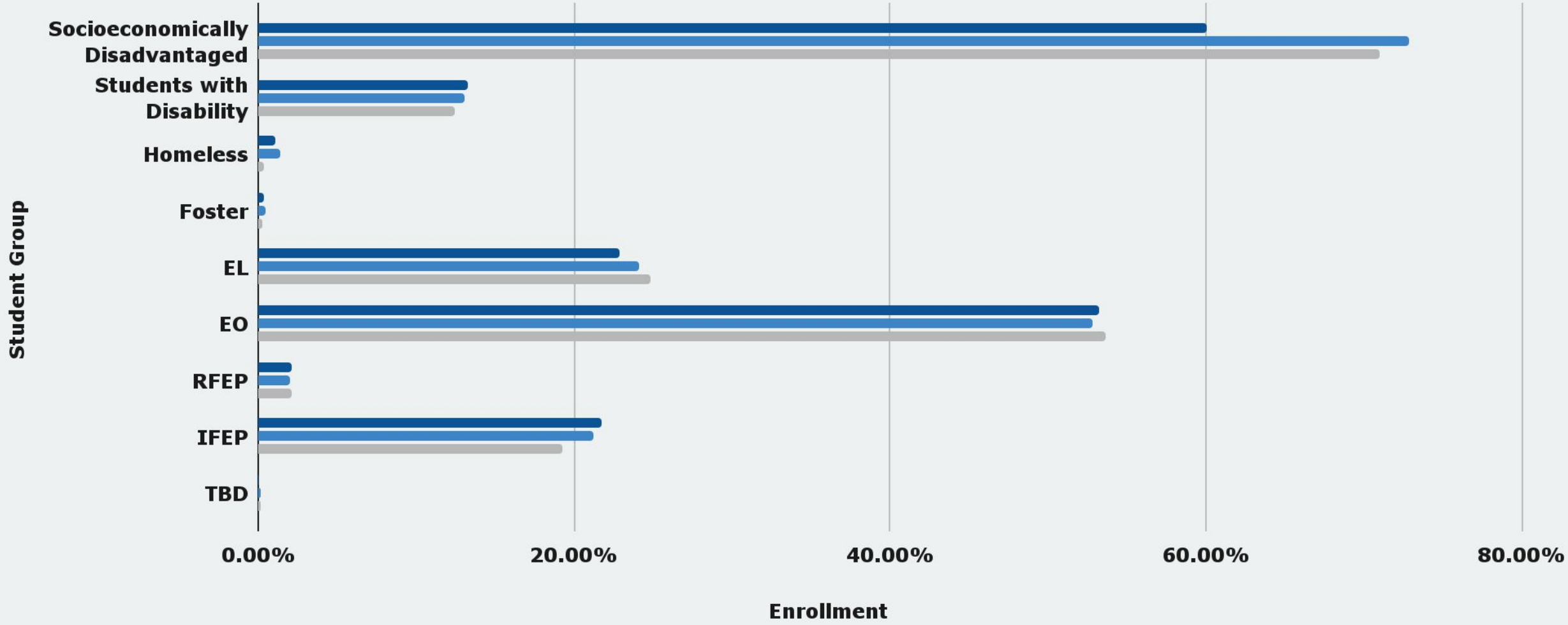
# Enrollment by Ethnicity

Student Groups	2019-2020	2020-21	2021-22	1-Yr Change
Hispanic or Latino of Any Race	64.1%	64.7%	65.8%	1.1%
White	19.1%	18.7%	18.0%	-0.7%
Two or more Races	5.2%	5.2%	5.2%	0.0%
Asian	4.1%	4.1%	4.0%	-0.1%
Intentionally Left Blank	3.1%	3.0%	2.8%	-0.2%
Black or African American	2.6%	2.5%	2.5%	0.0%
Filipino	0.8%	0.9%	0.9%	0.0%
Pacific Islander	0.7%	0.6%	0.6%	0.0%
Native American	0.3%	0.3%	0.3%	0.0%



# Enrollment by Student Group (MODD) as of Day 39

2019-2020 2020-2021 2021-2022

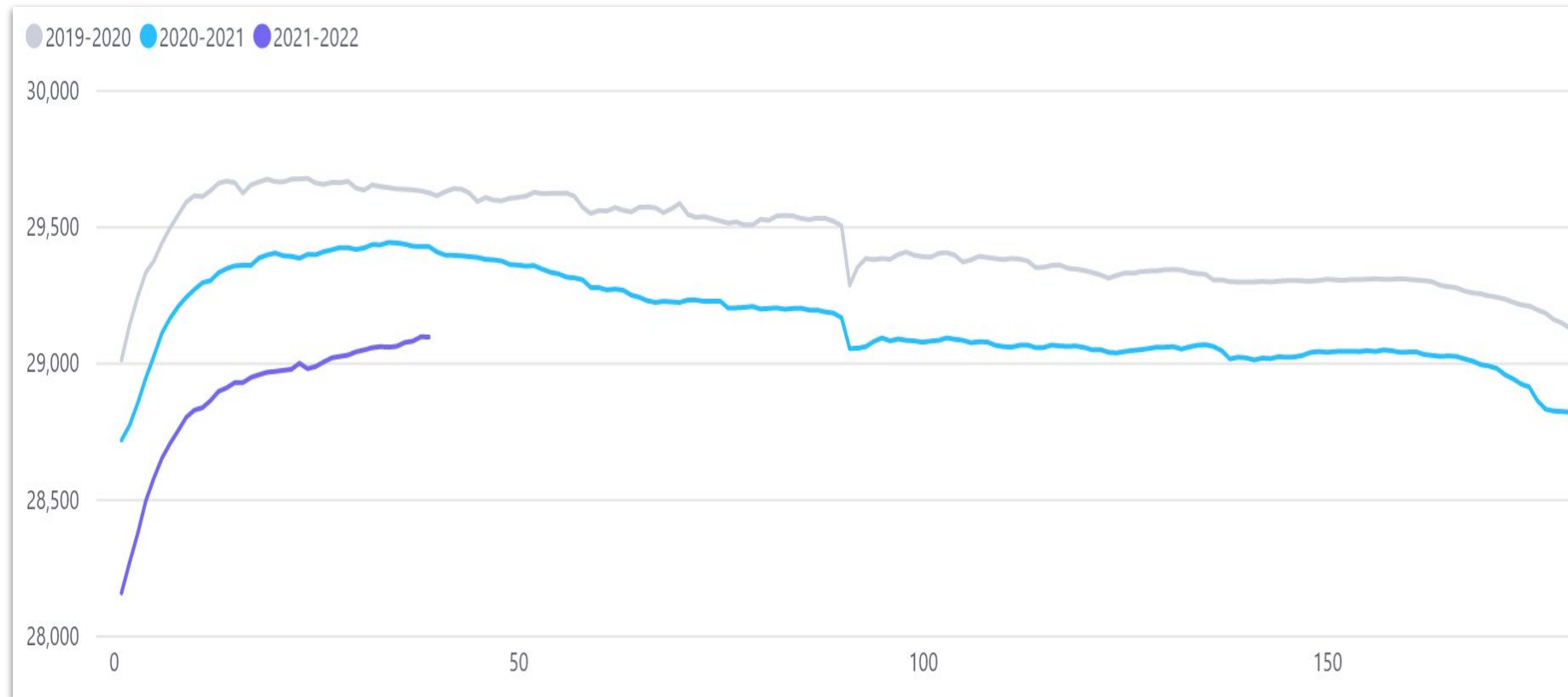


# Additional Student Groups

Student Groups	2019-2020	2020-21	2021-22	1-Yr Change
Socioeconomically Disadvantaged	60.0%	72.8%	71.0%	-1.8%
Students w/ Disabilities	13.2%	13.0%	12.4%	-0.6%
Homeless	1.1%	1.4%	0.3%	-1.1%
Foster	0.4%	0.5%	0.3%	-0.2%
English Learner	22.9%	24.2%	24.8%	0.6%
English Only	53.2%	52.8%	53.6%	0.8%
Reclassified Fluent English Proficient	2.1%	2.1%	2.2%	0.1%
Initial Fluent English Proficient	21.8%	21.2%	19.2%	-2.0%
TBD	0.0%	0.2%	0.2%	0.0%



# Annual Enrollment Trends



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# Our Story - Impact of Covid

Dr. Heather Contreras

Assistant Superintendent, School Leadership



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**March 17, 2020**

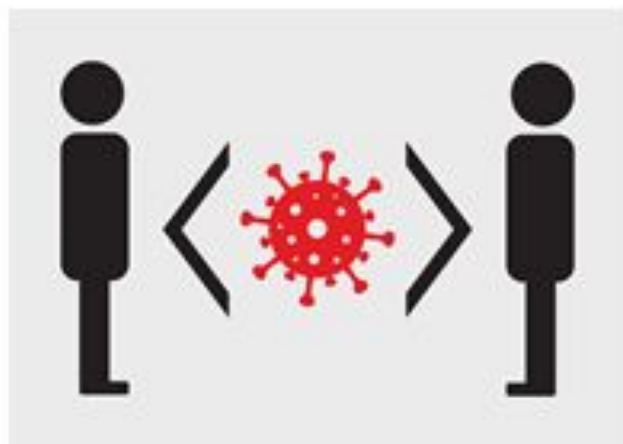
Distance Learning Begins



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When we  
came back...



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# From Then, Until Now Fall of 2021

- ▶ Full Distance Learning, Learning Hubs, Hybrid A and B Cohorts, Combined Cohorts but Hybrid for DL optional
- ▶ This year, we are traditional and students have option for digital learning through Modesto Virtual Academy
- ▶ Quarantines are a continued challenge this year
- ▶ Instruction during the Pandemic has impacted learning



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# Four-Year Graduate Cohort Outcomes

Laurie Hulin

Senior Director, School Leadership



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# Four-Year Graduate Cohort Outcomes

District / School	Graduation Rate 2020-21	1-Yr Change	Drop Out Rate 2020-21	1-Yr Change
Modesto City Schools	87.2%	0.0%	3.8%	-2.2%
Beyer	89.2%	-3.4%	4.3%	2.4%
Davis	82.0%	-4.5%	0.2%	-6.4%
Downey	87.9%	-2.9%	3.7%	-0.4%
Elliott	52.7%	10.9%	21.1%	-11.9%
Enochs	97.3%	1.0%	0.0%	-1.3%
Gregori	95.2%	1.1%	0.2%	-1.1%
Johansen	86.2%	-2.0%	4.7%	-0.1%
Modesto	88.8%	-0.6%	4.5%	-0.8%



# Four-Year Graduate Cohort Outcomes

	Graduates Meeting UC/CSU Requirements		Graduates Meeting the State Seal of Biliteracy Requirements		Graduates Earning the Golden State Seal Merit Diploma	
District / School	2020-21	1-Yr Change	2020-21	1-Yr Change	2020-21	1-Yr Change
MCS	39.1%	-1.2%	9.4%	1.9%	27.4%	-1.2%
Beyer	42.2%	3.2%	6.1%	0.7%	32.5%	0.1%
Davis	30.0%	2.3%	3.5%	0.6%	20.6%	1.1%
Downey	35.4%	-1.1%	14.9%	8.6%	25.2%	0.6%
Elliott	0.0%	0.0%	0.0%	0.0%	0.0%	-0.8%
Enochs	54.7%	5.9%	4.9%	-3.6%	34.4%	-1.7%
Gregori	48.9%	-6.7%	13.7%	4.5%	36.8%	1.0%
Johansen	36.2%	2.4%	5.1%	1.1%	19.9%	-2.3%
Modesto	33.5%	-10.2%	17.6%	2.9%	26.7%	-5.7%



# Four-Year Graduate Cohort Outcomes

Student Groups	Cohort Graduation Rate		Graduates Meeting UC/CSU Requirements		Graduates Earning the Golden State Seal Merit Diploma	
	2020-21	1-Yr Change	2020-21	1-Yr Change	2020-21	1-Yr Change
Hispanic or Latino	84.9%	-0.4%	33.7%	-2.3%	21.3%	-1.7%
White	90.0%	-0.7%	44.4%	-1.9%	35.5%	-1.2%
Two or More Races	88.2%	0.9%	37.3%	-9.4%	24.7%	-8.1%
Asian	94.6%	1.6%	63.4%	8.2%	52.3%	2.0%
Intentionally Left Blank	90.5%	4.5%	41.9%	9.5%	28.6%	2.9%
Black or African American	80.5%	-3.7%	25.7%	-3.0%	14.3%	4.4%
Filipino	95.9%	-1.8%	82.9%	13.9%	70.0%	8.1%
Pacific Islander	96.2%	8.4%	48.0%	3.6%	16.0%	-11.8%
Native American	85.7%	14.3%	25.0%	15.0%	16.7%	6.7%



# Four-Year Graduate Cohort Outcomes

Student Groups	Cohort Graduation Rate		Graduates Meeting UC/CSU Requirements		Graduates Earning the Golden State Seal Merit Diploma	
	2020-21	1-Yr Change	2020-21	1-Yr Change	2020-21	1-Yr Change
Socioeconomically Disadvantaged	83.9%	-0.3%	30.7%	-1.6%	20.4%	-1.3%
Migrant Education	8.4%	1.7%	21.1%	-4.6%	15.8%	-9.8%
Homeless Youth	65.0%	-11.4%	17.0%	-8.6%	12.3%	-5.1%
English Learners	71.5%	-1.7%	14.6%	0.8%	8.6%	0.7%
Students with Disabilities	70.4%	0.0%	7.1%	-0.9%	3.9%	-2.2%
Foster Youth	85.7%	15.2%	6.7%	0.2%	3.3%	-3.2%



# Statewide Testing - CAASPP

Dr. Heather Contreras

Assistant Superintendent, School Leadership



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# What is the CAASPP?

- ▶ The **CAASPP** is the California Assessment of Student Performance and Progress
- ▶ **Administered** in the **Spring** of each school year
- ▶ Measures student achievement in **ELA** and **Math**
- ▶ State of California **waived** for the **Spring of 2020**
- ▶ The **assessment requirements** for the **Spring of 2021** allowed for both **in-person** and **remote testing**



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# What is the CAASPP?

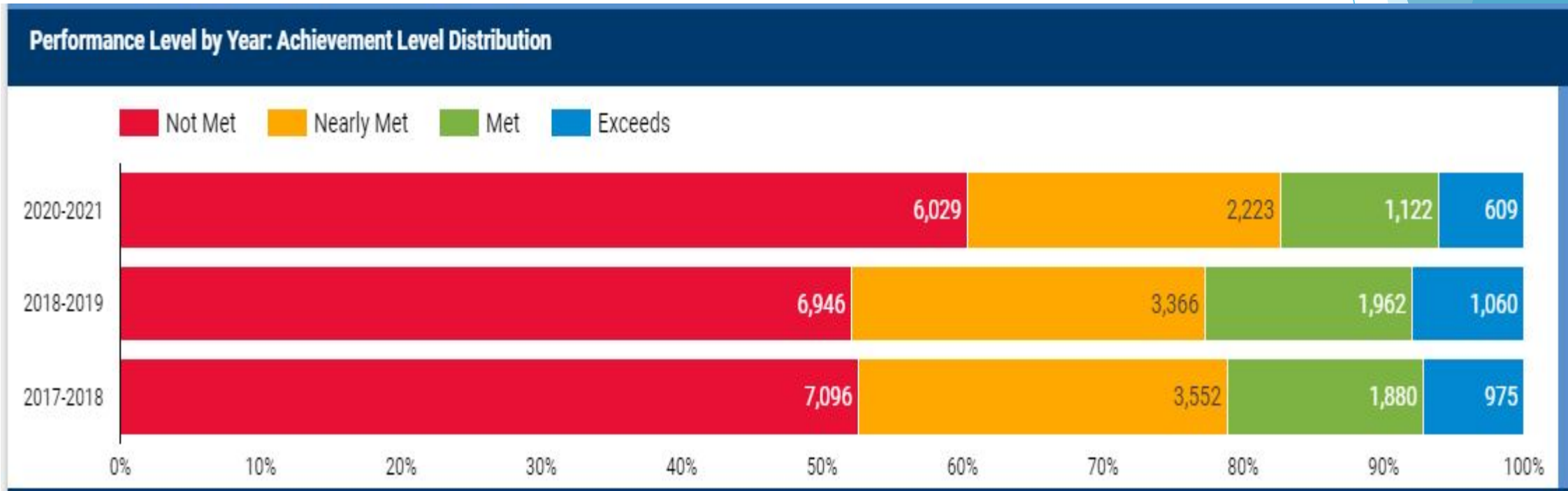
- ▶ Not a strict mandate for all students to test.
- ▶ Small participation rate compared to previous years.
- ▶ Overall scores are the only scores represented
- ▶ Claim subscores were not released.
- ▶ The CAST Science Test was not administered.
- ▶ The CA Alternate Assessment for Special Education students were challenging due to the 1:1 nature of the assessment



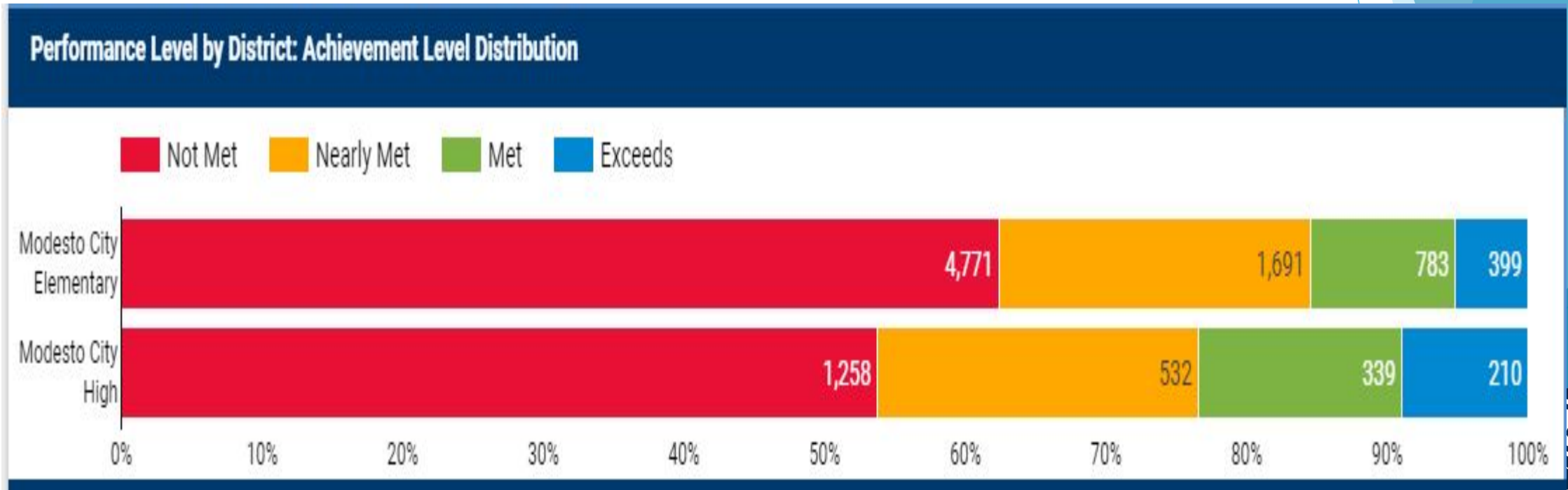
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# Mathematics - Elementary and High School Districts Three Year Comparison



# Mathematics - Elementary and High School Districts 2021

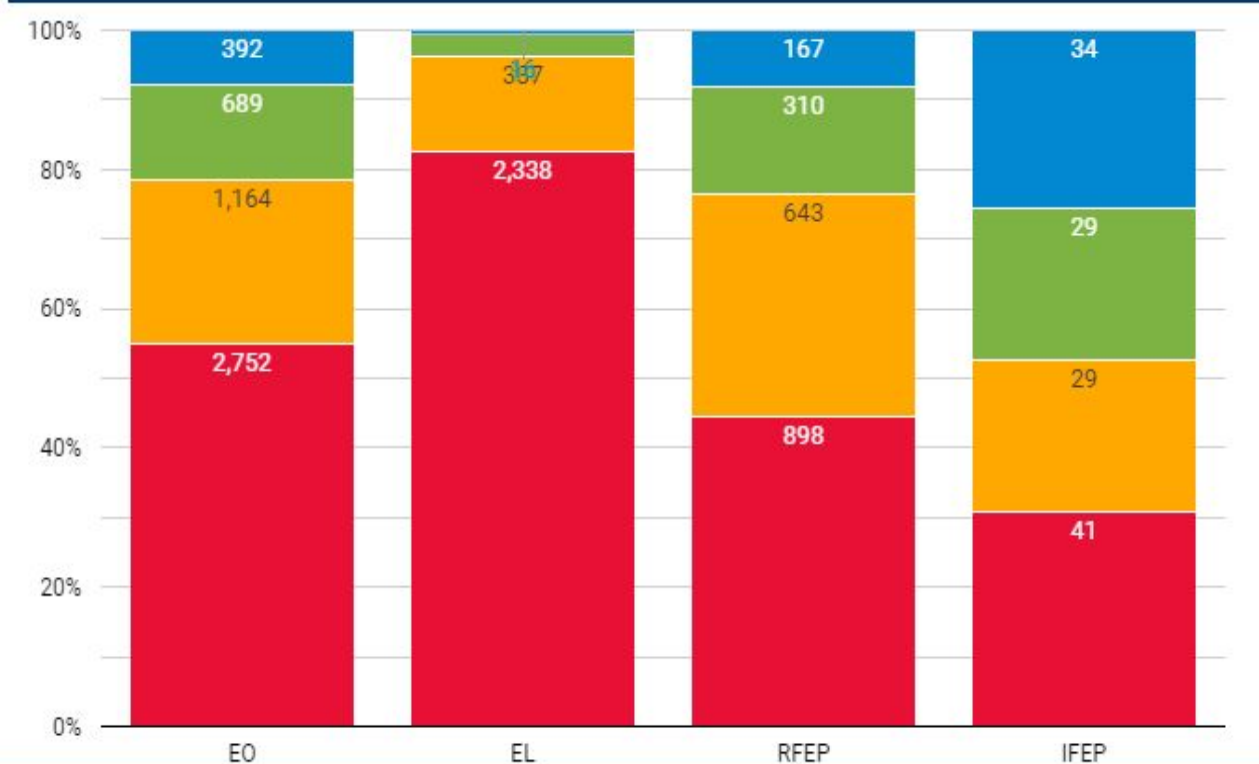


# Mathematics - Elementary and High School by Special Education and Language Learners

Performance Level by Disability Right-click to drill down

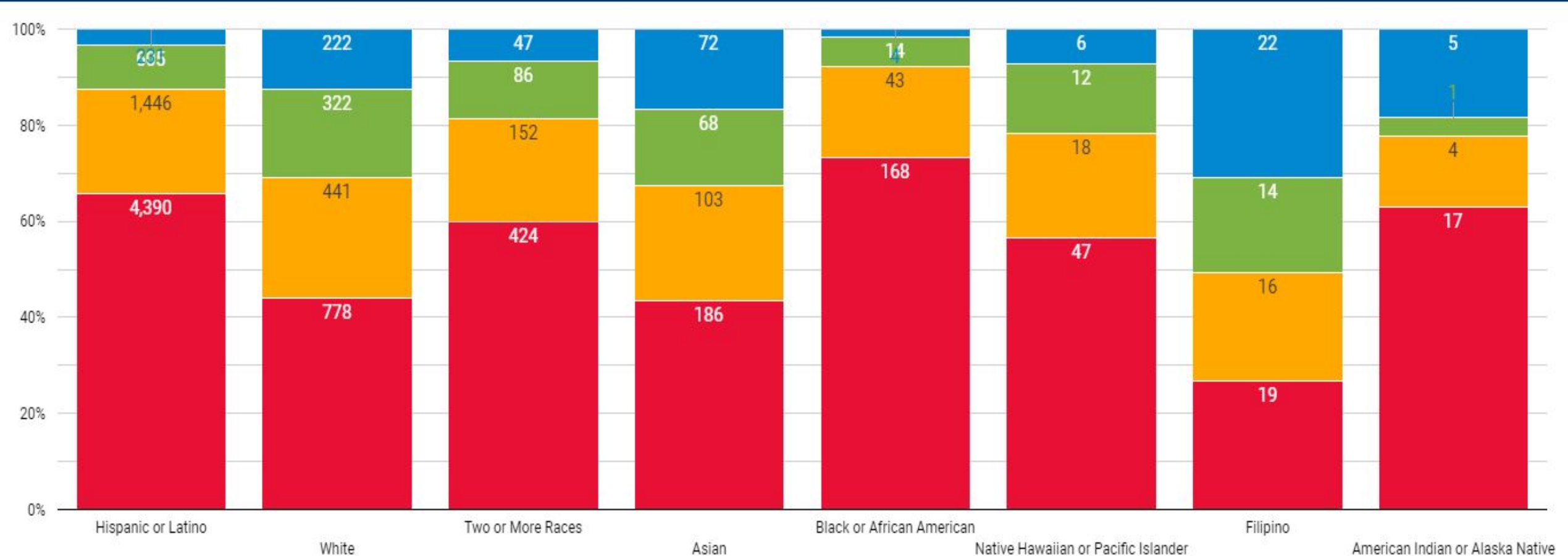


Performance Level by EL Status

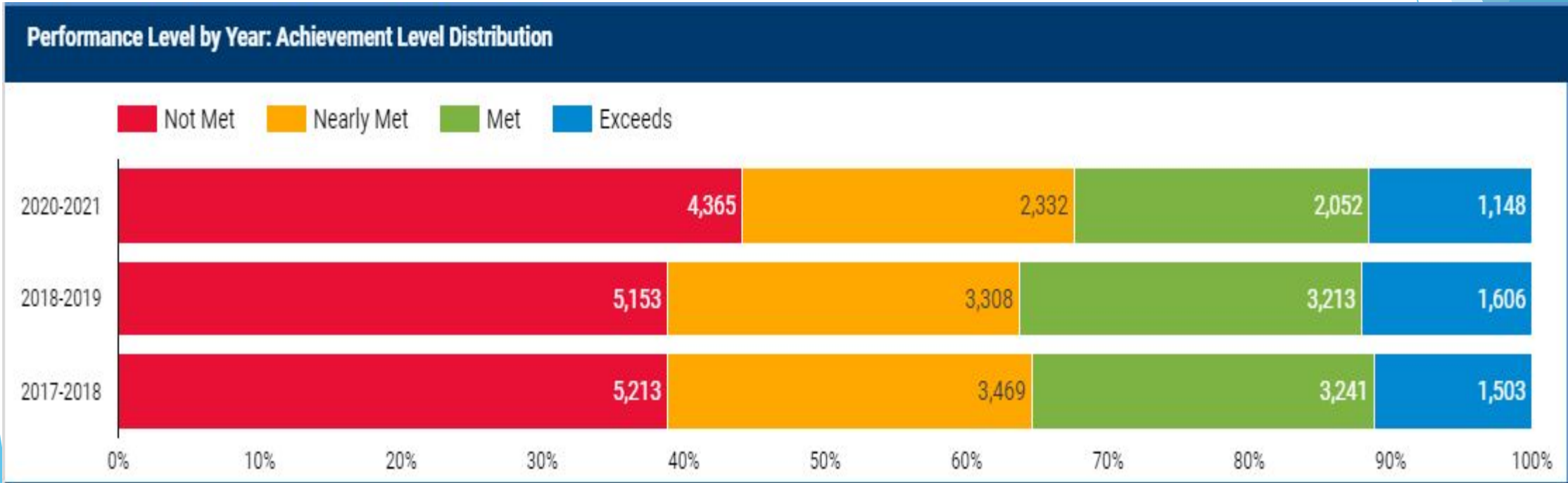


# Mathematics - Elementary and High School by Student Group

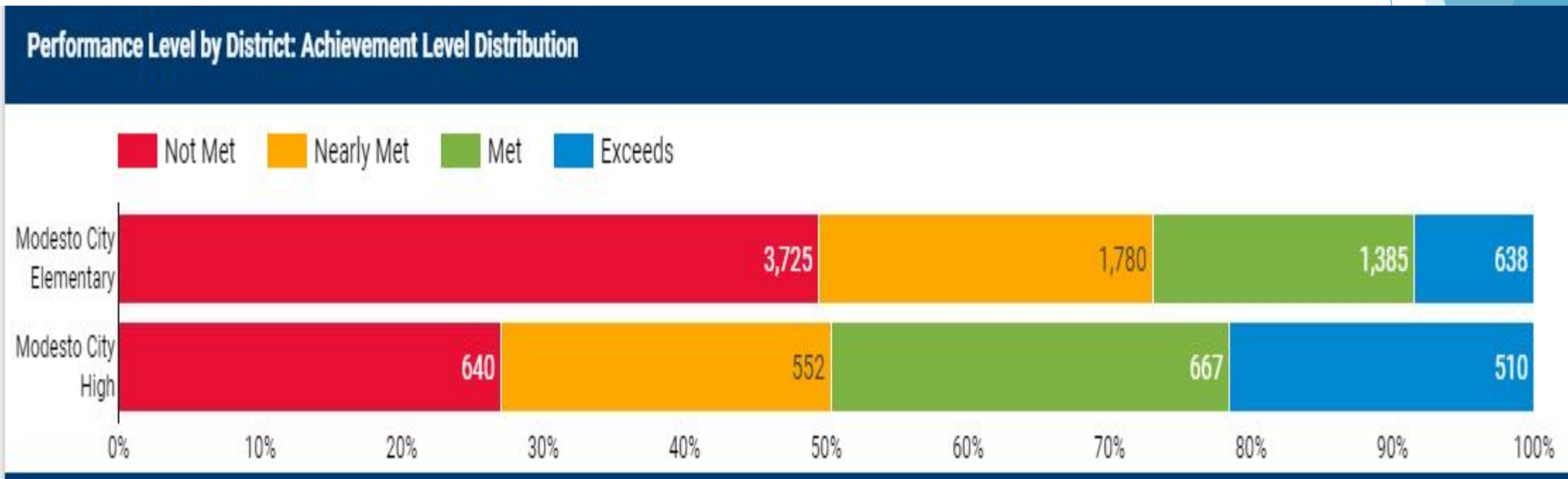
Performance Level by Ethnicity



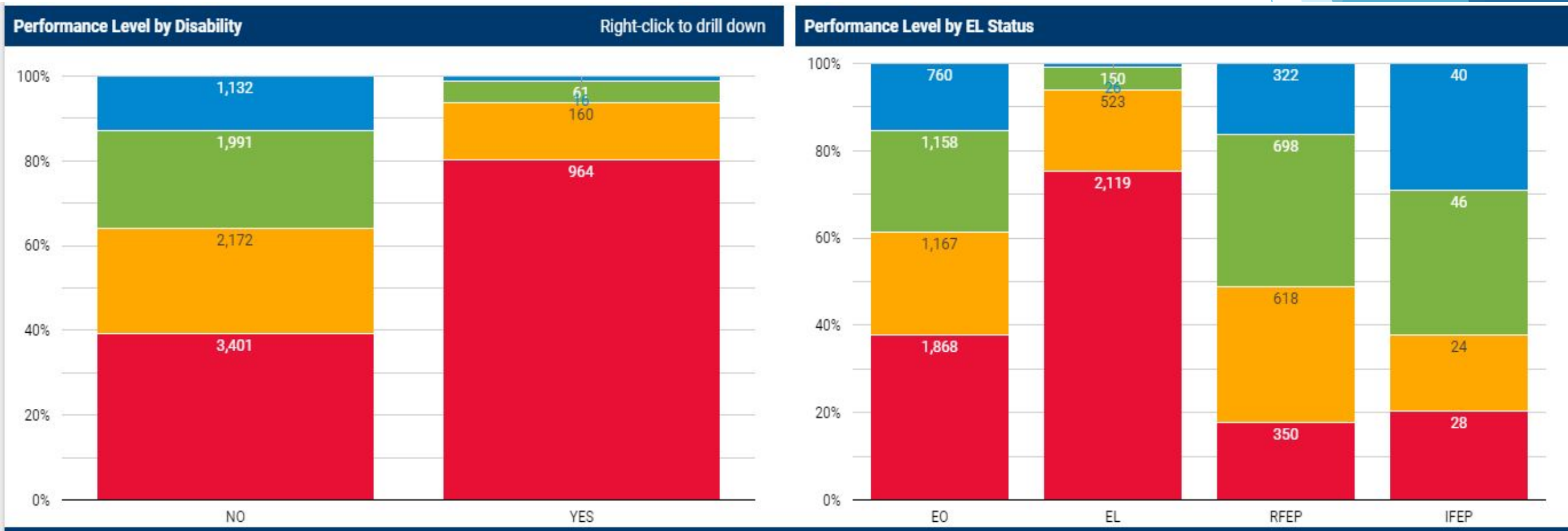
# English Language Arts - Elementary and High School Districts Three Year Comparison



# English Language Arts - Elementary and High School Districts 2021

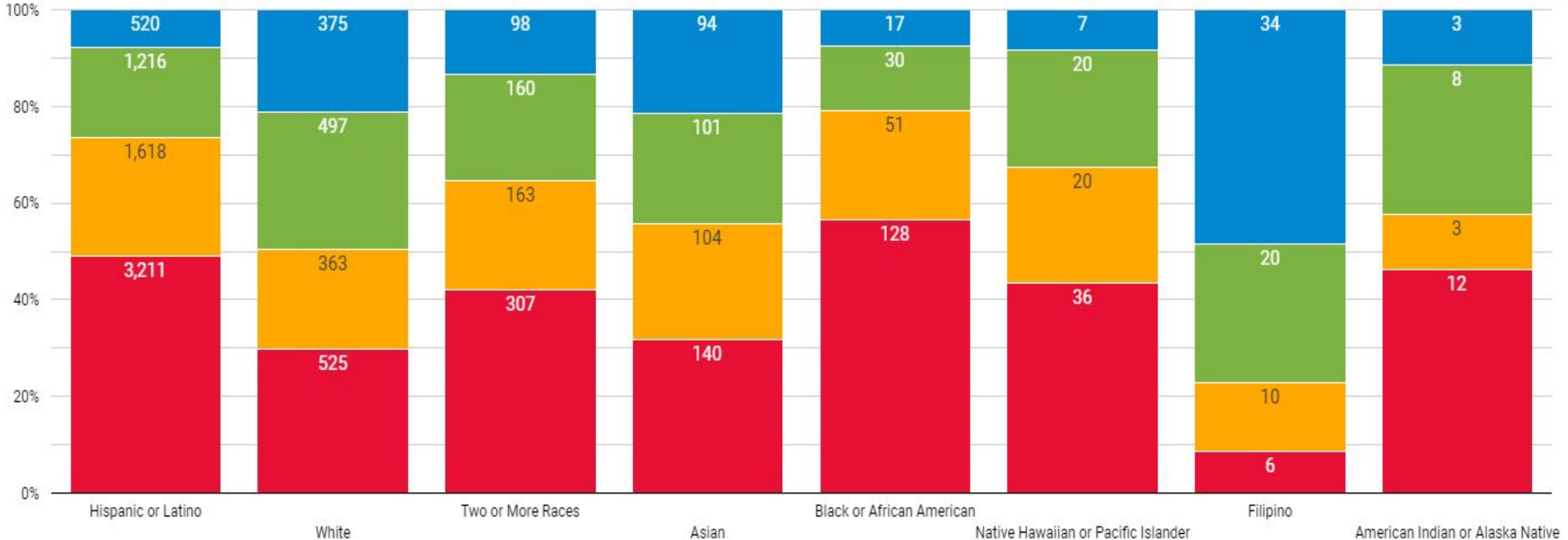


# English Language Arts - Elementary and High School by Special Education and Language Learners



# English Language Arts - Elementary and High School by Student Group

Performance Level by Ethnicity



# CAASPP

## Key Findings

- ▶ Overall scores are the only scores represented - claim subscores were not released.
- ▶ The CAST Science Test was not administered.
- ▶ The CA Alternate Assessment for Special Education students were challenging due to the 1:1 nature of the assessment.
- ▶ Both districts saw a significant decline in student test scores as well as participation in the 2020-2021 school year.



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# CAASPP

## Key Findings

- ▶ Student achievement in ELA consistently outperforms Math
- ▶ Students with disabilities: no growth over the last three years
- ▶ English Learners performance has not shown growth
- ▶ African Americans: significant achievement gap in ELA and Math.
- ▶ The Reclassified Fluent English Proficient group scores considerably better than EO and other ELL groups (EL and Initial Fluent English Proficient).



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# CAASPP

## Next Steps

- ▶ Multi-Tier Systems of Support across all K-6 sites.
- ▶ ELA Coaching Model: LETRS Training
- ▶ Math Coaching: SWUN Math & Math Ambassadors
- ▶ Robust Special Education Trainings for teachers and staff



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# CAASPP

## Next Steps

- ▶ Sheltered Instruction Observation Protocol (SIOP)
- ▶ Grading Task Force, EPOCH for Equity, Youth for Tomorrow
- ▶ Performance Matters Assessment Platform, Early Warning Indicators
- ▶ Hatching Results: HS Principals and Counselors and Counselor ratio to student reductions with Student Intervention Team



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# Advanced Placement & International Baccalaureate

Dr. Will Nelson

Senior Director, School Leadership



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# Advanced Placement

## Participation Rate

Student Groups	2018-19	2019-20	2020-21	1-Yr Change
Hispanic or Latino	11.3%	9.9%	8.9%	-1.0%
White	17.9%	14.4%	14.5%	0.1%
Two or More Races	15.7%	12.0%	10.8%	-1.2%
Asian	28.6%	28.4%	27.3%	-1.1%
Intentionally Left Blank	9.0%	10.8%	10.1%	-0.7%
Black or African American	7.2%	5.9%	6.4%	0.5%
Native Hawaiian or Other Pacific Islander	13.2%	10.3%	20.0%	9.7%
Native American or Alaska Native	10.2%	10.4%	17.6%	7.2%



# Advanced Placement

## Exam Pass Rate

Student Groups	2018-19	2019-20	2020-21	1-Yr Change
Hispanic or Latino	48.9%	51.2%	38.2%	-13.0%
White	58.6%	58.9%	48.5%	-10.4%
Two or More Races	60.1%	63.1%	39.8%	-23.3%
Asian	62.0%	63.7%	50.9%	-12.8%
Intentionally Left Blank	68.9%	50.0%	41.7%	-8.3%
Black or African American	38.5%	43.8%	15.9%	-27.9%
Native Hawaiian or Other Pacific Islander	62.5%	22.7%	26.7%	4.0%
Native American or Alaska Native	33.3%	28.6%	40.0%	11.4%



# Advanced Placement

## Key Findings

- ▶ **Impact of COVID:** Fewer students participated in AP testing last year
- ▶ The number of students passing the AP Exams **decreased** from the previous year
- ▶ **Pass rate** was likely impacted by students participating in distance learning in 2020-2021
- ▶ First year Hanshaw grade 8 Dual Language Academy took the **AP Spanish Language exam**
  - ▶ Four students scored a passing score of 3



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# Advanced Placement

## Next Steps

- ▶ Increase AP course enrollment
- ▶ Inservice AP coordinators to communicate data to AP teachers for reflection and instructional purposes
- ▶ Continue support for Hanshaw DLA students AP exam preparation by partnering with a seasoned high school AP Spanish teacher at Downey High School
- ▶ Increase the use of AP Classroom resources across all AP courses



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# International Baccalaureate

## Participation Rate

Student Groups	2018-19	2019-20	2020-21	1-Yr Change
Hispanic or Latino	21.6%	19.6%	17.8%	-1.8%
White	42.2%	39.1%	35.8%	-3.3%
Two or More Races	34.8%	31.1%	30.4%	-0.7%
Asian	49.3%	44.5%	40.3%	-4.2%
Intentionally Left Blank	29.3%	29.7%	23.9%	-5.8%
Black or African American	24.3%	31.3%	21.2%	-10.0%
Native Hawaiian or Other Pacific Islander	30.8%	30.8%	31.3%	0.5%
Native American or Alaska Native	16.7%	28.6%	20.0%	-8.6%
Filipino	75.0%	85.7%	75.0%	-10.7%



# International Baccalaureate

## Full IB Diploma Rate

Student Groups	2018-19	2019-20	2020-21	1-Yr Change
Hispanic or Latino	44.0%	65.5%	65.0%	-0.5%
White	63.6%	50.0%	75.0%	25.0%
Two or More Races	75.0%	62.5%	50.0%	-12.5%
Asian	63.2%	78.3%	100.0%	21.7%
Intentionally Left Blank	100.0%	100.0%	100.0%	0.0%
Black or African American	0.0%	50.0%	100.0%	50.0%
Native Hawaiian or Other Pacific Islander	N/A	0.0%	0.0%	0.0%
Native American or Alaska Native	0.0%	N/A	N/A	N/A
Filipino	100.0%	66.7%	N/A	N/A



# International Baccalaureate

## Key Findings

- ▶ A consistent and formal district process is needed to track IB diploma attainment and test pass rates
- ▶ 88% Diploma Pass Rate (World Wide 85.18%) or 38 of the 43 diploma candidates achieved the diploma
- ▶ 66% of those who earned the Diploma received 30 or more points received course credits at UC Campuses
- ▶ 413 Subject Area exams taken with a pass rate of 88.86%.
- ▶ Impressive college acceptances including Harvard, Duke, Brown, Berkeley, Tulane, Cornell, and UCLA



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# International Baccalaureate

## Next Steps

- ▶ Continue to expand our IB course offerings to all Modesto HS students including English Learners
- ▶ Continue to provide support and training for IB teachers and administrators during the school year, intersession, and Summer
- ▶ Explore an MCS Primary Years (Elementary) and Middle Years (Middle/Jr. High School) IB programs to feed into Modesto High School to diversify and grow the program



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# Summative English Learner Proficiency Assessment (ELPAC)

Maricela Mota

Director II, English Learner Services



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# Summative ELPAC

- ▶ The **Summative ELPAC** is given to English Learners (ELs) from **February 1 to May 31** each year.
- ▶ The Summative ELPAC assesses English Learners in four domains: **listening, speaking, reading, and writing.**
- ▶ The assessment is used as **one of the criteria** for **reclassification**; students must meet an **ELPAC Overall score of 4.**



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# Summative ELPAC

## 2020-21 Summative ELPAC Data: Score of 4

Summative ELPAC	2018-19	2019-20	2020-21	1-Yr Change
Total English Learners Assessed	6202	3922	6394	2472
# of English Learners w/ Score of 4	598	287	527	240
% of English Learners w/ Score of 4	9.6%	7.3%	8.2%%	0.9%



# Summative ELPAC

## 2020-21 Summative ELPAC Data

- ▶ Received an ELPAC Overall score of 4
  - ▶ 9% of English Learners without a disability
  - ▶ 2% of English Learners with a disability
- ▶ ELs in grade 12 had the highest percentage of students who received an ELPAC Overall score of 4 (15%)
- ▶ ELs in grade 1 had the lowest percentage of students who received an ELPAC Overall score of 4 (2%)



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# Summative ELPAC

## 2020-21 Summative ELPAC Data: Score of 4

Student Groups	Percent (%)
Hispanic or Latino	8%
White	9%
Two or More Races	7%
Asian	10%
Black or African American	0%
Native Hawaiian or Other Pacific Islander	2%
Native American or Alaska Native	16%
Filipino	4.4%



# State Seal of Biliteracy

Maricela Mota

Director II, English Learner Services



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# State Seal of Biliteracy

The State Seal of Biliteracy (SSB) is a **recognition** conferred by the State Superintendent of Public Instruction for **graduating high school students** who have attained a high level of proficiency in **speaking, reading, and writing** in one or more languages in addition to English.



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# State Seal of Biliteracy

## Requirements

- ▶ Complete all **English-language arts** requirements for graduation with an **overall GPA of 2.0** or above
- ▶ Pass the **CAASPP** at the **Standard Met** level in **English Language Arts** at the **11th grade**
- ▶ Demonstrate **proficiency** in **once or more languages** in addition to English
- ▶ There are **multiple ways** a student can **demonstrate proficiency**

*\*Additionally, English Learners must earn an Overall 4 on the ELPAC*



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# State Seal of Biliteracy

## State Seal of Biliteracy Achievement Data

- ▶ 2019-2020.....238
- ▶ 2020-2021.....307
- ▶ 2021-2022 Goal.....323



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# State Seal of Biliteracy

## 2020-21 Achievement Data

Student Groups	# out of 307	Percent (%)
Hispanic or Latino	272	88.6%
White	19	6.2%
Asian	3	1.0%
Black or African American	1	0.3%
Homeless Eligible	7	2.3%
Foster Youth	0%	0%
Students with Disabilities	5	1.6%
Title I Part C Migrant	8	2.6%
English Learners	25	8.1%



# State Seal of Civic Engagement

Maricela Mota

Director II, English Learner Services



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# State Seal of Civic Engagement

The California State Seal of Civic Engagement (SSCE) is a seal to be placed on the diplomas of graduating California high school students who, according to the California Department of Education, have demonstrated “**excellence in civics education and participation, and an understanding of the United States Constitution, the California Constitution, and the democratic system of government.**”



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# State Seal of Civic Engagement

## Requirements

- ▶ Be engaged in academic work
- ▶ Demonstrate understanding of United States and California constitutions; local governments; democracy; principles
- ▶ Participate in one or more informed civic engagement project(s)
- ▶ Demonstrate civic knowledge through self-reflection
- ▶ Exhibit character traits that reflect civic-mindedness



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# State Seal of Civic Engagement

## 2020-21 Achievement Data

Student Groups	# out of 100	Percent (%)
Hispanic or Latino	49	49%
White	35	35%
Black or African American	4	4%
Asian	1	1%
English Only	65	65%
Reclassified Fluent English Proficient	34	34%
Students with Disabilities	6%	6%



# Next Steps

Dr. Heather Contreras

Assistant Superintendent, School Leadership



CELEBRATING 150 YEARS - 1871-2021  
EVERY STUDENT MATTERS, EVERY MOMENT COUNTS



# Next Steps

- ▶ **Intervention Programs**
- ▶ **Focus on Professional Development**
- ▶ **Data Protocols**
  - ▶ Data Executive Summaries
  - ▶ Leadership Summits
- ▶ **Board Update in February, 2022**
  - ▶ 7-12 D/F Grade Rate report
  - ▶ Intersession & Intervention programs report



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# Questions



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