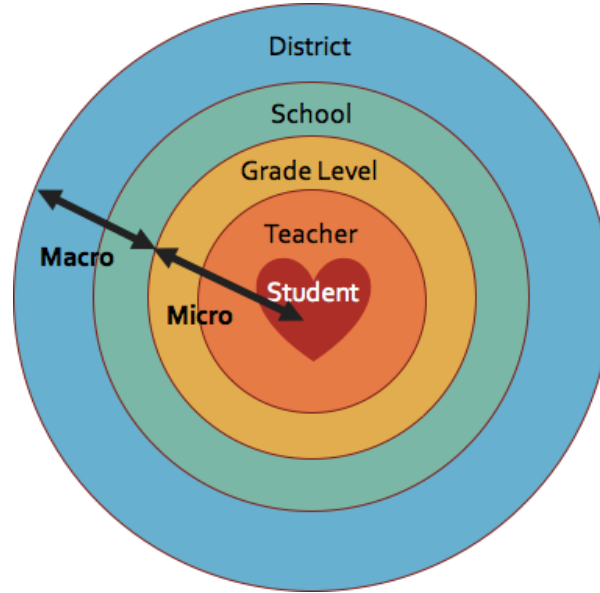


Taking a Look at Student Achievement Data



CAASPP Results - Spring 2019

CAASPP Components

- Smarter Balanced Assessment
- CA Science Assessment
- California Alternative Assessment



Smarter Balanced Assessment

- 3rd-8th grade
- English Language Arts & Math

Four Achievement Levels

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

Data from Districts Across Marin

Smarter Balanced Assessment Results

| | Mill Valley 1,952 | Miller Creek 1,322 | Kentfield 820 | Larkspur Corte Madera 1,005 | Novato 3,677 | Reed 989 | Ross 281 | Ross Valley 1,395 | San Rafael City Elem 2,879 | Marin County 2,879 | CA 3,165,580 |
|-------------|-----------------------------|------------------------------|-------------------------|---|------------------------|--------------------|--------------------|-----------------------------|--|----------------------------------|------------------------|
| ELA | 84% | 76% | 75% | 79% | 55% | 84% | 85% | 78% | 44% | 65% | 51% |
| Math | 80% | 67% | 72% | 74% | 49% | 79% | 81% | 69% | 38% | 58% | 40% |

- Includes the number of students tested in Spring 2019
- Results indicate % of students who met or exceeded standards

District-Wide Results - Spring 2019



| | ELA | | Math | |
|---------------------|-----|-----|------|-----|
| Standard Exceeded | 48% | 84% | 50% | 80% |
| Standard Met | 36% | | 30% | |
| Standard Nearly Met | 11% | 16% | 14% | 20% |
| Standard Not Met | 5% | | 6% | |

District-Wide Results



| Growth Over Time | | | |
|-------------------------|-------------|-------------|-------------|
| | 2017 | 2018 | 2019 |
| ELA | 81% | 85% | 84% |
| Math | 76% | 79% | 80% |

(% of students who met or exceeded standards)

What the Data Tells Us

English Language Arts

- 84% of students met or exceeded ELA standards district-wide
- At least 80% of students met or exceeded standards across all schools
- 2% average growth over past 2 years across elementary schools
- 3% growth over past 2 years at MS

Math

- 80% of students met or exceeded math standards district-wide
- At least 77% of students met or exceeded math standards across all schools
- 3% average growth over past 2 years across elementary schools
- 4% growth over past 2 years at MS



Cohort-Growth Data (2018-2019)

| Grade Level | ELA | | Math | |
|--|------|------|------|------|
| | 2018 | 2019 | 2018 | 2019 |
| 3 rd to 4 th grade | 81% | 86% | 83% | 83% |
| 4 th to 5 th grade | 83% | 83% | 82% | 80% |
| 5 th to 6 th grade | 90% | 84% | 82% | 74% |
| 6 th to 7 th grade | 86% | 82% | 70% | 78% |
| 7 th to 8 th grade | 89% | 86% | 80% | 80% |



Grade Level Data (2018-2019)



| Grade Level | ELA | | Math | |
|-----------------------|------|------|------|------|
| | 2018 | 2019 | 2018 | 2019 |
| 3 rd grade | 81% | 81% | 83% | 84% |
| 4 th grade | 83% | 86% | 82% | 83% |
| 5 th grade | 90% | 83% | 82% | 80% |
| 6 th grade | 86% | 84% | 70% | 74% |
| 7 th grade | 89% | 82% | 80% | 78% |
| 8 th grade | 80% | 86% | 77% | 80% |

Results by Student Groups

| | # Students (3 rd -8 th) | ELA | | Math | |
|---------------------------------|---|------|------|------|------|
| Student Groups | 2019 | 2018 | 2019 | 2018 | 2019 |
| White students | 1,487 | 87% | 86% | 82% | 81% |
| Students with Two or More Races | 200 | 89% | 87% | 83% | 85% |
| Hispanic/Latino students | 161 | 74% | 69% | 65% | 65% |
| Asian students | 82 | 76% | 66% | 70% | 71% |
| African American students | 11 | 53% | 82% | 47% | 45% |

Results by Student Groups

| | # Students (3 rd -8 th) | ELA | | Math | |
|----------------------------|---|------|------|------|------|
| Student Group | 2019 | 2018 | 2019 | 2018 | 2019 |
| All students | 1,952 | 85% | 84% | 79% | 80% |
| Students with Disabilities | 242 | 58% | 61% | 53% | 59% |
| Economically Disadvantaged | 123 | 63% | 57% | 52% | 54% |
| English Learners | 26 | 9% | 31% | 32% | 41% |
| Reclassified ELs | 87 | 75% | 62% | 68% | 64% |

Next Steps

- Examine our core and intervention practices
- Analyze and monitor data for students
- Build on areas of success
- Determine and act upon areas of weakness
- Explore opportunities of curricular alignment
- Increase instructional capacity through professional development, collaboration, and data driven reflection on practices
- Examine our culturally responsive practices

