

Data at Every Level: Presentation on Student Progress

February 21, 2024

Presentation Purpose

Provide multi-level data snapshot on CVUSD student progress, and describe data-driven processes at the school and district level



Student Group Definitions

English Learner (EL) or Multilingual Learner: A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC]), is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

Students with a Disability (SWD) - Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.



Student Group Definitions

Socioeconomically Disadvantaged Students (SED) - Any student who meets the federal income eligibility criteria or is deemed to be categorically eligible for Free and Reduced-Price Meal (FRPM) under the National School Lunch Program (NSLP) will be counted as FRPM-eligible. Students categorically eligible for FRPM, including: Migrant students; Homeless students; Foster students identified through a statewide match with California Department of Social Services foster data; and Students participating in the Food Distribution Program on Indian Reservations (FDPIR).

Foster Youth - LCFF definition includes students who are subject of a petition filed under WIC Section 300 (child welfare) and removed from home; students who are subject of a petition filed under WIC Section 602 (probation) and removed from home; students who are subject of a petition filed under WIC Section 300 and remain in the home receiving court ordered family maintenance services; students who are under the placement and care of a Child Welfare agency and removed from the home through a voluntary placement agreement as defined by WIC 11400 (o) & (p); students who are under the jurisdiction of a tribal court as defined under EC Section 42238.01 (b).



Student Group Definitions

Students Experiencing Homelessness - The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children and youth who may be living in motels, hotels, trailer parks, shelters
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above



Levels of Data

	Definition	Types of Data
Level 1: Satellite Data	Hovers far above the classroom and tells an important, but incomplete story.	California School Dashboard
Level 2: Map Data	Hovers closer to the ground than satellite data, providing a GPS of learning trends.	Local Benchmarks Grade Distribution
Level 3: Street Data	Qualitative, systematic, and experiential data that occurs at “eye level.”	Student Voice Survey Responses

Satellite Data

Hovers far above the
classroom and tells an
important, but
incomplete story.



School Dashboard Details

- The 2022 Dashboard was a restart of California's Dashboard accountability system.
- The 2022 Dashboard created a new baseline for future comparison. 2022 Dashboard performance levels only reflected the 2021-2022 school year.
- The new 2023 Dashboard includes both status and change, gas-gauge style icons, and the performance levels reflect both the 2021-22 and 2022-23 school years.



California Dashboard Results

Statewide:

Chronic Absenteeism



Yellow

Suspension Rate



Orange

English Learner Progress



Yellow

Graduation Rate



Orange

College/Career



Medium

English Language Arts



Orange

Mathematics



Orange

CVUSD:

Chronic Absenteeism



Orange

Suspension Rate



Yellow

English Learner Progress



Green

Graduation Rate



Blue

College/Career



High

English Language Arts



Green

Mathematics



Green

CAASPP Participation Rates

- Required 95% Participation Rate
- Spring 2022 - the CVUSD CAASPP participation rate was 91% in ELA and Math.
- Through targeted school site efforts during the 2022-2023 school year, the overall CAASPP participation rate increased from 91% (2022) to 94% in both ELA and Math in 2023.
- That difference was over 300 students!



English Language Arts

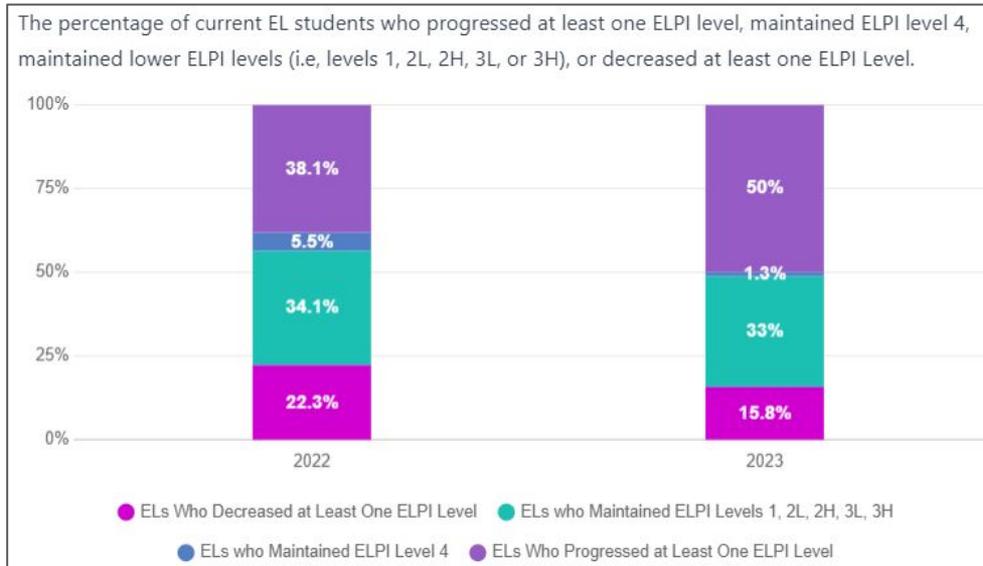
	2022 CVUSD Score	2023 CVUSD Score	2022 Statewide Score	2023 Statewide Score	<i>CVUSD Difference</i>
All Students	28 points above	37 points above	12 points below	14 points below	<i>+51 points</i>
Socio. Disadv.	37 points below	29 points below	41 points below	43 points below	<i>+14 points</i>
Students with Disabilities	92 points below	87 points below	97 points below	96 points below	<i>+9 points</i>
Asian	103 points above	108 points above	63 points above	62 points above	<i>+46 points</i>
Black or African American	36 points below	19 points below	57 points below	60 points below	<i>+41 points</i>
Hispanic or Latino	18 points below	16 points below	38 points below	40 points below	<i>+24 points</i>
White	40 points above	56 points above	21 points above	21 points above	<i>+35 points</i>
English Learners	42 points below	51 points below	61 points below	68 points below	<i>+17 points</i>

Mathematics

	2022 CVUSD Score	2023 CVUSD Score	2022 Statewide Score	2023 Statewide Score	<i>CVUSD Difference</i>
All Students	6 points below	3 points above	52 points below	49 points below	+52 points
Socio. Disadv.	82 points below	67 points below	84 points below	81 points below	+14 points
Students with Disabilities	131 points below	125 points below	131 points below	127 points below	+2 points
Asian	100 points above	106 points above	48 points above	51 points above	+55 points
Black or African American	74 points below	74 points below	107 points below	105 points below	+31 points
Hispanic or Latino	63 points below	59 points below	83 points below	81 points below	+22 points
White	6 points above	21 points above	13 points below	11 points below	+32 points
English Learners	74 points below	78 points below	92 points below	93 points below	+15 points

English Learner Progress

The English Learner Progress Indicator (ELPI) reports on the progress English Learner (EL) students are making towards English language proficiency at their schools and districts. The ELPI relies on the results of the Summative English Language Proficiency Assessments for California (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress.



English Learner Progress

All Students

State



Green

51.1% making progress towards English language proficiency

Increased 7.5% [Ⓢ]

**Number of EL Students:
1,438**

California Alternative Assessment

The summative California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics are administered to students whose IEP teams have determined them eligible. Eligible students are those whose disability prevents them from taking the Smarter Balanced Summative Assessments for ELA and mathematics and the California Science Test.

Like the SBAC ELA and Math, and the CAST, CAA is included in the English Language Arts and Mathematics CA Dashboard Indicators.

	Number Tested	Percent Standard Met or Higher
Mathematics		
CVUSD	93	6.3%
State	35,476	8.9%

	Number Tested	Percent Standard Met or Higher
English Language Arts		
CVUSD	93	13.6%
State	35,495	15.8%

Least Restrictive Environment

Measures students with disabilities (SWD) access to education in the LRE

- Indicator 5a: Measures the percent of SWDs in the general education setting for 80% or more of the school day. Includes students ages 6-22
 - General setting “includes non-academic activities such as recess, lunch, passing periods, etc.”
 - Calculated by:

$$\left(\frac{\text{\# of students with disabilities ages 6-22 and 5-year-olds in K/TK served inside the regular class 80% or more of the day}}{\text{Total \# of students with disabilities ages 6-22 and 5-year-olds in K/TK within the LEA}} \right) \times 100$$

CVUSD’s current overall LRE: 53.4%

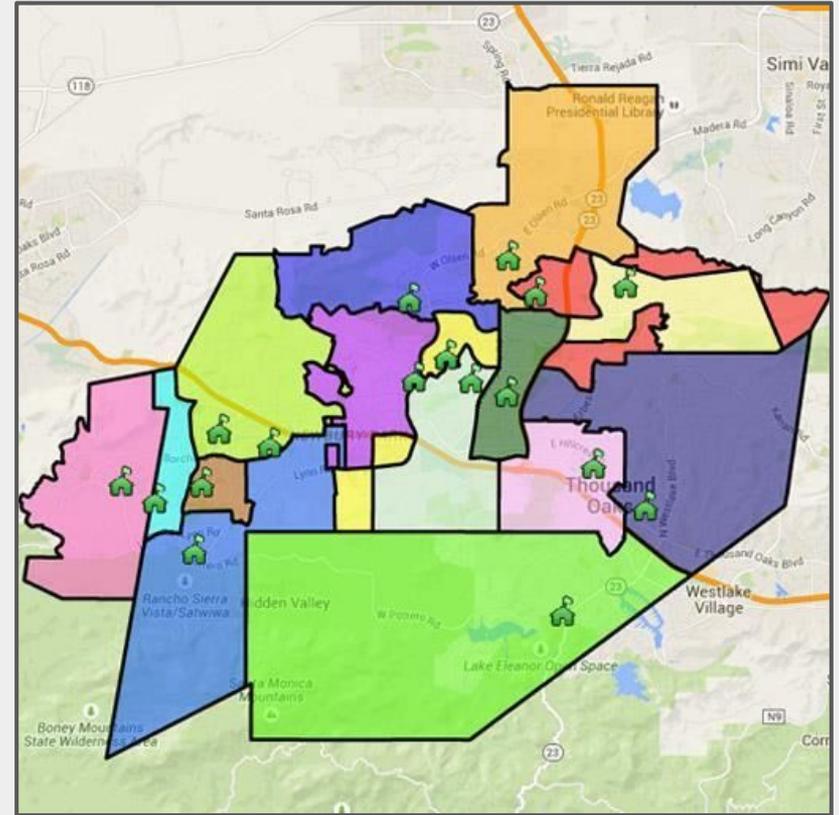
Last five years of LRE by overall %*:

2021 - 2022	50.08%
2020 - 2021	49.52%
2019 - 2020	46.10%
2018 - 2019	43.23%
2017 - 2018	41.49%

*2021 - 2022 is the last reporting date from CDE

Map Data

Hovers closer to the ground than satellite data, providing a GPS of learning trends.



Elementary - Kindergarten Trimester 1

Kindergarten - ELA Trimester 1					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
Blends Sounds	80%	81%	86%	82%	82%
Fluently Names Letters	84%	87%	87%	88%	86%
High Frequency Words	64%	66%	57%	66%	65%

Kindergarten - Math Trimester 1					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
Counts	82%	86%	82%	80%	85%
Counts 1:1 Correspondence	94%	96%	90%	97%	96%
Recognizes Numbers	88%	86%	86%	89%	88%

Elementary - Grade 1 Trimester 1

Grade 1 - ELA Trimester 1					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
Blend	87%	88%	89%	86%	80%
Phonics	79%	76%	81%	77%	77%
High Frequency Words	72%	64%	60%	60%	59%

Grade 1 - Math Trimester 1					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
Add/Sub Accurately	88%	85%	87%	85%	82%
Counts, Reads, Writes	86%	82%	82%	84%	82%
Add/Sub Fluently	77%	74%	77%	75%	72%
Solves Word Problems	95%	92%	94%	85%	87%

Elementary - Grade 2 Trimester 1

Grade 2 - ELA Trimester 1					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
Phonics	72%	75%	83%	84%	85%
Reads Accurately	73%	73%	77%	80%	75%
Reads Fluently	65%	66%	71%	73%	70%
High Frequency Words	85%	85%	83%	89%	88%

Grade 2 - Math Trimester 1					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
Add/Sub Fluently	63%	75%	66%	62%	63%
Word Problems	69%	71%	74%	71%	72%
Understands Numbers to 1,000	88%	90%	85%	80%	82%

Trimester 1 Unit 2 Language Arts: Grades 3-5

Student Group	Grade 3 Proficient or Higher		Grade 4 Proficient or Higher		Grade 5 Proficient or Higher	
	22-23	23-24	22-23	23-24	22-23	23-24
All Students	81%	81%	74%	77%	83%	81%
Socio. Disadv.	70%	72%	60%	65%	60%	69%
Students w/ Disabilities	63%	72%	61%	59%	65%	65%
Asian	87%	86%	82%	83%	90%	89%
Black or African American	80%	74%	55%	74%	78%	76%
Hispanic or Latino	49%	72%	40%	62%	56%	72%
White	80%	81%	71%	76%	82%	80%
English Learner	62%	62%	51%	51%	60%	54%

Trimester 1 Mathematics: Grades 3-5

Student Group	Grade 3		Grade 4		Grade 5	
	Proficient or Higher		Proficient or Higher		Proficient or Higher	
	22-23	23-24	22-23	23-24	22-23	23-24
All Students	87%	87%	89%	90%	89%	90%
Socio. Disadv.	77%	78%	79%	80%	79%	78%
Students w/ Disabilities	69%	72%	72%	73%	78%	75%
Asian	95%	94%	97%	97%	96%	97%
Black or African American	92%	77%	71%	87%	87%	87%
Hispanic or Latino	80%	79%	84%	82%	83%	81%
White	85%	87%	88%	89%	88%	89%
English Learner	68%	70%	74%	70%	73%	69%

Semester 1 English: Grades 6-8

Student Group	2022-23 Proficient or Higher			2023-24 Proficient or Higher		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
All Students	77%	89%	78%	78%	65%	75%
Socioeconomically Disadvantaged	69%	78%	71%	65%	48%	55%
Students w/ Disabilities	28%	45%	38%	51%	26%	41%
Asian	84%	94%	85%	90%	75%	96%
Black or African American	79%	88%	76%	75%	56%	58%
Hispanic or Latino	72%	80%	74%	62%	53%	59%
White	76%	88%	85%	76%	65%	71%
English Learner	55%	64%	74%	29%	29%	75%

Semester 1 Mathematics: Grades 6-8

- Middle school math departments piloting a new type of benchmark assessment
- Progressive benchmark assesses all Essential Standards for the year
- Instead of focusing on the overall score, the focus is on improvement from the previous assessment
- Provides information for future planning based on standards the students haven't been explicitly taught



Semester 1 Grade Distributions: Grades 6-12

Grade Distributions	A	B	C	D	F	<i>SI 2023 Comparison D & F</i>
Grade 6	52%	26.3%	13.5%	4.5%	2.9%	-2.0%
Grade 7	48.7%	27.6%	13.3%	6.4%	3.8%	+0.1%
Grade 8	54.6%	26.3%	12.3%	4.7%	1.9%	-2.8%
<i>Total MS</i>	53.14%	26.01%	12.73%	5.26%	2.86%	-1.6%
Grade 9	52.9%	22.4%	14.3%	6.2%	4%	-1.3%
Grade 10	53.1%	24.1%	13.5%	4.3%	4.7%	-2.4%
Grade 11	54.2%	25.6%	12.4%	4.8%	2.8%	-2.2%
Grade 12	58.9%	21.9%	12.2%	4.2%	2.6%	+0.1%
<i>Total HS</i>	54.67%	23.63%	13.15%	4.98%	3.56%	-1.4%

High School Graduation Rates

Student Group	School Year		
	2020-2021	2021-2022	2022-2023
All Students	93.5%	94.3%	95.2%
Socioeconomically Disadvantaged	87.4%	90.2%	92.6%
Students w/ Disabilities	80.6%	85.2%	85.8%
Asian	96.2%	98.8%	98.1%
Black or African American	88.2%	89.5%	96.3%
Hispanic or Latino	88.2%	90.0%	93.7%
White	95.9%	95.8%	95.6%
English Learner	64.8%	68.9%	88.1%

Pass Rates: AP & IB Testing

	2019-2020	2020-2021	2021-2022	2022-2023
# of AP Exams	3910	3398	3582	3609
AP Pass Rate: Score of 3 or Better	78%	70%	78%	76%
# of IB Exams	386	388	457	472
IB Pass Rate: Score of 4 or Better	98%	98%	98%	95%

Street Data

Qualitative, systematic,
and experiential data
that occurs at “eye
level.”



What Some Students Are Saying...

Elementary:

- I think an improvement can be with the school food.
- The basketballs are mainly deflated. On average, there is only 1 or 2 that are inflated and feel good to play with.
- I'm having an amazing year at school and I think it's great.

Secondary:

- I am usually excited to come and see my friends, but then I see someone who mistreats me, which slightly worsens my mood.
- Put back the wall between urinals and prevent people messing with them.
- Make SEL optional please.
- Less homework because it can get overwhelming.
- We need better food... especially the pizza.
- For the most part, I enjoy my school and the actions that are taken to help others.

What Some Staff are Saying...

- Remove barriers of access to wellness, mental health, and other support services.
- Communication has been greatly improved.
- I know my school goals but not the district goals.
- Having a more strategic focus on teaching math and reading skills in the elementary school grades to ensure students are prepared for middle and high school.
- Continued and ongoing professional development is valued and appreciated.
- Help with student behavior, maybe more parent education and consequences when students have poor behavior. Encourage new ideas and new teachers in schools where they are set in their ways?

Data-Driven Processes at the School and District Level





Site Level Processes: Elementary

Staff Processes

Individual Student Data

- 4x/year analyze data together with teachers and academic specialists
- Form Tier 2 intervention groups
- Analyze each trimester to reform groups
- Data from Online Platforms (Lexia, Lexile)
- MTSS/SST referrals and monitoring

Groups

- Teacher level data:
 - trends in their class
 - item analysis
 - group performance
- Grade level data:
 - Trends in the grade level
 - Standards met/ not met
 - Plan reteaching

Community Processes

School Site Council (SSC)

- Overall data (Academic, Attendance, etc.)
- Subgroup data
- Create and monitor SPSA goals
- Consistent data sources over time
- Monitor Science of Reading skills K-5

English Learner Advisory Committee (ELAC)

- Overall data (Academic, Attendance, etc.)
- Multilingual Learner progress

Site Level Processes: Middle School



Satellite Data: CAASPP Results, Absenteeism, Suspension, Significant Subgroups

- Meeting with admin, department chairs, teachers, counselors, parents. One of multiple measures used for class placements, interventions and acceleration.

Map Data: District Benchmarks, Progress Reports, Attendance, Suspension

- Meeting with admin, department chairs, teachers, counselors, parents, students. Quarterly review of grade distribution data, add intervention supports, school connectedness.
- Staff meetings, department meetings, School Attendance Review Team (SART) meetings, Child Find

Street Data: Common Formative/Summative Assessments, Tardiness, Citizenship/Behavior, Connectedness/SEL surveys

- Meeting with admin, department chairs, teachers, counselors, parents and students
- Collaborative Planning Time, weekly review of data in PLC, adjust schedules, SST, grade level meetings
- MTSS- Flextime- Student Voice and Choice/Directed interventions & enrichments
- School Counselors; Tier 1,2,3 classroom lessons, small groups
- Wellness Clinicians





Site Level Processes: High School

Staff Process

- In Leadership and Departments, we examine multiple sets of data: Formative classroom data, grade distribution data, CAASPP data, other data (i.e. AP, ELPAC). Goal is to seek trends.
- New Department PLC+ structure
 - Each department expected to identify a common challenge
 - An intervention plan is created by each department in order to address common challenge
 - Intervention plans are shared with faculty to look for large scale opportunities for school-wide goals

Community Process

- Site Council: Using data and interventions identified in PLCs, Site Council will build goals into SPSA
- Other community groups: SPSA goals will be shared with: ELAC, PTSA, Advisory Council/Committee Representatives (all of whom serve on SSC)

District Level



Reviewed Data:

- Local benchmarks
- Lexile scores
- Grade distributions
- Attendance
- Least Restrictive Environment (LRE)
- A-G completion rates
- CAASPP: ELA, Math, Science
- ELPAC
- Suspension Rates
- California Healthy Kids Survey
- Annual Feedback Survey
- Feedback from staff, parents/guardians, and students

Recent Data-Driven Actions:

- English Learner FPM Site Visits
- English Language Development Training
- Math Training for Specialized Academic Instruction
- LRE meetings with principals and presentations to staff/faculty
- Elementary Science of Reading
- Chronic Absenteeism - SPSA, LCAP
- College Career Indicator - SPSA, LCAP
- CAPS Network Training
- Essential Standards, Instructional Pacing Guides

Questions?