



DJUSD

DAVIS JOINT UNIFIED
SCHOOL DISTRICT

California Assessment of Student
Performance and Progress
Report to the Board of Education
October 15, 2015

Clark Bryant, Associate Superintendent

Overview

On October 2, 2013, Assembly Bill (AB) 484 was signed into law and established the new assessment system now known as the California Assessment of Student Performance and Progress (CAASPP). AB 484 also eliminated the Standardized Testing and Assessment Reporting (STAR) system. In that year, STAR testing was significantly reduced and districts across the state participated in the Smarter Balanced Assessment Consortium (SBAC) field test for English Language Arts and Mathematics. Results from that field test were used to help develop items for the “live” test in spring 2015 but were not released to districts or the public.

Last spring, Davis Joint Unified School District Students participated in the first “live” administration of the Smarter Balanced Assessment Consortium (SBAC) testing system. These tests in English Language Arts and Mathematics were designed to assess student progress towards the California Common Core State Standards for students in third through eighth and eleventh grade. The CAASPP also includes the California Standards Test in Science in fifth, eighth, and tenth grades. The SBAC portion of the test was computer adaptive. As students progressed through the assessment, the program would provide more or less difficult questions depending on the student’s previous response. Students also completed a performance task on computer.

Results are reported in two formats. Overall scores are reported in four categories of Exceeded Standard, Met Standard, Nearly Met Standard, or Did Not Meet Standard. Scores are also reported in progress towards Claims from the California Common Core Standards in both English Language Arts and Mathematics. Reports using the Claims provide a more specific examination of student progress towards standards.

English Language Arts Claims are described below:

Area (Claim) Descriptors

English Language Arts/Literacy Area Achievement Level Descriptors

	Above Standard	At or Near Standard	Below Standard
Reading Demonstrating understanding of literary and non-fictional texts	The student demonstrates a thorough ability to read closely and analytically to comprehend a range of literary and informational texts of high complexity.	The student demonstrates some ability to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity.	The student does not demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity.
Writing Producing clear and purposeful writing	The student demonstrates a thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.	The student demonstrates some ability to produce effective and well-grounded writing for a range of purposes and audiences.	The student does not demonstrate an ability to produce effective and well-grounded writing for a range of purposes and audiences.
Speaking and Listening Demonstrating effective communication skills	The student demonstrates a thorough ability to deliver information orally for a variety of purposes and audiences, and to critically interpret and use information delivered orally .	The student demonstrates some ability to deliver information orally for a variety of purposes and audiences, and to accurately interpret and use information delivered orally .	The student does not demonstrate the ability to deliver information orally for a variety of purposes or to accurately interpret and use information delivered orally.
Research/Inquiry Investigating, analyzing, and presenting information	The student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic .	The student demonstrates some ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.	The student does not demonstrate the ability to use research/inquiry methods to explore or produce an explanation of a topic. The student does not demonstrate the ability to analyze or integrate information through research or inquiry.

Mathematics Claims are as follows:

Area (Claim) Descriptors

Mathematics Area Achievement Level Descriptors

	Above Standard	At or Near Standard	Below Standard
Concepts and Procedures Applying mathematical concepts and procedures	The student demonstrates a thorough ability to consistently explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	The student demonstrates some ability to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	The student does not demonstrate the ability to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving/Modeling and Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems	The student demonstrates the thorough ability to consistently solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student demonstrates the ability to consistently analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.	The student demonstrates some ability solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student demonstrates some ability to analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.	The student does not demonstrate the ability to solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student does not demonstrate the ability to analyze complex, real-world scenarios and construct and use mathematical models to interpret and solve problems.
Communicating Reasoning Demonstrating ability to support mathematical conclusions	The student demonstrates the thorough ability to clearly and precisely construct viable arguments to support the student's own reasoning and to critique the reasoning of others.	The student demonstrates some ability to clearly and precisely construct viable arguments to support the student's own reasoning and to critique the reasoning of others.	The student does not demonstrate the ability to clearly and precisely construct viable arguments to support the student's own reasoning and to critique the reasoning of others.

As the tables demonstrate, reports on Claims will be provided in the following criteria: Above Standard; At or Near Standard; and Below Standard.

Initial Review

On September 9, 2015, The California Department of Education released results of the 2015 Smarter Balanced Assessments, administered electronically to 3.2 million students across the state. Results of the assessments serve as a baseline from which to measure future progress and should not be compared to prior year results, under the old Standardized Testing and Reporting (STAR) program including the California Standardized Tests. Once a baseline has been established, we will be able to monitor student progress and intervene appropriately.

Shortly before the public release, principals and members of the Superintendent's Cabinet and Instructional Services Leadership Team reviewed the preliminary results. Since that time, analysis has continued and site leaders have shared the results with staff, parents, and appropriate advisories. Results were also uploaded into Illuminate, our student assessment management program so that all teachers have immediate access to their students' scores. Over the next weeks and months, district administrators, teachers, parents and members of our community will be jointly analyzing the data that comes from these examinations.

The Smarter Balanced test measures critical thinking and analysis, two skills that are essential for success in the 21st century. By testing these new skills, this exam goes above and beyond anything we've ever seen before. It's also important that those analyzing the scores realize that there are plenty of measurements conducted. We have local benchmarks, assessments and report cards that impact the whole student. Smarter Balanced exams are just one of many things. We're proud of our Davis teachers and staff for their dedication to our students. As we review this new data, we encourage everyone to remember that the Smarter Balanced tests are important, but they are only one piece of a large puzzle that informs great instruction and student learning.

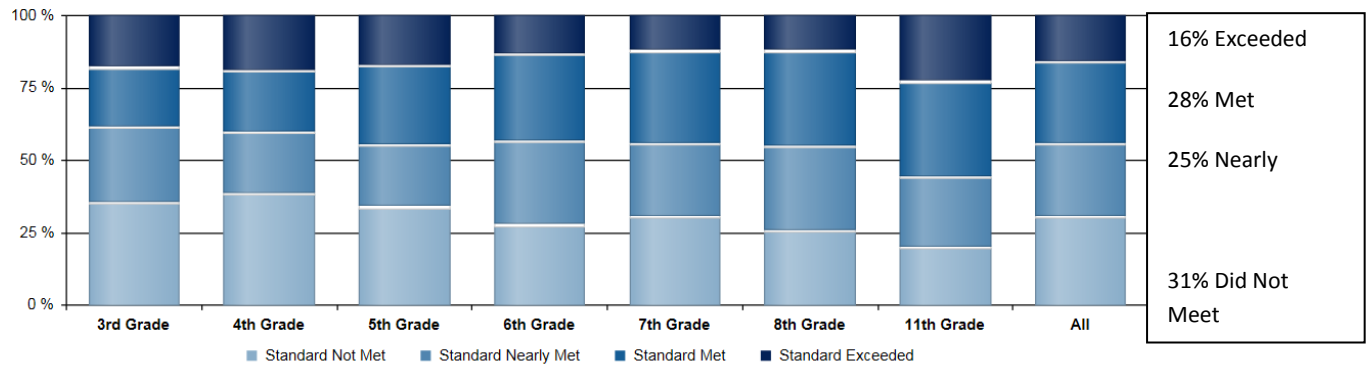
The first set of data below will provide a snapshot in the context of State, County, and District level results broken down into the four categories of Exceed Standards, Met Standards, Nearly Met Standards, and Did Not Meet Standards for ALL STUDENTS in English Language Arts/Literacy, and Mathematics.

The charts below come from the California Assessment of Student Performance and Progress (CAASPP) website. The site is interactive so when the cursor is held over one of the blocks, the percent of students in that criterion appears. Specific data in the final column for each data set has been added.

California State Wide Results for *English Language Arts/Literacy*

ENGLISH LANGUAGE ARTS/LITERACY

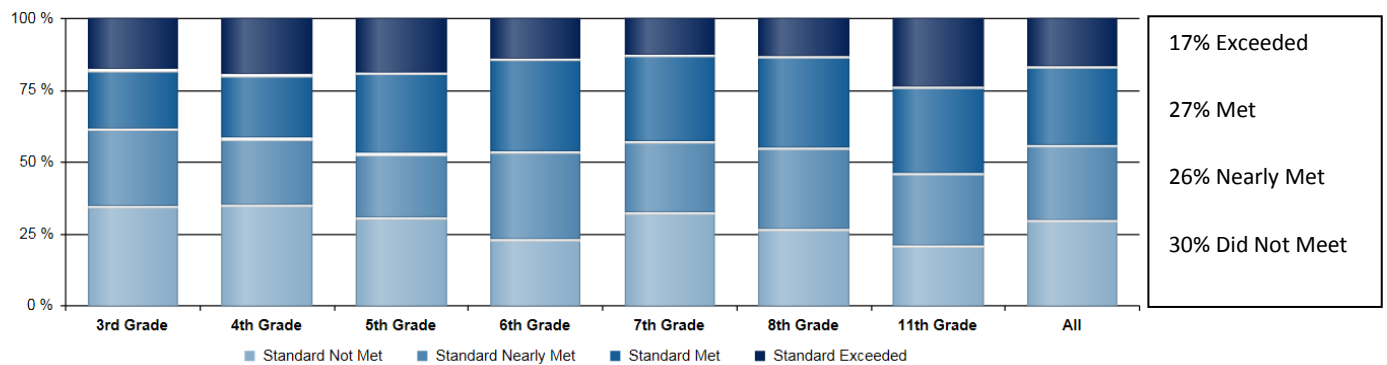
Achievement Level Distribution



Yolo County Results for *English Language Arts/Literacy*

ENGLISH LANGUAGE ARTS/LITERACY

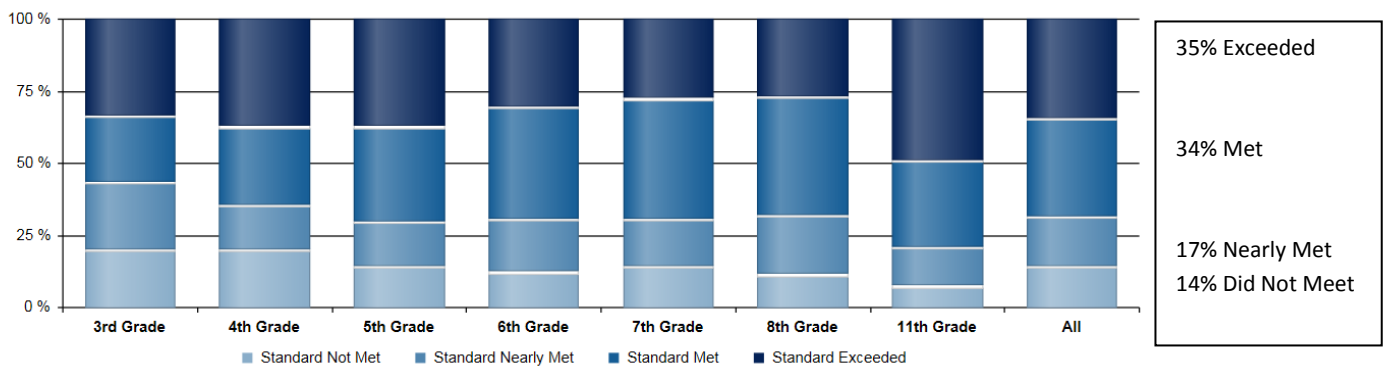
Achievement Level Distribution



Davis Joint Unified School District Results for *English Language Arts/Literacy*

ENGLISH LANGUAGE ARTS/LITERACY

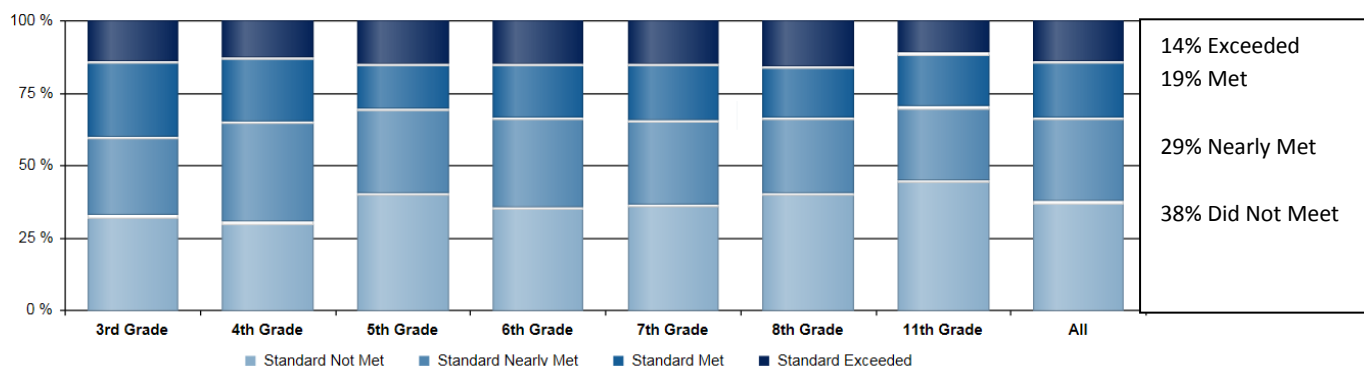
Achievement Level Distribution



California State Wide Results for *Mathematics*

MATHEMATICS

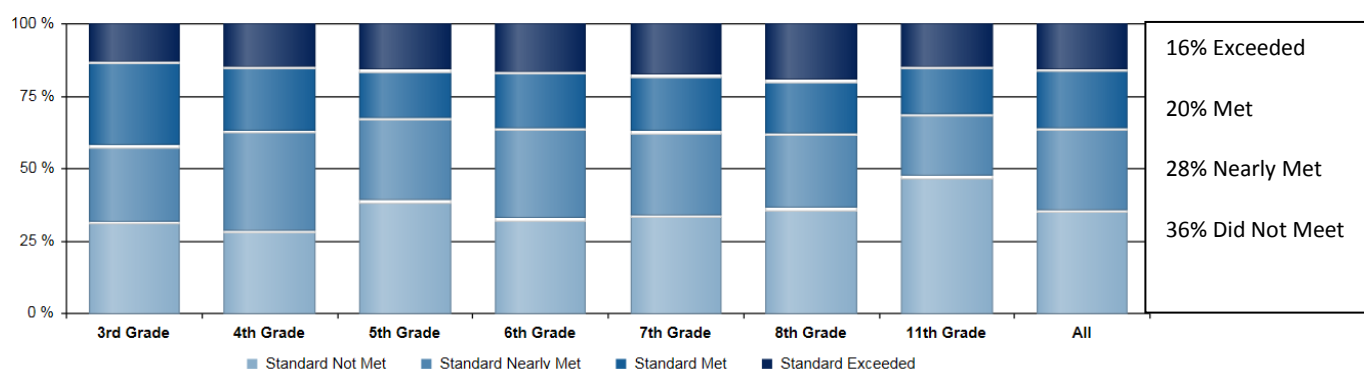
Achievement Level Distribution



Yolo County Results for *Mathematics*

MATHEMATICS

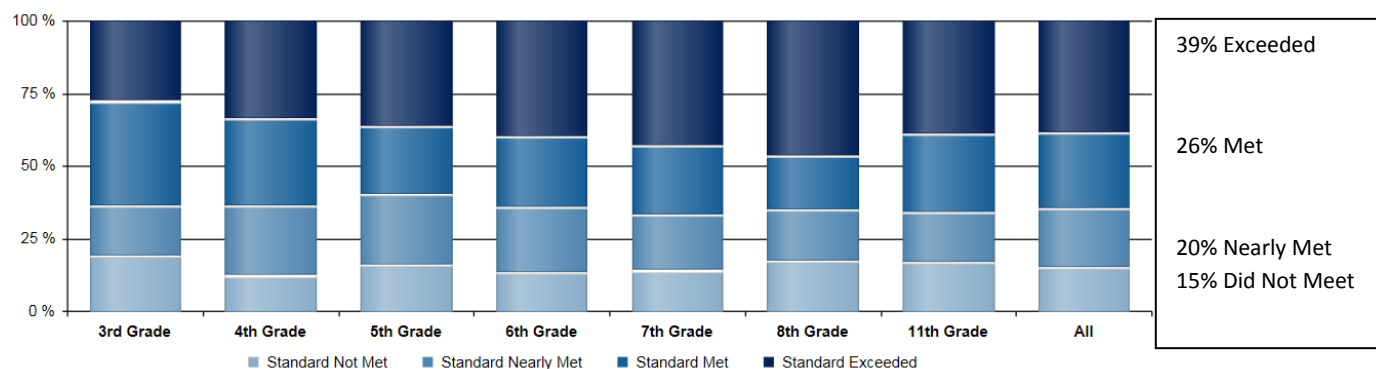
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Davis Joint Unified School District Results for *Mathematics*

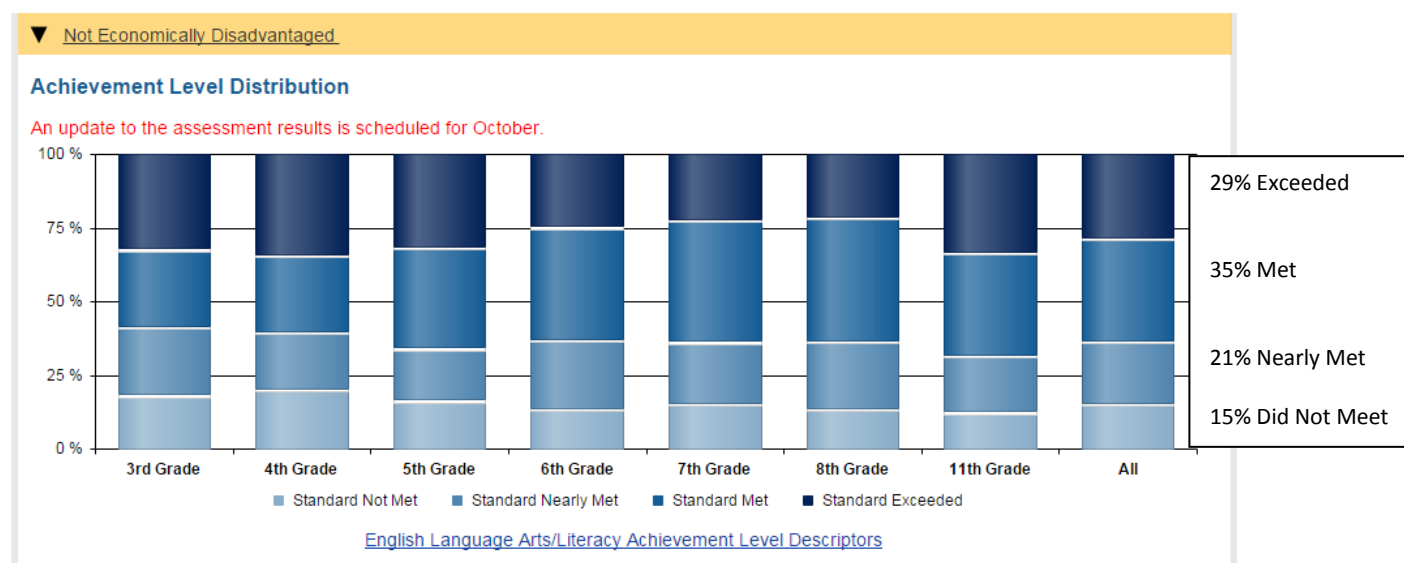
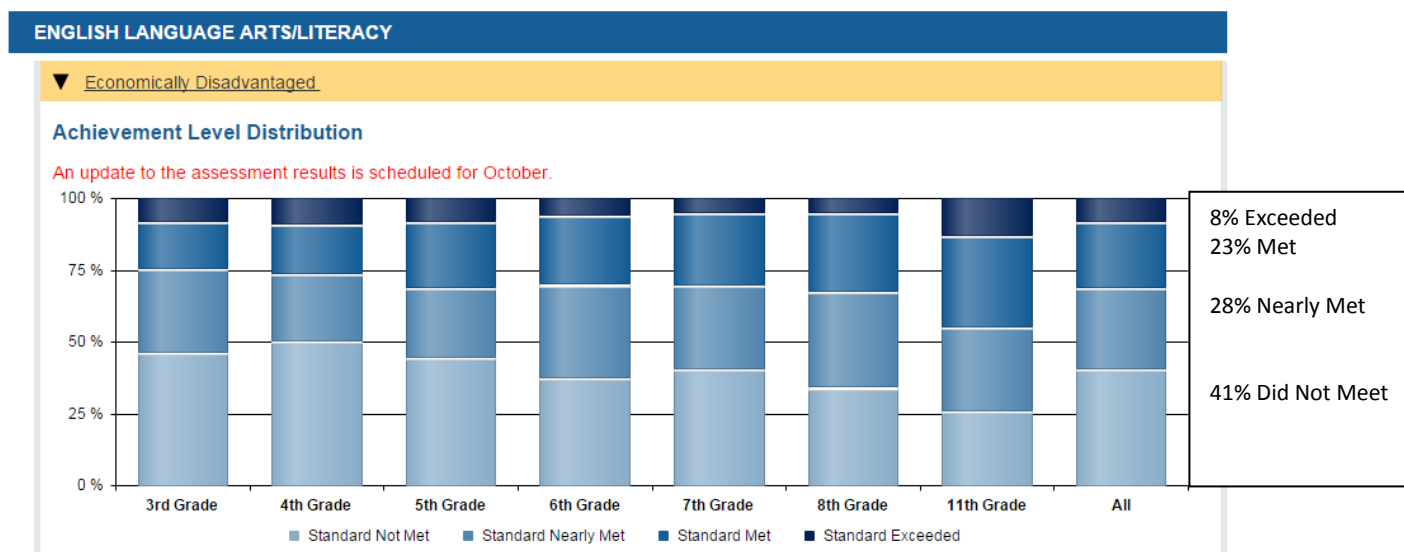
MATHEMATICS

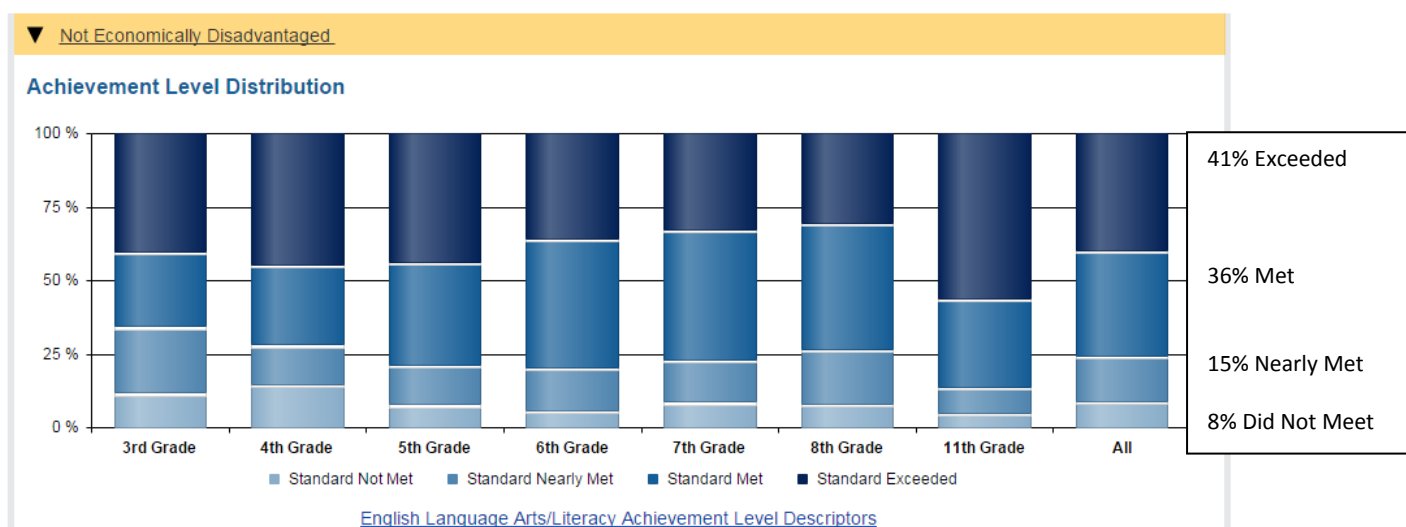
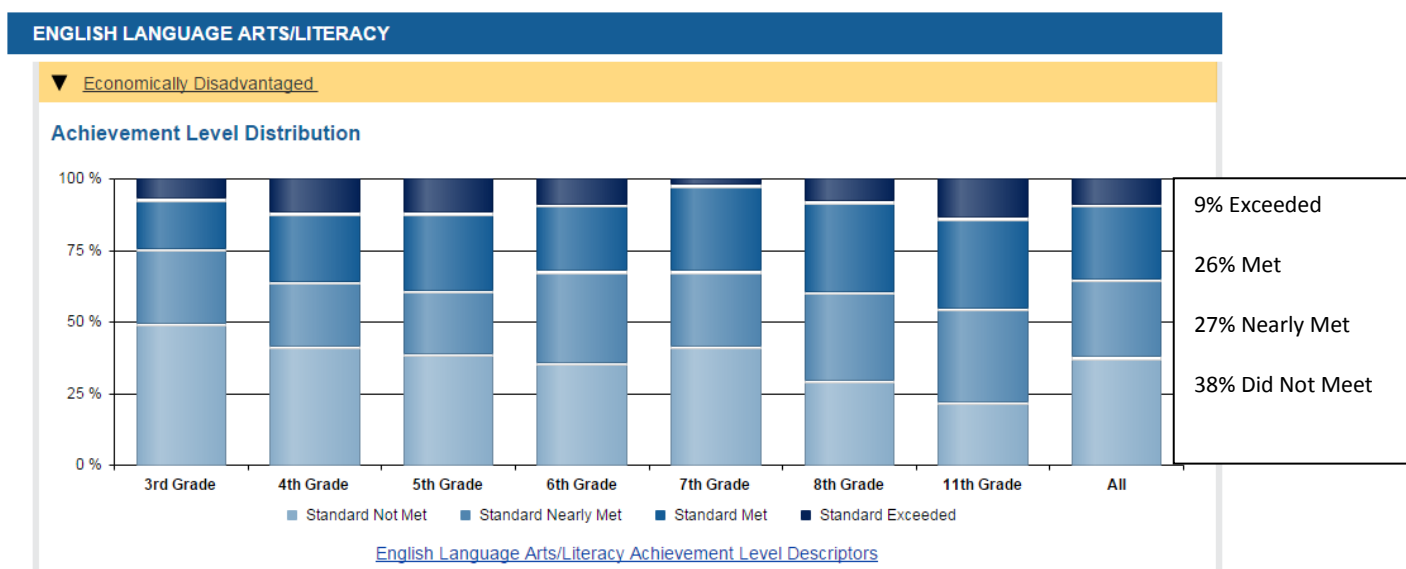
Achievement Level Distribution

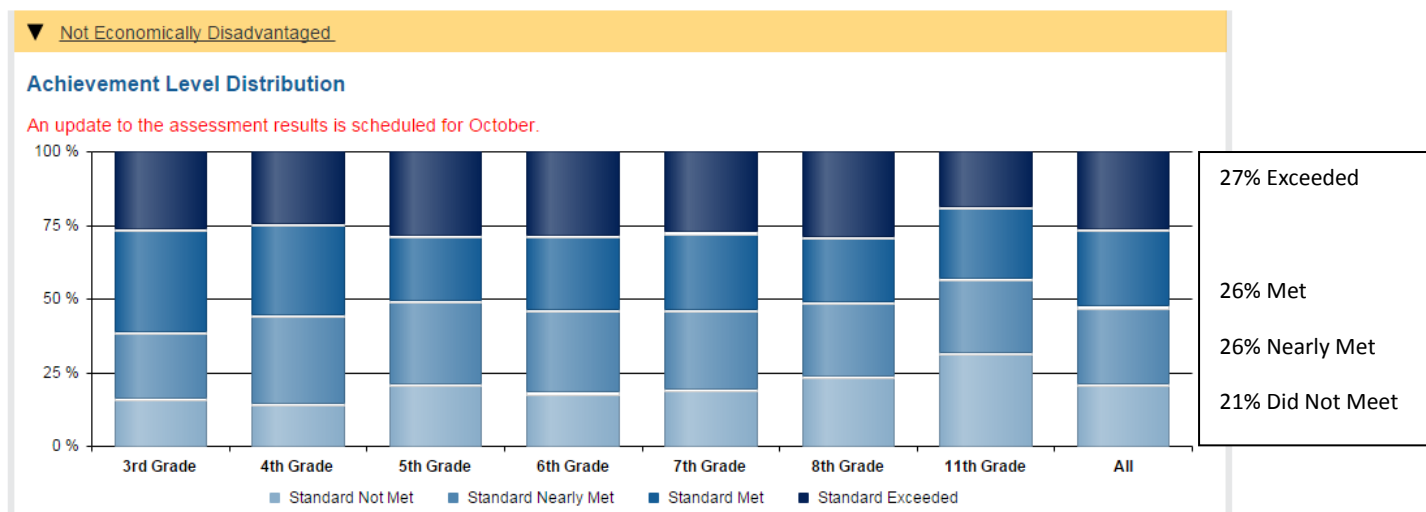
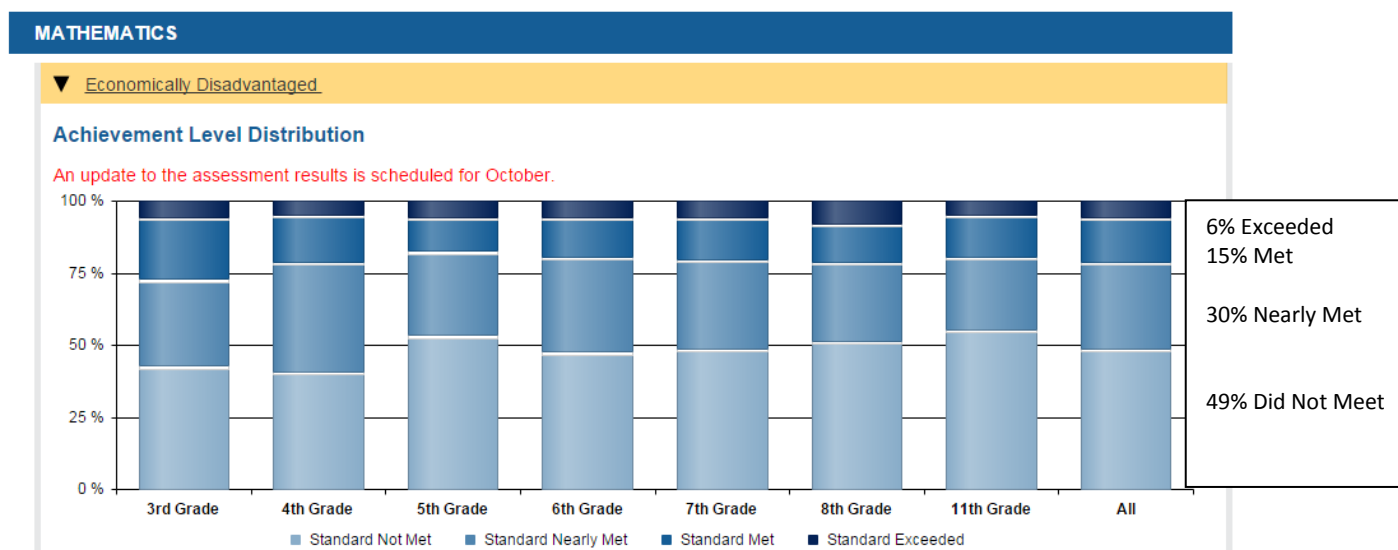


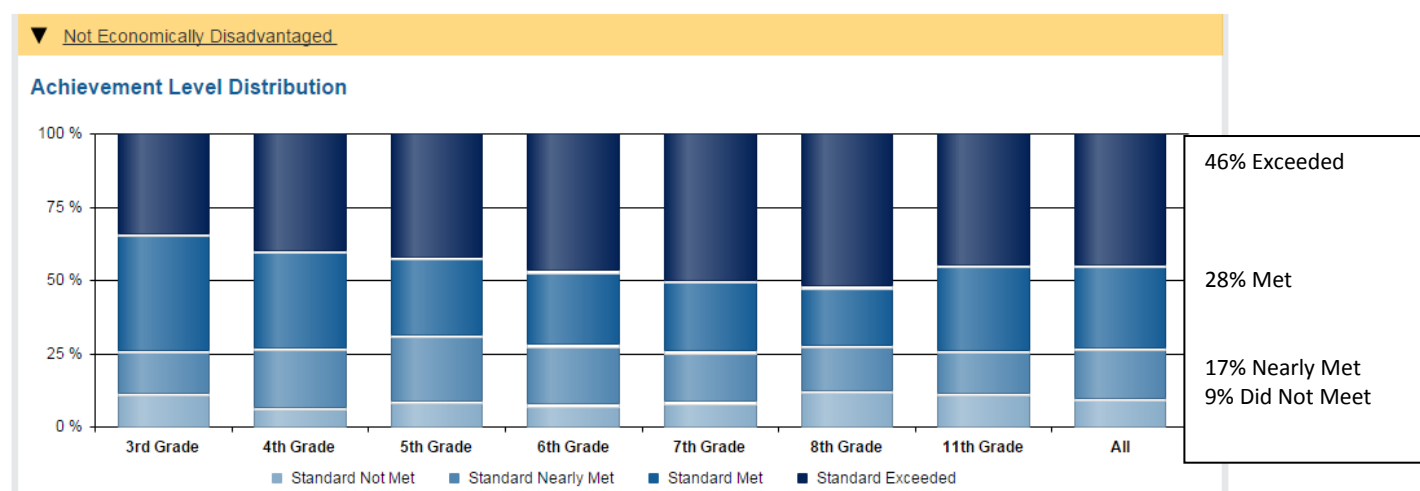
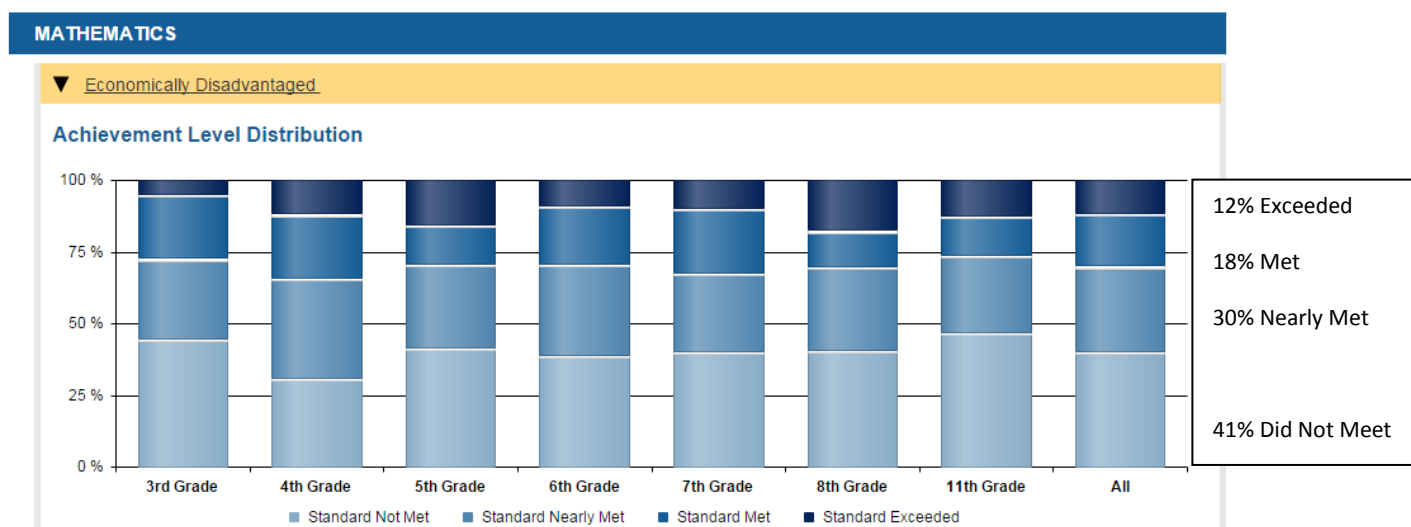
The table and graphs below are results from California and DJUSD Smarter Balanced Assessment Consortium (SBAC) for English Language Arts and Math. In each set, Economically Disadvantaged is displayed first followed by Not Economically Disadvantaged. Historically, there has been a trend in DJUSD with Economically Disadvantaged students performing significantly lower than those that are Not Economically Disadvantaged. These results demonstrate an ongoing gap in performance between these groups of students. For DJUSD results, the number of students tested is provided in parentheses at the top of each graph with the title.

As one can see from the charts and summary table, results based on economic status are similar to the state results for Economically Disadvantaged students in English Language Arts. We do fare better with our Not Economically Disadvantaged students compared to state results. In Math, we perform much better for Not Economically Disadvantaged and just slightly better for our Economically Disadvantaged students.









Economic Status Summary Table

	English Lang Arts – Economically Disadvantaged		English Language Arts – Not Disadvantaged		Math – Economically Disadvantaged		Math – Not Economically Disadvantaged	
	CA	DJUSD	CA	DJUSD	CA	DJUSD	CA	DJUSD
% Exceed Standards	8	9	29	41	6	12	27	46
% Met Standards	23	26	35	36	15	18	26	28
% Nearly Met Standards	28	27	21	15	30	30	26	17
% Did Not Meet Standards	41	38	15	8	49	41	21	9

Informing the Parents and the Community

The District has been communicating with the community through periodic updates through parent blasts through the Public Information Office and through other communication systems. We have also created a website, [Understanding Spring Test Scores](#) which provides information about the student assessment reports and access to reports at the state level.

As described on the California Department of Education’s website, these assessments are an academic checkup. Tests are an important part of California’s plan for high-quality teaching and learning, which seeks to help all students graduate prepared for college-level coursework and a 21st-century career. Like class assignments and report cards, assessments are one gauge of student progress, providing information to schools, teachers, and parents about how students performed in terms of California’s challenging new goals for learning.

Parents/guardians of students in grades three through eight and grade eleven are mailed Student Score Reports for the California Assessment of Student Performance and Progress (CAASPP). These reports include detailed information about their child’s performance on new, computer-based tests for English language arts/literacy (ELA) and mathematics, which replaced the former paper-based assessments.

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels: standard exceeded, standard met, standard nearly met, and standard not met.

The new score reports also highlight students' strengths in key areas for both ELA and mathematics. ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports

of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning. The student's performance in these key areas for each subject is reported using the following three indicators: below standard, at or near standard, and above standard.

For students in grade eleven, individual reports will also indicate their readiness for credit-bearing, college-level work and, if further preparation is needed, which areas to focus on in their senior year. For many students, that is the kind of information that can help make the dream of a college education become a reality. Scores on SBAC are not tied to graduation or college admission.

For students in grades five, eight, and ten, Student Score Reports also will include student scores from the California Standards Tests for Science, a requirement of the federal government. California is in the process of developing a new state science assessment aligned with recently adopted science standards. California may also develop new assessments in other subjects, including history–social science aligned with state-adopted content standards.

Like the new learning goals they were designed to measure, the CAASPP tests for ELA and mathematics are too fundamentally different from the old assessments to make any reliable comparisons between old scores and new. That is why this year's scores are better thought of as a starting point—a baseline for the progress students are expected to make over time.

Gradually, California is providing more support for teachers, more resources for students, and more access to technology. Because this is the first year students are taking these new tests, overall scores may be viewed as a basis from which to compare performance in future years. Davis Joint Unified School District has been involved in Common Core professional growth for teachers for a number of years in both English Language Arts and Mathematics. These opportunities will continue to be provided through our professional growth system using a variety of options including collaboration grants, works shops, teacher created professional growth, train-the-trainer models, and more. This will also include work with our partners such as the Area III Writing Project, UCD Content Area Projects, SEAL, Sacramento County Office of Education, and Yolo County Office of Education.

Many students may need to make significant progress to reach the standards set for mathematics and ELA that indicate college and career readiness. No student, parent, or teacher should be discouraged by scores, which will not be used to determine whether a student moves on to the next grade. Rather, the results can help guide discussions among parents and teachers, as well as help teachers and schools adjust instruction to meet student need.

Using the Results Going Forward

These results are just one piece of an overall assessment system. They should be considered in the larger context of other assessments that are used in the district. As described in the strategic plan, an appropriate assessment system will serve our students, teachers, and community best.

Assessment Matrix

Assessment: A process of Reasoning from Evidence to Inform Teaching and Learning			
Dimension	Assessment for Learning	Assessment of Learning	
Method	Formative Assessment Process	Classroom Summative Interim Benchmark	Large Scale Summative
Main Purpose	Assist Immediate Learning	Measure student achievement or progress (may inform future teaching and learning)	Evaluate educational programs and multi-year progress
Focus	Teaching and learning	Measurement	Accountability
Locus	Individual student and classroom learning	Grade level, department or school	School, district, state
Priority for Instruction	High	Medium	Low
Proximity to Learning	In-the-midst	Middle distance	Distant
Timing	During immediate instruction or sequence of learning	After teaching-learning cycle Between units/periodic	End of year or course
Participants	Teacher and Student (T-S; S-S; self)	Student (may later include T-S in conference)	Student

Adopted from Linquanti (2014)

At the district level, we will use the results to help guide professional growth activities and provide areas of focus in particular content areas. More importantly, the results provide us with a keen focus on groups of students who need our support most and in which areas.

At the site level, principals will employ similar strategies to focus improvement for particular student groups and in particular content areas. Further, grade level teams and content area teachers have access to individual student scores through Illuminate which provide them with specific results and areas of need to help inform instruction. Further, the implementation of our new math programs (EnVision, CPM, and Big Ideas), including their assessment components, will help measure student progress towards standards.

Both the DJUSD Strategic Plan and our Local Control Accountability Plan (LCAP) call for a district wide assessment system. This year, we will use the results as part of our system to improve student learning. This will need to include interim assessments to measure student progress towards standards.