

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

**Educational Services
Teaching and Learning
October 10, 2017**

Presentation Goals

- Review context and components of CAASPP
- Present overview of AUSD Smarter Balanced Results for Mathematics and English Language Arts/Literacy by:
 - Grade
 - Subject Area
 - Subgroup (English Learners, Students with Disabilities, Economically Disadvantaged)
 - Ethnicity
 - Parent/Guardian Education Level
 - School
 - Distance from Standard Met (DSFM)

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 special 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.

2017-18 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

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
 - 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

What Tests Did Students Take? (Continued)

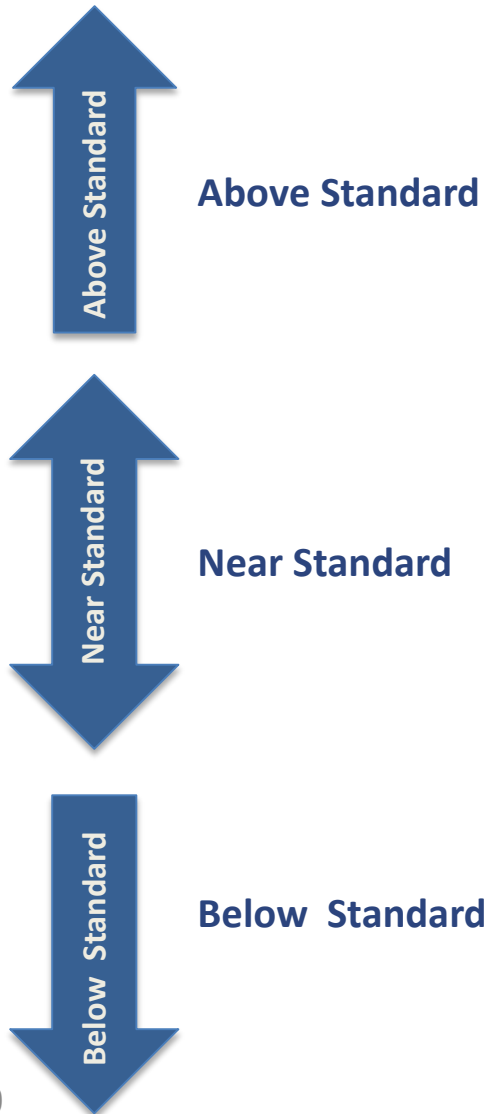
- California Alternate Assessments (CAAs)
 - Designed for students with the most significant cognitive disabilities.
 - Must be specified in the student's Individualized Education Program (IEP).
 - Available in English-language arts/literacy, mathematics, and science (currently as a pilot test).
- California Science Test (CAST)
 - Under development (grades 5, 8, high school)
 - Spring 2017 – Pilot Test
 - Spring 2018 – Field Test
 - Spring 2019 – Operational Test

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**

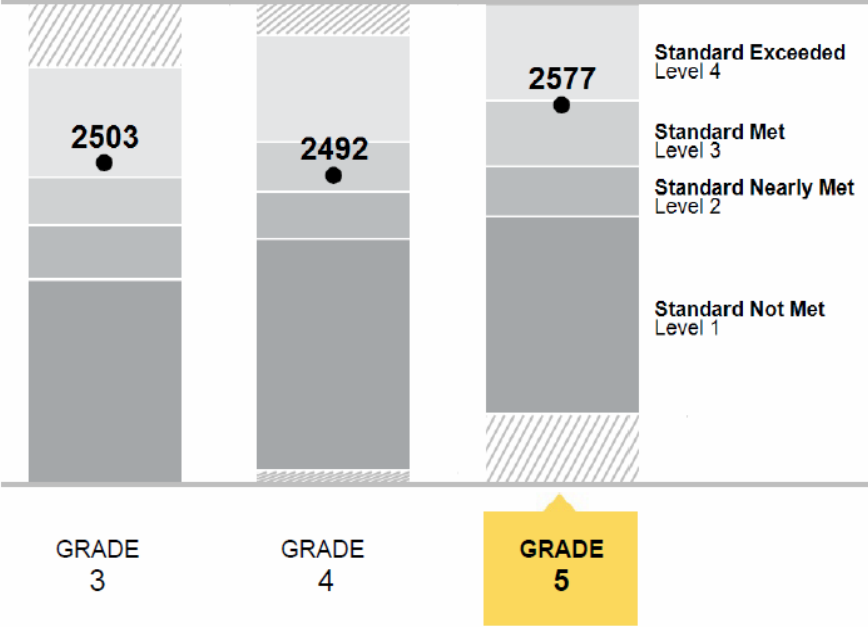
1. Concepts & Procedures
2. Problem Solving and Modeling & Data Analysis
3. Communicating Reasoning

Sample Score Report

ENGLISH LANGUAGE ARTS/LITERACY (ELA)

Ella's overall score for 2017: **2577**
Standard Met (Level 3)

Ella's score increased from last year, but not enough to reach a higher level.



2017 Area Performance	Below Standard	Near Standard	Above Standard
Reading: How well does your child understand stories and information that he or she reads?		✓	
Writing: How well does your child communicate in writing?			✓
Listening: How well does your child understand spoken information?		✓	
Research/Inquiry: How well can your child find and present information about a topic?		✓	

ELLA'S SCORE HISTORY

	GRADE 3	GRADE 4	GRADE 5
Achievement Level	Standard Exceeded	Standard Met	Standard Met
Overall Score	2503	2492	2577
State Average*	2408	2450	2491

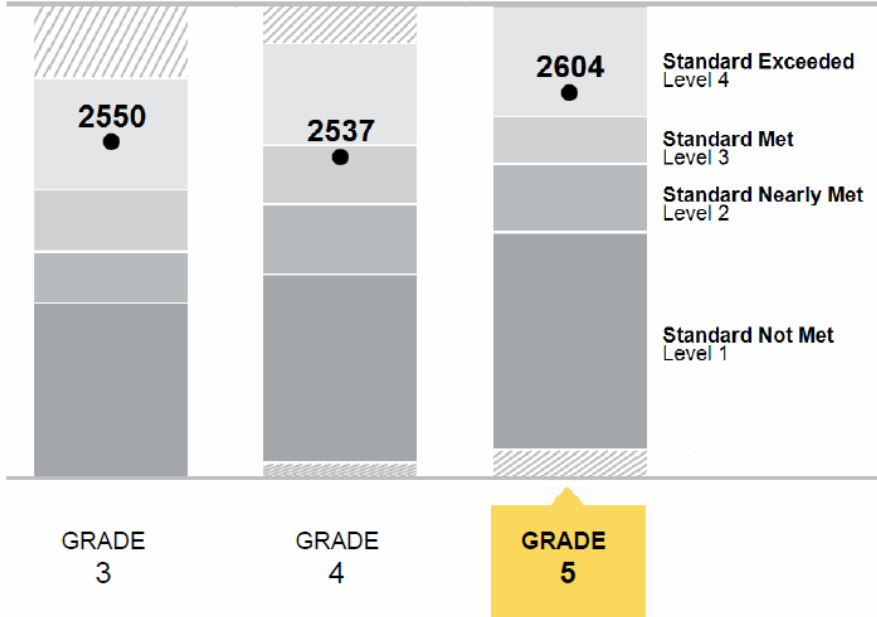
Sample Score Report

MATHEMATICS

Ella's overall
score for 2017:

2604
Standard Exceeded (Level 4)

Ella's score increased from last year, enough to reach a higher level.



2017 Area Performance	Below Standard	Near Standard	Above Standard
Concepts & Procedures: How well does your child use mathematical rules and ideas?			✓
Problem Solving and Modeling & Data Analysis: How well can your child show and apply their problem solving skills?		✓	
Communicating Reasoning: How well can your child think logically and express thoughts in order to a solve problem?			✓

ELLA'S SCORE HISTORY

	GRADE 3	GRADE 4	GRADE 5
Achievement Level	Standard Exceeded	Standard Met	Standard Exceeded
Overall Score	2550	2537	2604
State Average*	2420	2457	2483

How Did Our Students Perform?

English-Language Arts/Literacy by Grade

Grade	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard				
		Alameda County	State	2015	2016	2017
3	690	49	44	56	57	63
4	762	51	45	61	65	59
5	712	53	47	66	68	67
6	590	54	47	62	66	68
7	601	57	49	65	72	70
8	549	56	49	65	71	67
11	755	64	60	68	73	68
All	4659	55	49	63	67	66

- NOTE: '2017 Group Size (N)' refers to the number of students tested throughout this presentation.
- All grade levels outperform the state and county levels.
- Two grades (3rd and 6th) improved for the second consecutive year.
- All grade levels, with the exception of 4th, remain at or above their 2015 performance.

How Did Our Students Perform?

Mathematics by Grade

Grade	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard				
		Alameda County	State	2015	2016	2017
3	705	54	47	61	62	67
4	768	49	40	59	60	59
5	719	45	34	56	57	57
6	596	46	36	51	58	60
7	604	49	37	54	62	59
8	555	46	36	54	57	55
11	757	43	32	48	52	50
All	4704	47	38	55	58	58

- All grade levels outperform the state and county levels.
- Two grades (3rd and 6th) improved for the second consecutive year.
- All grade levels remain at or above their 2015 performance.

How Did Our Students Perform?

English-Language Arts/Literacy by Subgroup

Subgroup	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard				
		Alameda County	State	2015	2016	2017
All Students	4659	55	49	63	67	66
English Learners	713	12	12	33	34	31
Economically Disadvantaged	1378	32	36	41	45	44
Students With Disabilities	460	15	14	18	20	21

- AUSD performed above state and county levels for the identified subgroups.
- Students with disabilities improved for two consecutive years.
- All three identified subgroups continue to show significant performance gaps from All students.

How Did Our Students Perform?

Mathematics by Subgroup

Subgroup	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard				
		Alameda County	State	2015	2016	2017
All Students	4704	47	38	55	58	58
English Learners	751	15	12	32	33	36
Economically Disadvantaged	1411	24	25	34	36	37
Students With Disabilities	463	13	11	18	16	21

- AUSD performed above state and county levels for the identified subgroups.
- English Learners and Economically Disadvantaged students improved for two consecutive years.
- All three identified subgroups continue to show significant performance gaps from All students.

How Did Our Students Perform?

English-Language Arts/Literacy by Ethnicity

Subgroup	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard				
		Alameda County	State	2015	2016	2017
All Students	4659	55	49	63	67	66
Black or African American	343	25	31	35	36	34
Asian	1368	78	76	72	74	74
Filipino	334	63	70	60	64	60
Hispanic or Latino	744	34	37	46	54	52
Native Hawaiian or Pacific Islander	49	33	42	42	40	37
White	1328	71	64	72	75	75
Two or More Races	470	68	64	66	72	70

- AUSD performed below county and state levels for both Asian and Filipino students. Native Hawaiian or Pacific Islander students performed below their state peers and decreased in performance for a second year in a row.
- Significant performance gaps exists between four subgroups (Black or African American, Native Hawaiian or Pacific Islander, Hispanic/Latino, and Filipino) and their counterparts (Asian, White, and Two or More Races).

How Did Our Students Perform?

Mathematics by Ethnicity

Subgroup	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard				
		Alameda County	State	2015	2016	2017
All Students	4704	47	38	55	58	58
Black or African American	344	16	19	21	28	24
Asian	1396	78	73	68	72	72
Filipino	333	51	57	51	52	46
Hispanic or Latino	750	24	25	34	40	43
Native Hawaiian or Pacific Islander	50	25	31	39	28	22
White	1338	62	53	63	64	65
Two or More Races	470	61	53	60	61	63

- AUSD performed below county and state levels for Asian, Filipino, and Native Hawaiian or Pacific Islander students.
- Three subgroups (Hispanic/Latino, White, and Two or More Races) improved in consecutive years.
- Native Hawaiian or Pacific Islander students decreased for a second consecutive year.
- Significant performance gaps exist between four subgroups (Black or African American, Native Hawaiian or Pacific Islander, Hispanic/Latino, and Filipino) and their counterparts (Asian, White, and Two or More Races).

How Did Our Students Perform? English-Language Arts/Literacy by Parent/Guardian Education Level

Subgroup	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard				
		Alameda County	State	2015	2016	2017
All	4659	55	49	63	67	66
Not a High School Graduate	219	26	28	36	42	41
High School Graduate	640	25	36	47	50	48
Some College (Includes AA Degree)	819	45	47	52	54	53
College Graduate	1710	68	65	70	73	70
Graduate School/ Post Graduate	1198	83	77	82	84	84
Declined to State	73	31	41	55	59	62

- ELA performance continues to correlate highly with Parent/Guardian Education level, with a significant jump in performance across the 'college graduate' boundary.

How Did Our Students Perform? Mathematics by Parent/Guardian Education Level

Subgroup	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard				
		Alameda County	State	2015	2016	2017
All	4704	47	38	55	58	58
Not a High School Graduate	228	19	18	34	34	36
High School Graduate	651	26	24	40	41	40
Some College (Includes AA Degree)	821	34	34	41	42	42
College Graduate	1721	61	54	61	64	62
Graduate School/Post Graduate	1206	80	69	77	78	78
Declined to State	77	24	32	37	48	45

- Math performance continues to correlate highly with Parent/Guardian Education level, with a significant jump in performance across the 'college graduate' boundary.
- AUSD performs below the county average for students whose parents have a Graduate School/Post Graduate education level.

How Did Our Students Perform? English Language Arts/Literacy by Elementary School (Grades K-5)

School	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard		
		2015	2016	2017
All 3rd-5th	2165	61	63	63
Bay Farm	252	78	74	75
Earhart	276	76	78	80
Edison	229	70	71	72
Franklin	165	62	72	72
Haight	212	45	54	48
Lum	231	60	65	69
Maya Lin	148	38	49	43
Otis	277	68	73	70
Paden	139	61	59	52
Ruby Bridges	236	43	32	33

- The grade span overall and 7 schools improved over the two year period from 2015 to 2017.
- 3 schools (Earhart, Edison, Lum) improved in both 2015 to 2016 AND 2016 to 2017.
- A significant performance gap exists with 6 schools performing at 69% or above and four schools below 52%.

How Did Our Students Perform? Mathematics by Elementary School (Grades K-5)

School	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard		
		2015	2016	2017
All 3 rd -5 th	2192	58	60	61
Bay Farm	253	65	69	70
Earhart	276	77	80	78
Edison	229	69	72	66
Franklin	168	61	64	66
Haight	216	36	43	43
Lum	234	63	67	76
Maya Lin	150	37	42	47
Otis	280	69	68	65
Paden	142	55	63	58
Ruby Bridges	244	36	26	32

- The grade span overall and 7 schools improved over the two year period from 2015 to 2017.
- The grade span overall and 4 schools (Bay Farm, Franklin, Lum, Maya Lin) improved in both 2015 to 2016 AND 2016 to 2017.
- A significant performance gap exists with 6 schools performing at 65% or above, Paden at 58%, and three schools below 47%.

How Did Our Students Perform? English Language Arts/Literacy by Middle School (Grades 6-8)

School	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard		
		2015	2016	2017
All 6th-8th	1739	64	70	69
Bay Farm	147	72	81	84
Encinal Junior Jets	285	42	46	54
Lincoln	811	78	84	82
Wood	496	45	53	50

- The grade span overall and all schools improved over the two year period from 2015 to 2017.
- Bay Farm and Encinal Junior Jets improved for a second consecutive year.
- A significant performance gap exists between Encinal Junior Jets/Wood and Bay Farm/Lincoln.

How Did Our Students Perform? Mathematics by Middle School (Grades 6-8)

School	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard		
		2015	2016	2017
All 6 th -8 th	1755	53	59	58
Bay Farm	147	62	74	78
Encinal Junior Jets	286	28	34	41
Lincoln	812	69	75	71
Wood	510	32	41	41

- The grade span overall and all schools improved over the two year period from 2015 to 2017.
- Bay Farm and Encinal Junior Jets improved for a second consecutive year.
- A significant performance gap exists between Encinal Junior Jets/Wood and Bay Farm/Lincoln.

How Did Our Students Perform? English Language Arts/Literacy by High School (Grade 11)

Grade	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard				
		Alameda County	State	2015	2016	2017
All 11th	754	64	60	68	72	68
Alameda High	419	64	60	73	78	76
ASTI	45	64	60	97	93	89
Encinal High	249	64	60	63	71	58
Island High	41	64	60	11	26	37

- The 11th grade and all schools (except for Island High School) decreased from 2016 to 2017.
- Alameda and Island High Schools increased over the two year period from 2015 to 2017. Encinal and ASTI decreased over the two year period.
- A significant gap in performance exists between Encinal/Island and AHS/ASTI. Both Encinal and Island perform below state and county levels.

How Did Our Students Perform? English Language Arts/Literacy by High School (Grade 11)

Grade	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard				
		Alameda County	State	2015	2016	2017
All 11th	756	43	32	48	52	50
Alameda High	421	43	32	55	60	58
ASTI	45	43	32	92	96	84
Encinal High	249	43	32	36	41	36
Island High	41	43	32	0	0	10

- The 11th grade and all schools (except for Island High School) decreased from 2016 to 2017.
- All 11th grade and Alameda High has a net increase over the two year period from 2015 to 2017.
- A significant gap in performance exists between Encinal/Island and AHS/ASTI. Encinal is below the county and Island is below both state and county levels.

How Did Our Students Perform?

Subject Area (All Students)

Subject Area	Percent of Students Below Standard			Percent of Students Near Standard			Percent of Students Above Standard		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Reading	22	19	24	45	46	37	33	35	39
Writing	18	17	18	45	43	46	37	40	36
Listening	13	12	10	63	62	61	24	26	29
Research/ Inquiry	14	12	17	50	47	47	36	41	36
Concepts and Procedures	27	25	19	34	35	32	38	40	49
Problem Solving and Modeling & Data Analysis	22	21	15	48	47	43	30	32	42
Communicating Reasoning	17	17	16	52	49	41	31	34	43

- NOTE: 'Percent of Students Near Standard' includes students who are 'At Standard.'
- Cells highlighted green indicate consistent improvement (increasing % of students above standard or decreasing % of students below standard) over the two year period.

SBAC Scaled Score Ranges by Grade Level

- Score *numbers* do not directly compare across grade level – growth is demonstrated by movement within or across *proficiency levels*.

- Distance from Standard Met (DSFM) is the measure used in calculating California School Dashboard performance ratings.

English Language Arts/Literacy

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2114	2623	2114–2366	2367–2431	2432–2489	2490–2623
4	2131	2663	2131–2415	2416–2472	2473–2532	2533–2663
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531–2617	2618–2724
7	2258	2745	2258–2478	2479–2551	2552–2648	2649–2745
8	2288	2769	2288–2486	2487–2566	2567–2667	2668–2769
11	2299	2795	2299–2492	2493–2582	2583–2681	2682–2795

How Did Our Students Perform? Average Distance From Standard Met (DSFM) for ELA/Literacy

Grade Level of Students in 2016-17	Distance from Standard Met		
	2015	2016	2017
4	N/A	+7.6	+14.9
5	+7.9	+27.4	+34.7
6	+19.3	+38.5	+33.5
7	+29.9	+31.3	+36.9
8	+21.0	+42.9	+32.7

- Average DSFM decreased over 1 year for current 7th and 9th grade students. Average DSFM increased for current 5th, 6th, and 7th grade students.
- Gains were made over two years for all cohorts, with significant gains by current 6th and 7th grade students.
- NOTE: Cohorts are for all testers in the given year and include students who were not present in all years.

How Did Our Students Perform? Average Distance From Standard Met (DSFM) for Mathematics

Grade Level of Students in 2016-17	Distance from Standard Met		
	2015	2016	2017
4	N/A	+17.7	+13.0
5	+15.0	+15.2	+6.3
6	+15.4	+6.8	+8.9
7	+4.1	+4.1	+10.7
8	-4.0	+15.5	+9.1

- Average DSFM decreased over 1 year for current 5th, 6th, and 9th grade students. Average DSFM increased for current 7th and 8th grade students.
- Over two years current 6th and 7th grade students decreased average DSFM while current 8th and 9th graders increased average DSFM.
- NOTE: Cohorts are for all testers in the given year and include students who were not present in all years.

How Did Our Students Perform? Summary

- Overall, 2017 scores in both Math and ELA were similar to 2016 (No change in Math, -1% in ELA) but remained up from 2015 (+3% in both Math and ELA).
- Generally, AUSD continues to outperform the county and state in both Mathematics and ELA.
- Performance gaps persist, notably across ethnicity, parent/guardian education level, English Learner status, Economic status, Disability status, and school site.
- While there are some bright spots to celebrate, our 2017 performance is a call to action.

How Will Families Receive Information About How Students Did on These Tests?

- All students who took the tests will receive a Student Score Report either in the U.S. mail or sent home with your child.
- For more information about your child's Student Score Report, see:
 - [Understanding the CAASPP Student Score Report Video](#)
 - <https://www.youtube.com/watch?v=PoxPJtFbBKE>
 - [Guide to Understanding the CAASPP Student Score Report](#)
 - <http://www.cde.ca.gov/ta/tg/ca/caasppssreports.asp>

How Can Families Learn More About the Tests Their Children are Taking?

- Parent Guide to Understanding
 - Smarter Balanced Summative Assessments
 - California Alternate Assessments
 - English-Language Arts/Literacy and Mathematics
 - Science
 - California Science Test
- Sample test questions for each grade can also be viewed at www.testscoreguide.org.
- Take a Practice Test with your child at home.
 - https://login7.cloud1.tds.airast.org/student/V173/Pages/LoginShell.aspx?c=California_PT

Where Can All Results be Found?

- 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>

Questions



Resources

- California Department of Education (CDE) CAASPP Resources:
<http://www.cde.ca.gov/ta/tg/ca/>
- California Department of Education (CDE) 2017 CAASPP Slide Deck