Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

October 11, 2019

TO: Mary Ann Dewan, Ph.D., County Superintendent of Schools

FROM: Dan Mason, Manager, Assessment & Accountability

SUBJECT: 2019 Santa Clara County Smarter Balanced Summative Assessment Results

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The 2018-19 school year marked the fifth year of California's revamped 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 (math),
  - Interim Assessments available for all grades in ELA and math, 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 math for students with significant cognitive abilities in grades 3 through 8 and 11.
- California Science Test (CAST) assessments and the California Alternate Assessment for Science Field Test, both of which are taken in grades 5, 8, and high school (grade 10, 11 or 12)
- California Spanish Assessment (CSA) (optional) for reading/language arts in grades 2 through 11.

The Smarter Balanced Summative Assessments (SBSAs) are the focal point of this analysis. Characteristics of the SBSAs include:

- They are aligned with California's updated 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 for whom English is a second language 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 scale 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 also show how students performed in key content *claims*, also called *areas*, in ELA and math.

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

For each claim, a student's performance is represented as "*Above Standard*," "*Near Standard*," or "*Below Standard*." There are only three content claim levels reported, rather than four, because they are based on fewer test items and therefore less precise than the overall achievement levels.

The SBSAs are based on a vertically calibrated growth model that allows the California Department of Education (CDE) to produce growth comparisons that can track students' progress through the grade levels. This being the fifth operational year of the tests means that it is the fourth year that growth comparisons are available.

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

Key Findings

For the ELA assessments:

- Sixty three percent of Santa Clara County students reached the Standard Met or Standard Exceeded achievement levels (28% reached Standard Met and 35% reached Standard Exceeded) compared to fifty one percent of students statewide (29% reached Standard Met and 22% reached Standard Exceeded). See Figure 1

For the math assessments:

- Fifty seven percent of Santa Clara County students reached the Standard Met or Standard Exceeded achievement levels (20% reached Standard Met and 37% reached Standard Exceeded) compared to forty percent of students statewide (20% reached Standard Met and 20% reached Standard Exceeded). See Figure 2.

With the exception of the Filipino, Hispanic/Latino and economically disadvantaged student groups, Santa Clara County's racial/ethnic and program[1] student groups met or exceeded standard at higher rates than their statewide counterparts on both the ELA and math assessments.

- Santa Clara County Hispanic/Latino student performance was below statewide Hispanic/Latino student performance in ELA (38% vs. 41% met or exceeded standard) and equal in math (28% vs. 28% met or exceeded standard). See Figure 3 and Figure 5.
- Santa Clara County Filipino student performance was below statewide Filipino student performance in both ELA (68% vs. 71% met or exceeded standard) and math (55% vs. 59% met or exceeded standard). See Figure 3 and Figure 5.
- For the ELA assessments, Santa Clara County economically disadvantaged[2] students were equal to California economically disadvantaged students (39% vs. 39%). See Figure 4.

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

- For ELA, there is a 46 percentage point difference between the percent of Hispanic/Latino and Asian students that met or exceeded standard (38% vs. 84%, respectively). See Figure 3, Figure 7, Figure 11 and Figure 15.
- The gap is even larger in math, where there is a 56 percentage point difference (28% vs. 84%, respectively). See Figure 5, Figure 9, Figure 13, and Figure 16.

Within Santa Clara County there are substantial achievement gaps between the program student groups.

- Economically disadvantaged and not-economically disadvantaged students:
    - For ELA, there is a 38 percentage point difference between the percent of economically disadvantaged and not-economically disadvantaged students that met or exceeded standard (39% vs. 77%, respectively). See Figure 4, Figure 8 and Figure 12.

[1] Program student groups refers to the following student populations: Economically disadvantaged, not-economically disadvantaged, English learner, not-English learner, students with disability, and not-students with disability.
[2] Economically disadvantaged students include students eligible for the free and reduced priced meal program (FRPM), foster youth, homeless students, migrant students, and students for whom neither parent is a high school graduate.

    - The gap is larger in math, where there is a 42 percentage point difference (30% vs. 72%, respectively). See Figure 6, Figure 10, and Figure 14.
- English learner and not-English learner[3] students:
    - For ELA, there is a 56 percentage point difference between the percent of English learner and not-English learner students that met or exceeded standard (17% vs. 73%, respectively). See Figure 4, Figure 8 and Figure 12.
    - The gap is smaller in math, but there still is a 45 percentage point difference (20% vs. 65%, respectively). See Figure 6, Figure 10, and Figure 14.
- Students with disabilities and not-students with disabilities[4]:
    - For ELA, there is a 46 percentage point difference between the percent of students with disabilities and not-students with disabilities students that met or exceeded standard (22% vs. 68%, respectively). See Figure 4, Figure 8 and Figure 12.
    - The gap is smaller in math, but there still is a 41 percentage point difference (20% vs. 61%, respectively). See Figure 6, Figure 10, and Figure 14.

Between 2015 and 2016, the overall percentages of Santa Clara County students meeting or exceeding standard climbed by four percentage points in both ELA and math and all student groups displayed in this memorandum increased by at least one percentage point. These gains may have been attributed to becoming familiar with a new assessment. However, with the exception of Filipino students in math (a 6 percentage point gain), overall and student group gains since 2016 have been modest with two percentage point gains being the largest between 2016 and 2019. See Figure 7, Figure 8, Figure 9 and Figure 10. The lack of significant gains since 2016 has also had the effect of achievement gaps being relatively unchanged.

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

- Asian students had the highest rates among racial/ethnic student groups of Standard Exceeded (56% on ELA and 66% on Math). See Figure 11 and Figure 13.
- Hispanic/Latino students had the highest rates of Standard Not Met results among racial/ethnic student groups (35% on ELA and 45% on mathematics). See Figure 11 and Figure 13.
- The economically disadvantaged, English learner and students with disabilities student groups all had significant rates of Standard Not Met performance on both assessments:
    - Economically disadvantaged students at Standard Not Met: 36 percent for ELA and 43 percent for math;
    - English learner students at Standard Not Met: 56 percent for both ELA and math;
    - Students with disabilities at Standard Not Met: 59 percent for ELA and 63 percent for math. See Figure 12 and Figure 14.

The economic status of the racial/ethnic student groups is provided. Within Santa Clara County:

[3] Not-English learner students are a combination of English only, reclassified fluent English proficient (RFEP) and initial fluent proficient (IFEP) students.
[4] CDE displays these students as students with no reported disability.

- Not-economically disadvantaged Hispanic/Latino students meeting or exceeding standard were on par with economically disadvantaged white students (53% vs. 51% for ELA and 40% vs 41% for math, respectively). See Figure 17, Figure 18, Figure 19 and Figure 20.
- Economically disadvantaged Asian students met or exceeded standard at higher rates than not-economically disadvantaged Hispanic/Latino students (68% vs. 53% for ELA and 64% vs 40% for math, respectively). See Figure 17, Figure 18, Figure 19 and Figure 20.
- Economic status created the largest difference within student racial/ethnic student groups for white students: seventy nine percent of not-economically disadvantaged white students met or exceeded standard in ELA compared to fifty one percent of economically disadvantaged white students (a 28 percentage point difference); and seventy three percent of not-economically disadvantaged white students met or exceeded standard in math compared to forty one percent of economically disadvantaged white students (a 32 percentage point difference). See Figure 17, Figure 18, Figure 19 and Figure 20.

Santa Clara County students met or exceeded standard at higher rates than their statewide counterparts at all grade levels on the ELA and math assessments. Within Santa Clara County:

- On the ELA assessments, the rates of Santa Clara County students meeting or exceeding standard ranged from sixty percent (grade 3) to sixty six percent (grade 11). See Figure 21 and Figure 23.
- On the math assessments, the low and high performing grades were the reverse of the ELA assessments (50% of grade 11 and 64% of grade 3 met or exceeded standard). See Figure 22 and Figure 24.
- Excluding 2015 and comparing the rates of students meeting or exceeding standard on the ELA and math assessments at like grade levels from 2016 to 2019, grade 4 has had the largest gains in ELA and math (4 percentage point gains for ELA and math). See Figure 23.

The SBSAs are based on a vertically calibrated growth model, so with the exceptions of grades 3 and 11, it is possible to compare cohort performance to previous grade levels. Within Santa Clara County:

- On the ELA assessment, the largest grade level gains in terms of students meeting or exceeding standard over the two prior years' grade levels occurred at grade 5 (64% for grade 5 in 2019 vs. 61% for grade 4 in 2018 and 56% for grade 3 in 2017). See Figure 25.
- On the math assessment, the largest grade level losses in terms of students meeting or exceeding standard over the two prior years' grade levels occurred at grade 5 (55% for grade 5 in 2019 vs. 60% for grade 4 in 2018 and 62% for grade 3 in 2017). See Figure 26.

Within Santa Clara County:

- For the math assessments, almost a third (31%) of grade 11 students were at the Standard Not Met level. See Figure 28.

- With the exception of grade 11 math, the mean scale scores[5] for both subjects are in the lower to mid-range of the scale scores for Standard Met. The grade 11 math mean scale score is in the very upper range of the scale scores for Standard Nearly Met. See Figure 29 and Figure 30.

For the ELA claims (areas):

- Santa Clara County students performed best on the Listening claim (a low of 14% below standard), followed by Research/Inquiry (19% below standard), Writing (19% below standard) and Reading (22% below standard). See Table 13, Table 15, and Table 21.
- The percentage of students scoring above standard on the Reading claim rose from 31% in 2015 to 38% in 2019. See Table 13, Table 14, Table 15, Table 16, Table 21, and Table 22

For the math claims (areas):

- Santa Clara County students performed best on the Communicating Reasoning claim (a low of 22% below standard), followed by Problem Solving/Modeling and Data Analysis (24% below standard) and Concepts and Procedures (30% below standard). See Table 17, Table 18, and Table 23.
- The percentage of students scoring above standard on the Concepts and Procedures claim rose from 38% in 2015 to 45% in 2019. See Table 17, Table 18, Table 19, Table 20, Table 23 and Table 24.

Of Santa Clara County students, Hispanic/Latino students made up the largest racial/ethnic student group portion of the students tested (38%), followed by Asian students (30%) and white students (19%). See Table 25.

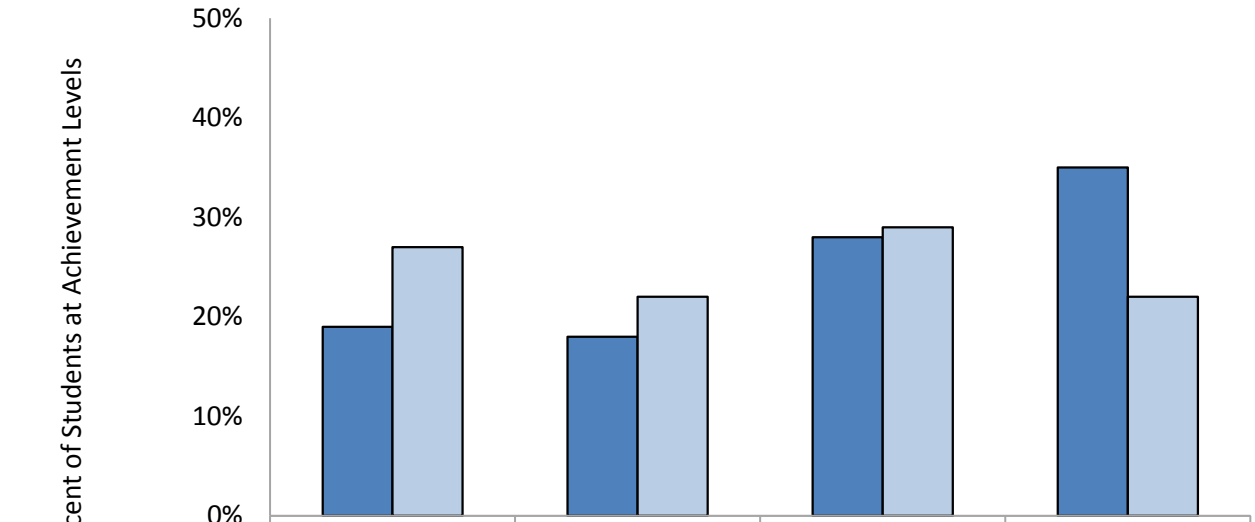
Please note: Because of space constraints, the following abbreviations were sometimes necessary in the graphs and tables:

- Black or African American: Black/African American, African American, African Am., Afri. Am.
- Hispanic or Latino: Hispanic/Latino, Hispanic
- Economically disadvantaged: Economically Disadvan., ED
- Not-economically disadvantaged: Not ED
- English learner: EL
- Not-English learner: Not EL
- Students with disability: Students w/ Disability, SWD
- Not-Students with disabilities: Not Students w/ Disability, Not SWD

Also note that in some cases due to rounding to the nearest whole number, adding the percentage of a given group of students at Standard Met and the percentage of the same group of students at Standard Exceeded may be one whole number different than the percentage of Met or Exceeded Standard that is given for that group of students.

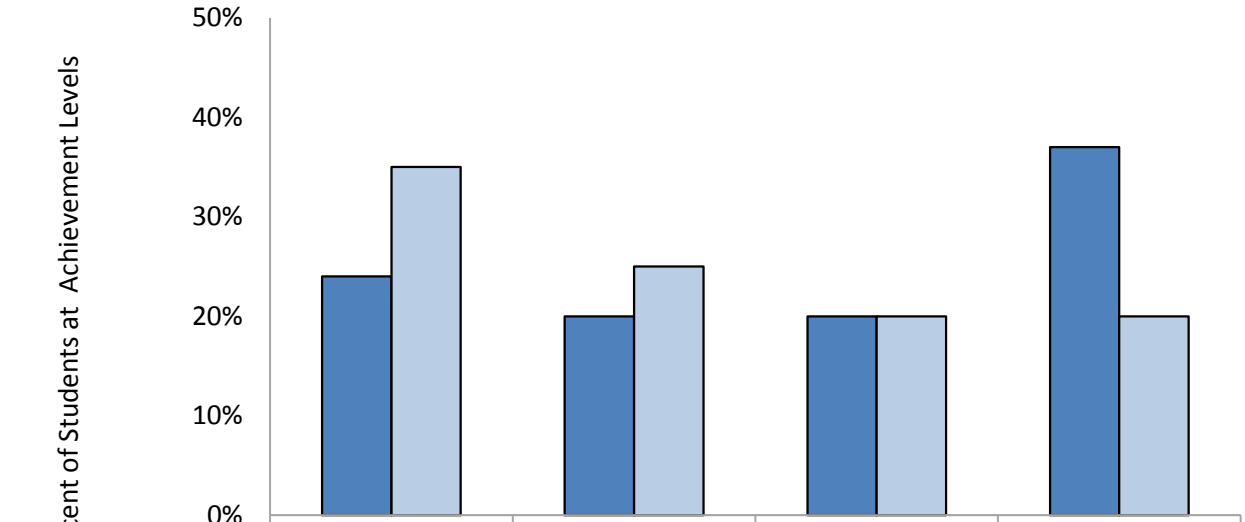
[5] The scale score ranges for ELA and math by content area, grade level, and achievement level are displayed in tables 26 and 27 on the final page.

Figure 1: 2019 Smarter Balanced Summative Assessments <u>English Language Arts/Literacy</u> Overall Results, Achievement Level Distributions, Santa Clara County vs. California



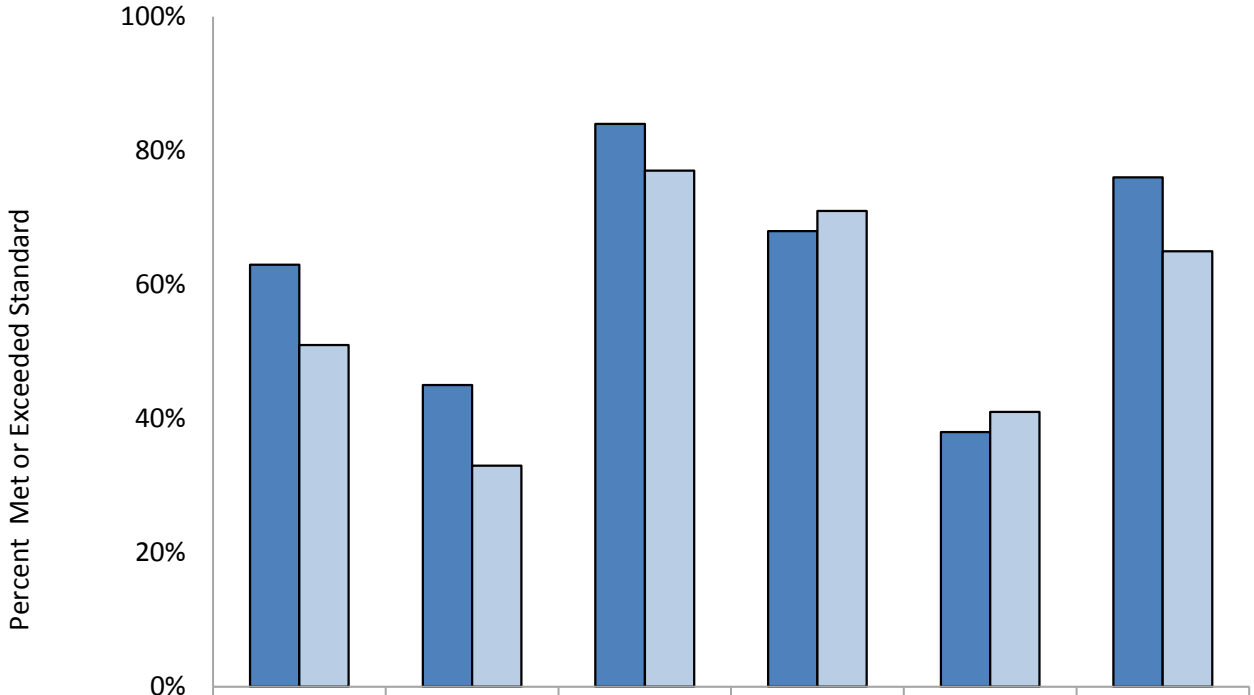
	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Santa Clara County	19%	18%	28%	35%
California	27%	22%	29%	22%

Figure 2: 2019 Smarter Balanced Summative Assessments <u>Mathematics</u> Overall Results, Achievement Level Distributions, Santa Clara County vs. California



	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Santa Clara County	24%	20%	20%	37%
California	35%	25%	20%	20%

Figure 3: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Percent of Students Meeting or Exceeding Standard by Ethnicity, Santa Clara County vs. California

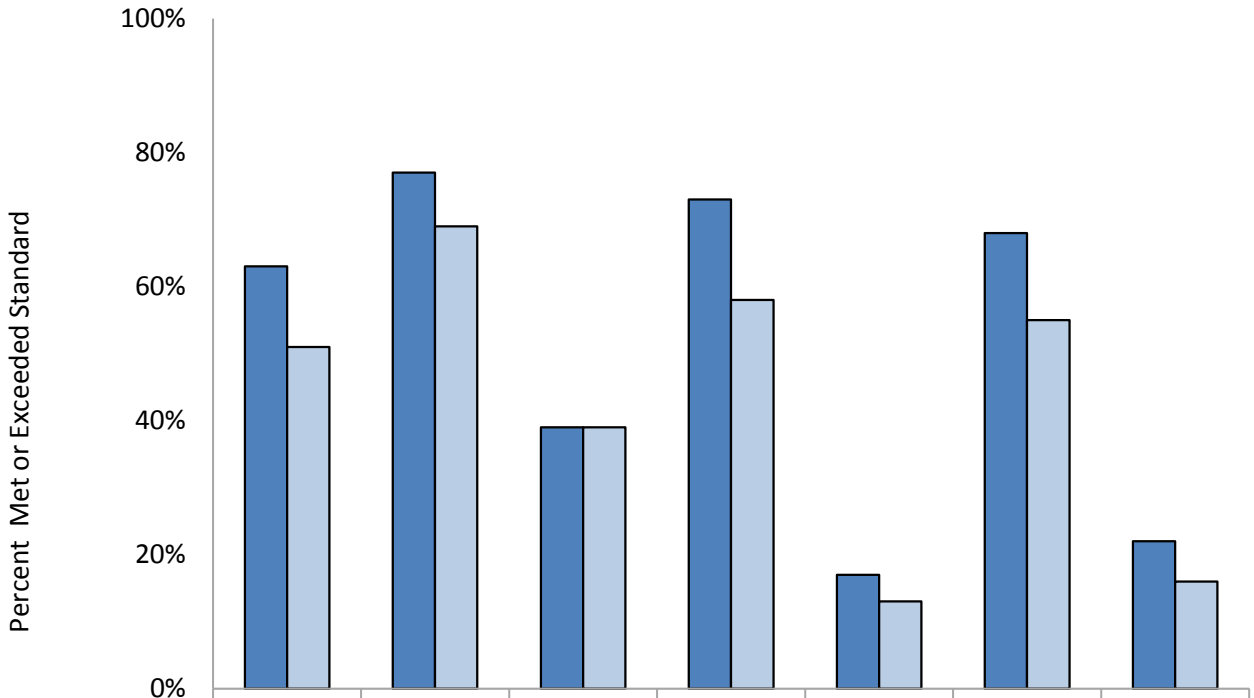


	All	African Am.	Asian	Filipino	Hispanic	White
Santa Clara County	63%	45%	84%	68%	38%	76%
California	51%	33%	77%	71%	41%	65%

Table 1: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy, Santa Clara County Students with Scores by Ethnicity

Student Group	Students with Scores
All Students	136,434
Black/African American	2,502
Asian	41,162
Filipino	4,860
Hispanic or Latino	52,418
White	25,776

Figure 4: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Percent of Student Groups Meeting or Exceeding Standard, Santa Clara County vs. California

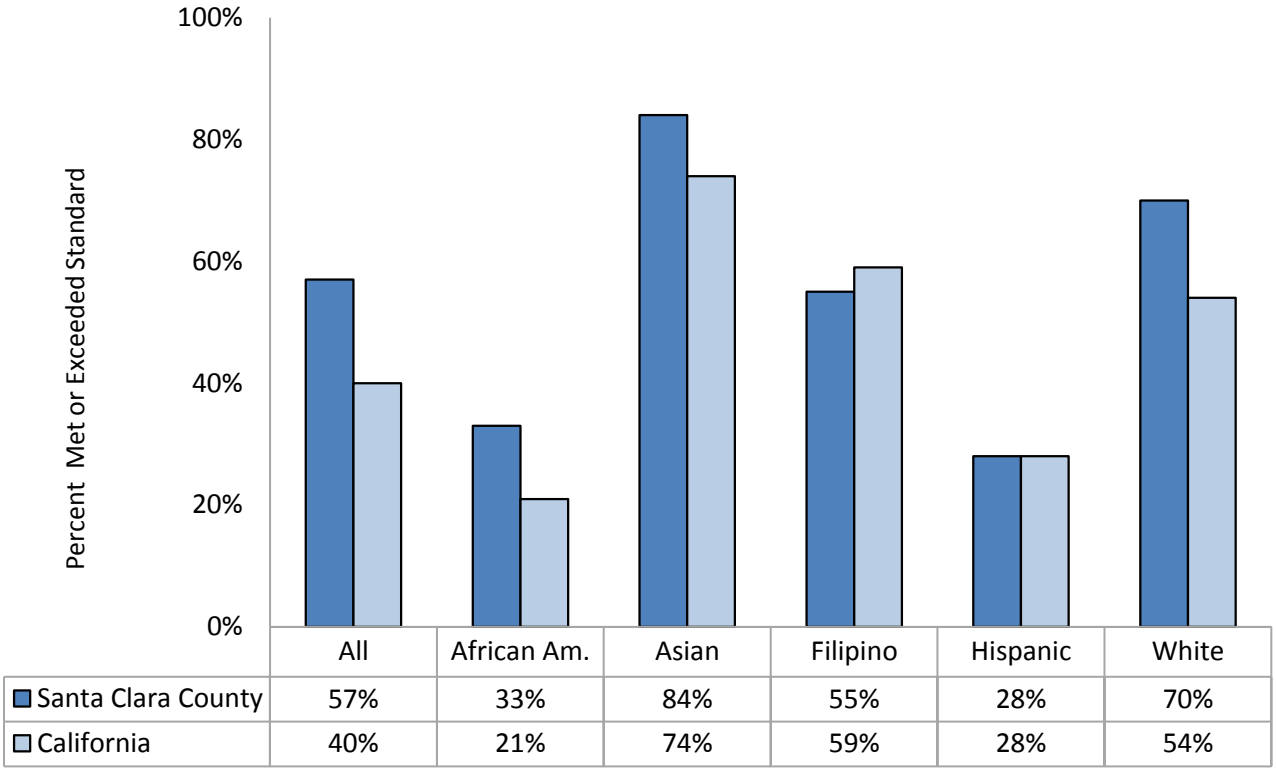


	All	Not ED	ED	Not EL	EL	Not SWD	SWD
Santa Clara County	63%	77%	39%	73%	17%	68%	22%
California	51%	69%	39%	58%	13%	55%	16%

Table 2: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy, Santa Clara County Students with Scores by Student Group

Student Group	Students with Scores
All Students	136,434
Not Economically Disadvantaged (Not ED)	85,153
Economically Disadvantaged (ED)	51,281
Not English Learner (Not EL)	112,300
English Learner (EL)	23,913
Not Students with Disability (Not SWD)	122,254
Students with Disability (SWD)	14,180

Figure 5: 2019 Smarter Balanced Summative Assessments Mathematics Overall Results, Percent of Student Meeting or Exceeding Standard by Ethnicity, Santa Clara County vs. California

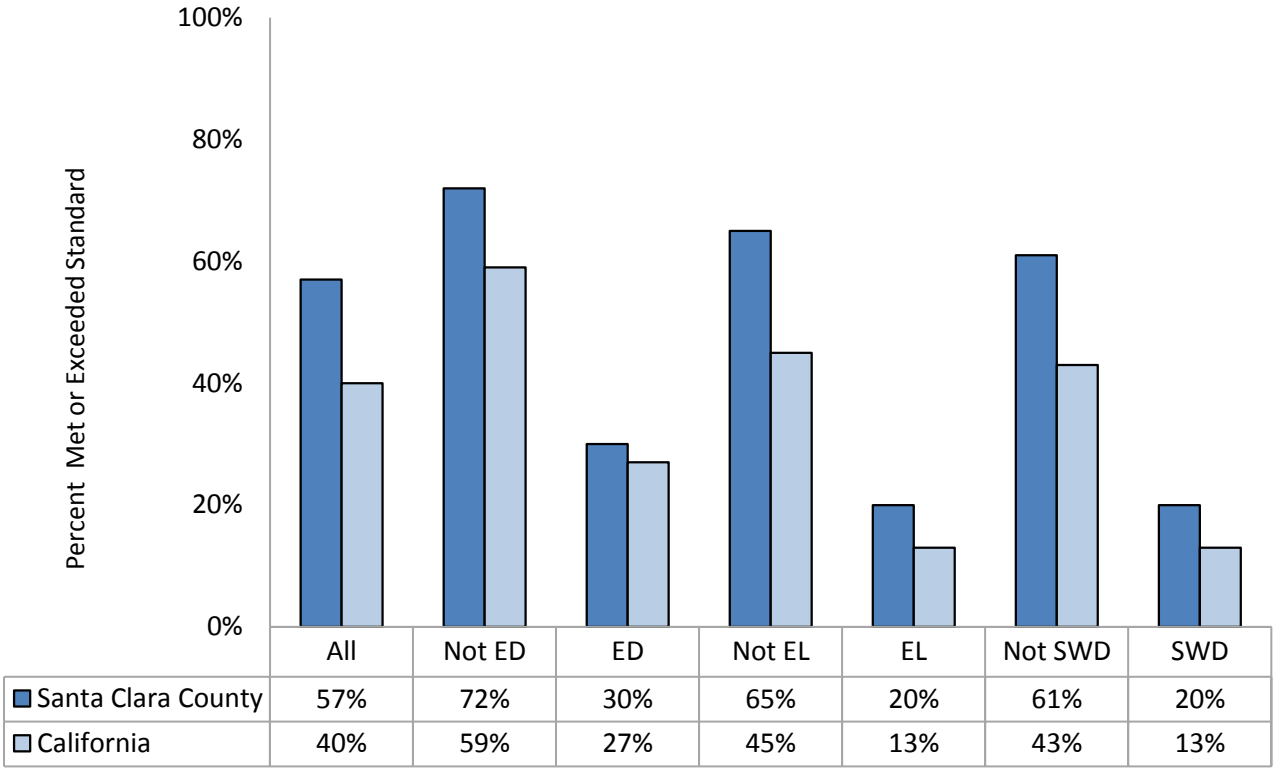


	All	African Am.	Asian	Filipino	Hispanic	White
Santa Clara County	57%	33%	84%	55%	28%	70%
California	40%	21%	74%	59%	28%	54%

Table 3: 2019 Smarter Balanced Summative Assessments Mathematics, Santa Clara County Students with Scores by Student Group

Student Group	Students with Scores
All	137,056
Black/African American	2,500
Asian	41,486
Filipino	4,859
Hispanic	52,618
White	25,832

Figure 6: 2019 Smarter Balanced Summative Assessments Mathematics Overall Results, Percent of Student Groups Meeting or Exceeding Standard, Santa Clara County vs. California

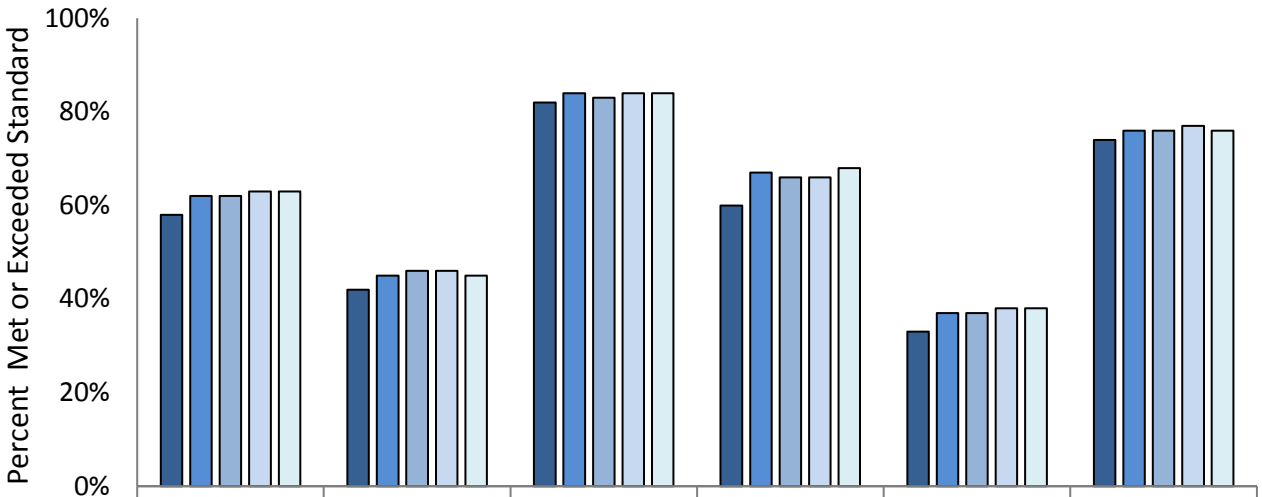


	All	Not ED	ED	Not EL	EL	Not SWD	SWD
Santa Clara County	57%	72%	30%	65%	20%	61%	20%
California	40%	59%	27%	45%	13%	43%	13%

Table 4: 2019 Smarter Balanced Summative Assessments Mathematics, Santa Clara County Students with Scores by Student Group

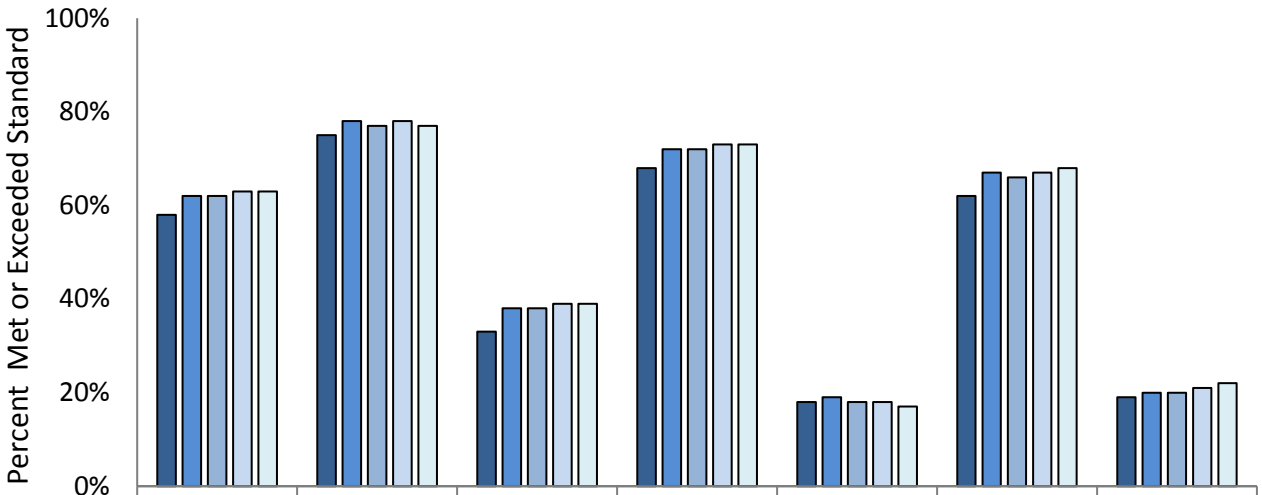
Student Group	Students with Scores
All	137,056
Not Economically Disadvantaged (Not ED)	85,538
Economically Disadvantaged (ED)	51,518
Not English Learner (Not EL)	112,073
English Learner (EL)	24,700
Not Students with Disability (Not SWD)	122,939
Students with Disability (SWD)	14,117

Figure 7: 2015-2019 Percent of Santa Clara County Students Meeting or Exceeding Standard in English Language Arts/Literacy by Ethnicity and Year



	All	African Am.	Asian	Filipino	Hispanic	White
2015	58%	42%	82%	60%	33%	74%
2016	62%	45%	84%	67%	37%	76%
2017	62%	46%	83%	66%	37%	76%
2018	63%	46%	84%	66%	38%	77%
2019	63%	45%	84%	68%	38%	76%

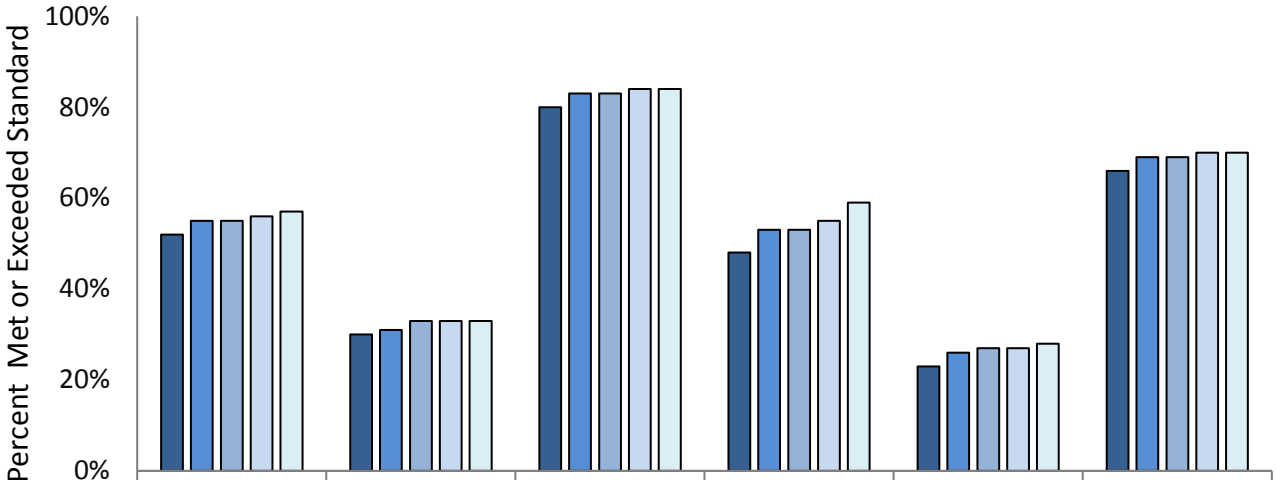
Figure 8: 2015-2019 Percent of Santa Clara County Students Meeting or Exceeding Standard in English Language Arts/Literacy by Student Group and Year



	All	Not ED	ED	Not EL	EL	Not SWD	SWD
2015	58%	75%	33%	68%	18%	62%	19%
2016	62%	78%	38%	72%	19%	67%	20%
2017	62%	77%	38%	72%	18%	66%	20%
2018	63%	78%	39%	73%	18%	67%	21%
2019	63%	77%	39%	73%	17%	68%	22%

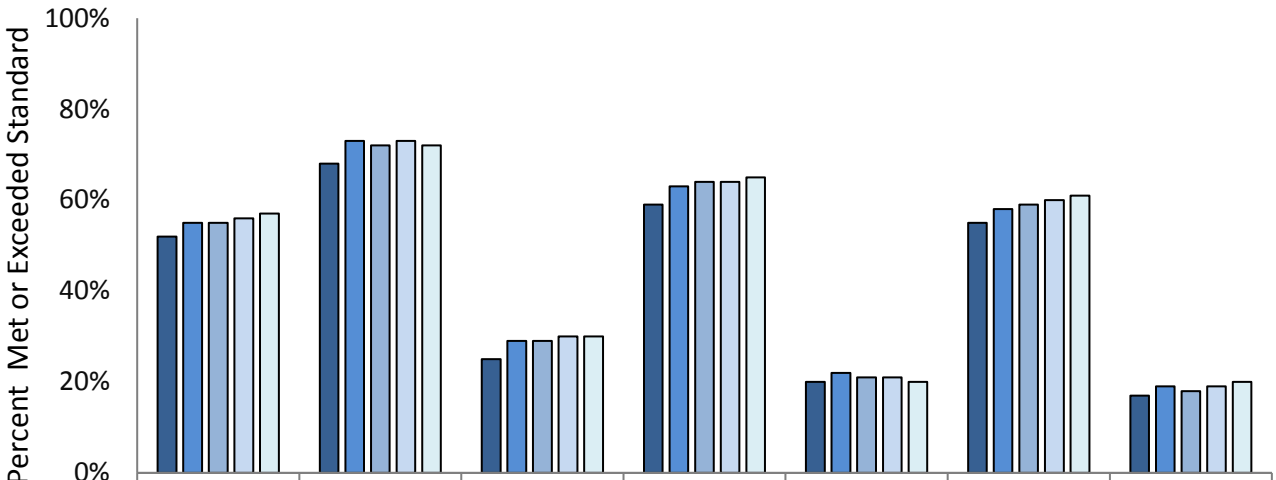
Not ED: Not Economically Disadvantaged
ED: Economically Disadvantaged
Not EL: Not English Learner
EL: English Learner
Not SWD: Not Students with Disability
SWD: Students with Disability

Figure 9: 2015-2019 Percent of Santa Clara County Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year



	All	African Am.	Asian	Filipino	Hispanic	White
2015	52%	30%	80%	48%	23%	66%
2016	55%	31%	83%	53%	26%	69%
2017	55%	33%	83%	53%	27%	69%
2018	56%	33%	84%	55%	27%	70%
2019	57%	33%	84%	59%	28%	70%

Figure 10: 2015-2019 Percent of Santa Clara County Students Meeting or Exceeding Standard in <u>Mathematics</u> by Student Group and Year



	All	Not ED	ED	Not EL	EL	Not SWD	SWD
2015	52%	68%	25%	59%	20%	55%	17%
2016	55%	73%	29%	63%	22%	58%	19%
2017	55%	72%	29%	64%	21%	59%	18%
2018	56%	73%	30%	64%	21%	60%	19%
2019	57%	72%	30%	65%	20%	61%	20%

Not ED: Not Economically Disadvantaged
ED: Economically Disadvantaged
Not EL: Not English Learner
EL: English Learner
Not SWD: Not Students with Disability
SWD: Students with Disability

Figure 11: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Percent of Santa Clara County Students by Ethnicity at each Achievement Level

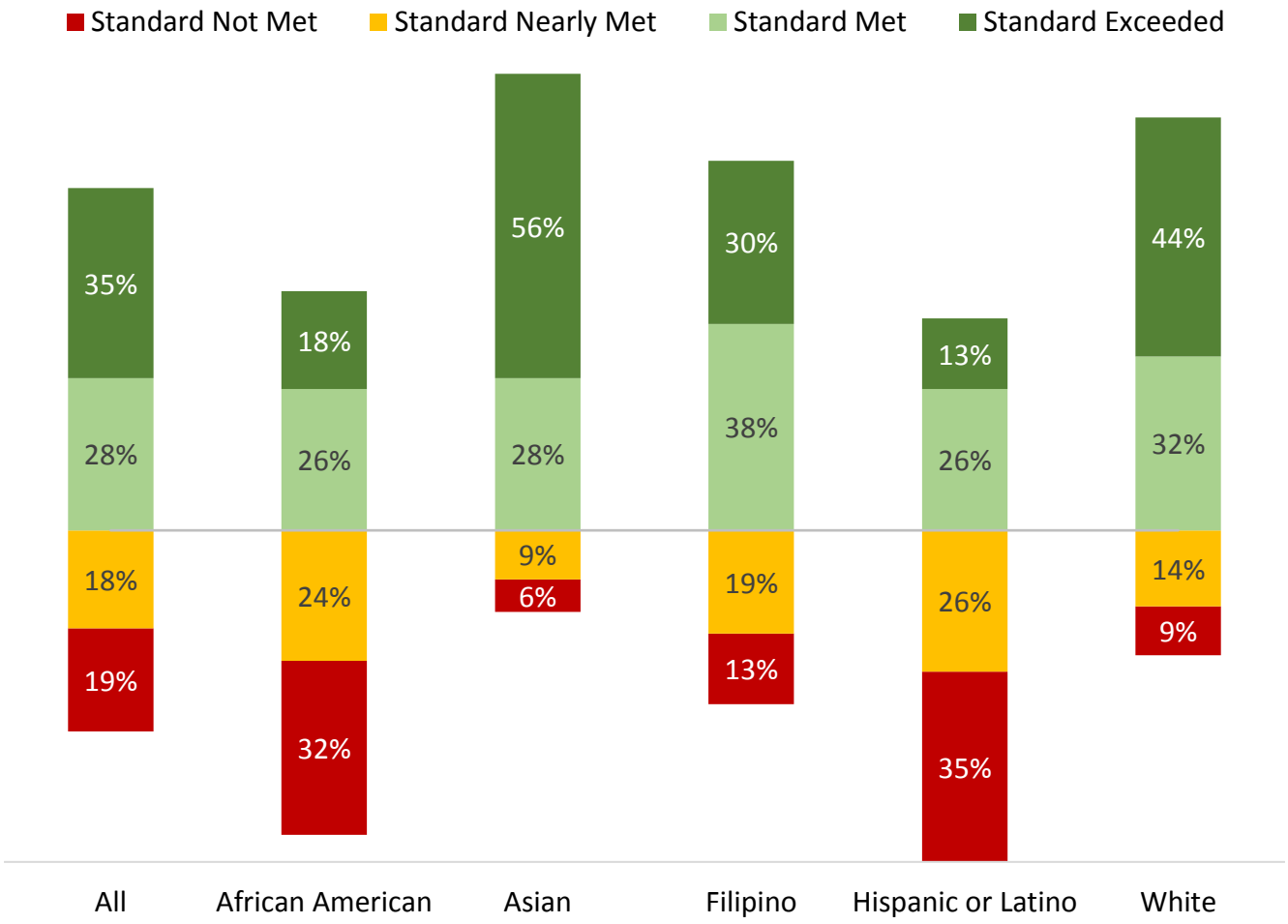


Figure 12: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Percent of Santa Clara County Student Groups at each Achievement Level

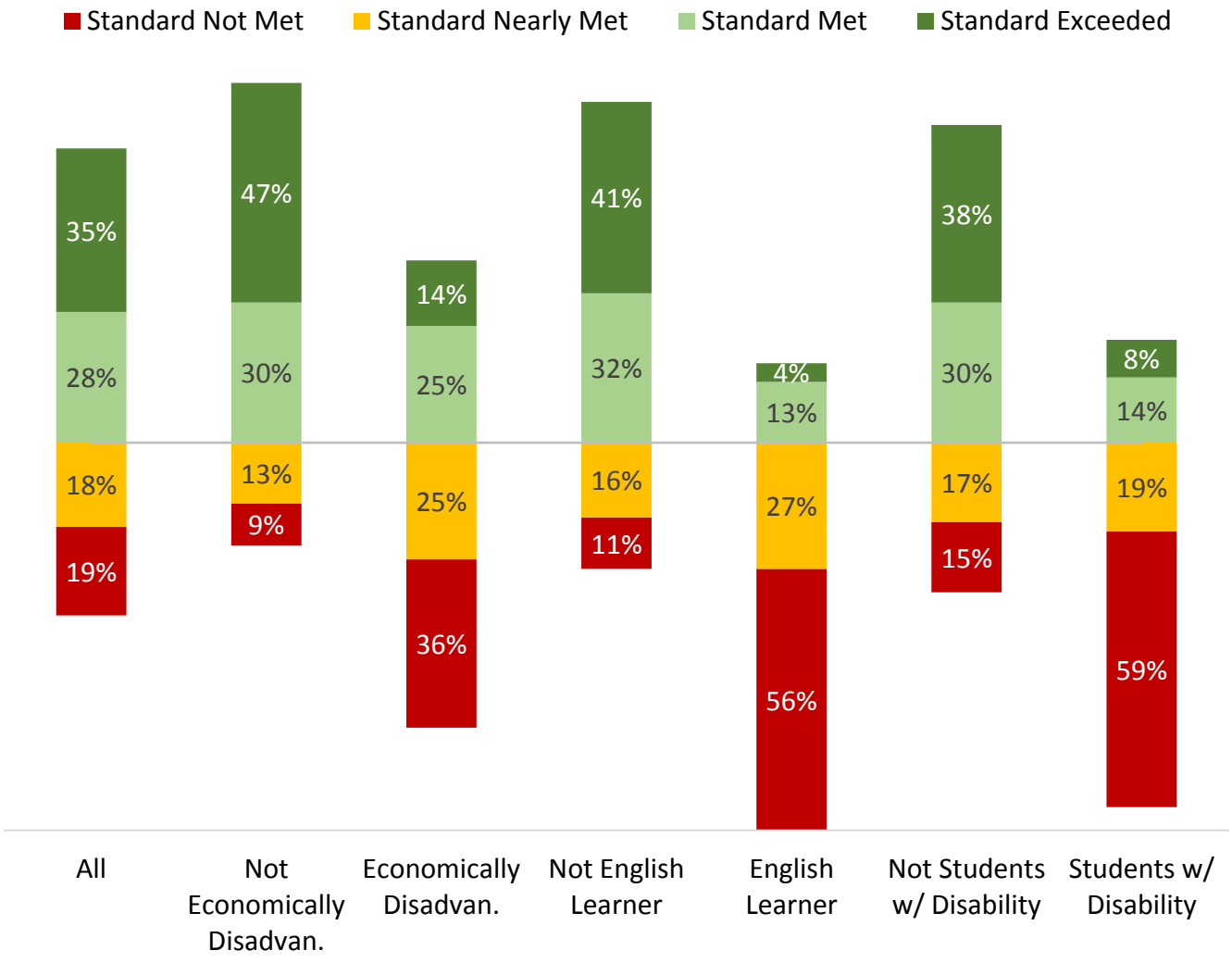


Figure 13: 2019 Smarter Balanced Summative Assessments Mathematics Overall Results, Percent of Santa Clara County Students by Ethnicity at each Achievement Level

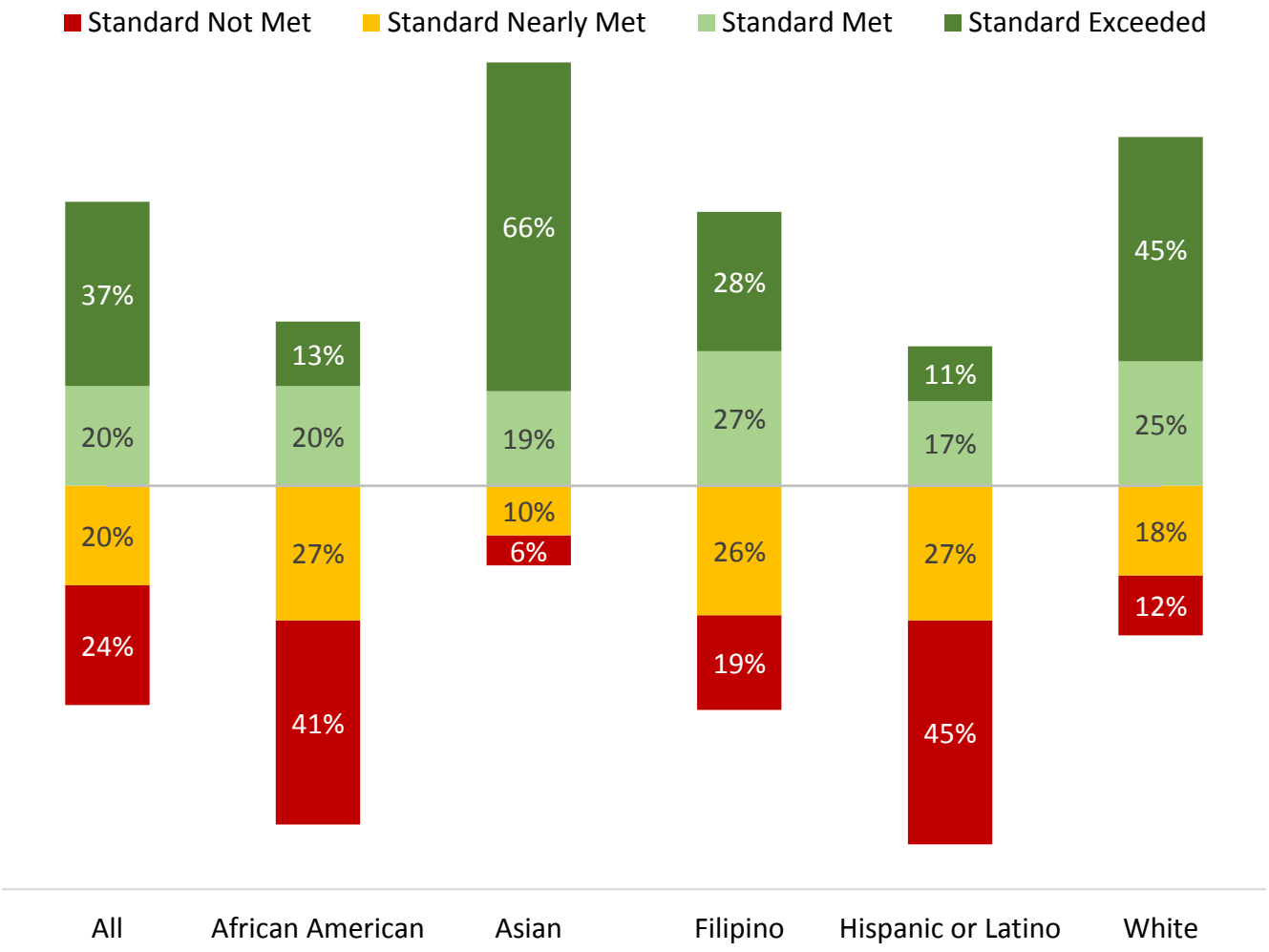


Figure 14: 2019 Smarter Balanced Summative Assessments Mathematics Overall Results, Percent of Santa Clara County Student Groups at each Achievement Level

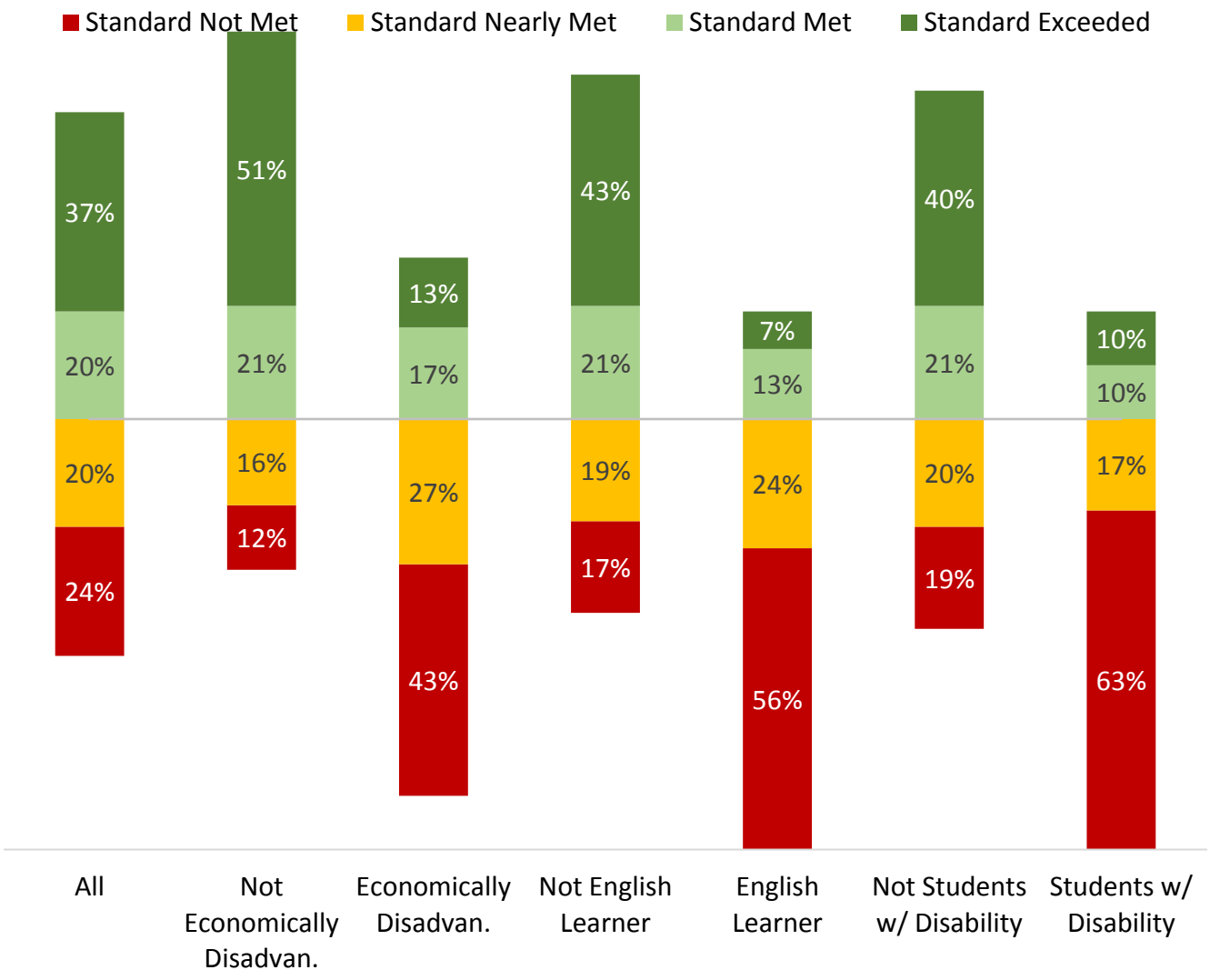


Figure 15: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy Results, Percent of Santa Clara County Students Meeting or Exceeding Standard; Displaying the Achievement Gap between Asian Students and Other Student Groups

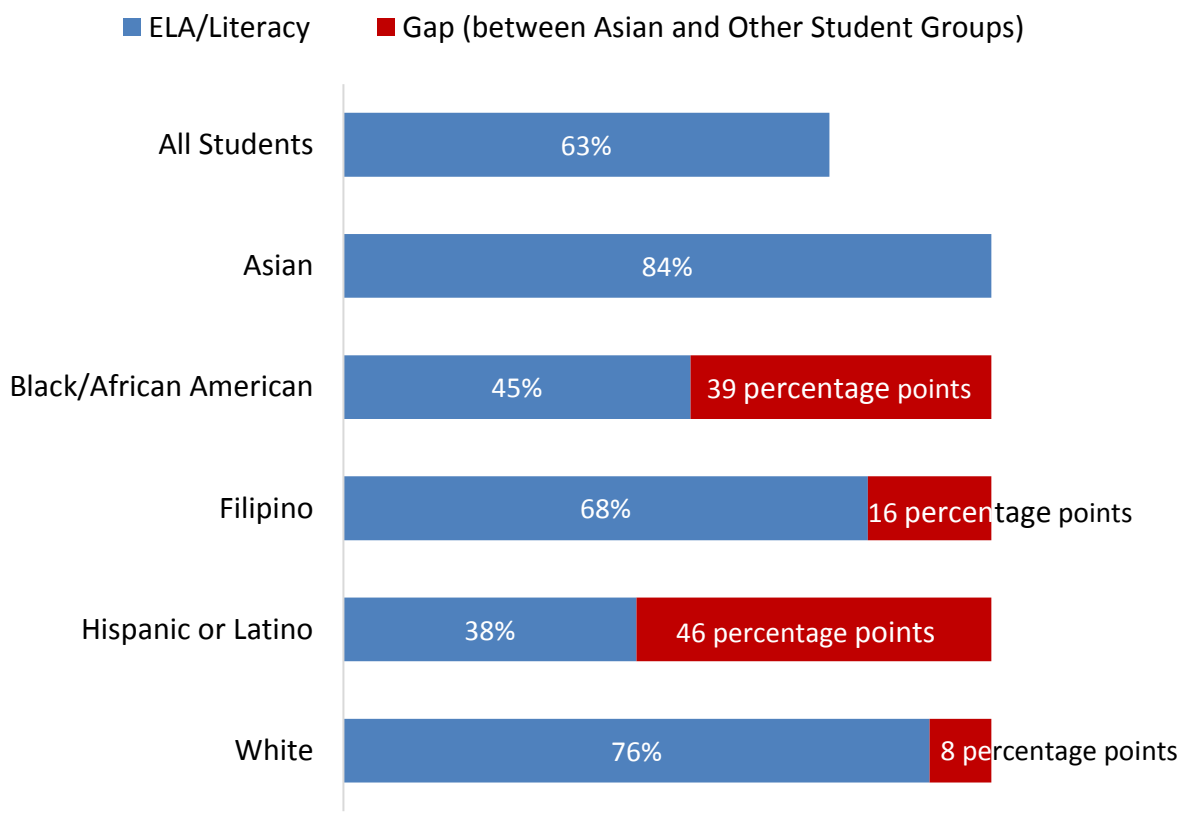


Figure 16: 2019 Smarter Balanced Summative Assessments Mathematics Results, Percent of Santa Clara County Students Meeting or Exceeding Standard; Displaying the Achievement Gap between Asian Students and Other Student Groups

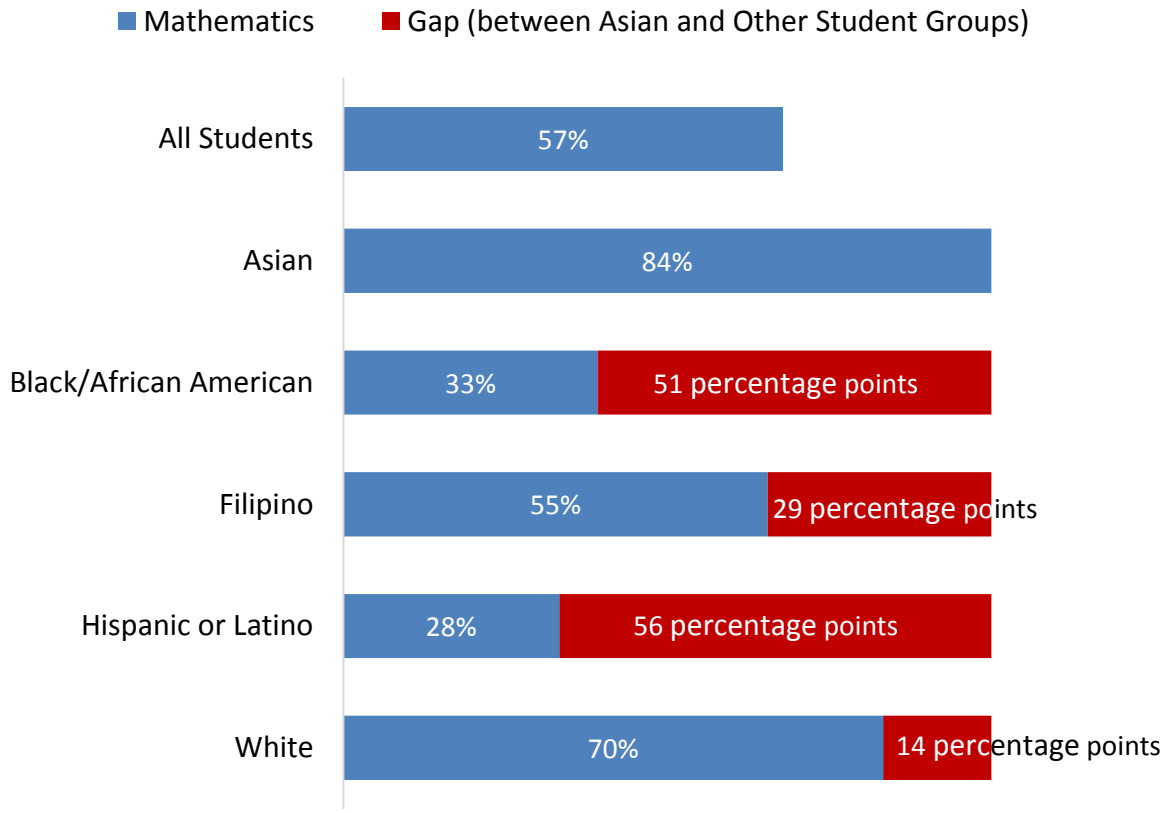
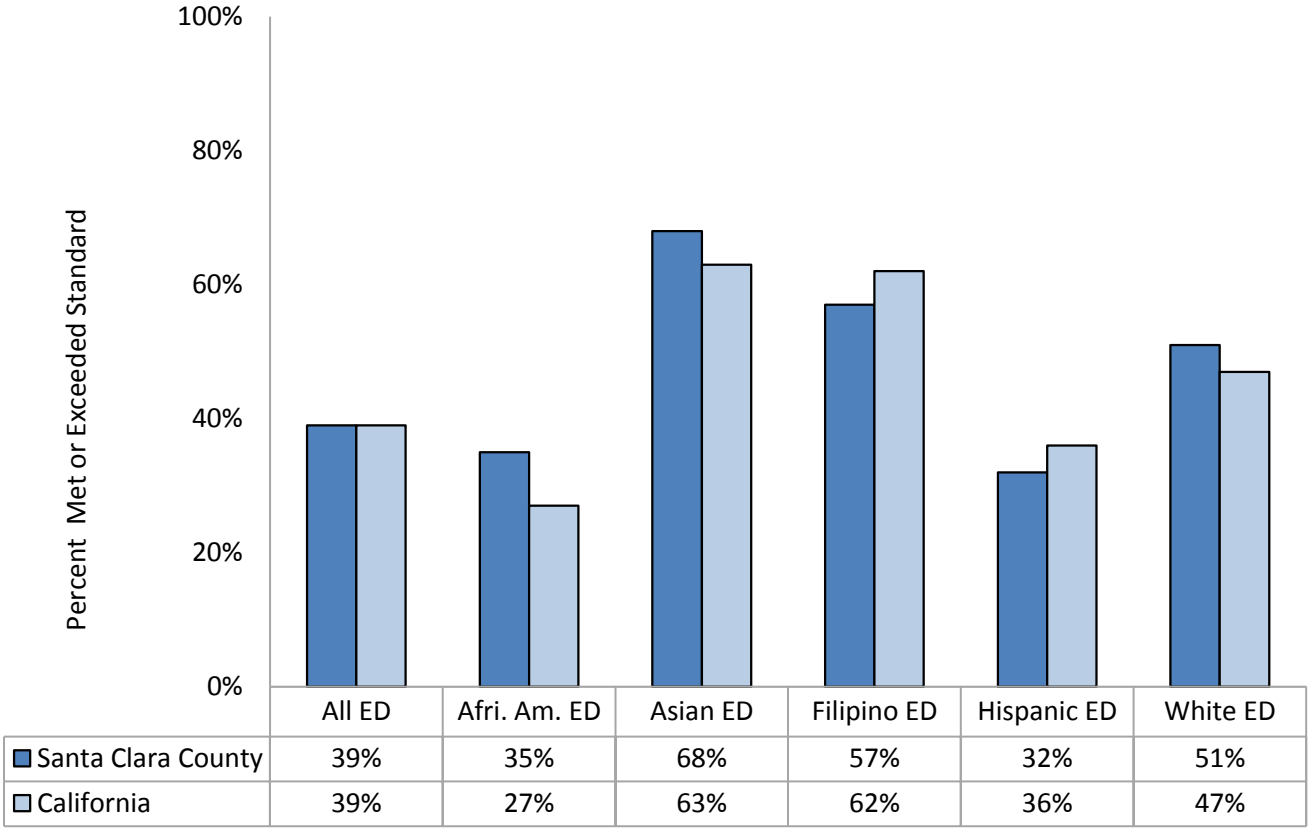


Figure 17: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Percent of Economically Disadvantaged (ED) Ethnic Student Groups Meeting or Exceeding Standard, Santa Clara County vs. California

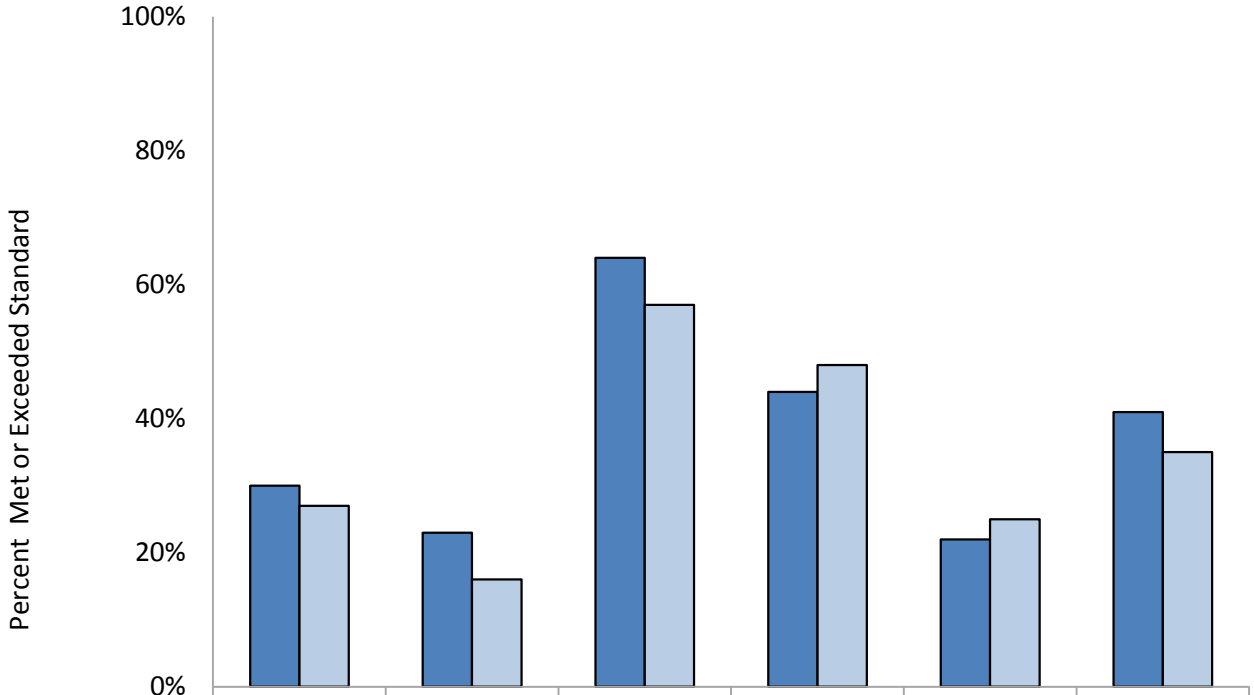


	All ED	Afri. Am. ED	Asian ED	Filipino ED	Hispanic ED	White ED
Santa Clara County	39%	35%	68%	57%	32%	51%
California	39%	27%	63%	62%	36%	47%

Table 5: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy; Santa Clara County Economically Disadvantaged Students with Scores by Student Group

Economically Disadvantaged Student Groups	Students with Scores
All Students	53,281
Black/African American	1,357
Asian	7,283
Filipino	1,355
Hispanic or Latino	36,787
White	2,621

Figure 18: 2019 Smarter Balanced Summative Assessments Mathematics Overall Results, Percent of Economically Disadvantaged (ED) Ethnic Student Groups Meeting or Exceeding Standard, Santa Clara County vs. California

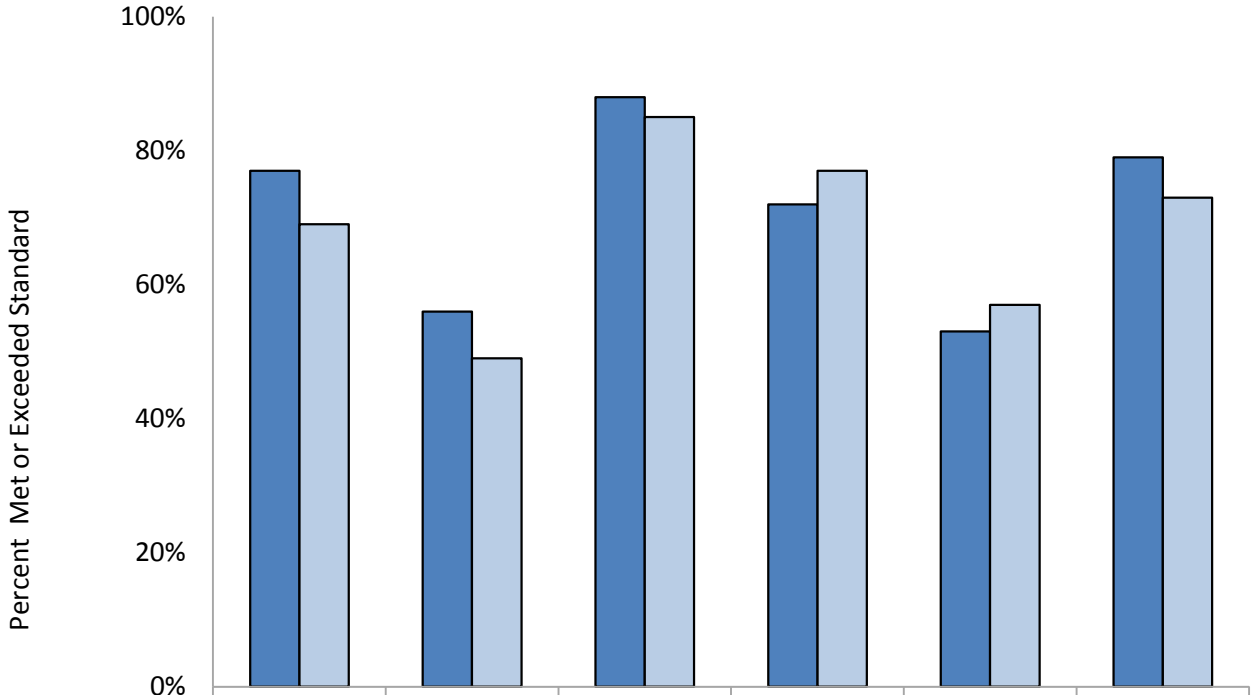


	All ED	Afri. Am. ED	Asian ED	Filipino ED	Hispanic ED	White ED
Santa Clara County	30%	23%	64%	44%	22%	41%
California	27%	16%	57%	48%	25%	35%

Table 6: 2019 Smarter Balanced Summative Assessments Mathematics; Santa Clara County Economically Disadvantaged Students with Scores by Student Group

Economically Disadvantaged Student Groups	Students with Scores
All Students	51,518
Black/African American	1,354
Asian	7,359
Filipino	1,362
Hispanic or Latino	36,946
White	2,615

Figure 19: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Percent of Not Economically Disadvantaged (ED) Ethnic Student Groups Meeting or Exceeding Standard, Santa Clara County vs. California

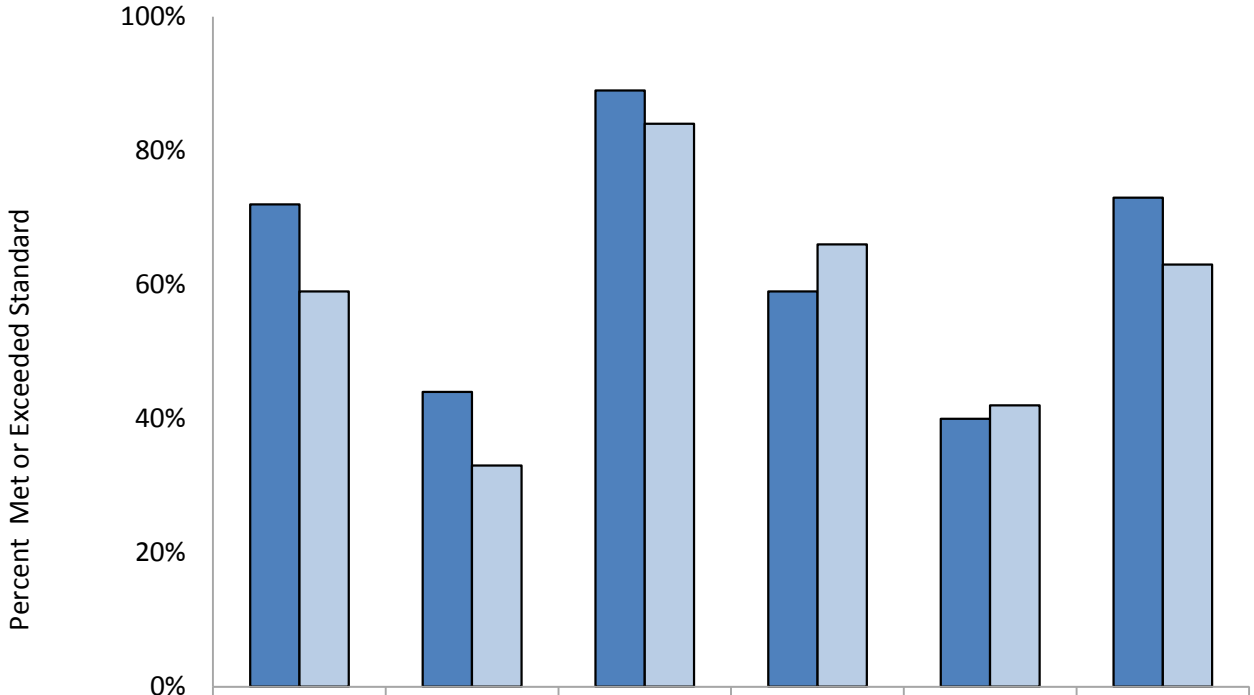


	All Not ED	African Am. Not ED	Asian Not ED	Filipino Not ED	Hispanic Not ED	White Not ED
Santa Clara County	77%	56%	88%	72%	53%	79%
California	69%	49%	85%	77%	57%	73%

Table 7: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy; Santa Clara County Not Economically Disadvantaged Students with Scores by Student Group

Economically Disadvantaged Student Groups	Students with Scores
All Students	85,153
Black/African American	1,145
Asian	33,879
Filipino	3,505
Hispanic or Latino	15,631
White	23,155

Figure 20: 2019 Smarter Balanced Summative Assessments Mathematics Overall Results, Percent of Not Economically Disadvantaged (ED) Ethnic Student Groups Meeting or Exceeding Standard, Santa Clara County vs. California

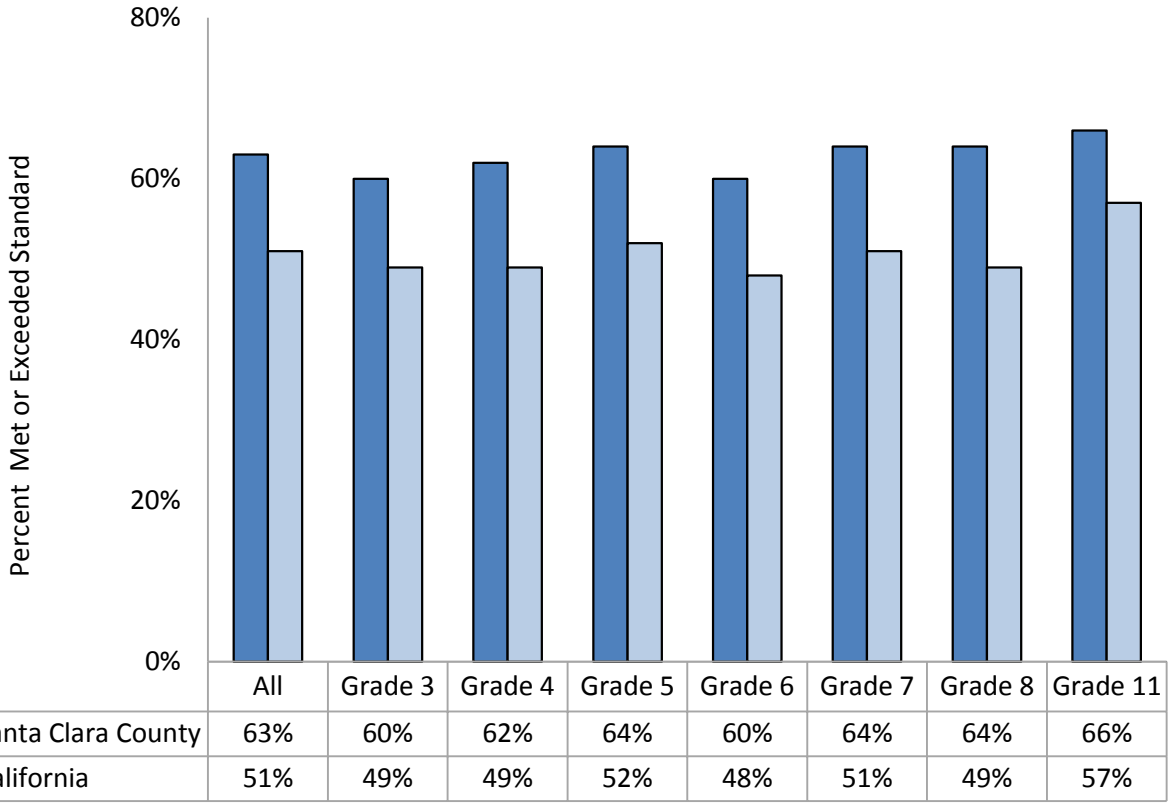


	All Not ED	African Am. Not ED	Asian Not ED	Filipino Not ED	Hispanic Not ED	White Not ED
Santa Clara County	72%	44%	89%	59%	40%	73%
California	59%	33%	84%	66%	42%	63%

Table 8: 2019 Smarter Balanced Summative Assessments Mathematics; Santa Clara County Not Economically Disadvantaged Students with Scores by Student Group

Economically Disadvantaged Student Groups	Students with Scores
All Students	85,538
Black/African American	1,146
Asian	34,127
Filipino	3,497
Hispanic or Latino	15,672
White	23,217

Figure 21: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Percent of Grade Level Meeting or Exceeding Standard, Santa Clara County vs. California

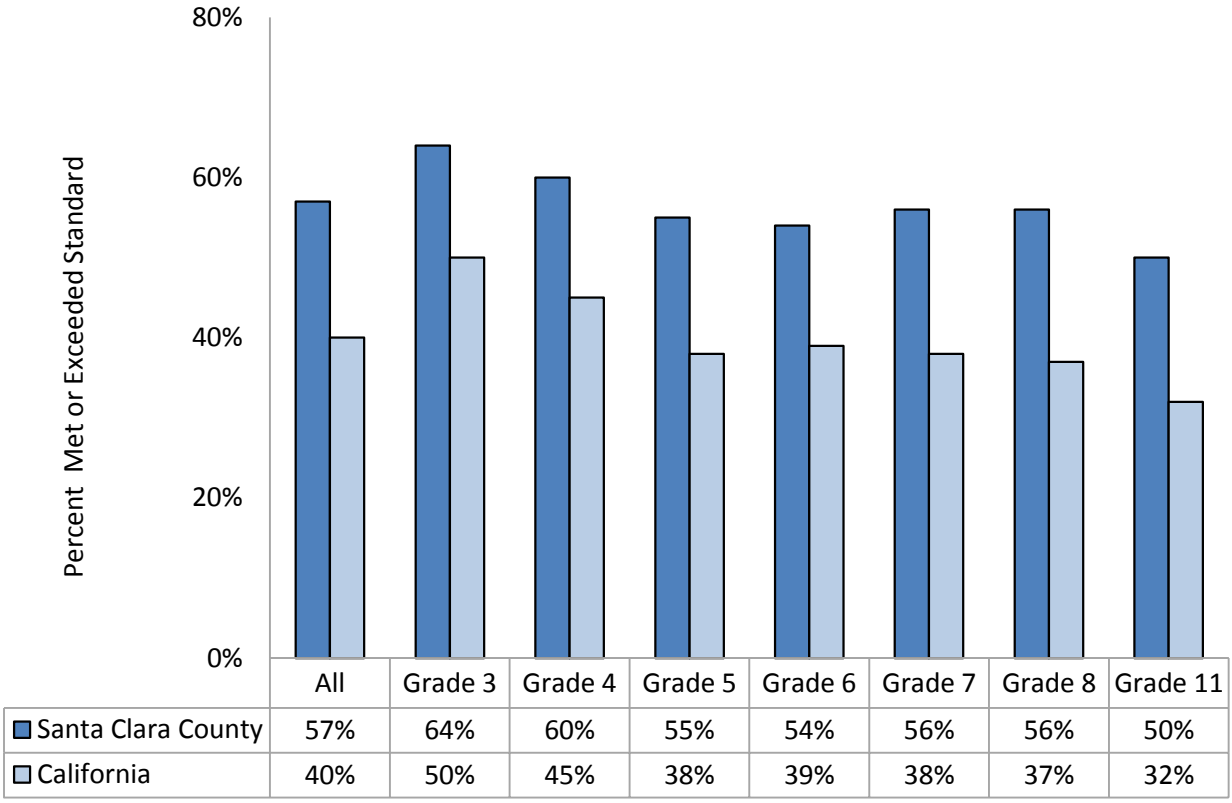


	All	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Santa Clara County	63%	60%	62%	64%	60%	64%	64%	66%
California	51%	49%	49%	52%	48%	51%	49%	57%

Table 9: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy, Santa Clara County Students Tested by Grade Level, with Mean Scale Scores

Student Group	# of Students Enrolled	# of Students with Scores	% of Enrolled Students with Scores	Mean Scale Score
All	140,776	136,434	96.9%	N/A
Grade 3	19,478	18,954	97.3%	2451.9
Grade 4	19,202	18,774	97.8%	2495.6
Grade 5	20,398	19,986	98.0%	2535.7
Grade 6	20,053	19,695	98.2%	2548.9
Grade 7	20,652	20,185	97.7%	2580.6
Grade 8	20,711	20,266	97.9%	2598.4
Grade 11	20,282	18,574	91.6%	2628.3

Figure 22: 2019 Smarter Balanced Summative Assessments Mathematics Overall Results, Percent of Grade Level Meeting or Exceeding Standard, Santa Clara County vs. California

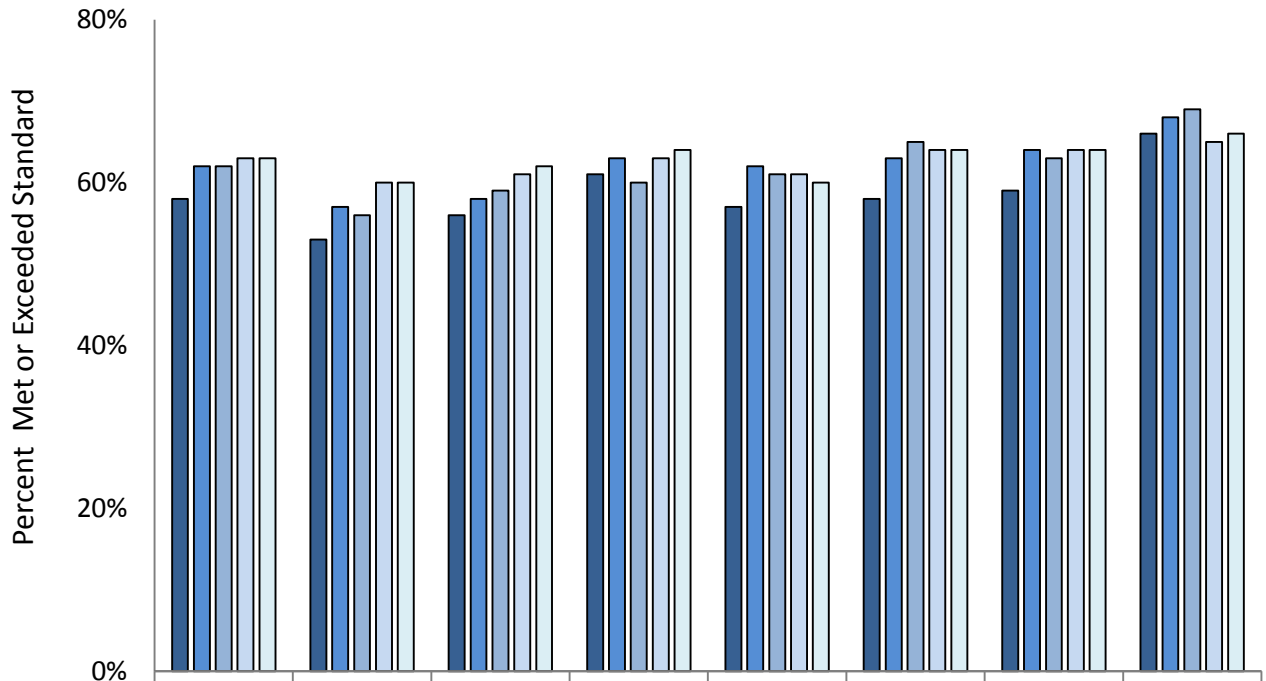


	All	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Santa Clara County	57%	64%	60%	55%	54%	56%	56%	50%
California	40%	50%	45%	38%	39%	38%	37%	32%

Table 10: 2019 Smarter Balanced Summative Assessments Mathematics, Santa Clara County Students Tested by Grade Level, with Mean Scale Scores Achievement

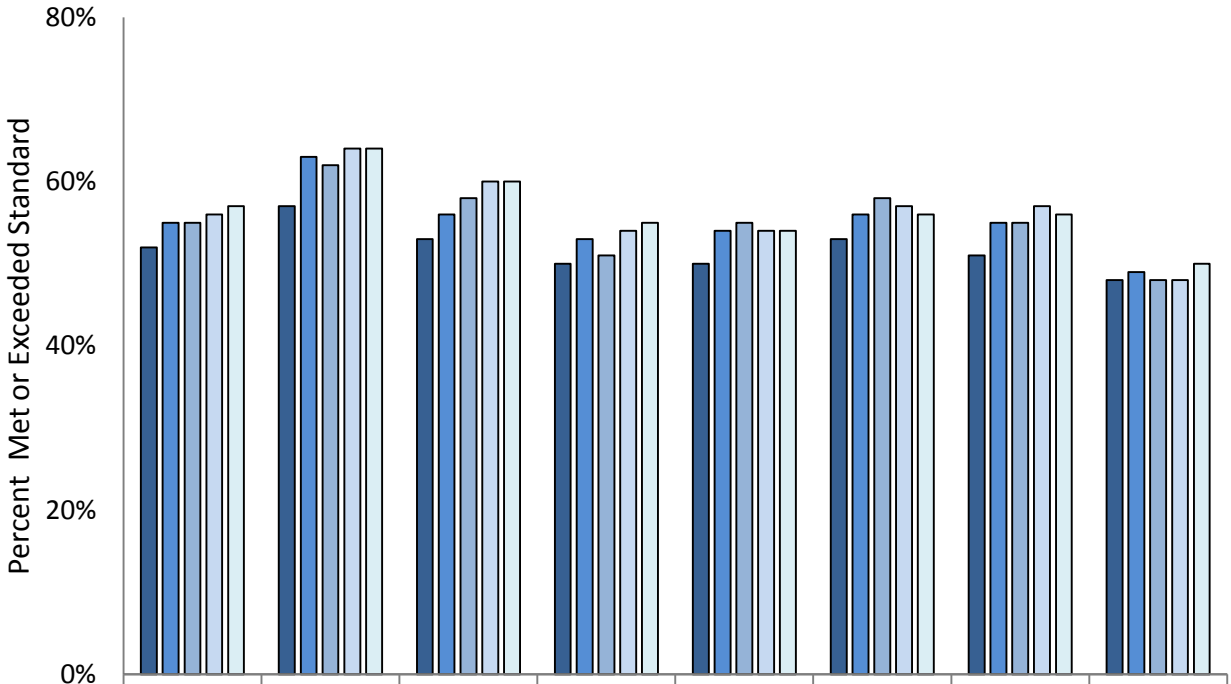
Student Group	# of Students Enrolled	# of Students with Scores	% of Enrolled Students with Scores	Mean Scale Score
All	140,774	137,056	97.4%	N/A
Grade 3	19,476	19,139	98.3%	2466.2
Grade 4	19,201	18,931	98.6%	2506.3
Grade 5	20,399	20,136	98.7%	2535.5
Grade 6	20,054	19,809	98.8%	2557.0
Grade 7	20,649	20,302	98.3%	2578.5
Grade 8	20,713	20,358	98.3%	2599.2
Grade 11	20,282	18,381	90.6%	2624.6

Figure 23: 2015-2019 Percent of Santa Clara County Students Meeting or Exceeding Standard in English Language Arts/Literacy by Grade Level, by Year



	All	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2015	58%	53%	56%	61%	57%	58%	59%	66%
2016	62%	57%	58%	63%	62%	63%	64%	68%
2017	62%	56%	59%	60%	61%	65%	63%	69%
2018	63%	60%	61%	63%	61%	64%	64%	65%
2019	63%	60%	62%	64%	60%	64%	64%	66%

Figure 24: 2015-2019 Percent of Santa Clara County Students Meeting or Exceeding Standard in <u>Mathematics</u> by Grade Level, by Year



	All	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2015	52%	57%	53%	50%	50%	53%	51%	48%
2016	55%	63%	56%	53%	54%	56%	55%	49%
2017	55%	62%	58%	51%	55%	58%	55%	48%
2018	56%	64%	60%	54%	54%	57%	57%	48%
2019	57%	64%	60%	55%	54%	56%	56%	50%

Figure 25: Cohort Change over Time: Percentage of Santa Clara County Students Meeting or Exceeding Standard in English Language Arts/Literacy

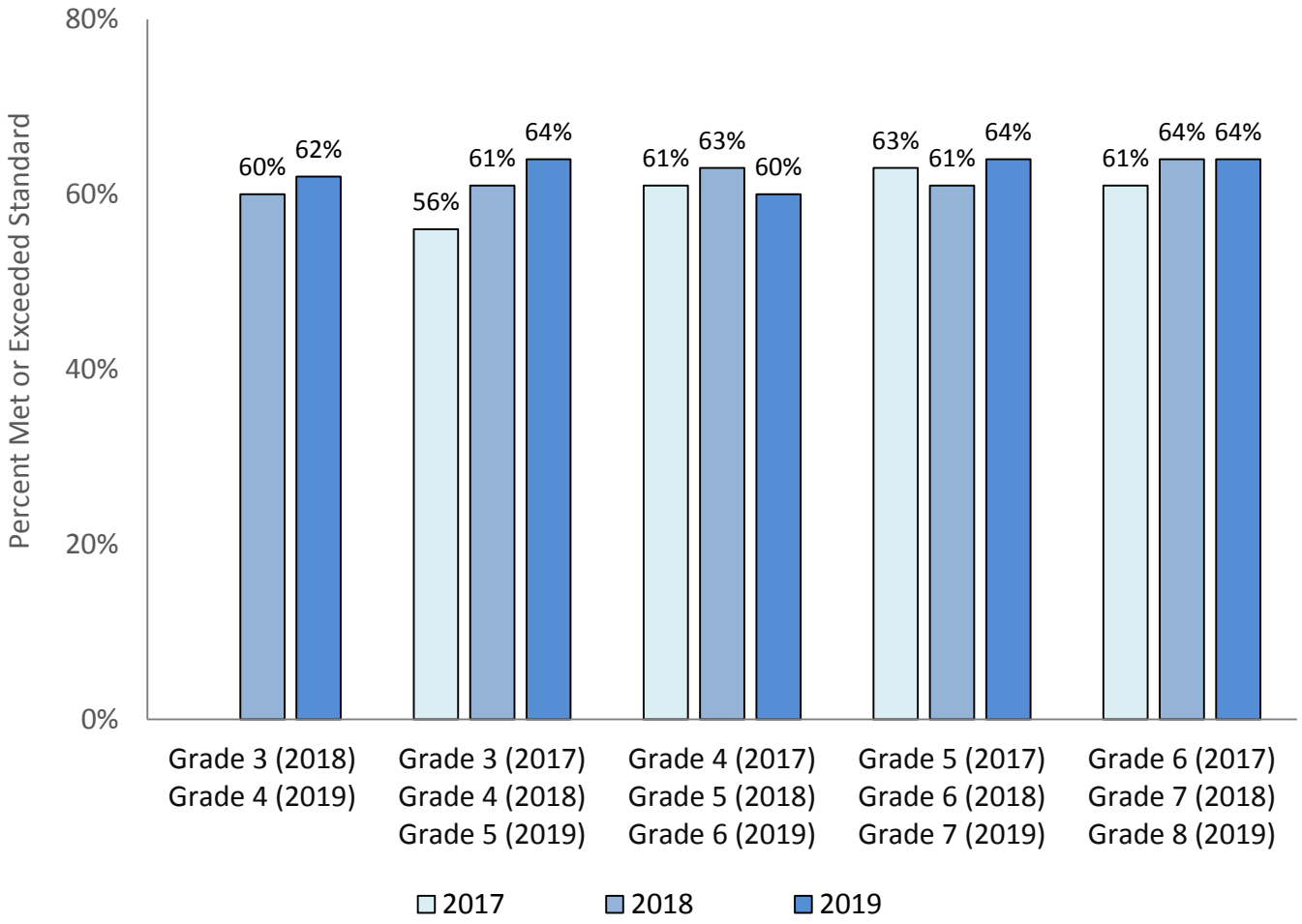


Figure 26: Cohort Change over Time: Percentage of Santa Clara County Students Meeting or Exceeding Standard in Mathematics

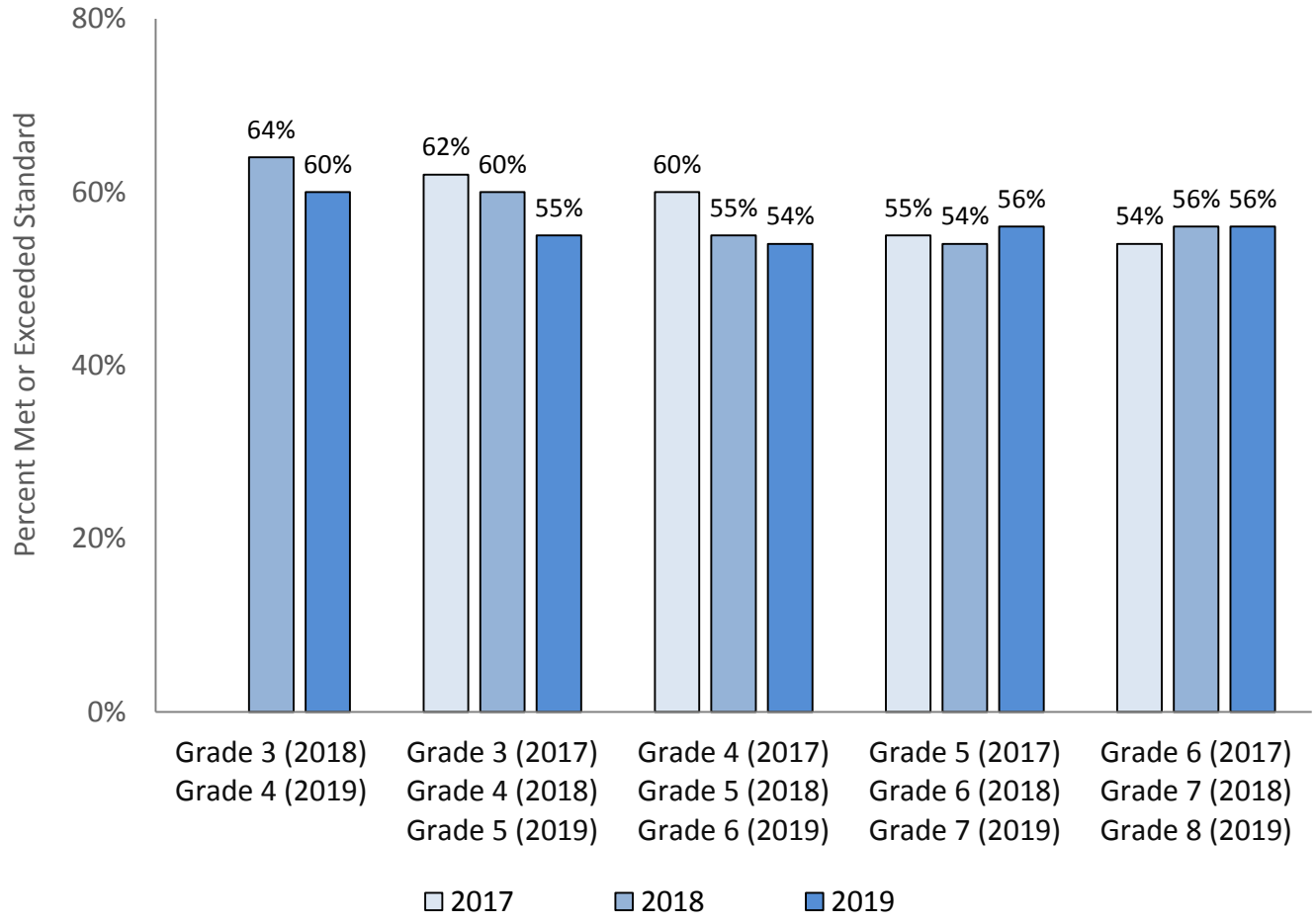


Figure 27: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Percent of Santa Clara County Grade Levels at each Achievement Level

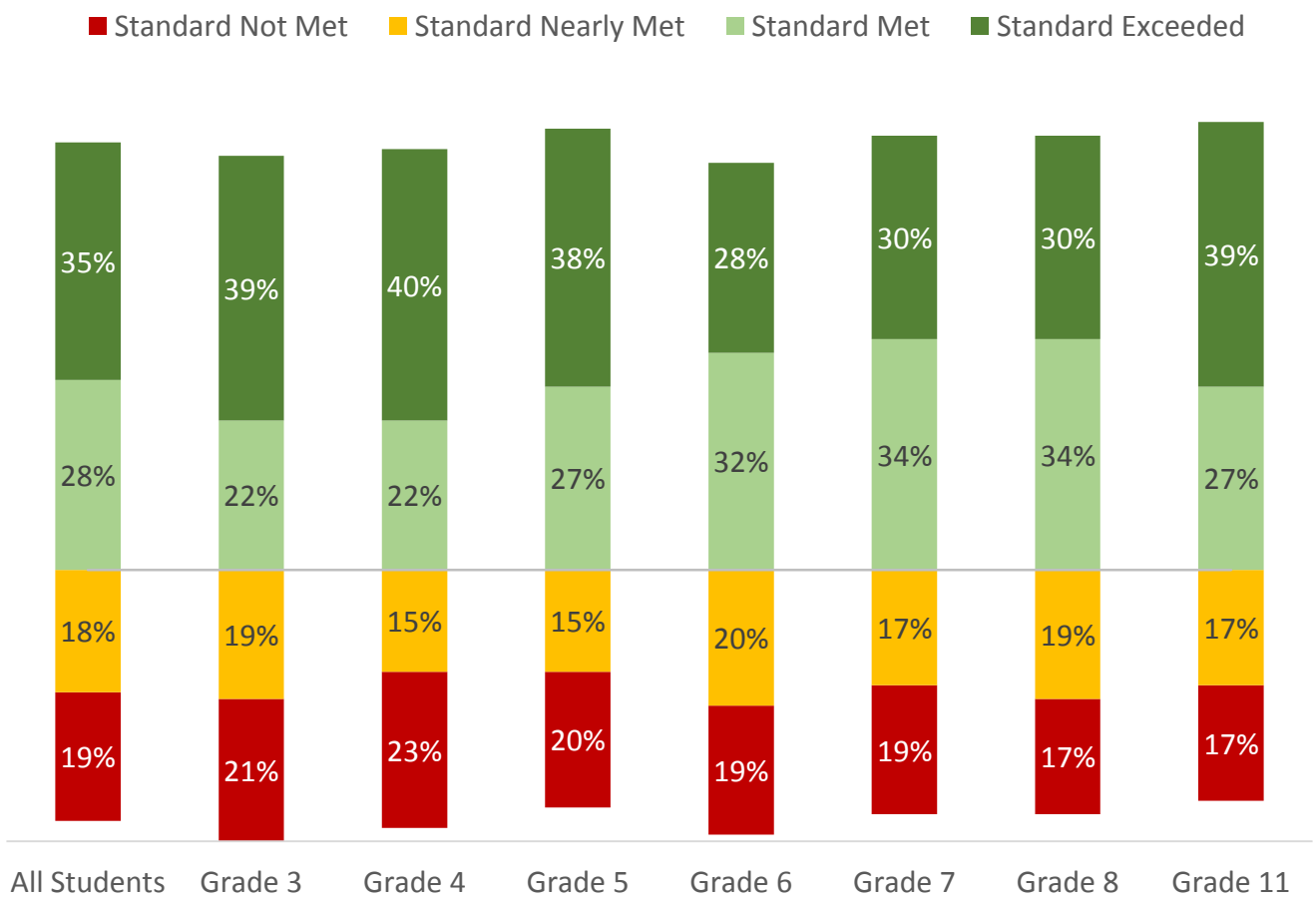


Figure 28: 2019 Smarter Balanced Summative Assessments Mathematics Overall Results, Percent of Santa Clara County Grade Levels at each Achievement Level

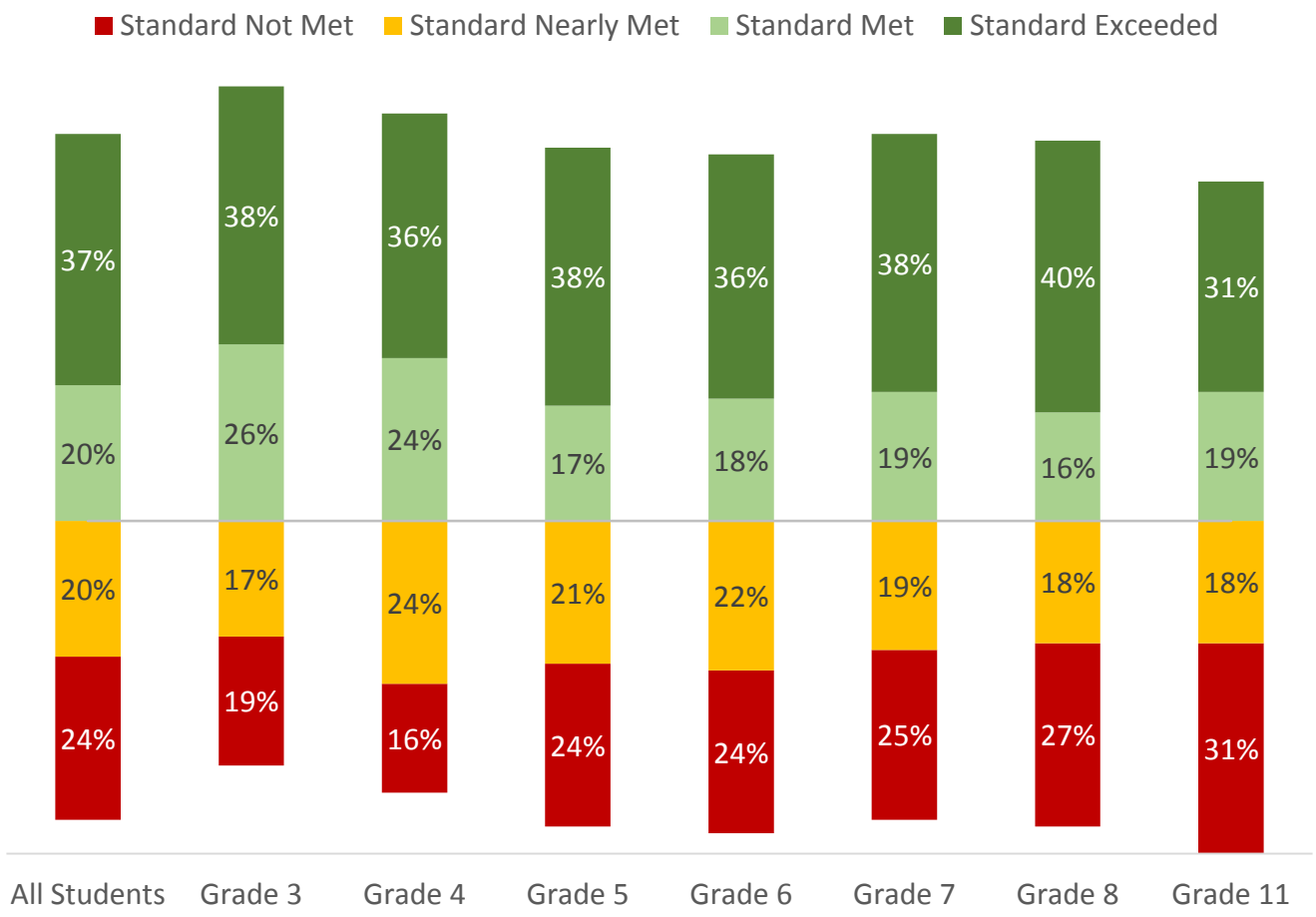


Figure 29: Santa Clara County Smarter Balanced Summative Assessments English Language Arts/Literacy Mean Scale Scores, 2015 vs 2019 by Grade Level

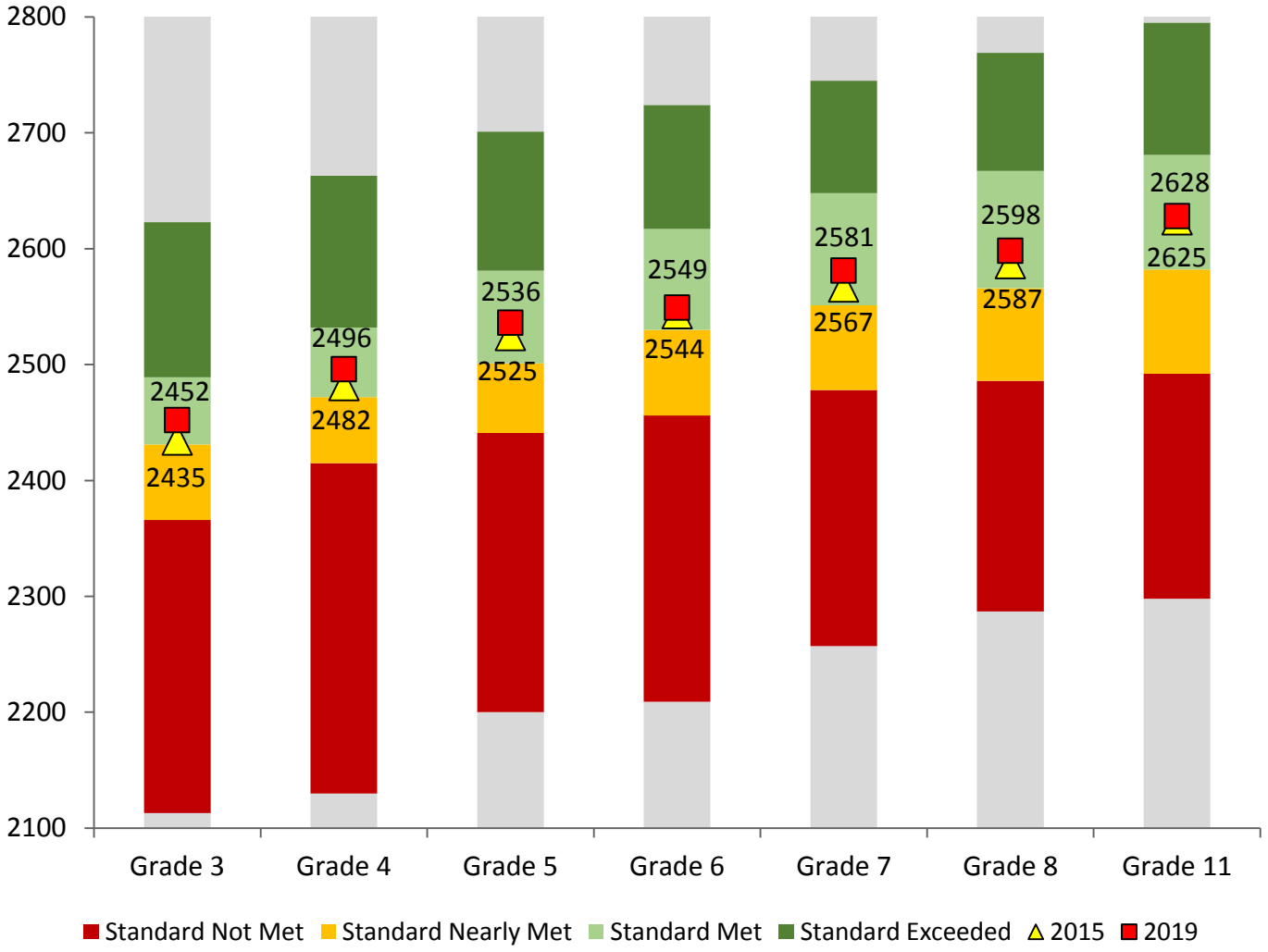


Table 11: Santa Clara County Smarter Balanced Summative Assessments English Language Arts/Literacy Mean Scale Scores, 2015 – 2018 by Grade Level

Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2015	2435.0	2481.9	2524.7	2543.8	2567.3	2586.5	2624.7
2016	2444.7	2488.6	2533.6	2555.9	2577.9	2597.1	2629.1
2017	2443.7	2487.5	2524.4	2553.1	2580.7	2595.3	2634.0
2018	2450.6	2494.7	2529.7	2550.3	2580.0	2596.6	2623.2
2019	2451.9	2495.6	2535.7	2548.9	2580.6	2598.4	2628.3

Figure 30: Santa Clara County Smarter Balanced Summative Assessments Mathematics Mean Scale Scores, 2015 vs 2019 by Grade Level

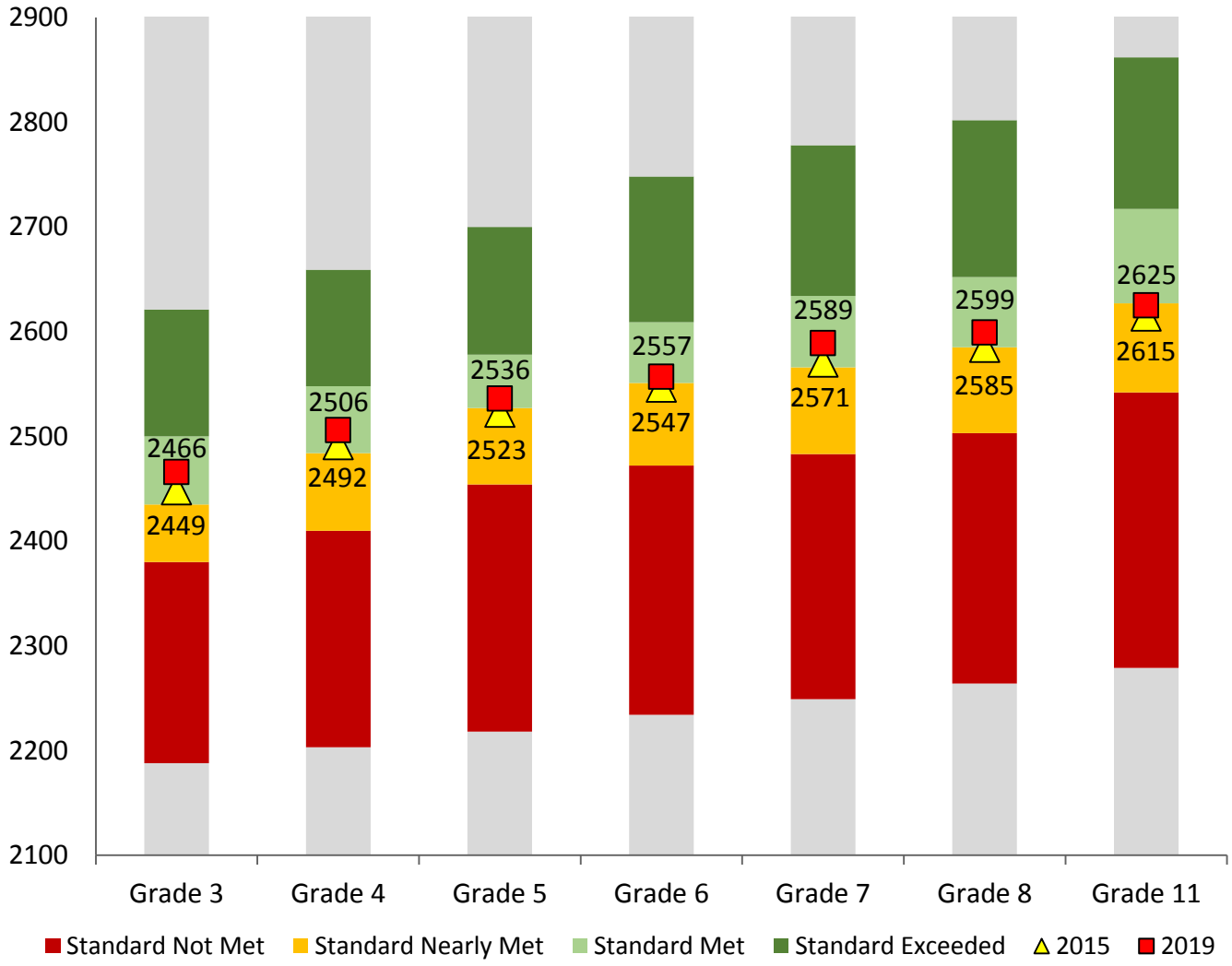


Table 12: Santa Clara County Smarter Balanced Summative Assessments Mathematics Mean Scale Scores, 2015 – 2019 by Grade Level

Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2015	2449.3	2491.5	2522.5	2547.2	2571.0	2584.7	2615.0
2016	2459.6	2497.7	2529.4	2558.4	2578.2	2598.3	2618.9
2017	2460.8	2501.6	2526.0	2557.4	2582.9	2598.0	2616.7
2018	2464.9	2505.5	2530.7	2555.4	2580.8	2601.8	2615.0
2019	2466.2	2506.3	2535.5	2557.0	2578.5	2599.2	2624.6

Table 13: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy Claims (Areas), Santa Clara County Performance by Ethnicity

	All	Afr. Am	Asian	Fili-pino	Hisp-anic	White
Reading: Demonstrating Understanding of Literacy and Non-Fictional Texts						
Above Standard	38%	22%	57%	33%	16%	48%
Near Standard	40%	43%	34%	48%	44%	39%
Below Standard	22%	34%	8%	18%	39%	12%
Writing: Producing Clear and Purposeful Writing						
Above Standard	37%	20%	58%	39%	16%	45%
Near Standard	44%	48%	35%	49%	50%	45%
Below Standard	19%	32%	7%	12%	34%	11%
Listening: Demonstrating Effective Communication Skills						
Above Standard	27%	16%	42%	22%	12%	36%
Near Standard	59%	61%	53%	68%	63%	58%
Below Standard	14%	23%	5%	10%	25%	7%
Research/Inquiry: Investigating, Analyzing, and Presenting Information						
Above Standard	38%	22%	58%	37%	18%	47%
Near Standard	43%	47%	35%	50%	49%	43%
Below Standard	19%	31%	7%	13%	33%	10%

Table 14: 2015 Smarter Balanced Summative Assessments English Language Arts/Literacy Claims (Areas), Santa Clara County Performance by Ethnicity

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

Table 15: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy Claims (Areas), Santa Clara County Performance by Student Groups

	All	Not ED	ED	Not EL	EL	Not SWD	SWD
Reading: Demonstrating Understanding of Literacy and Non-Fictional Texts							
Above Standard	38%	50%	17%	45%	5%	41%	10%
Near Standard	40%	38%	44%	41%	37%	41%	32%
Below Standard	22%	12%	39%	15%	58%	18%	57%
Writing: Producing Clear and Purposeful Writing							
Above Standard	37%	49%	17%	44%	5%	40%	9%
Near Standard	44%	41%	49%	44%	44%	45%	35%
Below Standard	19%	10%	34%	12%	51%	15%	57%
Listening: Demonstrating Effective Communication Skills							
Above Standard	27%	36%	12%	32%	4%	29%	8%
Near Standard	59%	57%	63%	59%	57%	60%	50%
Below Standard	14%	7%	25%	8%	39%	11%	41%
Research/Inquiry: Investigating, Analyzing, and Presenting Information							
Above Standard	38%	50%	20%	45%	7%	42%	11%
Near Standard	43%	40%	47%	43%	43%	44%	36%
Below Standard	19%	10%	33%	12%	50%	15%	53%

Table 16: 2015 Smarter Balanced Summative Assessments English Language Arts/Literacy Claims (Areas), Santa Clara County Performance by Student Groups

	All	Not ED	ED	Not EL	EL	Not SWD	SWD
Reading: Demonstrating Understanding of Literacy and Non-Fictional Texts							
Above Standard	31%	44%	12%	38%	6%	34%	9%
At or Near Standard	43%	42%	43%	45%	34%	44%	29%
Below Standard	26%	14%	45%	18%	60%	22%	62%
Writing: Producing Clear and Purposeful Writing							
Above Standard	36%	49%	14%	43%	7%	39%	9%
At or Near Standard	42%	39%	46%	43%	39%	43%	29%
Below Standard	22%	11%	39%	14%	54%	18%	61%
Listening: Demonstrating Effective Communication Skills							
Above Standard	23%	31%	9%	27%	5%	24%	7%
At or Near Standard	61%	60%	63%	63%	56%	63%	47%
Below Standard	16%	8%	28%	10%	39%	13%	45%
Research/Inquiry: Investigating, Analyzing, and Presenting Information							
Above Standard	35%	47%	16%	42%	8%	38%	10%
At or Near Standard	48%	44%	54%	47%	50%	48%	44%
Below Standard	16%	9%	29%	11%	41%	14%	45%

Table 17: 2019 Smarter Balanced Summative Assessments Mathematics Claims (Areas), Santa Clara County Performance by Ethnicity

	All	Afr. Am.	Asian	Fili-pino	Hisp-anic	White
Concepts and Procedures: Applying mathematical concepts and procedures						
Above Standard	45%	21%	74%	38%	17%	54%
Near Standard	26%	29%	18%	36%	29%	29%
Below Standard	30%	50%	8%	26%	54%	17%
Problem Solving/Modeling and Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems						
Above Standard	38%	16%	64%	29%	13%	47%
Near Standard	38%	41%	29%	49%	43%	40%
Below Standard	24%	42%	7%	21%	45%	13%
Communicating Reasoning: Demonstrating ability to support mathematical conclusions						
Above Standard	38%	15%	64%	30%	13%	46%
Near Standard	41%	48%	30%	52%	47%	42%
Below Standard	22%	37%	6%	18%	40%	12%

Table 18: 2015 Smarter Balanced Summative Assessments Mathematics Claims (Areas), Santa Clara County Performance by Ethnicity

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

Table 19: 2019 Smarter Balanced Summative Assessments Mathematics Claims (Areas), Santa Clara County Performance by Student Groups

	All	Not ED	ED	Not EL	EL	Not SWD	SWD
Concepts and Procedures: Applying mathematical concepts and procedures							
Above Standard	45%	60%	20%	52%	13%	48%	14%
Near Standard	26%	24%	29%	26%	24%	26%	17%
Below Standard	30%	17%	52%	22%	64%	25%	69%
Problem Solving/Modeling and Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems							
Above Standard	38%	51%	15%	44%	8%	41%	11%
Near Standard	38%	36%	42%	38%	36%	39%	28%
Below Standard	24%	13%	43%	17%	57%	20%	61%
Communicating Reasoning: Demonstrating ability to support mathematical conclusions							
Above Standard	38%	51%	15%	44%	8%	41%	11%
Near Standard	41%	37%	47%	40%	41%	42%	33%
Below Standard	22%	12%	39%	16%	51%	18%	56%

Table 20: 2015 Smarter Balanced Summative Assessments Mathematics Claims (Areas), Santa Clara County Performance by Student Groups

	All	Not ED	ED	Not EL	EL	Not SWD	SWD
Concepts and Procedures: Applying mathematical concepts and procedures							
Above Standard	38%	53%	14%	44%	13%	41%	12%
At or Near Standard	30%	29%	31%	31%	25%	31%	17%
Below Standard	32%	18%	55%	25%	62%	28%	71%
Problem Solving/Modeling and Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems							
Above Standard	33%	47%	11%	39%	9%	35%	9%
At or Near Standard	42%	40%	45%	43%	37%	43%	30%
Below Standard	25%	14%	44%	18%	54%	22%	60%
Communicating Reasoning: Demonstrating ability to support mathematical conclusions							
Above Standard	33%	46%	11%	39%	9%	35%	9%
At or Near Standard	45%	41%	51%	45%	45%	46%	37%
Below Standard	22%	12%	38%	16%	46%	19%	54%

Table 21: 2019 Smarter Balanced Summative Assessments English Language Arts/Literacy Claims (Areas), Santa Clara County Performance by Grades

	All	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reading: Demonstrating Understanding of Literacy and Non-Fictional Texts								
Above Standard	38%	38%	37%	41%	33%	34%	38%	42%
Near Standard	41%	41%	42%	39%	41%	41%	40%	37%
Below Standard	21%	21%	21%	20%	25%	25%	22%	21%
Writing: Producing Clear and Purposeful Writing								
Above Standard	37%	30%	32%	40%	29%	42%	39%	48%
Near Standard	44%	47%	47%	41%	50%	42%	45%	36%
Below Standard	19%	22%	21%	19%	22%	16%	16%	16%
Listening: Demonstrating Effective Communication Skills								
Above Standard	27%	31%	30%	28%	24%	21%	25%	33%
Near Standard	59%	57%	57%	56%	61%	64%	61%	55%
Below Standard	14%	12%	13%	16%	15%	15%	13%	12%
Research/Inquiry: Investigating, Analyzing, and Presenting Information								
Above Standard	38%	34%	34%	41%	38%	41%	40%	42%
Near Standard	43%	45%	46%	40%	44%	42%	42%	42%
Below Standard	19%	21%	20%	20%	18%	18%	18%	16%

Table 22: 2015 Smarter Balanced Summative Assessments English Language Arts/Literacy Claims (Areas), Santa Clara County Performance by Grades

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

Table 23: 2019 Smarter Balanced Summative Assessments Mathematics Claims (Areas), Santa Clara County Performance by Grades

	All	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Concepts and Procedures: Applying mathematical concepts and procedures								
Above Standard	45%	51%	47%	44%	42%	45%	44%	41%
At or Near Standard	26%	27%	27%	25%	27%	25%	25%	22%
Below Standard	30%	22%	26%	31%	31%	31%	31%	37%
Problem Solving/Modeling and Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems								
Above Standard	38%	43%	38%	36%	35%	38%	41%	33%
At or Near Standard	38%	38%	40%	39%	38%	37%	33%	40%
Below Standard	24%	19%	22%	25%	27%	25%	26%	27%
Communicating Reasoning: Demonstrating ability to support mathematical conclusions								
Above Standard	38%	43%	39%	34%	36%	36%	39%	34%
At or Near Standard	41%	39%	40%	41%	38%	44%	39%	44%
Below Standard	22%	18%	21%	25%	26%	20%	22%	22%

Table 24: 2015 Smarter Balanced Summative Assessments Mathematics Claims (Areas), Santa Clara County Performance by Grades

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

Table 25: 2019 Smarter Balanced Summative Assessments Testing, Santa Clara County Student Groups by Percent per Students with Mathematics Scores

Student Groups	Percent of Students Tested
African American	2%
Asian	30%
Filipino	4%
Hispanic	38%
White	19%
Not Economically Disadvantaged	62%
Economically Disadvantaged	38%
Not English Learner	82%
English Learner	18%
Students with No Reported Disability	90%
Students with Disability	10%

Table 26: Smarter Balanced English Language Arts/Literacy Scale Score Ranges

Grade	Minimum Scale Score	Maximum Scale Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
3	2114	2623	2114–2366	2367–2431	2432–2489	2490–2623
4	2131	2663	2131–2415	2416–2472	2473–2532	2533–2663
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531–2617	2618–2724
7	2258	2745	2258–2478	2479–2551	2552–2648	2649–2745
8	2288	2769	2288–2486	2487–2566	2567–2667	2668–2769
11	2299	2795	2299–2492	2493–2582	2583–2681	2682–2795

Table 27: Smarter Balanced Mathematics Scale Score Ranges

Grade	Minimum Scale Score	Maximum Scale Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
3	2189	2621	2189–2380	2381–2435	2436–2500	2501–2621
4	2204	2659	2204–2410	2411–2484	2485–2548	2549–2659
5	2219	2700	2219–2454	2455–2527	2528–2578	2579–2700
6	2235	2748	2235–2472	2473–2551	2552–2609	2610–2748
7	2250	2778	2250–2483	2484–2566	2567–2634	2635–2778
8	2265	2802	2265–2503	2504–2585	2586–2652	2653–2802
11	2280	2862	2280–2542	2543–2627	2628–2717	2718–2862