



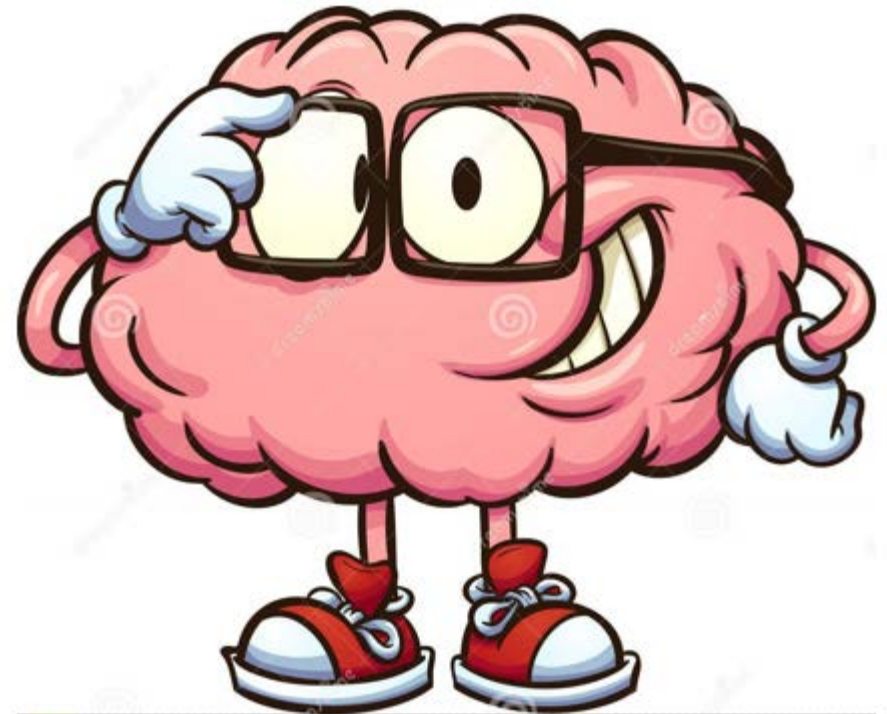
HOW ARE WE DOING?

Student Achievement Data
2018-2019



LET'S TAKE A LOOK!

- DEMOGRAPHICS
- CAASPP
- MAP
- SAT
- PSAT



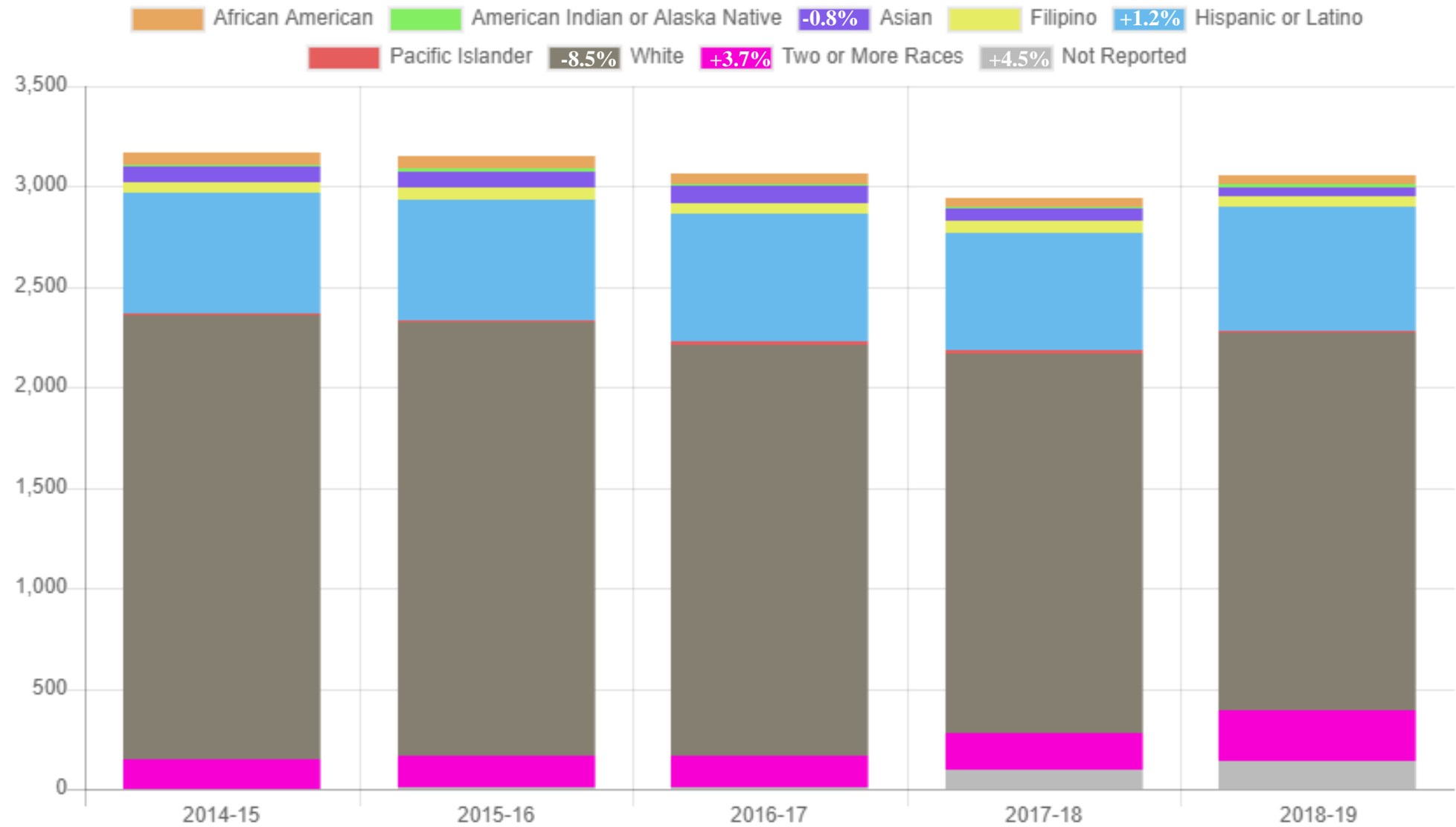
CUSD Student Demographics

October 22, 2019

	Total	Military	Special Education	English Learner	Low SES	Asian	African American	Filipino	Hispanic	White	Two or More	Decline to State	Left Blank
Strand	365	288	23	10	23	2	8	4	93	192	38	18	7
Village	812	265	56	52	56	3	13	6	140	503	54	72	16
CMS	767	250	57	21	60	13	6	9	175	428	73	30	27
CHS	1136	245	72	13	31	23	17	18	253	626	109	52	34
CUSD	3080	1048	208	96	170	41	44	37	661	1749	274	172	84



Enrollment by Ethnicity





How Do We Know Students Are Learning What We Teach?

- Evaluating what students know and are able to do takes place every day in our classrooms!
 - Classroom assignments
 - Quizzes
 - Tests
 - Individual or group projects
 - Teacher observation
 - Report cards

- Statewide and local assessments are another measure of student learning that is consistent from school to school.



Information from Multiple Assessments Is Used to Improve Teaching and Learning

Information from all the different types of assessments listed on the previous slide provides powerful information for teachers.

Teachers have the information they need to:

- Plan lessons that best meet the needs of their students.
- Identify where students may need help.
- Decide if students should be placed in intervention programs.

CAASPP: What Tests Did Students Take?

Smarter Balanced Summative Assessments (Year 5)

- Administered at the end of the year in grades three through eight and eleven in **English-language arts/literacy and mathematics**
- Include a variety of test questions
 - Multiple-choice
 - Short answer/long essay
 - Performance task
- Adapts to the student
 - Answer correctly → harder question
 - Answer wrong → easier question

California Alternate Assessments (CAAs - Year 4)

- Designed for students with the most significant cognitive disabilities.
- Must be specified in the student's Individualized Education Program (IEP).
- Available in English-language arts/literacy, mathematics, and science (currently as a field test).

California Science Test (CAST – Year 3)

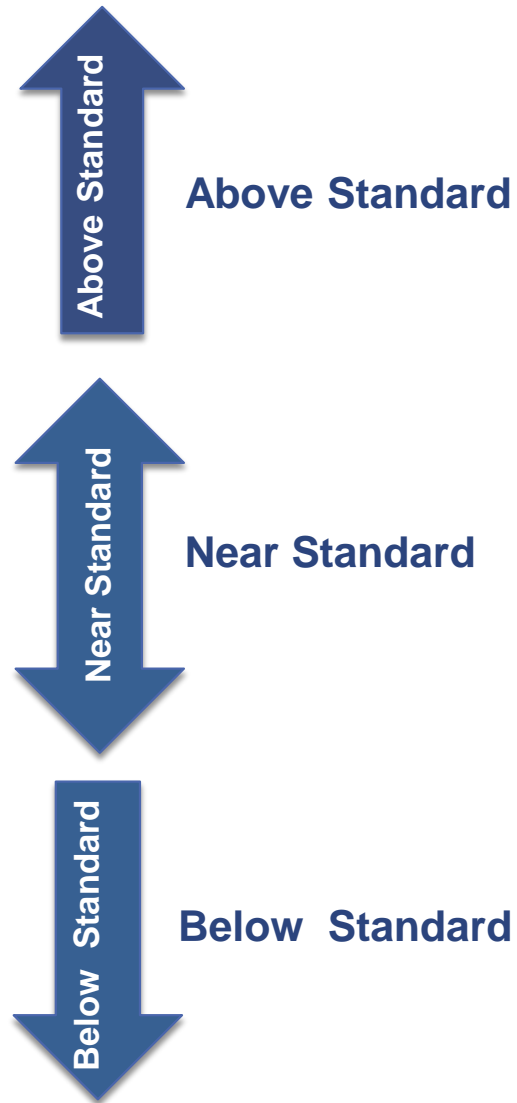
- First Operational Year! (grades 5, 8, 11, 12 this year; grades 5, 8, 11 next year)
 - Spring 2017 – Pilot Test
 - Spring 2018 – Field Test
 - Spring 2019 – Operational Test – Results will be available in December/January

Overall Scores – 2 Subjects, 4 Levels

English Language Arts/Literacy – Mathematics



Subject Area Scores – 7 Areas, 3 Levels



English Language Arts/Literacy

1. Reading
2. Writing
3. Listening
4. Research/Inquiry

Mathematics

1. Concepts & Procedures
2. Problem Solving & Data Analysis
3. Communicating Reasoning

CUSD CAASPP 2019 Demographics

Grades 3-8, and 11

1,558 students tested (~50% of overall enrollment; increased by 52 students)

- 37% Military
573 students – increased by 51 students
- 22% Hispanic/Latino
341 students – increased by 34 students
- 2% English Learners
33 EL – compared to 38 EL
- 13% Special Education
205 students – decreased by 10 students
- 12% Socioeconomically Disadvantaged
185 students – increased by 24 students

Mobility in Cohort Demographics

COHORT 17/18 – 18/19	# TESTED 2018-2019	RETURNING %	# NOT ENROLLED 2017-2018 (New Students 18/19)
3 rd > 4 th	162	72%	48
4 th > 5 th	216	78%	49
5 th > 6 th	234	76%	60
6 th > 7 th	237	80%	51
7 th > 8 th	239	83%	35
11 th	270	68%	92

* Please note the 2015/16 8th grade cohort was used for the 11th grade calculation



CAASPP Results – Year to Year Analysis

Updated October 17, 2019

Grade	# Tested				ENGLISH LANGUAGE ARTS															
	2015/16	2016/17	2017/18	2018/19	2014/15 Baseline	2015/16 Year 1	2016/17 Year 2	2017/18 Year 3	2018/19 Year 4		2014/15 Baseline	2015/16 Year 1	2016/17 Year 2	2017/18 Year 3	2018/19 Year 4	2014/15 Baseline	2015/16 Year 1	2016/17 Year 2	2017/18 Year 3	2018/19 Year 4
	ALL				ALL						VES					SSES				
3	182	176	148	188	68	65	72	67	74		68	67	72	66	73	71	59	73	69	78
4	183	203	183	171	71	66	59	73	69		74	65	60	73	72	65	71	57	76	63
5	196	195	215	217	69	80	71	70	79		67	83	69	69	76	75	72	76	73	86
6	225	214	212	233	77	72	80	84	73											
7	228	233	236	239	76	78	79	85	82											
8	251	230	241	237	77	79	86	83	80											
11	288	300	271	274	83	71	77	66	83											
CUSD	1553	1551	1506	1559	74%	73%	76%	76%	78%											

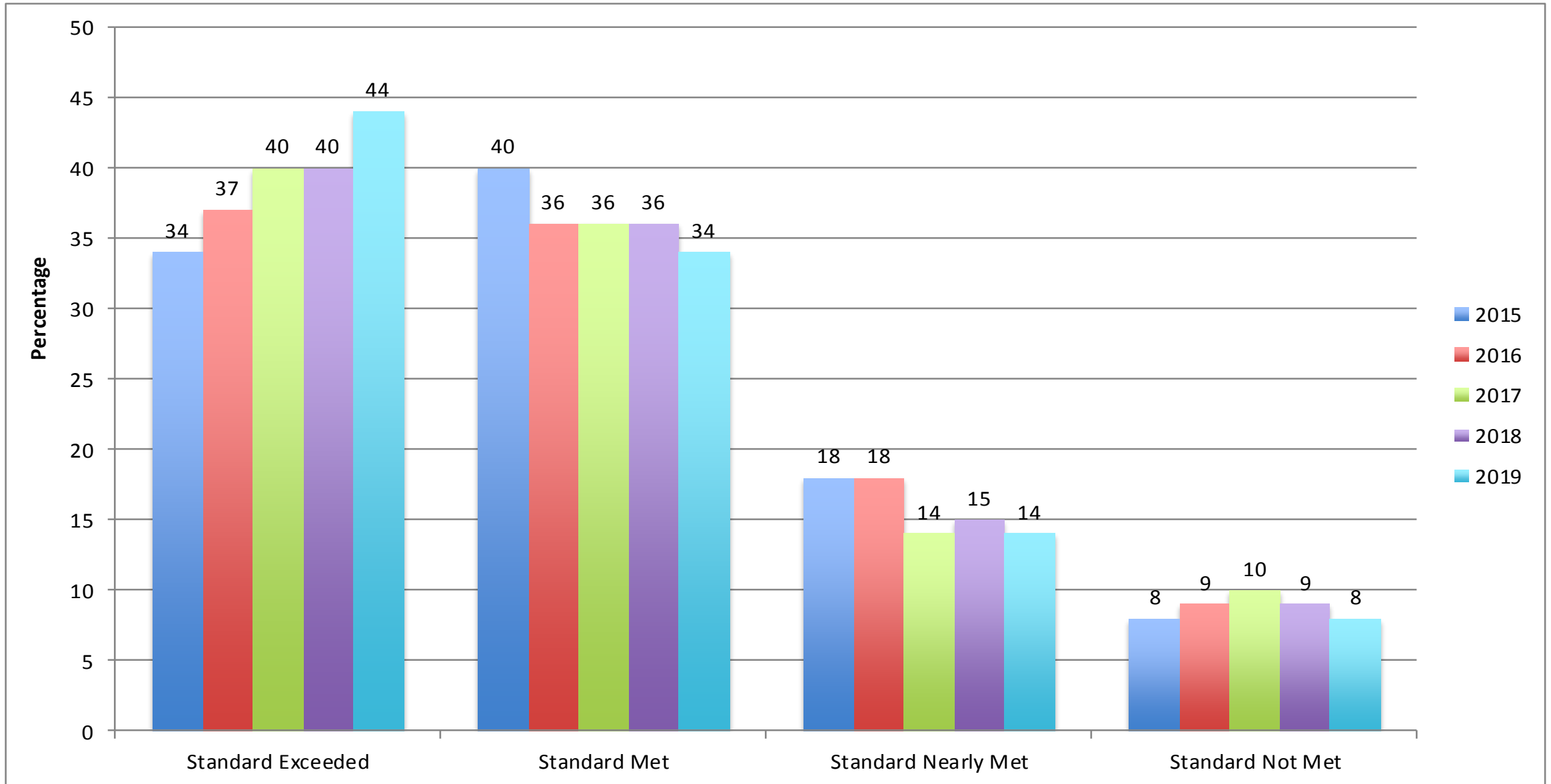


CAASPP Results – Year to Year Analysis

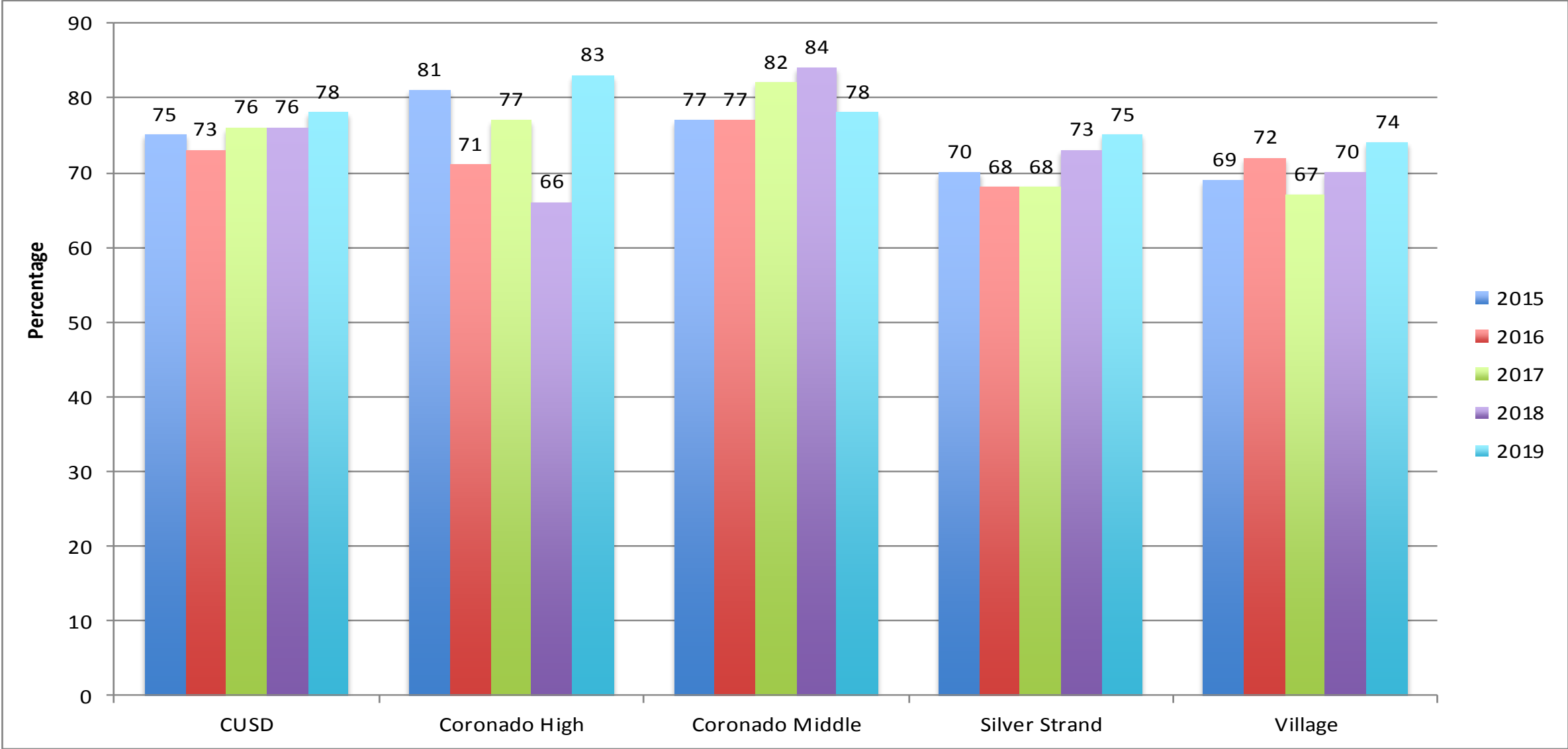
Updated October 17, 2019

Grade	# Tested				MATHEMATICS														
	2015/16	2016/17	2017/18	2018/19	2014/15 Baseline	2015/16 Year 1	2016/17 Year 2	2017/18 Year 3	2018/19 Year 4	2014/15 Baseline	2015/16 Year 1	2016/17 Year 2	2017/18 Year 3	2018/19 Year 4	2014/15 Baseline	2015/16 Year 1	2016/17 Year 2	2017/18 Year 3	2018/19 Year 4
	ALL				ALL					VES					SSES				
3	189	178	149	190	70	73	76	68	74	72	74	79	71	77	68	68	66	62	65
4	185	211	185	171	71	64	64	75	65	75	59	65	76	69	63	75	61	68	56
5	199	198	215	221	56	70	55	64	71	58	71	52	64	68	49	64	64	64	79
6	226	221	215	234	60	59	64	65	62										
7	229	235	237	241	64	73	71	70	71										
8	252	230	239	238	55	65	74	73	69										
11	286	301	264	270	50	55	60	56	61										
CUSD	1566	1574	1504	1565	60%	65%	67%	67%	67%										

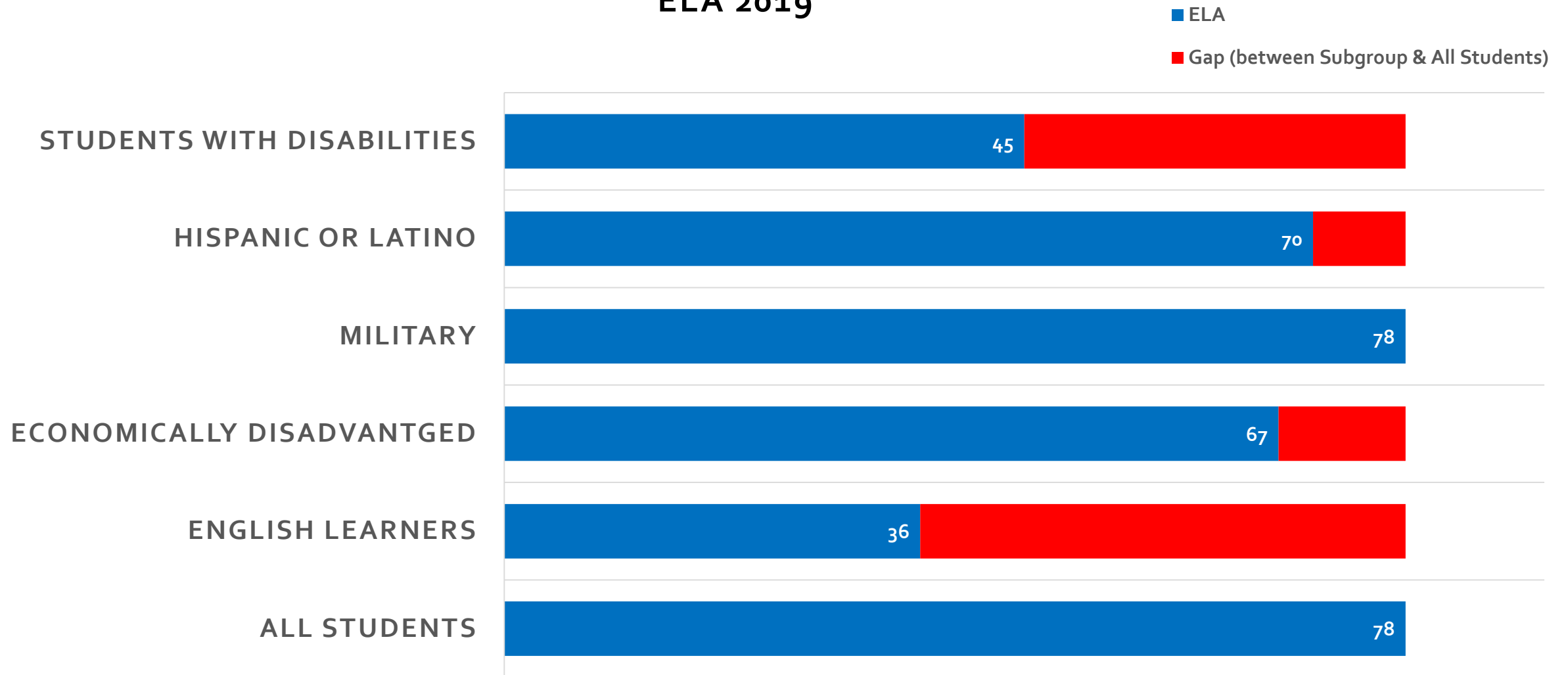
CUSD CAASPP Overall Achievement - All Students - ELA



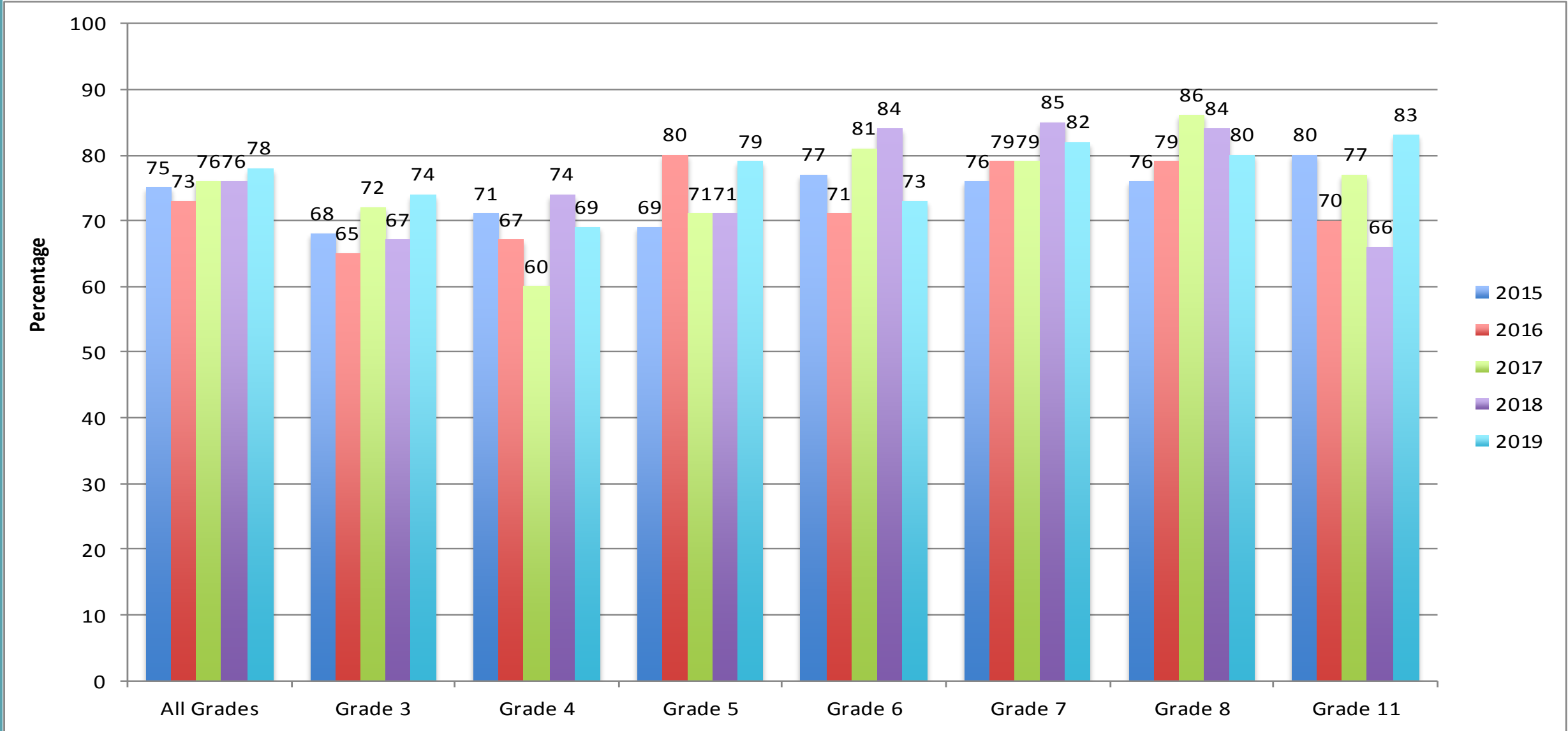
CUSD CAASPP Overall Achievement - School Comparisons - ELA



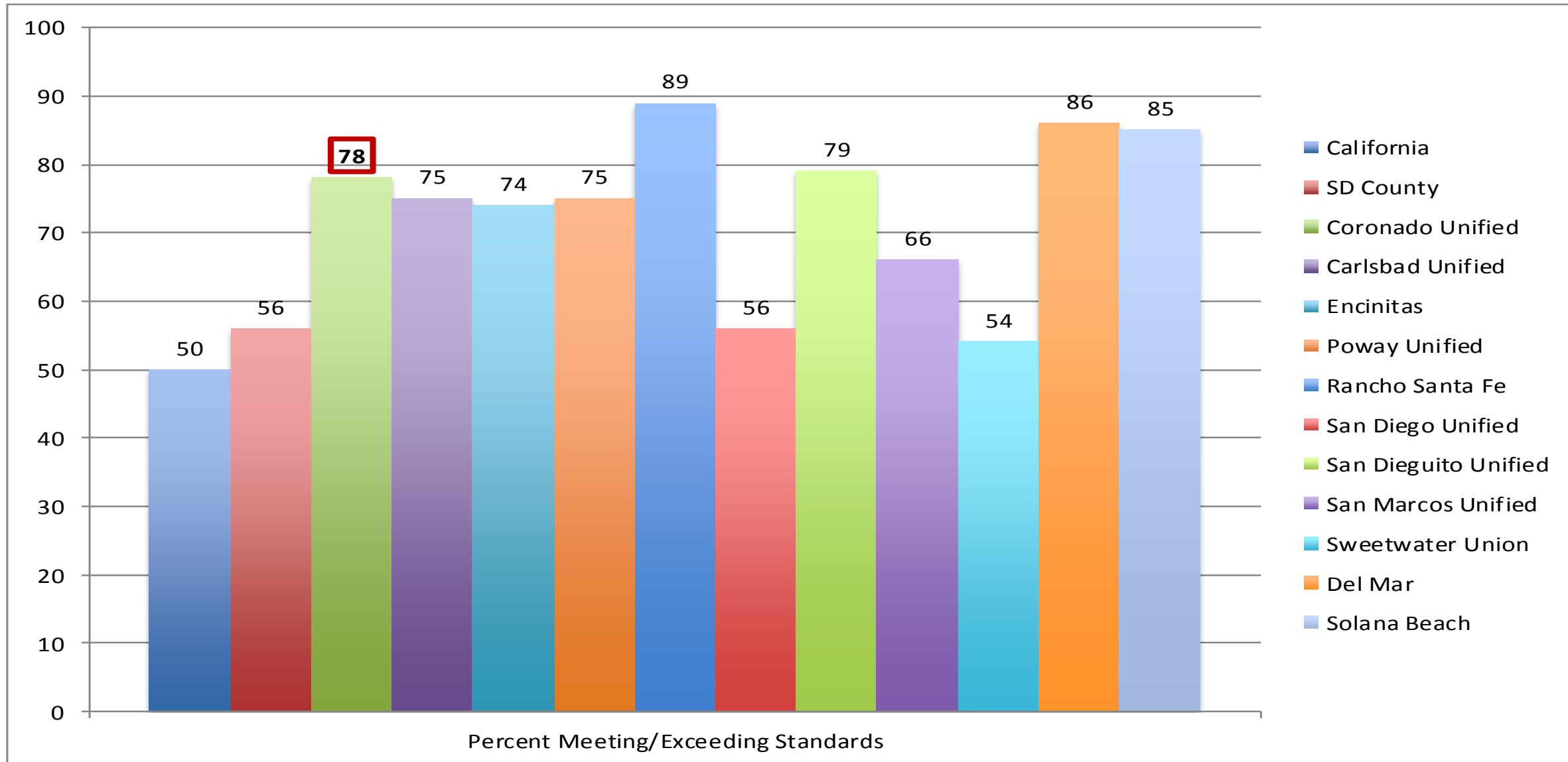
CAASPP
PERCENT OF STUDENTS MEETING OR EXCEEDING STANDARDS
ELA 2019



CUSD CAASPP Overall Achievement - Grade Level Comparisons - ELA

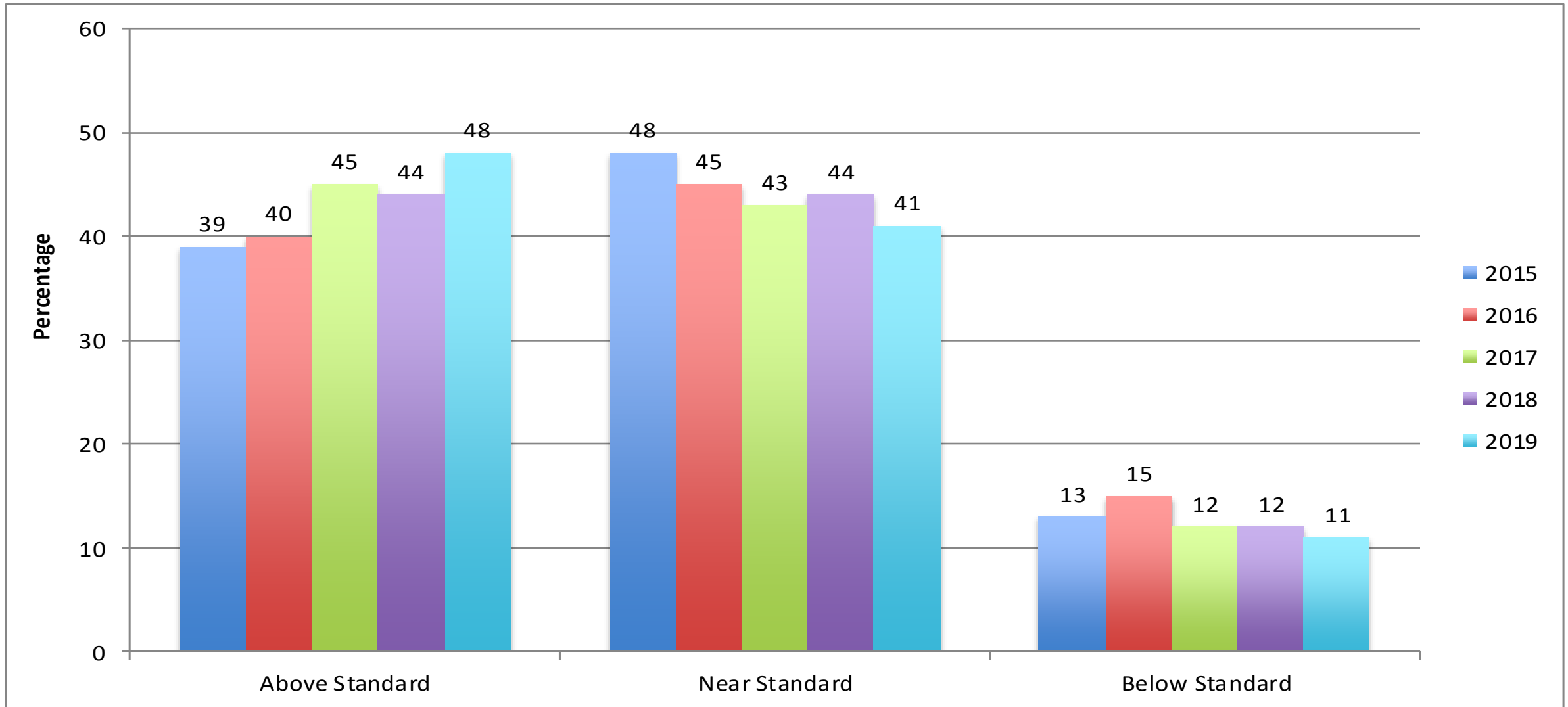


2019 CAASPP Overall Achievement - All Students – ELA – Comparison



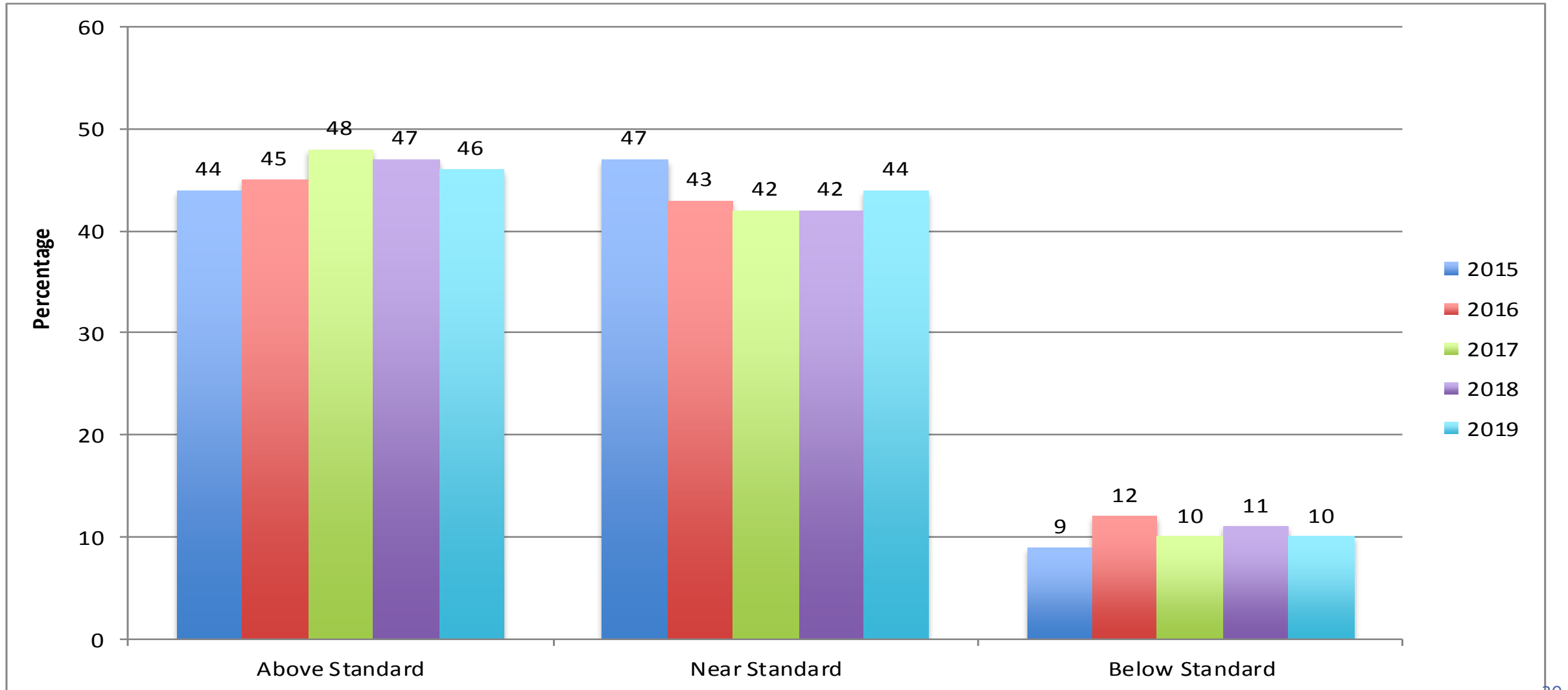
CUSD - All Students - ELA - Reading Claim

How well do students understand stories and information that they read?



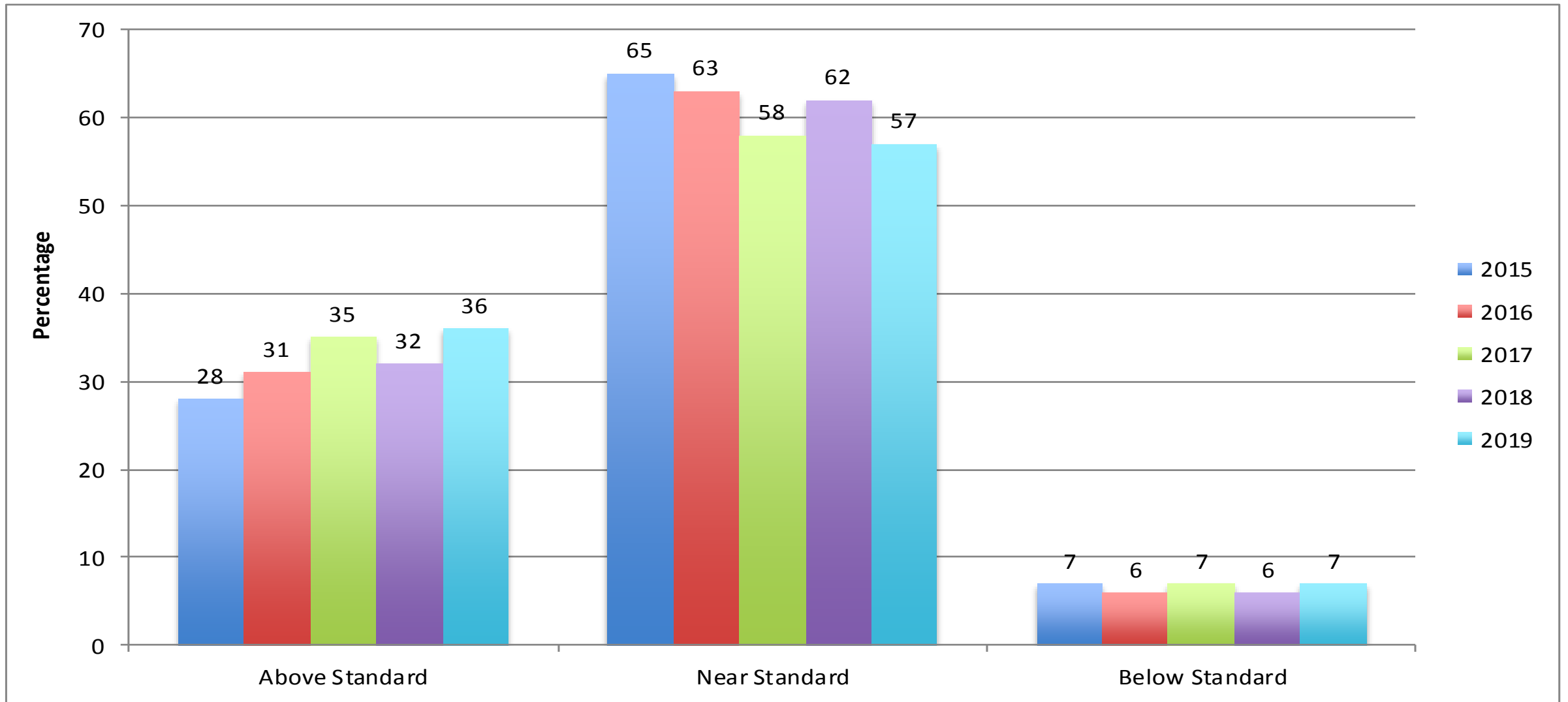
CUSD - All Students – ELA - Writing Claim

How well do students produce clear and purposeful writing?



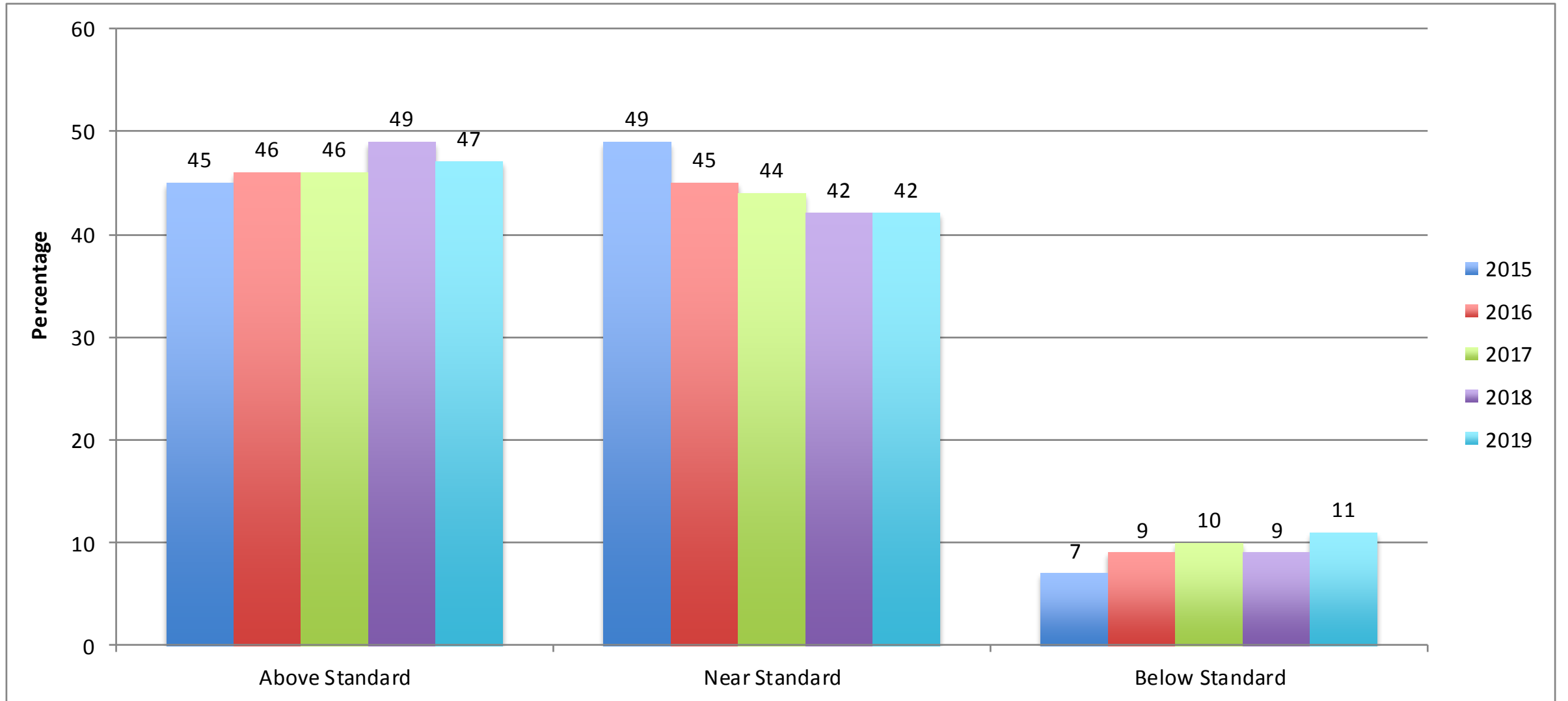
CUSD - All Students - ELA - Listening Claim

How well do students demonstrate effective communication skills?



CUSD - All Students - ELA - Research/Inquiry Claim

Investigating, Analyzing and Presenting Information



English Language Arts Summary

CELEBRATIONS

Listening Claim Research and Inquiry Claim

CUSD maintaining overall ELA performance (+2%)

Continued growth in ELA performance by multiple subgroups: Military, Special Education, English Learners, Hispanic/Latino & Economically Disadvantaged students

Grade 11 had an increase in performance by 17%

Grade 3>6 cohort had 8% growth

Grade 3>7 cohort had 14% growth

Grade 4>8 cohort had 9% growth

Grade 7>11 cohort had 7% growth

Village: Grade 3>4 cohort had 6% growth

Grade 3>5 cohort had 4% growth

Silver Strand: Grade 3>5 cohort had 13% growth

FOCUS AREAS

Reading Claim Writing Claim

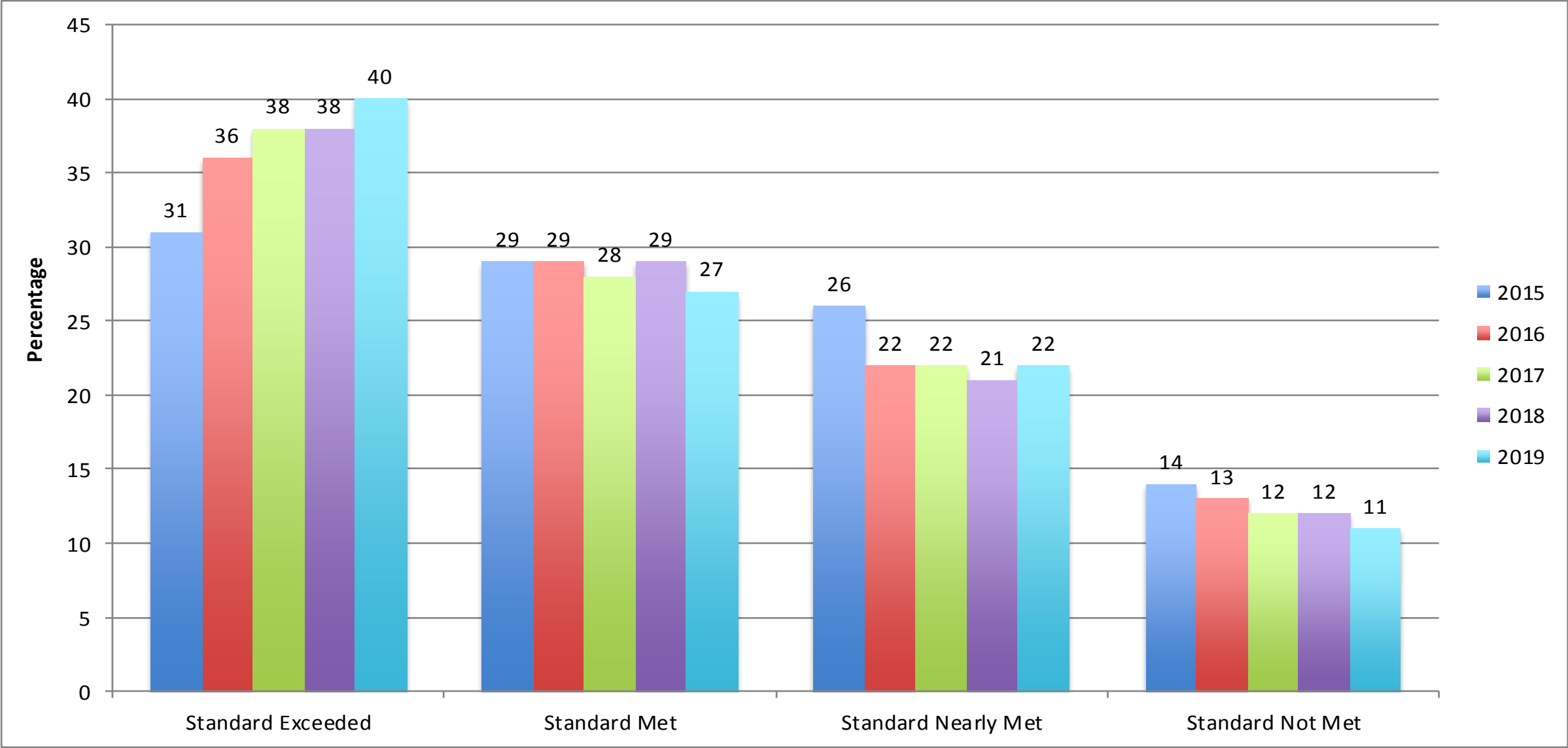
Special Education, English Learner, Hispanic/Latino and Economically Disadvantaged subgroup performance gap

CMS had a decrease in overall performance by 6%

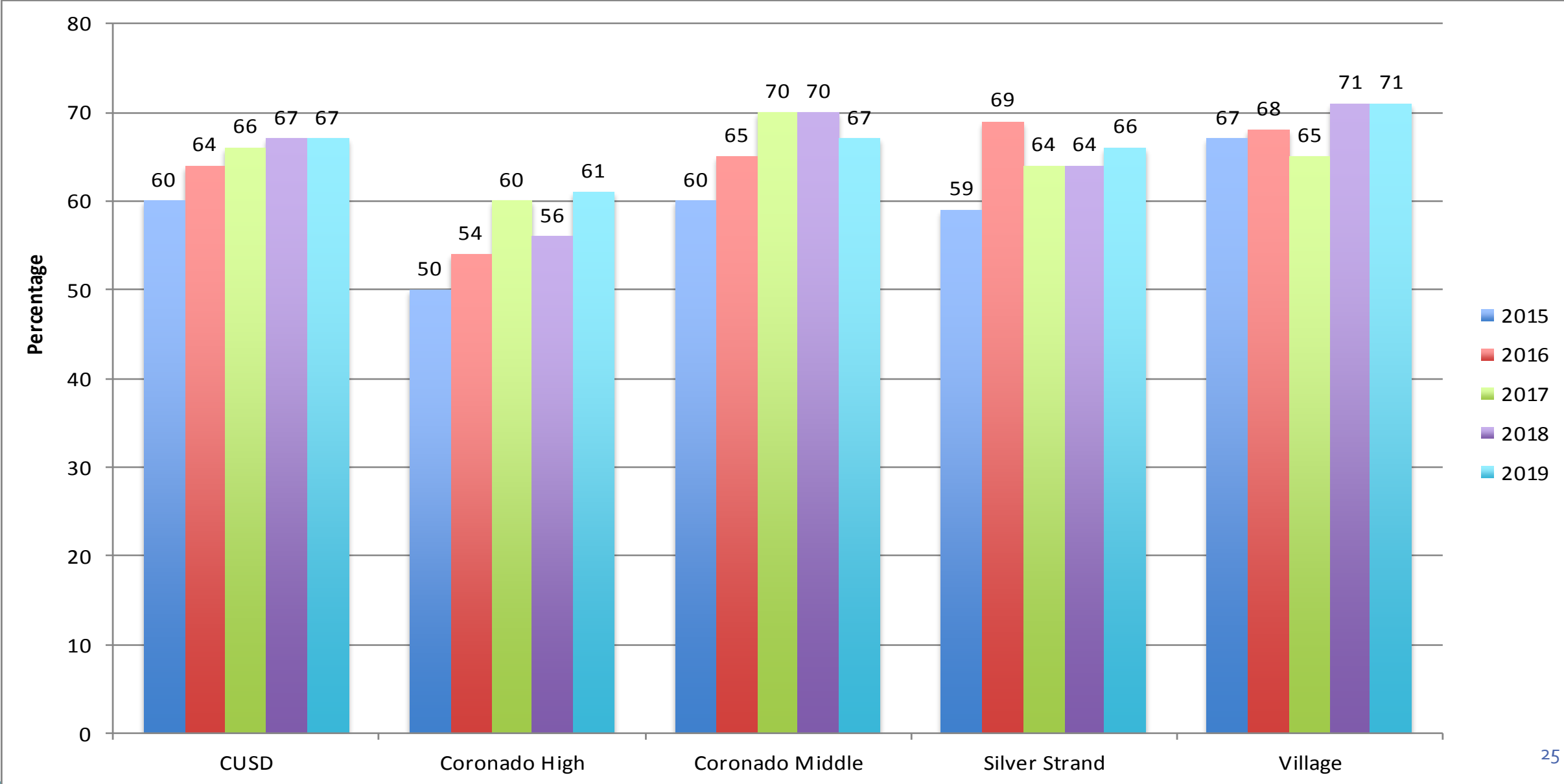
Silver Strand: Grade 3>4 Cohort had 6% decrease

- Elementary ELA Pilot : Scholastic & Benchmark Literacy
- Guided Reading Training: Grades 3-5
- CMS: Amplify Year 2 Implementation
- CMS: Read 180 (Literacy Lab & ELD)
- CHS: ERWC (Expository Reading and Writing Course)
- CHS: Read 180 (Study Skills & ELD)
- CUSD Literacy Professional Learning: CCR, Close Reading, Collaborative Conversations and Reciprocal Teaching (Research: Hattie; Marzano; Fisher & Frey)

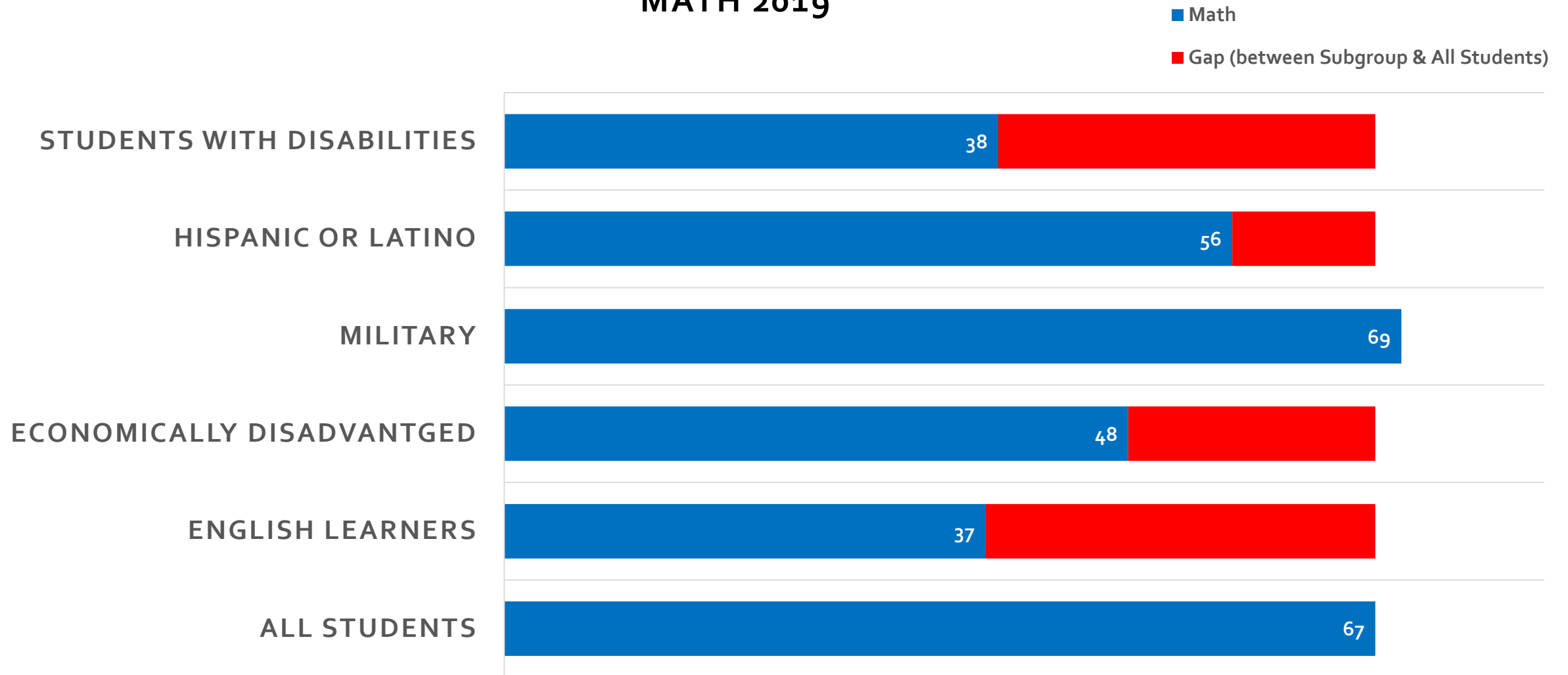
CUSD CAASPP Overall Achievement - All Students - MATH



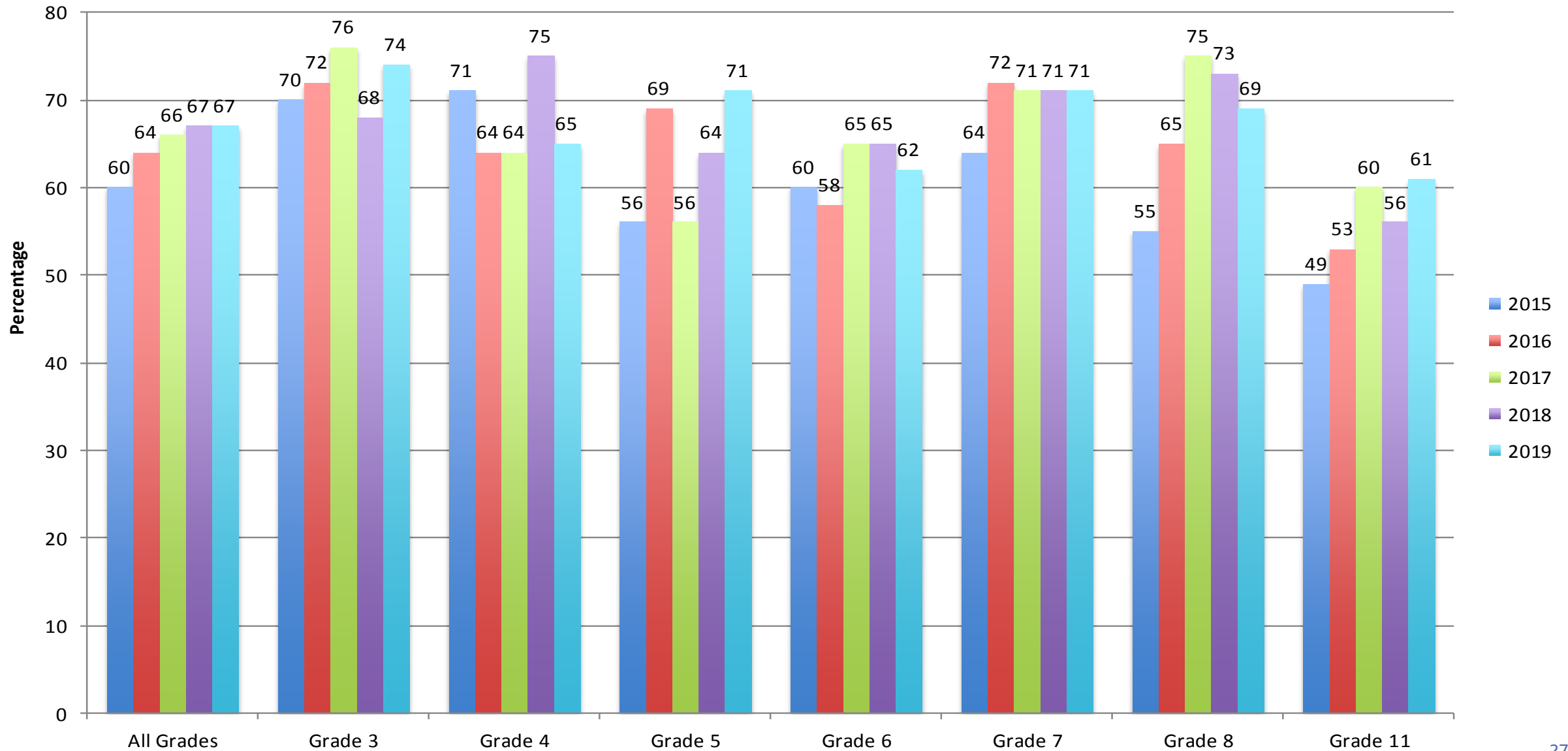
CUSD CAASPP Overall Achievement - School Comparisons - MATH



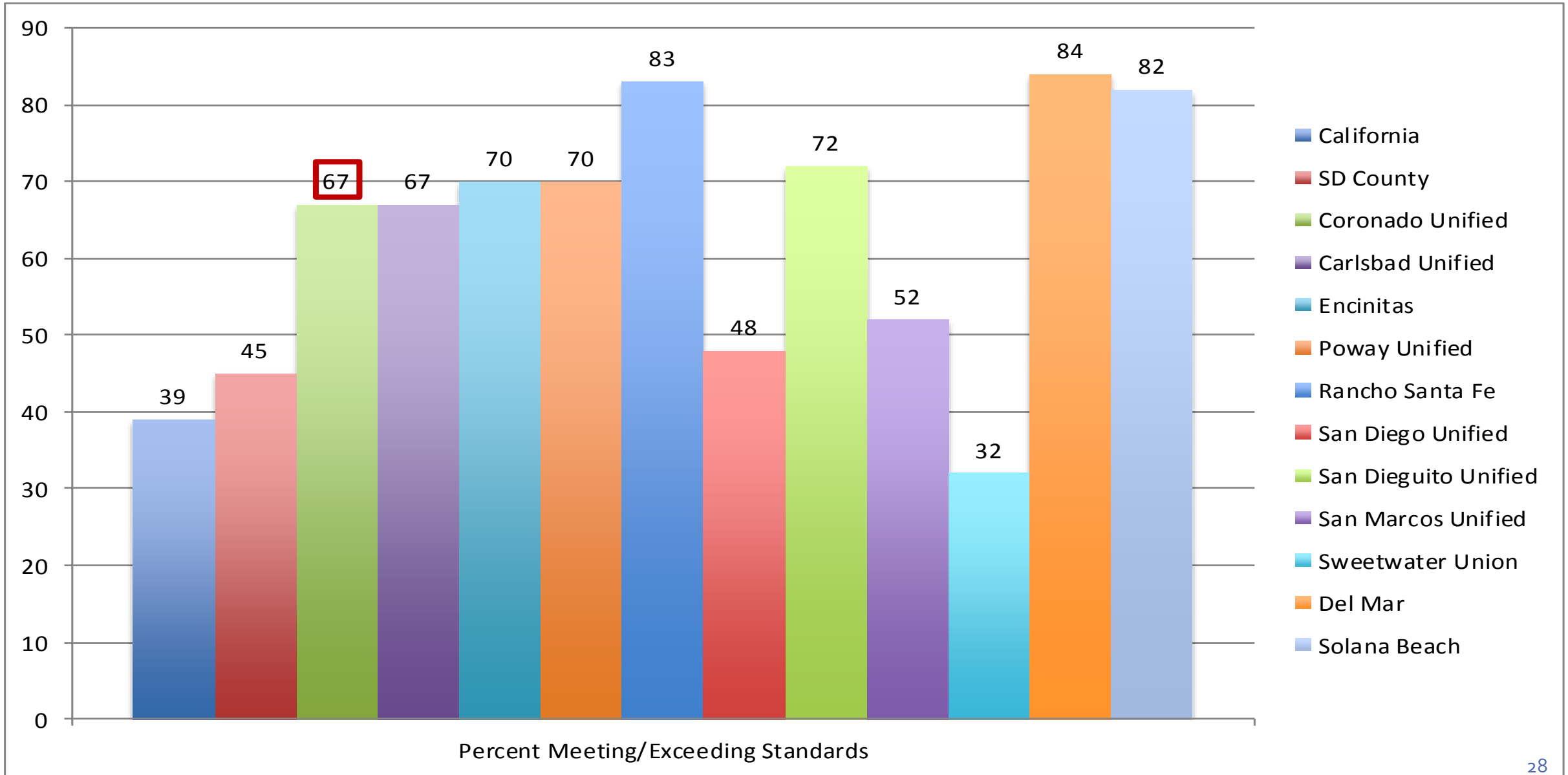
CAASPP
PERCENT OF STUDENTS MEETING OR EXCEEDING STANDARDS
MATH 2019



CUSD CAASPP Overall Achievement - School Comparisons - MATH

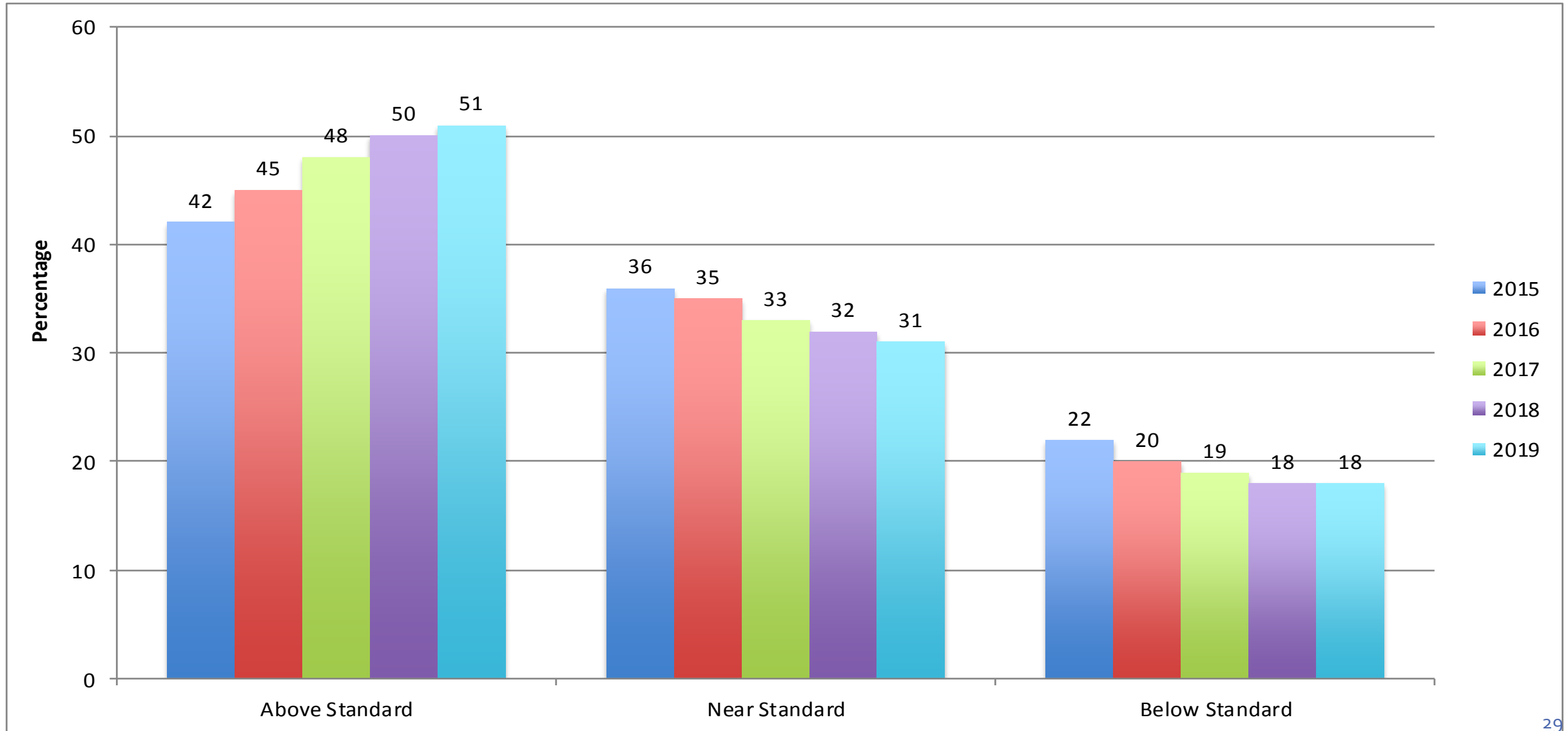


2019 CAASPP Overall Achievement - All Students – MATH – Comparison



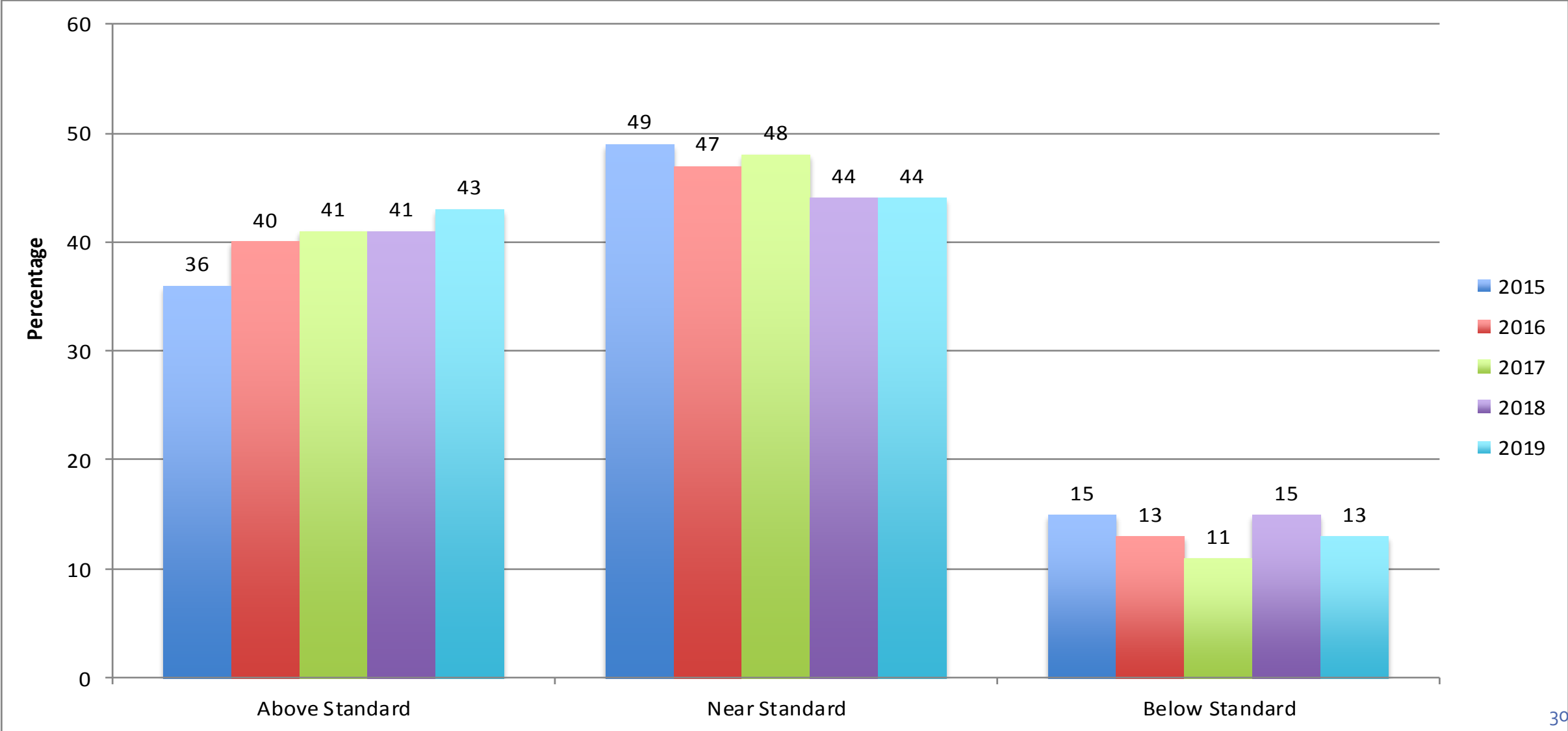
CUSD - All Students – MATH - Concepts and Procedures

How well do students use mathematical rules and ideas?



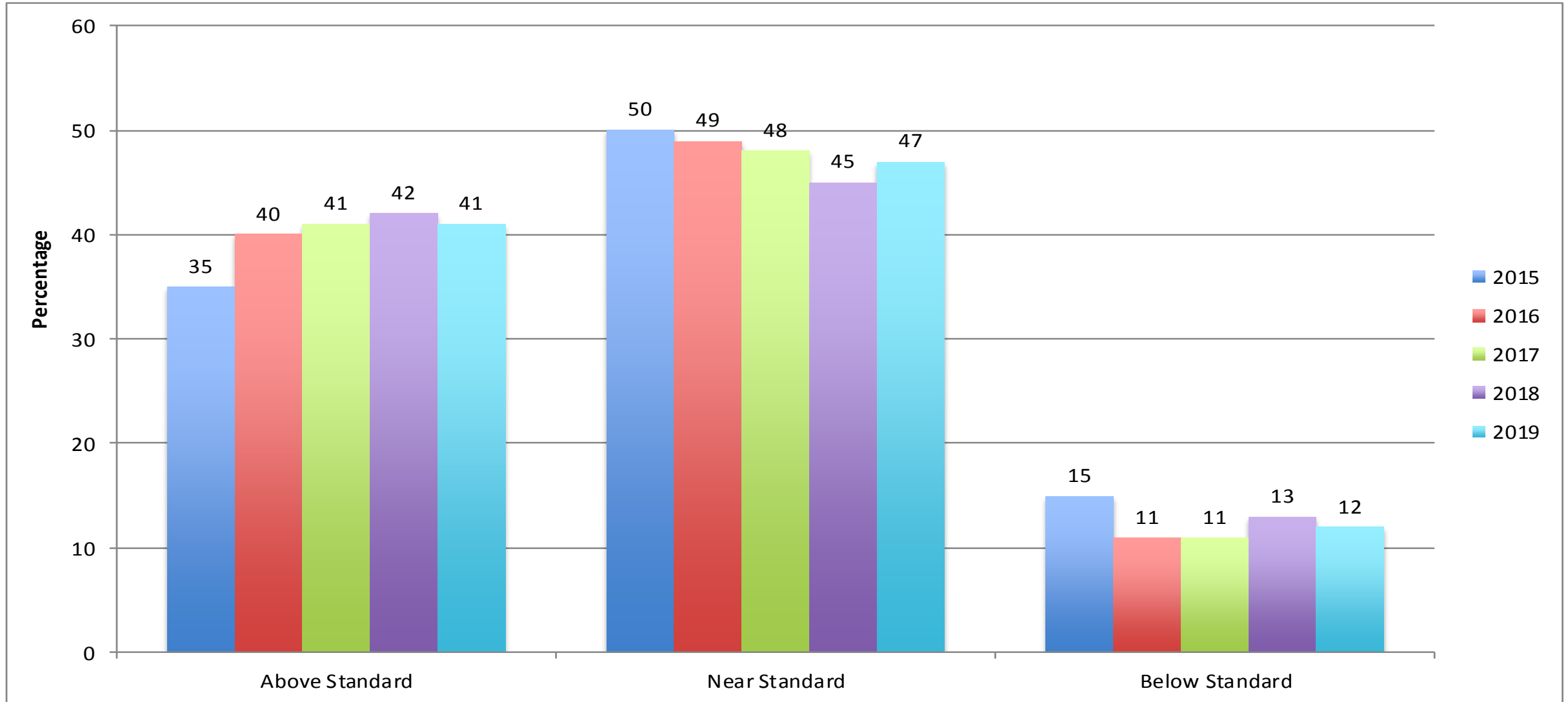
CUSD - All Students – MATH - Problem Solving & Modeling/Data Analysis

Using appropriate tools and strategies to solve real world and mathematical problems



CUSD - All Students – MATH - Communicating Reasoning

How well can students think logically and express their thoughts in order to solve a problem?



Mathematics Summary

CELEBRATIONS

FOCUS AREAS

Concepts and Procedures Claim

CUSD maintaining overall Math performance (+0%)

Maintained or continued growth in Math performance by multiple subgroups: Special Education, English Learners, and Hispanic/Latino

Grade 11 had an increase in performance by 5%

Grade 4>7 cohort had 7% growth

Silver Strand: Grade 3>5 cohort had 13% growth

Communicating Reasoning Claim

Problem Solving and Data Analysis Claim

Special Education, English Learner, Hispanic/Latino and Economically Disadvantaged subgroup performance gap

CMS had a decrease in overall performance by 3%

Grade 3>6 cohort had 11% decrease

Grade 5>8 cohort had 1% decrease

Grade 8>11 cohort had 4% decrease

Village: Grade 4>5 cohort had 8% decrease

Grade 3>4 cohort had 2% decrease

Silver Strand: Grade 3>4 cohort had 6% decrease

- Elementary: Year 1 Bridges in Mathematics Implementation
- CMS: Year 3 CPM Implementation
- CHS: Year 3 CPM Implementation
- CUSD Math Intervention Curriculum & Strategies

CUSD Measures of Academic Progress (MAP) Growth - Reading

Grade Level	Fall 2018 Mean RIT Score	Spring 2019 Mean RIT Score	Observed Growth & Percentile	RIT Score Needed to Achieve "Standard Met"
2	182	195	12 / 84 %	194
3	196	205	9 / 85 %	203
4	207	212	4 / 83 %	209
5	214	220	5 / 90 %	213

* Please note the following:

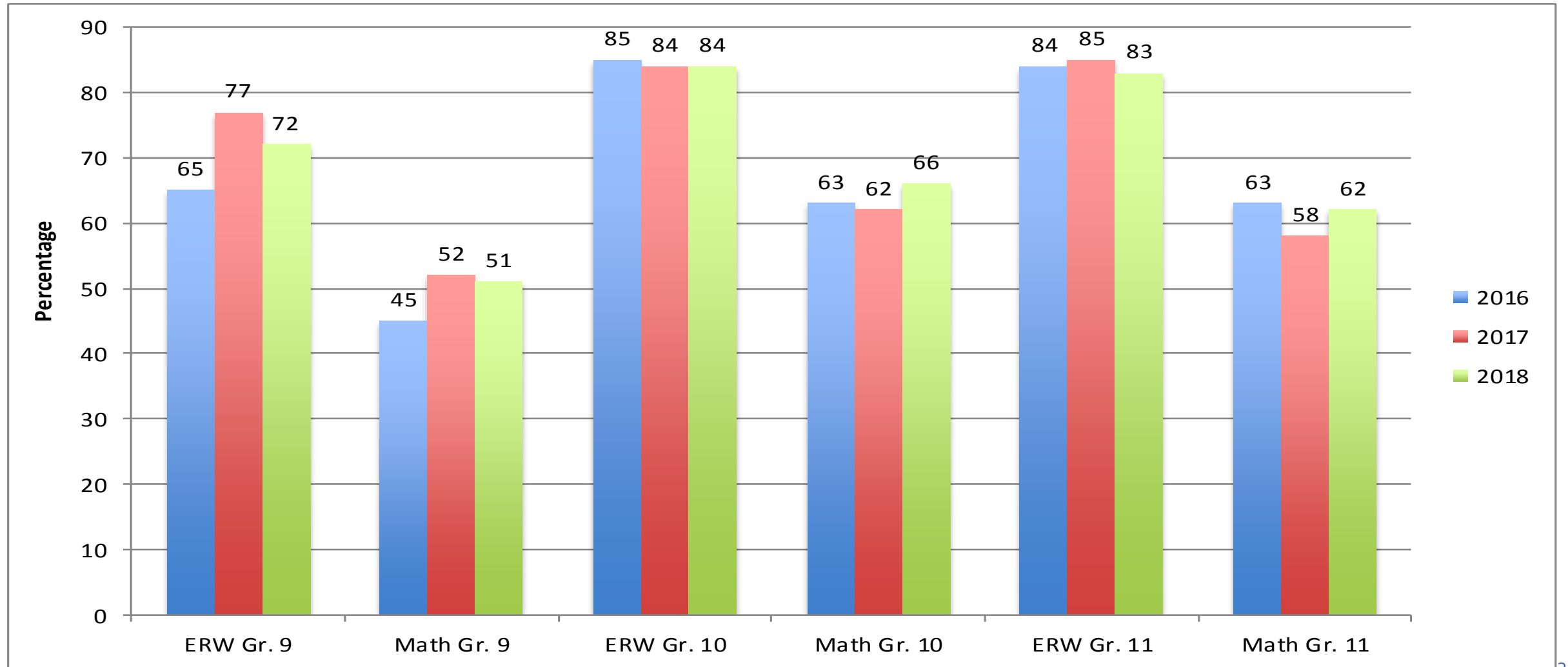
- Kinder and 1st grade do not participate in MPG Reading, as they use the Developmental Reading Assessment (DRA)
- Grades 6-8 only facilitate the MAP Reading for students in the literacy lab or students in which we want another measure of reading achievement outside of the general education ELA assessments.

CUSD Measures of Academic Progress (MAP) Growth - Math

Grade Level	Fall 2018 Mean RIT Score	Spring 2019 Mean RIT Score	Observed Growth & Percentile	RIT Score Needed to Achieve "Standard Met"
Kinder	143	161	17 / 65 %	163
1	166	188	22 / 87 %	182
2	183	198	15 / 85 %	194
3	197	208	11 / 79 %	206
4	209	219	10 / 81 %	217
5	221	231	10 / 89 %	227
6	225	232	7 / 82 %	232
7	234	243	8 / 96 %	233
8	238	243	6 / 91 %	235

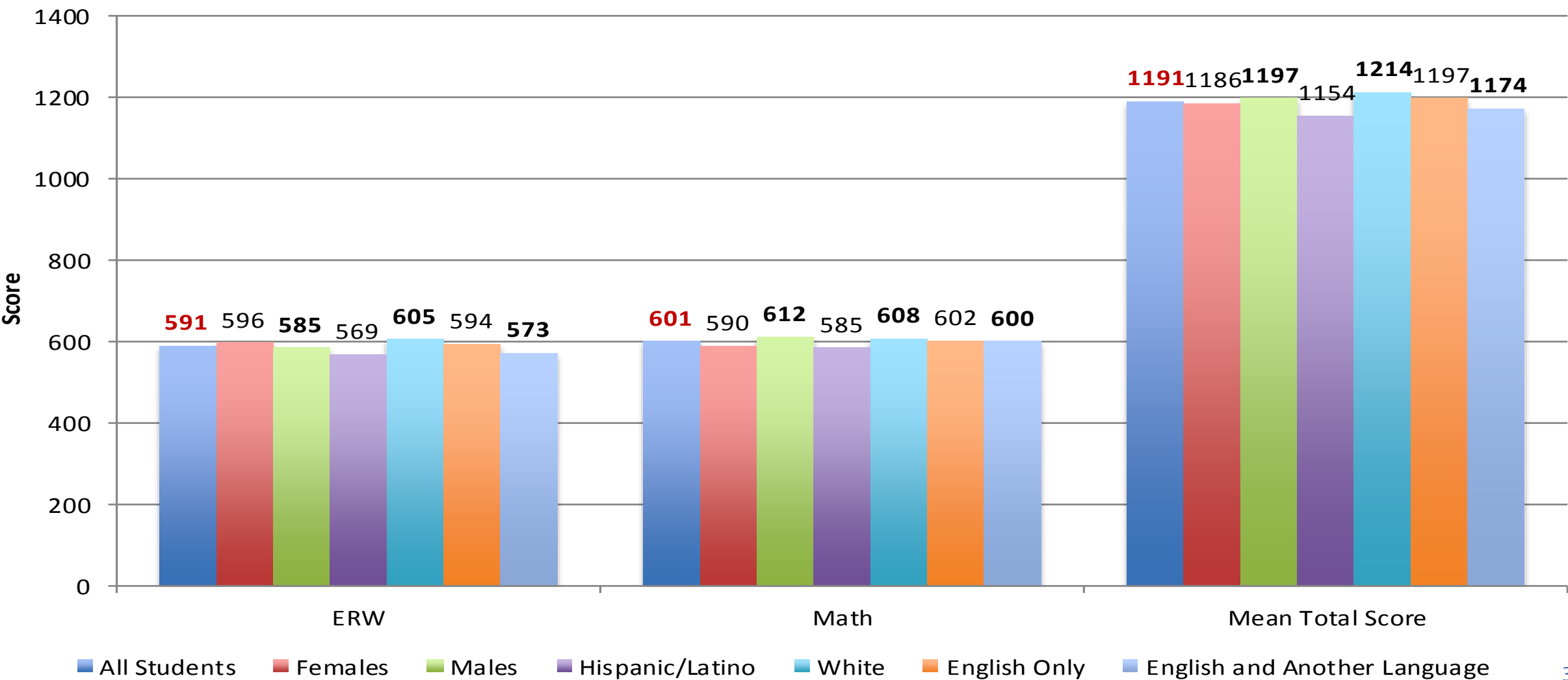
PSAT

**What percentage of our students are meeting
Evidence-Based Reading and Writing (ERW) and Math Readiness Benchmarks?**



SAT

What percentage of our students (2020 Graduating Cohort) are meeting Evidence-Based Reading and Writing (ERW) and Math Readiness Benchmarks?



NOW WHAT!

Next steps to further analyze data and provide direction relative to our focus areas:

All school sites will engage in data analysis relative to school data, grade level data, class data and student results

Administrators and teachers will work collaboratively to highlight what is working and what needs attention relative to teaching and learning

Explore the use of interim CAASPP assessments across all grade levels; provide professional development relative to the CAASPP Digital Library and practice tests

Work collaboratively with administrators and teachers to develop SMART goals specific to the areas of focus and specific to the LCAP

A focus on *literacy* across all content areas, all grade levels and all subgroups. This focus will include collaboratively developing Personalized Education Plans for all students

Continue to provide professional development relative to the following: math concepts, instructional strategies specific to math (CPM, Bridges, number talks, high quality math tasks), ELD standards, literacy instructional strategies (collaborative conversations, close reading, reciprocal teaching), HSS Framework, SPARK, NGSS, FOSS, PEP/MLP, e-Portfolio, engagement, voice/choice and technology

Engage with SDCOE and Districts around the county relative to curriculum, instruction and resources

The Learning Department and TOSAs will work collaboratively with the Student Services Department to lead the MTSS committee in our development of MTSS at each school site, focusing on the following three areas: social/emotional learning, behavior and academics

Implement all components within the M3 DoDEA grant, the A4L DoDEA grant, and the STEM READ-I DoDEA grant

Complete the initial set-up requirements and training for our new data analysis platforms: Illuminate, CORE Dashboard and MEGA Dashboard