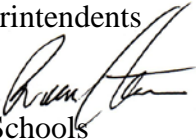


INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: Members, Board of Education
Local District Superintendents

DATE: September 8, 2015

FROM: Ramon C. Cortines 
Superintendent of Schools

SUBJECT: RESULTS FROM SMARTER BALANCED ASSESSMENTS, SPRING 2015

The attached informative provides the results from the new Smarter Balanced assessments from this past spring. This is the first time that we, as a district, have had results from these new assessments, and they should be used as baseline measurements to identify areas of needed improvement.

The results show that some schools are succeeding with the new standards and others need more service and support. However, this is not a time to be pleased or displeased with the results, as these assessments provide a roadmap for how we can better prepare our students to be college-prepared and career-ready.

Over the last few years, we have invested in building the capacity of our teachers and administrators through professional development, instructional tools and the adoption of curricula aligned to the new standards. Relying on the expertise of our employees, we are committed to strengthening our efforts to help all students meet these challenging new standards. The instructional plans developed by each of our local districts for their specific communities will also allow us to customize the support and service needed for individual school sites.

Classrooms throughout the District should have students who are focused on developing the critical-thinking, problem-solving and analytical skills that are at the core of the Smarter Balanced assessments. I am confident that the leaders in our classrooms and schools, with support from Local Districts and central office, can help all students improve from these baseline results.

c: Executive Cabinet



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

INFORMATIVE
September 9, 2015

TO: Members, Board of Education
Ramon Cortines, Superintendent

FROM: Cynthia Lim, Executive Director

SUBJECT: RESULTS OF THE SMARTER BALANCED ASSESSMENTS, SPRING 2015

This informative provides the results of the new Smarter Balanced Assessments (SBA) from spring 2015. **This information is embargoed until Wednesday, September 9, at 11:00 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.

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.

The many differences between the new Smarter Balanced assessments and the old California Standards Tests mean that comparisons **cannot** be made between the old scores and new. The results in this informative should be used as a baseline measure for the District in terms of future growth and goals for student progress.

Students receive an overall scale score that ranges from 2,000 to 3,000. Scale scores on these new 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.

Overall LAUSD Performance

Across the District, one third (33%) of students tested had met or exceeded standards in English Language Arts. Among grade levels the percentages ranged from a low of 29% in grade 3 to a high of 48% in grade 11.

In Mathematics, one quarter (25%) of LAUSD students met or exceeded standards. The percentage ranged from a high of 32% in grade 3 to a low of 20% in grade 11.

Table 1. Percentage that Met or Exceeded Standards, LAUSD

	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
English Language Arts	33	29	30	35	31	32	33	48
Mathematics	25	32	27	22	24	24	23	20

Figure 2 provides the breakdown by grade level for the four performance bands. Across all grades, 41% did not meet standards, 26% nearly met, 23% met standards, and 10% exceeded standards. Grade 4 had the highest percentage of students not meeting standards (49%) and grade 11 had the lowest percentage of students that did not meet standards (24%).

Figure 2. Percentage of Students by Performance Band in English Language Arts

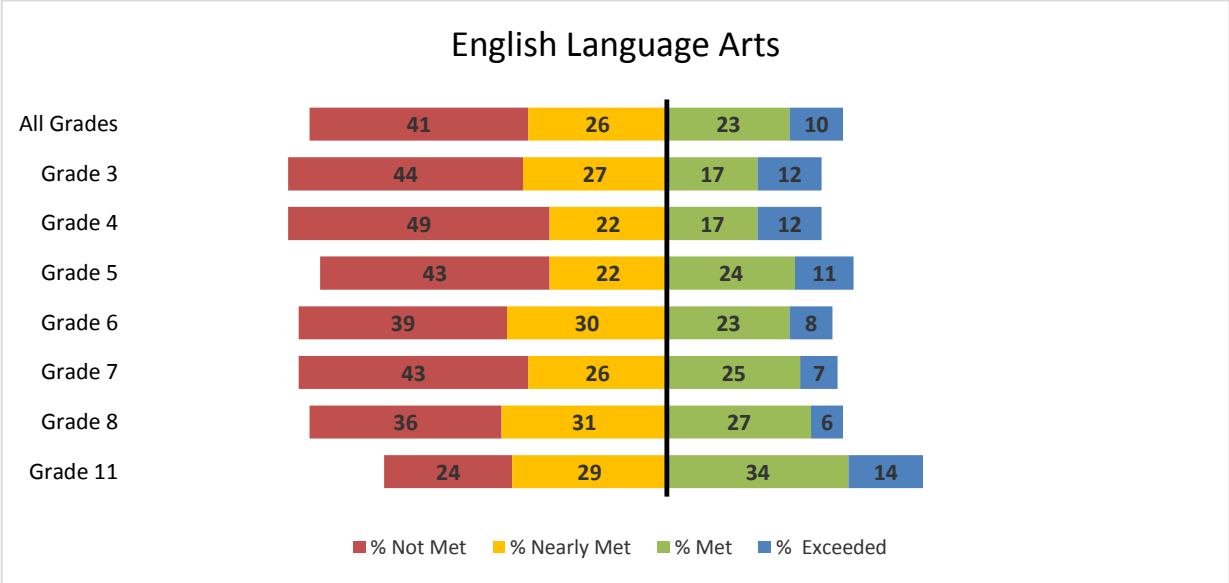
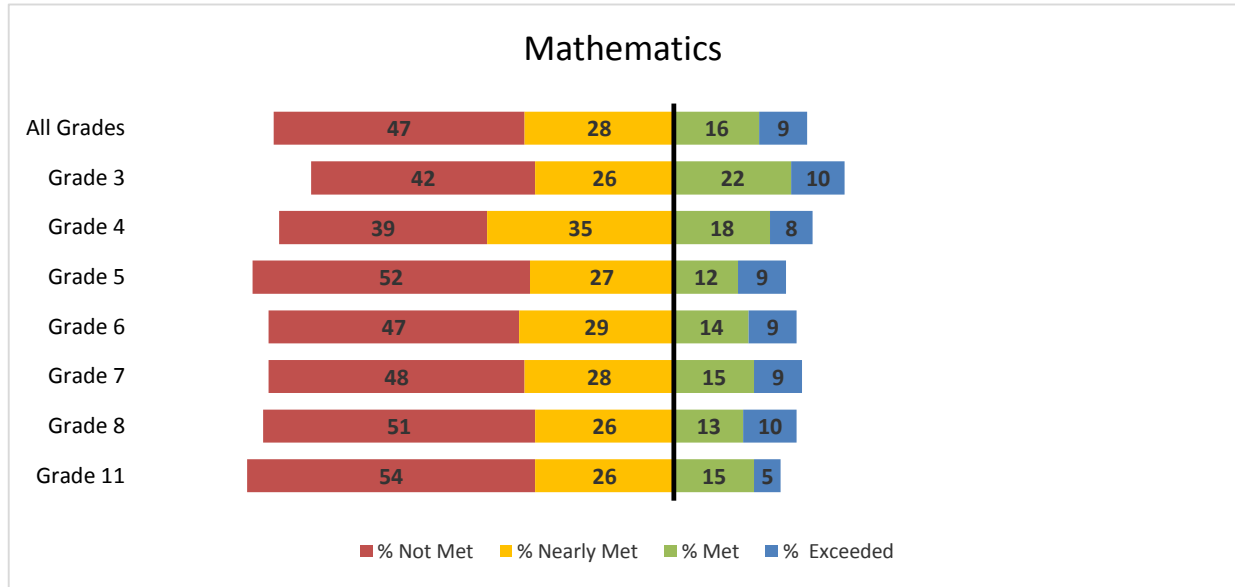


Figure 3 displays the percentage of students in each performance band in Mathematics. Districtwide, 47% of students did not meet standards, 28% nearly met, 16% met standards and 9% exceeded standards. Grade 11 had the highest percentage of students that did not meet standards (54%) and grade 4 had the lowest percentage at 39%

Figure 3. Percentage of Students by Performance Band, Mathematics



Performance by Urban Districts

The statewide average in English Language Arts was 44%. Compared to other urban districts in California, the percentage of LAUSD students that met or exceeded standards in English Language Arts was higher than four other districts: Oakland, San Bernardino, Fresno and Santa Ana. Across all 12 districts in the comparison and in the statewide average, the percentage of students meeting or exceeding standards was higher in grade 11 than all other grade levels.

Table 4. Percentage of Students Meeting or Exceeding Standards in English Language Arts by Urban Districts in California

English Language Arts								
District	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
San Francisco	52	48	50	56	49	50	49	65
San Jose	51	45	49	53	46	50	52	61
San Diego	51	48	48	54	51	48	50	58
California	44	38	40	44	43	44	45	56
Long Beach	42	36	37	45	39	42	42	52
Pasadena	36	35	35	42	31	31	33	49
Sacramento	35	26	30	34	37	40	40	44
Pomona	35	28	30	35	35	33	34	49
LAUSD	33	29	30	35	31	32	33	48
Oakland	29	26	29	34	25	26	27	35
San Bernardino	28	19	22	27	27	29	33	41
Fresno	27	24	22	28	27	27	28	41
Santa Ana	25	18	23	26	22	22	29	38

In Mathematics, the statewide average was 33%. San Francisco had the highest percentage of students meeting or exceeding standards (48%) among 12 urban districts. Three districts (San Francisco, San Diego and San Jose) exceeded the statewide average. There were five districts with lower percentages than LAUSD: Oakland, Pomona, Santa Ana, Fresno and San Bernardino. Grade 3 had the highest percentage of students meeting or exceeding standards across all 12 districts and in the statewide average.

Table 5. Percentage of Students Meeting or Exceeding Standards in Mathematics by Urban Districts in California

Mathematics								
District	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
San Francisco	48	55	48	47	44	49	47	50
San Diego	41	47	42	39	41	39	40	37
San Jose	39	45	43	34	36	41	39	38
California	33	40	35	30	33	34	33	29
Long Beach	31	36	31	29	28	30	30	25
Pasadena	29	39	33	32	24	23	22	25
Sacramento	29	32	25	24	31	32	31	25
LAUSD	25	32	27	22	24	24	23	20
Oakland	23	31	27	29	17	18	19	16
Pomona	21	29	24	19	19	19	17	15
Santa Ana	21	27	24	17	15	19	24	18
Fresno	18	26	18	15	19	16	15	15
San Bernardino	17	21	16	12	18	16	19	15

Performance by Subgroup

When English Language Arts data was examined by subgroup, a higher percentage of females (38%) met or exceeded standards compared to males (28%). This pattern was observed at all grade levels tested.

Asian (67%), Filipino (61%) and White (61%) students had the highest percentage of students meeting or exceeding standards, compared to African-American (24%) and Latino students (27%). There was a 40 percentage point gap between Asian students (67%) and African-American students (24%). This gap was observed at every grade level tested.

There was a 26 percentage point gap between economically disadvantaged and non-economically disadvantaged students (28% versus 54%, respectively). This achievement gap was observed at all grade levels tested except for grade 11 where 47% of economically disadvantaged students met or exceeded standards compared to 49% of non-economically disadvantaged students.

The lowest achieving subgroups were students with disabilities (8%) and English Learners (3%). Reclassified English Learners were above the district average in grades 3-5 and below or at district average in grades 6-8 and grade 11.

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

English-Language Arts		Met or Exceeded Standards							
		All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
All Students		33	29	30	35	31	32	33	48
Gender	Females	38	33	34	41	36	36	39	52
	Males	28	25	26	29	26	27	28	43
Ethnicity	African American	24	22	20	24	22	22	24	35
	Asian	67	61	65	70	68	70	69	73
	Filipino	61	60	57	62	58	61	63	70
	Latino	27	22	23	29	24	25	28	45
	White	61	60	63	65	59	60	59	59
Economically Disadvantaged		28	22	23	28	25	26	29	47
Non-Economically Disadvantaged		54	54	55	59	54	53	50	49
Students w/Disabilities		8	7	8	8	5	6	7	14
English Learner		3	5	3	3	1	1	2	4
Reclassified English Learner		37	43	38	41	29	30	33	48

In Mathematics, there were no discernable differences by gender as was observed in English Language Arts. Across all grades tested, 25% of females and males met or exceeded standards.

Among ethnicity groups, Asians had the highest percentages of students meeting or exceeding standards (66%), followed by White (52%) and Filipino (50%) students. African-American students had the lowest percentage at 15% and for Latino students, 19% met or exceeded standards. Across all ethnicity groups, the lowest percentage of students meeting or exceeding standards was in grade 11 Mathematics.

The gap between economically disadvantaged and non-economically disadvantaged students was 24 percentage points for all tested grades. For economically disadvantaged students, 20% met or exceeded standards compared to 44% of non-economically disadvantaged students. As was seen in English Language Arts, the achievement gap was smaller in grade 11 where economically disadvantaged students had 19% meeting or exceeding standards versus 23% of non-economically disadvantaged students.

Students with disabilities and English Learners had the lowest percentages of students meeting or exceeding standards with 6% of students with disabilities and 4% of English Learners. Reclassified English Learners performed higher than the district average in grades 3-5 and slightly below average in grades 6-8 and 11, similar to the pattern in English Language Arts.

Table 7. Percentage of LAUSD Students Meeting or Exceeding Standards in Mathematics by Subgroup

Mathematics		Met or Exceeded Standards							
		All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
All Students		25	32	27	22	24	24	23	20
Gender	Females	25	32	26	22	25	25	24	20
	Males	25	32	27	22	23	24	23	20
Ethnicity	African American	15	22	17	12	15	14	14	11
	Asian	66	71	67	62	66	67	64	59
	Filipino	50	62	55	45	50	51	50	38
	Latino	19	25	20	16	17	19	18	17
	White	52	63	57	48	51	51	48	34
Economically Disadvantaged		20	26	21	17	19	19	19	19
Non-Economically Disadvantaged		44	56	50	42	45	44	39	23
Students w/Disabilities		6	11	8	5	4	4	5	5
English Learner		4	10	4	2	1	2	2	2
Reclassified English Learner		26	48	36	24	22	23	22	19

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 (59%), Filipino (54%) and White (43%) students had higher percentages of students meeting or exceeding standards compared to African-American (20%) and Latino (26%) students.

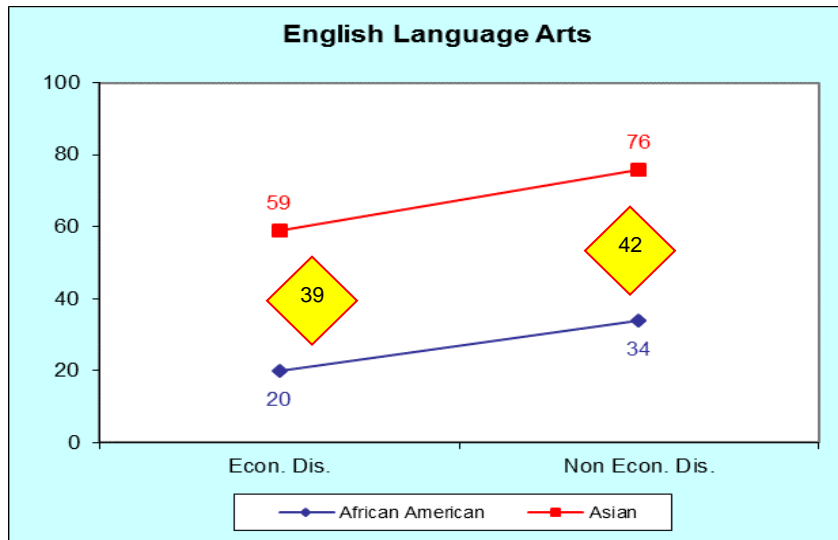
Among non-economically disadvantaged students, there was a 40 percentage point achievement gap between Asian students (76%) and African-American students (34%). These gaps were present in all grade levels tested.

Table 8. 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	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Economically Disadvantaged									
African American	15,850	20	17	16	20	18	18	21	34
Asian	5,595	59	50	52	57	59	58	63	73
Filipino	3,328	54	48	48	55	50	52	57	68
Latino	175,270	26	20	21	27	23	24	27	46
White	8,775	43	38	40	44	41	43	45	53
Non-Economically Disadvantaged									
African American	5,570	34	37	33	39	33	32	32	37
Asian	5,499	76	70	75	81	77	81	75	73
Filipino	3,301	68	69	65	67	66	68	69	73
Latino	22,074	37	34	35	41	37	36	35	41
White	17,776	70	69	73	75	68	69	67	63

Among economically disadvantaged students, the achievement gap between Asians, the highest group, and African-Americans, the lowest group, was 39 percentage points. For non-economically disadvantaged students, the gap between Asians and African-Americans was 42 percentage points.

Figure 9: Achievement Gap between Highest and Lowest Ethnicity Group, English Language Arts



In Mathematics, the same trend was observed. Among economically disadvantaged students, there was a 47 percentage point gap between the highest achieving group (Asian, 57%) and the lowest achieving group (Latino, 10%). This gap was present among all grade levels tested.

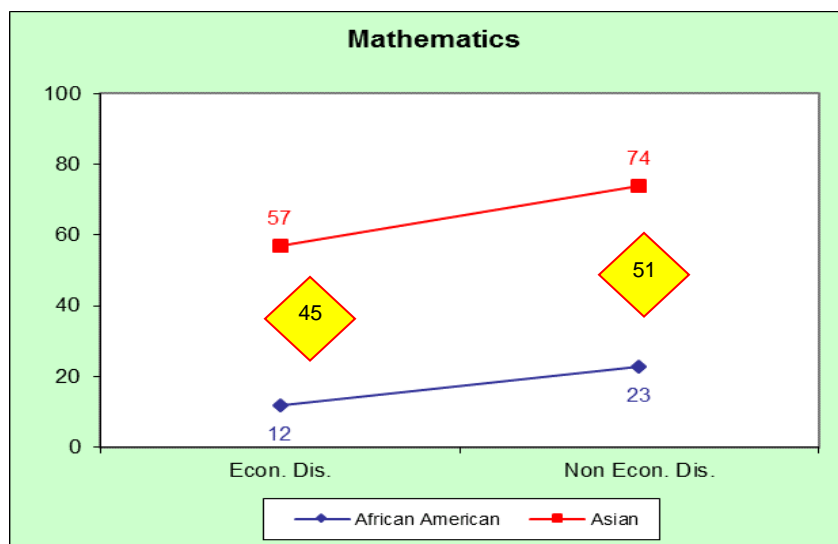
Although the percentage of non-economically disadvantaged students meeting or exceeding standards was higher across all ethnic groups compared to economically disadvantaged students, achievement gaps still exist. Asian students had the highest percentage meeting or exceeding standards (57%) and African-Americans had the lowest at 23%.

Table 10. 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	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Economically Disadvantaged									
African American	15,849	12	18	12	9	12	11	10	10
Asian	5,668	57	61	56	51	55	57	57	60
Filipino	3,345	43	53	46	38	40	44	44	39
Latino	175,924	10	24	19	15	16	18	17	17
White	8,851	33	41	37	28	33	35	34	27
Non-Economically Disadvantaged									
African American	5,590	23	37	29	20	22	22	21	12
Asian	5,572	74	79	77	71	77	77	71	58
Filipino	3,319	57	69	63	53	59	60	57	39
Latino	22,448	26	35	29	25	27	27	23	14
White	17,714	61	71	66	57	61	60	55	39

The achievement gap between Asians and African-Americans was 45 percentage points among economically disadvantaged students in Mathematics. For non-economically disadvantaged students, the gap between Asians and African-Americans was 51 percentage points.

Figure 11: Achievement Gap between Asian and African-American Students, Mathematics



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.

For English Language Arts, the claim level data revealed the following:

- In **Reading**, across all grades tested, 13% were above standard, 42% at or near standard, and 45% were below standards. Grade 3 had the highest percentage of students below standards at 49%.
- In **Writing**, 15% were above standards, 44% at or near standard, and 40% below standard. Grade 3 had the highest percentage below standard at 44%.

- In **Listening**, students listened to a passage on their device and responded to a series of questions about what they heard. Across tested grade levels, 9% were above standard, 61% at or near standard and 30% below standard.
- In **Research and Inquiry**, 16% were above standard, 51% at or near standard and 31% were below standard. Grade 4 had the highest percentage of students below standard at 40%.

Table 12. Performance by Claims in English Language Arts

English Language Arts	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
READING: Demonstrating understanding of literary and non-fictional texts								
Above Standard	13	13	12	13	10	11	14	21
At or Near Standard	42	38	40	39	42	41	44	54
Below Standard	45	49	48	48	48	48	42	25
WRITING: Producing clear and purposeful writing								
Above Standard	15	13	13	17	13	16	13	22
At or Near Standard	44	43	44	42	44	44	48	51
Below Standard	40	44	43	41	43	40	38	27
LISTENING: Demonstrating effective communication skills								
Above Standard	9	10	10	10	9	8	8	12
At or Near Standard	61	60	61	59	64	59	61	63
Below Standard	30	30	29	31	27	33	31	25
RESEARCH/INQUIRY: Investigating, analyzing, and presenting information								
Above Standard	16	13	12	20	16	15	15	26
At or Near Standard	51	49	48	53	58	50	54	55
Below Standard	31	39	40	27	26	34	31	19

In Mathematics, the claim level data provided the following information:

- In **Concepts and Procedures**, 14% were above standard, 29% were at or above standard and more than half (56%) were below standard. Grade 5 had the highest percentage of students at below standard.
- In **Problem Solving & Modeling/Data Analysis**, 11% were above standard, 42% at or near standard and 47% were below standard. The grade level with the highest percentage of students below standard was Grade 5 with 56%.
- In **Communicating Reasoning**, 12% were above standard, 47% at or near standard, and 39% were below standard. As in the other claim areas in Mathematics, Grade 5 had the highest percentage at below standard with 49%.

Table 13. Performance by Claims in Mathematics

Mathematics	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures								
Above Standard	14	20	15	13	13	15	14	11
At or Near Standard	29	33	30	26	29	29	29	32
Below Standard	56	47	55	61	58	56	57	57
PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems								
Above Standard	11	14	11	10	10	11	11	8
At or Near Standard	42	39	41	34	42	44	50	51
Below Standard	47	48	47	56	49	45	39	41
COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions								
Above Standard	12	16	13	9	11	12	11	8
At or Near Standard	49	50	42	42	47	65	47	57
Below Standard	39	34	45	49	43	23	42	35

The summative test results provided in this informative are just one measure of student progress. These results should be used as baseline only. These scores will not be used in calculating the state's Academic Performance Index (API) or the federal Adequate Yearly Progress (AYP). As the District is a participant in the Core Waiver from some parts of No Child Left Behind (NCLB), these scores will be used to calculate a School Quality Index (SQI) for informational purposes but will not be used to designate schools as Focus, Priority, Support or Reward Schools or to rank schools.

In the upcoming school year, schools will 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:

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 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
Ruth Perez
Local District Superintendents
Executive Cabinet