




PLEASANTON UNIFIED SCHOOL DISTRICT

2017-2018 California Assessment of Student Performance and Progress (CAASPP) Results

PAM VANDEKAMP, ED.D.
DIRECTOR OF ASSESSMENT
AND ACCOUNTABILITY
Board of Education Meeting
October 23, 2018



2018 CALIFORNIA ASSESSMENT of STUDENT PROGRESS AND PERFORMANCE

Annual Spring assessment
in English Language Arts
(ELA) and Mathematics in
Grade Levels 3-8 and 11

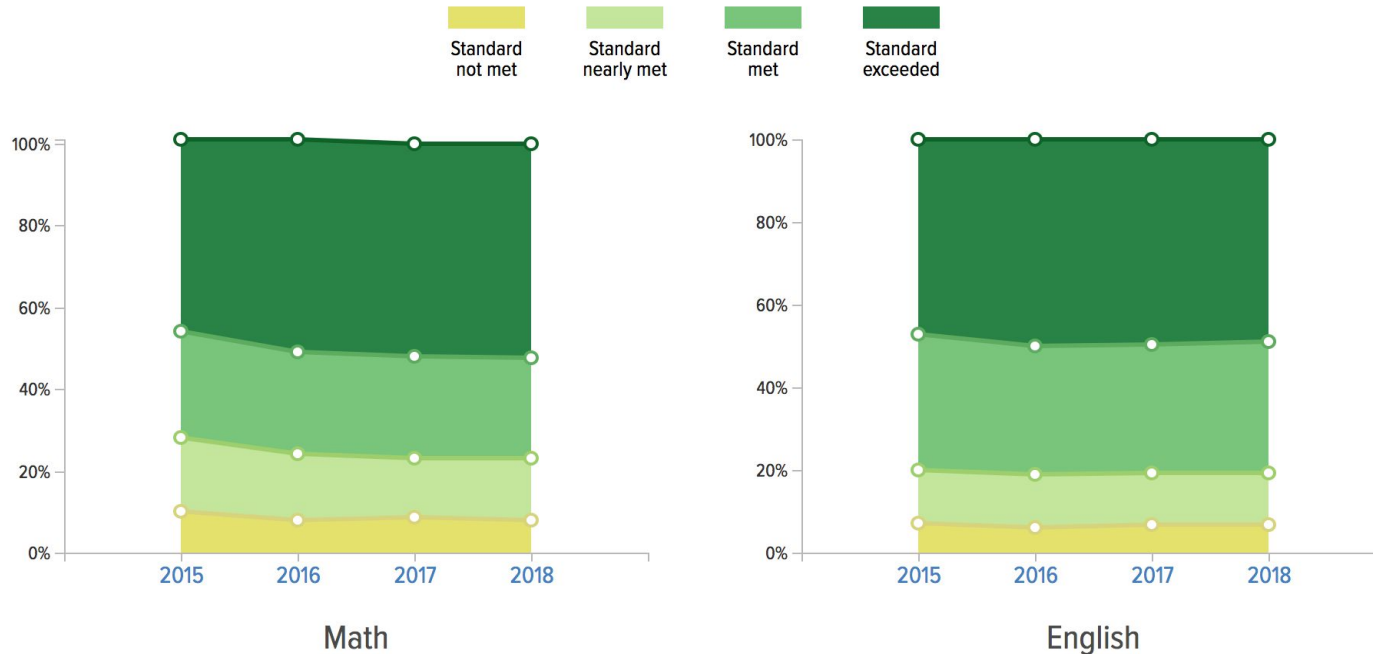
7979 Students Participated

Scores reported in four
performance bands

- Level 1: Standard Not Met
- Level 2: Standard Nearly Met
- Level 3: Standard Met
- Level 4: Standard Exceeded

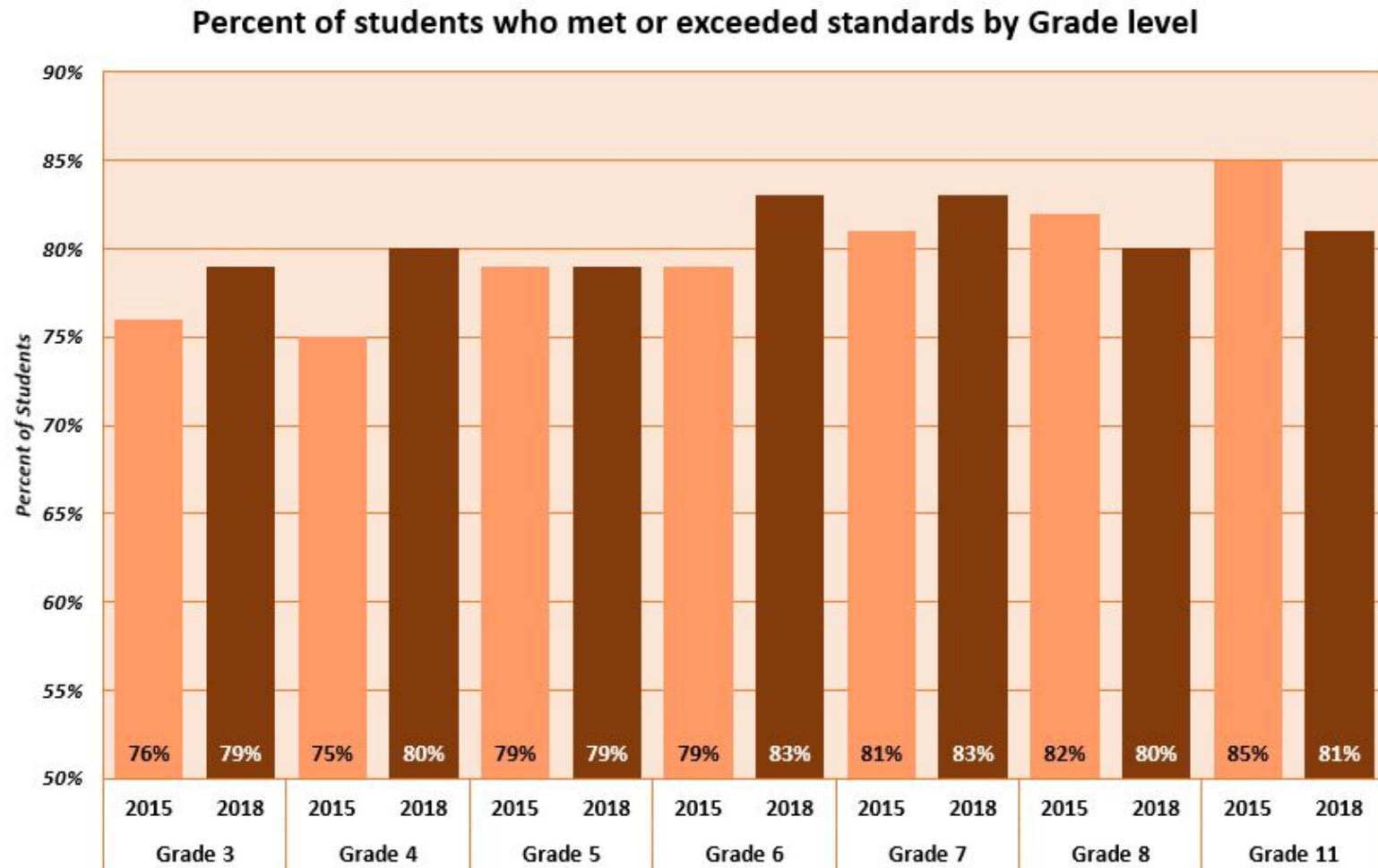
2018 CAASPP Percent Meeting or Exceeding Grade Level Standards

OVERALL TEST RESULTS

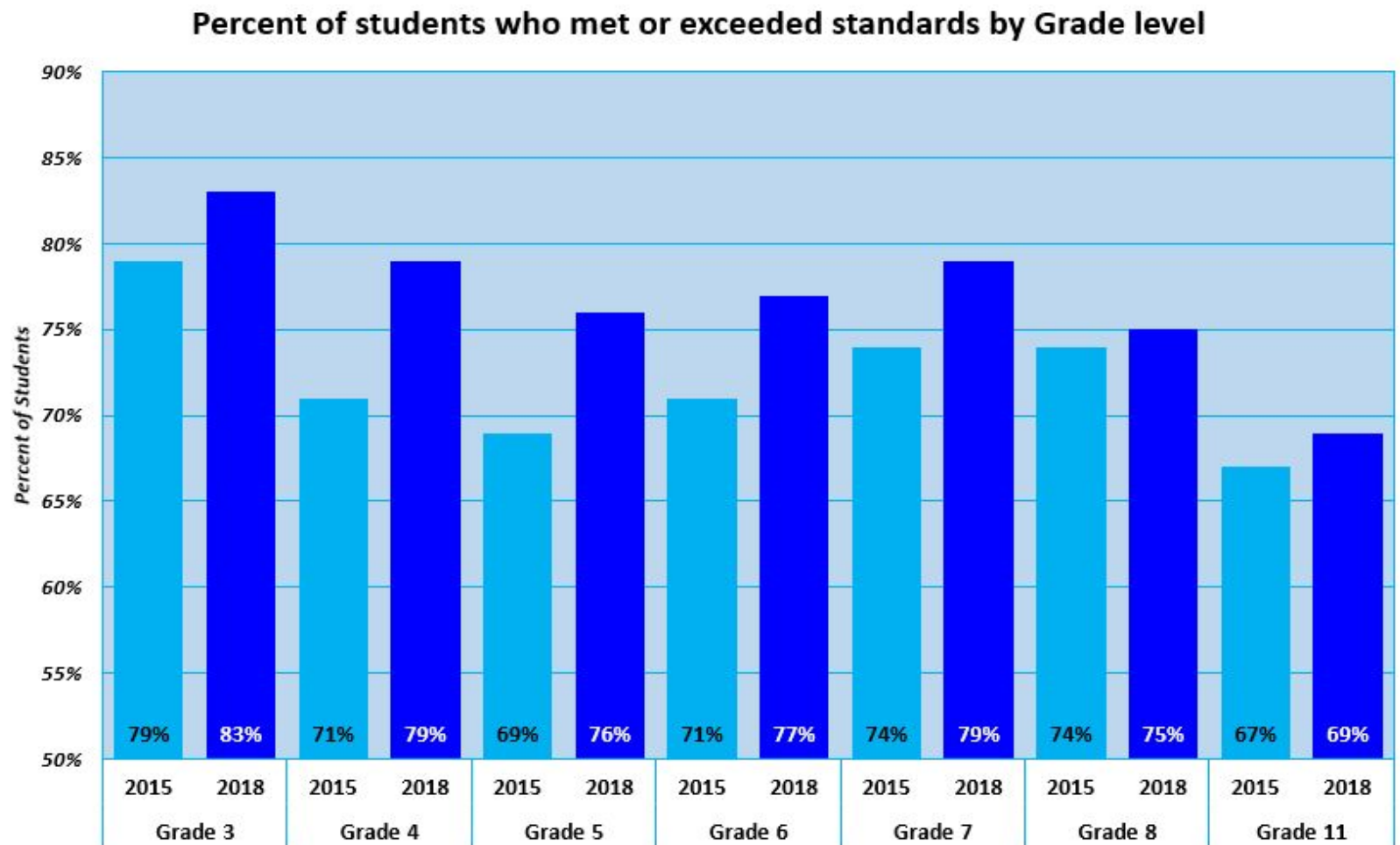


Subject	Standard Not Met 2018	Chg. From 2017	Standard Nearly Met 2018	Chg. From 2017	Standard Met 2018	Chg. From 2017	Standard Exceeded 2018	Chg. From 2017
Math	8.03%	-0.56%	15.12%	+0.63%	24.5%	-0.26%	52.35%	+0.2%
English	6.83%	-0.03%	12.29%	-0.03%	31.92%	+0.77%	48.96%	-0.72%

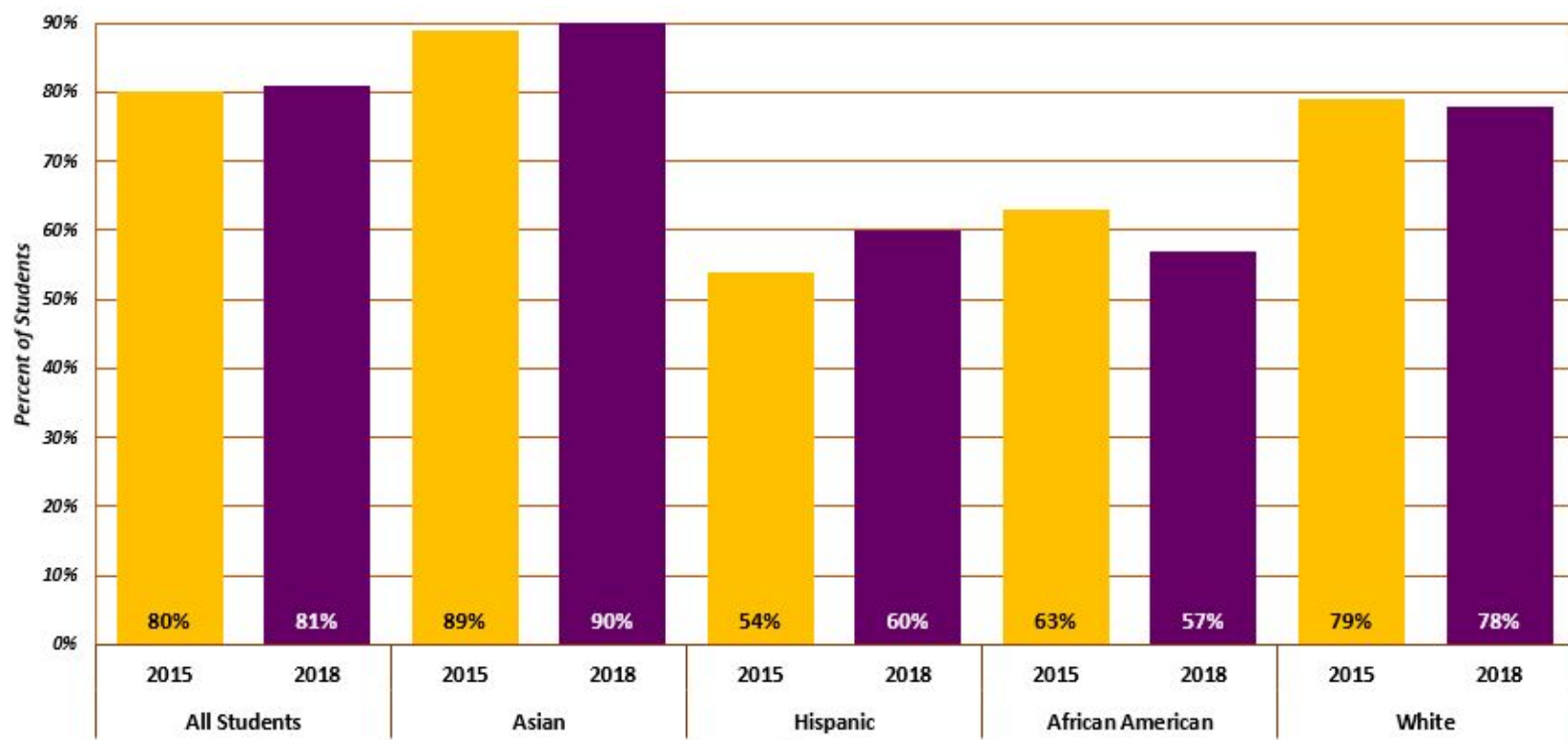
2018 CAASPP Percent Meeting or Exceeding Standards by Grade Level - ELA



2018 CAASPP Percent Meeting or Exceeding Standards by Grade Level - Math

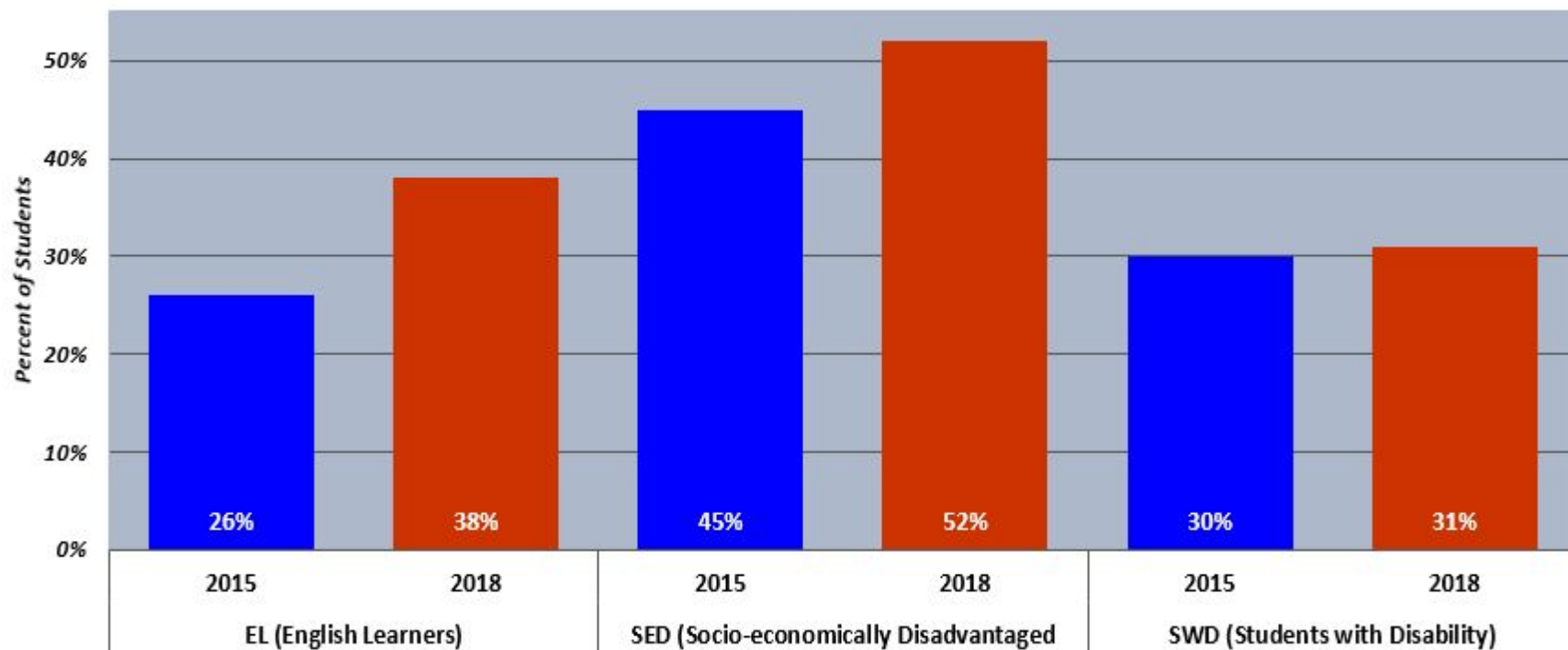


2018 CAASPP Percent Meeting or Exceeding Grade Level ELA Standards by Ethnicity



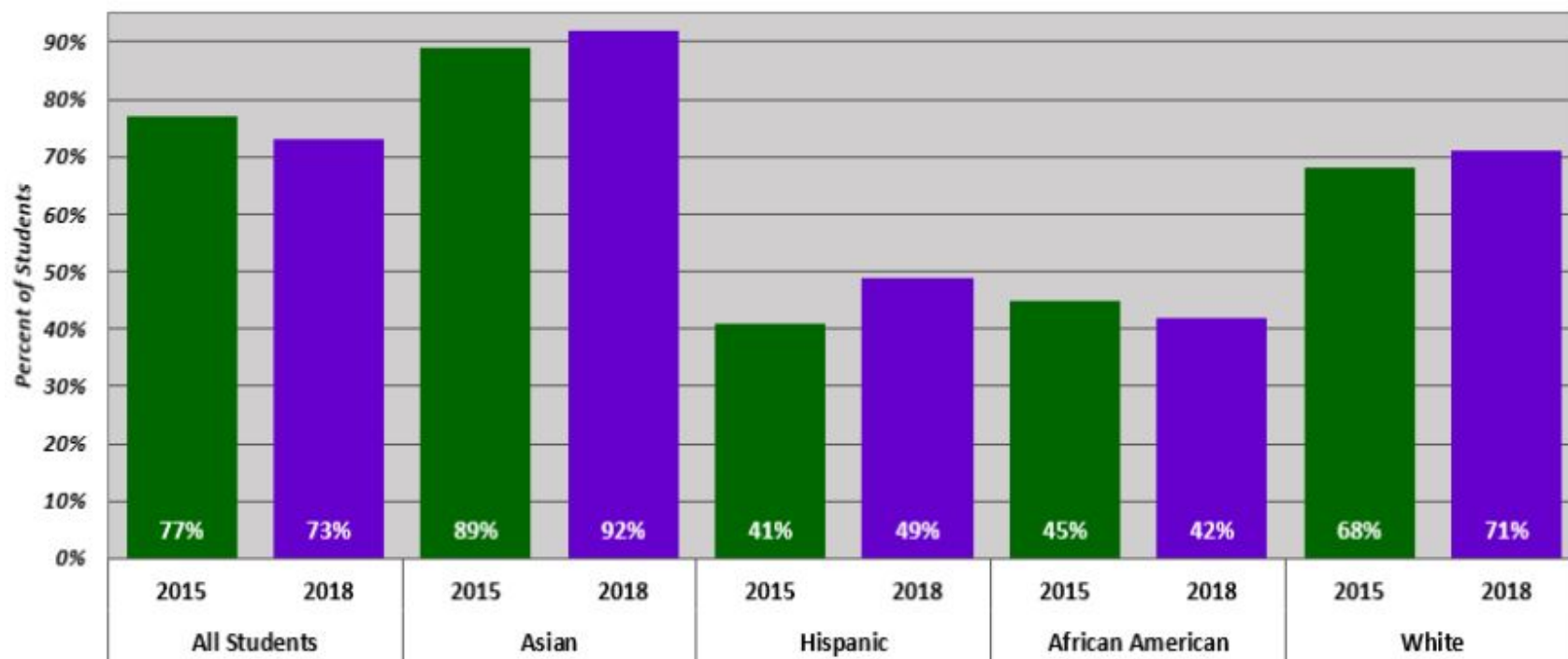
ELA	All Students		Asian		Hispanic		African American		White	
	N	%	N	%	N	%	N	%	N	%
2015	7947	80%	2445	89%	420	54%	96	63%	2948	79%
2018	7985	81%	2960	90%	476	60%	67	57%	2449	78%

2018 CAASPP Percent Meeting or Exceeding Grade Level **ELA** Standards by Unduplicated Student Group



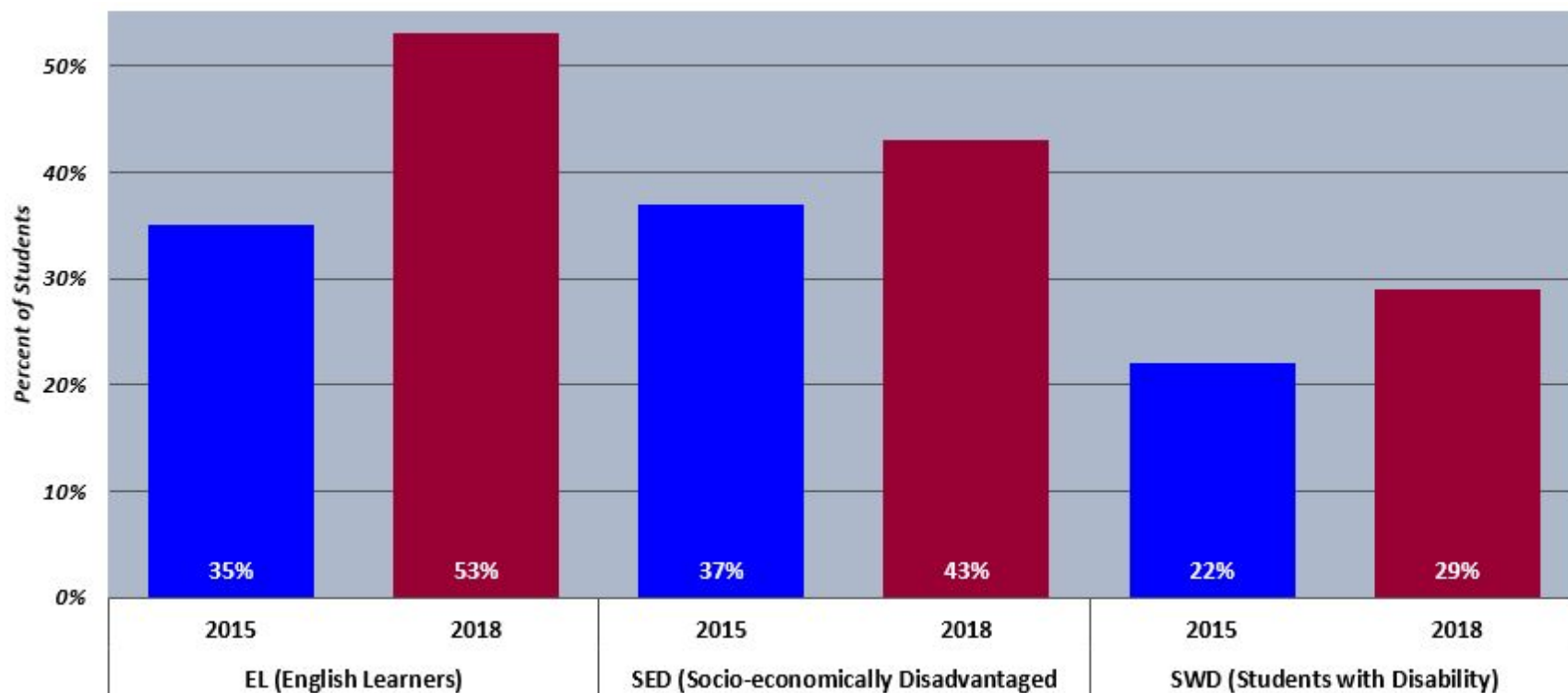
ELA	EL		SED		SWD	
	N	%	N	%	N	%
2015	93	26%	262	45%	189	30%
2018	204	38%	383	52%	190	31%

2018 CAASPP Percent Meeting or Exceeding Grade Level Math Standards by Ethnicity



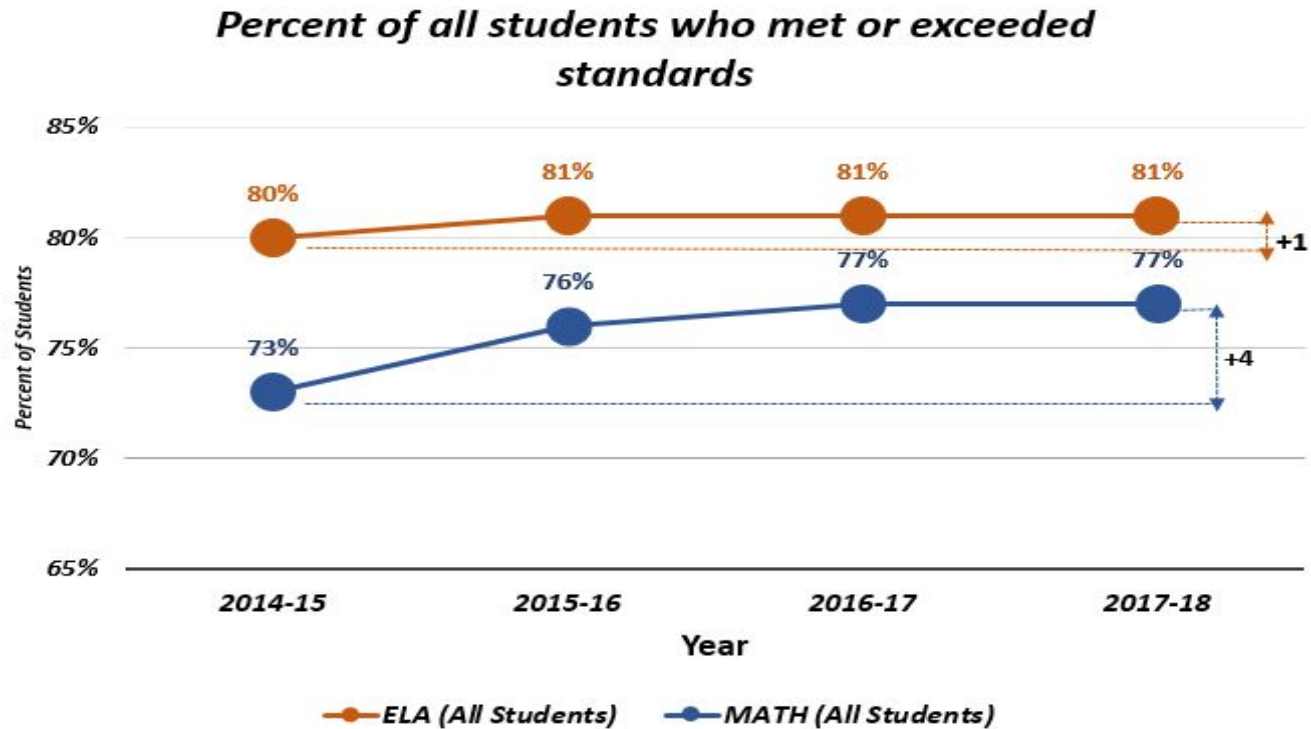
MATH	All Students		Asian		Hispanic		African American		White	
	N	%	N	%	N	%	N	%	N	%
2015	7918	73%	2437	89%	319	41%	68	45%	2547	68%
2018	7994	77%	3027	92%	388	49%	50	42%	2208	71%

2018 CAASPP Percent Meeting or Exceeding Grade Level Math Standards by Unduplicated Student Group



MATH	EL		SED		SWD	
	N	%	N	%	N	%
2015	132	35%	215	37%	142	22%
2018	299	53%	317	43%	175	29%

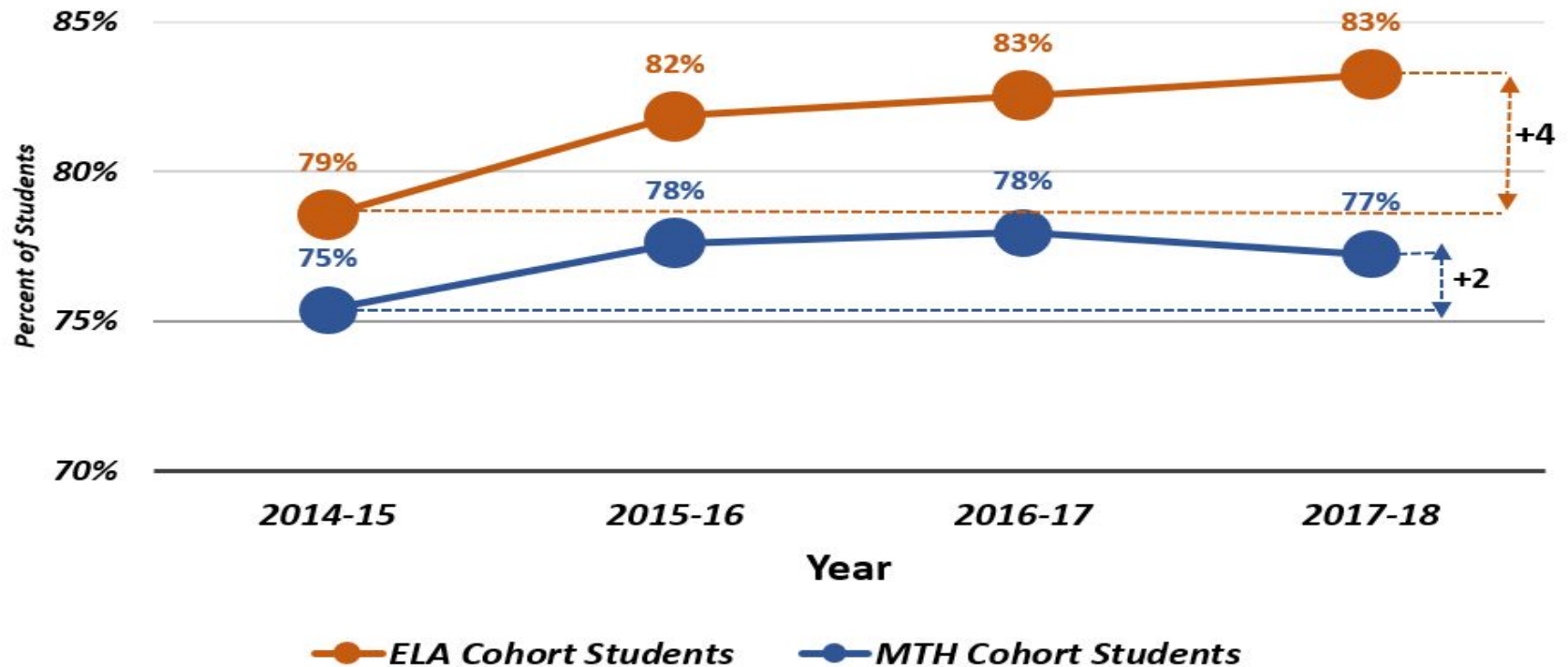
CAASPP Students Four Year Change 2015 to 2018



Students with SBAC Overall	2014-2015		2015-2016		2016-2017		2017-2018	
	N	%	N	%	N	%	N	%
ELA - All Students	6345	80%	6412	81%	6467	81%	6453	81%
Math - All Students	5756	73%	6012	76%	6173	77%	6135	77%

CAASPP Students Four Year Change 2015 to 2018

Percent of cohort students who met or exceeded standards



Cohort Students with SBAC Overall	2014-15		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%
ELA Cohort Students	2098	79%	2196	82%	2218	83%	2224	83%
MTH Cohort Students	2007	75%	2081	78%	2093	78%	2065	77%

CELEBRATE SUCCESS!

English Learners show an overall increase of 6% in ELA and 10% in Math of students meeting or exceeding standards.

Redesignated English Learners showed an increase of 4% in ELA and 1% in Math of students meeting or exceeding standards.

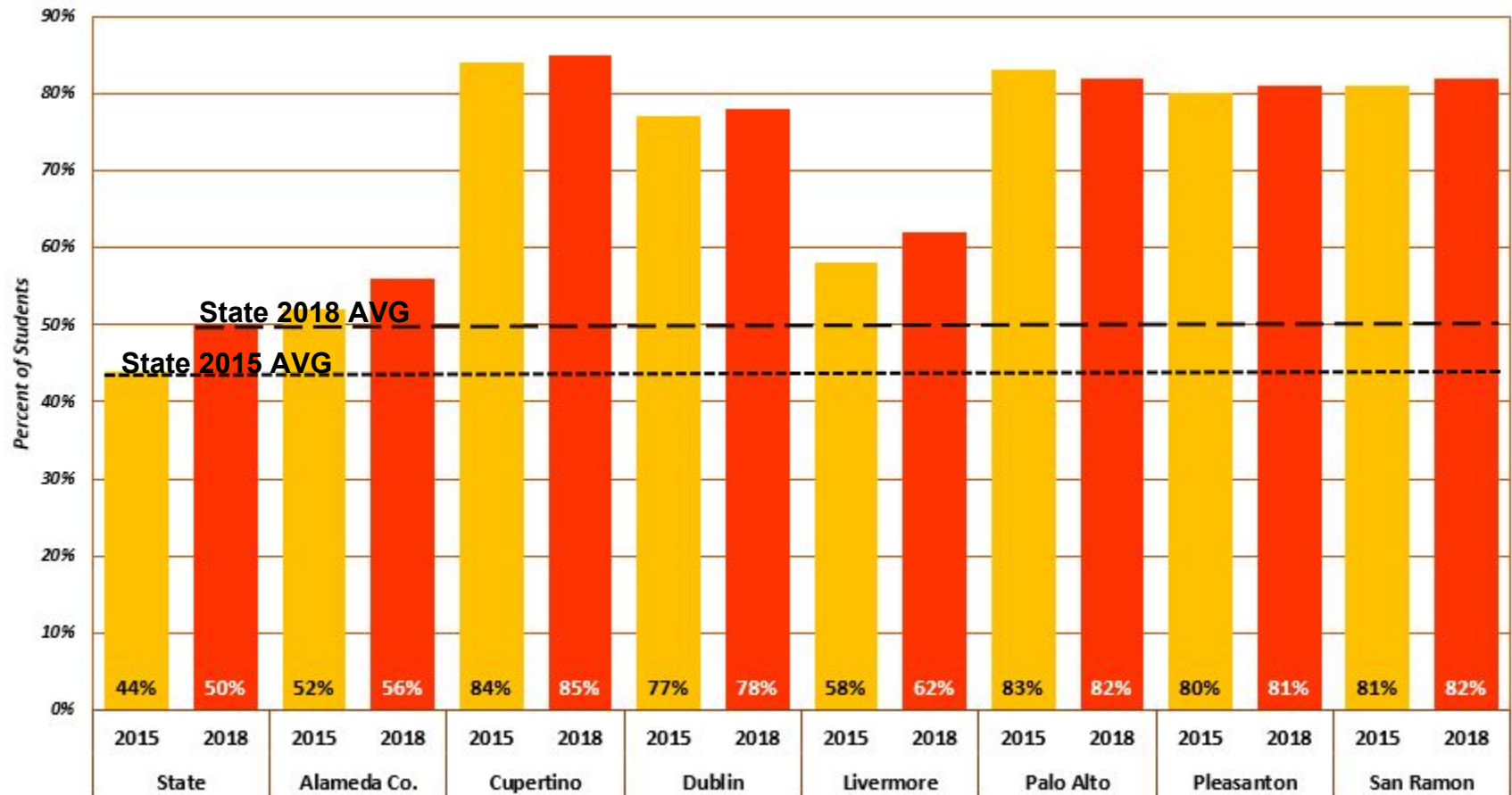
Students with Disabilities show an overall increase of 1% in ELA and 2% in Math of students meeting or exceeding standards.



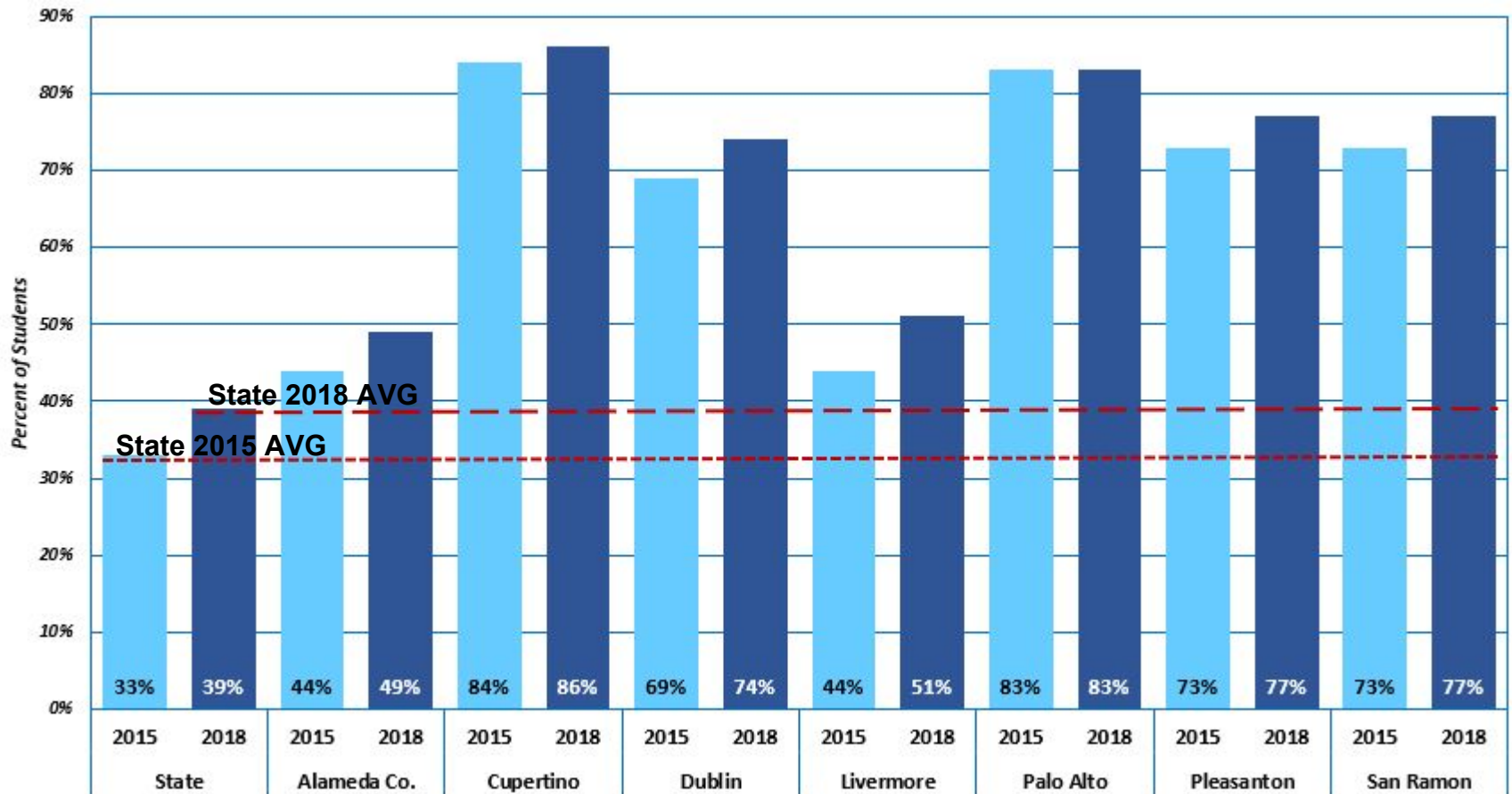


COMPARISONS WITH SIMILAR DISTRICTS

RESULTS FROM CALIFORNIA, ALAMEDA, CONTRA COSTA, and SANTA CLARA COUNTIES- ELA



RESULTS FROM CALIFORNIA, ALAMEDA, CONTRA COSTA, and SANTA CLARA COUNTIES- MATH

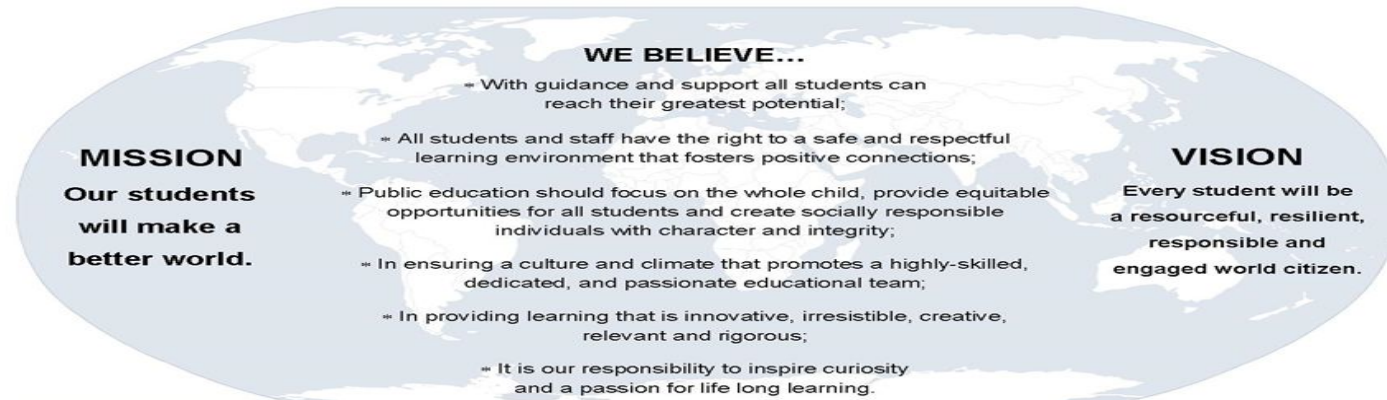




CAASPP IN CONTEXT



PLEASANTON UNIFIED SCHOOL DISTRICT STRATEGIC PLAN



CURRICULUM & INSTRUCTION	LEARNING ENVIRONMENT	PERSONAL GROWTH	FISCAL STEWARDSHIP
All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.	All students and staff are provided a high-quality physical environment that facilitates teaching and learning.	Empower all students to develop character, compassion, civility, and community consciousness.	Students will be central to all fiscal decisions.
Optimize student learning by utilizing innovative technologies.	Every student and staff will feel safe, respected, and enjoy positive connections.		Ensure fiscal health through investing in today while planning for tomorrow.

PUSD ORGANIZATIONAL GOALS ALIGNED TO LCAP (Local Control & Accountability Plan)

CURRICULUM AND INSTRUCTION



PUSD Organizational Goal

- Ensure ongoing implementation of research-based assessment strategies that focus on student academic growth and are leveraged to help close achievement and opportunity gaps.

LCAP Goal

- All students, regardless of race, ethnicity, socioeconomic status, or gender will be proficient/advanced and college/career ready upon graduation.
- We will optimize student learning by utilizing innovative technologies.

LEARNING ENVIRONMENT



PUSD Organizational Goal

- Improve Multi-Tiered Systems of Supports, including appropriate interventions and enrichments.
- Build our Professional Learning Community through strengthening employee recruitment, development, and retention strategies to ensure continuity of a high-quality workforce.

LCAP Goal

- Every student will feel safe, respected, and enjoy positive connections.
- All certificated and classified instructional staff will have opportunities to receive training and support in order to deliver high-quality instruction and progress toward full implementation of the CCSS (Common Core State Standards).

PERSONAL GROWTH



PUSD Organizational Goal

- Strengthen District Board Policies and Administrative Regulations, which will ensure clarity of direction for staff.
- Improve overall customer service and stakeholder perceptions of the District and of each school.

LCAP Goal

- Parents/Guardians will develop a deeper understanding of the educational system and the decision making process of the Local Control Accountability Plan so that they can provide support for their children as they learn the CCSS and NGSS standards in the 21st Century classroom

GROWTH AREAS

Continue to closely watch student groups for progress and growth on District and school site formative assessments

- English Learners
- Socio-economically disadvantaged
- Students with Disabilities
- African American students
- Homeless and Foster/Kinship Youth

Monitor implementation of LCAP Goals, Actions and Services including new actions for the 2018-19 school year

- Intervention/Integration Specialists
- Additional Collaboration Time
- Professional Development focus on Response to Instruction and Intervention (RTI²) and Multi Tiered System of Supports (MTSS)
- Additional resources for AVID (Advancement Via Individual Determination)

Strengthen and support Parent/Family Engagement efforts in collaboration with:

- School Smarts Program
- African American Family Network
- Mariachi Program



Key Terms

- **CAASPP** - California Assessment of Student Performance and Progress
- **CSU** - California State University
- **LCAP** - Local Control and Accountability Plan
- **CCSS** - Common Core State Standards
- **NGSS** - Next Generation Science Standards
- **RTI²** - Response to Instruction and Intervention
- **MTSS** - Multi Tiered System of Supports