



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

SBAC Data Snapshot – 2017



Presented by
Sondra Aguilera, Senior Deputy Chief of Continuous School Improvement
Jean Wing, Executive Director, Research Assessment & Data

Presented to OUSD Board of Education

www.ousd.org



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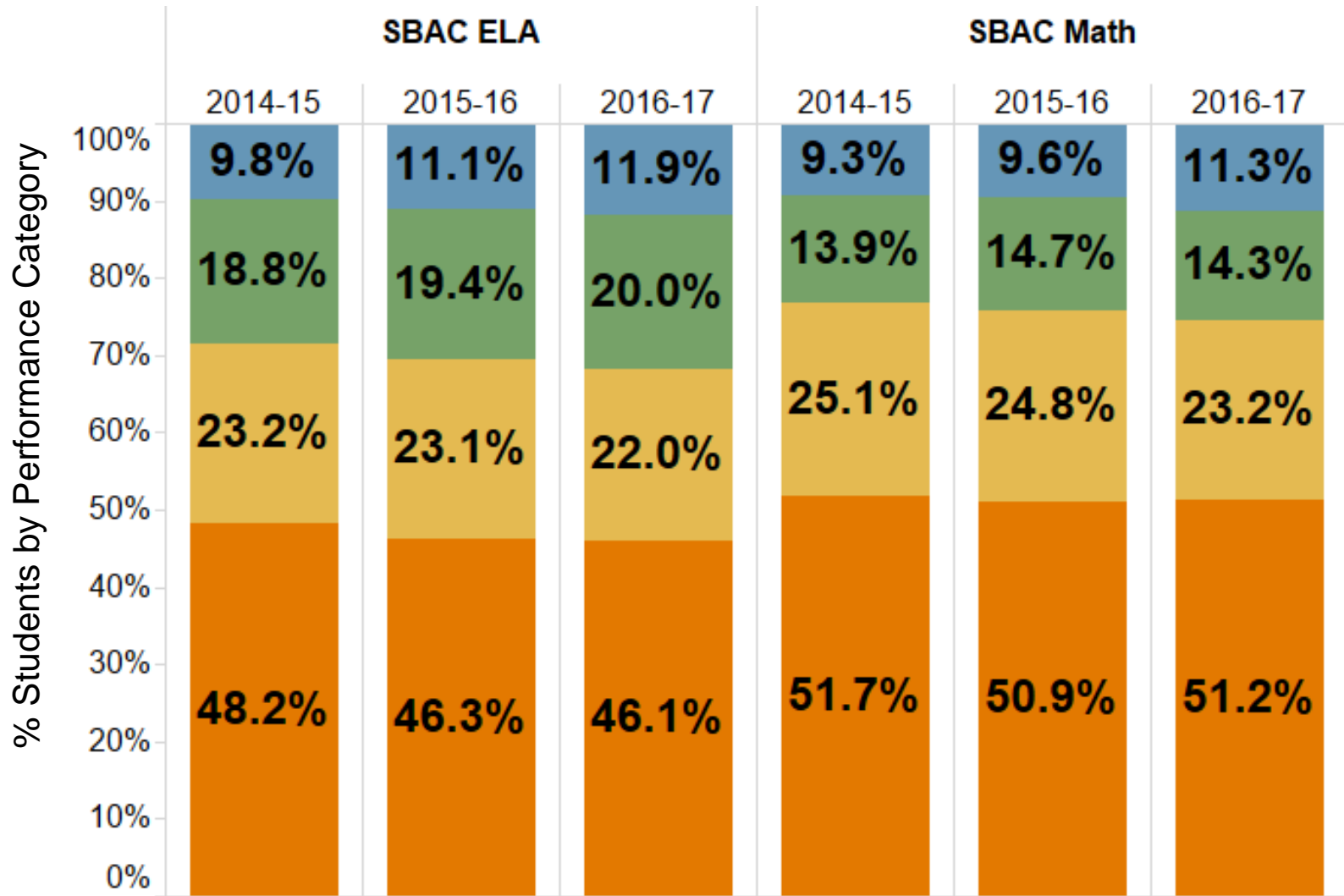
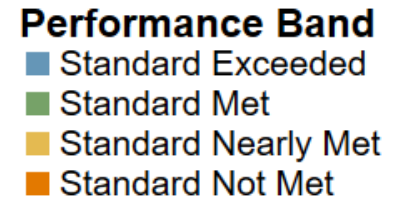
October 25 2017

Overall District Results – Performance



- ❖ English Language Arts (ELA)
- ❖ MATH

Overall District Results

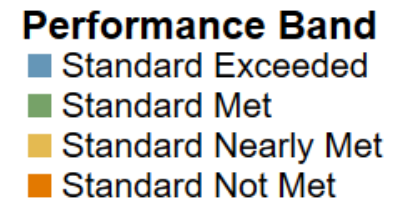


Overall Comparisons

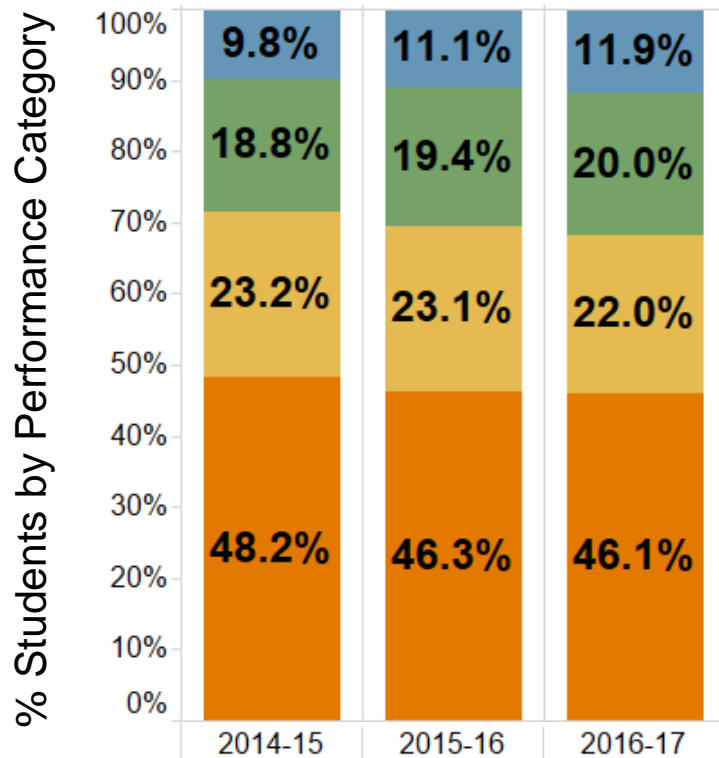
**How does OUSD
compare to....?**

- ❖ State
- ❖ CORE districts
- ❖ Alameda County

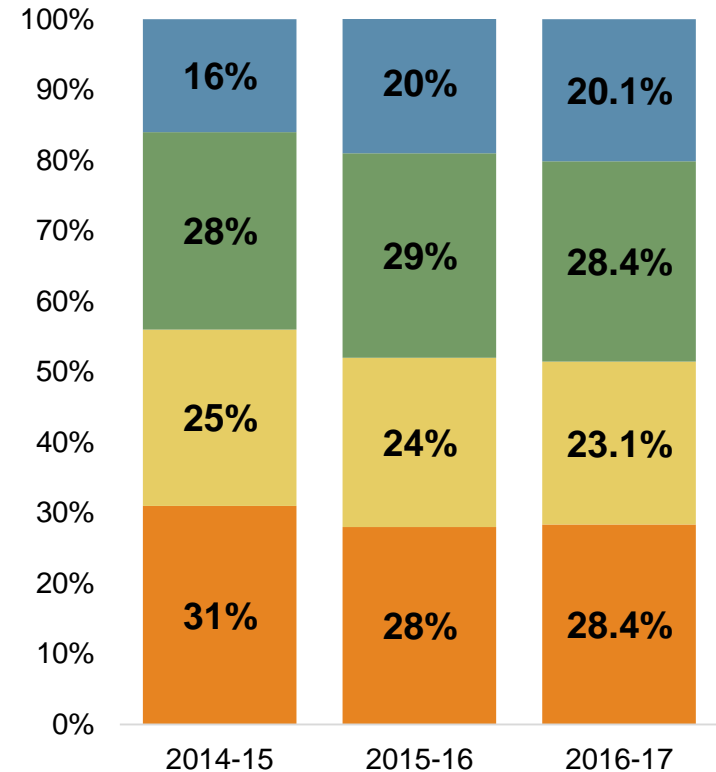
Overall - State Comparison ELA



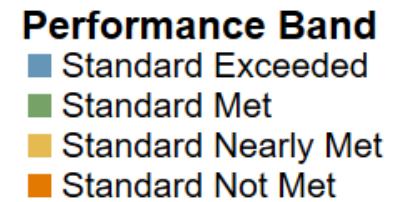
OUSD ELA



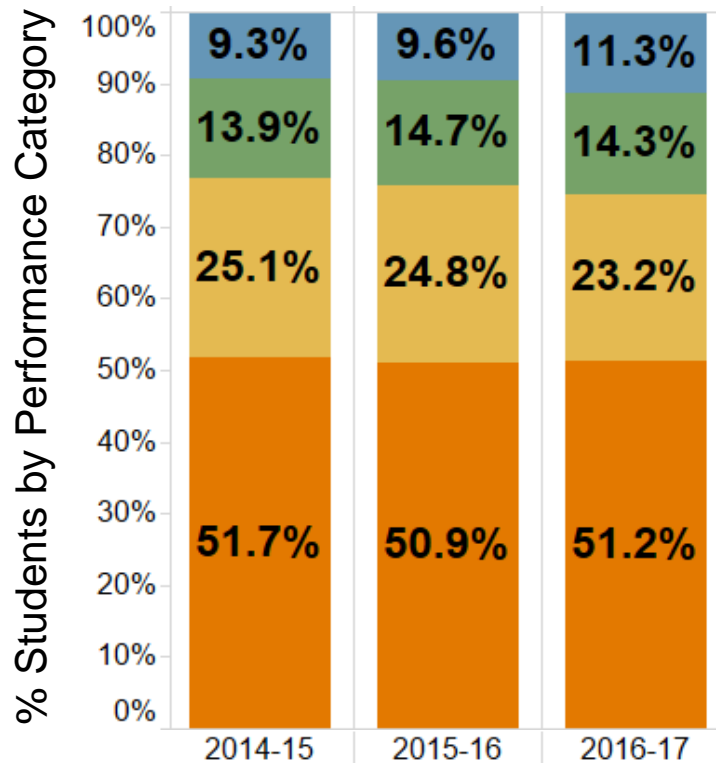
State ELA



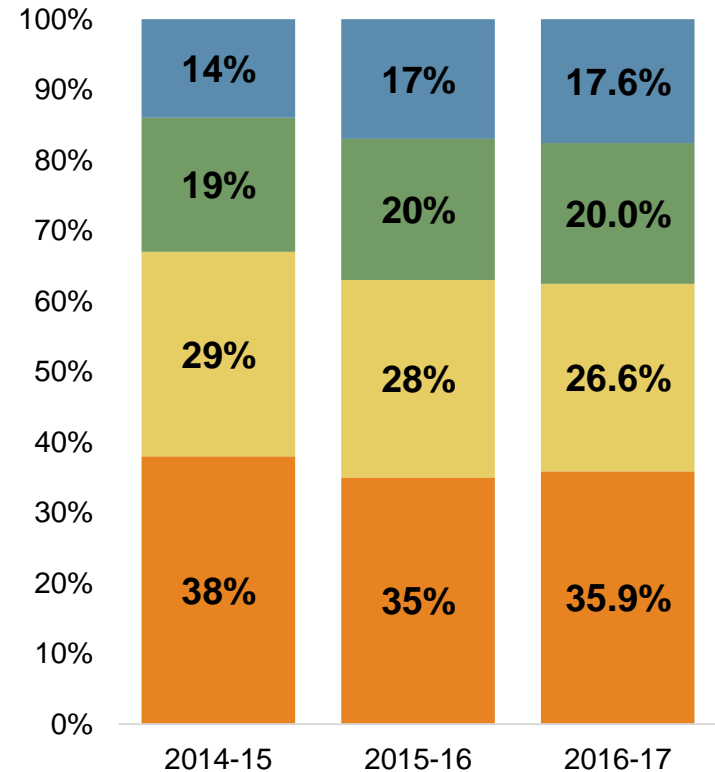
Overall - State Comparison Math



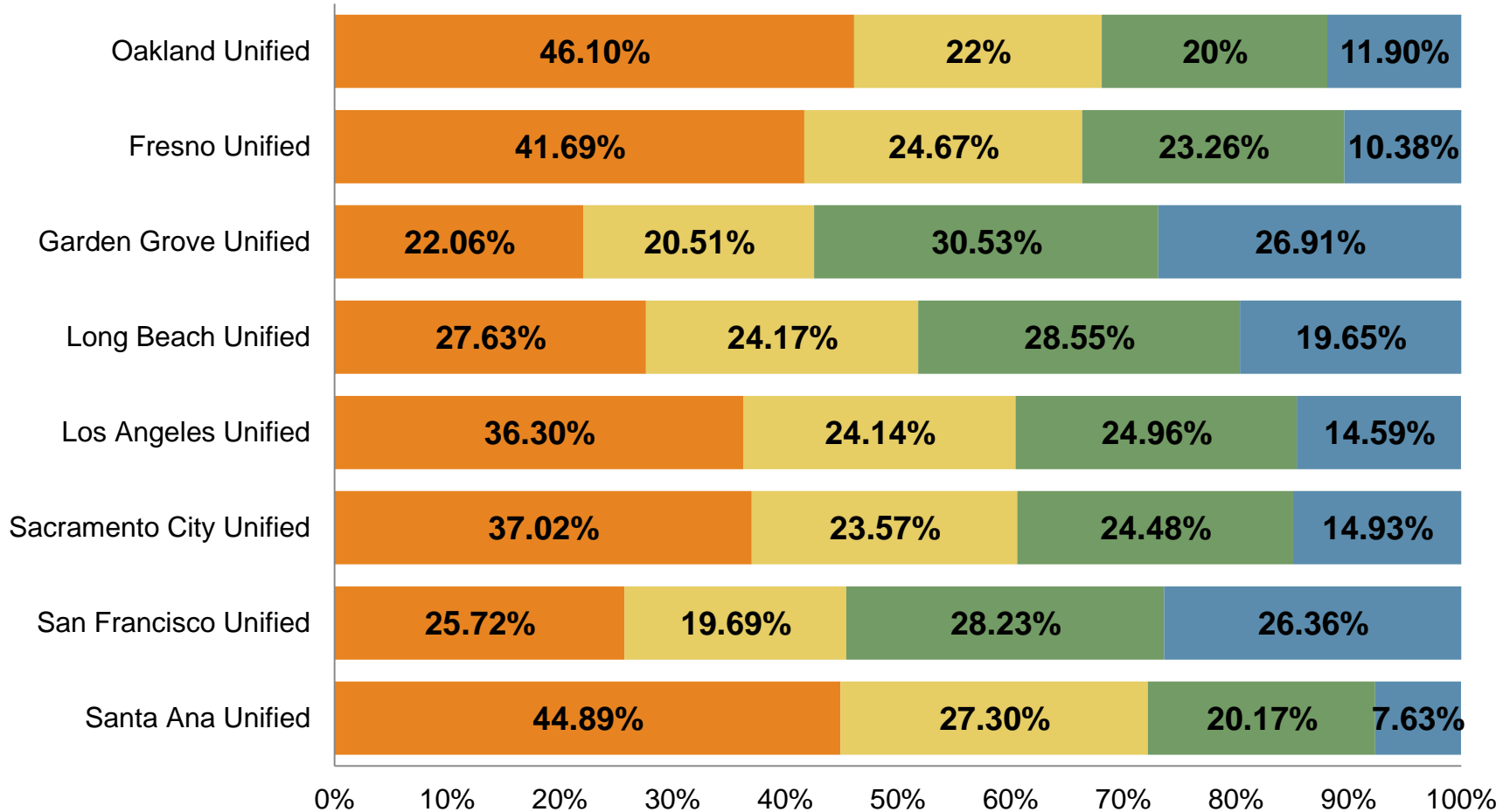
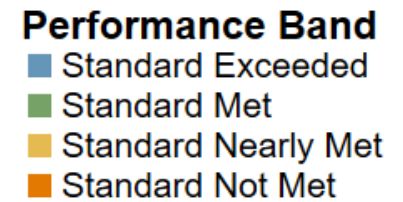
OUSD Math



State Math

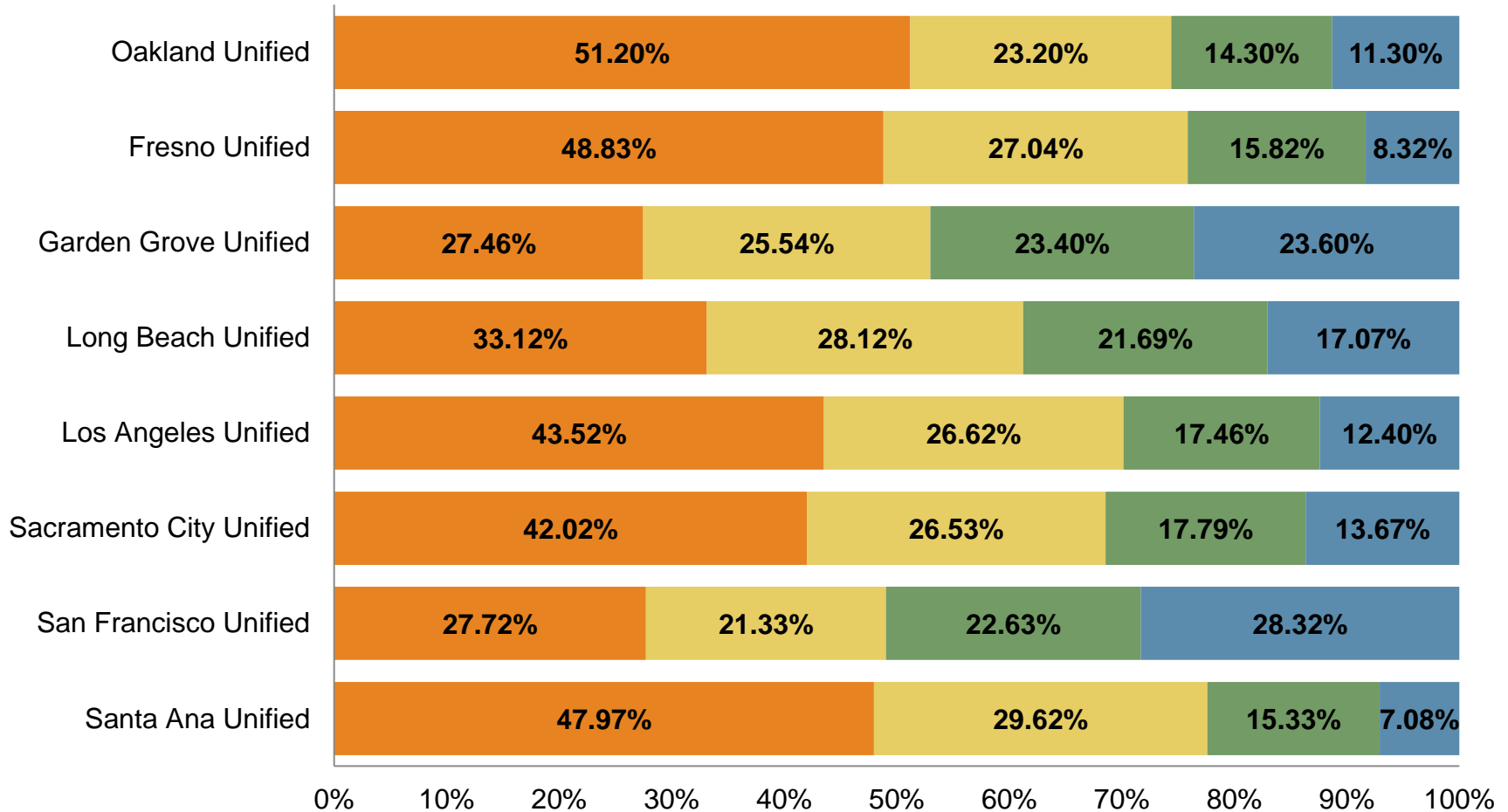
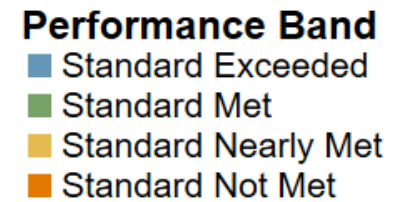


CORE Districts Comparison - ELA



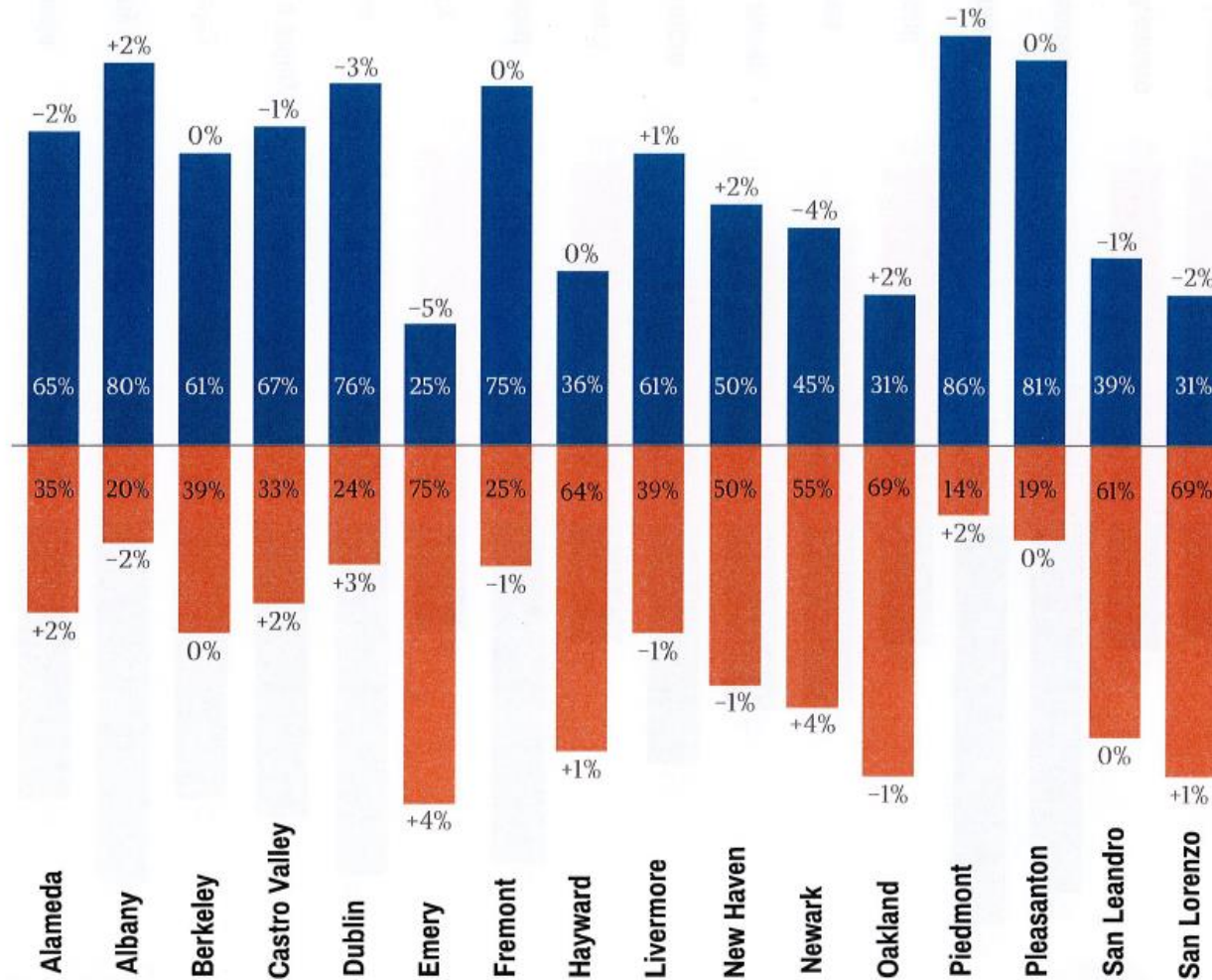
* Charters not included

CORE Districts Comparison - Math



* Charters not included

Alameda County by District



Summary

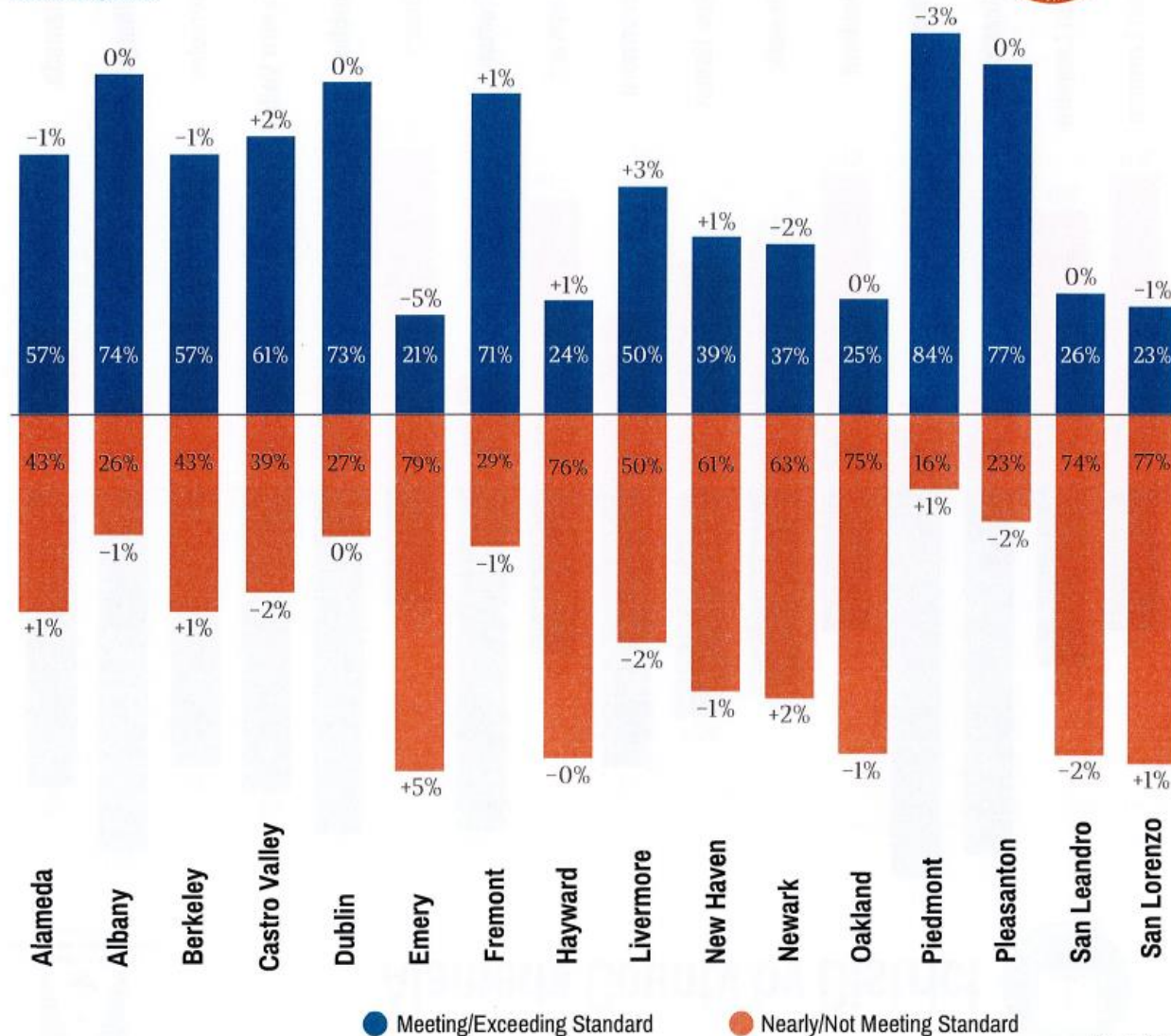
- 8 of 16 districts in Alameda County grew or maintained the percentage of students meeting or exceeding standards in ELA
- 4 districts grew:
 - Albany (2%)
 - New Haven (2%)
 - Livermore (1%)
 - Oakland (2%)

■ 2016 - 2017 Data
■ Change from 2015 - 2016
 +/-

● Meeting/Exceeding Standard
 ● Nearly/Not Meeting Standard

(Due to rounding, percentages may not total 100%)
(Mountain House and Sunol Glen not included due to sample size)

Alameda County by District



Summary

- 10 of 16 districts in Alameda County grew or maintained the percentage of students meeting or exceeding standards in Math
- 5 districts grew:
 - Livermore (3%)
 - Castro Valley (2%)
 - Fremont (1%)
 - Hayward (1%)
 - New Haven (1%)

■ 2016 - 2017 Data
+/- Change from 2015 - 2016

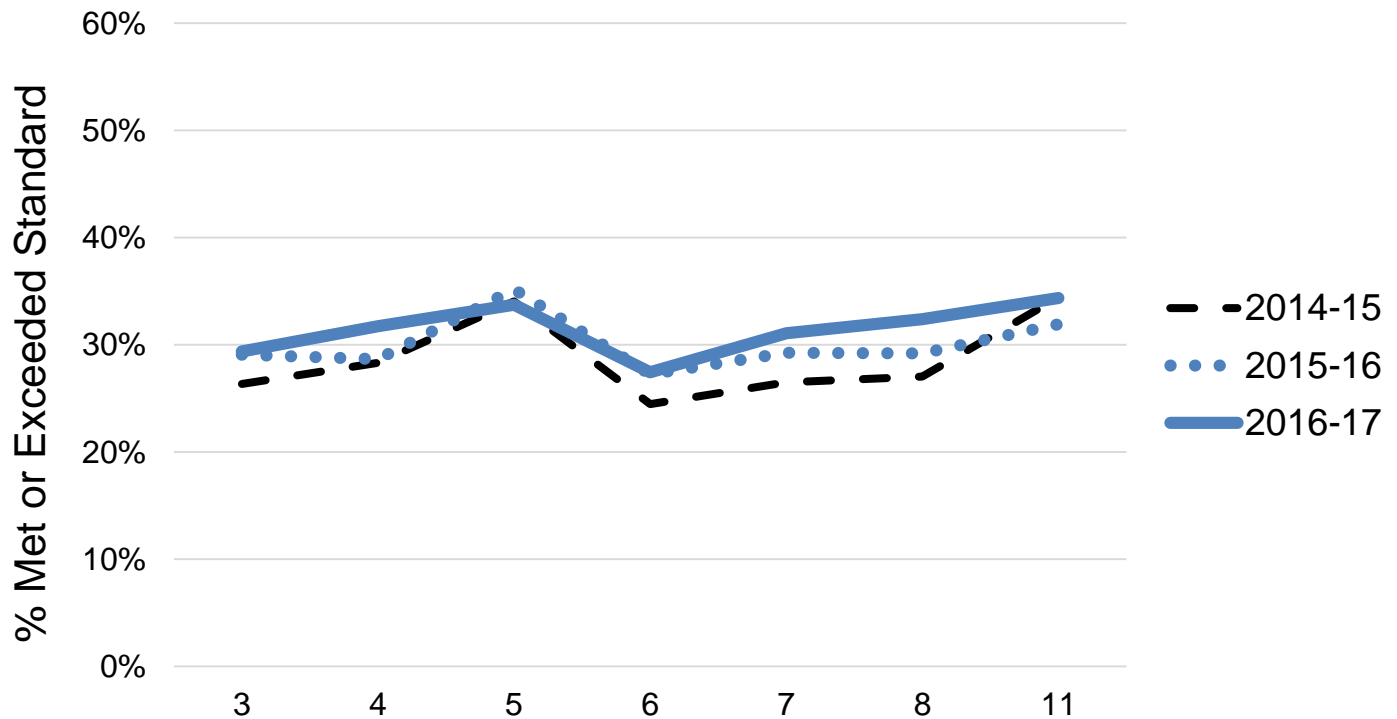
(Due to rounding, percentages may not total 100%)
(Mountain House and Sunol Glen not included due to sample size)

A Closer Look at the Results

- ❖ By Grade Level
- ❖ By Grade Level compared to California
- ❖ English Language Learners
- ❖ Free or Reduced-Price Lunch
- ❖ Special Education

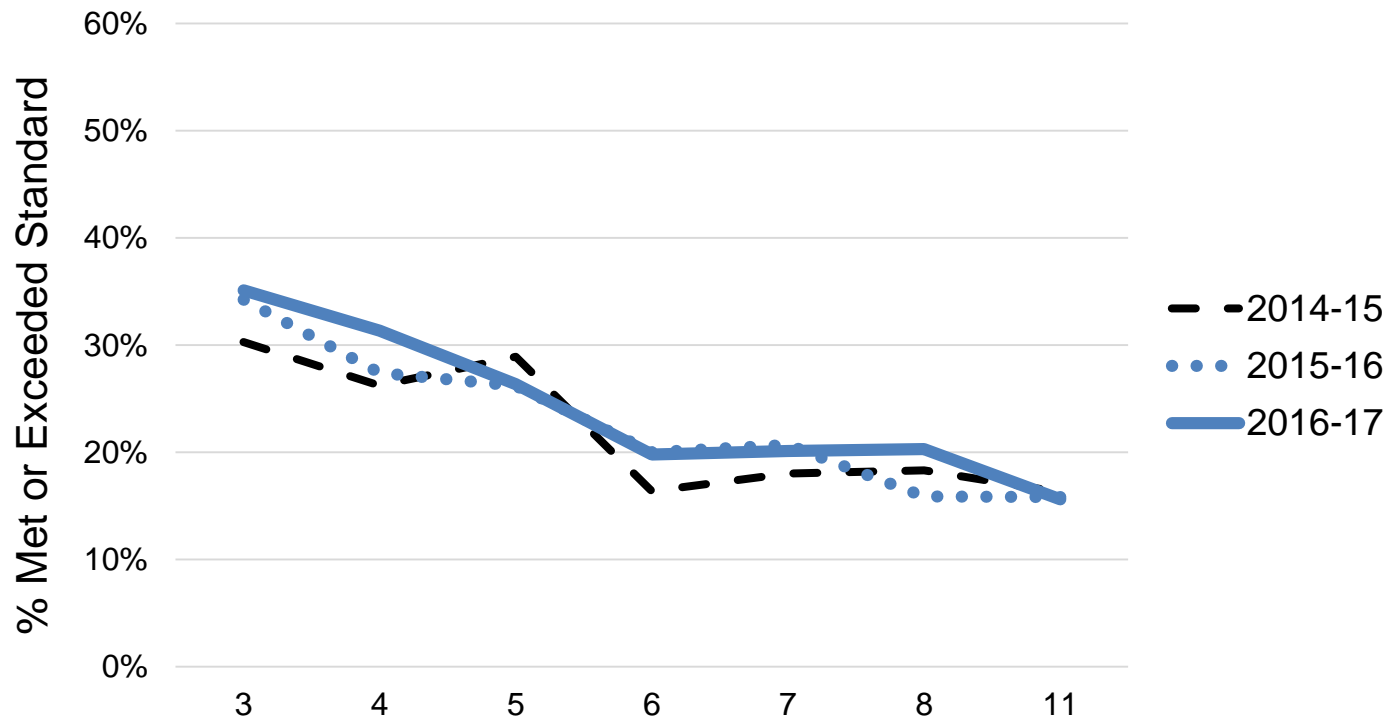


ELA Results by Grade Level: Met/Exceeded



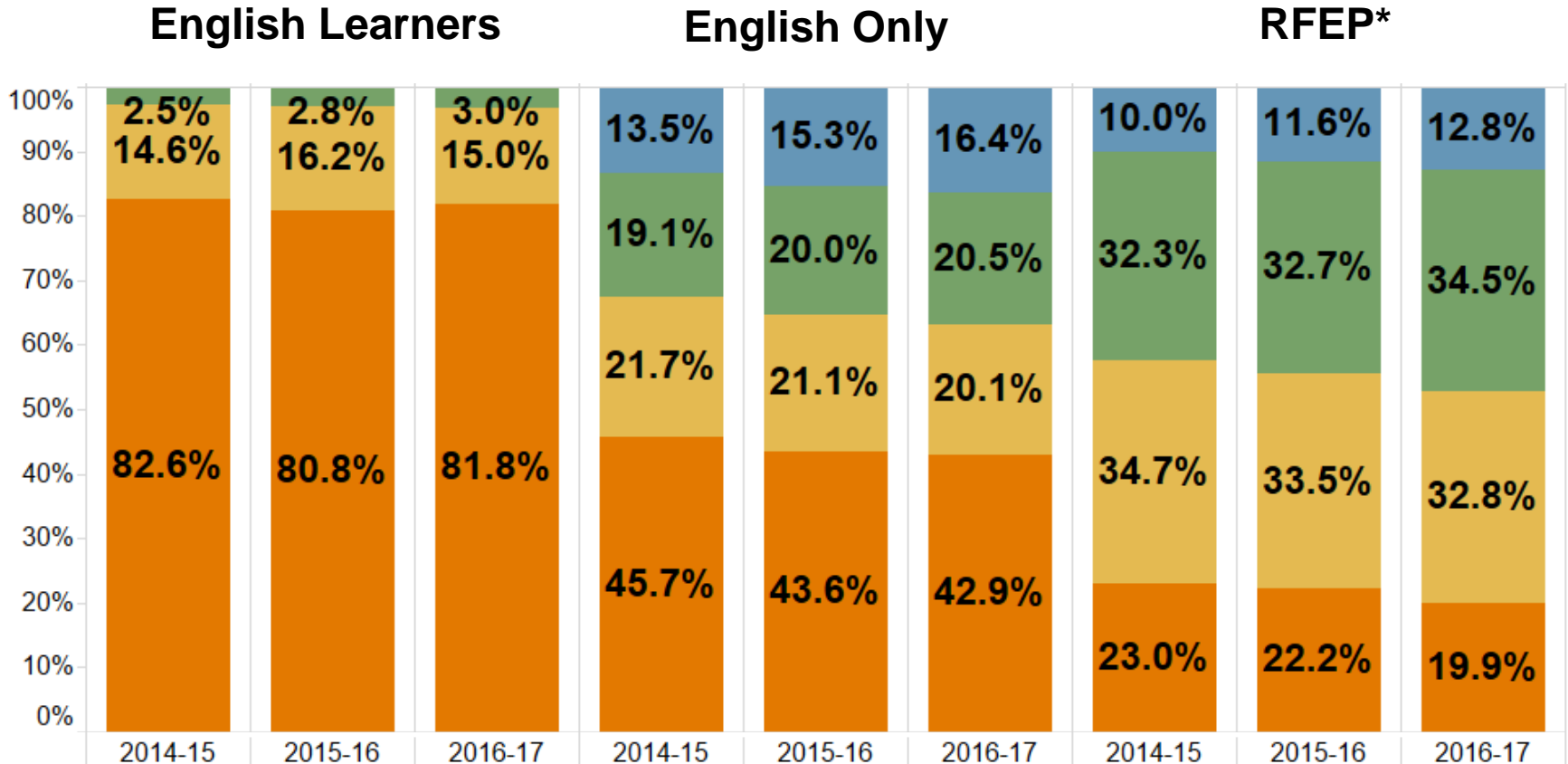
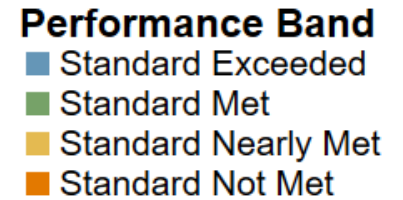
OUSD 2014-15	26.4%	28.3%	34.0%	24.5%	26.5%	27.0%	34.4%
OUSD 2015-16	29.1%	28.7%	35.2%	27.3%	29.3%	29.2%	31.9%
OUSD 2016-17	29.4%	31.7%	33.7%	27.4%	31.1%	32.4%	34.4%

Math Results by Grade Level: Met/Exceeded



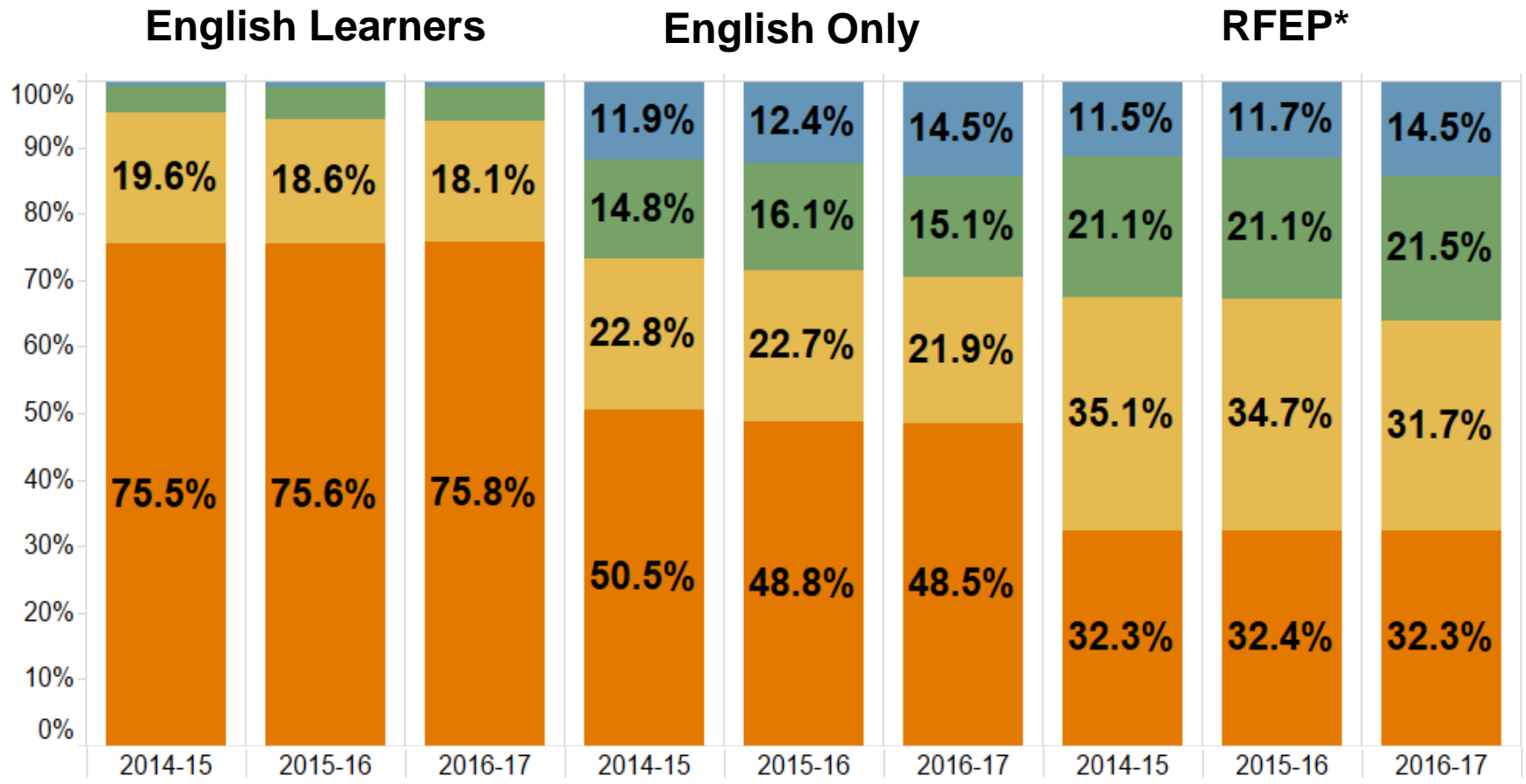
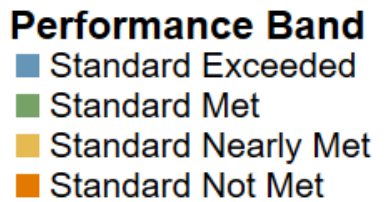
OUSD 2014-15	30.3%	26.2%	28.9%	16.4%	18.0%	18.3%	16.3%
OUSD 2015-16	34.3%	27.4%	26.2%	20.0%	20.7%	15.9%	15.8%
OUSD 2016-17	35.1%	31.3%	26.4%	19.8%	20.1%	20.3%	15.6%

English Language Learners - ELA



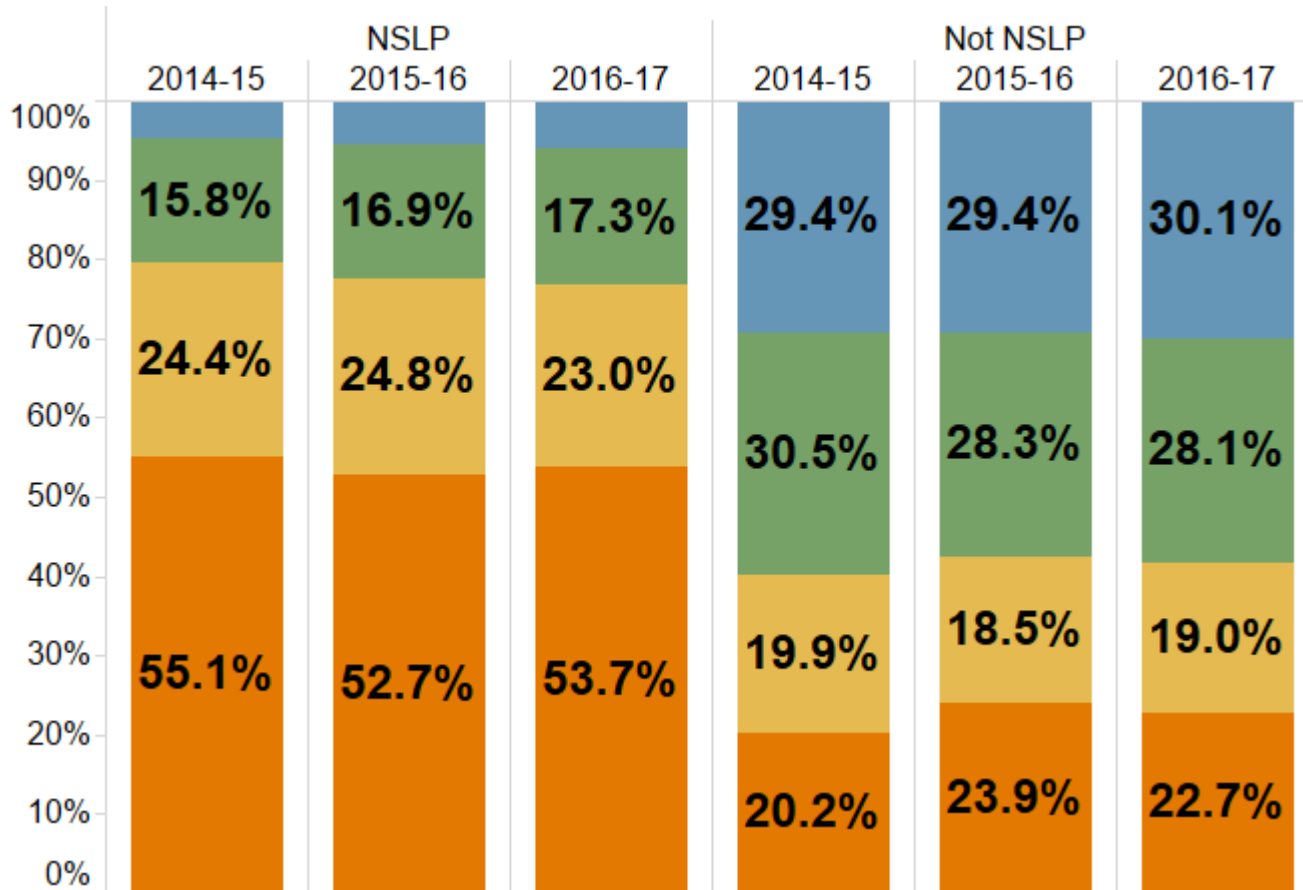
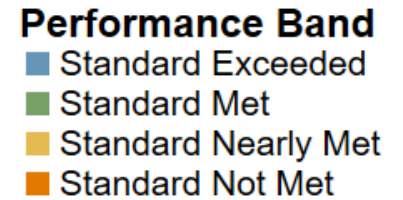
* Reclassified Fluent English Proficient

English Language Learners - Math



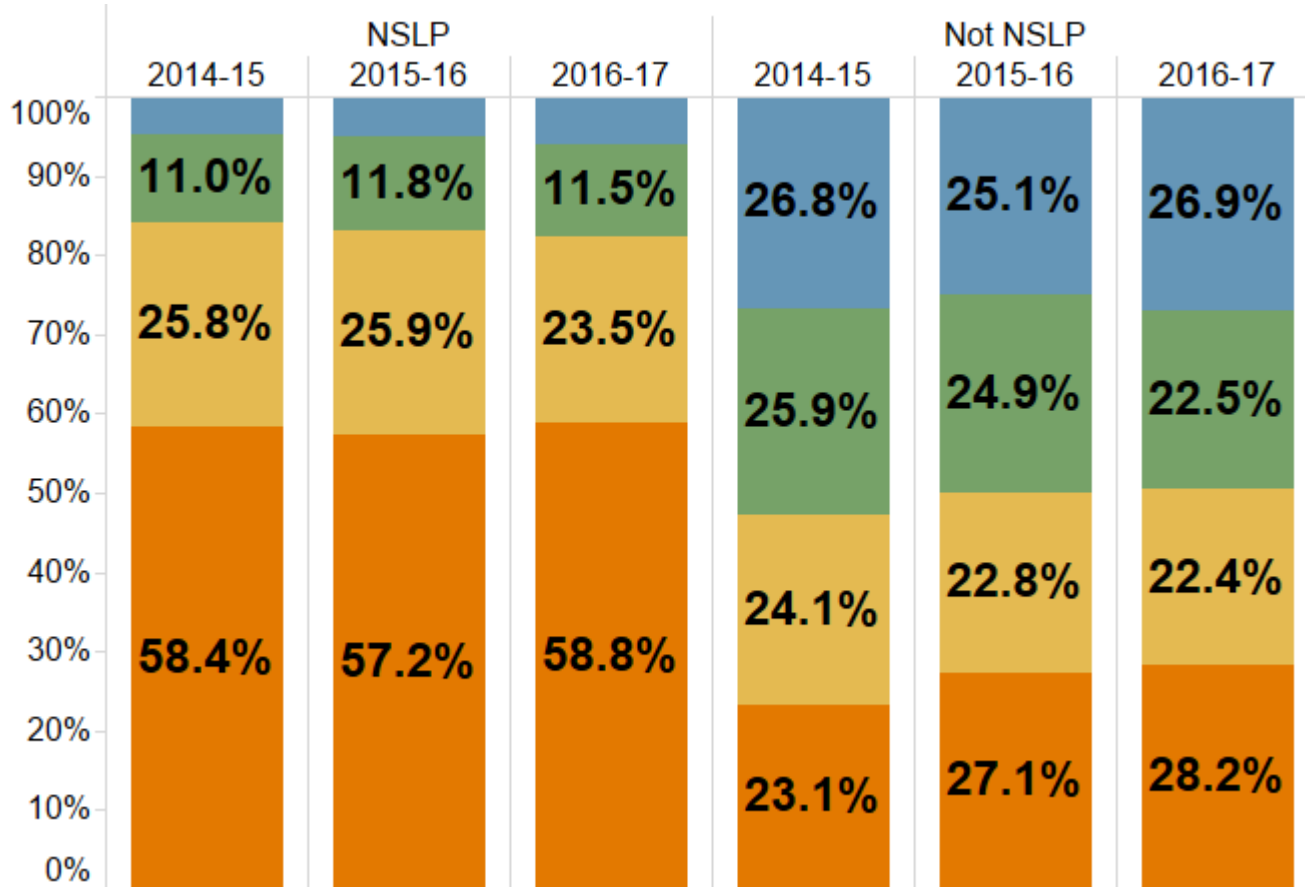
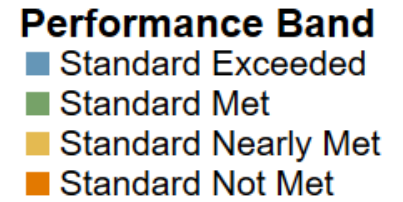
* Reclassified Fluent English Proficient

Free/Reduced Lunch - ELA



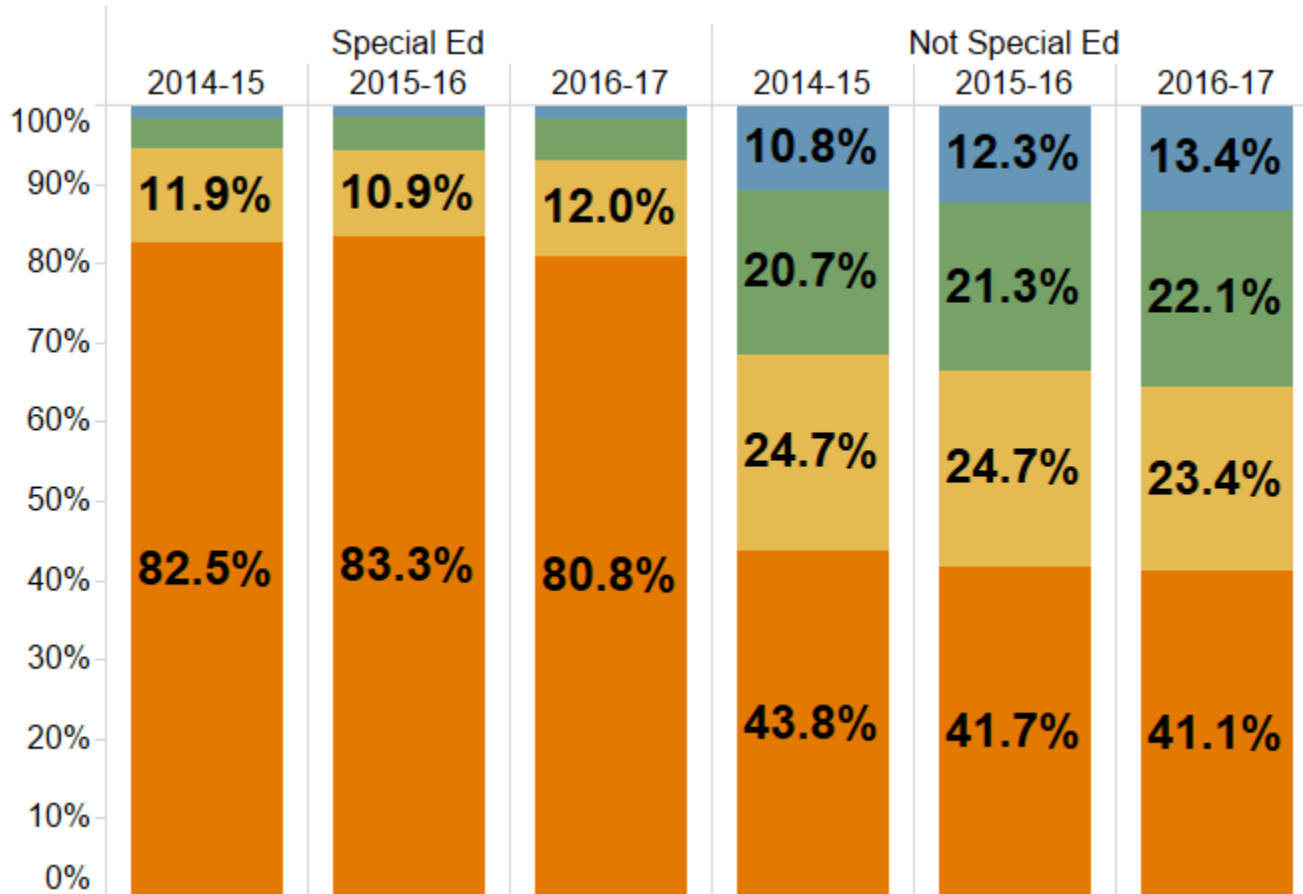
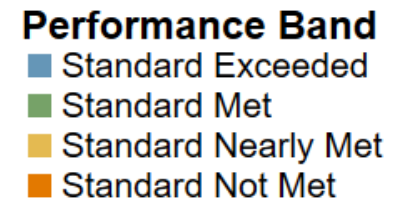
NSLP = qualified for National School Free/Reduced Price Lunch Program

Free/Reduced Lunch - Math

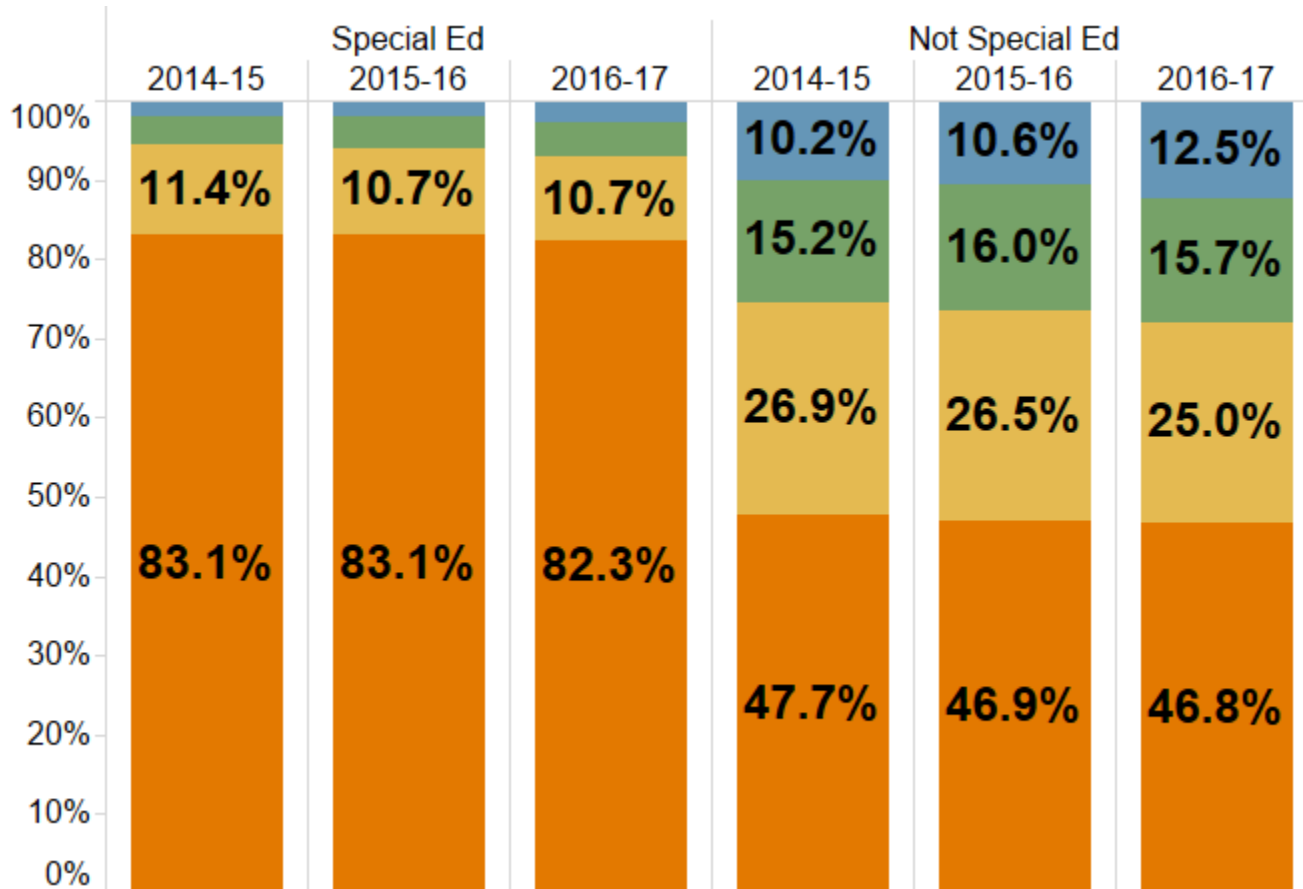
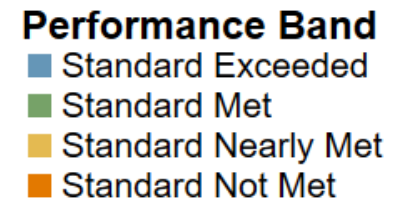


NSLP = qualified for National School Free/Reduced Price Lunch Program

Special Education - ELA



Special Education - Math





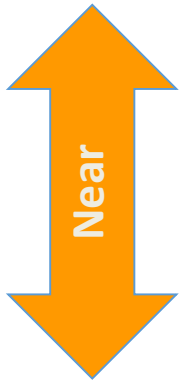
Claim Performance Levels



Above Standard

English Language Arts

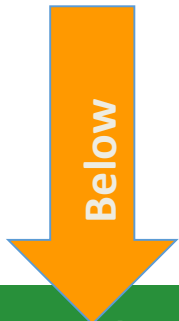
1. Reading
2. Writing
3. Speaking & Listening
4. Research/Inquiry



Near Standard

Mathematics

1. Concepts & Procedures
2. Problem Solving & Modeling and Data Analysis
3. Communicating Reasoning

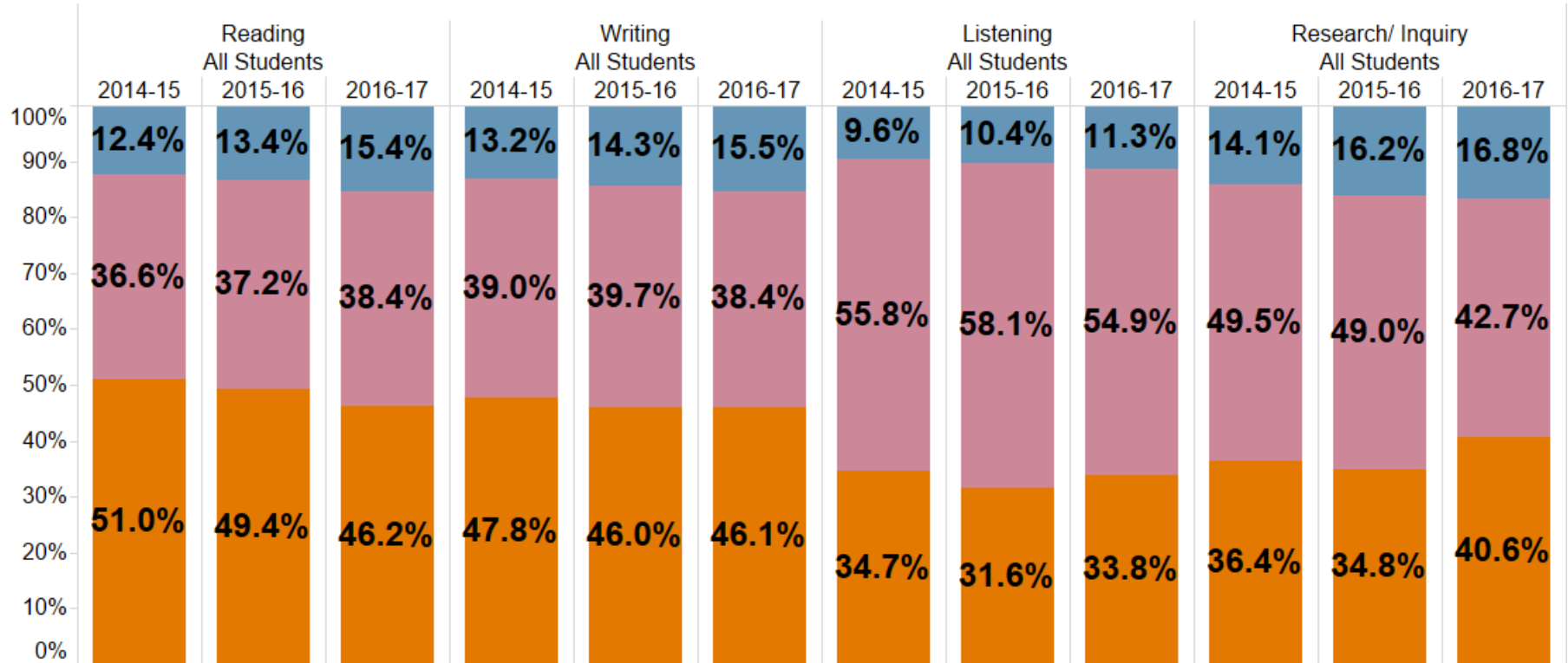


Below Standard

OUSD ELA by CLAIMS

Performance Band

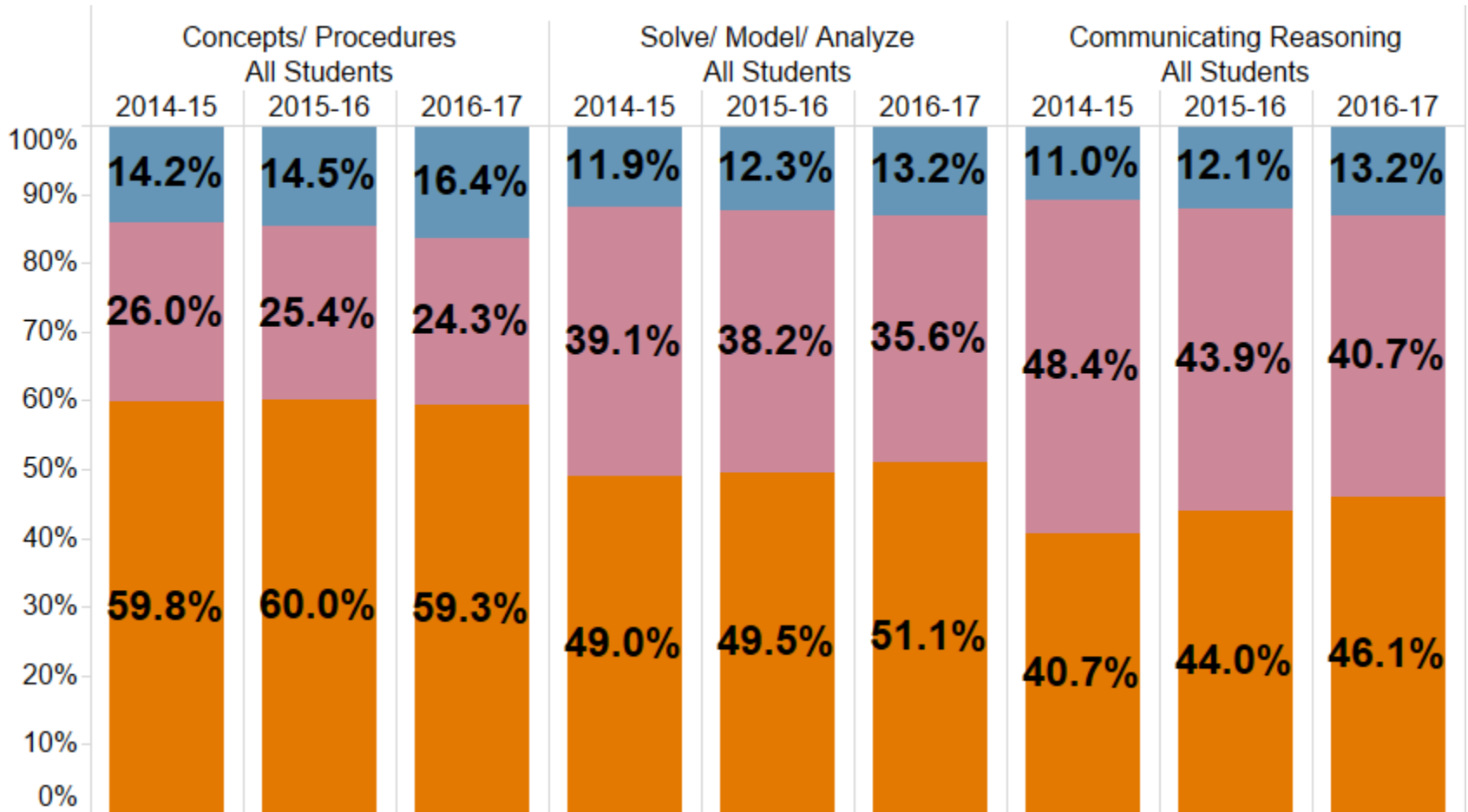
- Below Standard
- Near Standard
- Above Standard



OUSD Math by CLAIMS

Performance Band

- Below Standard
- Near Standard
- Above Standard





Highlights – English Language Arts

3 Schools with double digit increase in % Standard Met or Exceeded on SBAC ELA:

- **Street Academy** gained **14.2pp**, from 5.1% to 19.4%
- **Coliseum College Prep Academy (6-12)** gained **13.9pp**, from 19.5% to 33.3%
- **Madison Parker Lower (K-5)** gained **11.3pp**, from 11.6% to 22.9%



Highlights – Mathematics

5 Schools showed a **double digit** increase in % Standard Met or Exceeded on SBAC Math:

- **Glenview Elementary** gained **13.4pp**, from 46.3% to 59.7%
- **Manzanita SEED** gained **12.9pp**, from 21.5% to 34.4%
- **EnCompass Academy** gained **11.4pp**, from 16.7% to 28.0%
- **Madison Park Lower (K-5)** gained **10.3pp**, from 7.6% to 17.9%
- **Martin Luther King Elementary** gained **10.1pp**, from 8.8% to 18.9%

Learning from Greenleaf K-8

6.9pp increase in ELA, from 28.5% to 35.4%

9.1pp increase in Math, from 19.9% to 29.0%

We produced these results by...

- Reflecting on the rigor and alignment of tasks and assessments
- Modifying and supplementing the curriculum
- Holding data conferences to reflect on trends & focal students
- Co-observations and collaborative debriefs using a frame of the Instructional Core
- Analyzing data in professional learning communities during cycles of inquiry to create action plans for spiraling standards
- Learning to be critical consumers of all curricular resources and SBAC information

Learning from EnCompass Academy

9.2 pp increase in ELA – from 21.3% to 30.5%

11.4pp increase in Math – from 16.7% to 28.0%

We produced these results with...

- Analysis of complex texts and creation of text-dependent questions (ELA)
- Collaboratively planned, peer-observed, and retaught lessons developed through teacher professional learning communities (ELA and Math)
- Trimmed down Eureka Math lessons to help with pacing
- Used professional learning community protocol that kept a specific focus each week
- Grounded conversations in data

Focused Strategies

- ❖ Learning in Cycles of Inquiry
 - Standards Based Instruction
 - Language and Literacy
 - School Culture
 - Multi-Tiered Systems of Support

- ❖ Professional Learning Communities (PLCs)

- ❖ Instructional Leadership Teams (ILTs)

- ❖ Instructional Teacher Leaders (ILTs)



Focused Learning

Instructional Department Learning in Cycles of Inquiry:

- ❖ Language and Literacy
- ❖ Standards Based Instruction and the Instructional Task (ELA & STEM)
- ❖ Multi-Tiered Systems of Support
- ❖ Special Education
- ❖ Positive School Culture and Engagement



STATE ACADEMIC INDICATOR

Another way
to look at
SBAC scores

- ❖ What is “Distance from Level 3” (Standard Met)?
- ❖ OUSD results
- ❖ Introduction to the new **Oakland Public School Report Card**
- ❖ How DF3 will be used in our new accountability system





Different Ways to Look at Results

❖ Performance Bands

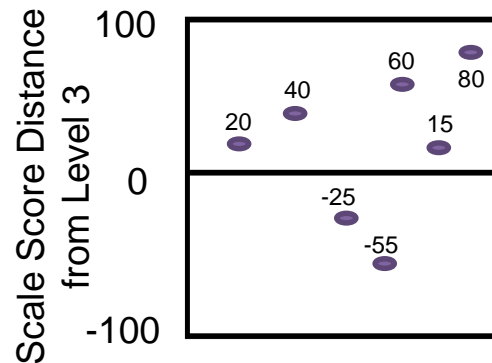
- Percentage of Students in each Performance Band
 - Standard Exceeded, Standard Met, Standard Nearly Met, Standard Not Met

❖ Average Scale Score Distance from Level 3 (Standard Met)

- Used to estimate how students performed relative to the score needed to meet standards (level 3)
- Scale score needed to meet standards varies by grade level, so this calculation allows us to aggregate results across grades



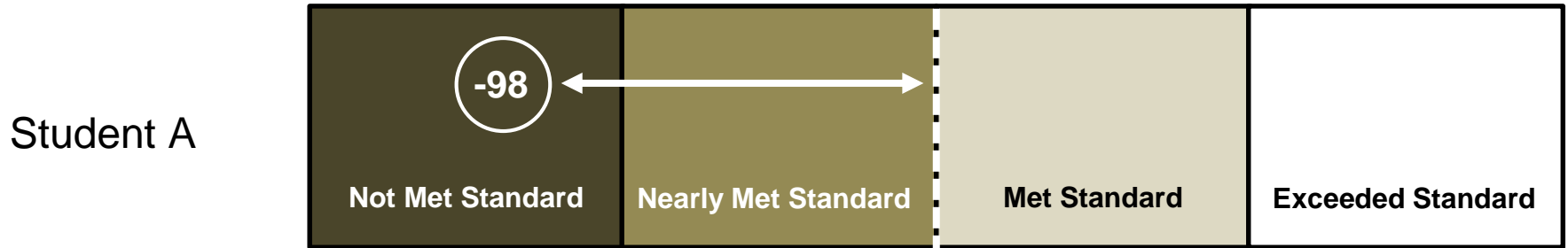
Distance from Level 3 (DF3)



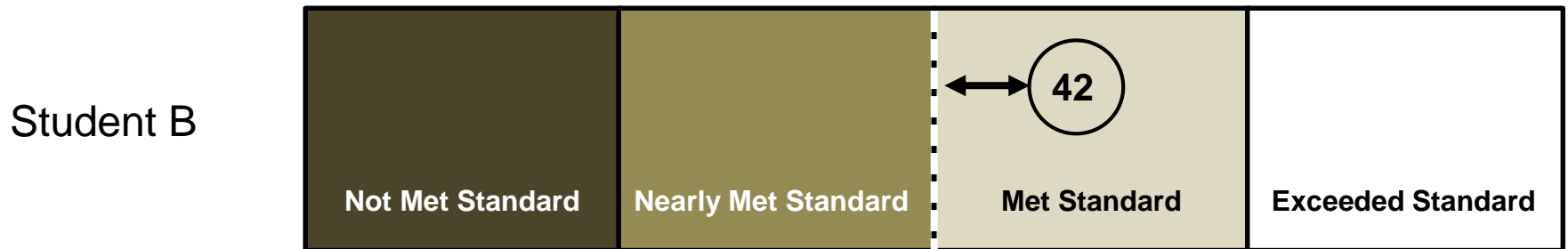
$$\frac{(20 + 40 + 60 + 15 + 80 + -25 + -55)}{7} = 19.3$$

On average, students exceeded the standard by 19.3 points.

Average Distance from Level 3 (DF3)



SBAC Proficiency Levels 1 through 4



SBAC Proficiency Levels 1 through 4

$$\text{Average DF3} = (-98 + 42)/2 = -28 \text{ points}$$

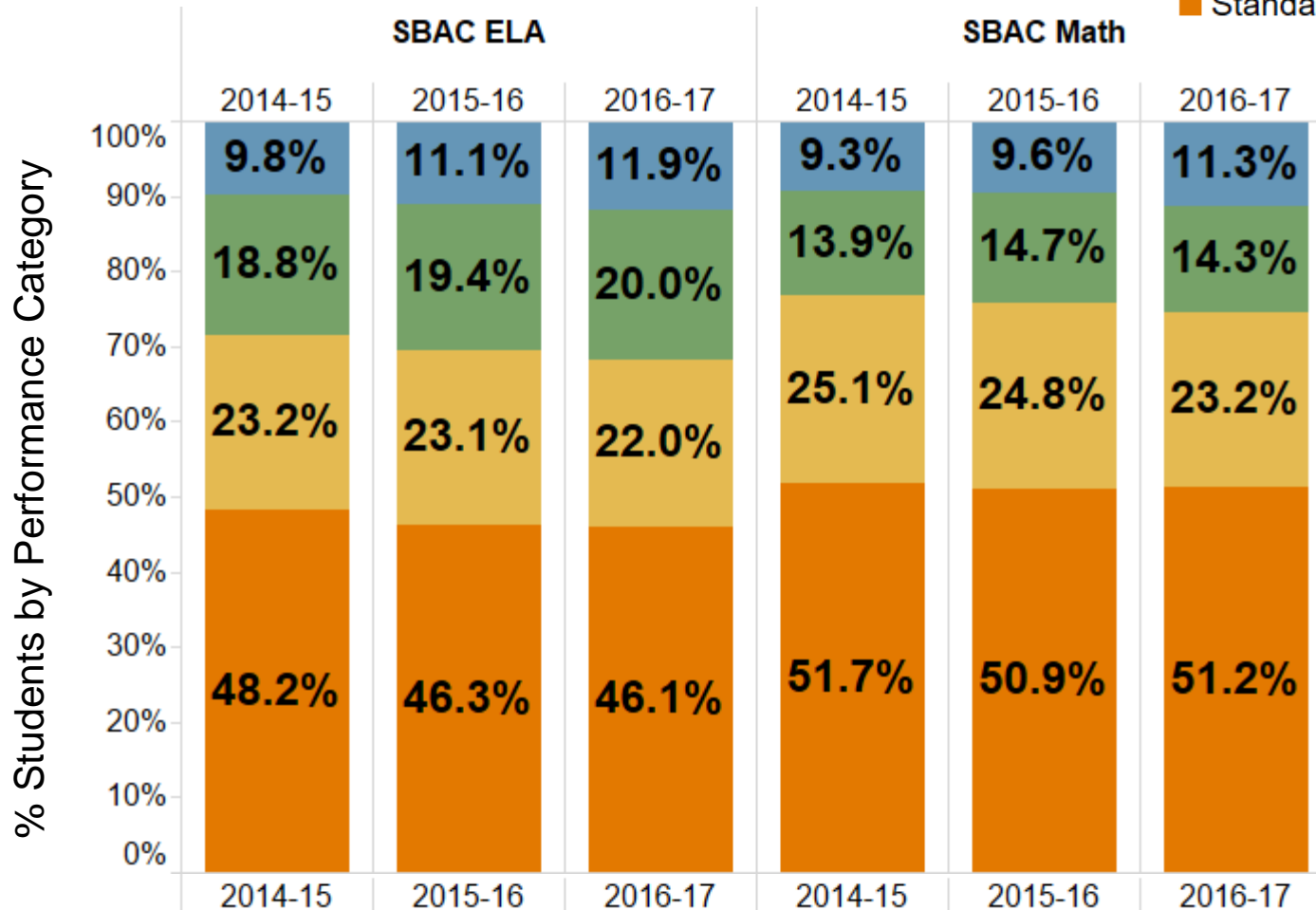
Why Distance from Level 3?

- Accounts for the performance of all students, not just those who met or exceeded standards.
- Schools get credit for improving **all student scores** regardless of whether students make it to the lowest score needed to meet standards (Level 3)

Overall District Results: DF3

Performance Band

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



Avg. Distance from Level 3 (DF3)

-55.4

-51.5

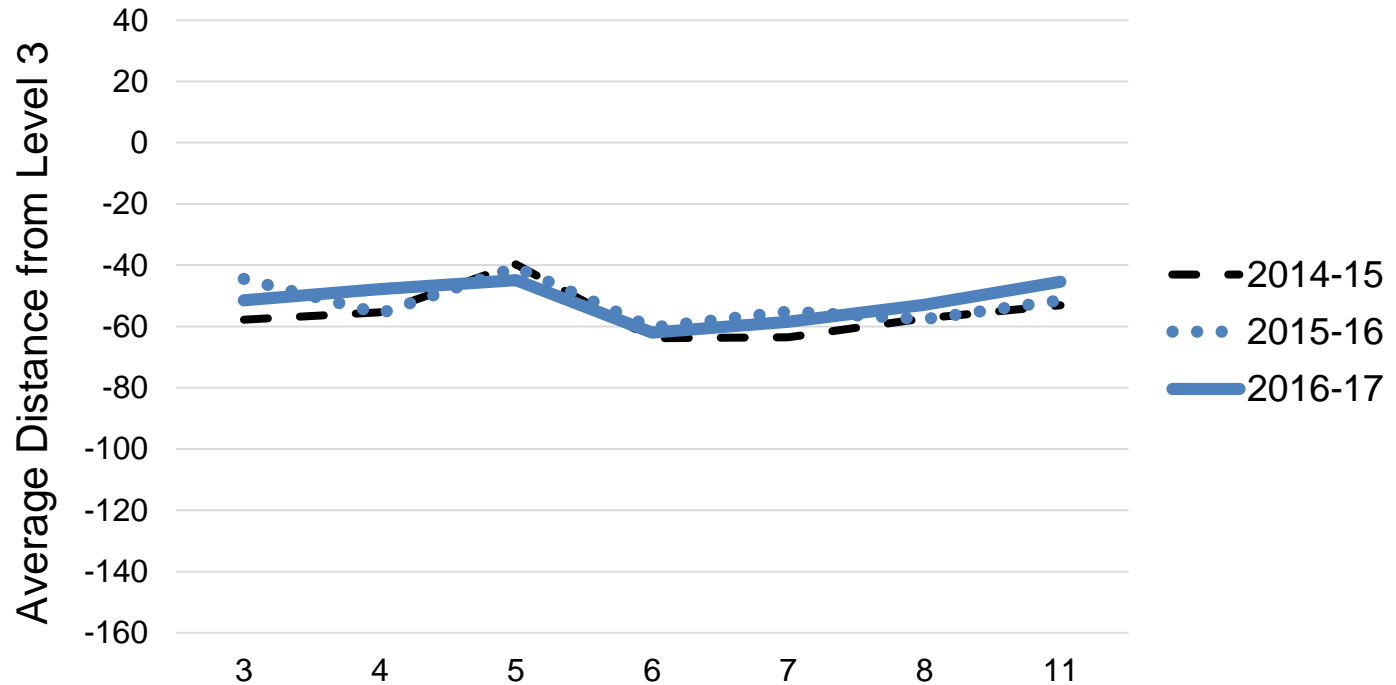
-51.5

-76.6

-76.7

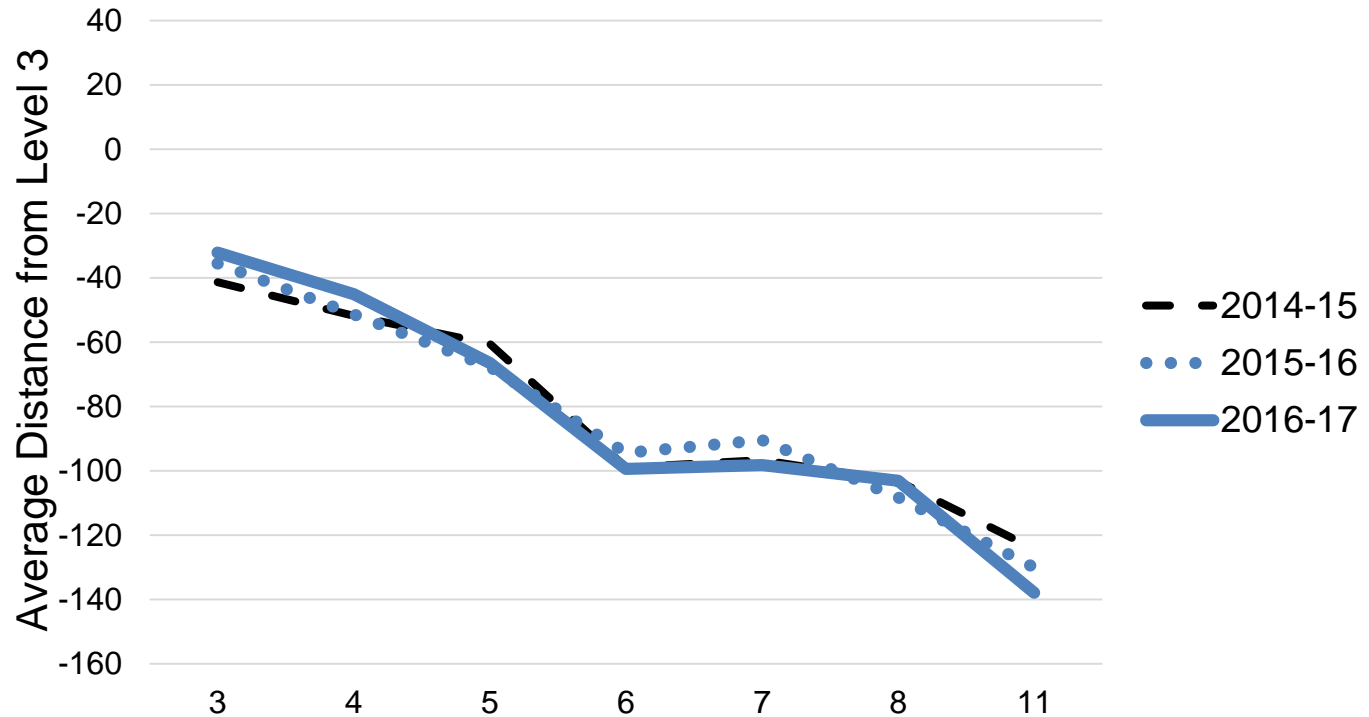
-76.5

ELA Results by Grade Level: DF3



OUSD 2014-15	-57.8	-55.4	-39.7	-63.8	-63.5	-57.4	-53.1
OUSD 2015-16	-44.5	-55.7	-40.7	-60.3	-55.1	-57.6	-51.5
OUSD 2016-17	-51.5	-47.8	-44.9	-62	-58.5	-52.9	-45.4

Math Results by Grade Level: DF3



OUSD 2014-15	-41.3	-51.8	-60.5	-98.9	-96.6	-103.2	-124.3
OUSD 2015-16	-35.5	-51.3	-67.6	-94.4	-90.4	-108.2	-130
OUSD 2016-17	-32.1	-45	-66.4	-99.4	-98.2	-103.1	-137.9

Accountability in the Past & Present



OUSD Balanced Scorecard

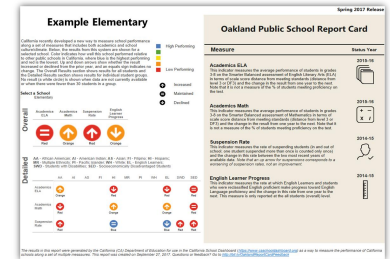


SPF | School Performance Framework



and the new

Oakland Public School Report Cards



Oakland Public School Report Cards

Spring 2017 Release

Example Elementary

California recently developed a new way to measure school performance along a set of measures that includes both academics and school culture/climate. Below, the results from this system are shown for a selected school. Color indicates how well this school performed relative to other public schools in California, where blue is the highest performing and red is the lowest. Up and down arrows show whether the result increased or declined from the prior year, and an equals sign indicates no change. The Overall Results section shows results for all students and the Detailed Results section shows results for individual student groups. No result (a white circle) is shown when data are not currently available or when there were fewer than 30 students in a group.

- High Performing
-
-
-
- Low Performing
- ↑ Increased
- = Maintained
- ↓ Declined

Select a School
Elementary

Overall

Academics ELA	Academics Math	Suspension Rate	English Learner Progress
= Red	↑ Orange	↑ Red	↓ Orange

Detailed

AA - African American; AI - American Indian; AS - Asian; FI - Filipino; HI - Hispanic; MR - Multiple Ethnicity; PI - Pacific Islander; WH - White; EL - English Learners; SWD - Students with Disabilities; SED - Socioeconomically Disadvantaged Students

	AA	AI	AS	FI	HI	MR	PI	WH	EL	SWD	SED
Academics ELA	↑ Orange				↓ Red				↓ Red		= Red
Academics Math	↓ Red				↑ Orange				↑ Orange		= Red
Suspension Rate	↑ Red				= Blue				↓ Blue	↑ Red	↑ Red

Oakland Public School Report Card

Measure	Status	Year
Academics ELA This indicator measures the average performance of students in grades 3-8 on the Smarter Balanced assessment of English Literary Arts (ELA) in terms of scale score distance from meeting standards (distance from level 3 or DF3) and the change in the result from one year to the next. Note that it is not a measure of the % of students meeting proficiency on the test.		2015-16
Academics Math This indicator measures the average performance of students in grades 3-8 on the Smarter Balanced assessment of Mathematics in terms of scale score distance from meeting standards (distance from level 3 or DF3) and the change in the result from one year to the next. Note that it is not a measure of the % of students meeting proficiency on the test.		2015-16
Suspension Rate This indicator measures the rate of suspending students (in and out of school; one student suspended more than once is counted only once) and the change in this rate between the two most recent years of available data. Note that an up arrow for suspensions corresponds to a worsening of suspension rates, not an improvement.		2014-15
English Learner Progress This indicator measures the rate at which English Learners and students who were reclassified English proficient make progress toward English Language proficiency and the change in this rate from one year to the next. This measure is only reported at the all students (overall) level.		2014-15

High Performing

-
-
-
-
- Low Performing

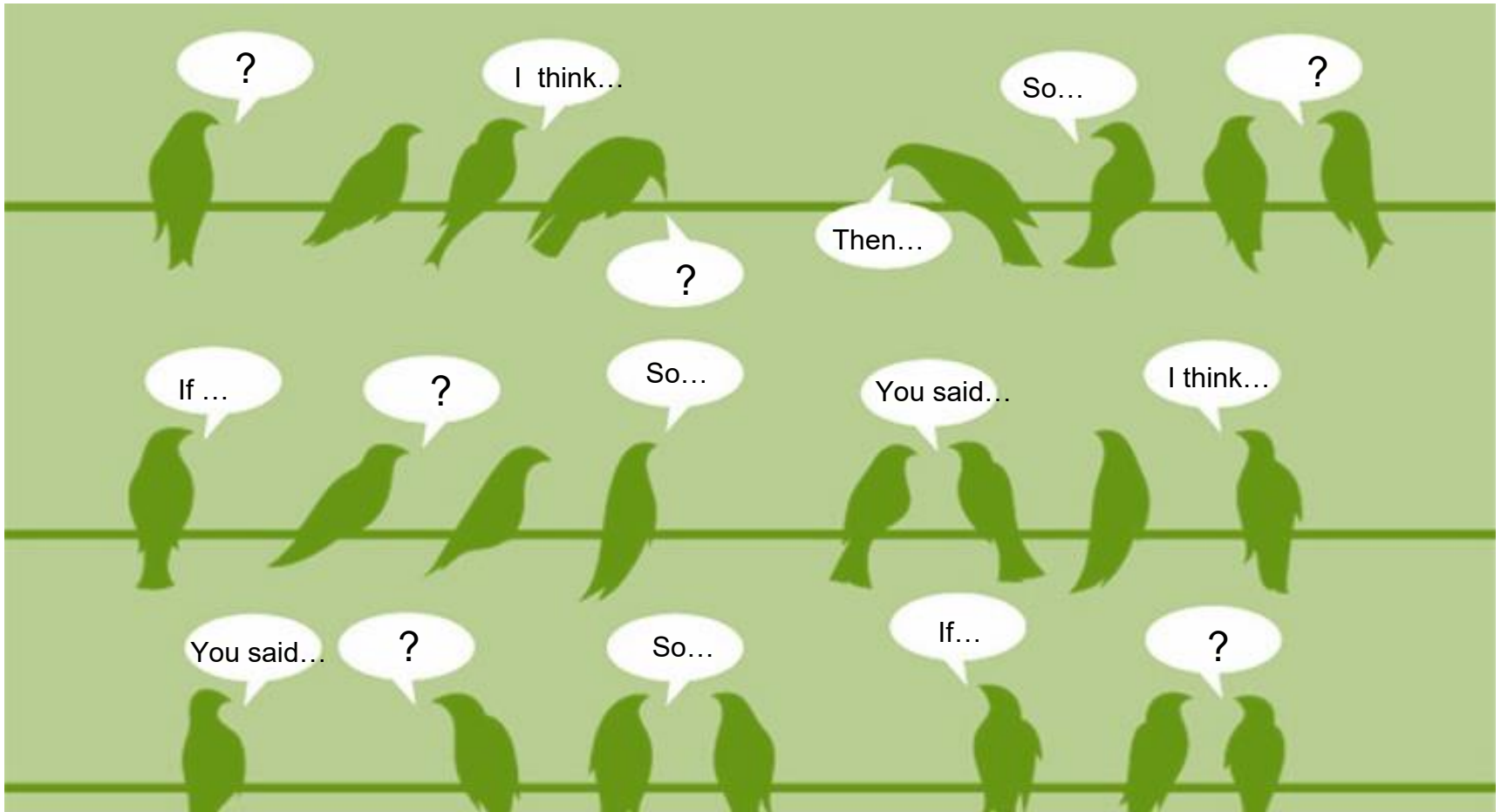
Increased

Maintained

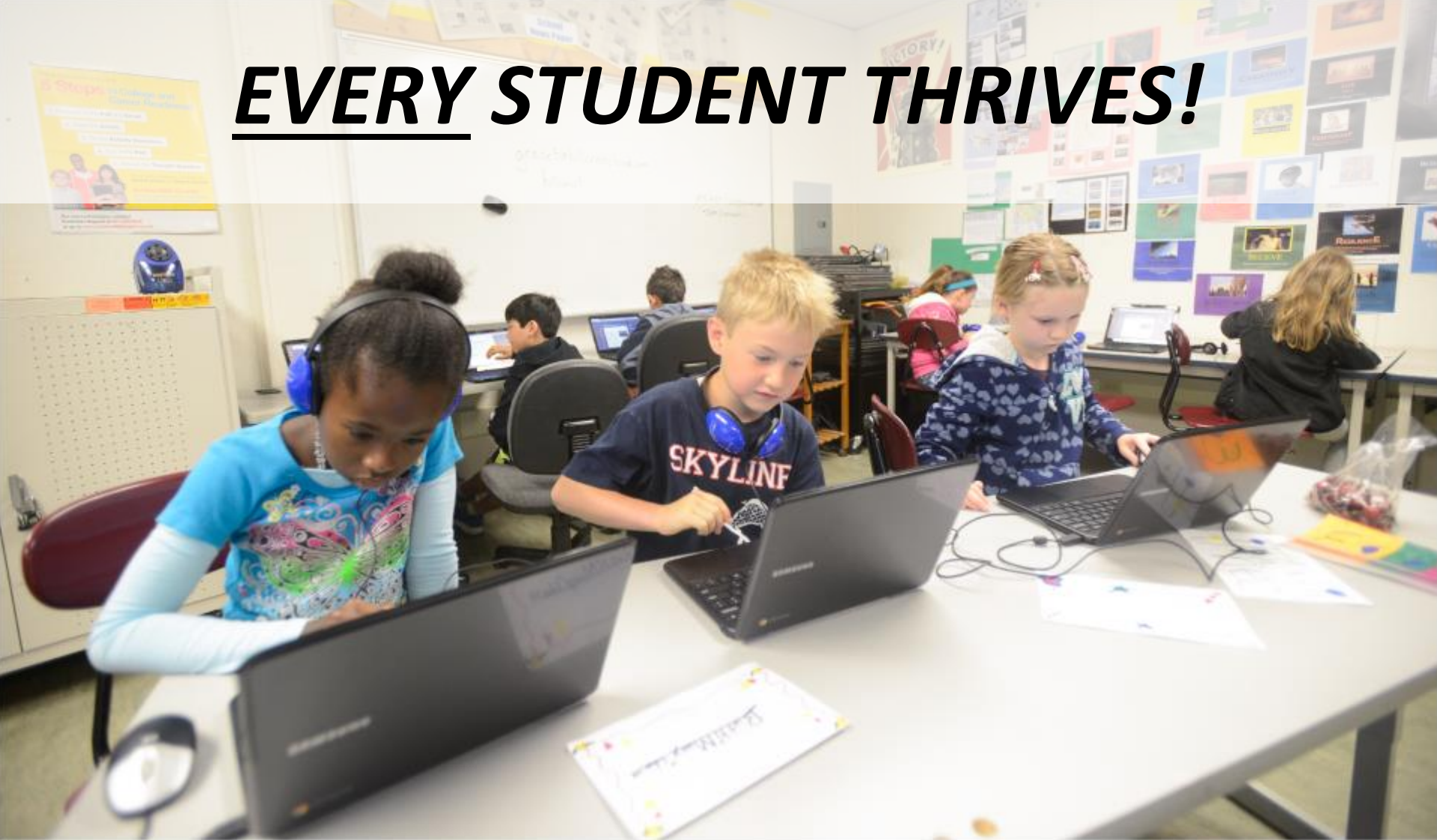
Declined

The results in this report were generated by the California (CA) Department of Education for use in the California School Dashboard (<https://www.caschooldashboard.org>) as a way to measure the performance of California schools along a set of multiple measures. This report was created on September 27, 2017. Questions or feedback? Go to <http://bit.ly/OaklandReportCardFeedback>

Questions?



EVERY STUDENT THRIVES!



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1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



[@OUSDnews](https://www.instagram.com/ousdnews)

Contact us for additional information [optional contact area]
Phone: 510.555.5555 | Email: info@ousd.org

APPENDICES





SBAC FACTS

What was tested?

- ★ English Language Arts (ELA)
- ★ Mathematics

Who took it?

- ★ Students in Grades 3-8 and 11

Who didn't take it?

- ★ English Learners in U.S. for less than 1 year did not take SBAC ELA
- ★ Students with severe cognitive disabilities outlined in an IEP didn't take ELA or Math

How was it given?

- ★ Computer
- ★ "Computer adaptive" test items are machine scored
- ★ Short answer, longer writing tasks, and math performance tasks are all human scored by hand





SBAC FACTS

Are these the district's final results?

- ★ Yes. OUSD received final results in late September. Embargo lifted on Sept. 27.

Why did it taking so long to get the final results?

- ★ Each student only receives a final score on the SBAC English Language Arts or SBAC Math after the hand-scored items are completed.
- ★ This year, there was also a delay in state release of public results.

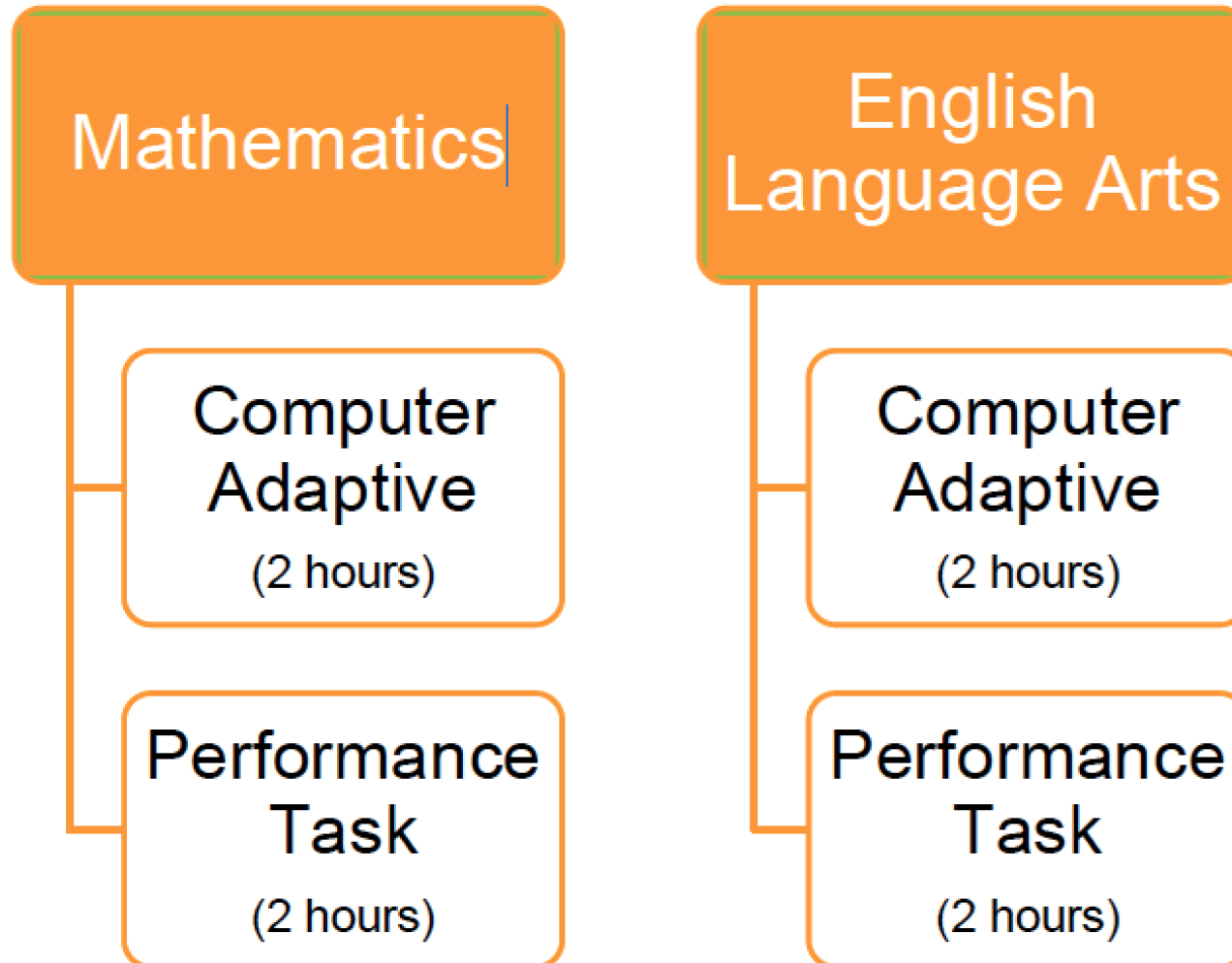
When did parents receive the test results?

- ★ OUSD mailed student score reports to families in September.





New Standards, New Tests





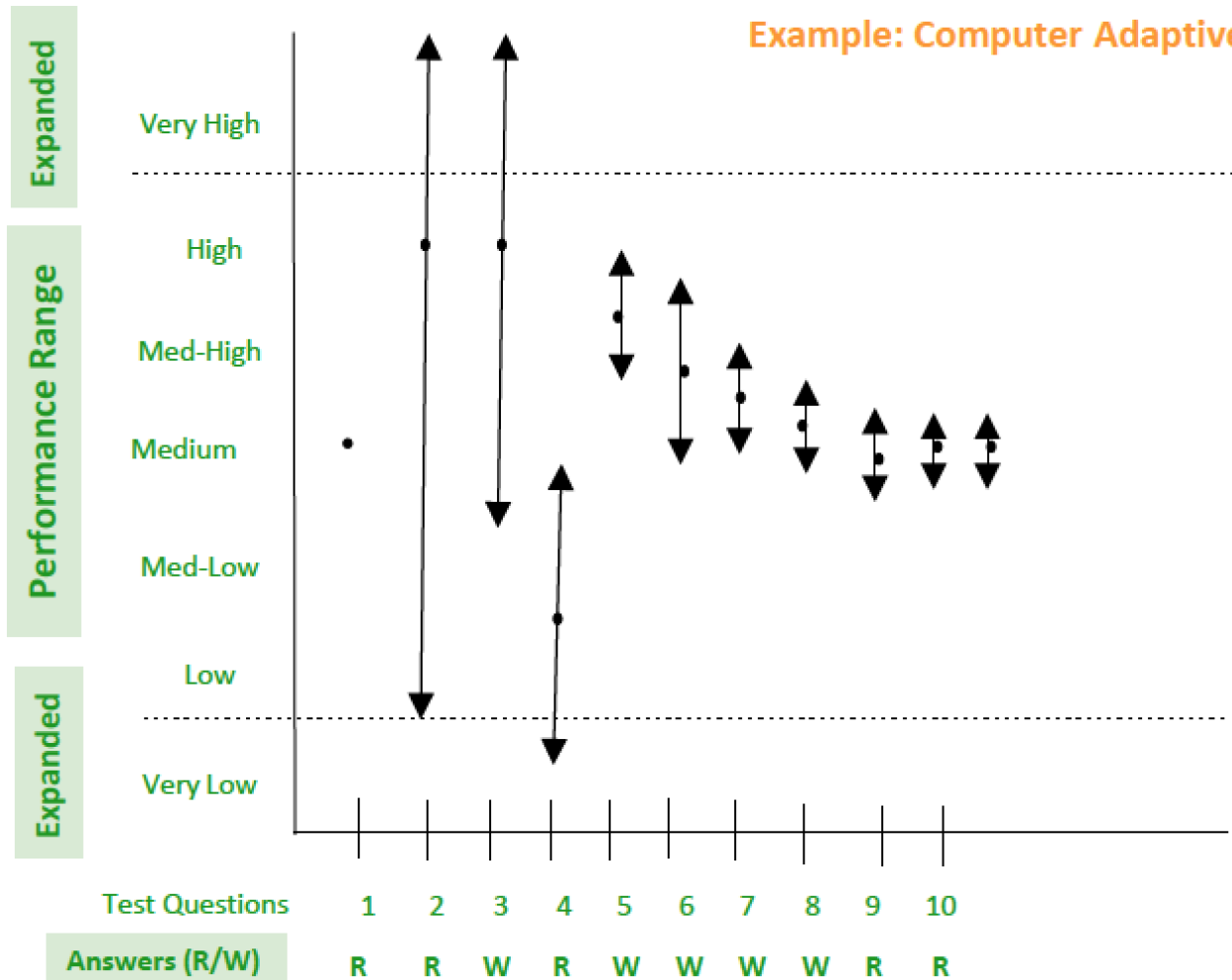
Complex Pattern Scoring





Complex Pattern Scoring

Example: Computer Adaptive Testing





Overall Performance Levels

Scale Score





Math is different ...

CST

Solve for x .

$$6\frac{2}{8} + 3\frac{5}{8} = x$$

- (A) $7\frac{2}{8}$
- (B) $9\frac{7}{8}$
- (C) $9\frac{2}{8}$
- (D) $18\frac{7}{8}$

SBAC

Jared is testing how much weight a bag can hold. He plans to put juice bottles into three bags. He wants each bag to have a total weight within the given range.

- Drag juice bottles into each bag so that the weight is within the given range.
- Leave the bag empty if the given range is not possible using juice bottles.

3 $\frac{5}{8}$ lb

Delete X

Between 6 lb and 7 lb Between 10 lb and 11 lb Between 14 lb and 15 lb



English Language Arts is different ...

CST

Which two words are synonyms for heap?

- (A) pile
- (B) row
- (C) corner
- (D) mound
- (E) pattern

SBAC

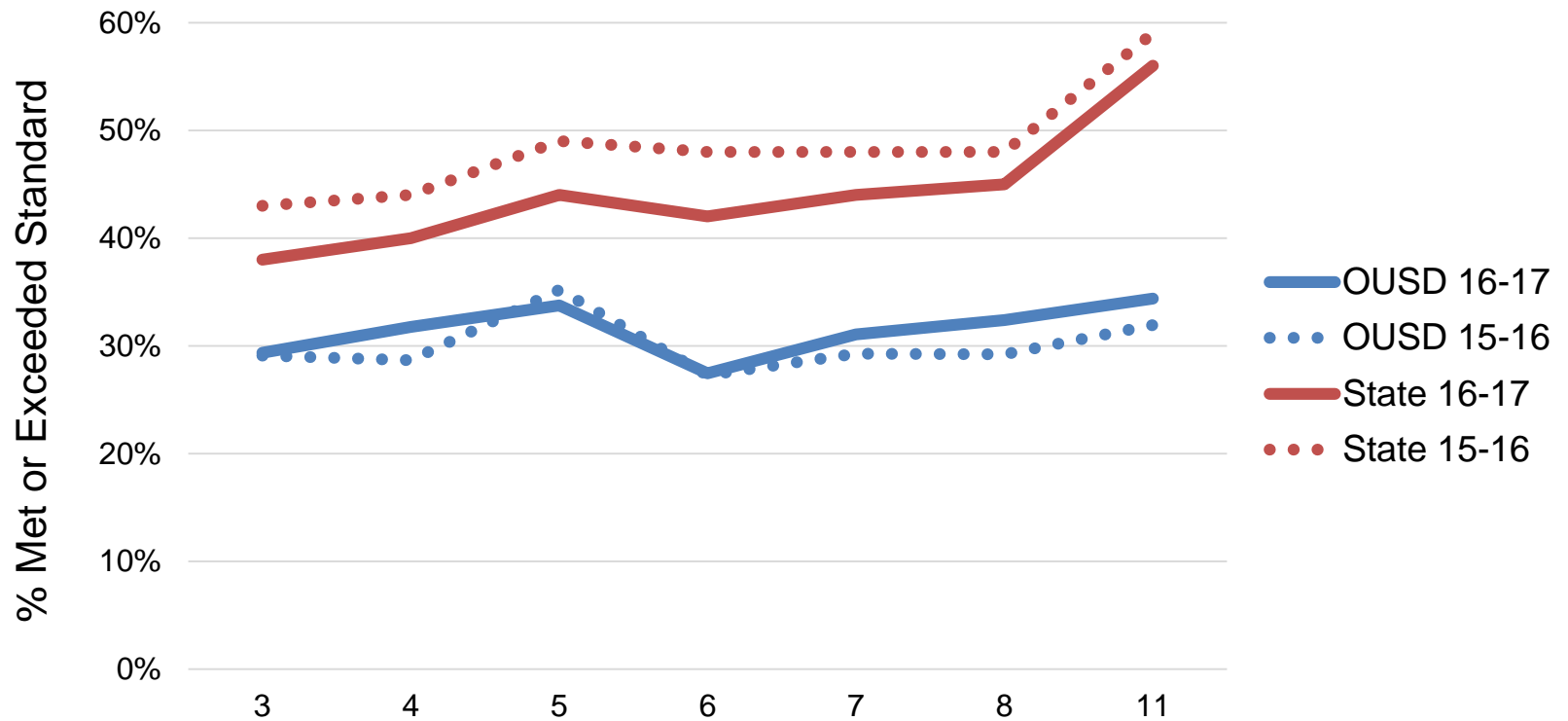
Read the sentences from the passage.

As he neared the hollow tree he heard a growing hum. He made a similar noise and he saw one or two bees land on his bear suit.

What does the use of the word similar suggest? Pick **two** choices.

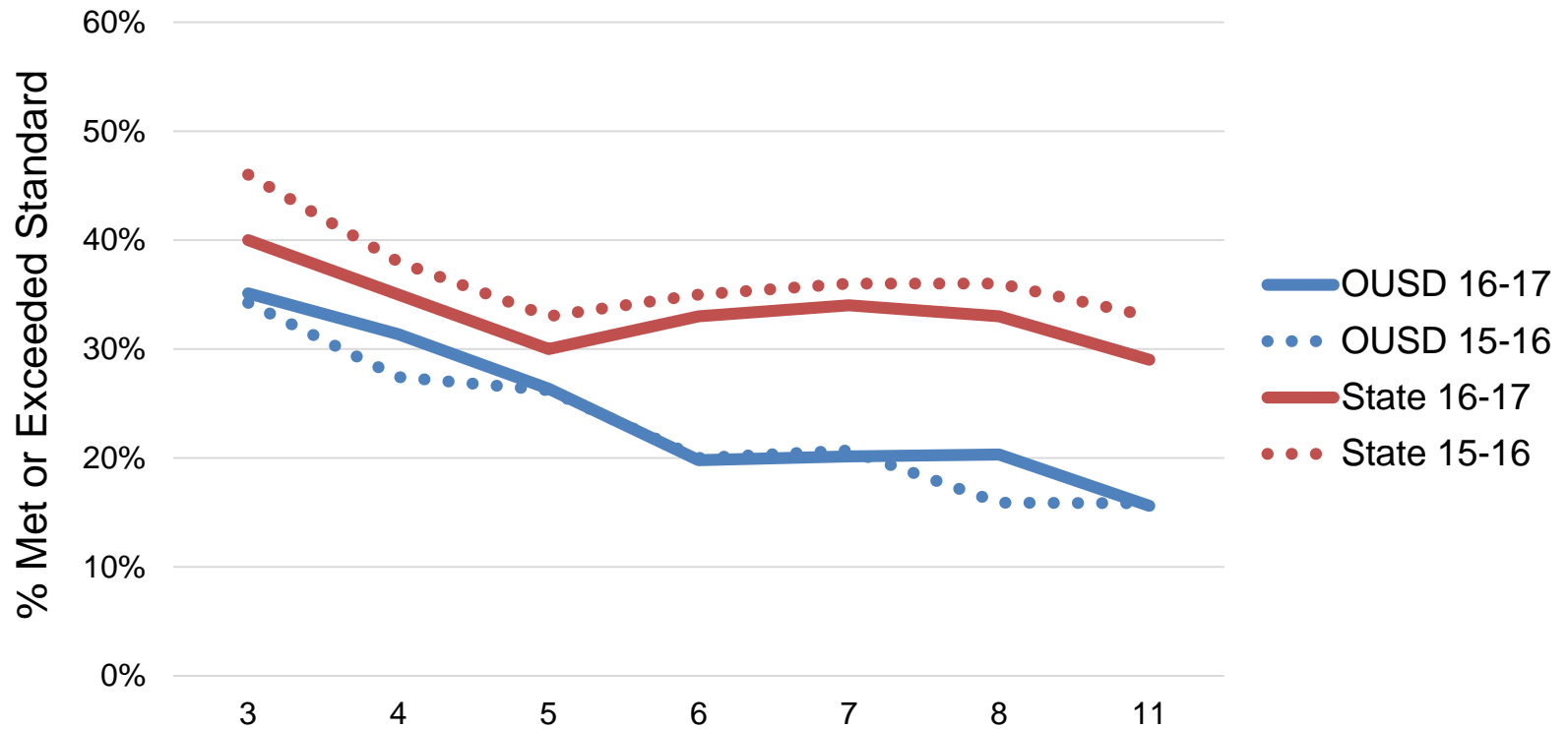
- Coyote was surprised and made an unusual sound.
- The sound Coyote made was meant to calm the bees.
- Coyote made a sound like a bear growling to tease the bees.
- The sound Coyote made blended in with the sound of the bees.
- The sound Coyote made was very loud to scare away the bees.

ELA Met/Exceeded by Grade Level: OUSD vs. State



State 2015-16	43%	44%	49%	48%	48%	48%	59%
State 2016-17	38%	40%	44%	42%	44%	45%	56%
OUSD 2015-16	29.1%	28.7%	35.2%	27.3%	29.3%	29.2%	31.9%
OUSD 2016-17	29.4%	31.7%	33.7%	27.4%	31.1%	32.4%	34.4%

Math Met/Exceeded by Grade Level: OUSD vs. State



State 2015-16	46%	38%	33%	35%	36%	36%	33%
State 2016-17	40%	35%	30%	33%	34%	33%	29%
OUSD 2015-16	34.3%	27.4%	26.2%	20.0%	20.7%	15.9%	15.8%
OUSD 2016-17	35.1%	31.3%	26.4%	19.8%	20.1%	20.3%	15.6%



Student Score Report – Elementary

Front Page

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STUDENT SCORE REPORT | 2017
Matthew Martin
Initial, Creation Date: Month DD, YYYY

Matthew's Grade 5 Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY (ELA)

Matthew's overall score for 2017: **2503** Standard Met (Level 3)

Matthew's score increased from last year, enough to reach a higher level.

Standard Exceeded Level 4			
Standard Met Level 3			2503
Standard Nearly Met Level 2			
Standard Not Met Level 1			

2017 AREA PERFORMANCE

Reading: How well does your child understand stories and information that he or she reads?			✓
Writing: How well does your child communicate in writing?		✓	
Listening: How well does your child understand spoken information?		✓	
Research/Inquiry: How well can your child find and present information about a topic?	✓		

MATHEMATICS

Matthew's overall score for 2017: **2530** Standard Met (Level 3)

Matthew's score increased from last year, enough to reach a higher level.

Standard Exceeded Level 4			
Standard Met Level 3			2530
Standard Nearly Met Level 2			
Standard Not Met Level 1			

2017 AREA PERFORMANCE

Concepts & Procedures: How well does your child use mathematical rates and ideas?		✓	
Problem Solving and Modeling & Data Analysis: How well can your child show and apply problem-solving skills?		✓	
Communicating Reasoning: How well can your child think logically and express thoughts in order to solve a problem?		✓	

A Parent's Guide to Matthew's California Assessment of Student Performance and Progress (CAASPP) Score Report

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

STUDENT #: 999999999 DATE OF BIRTH: 04/01/2008
GRADE: 5 TEST DATE: Spring 2017

FOR THE PARENT/GUARDIAN OF:
MATTHEW MARTIN
1234 MAIN STREET
YOUR CITY, CA 12345

Dear Parent/Guardian of Matthew Martin:

This report shows Matthew's scores on the California Assessment of Student Performance and Progress (CAASPP) for English language arts/literacy and mathematics. These tests are based on California's goal of preparing students for college and career.

Matthew's scores are just one measure of progress at school. These results should be considered along with other information—such as classroom tests, assignments, and grades.

Students achieve more when their parents are involved in their learning. Please use the resources outlined below to find out more about how you can help Matthew continue to make progress and prepare for a bright future.

SCHOOL: California Elementary School
LEA: California Unified
CDS: 9999919999991

Sincerely,

Tom Tomlason

Tom Tomlason
State Superintendent of Public Instruction



Statewide Assessments: One Measure of Matthew's Progress

CAASPP results give us one measure of how well students are mastering California's challenging academic standards. The skills called for by these standards—the ability to write clearly, think critically, and solve problems—are critical for preparing students for college and a 21st-century career.

What do my child's scores mean?

There are four levels of scores for ELA and mathematics for 5th grade. Achievement levels "Standard Met" and "Standard Exceeded" are the state targets for all students.

Grade 5	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
ENGLISH LANGUAGE ARTS/LITERACY	2201-2441	2442-2501	2502-2581	2582-2701
MATHEMATICS	2219-2454	2455-2527	2528-2578	2579-2700

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, students may need a higher score to stay in the same achievement level as the previous year.

Where to Get Help and More Information

Go to <http://testscoreguide.org/ca/> for more information, including:

- Guide to reading and understanding the student score report.
- Parent Guide to the Smarter Balanced Summative Assessments with sample test items.

Grade-by-grade practice tests are available on the CAASPP Web portal at <http://www.caaspp.org>.

For complete results for schools, districts, or across the state, visit the CDE CAASPP Results Web site at <http://caaspp.ode.ca.gov/>.

California Science Test (CAST) for Grade 5

This year, students in grade five took part in a pilot of the new California Science Test (CAST). When complete, this new test will measure students' understanding of the new California Next Generation Science Standards (CA NGSS), which encompass the core ideas, concepts, and practices in science and engineering that students should master to be ready for college and a 21st-century career.

Much like California's standards in mathematics and English language arts/literacy, these new standards will give students an up-to-date science education and equip them with the ability to think critically, analyze information, and solve complex problems.

The pilot test is meant to evaluate test questions, as well as help students and schools become familiar with the new standards and content. Individual student scores will not be available until the new test is ready for operational use statewide.





Front Page – Overall Performance

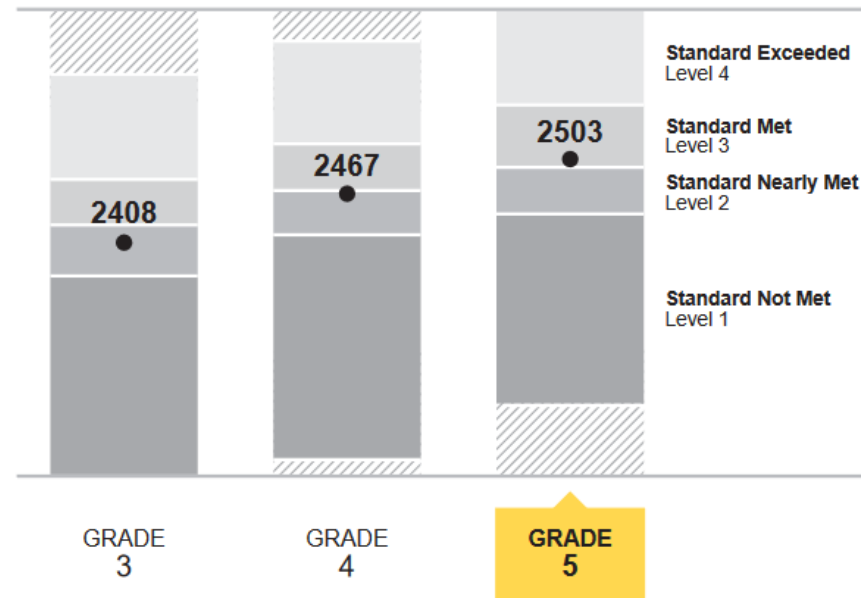
Overall Score:

Each student received an overall score for English Language Arts and Math, expressed as a number between 2000 and 3000. This year's score report compares each student's score to their prior 2 years of scores.



ENGLISH LANGUAGE ARTS/LITERACY (ELA)

Matthew's overall score for 2017: **2503**
Standard Met (Level 3)

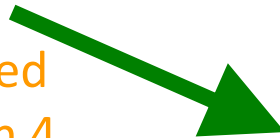




Front Page – Performance by Area

Areas or Claims:

Each student received performance level in 4 areas for English Language Arts and 3 areas for Math. This provides a way to see how a student performed on test items in different Common Core areas.



Reading: How well does your child understand stories and information that he or she reads?			✓
Writing: How well does your child communicate in writing?		✓	
Listening: How well does your child understand spoken information?		✓	
Research/Inquiry: How well can your child find and present information about a topic?	✓		

MATTHEW'S SCORE HISTORY

	GRADE 3	GRADE 4	GRADE 5
Achievement Level	Standard Nearly Met	Standard Nearly Met	Standard Met
Overall Score	2408	2467	2503
State Average*	2408	2450	2491



Back Page – Other CAASPP results

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California School Dashboard & Oakland Public School Report Card Measures

- Academic ELA and Academic Math use Distance from Level 3
- Each school and student group get Status and Change results that are translated into a single color result using a set of cut points (see below)

ELA Reference Grid

		Change				
Level		Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or improved by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Status	Very High 45 or more points above	Yellow	Green	Blue	Blue	Blue
	High 10 above to less than 45 points above	Orange	Yellow	Green	Green	Blue
	Medium 5 below to less than 10 points above	Orange	Orange	Yellow	Green	Green
	Low More than 5 below to 70 points below	Red	Orange	Yellow	Yellow	Yellow
	Very Low More than 70 points below	Red	Red	Red	Orange	Yellow

Math Reference Grid

		Change				
Level		Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or improved by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Status	Very High 35 or more points above	Yellow	Green	Blue	Blue	Blue
	High 5 below to less than 35 above	Orange	Yellow	Green	Green	Blue
	Medium More than 5 points below to 25 points below	Orange	Orange	Yellow	Green	Green
	Low More than 25 points below to 95 points below	Red	Orange	Yellow	Yellow	Yellow
	Very Low More than 95 points below	Red	Red	Red	Orange	Yellow

Academic ELA – Two Examples

ELA Reference Grid

Change

Level	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or improved by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow	Green	Blue	Blue	Blue
High 10 above to less than 45 points above	Orange	Yellow	Green	Green	Blue
Medium 5 below to less than 10 points above	Orange	Orange	Yellow	Green	Green
Low More than 5 below to 70 points below	Red	Orange	Yellow	Yellow	Yellow
Very Low More than 70 points below	Red	Red	Red	Orange	Yellow

Example School A

- Status = -62 points
- Change = -13 points
- Color = Orange

Example School B

- Status = 44 points
- Change = -16 points
- Color = Orange

Note that there are multiple ways to get to each color result.



OUSD Academic ELA and Math Results

ELA Reference Grid

Level	Change				
	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or improved by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow	Green	Blue	Blue	Blue
High 10 above to less than 45 points above	Orange	Yellow	Green	Green	Blue
Medium 5 below to less than 10 points above	Orange	Orange	Yellow	Green	Green
Low More than 5 below to 70 points below	Red	Orange	Yellow	Yellow	Yellow
Very Low More than 70 points below	Red	Red	Red	Orange	Yellow

Math Reference Grid

Level	Change				
	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or improved by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Yellow	Green	Blue	Blue	Blue
High 5 below to less than 35 above	Orange	Yellow	Green	Green	Blue
Medium More than 5 points below to 25 points below	Orange	Orange	Yellow	Green	Green
Low More than 25 points below to 95 points below	Red	Orange	Yellow	Yellow	Yellow
Very Low More than 95 points below	Red	Red	Red	Orange	Yellow

- As a district, in the Spring 2017 release of the California School Dashboard, we achieved Yellow for both ELA and Math based on our 2015-16 SBAC results.
- In each case we fell into the low (status), maintained (change) box.