

# Dixie School District's Assessment Data and Plan



**Dixie School  
District  
October 9, 2018**

# Summative and Formative Student Data

The Dixie School District reflects on student data throughout the year to guide instruction. We also believe that engaging educational practitioners in data-driven conversation is essential to a shared understanding that will increase achievement. Making meaning of student data is an active, personal and social process.

# Summative Assessments

**Summative assessments** are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

# Formative Assessments

**Formative Assessments** are assessments that teachers use on a daily, weekly, and monthly basis to adjust ongoing instruction by rearranging current learning strategies.

# Local Reading Assessments 2017-18

## The Scholastic Reading Inventory (SRI)

Provides an assessment of student reading levels, reported in Lexile measures

Administered in grades 2-5

Administered in 6-8 grades for intervention instruction

September 2017- May 2018

Grades 2-5 (1050 students)	Beginning of the Year	End of the Year
<b>Advanced</b>	312 students <b>30%</b> (23%)	553 students <b>53%</b> (47%)
<b>Proficient</b>	401 students <b>38%</b> (37%)	323 students <b>31%</b> (35%)
<b>Basic</b>	184 students <b>18%</b> (21%)	93 students <b>9%</b> (11%)
<b>Below Basic</b>	153 students <b>15%</b> (19%)	81 students <b>8 %</b> (7%)

# The California Assessment of Student Performance and Progress (CAASPP)



The California Assessment of Student Performance and Progress is the state academic testing program. CAASPP is a system that provides information that can be used to monitor student progress and ensure that all students leave high school ready for college and a career.

# State, County and Dixie District Overall Results English Language Arts and Math (CAASPP)

	State- ELA	Marin- ELA	Dixie- ELA		State- Math	Marin- Math	Dixie- Math
2017	49%	65%	76%		38%	57%	68%
2018	49%	65%	76%		38%	57%	68%

Represented is the percentage of students with scores of Standard Exceeded or Standard Met

# English Learner Data

2018-19	Total Students	EL Students	% of EL Students
Dixie Elementary	420	35	8.3%
Mary E. Silveira	440	69	15.6%
Vallecito	478	57	11.9%
Miller Creek	651	30	4.6%
OVERALL	989	191	9.6%



# The Summative ELPAC



## **Who:**

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

## **Why:**

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

# Summative ELPAC Data



2017-18	Total EL Students	Level 4 Well Developed English Skills	Level 3 Moderately Developed English Skills	Level 2 Somewhat Developed English Skills	Level 1 Beginning Stage of Developing English Skills
Dixie Elementary	31	24	4	3	0
Mary E. Silveira	56	28	16	7	5
Vallecito	58	25	21	8	4
Miller Creek	21	8	5	5	3
OVERALL	166	85 (51%)	46 (28%)	23 (14%)	12 (7%)

# The Initial ELPAC



## **Who:**

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

Students only take the Initial Assessment once.

## **Why:**

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

# Initial ELPAC Data: September 2018



<b>2018-19</b>	<b>Total TBD Students</b>	<b>Novice</b>	<b>Intermediate</b>	<b>Initial Fluent English Proficient</b>
Dixie Elementary	15	1	4	10
Mary E. Silveira	28	15	5	8
Vallecito	12	4	4	4
Miller Creek	0	0	0	0
OVERALL	55	13	13	22

# Local Common Assessment Plan



- Grade specific calendar for each trimester
- Assessments in Reading, Math, Writing
- Plan to use and explore interim CAASPP assessments with 3<sup>rd</sup>-8<sup>th</sup> graders
- Using Google Drive and software programs to collect and share data

“Without data, all anybody has is an opinion”

-Edward Deming

# In Conclusion...

- Overall CAASPP summative scores remained steady, similar to Marin and State
- Looking at local data, more students in advanced reading level
- Overall, our students are academically successful
- Overall, our EL students are making strong gains in English Language Proficiency
- Need to take a deeper look into our data: systematically to understand where we can improve
- New common assessment plan helps face us in the right direction