

# **CAASPP Results 2017**

## **California Assessment of Student Performance and Progress**

**October 9, 2017**

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# Outcomes

- Overview of ESSA & the State Accountability System
- Data Analysis
- Future Program Planning
- Parent & Community Resources

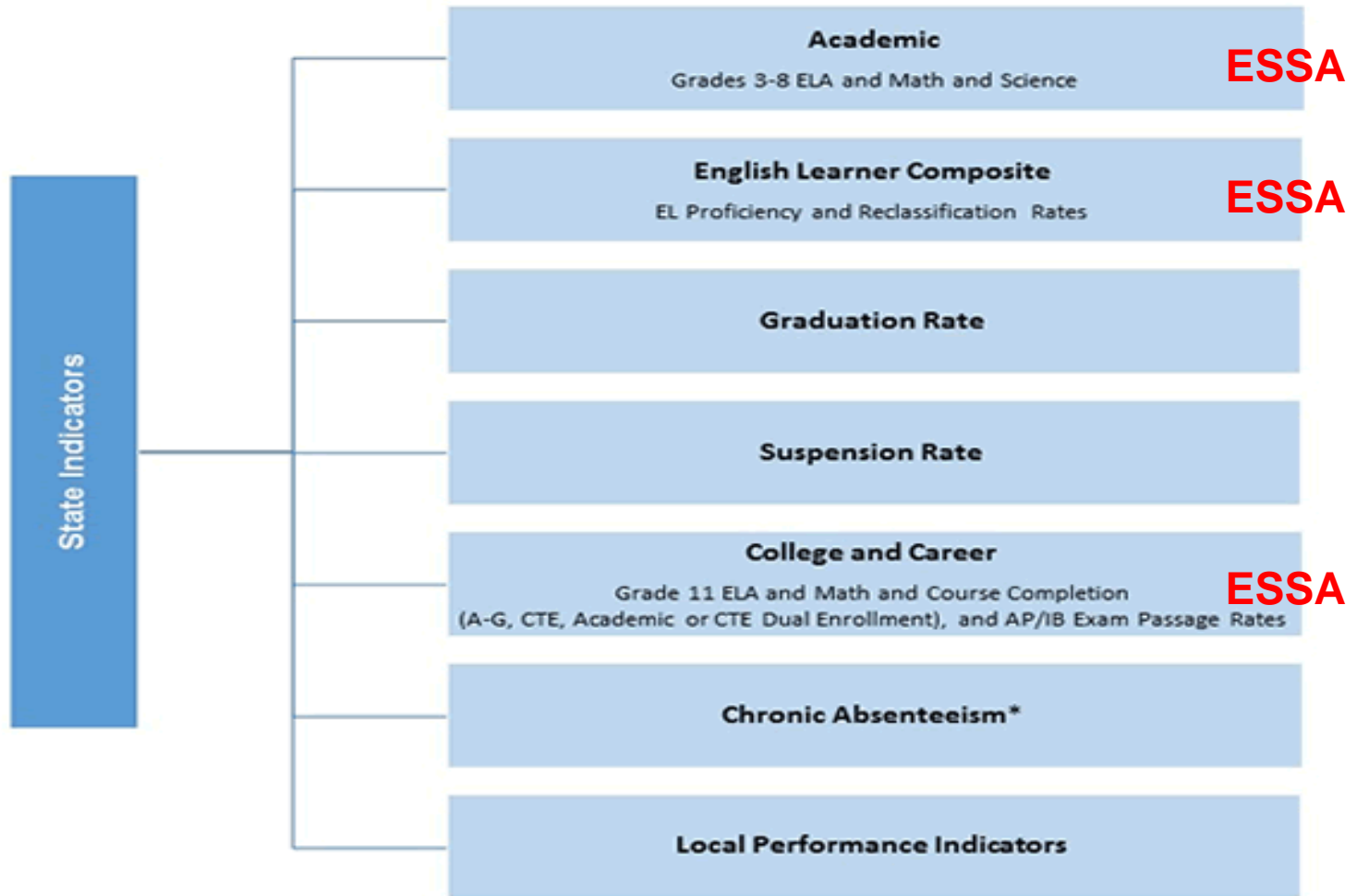
**A quick review...**

**CAASPP=**

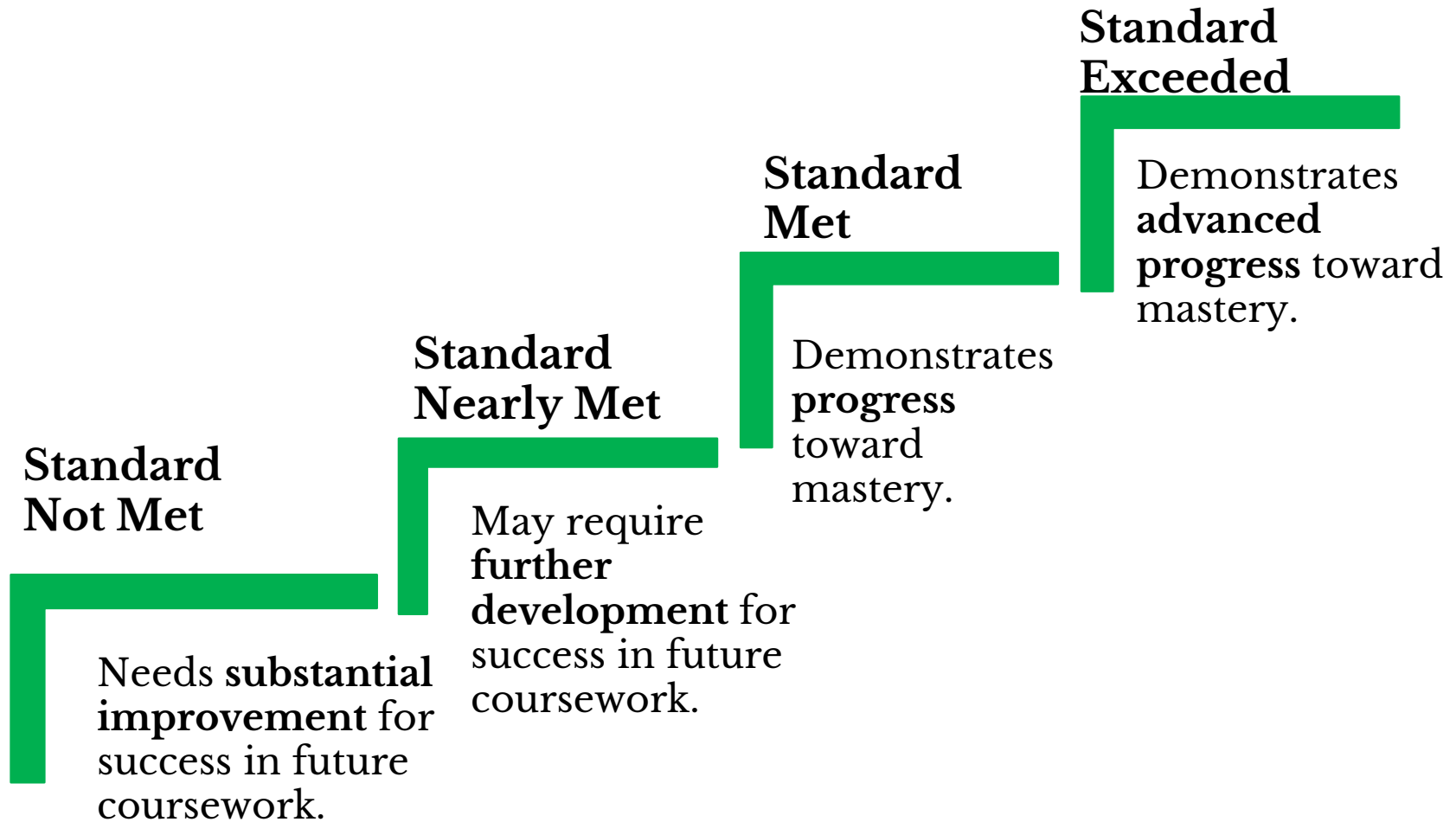
**California Assessment of Student  
Performance and Progress**



# State & ESSA indicators

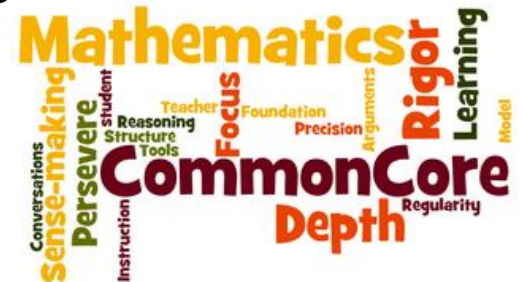


# Achievement Level Descriptors



# Design of Assessments

- Computer-adaptive tests (CAT)
  - Items Included: Selected response, constructed response, technology enhanced
- Performance Task
- Assessment Claims/Targets
- Measures College and Career Readiness
- Given in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade only



# Math SAMPLE

19



Justin is packing a container with books.

- The dimensions of each book are 8 inches by 6 inches by 2 inches.
- The dimensions of the container are 16 inches by 12 inches by 12 inches.
- All of the books and the container are rectangular prisms.

## Part A

How many books can fit in the container if the books are packed so that there is no unused space in the container?

Enter your response in the first response box.

## Part B

Each book weighs 2 pounds. The maximum weight the container can hold is 40 pounds.

What is the greatest number of books that can fit in the container without going over the container's weight limit?

Enter your response in the second response box.

A horizontal bar with five small circles underneath it, indicating the current position in a sequence of questions.

# ELA Sample Item

Read the text. Then answer the questions that follow.

## Moving to the Back of Beyond

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

They had chosen to buy a 900-square-foot cabin under a 250-year-old oak tree in the high chaparral<sup>1</sup> forest out in the back of beyond -- so far away from Los Angeles that you couldn't even see the glow of the lights at night. When I first saw where we were going to live, I vacillated between feeling terrified and excited. This would be an adventure, for sure. But this was no camping trip where you could go home to civilization after a few days of roughing it; this *was* home, and roughing it was the new normal.

On move-in day, we drove fifteen miles out from Antelope Valley -- where the nearest

1

The reader can conclude that the narrator is open to living at "the back of beyond" and accepts her new life there. Click **three** sentences that **best** support this conclusion.

Our new home consisted of one bedroom, one bathroom, and one big room for everything else. A fireplace in the corner of the big room would be our sole source of heat in the winter. A swamp box (cooler) would blow a breeze over a big damp pad to keep us cool all summer, or so my father said. But it was early autumn that day, and the temperature was perfect in the shade of the oak tree. Our oak tree, I thought; I was settling in.

Mom wiped a layer of grime off the kitchen counter and muttered about getting a bottle of bleach on our next trip into town. That was the beginning of an important lesson about living in the back of beyond: you don't just zip over to the local convenience store anytime you need something out here. You have to make a careful list and check it twice so that you don't forget anything, because anywhere is a long way from here.

On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks. I wondered what else I might find deeper and higher in the canyon. Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills. To my surprise, I found I couldn't wait to see them. All of them. I felt my feet taking root in the earth, claiming this place as home.



# MDUSD Achievement

## ● ELA

- Wren	+9%
- Woodside	+9%
- Strandwood	+5%
- Pine Hollow	+8%
- Diablo View	+4%
- Mt. Diablo High	+10%

## ● Mathematics

- Mt. View	+9%
- Valhalla	+7%
- Cambridge	+5%
- Delta View	+5%
- Woodside	+5%
- Pine Hollow	+5%
- Ygnacio Valley	+7%
- Mt. Diablo High	+5%



# Perfect Scores

## ELA/Math

- 3<sup>rd</sup> Grade: ELA=17    Math=20
- 4<sup>th</sup> Grade: ELA=32    Math= 24
- 5<sup>th</sup> Grade: ELA=33    Math=20
- 6<sup>th</sup> Grade: ELA=43    Math=21
- 7<sup>th</sup> Grade: ELA=40    Math=31
- 8<sup>th</sup> Grade: ELA=37    Math=17
- 11<sup>th</sup> Grade: ELA=80    Math=15

## Both Content Areas

- 3<sup>rd</sup> Grade =4
- 4<sup>th</sup> Grade =8
- 5<sup>th</sup> Grade =5
- 6<sup>th</sup> Grade =9
- 7<sup>th</sup> Grade =14
- 8<sup>th</sup> Grade =17
- 11<sup>th</sup> Grade =8



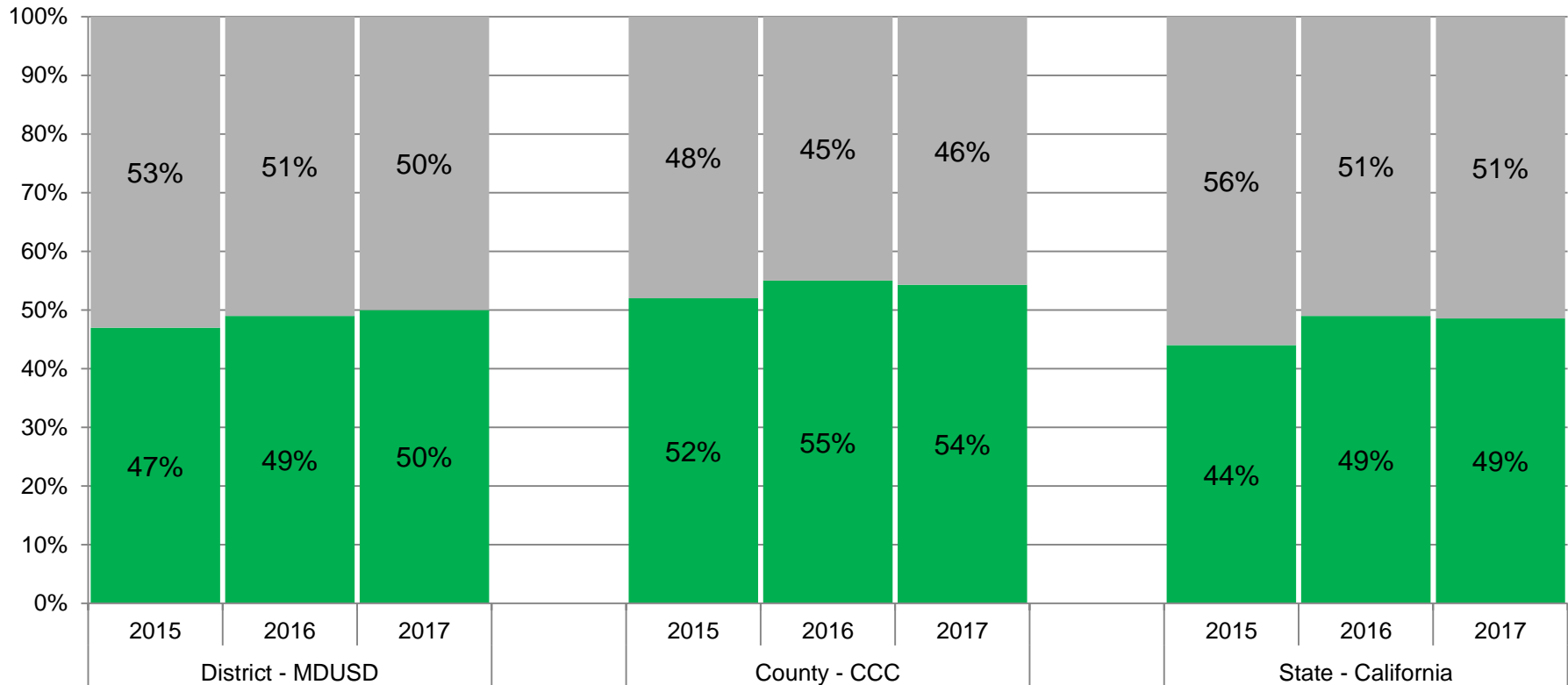
# MDUSD 2017 DATA



# CAASPP Results ELA

## District-County-State Comparison

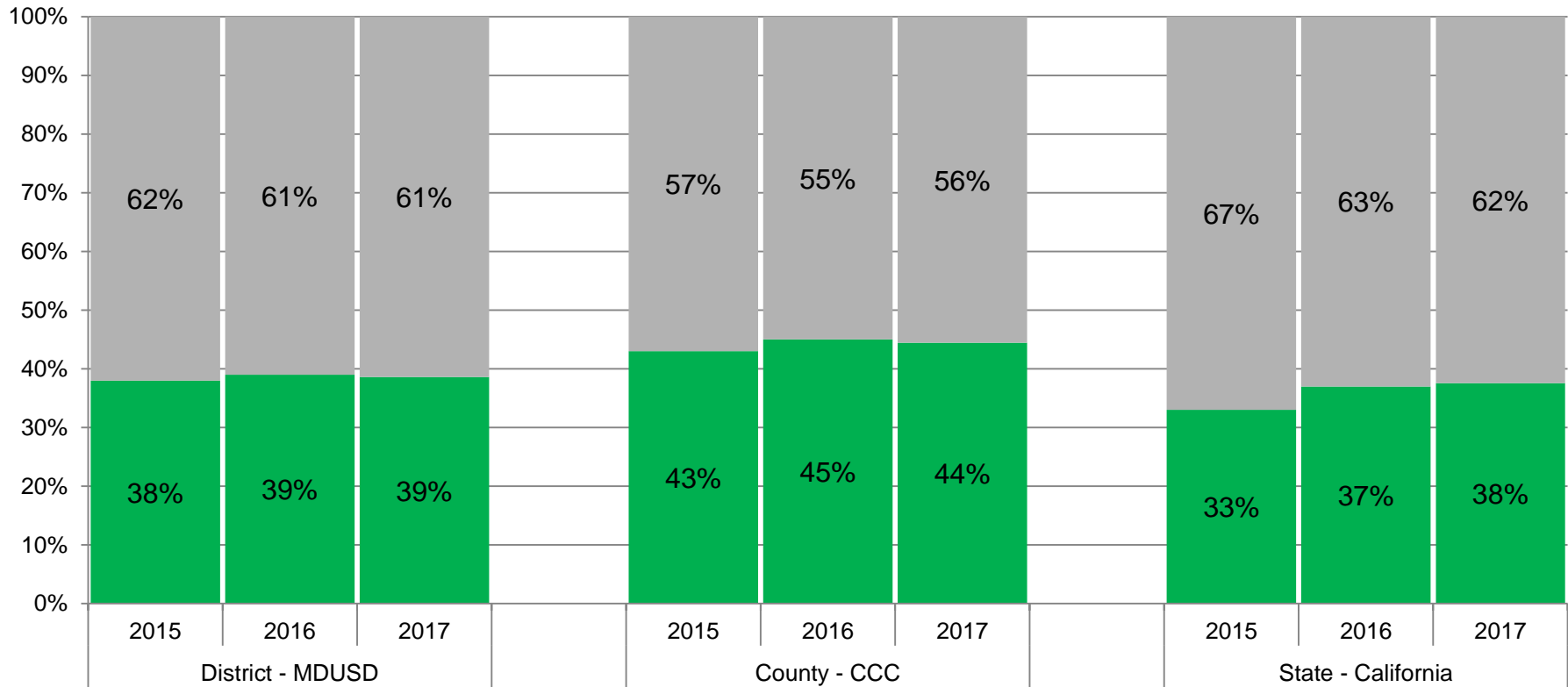
■ Standard Met or Exceeded    ■ Standard Not Met or Nearly Met



Student Group	# of Students with Scores		
	2015	2016	2017
District – MDUSD	16,628	16,901	16,671
County – CCC	89,883	91,138	91,922
State – California	3,173,079	3,196,619	3,206,556

# CAASPP Results Math District-County-State Comparison

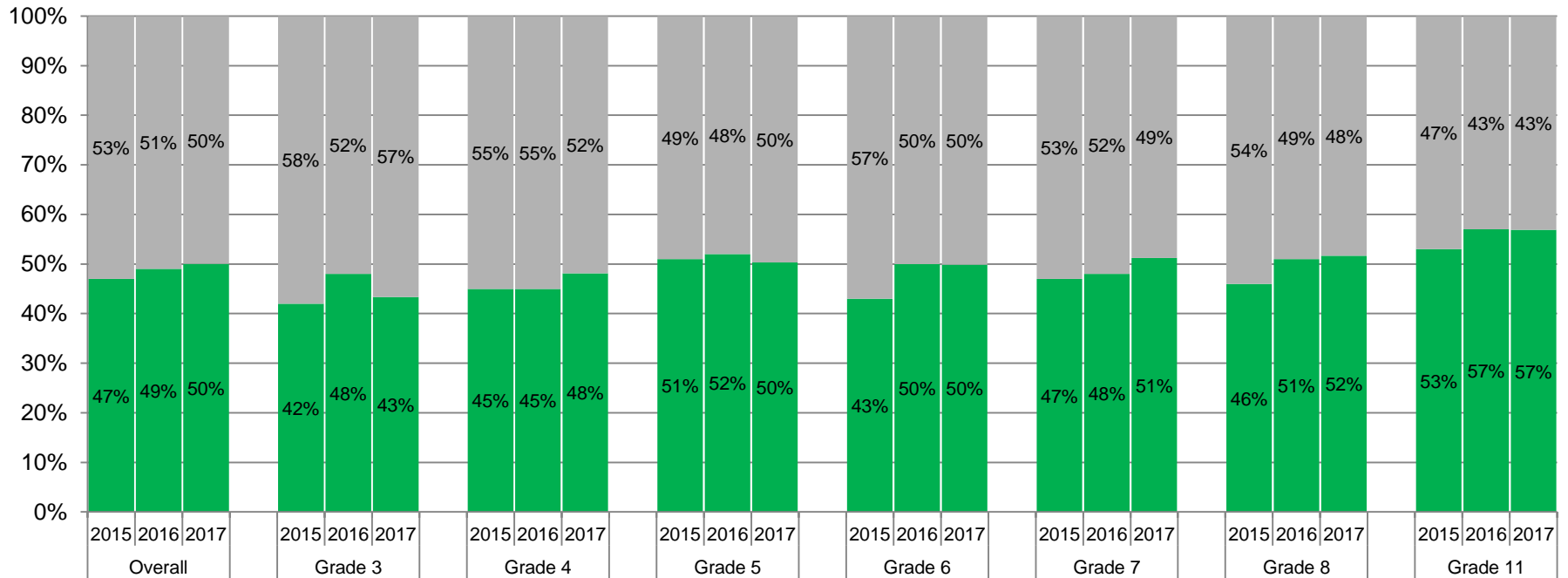
■ Standard Met or Exceeded    ■ Standard Not Met or Nearly Met



Student Group	# of Students with Scores		
	2015	2016	2017
District – MDUSD	16,612	16,882	16,734
County – CCC	89,740	91,286	92,151
State – California	3,179,246	3,204,822	3,218,106

# CAASPP Results ELA by Grade

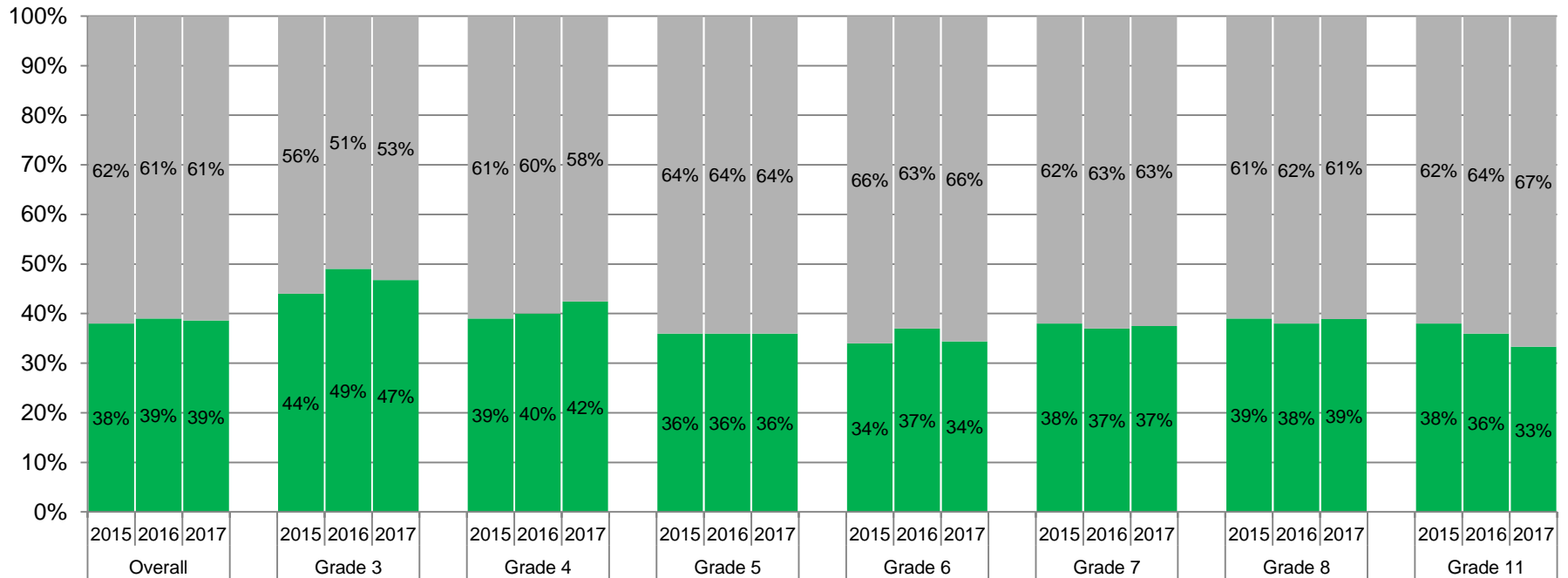
■ Standard Met or Exceeded    ■ Standard Not Met or Nearly Met



Student Grade	# of Students with Scores		
	2015	2016	2017
Overall	16,628	16,901	16,671
Grade 3	2,669	2,531	2,387
Grade 4	2,510	2,687	2,498
Grade 5	2,526	2,504	2,658
Grade 6	2,414	2,466	2,389
Grade 7	2,433	2,436	2,424
Grade 8	2,406	2,454	2,389
Grade 11	1,670	1,823	1,926

# CAASPP Results Math by Grade

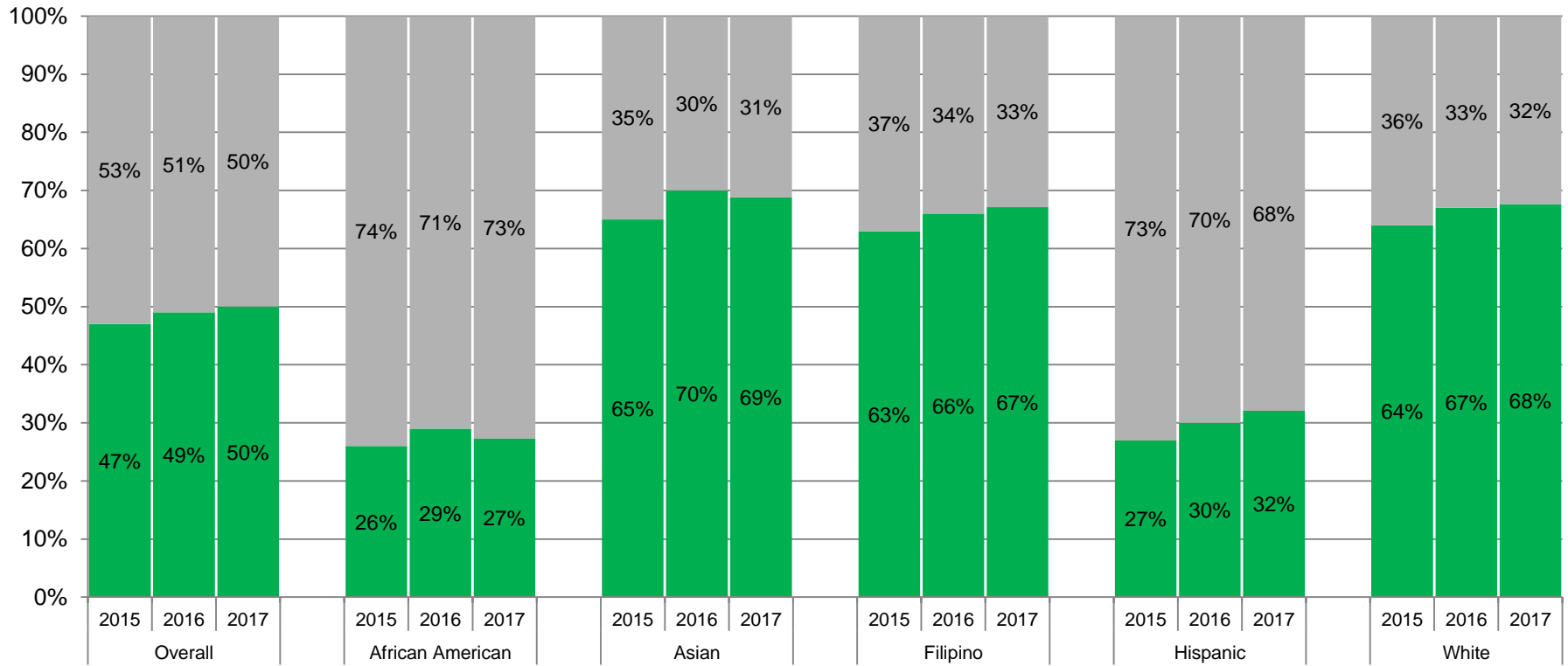
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Student Grade	# of Students with Scores		
	2015	2016	2017
Overall	16,612	16,916	16,734
Grade 3	2,660	2,535	2,400
Grade 4	2,515	2,685	2,512
Grade 5	2,528	2,505	2,670
Grade 6	2,426	2,477	2,398
Grade 7	2,448	2,445	2,428
Grade 8	2,407	2,460	2,409
Grade 11	1,628	1,809	1,917

# CAASPP Results ELA by Ethnicity

■ Standard Met or Exceeded   ■ Standard Not Met or Nearly Met



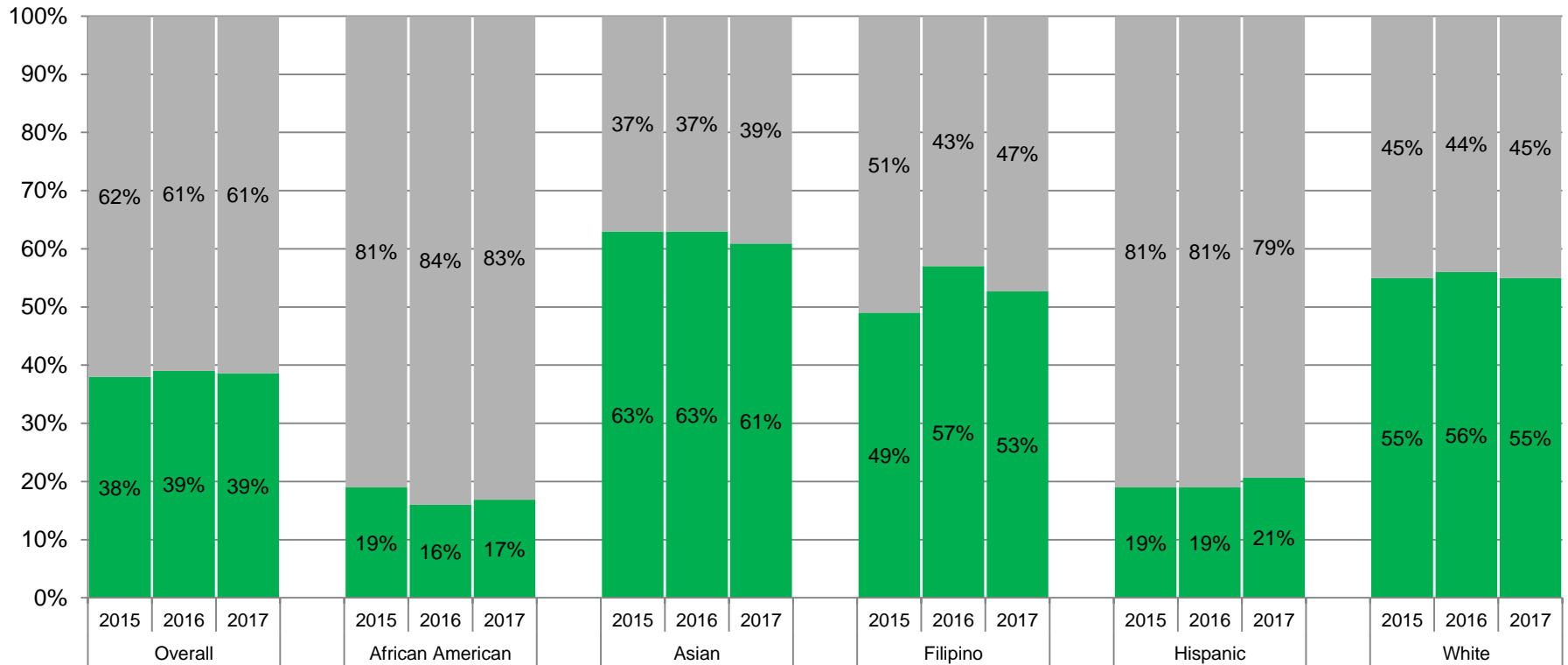
Student Group	# of Students with Scores		
	2015	2016	2017
Overall	16,628	16,901	16,671
African American	698	645	627
Asian	1,240	1,298	1,218
Filipino	828	845	745
Hispanic	6,776	6,946	7,054
White	6,032	5,906	5,373

Data Source: CDE DataQuest



# CAASPP Results Math by Ethnicity

■ Standard Met or Exceeded   ■ Standard Not Met or Nearly Met

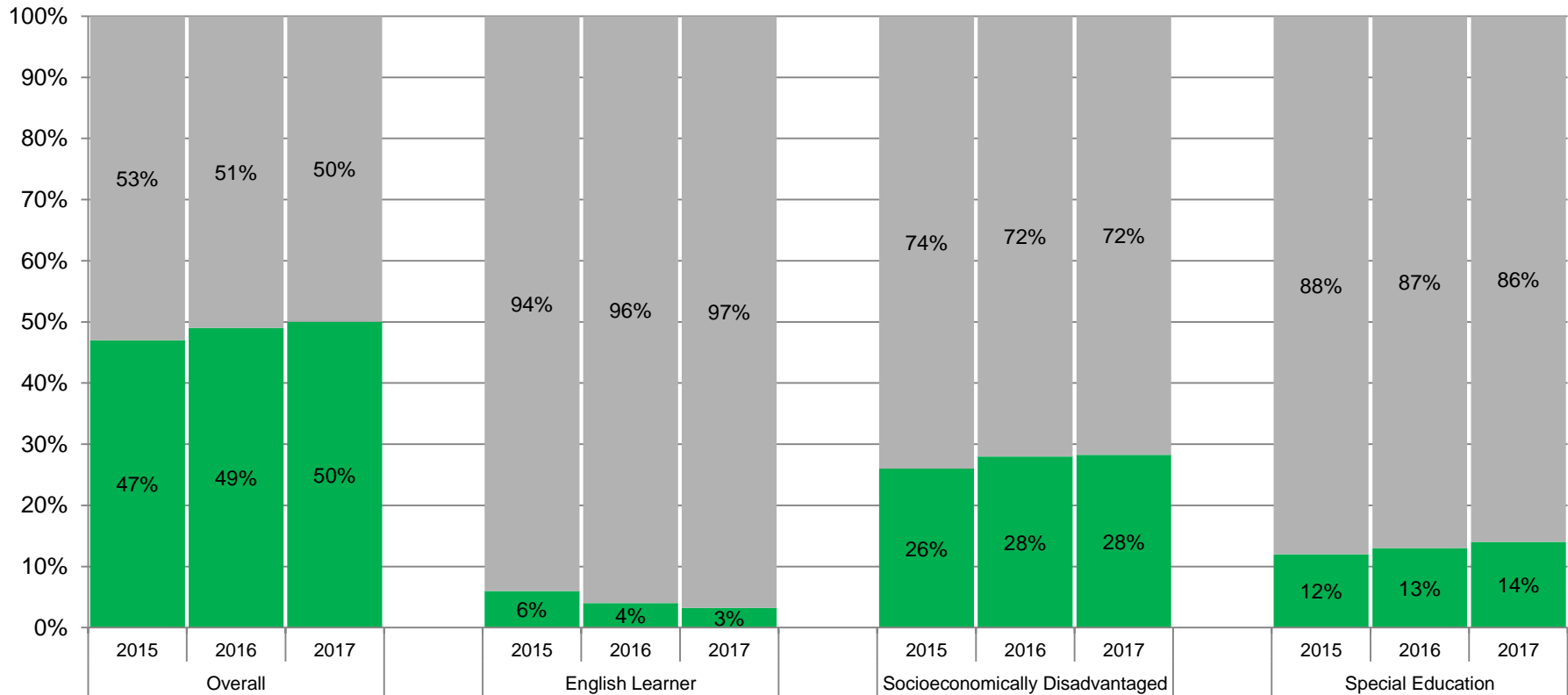


Student Group	# of Students with Scores		
	2015	2016	2017
Overall	16,612	16,916	16,734
African American	686	646	622
Asian	1,249	1,300	1,231
Filipino	831	844	744
Hispanic	6,784	6,983	7,105
White	6,007	5,871	5,370

Data Source: CDE DataQuest

# CAASPP Results ELA by Program

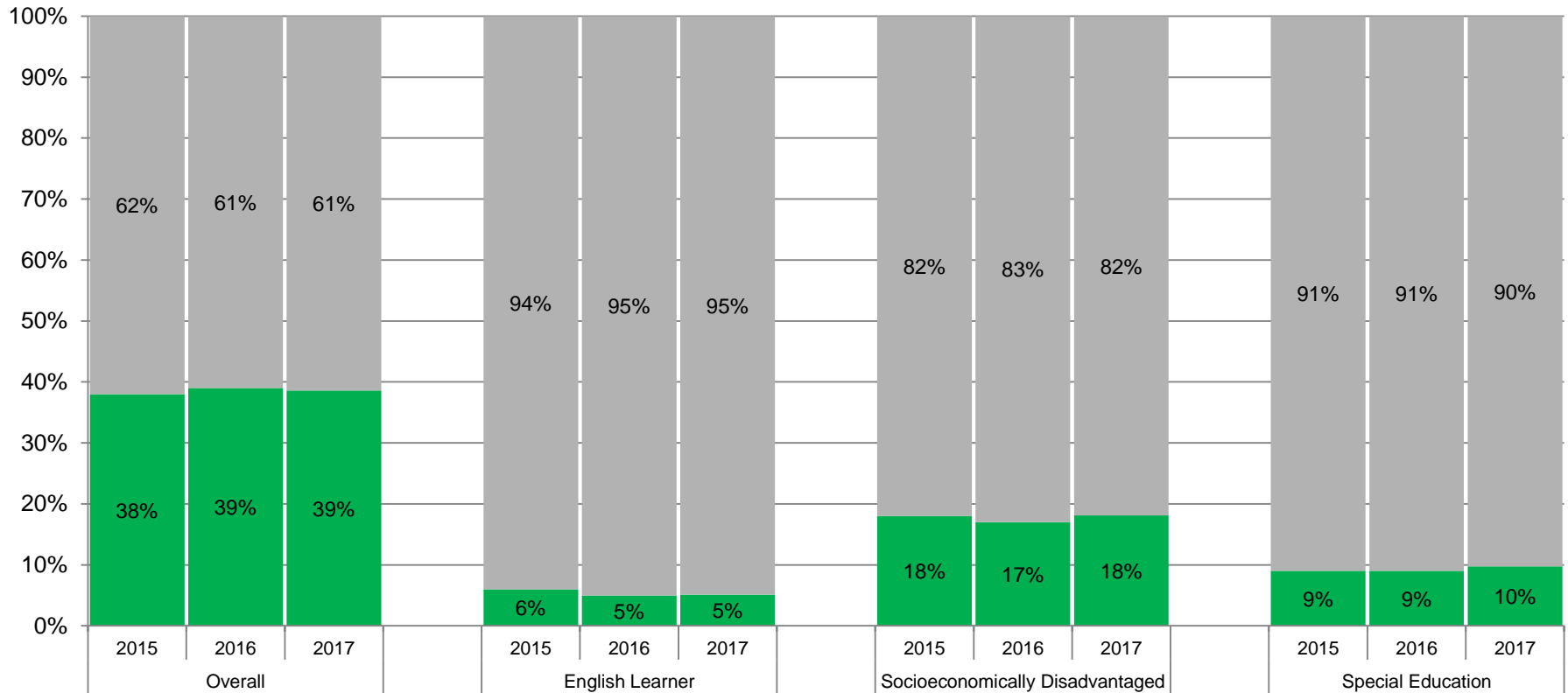
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Student Group	# of Students with Scores		
	2015	2016	2017
Overall	16,628	16,901	16,671
English Learner	3,141	2,941	2,910
Socioecon. Disadvantaged	7,715	7,580	7,551
Special Education	1,694	1,745	1,774

# CAASPP Results Math by Program

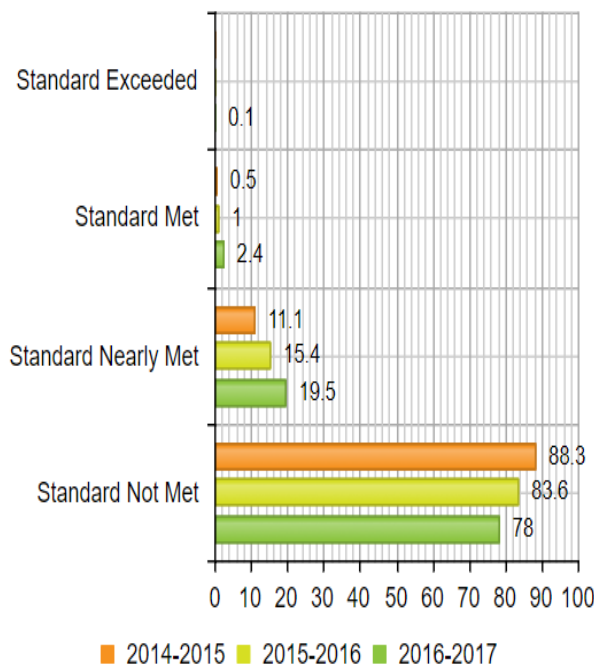
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Student Group	# of Students with Scores		
	2015	2016	2017
Overall	16,612	16,916	16,734
English Learner	3,194	2,997	3,011
Socioecon. Disadvantaged	7,705	7,614	7,613
Special Education	1,677	1,737	1,772

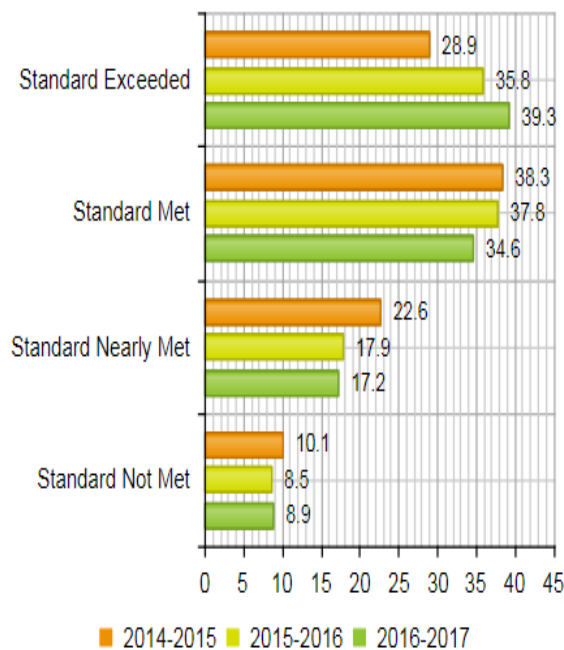
# More to the Story for English Learners (2014-2017)

% Students at Level



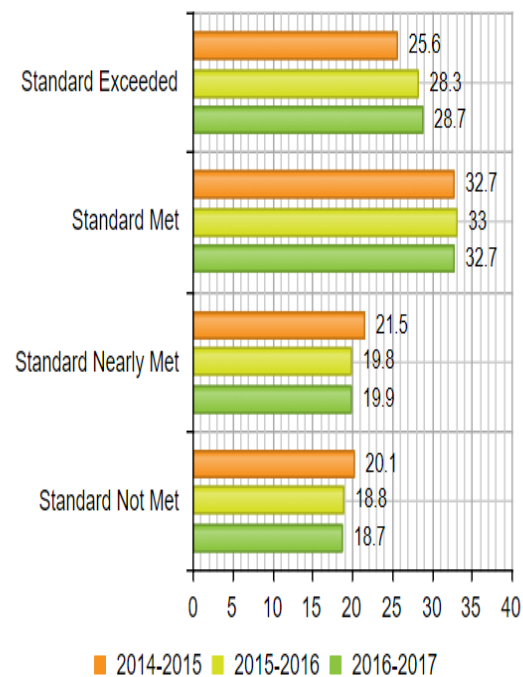
English Learners

% Students at Level



R- FEP Students

% Students at Level



English Only

# What worked?

- Training in data analysis
- Instructional use of iReady
- Focus on priority standards
- Number Talks
- Professional Learning Communities
- Student Conferences
- English Learner Review Teams
- Expansion of school climate and PBIS
- Counseling support



# Future program planning

- Priority standards identification
- Common data protocol process
- Formative assessments & data analysis
- Expand Number Talks & use of Performance Tasks
- Expand use of Instruction Standards Mastery (iSMs)
- Include targeted strategies for students groups in PD





## CAASPP Resources for Parents

### Assessment, Research & Evaluation

[Assessment, Research and Evaluation](#)

[2017-2018 Testing, Assessment and Reporting Calendars](#)

[3-Year Assessment Plan](#)

[California Assessment of Student Performance and Progress \(CAASPP\)](#)

[CAASPP Resources for Parents](#)

[California High School Exit Exam](#)

[California School Dashboard EADMS](#)

### 2016 CAASPP RESULTS BOARD PRESENTATION

Click to view Power Point presentation from 9/26/16 board meeting.



### California Assessment of Student Performance and Progress (CAASPP) Results

Individual student score reports from the 2016-17 administration of the California Assessment of Student Performance and Progress were mailed home in early September. If you need assistance with your student's report call Linda Savre at 682-8000 x4135. Click here to see state, district and school results.



### Parent Resources

- 2016-17 CAASPP Student Reports
  - [Sample CAASPP Student Score Report](#)
  - [Sample California Alternate Assessment \(CAA\) Student Score Report](#)
    - **NEW** [Understanding the CAA Student Score Report](#) External link opens in new window or tab. (Video; 4:48) Explains the new CAA Student Score Report for 2017.
- **Understanding Your Student Score Report.** These guides are a one-page resource for parents and guardians to help understand the student score reports. These guides are available in English, Spanish, Armenian (Eastern), Chinese (simplified and traditional), Hmong, Korean, Pilipino (Tagalog), Punjabi, Russian, and Vietnamese..
  - [Grade 3 \(English\) \(Spanish\) \(Other translations\)](#)
  - [Grades 4, 6, 7 \(English\) \(Spanish\) \(Other translations\)](#)
  - [Grades 5,8 \(English\) \(Spanish\) \(Other translations\)](#)
  - [Grade 10 \(English\) \(Spanish\) \(Other translations\)](#)
  - [Grade 11 \(English\) \(Spanish\) \(Other translations\)](#)
- The **Parent Guide to Understanding the Smarter Balanced Summative Assessments** provides an overview of the CAASPP ELA and math assessment and includes sample questions to help understand the categories students are assessed on:
  - [Grade 3 - 5 Parent Guide \(English\) \(Spanish\)](#)
  - [Grade 6 - 8 Parent Guide \(English\) \(Spanish\)](#)
  - [Grade 11 Parent Guide \(English\) \(Spanish\)](#)
- [California's Test Guide Score Web Site](#) External link opens in new window or tab. – Users can view sample test items for the Smarter Balanced Summative Assessments for for English language arts/literacy (ELA) and mathematics by grade and achievement level (i.e., the kinds of questions that students at different levels of achievement would likely answer correctly.)



# Thank you!

