



Preparing every student to thrive in a global society.

September 10, 2015

Dear Staff & Friends of East Side Union High School District,

The 2014-2015 school year marked the first year that the country took the new Smarter Balanced Assessment in English Language Arts/Literacy and Math. The following is an executive summary of the California Assessment of Student Performance and Progress (CAASPP) scores from Spring 2014 for East Side Union High School District and Santa Clara County.

The following are key highlights:

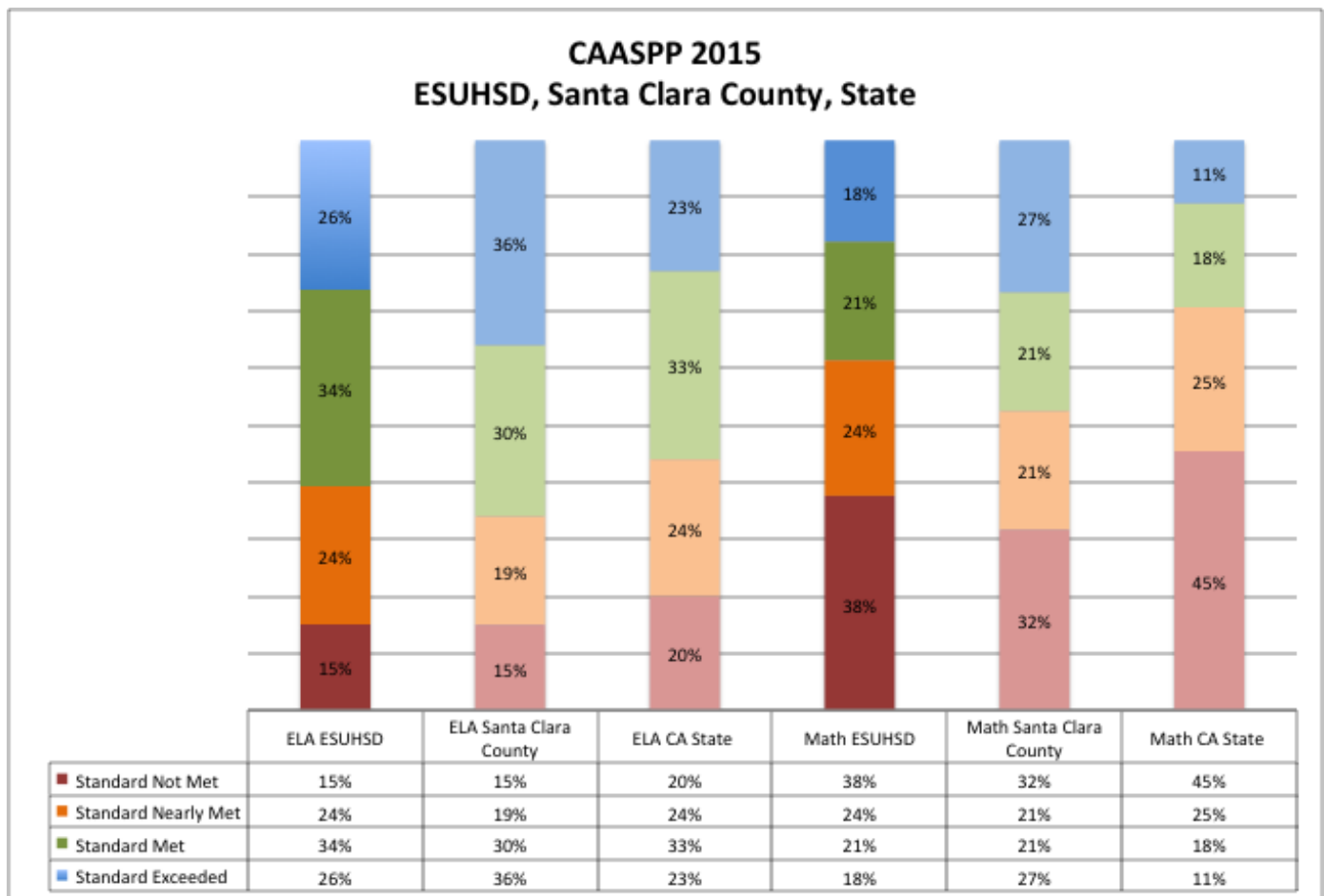
- When looking at the new CAASPP data, we are only able to look at the results for one year, and therefore, cannot make conclusions about trends or growth.
- The California Standards Test (CST) evaluated students based on an old set of standards; therefore, we cannot make conclusions about students performing better or worse on the new CAASPP tests. Nonetheless, we have a higher percentage of students meeting or exceeding standards on the new CAASPP ELA and Math tests than we had students scoring proficient or above on the 2012-2013 CSTs in ELA and Math.
- The tests include performance tasks that challenge students to demonstrate critical thinking and problem-solving, and to apply their knowledge and skills to real-world problems.
- This year's results will establish a new baseline for the progress we expect students to make over time, which was not possible in California's previous system.
- Only high school students in grade 11 took the CAASPP. These students took the grade 11 CAASPP regardless of the course they were enrolled in. For example, a student enrolled in Geometry and a student enrolled in Calculus will take the same test.
- 60% of ESUHSD students met or exceeded the standard in ELA.
- 39% of ESUHSD students met or exceeded the standard in Math.

The district expects to receive individual student test scores in September. These will be mailed to parents within 20 days of receipt.

The charts below provide additional detailed information for the district, county, state and individual schools for Grade 11 students.

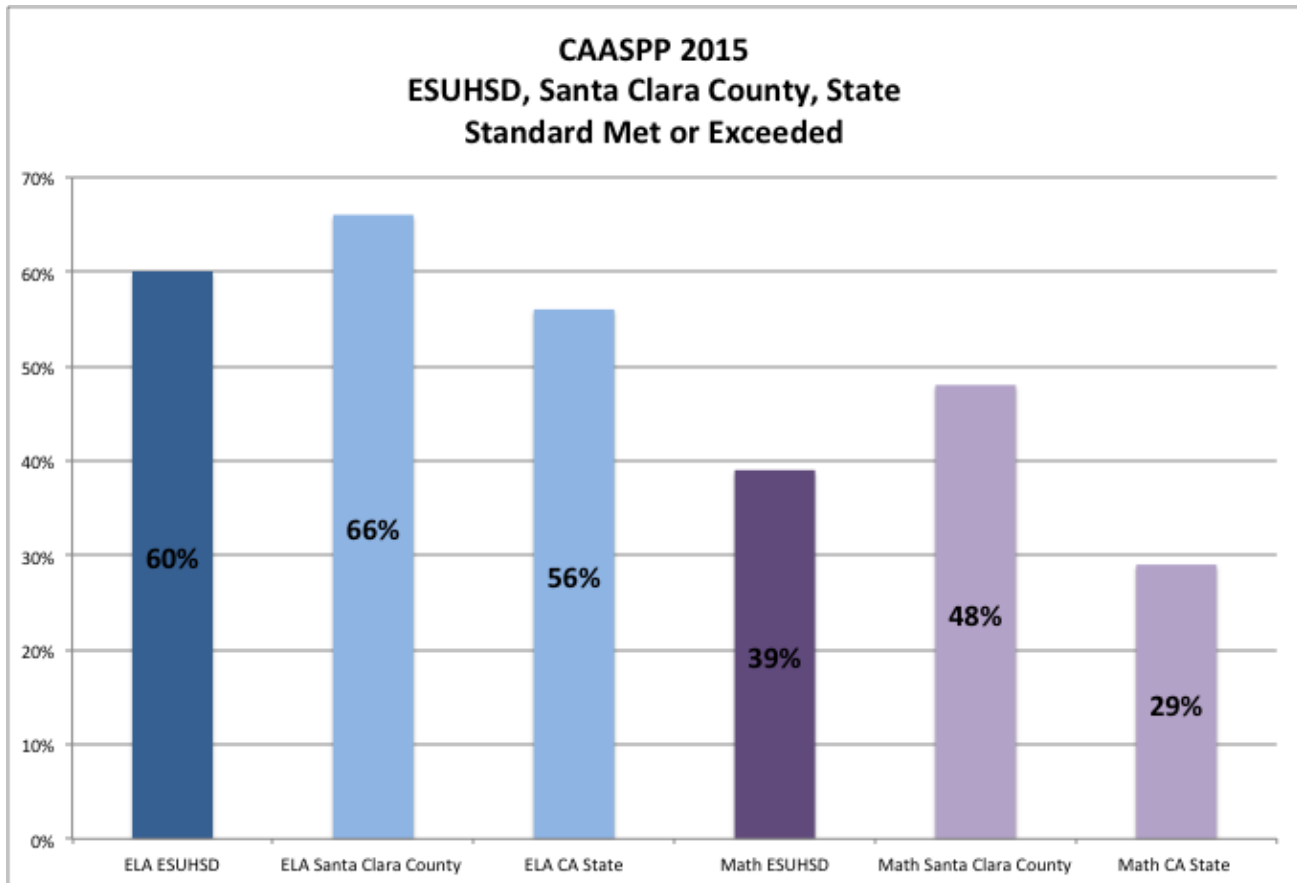
California Assessment of Student Performance and Progress (CAASPP) 2015

The graph below shows the overall district, county, and state performance on the ELA and Math CAASPP.



CAASPP
September 10, 2015

The following graph shows the percent of students that met or exceeded the standard in ELA and Math in the district, county, and state.

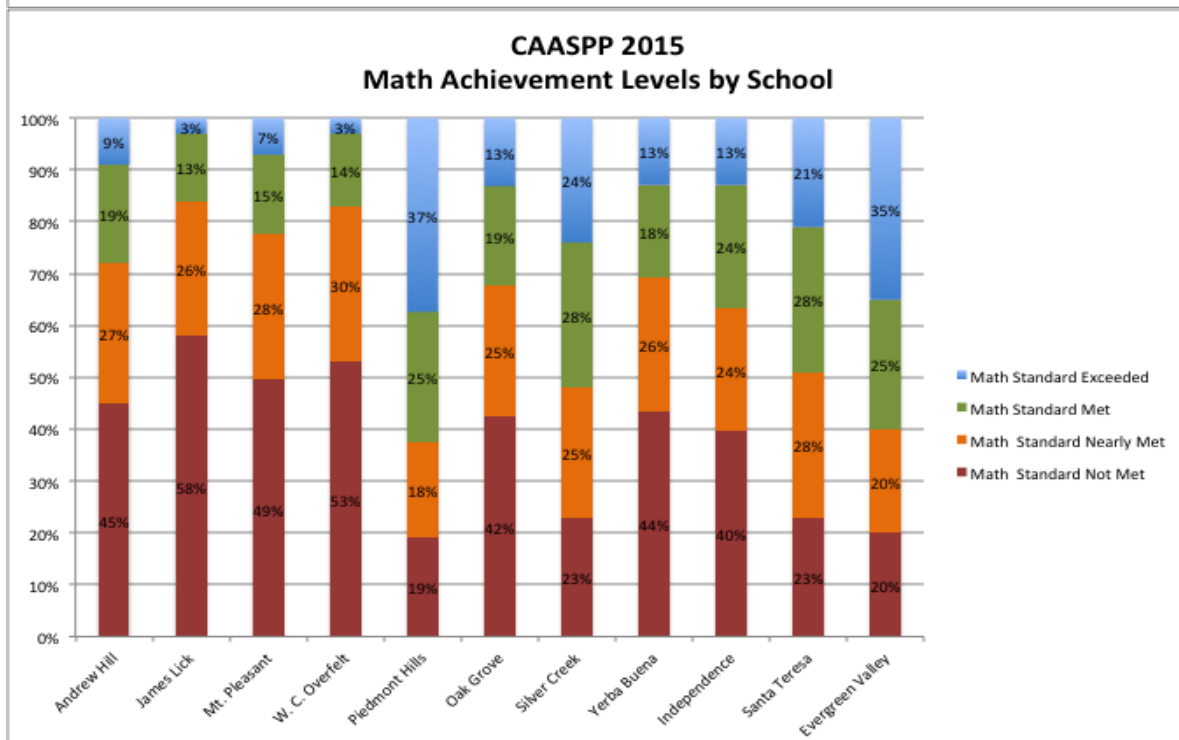
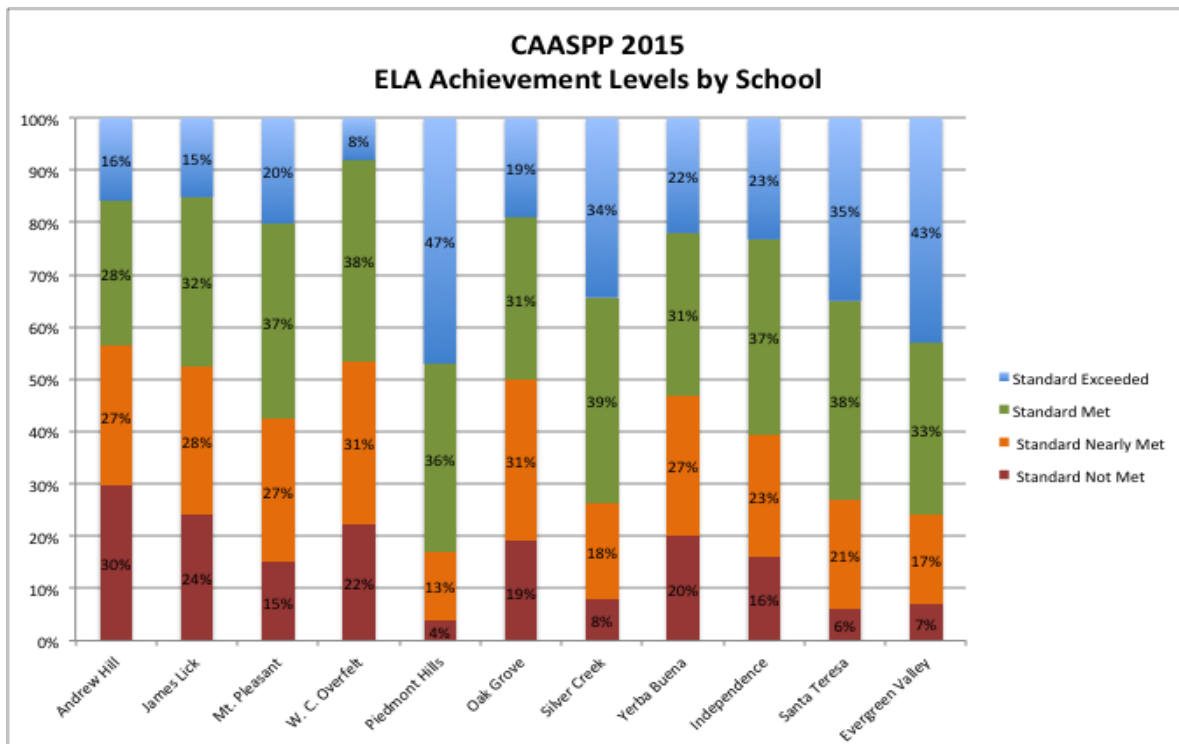


- 26% of ESUHSD students exceeded the standard in ELA and 38% in Math.
- 34% of ESUHSD students met the standard in ELA and 21% in Math.
- 60% of ESUHSD students met or exceeded the standard in ELA and 39% in Math.
- The percent of ESUHSD students who met or exceeded standards on the ELA test was 6 percentage points less than the county and 9 percentage points less than the county in Math.
- The percent of ESUHSD students who met or exceeded standards on the ELA test was 4 percentage points more than the state and 10 percentage points more than the state in Math.

CAASPP

September 10, 2015

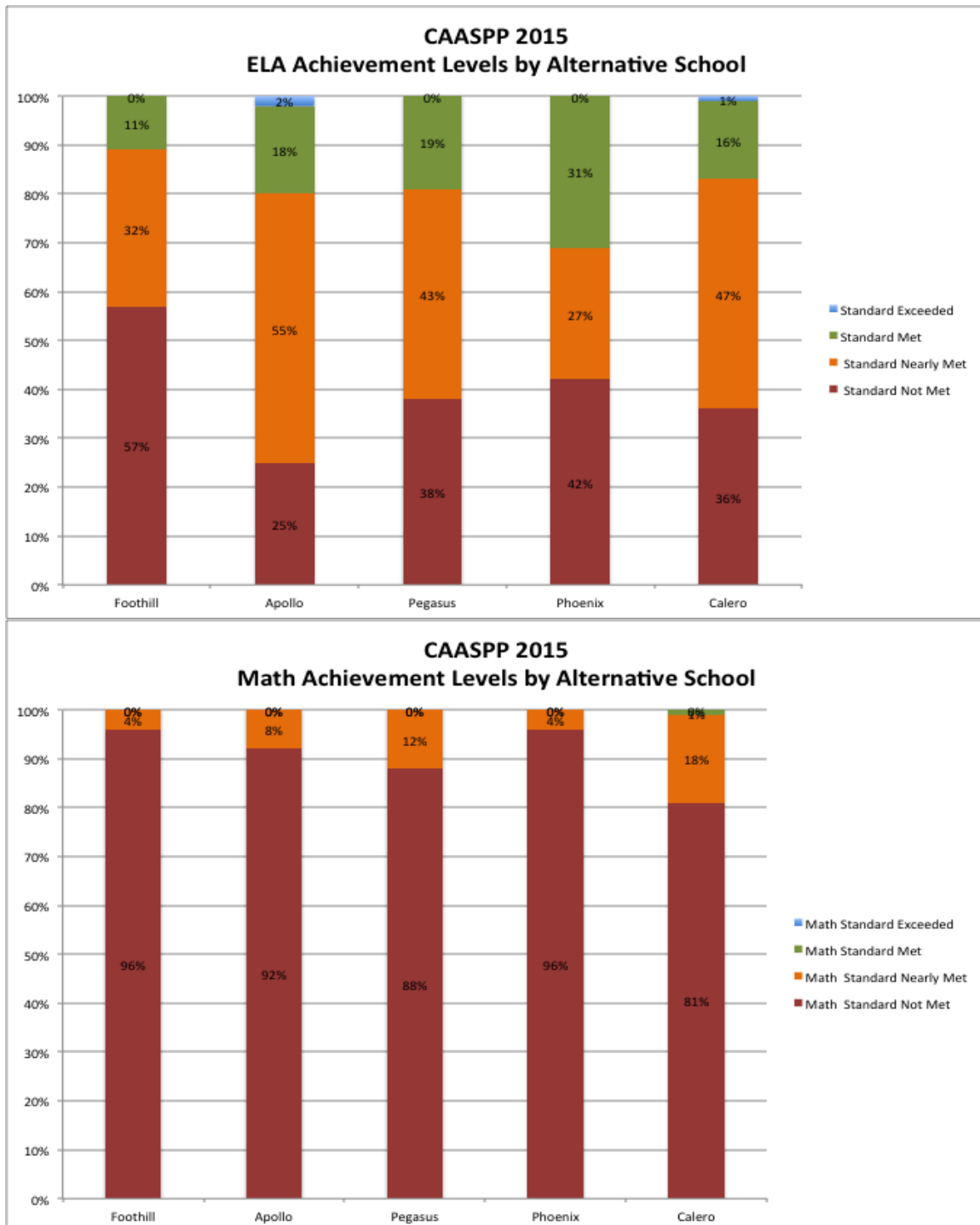
The graphs below show student performance at each of the comprehensive high schools. Schools that performed well under the old standards performed well under the new standards and tests. The converse is also true.



CAASPP

September 10, 2015

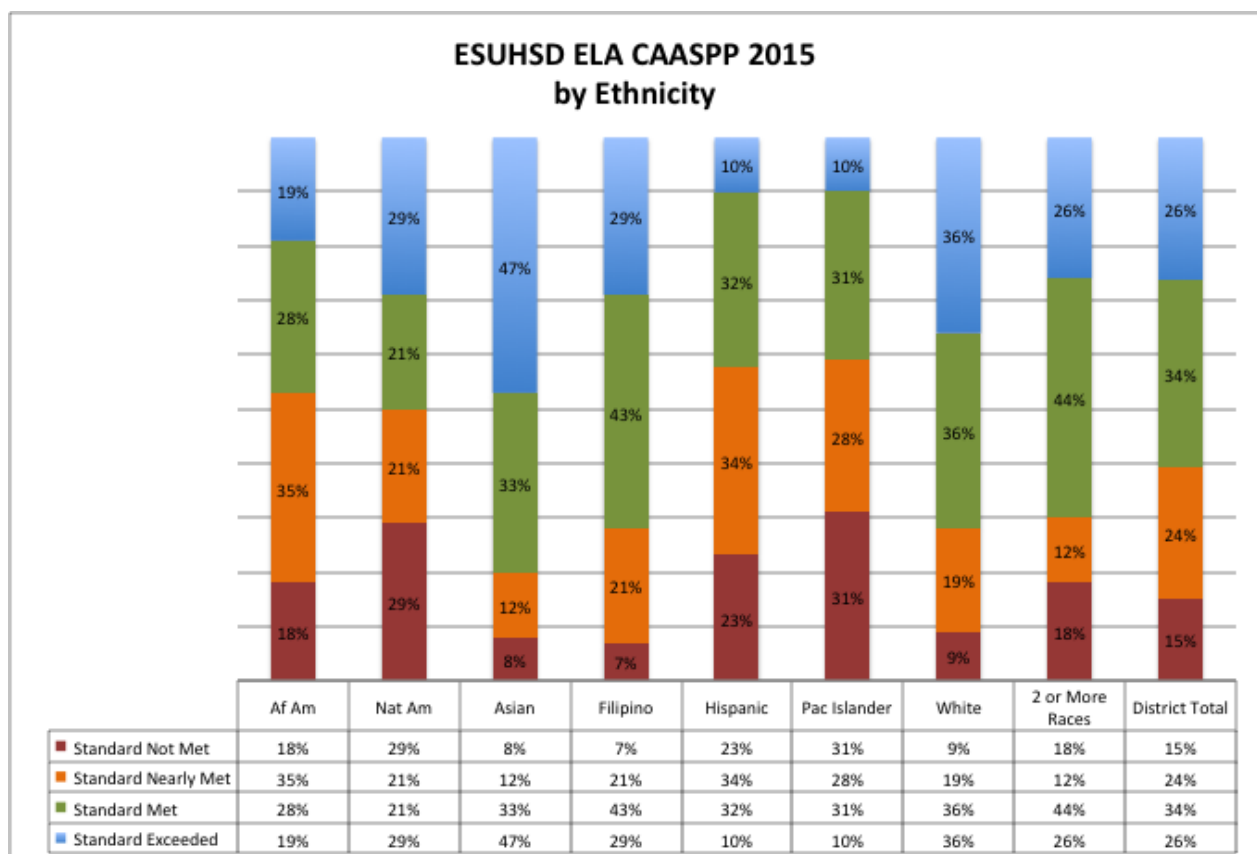
The majority of students at ESUHSD alternative schools scored in the standard not met or standard nearly met category in both ELA and Math. It is important to note that students at these schools attend these schools because they are off track from graduation, have failed many classes and are often in below grade level courses. This puts them at a disadvantage when taking the new CAASPP assessments, which test grade 11 standards in ELA/Literacy and Math whether or not a student is actually taking courses at that same level.



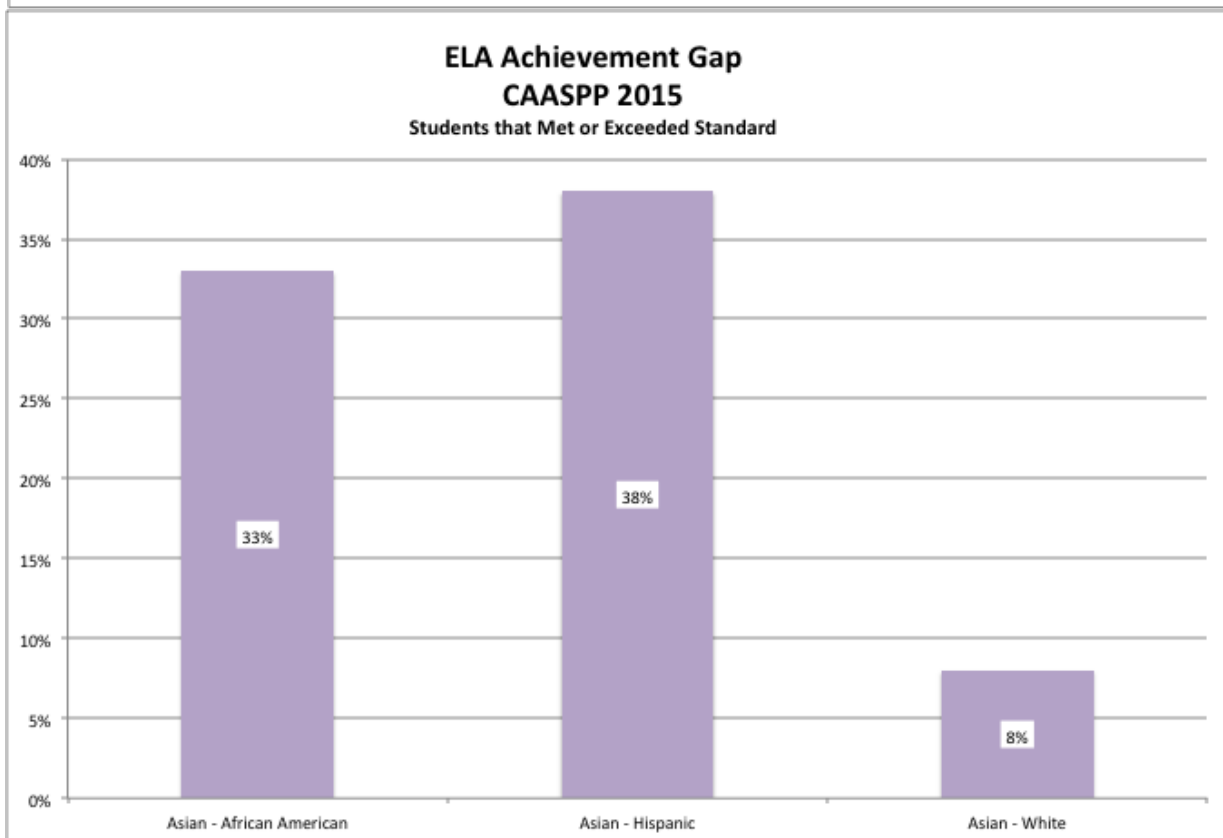
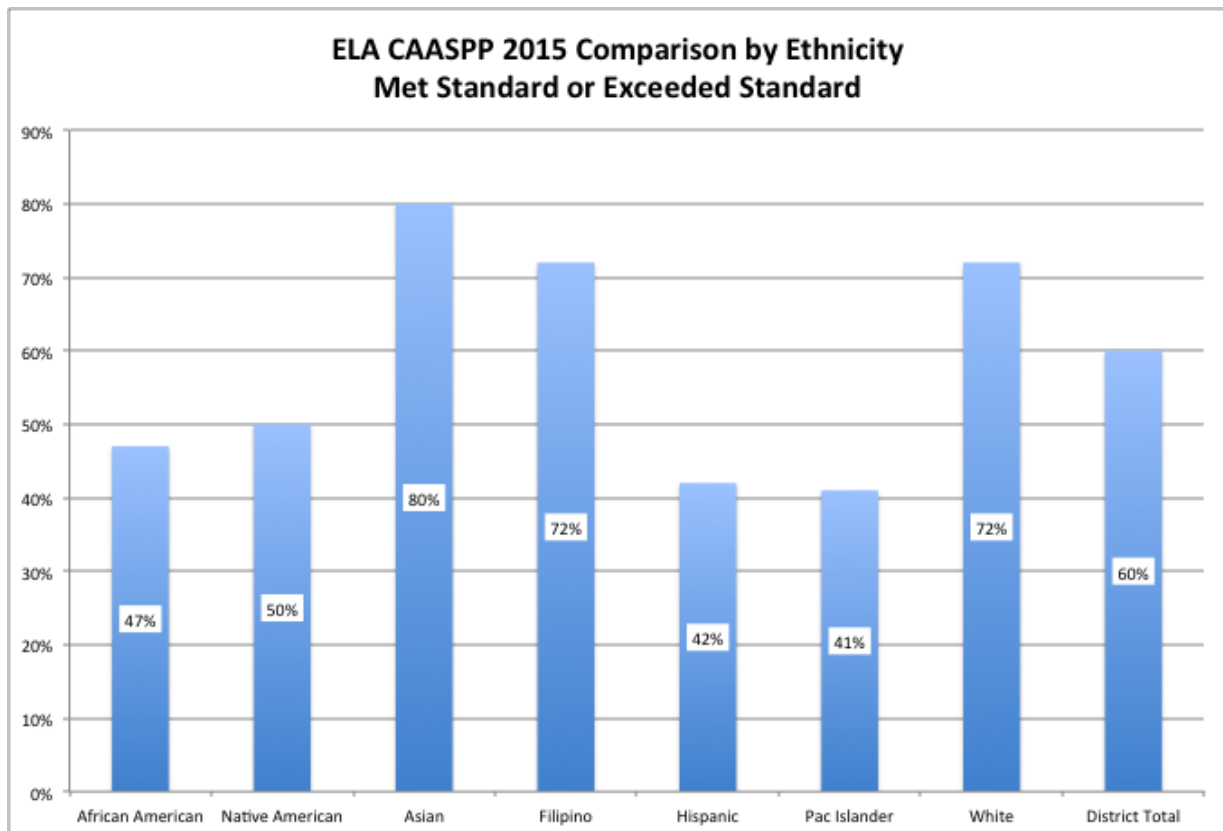
CAASPP
September 10, 2015

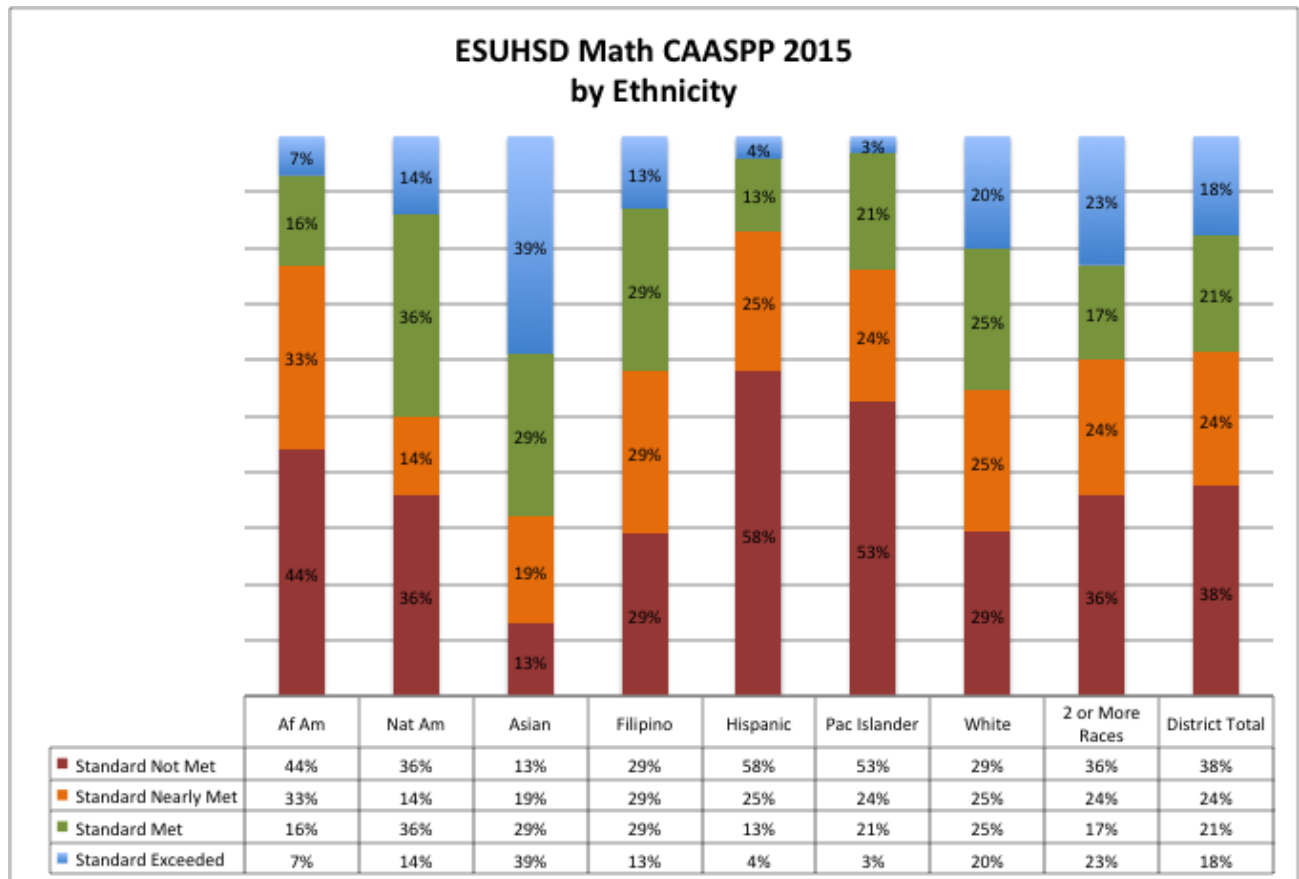
The graphs below show student performance on the CAASPP disaggregated by ethnicity. The first graph shows the percent of students scoring in each range and the second graph shows the percent of students meeting or exceeding the standard.

The ethnic achievement gaps that were evident in the CST student performance are still present when comparing group performance on the CAASPP. The third graph illustrates the achievement gaps between our highest performing student group and our lowest performing student groups.

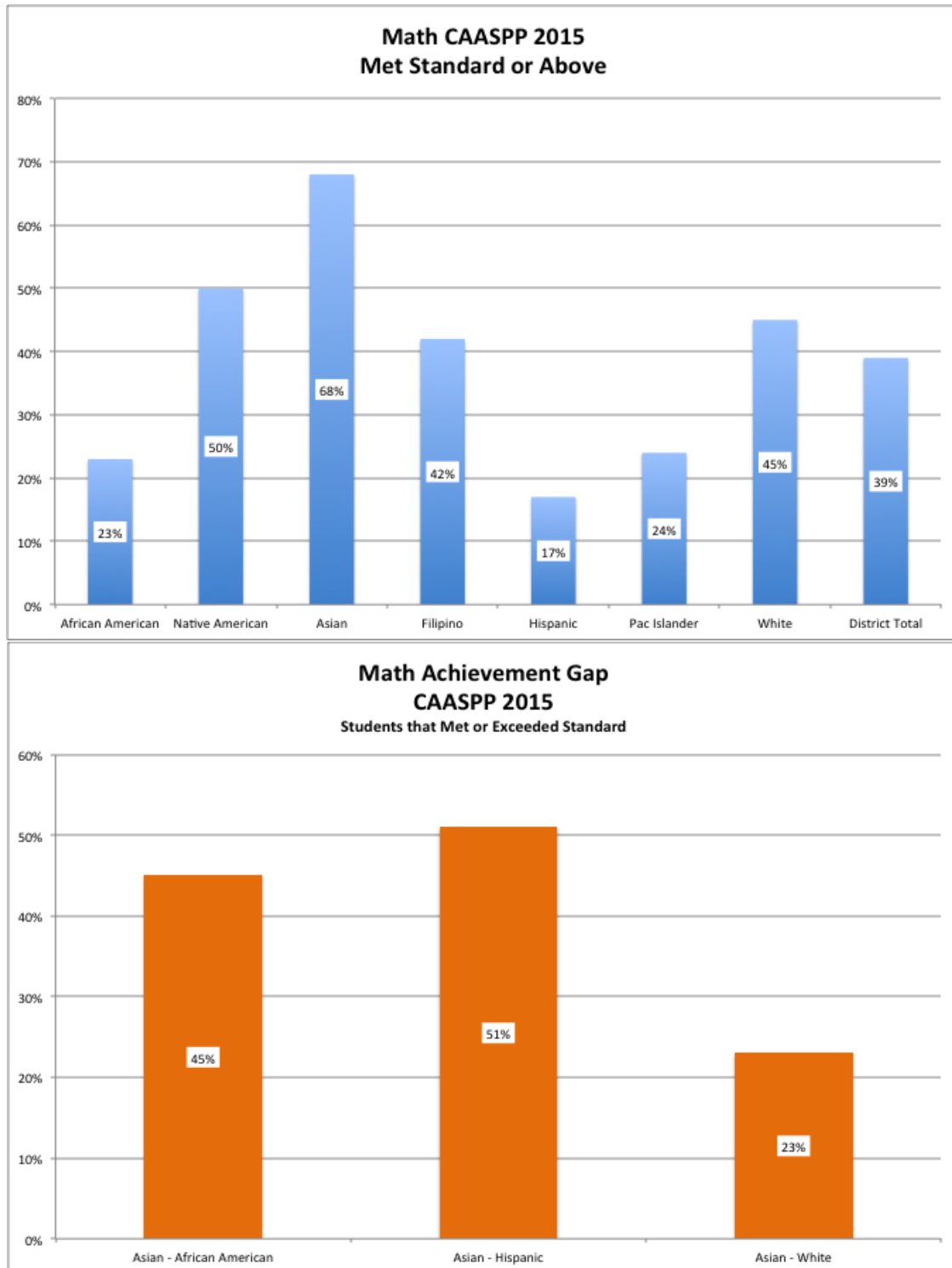


CAASPP
September 10, 2015





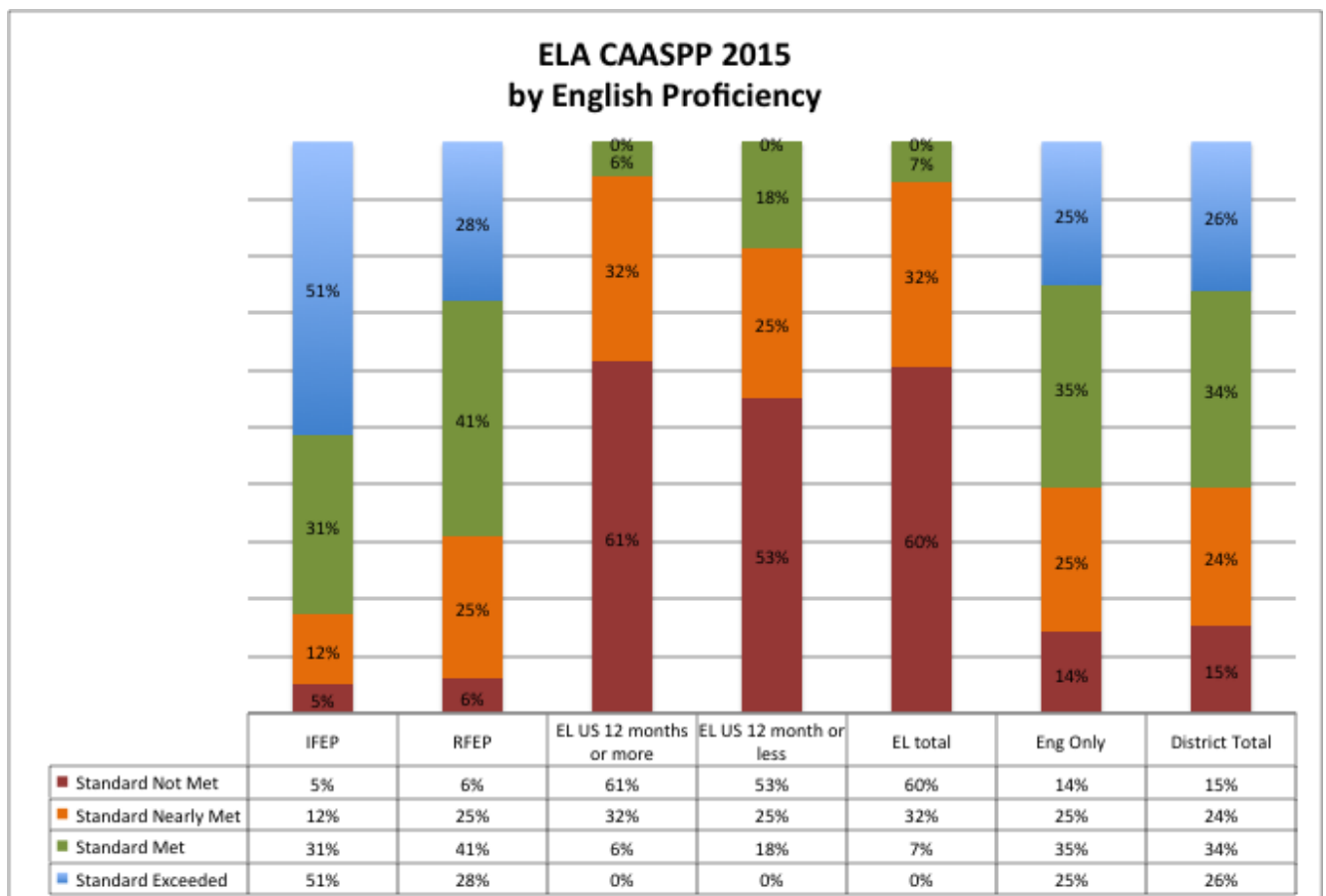
CAASPP
September 10, 2015



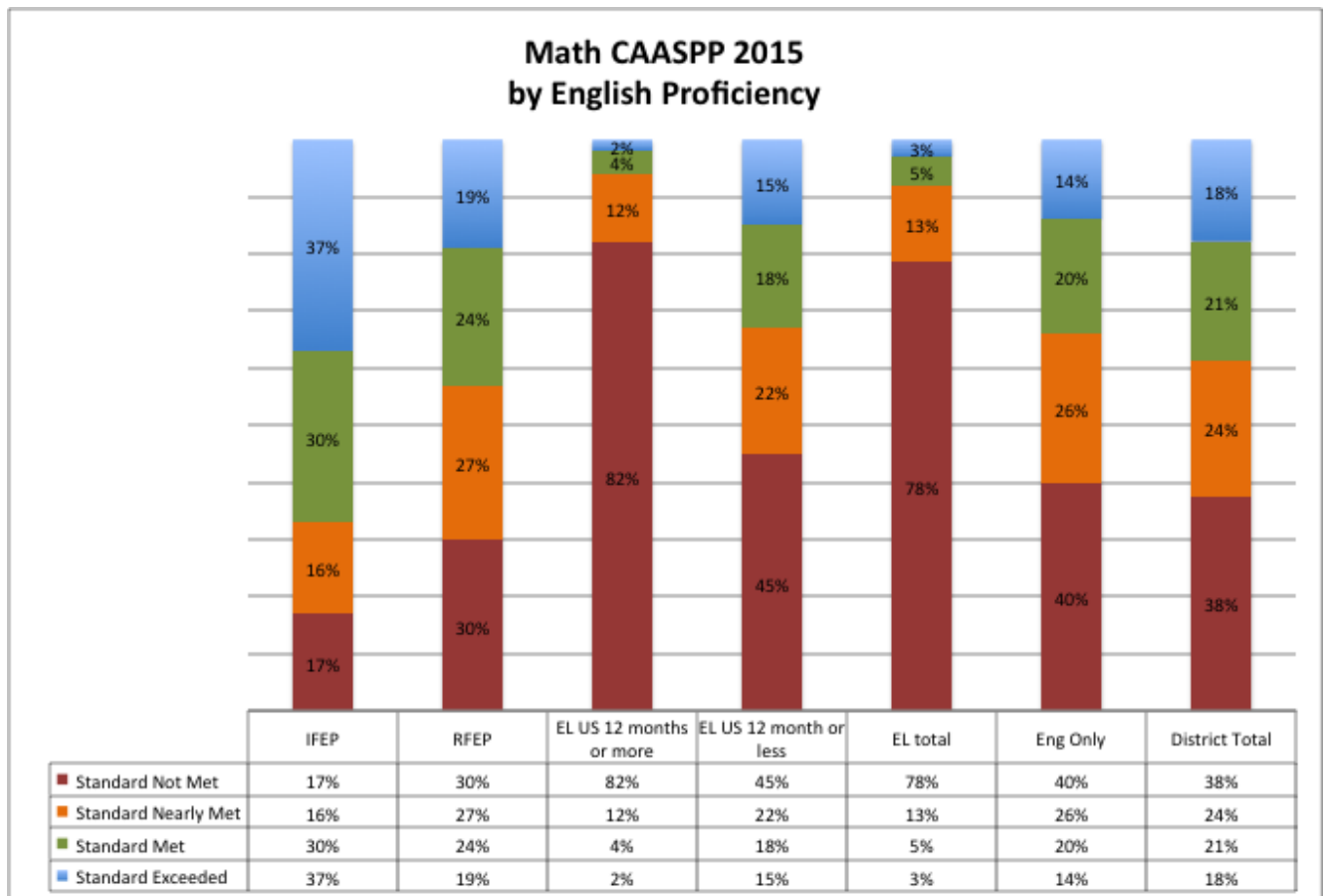
While the same gaps exist under the new system as the old system (CST), the magnitude of the gaps should not be compared since we are measuring student performance under an entirely new set of standards.

CAASPP
September 10, 2015

The following graphs show student performance on the CAASPP disaggregated by English Proficiency. IFEP students are students that speak a language other than English at home, but tested fluent in English when they first enrolled. RFEP students are students who were English Language Learners, but have reclassified to English Proficient. IFEP students outperform other student groups on many assessments and this remains true for both the ELA and Math CAASPP assessments. English Learner students continue to be the lowest performing language proficiency subgroup.



CAASPP
September 10, 2015



The CAASPP results demonstrate that our teachers are making strong strides to ensure that students are able to achieve strategic and extended thinking that the new tests demand.

We are encouraged by the results. They demonstrate that we are poised to work toward our goal of preparing each student to be college and career ready.

Best Wishes,

Chris D. Funk
Superintendent

CAASPP
September 10, 2015

Glossary of Terms

CAASPP

California Assessment of Student Performance and Progress

CDE

California Department of Education

CST

California Standards Test

ELA

English Language Arts/Literacy

IFEP

Initial Fluent English Proficient

SBAC

Smarter Balance Assessment Consortium