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

INFORMATIVE
August 22, 2016

TO: Members, Board of Education
Michelle King, Superintendent

FROM: Cynthia Lim, Executive Director

SUBJECT: RESULTS OF THE SMARTER BALANCED ASSESSMENTS, SPRING 2016

This informative provides the results of the new Smarter Balanced Assessments (SBA) from spring 2016. **This information is embargoed until Wednesday, August 24, at 9:00 a.m. when the California Department of Education will be releasing the results statewide.** This informative does not include results for independent charter schools authorized by LAUSD. Analysis of charter results will be available after the public release.

Highlights

- In English Language Arts, the percentage of students meeting or exceeding standards increased by **six** percentage points, from 33% to 39%.

- In Mathematics, scores rose by **four** percentage points, from 25% to 29%. Grade 3 posted the highest gains of seven percentage points.

- Compared to other urban districts, LAUSD had the highest gains in English Language Arts along with San Diego, Pasadena and San Bernardino. In Mathematics, LAUSD's gains were among the highest with San Diego, Pomona and Fresno.

- Females outperformed males in English Language Arts but not in Mathematics.

- Scores increased for all major subgroups except for students with disabilities and for English learners in Mathematics.

- Compared to other urban districts, Asian students in LAUSD outperformed nine other districts in English Language Arts.

- Large gaps remain between economically disadvantaged students and non-economically disadvantaged students. Achievement gaps between ethnic groups are apparent among economically disadvantaged students and non-economically disadvantaged students.

Background

The Smarter Balanced Assessments are based on California's new, more challenging academic standards that are designed to help all students graduate college and career ready. 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. The tests were also computer adaptive, meaning the assessment was customized to each student. If a student answered a question correctly, the next question was more challenging. If a student answered a question wrong, the next question was easier. Students were also asked questions in different formats to demonstrate their understanding, such as explaining solutions or graphing responses.

Students receive an overall scale score that ranges from 2,000 to 3,000. Score ranges for each achievement level are different for each grade, and the standards for the next grade are higher than for the previous grade. As a result, an increase in the overall scale score may not mean a higher achievement level for the current year. Scale scores 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.

Overall LAUSD Performance

Across the District, the percentage of students who met or exceeded standards in English Language Arts increased by six percentage points, from 33% to 39%. Among grade levels, the percentages ranged from a low of 35% in grade 3 to a high of 54% in grade 11.

There were gains in every grade level, with the highest gains in grade 3, 4 and 11 with six percentage points. Grade 7 had the lowest gains with four percentage points.

Exhibit 1. Percentage that Met or Exceeded Standards in English Language Arts, LAUSD

English Language Arts	2014-15	2015-16	Change
All Grades	33	39	6
Grade 3	29	35	6
Grade 4	30	36	6
Grade 5	35	40	5
Grade 6	31	36	5
Grade 7	32	36	4
Grade 8	33	38	5
Grade 11	48	54	6

In Mathematics, the percentage of students meeting or exceeding standards rose to 29%, up four percentage points from the previous year. The percentages among grade levels ranged from 25% in grade 5 to 39% in grade 3.

The highest gains were in grade 3 with seven percentage points. The lowest gains were in grade 6 with two percentage points.

Exhibit 2. Percentage that Met or Exceeded Standards in Mathematics, LAUSD

Mathematics	2014-15	2015-16	Change
All Grades	25	29	4
Grade 3	32	39	7
Grade 4	27	31	4
Grade 5	22	25	3
Grade 6	24	26	2
Grade 7	24	27	3
Grade 8	23	26	3
Grade 11	20	24	4

When examined by each of the four performance bands, the percentage of students not meeting standards (the lowest performance level) has decreased in all grade levels with corresponding increases in students meeting and exceeding standards. This pattern was observed in both English Language Arts and Mathematics. (Exhibits 3 and 4.)

Exhibit 3. Percentage of Students by Performance Band in English Language Arts

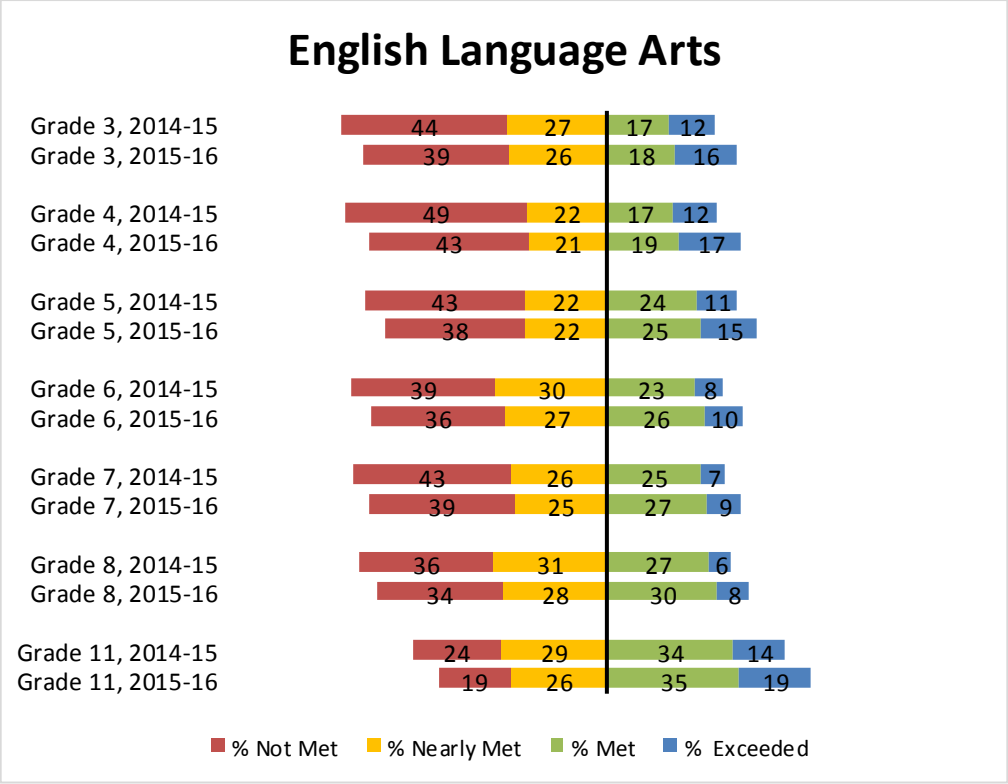
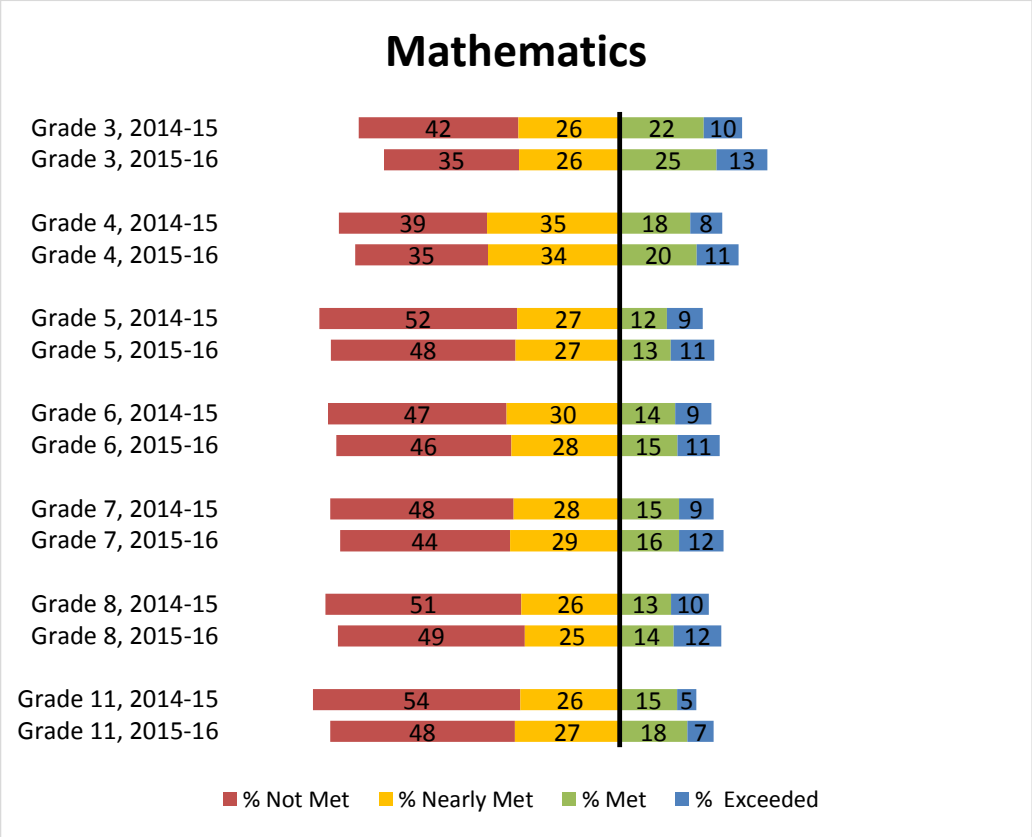


Exhibit 4. Percentage of Students by Performance Band, Mathematics



Performance by Urban Districts

Statewide results will not be available until August 24. Compared to other urban districts in California, the percentage of LAUSD students that met or exceeded standards in English Language Arts was higher than five other districts: Pomona, Oakland, San Bernardino, Fresno and Santa Ana. LAUSD's results were comparable to Sacramento City Unified.

When examining improvement from the previous year, LAUSD had the highest gain among urban districts of six percentage points. San Diego, Pasadena and San Bernardino also posted gains of six percentage points from the previous year.

Exhibit 5. Percentage of Students Meeting or Exceeding Standards in English Language Arts by Urban Districts in California

District	2014-15	2015-16	Change
San Diego	51	57	6
San Jose	51	54	3
San Francisco	52	53	1
Long Beach	42	46	4
Pasadena	36	42	6
Sacramento	35	39	4
LAUSD	33	39	6
Pomona	35	38	3
San Bernardino	28	34	6
Fresno	27	31	4
Oakland	29	30	1
Santa Ana	25	28	3

In Mathematics, San Francisco had the highest percentage of students meeting or exceeding standards (50%) among 12 urban districts. There were five districts with lower percentages than LAUSD: Oakland, Pomona, Santa Ana, Fresno and San Bernardino. LAUSD's gain of four percentage points from the previous year was among the highest, along with San Diego, Pomona and Fresno.

Exhibit 6. Percentage of Students Meeting or Exceeding Standards in Mathematics by Urban Districts in California

District	2014-15	2015-16	Change
San Francisco	48	50	2
San Diego	41	45	4
San Jose	39	42	3
Long Beach	31	34	3
Pasadena	29	31	2
Sacramento	29	31	2
LAUSD	25	29	4
Oakland	23	25	2
Pomona	21	25	4
Santa Ana	21	23	2
Fresno	18	22	4
San Bernardino	17	17	0

Performance by Subgroup

When English Language Arts data was examined by subgroup, a higher percentage of females (44%) met or exceeded standards compared to males (34%). Both groups had similar growth of six percentage points from last year.

Among ethnicity subgroups, Asian (74%), Filipino (68%) and White (66%) students had the highest percentage of students meeting or exceeding standards, compared to African-American (28%) and Latino students (33%). The highest gains were among Asian (seven percentage points), Filipino and Latino students (six percentage points).

Non-economically disadvantaged students outperformed economically disadvantaged students (61% versus 33%). The gap between the two groups widened by one percentage point as non-economically disadvantaged students gained by seven percentage points and economically disadvantaged students gained by six.

The percentage of students with disabilities meeting or exceeding standards remained constant at 8%. English Learners gained by one percentage point from 3% to 4%. Reclassified English Learners were above the district average at 43% with a six percentage point gain of six from the previous year.

Exhibit 7. Percentage of LAUSD Students Meeting or Exceeding Standards in English Language Arts by Subgroup

English-Language Arts		Met or Exceeded Standards		
		2014-15	2015-16	Change
All Students		33	39	6
Gender	Females	38	44	6
	Males	28	34	6
Ethnicity	African American	24	28	4
	Asian	67	74	7
	Filipino	62	68	6
	Latino	27	33	6
	White	61	66	5
Economically Disadvantaged		27	33	6
Non-Economically Disadvantaged		54	61	7
Students w/Disabilities		8	8	0
English Learner		3	4	1
Reclassified English Learner		37	43	6

In Mathematics, there were no discernable differences by gender as was observed in English Language Arts, 29% of females and males met or exceeded standards. Females gained by five percentage points and males gained by four.

Among ethnicity groups, Asians had the highest percentages of students meeting or exceeding standards (70%), followed by White (57%) and Filipino (56%) students. African-American students had the lowest percentage at 18% and for Latino students, 23% met or exceeded standards. Across all ethnicity groups, there were gains, with the highest among Filipino students with six percentage points and the lowest among African-American students with three percentage points.

For economically disadvantaged students, 23% met or exceeded standards compared to 50% of non-economically disadvantaged students. The gap widened this year as non-economically disadvantaged students gained by six percentage points and economically disadvantaged students gained by three.

The percentage of students with disabilities and English learners meeting or exceeding standards remained constant from last year (6% and 5% respectively). Reclassified English Learners gained three percentage points, from 26% to 29%.

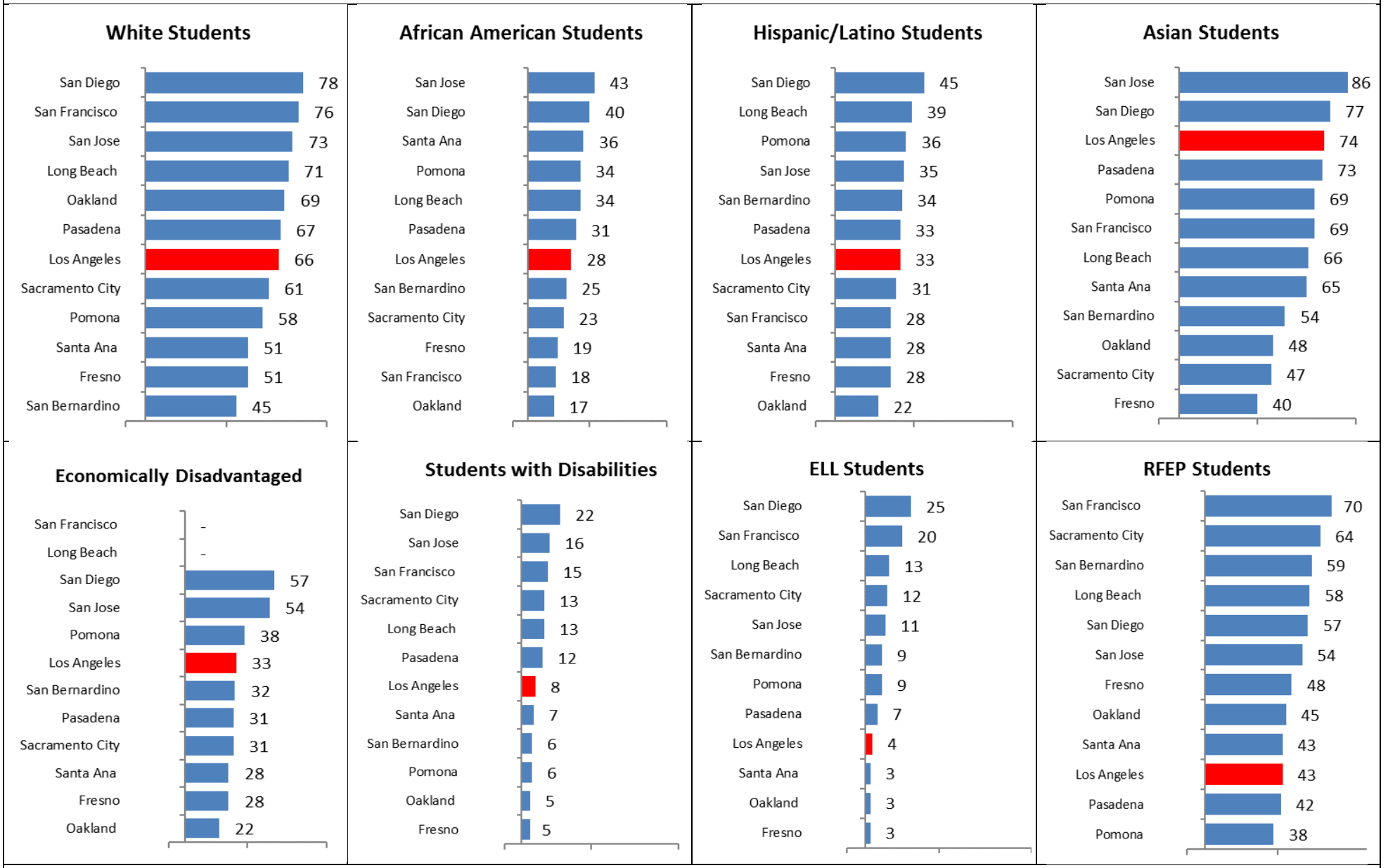
Exhibit 8. Percentage of LAUSD Students Meeting or Exceeding Standards in Mathematics by Subgroup

LAUSD		Met or Exceeded Standards		
Mathematics				
All Students		25	29	4
Gender	Females	24	29	5
	Males	25	29	4
Ethnicity	African American	15	18	3
	Asian	65	70	5
	Filipino	50	56	6
	Latino	19	23	4
	White	52	57	5
Economically Disadvantaged		20	23	3
Non-Economically Disadvantaged		44	50	6
Students w/Disabilities		6	6	0
English Learner		5	5	0
Reclassified English Learner		26	29	3

Compared to other urban districts, Asian students in LAUSD outperformed their counterparts in nine other districts in English Language Arts. LAUSD White, African-American and Latino students outperformed five other districts. English learners in LAUSD scored higher than three other districts and RFEP students performed on par with Santa Ana and higher than two other districts. (Exhibit 9.)

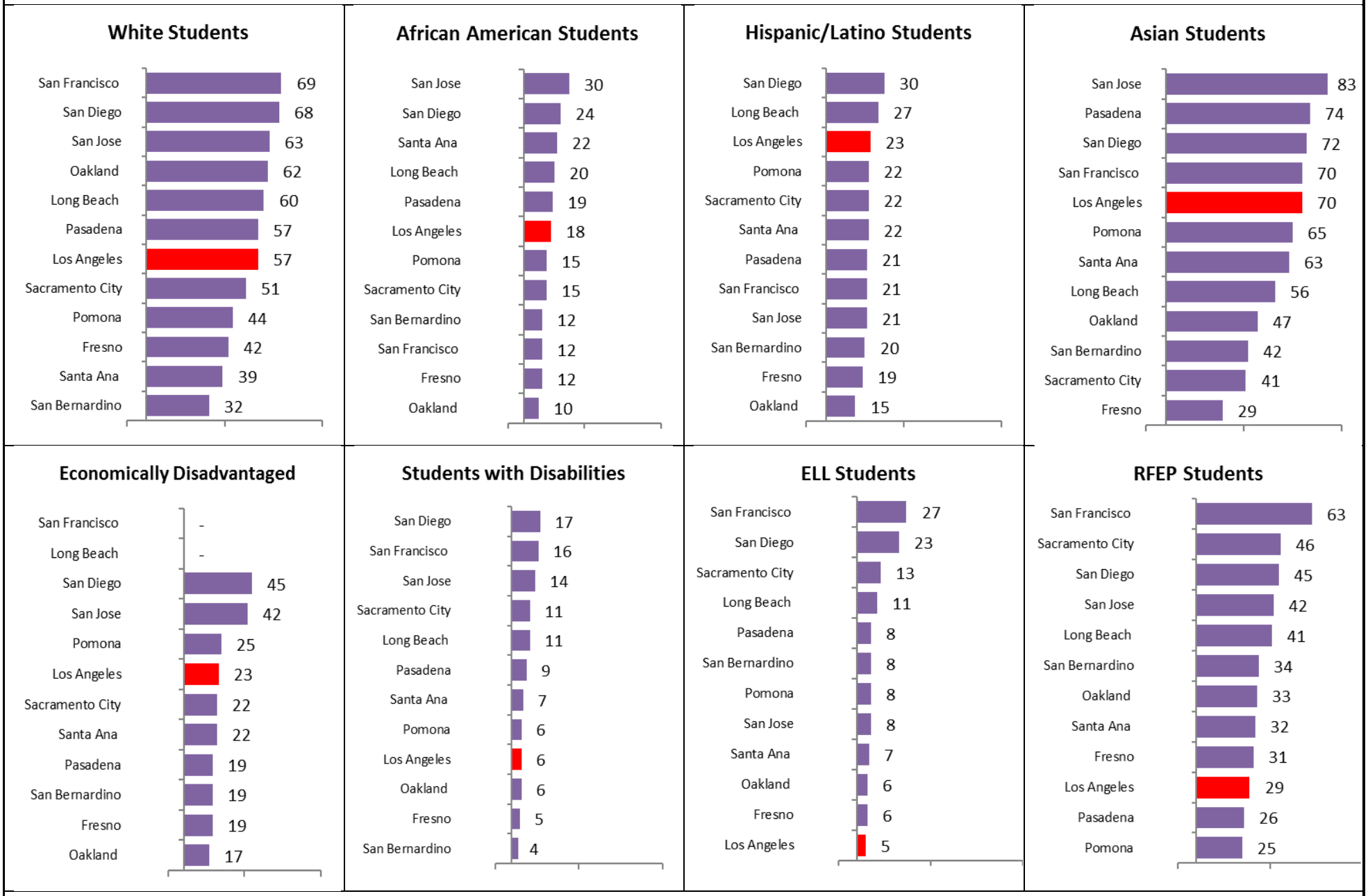
In Mathematics, LAUSD Latino students outperformed nine other districts but lower than San Diego and Long Beach. White and Latino students in LAUSD performed in the middle range, compared to other urban districts. English learners and RFEP students in LAUSD performed lower than most urban districts. (Exhibit 10.)

Exhibit 9. Percentage of Student Meeting or Exceeding Standards in English Language Arts by Subgroup, Urban Districts in California, 2016



San Francisco and Long Beach do not have complete scores for Economically Disadvantaged subgroup as of 8-24-16.

Exhibit 10. Percentage of Student Meeting or Exceeding Standards in Mathematics by Subgroup, Urban Districts in California, 2016



San Francisco and Long Beach do not have complete scores for Economically Disadvantaged subgroup as of 8-24-16.

Performance by Economic Status and Ethnicity

When scores are examined by economic status and ethnicity, all ethnicity groups that were non-economically disadvantaged scored higher than the economically disadvantaged groups. However, the achievement gap between ethnic groups persists. In English Language Arts, among economically disadvantaged students, Asian (66%), Filipino (62%) and White (48%) students had higher percentages of students meeting or exceeding standards compared to African-American (24%) and Latino (31%) students. The highest gains were among Asian and Filipino subgroups (seven and eight percentage points, respectively).

Among non-economically disadvantaged students, there was a 40 percentage point achievement gap between Asian students (82%) and African-American students (42%). However, non-economically disadvantaged African-American and Latino students had the highest gains at eight and nine percentage points, respectively.

Exhibit 11. Percentage of LAUSD Students Meeting or Exceeding Standards in English Language Arts by Economic Status and Ethnicity

			% Met or Exceeded Standards		
	# of Students with Scores, 2014-15	# of Students with Scores, 2015-16	2014-15	2015-16	Change
Economically Disadvantaged					
African American	15,850	16,499	20	24	4
Asian	5,595	5,595	59	66	7
Filipino	3,328	2,850	54	62	8
Latino	175,270	174,533	26	31	5
White	8,775	9,198	43	48	5
Non-Economically Disadvantaged					
African American	5,570	4,718	34	42	8
Asian	5,499	5,267	76	82	6
Filipino	3,301	2,650	68	74	6
Latino	22,074	20,365	37	46	9
White	17,776	16,650	70	77	7

In Mathematics, the same trend was observed. Among economically disadvantaged students, there was a 46 percentage point gap between the highest achieving group (Asian, 61%) and the lowest achieving group (African-American, 12%). Economically disadvantaged African-American and Latino students had the lowest gains of three and two percentage points, compared to the previous year.

Among non-economically disadvantaged students, all ethnic groups gained by at least six percentage points with the highest among White students, with a gain of seven percentage points.

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

			% Met or Exceeded Standards		
	# of Students with Scores, 2014-15	# of Students with Scores, 2015-16	2014-15	2015-16	Change
Economically Disadvantaged					
African American	15,849	16,448	12	15	3
Asian	5,668	5,671	57	61	4
Filipino	3,345	2,858	43	49	6
Latino	175,924	175,055	19	21	2
White	8,851	9,276	33	38	5
Non-Economically Disadvantaged					
African American	5,590	4,702	23	29	6
Asian	5,572	5,298	74	80	6
Filipino	3,319	2,653	57	63	6
Latino	22,448	20,582	26	32	6
White	17,714	16,641	61	68	7

Claim Level Data

The Smarter Balanced Assessments provide more detailed information for each subject area called "claims."

In English Language Arts, there are four claim areas:

- *Reading* – demonstrating understanding of literary and non-fiction texts
- *Writing* – producing clear and purposeful writing
- *Listening* – demonstrating effective communication skills
- *Research/Inquiry* – Investigating, analyzing and presenting information

In Mathematics, there are three claim areas:

- *Problem Solving & Modeling/Data Analysis* – using appropriate tools and strategies to solve real world and mathematical problems
- *Concepts & Procedures* – applying mathematical concepts and procedures
- *Communicating Reasoning* – demonstrating ability to support mathematical conclusions

Each claim is reported as one of three levels: Above Standard, At or Near Standard, or Below Standard. These claim areas can help schools and teachers target areas for improvement.

In English Language Arts:

- The highest percentage of students above standards was in Research/Inquiry with 21%. Listening had the lowest percentage of students meeting standards with 12%

- The highest percentage of students below standards was in reading with 42%.

Exhibit 13. Performance by Claims in English Language Arts

All Grades				
English Language Arts	**Reading**	**Writing**	**Listening**	**Research/ Inquiry**
% Above Standard	15	19	12	21
% At or Near Standard	43	45	63	50
% Below Standard	42	36	25	29

In Mathematics:

- The highest percentage of students above standards was in Concepts and Procedures, with 18%. However, more students scored below standards in this claim area, with 53% below standards, compared to 45% in Problem Solving and 37% in Communicating Reasoning.

- The lowest percentage of students above standards was in Problem Solving, Modeling/Data Analysis with 13%.

Exhibit 14. Performance by Claims in Mathematics

All Grades			
Mathematics	**Concepts and Procedures**	**Problem Solving & Modeling/Data Analysis**	**Communicating Reasoning**
% Above Standard	18	13	14
% At or Near Standard	29	42	49
% Below Standard	53	45	37

Schools will continue to have access to interim assessments through the Smarter Balanced Assessment system to help teachers determine how students are progressing throughout the year. There are two types of interim assessments available to schools:

1. **Interim Comprehensive Assessment (ICA)** for grades 3-8 and 11, which uses the same blueprints as the summative test, has the same item types and formats and requires the same amount of administration time.
2. **Interim Assessment Blocks (IAB)** which assess fewer sets of skills, consists of short, focused sets of items and uses the same targets, by grade level, as the summative blueprints. These interim assessment blocks can be used in grades 3-8 and 11. The grade 11 interim assessment blocks can also be used in grades 9 and 10.

Attachment A provides results by local district. Attachment B provides a list of schools and the percentage of students meeting or exceeding standards for 2014-15 and 2015-16. Reports at the state, county, district and school level will be available on the CDE website at http://caaspp.cde.ca.gov on August 24.

If there are additional questions, feel free to contact me at (213) 241-2460.

c: Frances Gipson
Local District Superintendents