



SPRING TESTING RESULTS

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

CLARK BRYANT, ASSOCIATE SUPERINTENDENT
SEPTEMBER 15, 2016

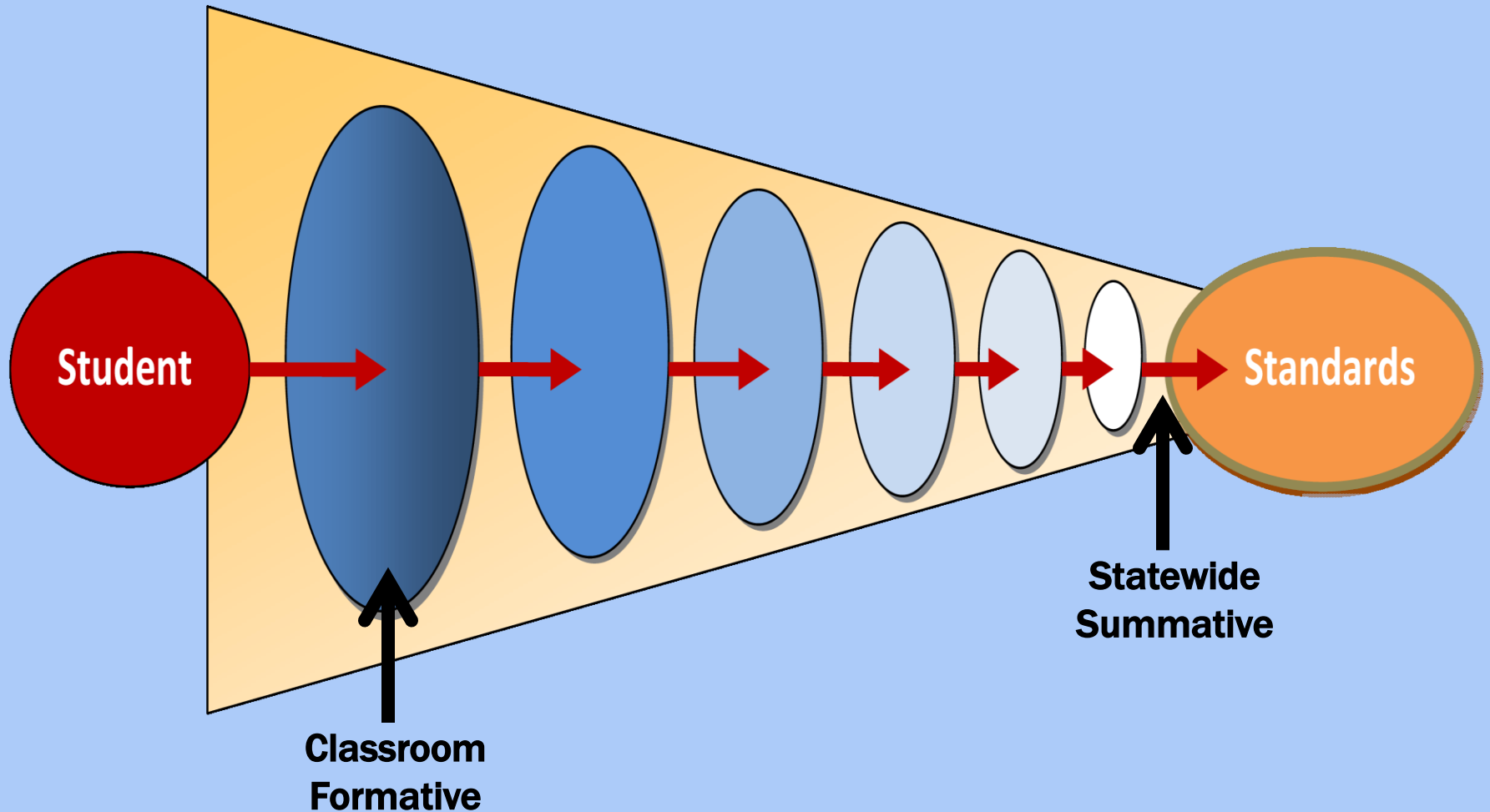


PRESENTATION GOALS



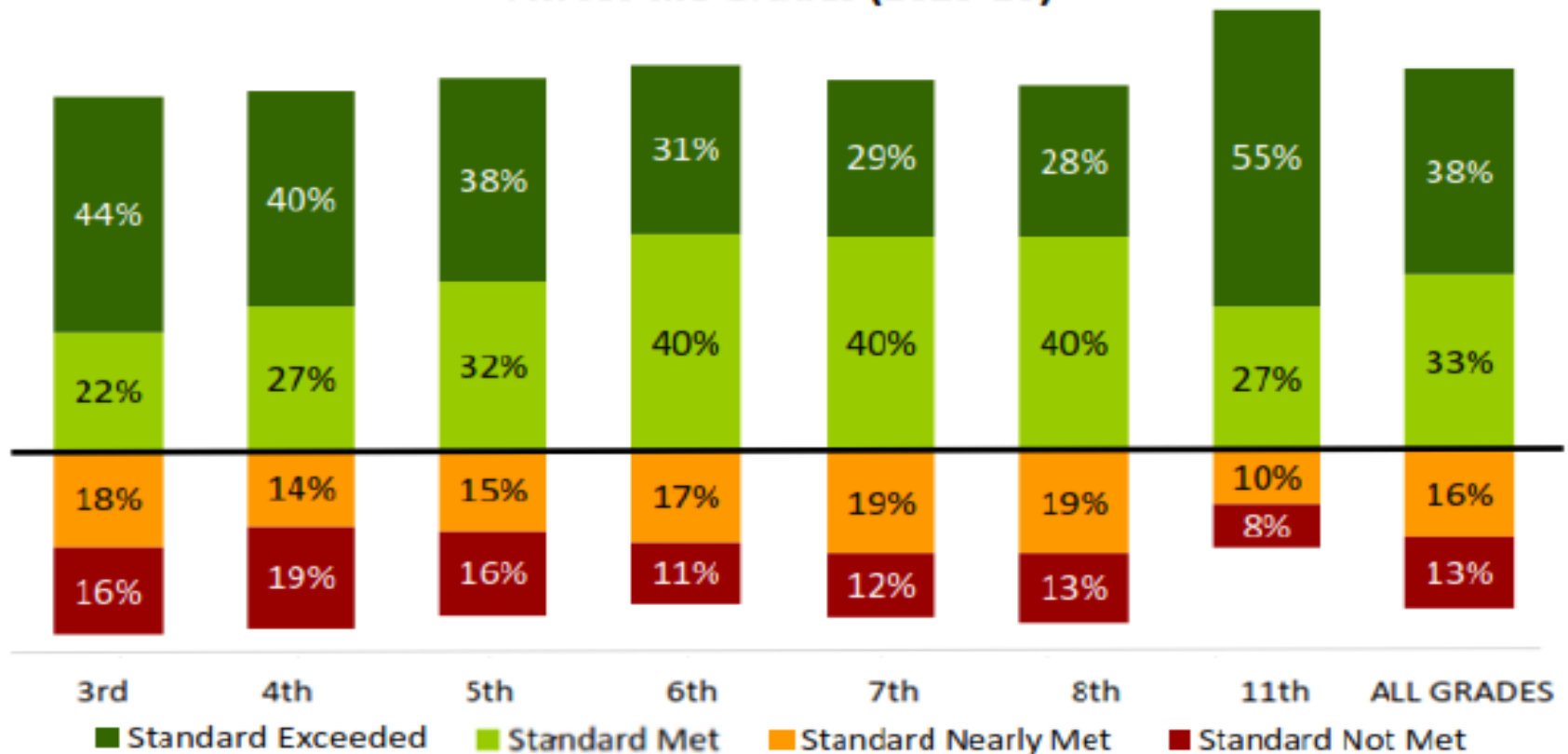
- Maintain a focus on learning
- Report results to gain understanding
- Describe the collaborative on-going process to close the achievement/opportunity gap
- Understand the applications for individual students

PLACEMENT OF SUMMATIVE ASSESSMENT



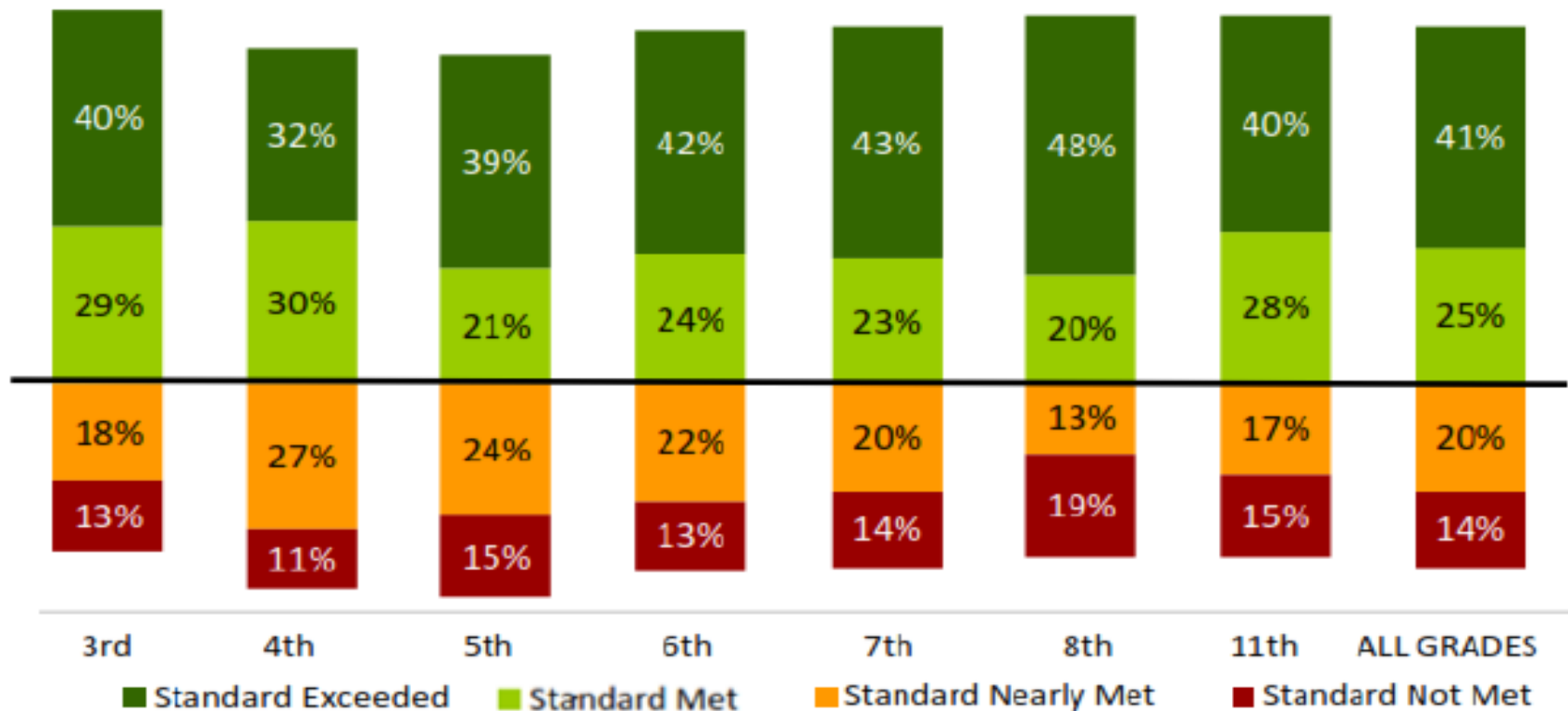
ALL STUDENTS - ELA

**Performance on CAASPP English Language Arts
Across the Grades (2015-16)**



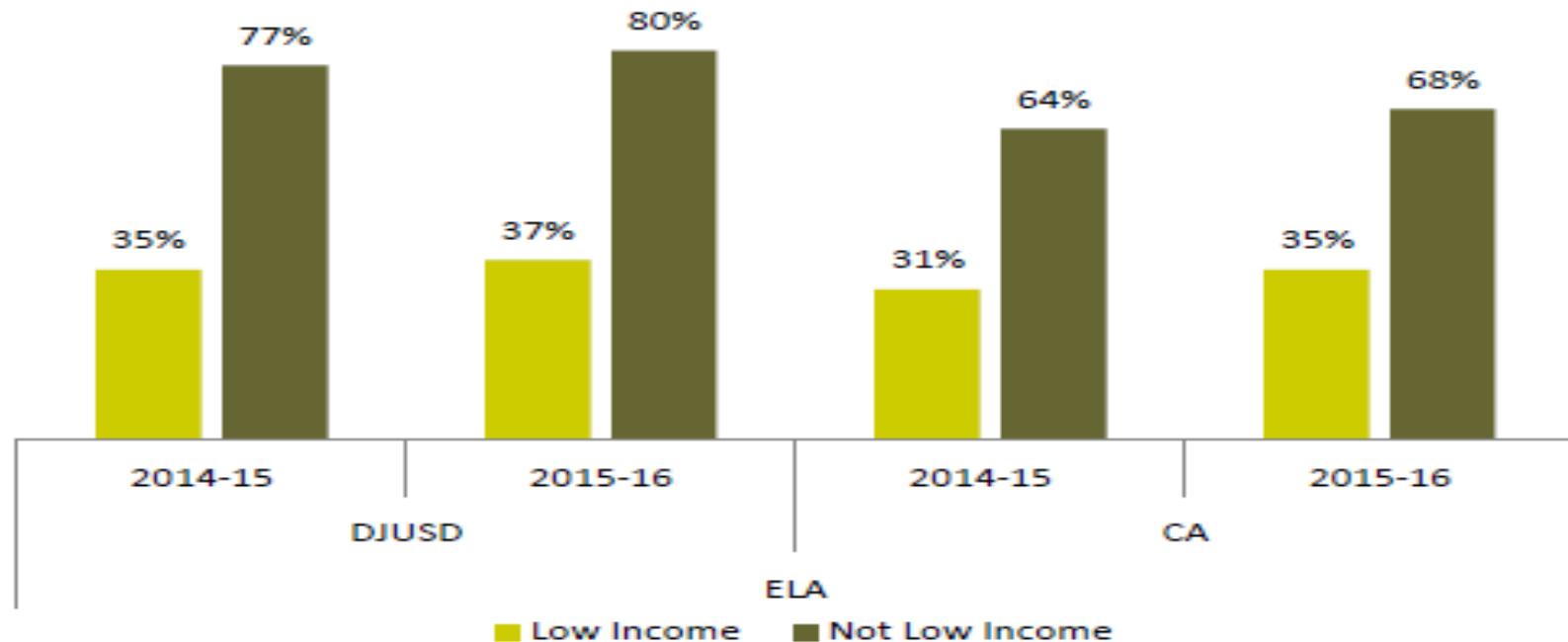
ALL STUDENTS - MATH

**DJUSD Performance on CAASPP Math
Across the Grades (2015-16)**



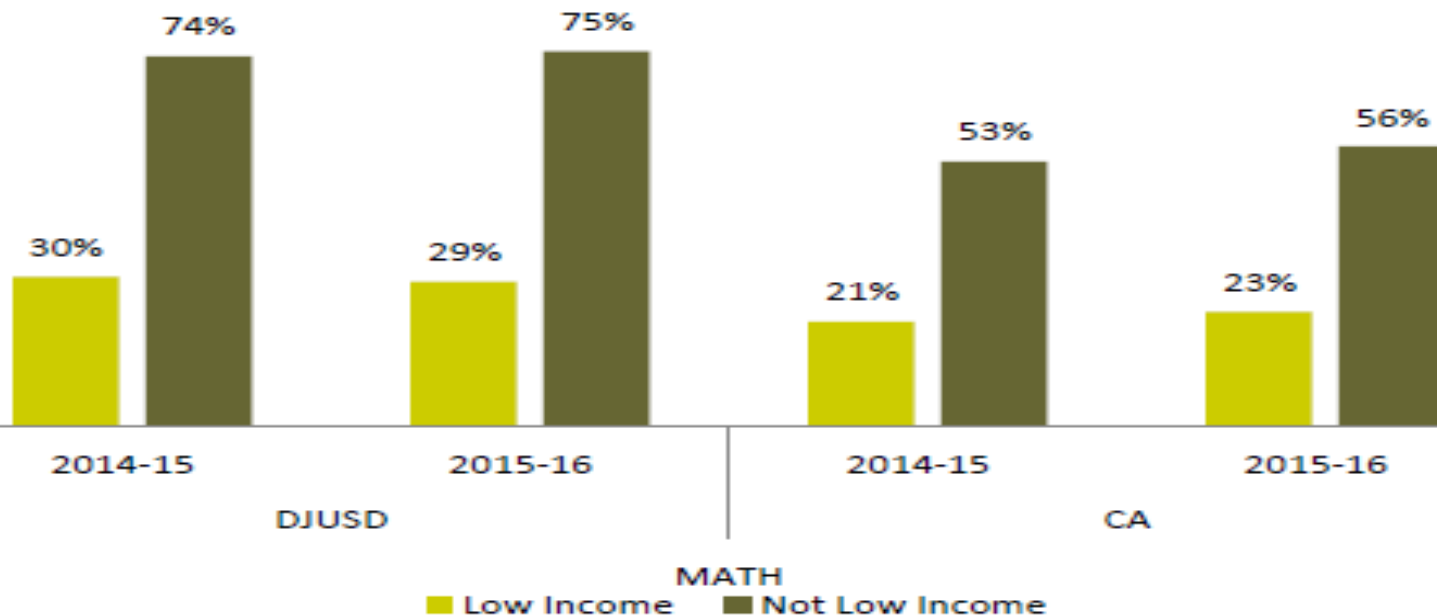
SOCIO-ECONOMIC STATUS ELA

**DJUSD & California Students
% Meeting or Exceeding Standards
on English Language Arts, All Grades, by Income Status
(2014-15 vs. 2015-16)**



SOCIO-ECONOMIC STATUS - MATH

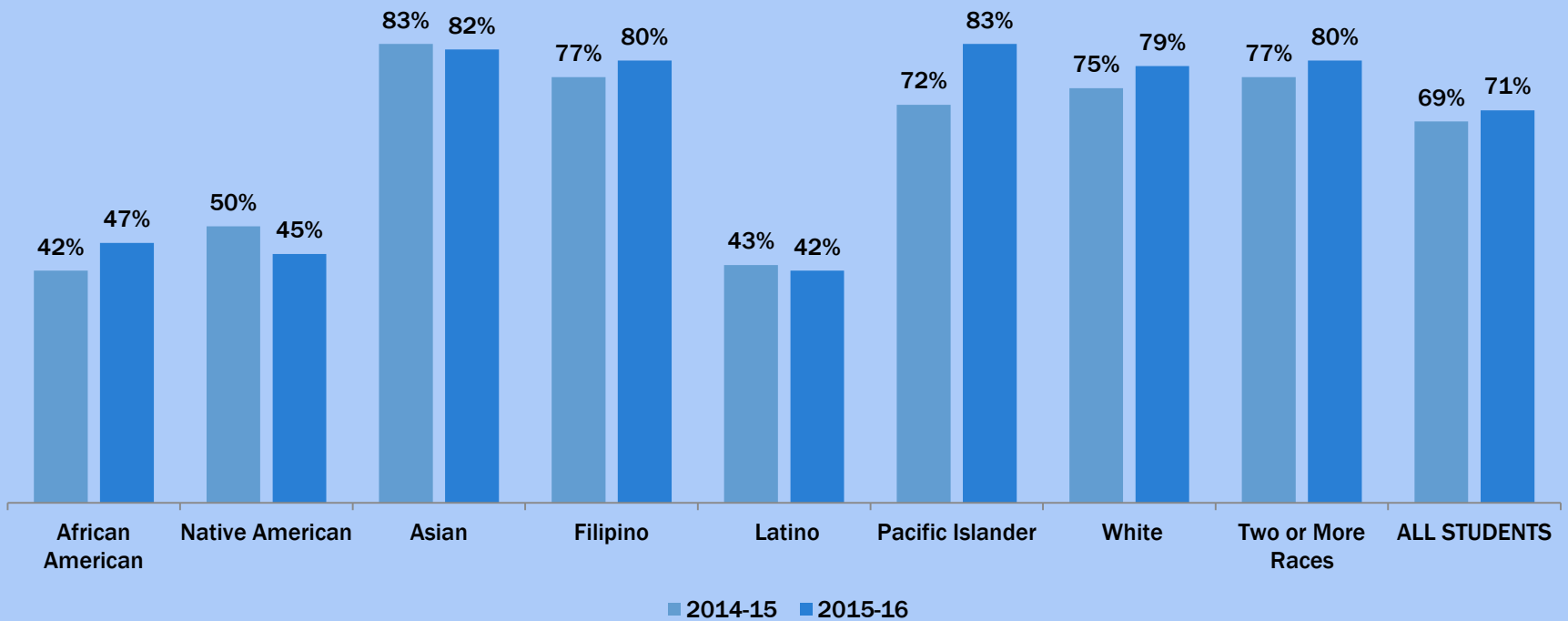
DJUSD & California Students
% Meeting or Exceeding Standards
on Math, All Grades, by Income Status
(2014-15 vs. 2015-16)



ELA BY ETHNICITY



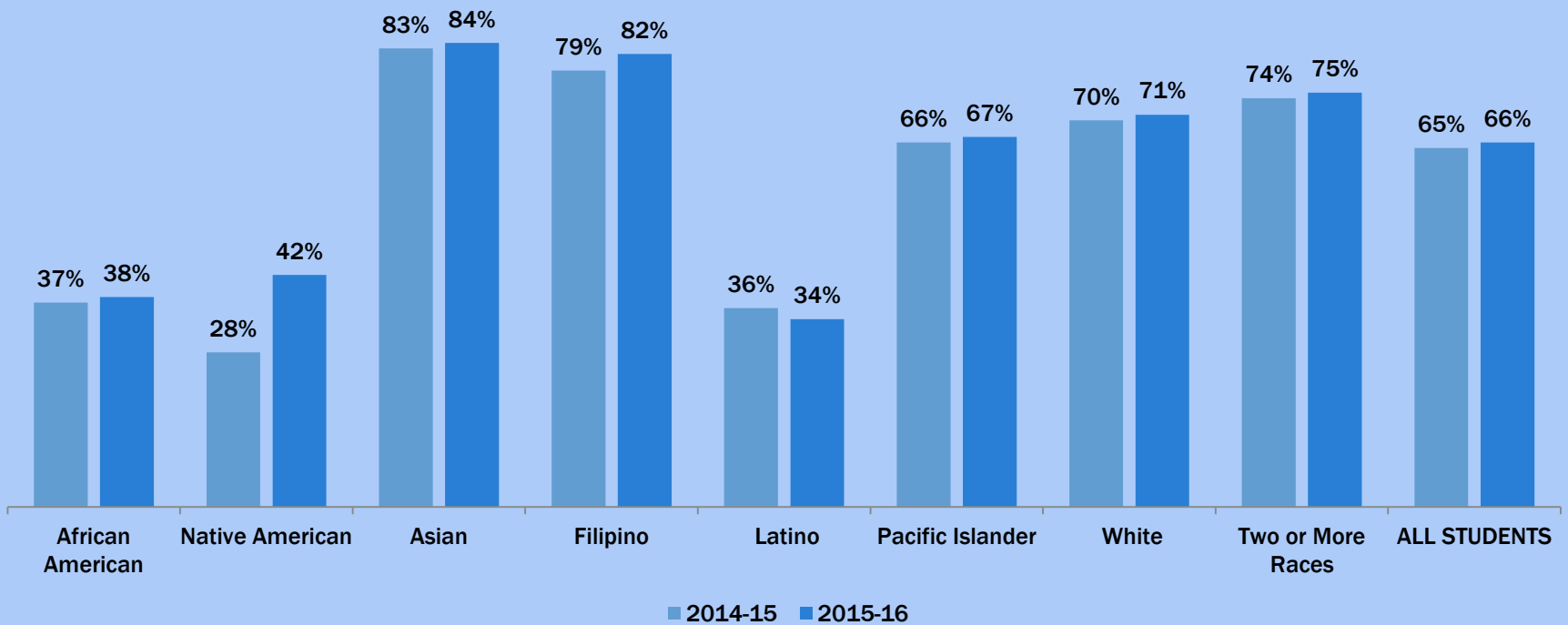
DJUSD Students % Meeting or Exceeding Standards
on English Language Arts by Ethnic Subgroups
(2014-15 vs. 2015-16)



MATH BY ETHNICITY

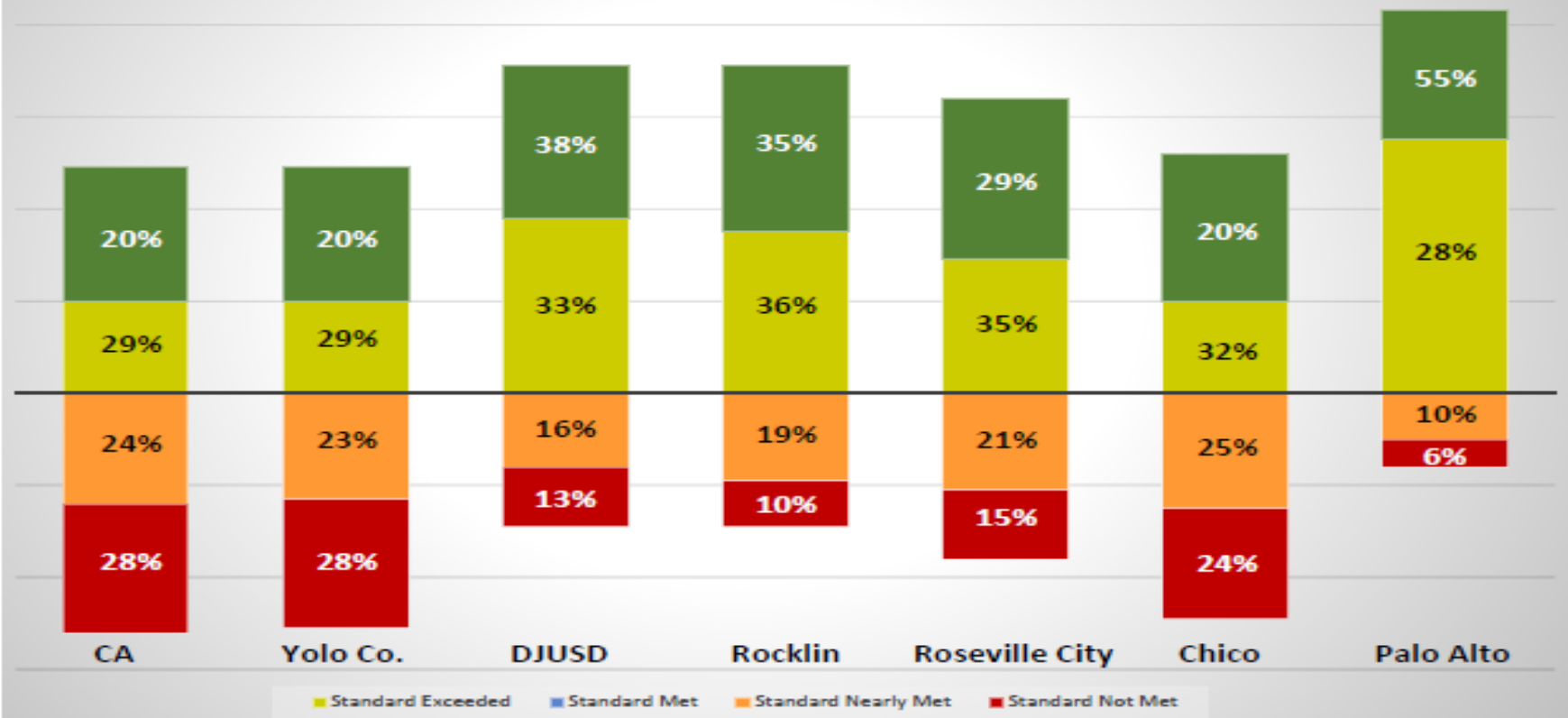


DJUSD Students % Meeting or Exceeding Standards
on Math by Ethnic Subgroups
(2014-15 vs. 2015-16)



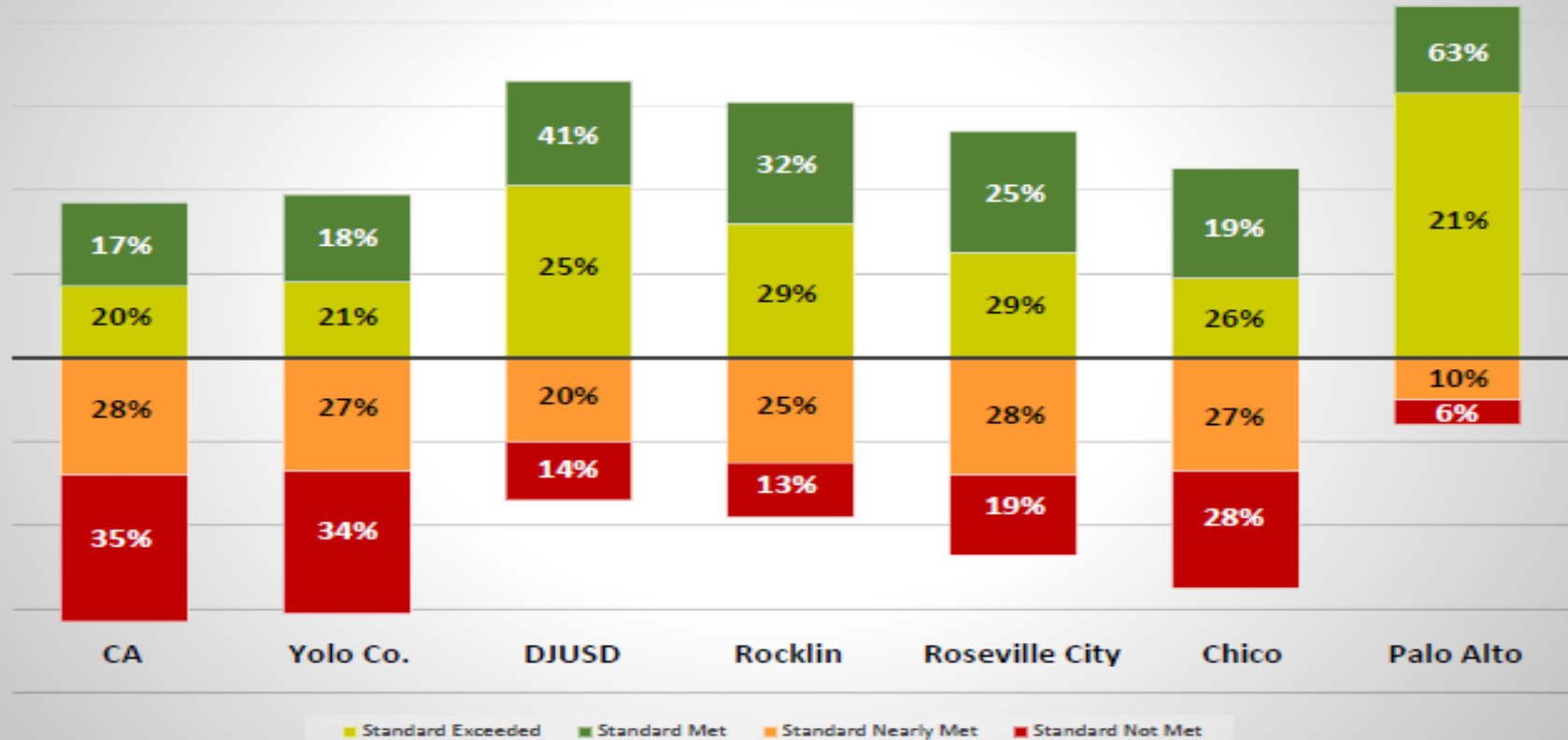
COMPARISON DISTRICTS - ELA

2016 CAASPP ELA Proficiency Comparison



COMPARISON DISTRICTS - MATH

2016 CAASPP Math Proficiency Comparison



TRACKING COHORTS



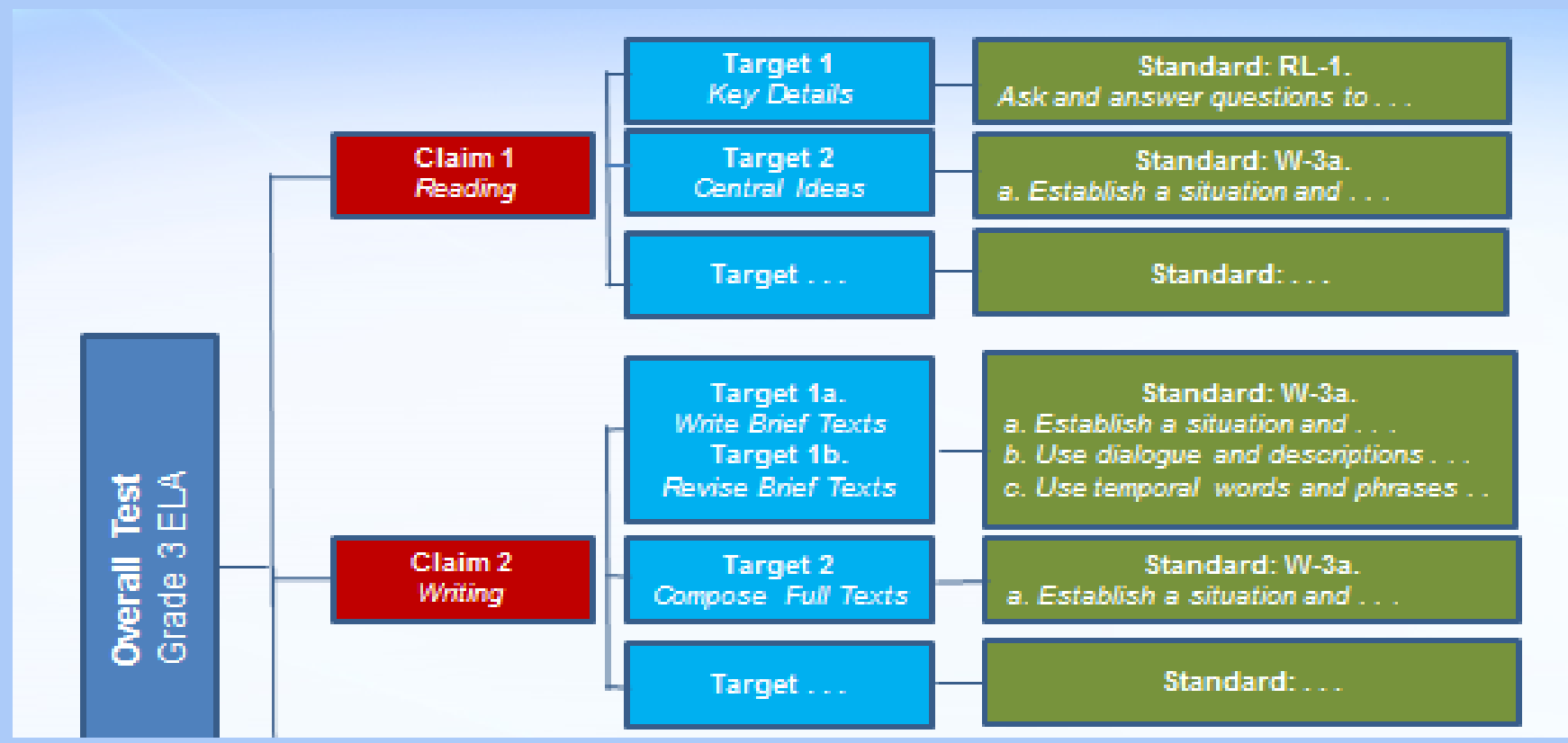
- Each grade level
- Each cohort

2015 & 2016 CAASPP - All Students by Grade

ELA OVERALL		% Standards Met & Exceeded				
DJUSD		3	4	5	6	
2015 All Students		57%	65%	71%	70%	71%
2016 All Students		66%	67%	70%	71%	67%
READING		Near or Above Standard				
DJUSD		3	4	5	6	
2015 All Students		76%	81%	81%	82%	81%
2016 All Students		82%	81%	81%	81%	81%





PROCESS OF ANALYSIS

- Review at the Achievement Level
- Review at the Area (Claim) Descriptors



PROCESS OF ANALYSIS



Icon	Target Level	Description
	Better than performance on the test as a whole	This target is a relative strength. The group of students performed better on items from this target than they did on the rest of the test as a whole.
	Similar to performance on the test as a whole	This target is neither a relative strength nor a relative weakness. The group of students performed about as well on items from this target as they did on the rest of the test as a whole.
	Worse than performance on the test as a whole	This target is a relative weakness. The group of students did not perform as well on items from this target as they did on the rest of the test as a whole.
	Insufficient Information	Not enough information is available to determine whether this target is a relative strength or weakness.

PROCESS OF ANALYSIS



STUDENT SCORES REPORTS

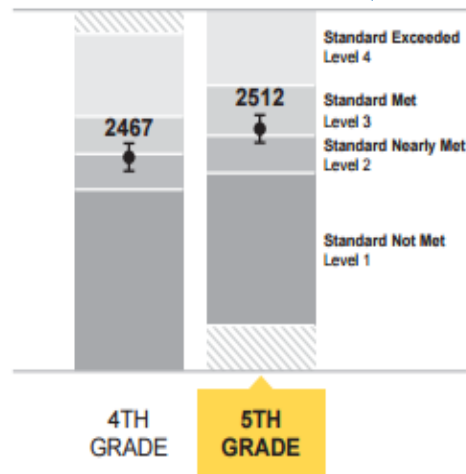


Achievement Levels Area (Claim) Descriptors

ENGLISH LANGUAGE ARTS/LITERACY

Matthew's overall score for 2016 is:
2512 | Standard Met (Level 3)

Overall Progress: Matthew has made progress and met the grade 5 standard for English language arts/literacy. He appears ready for future coursework.



This area is outside the score range for that grade

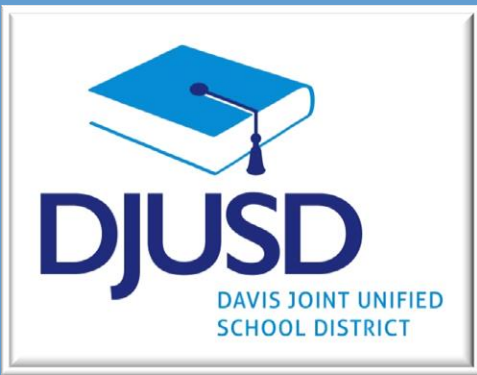
AREA	Below Standard	Near Standard	Above Standard
Reading <i>How well does your child understand stories and information that he or she reads?</i>			✓
Writing <i>How well does your child communicate in writing?</i>		✓	
Listening <i>How well does your child understand spoken information?</i>		✓	
Research/Inquiry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

NEXT STEPS



- Provide On-going professional growth
- Support for Multi-tiered System of Support (MTSS) and Response to Intervention and Instruction (RtI) to target interventions
- Monitor Progress
 - Interim Assessments
 - Formative Assessments
 - Diagnostic Assessments





QUESTIONS AND DISCUSSION

