



CAASPP Results and Action Plans

New this year, the California Assessment of Student Performance and Progress (CAASPP) system is an adaptive computer assessment program. It is a work in progress and provides a baseline of student progress toward mastery of skills based on the new Common Core State Standards. Previously, students were tested on the Standardized Testing and Reporting (STAR) assessment which ended July 1, 2013.

General Results for English Language Arts

In the area of English-language arts, 42% of our students were considered to have met or exceeded standards. In our elementary schools, 36% of students met or exceeded standards for their grade level. When looking at the results school-by-school at the elementary level, the percentage of students meeting or exceeding standards was anywhere from 20% to 66%. At the middle school level, 40% of students met or exceeded standards. This number ranged from 22% to 57% when looking at individual middle schools in the district. High school students had the strongest results with 65% of students meeting or exceeding standards. This range by school was very large, from 5% to 88%.

Claims areas in English-language arts measured students in four areas, reading, writing, listening, and research/inquiry. Elementary school students struggled the most in reading and to a lesser extent writing. Scores were stronger in listening and research/inquiry, including a marked increase from 3rd to 5th grade in the percentage of students above standards in research/inquiry. Middle school results had identical results with reading and writing claims level data lower than the results in listening and research/inquiry. Scores in all areas were strong at the high school level with 84% of students above, at, or near standards in reading, writing, and listening. In the area of research/inquiry, that number increases to 89% for high school students.

Within San Diego County, 51% of all students met or exceeded standards in English-language arts. When comparing Vista Unified School District results to San Diego County averages, we were slightly behind the county at the elementary and middle school levels, but our high school achievement levels were above countywide averages.

General Results for Mathematics

As expected, results in mathematics were not as strong as those in English-language arts. Districtwide, 29% of students were deemed to have met or exceeded standards. At the elementary school level, 30% of students met or exceeded standards. At the individual school level, this number ranged from 14% to 55%. Our middle schools students' performance results were slightly lower than elementary school students. At the middle school level, 28% of students were considered to have met or exceeded standards. Individual school results ranged from 11% to 56%. High school

students outperformed students at the middle school and elementary school by a slight margin. A total of 34% met or exceeded standards. By school, this number ranged from 0% to 54%.

There are three claims areas established in mathematics: concepts and procedures; problem solving and modeling/data analysis; and communicating mathematical reasoning. At the elementary school level, scores declined in all areas as the students tested got older. Overall, the data indicate that the greatest area of need for elementary school students is in the area of applying mathematical concepts and procedures. The same was true of middle school students with more than one-half of all students scoring below standards in the area of concepts and procedures. This particular claim area was also the weakest area for our high school students. Students at all levels were strongest in demonstrating their ability to support mathematical conclusions, that is, communicating mathematical reasoning.

In mathematics, San Diego County scores were lower than scores in English-language arts. Countywide, 40% of students met or exceeded standards. As was the case for English-language arts, our scores were slightly below county averages at the elementary and middle school level, but our high school students slightly outperformed their peers from throughout San Diego County in the area of mathematics.

Observations

We need to celebrate what worked:

- Operationally we launched the first statewide computer adapted assessment
- Devices were purchased and set up for the volume of students testing
- The technology infrastructure was expanded to accommodate the increased needs
- Data management systems worked
- Students and teachers reported that the testing was engaging

We need to celebrate what we learned:

- The results provides opportunities to identify test items and skills leading to more positive results
- This one assessment will be just one of many that will indicate student progress toward college and career readiness. Other measures may include
 - STAR - early Literacy/Reading/Mathematics
 - Reclassification rates
 - County Performance Tasks
 - AP results
 - Interim assessments

Next Steps:

English Language Arts:

- Achieve grades: K-12
- i3 grant - Writing Professional Learning, grades: 6 -12
- Expository Reading and Writing Course (ERWC), grades: 6-12
- READ 180, grades: 4-10
- Lexia Core 5 teacher coaching (phonemic awareness, vocabulary, fluency, comprehension), grades: K-5
- Shannon Coulter, SDCOE - Professional Consultant, grades: K-5
- Stanford 6 (Early Literacy for teachers of students who are English Learners) Professional Learning for teachers, grades: K-5
- myON Online Library, grades: K-5
- Lucy Calkins Common Core Writing Units, grades: K-5
- Reading Records, grades: K-2
- Generation Ready (Early Literacy) Professional Learning for teachers
 - Fountas and Pinnell Guided Level Reading Books, grades: K-2

Mathematics

- Integrated Common Core Math, grades: 9-12
- Math Resource Adoption January 2016, grades: 9-12
- Math 180, grades: 4-10
- ST Math, grades: K-8
- Number Talks, grades: K-5
- Math models, grades: K-5
- Performance Tasks that address major standards, grades: K-5
- Pearson Envision
 - PeasonRealize, grades: K-2
 - Pearson SuccessNet, grades: 3-5

What stakeholders are saying:

"It is important to remember that the assessment system is new, and student score reports will be new and look different. Scores from the new tests cannot be compared to anything our kids have done before. Previous scores were connected to different standards which were assessed in a different way.

The first score reports are a starting point and just one measure of how your child is doing. Parent-teacher conferences and back-to-school nights are a great time to talk with your child's teacher and school principal about the score reports and the new assessments." **Parent and Teachers Association (PTA)**

It's important to understand that our 2015 results cannot be compared to previous years' results. The 2015 scores will establish a new baseline - a starting point from which we'll measure our progress towards preparing our children for the future workforce and economy of tomorrow.

The tests are just one part of a much bigger K-12 remodeling effort. California recently adopted new standards, and has been developing new professional development efforts for teachers, new instructional resources and new state accountability measures. These changes are big, a bit disruptive, and difficult to align — like trying to get all the subcontractors to work together on a kitchen remodel and still cook dinner every night. The “under construction” signs of this remodeling are still very visible. Like any successful remodeling project, this work will take time and effort to carry out.”

California School Board Association (CSBA)

"No one should be discouraged by the scores. They can help guide discussions among parents and teachers and help schools adjust instruction to meet student needs," said **Torlakson**. The CAASPP gauges how well students are mastering the new California Standards that emphasize the critical thinking, analytical writing, and problem-solving skills needed to be successful in college and career. These standards set a higher bar for California students to help ensure they are prepared to succeed in the future.