



Amador County Unified School District

2017-2018 California Assessment of Student Performance and Progress (CAASPP) Results

*Presented to the Board of Trustees
October 24, 2018
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Agenda

- Purpose
- Background Information on CAASPP
- Student Achievement Results in English Language Arts (ELA) and Mathematics
 - Compared to State
 - Compared to Last Year
 - All Students Compared to Low Income / Socioeconomically Disadvantaged Students
 - Grade Level Data
- The Larger Context
- Next Steps
- Discussion, Questions, & Answers

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.
 - Best first instruction and intervention
 - Gradual release of responsibility
 - Classroom assignments
 - Quizzes and tests
 - Individual or group projects
 - Teacher observation/formative assessment
 - Reporting progress to parents

- Statewide tests are another measure of student learning that is consistent from school to school.

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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 support programs.

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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.

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2017–18 CAASPP System

California Assessment of Student Performance and Progress (CAASPP)

2017-18 CAASPP System

English Language Arts/Literacy and Mathematics Summative Assessments
Smarter Balanced
California Alternate Assessment (CAA)

Science
California Science Test (CAST)
CAA for Science

Reading/Language Arts
Standards-based Tests in Spanish

Additional Resources:

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

California Department of Education June 2017

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What Tests Did Students Take?

Smarter Balanced Summative Assessments

- Administered at the end of the year in grades three through eight and eleven in English-language arts/literacy and mathematics
- Includes 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

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What Tests Did Students Take?

California Alternate Assessments (CAAs)

- 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)

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

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Overall Scores – 2 Subjects, 4 Levels

English Language Arts/Literacy – Mathematics



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How Did Our Students Perform? English-Language Arts/Literacy by Grade

Grade	Percent Meeting or Exceeding Standards (All Students)	Compared to State	Compared to Last Year	Percent Meeting or Exceeding Standards (Economically Disadvantaged)
All	45%	5% ↓	1.5% ↓	35%
3	40%	8% ↓	8% ↓	25%
4	52%	3% ↑	13% ↑	43%
5	41%	8% ↓	3% ↓	28%

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How Did Our Students Perform? English-Language Arts/Literacy by Grade (Continued)

Grade	Percent Meeting or Exceeding Standards (All Students)	Compared to State	Compared to Last Year	Percent Meeting or Exceeding Standards (Economically Disadvantaged)
6	40%	↓ 8%	↓ 1%	33%
7	41%	↓ 9%	↑ 2%	29%
8	44%	↓ 5%	↔ 0%	33%
11	55%	↓ 1%	↓ 11%	53%

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Turn and Talk

- What are you noticing?
- What questions do you have?
- What might be some next steps?

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How Did Our Students Perform? Mathematics by Grade

Grade	Percent Meeting or Exceeding Standards (All Students)	Compared to State	Compared to Last Year	Percent Meeting or Exceeding Standards (Economically Disadvantaged)
All	29%	↓ 10%	↓ 2%	20%
3	39%	↓ 10%	↓ 8%	27%
4	40%	↓ 3%	↑ 6%	35%
5	24%	↓ 12%	↑ 1%	10%

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How Did Our Students Perform? Mathematics by Grade (Continued)

Grade	Percent Meeting or Exceeding Standards (All Students)	Compared to State	Compared to Last Year	Percent Meeting or Exceeding Standards (Economically Disadvantaged)
6	29%	↓ 8.5%	↓ 4%	17%
7	26%	↓ 11%	↑ 1%	16%
8	20%	↓ 17%	↓ 6%	12%
11	26%	↓ 5%	↓ 6%	23%

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Turn and Talk

- What are you noticing?
- What questions do you have?
- What might be some next steps?

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Additional Data

- High School Math Data Breakdown
- ELA and Math Data by School

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Turn and Talk

- What are you noticing?
- What questions do you have?
- What might be some next steps?

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The Larger Context

Policy Analysis for California Education (PACE)
Getting Down To Facts II (2018)

- An in-depth research report that serves as a "state of the state," with the goal of providing a common set of facts to inform discussions and education policy development going forward.

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The Larger Context

Getting Down to Facts II

- “California is on the right track, but major system-wide funding challenges and significant gaps in student achievement remain”

Key Findings

- What are the most important things to know about education in California today? Here are the key findings:

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Key Findings

1. California's education system is moving in the right direction but is still in need of capacity building to support a decade of reforms. Over the past decade a multitude of reforms have resulted in some improvement. But, the system still must ensure that educators and other practitioners have the skills, information and materials they need to put major reforms more fully into practice.
2. Large achievement gaps persist in California by race, ethnicity, income, and English learner (EL) status.

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Key Findings

3. California's children are behind before they enter Kindergarten. The system needs a continued focus on closing achievement gaps through multiple approaches including enhanced early childhood education.
4. Funding levels remain short of adequate for schools in California given the goals of state policies.

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Key Findings

5. Untouched critical funding issues could destabilize the system. Pensions, special education, and facilities each have the potential to worsen inequities if not addressed.
6. California produces very little information on what makes an excellent education for its own students. Despite investments in data systems in California, the state still falls short of what other states have developed.

Read the full report at:
<http://gettingdowntofacts.com/summary>

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Some Next Steps to Support Math:

Centralized:

1. Provide secondary math intervention.
2. Research Tier II and III intervention math curriculum for elementary and junior high.
3. Provide support from CPM for secondary math teachers.
4. Provide PD for all principals and grades 6-8 teachers to help support/coach all teachers (Fran Gibson).

Site-based:

1. Sutter Creek and Plymouth Elementary Schools participating in Pivot Learning Mathematics PD Network with EDCOE.
2. Jackson Elementary working with Fran Gibson.
3. Jackson JHS implementing math intervention tutorial and after school math intervention.
4. Sutter Creek Elementary and Amador HS collaborating to provide after-school math intervention.
5. Pioneer Elementary implementing math intervention program.

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Some Next Steps to Support ELA:

Centralized:

1. Provide more TK-6 Benchmark assessment and intervention professional development.
2. Provide TK-6 Tier II and III intervention English language arts curriculum used by all intervention and SpEd teachers.
3. Offer TK-6 writing professional development including use of our instructional coaches, Benchmark support, and/or Teachers College Writing Units of Study course through Donna Custodio.
4. Maximize the use of TK-12 Instructional Leadership Team to support assessment and intervention work.

Site-based:

1. Jackson and Sutter Creek Elementary Schools engaged in PD with Benchmark expert.
2. All sites continued focus on ELA such as TK-6 balanced literacy, new TK-12 draft assessment plan.
3. Schoolwide AVID literacy strategies at both junior high schools.
4. Jackson JHS planning after school ELA intervention.

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Some Next Steps to Support All:

1. Site-based goals for improvement through Single Plans for Student Achievement (SPSA)
2. TK-6 draft assessment plan informing intervention work, parent/teacher conferences, and marking report cards
3. Site-based data cycles
4. Pioneer Elementary providing SEL aide and curriculum push-in to support overall wellness and academic achievement.
5. Instructional coaches supporting teachers in the classroom
6. Continued Instructional Leadership Team (ILT) focus on assessments to drive teaching and learning
7. Continued principal and assistant superintendent/superintendent coaching cycles

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How Can I Learn More About the Tests?

- Sample test questions for each grade can be viewed at www.testscoreguide.org.
- Take a Practice CAASPP Test.
 - https://login7.cloud1.tds.airast.org/student/V173/Pages/LoginShell.aspx?c=California_PT

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Where Can I See More Results?

- Results for any school or school district in California can be found online at:
<http://caaspp.cde.ca.gov/sb2016/Search>
- Need Help?
Access the **Quick Reference Guides** that are also available online at:
<http://www.cde.ca.gov/ta/tg/ca/caasppqrg.asp>

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Discussion, Questions & Answers

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