



# Monterey County Office of Education

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## **Monterey County Student Achievement Improves** *Second Year Results of California's New Annual Assessment*

**Salinas, CA** – Second year results from the California Assessment of Student Performance and Progress (CAASPP) were released today by the California Department of Education, and Monterey County students have made gains over last year on the new state assessments. The percent of all students meeting or exceeding standards in both English Language Arts/Literacy and Mathematics has shown improvement in all tested grade levels (Tables 1 and 2).

Overall, scores slightly improved from 2015, the first year the new assessments were administered. In English Language Arts/Literacy, 35 percent of Monterey County students met or exceeded standards, compared to 49 percent statewide, and 24 percent met or exceeded standards in math compared to 37 percent statewide (Tables 1 and 2). Math scores continue to be lower than English Language Arts/Literacy scores in Monterey County as they are statewide because the new state standards were first implemented in 2013.

Countywide, 11<sup>th</sup> graders are showing the greatest growth in student achievement. All of California's state universities and most community colleges are now using 11<sup>th</sup> grade results as an early signal of readiness to take credit-bearing college level courses upon enrollment. According to these test results, 54 percent of Monterey County's 11<sup>th</sup> grade students are ready or conditionally ready for college work in English Language Arts/Literacy, an increase of six percent. In Mathematics, 25 percent are ready or conditionally ready, an increase of seven percent (Tables 1 and 2).

When comparing Monterey County's student performance to the overall performance of students throughout California, Monterey County Superintendent of Schools, Dr. Nancy Kotowski said, "With two years of test results, we know that while student achievement is headed in the right direction, progress needs to be accelerated to prepare students for success. School communities now have local control funding and local control accountability plans to strategically meet the challenge."

### **The Achievement Gap**

The second year of CAASPP scores continue to reflect serious achievement gaps among students who are English learners and students from economically disadvantaged families. There are two ways to see discrepancies between student groups: by comparing the overall percent of students meeting or exceeding standards from year to year, and by comparing the percentages of growth.

Overall, eight percent of English learners in all grade levels met or exceeded standards in English Language arts/Literacy, and seven percent in Math, compared with 50 percent and 30 percent for those subjects, respectively, for students proficient in English. For growth, English learners increased just one percent in each subject, compared to three percent for students proficient in English.

Similarly, 27 percent of economically disadvantaged students in all grade levels met or exceeded the standard in English Language Arts/Literacy, and 17 percent in Math, compared with 61 percent and 45 percent, respectively for those subjects, for students not economically disadvantaged.

An encouraging 2016 result indicates that 30 percent of males met or exceeded standards in English Language Arts/Literacy, an increase of nine percent. This increase lessens the gender gap where females show 41 percent meeting or exceeding standards but only four percent growth from 2015 to 2016 (Table 3).

### California Standards Test for Science

The California Department of Education will release results of the California Standards Test (CST) for science, which is administered to students in grades five, eight and ten later this Fall. Monterey County schools are continuing the transition from the old California Standards Test for science and the new Next Generation Science Standards (NGSS). Although many schools taught the new NGSS in 2015-2016 the students were tested on the old standards. The tests aligned to the new NGSS standards are currently in development.

**Table 1: English Language Arts/Literacy - Percent of County and State Students Meeting or Exceeding Standards by Grade Level**

GRADE	COUNTY			STATE		
	2015	2016	GROWTH	2015	2016	GROWTH
<b>ALL</b>	32%	35%	3%	44%	49%	+5%
<b>3<sup>rd</sup></b>	23%	27%	4%	38%	43%	+5%
<b>4<sup>th</sup></b>	27%	28%	1%	40%	44%	+4%
<b>5<sup>th</sup></b>	33%	36%	3%	44%	49%	+5%
<b>6<sup>th</sup></b>	30%	35%	5%	42%	48%	+6%
<b>7<sup>th</sup></b>	32%	35%	3%	44%	48%	+4%
<b>8<sup>th</sup></b>	37%	38%	1%	45%	48%	+3%
<b>11<sup>th</sup></b>	48%	54%	6%	56%	59%	+3%

**Table 2: Mathematics - Percent of County and State Students Meeting or Exceeding Standards by Grade Level**

GRADE	COUNTY			STATE		
	2015	2016	GROWTH	2015	2016	GROWTH
<b>ALL</b>	20%	24%	+4%	33%	37%	+4%
<b>3<sup>rd</sup></b>	25%	31%	+6%	40%	46%	+6%
<b>4<sup>th</sup></b>	19%	23%	+4%	35%	38%	+3%
<b>5<sup>th</sup></b>	20%	21%	+1%	30%	33%	+3%
<b>6<sup>th</sup></b>	19%	21%	+2%	33%	35%	+2%
<b>7<sup>th</sup></b>	21%	23%	+2%	34%	36%	+2%
<b>8<sup>th</sup></b>	23%	24%	+1%	33%	36%	+3%
<b>11th</b>	18%	25%	+7%	29%	33%	+4%

**Table 3: English Language Arts/Literacy - Percent of County and State Student Subgroups Meeting or Exceeding Standards**

SUBGROUP	COUNTY			STATE		
	2015	2016	GROWTH	2015	2016	GROWTH
<b>ALL</b>	32%	35%	+3%	44%	49%	+5%
<b>African American</b>	32%	36%	+4%	28%	31%	+3%
<b>American Indian or Alaskan Native</b>	38%	42%	+4%	33%	36%	+3%
<b>Asian</b>	61%	64%	+3%	72%	76%	+4%
<b>Filipino</b>	58%	62%	+4%	65%	70%	+5%
<b>Hispanic</b>	25%	29%	+4%	32%	37%	+5%
<b>Native Hawaiian or Pacific Islander</b>	35%	44%	+9%	38%	42%	+4%
<b>White</b>	61%	64%	+3%	61%	64%	+3%
<b>Two or More Races</b>	57%	58%	+1%	59%	63%	+4%
<b>Economically Disadvantaged</b>	23%	27%	+4%	31%	35%	+4%
<b>Not Economically Disadvantaged</b>	57%	61%	+4%	64%	68%	+4%
<b>English Learners (EL)</b>	7%	8%	+1%	11%	13%	+2%
<b>English Only (EO)</b>	47%	50%	+3%	51%	55%	+4%
<b>Reclassified English Proficient (RFEP)</b>	44%	48%	+4%	52%	58%	+6%
<b>Initially Fluent English Proficient (IFEP)</b>	59%	68%	+9%	69%	74%	+5%
<b>Migrant</b>	16%	19%	+3%	21%	24%	+3%
<b>Students with Disability</b>	7%	9%	+2%	12%	14%	+2%
<b>Students with No Disability</b>	35%	38%	+3%	48%	52%	+4%
<b>Female</b>	37%	41%	+4%	49%	54%	+5%
<b>Male</b>	27%	30%	+3%	38%	42%	+4%

**Table 4: Mathematics - Percent of County and State Student Subgroups Meeting or Exceeding Standards**

SUBGROUP	COUNTY			STATE		
	2015	2016	GROWTH	2015	2016	GROWTH
<b>ALL</b>	20%	24%	+4%	33%	37%	+4%
<b>African American</b>	16%	18%	+2%	16%	18%	+2%
<b>American Indian or Alaskan Native</b>	22%	32%	+10%	22%	26%	+4%
<b>Asian</b>	53%	57%	+4%	69%	72%	+3%
<b>Filipino</b>	40%	41%	+1%	52%	57%	+5%
<b>Hispanic</b>	15%	18%	+3%	21%	24%	+3%
<b>Native Hawaiian or Pacific Islander</b>	24%	28%	+4%	27%	31%	+4%
<b>White</b>	46%	50%	+4%	49%	53%	+4%
<b>Two or More Races</b>	44%	48%	+4%	49%	52%	+3%
<b>Economically Disadvantaged</b>	14%	17%	+1%	21%	23%	+2%
<b>Not Economically Disadvantaged</b>	41%	45%	+4%	53%	56%	+3%
<b>English Learners (EL)</b>	6%	7%	+1%	11%	12%	+1%
<b>English Only (EO)</b>	32%	35%	+3%	39%	42%	+3%
<b>Reclassified English Proficient (RFEP)</b>	25%	28%	+3%	36%	40%	+4%
<b>Initially Fluent English Proficient (IFEP)</b>	40%	44%	+4%	55%	59%	+4%
<b>Migrant</b>	11%	14%	+3%	14%	17%	+3%
<b>Students with Disability</b>	5%	6%	+1%	9%	11%	+2%
<b>Students with No Disability</b>	22%	25%	+3%	36%	40%	+4%
<b>Female</b>	21%	24%	+3%	34%	37%	+3%
<b>Male</b>	21%	24%	+3%	34%	37%	+3%