

LOS ANGELES UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION

**INTER-OFFICE CORRESPONDENCE**  
Los Angeles Unified School District  
Office of Data and Accountability

**INFORMATIVE**

August 29, 2016

**TO:** Members, Board of Education  
Michelle King, Superintendent

**FROM:** Cynthia Lim, Executive Director

**SUBJECT:** CHARTER AND MAGNET SCHOOL SMARTER BALANCED  
ASSESSMENT RESULTS, SPRING 2016

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This informative provides the results of the Smarter Balanced Assessments (SBA) for independent charter schools authorized by LAUSD and students enrolled at magnet schools and centers. On August 24, the California Department of Education (CDE) released results for all school districts and independent charter schools in California. Results for students at magnet centers were reported with their host sites. Results for LAUSD's affiliated charters were included in District counts and averages in the previous informative. Results for independent charter schools were not included in the student level files accessible by LAUSD and were not included in the previous informative.

All public schools in California administered the Smarter Balanced Assessments, including independent charter schools. Students in grades 3-8 and 11 took these online assessments in English Language Arts and Mathematics this past spring. The tests were computer based and taken online only.

Across all the grade levels tested, there were over 52,000 valid test scores among independent charter schools and over 40,000 among stand-alone magnet schools and magnet centers. Exhibit 1 presents the number of valid scores for LAUSD overall, charters and magnets in English Language Arts and Mathematics.

Exhibit 1. Number of Valid Scores by LAUSD, Independent Charter Schools and Magnets

	# of Students Tested		
	LAUSD	Charter	Magnets
<b>English Language Arts</b>	265,801	52,657	40,041
<b>Mathematics</b>	267,451	52,646	40,043

### **Overall Performance**

Students receive an overall scale score that ranges from 2,000 to 3,000. Scale scores on these assessments are grouped into four achievement or performance bands:

- Standard Exceeded
- Standard Met

- Standard Nearly Met
- Standard Not Met

Students who have met or exceeded the standard are considered to be college and career ready or have demonstrated the knowledge and skills needed for success in future coursework.

In English Language Arts, 45% of students in independent charters met or exceeded standards compared to 49% in California and 39% in LAUSD<sup>1</sup>. Students in magnet schools and centers exceeded the state and charter averages with 61% meeting or exceeding standards in 2016.

In Mathematics, 31% of students in charters met or exceeded standards, compared to 37% statewide and 29% in LAUSD. For students at magnets, 48% met or exceeded standards when all grades were combined, higher than the state average.

The six percentage point gain in English Language Arts for LAUSD, charters and magnets exceeded the statewide gain of five percentage points. In Mathematics, the percentage point gain for the state and LAUSD schools and magnets was four percentage points. For charter schools, the gain was three percentage points.

Exhibit 2. Percentage that Met or Exceeded Standards, California, LAUSD, Charters and Magnets

Percentage that Met or Exceeded Standards			
	All Grades		
English Language Arts	2014-15	2015-16	Change
California	44	49	5
LAUSD	33	39	6
Charters	39	45	6
LAUSD Magnets	55	61	6
Mathematics			
California	33	37	4
LAUSD	25	29	4
Charters	28	31	3
LAUSD Magnets	44	48	4

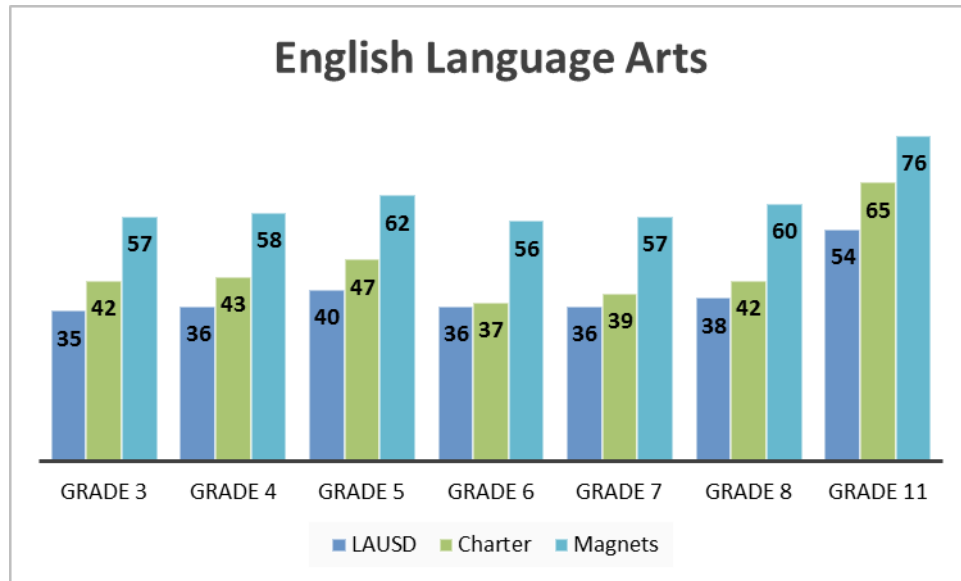
## Grade Level Performance

When examined by grade level, magnet centers and schools had higher percentages of students meeting or exceeding standards in each tested grade. Performance was highest in grade 11 across all types of schools. In grade 6, LAUSD and charter schools were within one percentage point of each other with 36% and 37% meeting or exceeding standards

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<sup>1</sup> The LAUSD average used in the analysis includes all schools (magnets and affiliated charters).

Exhibit 3. Percentage Meeting or Exceeding Standards in English Language Arts



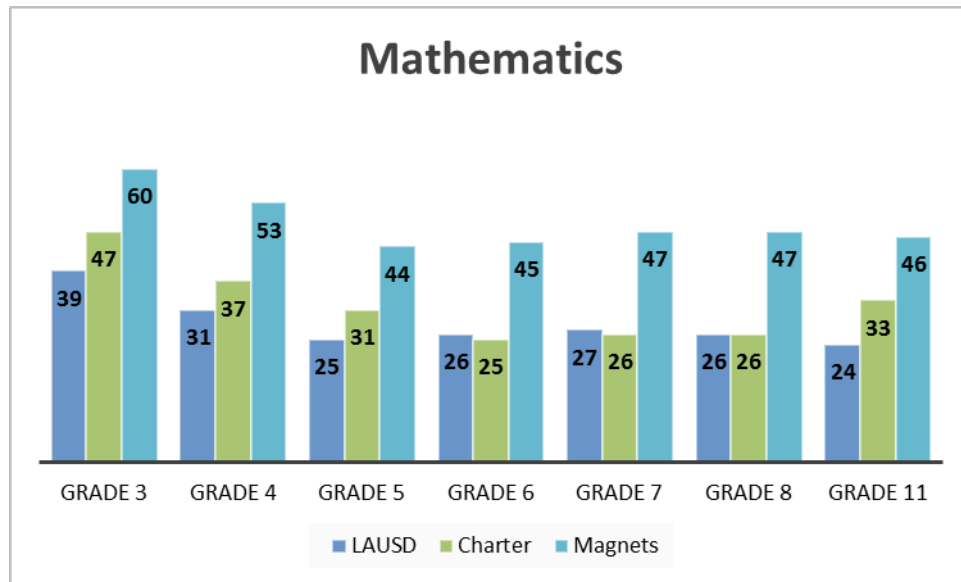
When examining change from the prior year, all grade levels among LAUSD, charter and magnets posted gains. The highest percentage point gains for LAUSD were in grades 3, 4, and 11 with six percentage points. For charter schools, the highest gains were in grade 6 and 11 with seven and eight percentage points. Among magnet schools and centers, grade 4 posted the highest gains with eight percentage points.

Exhibit 4. Percentage Point Gains in English Language Arts by Grade Level

	Percentage that Met or Exceeded Standards								
	LAUSD			Charter			Magnets		
English Language Arts	2014-15	2015-16	Change	2014-15	2015-16	Change	2014-15	2015-16	Change
All Grades	33	39	6	39	45	6	55	61	6
Grade 3	29	35	6	36	42	6	51	57	6
Grade 4	30	36	6	39	43	4	50	58	8
Grade 5	35	40	5	41	47	6	57	62	5
Grade 6	31	36	5	30	37	7	50	56	6
Grade 7	32	36	4	33	39	6	53	57	4
Grade 8	33	38	5	38	42	4	55	60	5
Grade 11	48	54	6	57	65	8	70	76	6

In Mathematics, students in magnet centers and schools outperformed the LAUSD average and charter schools at every grade level. Across all types of schools, performance was higher at grade 3 compared to other grade levels. In grades 6, 7, and 8, performance at LAUSD and charter schools was within one percentage point of each other.

Exhibit 5. Percentage of Students Meeting or Exceeding Standards, Mathematics



Among LAUSD, charters and magnets, there were gains at each grade level. In LAUSD and for charters, the highest gains were in grade 3 with seven percentage points. For magnets, the highest gains were in grade 11 with eight percentage points.

Exhibit 6. Percentage Point Gains in Mathematics by Grade Level

	Percentage that Met or Exceeded Standards								
	LAUSD			Charter			Magnets		
	2014-15	2015-16	Change	2014-15	2015-16	Change	2014-15	2015-16	Change
<b>Mathematics</b>									
All Grades	25	29	4	28	31	3	44	48	4
Grade 3	32	39	7	40	47	7	54	60	6
Grade 4	27	31	4	35	37	2	48	53	5
Grade 5	22	25	3	26	31	5	42	44	2
Grade 6	24	26	2	21	25	4	43	45	2
Grade 7	24	27	3	24	26	2	44	47	3
Grade 8	23	26	3	25	26	1	42	47	5
Grade 11	20	24	4	29	33	4	38	46	8

## Counts of Students Tested by Subgroup

To provide context on the data disaggregated by subgroups, Exhibit 7 displays the counts of students who were tested on the Smarter Balanced Assessments in English language arts and had valid scores. Demographically, the tested student population at charter schools mirror LAUSD as a whole: there are roughly equal percentages of males and females; Latinos represent the majority of ethnicity groups; economically disadvantaged students outnumber non-economically disadvantaged groups; and the percentage of students with disabilities and English learners are nearly the same.

Among ethnic subgroups, magnet schools and centers had the highest percentage of African-American students at 12% and the lowest percentage of Latino students at 58%, compared to LAUSD as a whole and charter schools. Charter schools had the lowest percentage of White and Asian students.

Magnet centers had fewer economically disadvantaged students (69%), compared LAUSD (80%) and charter schools (82%). Magnet centers also had lower percentages of students with disabilities and English learners, compared to charters and LAUSD as a whole.

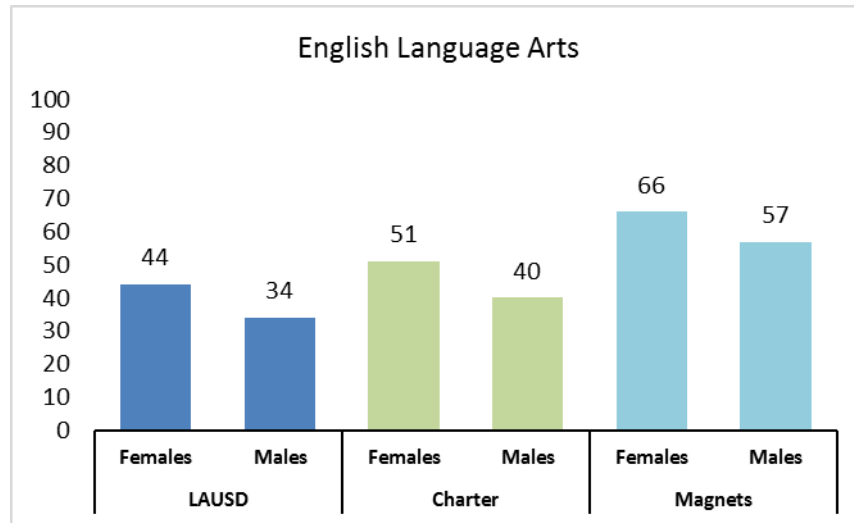
Exhibit 7. Counts of Students Tested in English Language Arts by Subgroup, LAUSD, Charters and Magnets

English Language Arts		# of Students Tested			% of Students Tested		
		LAUSD	Charter	Magnets	LAUSD	Charter	Magnets
All Students		265,801	52,657	40,041			
Gender	Female	130,419	25,652	20,594	49%	49%	51%
	Male	135,382	26,434	19,447	51%	50%	49%
Ethnicity							
	African American	21,258	5,331	4,887	8%	10%	12%
	Asian	10,865	1,112	3,408	4%	2%	9%
	Latino	194,979	39,009	23,217	73%	74%	58%
	White	25,870	4,337	5,749	10%	8%	14%
Economically Disadvantaged		211,393	43,401	27,766	80%	82%	69%
Non Economically Disadvantaged		54,408	8,685	12,275	20%	16%	31%
Students w/Disabilities		31,457	5,971	2,434	12%	11%	6%
English Learner		48,414	9,862	2,025	18%	19%	5%
Reclassified English Learner		86,730	18,742	12,880	33%	36%	32%

## Performance by Subgroup

When English Language Arts data was examined by subgroup, there were similar trends in charter and magnet data as was seen in overall LAUSD scores. A higher percentage of females in charter schools and magnets met or exceeded standards compared to males, similar to LAUSD. The gap between females and males was highest at charter schools (51% vs 40%). Among magnet schools, 66% of females met or exceeded standards compared to 57% males.

Exhibit 8. Percentage of Students Meeting or Exceeding Standards in English Language Arts by Gender



Compared to the previous year, there was a six percentage point gain for both genders across LAUSD, charters and magnets.

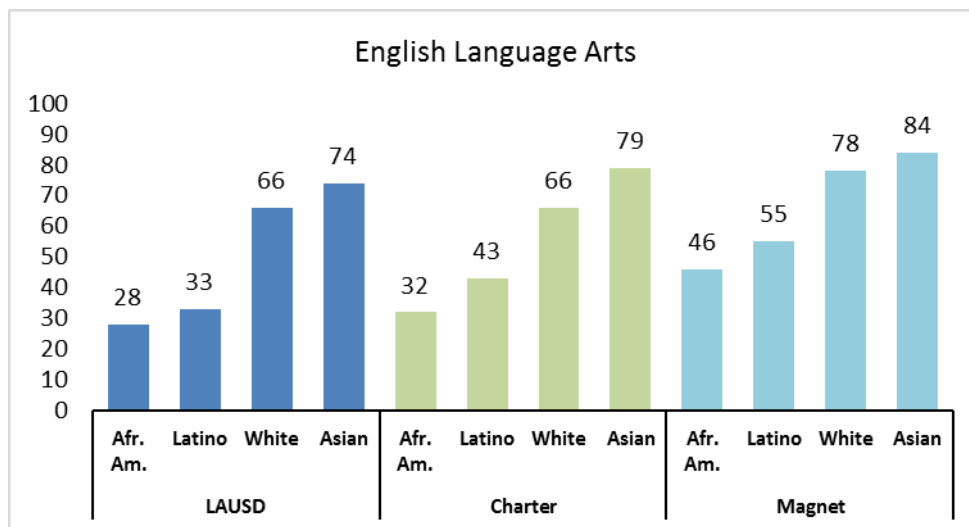
Exhibit 9. Percentage Point Gains in English Language Arts by Gender

English-Language Arts		Met or Exceeded Standards		
		2014-15	2015-16	Change
Females	LAUSD	38	44	6
	Charter	45	51	6
	Magnets	60	66	6
Males	LAUSD	28	34	6
	Charter	34	40	6
	Magnets	51	57	6

By ethnicity, the same trends were found in charter and magnet schools as in overall LAUSD scores and statewide. Asian and white students had higher scores than African-American and Latino students.

African-American students in magnet schools scored higher than African-American students in charter schools. Asian students in magnets scored higher than charter schools and the overall LAUSD average. Among white students, an equal percentage of students met or exceeded standards in charters and LAUSD overall (66%).

Exhibit 10. Percentage of Students Meeting or Exceeding Standards in English Language Arts by Ethnicity



All subgroups, with the exception of White students in charter schools, posted gains from the previous year. Among African-American students, magnets had the highest gains of seven percentage points. Among Asian students, LAUSD overall gained by seven percentage points. Latino students in LAUSD, charters and magnets gained by six percentage points.

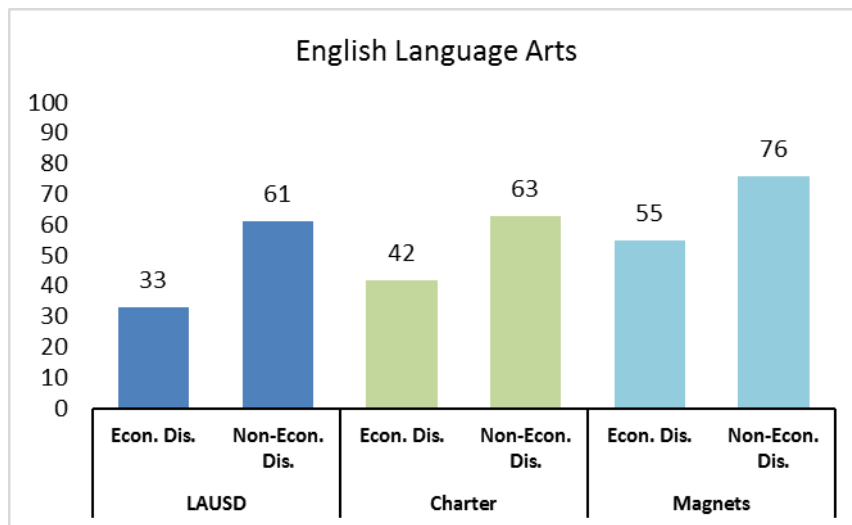
Exhibit 11. Percentage Point Gains in English Language Arts by Ethnicity

English-Language Arts		Met or Exceeded Standards		
		2014-15	2015-16	Change
African American	LAUSD	24	28	4
	Charter	28	32	4
	Magnets	39	46	7
Asian	LAUSD	67	74	7
	Charter	77	79	2
	Magnets	81	84	3
Latino	LAUSD	27	33	6
	Charter	37	43	6
	Magnets	49	55	6
White	LAUSD	61	66	5
	Charter	68	66	-2
	Magnets	72	78	6

Economically disadvantaged students scored lower than non-economically disadvantaged students in charter and magnet schools, similar to LAUSD and statewide. At magnet schools, economically disadvantaged students scored higher than the LAUSD average and charter schools.

For non-economically disadvantaged students, 61% of LAUSD students met or exceeded standards compared to 63% at charter schools. Magnet students scored higher than LAUSD overall and charter schools.

Exhibit 12. Percentage of Students Meeting or Exceeding Standards in English Language Arts by Economic Status



The percentage of economically disadvantaged students meeting or exceeding standards grew by six percentage points for LAUSD overall, charters and magnets. Among non-economically disadvantaged students, LAUSD and magnets gained by seven percentage points, compared to four points at charter schools.

Exhibit 13. Percentage Point Gains in English Language Arts by Economic Status

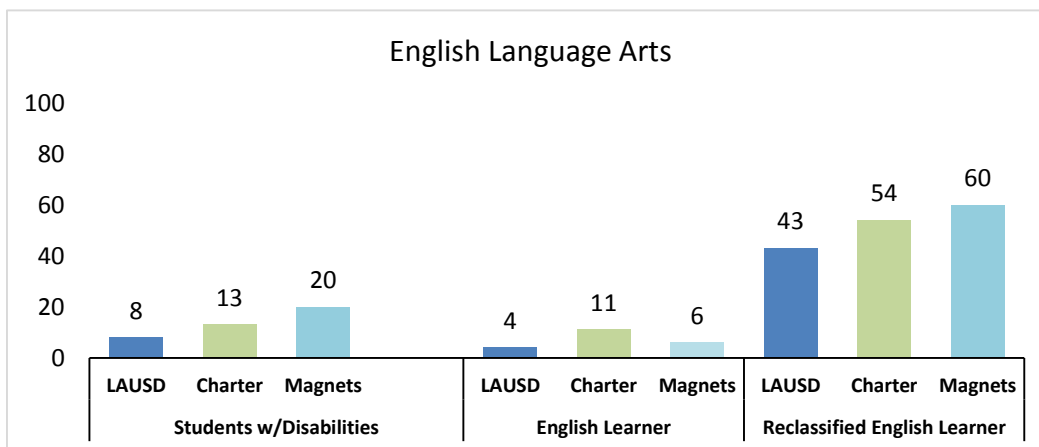
English-Language Arts		Met or Exceeded Standards		
		2014-15	2015-16	Change
Economically Disadvantaged	LAUSD	27	33	6
	Charter	36	42	6
	Magnets	49	55	6
Non-Economically Disadvantaged	LAUSD	54	61	7
	Charter	59	63	4
	Magnets	69	76	7



The lowest achieving subgroups were students with disabilities and English learners. For students with disabilities, charter students scored higher than LAUSD. Students with disabilities at magnet schools scored higher than charters and overall LAUSD scores.

Scores for English Learners were higher at charter schools than at LAUSD and magnets. (English Learners that demonstrate mastery of basic skills are eligible for reclassification once language proficiency is met.) A higher percentage of Reclassified English Learners at magnets met or exceeded standards compared to LAUSD overall and charter schools.

Exhibit 14. Percentage of Students Meeting or Exceeding Standards in English Language Arts by Disability Status and Language Classification



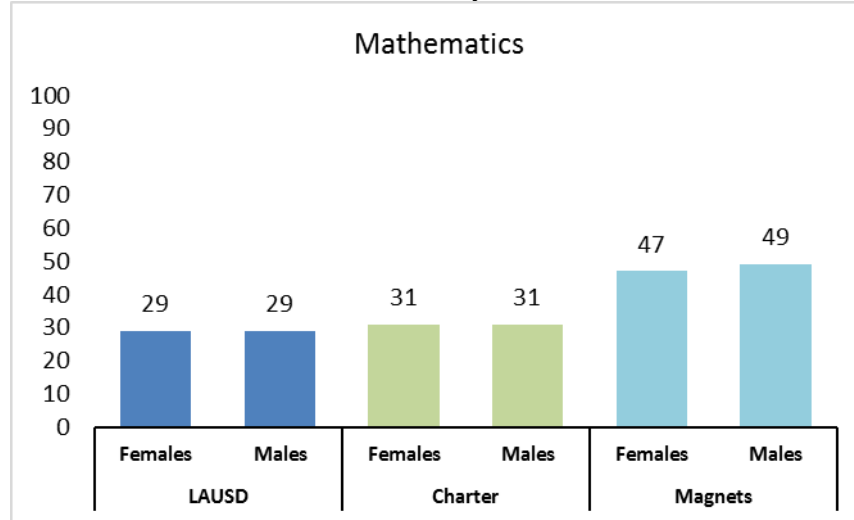
Students with disabilities at charter schools gained by two percentage points, compared to flat growth for LAUSD overall and a decline at magnet schools. For English learners, scores remained constant at charters and magnets. Among Reclassified English Learners, charter schools gained by nine percentage points, compared to six for LAUSD overall and magnets.

Exhibit 15. Percentage Point Gains in English Language Arts by Disability Status and Language Classification

English-Language Arts		Met or Exceeded Standards		
		2014-15	2015-16	Change
Students w/Disabilities	LAUSD	8	8	0
	Charter	11	13	2
	Magnets	21	20	-1
English Learner	LAUSD	3	4	1
	Charter	11	11	0
	Magnets	6	6	0
Reclassified English Learner	LAUSD	37	43	6
	Charter	45	54	9
	Magnets	54	60	6

In Mathematics, there were no differences by gender at charters, similar to what was observed for LAUSD. For magnet schools and centers, more males met or exceeded standards, compared to LAUSD and charters.

Exhibit 16. Percentage of Students Meeting or Exceeding Standards in Mathematics by Gender



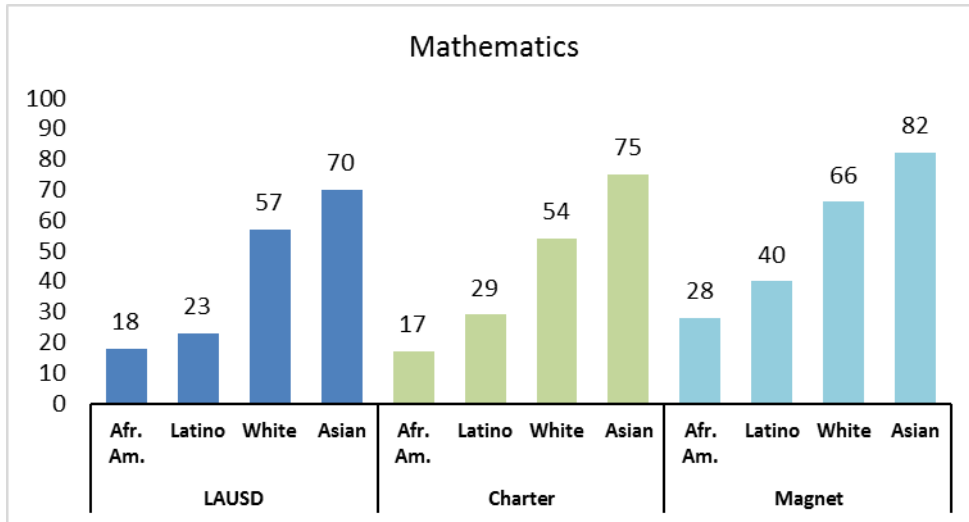
Both genders had increases in percentages of students meeting or exceeding standards. Among females, gains were higher at magnet center. Among males, LAUSD and magnets gained by four percentage points compared to three points at charter schools.

Exhibit 17. Percentage Point Gains in Mathematics by Disability Status and Language Classification

Mathematics		Met or Exceeded Standards		
		2014-15	2015-16	Change
Females	LAUSD	25	29	4
	Charter	27	31	4
	Magnets	42	47	5
Males	LAUSD	25	29	4
	Charter	28	31	3
	Magnets	45	49	4

Among ethnicity groups, Asian and white students had the highest percentages meeting or exceeding standards compared to African-American and Latino students. African-American students in charters scored lower than LAUSD (17% vs 18%). White students in charter schools were also lower than LAUSD overall (54% vs 57%). All ethnic groups in magnets scored higher than charter schools and overall LAUSD scores.

Exhibit 18. Percentage of LAUSD Students Meeting or Exceeding Standards in Mathematics by Ethnicity



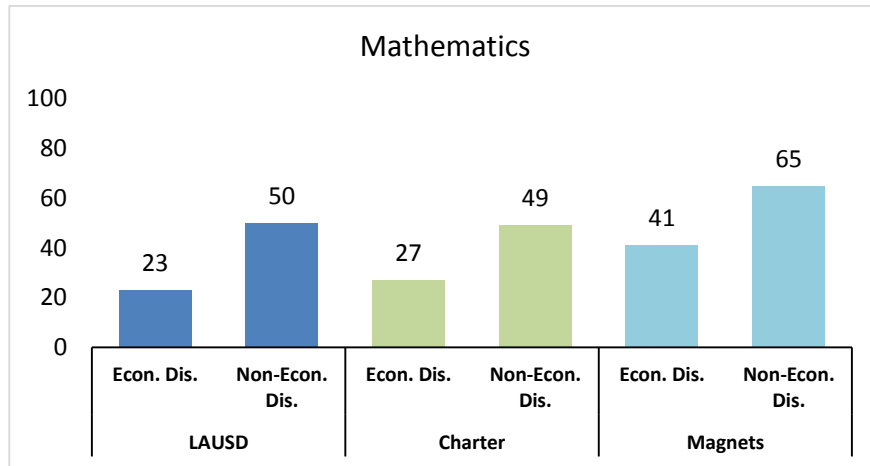
All ethnicity groups increased the percentage of students meeting or exceeding standards in Mathematics, with the exception of White students at charter schools which declined by one percentage point. White students in LAUSD gained by five and four percentage points for LAUSD overall and among magnet schools. African-American students in LAUSD overall and magnets increased by three percentage points compared to one point at charter schools. Latino students at LAUSD and charters grew by four percentage points. Asian students at charter and magnets grew by five percentage points.

Exhibit 19. Percentage Point Gains in Mathematics by Ethnicity

Mathematics		Met or Exceeded Standards		
		2014-15	2015-16	Change
African American	LAUSD	15	18	3
	Charter	16	17	1
	Magnets	25	28	3
Asian	LAUSD	66	70	4
	Charter	70	75	5
	Magnets	77	82	5
Latino	LAUSD	19	23	4
	Charter	25	29	4
	Magnets	36	40	4
White	LAUSD	52	57	5
	Charter	55	54	-1
	Magnets	62	66	4

The gap between economically disadvantaged and non-economically disadvantaged students was 22 percentage points at charter schools, 24 percentage points at magnet schools and 27 percentage points overall in LAUSD. Among economically disadvantaged students, a higher percentage met or exceeded standards at magnets, compared to charters and LAUSD overall. Among non-economically disadvantaged students, 50% of LAUSD met or exceeded standards compared to 49% at charters and 65% at magnet schools.

Exhibit 20. Percentage of LAUSD Students Meeting or Exceeding Standards in Mathematics by Economic Status



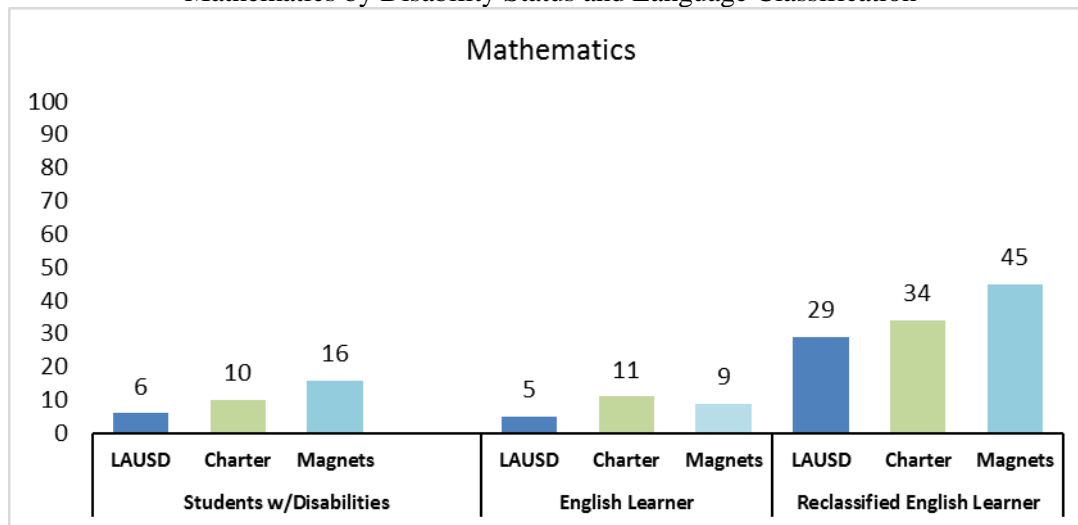
Non-economically disadvantaged students had higher gains than economically disadvantaged students for LAUSD overall, charter and magnets.

Exhibit 21. Percentage Point Gains in Mathematics by Economic Status

Mathematics		Met or Exceeded Standards		
		2014-15	2015-16	Change
Economically Disadvantaged	LAUSD	20	23	3
	Charter	24	27	3
	Magnets	37	41	4
Non-Economically Disadvantaged	LAUSD	44	50	6
	Charter	45	49	4
	Magnets	59	65	6

For students with disabilities, magnet schools and centers out-performed charters and the LAUSD average. English Learners scored higher at charter schools compared to LAUSD and magnets. Reclassified English Learners at magnets out-performed charters and LAUSD.

Exhibit 22. Percentage of Students Meeting or Exceeding Standards in Mathematics by Disability Status and Language Classification



As was noted in English Language Arts, students with disabilities remained at 6% meeting or exceeding standards for LAUSD. At charter schools, the percentage increased by two percentage points and at magnet schools, the percentage decreased by one point.

For English learners, scores remained flat for LAUSD. At charter schools, scores increased by one percentage point and at magnets, two percentage points. Reclassified English Learners at magnet schools had the highest percentage point increase with five percentage points.

Exhibit 23. Percentage Point Gains in Mathematics by Disability Status and Language Classification

Mathematics		Met or Exceeded Standards		
		2014-15	2015-16	Change
Students w/Disabilities	LAUSD	6	6	0
	Charter	8	10	2
	Magnets	17	16	-1
English Learner	LAUSD	5	5	0
	Charter	10	11	1
	Magnets	7	9	2
Reclassified English Learner	LAUSD	26	29	3
	Charter	30	34	4
	Magnets	40	45	5

Attachment A provides a list of charter schools, magnet centers and traditional LAUSD schools and the percentage of students meeting or exceeding standards in English Language Arts and mathematics. Reports at the state, county, district and school level are available on the CDE website at <http://caaspp.cde.ca.gov>. If there are additional questions, feel free to contact me at (213) 241-2460.