



## NEWS RELEASE

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### **Initial CAASPP results show county students starting in good position**

**SAN JOSE, CA** – Students in Santa Clara County are faring very well in the new student assessment system known as CAASPP (California Assessment of Student Performance and Progress), which has more rigorous college and career-ready standards for the state. County students outpaced the state in overall results released by the California State Department of Education today.

“These new assessments will more accurately reflect the knowledge and skills educators and employers are looking for in students, which are essential for success in the 21<sup>st</sup>-Century,” said Jon R. Gundry, County Superintendent of Schools. “We are excited these new results establish a baseline for our students that is higher than the state and also help us identify more accurately where we can focus our professional development efforts to support our local districts and schools.”

Some highlights of the [Santa Clara County Office of Education’s in-depth analysis](#) are:

- For the ELA assessments, 58 percent of Santa Clara County students reached the Standard Met or Standard Exceeded achievement levels compared to 44 percent of students statewide.
- For the mathematics assessments, 52 percent of Santa Clara County students reached the Standard Met or Standard Exceeded achievement levels compared to 33 percent of students statewide.
- Santa Clara County students reached the Standard Met or Standard Exceeded achievement levels at higher rates than their statewide counterparts on the ELA and mathematics assessments overall, and at each grade level tested (grades 3-8 and 11).
- Overall and in seven of eight subgroups, Santa Clara County students reached the Standard Met or Standard Exceeded achievement levels at higher rates than their statewide counterparts on both the ELA and mathematics assessments.

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

The results also show that some challenges remain:

- A substantial achievement gap exists between Hispanic/Latino students and white and Asian students in the county.
  - 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. Math results show a 57 percentage point difference.
  - Hispanic/Latino students also had the highest rates of Standard Not Met among the racial/ethnic subgroups.

CAASPP replaces the previous Standardized Testing and Reporting (STAR) system and consists of the Smarter Balanced Summative Assessments. Students take both a computer-based and computer-adaptive test, providing them with a wider range of questions tailored to more accurately identify the knowledge and skills they have mastered. The tests also include performance tasks that challenge students to demonstrate critical thinking and problem-solving, and to apply their knowledge and skills to real-world problems.

Assessments are based on a growth model that next year onward, will allow the California Department of Education to produce growth scores that can track students' progress through the grade levels. These first-year results should be thought of as baseline data for the CAASPP system moving forward and not be compared to results of the outmoded STAR system as they are far too different to make any valid comparisons.

The new computer-based tests also include support for English learners and students with special needs, allowing these students the ability to effectively demonstrate their knowledge and skills – critical information to the classroom teachers.

Individual student results are just one way to assess the progress of students. Students and parents should review the test results in combination with report cards, class assignment grades, and teacher feedback.

The entire analysis for the CAASPP report can be found at [www.sccoe.org](http://www.sccoe.org).

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