CAASPP in Action

Sharing Practices

in Implementing

the CAASPP System

to Improve Teaching

and Learning

CAASPP

California Assessment of
Student Performance and Progress

Post-Test Data Analysis
Clovis Unified School District

Clovis Unified School District

MISSION STATEMENT

To be a quality educational system providing the resources for all students to reach their potential in mind, body, and spirit.

OUR VISION

The CUSD strives to be America's benchmark for excellence in education. Our mission puts action to our vision. Our efforts are focused on the creation of a quality educational system that meets the academic, physical, and social needs of our students and inspires them on to greater success.

Information provided by Clovis Unified School District.

DISTRICT PROFILE

The Clovis Unified School District (CUSD) is the 16th largest public school district in California, with more than 42,000 students and 6,000 employees. The district covers an attendance area of 198 square miles in the San Joaquin Valley. Of the student enrollment, 47 percent is from Clovis, 44 percent is from Fresno, and the remaining nine percent is from unincorporated areas of Fresno County.

The CUSD is composed of five high schools, five intermediate schools, thirty-three elementary schools, four alternative education schools, one adult school, one online charter school, the Center for Advanced Research and Technology, and one outdoor and environmental education school.

LEVELS SERVED **K–adult**

TEACHERS **1,716**

ENROLLMENT **42,746**

ENGLISH LEARNERS **2,600**
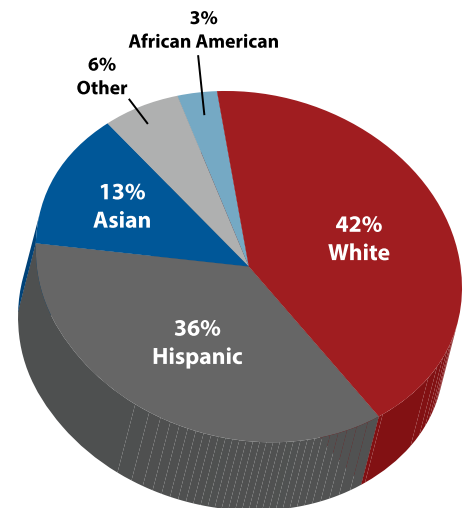
ETHNIC DIVERSITY OF STUDENTS

GOAL

The CUSD has been a data-driven district for many years. The Baldrige in Education Initiative[1] has guided the district's work for more than 15 years, with an emphasis on the "Plan, Do, Study, Act" process. The district's goal, following the California Assessment of Student Performance and Progress (CAASPP) summative assessments, has been to provide a thoughtful and guided data-analysis process (1) for school sites to use as a basis for program review; and (2) as instructional planning.

[1]"The education version of the [Baldrige Education Criteria for Performance Excellence] was created in 1998 as a [framework] for understanding and improving school performance" (Shipley & Caldwell, 2000, p. 5). For more information regarding the Baldrige Excellence Framework (Education), please visit https://www.nist.gov/baldrige/about-baldrige-excellence-framework-education.

IMPLEMENTATION TEAM

The CUSD's Department of Assessment and Accountability partnered with the Department of Curriculum and Instruction to train site leaders on the data-analysis process before teachers reported back for the upcoming school year in August. Staff from the Department of Assessment and Accountability included the administrator of assessment and accountability and the director of program evaluation. Curriculum and instruction staff included content leaders for English language arts/literacy (ELA) and mathematics. This was the first time in recent district history that assessment staff from these departments partnered to conduct professional development of this type.

APPROACH

In keeping with the CUSD's history and culture of data analysis and data-driven decision making, a variety of data were regularly and carefully analyzed by stakeholders (i.e., district leaders, site administrators, teachers, and parents) to determine what had worked well and identify opportunities for improvement. At the district level, that culture was reflected in its approach to districtwide strategic plan goals and the Local Control Accountability Plan. At the school-site level, the culture was reflected through the work of professional learning communities and data teams. However, in the absence of common, statewide summative assessment data during the transition from the former Standardized Testing and Reporting Program to the current CAASPP System, both the district and the school sites had to use data from local assessments, which may not have

been fully aligned with the Common Core State Standards. Once results became available from the new statewide assessments, the district began looking for a quality tool and process to analyze the results to inform both planning and instruction.

Tools

The district implementation team attended the California Department of Education's 2016 CAASPP Post-test Workshop, which included, for the first time, a focus on connecting summative assessment results to teaching and learning. The team then looked carefully at the data analysis template developed by WestEd for use in the workshops. The CUSD's Department of Assessment and Accountability felt that the data analysis template, with its accompanying guiding questions, would be a valuable tool to support both district and school site staff in analyzing and reflecting on summative assessment data. The department modified the template (Figure 1 on next page) to meet its needs by focusing on the components of research, recall, reflect, and respond. The guiding questions were used as a core component of the reflection and analysis process.

To support the professional learning process, the implementation team developed four templates prefilled with information applicable to four groups of schools and staff: Title 1 elementary schools, non-Title 1 elementary schools, high school English, and high school mathematics. The templates were completed on the basis of data representative of all schools and subject areas included in each group.

CAASPP Data Analysis
Charge 2018
August 7, 2017

Section One:

Overall Districtwide

	2014 – 2015	2015 – 2016	2016 – 2017
% Met or Exceeded Standard			

Overall School Site

	2014 – 2015	2015 – 2016	2016 – 2017
% Met or Exceeded Standard			

Comparable CUSD School Demographics (% Met or Exceeded Standard)

	% EL	% SED	2014 – 2015	2015 – 2016	2016 – 2017
Your Site					
1.					
2.					
3.					
4.					

Reflective Questions

1. What do you observe about the trends or patterns in the overall scores?
2. What observations are consistent with your expectations or predictions?
3. How does your site compare with sister schools?
4. What is at least one question you would like to ask of a sister school?

Section Two:

Intermediate Cohort Analysis (Longitudinal % Met or Exceeded Standard)

Math	2014 – 2015	2015 – 2016	2016 – 2017
6th Grade			
7th Grade			
8th Grade			

ELA	2014 – 2015	2015 – 2016	2016 – 2017
6th Grade			
7th Grade			
8th Grade			

In the space provided below, note any trends or observations regarding the performance of grade-level cohorts:

ELA	

Figure 1. Sample pages from the 2017–18 CAASPP Data Analysis Template, which is intended to organize information, including school- and districtwide performance data, cohort analysis, course placement, and reflective questions regarding trends and support.

Professional Learning

Following the development of the data analysis templates, the implementation team created four PowerPoint presentations to guide customized professional learning sessions for site or district administrators as well as area superintendents within each school group. Over the course of the two-hour training sessions, staff from assessment and accountability along with curriculum and instruction walked participants through the prefilled template, modeling the guiding questions to illustrate how the information provided in each template column was derived from the summative assessment data as well as provide to participants a reflection of programs and practices. This reflection led the administrators to dig deeper and analyze their specific data. After viewing the prefilled template and the modeling, participants were able to apply the tools effectively. They were given time to work on their own site-specific template and plan how they might facilitate the data analysis and reflection process with teachers at their site. District

teachers on special assignment assisted site leaders during this work time.

Site administrators were then able to use the same tool with their teams to perform data analysis and enable their staff to reflect on their own teaching and learning, leading to changes in the classroom. In addition, reflection was integrated into the professional learning community (PLC) process at school sites, resulting in a change in how data were discussed and analyzed. Changes across the district were seen in classroom practices and the approach used to plan student lessons. Teachers used the templates provided by the administration, which allowed them to observe trends pertaining to student performance in terms of placement. The templates helped teachers take a closer look into the claim results for mathematics and ELA. By considering data from multiple sources—interim assessments, teacher-generated assessments, and classroom participation—teachers were better able to support student learning.

Implementation

Site administrators were encouraged to use the data analysis and reflection template, accompanied by the guiding questions, as part of the site-level professional development work completed annually. While not a district requirement, many schools used the tool. Teachers at some sites enthusiastically began using the template and guiding questions to analyze interim and formative assessment data during weekly PLC meetings.

REFLECTION AND LESSONS LEARNED

CUSD staff believed the template and reflective data analysis process were well suited to the district culture. The tools helped the district direct the conversation with each stakeholder group to focus on reflective practices and thoughtful planning. As Allison Hernandez, Administrator of the Department of Assessment and Accountability, stated, "The most important part for us is, 'How are you going to respond?' That is, 'What are you changing to get different results?'" when working with the data results from the assessments.

EXPERIENCES

"At the beginning of the year, the data analysis templates helped guide PLC conversations, focused on data, reflection, and next steps."
— Elementary school principal

"Our math department is using these forms in their math PLC. Each teacher in the department completed a form. It is a work in progress … great to see the teachers reflecting on their work and discussing next steps. Putting their thoughts onto the graphic organizer is extremely helpful, and really promotes powerful and engaging professional conversation."
— Secondary school principal

"The data analysis templates made me reflect on my teaching, it was eye-opening and will impact my classroom!"

— Elementary school teacher

NEXT STEPS

The implementation team plans to review and revise the template on the basis of the 2017 Post-Test Workshop, with an emphasis on how to reflect on and analyze the three years of data that will be available from the CAASPP ELA and mathematics assessments. The team plans to continue with a focus on using data to both evaluate and promote growth in student learning.

Post-test data analysis provides educators with insight that promotes development in teaching methods.

"I took the bridge activity from Charge (a training and support program within CUSD) and just modified it with the help of my leadership team. I used this with my staff for the following reasons.

- *I wanted to review the true meaning of learning commitments within a PLC.*

- *We had some staff changes and I wanted the new grade levels to look at the data from the previous years.*

- *Our data was "eye-opening" to say the least… and I felt these four steps brought the data to life for not just a grade level, but an entire staff.*

- *I wanted my staff to see any trends between grade levels to help us move towards an instructional focus which was decided by them… and it did, after completing this activity the staff decided when to focus on reading and intervention (RTI)."*

– Elementary school principal

FOR MORE INFORMATION

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CDE CAASPP Web page
http://www.cde.ca.gov/ta/tg/ca

CAASPP Portal
http://www.caaspp.org

California Assessment of Student Performance and Progress