

*Where Achievement &
Relationships Matter!*

November 5, 2019



CAASPP Assessment Update

Purpose

- Review Smarter Balanced Assessment Results
 - All Students
 - Grade Levels
 - Subgroups
 - Celebrations
- Next Steps





California Assessment of
Student Performance and Progress

Smarter Balanced Assessments

- Content Areas: English language arts/literacy & mathematics
- Grades: 3rd-8th & 11th
- Administration: District specific, after 66% of instructional year has been completed
- Goal: Met or Exceeded Standards
- Results Publicly Available: caaspp-elpac.cde.ca.gov





California Assessment of
Student Performance and Progress

California Science Test (CAST)

- Grades: 5th & 8th
- Administration: District specific, after 66% of instructional year has been completed
- Goal: Met or Exceeded Standards
- Results: Anticipated January, 2020 (*new in 2018-19*)
- Coming January, 2020 Results Publicly Available: caaspp-elpac.cde.ca.gov

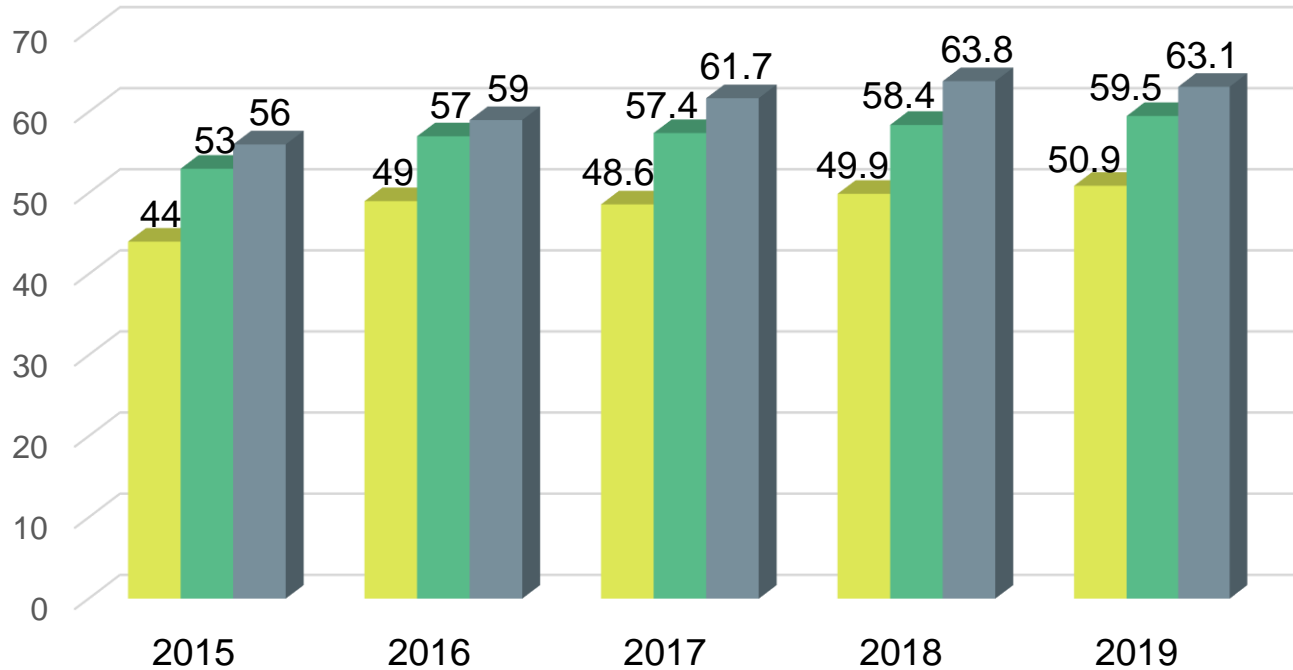


2019 Overall Met or Exceeded Standards

English Language Arts/Literacy & Mathematics



2019 English Language Arts/Literacy Met or Exceeded Standards



Growth 2015-2019

+ 6.9% California

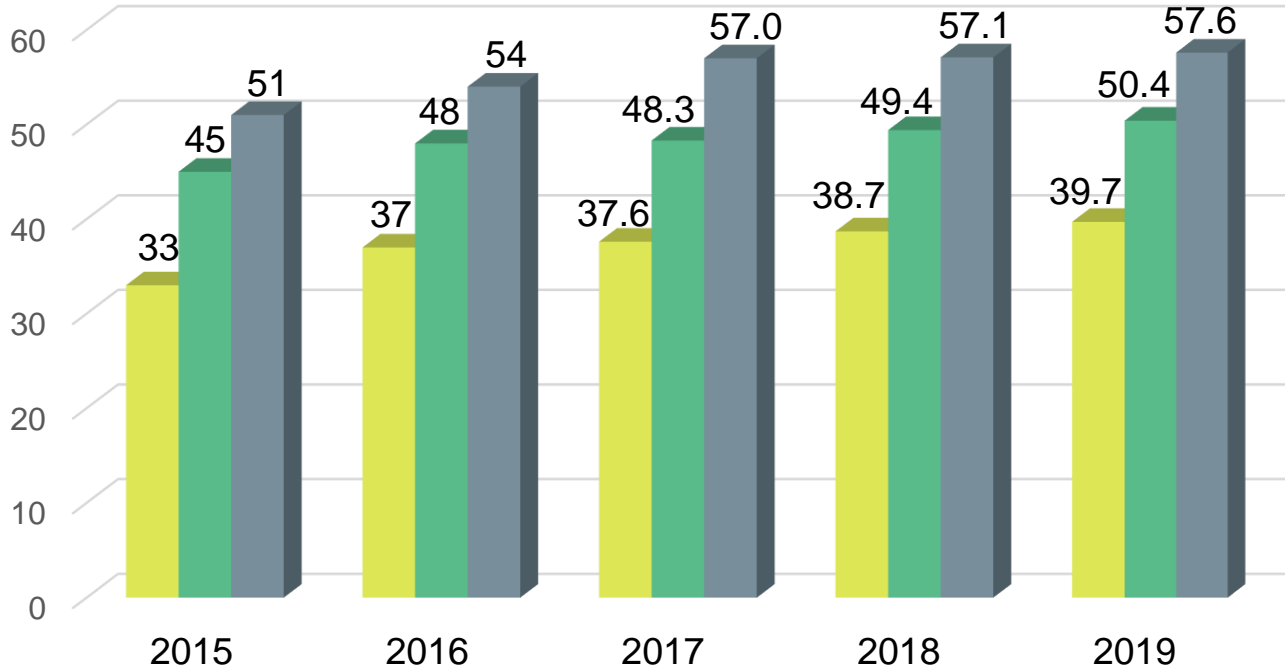
+ 6.5% Orange County

+ 7.1% Ocean View



2019 Mathematics

Met or Exceeded Standards



Growth 2015-2019

+ 6.7% California

+ 5.4% Orange County

+ 6.6% Ocean View

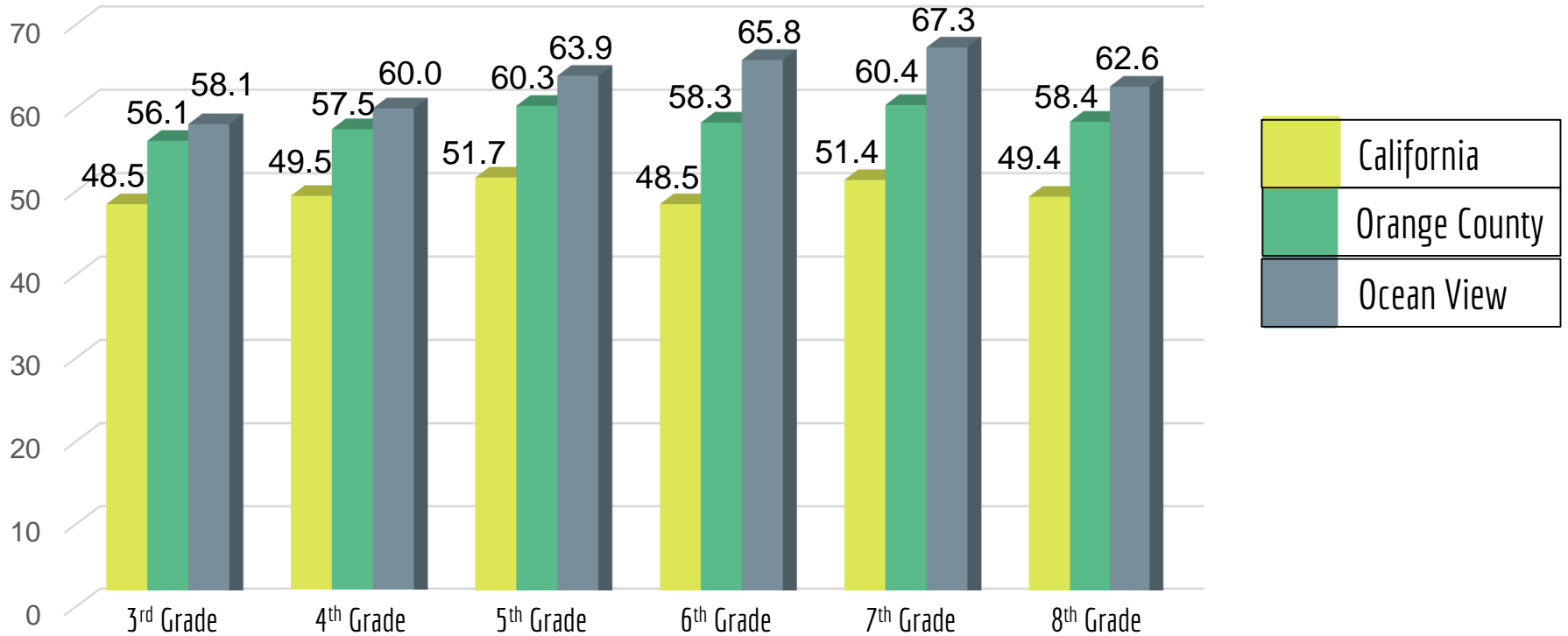


2019 **Grade Level** Met or Exceeded Standards

English Language Arts/Literacy & **Mathematics**

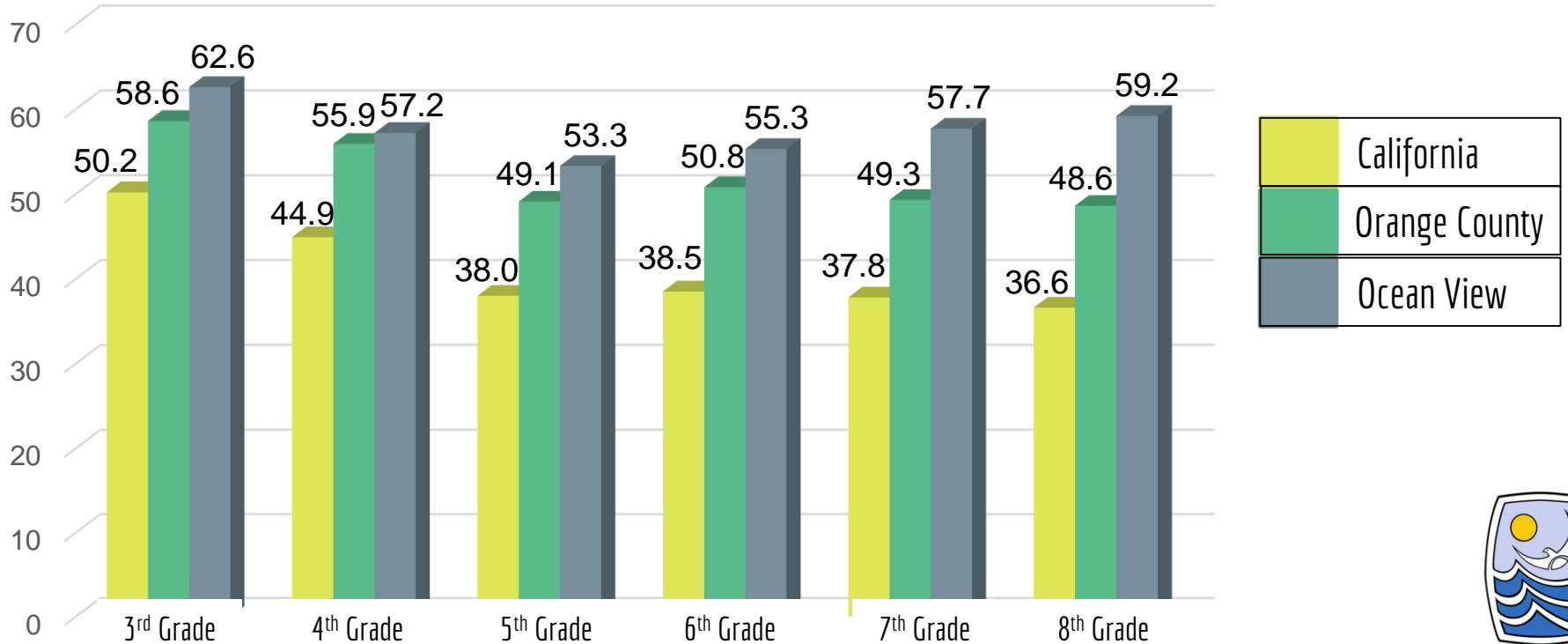


2019 English Language Arts/Literacy Met or Exceeded Standards



2019 Mathematics

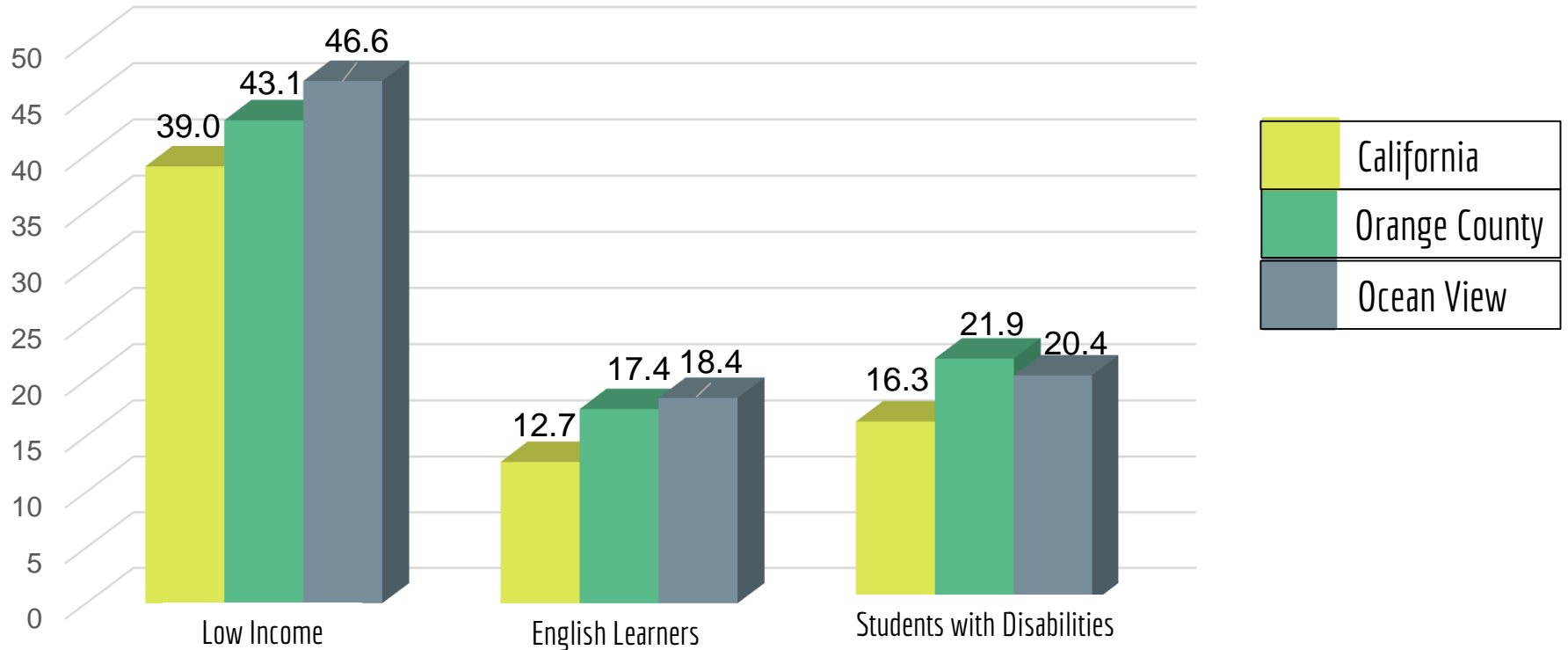
Met or Exceeded Standards



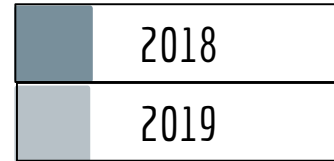
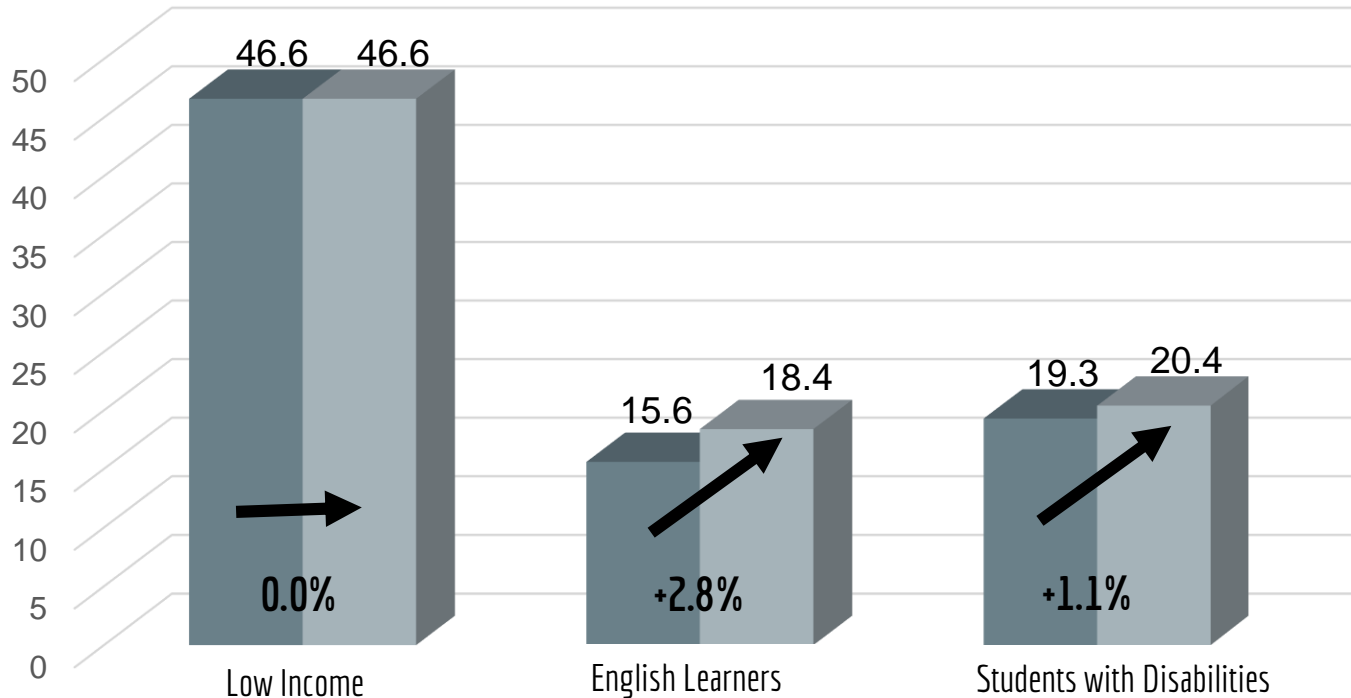
2019 Subgroup Met or Exceeded Standards English Language Arts/Literacy & Mathematics



2019 English Language Arts/Literacy Met or Exceeded Standards

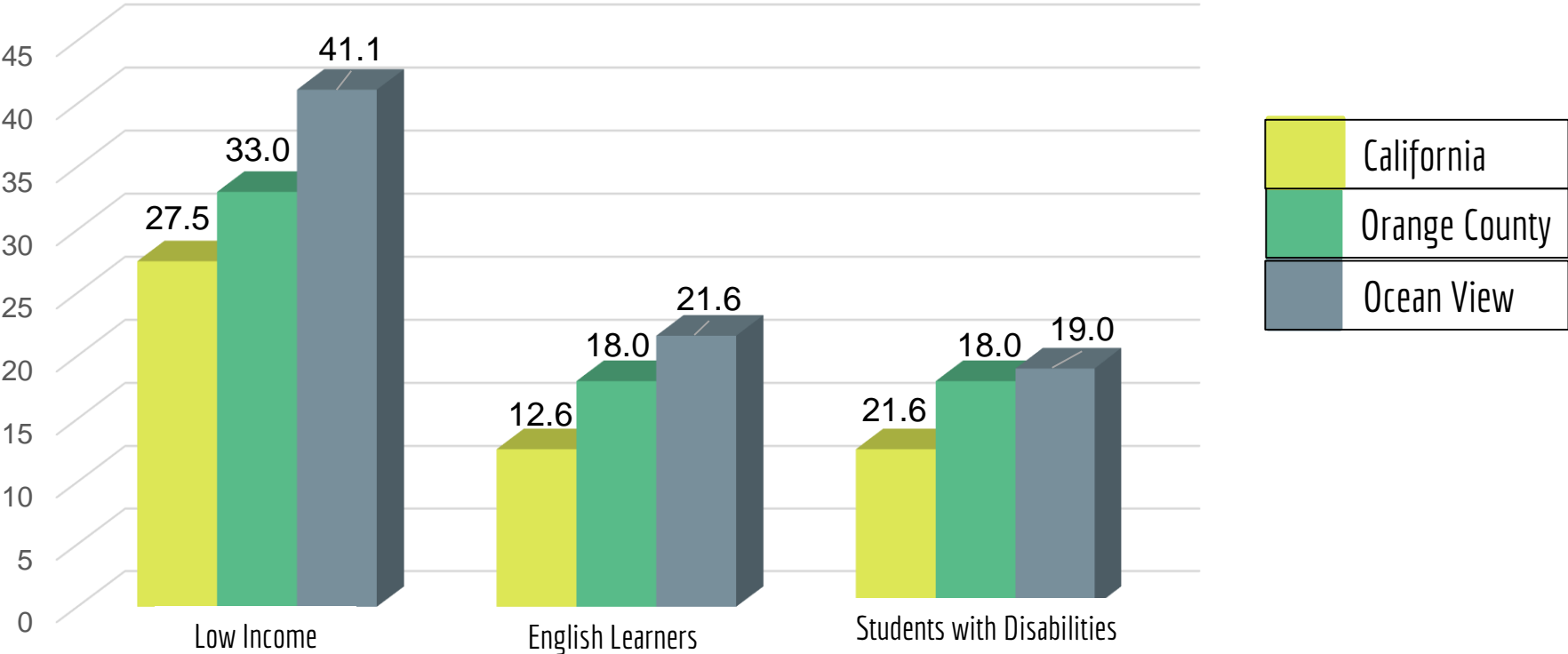


2019 English Language Arts/Literacy Met or Exceeded Standards



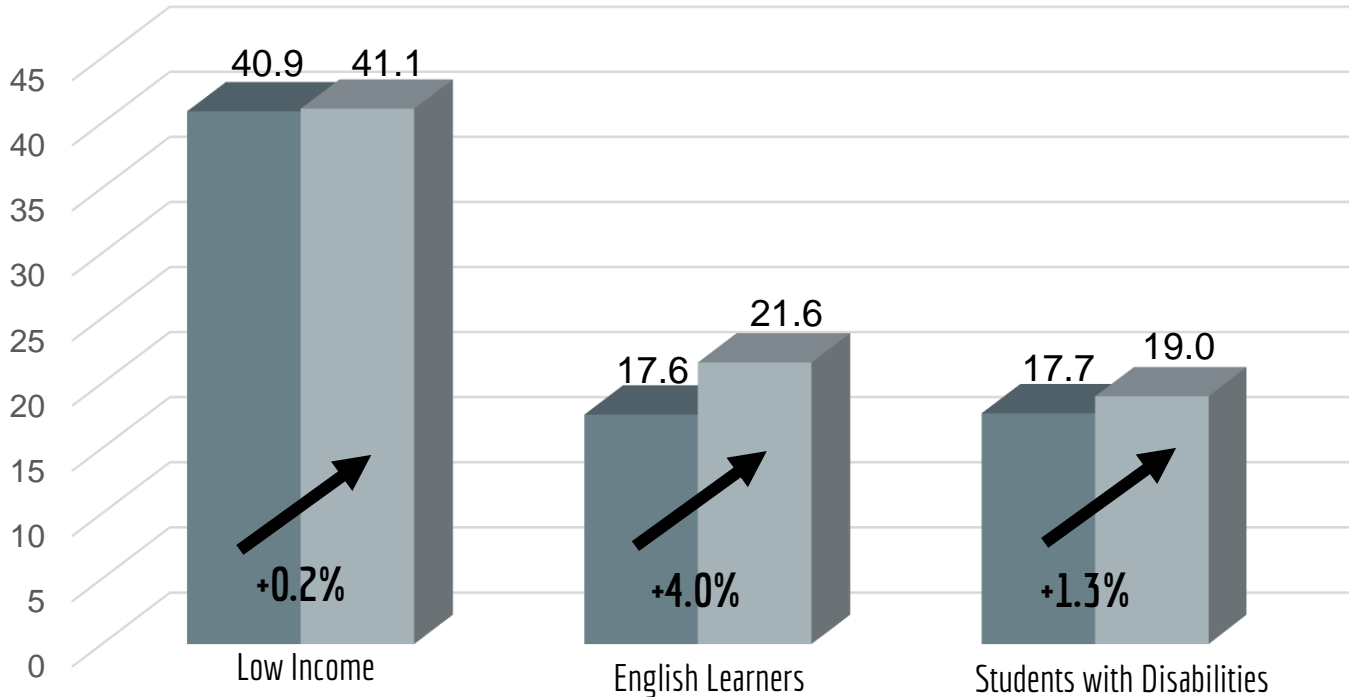
2019 Mathematics

Met or Exceeded Standards



2019 Mathematics

Met or Exceeded Standards



2019 Celebrations

English Language Arts/Literacy & Mathematics





2019 Celebrations



2020 California Distinguished School Eligible: Circle View & Star View

Increases over the past three administrations:

- Golden View 13.2% in mathematics
- Oak View 5.8% in English Language Arts/Literacy
- 6th grade 10.2% in English Language Arts/Literacy
- 7th grade 9.2% in English Language Arts/Literacy & 11.4% in mathematics
- Low income subgroup 5.1% in English Language Arts/Literacy



2019 Next Steps

English Language Arts/Literacy & Mathematics





California Assessment of
Student Performance and Progress

What are our next steps?

- Continue with core ELA/ELD programs (TK-5 *Wonders* / 6-8 *Study Sync*)
- Continue with core math programs (TK-5 *My Math* / 6-8 *Big Ideas*)
- Continue with the *OVSD Writing Continuum*
- Continue to focus on rigor (DOK 3 & DOK 4)





Foundational Skills Toolkit

Fully implement Foundational Skills program (Screeners & Toolkit) for students who are not yet performing at grade level as we continue to strengthen implementation of Multi-tier Systems of Supports (MTSS), specifically intervention

- “Acquisition of the **foundational skills** contributes to students’ **ability to independently engage with and use printed language** for their own purposes.”
California ELA/ELD Framework (2014)
- “**Matthew Effect**: If students are not at grade level by **mid-1st Grade**, there is a **90% chance** they will be performing below grade level in **5th Grade**.”
California ELA/ELD Framework (2014)
- “The data from the studies are clear: Late bloomers are rare; **[foundational] skill deficits** are almost always what **prevent children from blooming** as readers.”
“Waiting Rarely Works: Late Bloomers Usually Just Wilt”





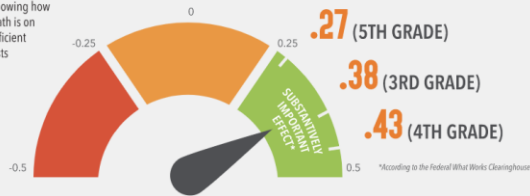
ST Math

Utilize supplemental math program according to research based implementation guidance

ST Math's Effect Size

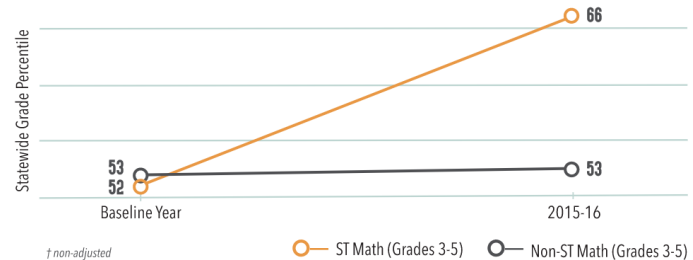
When looking at the percent of students in one grade who achieved math proficiency on their state test at a given school, ST Math had an average effect size of 0.36 on statewide ranking (z-score). As a reference point, the federal What Works Clearinghouse defines 0.25 effect size and above as "substantively important."

Effect size is a statistical term showing how meaningful the impact of ST Math is on percent of students scoring proficient or above on their state math tests compared to similar grades at non-ST Math schools.



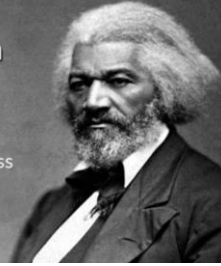
What are the key findings?

Schools that consistently used ST Math outgrew similar schools in statewide rank by 14 percentile points.[†]



It is easier to
build strong
children than
to repair
broken men.

- Frederick Douglass



Social Emotional Learning (SEL)

The process through which individuals acquire & effectively apply the knowledge, attitudes, & skills necessary to understand & manage emotions, set & achieve goals, feel & show empathy, establish & maintain relationships, & make responsible decisions

- **Better Academic Performance:** Achievement scores an average 11 percentile points higher than students who did not receive SEL
- **Improved Attitudes & Behaviors:** Greater motivation to learn, deeper commitment to school, increased time devoted to work & better behavior
- **Fewer Negative Behaviors:** Decreased disruptive behavior, noncompliance, aggression, delinquent acts & disciplinary referrals
- **Reduced Emotional Distress:** Fewer reports of student depression, anxiety, stress & social withdrawal





California Assessment of
Student Performance and Progress

Testing Campaign

Purpose is to provide resources that promote SEL skill building so that students are prepared & confident on test day & every other day

- Students will set testing goals
- Schools will engage in motivational activities
- Build teacher awareness of CAASPP & literacy across disciplines
- Analyze CAASPP schedules & testing environments

