

Palm Springs Unified School District
Results Monitoring Report
R-2.1 Academic Achievement in Core Academic Disciplines
English Language Arts
October 26, 2021

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy R-2.1 "Meet or exceed state standards in academic achievement (English Language Arts)," the Superintendent certifies that the information is accurate and complete and that the District is:

_____ Making Reasonable Progress

 X Making Reasonable Progress with noted exception(s)

- The context of pandemic-related school closures directly impacted overall performance for students at all grade levels.
- Systems for distance learning instruction and intervention were implemented to minimize learning loss and unfinished learning.

_____ Failing to make Reasonable Progress

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy R-2.1, "Meet or exceed state standards in academic achievement in English Language Arts," the Board finds that the District and the Superintendent are:

_____ Making Reasonable Progress

_____ Making Reasonable Progress with noted exception(s)

_____ Failing to make Reasonable Progress

Comments and/or Directives:

Signed: _____ Date: _____
Board President

Palm Springs Unified School District
Results Monitoring Report
R-2.1 Academic Achievement in Core Academic Disciplines
English Language Arts

R-1 Mission

Students will graduate prepared and motivated to succeed in their choice of career and higher education and to contribute to the common good.

PURPOSE

The purpose of this Results Monitoring Report is to provide the Board with appropriate data demonstrating progress in the achievement of the core academic subject, English language arts.

The following interpretation, indicators, and data analysis memorializes the achievement of PSUSD students in English Language Arts. The external evidence assists the Board in answering the question, "Has reasonable progress been accomplished toward meeting the District's Results Policies?"

CRITERIA TO DETERMINE REASONABLE PROGRESS

1. The Results Policy has been reasonably interpreted.
2. Appropriate indicators have been selected that accurately measure student achievement.
3. The data is sufficient to allow the Board to decide.
4. Students show performance improvement over time.

R-2 Academic Achievement

Students will be literate in English. This shall be the District's top priority.

Students will:

- 2.1 Achieve personally rigorous standards in English Language Arts and English Language Development
 - 2.1.1 Read analytically to comprehend a range of increasingly complex literary and information texts
 - 2.1.2 Speak clearly and fluently for a range of purposes and audiences
 - 2.1.3 Write clearly and effectively for a range of purposes and audiences
 - 2.1.4 Listen for understanding

PREAMBLE and 2.2 INTERPRETATION

The District has interpreted *“Students will be literate in English”* to mean students will be able to effectively and creatively use the English Language in listening, speaking, reading and writing for a wide variety of purposes and in a wide variety of settings. *“Achieve personally rigorous standards”* is interpreted to mean that students will increase in their ability to use English as compared to their previous level of literacy.

The District has interpreted *“English Language Arts and English Language Development”* to mean that all students will be literate in listening, speaking, reading and writing, and that English learner students will also develop English proficiency as appropriate for their level of English language proficiency. English Learner progress is reported in a separate Results report.

2.2.1 INTERPRETATION

- *“Read analytically to comprehend”* – students will read text closely to uncover layers of meaning that lead to deep comprehension, interacting with text thoroughly and methodically.
- *“...a range of increasingly complex literary and informational texts”* – students read a wide variety of fiction and non-fiction readings with an additional emphasis on text designed to convey factual information, rather than tell or advance a narrative, including textual evidence (facts, figures, details, quotations, other sources of data).

2.2.2 INTERPRETATION

- *“Speak clearly and fluently for a range of purposes and audiences”* to mean that students will articulate and enunciate effectively, and be able to express themselves readily and effortlessly in a variety of settings and for multiple reasons.

2.2.3 INTERPRETATION

- *“Write clearly and effectively for a range of purposes and audiences”* to mean that students will be able to express themselves both creatively and in order to share information in a variety of settings and for multiple reasons.

2.2.4 INTERPRETATION

- *“Listen for understanding”* to mean that students will effectively gain information by listening to understand not only the message but also the meaning.

DEFINITIONS

Smarter Balanced Assessment Consortium (SBAC)

A state-led consortium working collaboratively to develop assessments aligned to the Common Core State Standards (CCSS) that accurately measure student progress toward college and career readiness in English Language Arts/Literacy and Mathematics. These assessments were included in the development of the statewide California Assessment of Student Performance and Progress (CAASPP) system and are administered in grades three through eight and grade eleven. Smarter Balanced tests are designed to measure college and career readiness at each grade level. Each grade level Smarter Balanced test aligns to the Common Core State Standards, which comprise most of the California Standards for English Language Arts. Smarter Balanced results differ greatly from a skills test (e.g. DIBELS) and a standards-based test in that the test design requires students to apply their understanding of standard content in multiple ways rather than demonstrating a specific isolated skill or providing specific content knowledge on demand. For most items, Smarter Balanced requires students to combine multiple standards and skills to answer questions, therefore the results are not directly comparable to other test structures.

The Early Assessment Program (EAP)

A collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). This assessment provides opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school. The EAP is currently determined directly from eleventh grade English Language Arts/Literacy and Mathematics test results from the annual California Assessment of Student Performance and Progress (CAASPP) system. Students scoring as “Standard Met” on the SBAC are reported as “Conditionally Ready” for the EAP, while students scoring “Standard Exceeded” on the SBAC are reported as “Ready” for the EAP. Students have opportunities to improve their skills during their senior year.

Renaissance Star (Star)

The Star tests are produced by Renaissance Learning, available for reading and mathematics in both English and Spanish. Star is a diagnostic test using an adaptive algorithm that adjusts item difficulty based on student performance during the test. Star provides a variety of different results sets including benchmarking levels which identify student intervention need urgency, skills performance data, standards performance data, and score predictability for other test structures such as CAASPP, SAT, and ACT. In the Spring of 2021, PSUSD purchased licenses for Star as a locally determined assessment in lieu of CAASPP in grades three through eight in compliance with SBE approved state testing flexibility due to school closures caused by the COVID-19 pandemic. Star will continue to be administered as a district assessment three times per year starting in 2021-2022.

CONTEXT FOR THE 2020-2021 ELA RESULTS REPORT

The 2020-2021 academic year presented a variety of unique challenges brought on by the COVID-19 pandemic. School closures were in place for most of the year across the region, with distance learning methodologies used as the primary instructional delivery method in all grade levels and academic subjects. Public health conditions, executive orders by the Governor, state legislative actions, and public health authority guidance set guidelines for distance learning, small group cohorts, and the conditions necessary to transition to hybrid or in-person learning models. PSUSD was able to reopen campuses in a hybrid model for those families wishing to participate beginning in April 2021. Students and families choosing to not participate in hybrid instruction remained in distance learning for the remainder of the year. Participation rates in hybrid instruction were higher in elementary schools than in secondary schools during the last two months of the academic year.

Assessing student progress during the 2020-2021 academic year encountered similar challenges as instruction, with traditional assessment models needing to be reformatted and/or moved to remote assessment structures. Local “Start of Year” assessments were remotely administered in August 2020 to provide teachers and schools with baseline information to use in planning recovery from incomplete learning and skill regression due to the emergency school closures in the Spring of 2020. Teacher teams monitored student progress throughout the 2020-2021 academic year, using a variety of remotely administered formative assessments to measure progress towards short-term academic goals based on student needs.

State-level assessment structures and requirements suffered similar challenges in design and implementation. Spring 2020 state testing requirement was cancelled via an approved state waiver due to pandemic-related emergency school closures, leaving a gap in traditional state level performance metrics. During the opening phases of the 2020-2021 academic year, the SBE and California state legislators clearly communicated a desire to have state testing implemented to measure student performance regardless of the instructional models used due to local public health conditions. This perspective evolved over the course of the year, including some limited waiver submissions, altered CAASPP blueprints, and testing flexibility guidance provided to LEAs for use in determining the viability of conducting traditional CAASPP testing based on local context. PSUSD chose to use this testing flexibility for grades three through eight, shifting to the Renaissance Star tests in lieu of CAASPP. PSUSD administered the CAASPP in grade eleven due to a variety of factors including student identification requirements for graduation honors (e.g. State Seal of Biliteracy, Golden State Merit Seal) and the continued use of the Early Assessment Program (EAP) by the California State University system, however student participation rates were low at multiple schools resulting in comparability issues with prior year results. Overall, these decisions and subsequent actions allowed the district to collect student performance data for 2020-2021 with comparability issues to prior performance and an inability to generate the previously established results report metric set due to the use of different assessments.

Given the uniqueness of the 2020-2021 academic year in both instruction and assessment, the 2020-2021 English Language Arts Results Report has been reconfigured as a single-year focused report. This year's report features student performance on the Star tests in grades three through eight, CAASPP Smarter Balanced results in grade eleven, and connections to instructional practices implemented or modified due to the context of shifting instructional

models during the 2020-2021 year. It is recommended that this report is viewed within the context presented with the understanding of limited comparability to prior or future results.

INDICATORS AND TARGETS

The established indicators and targets for the English Language Arts Results Report are not able to be generated for the 2020-2021 academic year due to the use of the testing flexibility provisions afforded to LEAs for the Spring of 2021. Therefore, the previously established Primary Indicators are “not applicable” for the 2020-2021 year and a set of one-year results indicators have been provided to describe student performance and district progress for the academic year.

PRIMARY INDICATORS – 2020-2021 Results Report

Due to the administration of locally determined assessments in lieu of CAASPP in grades three through eight and lower than normal participation rates in eleventh grade CAASPP completion, the following single-year indicators are being provided as a measure of progress in the 2020-2021 academic year.

- Star Reading CAASPP Potential Level – A prediction of a student’s likely CAASPP level based on the results of the Star Reading test. This is calculated by Renaissance Learning based on formulas developed using the historical records of Star Reading and CAASPP results.
- Star Reading Benchmark Monitoring Level – Levels set by Renaissance Learning to identify groups of students as being on-track or in need of intervention. There are four levels in this metric: At/Above Benchmark, On Watch, Intervention, and Urgent Intervention.
- CAASPP ELA Grade 11 Achievement Levels – The previously established indicators of percent meeting or exceeding standard and percentage of students in the Standard Not Met level are reported for the eleventh grade cohort. Some comparison data to prior eleventh grade results will be provided for context; however these comparisons will be shared with through the understanding that participation in the 2021 CAASPP test was lower than in normal years and the test blueprints were adjusted to support remote testing. Both of these factors impact direct results comparison and interpretation with prior year data sets.

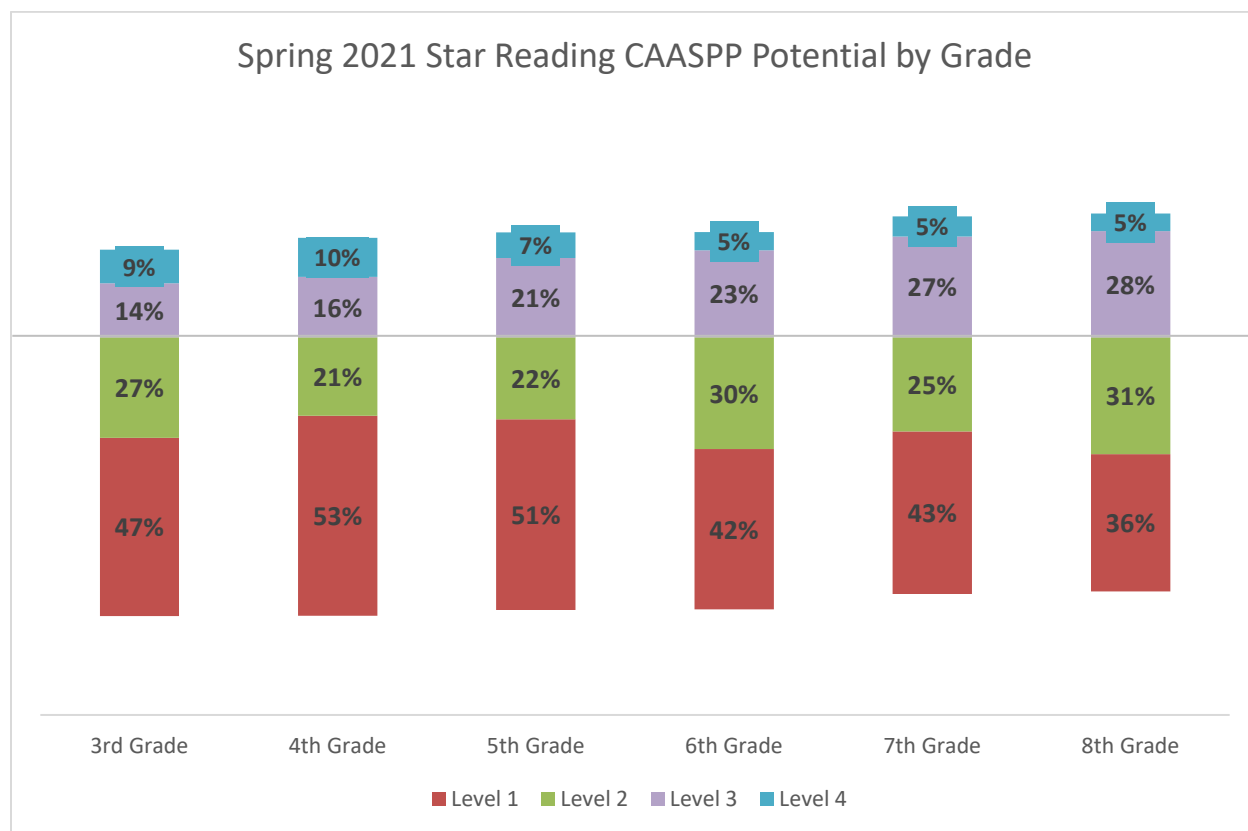
Since Star tests were being used for the first time districtwide in the Spring of 2021, targets were not available for measuring performance improvement. Similarly, eleventh grade targets were not able to be set following the 2019-2020 year due to the cancellation of state testing in the Spring of 2020. Since results targets are not available, progress in English Language Arts for 2020-2021 will be evaluated based on the status of each of the indicators using comparisons to prior years across testing structures, contextual understanding of unfinished learning or learning gaps caused or expanded by school closures, and/or implementation of planned instructional practices to support student learning during the year.

SUPPORTING METRICS – Student groups

In prior year results reports, supporting metrics are provided to further describe the current performance of the District in the area of English Language Arts literacy. These data points traditionally display results from key grade levels to illustrate performance within grade spans. Due to the change in reporting for 2020-2021, supporting metrics will be integrated into the main results interpretation. Supporting metrics will include results disaggregation by grade span, ethnicity groups, and program groups for each indicator.

STAR READING CAASPP POTENTIAL LEVEL BY GRADE

Predicted CAASPP performance based on Star results in Spring 2021 as calculated by the Renaissance Learning platform



CAASPP Potential Levels

Level 4 = Projected to score at the Standard Exceeded level

Level 3 = Projected to score at the Standard Met level

Level 2 = Projected to score at the Standard Nearly Met level

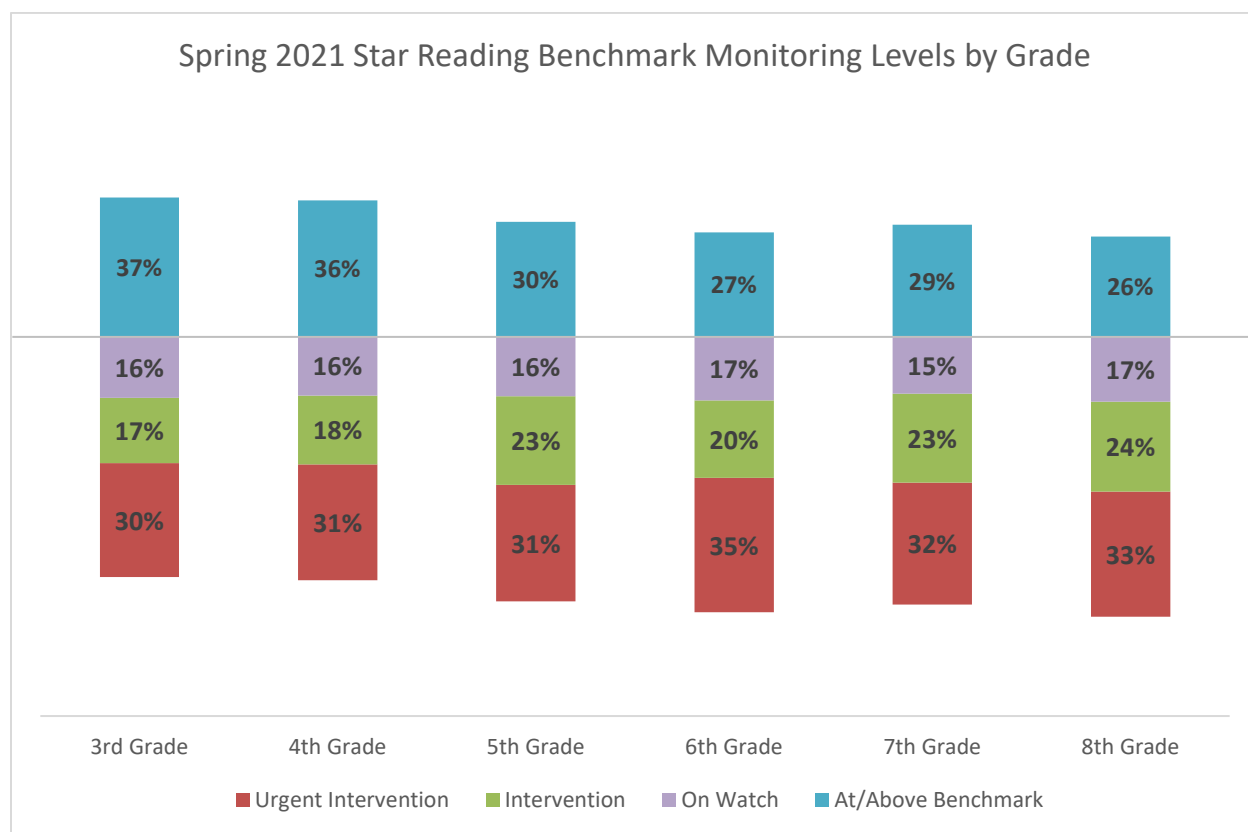
Level 1 = Projected to score at the Standard Not Met level

Renaissance Star Reading tests were administered in grades 3-8 in the Spring of 2021 in lieu of CAASPP testing per SBE approved testing flexibility guidelines.

Results for ethnicity groups and program groups are noted within the Data Analysis section and are provided in the Additional Data section at the end of this report.

STAR READING BENCHMARK MONITORING LEVEL BY GRADE

Monitoring levels identify groups as being on-track or in need of intervention based on Star results in Spring 2021 as calculated by the Renaissance Learning platform



Benchmark Monitoring Levels

At/Above Benchmark = Students have either demonstrated standards knowledge at a level indicating that normal classroom instruction should allow the student to continue to be “on-track” for standards mastery.

On Watch = Students may need intervention in some areas and should be monitored closely.

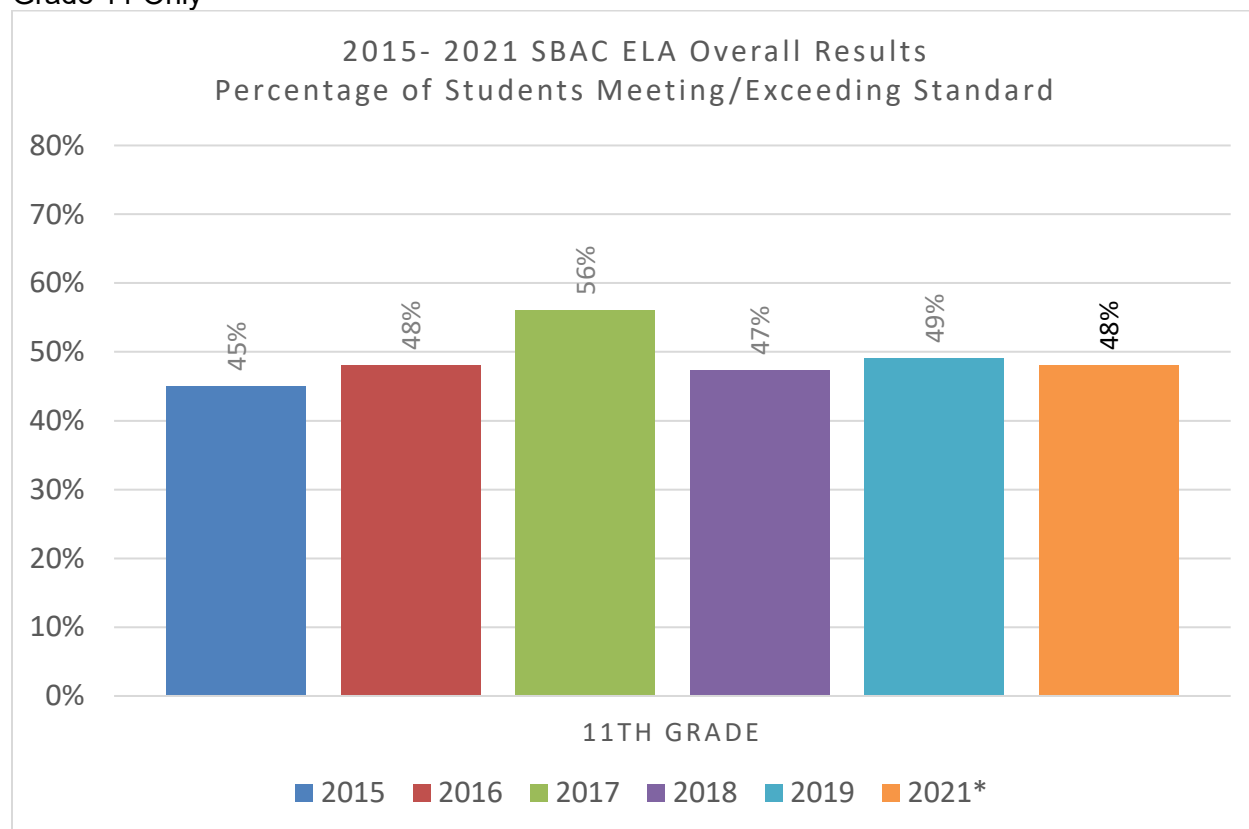
Intervention = Students need intervention in most areas to return to an “on-track” status.

Urgent Intervention = Significant intervention is needed in this academic subject.

Renaissance Star Reading tests were administered in grades 3-8 in the Spring of 2021 in lieu of CAASPP testing per SBE approved testing flexibility guidelines.

Results for ethnicity groups and program groups are noted within the Data Analysis section and are provided in the Additional Data section at the end of this report.

PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD
Percent of Students Meeting or Exceeding Standard 2015-2021
Grade 11 Only



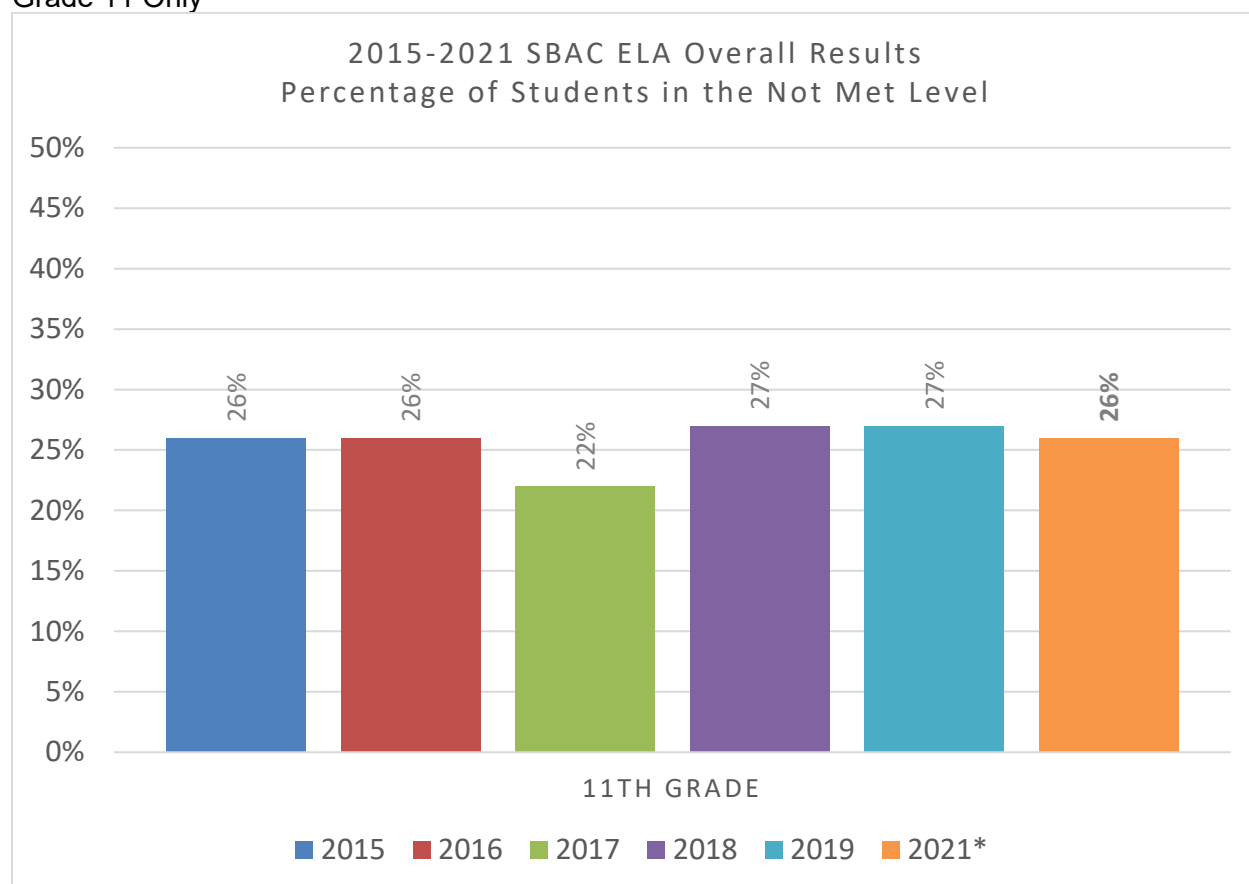
Change in Percentage of Students Meeting or Exceeding Standard Over 6 Reporting Years

Grade	2015 to 2016	2016 to 2017	2017 to 2018	2018 to 2019	2019 to 2021*
11 th Grade	+3%	+8%	-9%	+2%	-1%

Results for ethnicity groups and program groups are noted within the Data Analysis section and are provided in the Additional Data section at the end of this report.

Results presented are locally calculated and considered as preliminary, inclusive of scores available as of August 5th, 2021. Results are subject to change until the final official CDE released results expected in late Fall 2021.

PERCENTAGE OF STUDENTS IN THE NOT MET ACHIEVEMENT LEVEL
Percent of Students reporting as Standard Not Met 2015-2021
Grade 11 Only



Change in Percentage of Students Reporting in the Standard Not Met Level Over 6 Reporting Years

Grade	2015 to 2016	2016 to 2017	2017 to 2018	2018 to 2019	2019 to 2021*
11 th Grade	0%	-4%	+5%	0%	-1%

Results for ethnicity groups and program groups are noted within the Data Analysis section and are provided in the Additional Data section at the end of this report.

Results presented are locally calculated and considered as preliminary, inclusive of scores available as of August 5th, 2021. Results are subject to change until the final official CDE released results expected in late Fall 2021.

DATA ANALYSIS

2021 results represent the sixth year of aggregate results reporting for the CAASPP system and Smarter Balanced Summative testing in English Language Arts literacy, following the one-year full cancellation of testing due to emergency school closures in the Spring of 2020. The Smarter Balanced tests are traditionally administered to grades three through eight and grade eleven as part of annual state testing within the CAASPP system. In 2021, the State Board of Education (SBE) provided testing flexibility to districts where CAASPP administration was not viable due to pandemic-related school closures, school reopening efforts, and other factors related to remote testing. PSUSD administered the Smarter Balanced assessments in grade eleven, and utilized the SBE testing flexibility criteria to administer the Renaissance Star tests in lieu of CAASPP testing in grades three through eight.

Results analyses for both data sets were conducted through multiple views of performance. Measures were adjusted for the 2020-2021 result set, as traditional measures and targets were not able to be generated given the different assessments used, format changes, participation rate impacts, and other factors discussed further within each analysis section. Similar to the traditional results report format, multiple measures are incorporated from each assessment in order to provide a well-rounded picture of student performance in English Language Arts. The overall analysis section will be primarily organized by grade span, as the uniqueness of the 2020-2021 academic year created different instructional systems and structures by grade span that factor into the results analysis. Following the overall grade span analyses, student group performance will be analyzed at the district level.

As noted previously in the report, 2020-2021 results should be viewed as a single year report structure due to the unique nature of the 2020-2021 academic year. Progress will be discussed differently in this report than in traditional reporting, with the intent to return to previous reporting models once a traditional CAASPP administration is completed (currently planned for Spring 2022).

KEY FINDINGS

A summary of key findings is provided as an overview of the following grade span specific analyses contained in the report.

- Results report significant impacts to student learning due to COVID-19 related school closures, high chronic absenteeism rates, distance learning, and other factors. Results suggest that these impacts are most significant in the younger grade levels.
- Examples of student success are present in all grade spans and student groups, indicating that some students were able to adequately advance their skills and knowledge in the grade level content despite challenges presented by the pandemic.
- Comparisons of CAASPP Potential results from Star testing to 2019 CAASPP results in grades three through eight indicate significant performance differentials in elementary grades and smaller differentials in middle school grades.
- Star Reading test results indicate significant need for multiple layers of intervention moving forward to recover from pandemic-related learning impacts. Students across all student groups reported varying levels of intervention urgency according to Benchmark Monitoring Level results.

- High school Smarter Balanced ELA results from participating students indicate outcomes consistent with prior years across all achievement levels. Based on previous CAASPP results, non-participant students would likely produce aggregate results that would lower proficiency percentages in the eleventh-grade results set, however the extent of this decrease is not able to be accurately calculated.
- Performance differentials continue to exist between student groups across all grade spans in both Star and Smarter Balanced results. Consistent with past summative result sets, students identifying as Black/African American and Hispanic reported in aggregate with lower proficiency results than students in other reportable ethnicity groups. English Learners and Students with Disabilities performed similarly across grade spans, reporting low overall proficiency levels and very high rates of students in the lowest performance level (Level 1/Standard Not Met).

GRADE SPAN ANALYSES

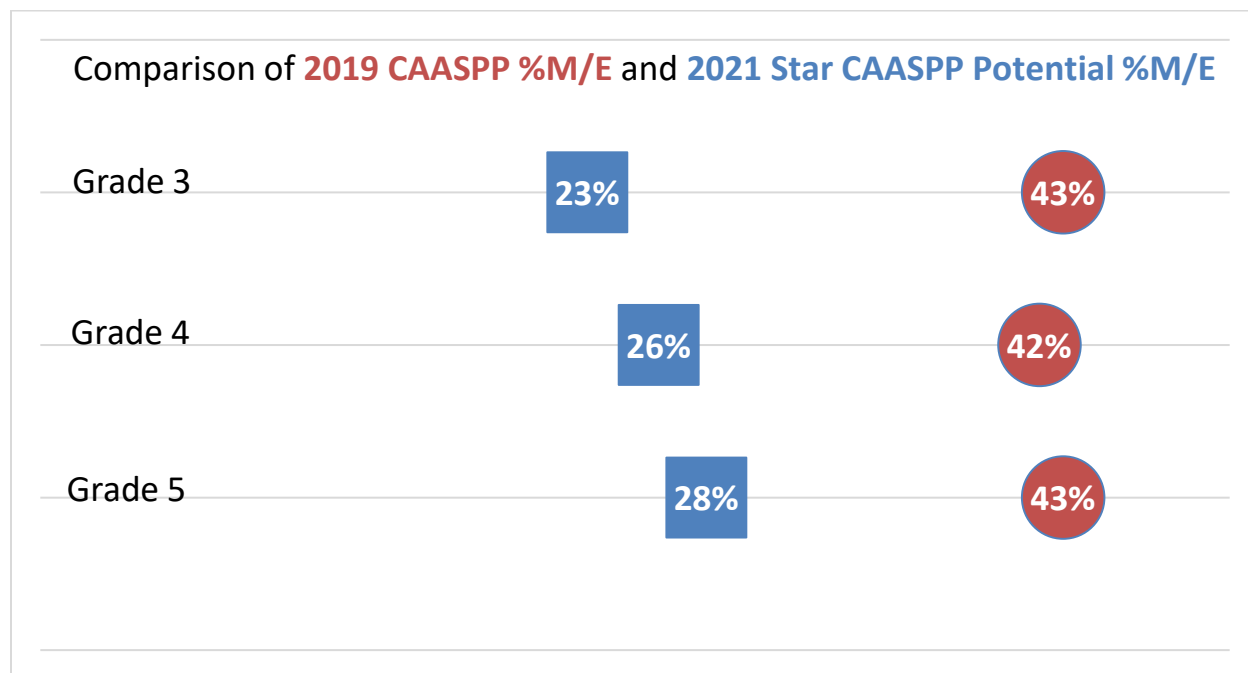
ELEMENTARY SCHOOL – Star Reading

Star Reading test results present a mix of outcomes for elementary students in 2020-2021. CAASPP Potential Levels indicate higher levels of potential CAASPP proficiency by grade five students (27.8%) and lower proficiency levels for grade three students (23.2%). The differential across the grade span of 4.6% is similar to the difference reflected in the percentages of students in the potential Level 1 range, however the outcomes for the lowest levels vary. 52.9% of students in grade four reported in the lowest performance level in CAASPP Potential, reporting 2.7% higher than fifth grade students (50.5%) and 5.7% higher than third grade students (47.2%). This lowest level reflects the largest group of students in each grade level. Since CAASPP Potential is a calculated prediction of CAASPP results based on Star, this distribution indicates likely low performance levels if the Smarter Balanced tests were administered.

Grade	CAASPP Potential Level 1	CAASPP Potential Level 2	CAASPP Potential Level 3	CAASPP Potential Level 4
3 rd	47.2%	26.6%	14.3%	8.9%
4 th	52.9%	20.8%	16.0%	10.3%
5 th	50.5%	21.7%	21.0%	6.8%

When comparing the 2021 CAASPP Potential Levels from Star to 2019 CAASPP results, significant declines are noted. Although this comparison is not exact due to the difference in test formats, the differences show the impact of grade level performance following school closures and distance learning until such time as the full CAASPP is administered. As noted in the following chart, performance differences in grade three are far more significant than in older grades. At the time of testing, grade three students had operated within distance learning for the final 25% of their second grade year and the first 75% of their third grade year, with those not returning to campus for hybrid instruction participating longer in the distance learning format. This time period is often where students learn the last key sets of introductory reading skills, making the transition from “learning to read” to “reading to learn.” This data suggests that students in this initially interrupted and then alternately accessed learning structure may be more impacted due to pandemic-related events occurring during a key phase in their individual reading skill development timeline. Similarly, the large number of students in the Level 1 bands

in fourth and fifth grade may be an indication of similar effects on struggling or later developing readers whose intervention plans were uprooted by the changes required due to the pandemic.



Differentiating intervention needs is reflected in results by Benchmark Monitoring Levels. This measure indicates the levels of urgency for student intervention, with teachers and schools having the ability to view student level needs to determine target skills and standards. This measure of student performance indicates more third grade students that are “on track” (36.6%) as compared to fourth (35.8%) and fifth grades (30.2%). This result indicates that although the third grade students may have reported less students likely to be proficient on CAASPP, there are more students near the proficiency threshold line where high quality first instruction would be able to support them in meeting the expectations of the standards. All three grade levels reported similar urgent intervention needs, with approximately 30% of students in the elementary grade range in need of significant intervention supports to return to proficient assessment results.

Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
3 rd	30.0%	17.2%	16.2%	36.6%
4 th	30.5%	18.1%	15.6%	35.8%
5 th	30.7%	23.3%	15.8%	30.2%

There are a variety of factors to consider when evaluating district progress based on these results. The district proved its versatility in the rapid transition to distance learning structures, quickly onboarding programs such as Imagine Learning to support independent student work and developing teacher skills in using a variety of platforms such as Google Classroom, Seesaw, and Zoom to deliver synchronous instruction. Schools distributed textbooks,

workbooks, packets, and other traditional classroom based instructional tools as needed to support distance learning. Supporting teachers and students with platform onboarding and distance learning strategy development allowed for a rapid transition to distance learning, however high quality online instructional practices learned and refined through experience and collaboration were still in developmental phases due to the rapid nature of the transition.

Most elementary students require significant support during the learning process, especially younger students where modeling skills and timely constructive feedback are critical to developing skills and content understanding. In a distance learning environment, support from the teacher occurs virtually, through observations made via webcams in both whole group lessons and small group breakout sessions. Not all students were able to receive the timely support that can be provided in an in-person classroom setting, although many were supported by other household members. Chronic absenteeism further complicates this situation, with rates exceeding 40% at some elementary sites during 2020-2021. Students who did not connect to their classroom each day missed instructional content which further compounds their ability to maintain skills and develop new content understanding. The district made efforts to connect with chronically absent students and students needing additional supports using learning hubs, small group intervention opportunities, and other efforts related to connecting students to their school.

Coaching and support took on a different role in the elementary setting during 2020-2021, as shared spaces were not possible during the pandemic. Many staff members taught from home, while those teaching in their classroom still needed to be the only one present in the physical space due to social distancing. Instructional coaching moved to the virtual setting, with administrators and TOSAs dropping into classroom Zoom sessions to provide input, feedback, and coaching.

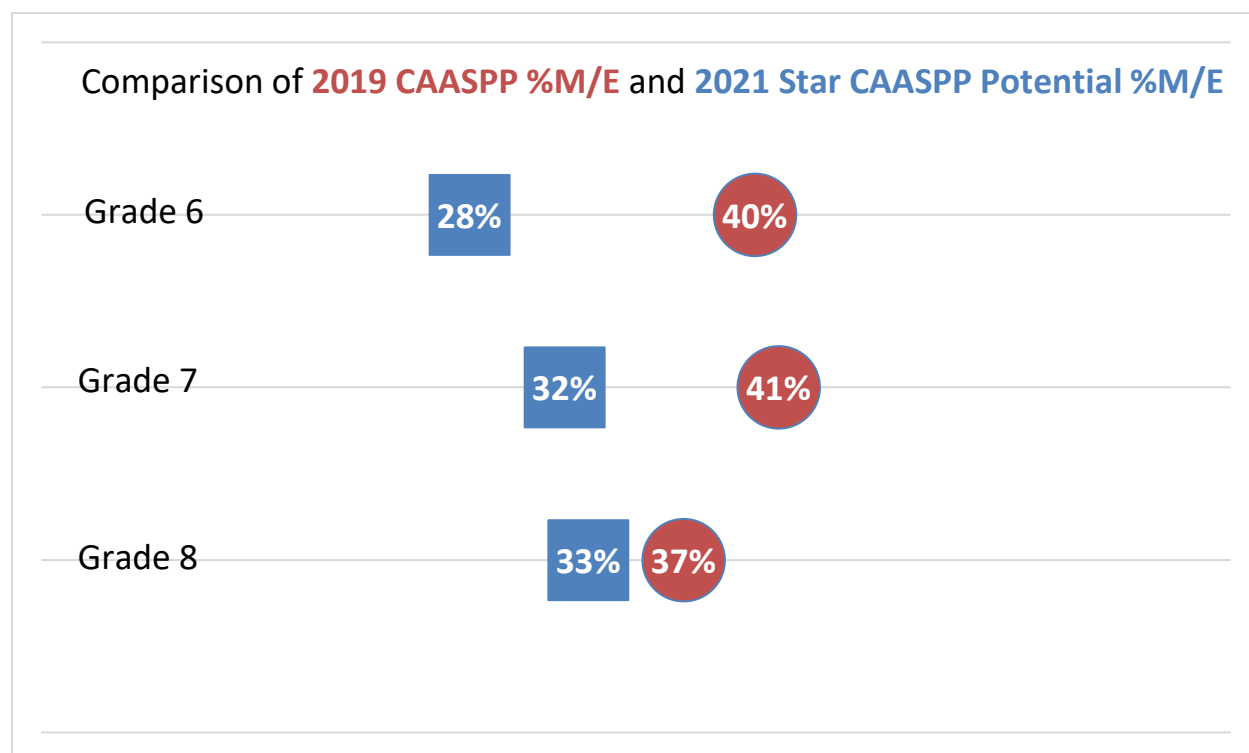
MIDDLE SCHOOL – Star Reading

Star Reading test results in middle school continue the general pattern viewed within the elementary grade span. CAASPP Potential Levels indicate higher levels of potential CAASPP proficiency by grade eight students (32.8%) and lower proficiency levels for grade six students (29.8%), consistent with the pattern of older students performing closer to proficiency in reading than younger students. Middle school potential CAASPP proficiency rates are higher than elementary rates across the board, further supporting the concept of learned reading skills from prior years supporting performance in later years even when disruptions occur in the instructional model. The largest group sizes reported in these grades is in Level 1, consistent with elementary findings and indicative of a need for continued instructional support in reading during middle school.

Grade	CAASPP Potential Level 1	CAASPP Potential Level 2	CAASPP Potential Level 3	CAASPP Potential Level 4
6 th	42.4%	29.6%	23.0%	4.9%
7 th	43.1%	24.9%	36.7%	5.3%
8 th	36.4%	30.9%	28.1%	4.7%

When comparing the 2021 CAASPP Potential Levels from Star to 2019 CAASPP results, differences are present but not as significant as in the elementary results. As noted in the

following chart, performance differences in grade six are far more significant than in seventh or eighth grades, consistent with findings in elementary of larger performance differences in younger grade levels. Eighth grade CAASPP Potential results indicate only a 4% difference in students who would be predicted to score in Levels 3 and 4 as compared to 2019 CAASPP results in the same grade level.



Middle school connectedness is a factor in the interpretation of these results. Students in the middle school setting tend to have varied social-emotional needs and perspectives on school climate over the course of the middle school years, often changing frequently throughout the year. Students who feel connected with school tend to maintain performance throughout these years and are potentially more able to persist through disruptions in instructional methods. High chronic absenteeism rates in 2020-2021 reflect some of these connectedness issues, with chronic absentee rates ranging from 17% to over 35% between the middle schools for the year. The 2020-2021 middle school cohort is an interesting case study in this context, as the majority of students in middle school spent more time off campus than on campus in their middle school career due to the pandemic. Participation in hybrid instruction in middle school was lower than in elementary, meaning many students did not attend middle school in-person at all in the 2020-2021 academic year. The table below notes the number of in-person instructional quarters each middle school grade level has had during their middle school years, including the overall percentage of time that in-person instruction has been available to them. Note that this does not include factors such as attendance rates which would further limit these students to in-person instruction and resources.

2020-2021 Grade	Total Middle School Quarters	# of In-Person Instruction Quarters in MS	
		Full-year Distance Learning Participants	Hybrid Learning Participants
6 th Grade	4	0 (0%)	1 (25%)
7 th Grade	8	3 (37.5%)	4 (50%)
8 th Grade	12	7 (58.3%)	8 (66.7%)

Given these factors, it might be expected that middle school results would reflect large numbers of students in need of intervention. Star Reading results by Benchmark Monitoring Level support this idea, indicating a wide distribution of intervention needs in reading. Each middle school grade level reports similar percentages of students in the At/Above Benchmark level as reported above for CAASPP Potential levels three and four, indicating that most students who were projected as proficient for CAASPP also demonstrated skill levels that could be maintained with quality first instruction. Larger numbers of middle school students reported in the Urgent Intervention level than in elementary grades, indicating that those students struggling with middle school content and/or disconnected from instruction will require significant intervention efforts to return to a proficiency track. The table below notes the Benchmark Monitoring Level distribution for each middle school grade level.

Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
6 th	35.4%	20.4%	16.9%	27.4%
7 th	32.1%	23.4%	15.1%	29.4%
8 th	32.9%	23.7%	17.2%	26.3%

Learning hubs and small group intervention opportunities were offered at all middle school sites to support student learning in 2020-2021. Middle schools reported limited participation in these opportunities, regardless of whether they were offered in-person or virtually during designated time blocks. This limited the ability for teachers to support students in need of additional support, as consistent contact differed significantly from class to class. Teachers in middle school reported large numbers of students who would have their cameras off during distance learning instruction, creating a barrier which did not allow the teachers to read non-verbal cues regarding whether students understood the information or needed additional support.

Support varied across the middle school grade range in 2020-2021. TOSAs interacted with teachers in planning structures and co-teaching models similar to those described in the elementary section. Significant support was provided for StudySync, Listenwise, and Nearpod among other tools, however use of these curricular materials and instructional resources varied. As noted previously, the district was able to rapidly and effectively on-board distance learning structures and resources, however fully effective use distance learning tools was still developing throughout the year.

HIGH SCHOOL – Grade 11 CAASPP (Smarter Balanced)

Note: Results presented are locally calculated and considered as preliminary, inclusive of scores available as of August 5th, 2021. Results are subject to change until the final official CDE released results expected in late Fall 2021.

The 2021 CAASPP administration differed from other CAASPP administration in multiple ways that directly impact the ability to make direct comparisons to prior results. A temporary test blueprint modification was implemented for the Spring 2021 version of the Smarter Balanced tests in both ELA and mathematics, reducing the number of items by 50% on the adaptive portion of the test. This adjustment was made to support remote testing, lessening the amount of time needed to complete testing while testing from home. To complete testing in time, some students completed segments in-person and other segments remotely, creating a total of three different testing formats within the district (remote, in-person, and mixed). Participation rates also varied between sites, as some students would enter the Zoom meeting to prepare for testing remotely, decided that they did not want to test, and left the testing session. Sites created make-up sessions, made home visits, and provided incentives to complete testing with as high of a participation rate as possible. These final participation rate results varied, with some sites more successful in maximizing participation than others. Note that the state received a federal waiver of any penalties related to low participation rates for 2021 testing, so the impacts of lower participation rates is in results interpretation and explanations within each site's School Accountability Report Card (SARC). Also note that all results presented are locally calculated and reflective of currently available student scores. These results reflect nearly all expected results, however they should be viewed as preliminary and subject to change prior to the official CDE calculated results expected to be available in late Fall, 2021.

These various factors will be incorporated into the analysis for high school CAASPP results. Comparisons will be provided to prior results, however these are intended to frame the current year performance within the context of the uniqueness of 2021 testing. Once traditional state testing cycles and formats resume (currently planned for Spring 2022), it is recommended that both 2020 and 2021 are noted as exceptions and the new "normal" data set is used for direct comparison purposes.

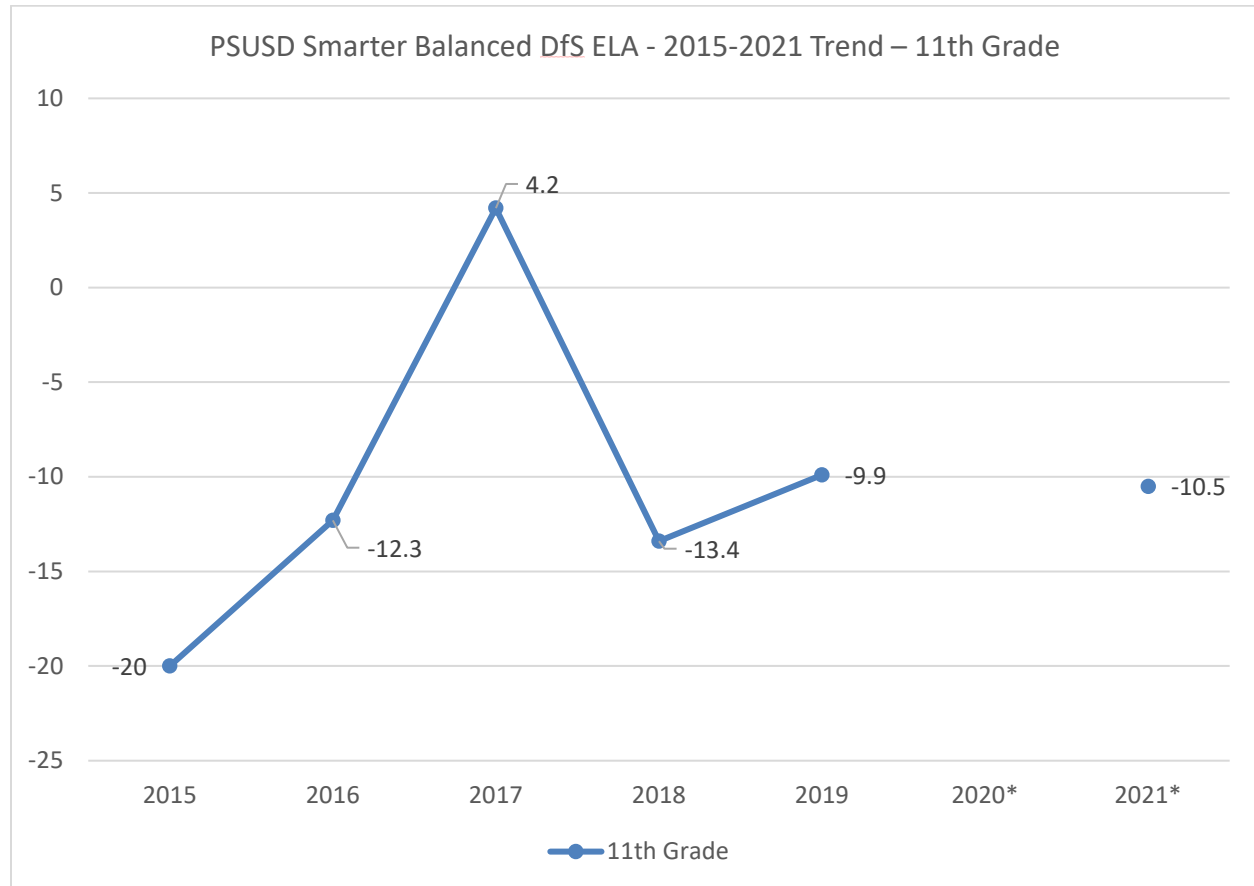
High school CAASPP results for 2021 are projected to be very similar as results from prior school years. The chart below outlines the currently available results, including student counts. Note the lower student counts in 2021 are not reflective of a significantly lower student cohort, but low participation rates as compared to a normal testing year result set. High school sites were able to complete testing for approximately 74.7% of eleventh grade students, significantly less than the federal requirement of 95% of students. Participation rates by site ranged from 94.2% to 48.4%, due to a variety of factors including student attendance, student refusals to test, students disconnecting from their schools, and scheduling issues.

Grade 11 Smarter Balanced Results 2015-2021

Test Year	Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
2015	26% (441)	28% (475)	32% (543)	13% (220)
2016	26% (414)	26% (414)	31% (494)	17% (271)
2017	21% (370)	23% (396)	35% (607)	21% (361)
2018	27% (454)	26% (438)	29% (488)	18% (303)
2019	27% (452)	25% (415)	30% (498)	19% (322)
2021*	26% (323)	27% (331)	27% (339)	20% (242)

2021 results as of 8/5/21

On the surface, this would indicate that the 2020-2021 eleventh grade cohort was able to perform as well as prior cohorts in English Language Arts, overcoming challenges presented by the pandemic. This assumption is also reflected using the Distance from Standard (DfS) calculation method used for the California School Dashboard. Based on currently available results, the eleventh grade cohort was 10.5 points below standard, indicating that the average student score declined by 0.6 points from the 2019 results (see chart below).



These assumptions would be based on the concept that the students who did not participate in CAASPP testing were equally distributed across performance levels. Deeper analysis would suggest that these 2021 results are higher than expected results if the entire cohort had tested. Although not able to be precisely calculated, the overall results would likely feature lower percentages of students meeting and exceeding standard due to most non-participant students historical scores reporting in the lower two result bands. The 2021 eleventh grade cohort presented lower results in their eighth grade year in 2018 (reported in the table below), a pattern consistent with prior cohorts. Considering average improvement reflected in prior cohorts between eighth and eleventh grade results, expected scores would be lower if the entire cohort completed CAASPP testing.

Cohort Grade	% Not Met	% Nearly Met	% Met	% Exceeded	DfS
2018 8 th grade	35%	28%	28%	9%	-39.5
2021 11 th grade	26%	27%	27%	20%	-10.5

As noted previously, students took tests in one of three formats: in-person, remote, or mixed. The large majority of students completed testing in remote formats, testing from home settings while observed via video feed by a Test Administrator during the test session. In-person testing followed the more traditional format of testing in a room under supervision of a Test Administrator, albeit with a socially distanced room arrangement and requisite personal protective equipment per district and health department direction. Mixed format involved students taking one or more portions in-person and one or more portions remotely. Conclusions about students being more successful through one format or another are limited due to small comparative sample sizes of students taking the test in-person or in a mixed format compared to the number of students testing remotely. The preliminary results by administration type are presented below.

Test Method	Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
In-Person	40% (59)	25% (37)	19% (28)	16% (23)
Remote	24% (246)	28% (279)	29% (287)	19% (193)
Mixed	22% (18)	18% (15)	29% (24)	31% (26)

High schools created a quarter-based compacted instructional schedule during distance learning, reducing the number of courses that students were taking at one time but covering a semester's content within a quarter's timeline. Since the eleventh grade Smarter Balanced test is a three-year test covering content from the ninth through eleventh grade timespan, this course structure likely had less of an impact on high school results as it would on single year assessments in other grade levels. This instructional model required teachers to prioritize content, focusing on skills and content that are most important within the year. Similar to middle school settings, support was provided to teachers in the use of a variety of instructional tools, distance learning resources, and engagement strategies for maximizing the effectiveness of distance learning instructional time.

Attendance in both first instruction and intervention was reported to be a challenge in most high school settings. Similar to middle school reports, teachers noted that students would leave off cameras and had limited participation even while attending sections. Intervention and small group opportunities were rarely attended.

Also like other grade spans, the effective use of these resources and strategies within a distance learning environment was developing throughout the year and not as refined and effective as traditional instructional practices. Professional development in Professional Learning Communities (PLC) practices continued to be provided at the high school level, allowing teams to share resources and work together in improving practice. These structures were important in monitoring progress in 2020-2021 and may be more vital over the next two to three years as the intervention needs of promoting students will be different than the most recent cohort.

STUDENT GROUP ANALYSES

Student group data was aggregated at the district level for this report, allowing more groups to meet reportable group sizes to not identify individual students in the results. Star Reading results are presented by student group for both CAASPP Potential Level and Benchmark Achievement Level, while eleventh grade CAASPP results are reported by achievement level. In each case, the current status of ethnicity groups and student program groups are reported.

Performance levels differ between student groups in the 2020-2021 results set across both test structures, referred to as “achievement gaps” in this report. Achievement gaps exist between ethnicity groups in similar patterns to other summative data sets, with Black/African American students and Hispanic students reporting at lower rates of proficiency as their peers. As noted in the tables below, results from these groups reported gap differentials exceeding 20% as compared to the districts other highest student count reporting groups. Note that overall scores for the district tend to align with the results of the Hispanic student group, as 78% to 80% of results in each grade level are posted by Hispanic identifying students.

Group	Star CAASPP Potential % in Level 3&4	Star Benchmark Monitoring Level % At/Above	11 th Grade CAASPP % M/E
Black/African American	23%	24%	44%
Filipino	53%	55%	68%
Hispanic	25%	28%	44%
White	48%	51%	64%

Although all ethnicity groups reported students requiring intervention and academic support, more students in the Black/African American student group and Hispanic student group report in the lowest scoring level in each indicator. This can be viewed in the charts in the Additional Data section of this report.

Equity initiatives within the district began to expand in the 2019-2020 academic year before school closures and expanded further during the 2020-2021 academic year. Many of these efforts focused on SEL, school climate, connectedness, and other factors. During the distance learning period, students in these groups either struggled with lesson access, content understanding, or test performance in more substantially than other peer groups. This will need to be addressed and monitored moving forward to continue work in closing achievement gaps between ethnic groups.

Achievement gaps are also present between program groups. English Learners (ELs) and Students with Disabilities (SWDs) reported similar proficiency rates in all three measures, indicating that both groups struggled to access and retain content and skills during distance learning. These low performance levels are consistent with previous summative testing results, however the results continue to identify a significant need for academic support. The table below shows rates for program groups across all three measures. Note that the Socioeconomic Disadvantaged group represents over 95% of students within the district, a percentage that increased significantly between 2019-2020 and 2020-2021 due to business closures in the early stages of the pandemic.

Group	Star CAASPP Potential % in Level 3&4	Star Benchmark Monitoring Level % At/Above	11 th Grade CAASPP % M/E
English Learners	5%	8%	8%
Socioeconomic Disadvantaged	28%	31%	47%
Students with Disabilities	8%	9%	8%
Foster	22%	22%	Not reported due to small group size
Homeless	22%	26%	39%

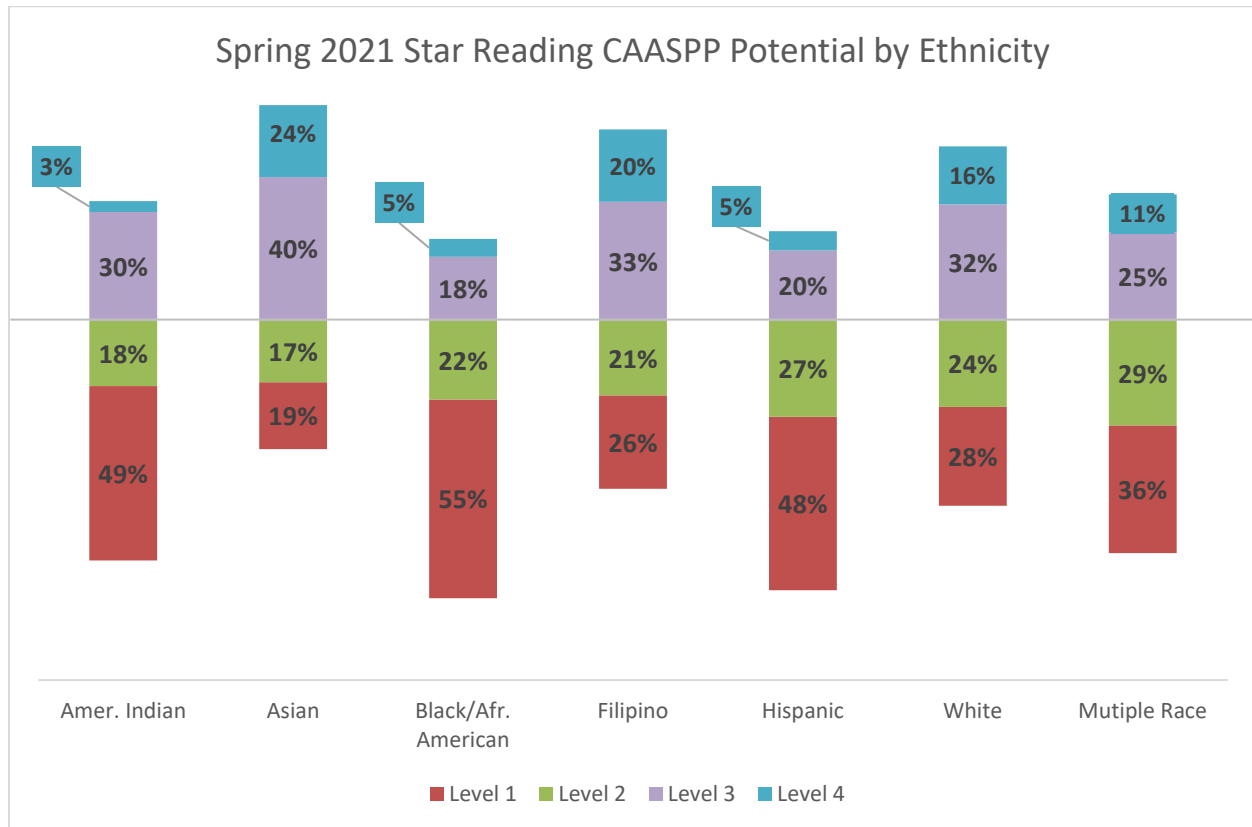
ELs and SWDs groups had vastly different experiences in distance learning. ELs were tasked with attending online classes in English, followed by support sessions offered by school sites and the English Learners Office, while living in a home environment where another language was spoken throughout the day. This style of instruction removed a key language learning component for EL students: daily informal use of English with peers. ELs learn significant amounts of language, syntax, context, and vocabulary skills from interacting during non-structured times, withing small collaborative groups, and in school activities, none of which were available to ELs during pandemic-related school closures. In turn, SWDs were provided services remotely to the extent possible, but did not have similar learning interactions with differently abled peers that could assist and demonstrate skills that these students are working on through their IEPs. Significant intervention is needed for both ELs and SWDs as noted by the percentages of students in these groups reporting in the Urgent Intervention Star Benchmark Monitoring Level in grades three through eight (ELs 60%, SWDs 74%) and in the percentage of students in the Standard Not Met level in eleventh grade CAASPP results (ELs 68%, SWDs 71%).

Prioritized Intervention and in-person opportunities, such as the learning hubs, were available once small groups were able to attend sites in-person in 2020-2021. Some students attended these sessions as well as additional online opportunities. Some SWDs were not able to attend in-person opportunities during the pandemic due to their own health conditions making group interactions unsafe for these students. These options may have mitigated declines in some cases, and expanded learning gaps for others depending on student and family ability to participate in these opportunities. The continued use of the diagnostic data produced through the Star assessment should assist teachers in supporting these students with learning goals and intervention actions tailored to these students' specific needs moving forward.

ADDITIONAL DATA

STAR READING CAASPP POTENTIAL LEVEL BY ETHNICITY

Predicted CAASPP performance based on Star results in Spring 2021 as calculated by the Renaissance Learning platform



CAASPP Potential Levels

Level 4 = Projected to score at the Standard Exceeded level

Level 3 = Projected to score at the Standard Met level

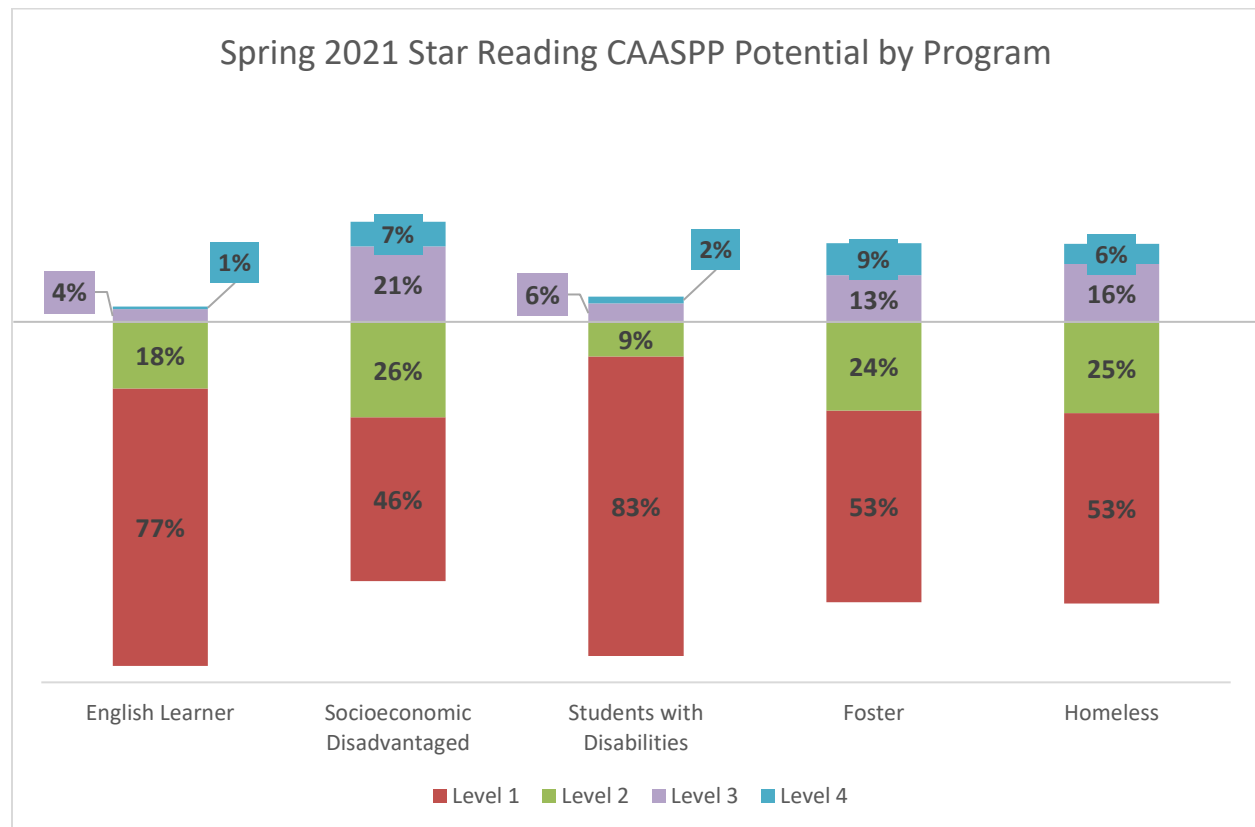
Level 2 = Projected to score at the Standard Nearly Met level

Level 1 = Projected to score at the Standard Not Met level

Renaissance Star Reading tests were administered in grades 3-8 in the Spring of 2021 in lieu of CAASPP testing per SBE approved testing flexibility guidelines.

STAR READING CAASPP POTENTIAL LEVEL BY PROGRAM

Predicted CAASPP performance based on Star results in Spring 2021 as calculated by the Renaissance Learning platform



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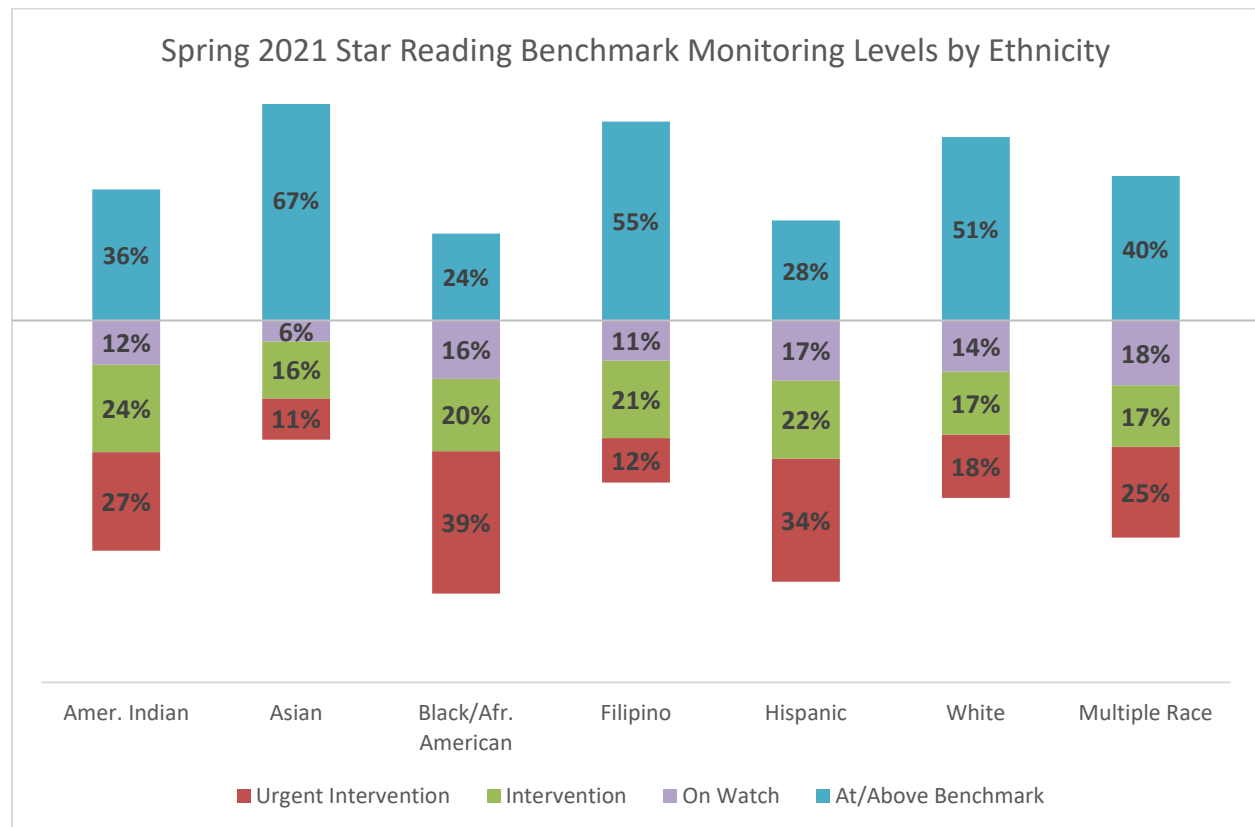
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Level 1 = Projected to score at the Standard Not Met level

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STAR READING BENCHMARK MONITORING LEVEL BY ETHNICITY

Monitoring levels identify groups as being on-track or in need of intervention based on Star results in Spring 2021 as calculated by the Renaissance Learning platform



Benchmark Monitoring Levels

At/Above Benchmark = Students have either demonstrated standards knowledge at a level indicating that normal classroom instruction should allow the student to continue to be “on-track” for standards mastery.

On Watch = Students may need intervention in some areas and should be monitored closely.

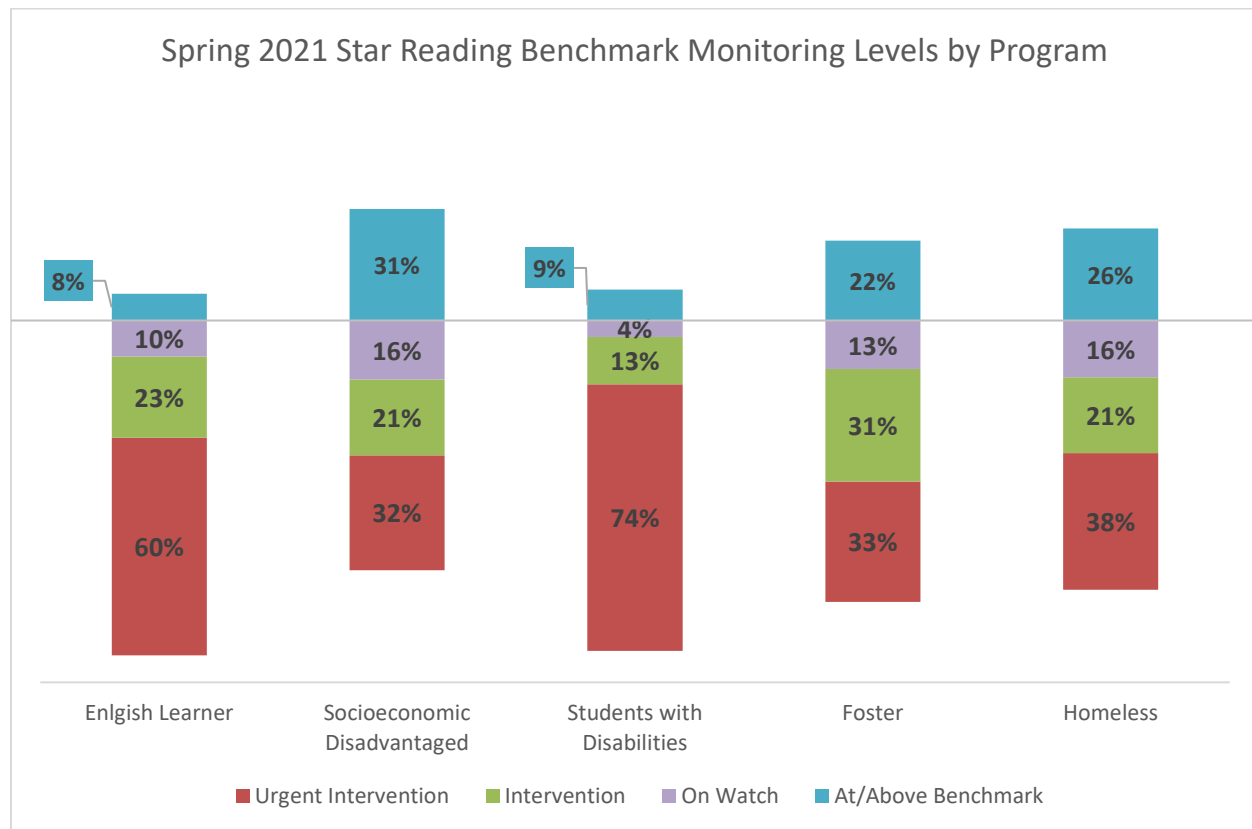
Intervention = Students need intervention in most areas to return to an “on-track” status.

Urgent Intervention = Significant intervention is needed in this academic subject.

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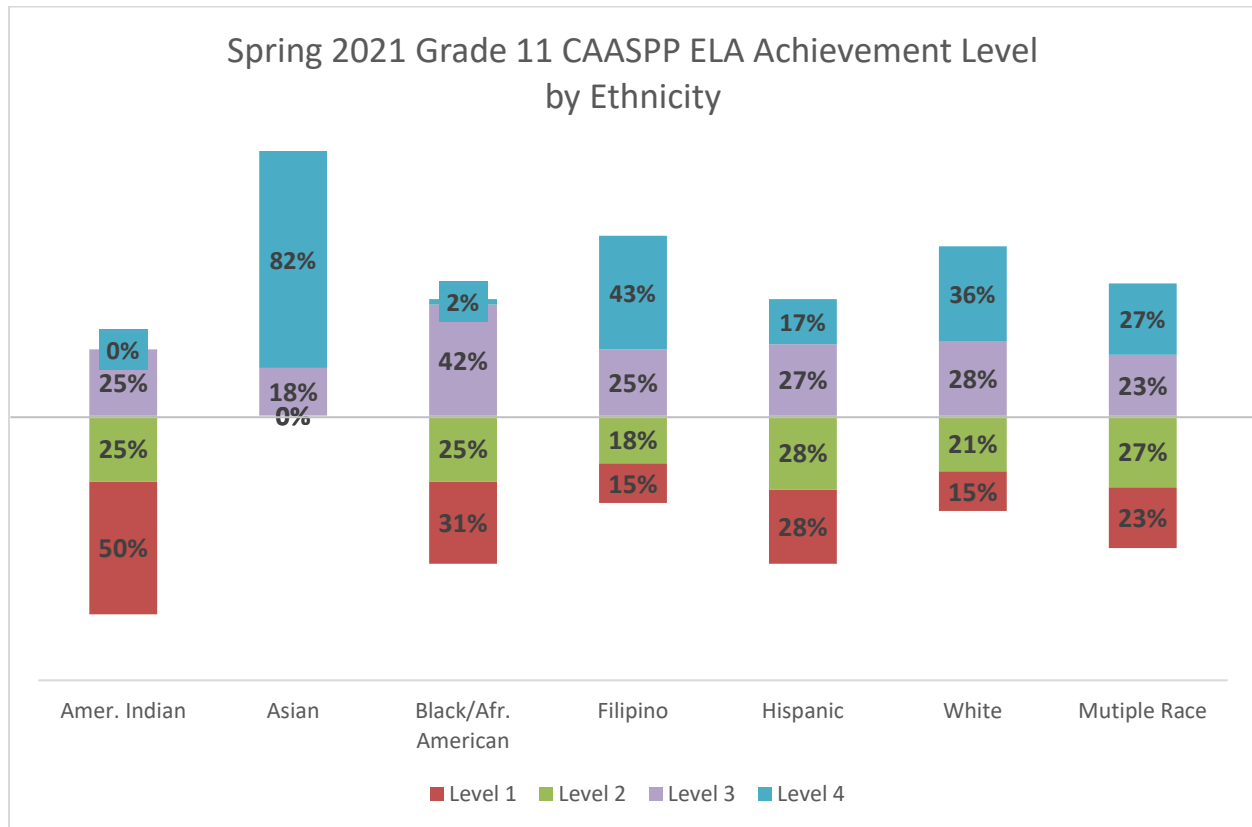
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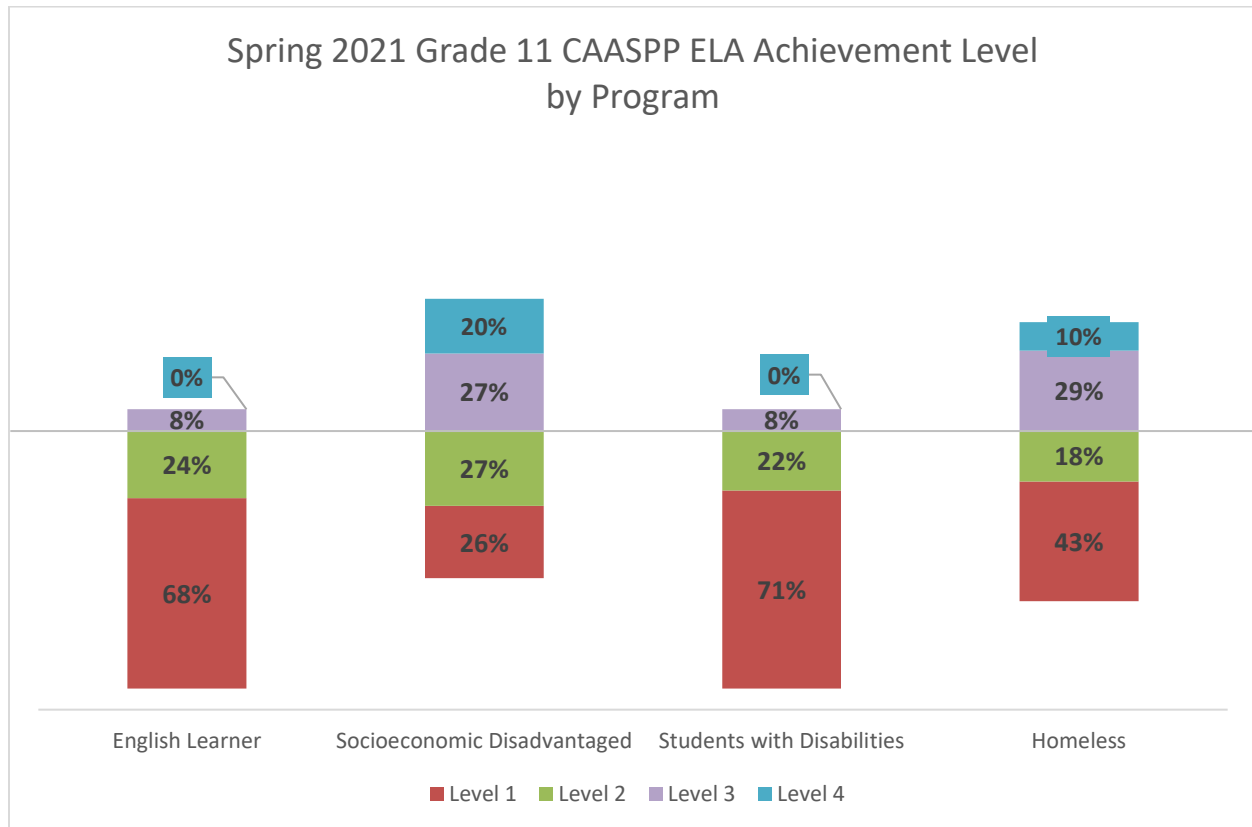
PERCENTAGE OF STUDENTS BY CAASPP ACHIEVEMENT LEVEL BY ETHNICITY
Percent of Students Meeting or Exceeding Standard 2021
Grade 11 Only



2021 Grade 11 ELA Results by Ethnicity Group

Measure	American Indian	Asian	Black/Afr. American	Filipino	Hispanic	White	Multiple Race
% M/E	25%	100%	44%	68%	44%	64%	50%
% Not Met	50%	0%	31%	15%	28%	15%	23%

PERCENTAGE OF STUDENTS BY CAASPP ACHIEVEMENT LEVEL BY Program
Percent of Students Meeting or Exceeding Standard 2021
Grade 11 Only



2021 Grade 11 ELA Results by Ethnicity Group

Measure	English Learner	Socioeconomic Disadvantaged	Students with Disabilities	Homeless
% M/E	8%	47%	8%	39%
% Not Met	68%	26%%	71%	43%