



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

SBAC Data Snapshot – 2016



Presented by
Dr. Jean Wing, Executive Director, Research Assessment & Data

Presented to OUSD Board of Education

September 28, 2016 – v3

www.ousd.org



@OUSDnews



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?

- ★ Administered on a 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. The state published preliminary partial results on August 24, a month ago.

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.

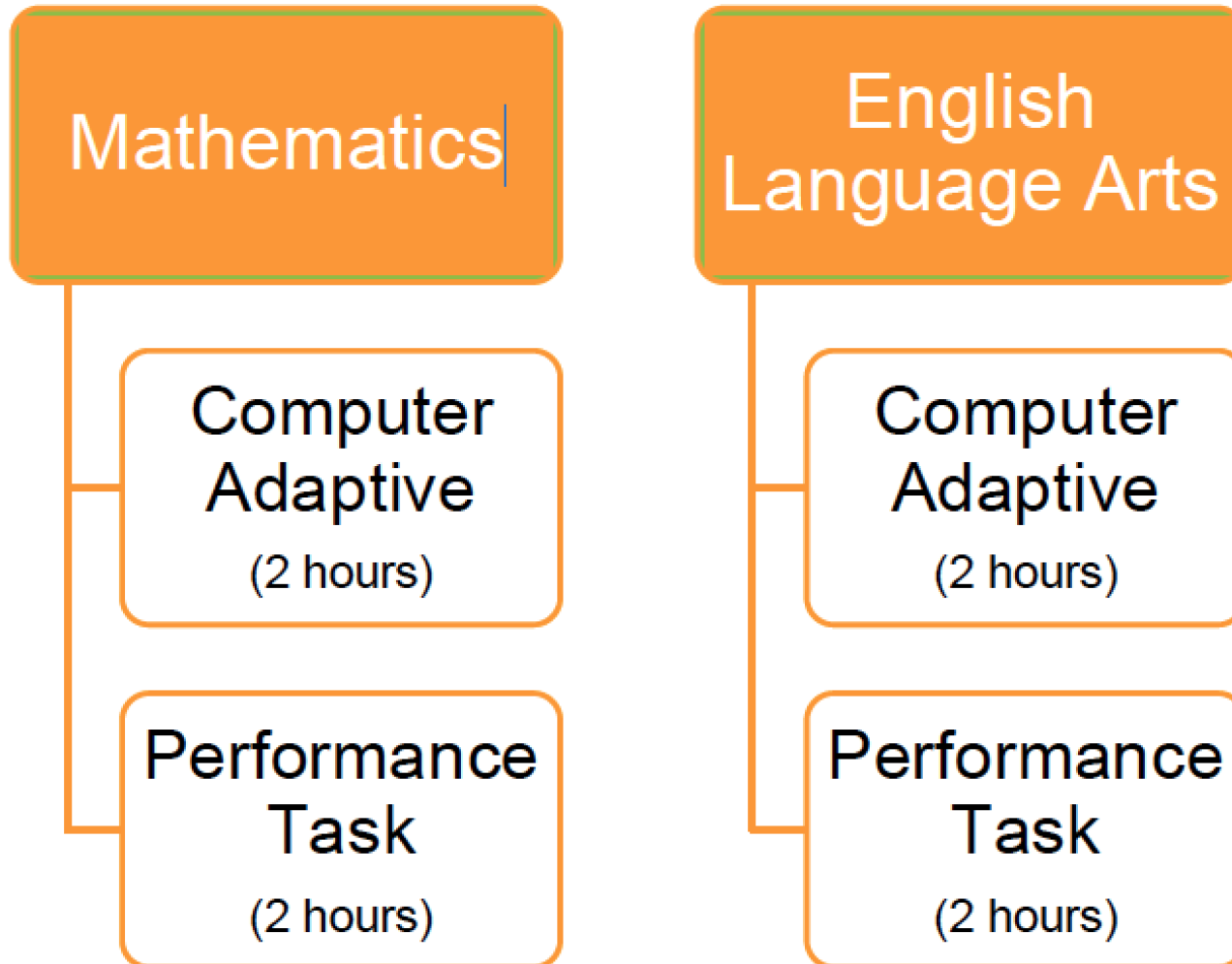
When will parents receive the test results?

- ★ OUSD just received student score reports and we are mailing them to families this week.





New Standards, New Tests





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.

The interface shows a digital workspace for a math problem. On the left, there is a vertical stack of juice bottles. The top bottle is highlighted with a blue border and has a weight of $3\frac{5}{8}$ lb. Above the bottles is a red 'Delete' button with an 'X' icon. In the center, there are three empty bags. Below each bag is a weight range: 'Between 6 lb and 7 lb', 'Between 10 lb and 11 lb', and '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.

Complex Pattern Scoring



OAKLAND UNIFIED
SCHOOL DISTRICT

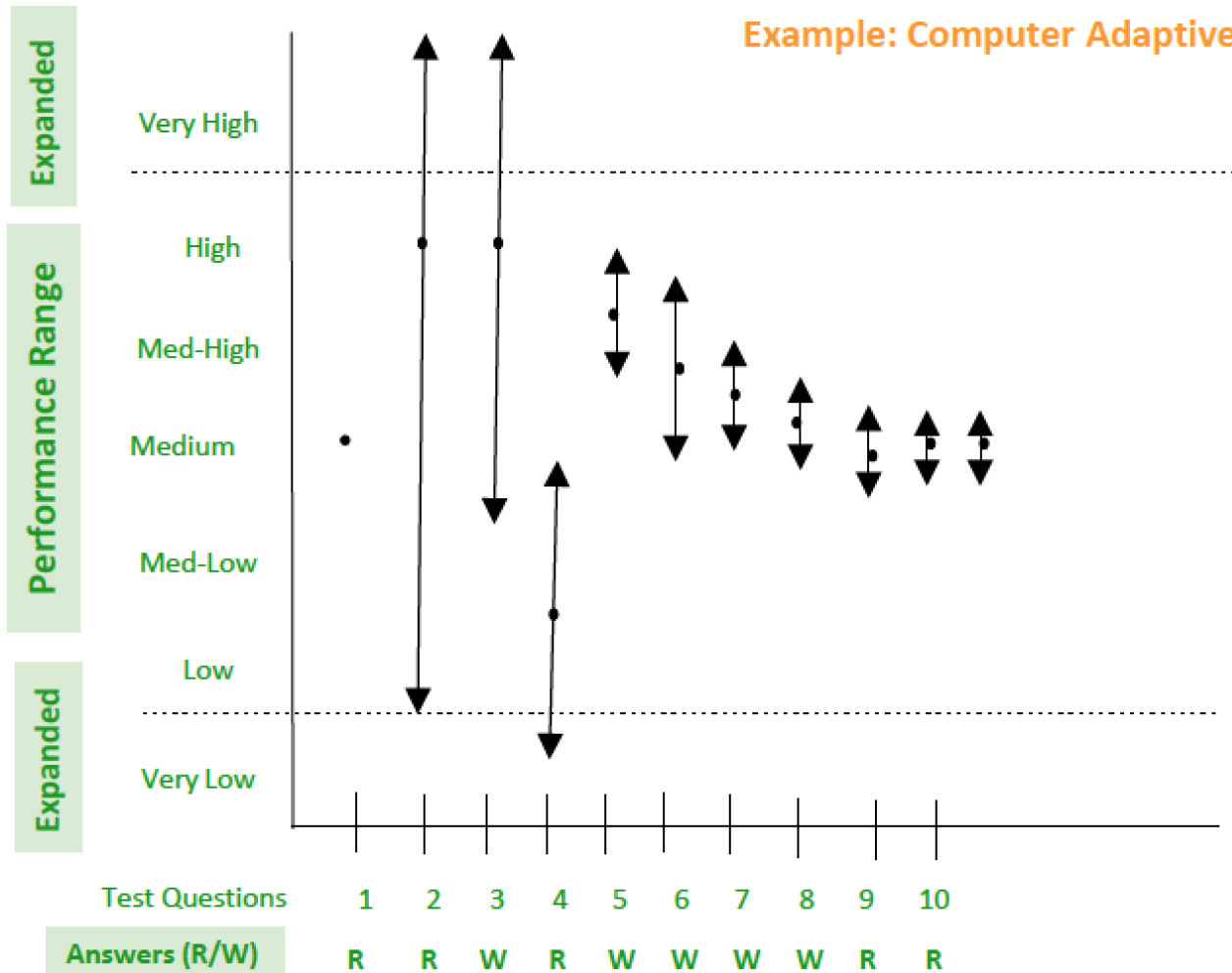
Community Schools, Thriving Students





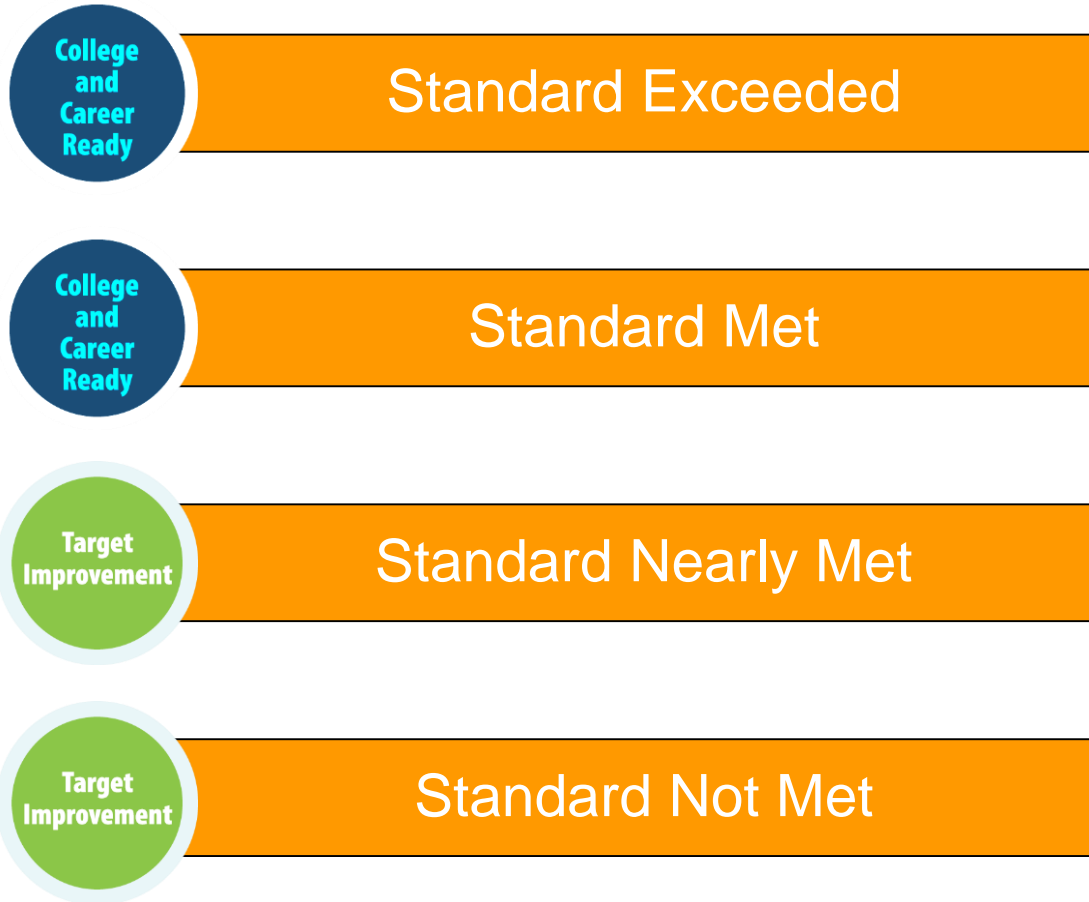
Complex Pattern Scoring

Example: Computer Adaptive Testing





Overall Performance Levels





Use of Scores

What we can do with SBAC overall scores:

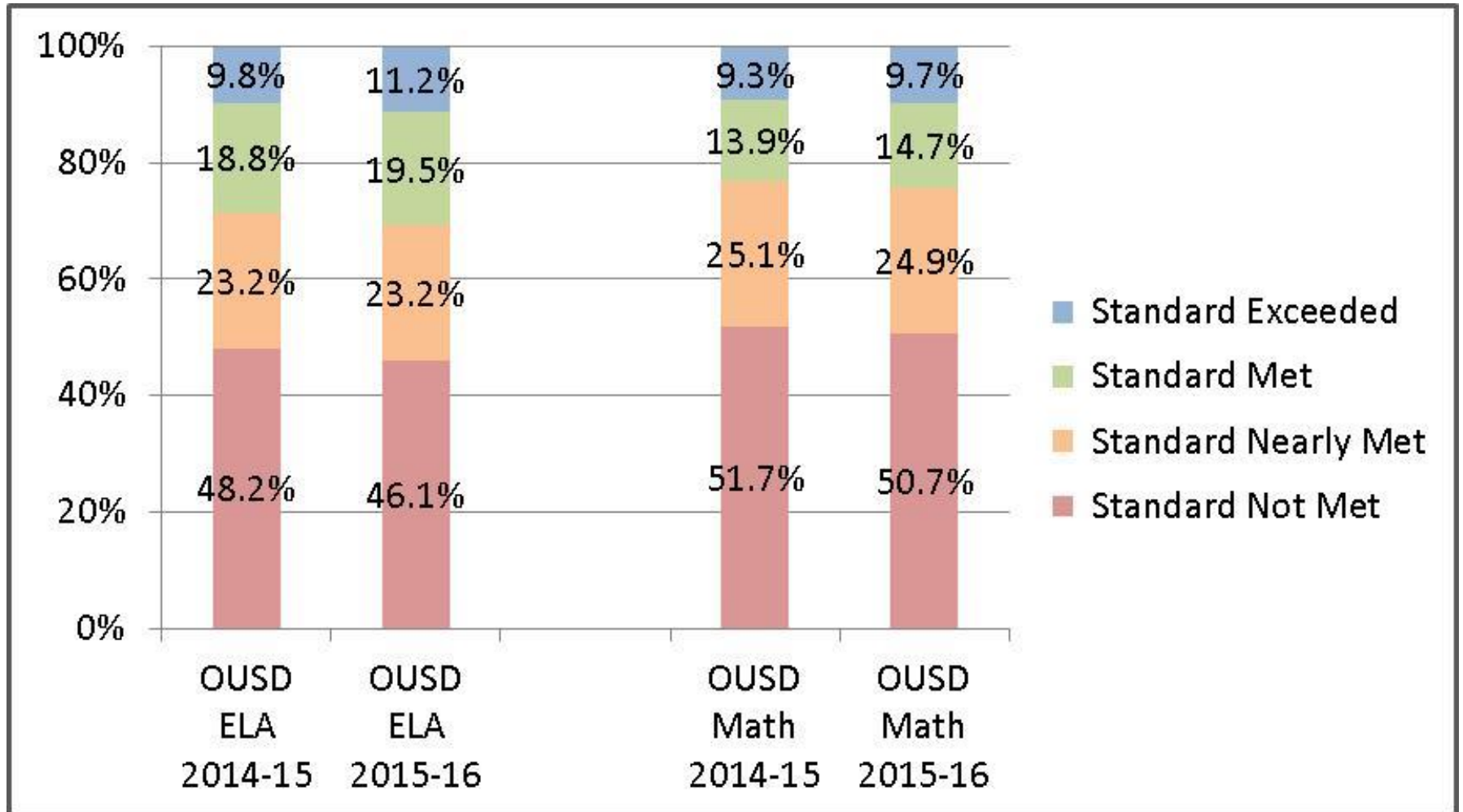
- ❖ Use them to inform and improve our Common Core State Standards instruction
- ❖ Use them to compare the average performance of different student groups (foster youth, English language learners, etc.)
- ❖ Use them to compare scores over time (growth)
- ❖ Inform the supports we provide as a district (resources, professional development)

Overall District Results



- ❖ English Language Arts (ELA)
- ❖ MATH

Overall District Results

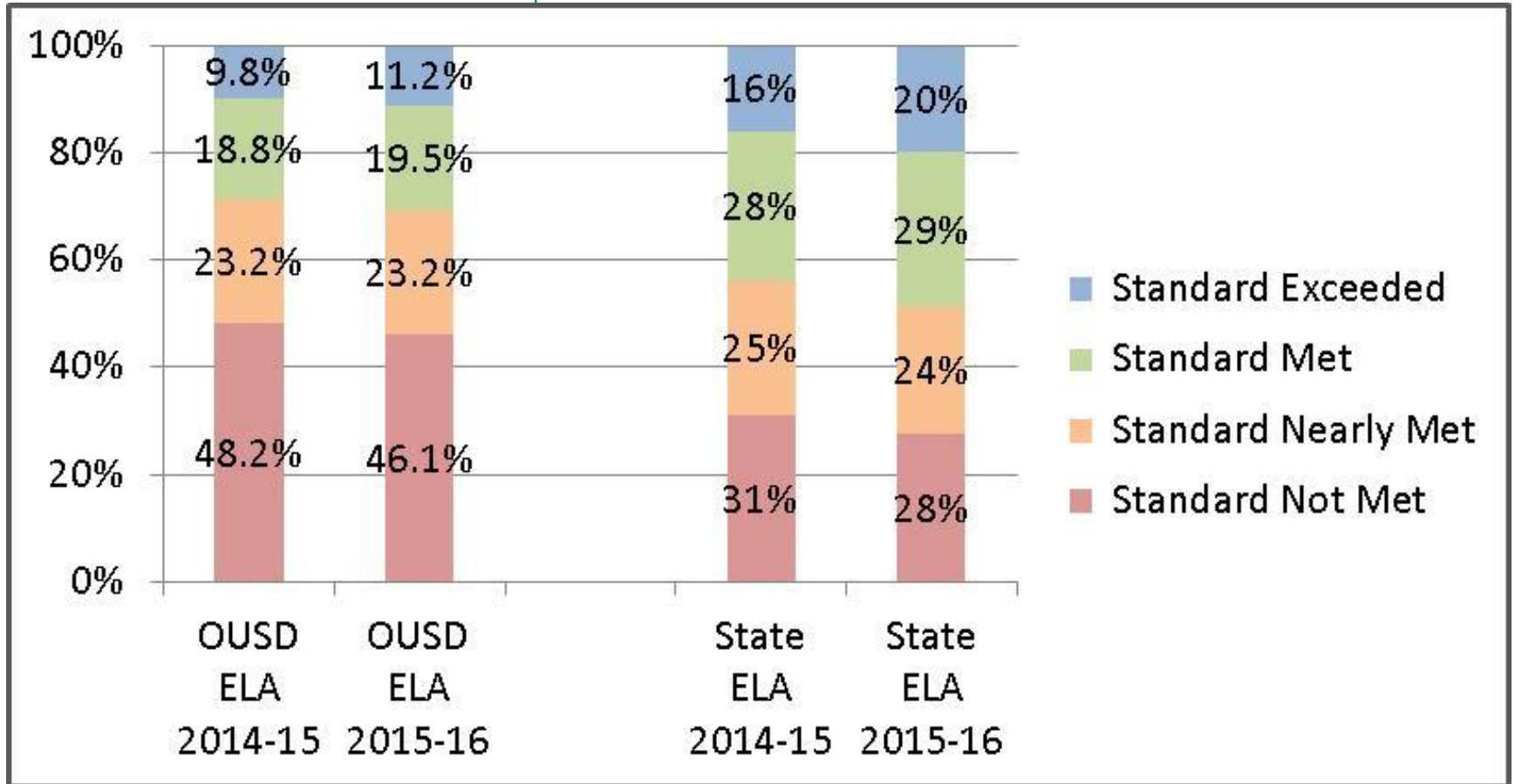


Overall Comparisons

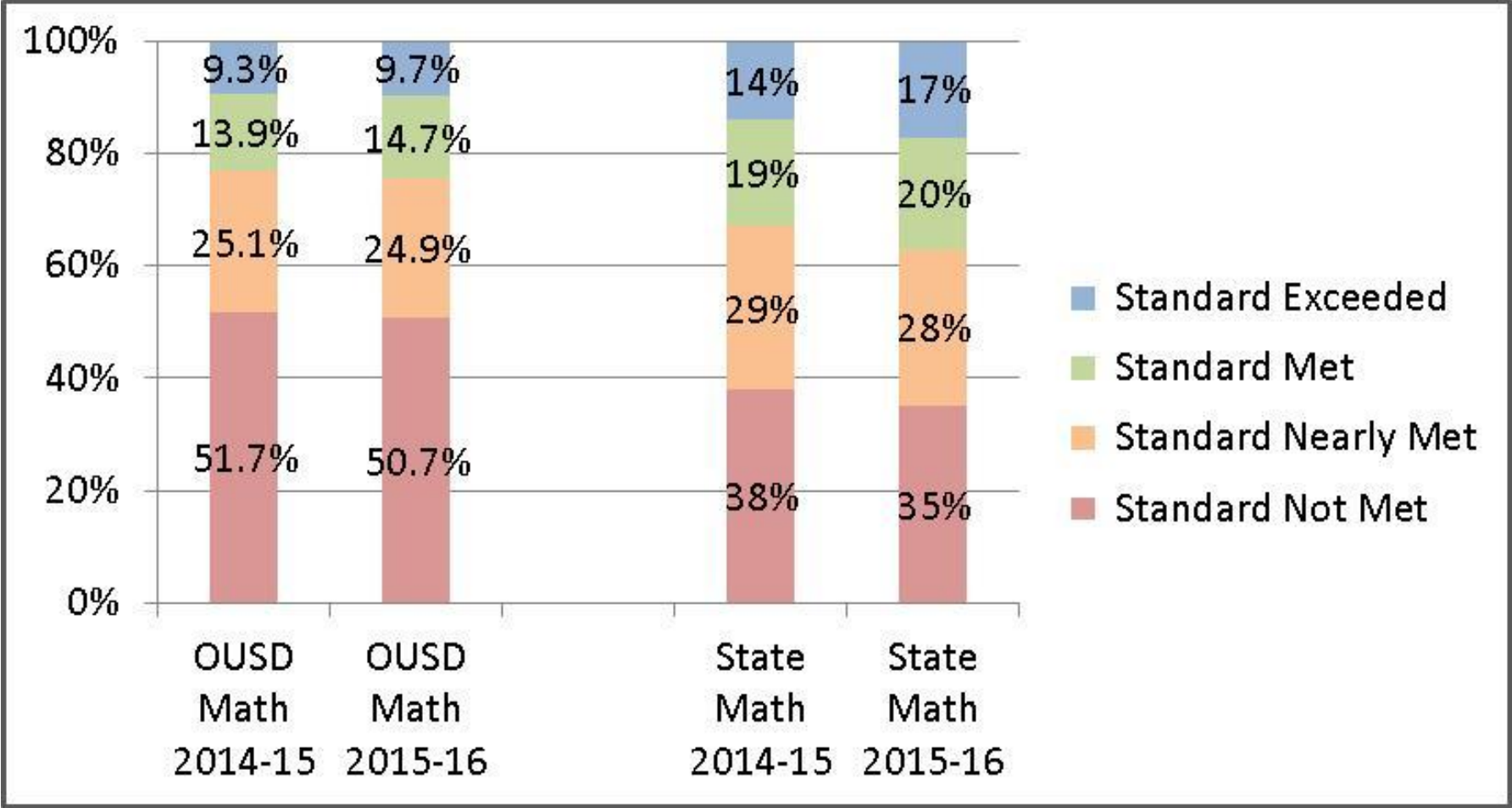
**How does OUSD
compare to....?**

- ❖ State
- ❖ CORE districts
- ❖ Alameda County

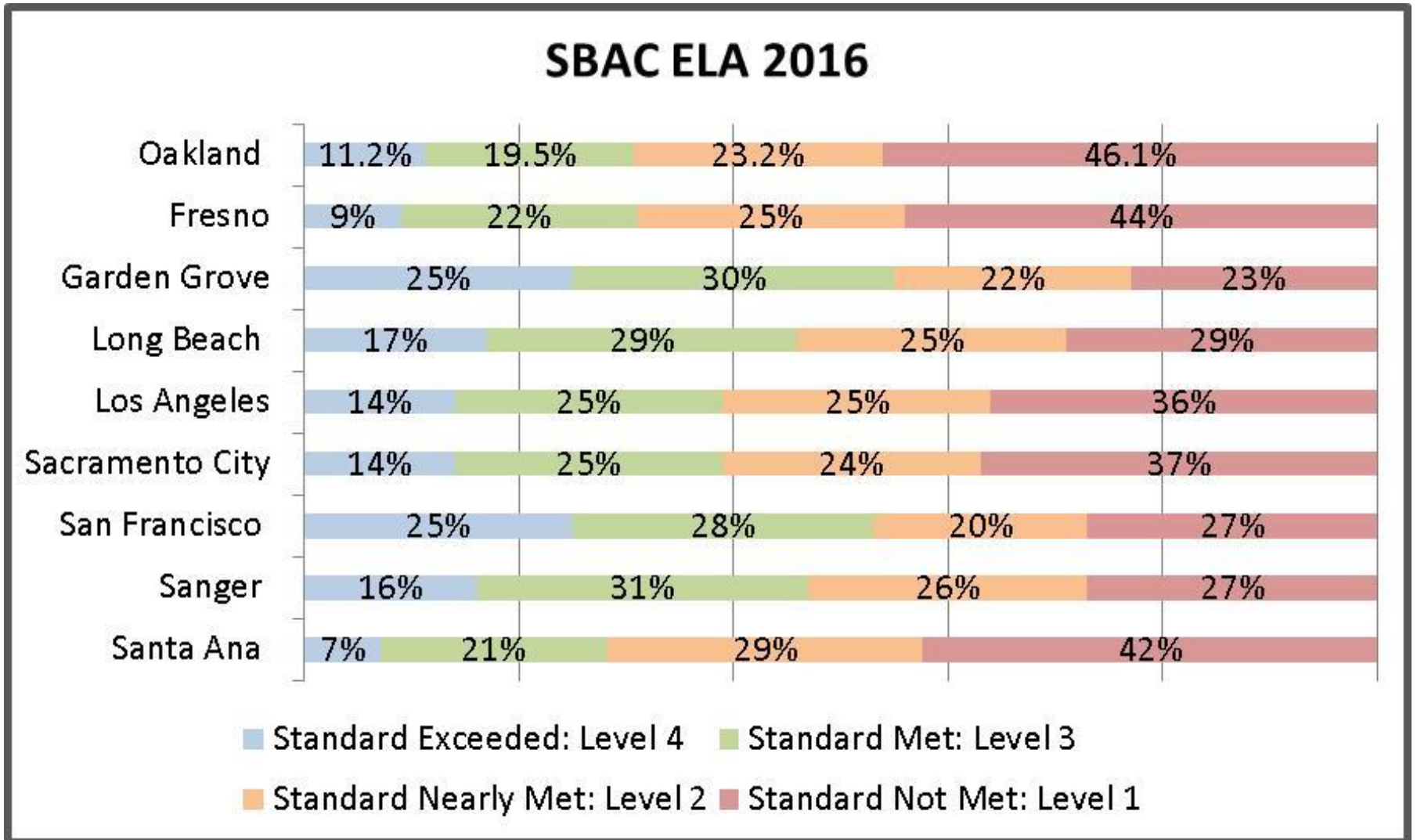
Overall - State Comparison ELA



Overall - State Comparison MATH



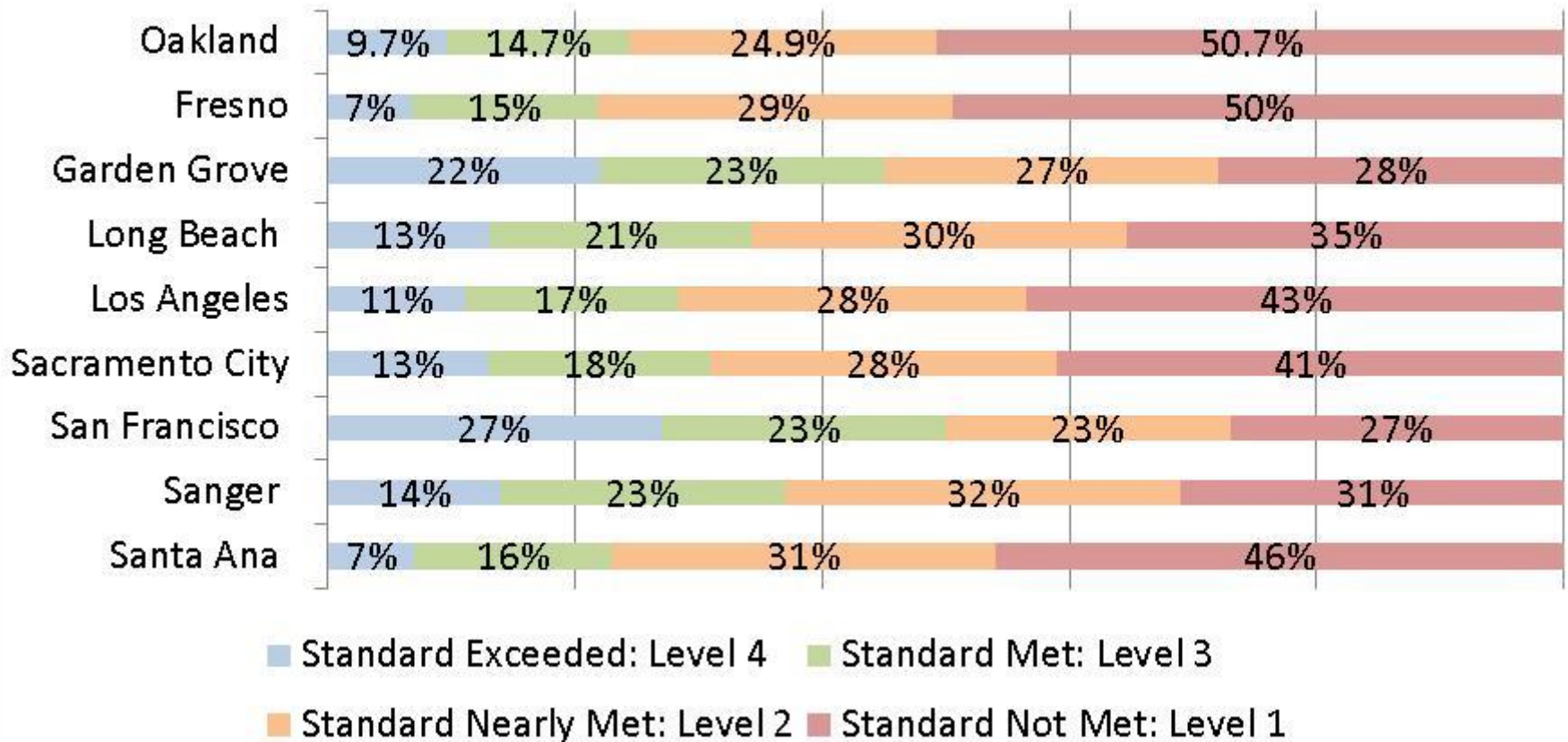
CORE Comparisons - ELA



* Charters not included

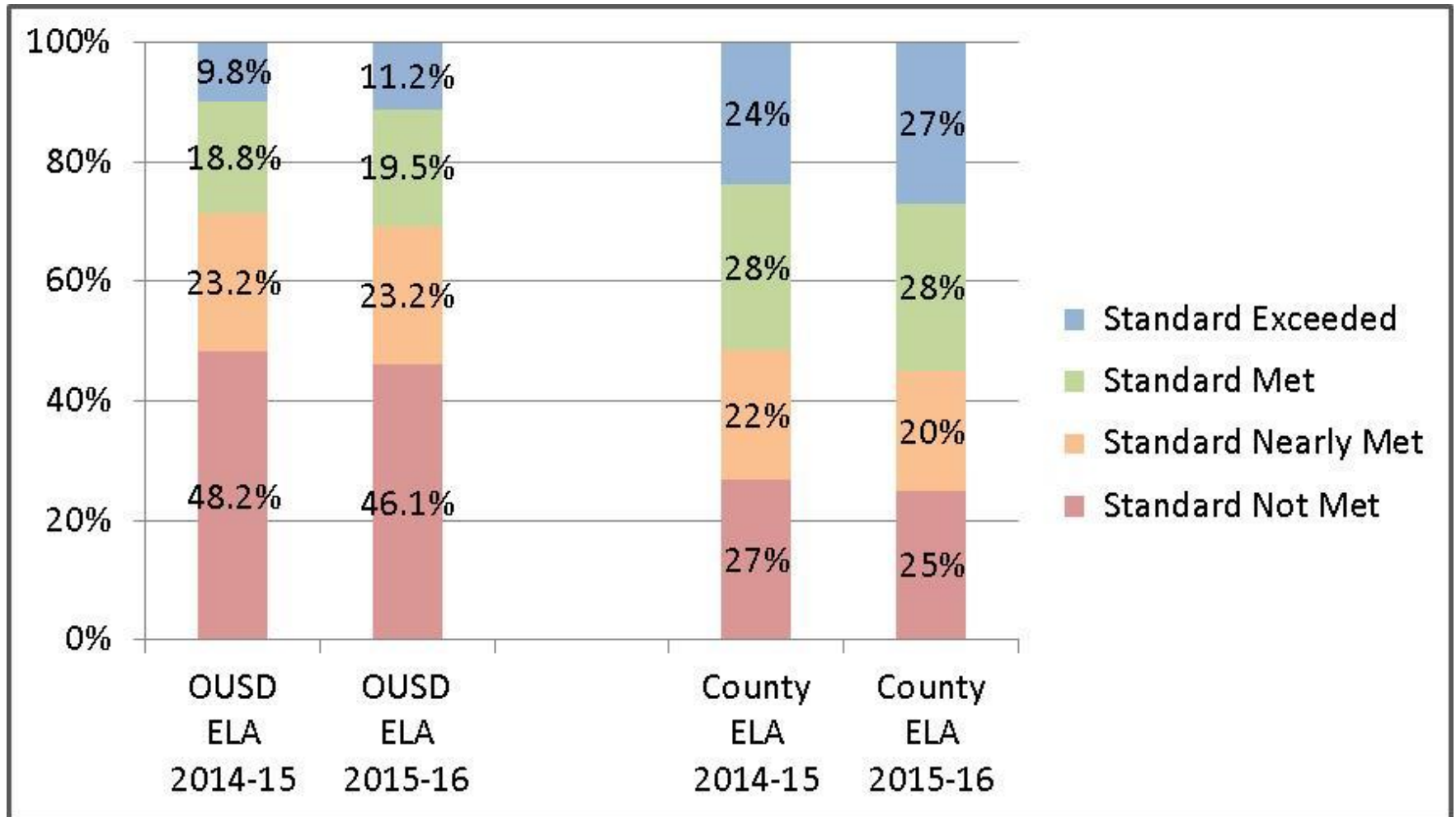
CORE Comparisons - MATH

SBAC Math 2016

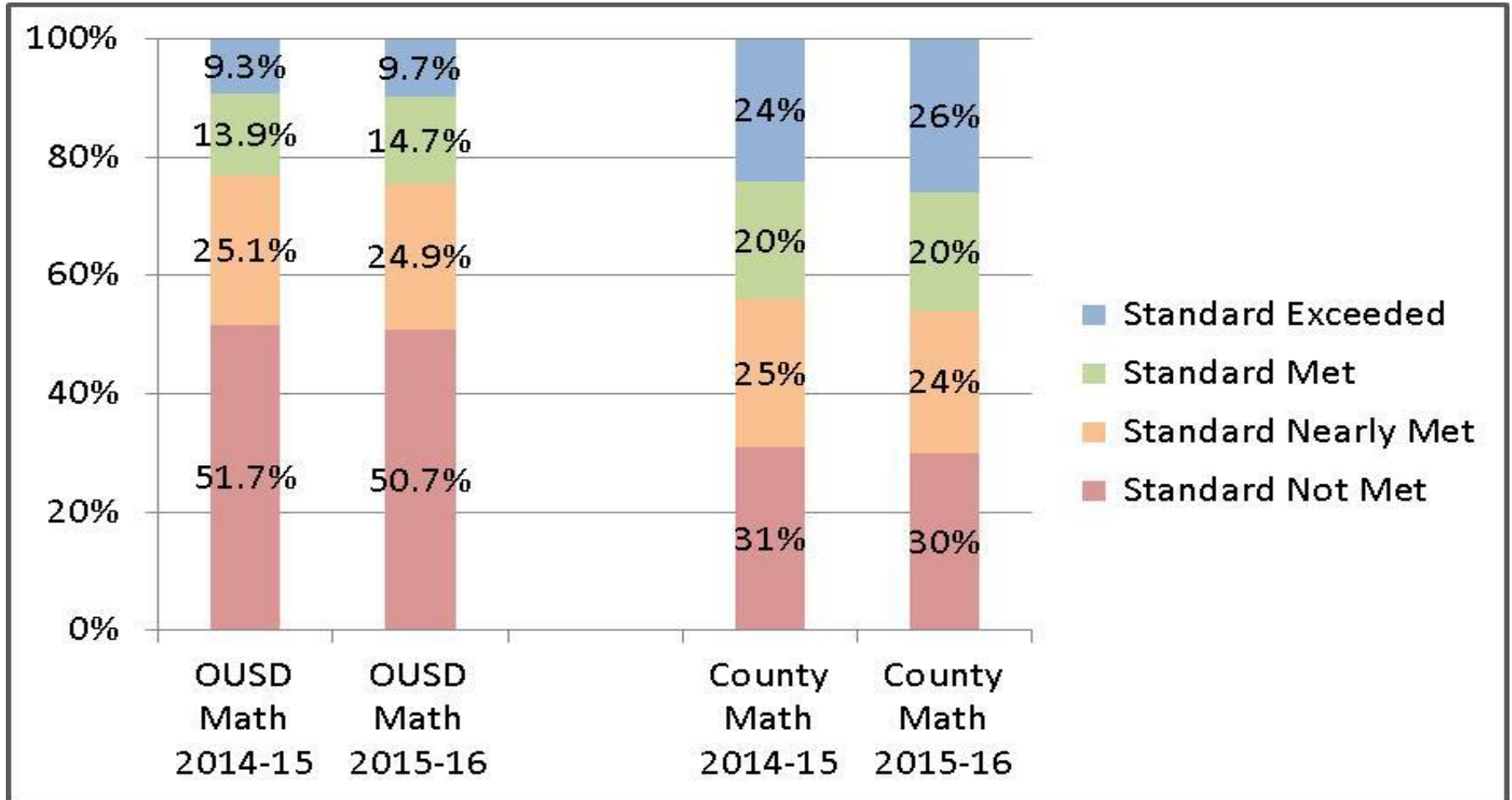


* Charters not included

Overall – Alameda County Comparison ELA



Overall – Alameda County Comparison MATH

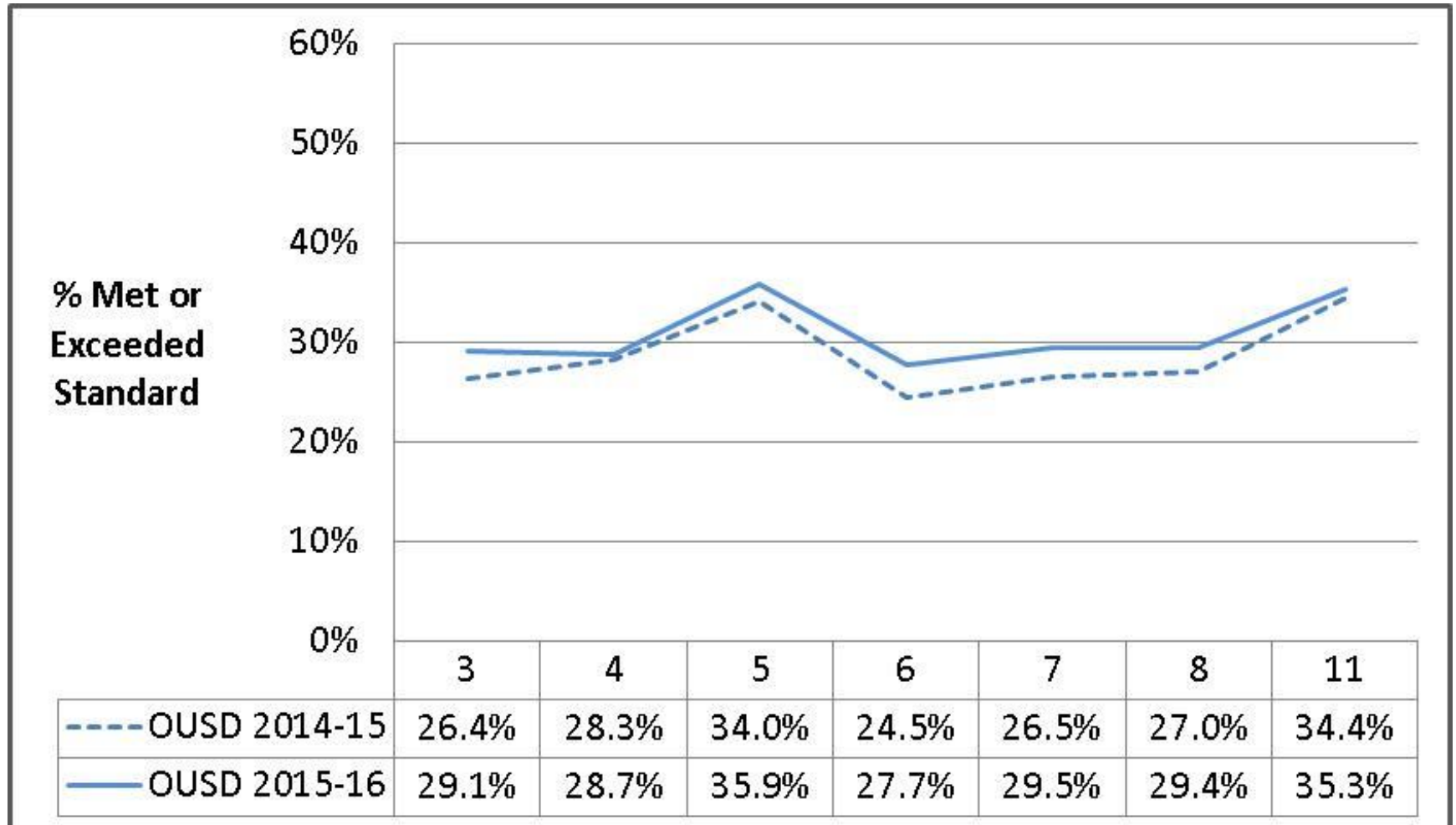


A Closer Look at the Results

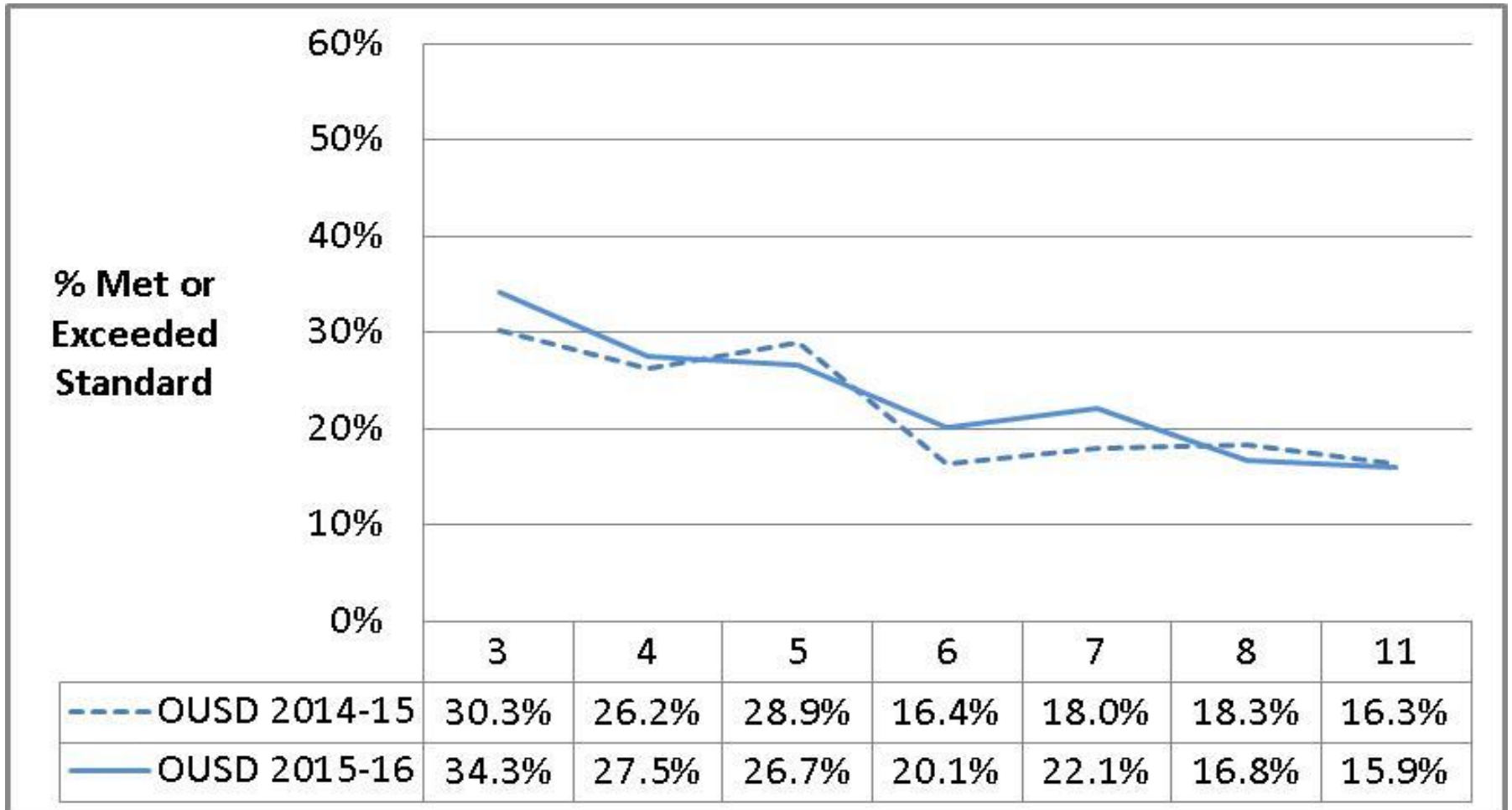
- ❖ By Grade Level
- ❖ By Grade Level compared to California
- ❖ English Language Learners
- ❖ Free or Reduced-Price Lunch
- ❖ Special Education



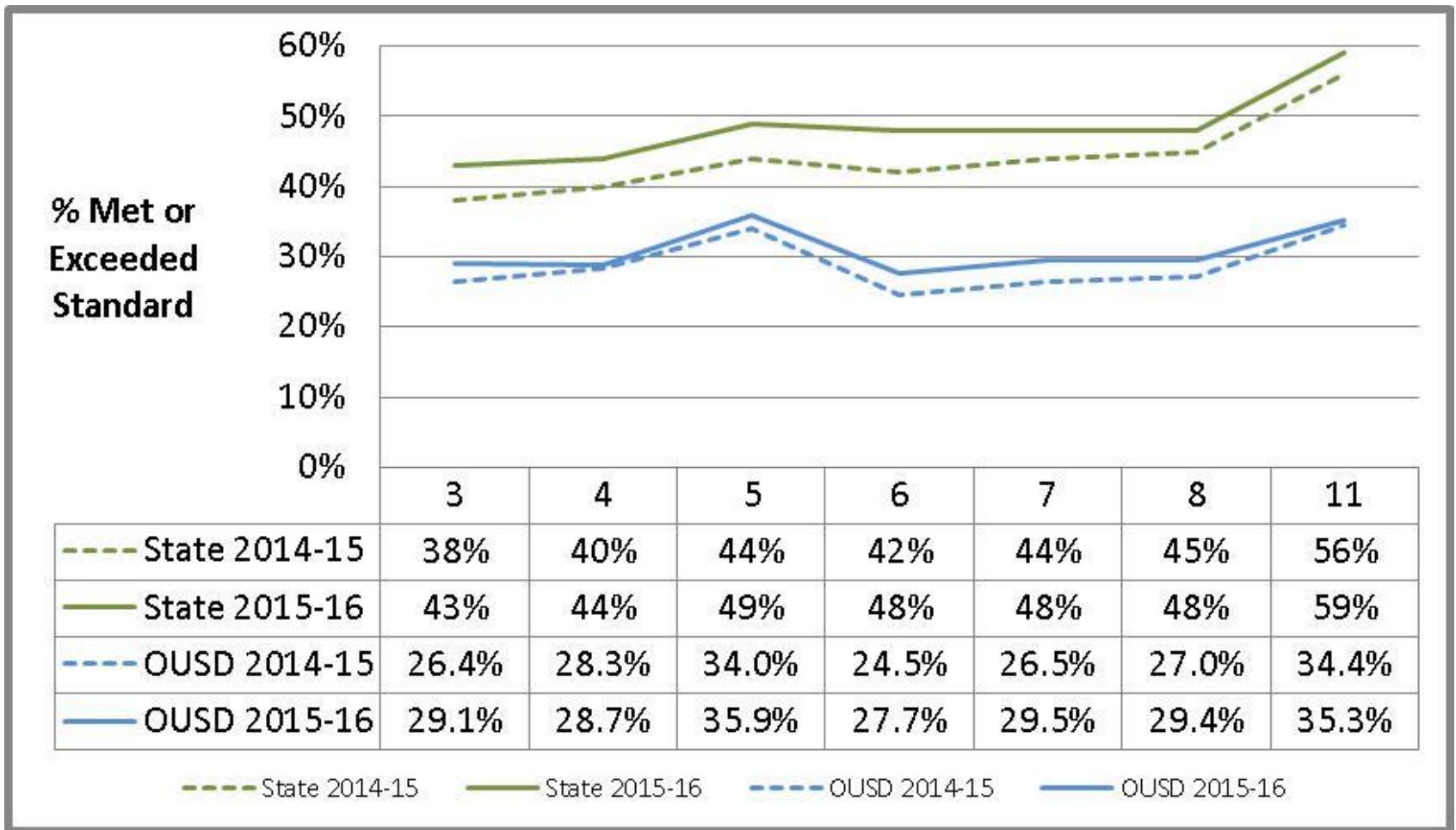
ELA Results by Grade Level



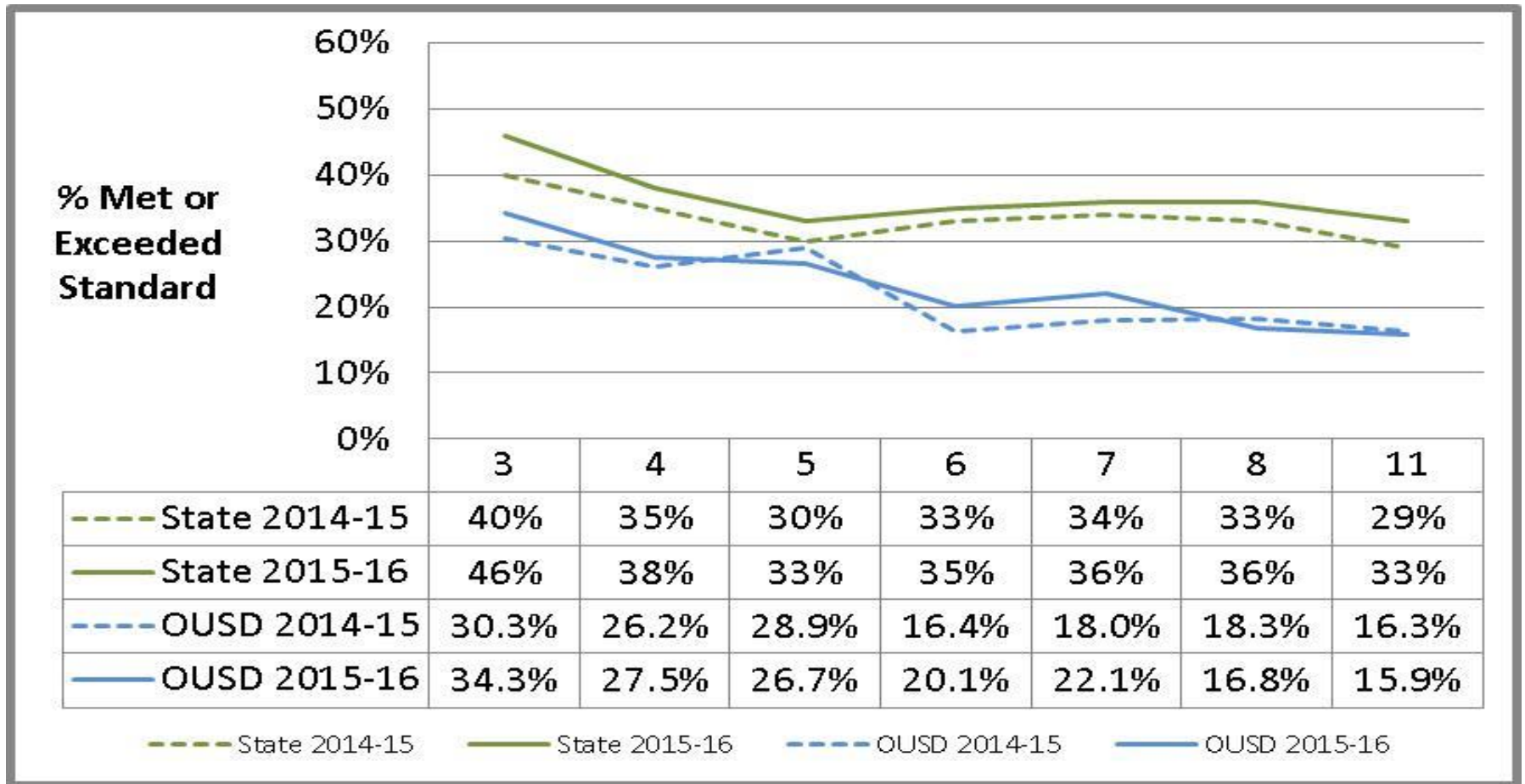
Math Results by Grade Level



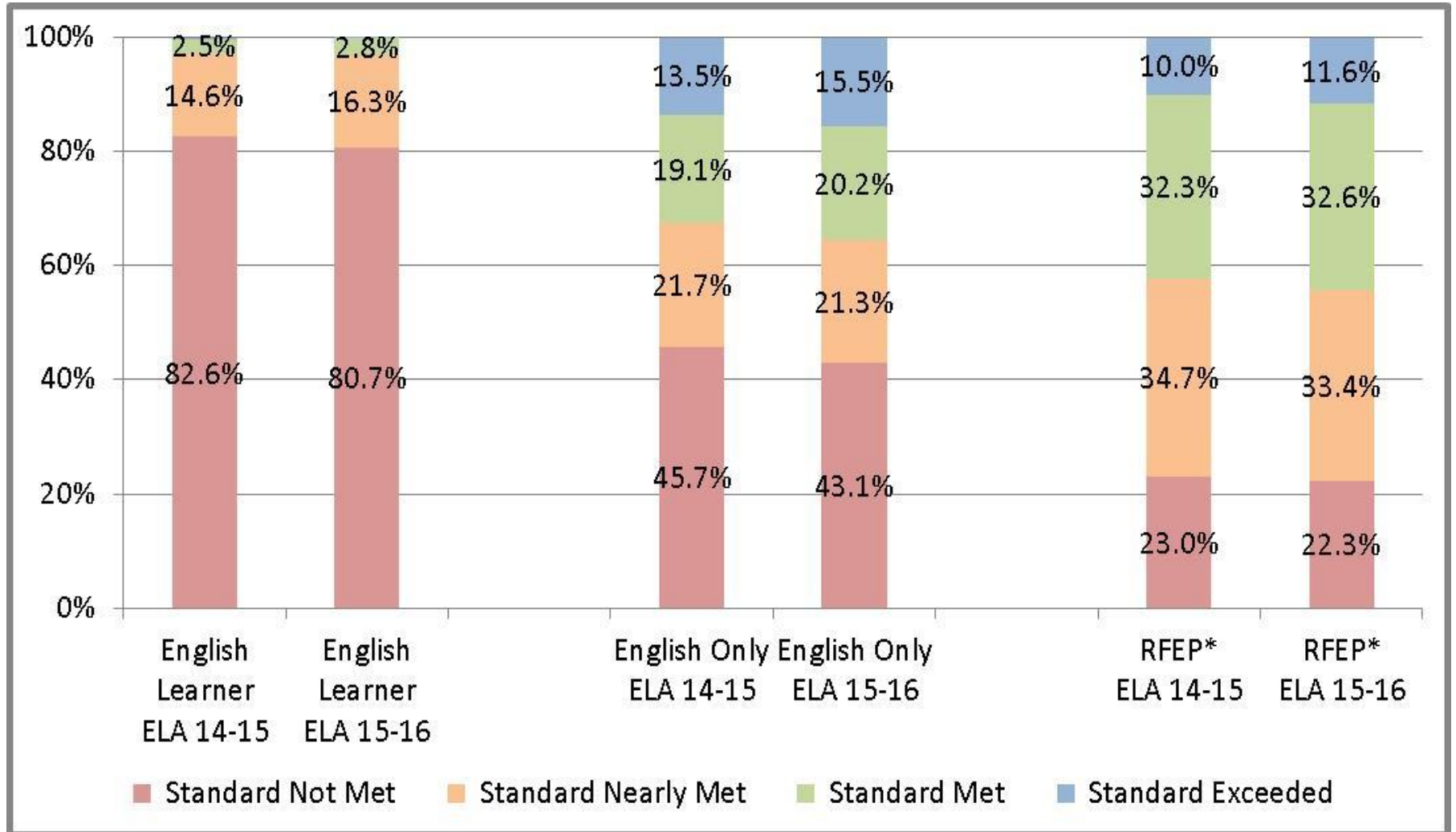
ELA Results by Grade Level: OUSD vs State



Math Results by Grade Level: OUSD vs State

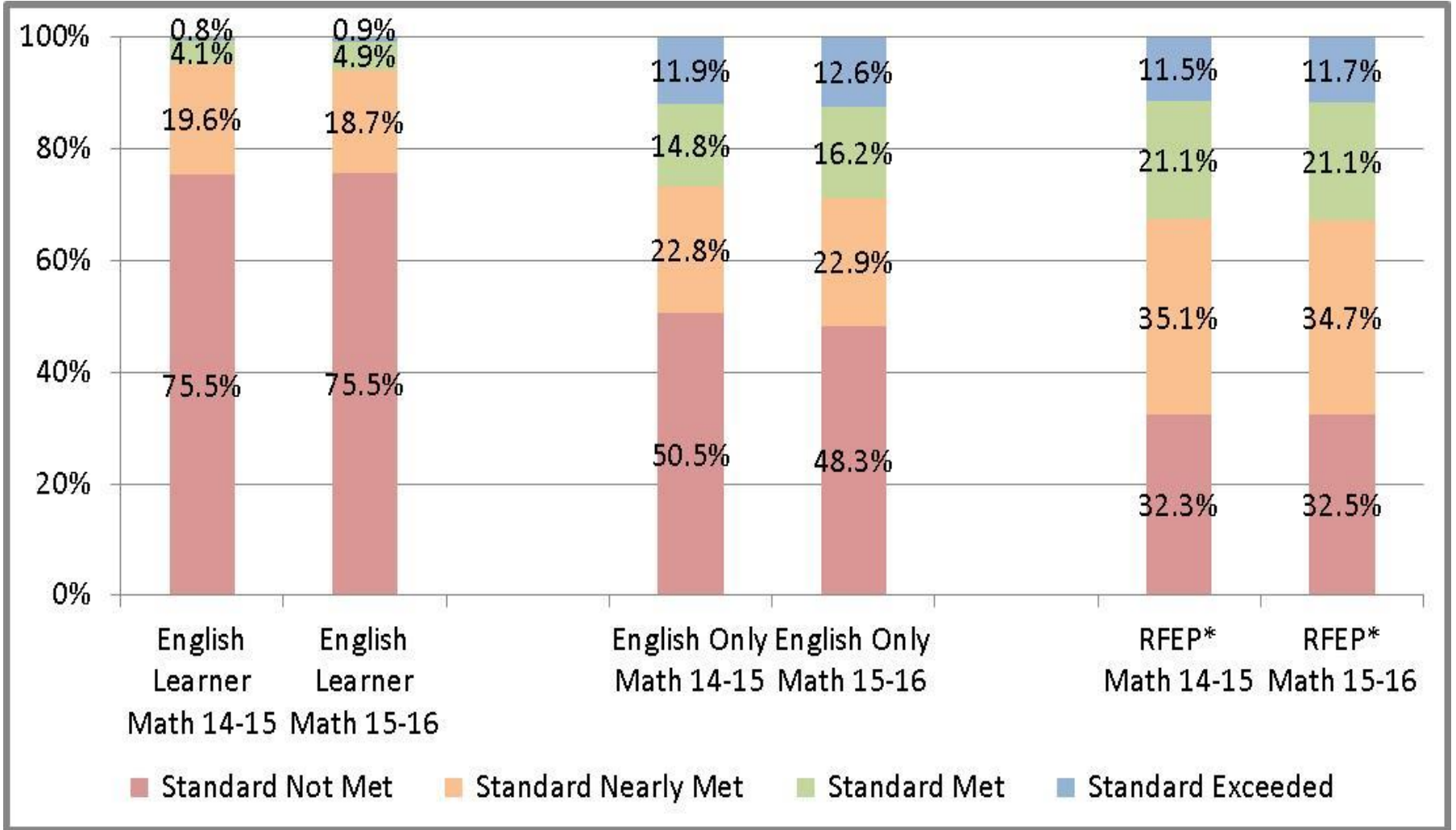


English Language Learners ELA



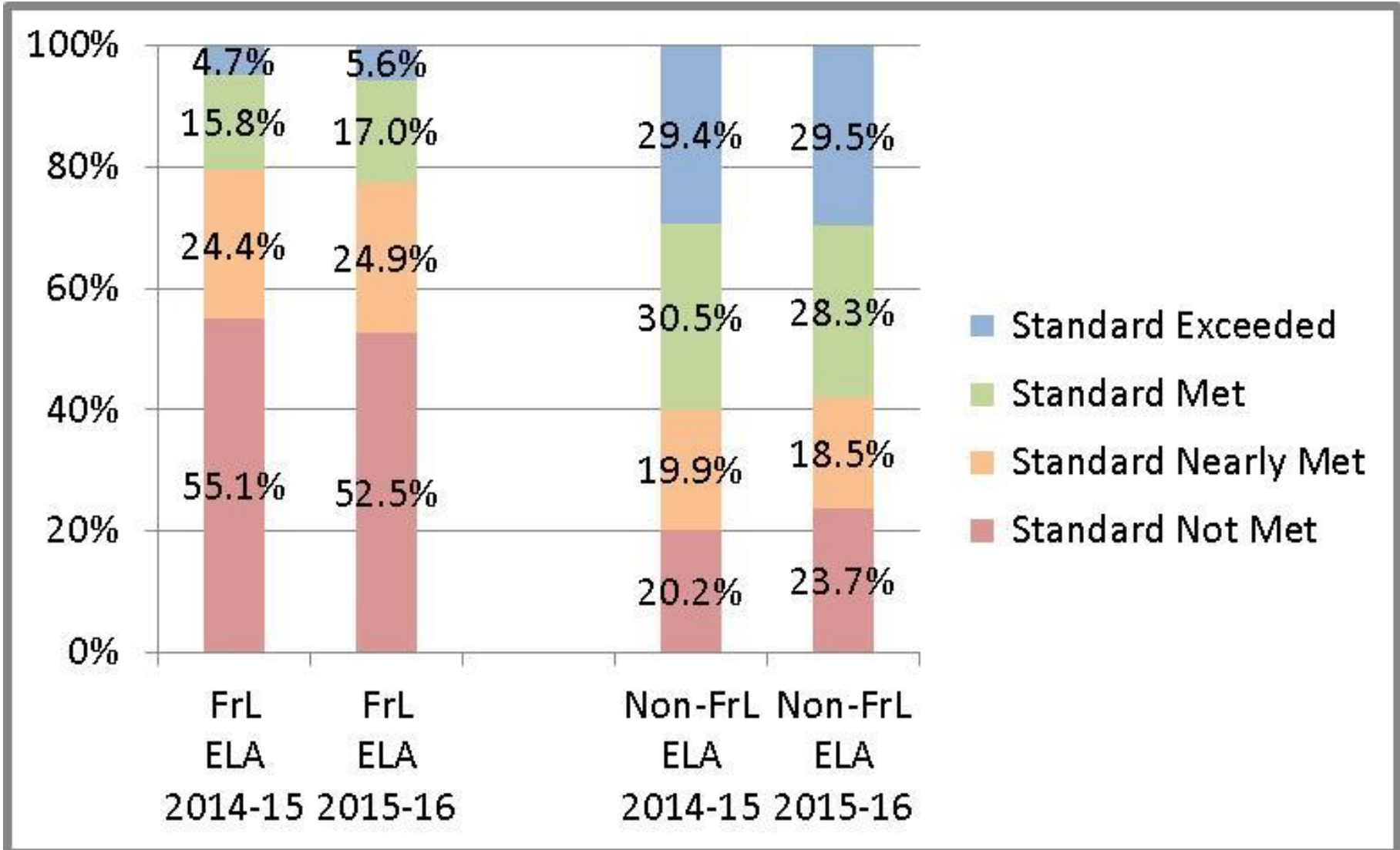
* Reclassified Fluent English Proficient

English Language Learners MATH

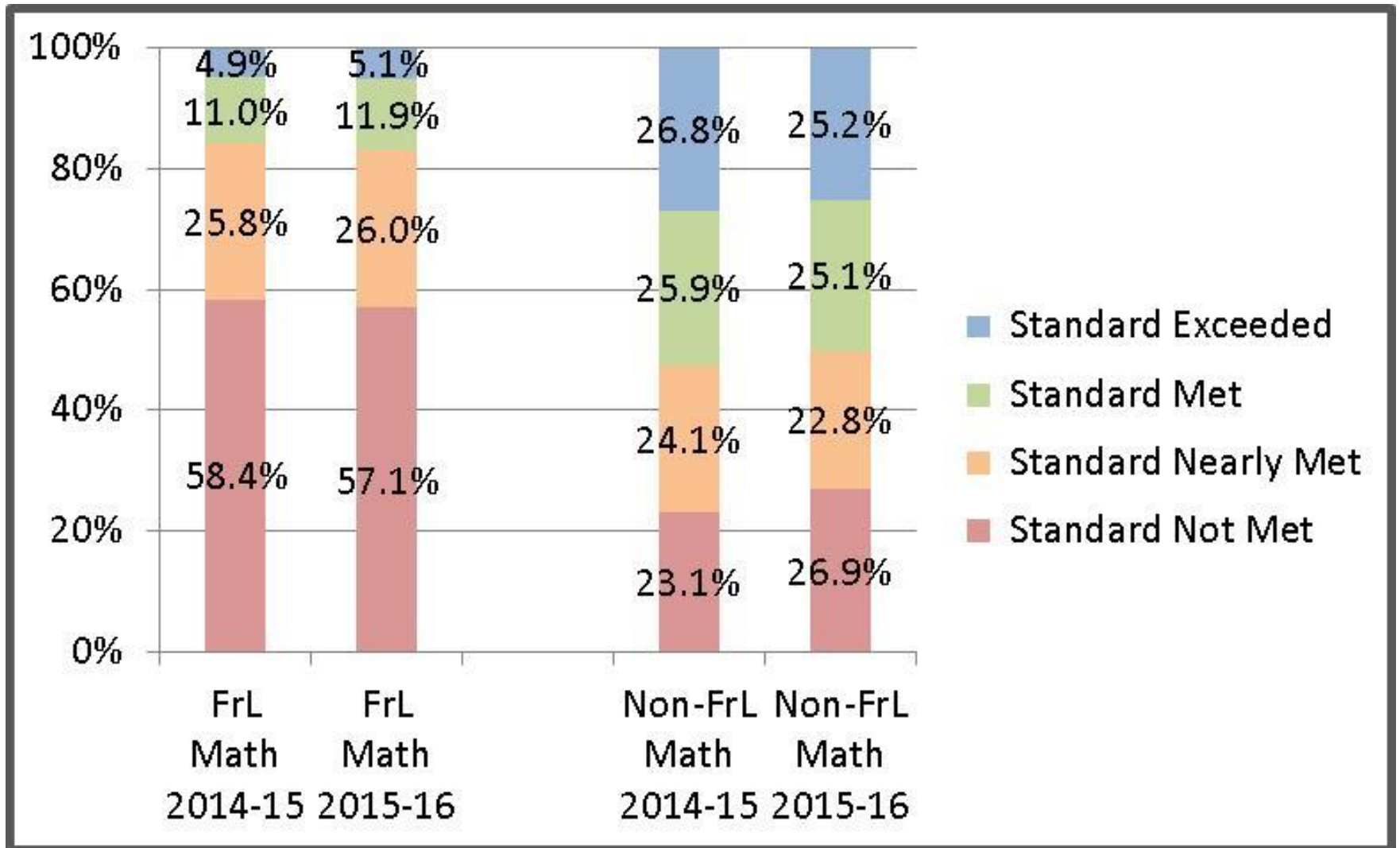


* Reclassified Fluent English Proficient

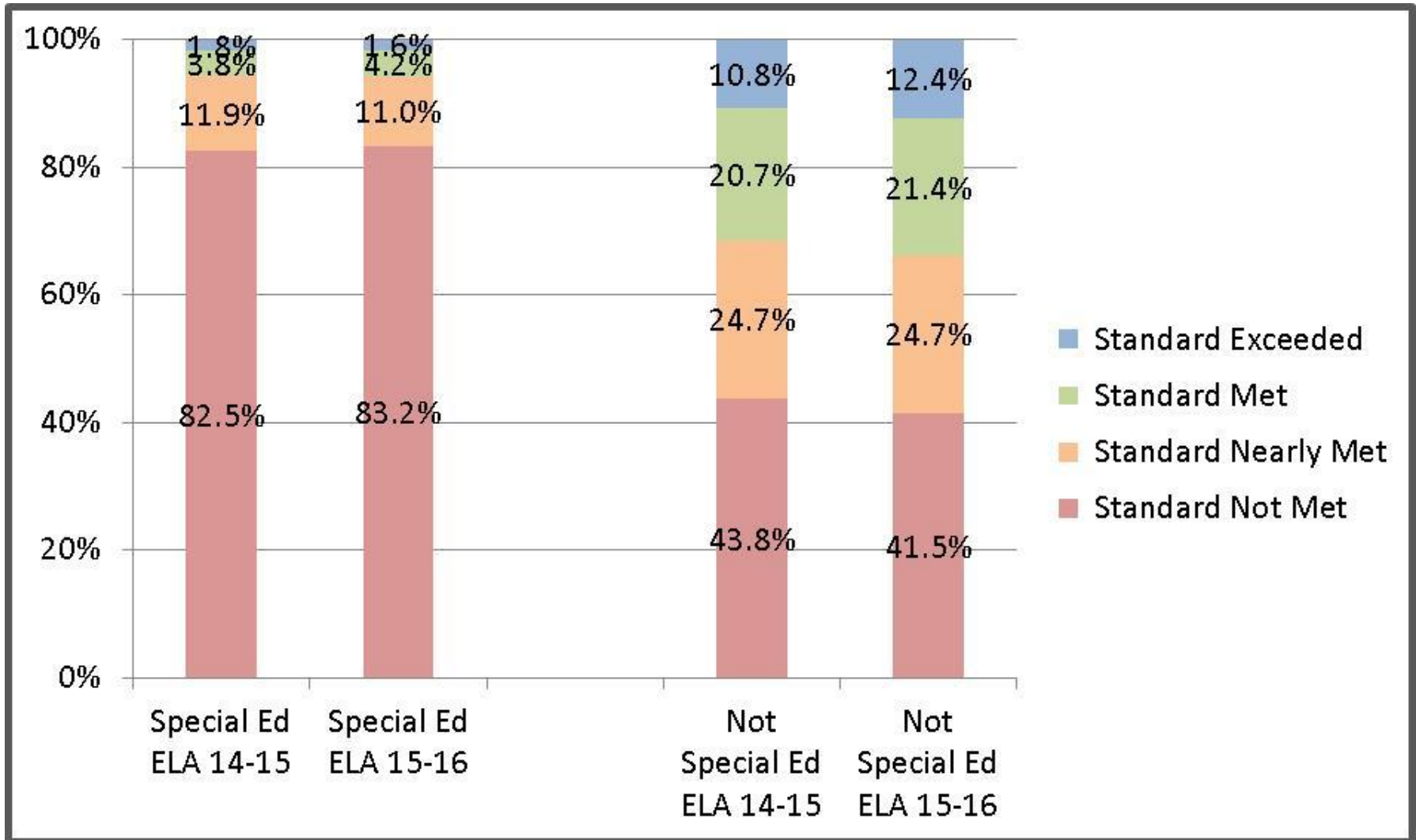
ELA – Free/Reduced Lunch



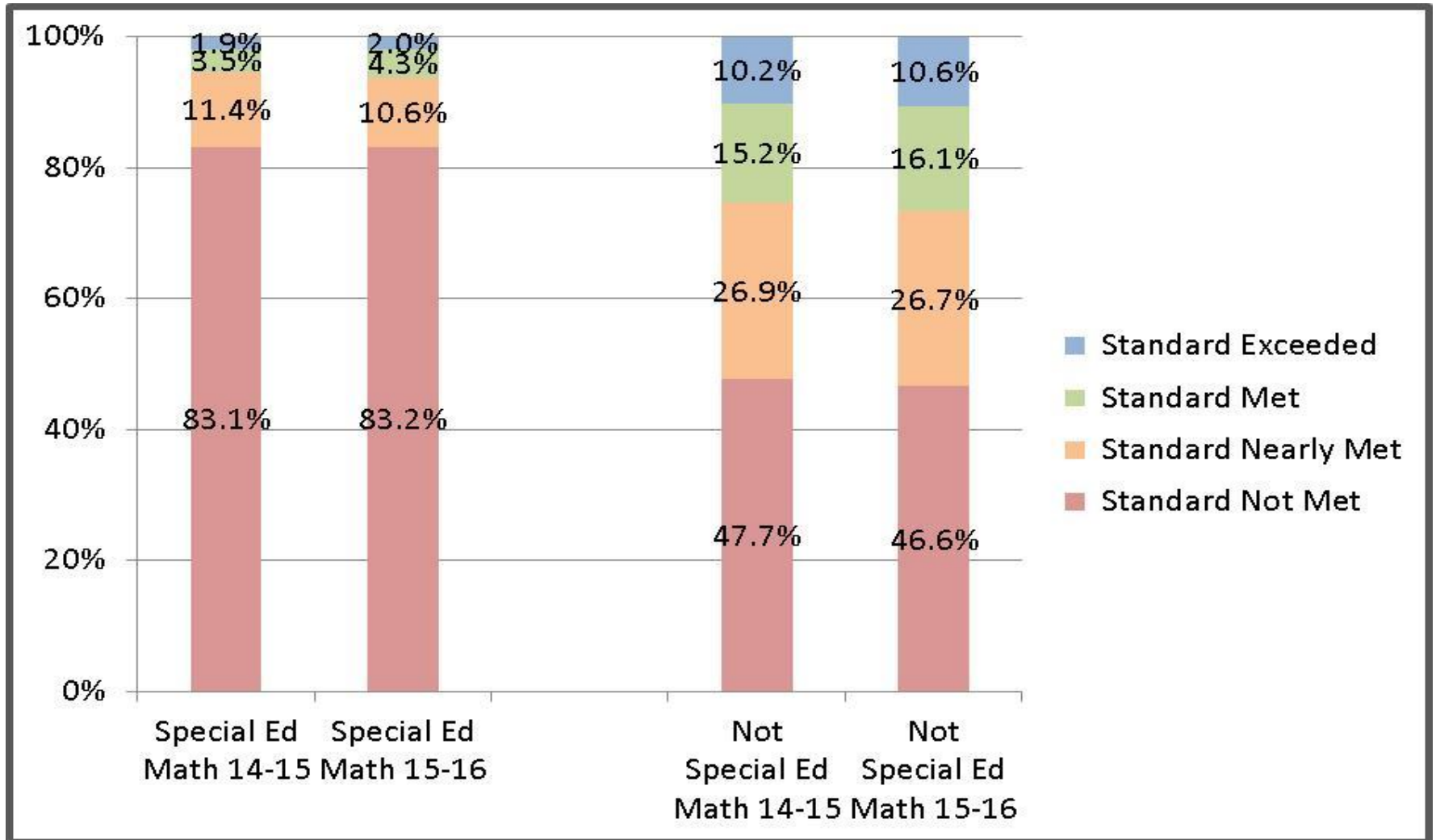
MATH – Free/Reduced Lunch



ELA – Special Education


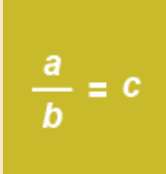







MATH – Special Education





SBAC Claim Areas

4 Within ELA/Literacy:	4 Within Mathematics:
1  Reading	1  Concepts & Procedures
2  Writing	2  Problem Solving, Modeling, & Data Analysis 3
3  Speaking and Listening	4  Communicating Reasoning
4  Research/Inquiry	



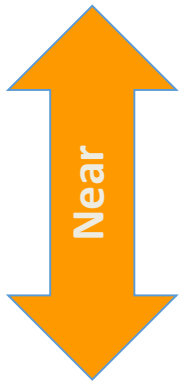
Claim Performance Levels



Above Standard

English Language Arts

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



Near Standard

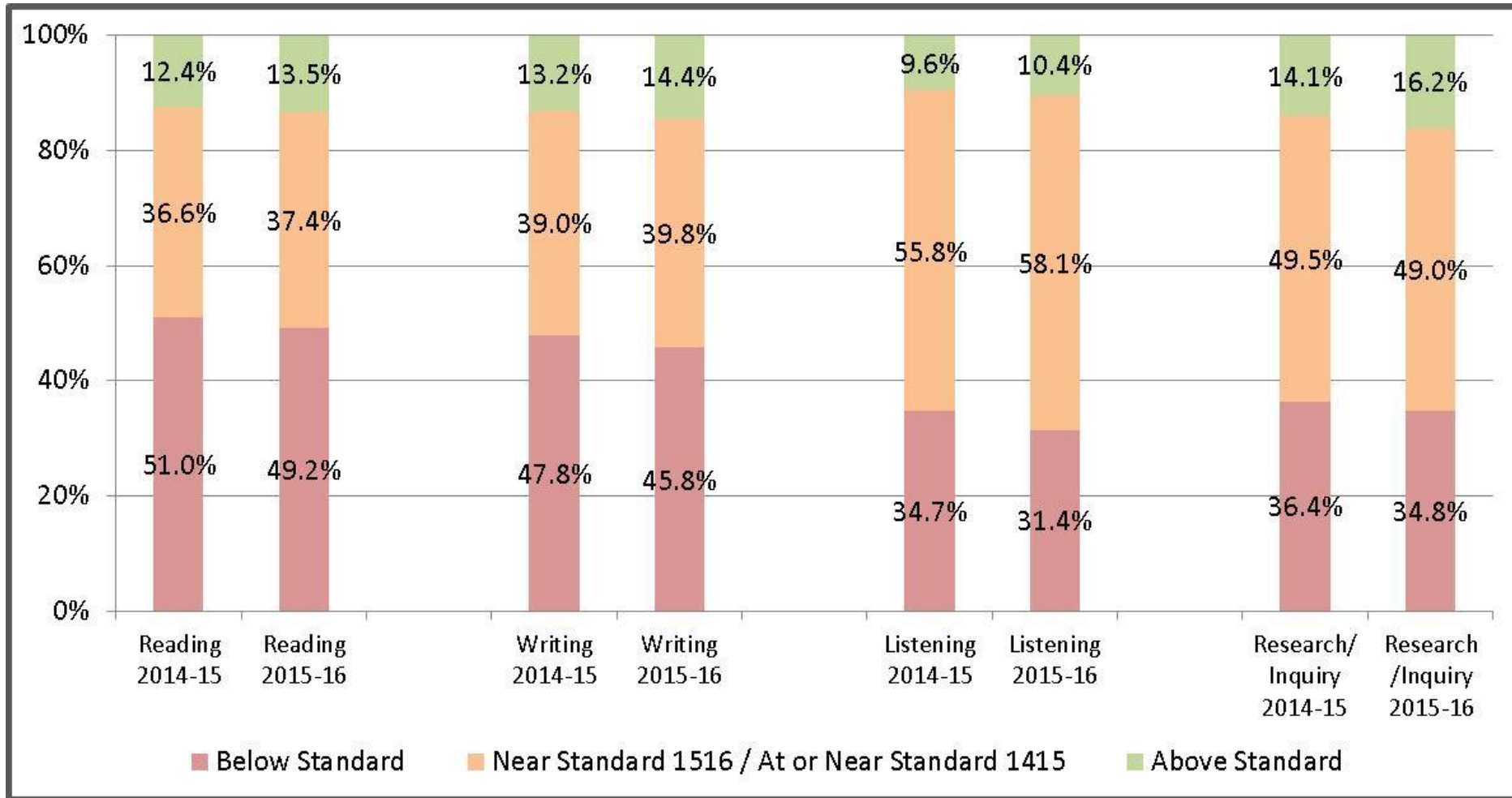
Mathematics

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

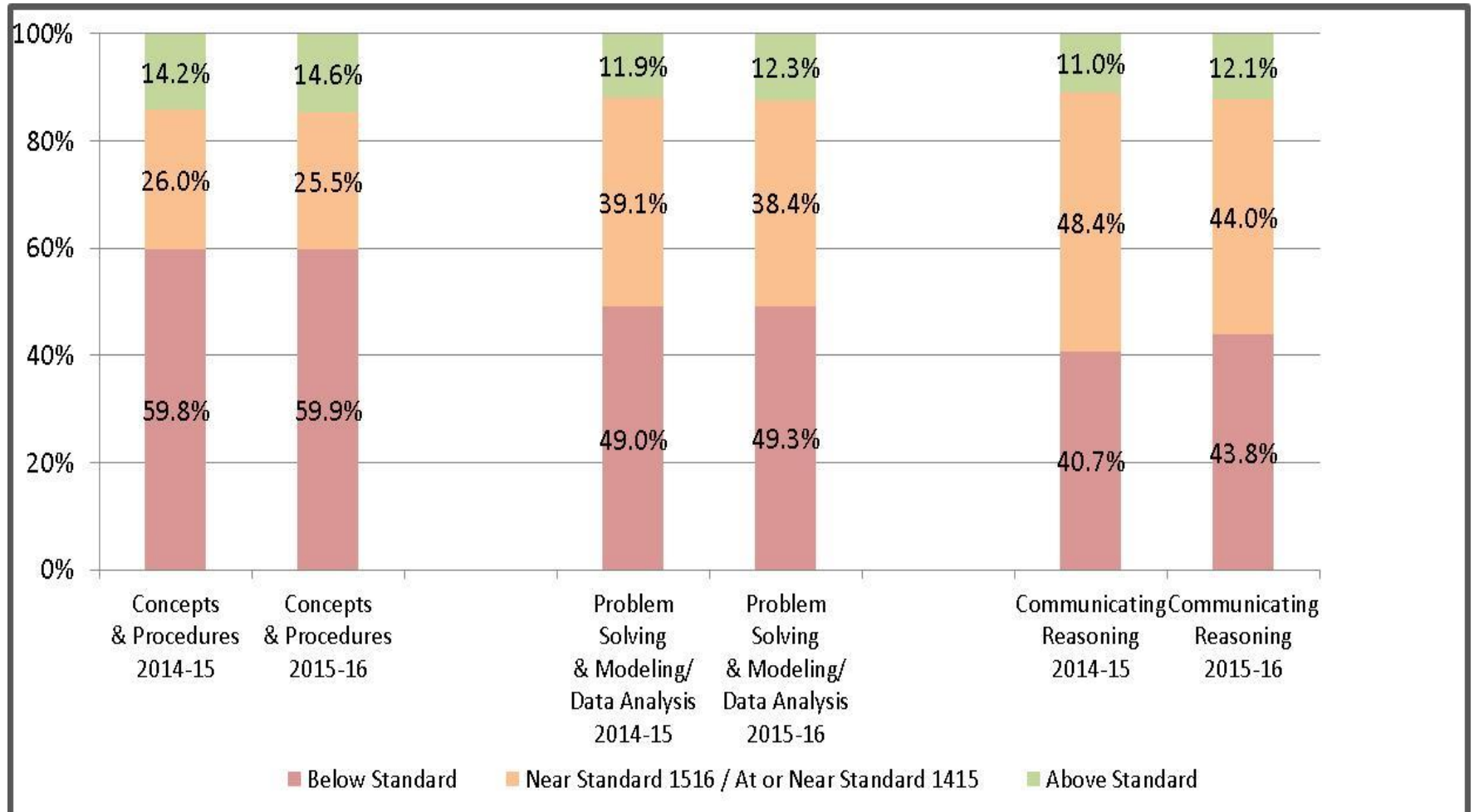


Below Standard

OUSD ELA by CLAIMS



OUSD MATH by CLAIMS





Highlights – English Language Arts

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

- Life Academy (15.3 ppt increase, from 22.1% to 37.5%)
- McClymonds High School (14.8 ppt increase, from 12.2% to 27.1%)
- Oakland Tech High School (12.9 ppt increase, from 47.8% to 60.8%)
- Grass Valley Elementary (12.2 ppt increase, from 13.8% to 26.0%)
- Emerson Elementary (11.7 ppt increase, from 7.4% to 19.0%)
- Burkhalter Elementary (11.3 ppt increase, from 21.2% to 32.5%)
- Crocker Highlands Elementary (11.2 ppt increase, from 67.2% to 78.4%)

Highlights – Mathematics

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

- Burckhalter Elementary (19.9 ppt increase, from 13.1% to 33.1%)
- Parker Elementary K8 (13.2 ppt increase, from 13.0% to 26.3%)
- Allendale Elementary (10.0 ppt increase, from 6.1% to 16.1%)



Math Grade Level Highlights

We see largest gains in % of students who “Met” or “Exceeded” standards on SBAC Math in Grade 3 and Grade 7 from the first year SBAC administration in 2015 to the second year in 2016:

Grade 3: 4.0 ppt gain (from 30.3% to 34.3%)

Grade 7: 4.1 ppt gain (from 18.0% to 22.1%)



Highlights – Targeted Student Groups

Latino students made notable gains in English Language Arts or Math at specific grade levels:

5 ppt gain in **Grade 8 SBAC ELA** (from 19% to 24%)

4 ppt gain in **Grade 3 SBAC Math** (from 17% to 21%)



Areas of Concern

A number of schools at all levels (Elementary, Middle, High, Alternative HS) had very low percentages or sometimes 0% Standard Met or Exceeded. These schools are well below the district average.

- ❖ **ELA – 17 schools** had single-digit % of students who scored Standard Met or Exceeded: 9 elementary, 1 K-8, 1 middle school, 1 high school, and 5 alternative schools
- ❖ **MATH – 31 schools** had single-digit % of students who scored Standard Met or Exceeded: 14 elementary, 1 K-8, 5 middle schools, 5 high school, and 6 alternative schools



Student Score Report – Elementary

Front Page

Back Page



STUDENT SCORE REPORT | 2016

Matthew Martin

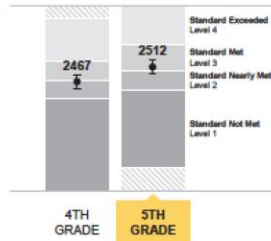
Initial, Creation Date: Month DD, YYYY

Matthew's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Matthew's overall score for 2016 is: **2512 | Standard Met (Level 3)**

Overall Progress: Matthew has made progress and met the grade 5 standard for English language arts/literacy. He appears ready for future coursework.



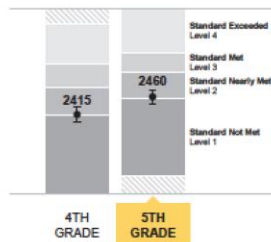
AREA	Below Standard	Near Standard	Above Standard
Reading How well does your child understand stories and information that he or she reads?			✓
Writing How well does your child communicate in writing?		✓	
Listening How well does your child understand spoken information?		✓	
Research/Inquiry How well can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

This area is outside the score range for that grade

MATHEMATICS

Matthew's overall score for 2016 is: **2460 | Standard Nearly Met (Level 2)**

Overall Progress: Matthew nearly met the grade 5 standard for mathematics needed for likely success in future coursework. Please discuss with his teacher(s) ways to help him improve.



AREA	Below Standard	Near Standard	Above Standard
Concepts & Procedures How well does your child use mathematical rules and ideas?	✓		
Problem Solving and Modeling & Data Analysis How well can your child show and apply their problem solving skills?		✓	
Communicating Reasoning How well can your child think logically and express their thoughts in order to solve a problem?		✓	

This area is outside the score range for that grade

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

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

LOCAL ID #: 999999999
STUDENT #: 999999999
GRADE: 6
DATE OF BIRTH: 04/01/2006
TEST DATE: Spring 2016

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

SCHOOL: California Elementary School
LEA: California Unified

Dear Parent/Guardian of Matthew Martin:

This report shows how Matthew scored on the California Assessment of Student Performance and Progress (CAASPP) tests for English language arts/literacy and mathematics. These tests are based on California's rigorous academic standards, which are designed to help every student graduate ready for college and a 21st-century career.

If Matthew took these tests in the fourth grade, this report also shows his scores from last year. You can compare this year's scores and last year's scores as one measure of his progress. Please keep in mind that as Matthew advances to the next grade, the standards are higher. As a fifth-grader, Matthew also took a science test. His results on California's science assessment can be found on the bottom of this report.

While tests are just one way to measure Matthew's progress, the results can help teachers and the school focus on areas in which students need more help. I encourage you to be involved in your child's learning and discuss these results with Matthew's teachers(s).

Sincerely,

Tom Torlakson

Tom Torlakson
State Superintendent of Public Instruction



Statewide Assessments: One Measure of Matthew's Progress

These results are one measure of Matthew's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and they can be used to help inform a conversation with Matthew's teacher about how to progress in English language arts/literacy (ELA) and mathematics.

What is CAASPP?

The CAASPP ELA and mathematics tests reflect California's state-adopted standards, which will help prepare students for college and a career in the 21st-century job market. These tests contain a wider variety of questions than traditional multiple-choice tests and include tasks that require students to explain how they solve problems. The tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics. California may also develop new assessments in other subjects, including, but not limited to, science, history, and social science facts which will be aligned to state-adopted content standards. To learn more about these tests, visit the CDE CAASPP System Web page at <http://www.cde.ca.gov/ta/tg/>.

What do my child's scores mean?

There are four levels of scores for ELA and mathematics for 5th grade:

	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

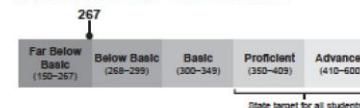
Score ranges for each level are different for each grade, and the standards for the next grade are higher than for the previous grade. As a result, students may need a higher overall score to remain in the same achievement level as the previous year. To understand your child's overall performance, consider both the score and the achievement level. If your child took the ELA and mathematics tests in the last year, you can see on the front of this report how your child's score and achievement level for 2016 compares to the previous grade. Visit the CDE CAASPP System Web page, under the Students and Parents tab at <http://www.cde.ca.gov/ta/tg/> for more information and resources intended for parents about the CAASPP System, including a one-page flyer highlighting the information found on the Student Score Report and a Parent Guide to the Smarter Balanced Summative Assessments.

Matthew's Results on the California Standards Test for Grade 5 Science

SCIENCE

Matthew's score is 267 — Far Below Basic

Matthew's score of 267 is in the Far Below Basic level on the California Standards Test for science.



California is transitioning to recently adopted Science Standards. To meet federal test requirements, California administered science assessments to all students in grades 5, 8, and 10; these tests are not aligned with California's new standards. As part of California's transition to these new standards, tests aligned to the new standards are under development.



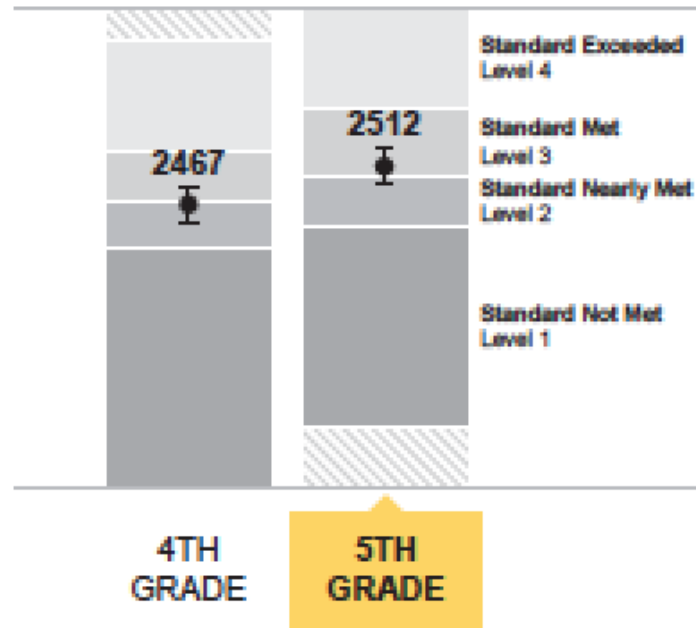


Front Page – Overall Performance

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 last year's.

ENGLISH LANGUAGE ARTS/LITERACY

Matthew's overall score for 2016 is:
2512 | 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.

Overall Progress: Matthew has made progress and met the grade 5 standard for English language arts/literacy. He appears ready for future coursework.

AREA	Below Standard	Near Standard	Above Standard
Reading <i>How well does your child understand stories and information that he or she reads?</i>			✓
Writing <i>How well does your child communicate in writing?</i>		✓	
Listening <i>How well does your child understand spoken information?</i>		✓	
Research/Inquiry <i>How well can your child find and present information about a topic?</i>	✓		



Back Page – Other CAASPP results

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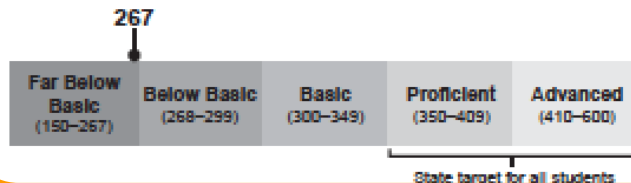
	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
ENGLISH LANGUAGE ARTS/LITERACY	2201-2441	2442-2501	2502-2581	2582-2701
MATHEMATICS	2219-2454	2455-2527	2528-2578	2579-2700

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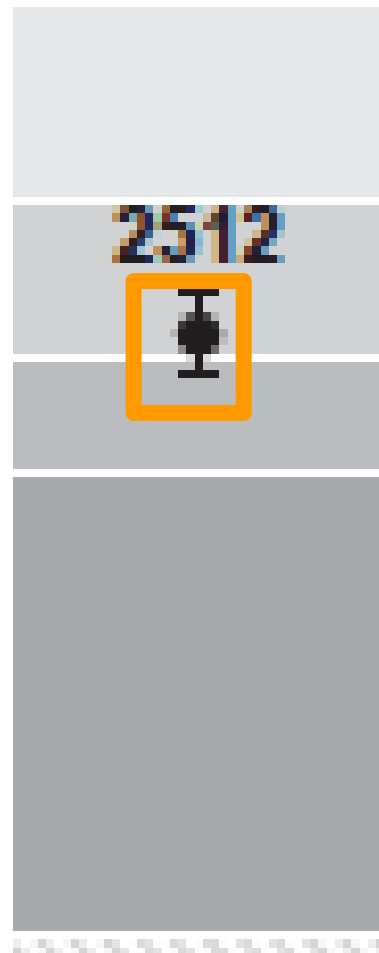
SBAC Validity/Reliability

Confidence Bands

Matthew's Overall Score is 2512, shown as the black dot just above the Level 3 Standard Met line.

The top and bottom lines indicate the range within which Matthew would likely score if he took the SBAC again on a different day.

In his case, he is likely to score between the mid-point of Standard Met or the high end of Standard Nearly Met.



Standard Exceeded
Level 4

Standard Met
Level 3

Standard Nearly Met
Level 2

Standard Not Met
Level 1

Overall Plans for Improvement with Common Core-Aligned Instruction

- ❖ Common Core focused **professional development** at every level of the system.
 - ❖ Principal Supervisors/Central Office leaders
 - ❖ Principals
 - ❖ Teacher Leaders
 - ❖ Teachers
- ❖ Use of **PDgo!** our new online professional learning platform courses in CCSS shifts and instruction in ELA and Math.
- ❖ Increased use of **Illuminate** for creating CCSS aligned assessments.
- ❖ Focus on developing **Instructional Leadership Teams** for leading CCSS implementation
- ❖ Focus on developing **Professional Learning Communities** where teachers have time to plan aligned instruction and look at student work.
- ❖ Providing aligned instructional materials to teachers at every level

Plans for Improvement in ELA

- ❖ Continued focus on **Writing** in the 3 Text Types (Narrative, Informational, Argument) and across content areas.
- ❖ Continued focus on **Reading** instruction in **small groups** with text at both instructional and grade level.
- ❖ **Common Core Teacher Leaders for Language and Literacy** working with schools.
- ❖ Increased use of online assessments (STAR Early Literacy and Illuminate)
- ❖ Provide targeted **Reading acceleration** for students reading one or more years below grade level using Leveled Literacy Intervention
- ❖ Focus on **Designated and Integrated English Language Development (ELD)** for English Language Learners.
- ❖ Monitoring student progress through Key Performance Indicators and intervening early when needed.
- ❖ Implementation of **EL Education** CCSS-aligned curriculum in Middle School.

Plans for Improvement in MATH

- ❖ Focus on the CLAIM area: **Concepts and Procedures**.
- ❖ **Planning and instruction** with alignment to Common Core State Standards.
- ❖ Aligned **professional development** and support.
- ❖ New **Common Core Teacher Leaders** for MATH
- ❖ Continued collaboration with **Math in Common** districts
- ❖ Continued implementation of **ST Math**.
- ❖ Some schools are piloting alternative Math curricula and approaches
 - ❖ Roosevelt: Teach to One
 - ❖ Parker: Eureka Math

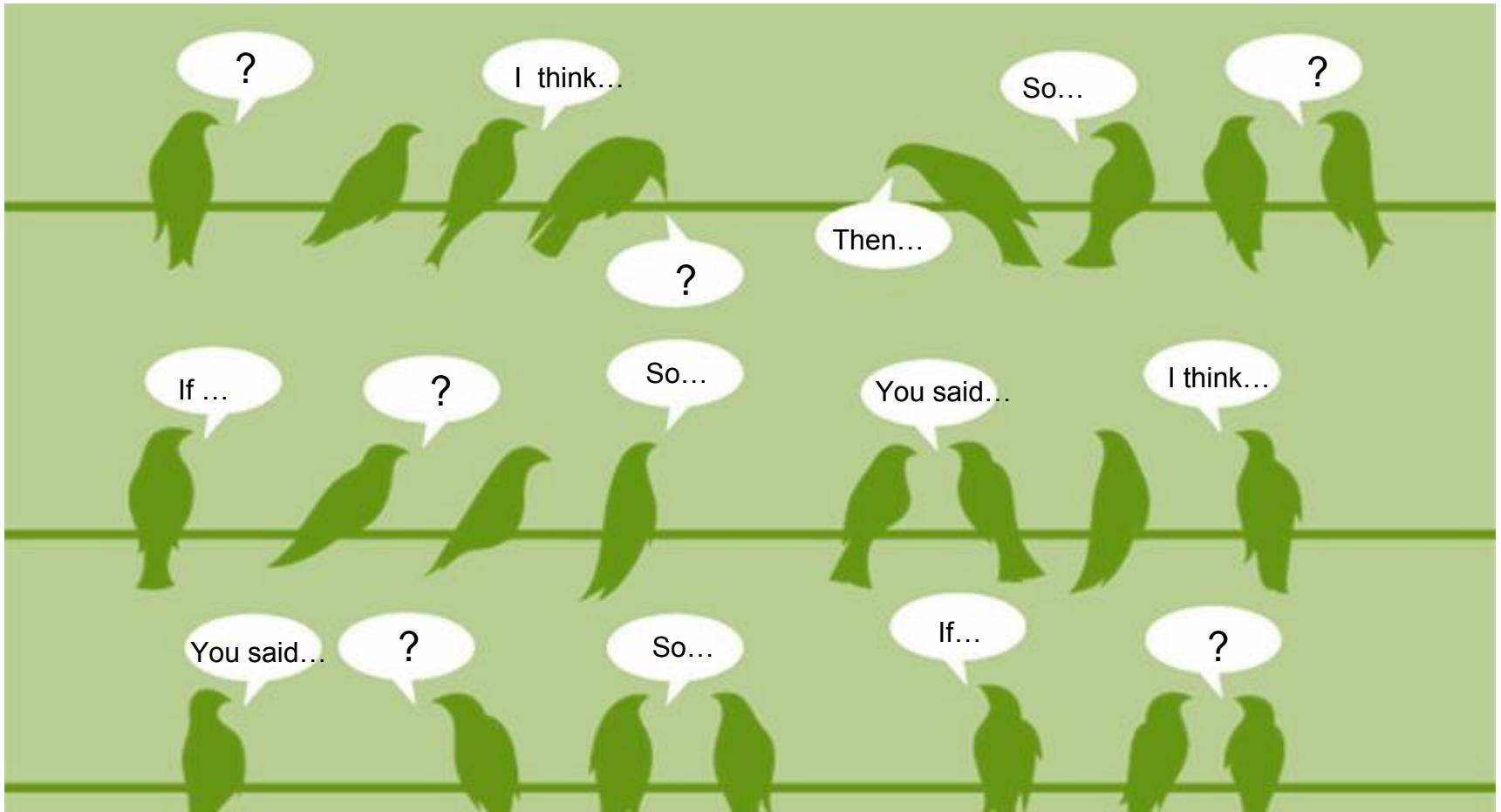
Additional Considerations...

- ❖ Results surface the need for ongoing, sustained **Professional Learning** for educators on the Common Core State Standards
- ❖ Results surface the continued need for investments in **CCSS aligned instructional materials** (TK-12).
- ❖ Continue to review **formative assessments** to ensure alignment, especially for Math.
- ❖ Students need regular **access to technology** and keyboarding instruction.
- ❖ Continued investments in **Common Core Teacher Leaders** in ELA and MATH
- ❖ Every school will have a focus on **ELA and MATH** and have goals in these areas as well as other areas (i.e. School Culture)

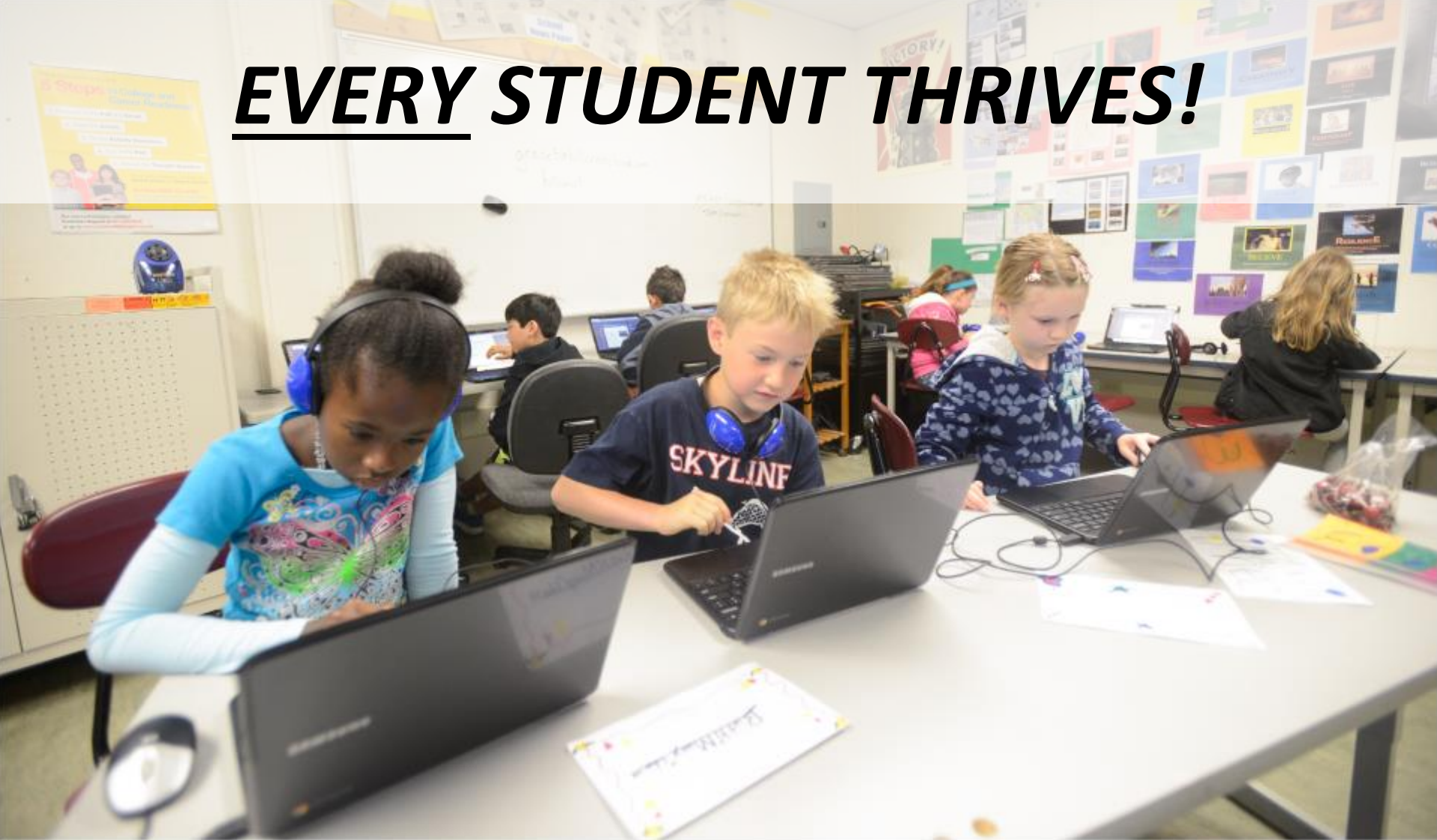
The Four T's

- ❖ **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.

Questions?



EVERY STUDENT THRIVES!



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



@OUSDnews

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