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**To:** OUSD Board of Education  
**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Senior Deputy Chief, Continuous School Improvement  
Jean Wing, Executive Director, Research Assessment & Data

**Subject:** SBAC DATA SNAPSHOT - 2017  
**Date:** October 25, 2017

### Overview & Objective

- Provide a snapshot of how OUSD students performed on 2016-17 Smarter Balanced assessment (SBAC) in English Language Arts/Literacy and Mathematics
- Introduce new state indicators including a different way of looking at SBAC performance
- Aligns to LCAP Goal 2: Students are proficient in state academic standards

### Summary of 2016-17 Results

This is the third year of administering the Smarter Balanced assessment (SBAC) as our state test in English Language Arts/Literacy (ELA) and Mathematics. Students take SBAC on computers, and the test consists of computer adaptive test items and performance tasks.

Here is a summary of our 2017 results:

- Modest gains in percentage of students meeting or exceeding standard in ELA and Math.
- About half of tested students in grades 3-8 and 11 did not meet standard in ELA or Math.
- Statewide and in OUSD, Math performance continues to be lower than ELA.
- Oakland was one of only four Alameda County districts that increased percent of students scoring Standard Met or Standard Exceeded in ELA.
- **By Grade:** Performance dips between grades 5 and 6 in both ELA and Math. This mirrors the pattern we saw with CST scores, and in part reflects attrition of higher performing students in the transition to middle school.
- **By student group:**
  - Our reclassified fluent English proficient (RFEP) students out-perform English Only students in both ELA and Math, and underscore the importance of moving our English learners to English language fluency and proficiency.
  - We still see wide gaps for our low income students and our students with disabilities.
- **By Claim - ELA:** Very modest improvement across claims (Reading; Writing; Listening; Research/Inquiry). Nearly half performed below standard in Reading and Writing.



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- **By Claim - Math:** Very modest improvement across claims (Concepts/Procedures; Solve/Model/Analyze; Communicating Reasoning). Concepts/Procedures continues to be the lowest claim. Common Core math standards require an understanding of mathematical concepts, and not just the procedures.

### **Summary of 2016-17 School Highlights**

Although district results showed very modest gains, results were uneven across schools. Several schools showed double-digit increases in the percent of students scoring Standard Met or Standard Exceeded in ELA or Math, and some schools showed notably large increases in both ELA and Math.

- **ELA:** 3 schools had double-digit increases: Street Academy (+14.2ppt; Coliseum College Prep Academy (+13.9ppt); and Madison Park Lower (+11.3ppt).
- **Math:** 5 schools (all elementary) had double-digit increases: Glenview (+13ppt); Manzanita SEED (+12ppt); EnCompass Academy (+11.4ppt); Madison Park Lower (+10.3ppt); and Martin Luther King (+10.1ppt).

Leaders from two schools (Greenleaf K-8 and EnCompass Academy) with strong gains in both ELA and Math shared how they got their SBAC results. Both schools implemented focused strategies school-wide through their professional learning communities and cycles of inquiry, and grounded their conversations and planning in student data. **See slide deck for details.**

### **Summary of District-wide Focused Strategies and Focused Learning**

Across all schools and networks, the entire organization is learning in Cycles of Inquiry around:

- Standards-based instruction (ELA and STEM)
- Language and Literacy
- School Culture
- Multi-Tiered Systems of Support
- Special Education

Across all schools, the focus is on building the capacity of teams through professional learning communities and Instructional Leadership Teams.

In addition, we have invested in expanding the number of schools with Instructional Teacher Leaders who support new teachers and provide coaching for Common Core instructional practice.

### **Introducing another way to look at SBAC scores: STATE ACADEMIC INDICATOR**



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In Spring 2017, the state introduced a new way to measure student performance on SBAC using a measure they call “distance from Level 3” (Level 3 is “Standard Met”). Student SBAC scores are averaged, and the average score is measured by its “distance from Level 3.”

- Positive numbers mean that, on average, students performed **at or above Standard Met**.
- Negative numbers mean that, on average, students performed **below Standard Met**.
- The larger the positive or negative number, the greater the distance above or below the cutpoint for the Standard Met performance band.

This new state indicator accounts for the performance of all students, not just those who met or exceeded standards. Schools get credit for moving students in the right direction.

**How the State Academic Indicator will be used in state and local accountability systems**

Under No Child Left Behind, until 2013, the California Department of Education assessed school performance on the basis of a single measure, using state test scores and calculating an Academic Performance Index (API) score for all schools in the state.

OUSD developed a local Balanced Scorecard in 2012 using multiple measures of student academic outcomes and engagement. When OUSD received a waiver from No Child Left Behind as part of CORE (California Organization to Reform Education), we helped to create an alternate accountability system based on continuous school improvement and looking at multiple measures of academic performance and school culture/climate. Our local OUSD School Performance Framework (SPF), in use for the past two years, was aligned to CORE’s School Quality Improvement Index.

In Spring 2017, California moved to a statewide system of multiple indicators and to a continuous improvement approach. The California School Dashboards publish the “all students” results, as well as the outcomes for student groups as small as 30 to hold districts accountable for addressing equity.

Now that the state has a system of multiple measures that align with our LCAP Goals and our OUSD Graduate Profile, we are transitioning from our local SPF to using the state indicators. We will publish results using state indicators and updated data in a new Oakland Public School Report Card this Winter.

The Academic Indicators for elementary and middle schools will be SBAC ELA and Math based on the “distance from Level 3” analysis. For high schools, qualifying 11th grade SBAC scores can be used to fulfill the indicator for Preparation for College and Career.

