

# District Assessment & Accountability

Mt. Diablo Unified

October 27, 2021



# SIR Report Actions: Assessment and Accountability

- **5C)** Conduct an assessment audit at school sites to determine the assessments in actual use.
- **5D)** Create an assessment continuum that identifies lead and lag metrics and that defines when they will be analyzed at the central office and school levels and reported to the board.
- **5E)** Set the expectation for the use of benchmark assessments at all levels to capture a clear understanding of student learning at a minimum, quarterly.

# SIR Report Actions: Assessment and Accountability

- In reviewing previous and available district assessments, MDUSD has established the framework for an assessment continuum allowing for identified lead metrics to capture the progress of student learning and to guide analysis for improved practices.
- The results from the following assessments were used to drive the recent professional development day and provided staff opportunities to examine and discuss findings around lead metrics with different contextual lenses that impact instructional practices and student learning.

# Social-Emotional Learning (SEL) Survey

# General Information about the SEL Survey

## **About**

District-created survey designed to address social emotional areas of development for self-awareness, self-management, social awareness, relationship skills, and decision-making. The survey is based on the [CASEL framework](#) and is constructed from adapted survey items from peer-reviewed social and emotional research studies.

## **Participation**





All students in grades kindergarten and transitional kindergarten through grade twelve take the Social Emotional Learning Survey. The survey is administered three times during the school year. *Note\** TK/K - 2 did not participate in the first round but will participate in #2 and #3.

# SEL Scoring Bands

- The scoring bands have been set to the following for the entire survey and the 5 domains.
- They can be interpreted as “Levels of Self-Reported SEL Competencies.”
- For example, scoring in the range of the green, High/Standard Met, would be high levels of self-reported SEL competencies.

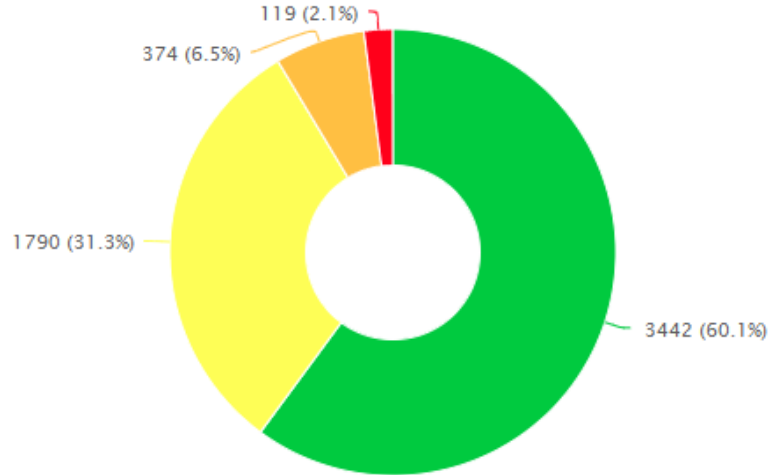
**Performance Bands of Social Emotional Learning** 4 ✕

performance bands(s)

Color	Minimum Value	Label	Mastery?
	75% and above	High/Standard Met	Yes
	60% to any score less than 75%	Mid/Making Consistent Progress	No
	50% to any score less than 60%	Low/Beginning to Show Progress	No
	0% to any score less than 50%	Very Low/Not Meeting Standard	No

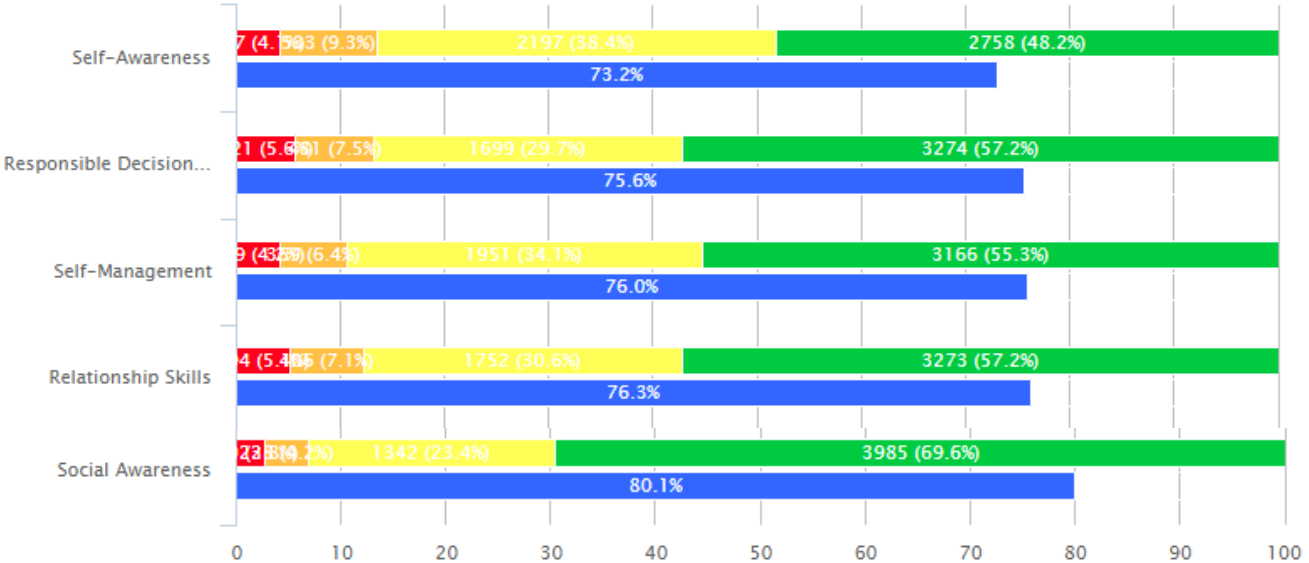
[Edit](#)

# Grades 3 - 5 SEL Overall Results



Overall, about 60.1% of students in grades 3 - 5 reported high levels of SEL competencies, 31.3% mid levels, 6.5% low levels and 2.1% very low levels.

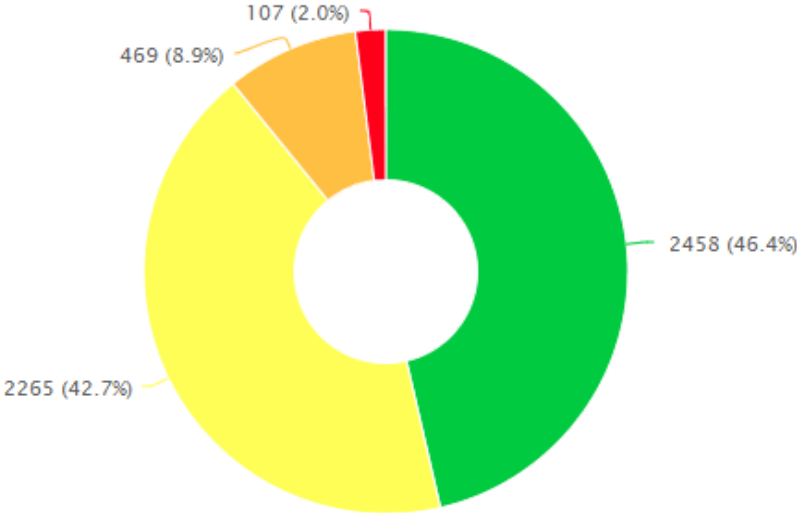
# Grades 3 - 5 SEL Domain Results



Grade 3 - 5 students reported the highest levels in Social Awareness amongst the domains and the lowest (low and very low) levels in Self-Awareness, Responsible Decision Making, and Relationship Skills

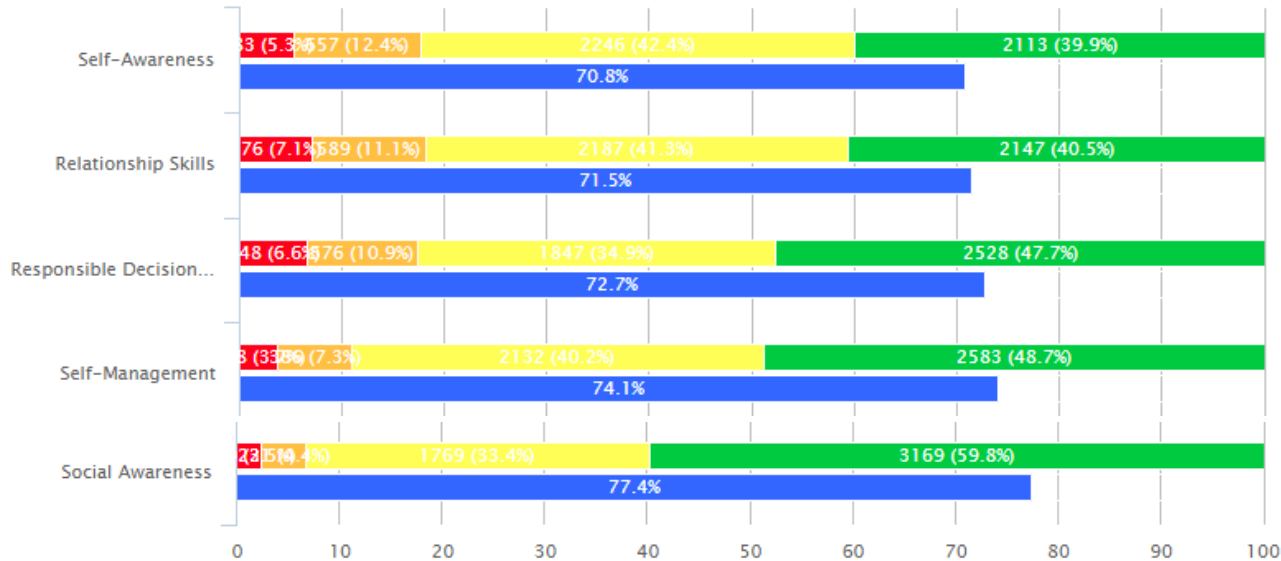


# Middle School SEL Overall Results



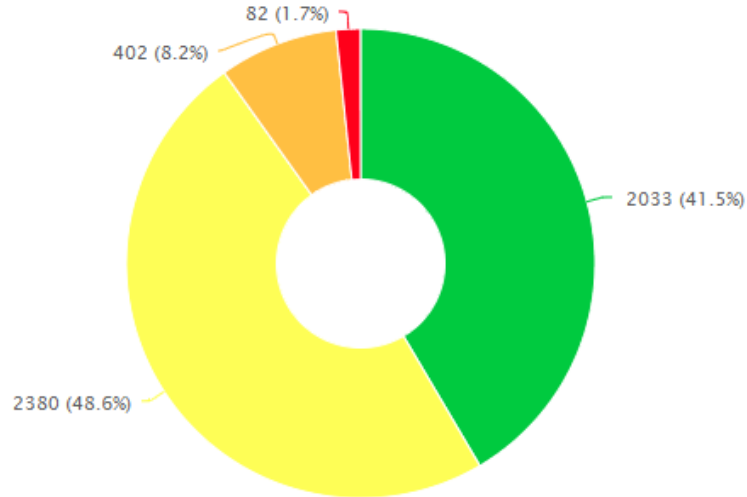
Overall, about 46.4% of middle school students reported high levels of SEL competencies, 42.7% mid levels, 8.9% low levels and 2.0% very low levels.

# Middle School SEL Domain Results



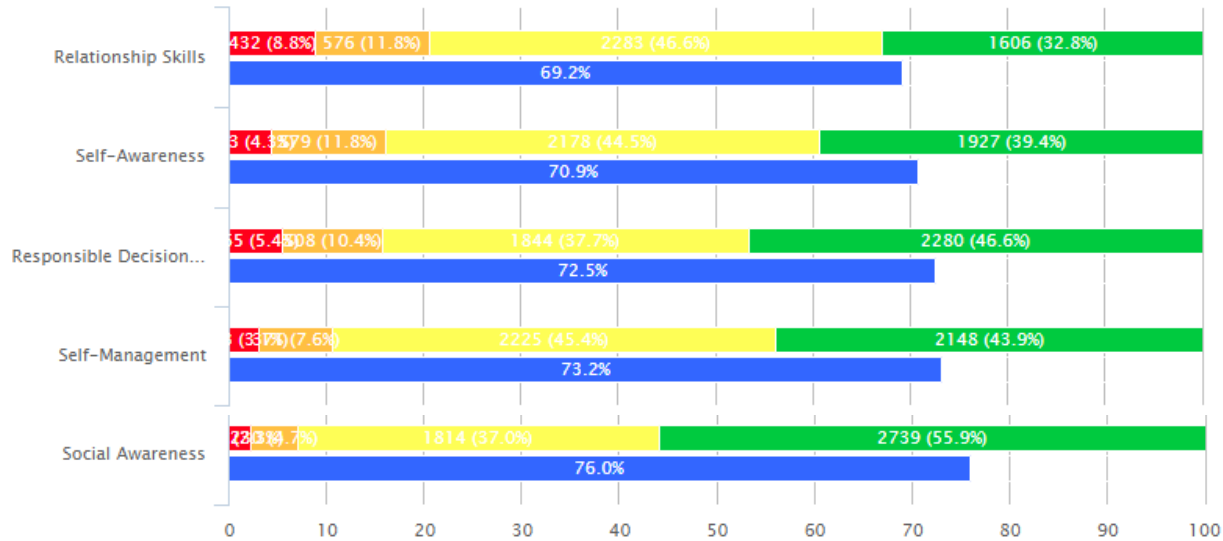
Middle school students reported the highest levels in Social Awareness amongst the domains and the lowest (low and very low) levels in Self-Awareness, Relationship Skills, and Responsible Decision Making

# High School SEL Overall Survey Results



Overall, about 41.5% of high school students reported high levels of SEL competencies, 48.6% mid levels, 8.2% low levels and 1.7% very low levels.

# High School SEL Domain Results



High school students reported the highest levels in Social Awareness amongst the domains and the lowest (low and very low) levels in Relationship Skills followed by Self-Awareness, and Responsible Decision Making

# TK/K Assessments

# General Information about the TK/K Assessments

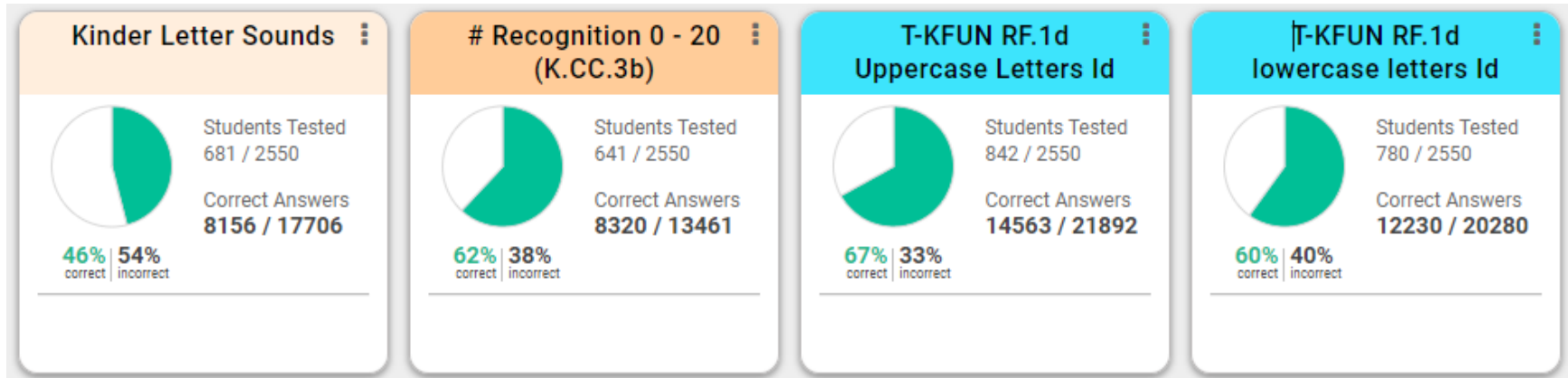
## **About**

The TK/K assessments are administered through the ESGI system. ESGI assessments are preloaded, standards-aligned kindergarten knowledge and skills assessments. The assessments are administered one-to-one on Letter Sound Recognition, Letter and Number Identification, and Subitizing. Numerous optional ELA, SLA and math assessments are available to complement the required assessments.

## **Participation**

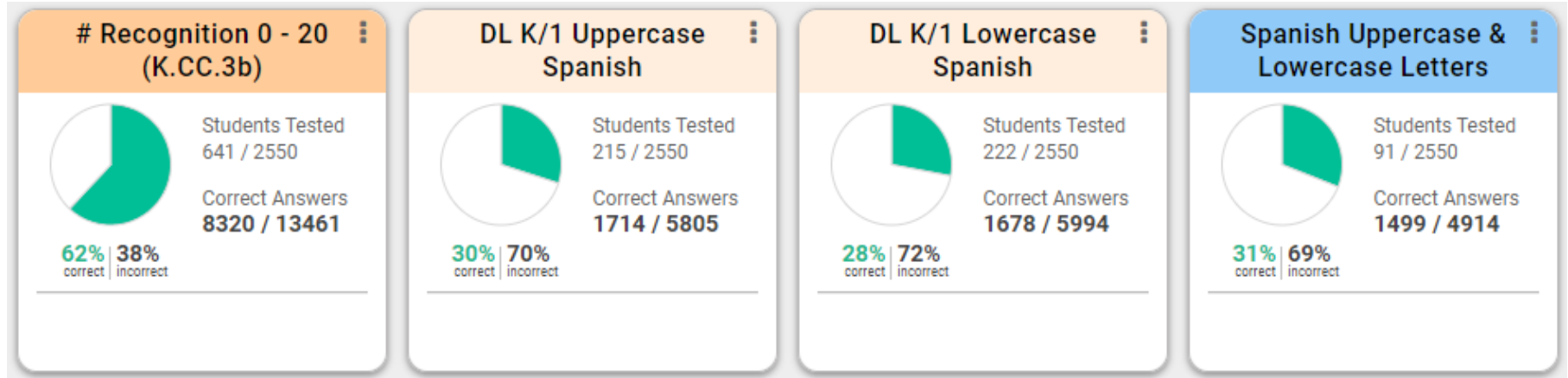
All students in transitional kindergarten and kindergarten take the ESGI TK/K assessments for ELA and math. The assessments for SLA are administered to students enrolled in the Dual Language program. The assessments are administered four times throughout the school year.

# TK Assessments



Each item in the assessment is scored as incorrect/correct. The green sections in the pie charts display the overall % correct for each assessment.

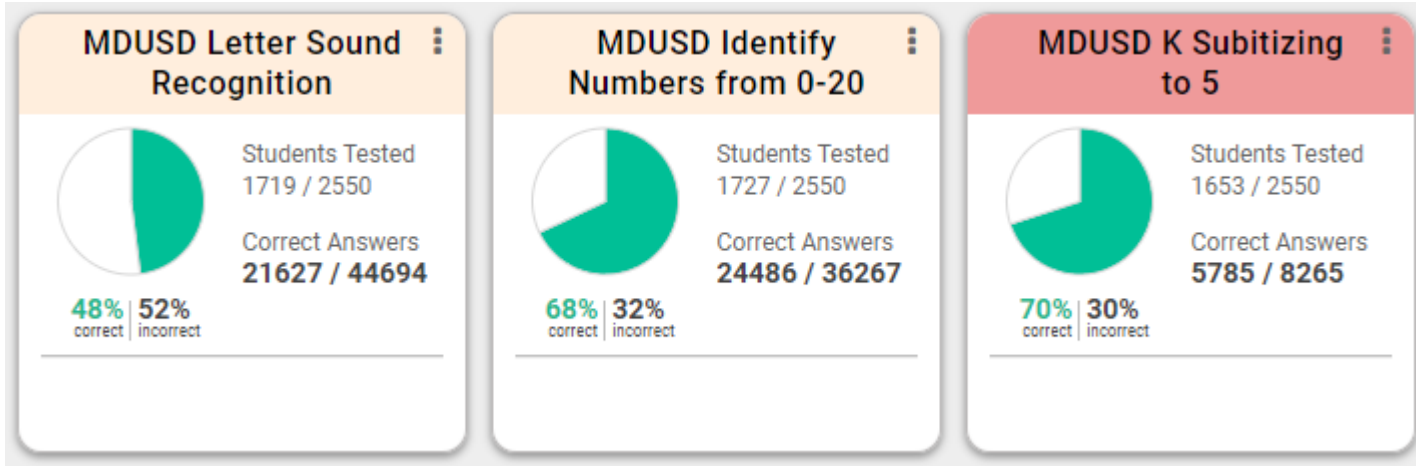
# TK DL Assessments



Each item in the assessment is scored as incorrect/correct. The green sections in the pie charts display the overall % correct for each assessment.

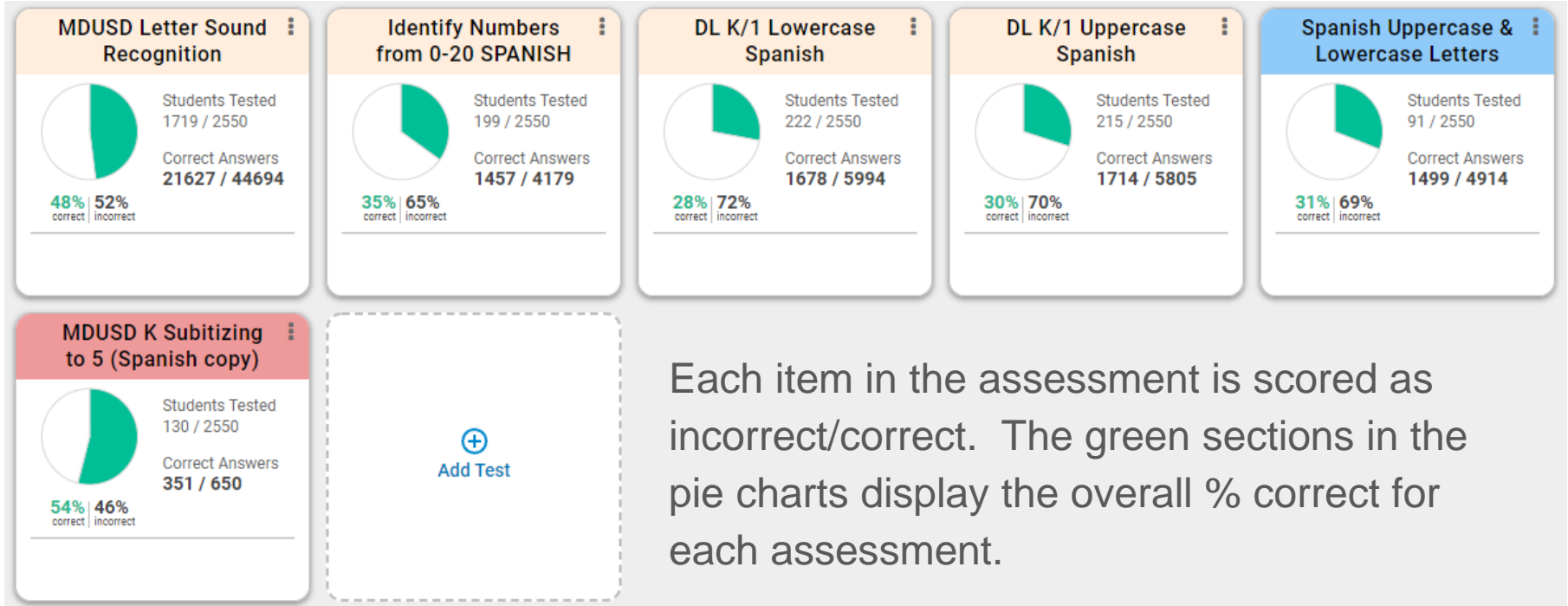


# K Assessments



Each item in the assessment is scored as incorrect/correct. The green sections in the pie charts display the overall % correct for each assessment.

# K DL Assessments



Each item in the assessment is scored as incorrect/correct. The green sections in the pie charts display the overall % correct for each assessment.

# Grade 1 - 3 Diagnostic Assessments

# General Information about the Grade 1 - 3 Diagnostic Assessments

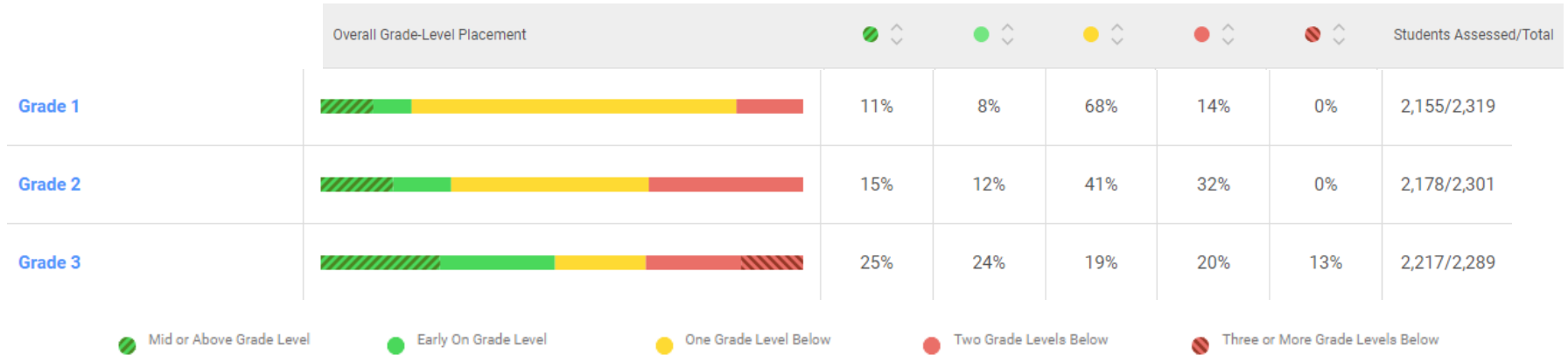
## **About**

Administered through the *i-Ready* system, the Diagnostics in Reading and Math are adaptive assessments, thus adjusting to student responses and assessing a broad range of skills—including skills above and below a student's chronological grade. This allows the Diagnostic to place student performance on a grade level scale.

## **Participation**

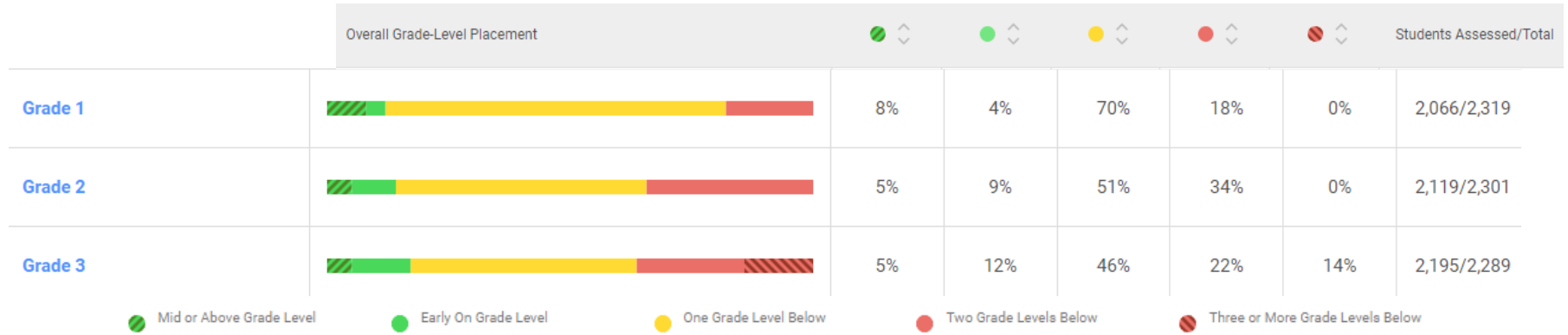
All students in grades one through three take the *i-Ready* Diagnostic Assessments in reading and math. The assessments are administered three times throughout the school year. *Note\** The reading assessments are also administered to any student identified as an Emerging Bilingual student that has not already taken the assessment (i.e., EB students in grades one through three).

# Grade 1 - 3 Reading Diagnostic Results



19% of Grade 1 students, 27% of Grade 2 students, and 49% of Grade 3 students are On or Above Grade Level in Reading

# Grade 1 - 3 Math Diagnostic Results



12% of Grade 1 students, 14% of Grade 2 students, and 17% of Grade 3 students are On or Above Grade Level in Reading

IABs/FIABs:  
Grade 4th - 5th  
Middle and High School

# General Information about the IABs/FIABs

## **About**

The Interim Assessment Blocks (IABs) focus on smaller sets of targets, up to eight targets. They are intended to provide educators the ability to check where students are at that moment in time, and use results to determine next steps for instruction. The Focused IABs (FIABs) assess no more than three assessment targets to provide educators with an even more detailed understanding of student learning.

## **Participation**

All students in Grades 4- 8 and all students enrolled in Algebra I, Algebra I A/B, Geometry, English I, II and III take the IABs and/or FIABs depending on assigned assessment. Students in Grades 4 & 5 are administered the assessments three times throughout the school year. Students in Grades 6 - 8 and students enrolled in Algebra I, Algebra I A/B, Geometry, English I, II and III are administered the assessments four times throughout the school year. The IABs/FIABs are optional for students in Grade 3 and students enrolled in Algebra II.



# IABs/FIABs ELA

Interim results are reported on three classifications:

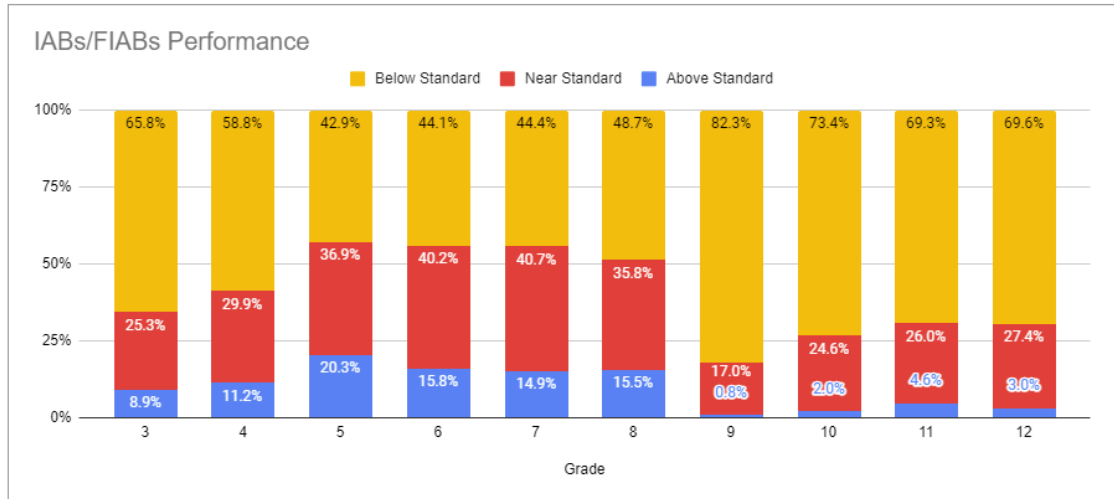
Below Standard

Near Standard

Above Standard

Grade Level	1Above Standard	2Near Standard	3Below Standard	Grand Total
3	7	20	52	79
4	107	285	560	952
5	223	406	472	1101
6	222	566	621	1409
7	245	668	728	1641
8	190	440	598	1228
9	5	112	543	660
10	16	198	590	804
11	36	202	538	776
12	10	91	231	332
<b>Grand Total</b>	<b>1061</b>	<b>2988</b>	<b>4933</b>	<b>8982</b>

Grade	Above Standard	Near Standard	Below Standard
3	8.9%	25.3%	65.8%
4	11.2%	29.9%	58.8%
5	20.3%	36.9%	42.9%
6	15.8%	40.2%	44.1%
7	14.9%	40.7%	44.4%
8	15.5%	35.8%	48.7%
9	0.8%	17.0%	82.3%
10	2.0%	24.6%	73.4%
11	4.6%	26.0%	69.3%
12	3.0%	27.4%	69.6%



# IABs/FIABs Math

Interim results are reported on three classifications:

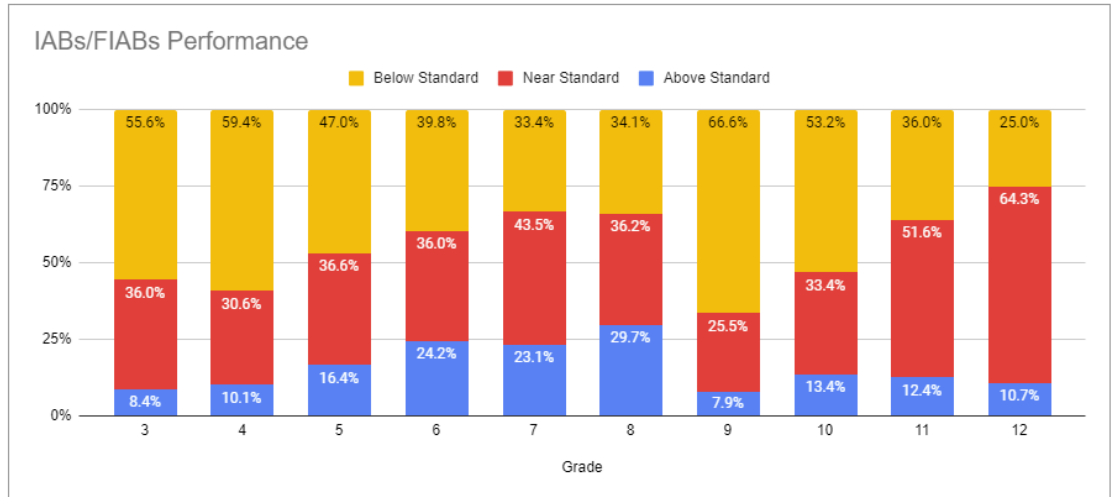
Below Standard

Near Standard

Above Standard

Grade Level	1Above Standard	2Near Standard	3Below Standard	Grand Total
3	20	86	133	239
4	211	641	1244	2096
5	346	771	992	2109
6	440	653	722	1815
7	426	801	614	1841
8	431	526	496	1453
9	75	243	634	952
10	61	152	242	455
11	23	96	67	186
12	3	18	7	28
<b>Grand Total</b>	<b>2036</b>	<b>3987</b>	<b>5151</b>	<b>11174</b>

Grade	Above Standard	Near Standard	Below Standard
3	8.4%	36.0%	55.6%
4	10.1%	30.6%	59.4%
5	16.4%	36.6%	47.0%
6	24.2%	36.0%	39.8%
7	23.1%	43.5%	33.4%
8	29.7%	36.2%	34.1%
9	7.9%	25.5%	66.6%
10	13.4%	33.4%	53.2%
11	12.4%	51.6%	36.0%
12	10.7%	64.3%	25.0%



# Secondary Ds and Fs

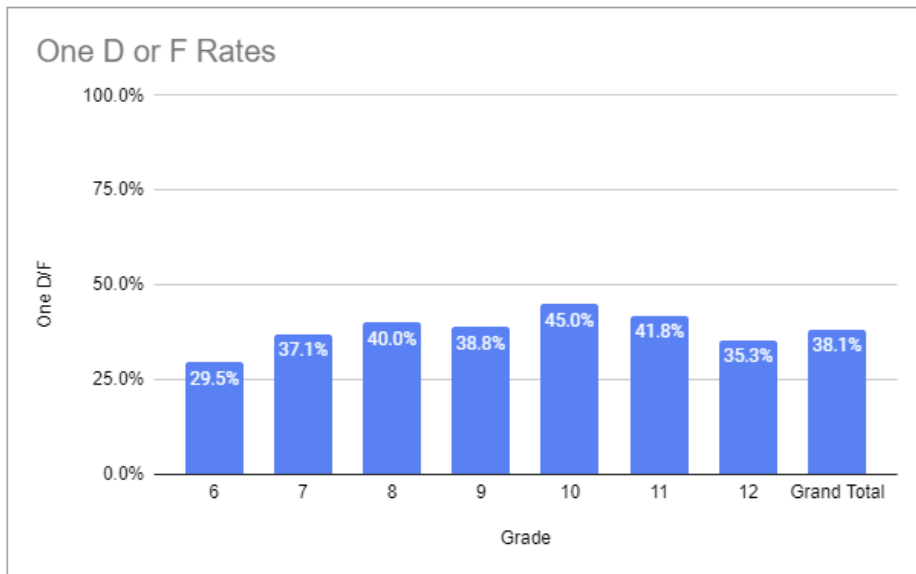
# At Least One D/F

At Least One D or F:

Displays the percentage of students with at least one D or F on their Quarter 1 report card.

Grade	N	Y	Grand Total
6	1531	641	2172
7	1418	838	2256
8	1327	886	2213
9	1149	729	1878
10	1132	925	2057
11	1170	841	2011
12	1336	729	2065
<b>Grand Total</b>	<b>9063</b>	<b>5589</b>	<b>14652</b>

Grade	One D/F
6	29.5%
7	37.1%
8	40.0%
9	38.8%
10	45.0%
11	41.8%
12	35.3%
<b>Grand Total</b>	<b>38.1%</b>



# Multiple Ds/Fs

Multiple Ds or Fs: Displays the percentage of students with more than one D or F on their Quarter 1 report card.

Grade	N	Y	Grand Total
6	1845	327	2172
7	1761	495	2256
8	1658	555	2213
9	1456	422	1878
10	1471	586	2057
11	1522	489	2011
12	1693	372	2065
<b>Grand Total</b>	<b>11406</b>	<b>3246</b>	<b>14652</b>

Grade	Multiple Ds/Fs
6	15.1%
7	21.9%
8	25.1%
9	22.5%
10	28.5%
11	24.3%
12	18.0%
Grand Total	22.2%

