



# California Assessment of Student Performance and Progress

~ CAASPP ~

Spring 2018



# 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.**



# What Tests Did Students Take?

## **Smarter Balanced Summative Assessments (Year 4)**

- 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 3)**

- 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 2)**

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

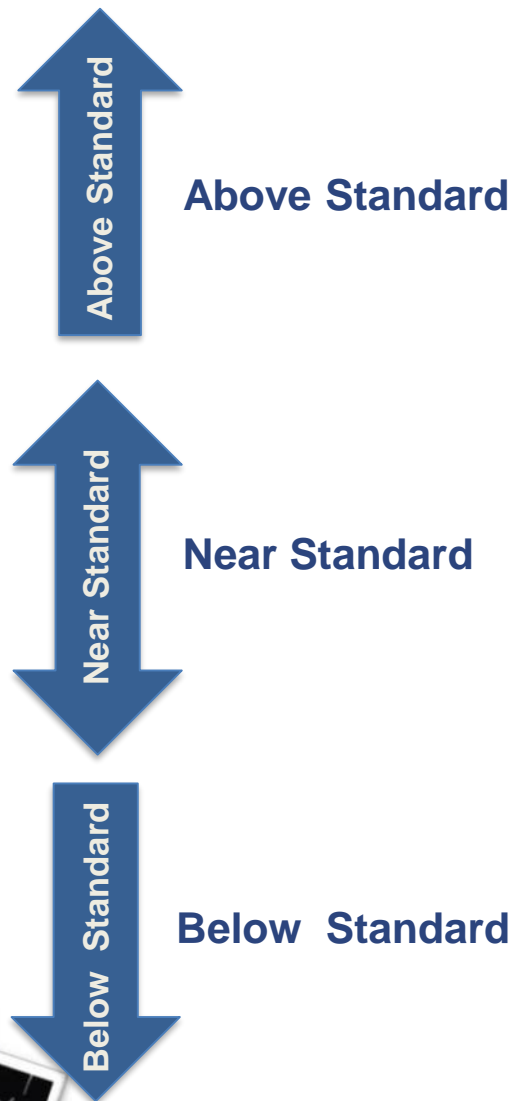


# Overall Scores – 2 Subjects, 4 Levels

## 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

**1,507 students tested** (~50% of overall enrollment; decreased by 67 students)

- 35% Military  
522 students – increased by 28 students
- 20% Hispanic/Latino  
307 students – decreased by 6 students
- 2% English Learners  
38 EL – compared to 30 EL
- 14% Special Education  
215 students – increased by 2 students
- 11% Socioeconomically Disadvantaged  
161 students – increased by 10 students





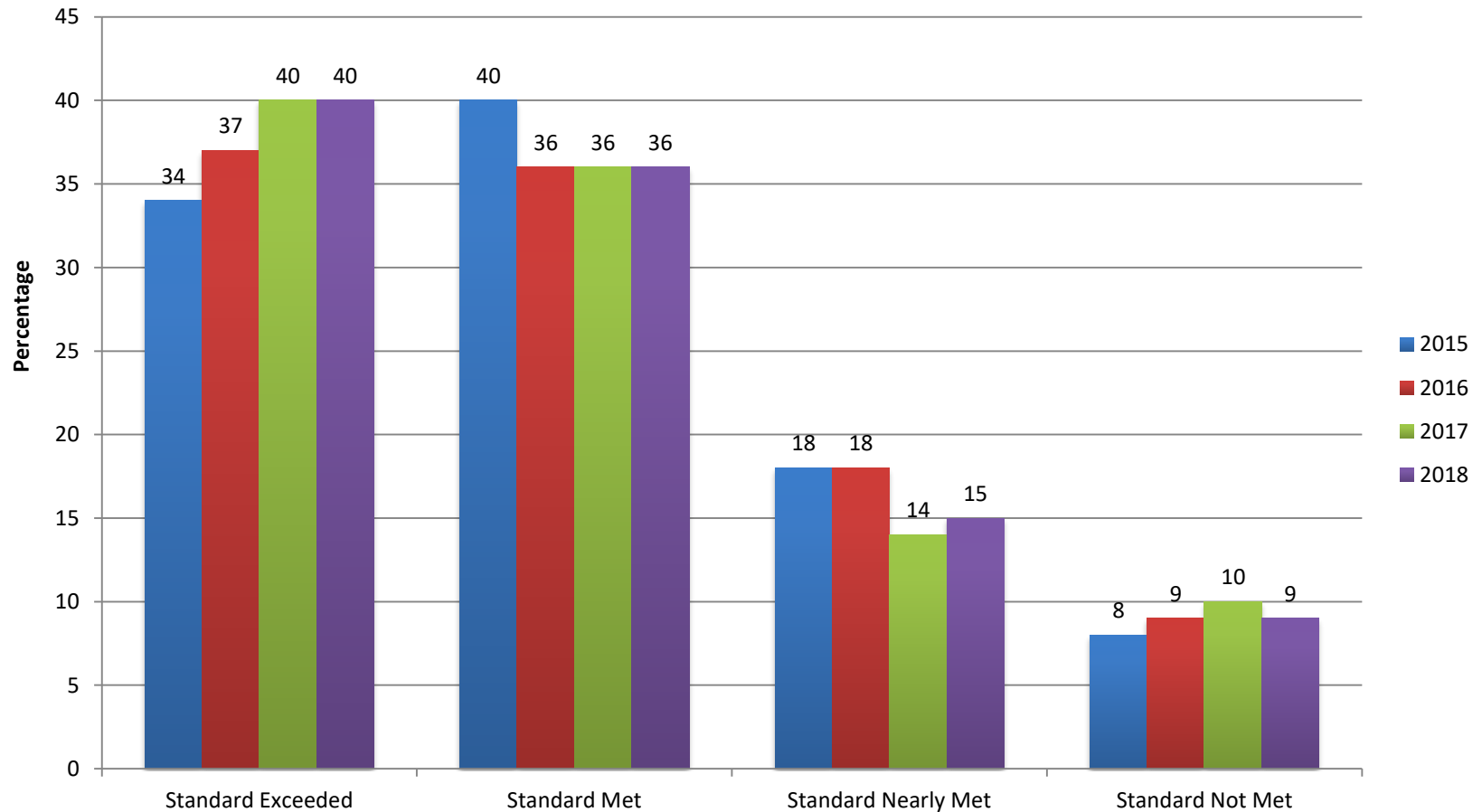
# Mobility in Cohort Demographics

<b>COHORT</b> <b>16/17 – 17/18</b>	<b># TESTED</b> <b>2017-2018</b>	<b>RETURNING %</b>	<b># NOT ENROLLED</b> <b>2016-2017</b>
<b>3<sup>rd</sup> &gt; 4<sup>th</sup></b>	<b>192</b>	<b>84%</b>	<b>30</b>
<b>4<sup>th</sup> &gt; 5<sup>th</sup></b>	<b>222</b>	<b>86%</b>	<b>30</b>
<b>5<sup>th</sup> &gt; 6<sup>th</sup></b>	<b>232</b>	<b>73%</b>	<b>63</b>
<b>6<sup>th</sup> &gt; 7<sup>th</sup></b>	<b>246</b>	<b>80%</b>	<b>50</b>
<b>7<sup>th</sup> &gt; 8<sup>th</sup></b>	<b>256</b>	<b>87%</b>	<b>34</b>
<b>11<sup>th</sup></b>	<b>290</b>	<b>86%</b>	<b>39</b>

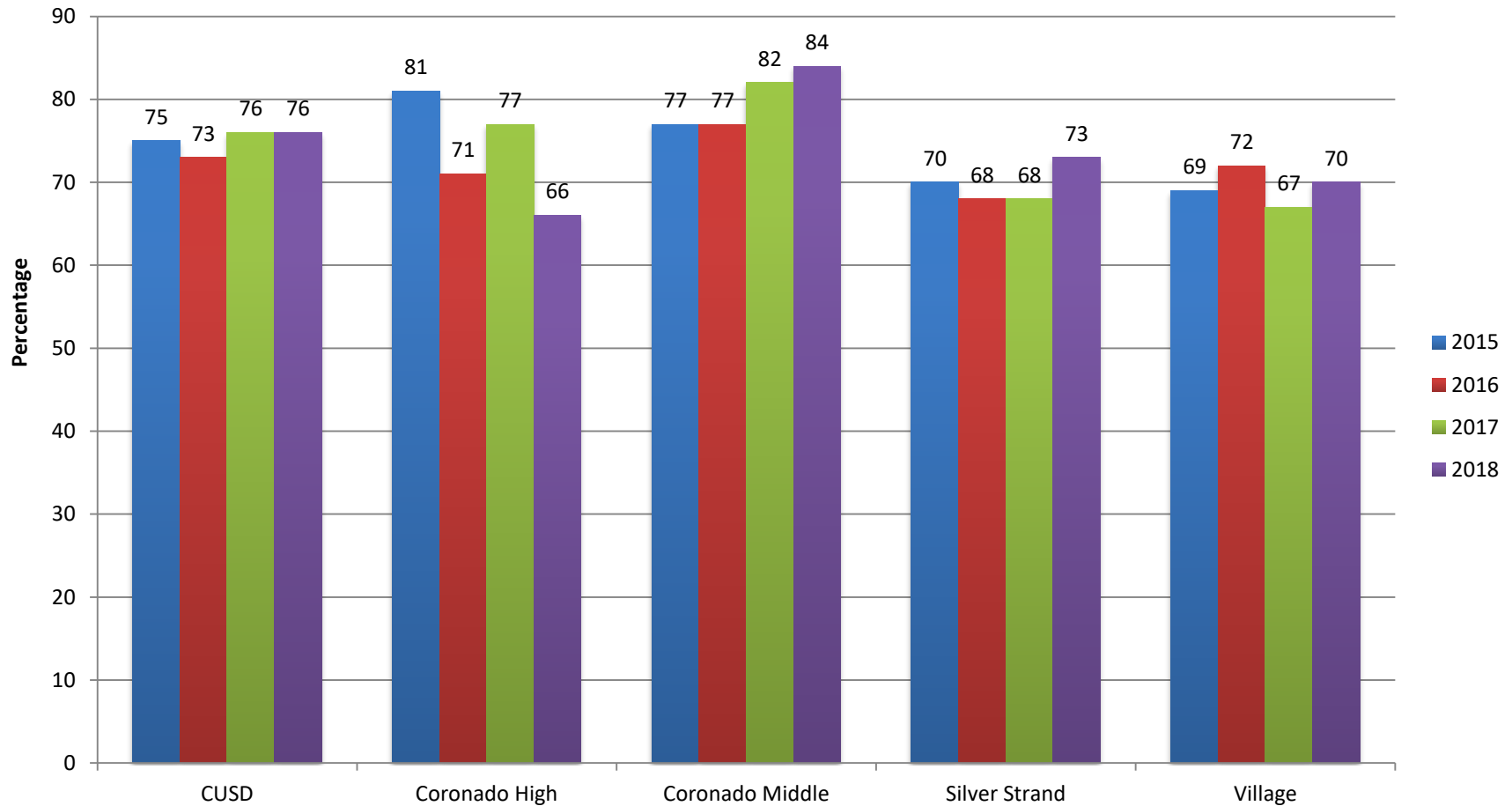


# CUSD CAASPP Overall Achievement

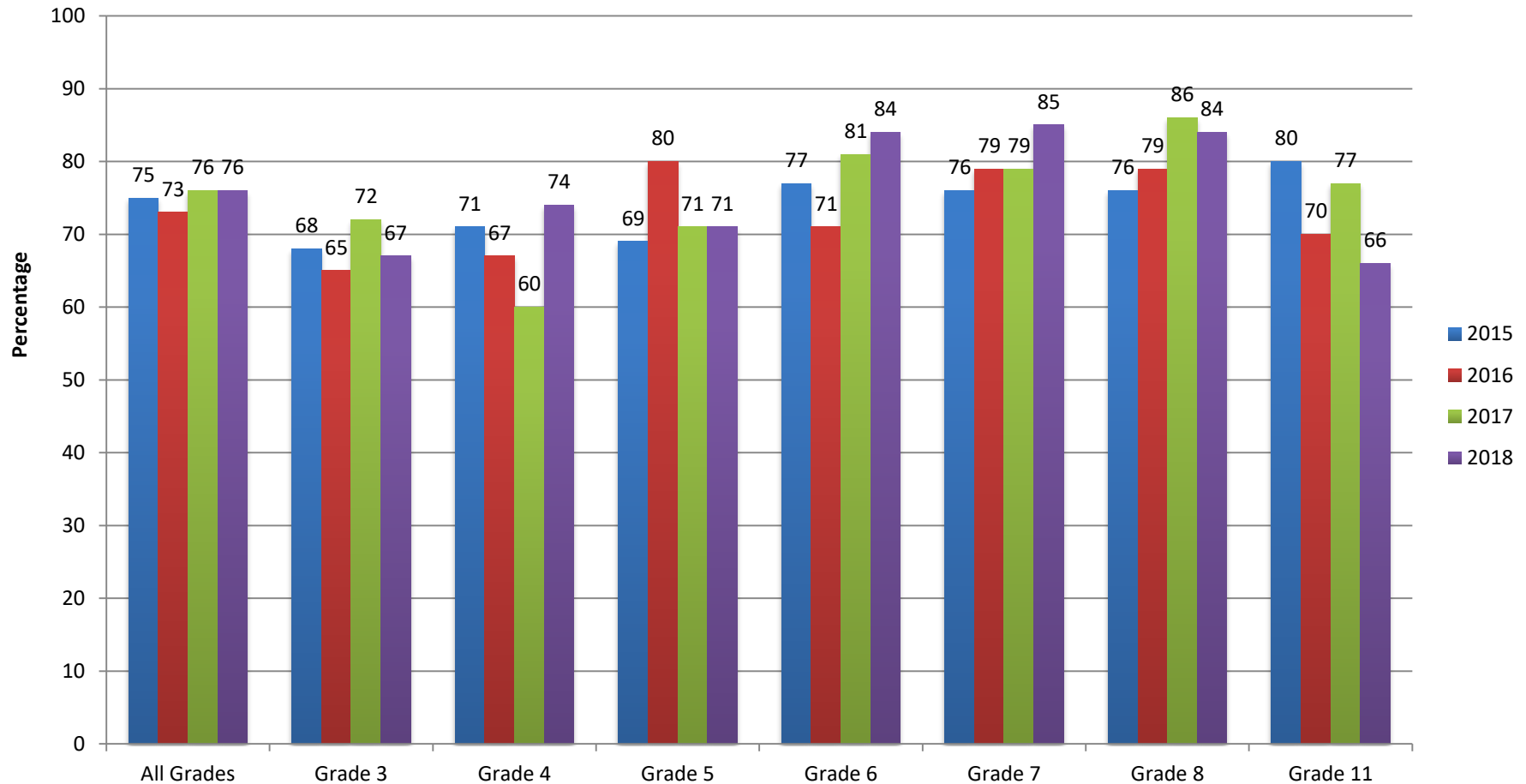
## All Students - ELA



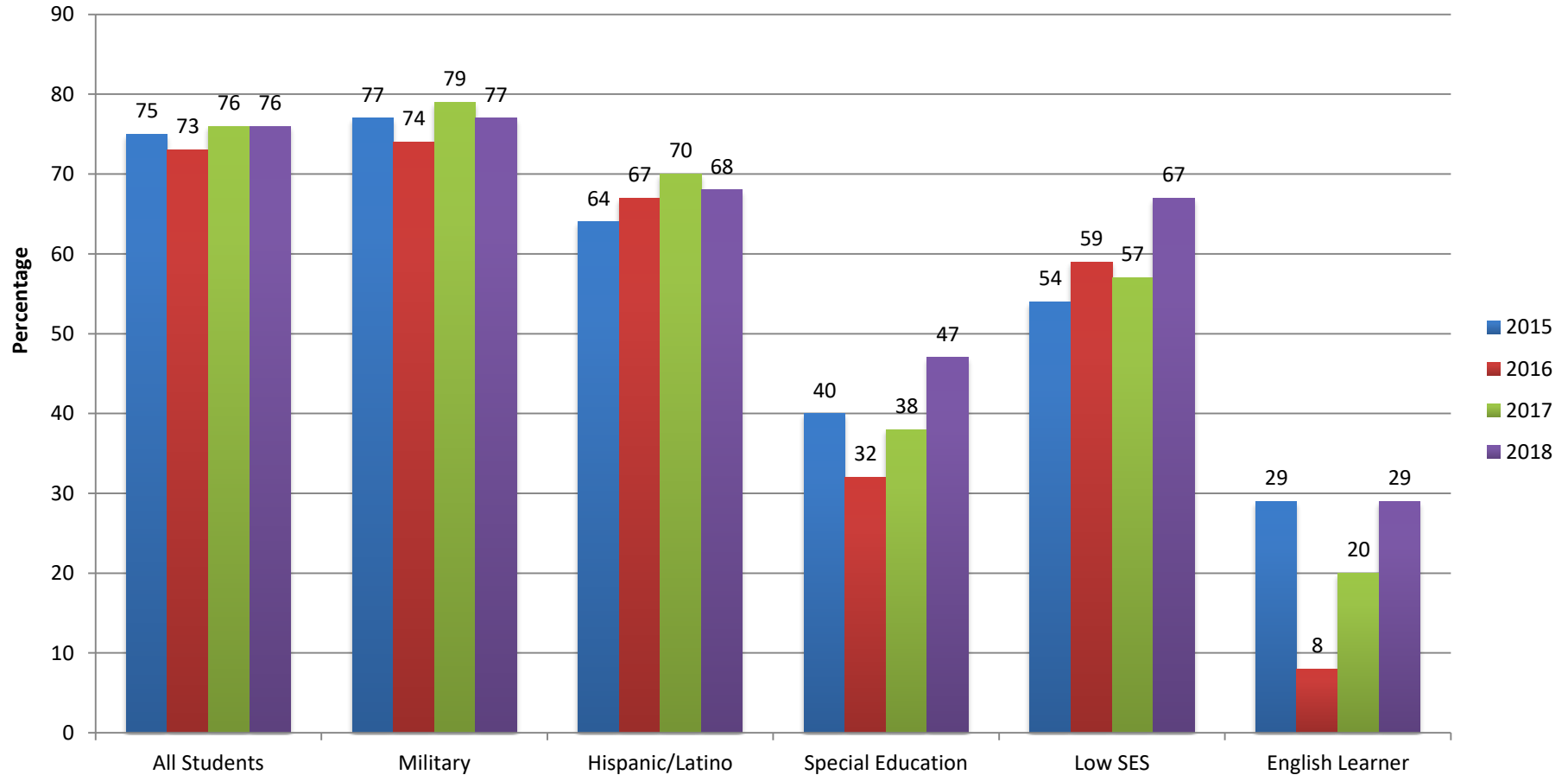
# CUSD CAASPP Overall Achievement School Comparisons - ELA



# CUSD CAASPP Overall Achievement Grade Level Comparisons - ELA

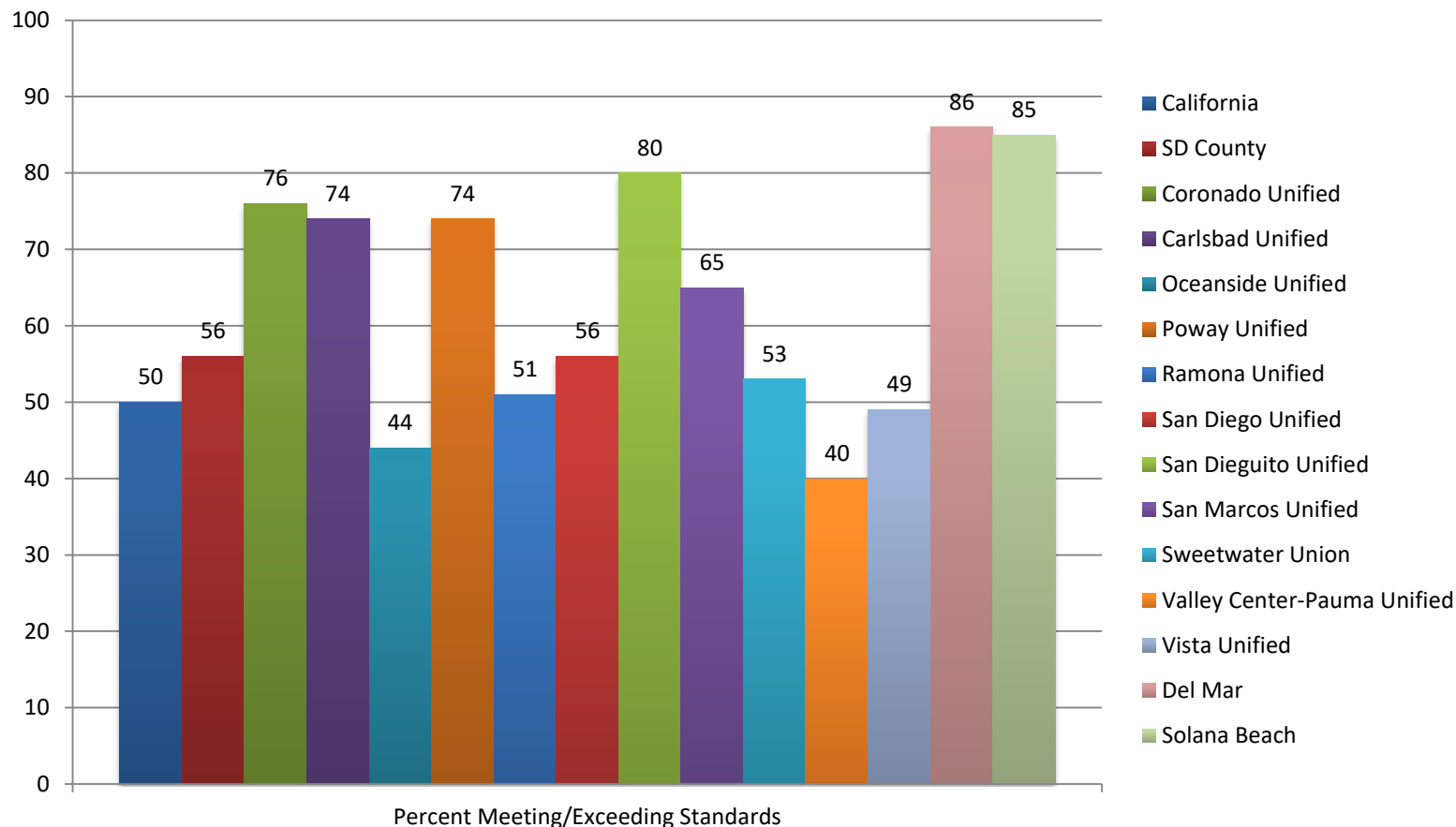


# CUSD CAASPP Overall Achievement Subgroups - ELA



# 2017 CAASPP Overall Achievement

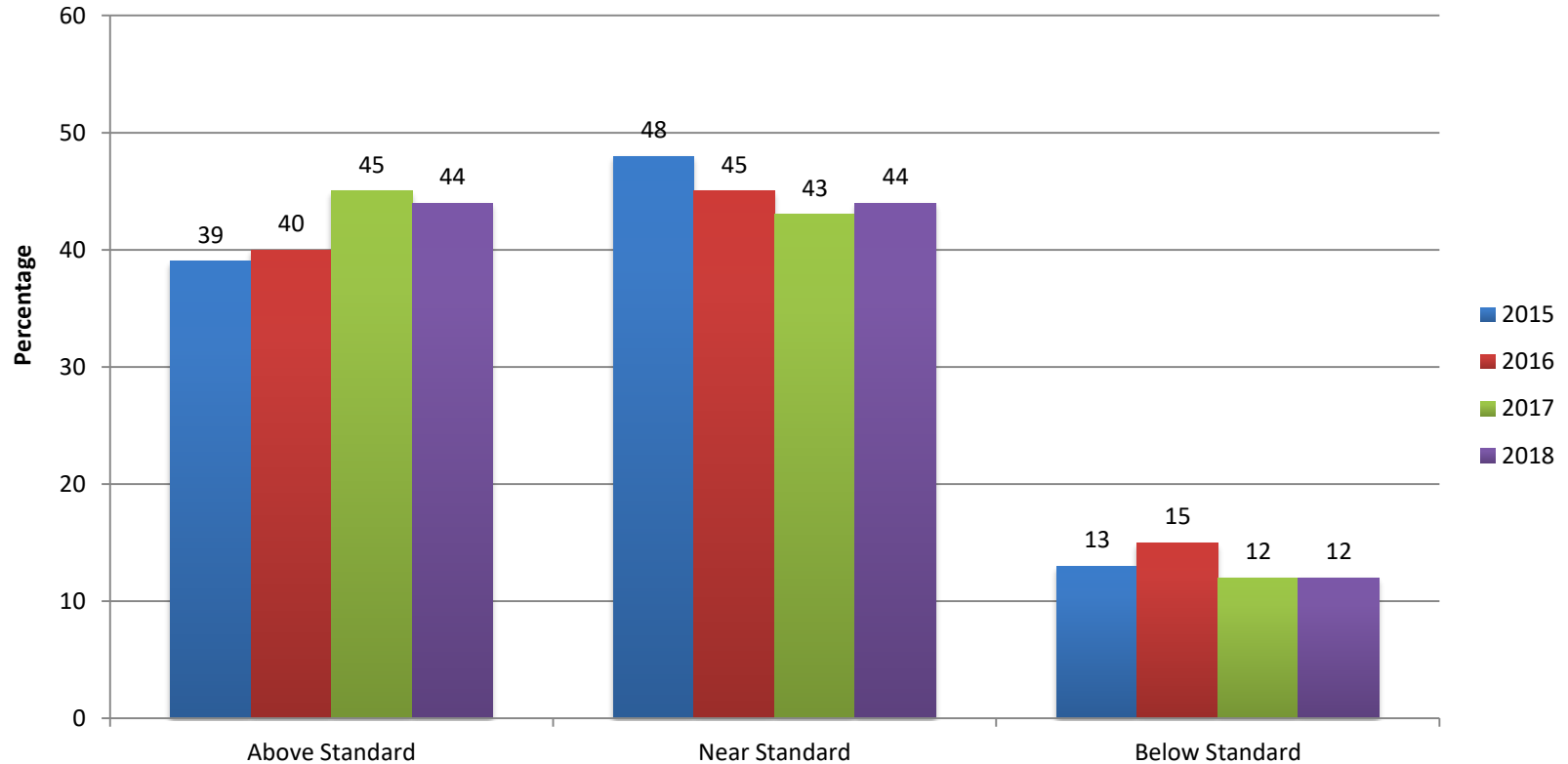
## All Students – ELA – Comparison



# CUSD - All Students - ELA

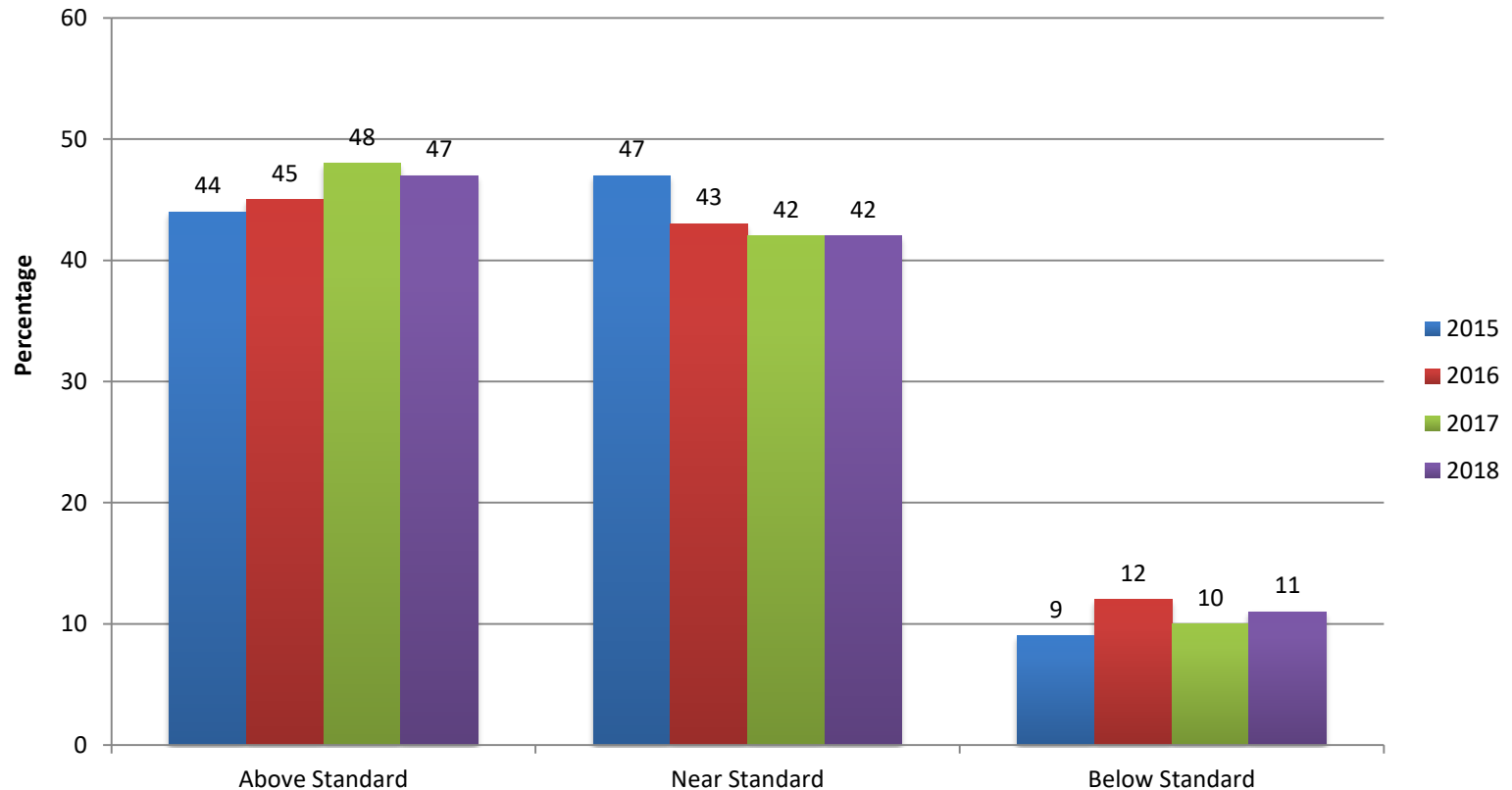
## Reading Claim

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?

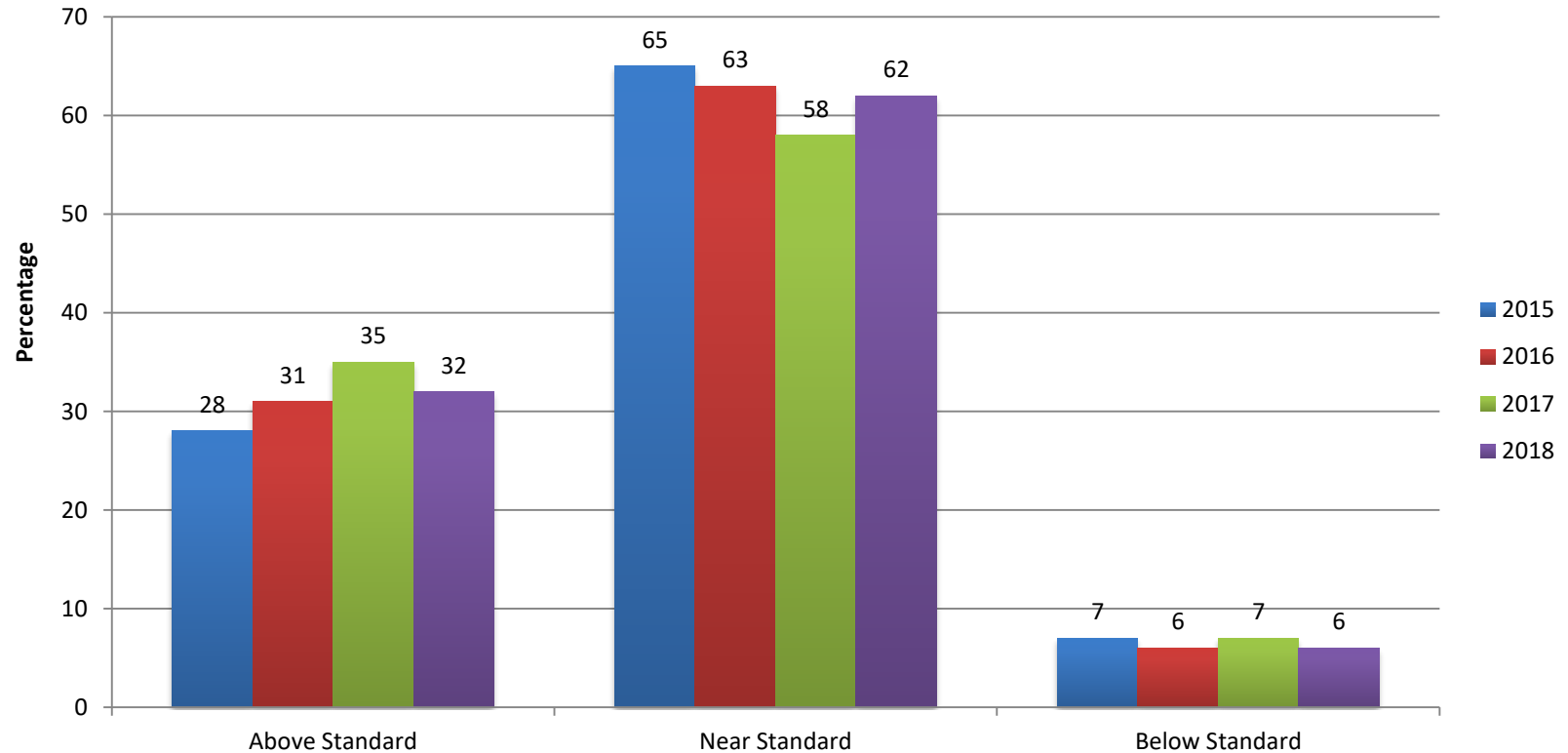




# CUSD - All Students - ELA

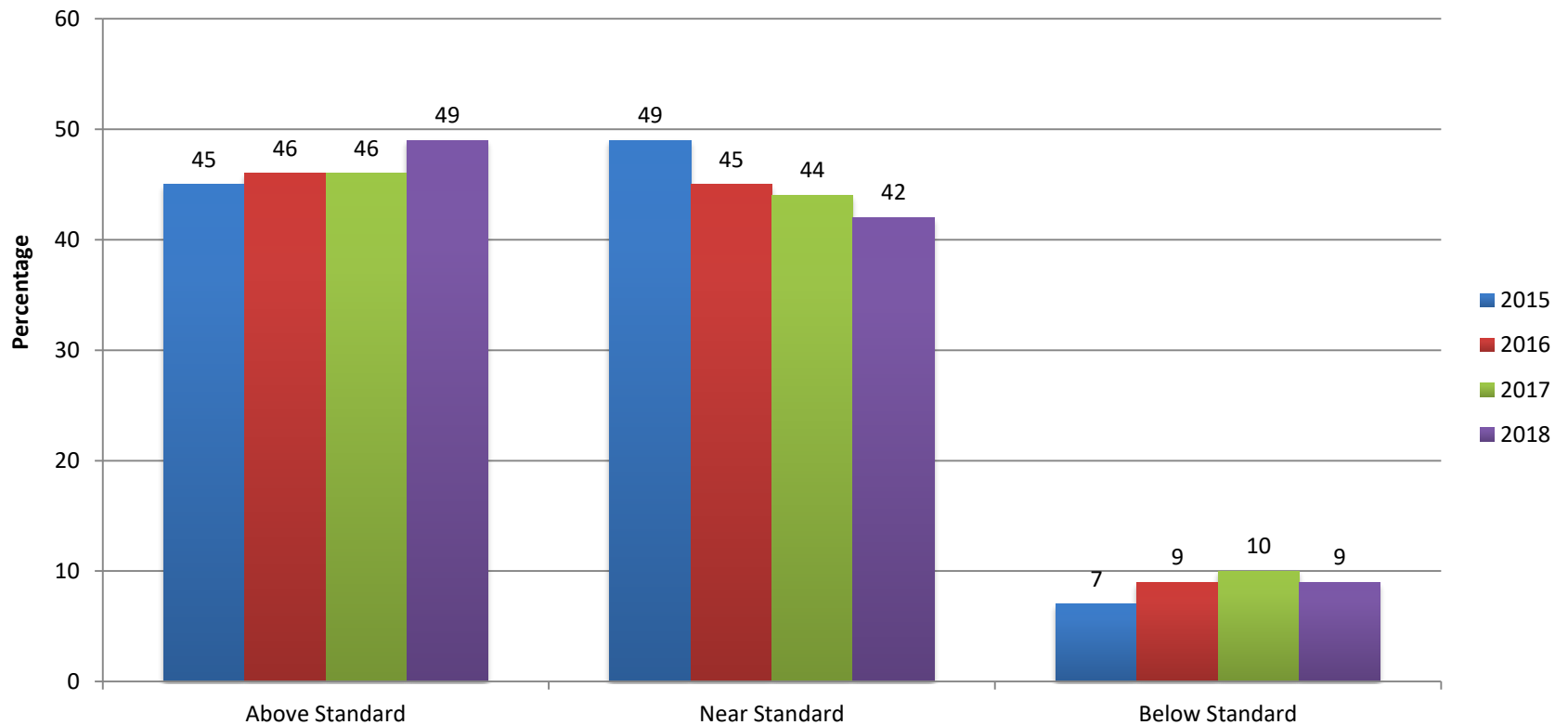
## Listening Claim

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

### Listening Claim

### Research and Inquiry Claim

CUSD maintaining overall ELA performance

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

Grade 7 had the highest ELA performance at 86%, followed by grades 6 & 8 who both scored 84%

Grade 4>5 cohort had 9% growth  
Grade 5>6 cohort had 11% growth  
Grade 6>7 cohort had 5% growth  
Grade 7>8 cohort had 4% growth

## FOCUS AREAS

### Reading Claim

### Writing Claim

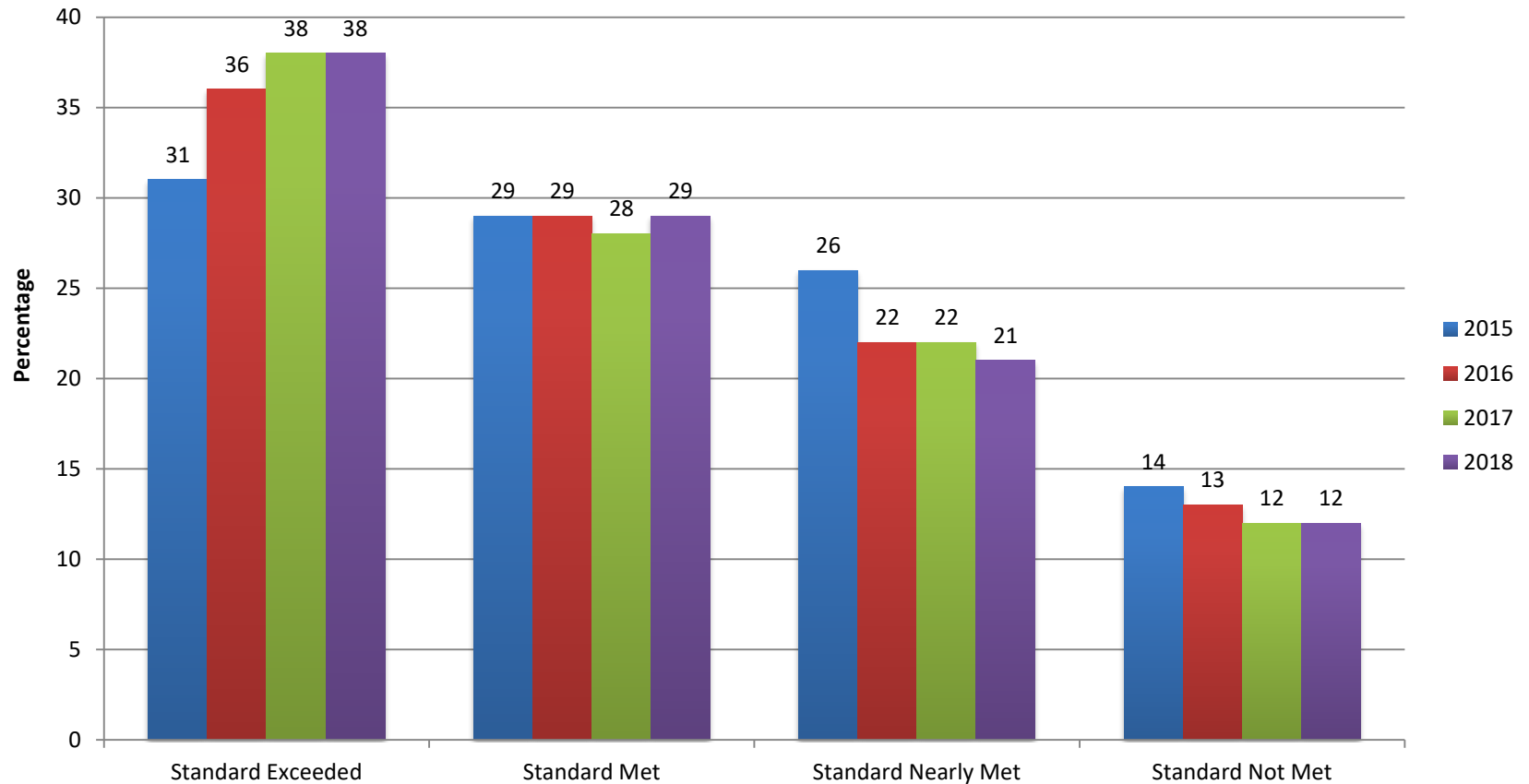
Special Education, English Learner, Hispanic/Latino and Economically Disadvantaged subgroup performance gap

Grade 11 had a decrease in performance by 10%

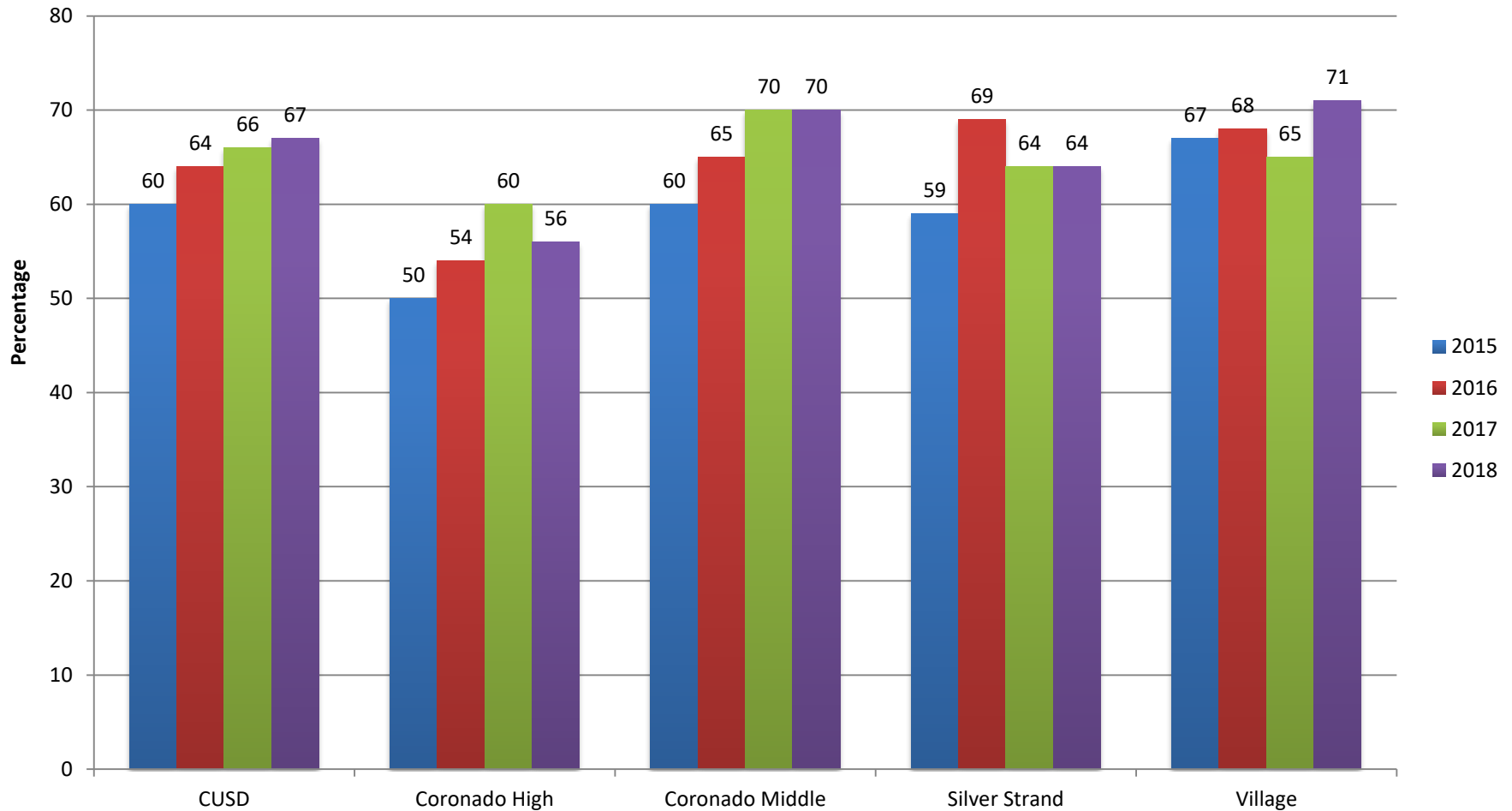
Grade 8>11 cohort had 10% decrease

# CUSD CAASPP Overall Achievement

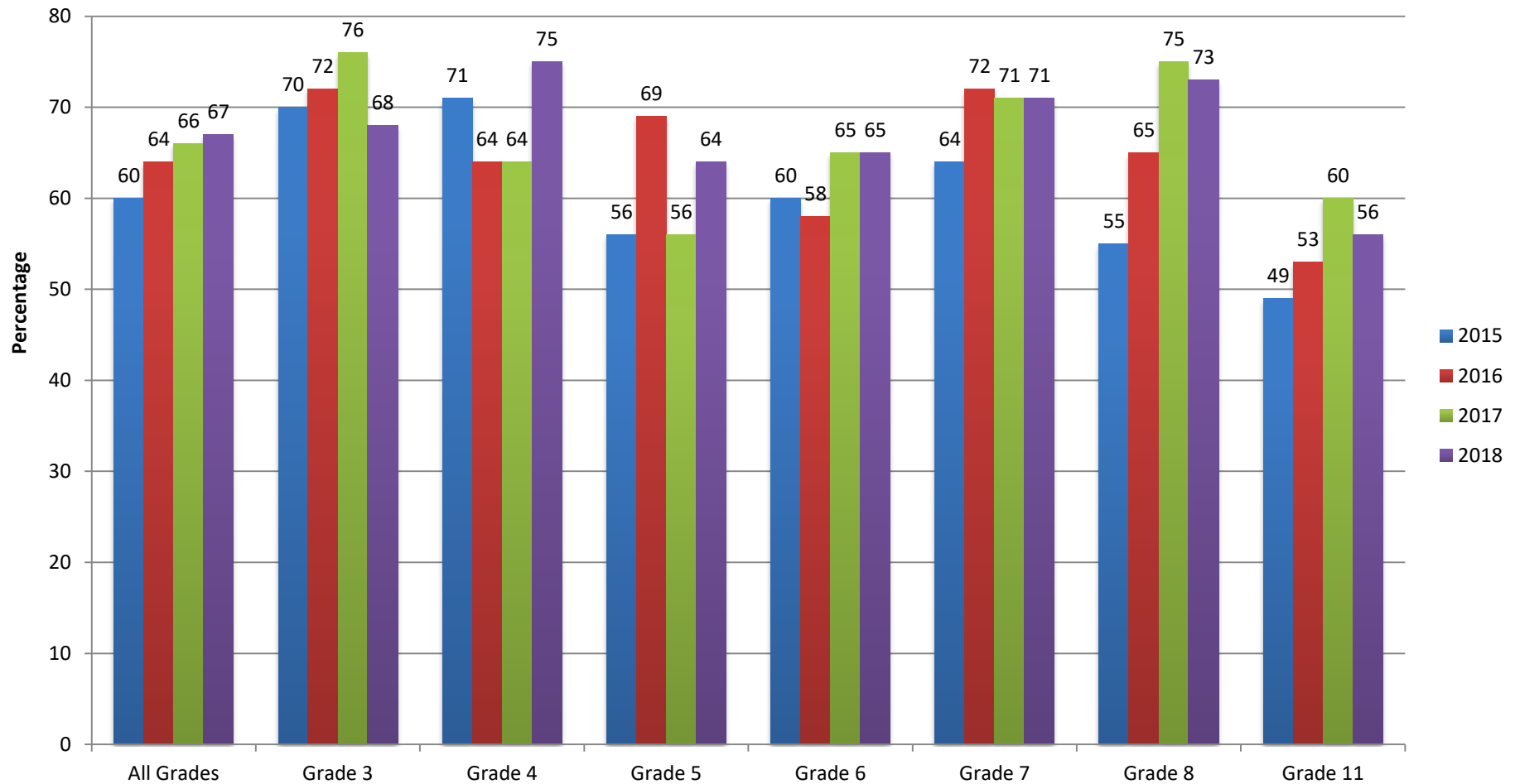
## All Students - MATH



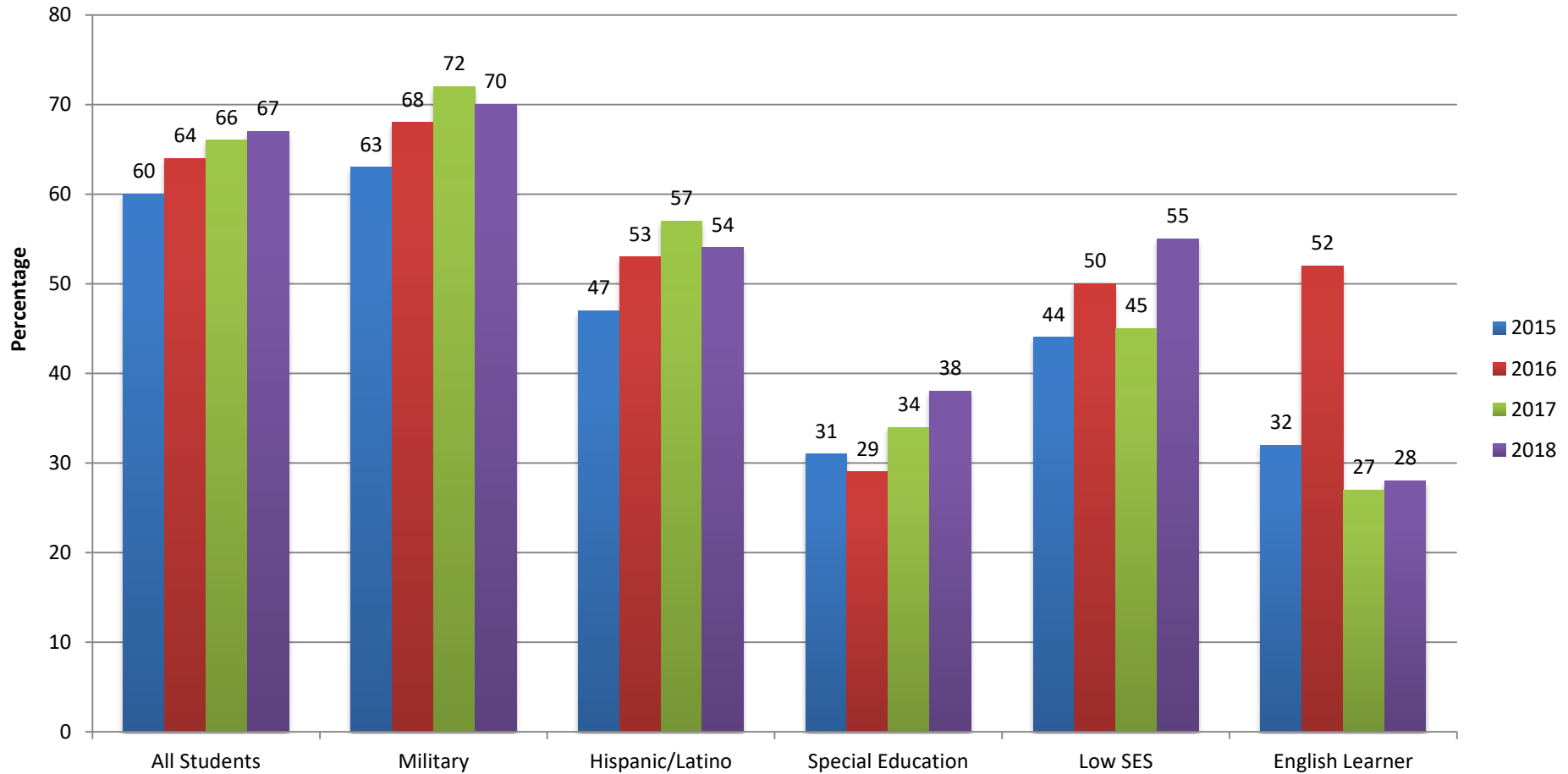
# CUSD CAASPP Overall Achievement School Comparisons - MATH



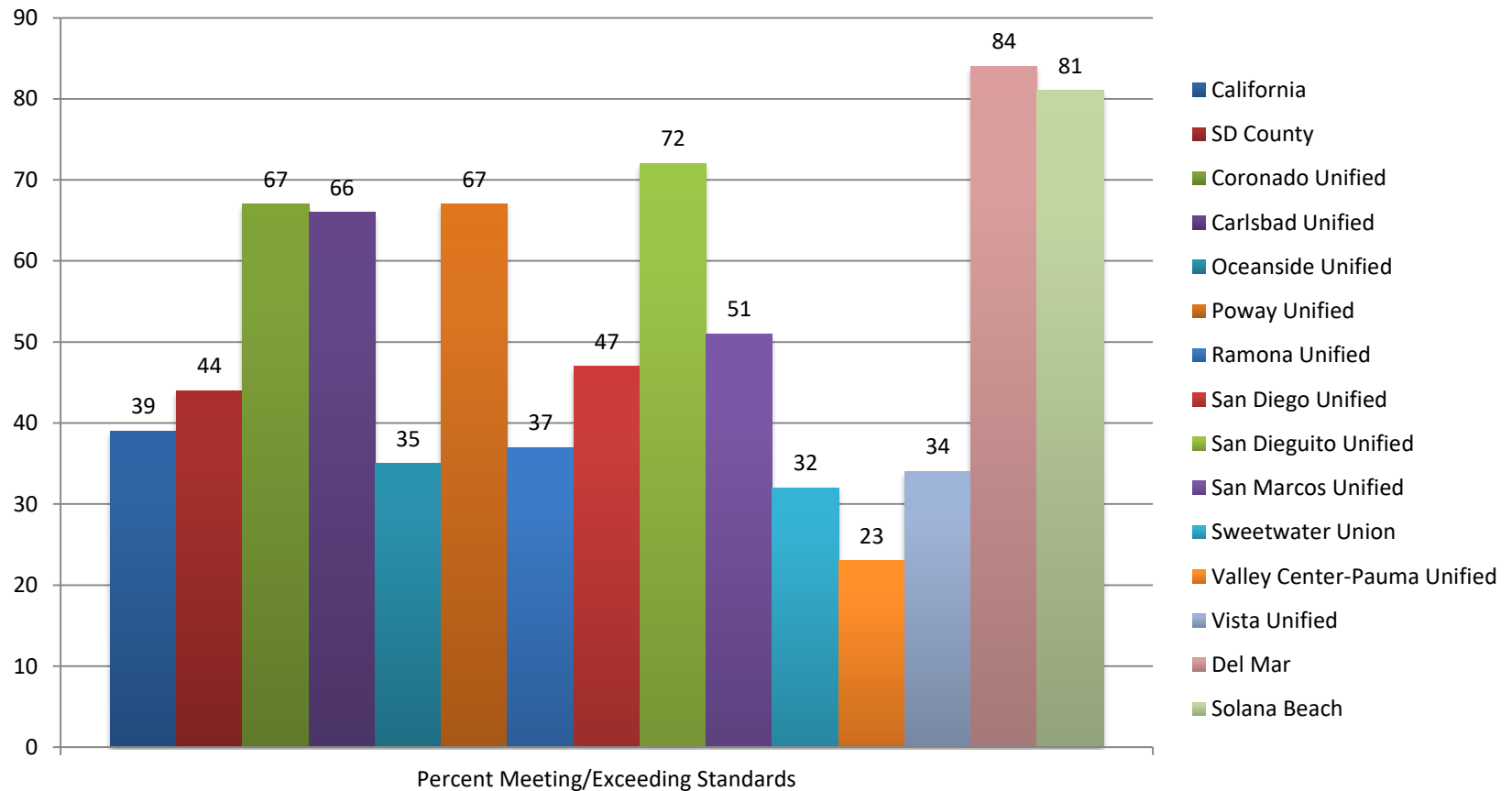
# CUSD CAASPP Overall Achievement School Comparisons - MATH



# CUSD CAASPP Overall Achievement Subgroups - MATH



# 2017 CAASPP Overall Achievement All Students – MATH – Comparison

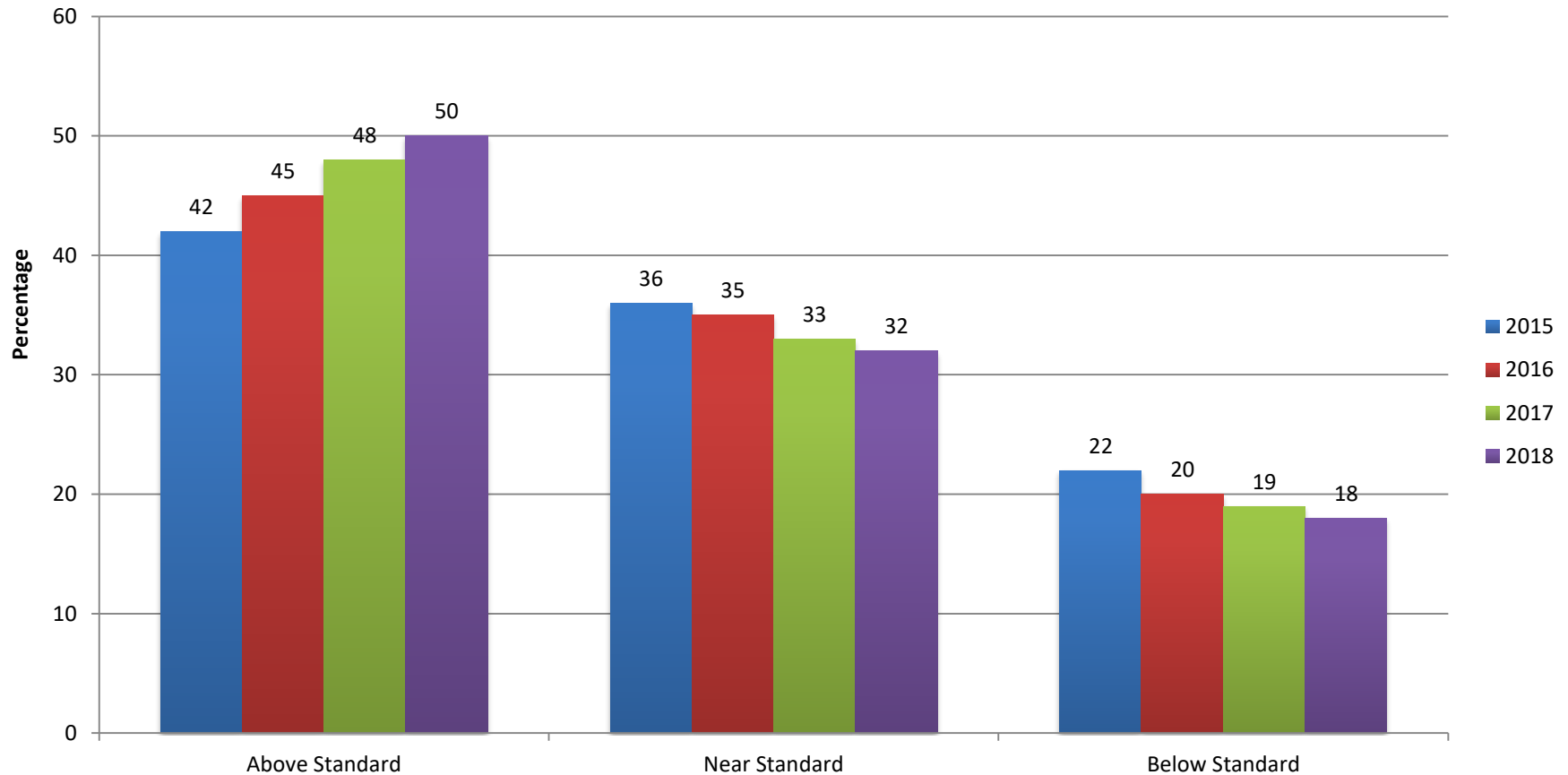




# CUSD - All Students - MATH

## Concepts and Procedures

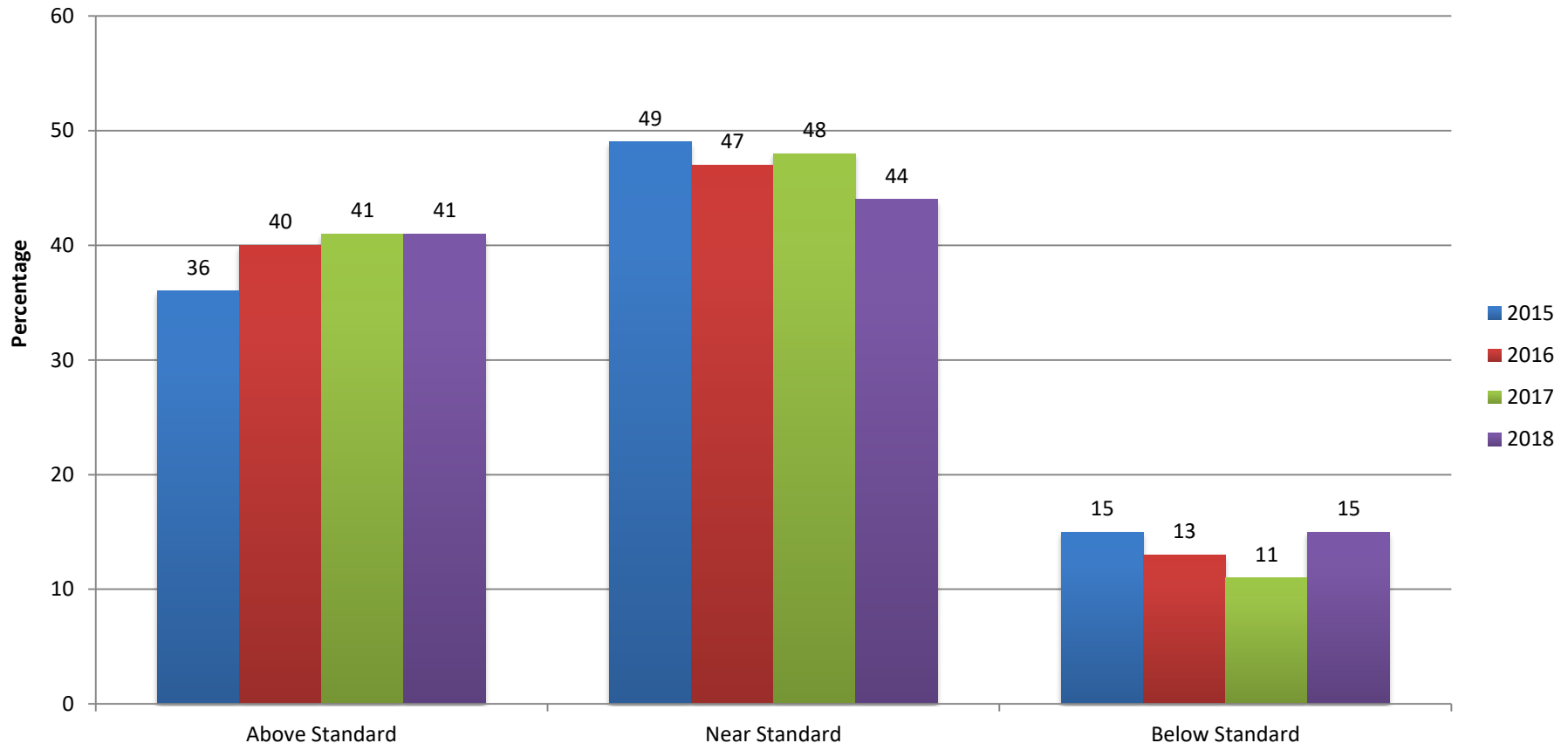
How well do students use mathematical rules and ideas?



# CUSD - All Students - MATH

## Problem Solving & Modeling/Data Analysis

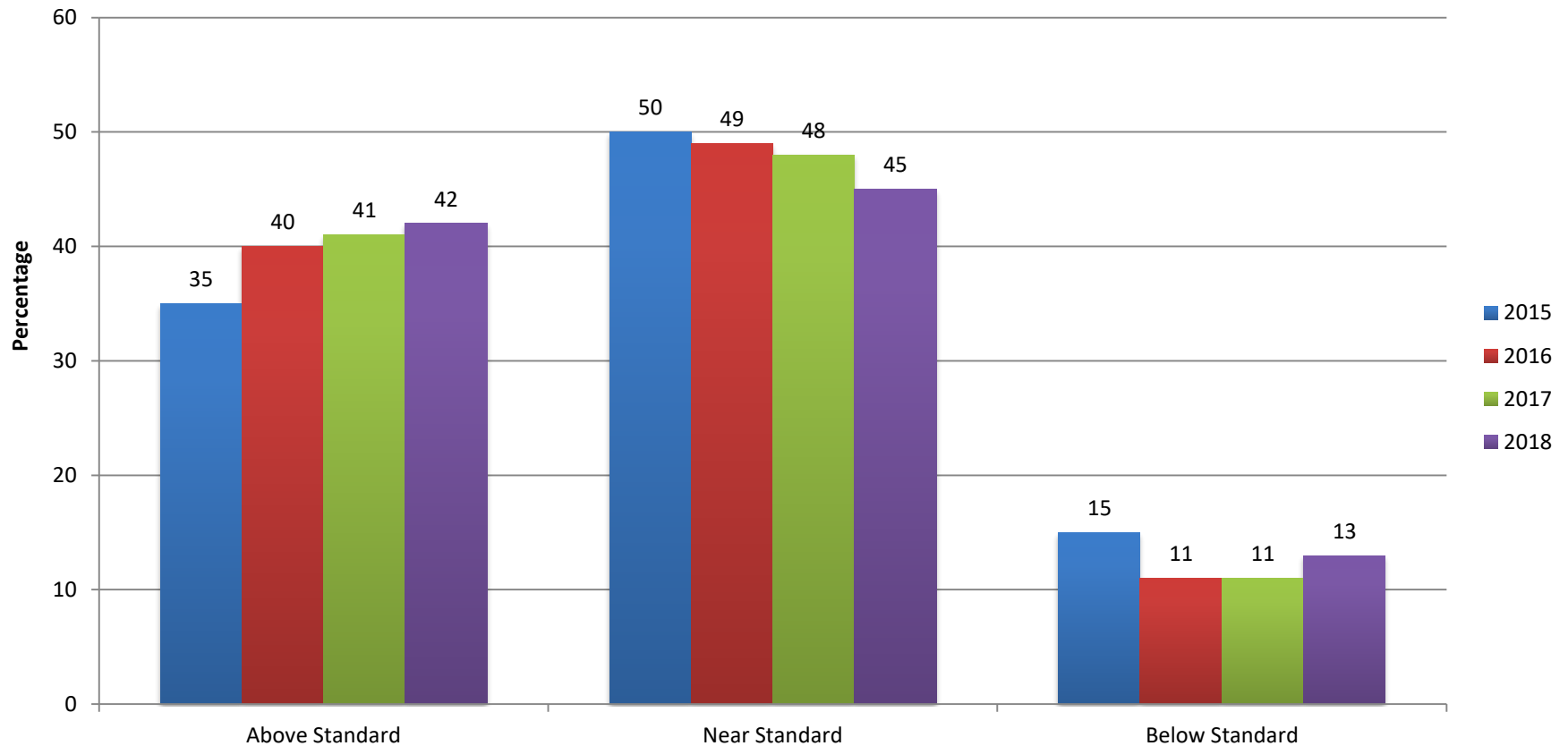
Using appropriate tools and strategies to solve real world and mathematical problems



# 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

### Concepts and Procedures Claim

Overall increase in Math performance by 1%

Continued growth in Math performance by the Special Education and Economically Disadvantaged populations

Grade 4 had the highest Math performance at 75%, followed by grade 8 at 73% and grade 7 at 71%

Grade 5>6 cohort had 9% growth  
Grade 6>7 cohort had 7% growth  
Grade 7>8 cohort had 2% growth  
Grade 8>11 cohort had 2% growth

## FOCUS AREAS

### Communicating Reasoning Claim

### Problem Solving and Data Analysis Claim

Special Education, English Learner and Economically Disadvantaged subgroup performance gap

Grade 11 had a decrease in performance by 2%

Grade 4>5 cohort had an 1% decrease

# Implications on our LCAP . . .

## English Language Arts

CUSD did not meet the LCAP growth goal of 2% increase in 2018 over 2017. However, in 2017, CUSD increased by 3% and short of our goal by only 1%.

## Mathematics

CUSD did not meet the LCAP growth goal of 2% increase in 2018 over 2017. However, CUSD did increase by 1%.



# 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 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 our struggling learners

Continue to provide professional development relative to the following: math concepts, instructional strategies specific to math (CPM, 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 new STEM READ-I DoDEA grant