

San Mateo-Foster City School District Board of Trustees  
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# CAASPP Data

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# In this presentation

- ▷ Review of Data Release Schedule
- ▷ Overview of 2018 CAASPP Results
- ▷ Summary of Status Results
- ▷ ELPAC 2018 Summative Overview

# Data Release Schedule

Oct. 2 - CAASPP Results Release

Nov. 17 - Dec. Dashboard Release

# Spring 2018 CAASPP

- ▷ Smarter Balanced Tests (SBAC)
  - English Language Arts (ELA)
  - Mathematics
- ▷ California Science Test (CAST)
  - Field Test year-No Aggregate Results
- ▷ California Alternate Assessment (CAA)

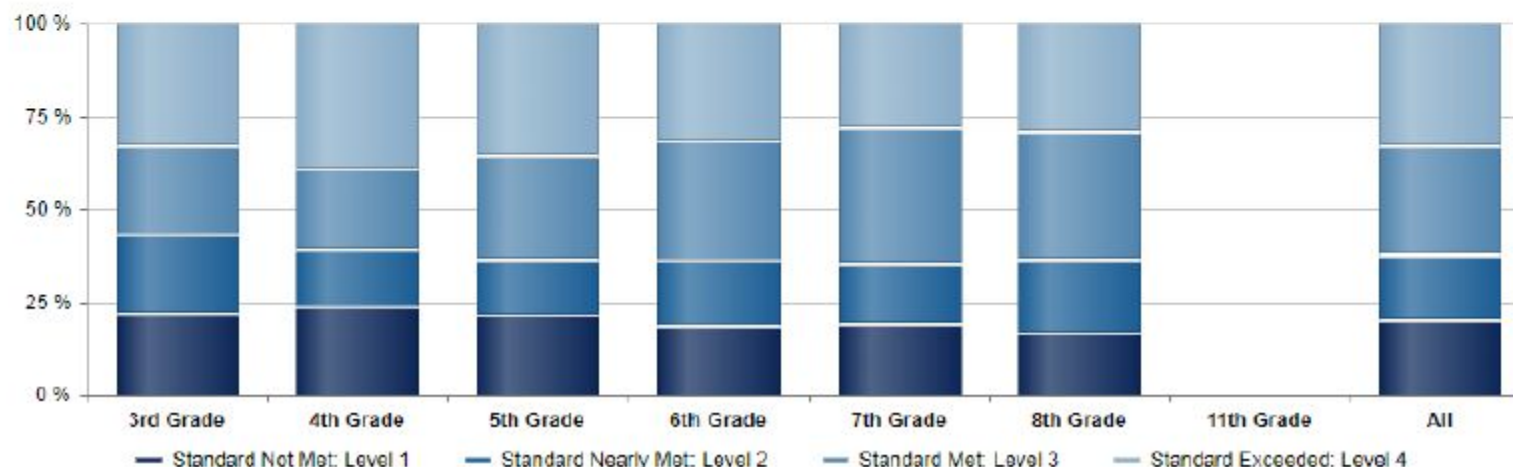
# English Language Arts

All Students

| Achievement Level        | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | 11th Grade | All    |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|--------|
| Standard Exceeded or Met | 56.94%    | 60.80%    | 63.94%    | 64.13%    | 65.07%    | 63.94%    | N/A        | 62.49% |
| Standard Exceeded        | 33.25%    | 39.62%    | 36.06%    | 31.90%    | 28.28%    | 29.31%    | N/A        | 33.08% |
| Standard Met             | 23.69%    | 21.18%    | 27.88%    | 32.23%    | 36.79%    | 34.63%    | N/A        | 29.41% |
| Standard Nearly Met      | 20.70%    | 15.10%    | 14.38%    | 17.07%    | 15.64%    | 19.17%    | N/A        | 16.98% |
| Standard Not Met         | 22.36%    | 24.10%    | 21.68%    | 18.81%    | 19.29%    | 16.89%    | N/A        | 20.53% |

## ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



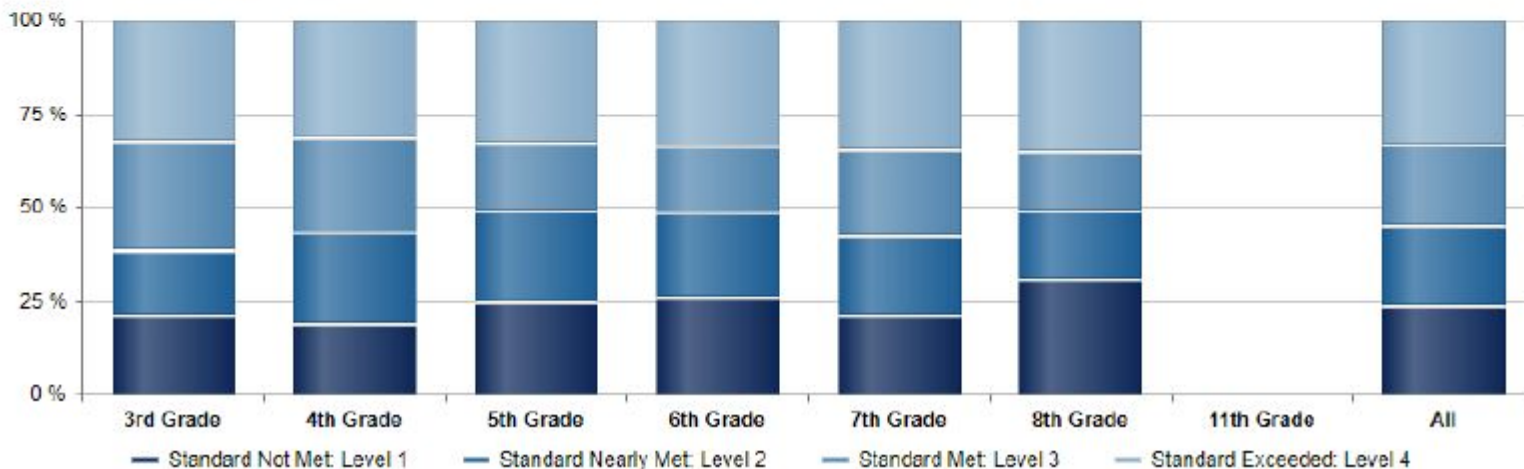
# Mathematics

## All Students

| Achievement Level        | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | 11th Grade | All    |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|--------|
| Standard Exceeded or Met | 61.60%    | 56.93%    | 50.86%    | 51.31%    | 57.70%    | 50.76%    | N/A        | 54.86% |
| Standard Exceeded        | 32.87%    | 31.85%    | 33.31%    | 34.18%    | 35.18%    | 35.49%    | N/A        | 33.81% |
| Standard Met             | 28.73%    | 25.08%    | 17.55%    | 17.13%    | 22.52%    | 15.27%    | N/A        | 21.05% |
| Standard Nearly Met      | 17.05%    | 24.09%    | 24.14%    | 22.19%    | 20.83%    | 17.95%    | N/A        | 21.07% |
| Standard Not Met         | 21.35%    | 18.98%    | 25.00%    | 26.51%    | 21.47%    | 31.29%    | N/A        | 24.07% |

### MATHEMATICS

#### Achievement Level Distribution



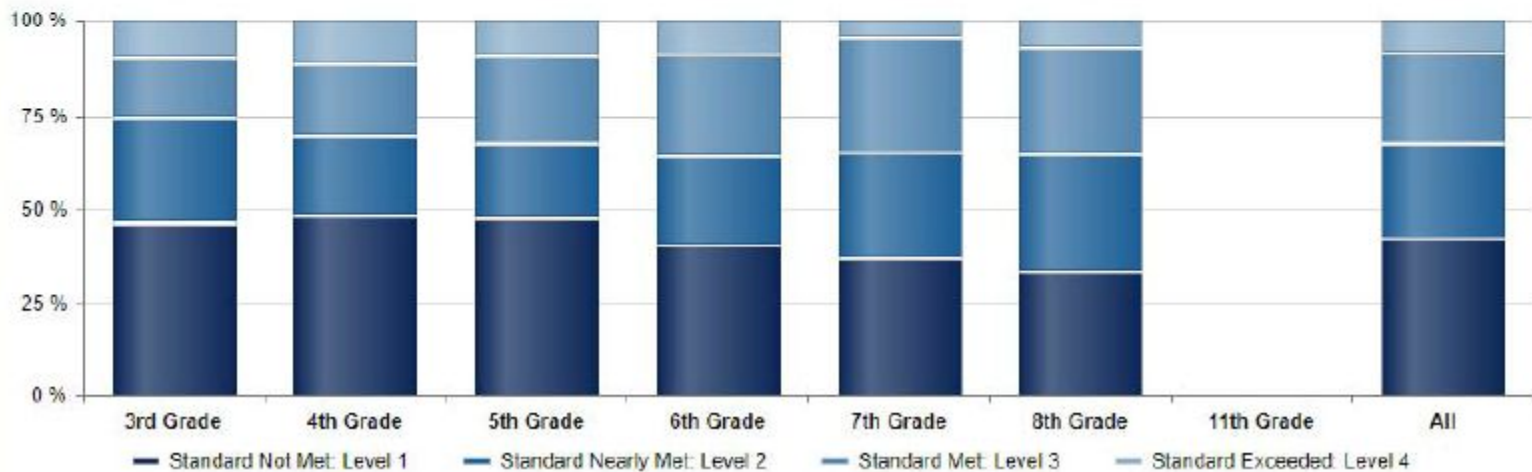
# English Language Arts

## Economically Disadvantaged Students

| Achievement Level        | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | 11th Grade | All    |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|--------|
| Standard Exceeded or Met | 24.33%    | 29.48%    | 31.53%    | 35.03%    | 34.17%    | 34.53%    | N/A        | 31.55% |
| Standard Exceeded        | 9.52%     | 11.30%    | 8.97%     | 8.70%     | 4.02%     | 6.63%     | N/A        | 8.22%  |
| Standard Met             | 14.81%    | 18.18%    | 22.56%    | 26.33%    | 30.15%    | 27.90%    | N/A        | 23.33% |
| Standard Nearly Met      | 28.04%    | 20.88%    | 19.49%    | 23.43%    | 28.14%    | 31.22%    | N/A        | 25.07% |
| Standard Not Met         | 47.62%    | 49.63%    | 48.97%    | 41.55%    | 37.69%    | 34.25%    | N/A        | 43.38% |

### ▼ Economically disadvantaged

Achievement Level Distribution





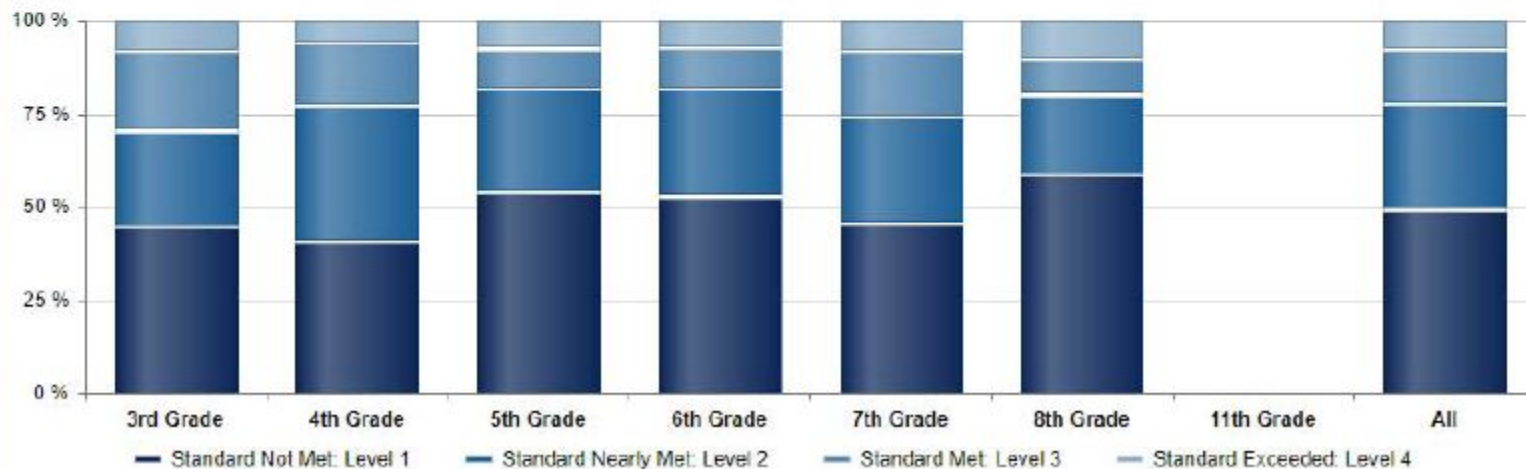
# Mathematics

## Economically Disadvantaged Students

| Achievement Level               | 3rd Grade     | 4th Grade     | 5th Grade     | 6th Grade     | 7th Grade     | 8th Grade     | 11th Grade | All           |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|------------|---------------|
| <b>Standard Exceeded or Met</b> | <b>28.82%</b> | <b>21.65%</b> | <b>17.34%</b> | <b>17.10%</b> | <b>24.81%</b> | <b>18.80%</b> | <b>N/A</b> | <b>21.43%</b> |
| Standard Exceeded               | 7.52%         | 5.35%         | 7.04%         | 6.65%         | 7.69%         | 10.08%        | N/A        | 7.34%         |
| Standard Met                    | 21.30%        | 16.30%        | 10.30%        | 10.45%        | 17.12%        | 8.72%         | N/A        | 14.09%        |
| Standard Nearly Met             | 25.56%        | 36.74%        | 27.64%        | 28.98%        | 28.78%        | 20.98%        | N/A        | 28.26%        |
| Standard Not Met                | 45.61%        | 41.61%        | 55.03%        | 53.92%        | 46.40%        | 60.22%        | N/A        | 50.31%        |

### ▼ Economically disadvantaged

#### Achievement Level Distribution





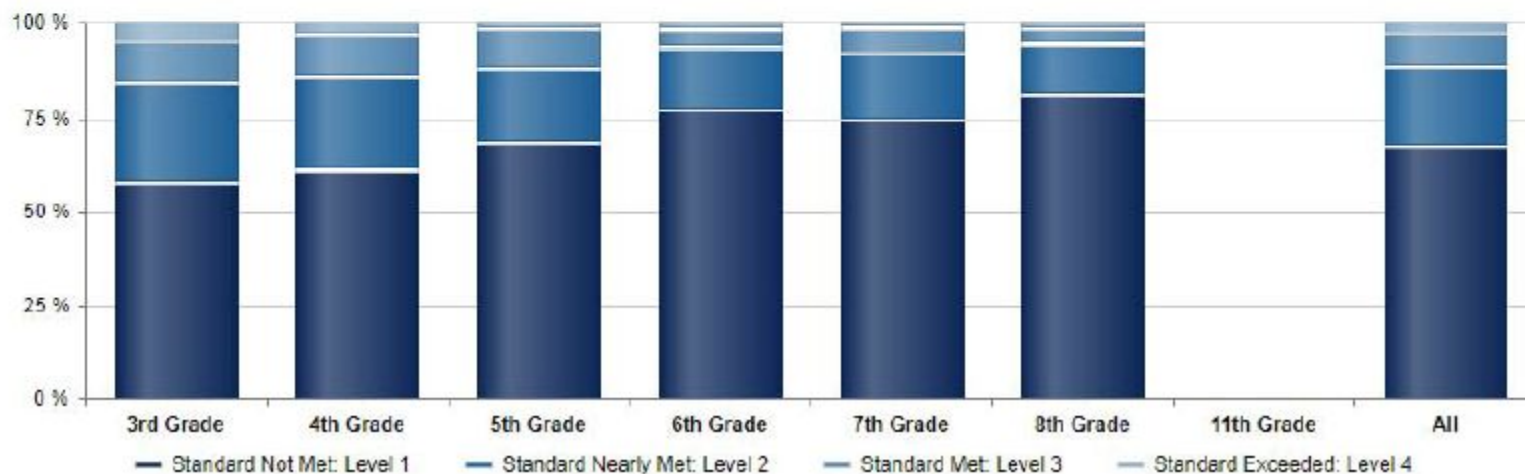
# English Language Arts

English Learners, 12 Months or More in US Schools

| Achievement Level        | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | 11th Grade | All    |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|--------|
| Standard Exceeded or Met | 14.54%    | 12.59%    | 10.36%    | 5.05%     | 6.21%     | 4.17%     | N/A        | 10.01% |
| Standard Exceeded        | 4.61%     | 2.59%     | 0.90%     | 1.12%     | 0.62%     | 1.04%     | N/A        | 2.15%  |
| Standard Met             | 9.93%     | 10.00%    | 9.46%     | 3.93%     | 5.59%     | 3.13%     | N/A        | 7.86%  |
| Standard Nearly Met      | 26.24%    | 24.81%    | 19.37%    | 15.73%    | 17.39%    | 12.50%    | N/A        | 20.84% |
| Standard Not Met         | 59.22%    | 62.59%    | 70.27%    | 79.21%    | 76.40%    | 83.33%    | N/A        | 69.15% |

▼ English learners enrolled in school in the U.S. 12 months or more

Achievement Level Distribution



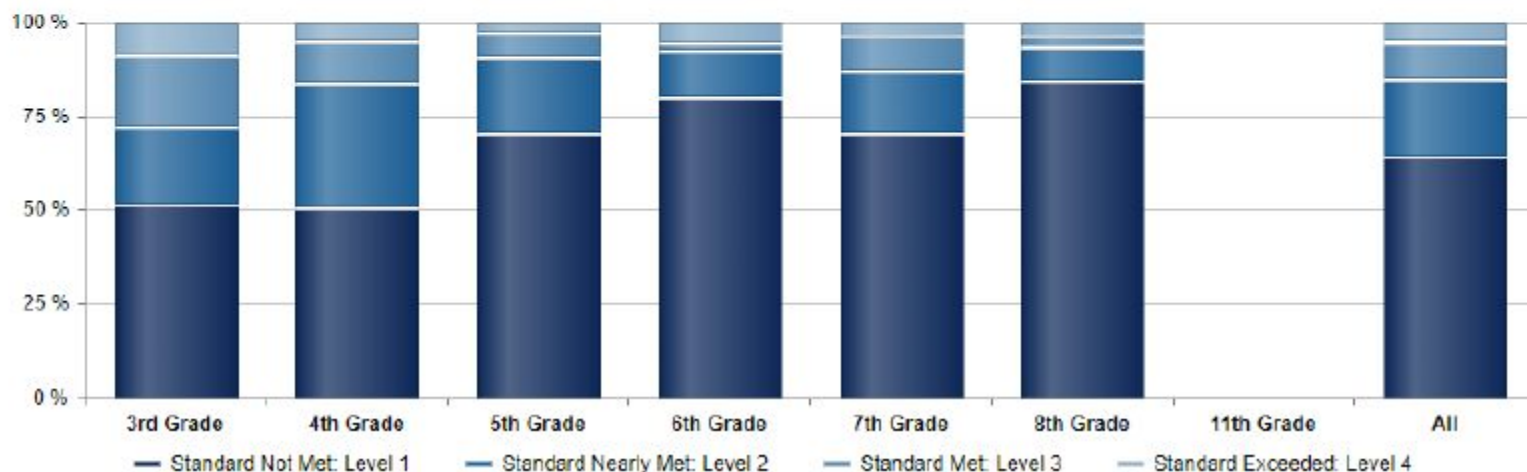
# Mathematics

## English Learners, 12 Months or More in US Schools

| Achievement Level        | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | 11th Grade | All    |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|--------|
| Standard Exceeded or Met | 27.11%    | 15.13%    | 7.96%     | 6.18%     | 11.81%    | 5.15%     | N/A        | 14.06% |
| Standard Exceeded        | 8.45%     | 4.43%     | 2.21%     | 5.06%     | 3.11%     | 3.09%     | N/A        | 4.77%  |
| Standard Met             | 18.66%    | 10.70%    | 5.75%     | 1.12%     | 8.70%     | 2.06%     | N/A        | 9.29%  |
| Standard Nearly Met      | 20.42%    | 33.58%    | 19.91%    | 11.80%    | 16.15%    | 8.25%     | N/A        | 20.46% |
| Standard Not Met         | 52.46%    | 51.29%    | 72.12%    | 82.02%    | 72.05%    | 86.60%    | N/A        | 65.49% |

### ▼ English learners enrolled in school in the U.S. 12 months or more

Achievement Level Distribution



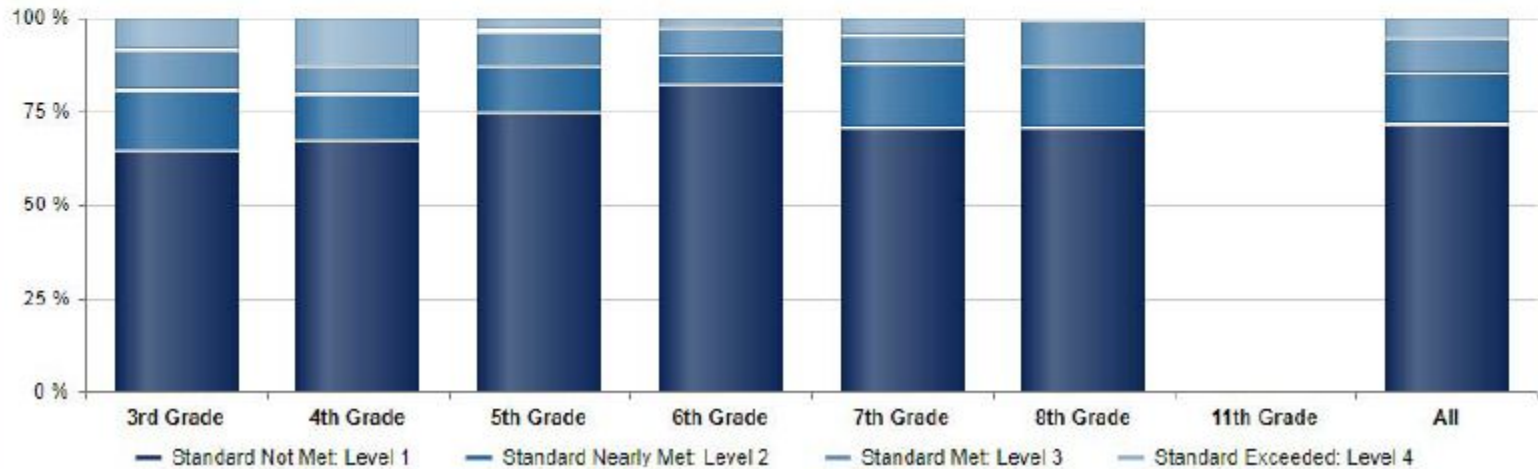
# English Language Arts

## Students with Disabilities

| Achievement Level               | 3rd Grade     | 4th Grade     | 5th Grade     | 6th Grade    | 7th Grade     | 8th Grade     | 11th Grade | All           |
|---------------------------------|---------------|---------------|---------------|--------------|---------------|---------------|------------|---------------|
| <b>Standard Exceeded or Met</b> | <b>18.35%</b> | <b>19.35%</b> | <b>11.76%</b> | <b>8.43%</b> | <b>10.89%</b> | <b>11.70%</b> | <b>N/A</b> | <b>13.47%</b> |
| Standard Exceeded               | 8.26%         | 12.90%        | 2.94%         | 2.11%        | 3.96%         | 0.00%         | N/A        | 5.05%         |
| Standard Met                    | 10.09%        | 6.45%         | 8.82%         | 6.32%        | 6.93%         | 11.70%        | N/A        | 8.42%         |
| Standard Nearly Met             | 15.60%        | 11.83%        | 11.76%        | 7.37%        | 16.83%        | 15.96%        | N/A        | 13.30%        |
| Standard Not Met                | 66.06%        | 68.82%        | 76.47%        | 84.21%       | 72.28%        | 72.34%        | N/A        | 73.23%        |

### ▼ Students with disability

#### Achievement Level Distribution



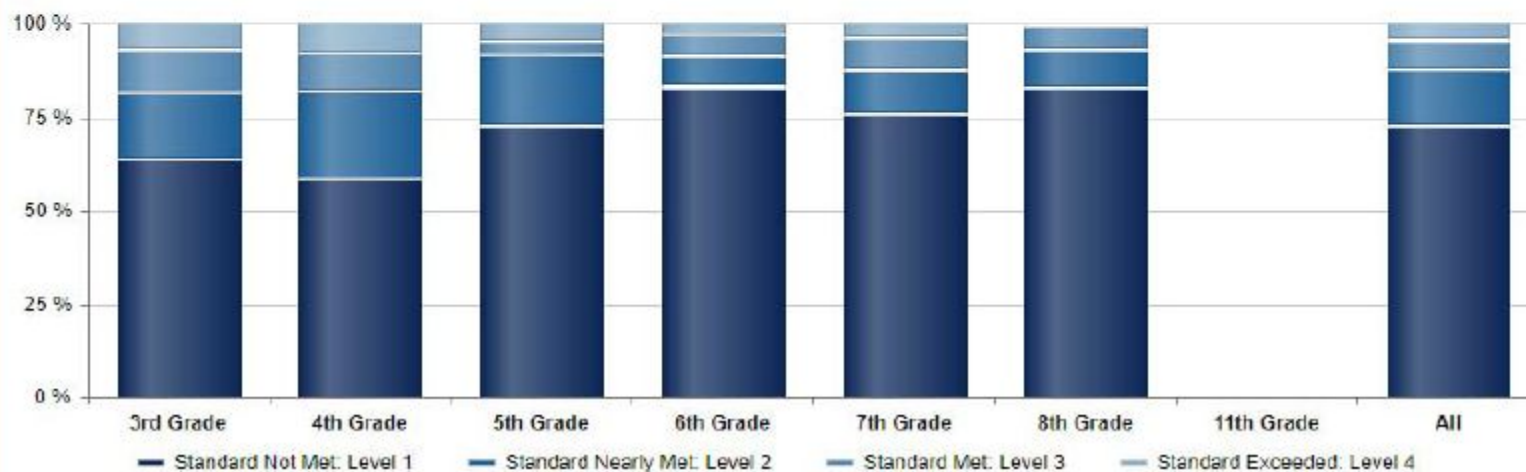
# Mathematics

## Students with Disabilities

| Achievement Level        | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | 11th Grade | All    |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|--------|
| Standard Exceeded or Met | 17.27%    | 16.84%    | 6.79%     | 7.29%     | 11.00%    | 5.32%     | N/A        | 10.87% |
| Standard Exceeded        | 6.36%     | 7.37%     | 3.88%     | 2.08%     | 3.00%     | 0.00%     | N/A        | 3.85%  |
| Standard Met             | 10.91%    | 9.47%     | 2.91%     | 5.21%     | 8.00%     | 5.32%     | N/A        | 7.02%  |
| Standard Nearly Met      | 17.27%    | 23.16%    | 18.45%    | 7.29%     | 11.00%    | 9.57%     | N/A        | 14.55% |
| Standard Not Met         | 65.45%    | 60.00%    | 74.76%    | 85.42%    | 78.00%    | 85.11%    | N/A        | 74.58% |

### ▼ Students with disability

#### Achievement Level Distribution



# Year-to-Year Change

## English Language Arts

|        | 3rd | 4th | 5th | 6th | 7th | 8th | <b>All</b> |
|--------|-----|-----|-----|-----|-----|-----|------------|
| 2017   | 54% | 58% | 60% | 61% | 67% | 61% | <b>60%</b> |
| 2018   | 57% | 61% | 64% | 64% | 65% | 64% | <b>63%</b> |
| Change | +3  | +3  | +4  | +3  | -2  | +3  | <b>+3</b>  |

## Mathematics

|        | 3rd | 4th | 5th | 6th | 7th | 8th | <b>All</b>  |
|--------|-----|-----|-----|-----|-----|-----|-------------|
| 2017   | 63% | 55% | 55% | 50% | 56% | 49% | <b>55%</b>  |
| 2018   | 62% | 57% | 51% | 51% | 58% | 51% | <b>55%</b>  |
| Change | -1  | +2  | -4  | +1  | +2  | +2  | <b>+/-0</b> |

# Conclusions

- ▷ Improvements in ELA
  - Notable in an implementation year
- ▷ No change continues in Math
  - Deeper look at programs and support
- ▷ Equity Gap remains large
  - Underlying focus for everything we do

# Status, Change, and Improvement

- ▷ Current results are Status only
- ▷ Year-to-year change is depreciated
  - Different cohorts of students
- ▷ Change over time is the best measure of improvement
  - How did we impact the students' learning last year?



# Change Over Time

- ▷ The CA Schools Dashboard is the Accountability tool
  - Incorporates status and change
  - May include expected growth
- ▷ Local reporting and tracking includes growth

# ELPAC

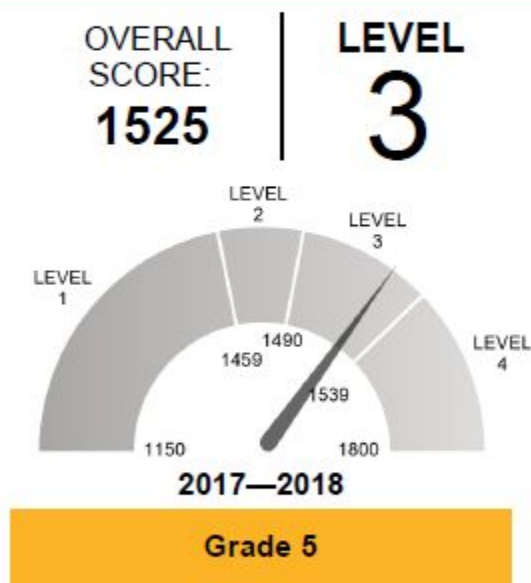
Initial Assessment - Year Round  
Given once, new students only.

Summative Assessment - Feb-May  
All English Learners

# ELPAC Summative Scores

**Indianapolis Fred's Overall Score of 1525 is in Level 3.**

Students at this level have **moderately developed** English skills.



This was Indianapolis Fred's first time taking the ELPAC.  
If Indianapolis Fred takes the test again next year, this area will show the score history.

# ELPAC Summative Scores

## Oral Language Score

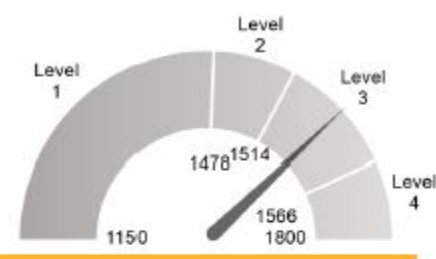


**1510 | Level 3**

The Oral Language Score is a combination of Indianapolis Fred's Listening and Speaking performance, shown below.

|   | Beginning | Somewhat/<br>Moderately | Well<br>Developed |
|---|-----------|-------------------------|-------------------|
|  Listening |           |                         | ✓                 |
|  Speaking  |           | ✓                       |                   |

## Written Language Score







**1540 | Level 3**

The Written Language Score is a combination of Indianapolis Fred's Reading and Writing performance, shown below.

|   | Beginning | Somewhat/<br>Moderately | Well<br>Developed |
|---|-----------|-------------------------|-------------------|
|  Reading |           | ✓                       |                   |
|  Writing |           | ✓                       |                   |

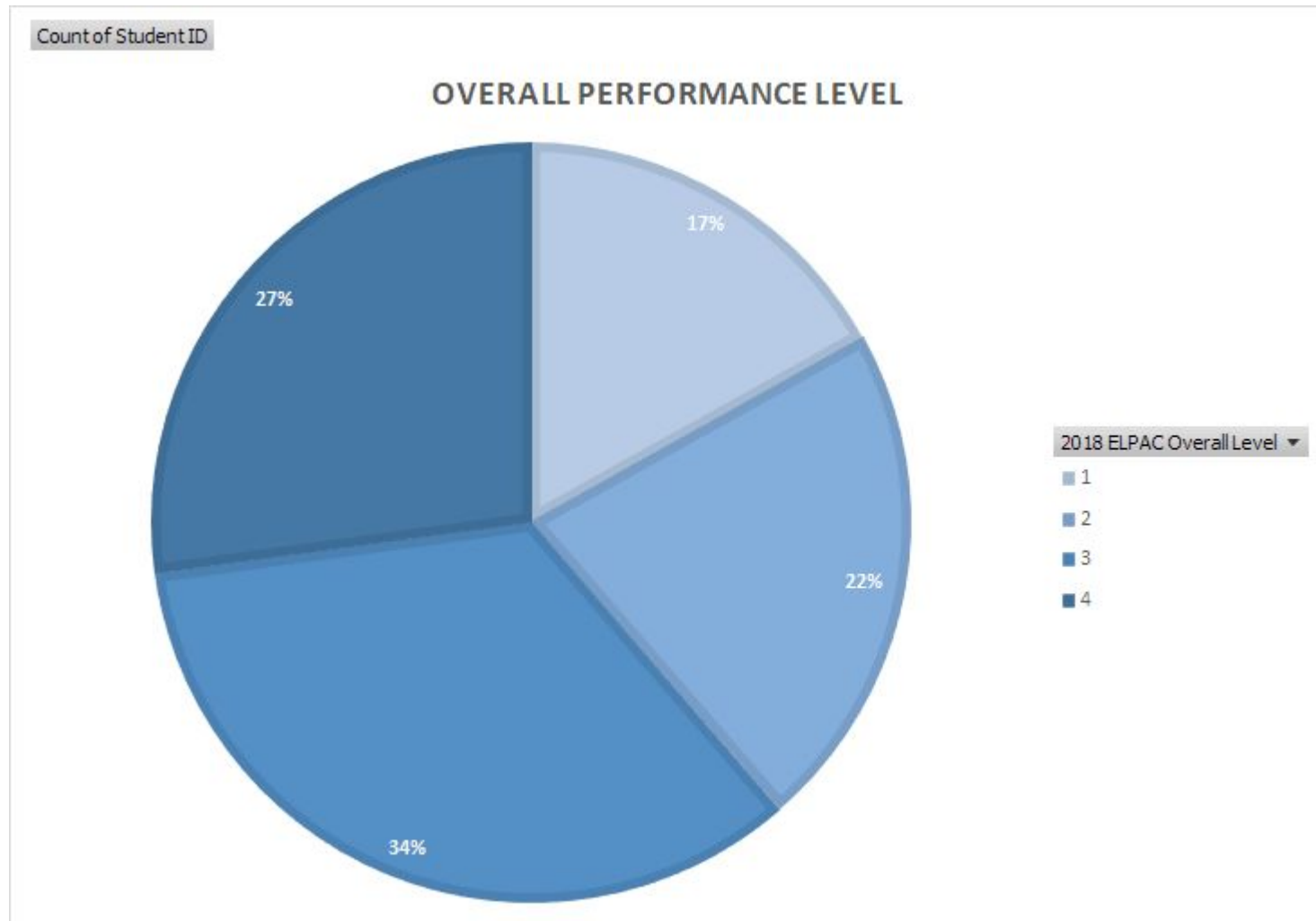
# ELPAC Summative Scores

| ELPAC Levels |   | What Students Can Typically Do at Each Level  |
|--------------|---|---|
| LEVEL<br>4   |  | <p>Students at this level have <b>well developed</b> English skills.</p> <ul style="list-style-type: none"> <li>• They can usually use English to learn new things in school and to interact in social situations.</li> <li>• They may occasionally need help using English.</li> </ul>   |
| LEVEL<br>3   |  | <p>Students at this level have <b>moderately developed</b> English skills.</p> <ul style="list-style-type: none"> <li>• They can sometimes use English to learn new things in school and to interact in social situations.</li> <li>• They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.</li> </ul> |
| LEVEL<br>2   |  | <p>Students at this level have <b>somewhat developed</b> English skills.</p> <ul style="list-style-type: none"> <li>• They usually need help using English to learn new things at school and to interact in social situations.</li> <li>• They can often use English for simple communication.</li> </ul>   |
| LEVEL<br>1   |  | <p>Students at this level are at a <b>beginning stage</b> of developing English skills.</p> <ul style="list-style-type: none"> <li>• They usually need substantial help using English to learn new things at school and to interact in social situations.</li> <li>• They may know some English words and phrases.</li> </ul>   |

The four ELPAC levels shown above describe what students at each level on the ELPAC can typically do in English. The table below shows how these four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

| ELPAC Levels                     | Level 1  | Level 2  | Level 3                                      | Level 4 |
|----------------------------------|--|--|--|---------|
| ELD Standards Proficiency Levels | Emerging — requires substantial linguistic support | Expanding — requires moderate linguistic support | Bridging — requires light linguistic support |         |

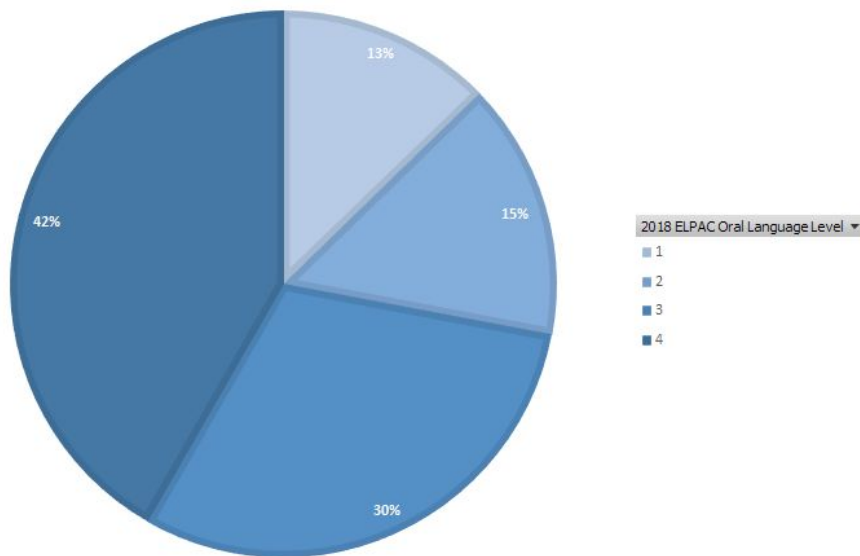
# 2018 ELPAC Summative Results



# 2018 ELPAC Summative Results

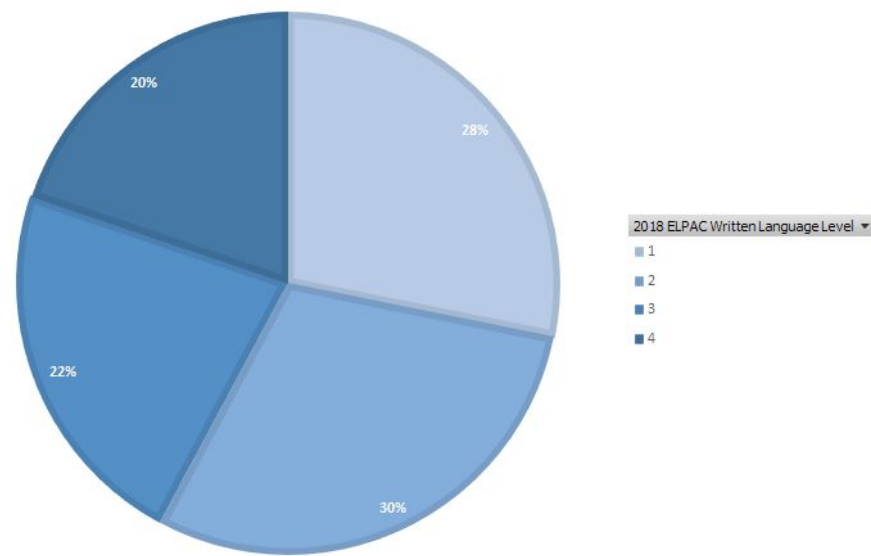
Count of Student ID

ORAL LANGUAGE LEVEL



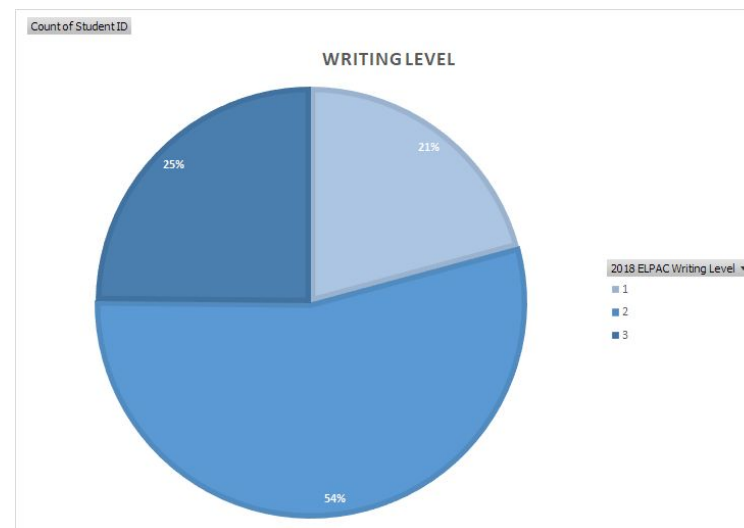
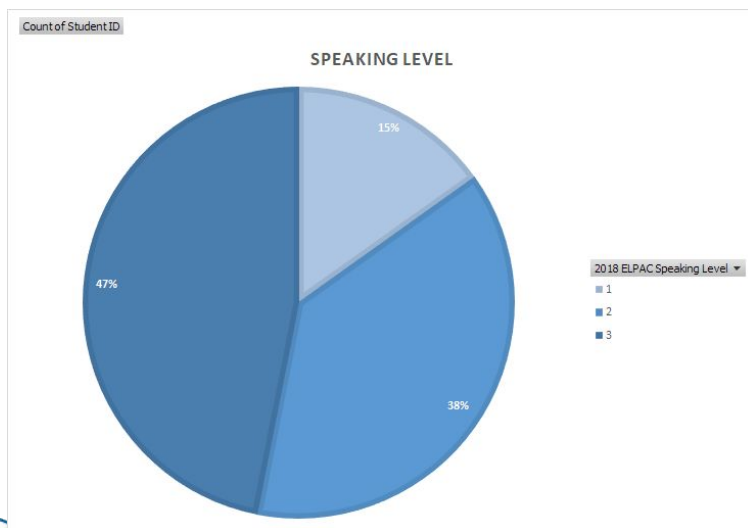
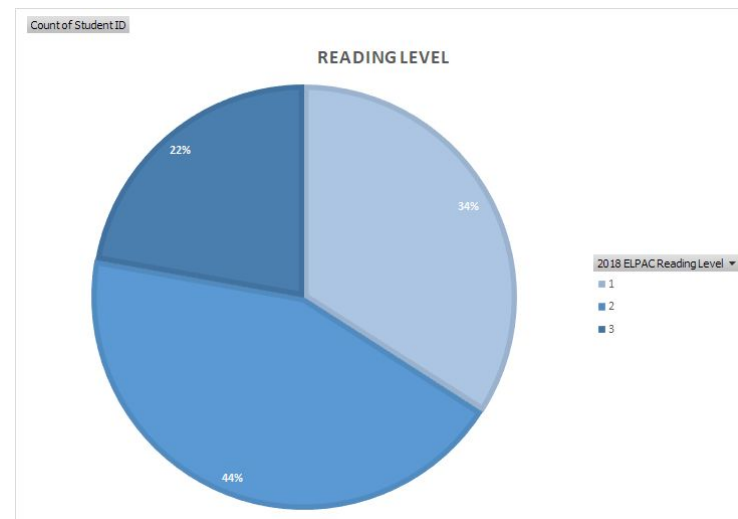
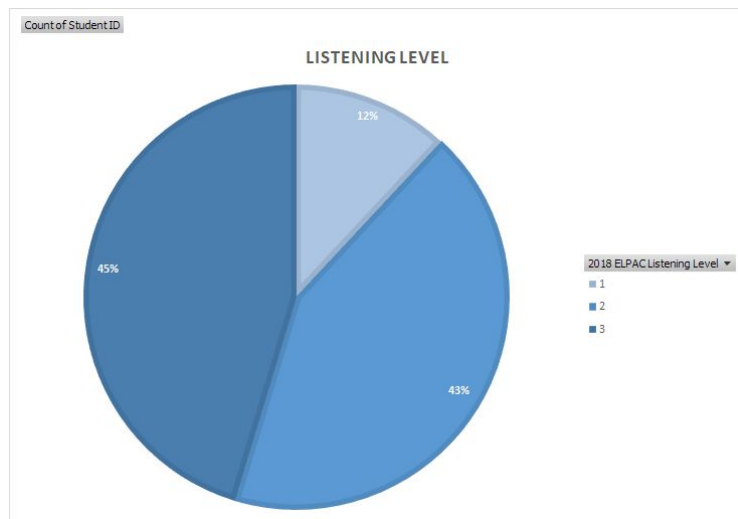
Count of Student ID

WRITTEN LANGUAGE LEVEL





# 2018 ELPAC Summative Results



# ELPAC Summative

- ▷ Level cut scores are preliminary
- ▷ No possible comparison to past language assessments (CELDT)
  - Dashboard “English Learner Progress” will be status only.



Questions?