

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

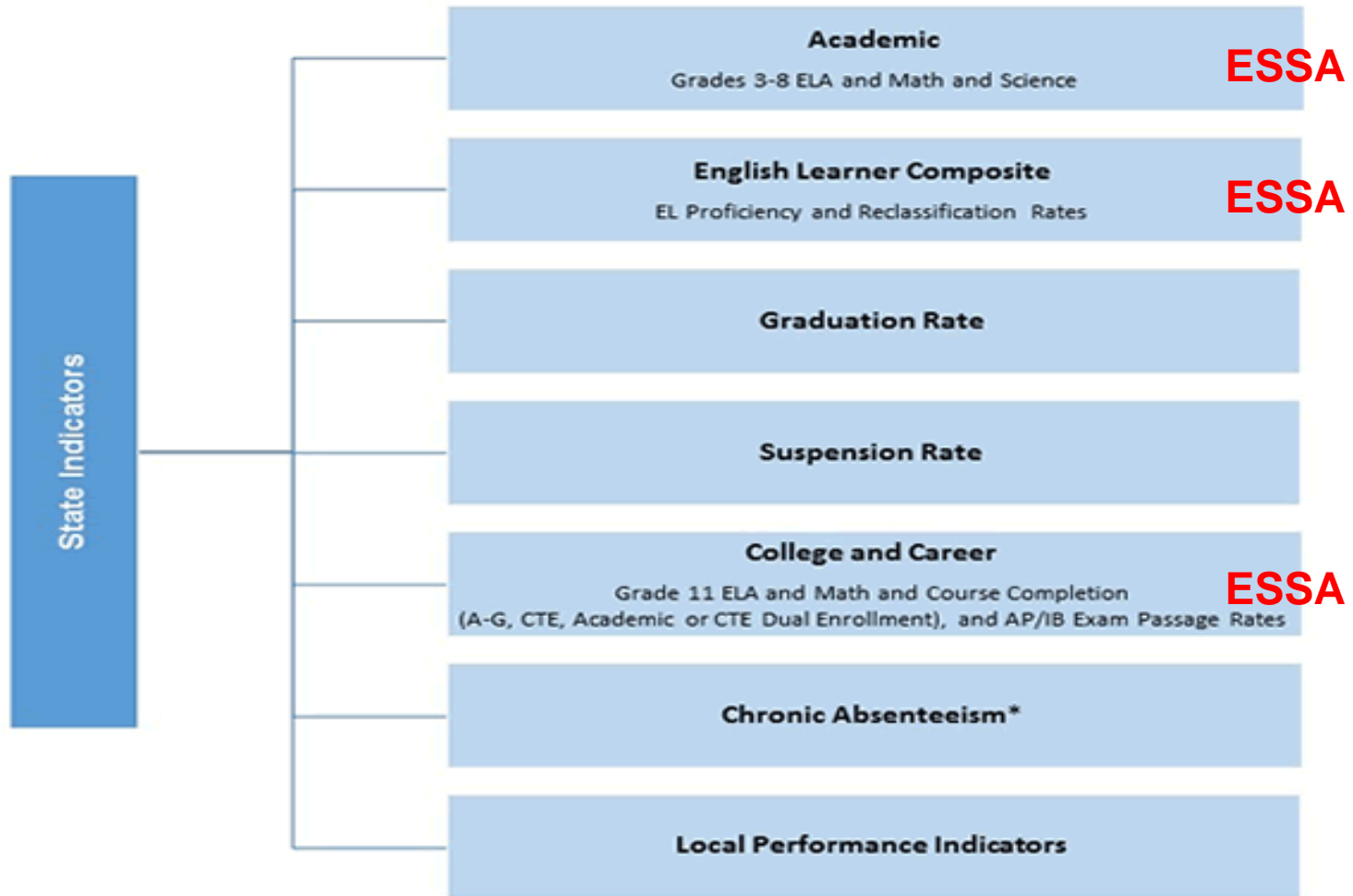
A quick review...

CAASPP=

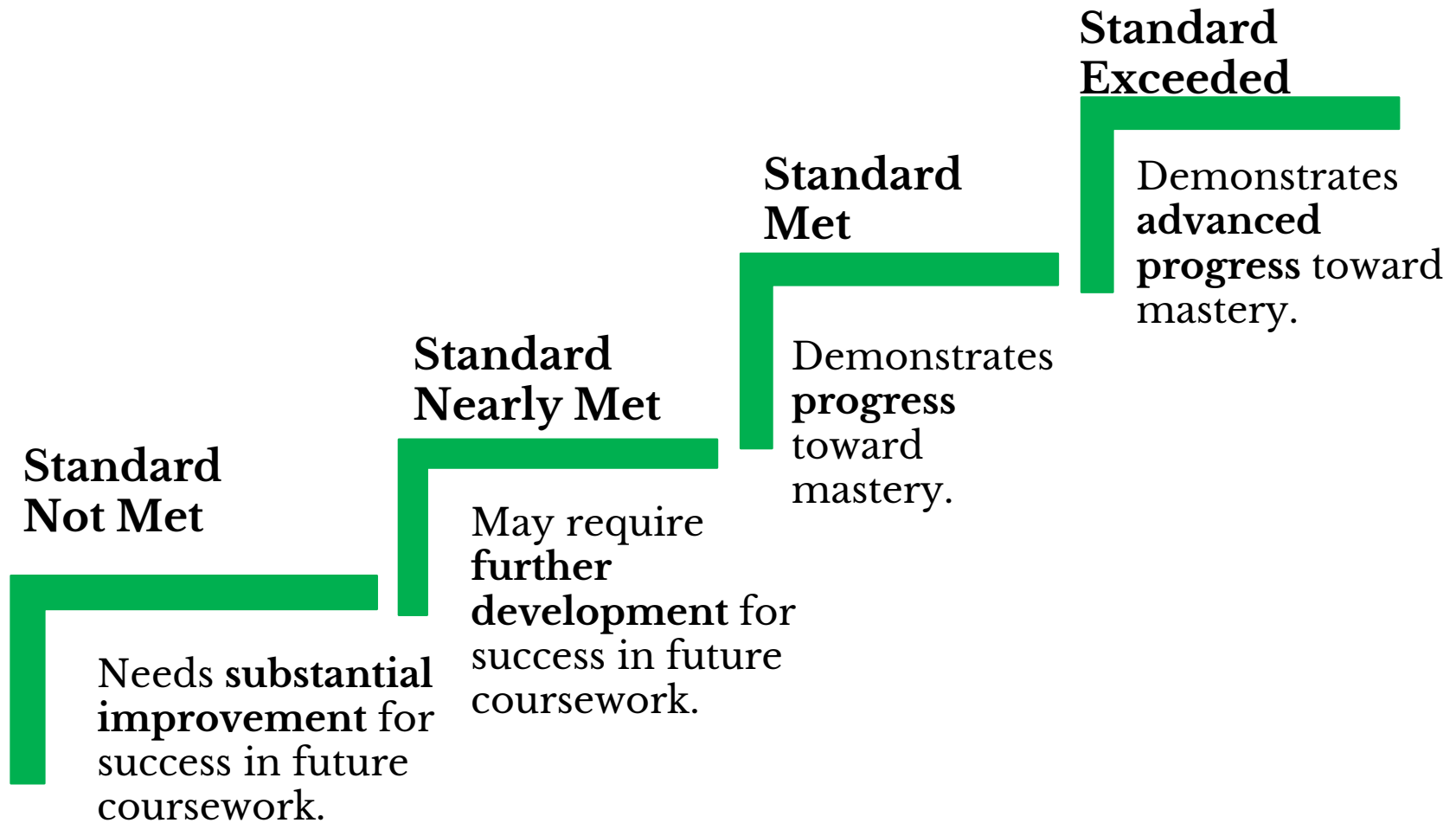
**California Assessment of Student
Performance and Progress**



State & ESSA indicators

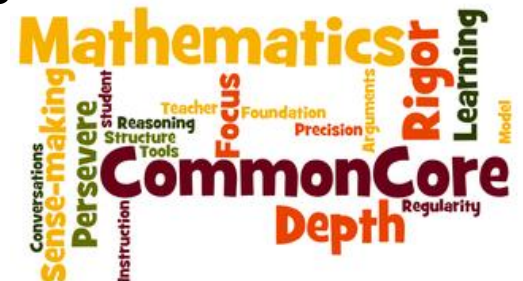


Achievement Level Descriptors



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 3rd-8th, 11th 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.

ELA Sample Item



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.



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 chaparral¹ 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

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

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

Both Content Areas

- 3rd Grade =4
- 4th Grade =8
- 5th Grade =5
- 6th Grade =9
- 7th Grade =14
- 8th Grade =17
- 11th Grade =8



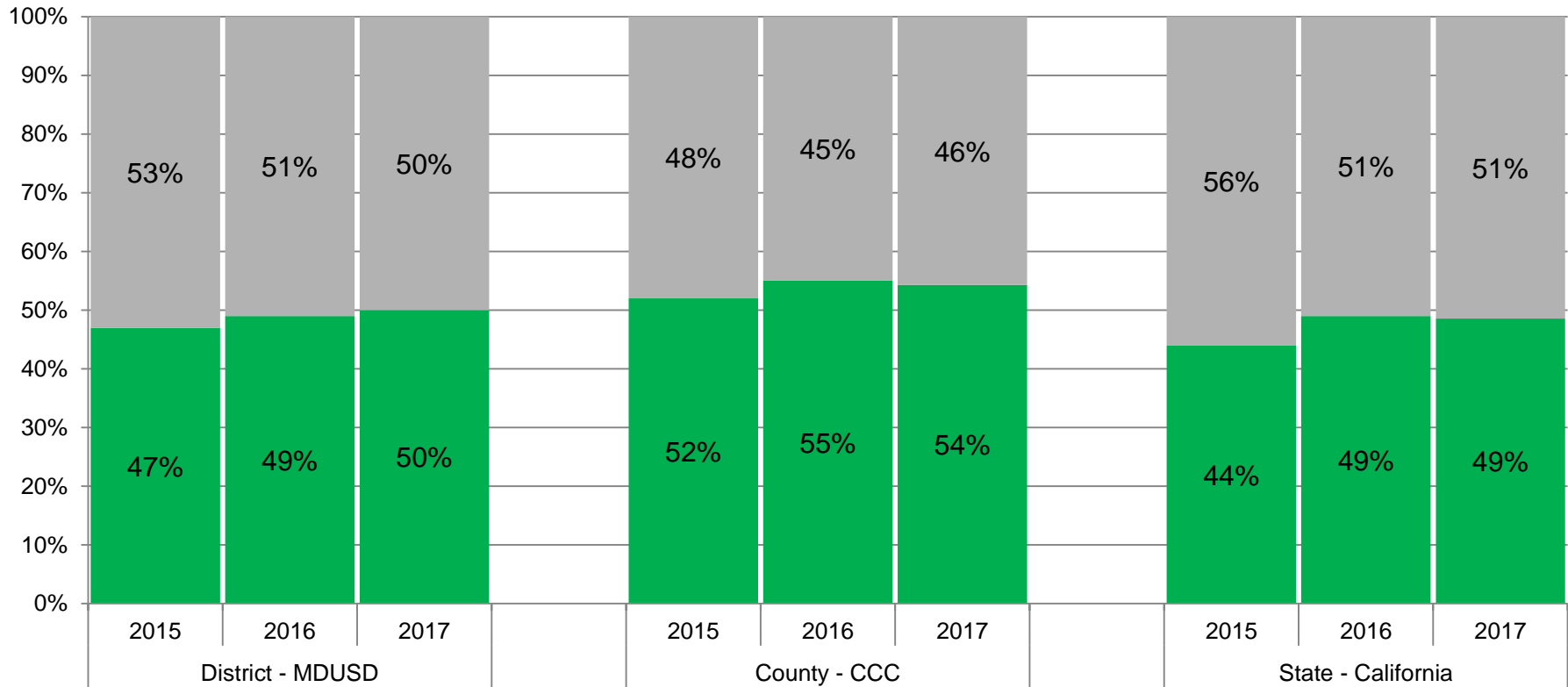
MDUSD 2017 DATA



CAASPP Results ELA

District-County-State Comparison

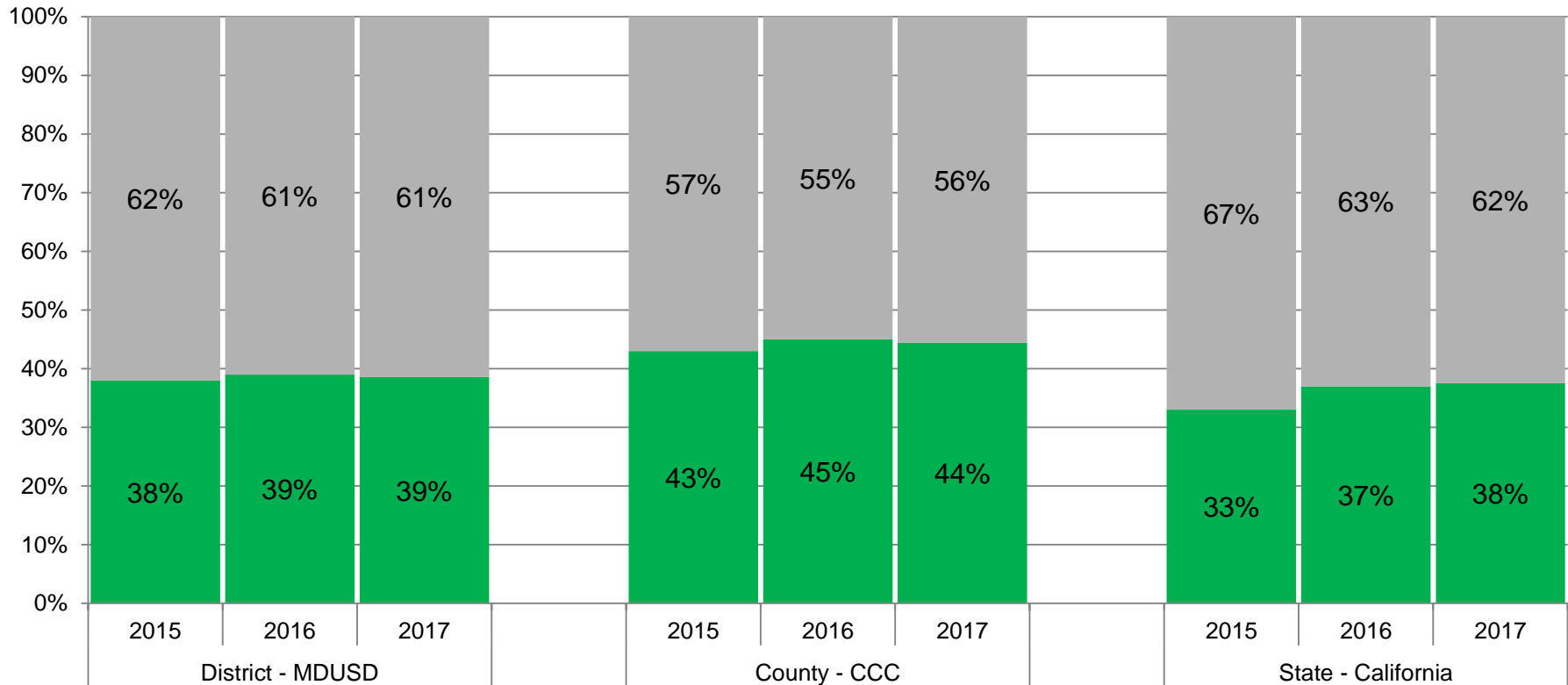
■ Standard Met or Exceeded ■ Standard Not Met or Nearly Met



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

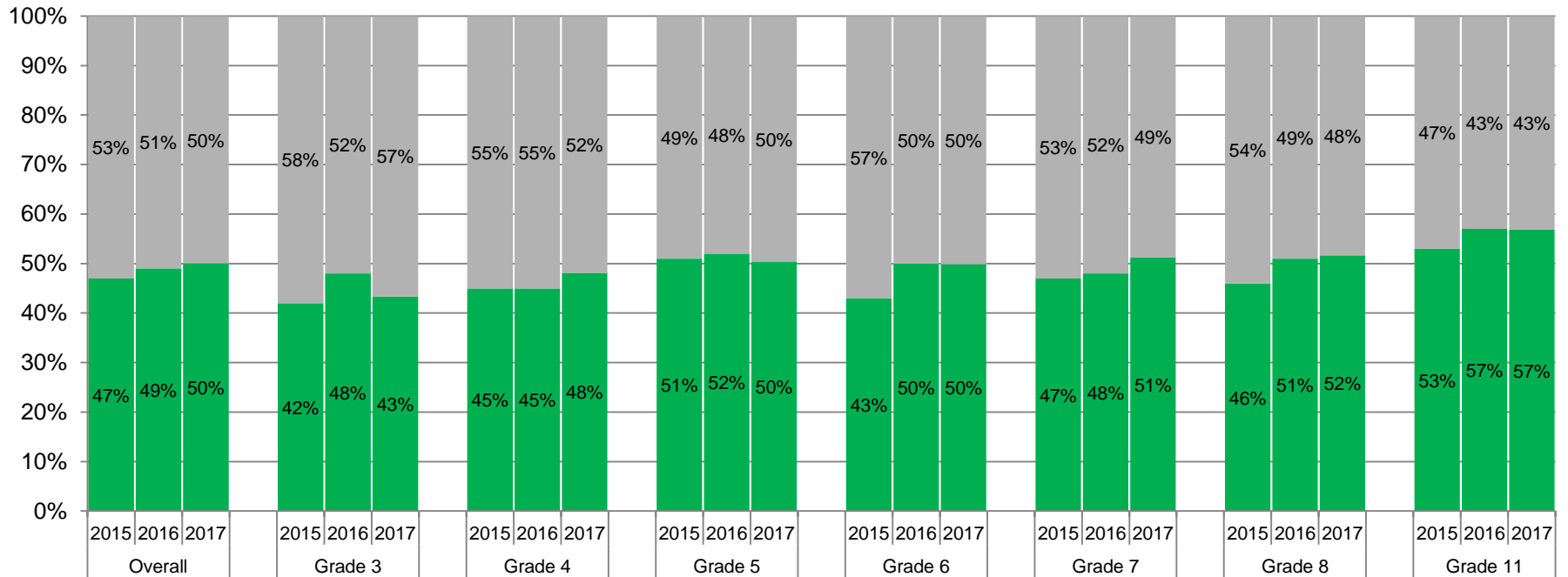
■ Standard Met or Exceeded ■ Standard Not Met or Nearly Met



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

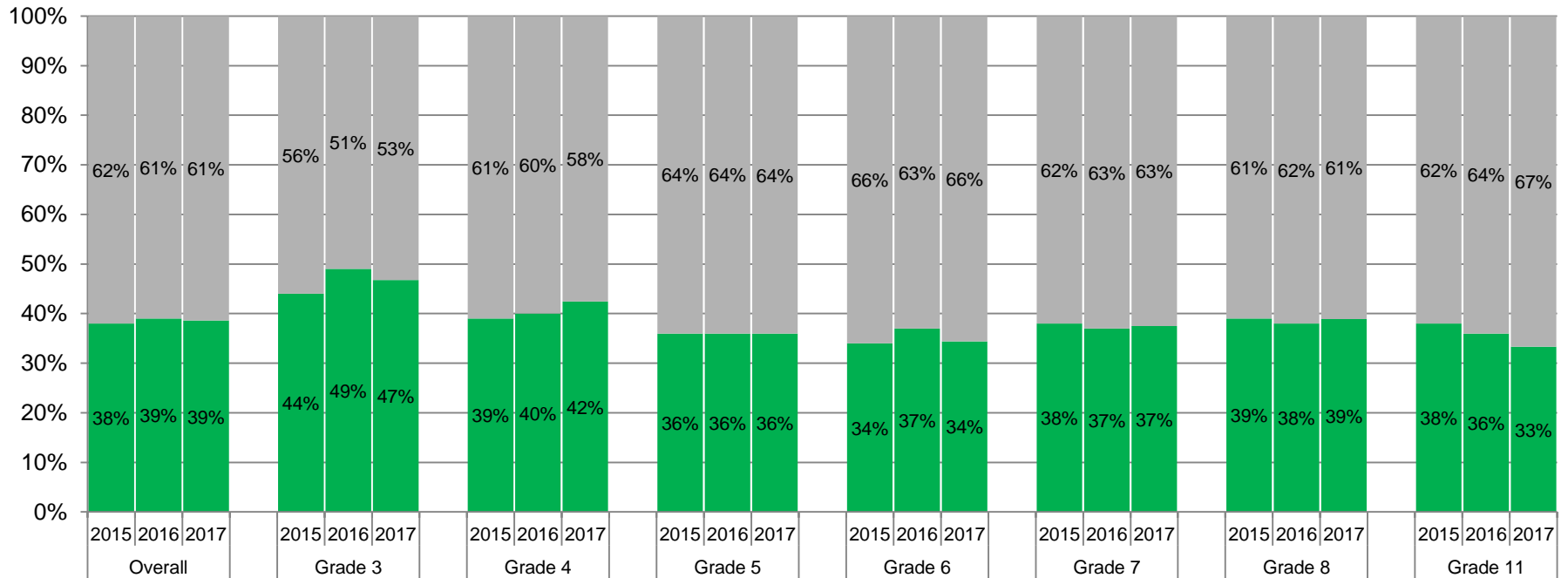
■ Standard Met or Exceeded ■ Standard Not Met or Nearly Met



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

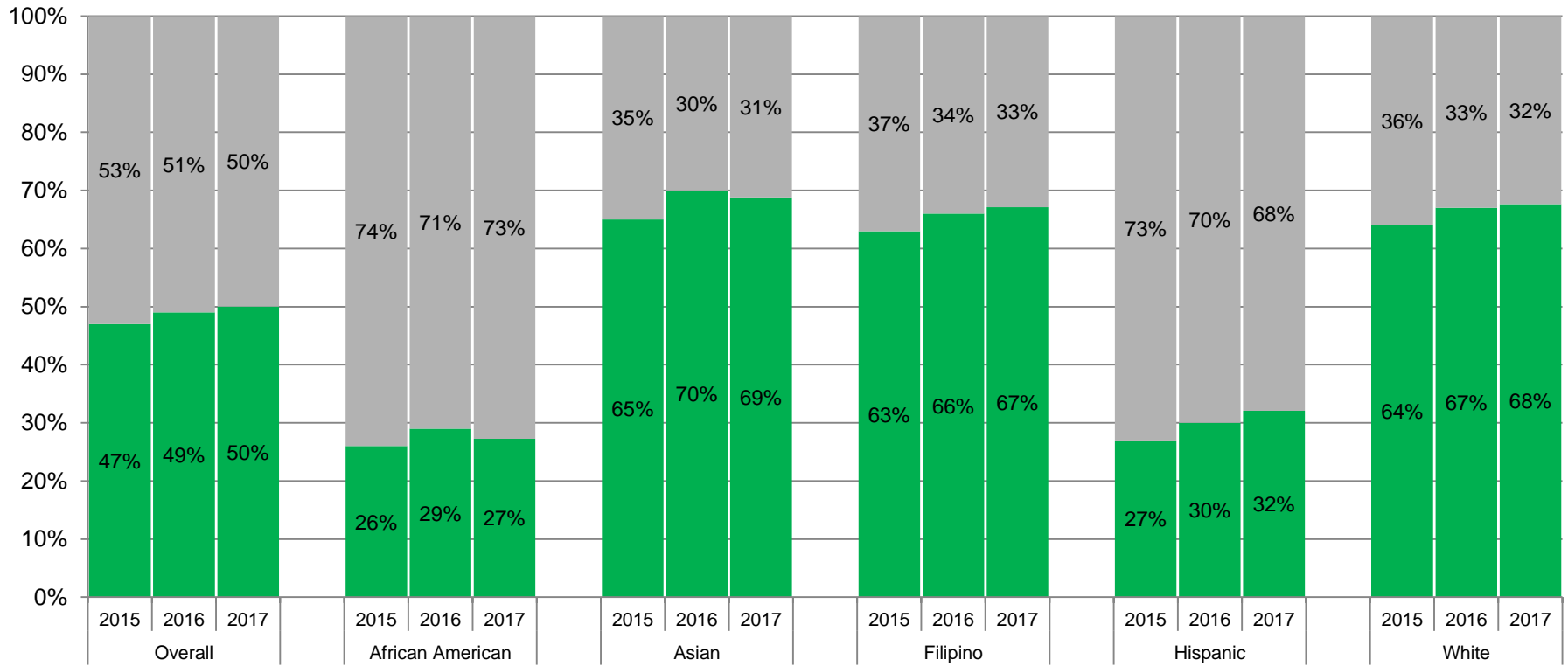
■ Standard Met or Exceeded ■ Standard Not Met or Nearly Met



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

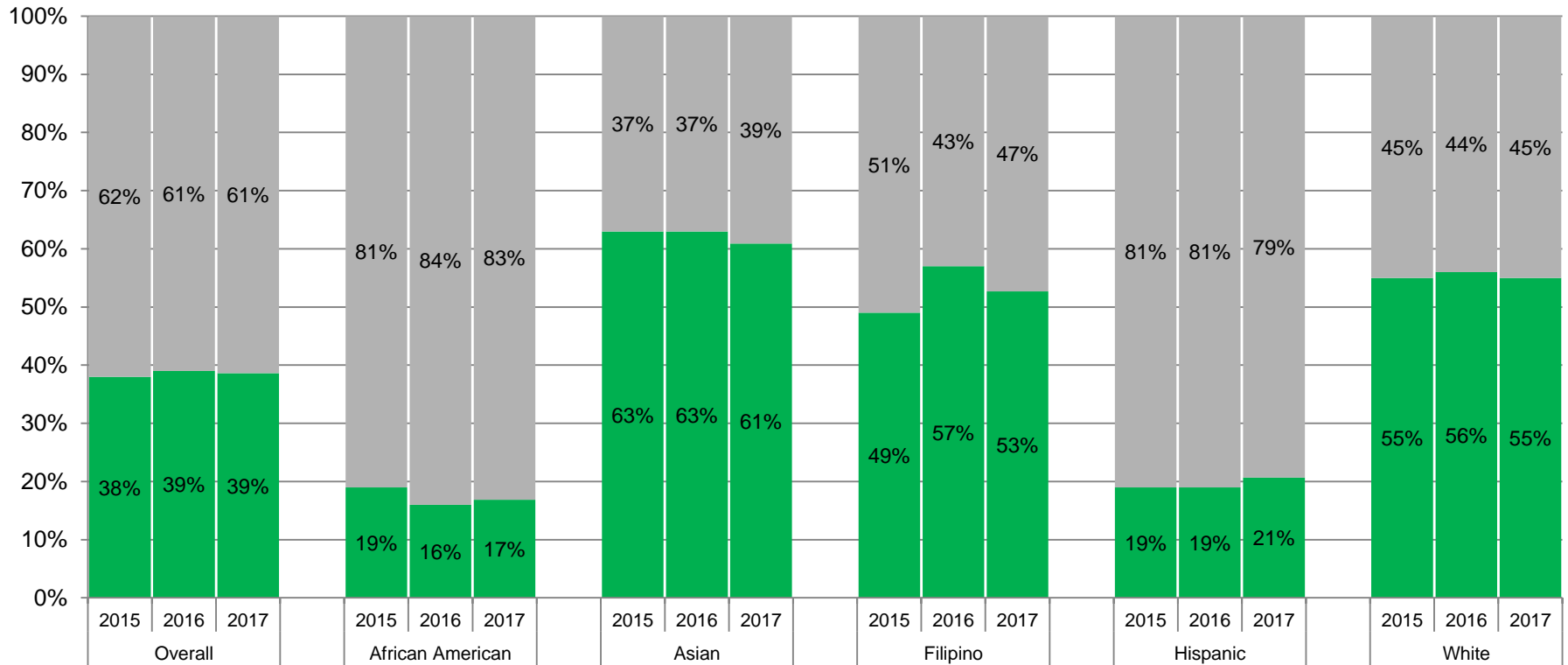


Student Group	# of Students with Scores		
	2015	2016	2017
Overall	16,628	16,901	16,671
African American	698	645	627
Asian	1,240	1,298	1,218
Filipino	828	845	745
Hispanic	6,776	6,946	7,054
White	6,032	5,906	5,373

Data Source: CDE DataQuest

CAASPP Results Math by Ethnicity

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

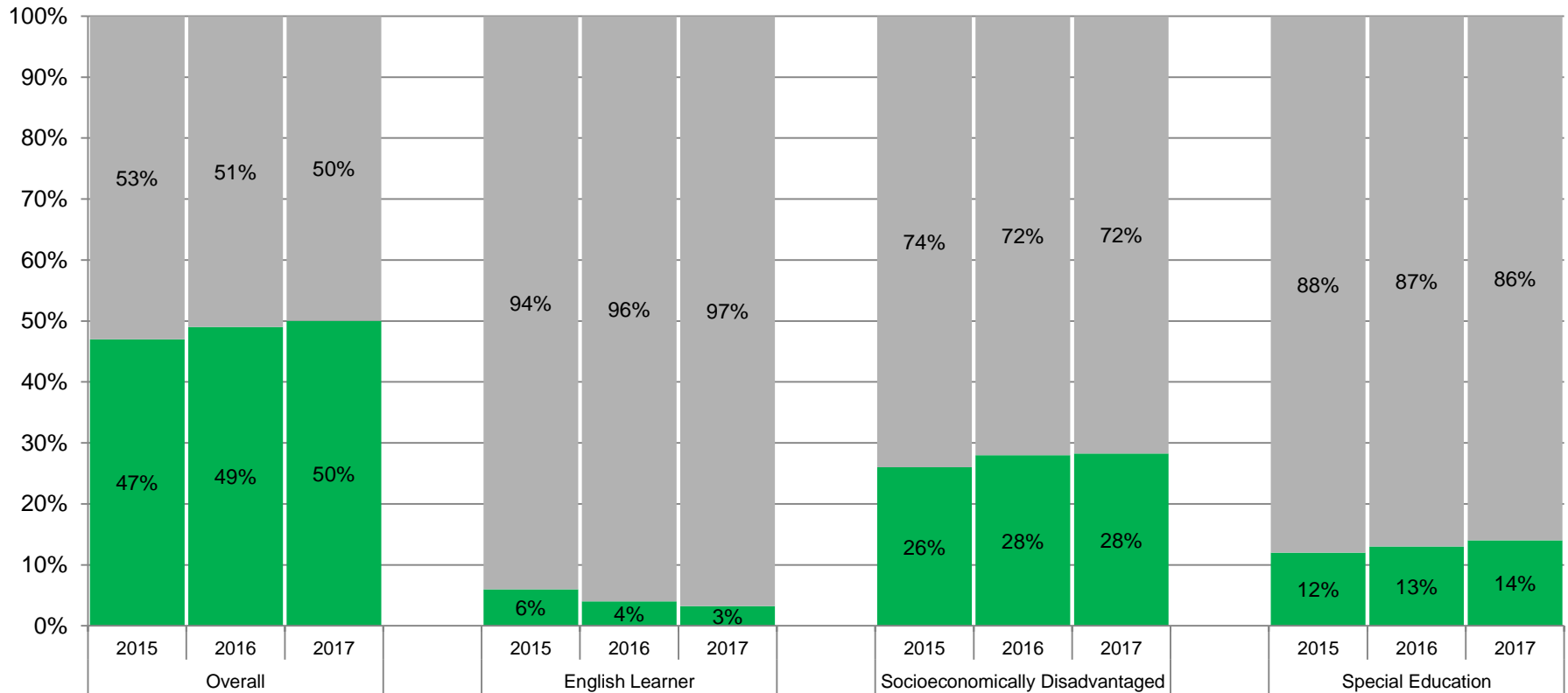


Student Group	# of Students with Scores		
	2015	2016	2017
Overall	16,612	16,916	16,734
African American	686	646	622
Asian	1,249	1,300	1,231
Filipino	831	844	744
Hispanic	6,784	6,983	7,105
White	6,007	5,871	5,370

Data Source: CDE DataQuest

CAASPP Results ELA by Program

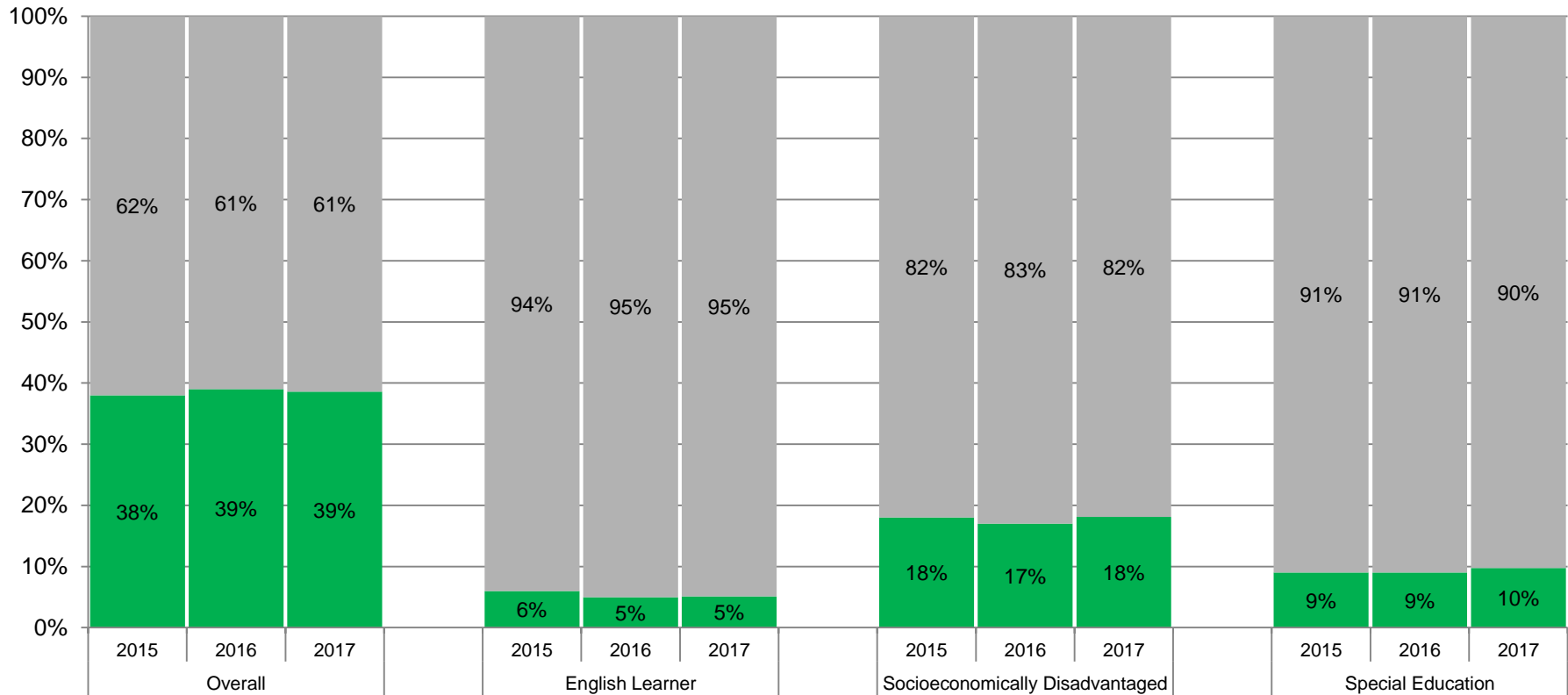
■ Standard Met or Exceeded ■ Standard Not Met or Nearly Met



Student Group	# of Students with Scores		
	2015	2016	2017
Overall	16,628	16,901	16,671
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

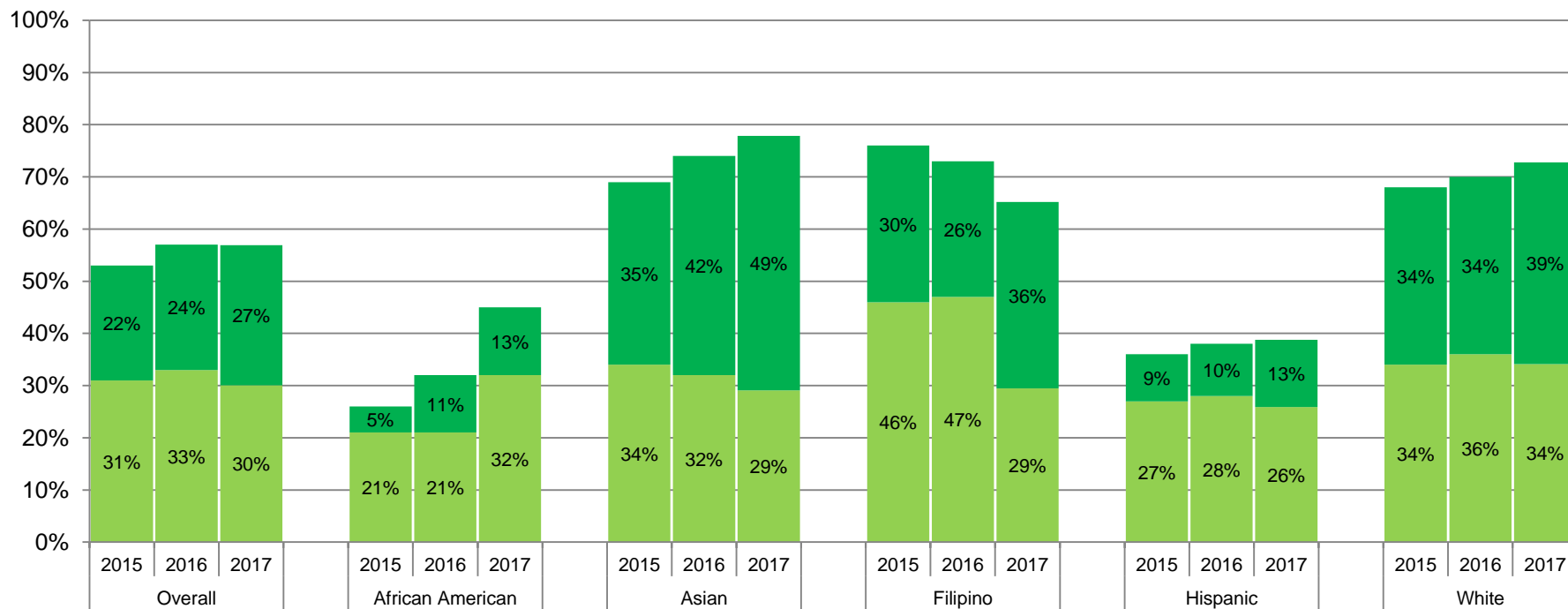
■ Standard Met or Exceeded ■ Standard Not Met or Nearly Met



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

EAP - 11th Grade Students at Standard Met or Exceeded in ELA by Ethnicity

Standard Met Standard Exceeded

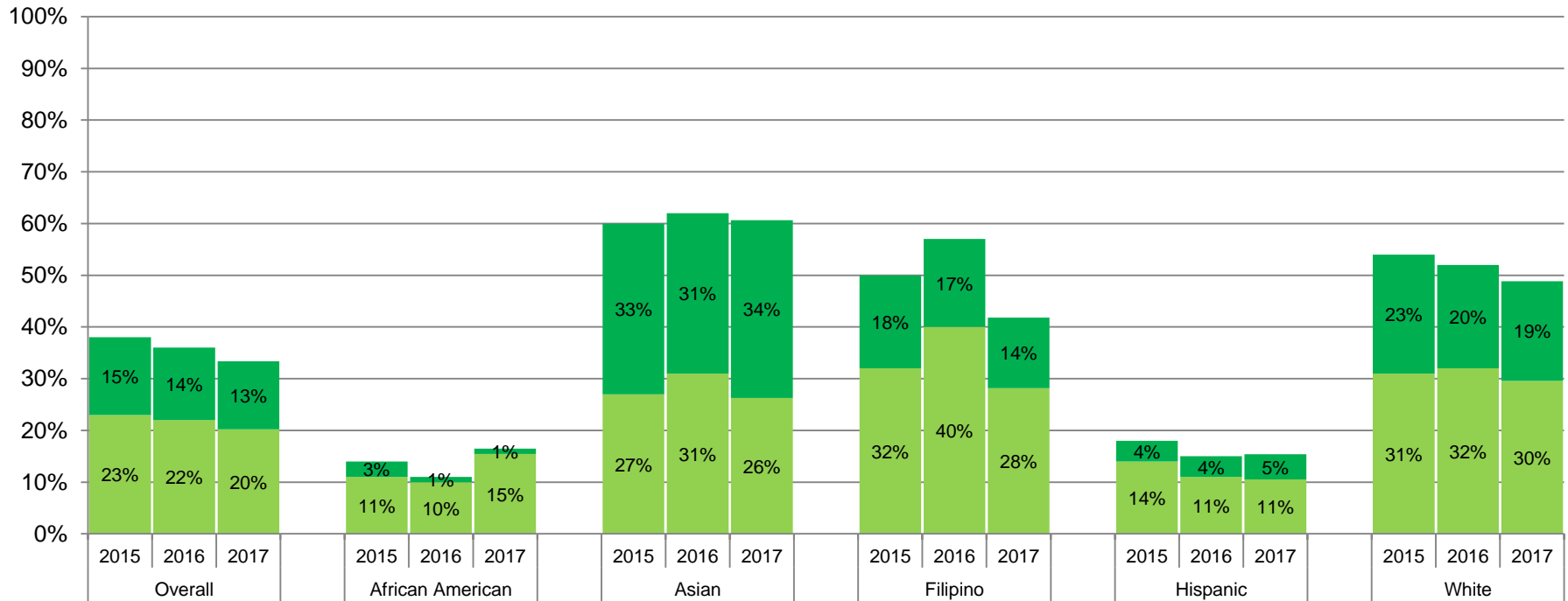


Student Group	# of Students with Scores		
	2015	2016	2017
Overall	1,670	1,823	1,926
African American	81	81	100
Asian	151	156	158
Filipino	81	93	112
Hispanic	645	689	776
White	655	710	665

Data Source: CDE DataQuest

EAP - 11th Grade Students at Standard Met or Exceeded in Math by Ethnicity

Standard Met Standard Exceeded

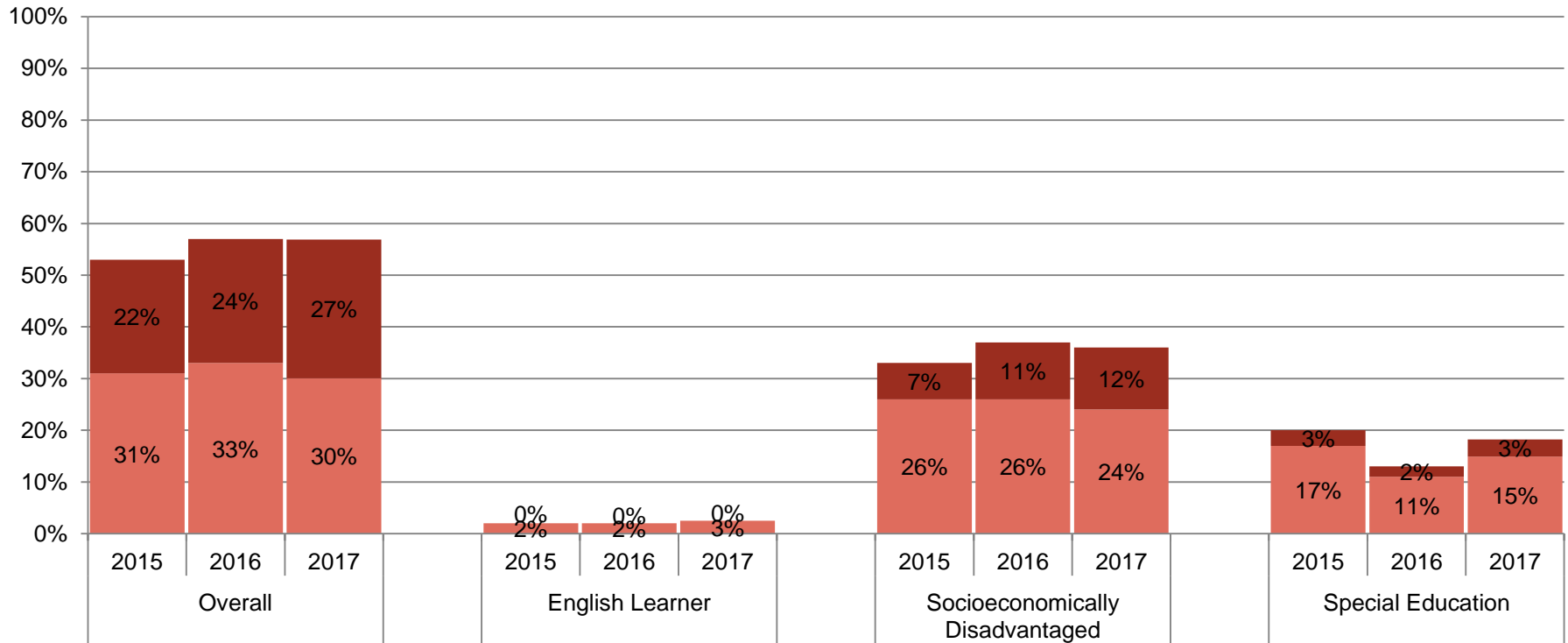


Student Group	# of Students with Scores		
	2015	2016	2017
Overall	1,628	1,809	1,917
African American	75	80	97
Asian	153	153	160
Filipino	82	90	110
Hispanic	630	690	778
White	632	703	659

Data Source: CDE DataQuest

EAP - 11th Grade Students at Standard Met or Exceeded in ELA by Program

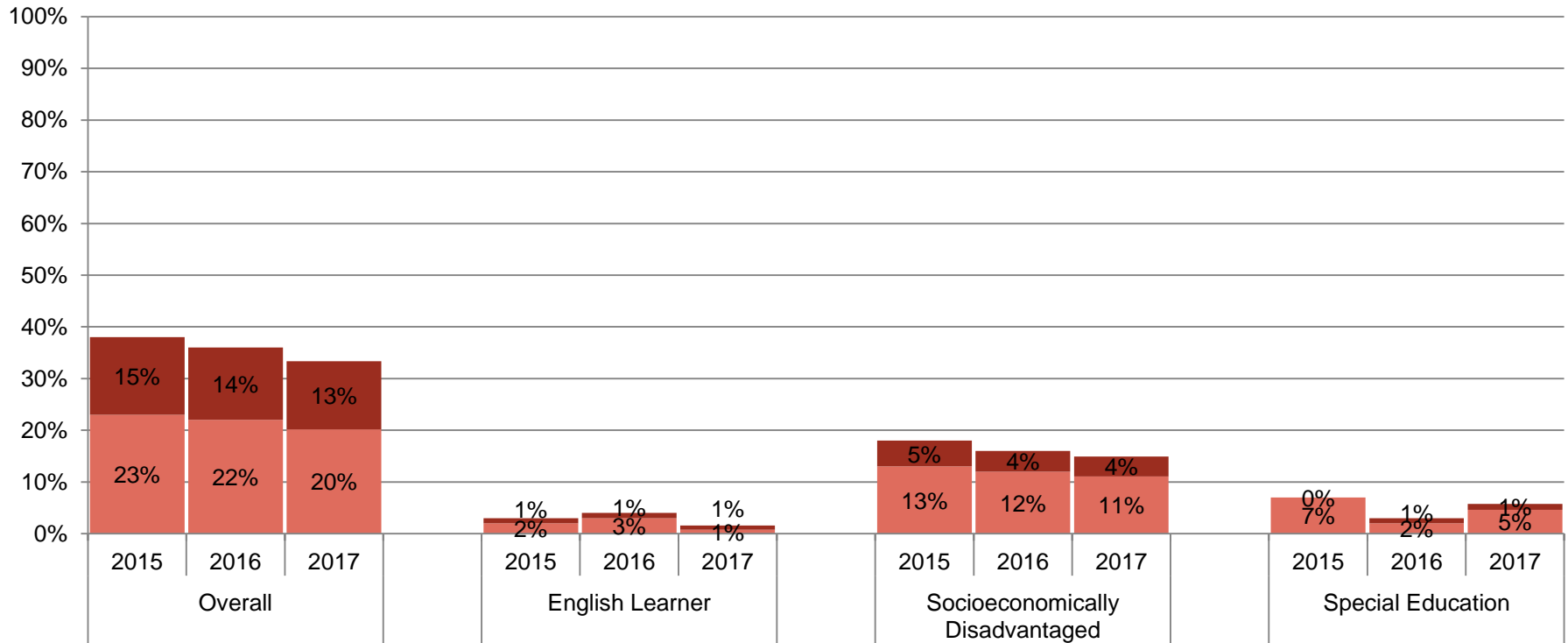
Standard Met Standard Exceeded



Student Group	# of Students with Scores		
	2015	2016	2017
Overall	1,670	1,823	1,926
English Learner	146	178	240
Socioecon. Disadvantaged	732	736	808
Special Education	139	157	181

EAP - 11th Grade Students at Standard Met or Exceeded in Math by Program

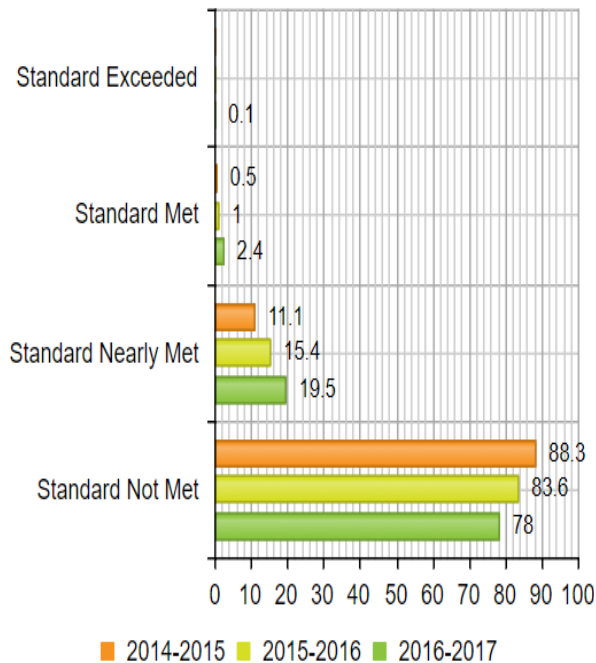
Standard Met Standard Exceeded



Student Group	# of Students with Scores		
	2015	2016	2017
Overall	1,628	1,809	1,917
English Learner	152	180	256
Socioecon. Disadvantaged	707	732	812
Special Education	133	159	174

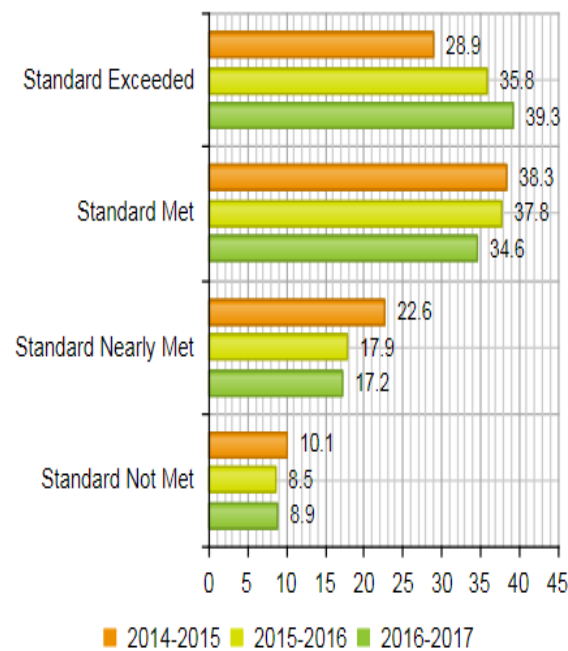
More to the Story for English Learners (2014-2017)

% Students at Level



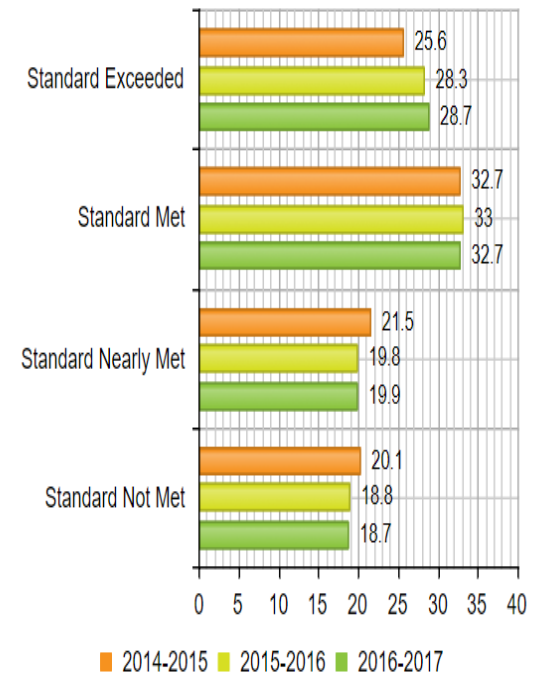
English Learners

% Students at Level



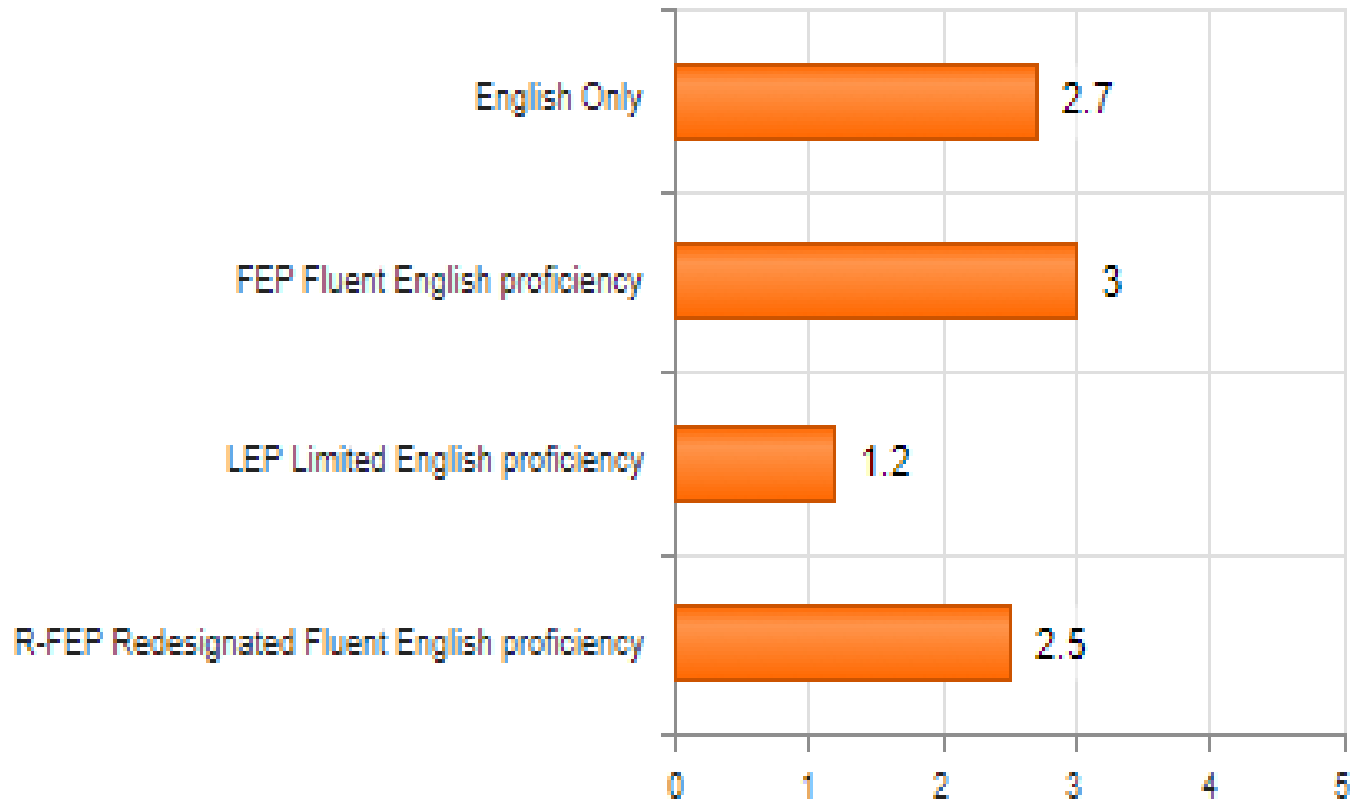
R- FEP Students

% Students at Level



English Only

Language Fluency Avg. Performance Level



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 underserved 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](#)

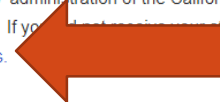
2016 CAASPP RESULTS BOARD PRESENTATION

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 have not received 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!

