

# Assessment Results 2012

**Sausalito Marin City School District**  
Bayside Elementary and Martin Luther King Academy  
November 15, 2012

# Academic Performance Index (API)

- The 2012 Base API summarizes a school's performance on the spring 2011 Standardized Testing and Reporting (STAR) Program.
- It serves as the baseline score, or starting point, of performance. The API is on a scale of 200 to 1000.

# District and School API 2012

District/ School	2011 API	2012 API	Change from 2011-2012
<b>Sausalito Marin City District</b>	728	738	<b>+ 10</b>
<b>Bayside Elementary</b>	754	808	<b>+56</b>
<b>M.L.K. Academy</b>	696	698	<b>+ 2</b>

# API Over Time 2007-2012

	2007	2008	2009	2010	2011	2012	GAIN 2011- 2012	GAIN 2007- 2012
Bayside Elementary	794	734	773	763	752	808	+56	<b>+14</b>
MLK Academy	638	681	709	730	696	698	+2	<b>+60</b>

# Subgroups – Not Numerically Significant

API results cannot be reported for ethnic/racial subgroups in the Sausalito Marin City School District because their numbers are too small.

A numerically significant subgroup for the API is defined as:

- 100 or more students with valid STAR Program scores

**OR**

- 50 or more students with valid STAR Program scores who make up at least 15 percent of the total valid STAR Program scores.

# Federal Accountability Requirements

Federal results are reported in terms of how well schools and Districts meet Annual Yearly Progress (AYP)

The AYP targets increase until 2013-2014 when all schools and districts must have 100 percent of the students performing at the proficient level or above on statewide tests.

# AYP – Criteria

District/School	API Target	ELA Proficiency	Math Proficiency	Program Improvement
Sausalito Marin City District	Yes	Yes	No	PI
Bayside	Yes	Yes	Yes	Not PI
MLK Academy	N/A Must be 740	Yes	No	PI

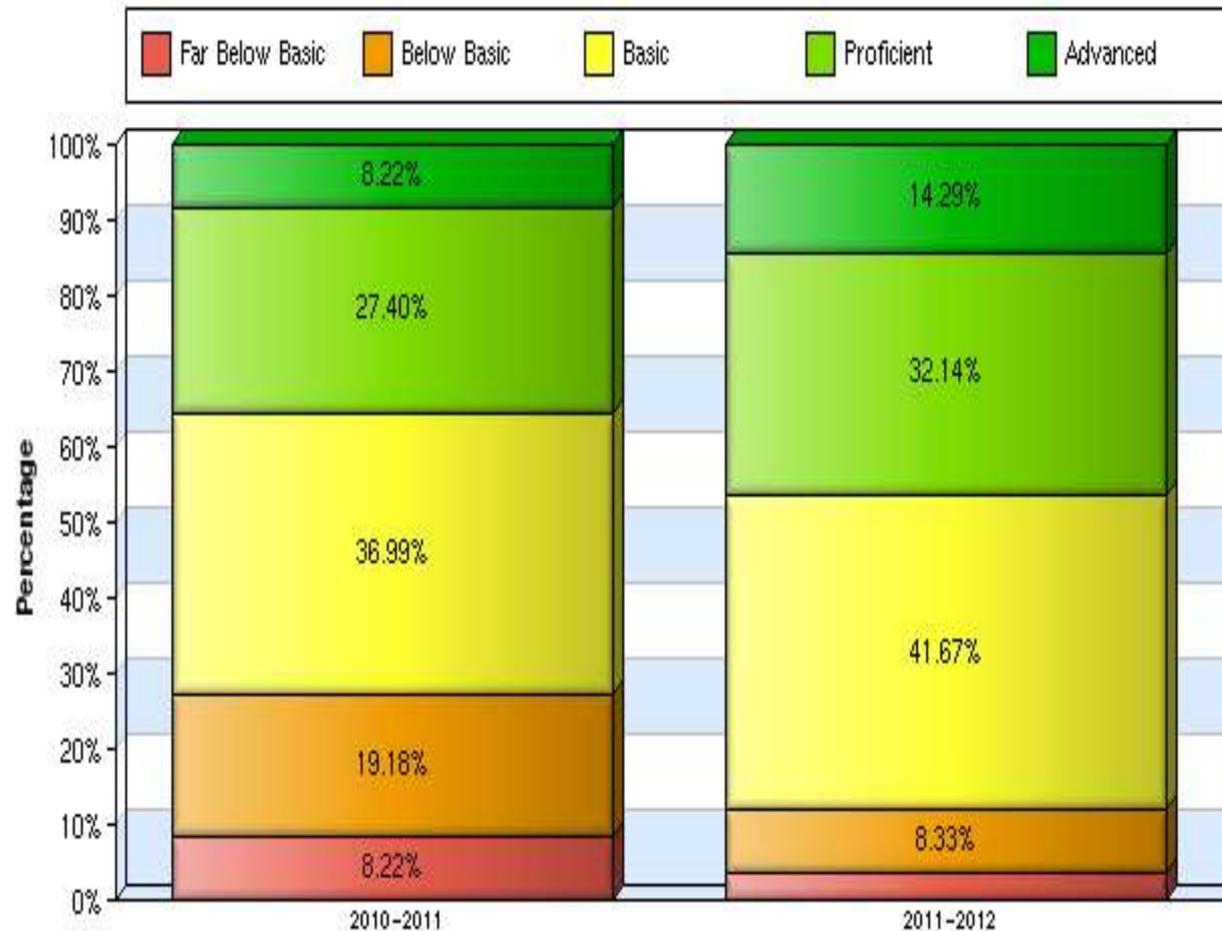
# Program Improvement

Martin Luther King Academy missed the targets in Math two years in a row and now is in Program Improvement, Year 1. This also moved the Sausalito Marin City School District into Program Improvement.

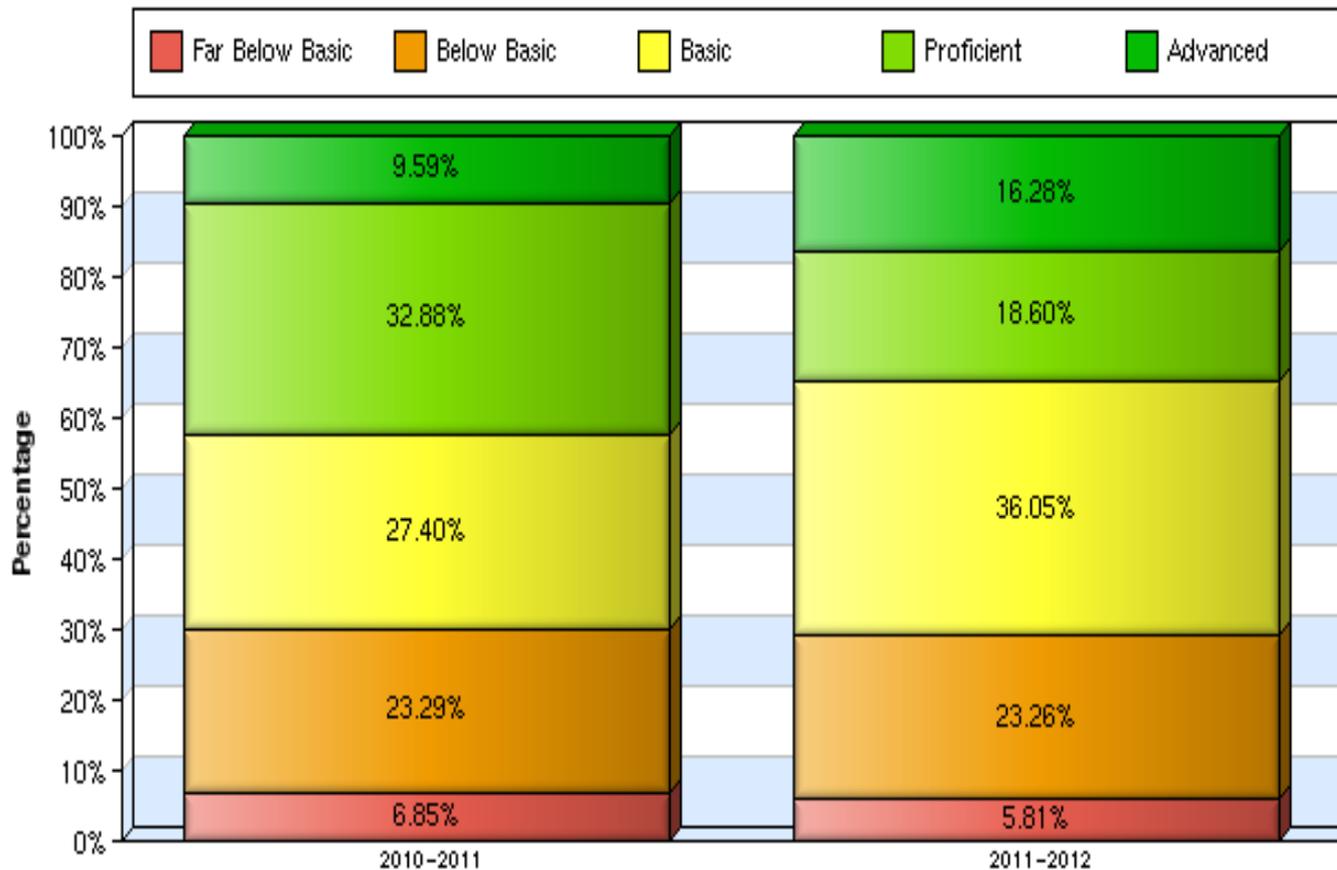
Some of the Requirements of Program Improvement:

- Identify actions that have the greatest likelihood of improving the achievement of students in meeting state standards.
- Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.
- Include specific, measurable achievement goals and targets for all students and subgroups, addressing all elements of Adequate Yearly Progress (AYP).
- Address the professional development needs of the instructional staff. Indicate that the LEA will dedicate not less than 10 percent of the LEA Title I allocation for high quality professional development.

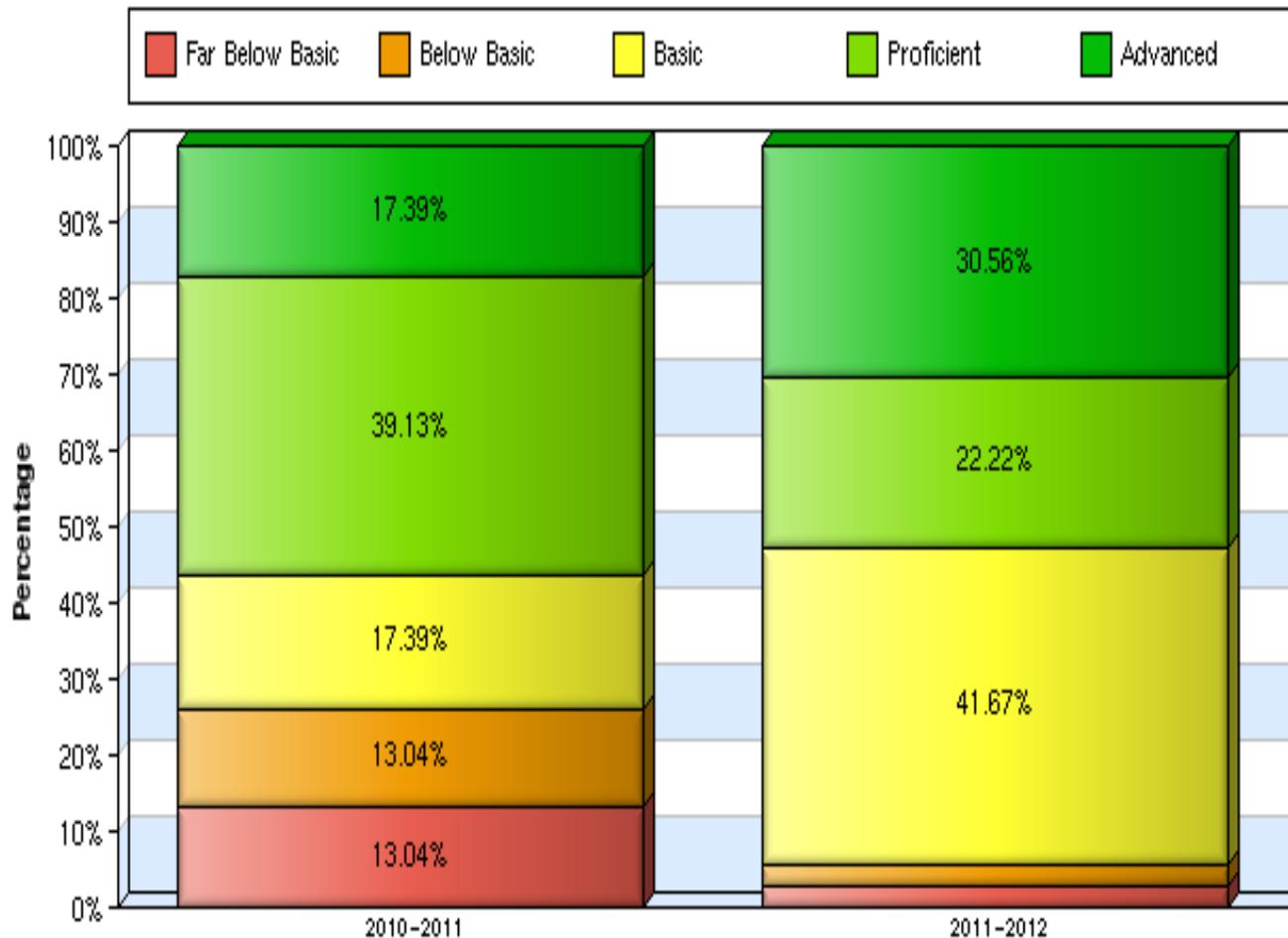
# California Standards Test Sausalito Marin City ELA



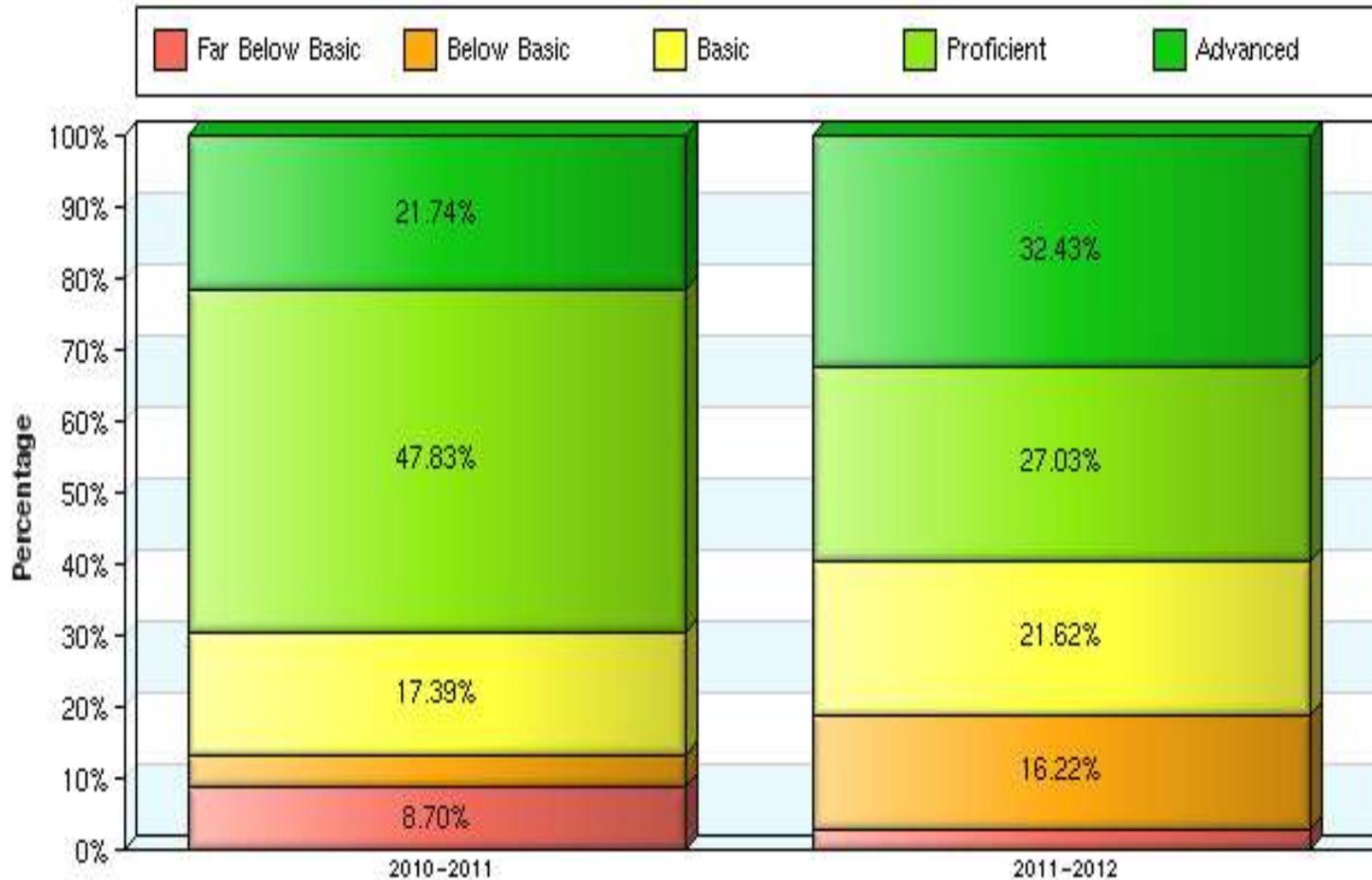
# California Standards Test Sausalito Marin City Math



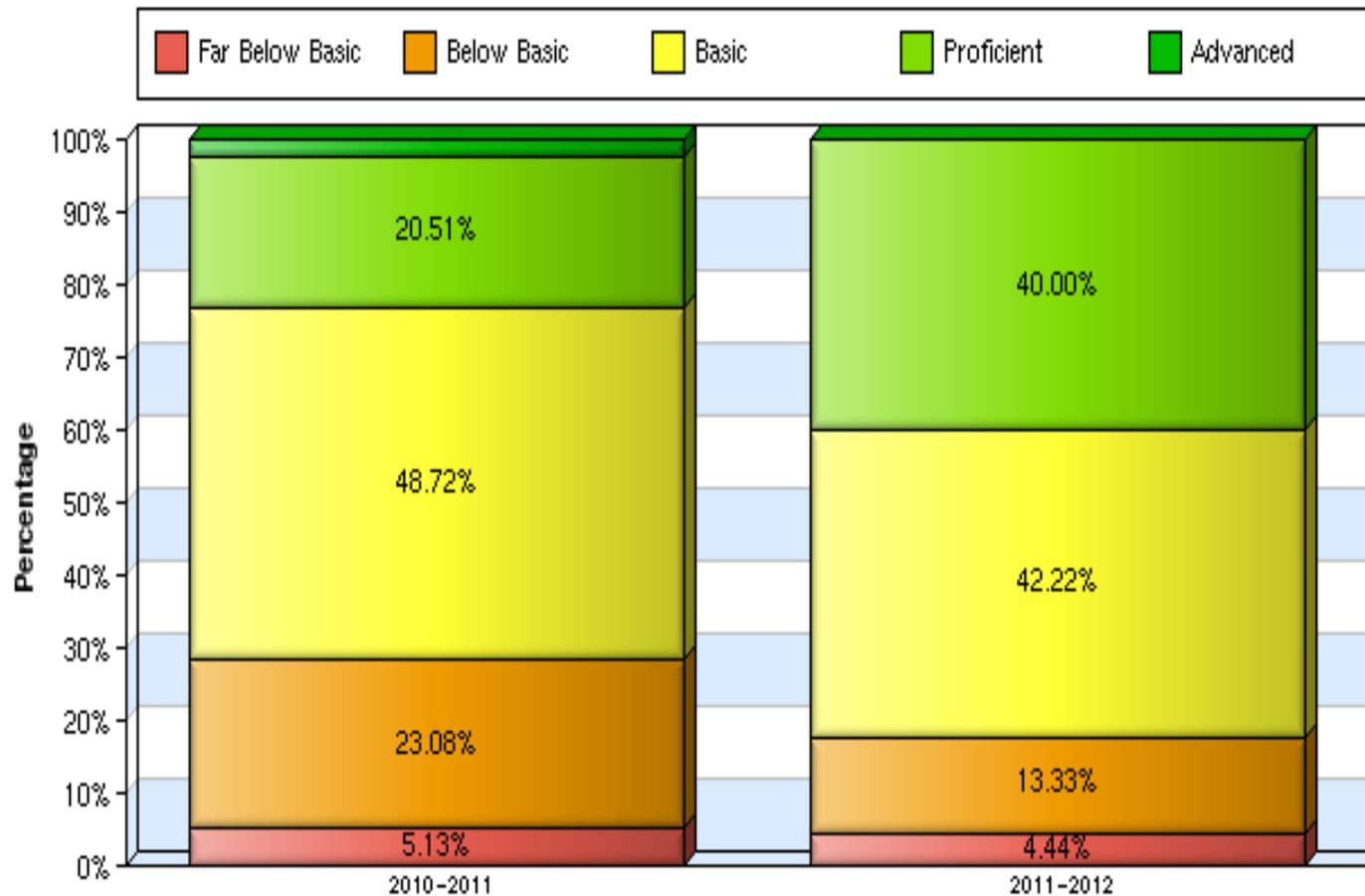
# California Standard Test Bayside ELA



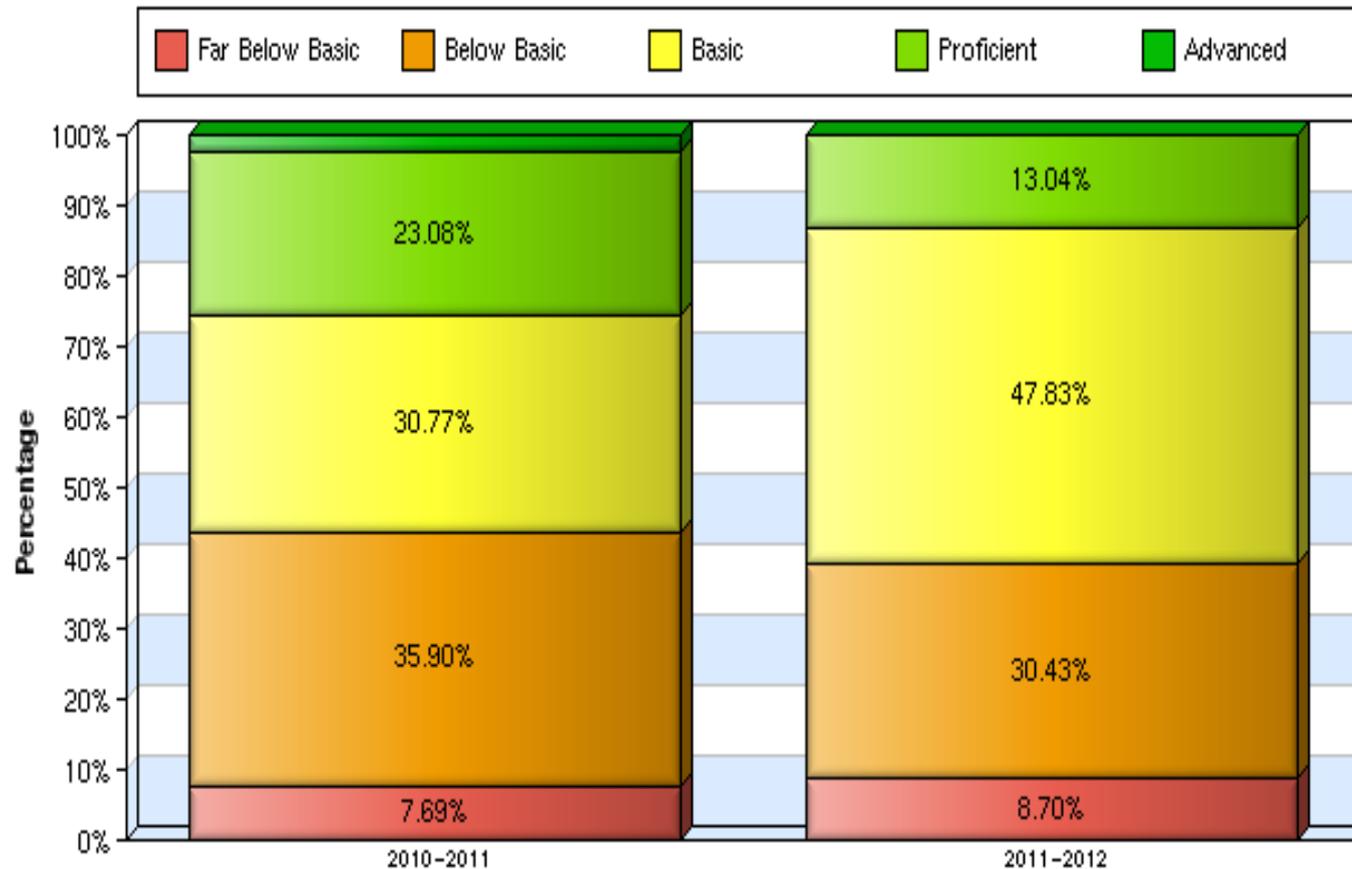
# California Standard Test Bayside Math



# California Standards Test Martin Luther King Academy ELA



# California Standards Test Martin Luther King Academy Math



# Multiple Measures

- Teachers use a variety of measures of student performance to monitor progress and guide instruction. These vary from ongoing, classroom-based informal assessments to benchmarked formal assessments.
- Summative assessments are assessments **of** learning. They occur at the end of a unit or lesson as a means to gauge acquisition of content and skills.
- Formative assessments are assessments **for** learning. They inform instruction.

# DIBELS Fluency Data- Bayside

	K	1st	2nd	3rd	4th
Benchmark	3	12	3	6	3
Strategic	10	1	4	4	5
Intensive	4	1	4	3	5

# ELA Study Island Formative Assessment Calendar for MLK 2012 - 2013

Beginning	Middle	End
October 22, 2012	February 11, 2013	April 1, 2013
Data Review: October 31, 2012	Data Review: February 20, 2013	Data Review: April 10, 2013

# 3<sup>rd</sup> Grade Study Island Results

## Fall Benchmark Assessment

### 3<sup>rd</sup> Grade- Language Arts

- Total Grade – Basic (65.3 mean percent correct)
- Relative Areas of Strength
  - Reading Comprehension, Written and Oral Language
- Focus Areas –
  - Decoding Words, Punctuation

# 4<sup>th</sup> Grade Study Island Results

## Fall Benchmark Assessment

### 4<sup>th</sup> Grade- Language Arts

- Total Grade – Basic (64.8 mean percent correct)
- Relative Areas of Strength
  - Structural Cues, Compare and Contrast
- Focus Areas
  - Fact and Opinion, Written and Oral Language

# 5<sup>th</sup> Grade Study Island Results

## Fall Benchmark Assessment

### 5th Grade- Language Arts

- Total Grade – Below Basic (45.2 mean percent correct)
- Relative Areas of Strength
  - Literacy Response, Written and Oral Language
- Focus Areas
  - Reading Comprehension and Writing Strategies

# 6<sup>th</sup> Grade Study Island Results

## Fall Benchmark Assessment

### 6th Grade- Language Arts

- Total Grade – Below Basic (44.4 mean percent correct)
- Relative Areas of Strength
  - Word Analysis, Written Conventions
- Focus Areas
  - Literacy Response, Written and Oral Language

# 7<sup>th</sup> Grade Study Island Results

## Fall Benchmark Assessment

### 7th Grade - Language Arts

- Total Grade – Below Basic (53.3 mean percent correct)
- Relative Areas of Strength
  - Word Analysis, Reading Comprehension
- Focus Areas
  - Written and Oral Language, Writing Strategies

# 8<sup>th</sup> Grade Study Island Results

## Fall Benchmark Assessment

### 8th Grade- Language Arts

- Total Grade – Basic (59.3 mean percent correct)
- Relative Areas of Strength
  - Word Analysis, Literary Response, Written and Oral Language
- Focus Areas
  - Reading Comprehension, Writing Strategies

# Math Formative Assessment Calendar

Grade	Beginning October, 2012	Middle February, 2013	End April, 2013
3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>	Teacher – Generated Study Island Assessment	Teacher – Generated Study Island Assessment	Teacher – Generated Study Island Assessment
6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	Mathematics Diagnostic Testing Project (MDTP) Assessment	Mathematics Diagnostic Testing Project (MDTP) Assessment	Mathematics Diagnostic Testing Project (MDTP) Assessment

# 3<sup>rd</sup> Grade Study Island Results

## Math

### Fall Benchmark Assessment

#### 3<sup>rd</sup> Grade Math

- Total Grade – Basic (67.9 mean percent correct)
- Relative Areas of Strength
  - Reading and Writing Numbers, Number Sense
- Areas of Focus
  - Multiplication and Division, Algebra and Function

# 4<sup>th</sup> Grade Study Island Results

## Math

### Fall Benchmark Assessment

#### 4th Grade Math

- Total Grade – Basic (64.8 mean percent correct)
- Relative Areas of Strength
  - Compare and Order, Addition and Subtraction
- Areas of Focus
  - Statistic, Data and Probability, Measurement and Geometry

# 5<sup>th</sup> Grade Study Island Results

## Math

### Fall Benchmark Assessment

#### 5<sup>th</sup> Grade Math

- Relative Areas of Strength
  - Rounding, Addition & Subtraction, Representation of Decimals, Comparing Decimals
- Areas of Focus
  - Factorization, Patterns, Real World Problems

# MDTP Math Assessment Data

## Fall Benchmark Assessment

### Course 1 (6<sup>th</sup> & 7<sup>th</sup> Grade) – Average Correct: 32%

- Relative Areas of Strength
  - Proportional Reasoning
- Areas of Focus
  - Fraction Decimal Percent, Coordinate Plan Graphs

### Pre-Algebra/Algebra (7<sup>th</sup> & 8<sup>th</sup> Grade) - Average Correct: 47%

- Relative Areas of Strength
  - Exponents and Scientific Notation, Integers
- Areas of Focus
  - Coordinate Geometry/Geometric Measurement

# Other Math Assessments

- All MLK students will also take an open-ended problem-solving test three times a year.
  - The 5<sup>th</sup> graders take a MARS (Mathematics Assessment Resource Service) exam, a summative math performance assessment to measure students' ability to solve non-routine problems, explain and justify their solutions and promote high level thinking skills.
    - <http://www.noycefdn.org/documents/math/MARS/MARS2006/tft2006gr5-part1.pdf>
  - 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> graders take the MDTP (Mathematics Diagnostic Testing Project) examinations that serve a similar purpose.
- These assessments allow teachers to assess how students solve problems and identify where they make errors.