



California Assessment of Student Performance and Progress

~ CAASPP ~

Spring 2017



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 tests 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 Assessments

Designed to help improve teaching and learning.

- Provides information about student learning in the year the test is taken.
- Identifies areas of support students may need in the following year.

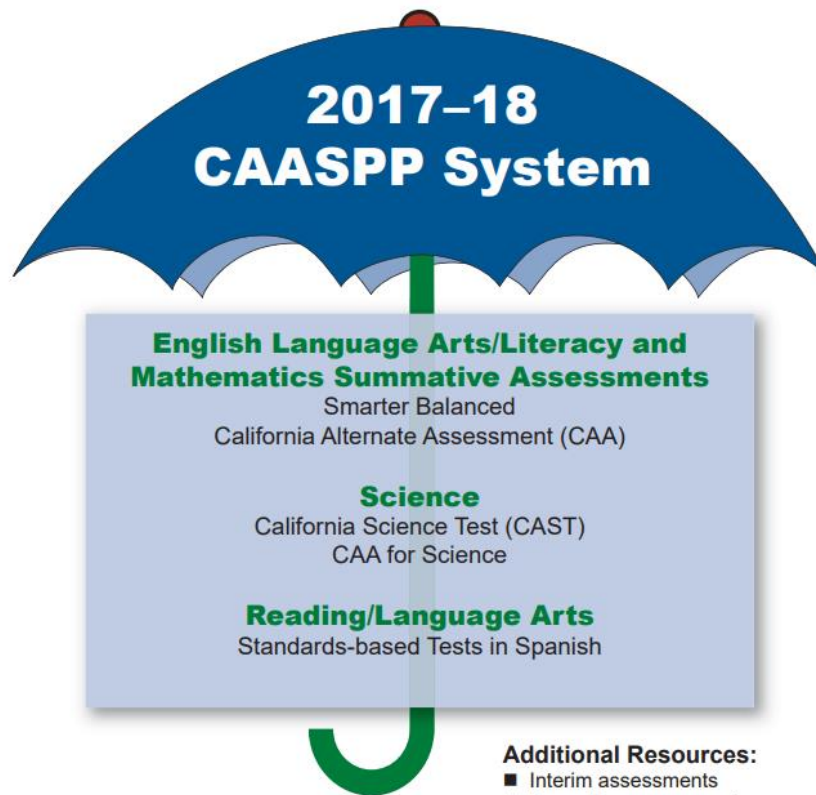
Measures student learning of the standards – grade level expectations in each tested subject.

Students use a computer to complete the test.



2017–2018 CAASPP System

California Assessment of Student Performance and Progress (CAASPP)



Additional Resources:

- Interim assessments
- Formative assessment processes (Digital Library)
- Grade two diagnostics (English language arts/literacy and mathematics)

California Department of Education

June 2017



What Tests Did Students Take?

Smarter Balanced Summative Assessments (Year 3)

- 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 2)

- 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 pilot test).

California Science Test (CAST – Year 1)

- Under development (grades 5, 8, high school)
 - Spring 2017 – Pilot Test
 - Spring 2018 – Field Test
 - Spring 2019 – Operational Test

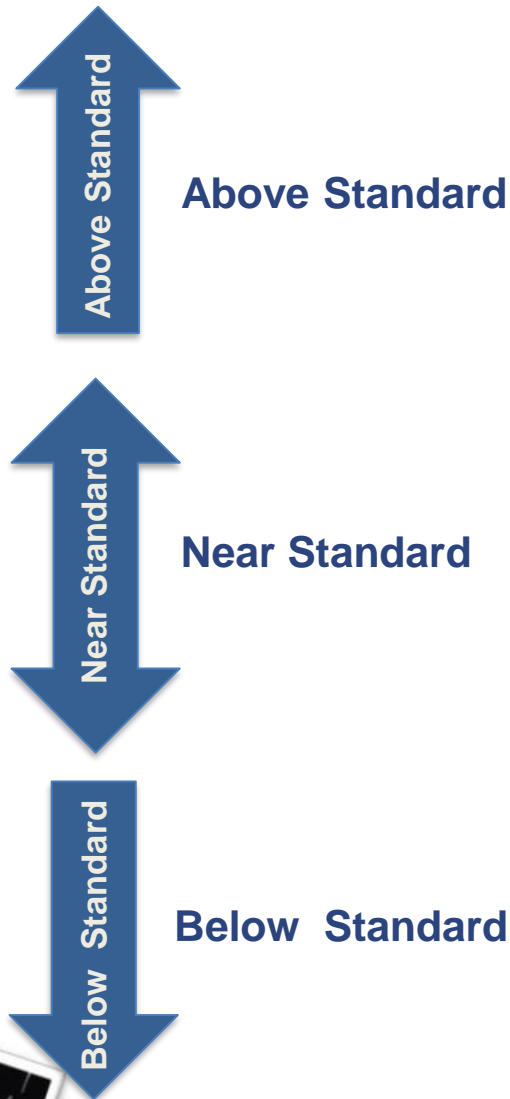


Overall Scores – 2 Subjects, 4 Levels

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 Demographics

Grades 3-8, and 11

1,574 students tested (~50% of overall enrollment)

- 32% Military

494 students – decreased by 91 students

- 20% Hispanic/Latino

313 students – increased by 21 students

- 7% English Learners & Reclassified FEP

30 EL + 87 RFEP – compared to 14 EL + 83 RFEP

- 14% Special Education

213 students – increased by 24 students

- 9% Socioeconomically Disadvantaged

152 students – increased by 19 students



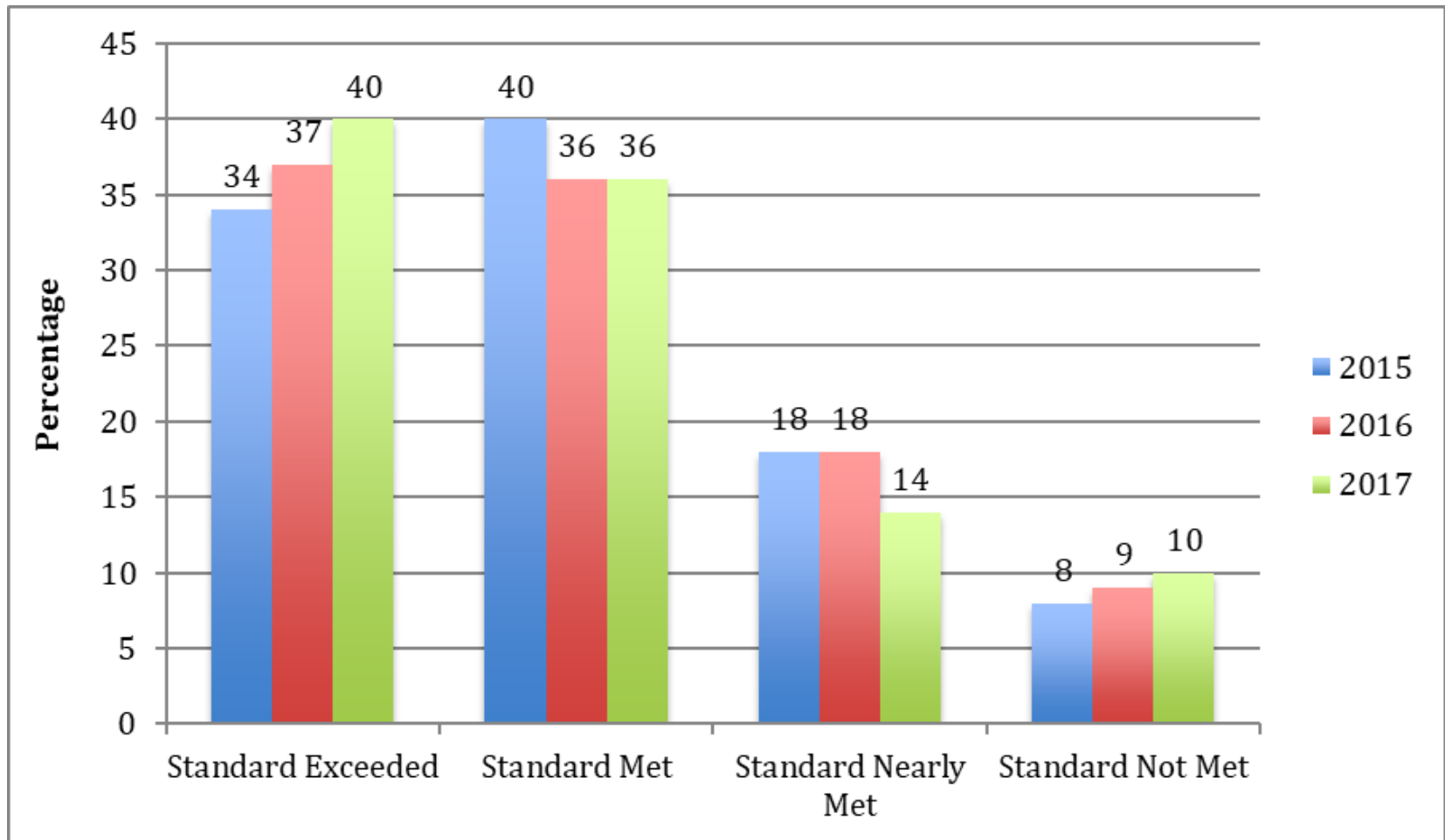
Mobility in Cohort Demographics

| COHORT 15/16 – 16/17 | # TESTED 2016-2017 | RETURNING % | # NOT ENROLLED 2015-2016 |
|-------------------------------------------|-------------------------------------|--------------------|-------------------------------------------|
| 3rd > 4th | 224 | 77% | 52 |
| 4th > 5th | 205 | 81% | 38 |
| 5th > 6th | 227 | 78% | 51 |
| 6th > 7th | 242 | 80% | 48 |
| 7th > 8th | 238 | 91% | 22 |
| 11th | 308 | 94% | 20 |

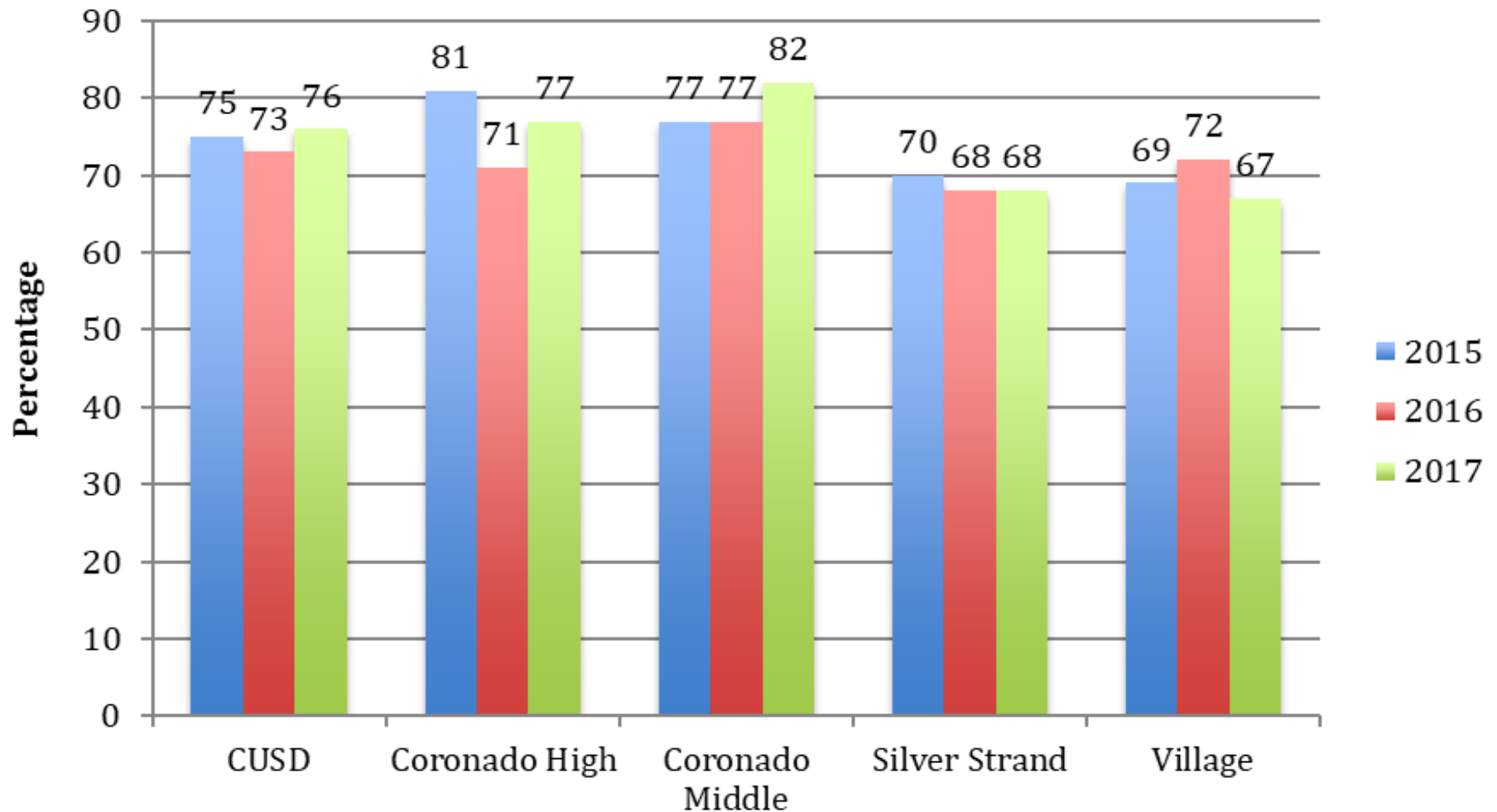


CUSD CAASPP Overall Achievement

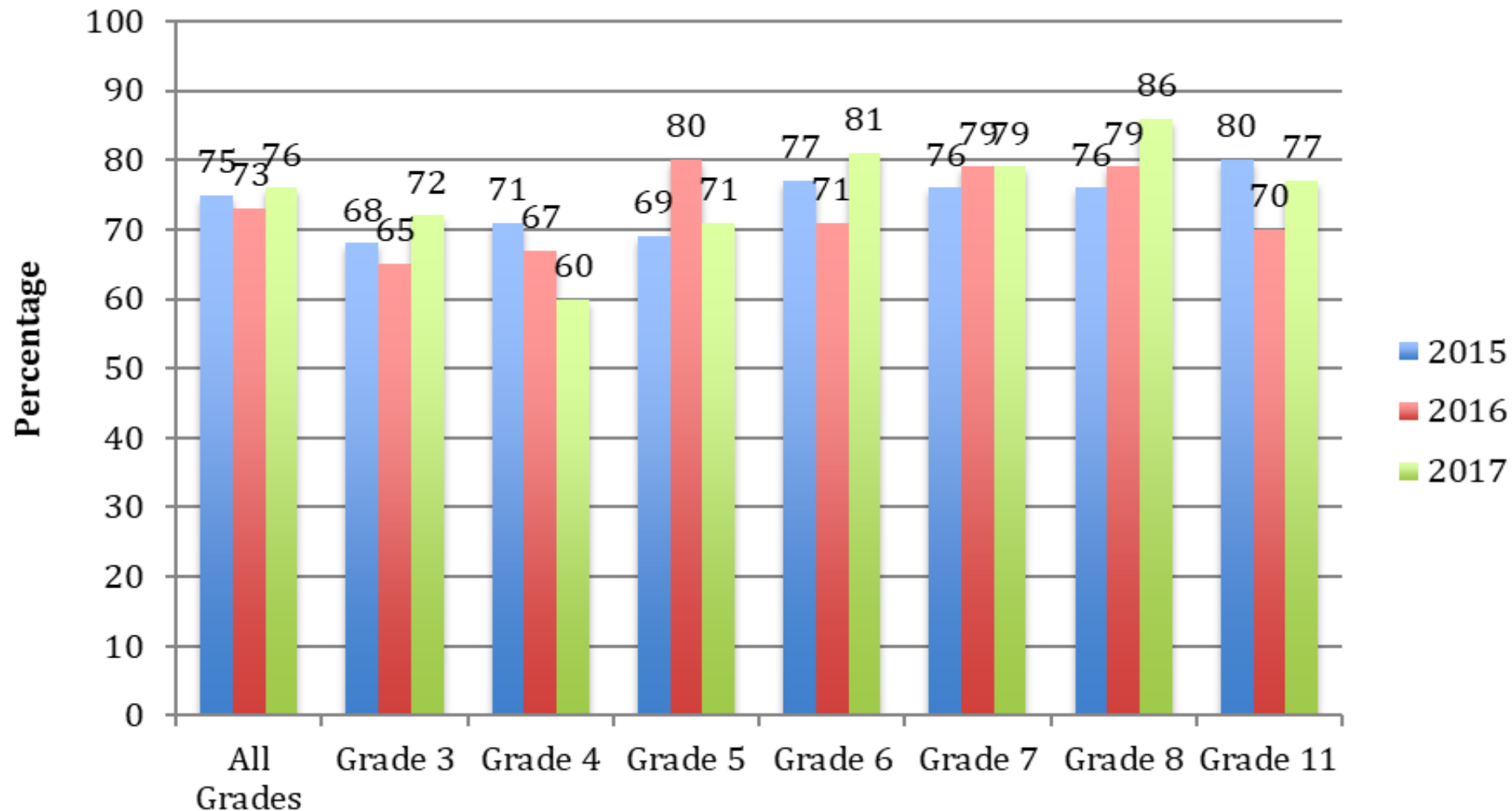
All Students - ELA



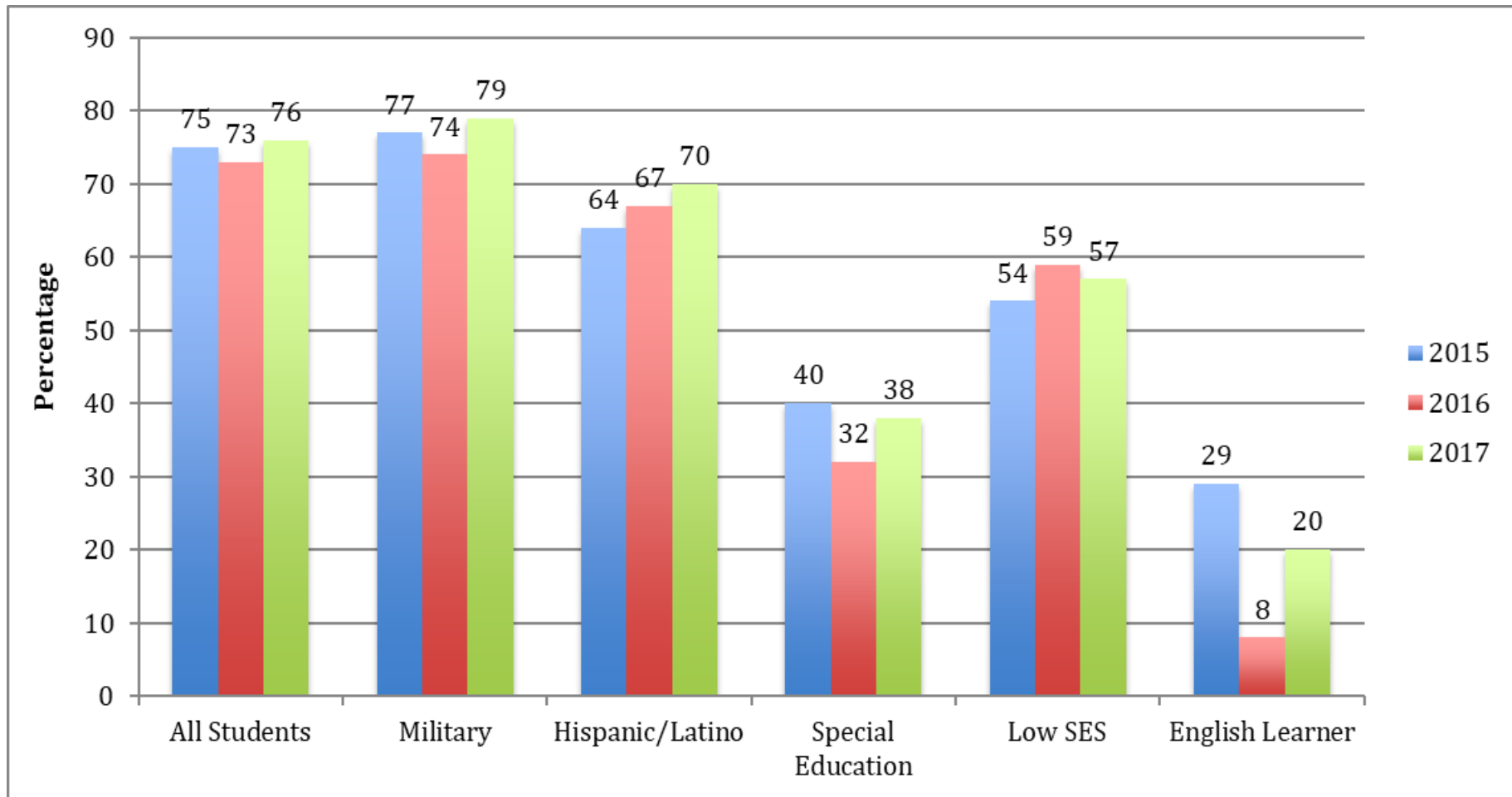
CUSD CAASPP Overall Achievement School Comparisons - ELA



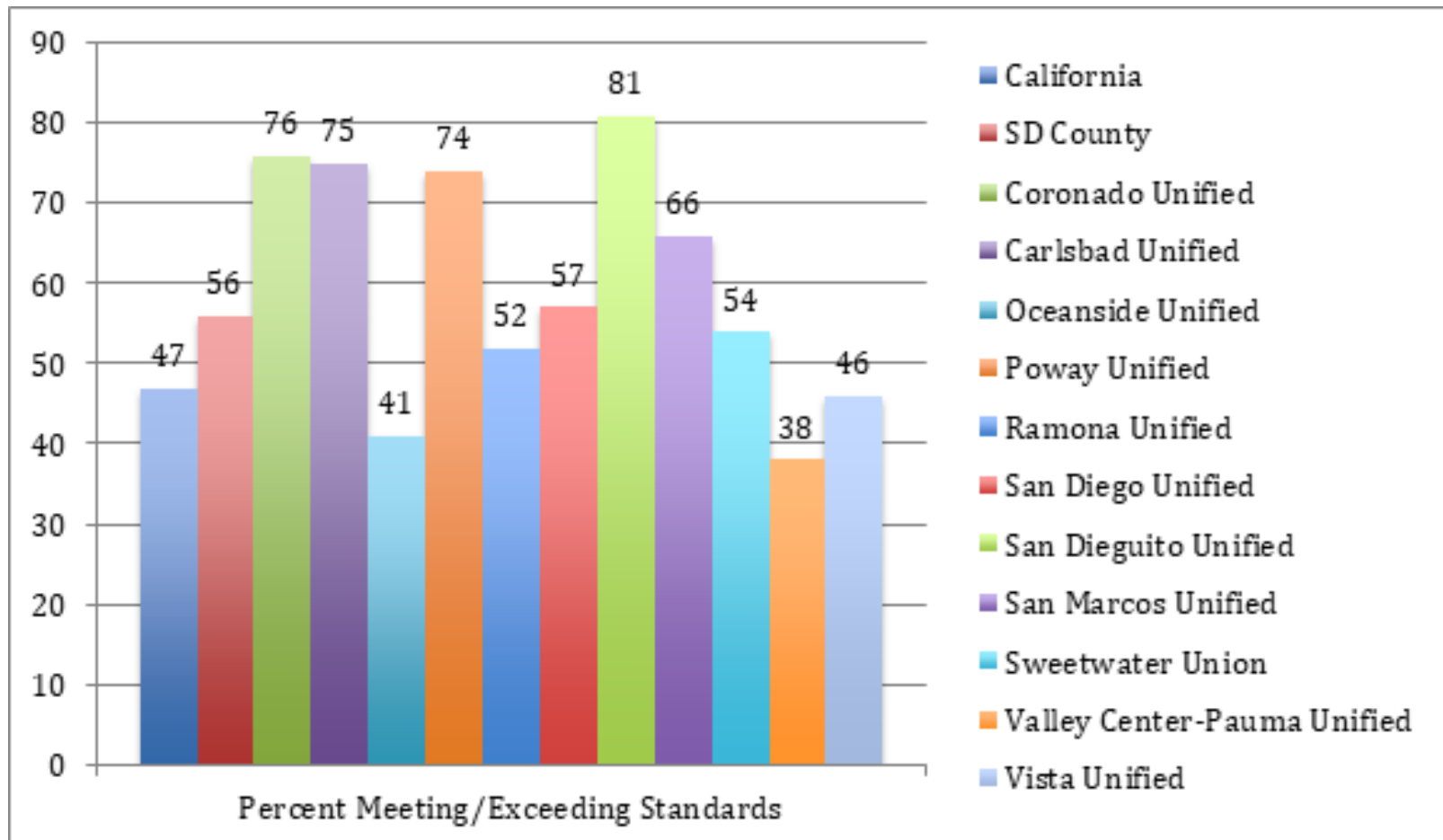
CUSD CAASPP Overall Achievement Grade Level Comparisons - ELA



CUSD CAASPP Overall Achievement Subgroups - ELA

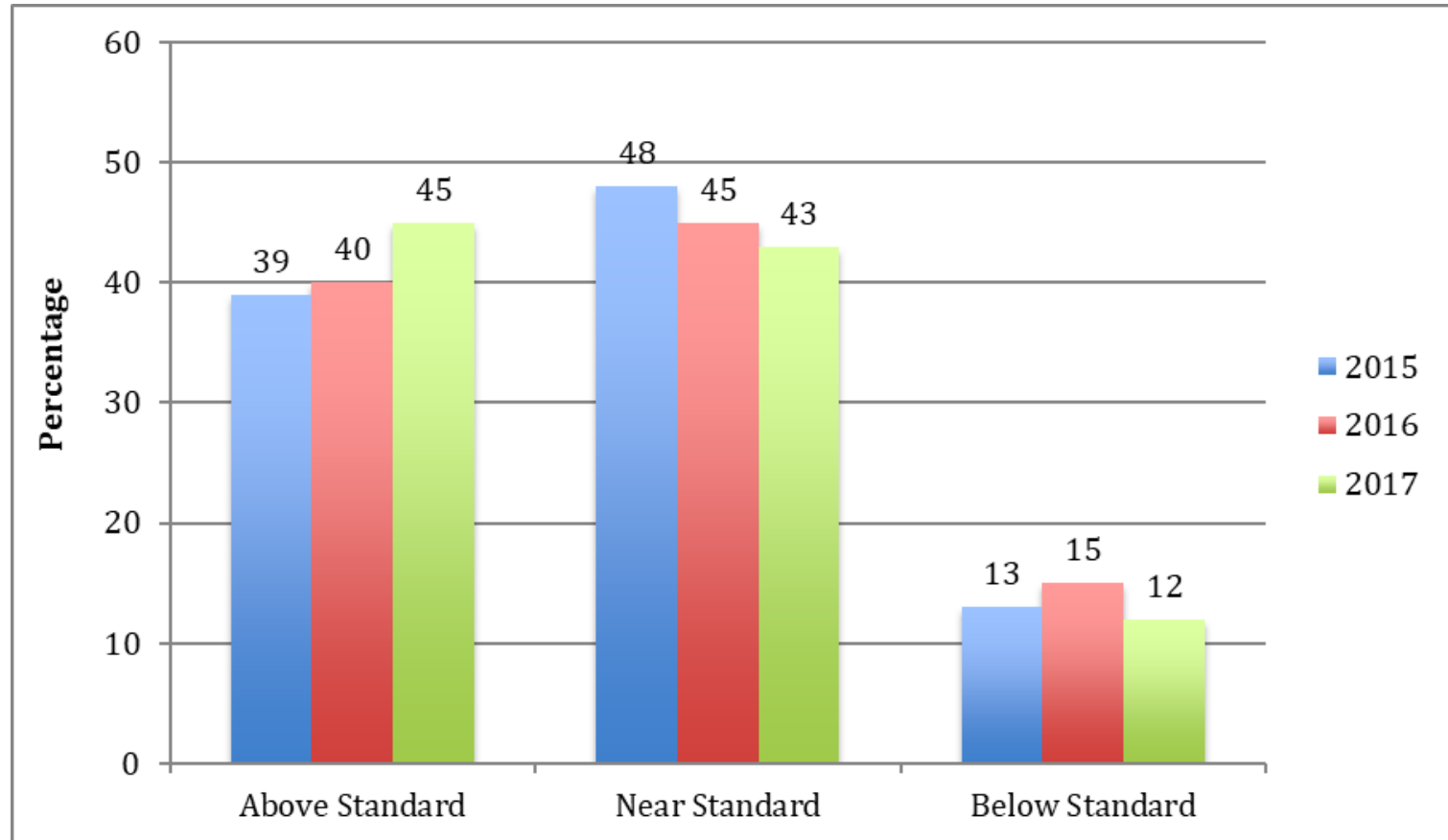


2017 CAASPP Overall Achievement All Students – ELA – Comparison



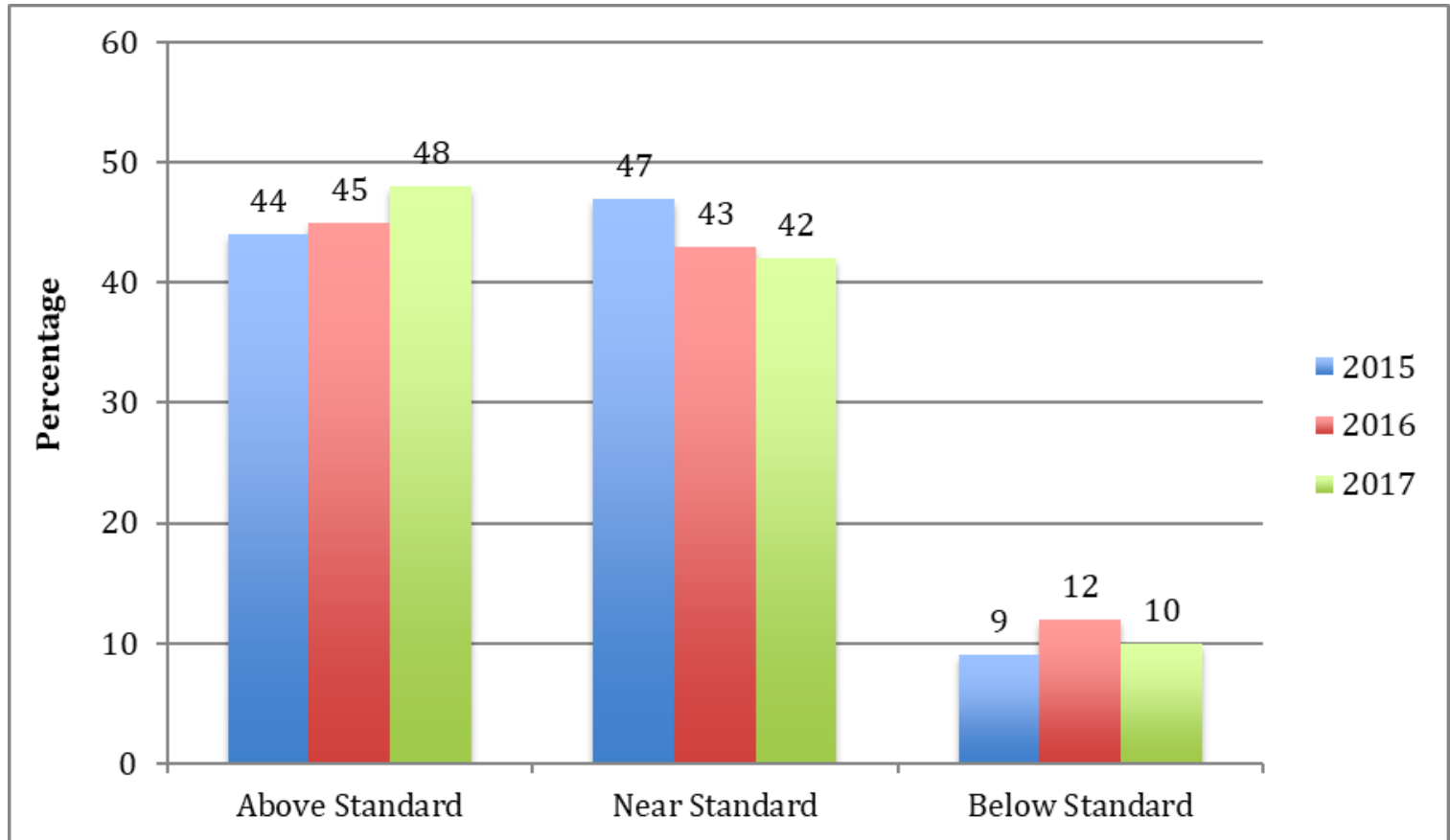
CUSD - All Students - ELA Reading Claim

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



CUSD - All Students - ELA Writing Claim

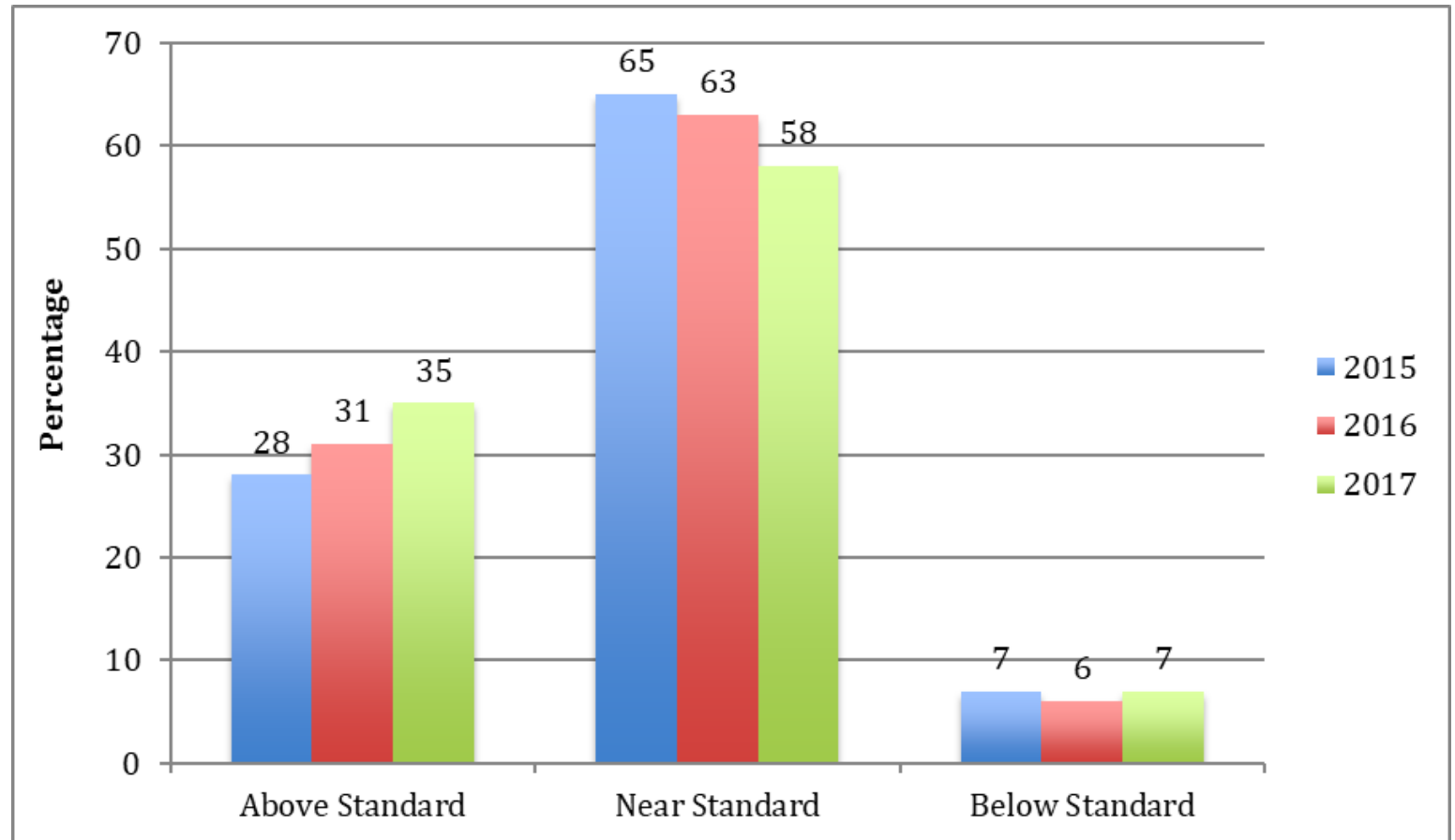
How well do students produce clear and purposeful writing?



CUSD - All Students - ELA

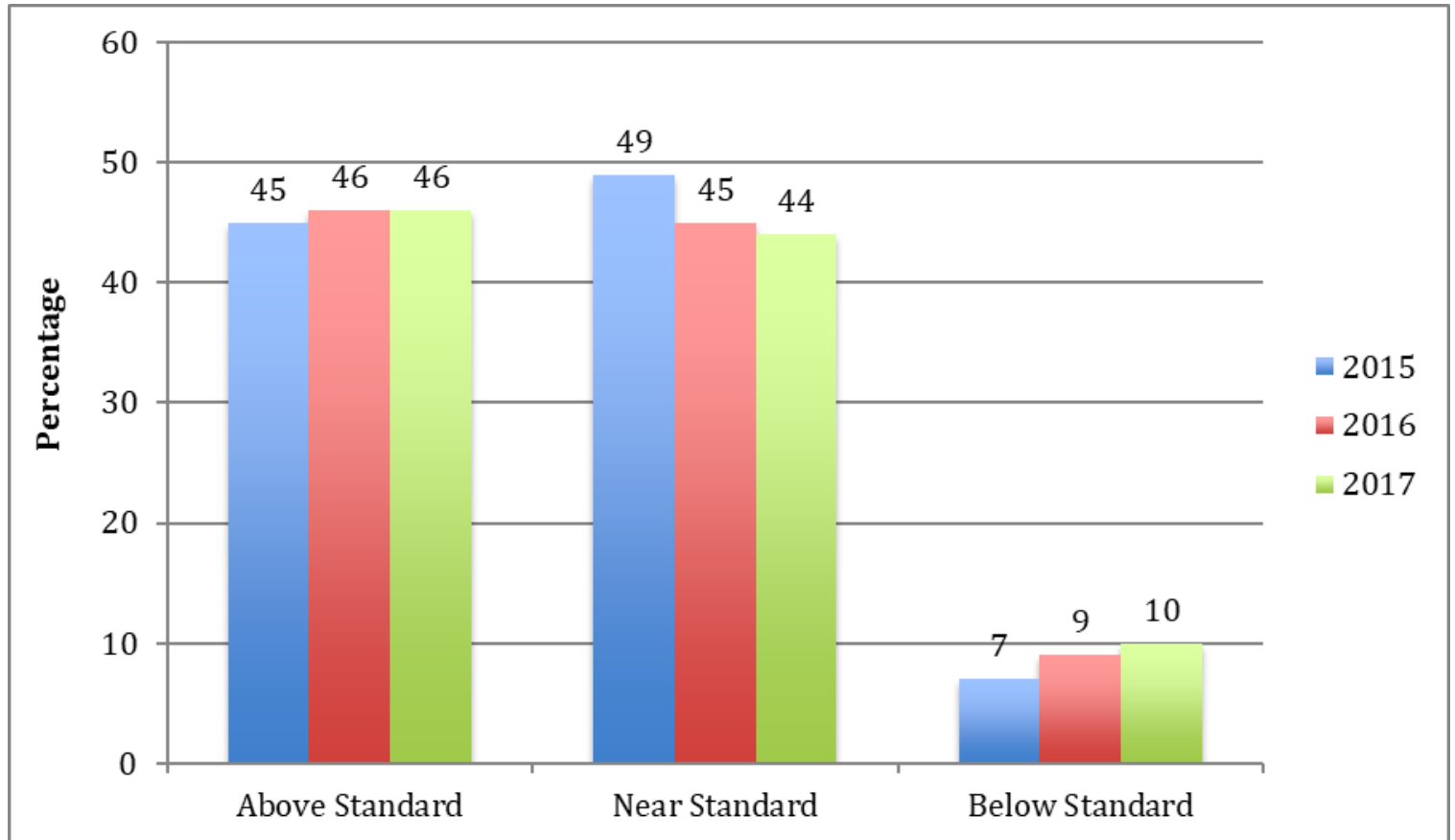
Listening Claim

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

Writing Claim

Research and Inquiry Claim

Overall increase in ELA performance by 3%

Continued growth in ELA performance by the Hispanic/Latino population

Grade 8 had the highest ELA performance at 86%, followed by grade 6 at 81% and grade 7 at 79%

Grade 4>5 cohort had 4% growth

Grade 5>6 cohort had 1% growth

Grade 6>7 cohort had 8% growth

Grade 7>8 cohort had 7% growth

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Reading Claim

Listening Claim

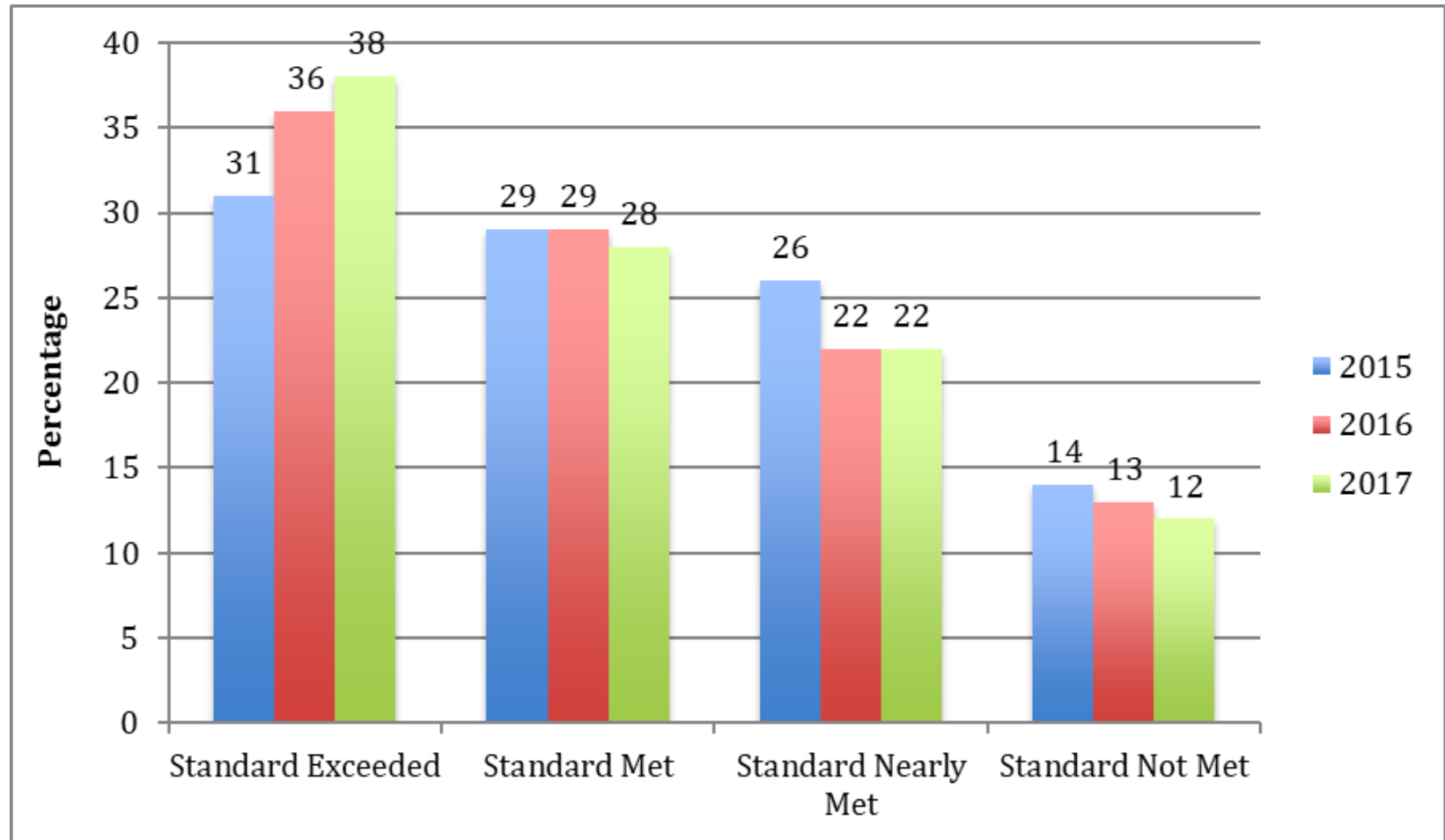
Special Education, English Learner and Low SES subgroup performance gap

Grade 5 had a decrease in performance by 9%, followed by grade 4 at 7%

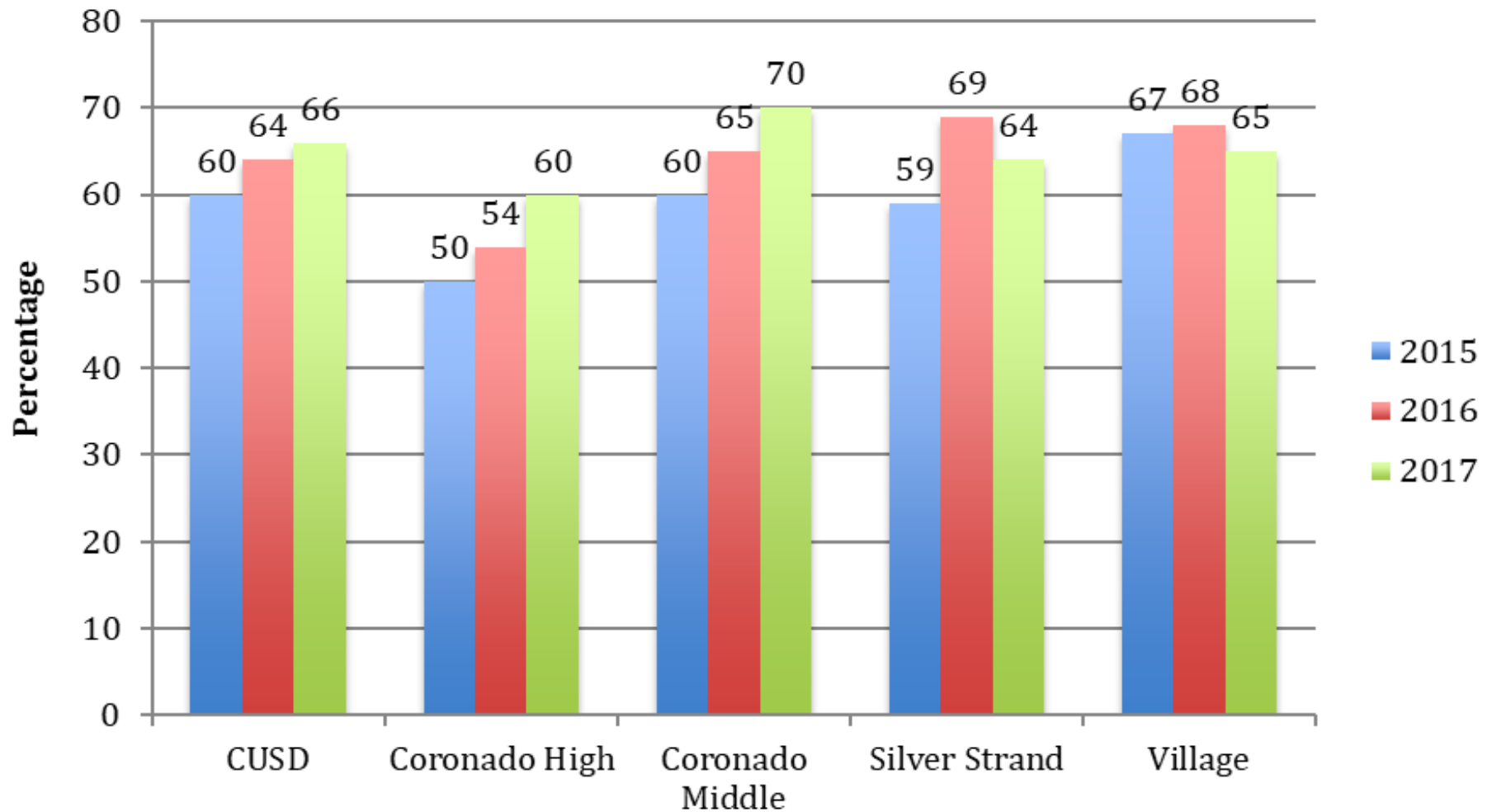
Grade 3>4 cohort had a 5% decrease



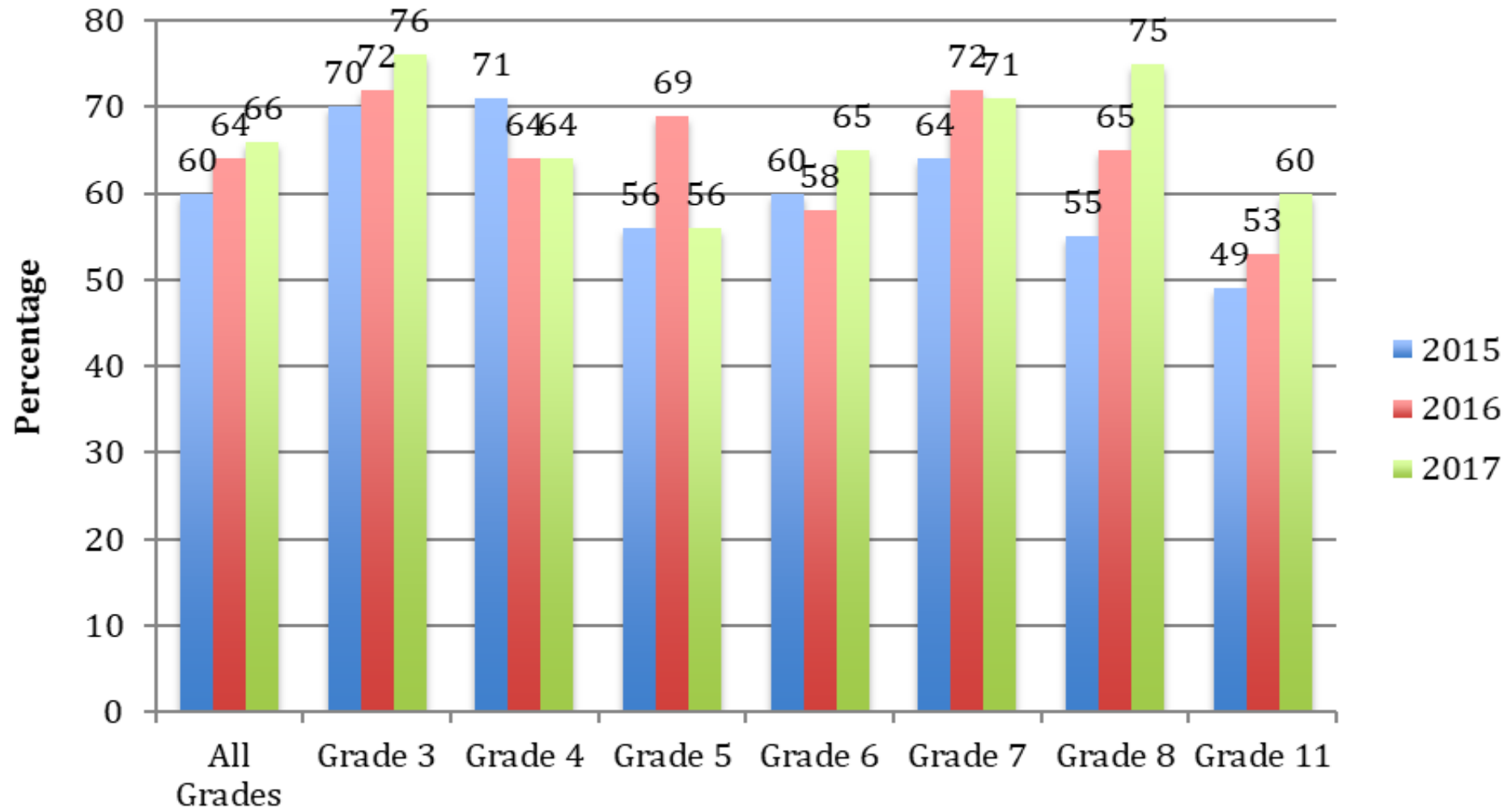
CUSD CAASPP Overall Achievement All Students - MATH



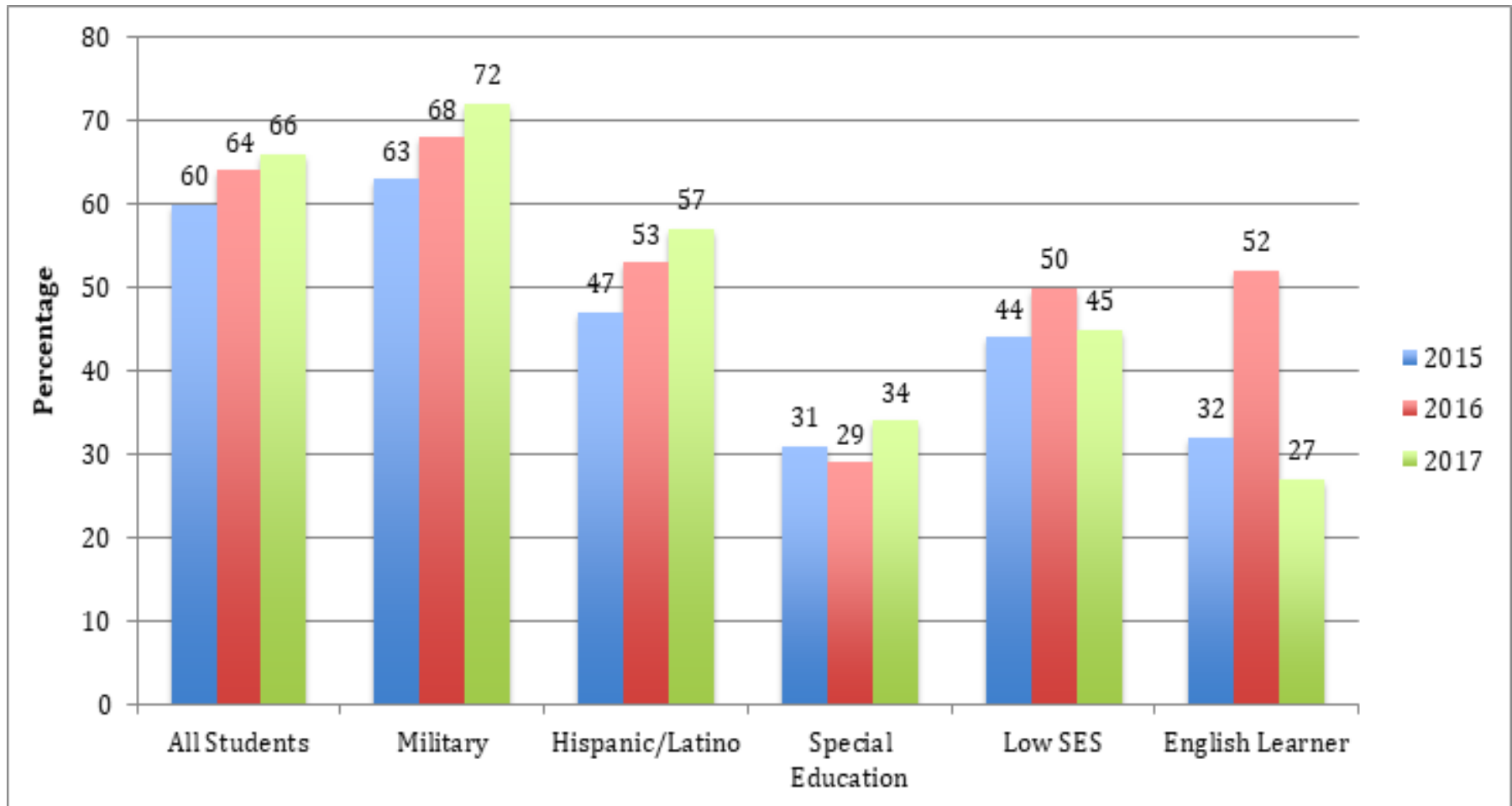
CUSD CAASPP Overall Achievement School Comparisons - MATH



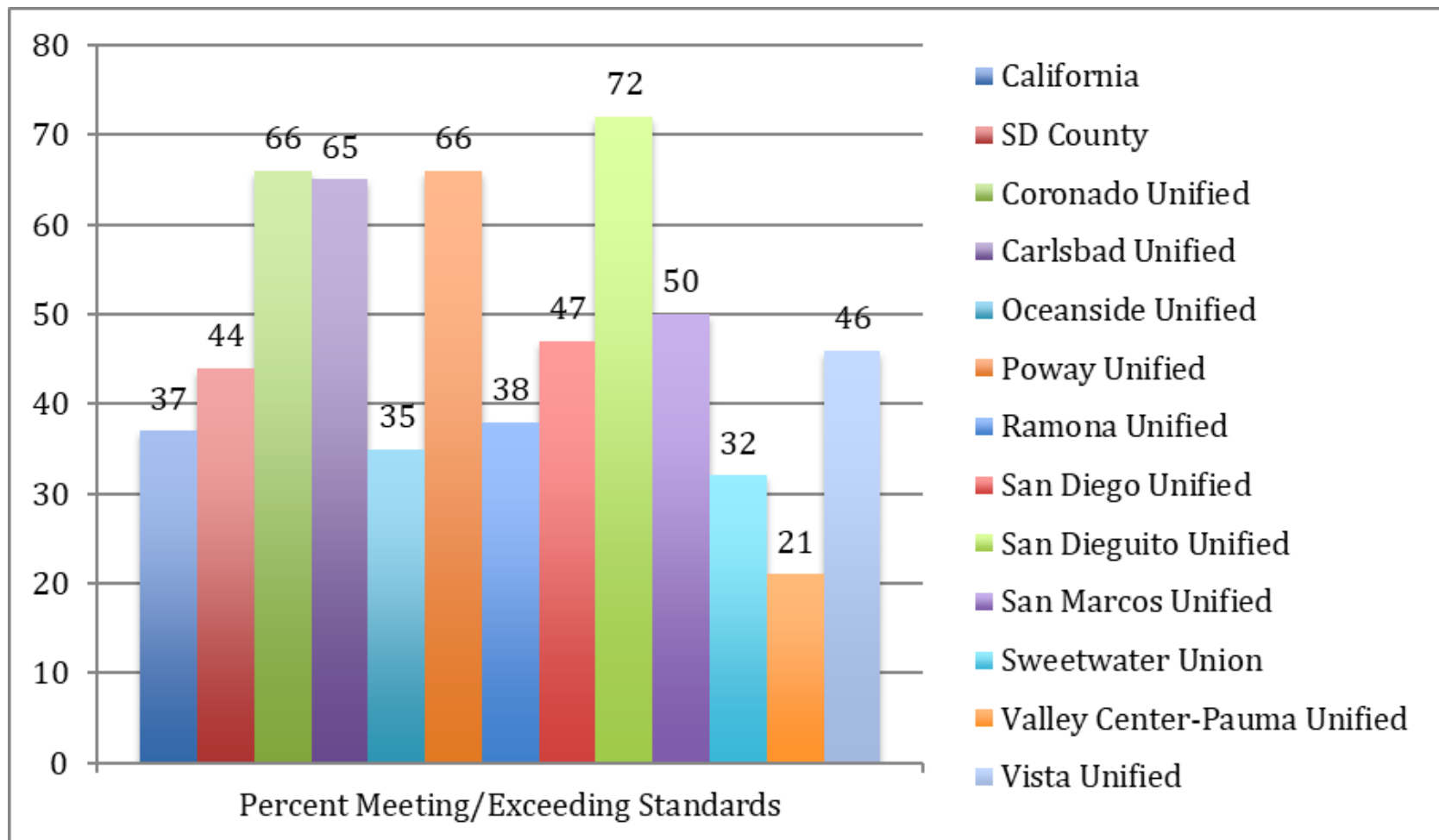
CUSD CAASPP Overall Achievement School Comparisons - MATH



CUSD CAASPP Overall Achievement Subgroups - MATH



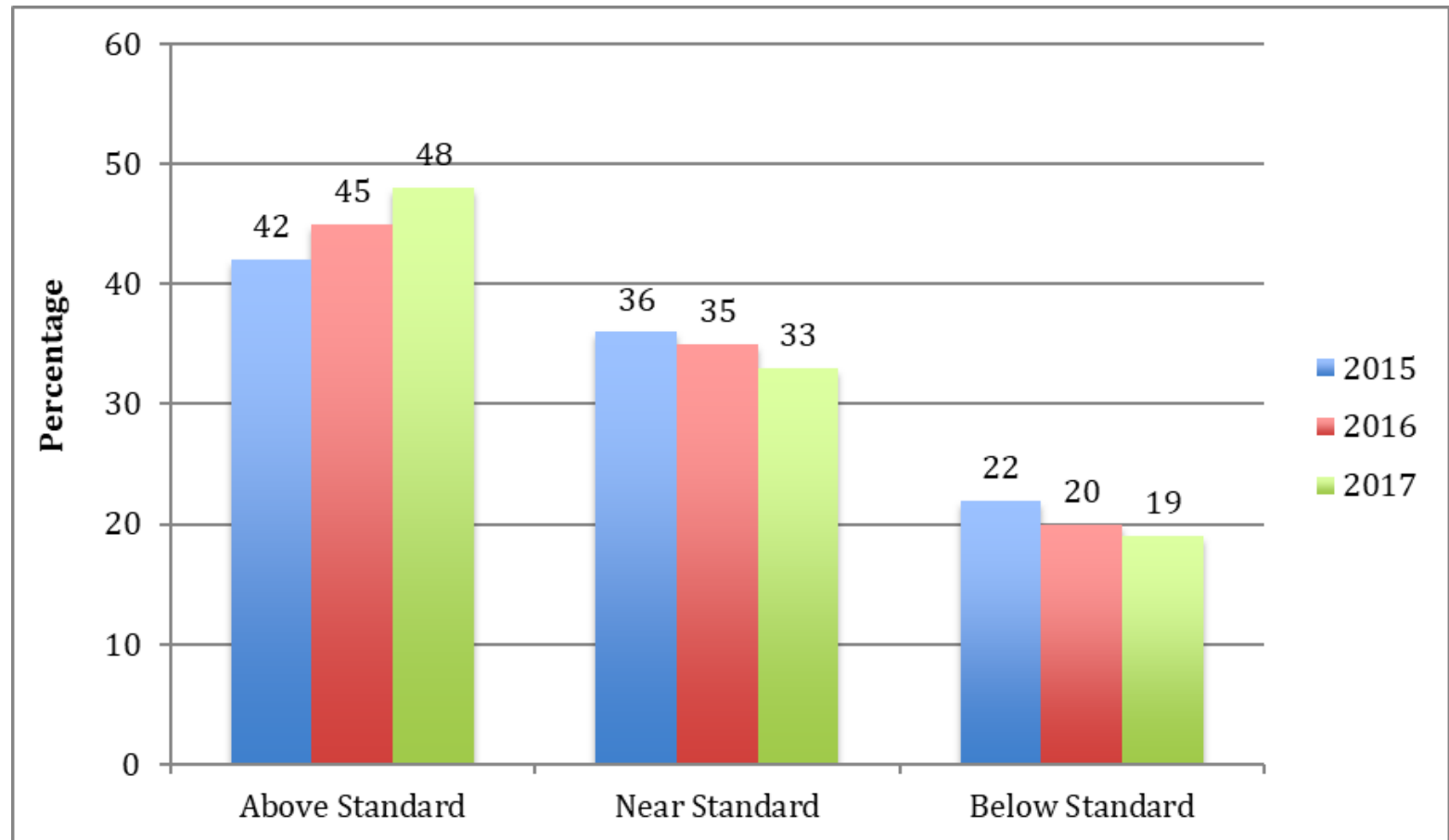
2017 CAASPP Overall Achievement All Students – MATH – Comparison



CUSD - All Students - MATH

Concepts and Procedures

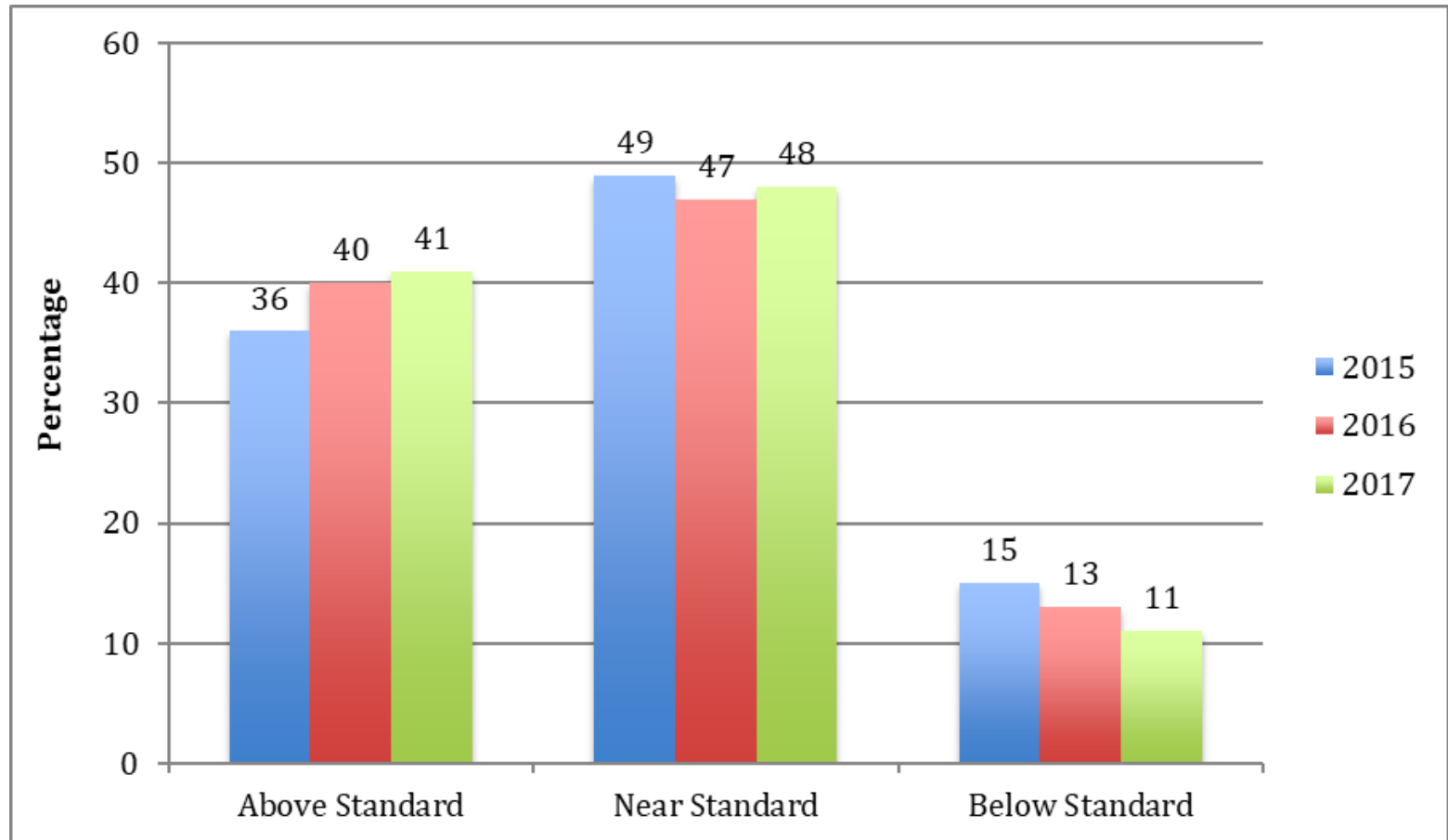
How well do students use mathematical rules and ideas?



CUSD - All Students - MATH

Problem Solving & Modeling/Data Analysis

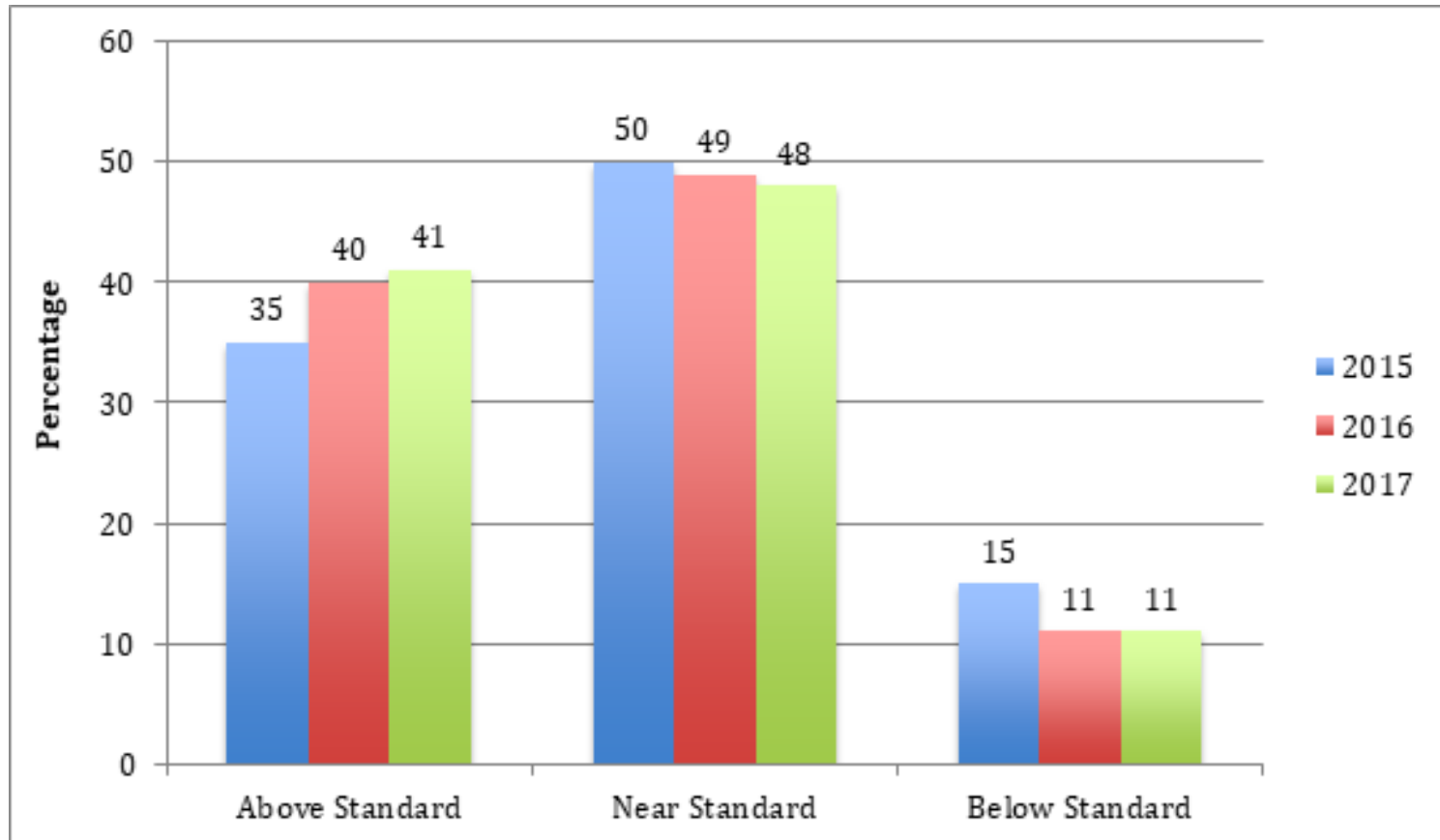
Using appropriate tools and strategies to solve real world and mathematical problems



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

Communicating Reasoning Claim Problem Solving and Data Analysis Claim

Overall increase in Math performance by 2%

Continued growth in Math performance by the Hispanic/Latino and Military populations

Grade 8 had the highest Math performance at 76%, followed by grade 8 at 75% and grade 7 at 71%

Grade 6>7 cohort had 13% growth
Grade 7>8 cohort had 3% growth

FOCUS AREAS

Concepts and Procedures Claim

Special Education, English Learner and Low SES subgroup performance gap

Grade 5 had a decrease in performance by 13%, followed by grade 7 at 1%

Grade 3>4 cohort had an 8% decrease
Grade 4>5 cohort had an 8% decrease
Grade 5>6 cohort had a 4% decrease



Implications on our LCAP . . .

English Language Arts

CUSD did meet the LCAP growth goal of 2% increase in 2017 over 2016; increased by **3%**

Mathematics

CUSD did meet the LCAP growth goal of 2% increase in 2017 over 2016; increased by **2%**



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

Continue to engage in the practice CAASPP assessments and the interim CAASPP assessments across all grade levels; provide professional development relative to the CAASPP Digital Library

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 our struggling learners.

Continue to provide professional development relative to the following: math concepts, instructional strategies specific to math (CPM), ELD standards, literacy instructional strategies, HSS Framework, SPARK, NGSS, FOSS, PEP, 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 department/grade level leaders at each site to provide focused professional development relative to the areas of focus

Implement all components within the M3 DoDEA grant and the A4L DoDEA grant.