

# PRESS RELEASE

October 11, 2019

From the Office of Superintendent Roberta Zarea  
Portola Valley School District

On October 10, 2019, the California Department of Education released the spring 2019 CAASPP results for districts across the State. The public can access this information at <http://caaspp.cde.ca.gov>.

CAASPP -- the California Assessment of Student Performance and Progress -- are computer-based assessments in English Language Arts/Literacy and Mathematics. Last spring, Portola Valley School students in grades 3–8 participated in the 2019 CAASPP and completed two Smarter Balanced Assessments (SBAC) - one in English Language Arts/Literacy and the other in Mathematics.

In Portola Valley School District, in all tested grades, 87 percent of students met or exceeded California’s English Language Arts/Literacy (ELA) standards- an increase of 3% over last year, and 83 percent of students met or exceeded standards in Mathematics - down 2% from the previous year.

**Percent of PVSD Students Meeting/Exceeding State Standards**

	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
<b>English Language Arts/ Literacy</b>	87%	84%	84%	85%
<b>Mathematics</b>	83%	85%	81%	83%

Superintendent Roberta Zarea stated, “Our students’ academic performance is truly outstanding. We are a community with exceptionally talented and hard-working students, staff and parents. PVSD students with disabilities made significant gains in both ELA and Mathematics. Regarding the slight variance in the district’s Mathematics scores between this year and last, we are wondering why; and our instructional staff is already disaggregating and studying the data by specific subject matter strands within

standards as well as by individual students, groups and grade levels to find answers, and plan accordingly.”

SBAC in English Language Arts and Mathematics consists of two parts: a computer adaptive assessment and a performance task. The two parts measure depth of understanding, writing, research, and problem-solving skills. The adaptive component asks follow-up questions immediately after a student enters an answer. If a student answers a question correctly, they are asked a more difficult question. If they answer incorrectly, they get an easier question. The performance task challenges students' ability to apply their knowledge and skills to real-world problems.

Scores on the assessments fall into one of four achievement levels: standard exceeded, standard met, standard nearly met, and standard not met.

SBAC test results are just one way to know how well students are doing in two core academic areas. Results are used to identify areas in which students need help or should be challenged. Like class assignments and report cards, these assessments are one gauge of student progress, providing information to schools, teachers, students and parents about student performance relative to California's standards for learning, and college and career readiness.