



# PLEASANTON UNIFIED SCHOOL DISTRICT 2017-2018 California Assessment of Student Performance and Progress (CAASPP) Results

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Board of Education Meeting  
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# **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

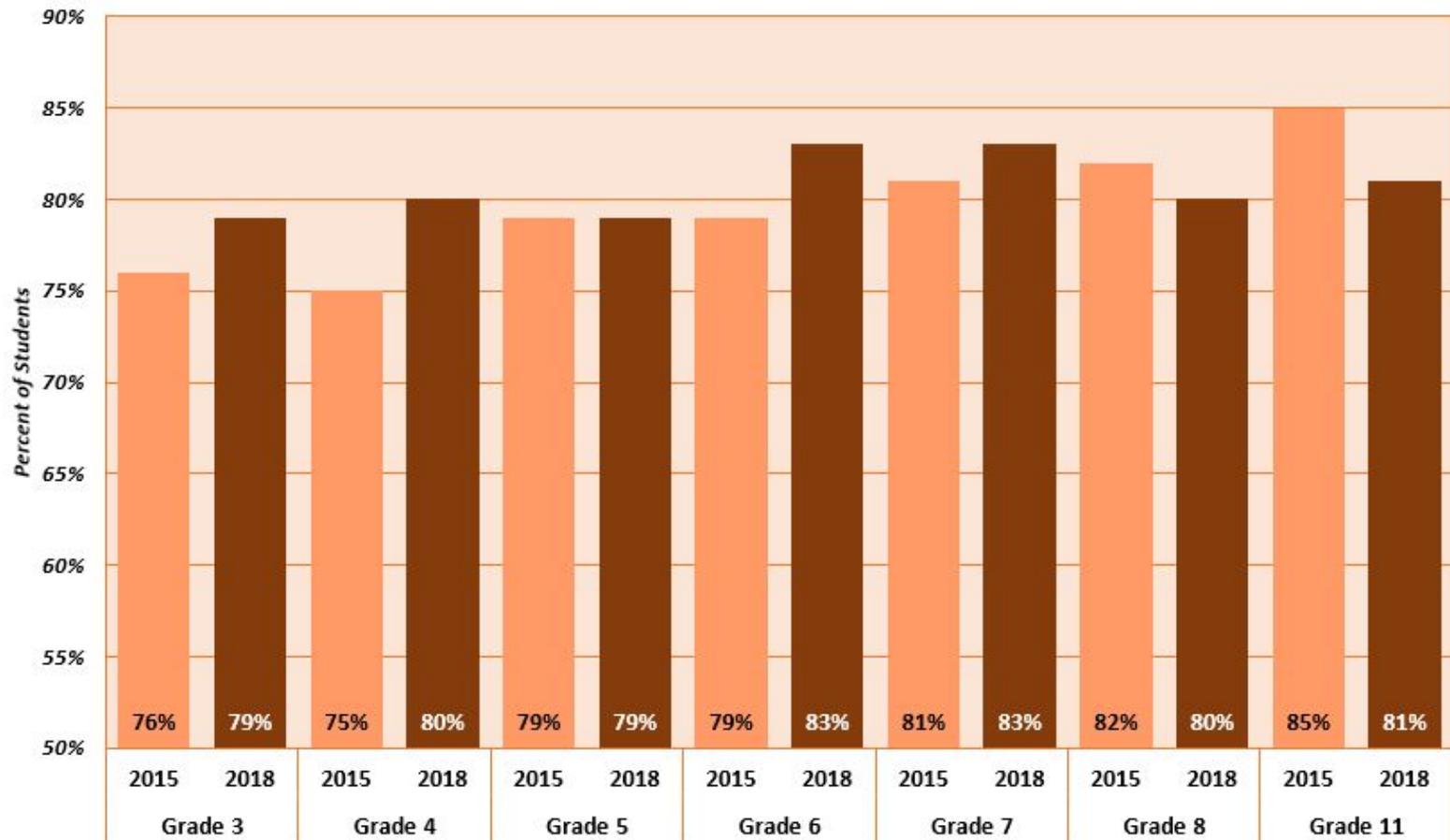
## OVERALL TEST RESULTS



| 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%         |

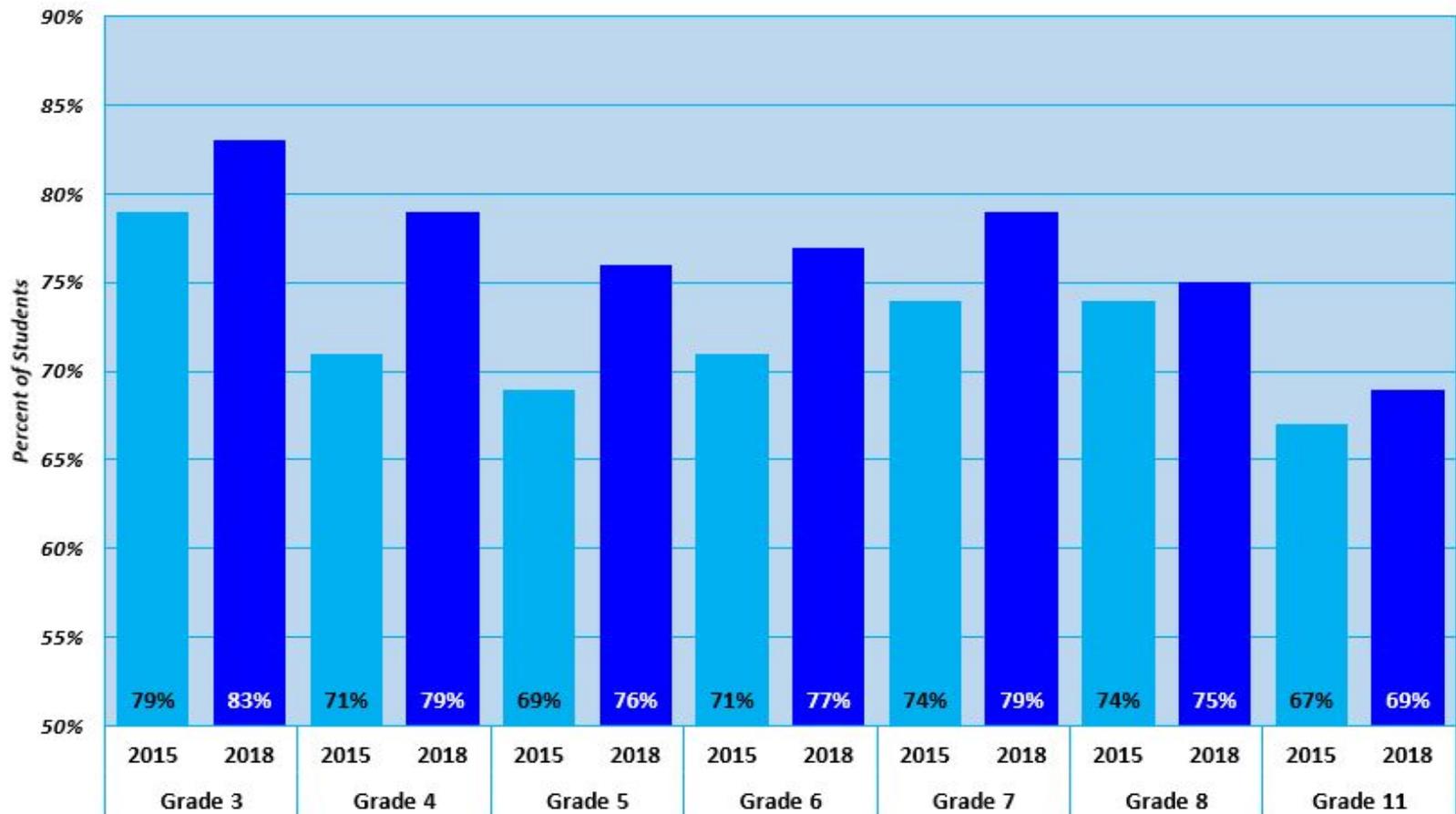
# 2018 CAASPP Percent Meeting or Exceeding Standards by Grade Level - ELA

Percent of students who met or exceeded standards by Grade level

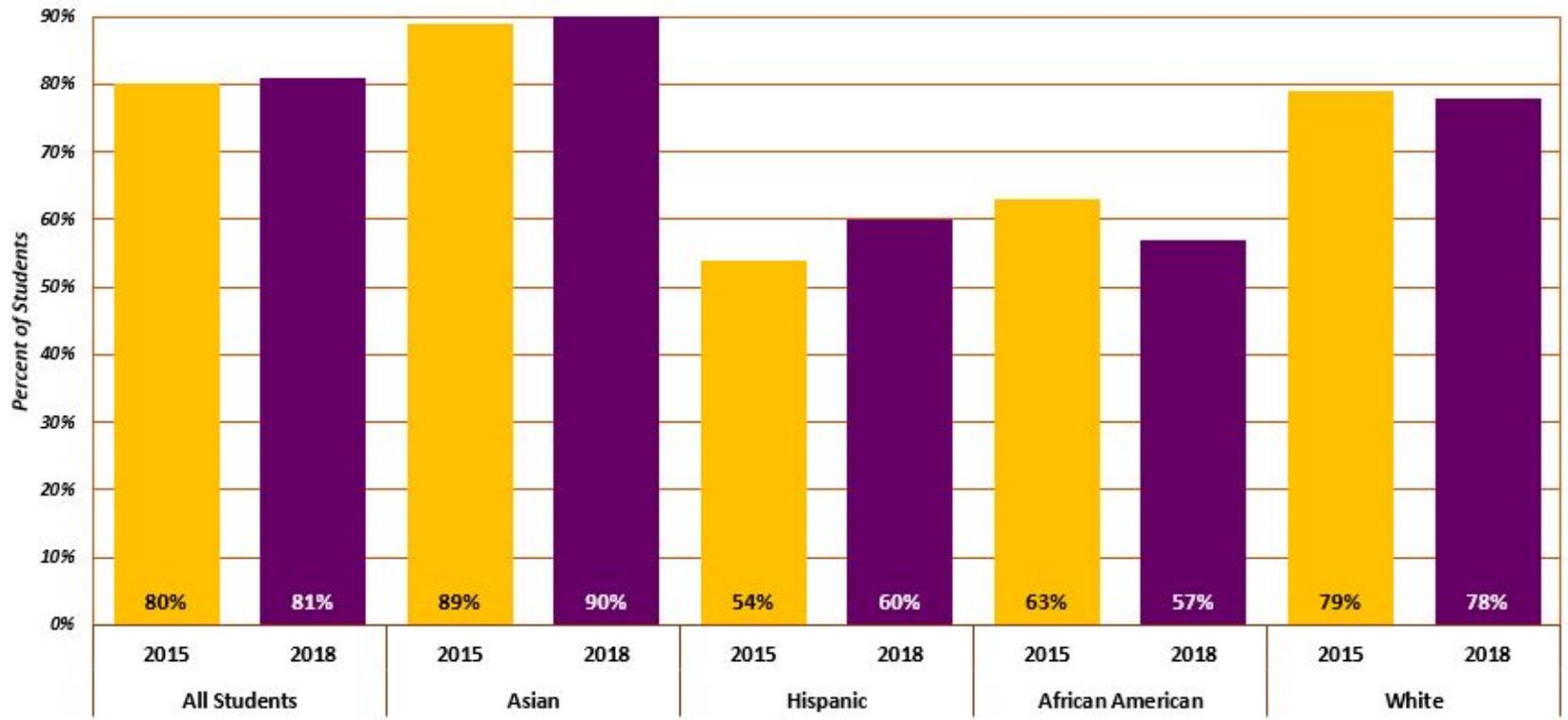


# 2018 CAASPP Percent Meeting or Exceeding Standards by Grade Level - Math

Percent of students who met or exceeded standards by Grade level

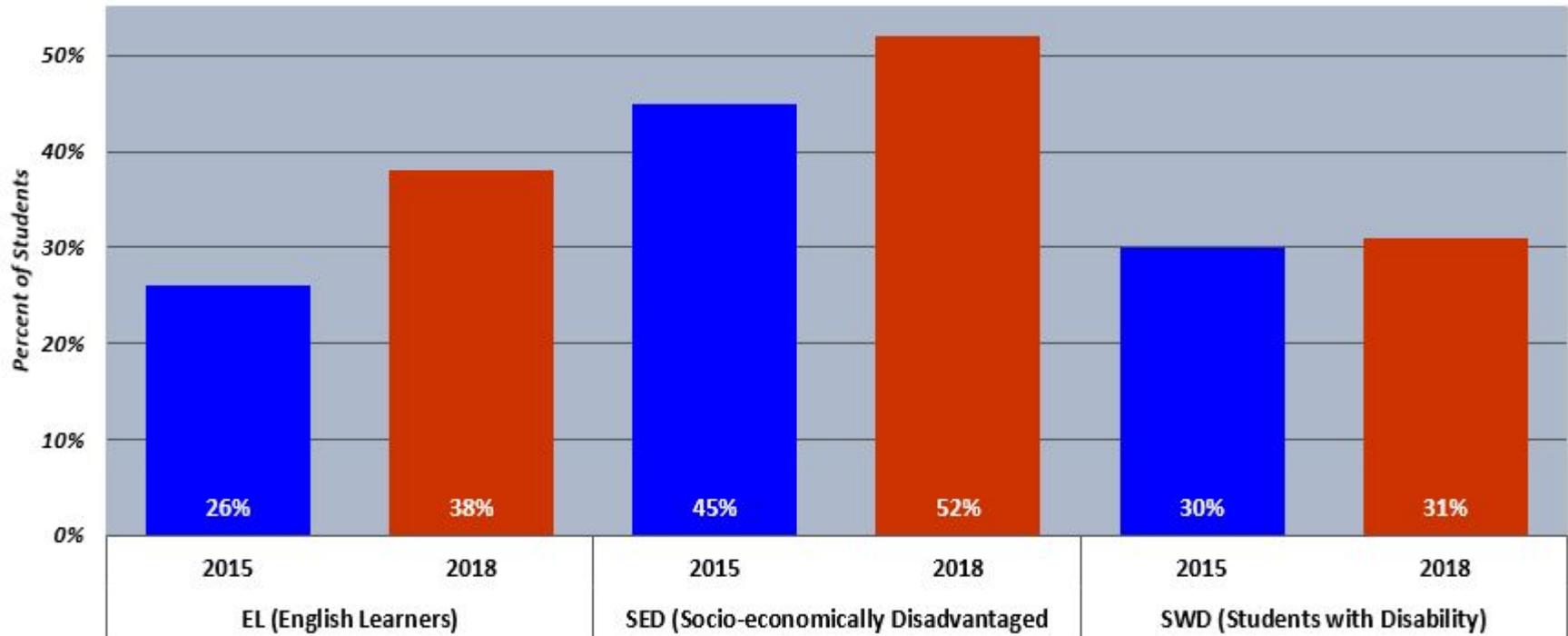


# 2018 CAASPP Percent Meeting or Exceeding Grade Level ELA Standards by Ethnicity



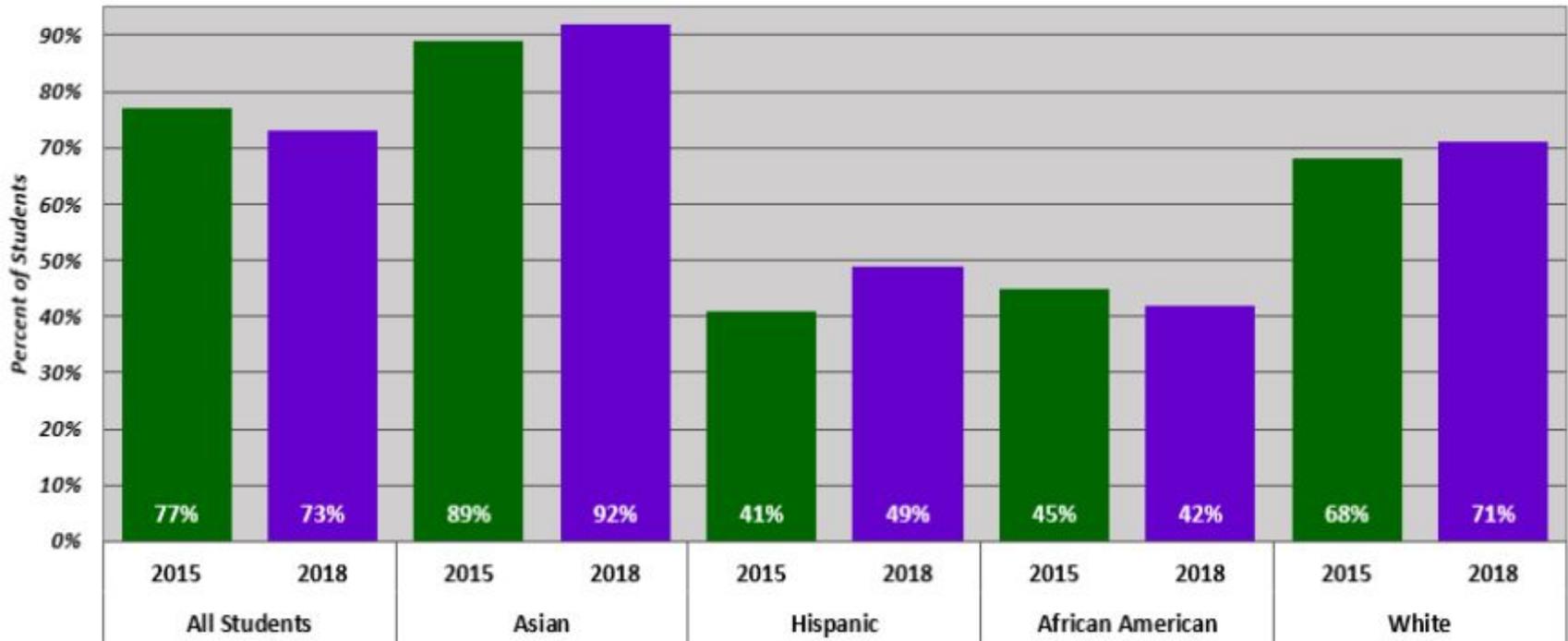
| ELA  | All Students |     | Asian |     | Hispanic |     | African American |     | White |     |
|------|--------------|-----|-------|-----|----------|-----|------------------|-----|-------|-----|
|      | N            | %   | N     | %   | N        | %   | N                | %   | N     | %   |
| 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



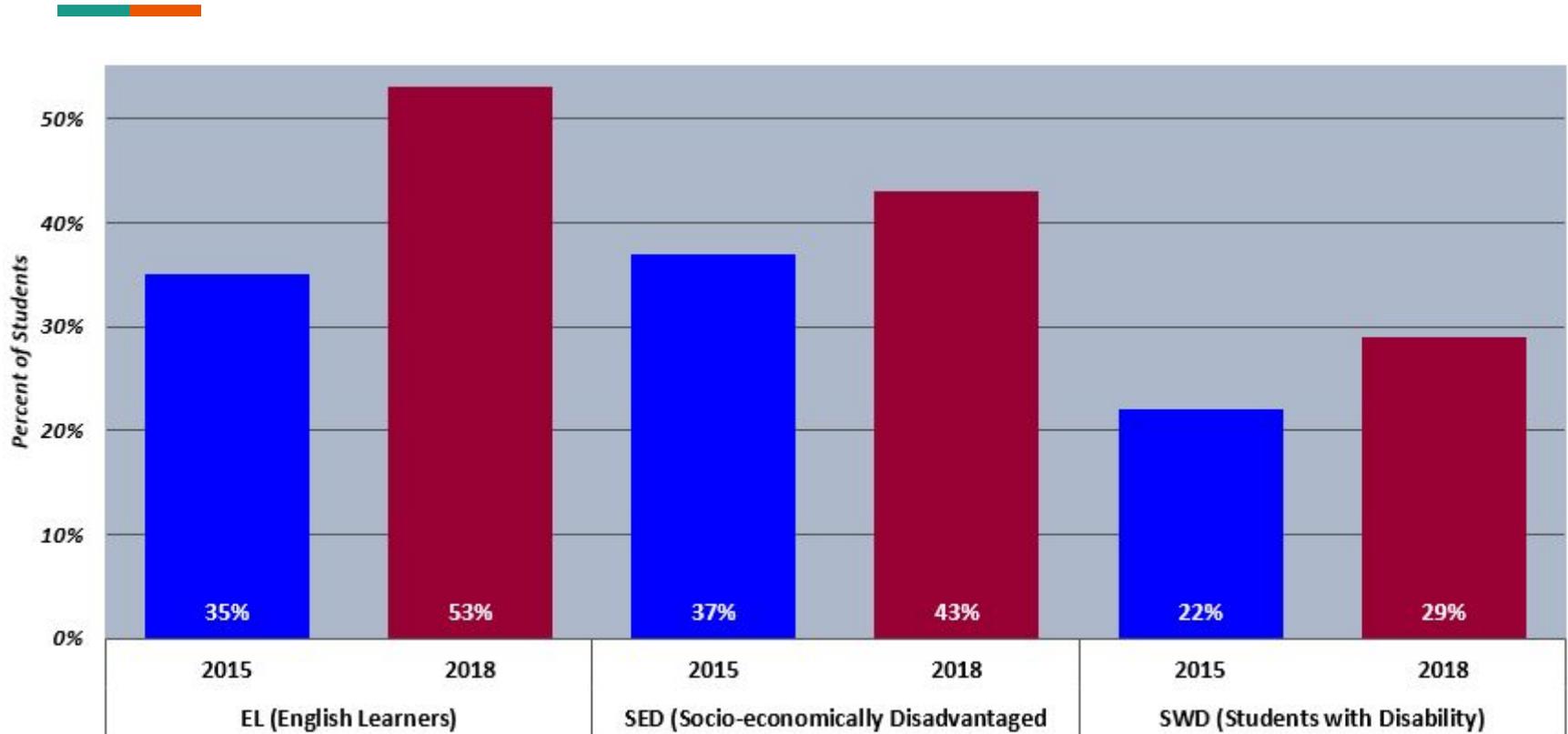
| ELA  | EL  |     | SED |     | SWD |     |
|------|-----|-----|-----|-----|-----|-----|
|      | N   | %   | N   | %   | N   | %   |
| 2015 | 93  | 26% | 262 | 45% | 189 | 30% |
| 2018 | 204 | 38% | 383 | 52% | 190 | 31% |

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



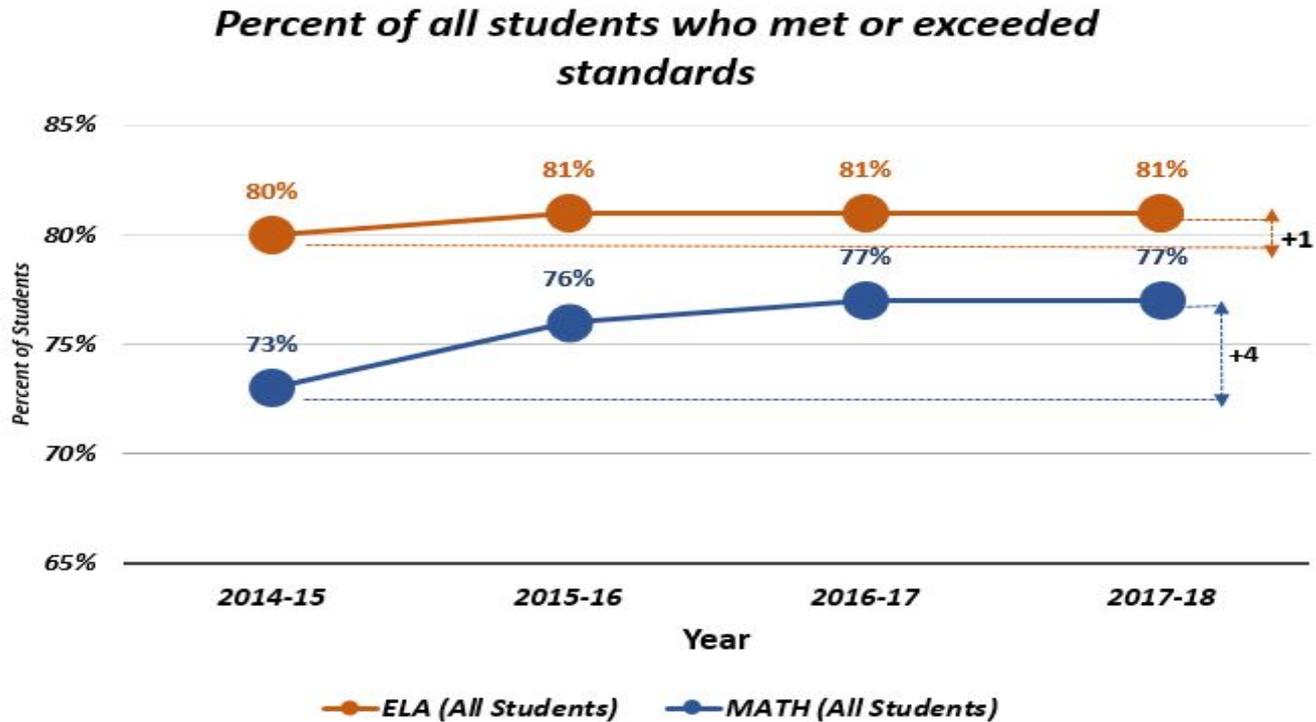
| MATH | All Students |     | Asian |     | Hispanic |     | African American |     | White |     |
|------|--------------|-----|-------|-----|----------|-----|------------------|-----|-------|-----|
|      | N            | %   | N     | %   | N        | %   | N                | %   | N     | %   |
| 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% |

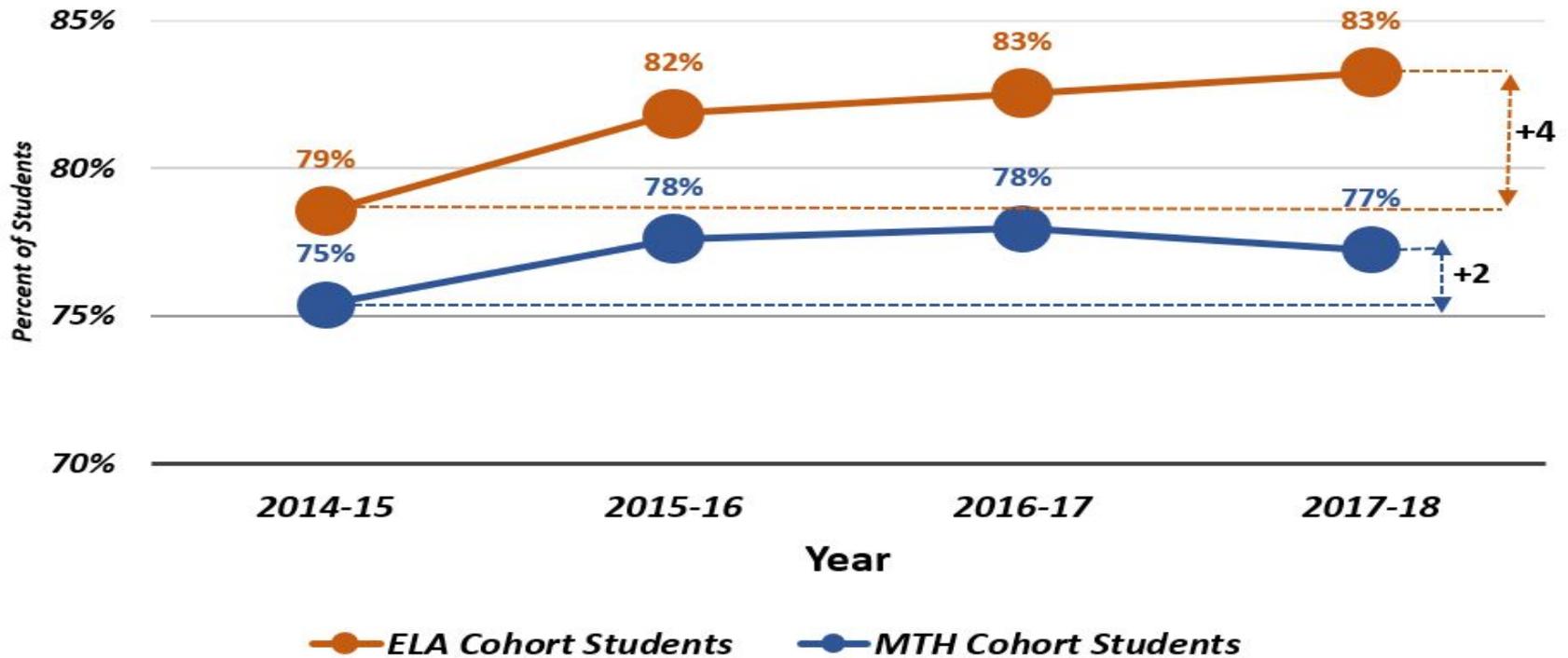
# CAASPP Students Four Year Change 2015 to 2018



| 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.

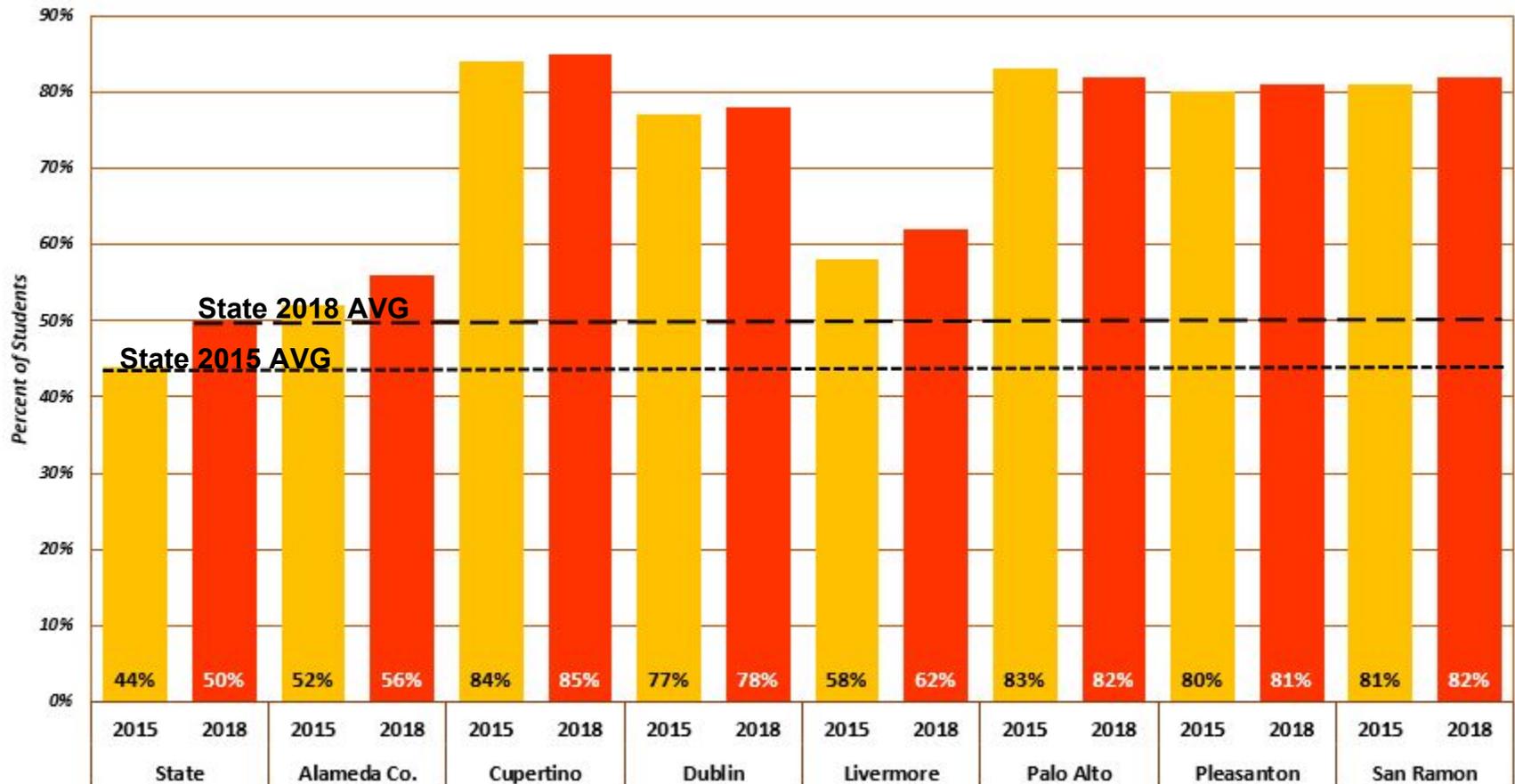
Students with Disabilities show an overall increase of 1% in ELA and 2% in Math of students meeting or exceeding standards.



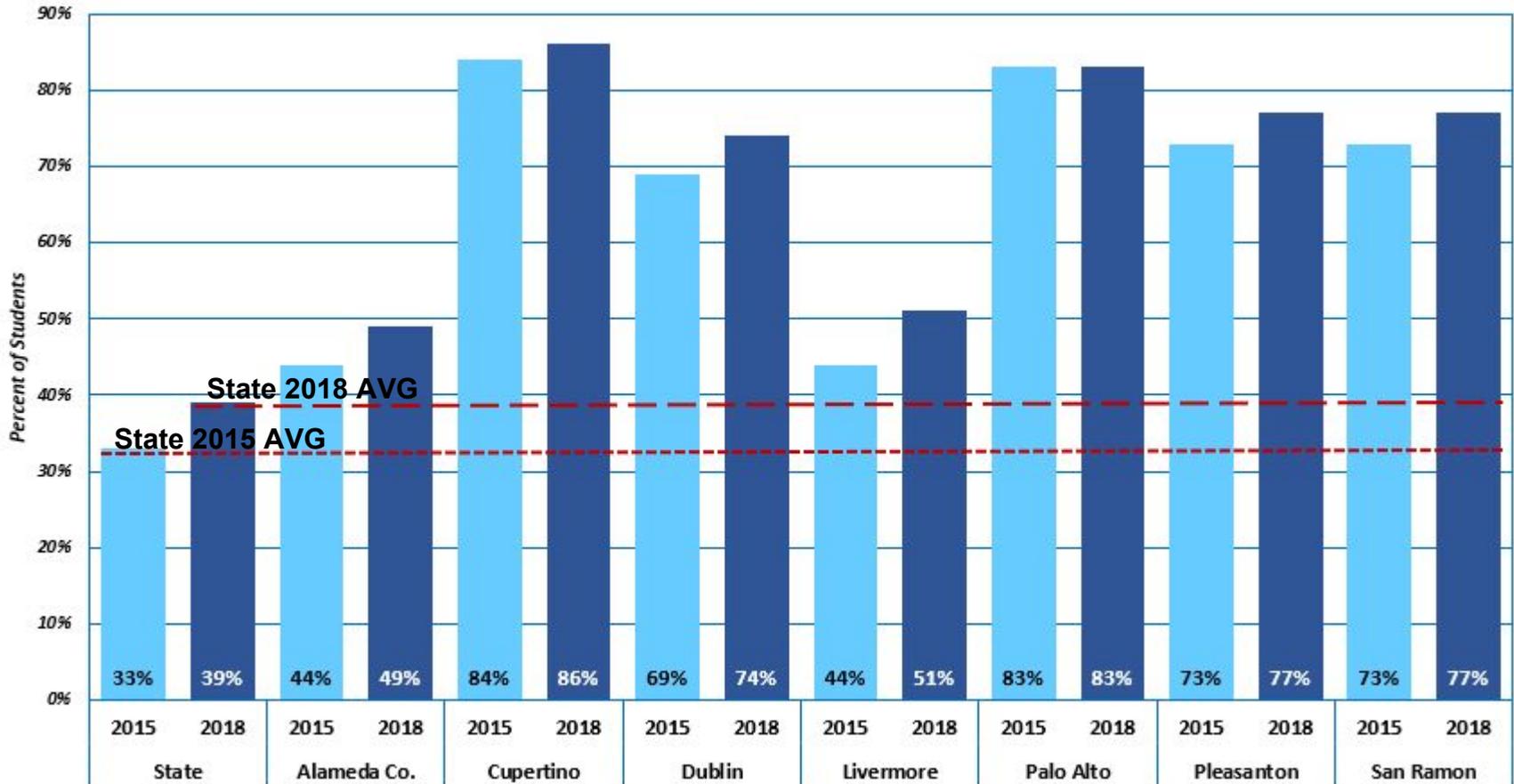


# COMPARISONS WITH SIMILAR DISTRICTS

# 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**

**WE BELIEVE...**

- \* With guidance and support all students can reach their greatest potential;
- \* All students and staff have the right to a safe and respectful learning environment that fosters positive connections;
- \* Public education should focus on the whole child, provide equitable opportunities for all students and create socially responsible individuals with character and integrity;
- \* In ensuring a culture and climate that promotes a highly-skilled, dedicated, and passionate educational team;
- \* In providing learning that is innovative, irresistible, creative, relevant and rigorous;
- \* It is our responsibility to inspire curiosity and a passion for life long learning.

**MISSION**  
Our students will make a better world.

**VISION**  
Every student will be a resourceful, resilient, responsible and engaged world citizen.

| 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 (RTI<sup>2</sup>) 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
- **RTI<sup>2</sup>** - Response to Instruction and Intervention
- **MTSS** - Multi Tiered System of Supports