

INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: Members, Board of Education

DATE: September 23, 2015

FROM: Ramon C. Cortines 
Superintendent

SUBJECT: SUPPLEMENTAL RESULTS FOR SMARTER BALANCED TESTS

The attached informative provides results of the Smarter Balanced Assessments administered in the spring at our traditional schools, magnet centers and at independent charters authorized by the District. It is important to note that many of our students were at a disadvantage in taking these tests because devices were not delivered in sufficient time to become adept in their use. Thanks to the Bond Oversight Committee and the Board of Education, all schools now have digital devices for testing purposes.

I had Dr. Lim and her team take a hard look at the performance of all LAUSD students to identify where we are excelling and where we need to do more work. While there is room for improvement, I have never seen a group of teachers, administrators and parents work harder than they are now to contribute to and improve their schools.

We should be talking about all schools and finding ways to make each and every one of them successful. We have the responsibility to educate all of our students – not only those who are high achievers, but those who are living in poverty, struggling to learn English or who require significant services from our Special Education Division.

While overall results indicate that independent charter schools scored higher on these tests than traditional LAUSD schools, it also highlights the stellar performance of our magnet schools, which out-performed charter schools at all grade levels.

In English-Language Arts (ELA), 65 percent of magnets scored higher than the state average, compared with 34 percent of independent charters. On the Math assessment, 56 percent of magnets scored higher than the state average, more than twice the rate of the charters' performance.

The performance of our magnets demonstrates how academic innovation can serve minority students and those from underserved communities who are seeking a nontraditional education. While the primary function of our magnets is to ensure ethnic diversity at schools districtwide, the 198 magnet programs and schools also provide a community of learning for students at all economic levels.

There were pockets of excellence in both LAUSD and charter schools. Fifteen LAUSD schools or magnet centers had 90 percent or more of their students meeting or exceeding standards in ELA, higher than any charter school. These include not only our schools for highly gifted students, but schools like the magnet at Commonwealth Elementary where 90 percent of the students qualify for free and reduced lunch. In fact, more than half of our magnet students, and 72 percent of our total enrollment, qualify for the federal nutrition program.

Results for 11th-graders statewide show that 56 percent met or exceeded standards in ELA and 29 percent hit that mark on the Math assessments. In LAUSD, 67 schools met or exceeded the state average. These include 65 magnets, along with Cleveland Charter High – which is an affiliated charter – and Cortines School of the Visual and Performing Arts. The 47 high schools that met or exceeded standards in Math include 30 magnets and Cleveland Charter High.

We also had success stories among our traditional schools with large enrollments of low-income students. Bryson, Cahuenga, Cheremoya and Dorris Place Elementary schools, along with Brooklyn Avenue, which is a K-8 span school, met or exceeded the state average in both ELA and Math.

Among other grade levels, scores were not always higher at charter schools. While students in middle school faced challenges, LAUSD scores were higher in sixth and seventh grades. There were also struggling schools in both LAUSD and charters where few students met or exceeded standards.

These results are a starting point. We must continue to innovate and to identify and replicate best practices – whether they are in traditional schools, magnets or pilot schools, or affiliated or independent charters. Regardless of the type of school, we see the same achievement gaps between ethnicity groups and by economic status.

I believe we should be celebrating our successes and learning from each other, not tearing one or the other down. Now is the time to use this baseline data to map the path for future growth and progress, rather than adopting an “us versus them” attitude. Our work should encompass all students, whether they are enrolled in charters or LAUSD schools, to ensure that everyone masters the skills necessary for success in college and future careers.

c: Local District Superintendents
Executive Cabinet



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

INFORMATIVE
 September 23, 2015

TO: Members, Board of Education
 Ramon Cortines, Superintendent

FROM: Cynthia Lim, Executive Director

SUBJECT: CHARTER AND MAGNET SCHOOL SMARTER BALANCED
 ASSESSMENT RESULTS, SPRING 2015

This informative provides the results of the new Smarter Balanced Assessments (SBA) for independent charter schools authorized by LAUSD and students enrolled at magnet schools and centers. Earlier this month, 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.

All public schools in California administered the new 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. The SBA results for this year should be used as a baseline measure for LAUSD and charter schools in terms of future growth and goals for student progress.

The results in this analysis include 196 independent charter schools with valid scores on the tests. Although 211 charter schools were authorized by LAUSD in 2014-15, the schools without test scores did not have the tested grades (3-8 or 11) in their school configuration. Across all the grade levels tested, there were over 48,000 valid test scores among independent charter schools.

The magnet scores in this analysis include over 37,000 students enrolled in stand-alone magnets or magnet centers at individual school sites. The CDE reports scores for magnet centers with their host campuses. Table 1 presents the number of valid scores at both charters and magnets in English Language Arts and Mathematics by grade level.

Table 1. Number of Valid Scores by Grade Level, Independent Charter Schools

	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Charters								
English Language Arts	48,630	5,077	4,666	5,034	9,039	8,269	7,170	9,375
Mathematics	48,706	5,082	4,669	4,987	9,089	8,301	7,184	9,361
LAUSD Magnets								
English Language Arts	37,565	3,603	4,181	4,325	6,307	6,789	6,783	5,577
Mathematics	37,657	3,610	4,224	4,301	6,347	6,795	6,738	5,642

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.

For all grade levels combined, 39% of students in independent charters met or exceeded standards compared to 44% in California and 33% in LAUSD. Students in magnet schools and centers exceeded the state and charter averages with 55% meeting or exceeding standards.

When examined by grade level, students in magnet schools and centers scored higher than the state average. A larger percentage of students in independent charter schools met or exceeded standards than LAUSD with the exception of grade 6, where 30% met or exceeded standards at charters versus 31% for LAUSD. In grade 11, charters exceeded the state average by one percentage point at 57% versus 56% for California and 48% for LAUSD.

In Mathematics, 28% of students in charters met or exceeded standards, compared to 33% statewide and 25% in LAUSD. For students at magnets, 44% met or exceeded standards when all grades were combined, higher than the state average.

When examined by grade level, magnets were higher at all grade levels than the state average, charters and LAUSD averages. In grade 6, 21% of charter students met or exceeded standards, compared to 24% in LAUSD. In Grade 7, performance of charters was on par with LAUSD at 24%.

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

	Percent that Met or Exceeded Standards							
	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
English Language Arts								
California	44	38	40	44	43	44	45	56
Charters	39	36	39	41	30	33	38	57
LAUSD	33	29	30	35	31	32	33	48
Magnets	55	51	50	57	50	53	55	70
Mathematics								
California	33	40	35	30	33	34	33	29
Charters	28	40	35	26	21	24	25	29
LAUSD	25	32	27	22	24	24	23	20
Magnets	44	54	48	42	43	44	42	38

Of the 192 LAUSD magnet schools and centers, 37 are for gifted or highly gifted students. However when overall scores are disaggregated by gifted or highly gifted magnets, students at magnets still out-performed the charter and state of California average, when all grade levels are combined.

Table 3. Percentage that Met or Exceeded Standards, Disaggregated by Magnets, LAUSD

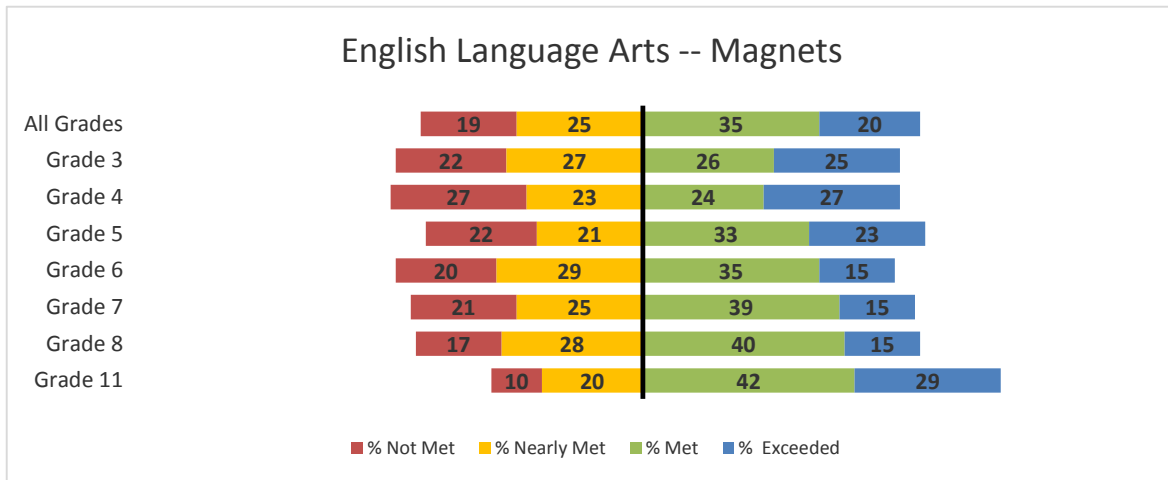
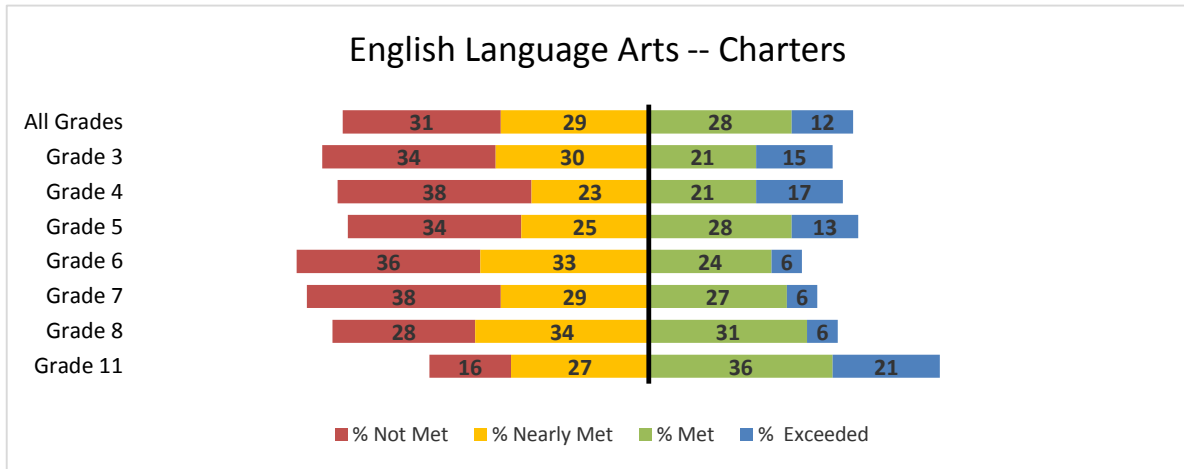
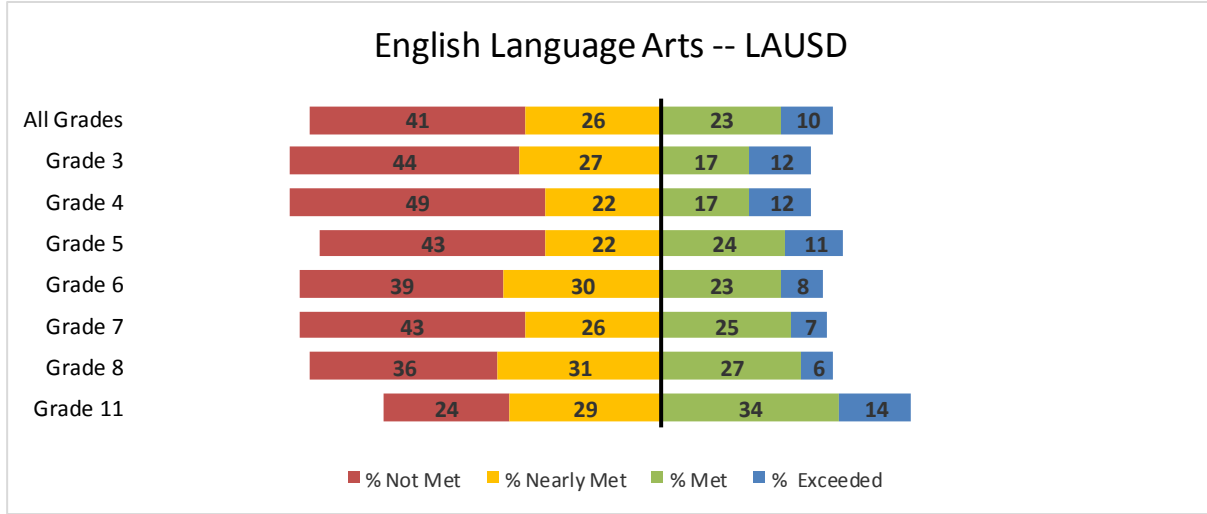
All Grade Levels	Met or Exceeded Standards	
	English Language Arts	Mathematics
LAUSD Magnets	55	44
Gifted Magnets	77	72
Other Magnets	49	36
LAUSD non-magnets	29	22
Charters	33	28
California	44	33

For the remaining analysis in this informative, disaggregations by grade level and subgroups includes all magnets (gifted and non-gifted) combined. The LAUSD average used in the analysis includes all schools (magnets and affiliated charters).

Performance Bands by Grade Level

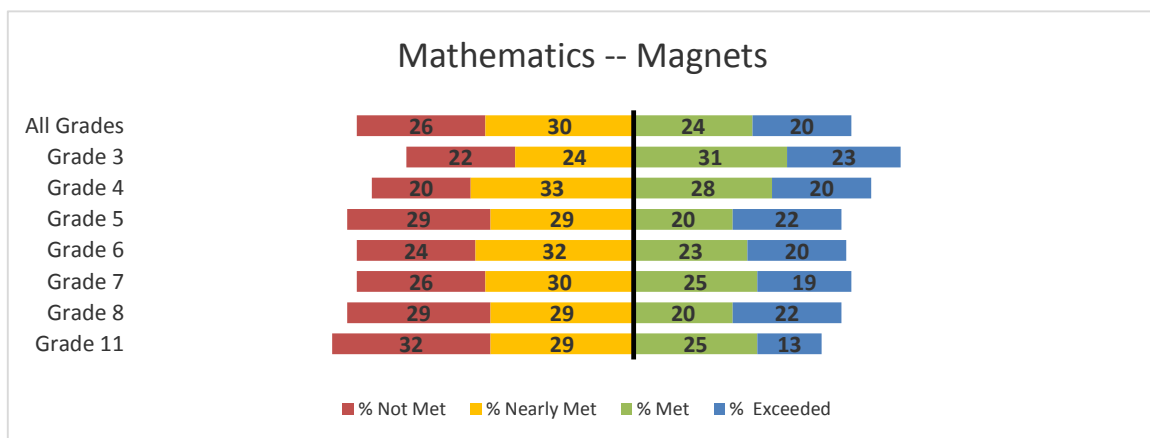
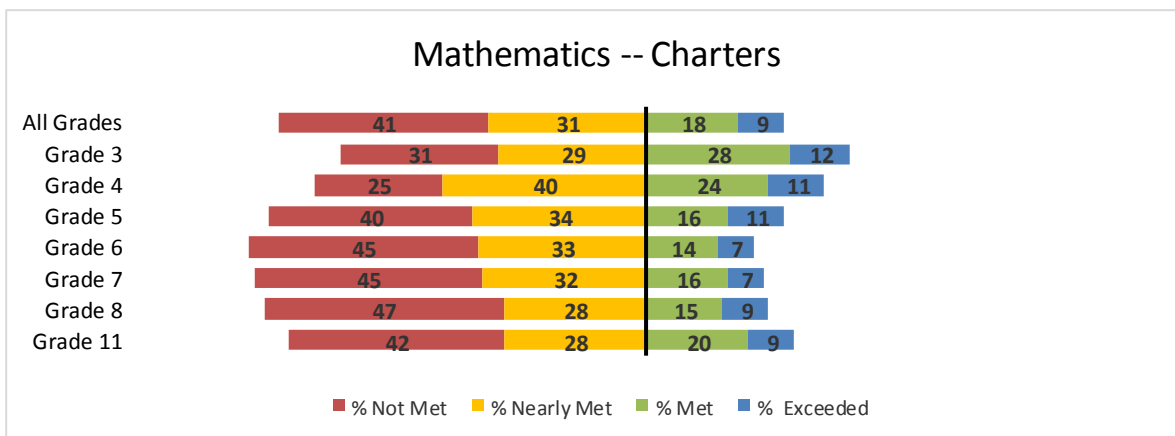
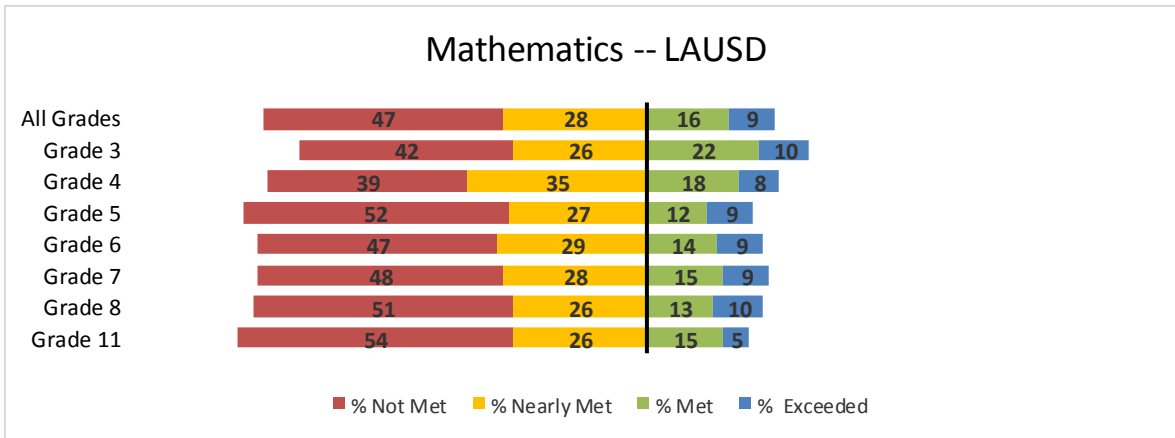
When examined by each performance band, magnet centers and schools had far fewer students not meeting standards compared to charters and overall LAUSD scores. However, the achievement pattern at charters and magnets by grade level was similar to overall LAUSD scores. In English Language Arts, there were slightly more students meeting or exceeding standards in grade 5 and grade 11 had the highest percentage of students meeting or exceeding standards.

Figure 4. Percentage of Students by Performance Band in English Language Arts, LAUSD, Charters and Magnets



In Mathematics, there were fewer students at charters that had not met standards and more students in the “nearly met” category compared to LAUSD. Magnet centers had far fewer students in the lower performance bands compared to charters. Similar to overall LAUSD scores, the highest percentage of students meeting or exceeding standards was in grade 3 at charters and magnets.

Figure 5. Percentage of Students by Performance Band, Mathematics, LAUSD, Charters and Magnets



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 and the statewide trend. Over 50% of females in magnets met or exceeded standards at all grade levels. At charter schools, more females in charters met or exceeded standards at each grade level compared to LAUSD, with the exception of grade 6 where an equal number met or exceeded (36%).

Table 6. Percentage of LAUSD Students Meeting or Exceeding Standards in English Language Arts by Gender

English-Language Arts		Met or Exceeded Standards							
		All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Females	LAUSD	38	33	34	41	36	36	39	52
	Magnets	60	56	54	61	55	58	60	74
	Charter	45	39	43	46	36	39	44	61
Males	LAUSD	28	25	26	29	26	27	28	43
	Magnets	51	47	47	52	46	49	49	66
	Charter	34	33	35	36	25	28	31	53

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 overall and across all grade levels.

African-American students in magnet schools scored higher than African-American students in charter schools. In grades 6 and 8, African-Americans at charter schools scored lower than LAUSD. For example, in grade 6, 19% of African-American students met or exceeded standards, compared to 22% in LAUSD. In grade 8, 21% of African-American students in charters met or exceeded standards compared to 24% in LAUSD.

Asian students in magnets generally scored higher than charter schools and the overall LAUSD average. In grade 3, an equal percentage of charter and magnet students met or exceeded standards (73%). Among white students, an equal percentage of students in grade 3 met or exceeded standards in charters and LAUSD overall (60%).

Table 7. Percentage of LAUSD Students Meeting or Exceeding Standards in English Language Arts by Ethnicity

English-Language Arts		Met or Exceeded Standards							
		All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
African American	LAUSD	24	22	20	24	22	22	24	35
	Magnets	39	38	34	38	35	39	40	49
	Charter	28	33	35	30	19	23	21	41
Asian	LAUSD	67	61	65	70	68	70	69	73
	Magnets	81	73	78	83	78	82	83	84
	Charter	77	73	94	76	64	77	72	82
Latino	LAUSD	27	22	23	29	24	25	28	45
	Magnets	49	44	42	49	42	45	47	70
	Charter	37	33	34	39	29	31	37	54
White	LAUSD	61	60	63	65	59	60	59	59
	Magnets	72	69	68	75	70	73	73	77
	Charter	68	60	69	69	65	69	75	73

Economically disadvantaged students scored lower than non-economically disadvantaged students in charter and magnet schools, similar to LAUSD and statewide. In charter schools, economically disadvantaged students scored higher than LAUSD at all grade levels. At magnet schools, economically disadvantaged students scored higher than the LAUSD average and charter schools at every grade level.

For non-economically disadvantaged students, the differences between LAUSD and charter scores between one and seven percentage points in grades 3-8. LAUSD students in grade 3 scored higher than charters (54% versus 53%, respectively) and in grade 6 (54% versus 51%, respectively). In grade 11, LAUSD was 20 percentage points lower than charter schools. Magnet students scored higher than LAUSD overall and charter schools.

Table 8. Percentage of LAUSD Students Meeting or Exceeding Standards in English Language Arts by Economic Status

English-Language Arts		Met or Exceeded Standards							
		All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Economically Disadvantaged	LAUSD	28	22	23	28	25	26	29	47
	Magnets	49	42	42	47	43	46	49	70
	Charter	36	32	33	38	27	31	35	53
Non-Economically Disadvantaged	LAUSD	54	54	55	59	54	53	50	49
	Magnets	69	67	66	73	67	70	71	72
	Charter	59	53	63	64	51	57	56	69

Across charter and magnet schools, the lowest achieving subgroups were students with disabilities and English learners, which was also noted in LAUSD and statewide results. For

students with disabilities, charter students scored higher than LAUSD with the exception of grade 6 where an equal percentage of students (5%) met or exceeded standards. Students with disabilities at magnet schools scored higher at all grade levels than charters and overall LAUSD scores.

Scores for English Learners were higher at charter schools than LAUSD and magnets with the exception of grade 11 where 19% met or exceeded standards at magnets compared to 9% at charters and 4% LAUSD. (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.

Table 9. Percentage of LAUSD Students Meeting or Exceeding Standards in English Language Arts by Disability Status and Language Classification

English-Language Arts		Met or Exceeded Standards							
		All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Students w/Disabilities	LAUSD	8	7	8	8	5	6	7	14
	Magnets	21	17	23	25	13	18	22	34
	Charter	11	14	15	13	5	8	9	17
English Learner	LAUSD	3	5	3	3	1	1	2	4
	Magnets	6	8	5	6	2	3	5	19
	Charter	11	22	13	11	5	4	6	9
Reclassified English Learner	LAUSD	37	43	38	41	29	30	33	48
	Magnets	54	56	54	52	46	48	51	71
	Charter	45	50	51	54	34	38	43	59

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.

Table 10. Percentage of LAUSD Students Meeting or Exceeding Standards in Mathematics by Gender

Mathematics		Met or Exceeded Standards							
		All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Females	LAUSD	25	32	26	22	25	25	24	20
	Magnets	42	54	45	40	43	43	41	37
	Charter	27	38	33	25	23	24	25	30
Males	LAUSD	25	32	27	22	23	24	23	20
	Magnets	45	55	51	44	44	45	43	40
	Charter	28	42	37	28	20	23	24	29

Among ethnicity groups in charter schools and magnets, 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 in grades 6, 7, and 8. For grade 6, 12% of African-American students met or exceeded standards at charter versus 15% at LAUSD. In grade 7, 12% met or exceeded standards at charters versus 14% in LAUSD. In grade 8, 9% in charters met or exceeded standards compared to 14% in LAUSD.

All other ethnic groups in magnets scored higher than charter schools and overall LAUSD scores with the exception of grade 3 where 100% of Asian students in charters met or exceeded standards.

Table 11. Percentage of LAUSD Students Meeting or Exceeding Standards in Mathematics by Ethnicity

Mathematics		Met or Exceeded Standards							
		All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
African American	LAUSD	15	22	17	12	15	14	14	11
	Magnets	25	36	30	22	24	25	24	16
	Charter	16	37	25	14	12	12	9	13
Asian	LAUSD	66	71	67	62	66	67	64	59
	Magnets	77	83	82	73	77	79	77	73
	Charter	70	100	78	68	68	77	65	72
Latino	LAUSD	19	25	20	16	17	19	18	17
	Magnets	36	47	38	33	34	37	33	34
	Charter	25	37	32	24	19	22	24	24
White	LAUSD	52	63	57	48	51	51	48	34
	Magnets	62	71	65	61	63	62	62	51
	Charter	55	67	64	49	59	58	57	48

The gap between economically disadvantaged and non-economically disadvantaged students was 21 percentage points at charter schools, 22 percentage points at magnet schools and 24 percentage points overall in LAUSD. Among economically disadvantaged students, a higher percentage met or exceeded standards at magnets, compared to charters and LAUSD overall. An equal percentage of students met or exceeded standards in grade 6 in charters and LAUSD.

Among non-economically disadvantaged students, LAUSD and charters were within one to seven percentage points of each other at every grade level except for grade 11 (similar to English Language Arts). LAUSD had a higher percentage in grade 6 compared to charters (45% versus 42%) and an equal percentage in grade 7 (44%). Non-economically disadvantaged students in magnets outperformed charters and LAUSD at all grade levels except for grade 11 where 45% of charters met or exceeded standards, compared to 43% at magnets and 23% in LAUSD.

Table 12. Percentage of LAUSD Students Meeting or Exceeding Standards in Mathematics by Economic Status

Mathematics		Met or Exceeded Standards							
		All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Economically Disadvantaged	LAUSD	20	26	21	17	19	19	19	19
	Magnets	37	46	39	32	36	38	35	37
	Charter	24	36	30	23	19	21	22	25
Non-Economically Disadvantaged	LAUSD	44	56	50	42	45	44	39	23
	Magnets	59	69	63	58	60	59	60	43
	Charter	45	59	57	47	42	44	41	45

For students with disabilities, magnet schools and centers out-performed charters and the LAUSD average. An equal percentage of students met or exceeded standards in grades 6 and 11 among charters and LAUSD.

English Learners scored higher at charter schools compared to LAUSD and magnets in all grades with the exception of grade 7 and 11, where magnet students scored higher. Reclassified English Learners at magnets out-performed charters and LAUSD at all grade levels.

Table 13. Percentage of LAUSD Students Meeting or Exceeding Standards in Mathematics by Disability Status and Language Classification

Mathematics		Met or Exceeded Standards							
		All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Students w/Disabilities	LAUSD	6	11	8	5	4	4	5	5
	Magnets	17	20	26	21	12	14	16	18
	Charter	8	14	14	9	4	6	6	5
English Learner	LAUSD	4	10	4	2	1	2	2	2
	Magnets	7	16	7	3	2	4	3	12
	Charter	10	27	14	6	3	3	4	4
Reclassified English Learner	LAUSD	26	48	36	24	22	23	22	19
	Magnets	40	64	53	39	38	40	38	37
	Charter	30	56	45	32	24	28	29	27

Performance by Economic Status and Ethnicity

Data was disaggregated by economic status and ethnicity for all grade levels combined as the numbers of students in each subgroup at charters and magnets was too small to break down by individual grade levels.

When examined by economic status and ethnicity, all ethnicity groups that were non-economically disadvantaged scored higher than economically disadvantaged students in magnets, LAUSD and charter schools. In comparing economically disadvantaged students in LAUSD, magnets and charter schools, African-American students in charters scored five percentage points higher than LAUSD, and magnet students scored ten percentage points higher than charter students. The same pattern was observed among Latino students: charters scored 10 percentage points higher than LAUSD and magnets scored 11 percentage points higher than charters. White and Asian students at charters and magnets were equal or within one percentage point of each other.

Among non-economically disadvantaged students, 47% of African-American students at magnets met or exceeded standards, compared to 38% in charter schools and 34% in LAUSD. Among white students, charter students were two percentage points higher, compared to LAUSD.

Table 14. Percentage of LAUSD Students Meeting or Exceeding Standards in English Language Arts by Economic Status and Ethnicity

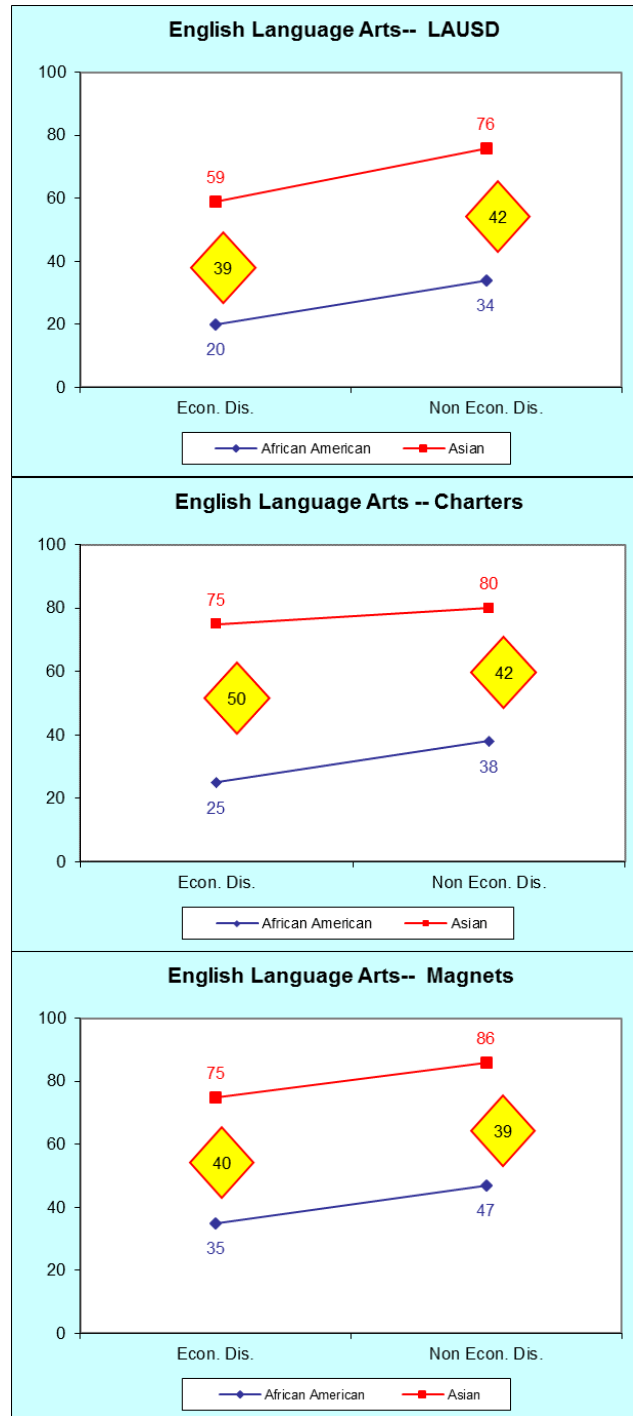
	English-Language Arts			Met or Exceeded Standards		
	# of Students with Scores			All Grades		
	LAUSD	Magnets	Charter	LAUSD	Magnets	Charter
Economically Disadvantaged						
African American	15,850	3,061	3,890	20	35	25
Asian	5,595	1,636	355	59	75	75
Latino	175,270	18,122	32,704	26	47	36
White	8,775	1,881	780	43	59	58
Non-Economically Disadvantaged						
African American	5,570	1,521	863	34	47	38
Asian	5,499	1,631	418	76	86	80
Latino	22,074	3,570	2,558	37	58	49
White	17,776	3,799	2,617	70	78	72

In the informative released on September 9, 2015, the achievement gap between the highest achieving ethnicity group in LAUSD (Asian) was compared to the lowest achieving group (African-American). Figure 15 displays the same data for LAUSD, charter schools and magnets.

The achievement gap between economically disadvantaged Asians and African-Americans is higher at charter schools than LAUSD and magnets in English Language Arts (50 percentage points at charters versus 39 percentage points for LAUSD and 40 for magnets). For non-

economically disadvantaged students, the achievement gap between Asians and African-Americans is 42 percentage points at both LAUSD and charters and 39 for magnets.

Figure 15: Achievement Gap between Highest and Lowest Ethnicity Group, English Language Arts



In Mathematics, when the data was disaggregated by economic status and ethnicity, the same trend was observed in charter schools and magnets: all ethnicity groups that were non-economically disadvantaged scored higher than economically disadvantaged students.

Economically disadvantaged students in magnets performed higher than their counterparts in charters and were higher than the LAUSD average. Among African-American students, charter students scored two percentage points higher than the LAUSD average. Among Latino students, magnet students scored 10 percentage points higher than charter students. Asian and white students were nearly equal among magnets and charters.

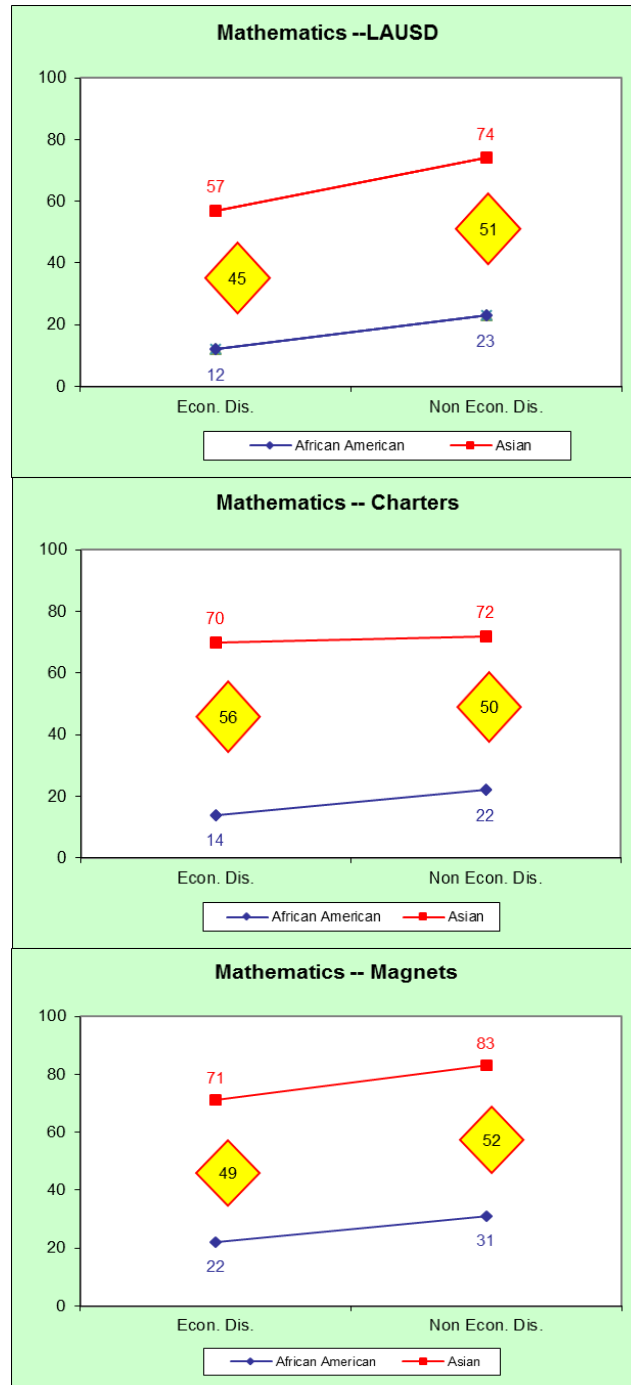
For non-economically disadvantaged students, magnet students scored higher than charters and the LAUSD average. LAUSD African-American, Asian and White students scored higher than charter students. African-American students in LAUSD scored one percentage point higher than charter school students, Asian students in LAUSD scored two percentage points higher and white students in LAUSD scored three percentage points higher.

Table 16. Percentage of LAUSD Students Meeting or Exceeding Standards in Mathematics by Economic Status and Ethnicity

	Mathematics			Met or Exceeded Standards		
	# of Students with Scores			All Grades		
	LAUSD	Magnets	Charter	LAUSD	Magnets	Charter
Economically Disadvantaged						
African American	15,849	3,063	3,866	12	22	14
Asian	5,668	1,651	352	57	71	70
Latino	175,924	18,164	32,822	10	34	24
White	8,851	1,879	764	33	47	44
Non-Economically Disadvantaged						
African American	5,590	1,539	860	23	31	22
Asian	5,572	1,647	417	74	83	72
Latino	22,448	3,585	2,554	26	43	34
White	17,714	3,779	2,594	61	69	58

Similar achievement gaps were noted among LAUSD, charters and magnets. The achievement gap between economically disadvantaged Asians and African-Americans was 45 percentage points for LAUSD and 56 percentage points for charter schools and 49 percentage points for magnets. For non-economically disadvantaged students, the gap between Asians and African-Americans was 51 percentage points in LAUSD, 50 percentage points at charters and 52 at magnets.

Figure 17: Achievement Gap between Asian and African-American Students, Mathematics



Attachment A provides a list of charter schools, magnet centers and traditional LAUSD schools and the percentage of students in each performance band for all tested grades at the school. Reports at the state, county, district and school level will be 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.

c: Michelle King
Local District Superintendents

Ruth Perez
Executive Cabinet