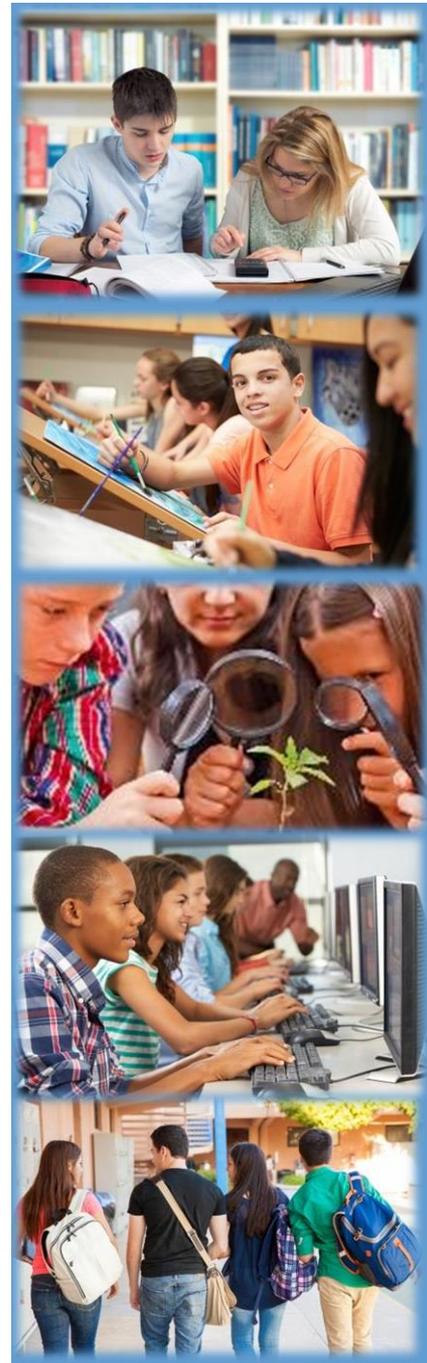


# SPRING TESTING RESULTS

## CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

CLARK BRYANT, ASSOCIATE SUPERINTENDENT  
SEPTEMBER 15, 2016

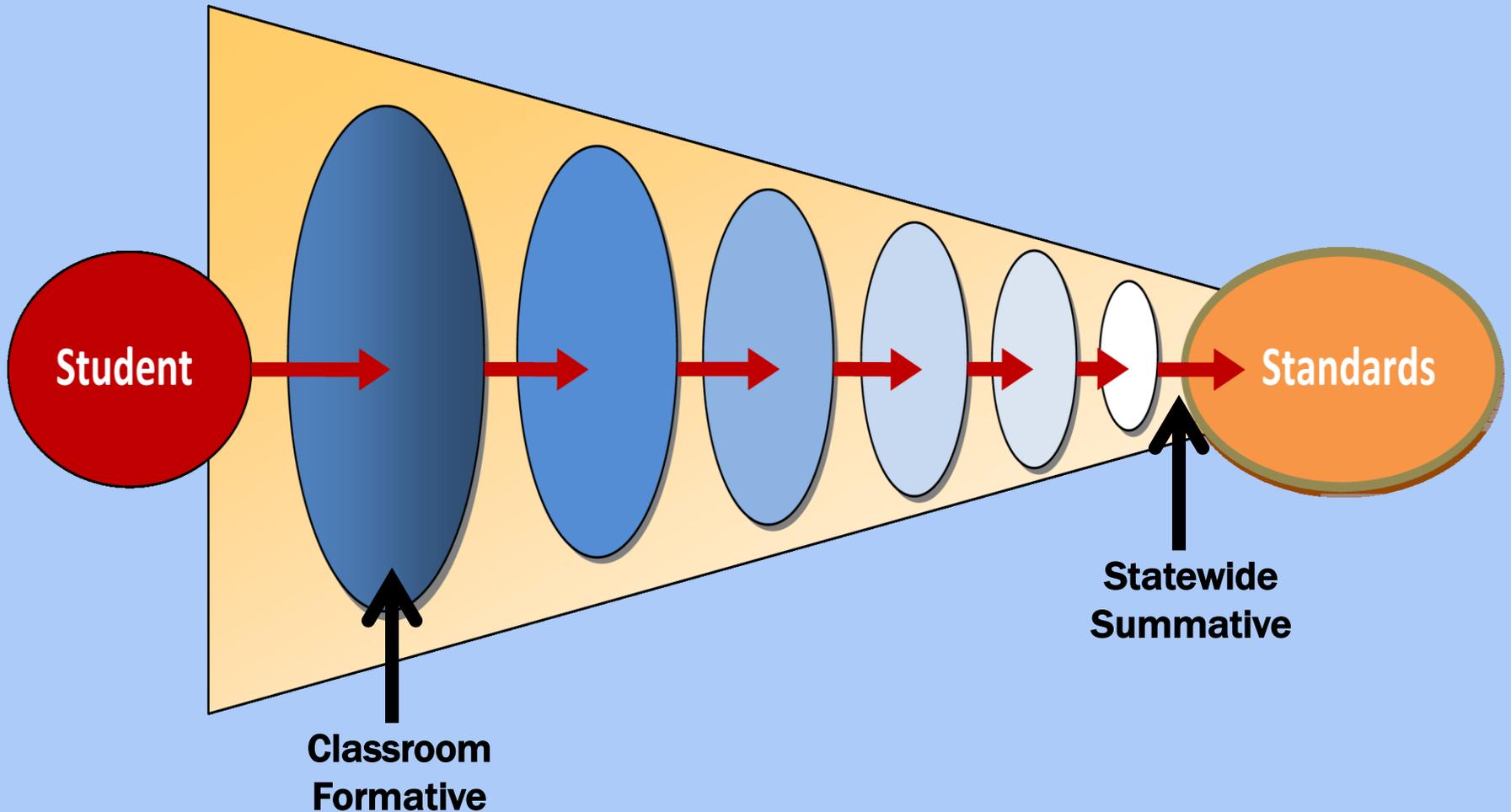


# PRESENTATION GOALS



- 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

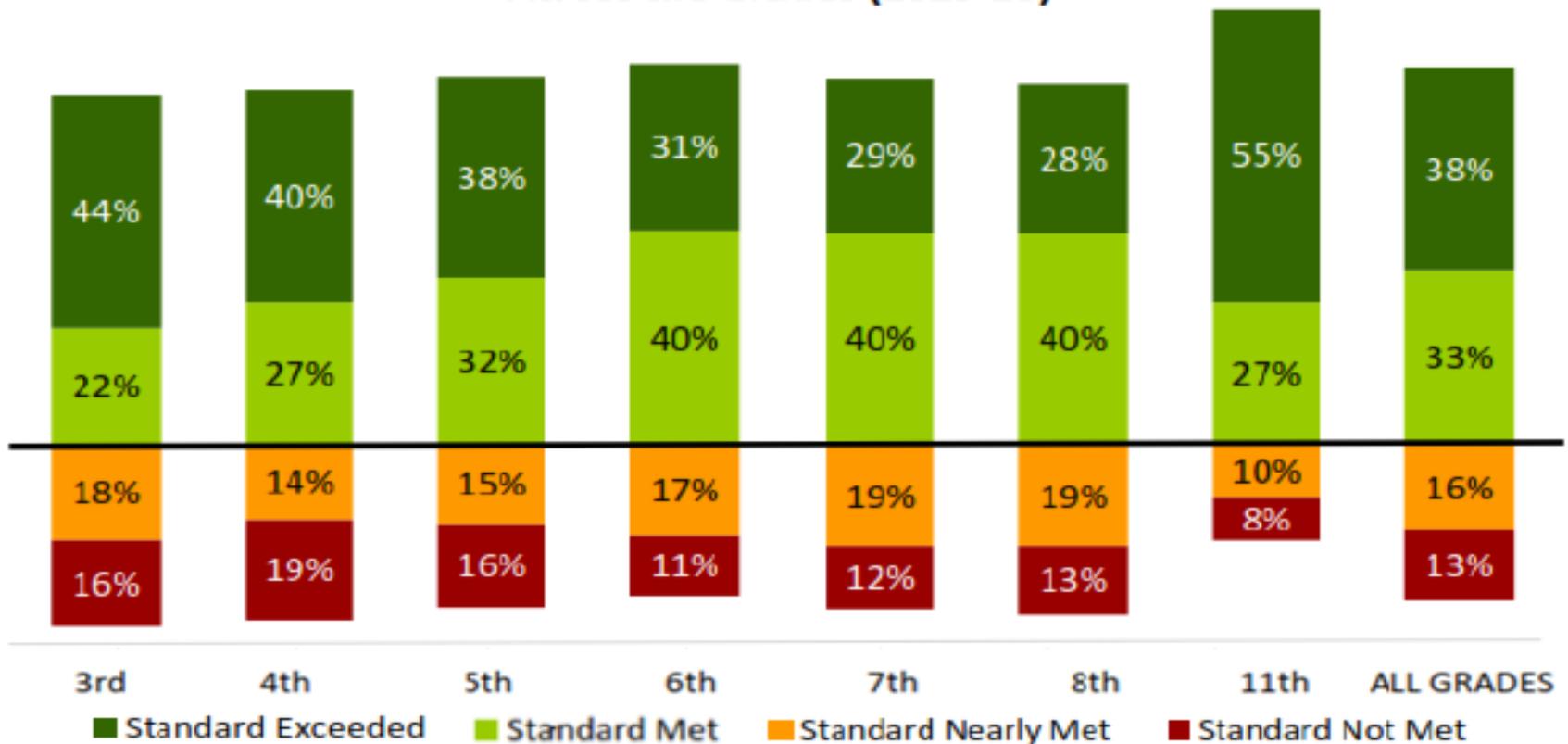
# PLACEMENT OF SUMMATIVE ASSESSMENT



# ALL STUDENTS - ELA



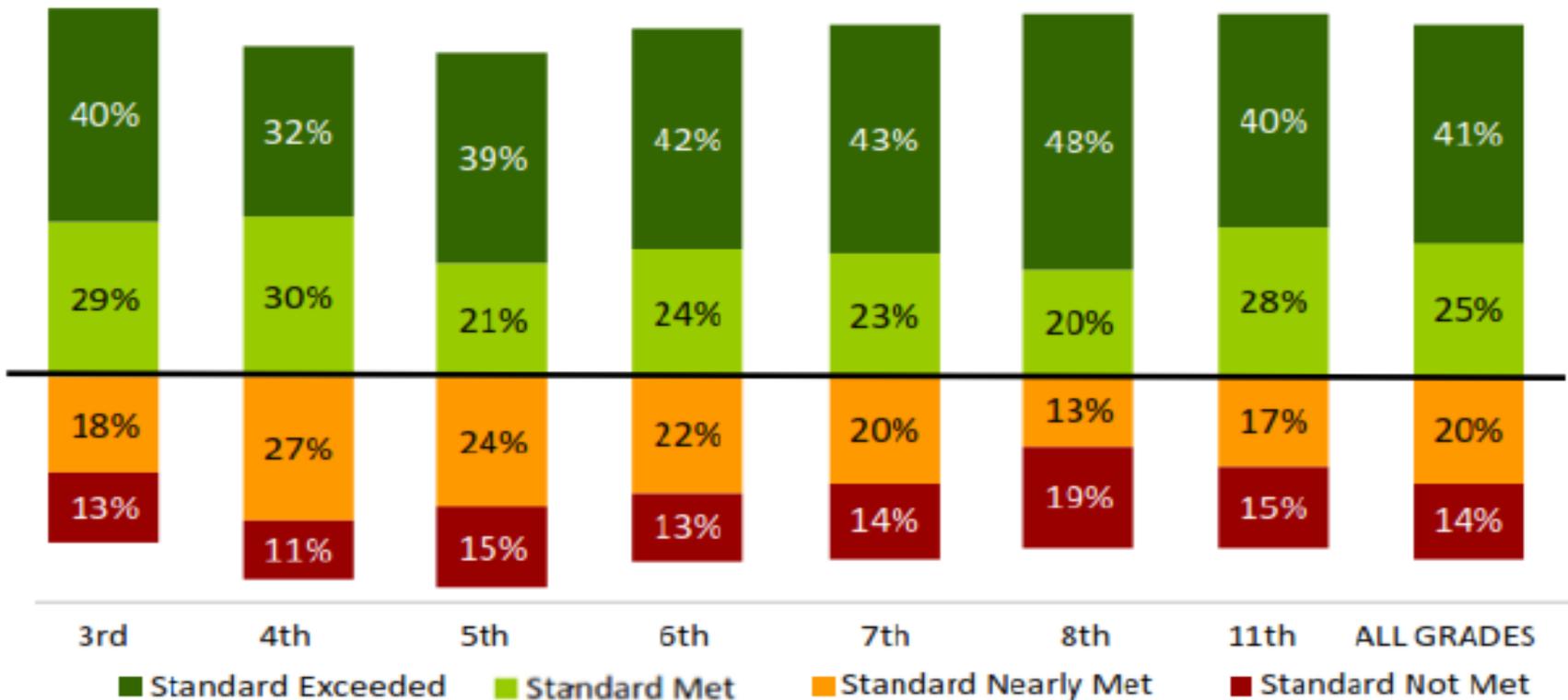
### Performance on CAASPP English Language Arts Across the Grades (2015-16)



# ALL STUDENTS - MATH



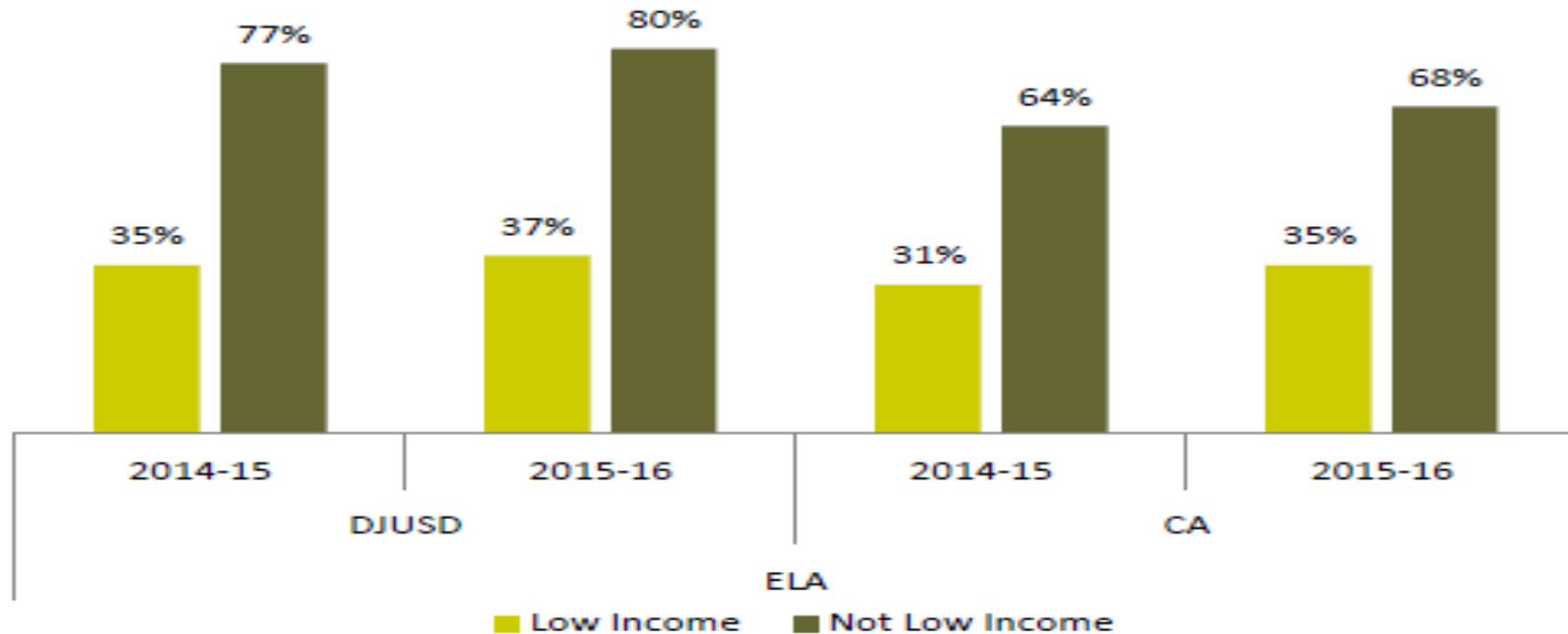
**DJUSD Performance on CAASPP Math  
Across the Grades (2015-16)**



# SOCIO-ECONOMIC STATUS ELA



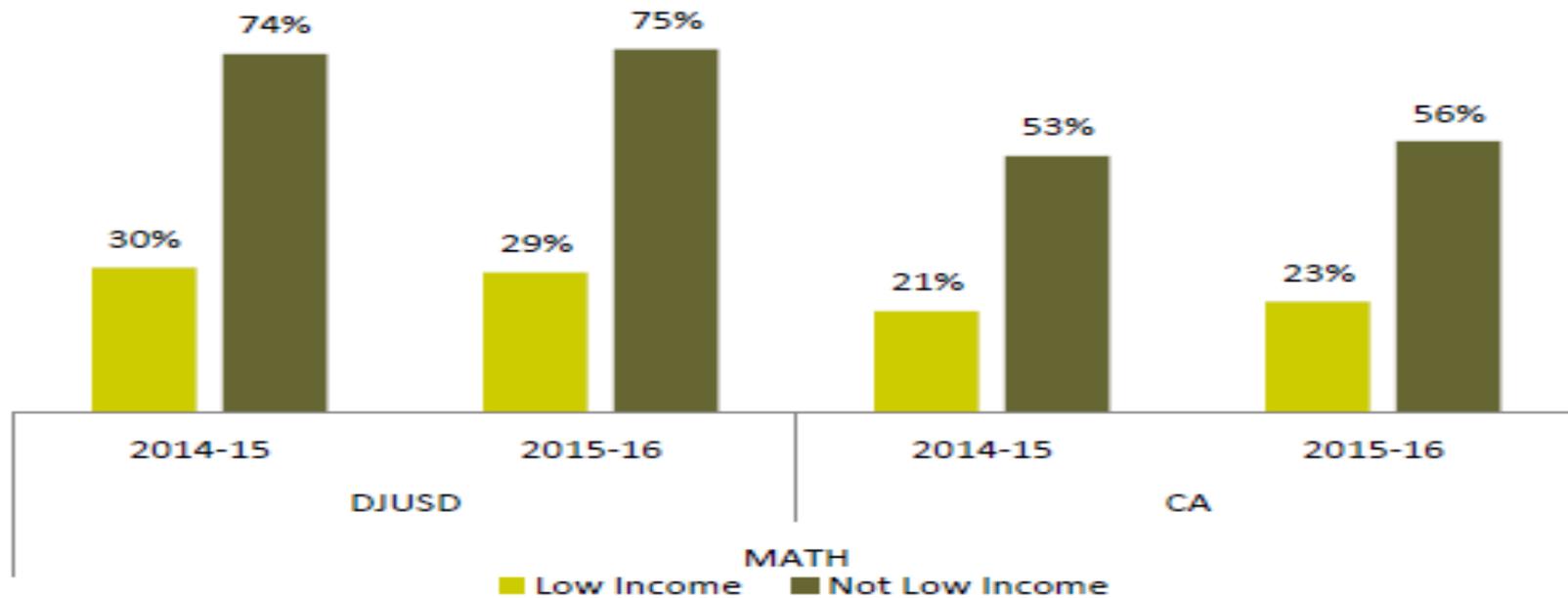
DJUSD & California Students  
% Meeting or Exceeding Standards  
on English Language Arts, All Grades, by Income Status  
(2014-15 vs. 2015-16)



# SOCIO-ECONOMIC STATUS - MATH



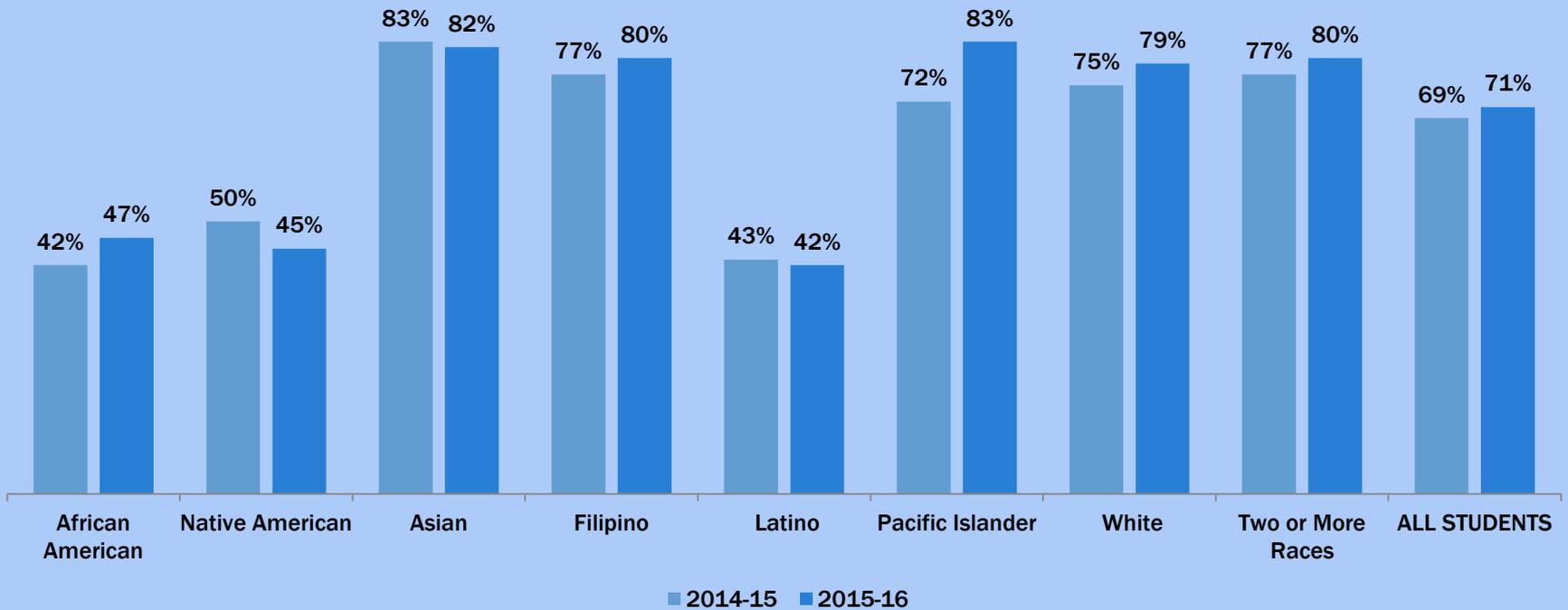
DJUSD & California Students  
% Meeting or Exceeding Standards  
on Math, All Grades, by Income Status  
(2014-15 vs. 2015-16)



# ELA BY ETHNICITY



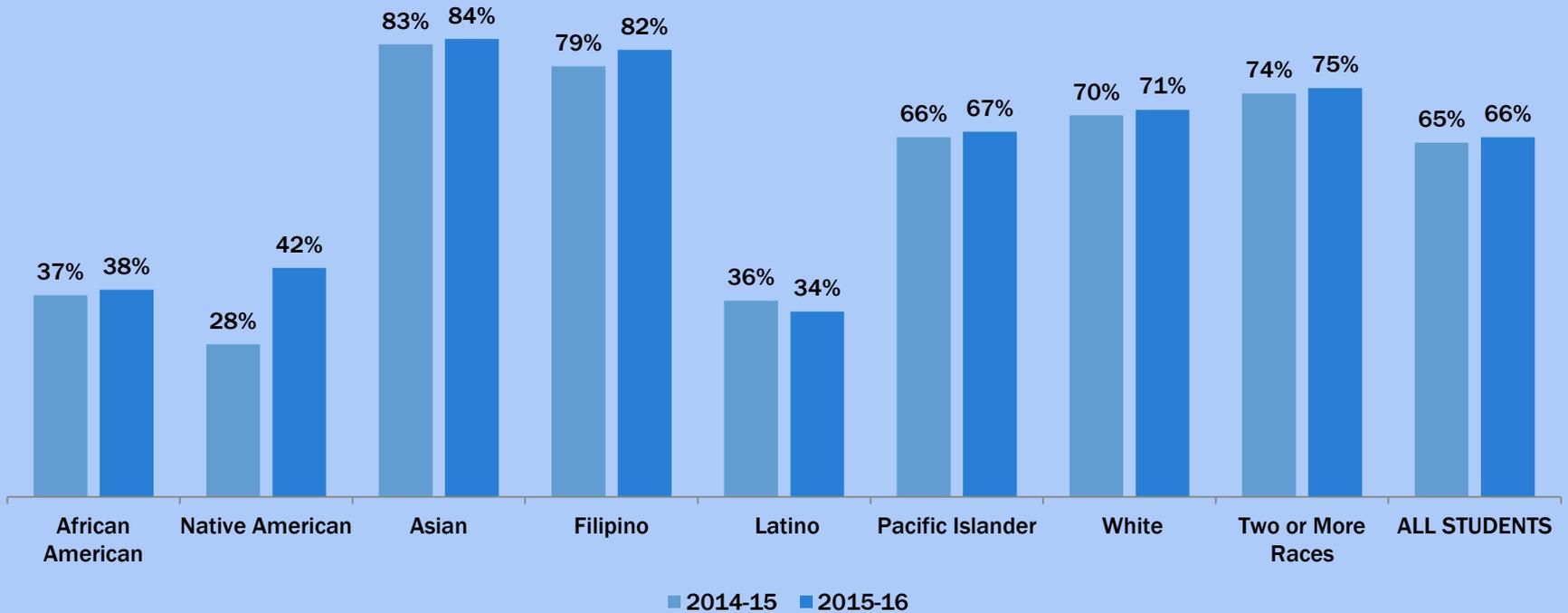
DJUSD Students % Meeting or Exceeding Standards on English Language Arts by Ethnic Subgroups (2014-15 vs. 2015-16)



# MATH BY ETHNICITY



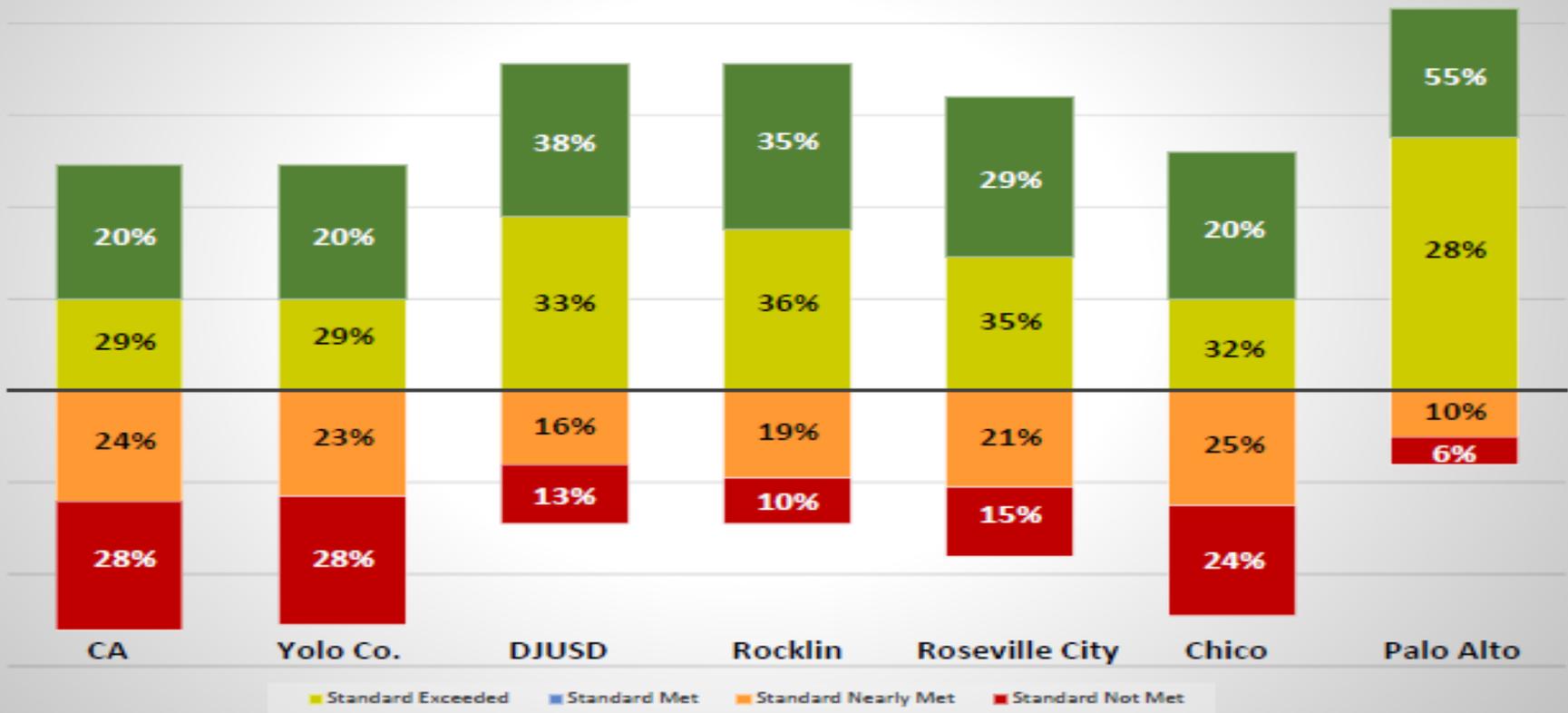
DJUSD Students % Meeting or Exceeding Standards  
on Math by Ethnic Subgroups  
(2014-15 vs. 2015-16)



# COMPARISON DISTRICTS - ELA



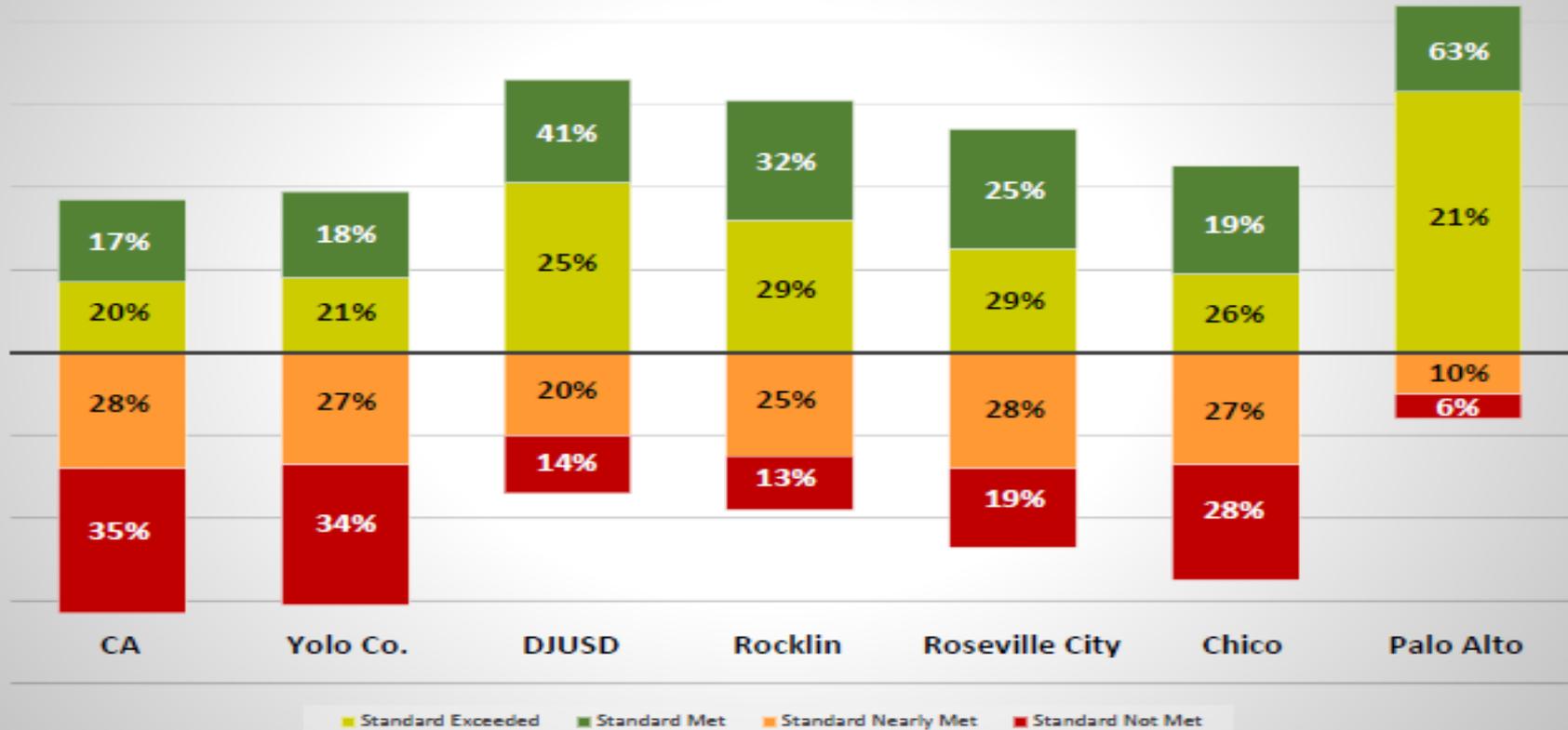
2016 CAASPP ELA Proficiency Comparison



# COMPARISON DISTRICTS - MATH



2016 CAASPP Math Proficiency Comparison



# TRACKING COHORTS



- Each grade level
- Each cohort

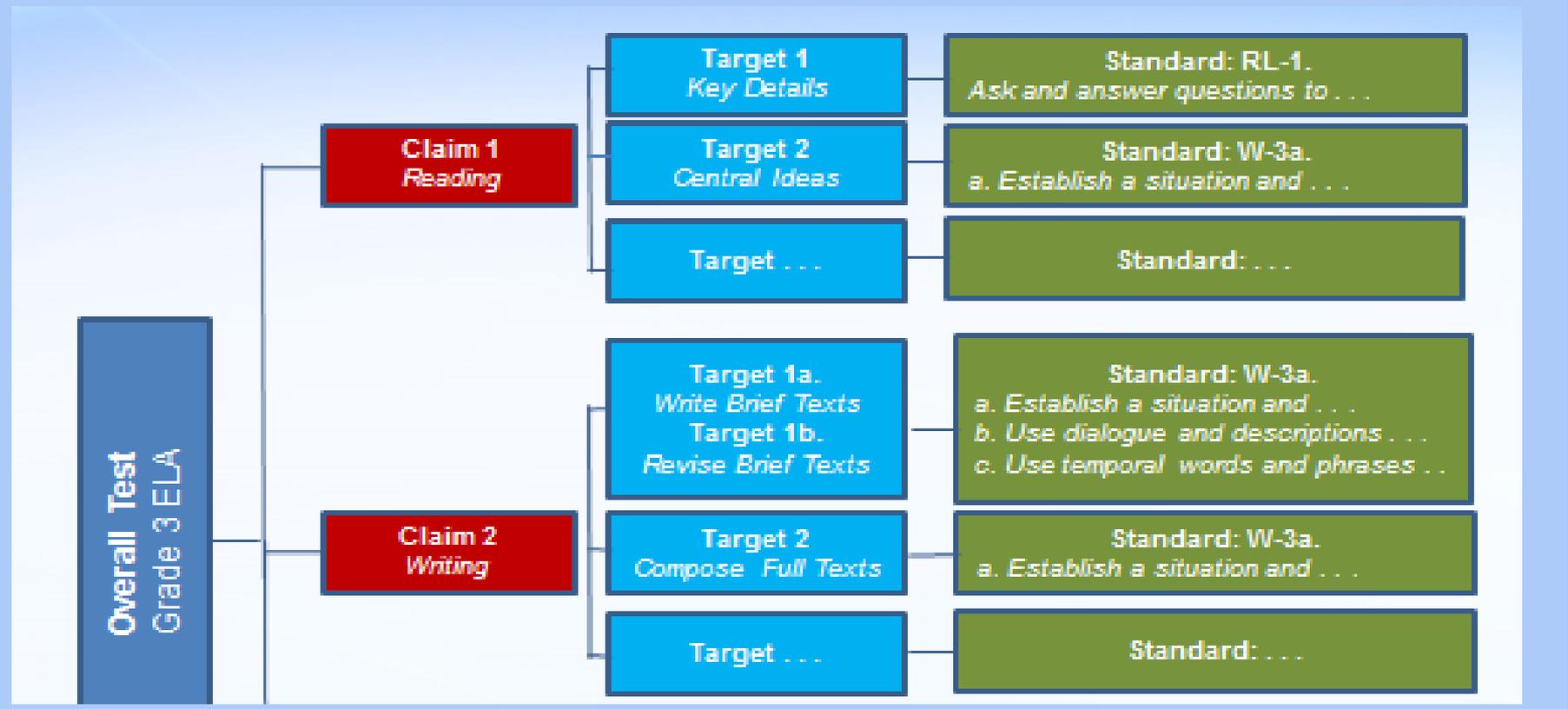
2015 & 2016 CAASPP - All Students by Grade

| ELA OVERALL       |  | % Standards Met & Exceeded |     |     |     |   |
|-------------------|--|----------------------------|-----|-----|-----|---|
| DJUSD             |  | 3                          | 4   | 5   | 6   |   |
| 2015 All Students |  | 57%                        | 65% | 71% | 70% | 7 |
| 2016 All Students |  | 66%                        | 67% | 70% | 71% | 6 |
| READING           |  | Near or Above Standard     |     |     |     |   |
| DJUSD             |  | 3                          | 4   | 5   | 6   |   |
| 2015 All Students |  | 76%                        | 81% | 81% | 82% | 8 |
| 2016 All Students |  | 82%                        | 81% | 81% | 81% | 8 |

# 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

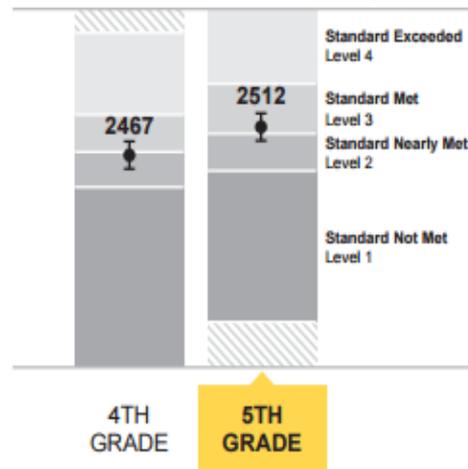


## Achievement Levels Area (Claim) Descriptors

### 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

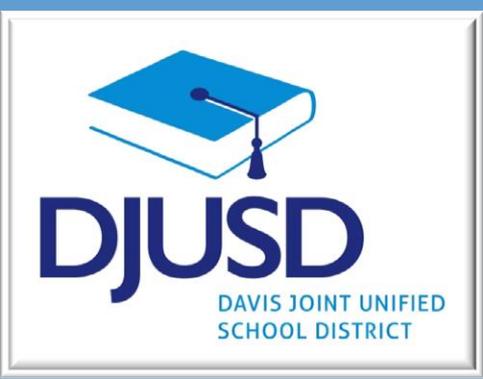
| AREA   | Below Standard | Near Standard | Above Standard |
|--|----------------|---------------|----------------|
| <b>Reading</b><br><i>How well does your child understand stories and information that he or she reads?</i> |                |               | ✓              |
| <b>Writing</b><br><i>How well does your child communicate in writing?</i>                                  |                | ✓             |                |
| <b>Listening</b><br><i>How well does your child understand spoken information?</i>                         |                | ✓             |                |
| <b>Research/Inquiry</b><br><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

