Santa Clara County Office of Education
Jon R. Gundry
County Superintendent of Schools

September 9, 2015

TO: Jon R. Gundry, County Superintendent of Schools

FROM: Dan Mason, Research Analyst, Assessment & Accountability
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SUBJECT: 2014-15 Santa Clara County California Assessment of Student Performance and Progress (CAASPP) Results

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The 2014-15 school year marked the beginning of California's new statewide student assessment system - California Assessment of Student Performance and Progress (CAASPP) – which replaced the previous Standardized Testing and Reporting (STAR) system. The CAASPP system consists of:

- Smarter Balanced assessments, which incorporate:
  - Summative Assessments in grades 3 through 8 and 11 for English language arts/literacy (ELA) and mathematics,
  - Interim Assessments for all grades in ELA and mathematics, and
  - the Digital Library, which is a repository of tools and practices designed to help teachers utilize formative assessment processes for improved teaching and learning in all grades.
- California Alternative Assessments (CAA) in ELA and mathematics for students with significant cognitive abilities in grades 3 through 8 and 11.
- Science assessments in grades 5, 8, and 10 (i.e., CST, California Modified Assessment [CMA], and California Alternate Performance Assessment [CAPA]).
- Standards-based Tests in Spanish (STS) for reading/language arts in grades 2 through 11 (optional).

In the spring of 2014, rather than continue with the CST tests in ELA and mathematics, California implemented a mandatory statewide field test of the Smarter Balanced Summative Assessments. The spring of 2015 marked the first operational testing of the Smarter Balanced Summative Assessments. The Smarter Balanced Summative Assessments were the primary focal point of CAASPP's first year of implementation and are the lone focal point of this analysis.

The new Smarter Balanced Summative Assessments are very different from the old STAR tests in several ways:

- They are aligned with California's new content standards for ELA and mathematics.

- They reflect the critical thinking and problem solving skills that students will need to be ready for college and the 21st century job market.
- They are taken on a computer and are adaptive, which means that during the test, the questions become more or less difficult on the basis of how the student performs.
- They provide many more supports for students who need them, including students learning English and students with disabilities.
- The Smarter Balanced assessment system includes a variety of item types, including:
    - Selected-response items, which prompt students to choose one or more answers.
    - Technology-enhanced items, which might prompt students to edit text or draw an object.
    - Constructed-response items, which prompt students to write a short written or numerical response.
    - Performance tasks, in which students engage in a complex set of tasks to demonstrate their understanding. (Students may be asked to conduct research and then write an argumentative essay, using sources as evidence. Or they may be asked to solve a complex problem in mathematics. Performance tasks integrate knowledge and skills across many areas and standards.

For each grade level and subject area, students receive a score from approximately 2000 to 3000. The overall score falls into one of four achievement levels:

- *Standard Exceeded*: The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.
- *Standard Met*: The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework.
- *Standard Nearly Met*: The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.
- *Standard Not Met*: The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.

The test reports show how a student performed in key *claims*, also called *areas*, in ELA and mathematics.

- ELA Claims: Reading, Writing, Listening, and Research/Inquiry
- Mathematics Claims: Problem Solving & Modeling/Data Analysis, Concepts & Procedures, and Communicating Reasoning

For each claim, a student's performance is represented as "*Above Standard*," "*At or Near Standard*," or "*Below Standard*."

Unlike the CSTs, the Smarter Balanced Summative Assessments are based on a growth model that next year onward, will allow the California Department of Education (CDE) to produce growth scores that we can track students' progress through the grade levels.

The results of the Smarter Balanced Summative Assessments should be thought of as baseline data for the CAASPP system moving forward and should under no circumstance be compared to the CST results of the outmoded STAR system. The new assessments are far too different from the old assessments (e.g., the standards being measured, the adaptive nature of the new assessments, the types of test items in the assessments, the types of critical thinking that students are asked to demonstrate, the growth model of the new assessments) to make any valid comparisons.

The following is a summary of the CAASPP summative assessment results for Santa Clara County and California.

Key Findings

For the ELA assessments:

- 58% of Santa Clara County students reached the Standard Met or Standard Exceeded achievement levels (29% reached Standard Met and 29% reached Standard Exceeded) compared to 44% students statewide (28% reached Standard Met and 16% reached Standard Exceeded). See Figure 1

For the mathematics assessments:

- 52% of Santa Clara County students reached the Standard Met or Standard Exceeded achievement levels (21% reached Standard Met and 31% reached Standard Exceeded) compared to 33% students statewide (19% reached Standard Met and 14% reached Standard Exceeded). See Figure 2.

With the exception of the Filipino subgroup, Santa Clara County subgroups reached the Standard Met or Standard Exceeded achievement levels at higher rates than their statewide counterparts on both the ELA and mathematics assessments. See Figure 3 and Figure 4.

Within Santa Clara County there is a substantial achievement gap between Hispanic/Latino students and white and Asian students:

- For ELA, there is a 49 percentage point difference between the percent of Hispanic/Latino and Asian students that reached the Standard Met or Standard Exceeded achievement levels (33% vs. 82%, respectively). See Figure 3
- The gap is even larger in math, where there is a 57 percentage point difference (23% vs. 80%, respectively). See Figure 4.

Santa Clara County grade levels reached the Standard Met or Standard Exceeded achievement levels at higher rates than their statewide counterparts on the ELA and mathematics assessments:

- On the ELA assessments, the rates of Santa Clara County students reaching Standard Met or Standard Exceeded ranged from 53% (grade 3) to 66% (grade 11). See Figure 5
- On the mathematics assessments, the low and high performing grades for Santa Clara County students were the reverse (48% of grade 11 reached Standard Met or Standard Exceeded and 57% of grade 3). See Figure 6.

Within Santa Clara County, for the ELA and mathematics assessments:

- Hispanic/Latino students had the highest rates of Standard Not Met among the racial/ethnic subgroups (39% on ELA and 46% on mathematics) See Figure 7
- Students with Disability had the highest rate of Standard Not Met among the other subgroups (62% on ELA and 65% on mathematics). See Figure 8.

Within Santa Clara County:

- For the ELA assessments, Grade 4 had the highest rate of Standard Not Met (27%) See Figure 9
- Grade 11 had the highest rate for the mathematics assessments (32%). See Figure 10.

For the ELA claims (areas):

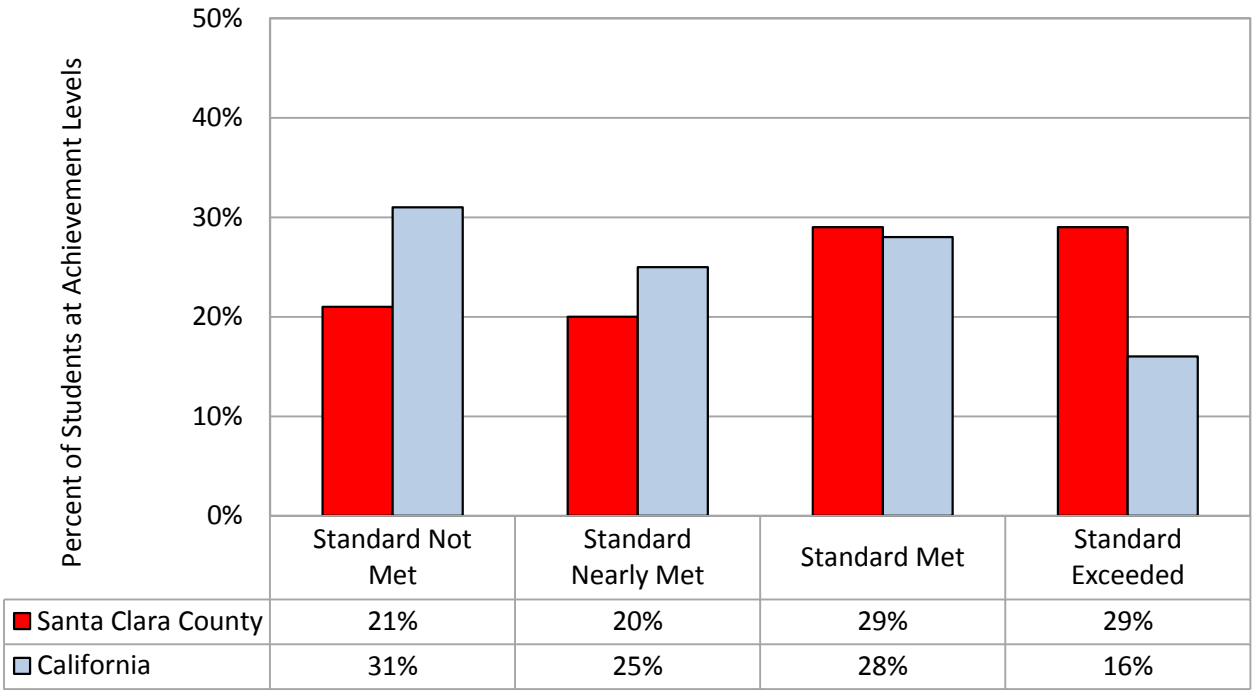
- 16% of Santa Clara County students were Below Standard on the Research/Inquiry and the Listening claims compared to
- 22% on the Writing claim and
- 26% on the Reading claim.
- See Table 5 and Table 7.

For the mathematics claims (areas):

- 22% were Below Standard on the Communicating Reasoning claim compared to
- 25% on the Problem Solving/Modeling and Data Analysis claim and
- 32% on the Concepts and Procedures claim.
- See Table 6 and Table 8.

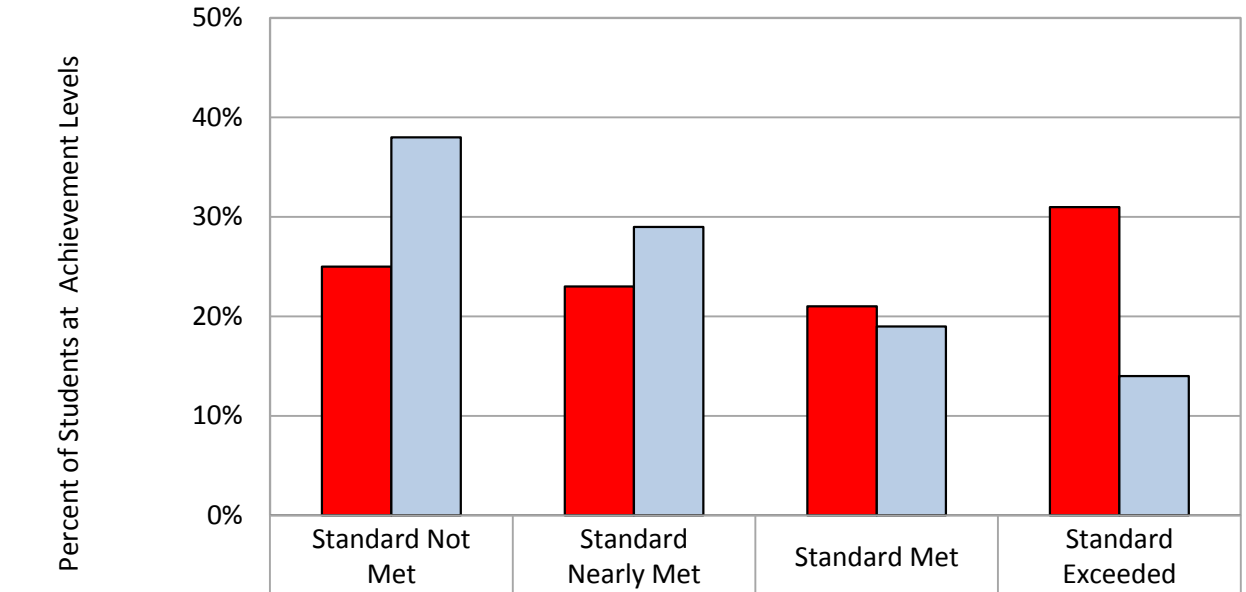
Of Santa Clara County students, Hispanic/Latino students made up the largest racial/ethnic subgroup portion of the students tested (37%), followed by Asian students (28%) and white students (21%). See Table 9.

Figure 1: 2015 CAASPP English Language Arts/Literacy Overall Results, Achievement Level Distributions, Santa Clara County vs. California



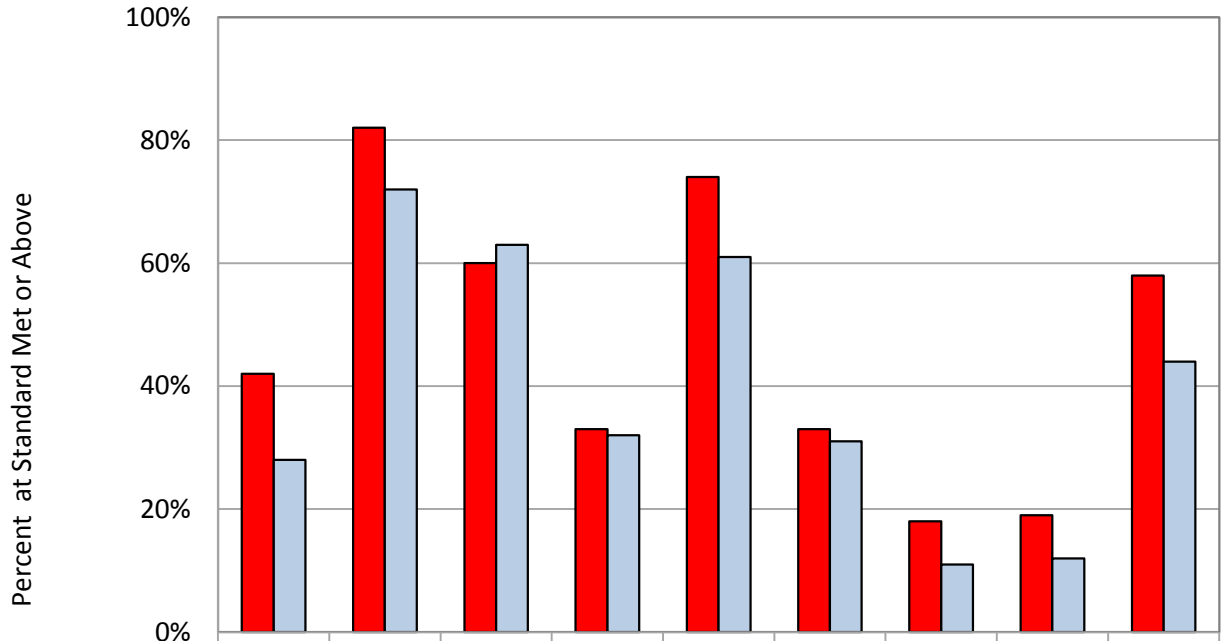
	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Santa Clara County	21%	20%	29%	29%
California	31%	25%	28%	16%

Figure 2: 2015 CAASPP Mathematics Overall Results, Achievement Level Distributions, Santa Clara County vs. California



	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Santa Clara County	25%	23%	21%	31%
California	38%	29%	19%	14%

Figure 3: 2015 CAASPP English Language Arts/Literacy Overall Results, Percent of Subgroups at Standard Met or Standard Exceeded, Santa Clara County vs. California

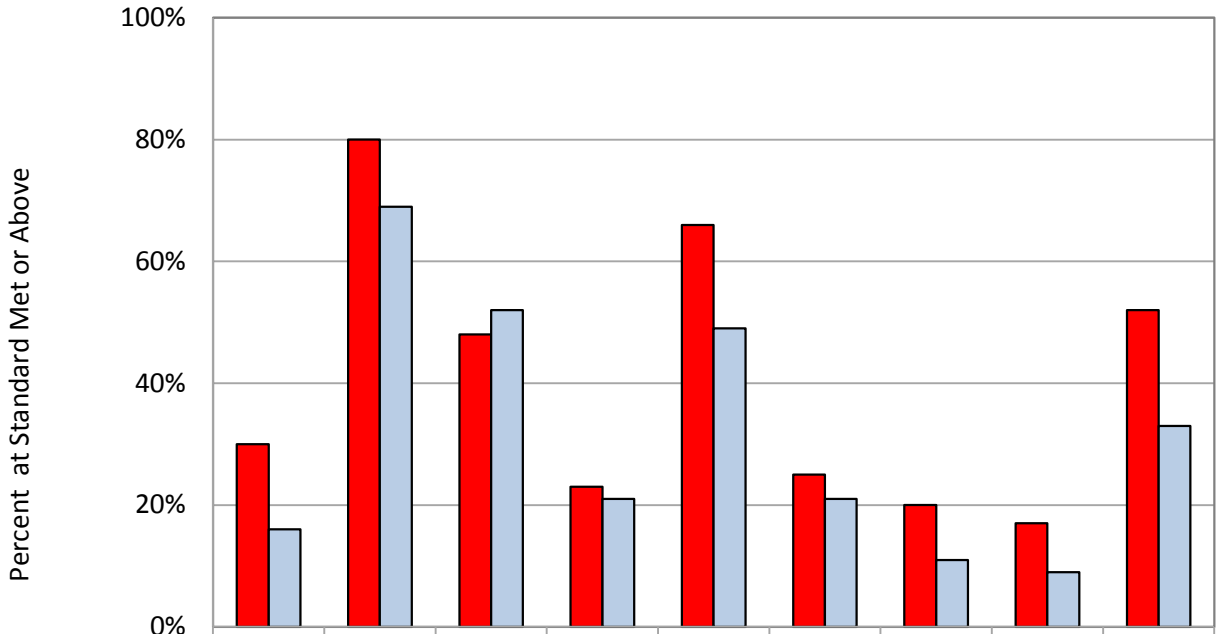


	African Amer.	Asian	Filipino	Hispanic	White	ED	EL	SWD	All
Santa Clara County	42%	82%	60%	33%	74%	33%	18%	19%	58%
California	28%	72%	63%	32%	61%	31%	11%	12%	44%

Table 1: 2015 CAASPP English Language Arts/Literacy, Santa Clara County Students Tested by Subgroup, with Mean Scale Scores

Subgroup	# of Students Tested	# of Students with Scores
African American	3,065	3,064
Asian	40,940	40,933
Filipino	8,045	8,044
Hispanic	53,735	53,712
White	29,955	29,947
Economically Disadvantaged	54,306	54,283
English Learners	27,439	27,421
Students with Disability	13,010	13,000
All	141,828	141,785

Figure 4: 2015 CAASPP Mathematics Overall Results, Percent of Subgroups at Standard Met or Standard Exceeded, Santa Clara County vs. California

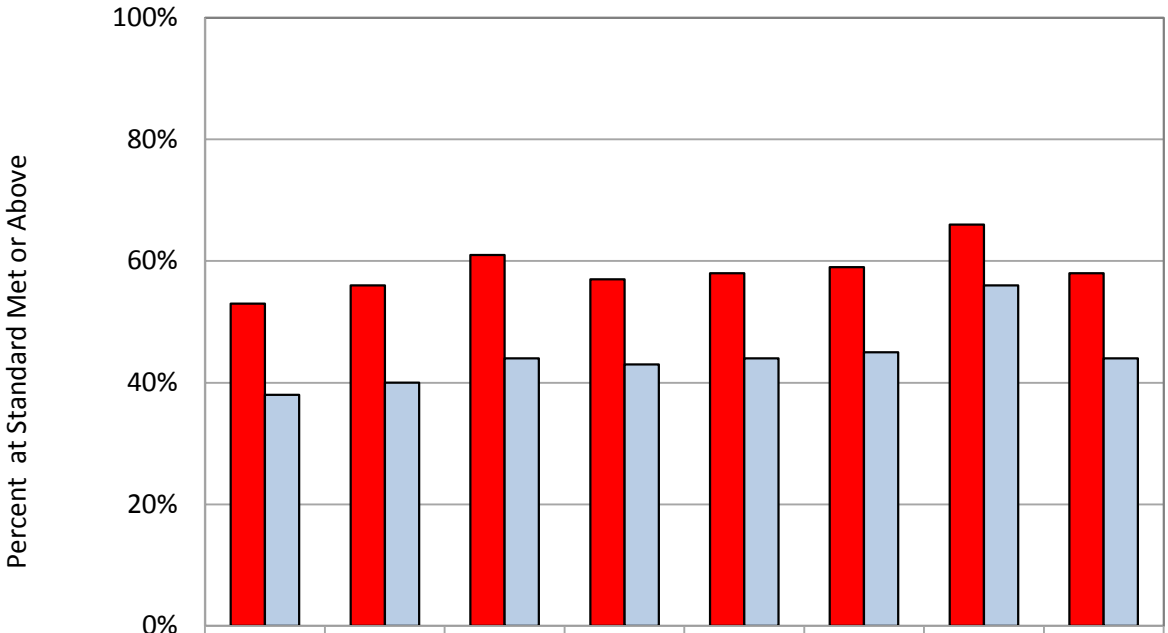


	African Amer.	Asian	Filipino	Hispanic	White	ED	EL	SWD	All
Santa Clara County	30%	80%	48%	23%	66%	25%	20%	17%	52%
California	16%	69%	52%	21%	49%	21%	11%	9%	33%

Table 2: 2015 CAASPP Mathematics, Santa Clara County Students Tested by Subgroup, with Mean Scale Scores

Subgroup	# of Students Tested	# of Students with Scores
African American	3,083	3,080
Asian	41,340	41,336
Filipino	8,064	8,061
Hispanic	53,985	53,961
White	30,134	30,123
Economically Disadvantaged	54,631	54,604
English Learners	28,116	28,101
Students with Disability	12,997	12,988
All	142,841	142,794

Figure 5: 2015 CAASPP English Language Arts/Literacy Overall Results, Percent of Grade Level at Standard Met or Standard Exceeded, Santa Clara County vs. California

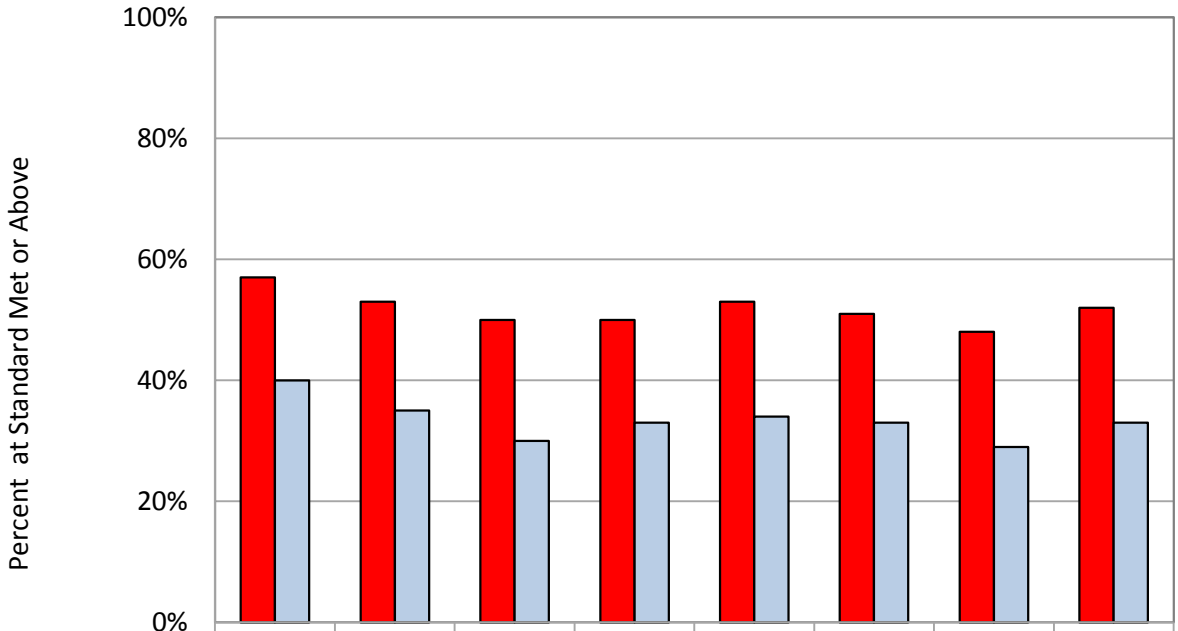


	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All
Santa Clara County	53%	56%	61%	57%	58%	59%	66%	58%
California	38%	40%	44%	43%	44%	45%	56%	44%

Table 3: 2015 CAASPP English Language Arts/Literacy, Santa Clara County Students Tested by Grade Level, with Mean Scale Scores

Subgroup	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students with Scores	Mean Scale Score
Grade 3	21,838	21,368	97.8%	21,363	2435.2
Grade 4	21,596	21,187	98.1%	21,184	2482.1
Grade 5	21,671	21,056	97.2%	21,054	2525.0
Grade 6	21,300	20,885	98.1%	20,877	2544.0
Grade 7	20,726	20,186	97.4%	20,179	2567.4
Grade 8	20,669	19,833	96.0%	19,832	2586.6
Grade 11	18,652	17,313	92.8%	17,296	2624.9
All	146,452	141,828	96.8%	141,785	N/A

Figure 6: 2015 CAASPP Mathematics Overall Results, Percent of Grade Level at Standard Met or Standard Exceeded, Santa Clara County vs. California

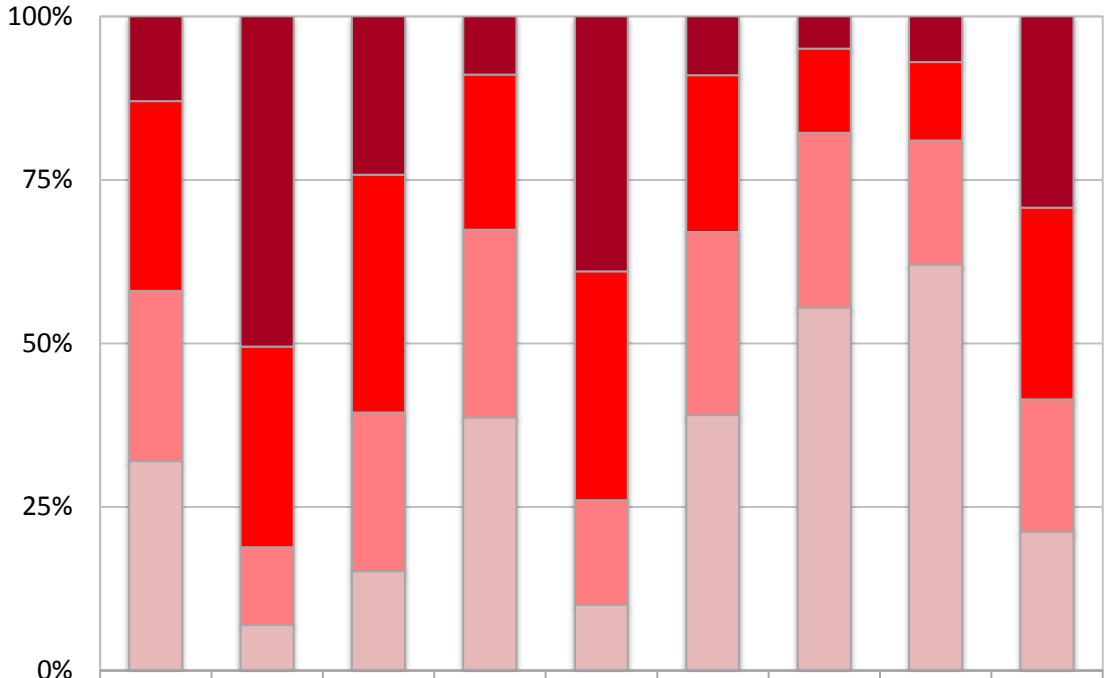


	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All
Santa Clara County	57%	53%	50%	50%	53%	51%	48%	52%
California	40%	35%	30%	33%	34%	33%	29%	33%

Table 4: 2015 CAASPP Mathematics, Santa Clara County Students Tested by Grade Level, with Mean Scale Scores

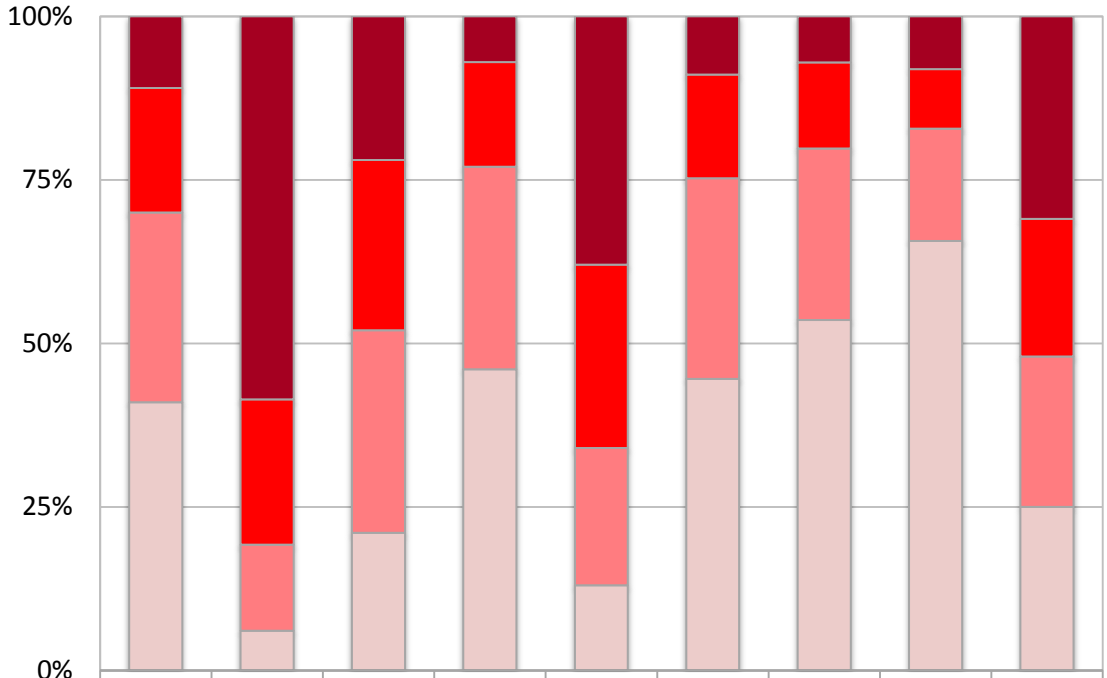
Subgroup	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students with Scores	Mean Scale Score
Grade 3	21,838	21,644	99.1%	21,636	2449.3
Grade 4	21,596	21,419	99.2%	21,417	2491.5
Grade 5	21,671	21,233	98.0%	21,229	2522.7
Grade 6	21,300	21,047	98.8%	21,042	2547.3
Grade 7	20,726	20,391	98.4%	20,385	2571.1
Grade 8	20,669	19,930	96.4%	19,916	2585.3
Grade 11	18,652	17,177	92.1%	17,169	2615.3
All	146,452	142,841	97.5%	142,794	N/A

Figure 7: 2015 CAASPP English Language Arts/Literacy Overall Results, Percent of Santa Clara County Subgroups at each Achievement Level



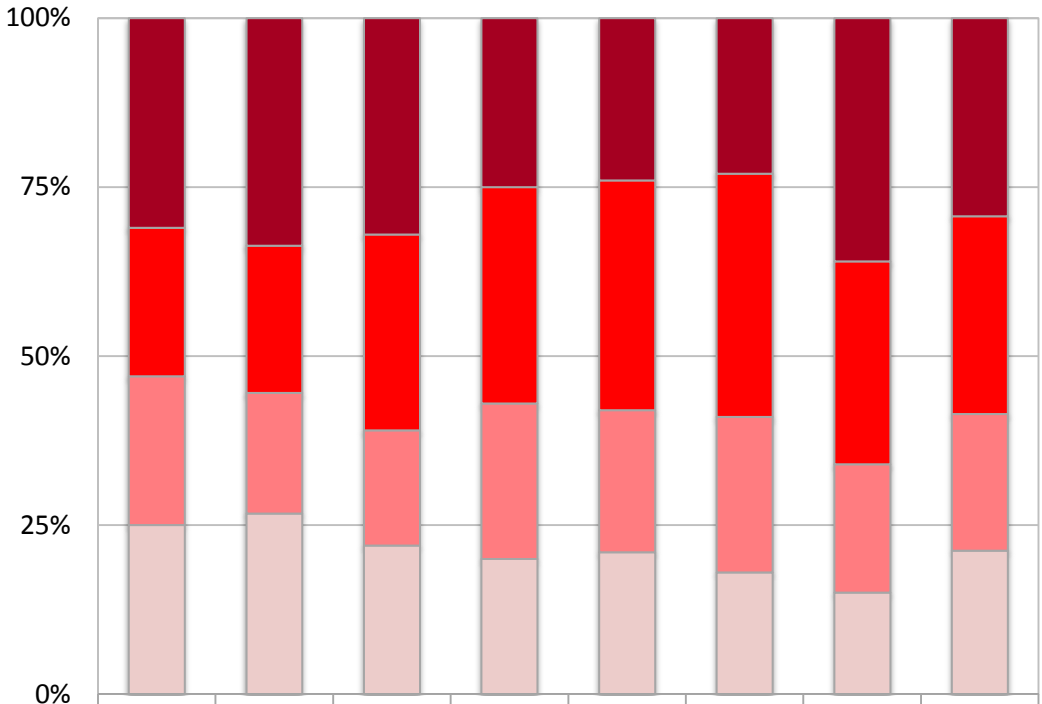
	African Amer.	Asian	Filipino	Hispanic	White	ED	EL	SWD	All
Standard Exceeded	13%	51%	24%	9%	39%	9%	5%	7%	29%
Standard Met	29%	31%	36%	24%	35%	24%	13%	12%	29%
Standard Nearly Met	26%	12%	24%	29%	16%	28%	27%	19%	20%
Standard Not Met	32%	7%	15%	39%	10%	39%	56%	62%	21%

Figure 8: 2015 CAASPP Mathematics Overall Results, Percent of Santa Clara County Subgroups at each Achievement Level



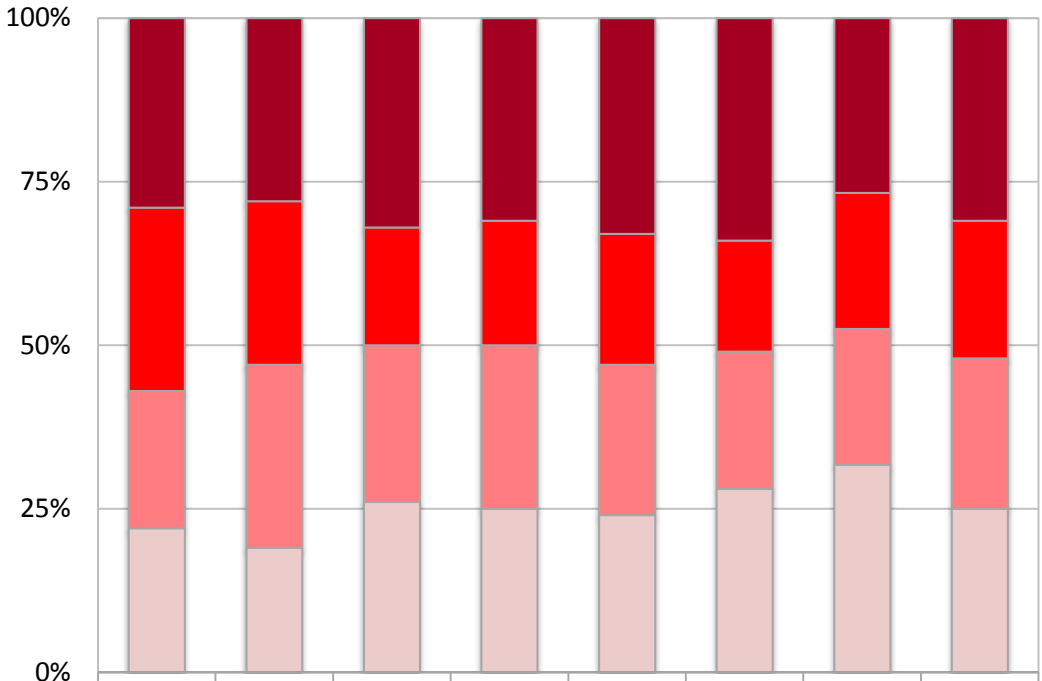
	African Amer.	Asian	Filipino	Hispanic	White	ED	EL	SWD	All
Standard Exceeded	11%	58%	22%	7%	38%	9%	7%	8%	31%
Standard Met	19%	22%	26%	16%	28%	16%	13%	9%	21%
Standard Nearly Met	29%	13%	31%	31%	21%	31%	26%	17%	23%
Standard Not Met	41%	6%	21%	46%	13%	45%	53%	65%	25%

Figure 9: 2015 CAASPP English Language Arts/Literacy Overall Results, Percent of Santa Clara County Grade Levels at each Achievement Level



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All
Standard Exceeded	31%	34%	32%	25%	24%	23%	36%	29%
Standard Met	22%	22%	29%	32%	34%	36%	30%	29%
Standard Nearly Met	22%	18%	17%	23%	21%	23%	19%	20%
Standard Not Met	25%	27%	22%	20%	21%	18%	15%	21%

Figure 10: 2015 CAASPP English Language Arts/Literacy Overall Results, Percent of Santa Clara County Grade Levels at each Achievement Level



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All
Standard Exceeded	29%	28%	32%	31%	33%	34%	27%	31%
Standard Met	28%	25%	18%	19%	20%	17%	21%	21%
Standard Nearly Met	21%	28%	24%	25%	23%	21%	21%	23%
Standard Not Met	22%	19%	26%	25%	24%	28%	32%	25%

Table 5: 2015 CAASPP English Language Arts/Literacy Claims (Areas), Santa Clara County Performance by Sub Groups

	Afr. Am.	Asian	Filipino	Hispanic	White	ED	EL	SWD	All
Reading: Demonstrating Understanding of Literacy and Non-Fictional Texts									
Above Standard	18%	50%	27%	12%	42%	12%	6%	9%	31%
At or Near Standard	45%	40%	50%	43%	43%	43%	34%	29%	43%
Below Standard	37%	10%	23%	45%	14%	45%	60%	62%	26%
Writing: Producing Clear and Purposeful Writing									
Above Standard	20%	58%	35%	13%	46%	14%	7%	9%	36%
At or Near Standard	46%	34%	49%	47%	42%	46%	39%	29%	42%
Below Standard	33%	8%	16%	39%	12%	39%	54%	61%	22%
Listening: Demonstrating Effective Communication Skills									
Above Standard	13%	36%	18%	9%	31%	9%	5%	7%	23%
At or Near Standard	63%	58%	68%	63%	61%	63%	56%	47%	61%
Below Standard	23%	6%	14%	28%	8%	28%	39%	45%	16%
Research/Inquiry: Investigating, Analyzing, and Presenting Information									
Above Standard	21%	55%	33%	16%	44%	16%	8%	10%	35%
At or Near Standard	54%	38%	53%	54%	46%	54%	50%	44%	48%
Below Standard	24%	6%	13%	29%	9%	29%	41%	45%	16%

Table 6: 2015 CAASPP Mathematics Claims (Areas), Santa Clara County Performance by Sub Groups

	Afr. Am.	Asian	Filipino	Hispanic	White	ED	EL	SWD	All
Concepts and Procedures: Applying mathematical concepts and procedures									
Above Standard	16%	67%	31%	12%	47%	14%	13%	12%	38%
At or Near Standard	32%	23%	40%	31%	33%	31%	25%	17%	30%
Below Standard	51%	10%	29%	57%	19%	55%	62%	71%	32%
Problem Solving/Modeling and Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems									
Above Standard	13%	59%	25%	9%	43%	11%	9%	9%	33%
At or Near Standard	46%	33%	52%	46%	44%	45%	37%	30%	42%
Below Standard	41%	8%	23%	45%	13%	44%	54%	60%	25%
Communicating Reasoning: Demonstrating ability to support mathematical conclusions									
Above Standard	13%	59%	26%	9%	41%	11%	9%	9%	33%
At or Near Standard	51%	34%	54%	51%	46%	51%	45%	37%	45%
Below Standard	35%	7%	20%	40%	12%	38%	46%	54%	22%

Table 7: 2015 CAASPP English Language Arts/Literacy Claims (Areas), Santa Clara County Performance by Grades

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All
Reading: Demonstrating Understanding of Literacy and Non-Fictional Texts								
Above Standard	29%	31%	32%	26%	30%	33%	41%	31%
At or Near Standard	41%	42%	41%	45%	44%	43%	43%	43%
Below Standard	30%	28%	27%	29%	27%	23%	16%	26%
Writing: Producing Clear and Purposeful Writing								
Above Standard	29%	31%	39%	34%	38%	36%	45%	36%
At or Near Standard	44%	44%	39%	43%	41%	44%	38%	42%
Below Standard	27%	24%	22%	23%	21%	19%	17%	22%
Listening: Demonstrating Effective Communication Skills								
Above Standard	24%	26%	25%	21%	19%	20%	24%	23%
At or Near Standard	60%	58%	59%	65%	63%	64%	59%	61%
Below Standard	16%	16%	16%	14%	17%	16%	16%	16%
Research/Inquiry: Investigating, Analyzing, and Presenting Information								
Above Standard	29%	28%	41%	35%	35%	34%	45%	35%
At or Near Standard	48%	46%	46%	52%	48%	49%	43%	48%
Below Standard	23%	20%	13%	13%	17%	16%	12%	16%

Table 8: 2015 CAASPP Mathematics Claims (Areas), Santa Clara County Performance by Grades

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All
Concepts and Procedures: Applying mathematical concepts and procedures								
Above Standard	41%	38%	36%	35%	40%	39%	36%	38%
At or Near Standard	32%	29%	29%	30%	29%	28%	29%	30%
Below Standard	27%	32%	35%	34%	31%	33%	35%	32%
Problem Solving/Modeling and Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems								
Above Standard	36%	32%	31%	30%	36%	35%	29%	33%
At or Near Standard	40%	43%	38%	43%	42%	43%	46%	42%
Below Standard	25%	25%	31%	27%	22%	22%	25%	25%
Communicating Reasoning: Demonstrating ability to support mathematical conclusions								
Above Standard	36%	34%	22%	32%	35%	33%	31%	33%
At or Near Standard	45%	39%	43%	44%	53%	43%	49%	45%
Below Standard	19%	26%	28%	24%	13%	24%	21%	22%

Table 9: 2015 CAASPP Testing, Percent by Subgroup

Subgroup	% of Students Tested
African American	2%
Asian	28%
Filipino	5%
Hispanic	37%
White	21%
Economically Disadvantaged	38%
English Learners	19%
Students with Disability	9%