



**OFFICE OF THE DEPUTY SUPERINTENDENT
ACADEMIC SOCIAL EMOTIONAL LEARNING**

**OUSD Board of Education
Executive Summary
Smarter Balanced Assessment Consortium (SBAC)**

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Dr. Devin Dillon, Deputy Superintendent, Academic Social Emotional Learning
Dr. Jean Wing, Executive Director, Research Assessment & Data

Overview

This Executive Summary provides a narrative of the results of the 2016 state SBAC (Smarter Balanced) assessment and outlines next steps.

Background

SBAC is California's state test in English Language Arts (ELA) and Math. It is administered annually on a computer to all students in grades 3-8 and 11. It is a computer adaptive test and tests students on Common Core State Standards at the student's enrolled grade level. The test includes both short answer and longer test items, performance tasks that are hand scored.

Parent reports are sent to the Research, Assessment & Data office by the California Department of Education and then mailed to each family individually.

The 2015-16 SBAC scores represent the second year of results for the new state test. Scores can be used to inform and improve our approach to teaching the Common Core State Standards. At the district and school level, scores can be used to compare progress of groups of students. Scores can also be analyzed to determine growth from year to year and inform additional investments and priorities for our district.

Scoring

Students are given two overall scores, one for ELA and one for Mathematics. The overall score is reported as a number between 2000 and 3000 that is at one of the following performance levels:

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met



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In order for students to be considered “college and career ready” they need to score “Standard Met” or “Standard Exceeded.”

In addition to the overall scores, scores are reported at the “claim” level. The claims for ELA are: Reading, Writing, Speaking and Listening, and Research/Inquiry. The claims for Math are: Concepts and Procedures, Problem Solving, Modeling and Data Analysis, and Communicating Reasoning. Performance levels are reported in each of the claim areas for the district, school, and student level. Claims are scored on a different scale and reported as:

- Above Standard
- Near Standard
- Below Standard

Overall Results

Overall, the SBAC results for OUSD indicate modest growth from 2014-15 to 2015-16 in both ELA and Math. This pattern is consistent with growth in the state of California and the CORE districts. However, with OUSD starting further behind other districts, we need to make more ambitious growth in order to catch up to other districts and to prepare students for success beyond high school graduation.

The same modest growth is true for the claim areas in both ELA and Math. For ELA, the priority claim areas identified by the data are Reading and Writing. Overall, students perform better in Listening and Research/Inquiry, although these claim areas are not weighted as heavily on the SBAC ELA test.

For Mathematics, the priority claim areas identified by the data is Concepts and Procedures. The claim areas can provide areas for district and school staff to focus.

Improvement Efforts Underway

Centrally offered and site-based professional development for educators, aligned to the Common Core, will continue to be a focus at every level of the system: Principals, Assistant Principals, Teacher Leaders and Teachers. *PDgo!*, our new online system for professional development, is available to all OUSD educators and has online courses available on Common Core, as well as the ability to create online professional learning communities (PLCs) for educators across the district. District and school staff are collaborating to create formative, Common Core aligned assessments using Illuminate. Professional development focus areas include a focus on Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs) to inform the Common Core implementation at schools. High quality, aligned instructional materials are also an important support needed in order to improve outcomes for all students.

Plans for Improvement in English Language Arts



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Schools will continue to focus on Writing and small group instruction as areas of need. The Common Core State Standards identify three text types important for student writing: Narrative, Informational, and Argument. Small group instruction for Reading ensures students are having access to reading instruction at their levels. Regular teaching of grade-level text is also important and a key focus of professional learning for educators. Support for English Language Learners through Designated and Integrated English Language Development (ELD) is also a focus. Key Performance Indicators (KPIs) are being introduced as a way to monitor progress toward end-of-year learning targets, and to intervene when students need additional support. Middle School ELA teachers are implementing the Expeditionary Learning Education (EL Education) curriculum, which recently received the highest ratings possible by edreports.com.

Plans for Improvement in Math

As a result of deeper analysis into the claims in Math, district staff have identified a need to focus more closely on Concepts and Procedures. Continued professional development for Common Core aligned Math instruction with a focus on planning standards-based lessons and units will be offered to educators. This year, OUSD centrally funded Math Common Core teacher leaders and invested in Blueprint Math tutors for middle school. OUSD continues to collaborate with other California districts through the Math in Common collaborative. Elementary schools have expanded use of ST Math, a digital supplemental Math curriculum. Some of our schools are implementing alternative curricula in Math, including Eureka Math and Teach to One.

The Four Ts

Two years ago, Dr. Dillon introduced the Four Ts as a simple framework for Common Core aligned instruction “look fors.” These four essential elements of instruction continue to have implications for the work we want to see in all OUSD schools.

- **TIME:** Focus on maximizing instructional time and increasing the time students are engaged in meaningful learning. Students need daily reading time during and outside of school.
- **TASK:** Focus on ensuring the tasks we are providing students to grapple with are rigorous, complex and aligned to the grade level standards.
- **TALK:** Ensure that our students are engaged in academic discussion throughout the day, with the majority of the talk we hear in our classrooms being generated from student discourse.
- **TEXT:** Students need daily exposure to grade level text that is complex and also need increased focus on informational text. Students need practice composing texts on the computer, since this is what they are asked to do on the SBAC and in life.

For additional Information

SBAC

<http://www.ousd.org/Page/15117>

PDgo!

<http://plp.kdsi.org>



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Illuminate

<https://oakland.illuminateed.com>

Academic Guidance Document

[Download: 2016-17 Academic Social Emotional Learning Guidance Document](#)