

2016-2017 Smarter Balanced Assessment Results

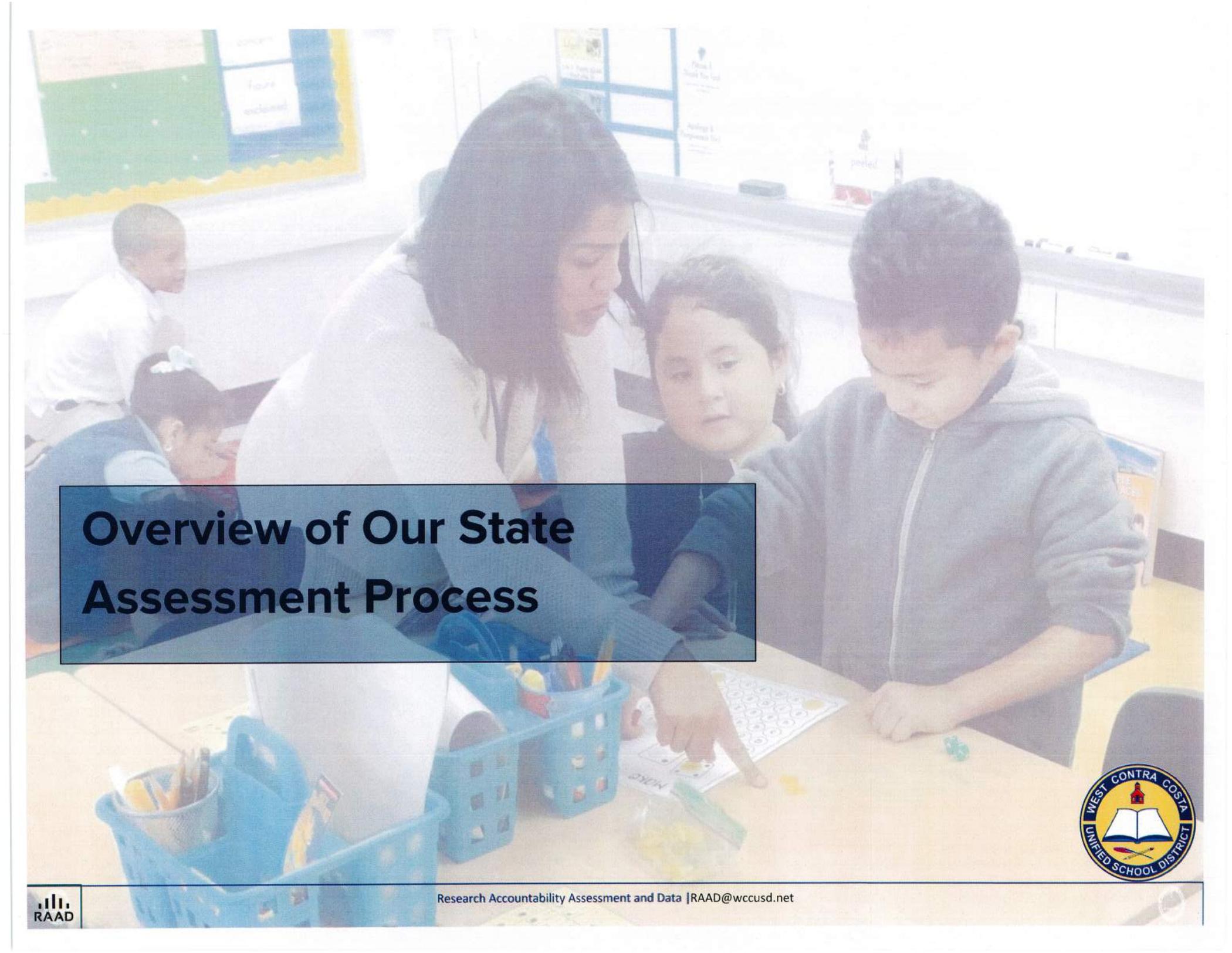
**Presented to the Board of Directors
West Contra Costa Unified School District**

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Research, Accountability, Assessment and Data





Overview of Our State Assessment Process

What is our State Testing System?

The California Assessment of Student Progress and Performance, (CAASPP) is our Current Assessment System

CAASPP includes the following Assessments

- ❑ Smarter Balanced Assessment (SBAC) in ELA and Math
- ❑ The California Alternative Assessment (CAA) in ELA and Math
- ❑ The California Science Test (CAST) coming in 2018-2019

Who took the 2016-17 SBAC ?

- Assesses grade 3-8 and 11 students in English Language Arts and Mathematics
- Approximately 14,550 students completed the assessment.
- Our completion rate was 98% overall, (state threshold of 95%).
- Students who are English Learners, (in the U.S. for less than a year) do not take this assessment.
- Students with severe cognitive disabilities take the California Alternate Assessment (CAA)

How is Performance Measured?

Scaled Score

A scaled score is the student's overall numerical score. These scores fall on a continuous scale (from approximately 2000 to 3000) that increases across grade levels.

Scaled scores can describe school- and district-level changes in performance, as well as reveal gaps in achievement among different groups of students.

With scaled scores you can closely monitor how much growth you have had and how far away you are from the target.

How is Performance Measured?

Overall Performance Level

Based on their scaled scores, students fall into one of four categories of performance called achievement levels.

Level 4- Standard Exceeded

Level 3- Standard Met

Level 2- Standard Nearly Met

Level 1- Standard Not Met

Most comparisons between student groups, schools or districts use performance levels.

How is Performance Measured?

Claim Achievement Levels

Student performance on each claim is represented by one of three achievement levels.

- Below Standard**
- Near Standard**
- Above Standard**

These achievement levels are based on a rubric that describes what each level means.

Performance Levels and Claim Achievement levels take into account that an individual student has a range of performance from day to day. They are approximations of levels at which students demonstrate mastery of a set of concepts and skills.

How Performance is Measured?



Early Assessment Program (EAP)

The 11th grade SBAC has replaced the Early Assessment Program (EAP). The EAP allows some students to bypass entrance exams in ELA and Math at CSU schools. Status is reported on the individual student SBAC reports.

Ready

Ready for English and/or mathematics college-level coursework and exempt from Cal State University ELA and Math Placement exams.

Conditionally Ready

Conditionally ready for English and/or mathematics college-level coursework, but must pass an Approved course (in ELA or Math) to be exempt from placement exams

Not Yet Ready

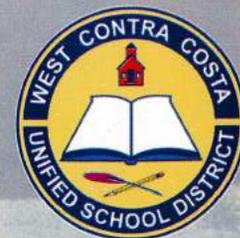
Not yet ready for English and/or mathematics college-level coursework and will need additional preparation in the twelfth grade.

Not Ready

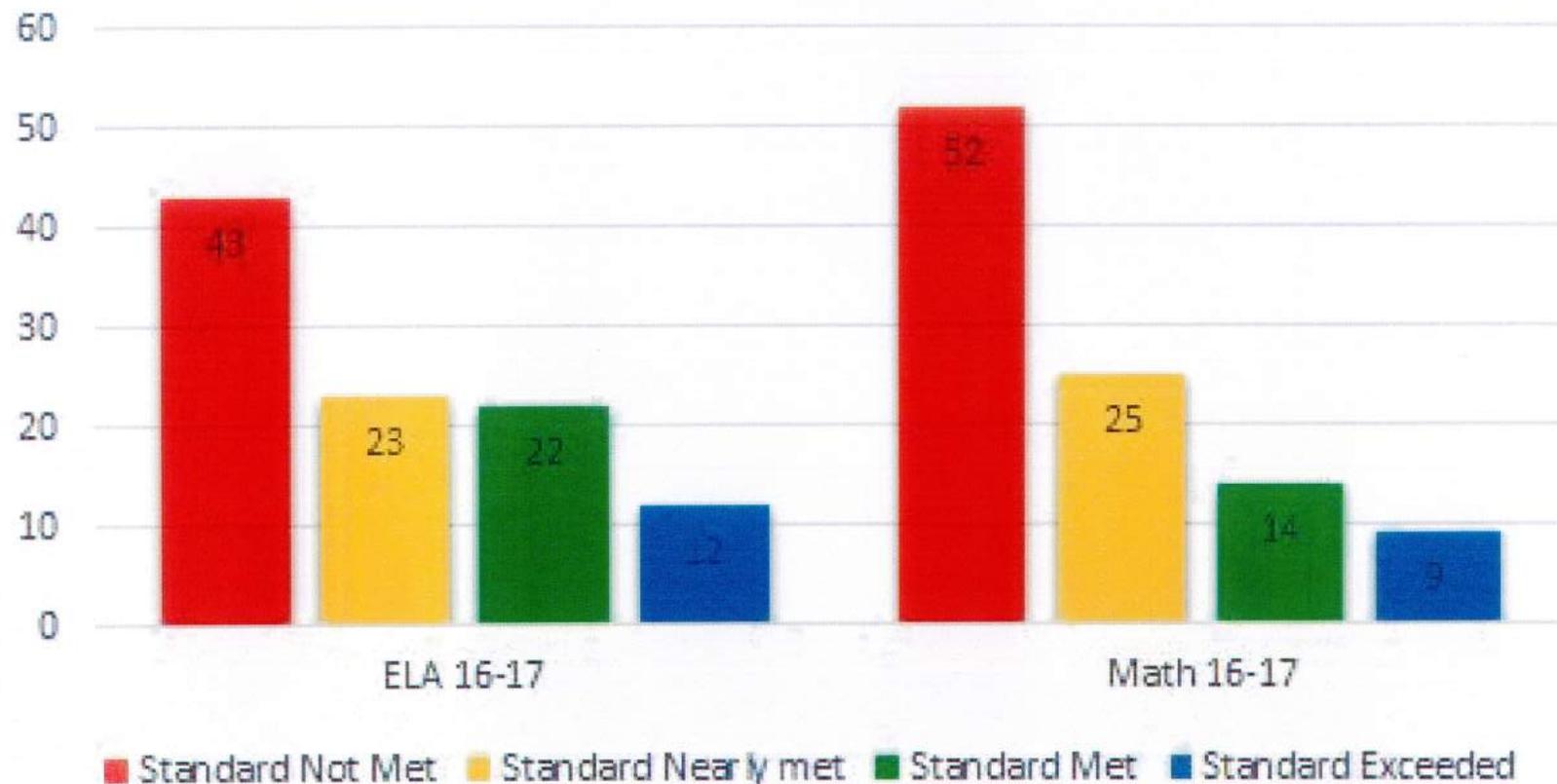
Not ready for English and/or mathematics college-level coursework. They will need substantial improvement to demonstrate the knowledge and skills needed for success.



Overall 2016-17 Data Performance and Trends

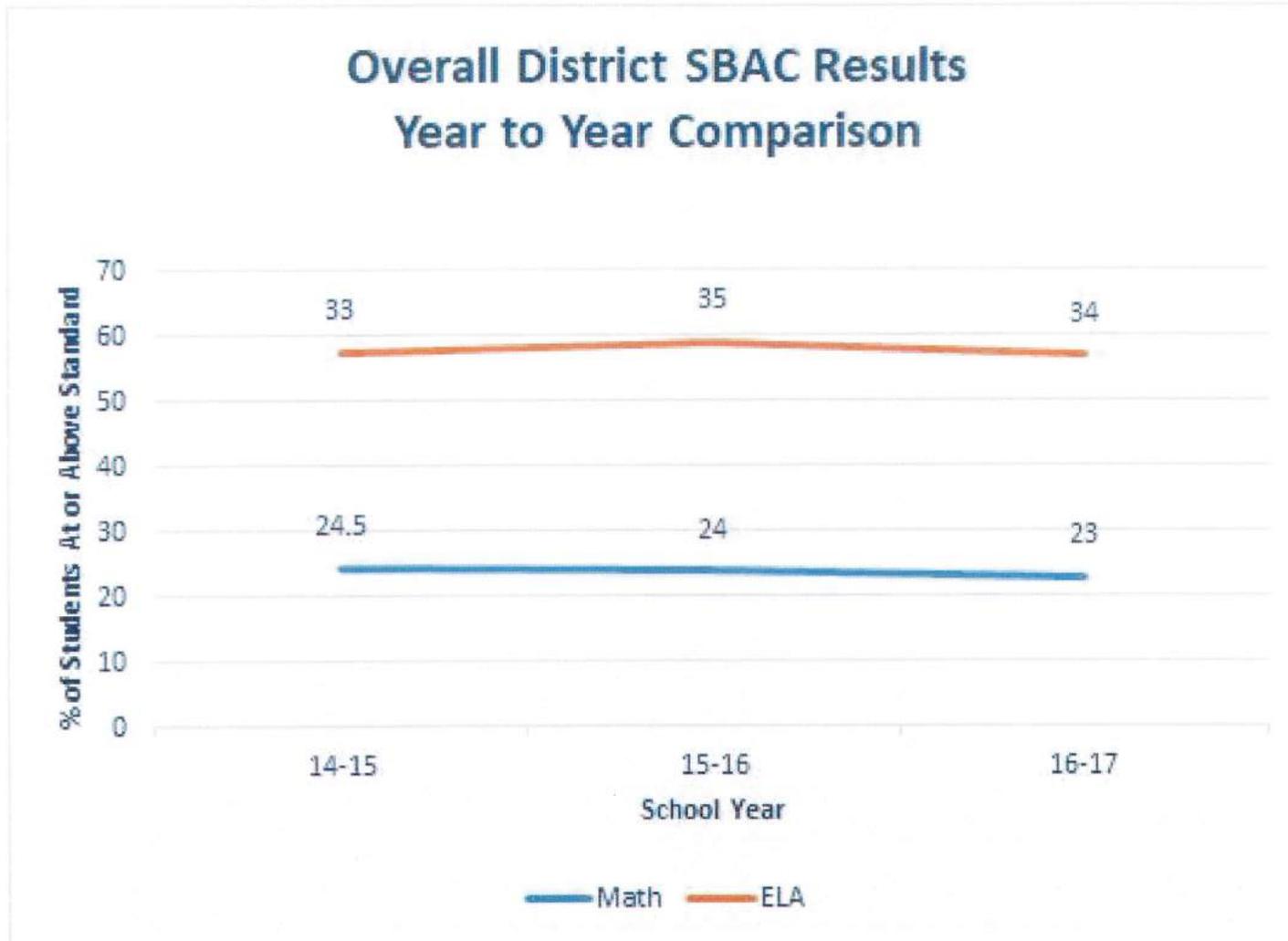


16-17 Overall SBAC Performance



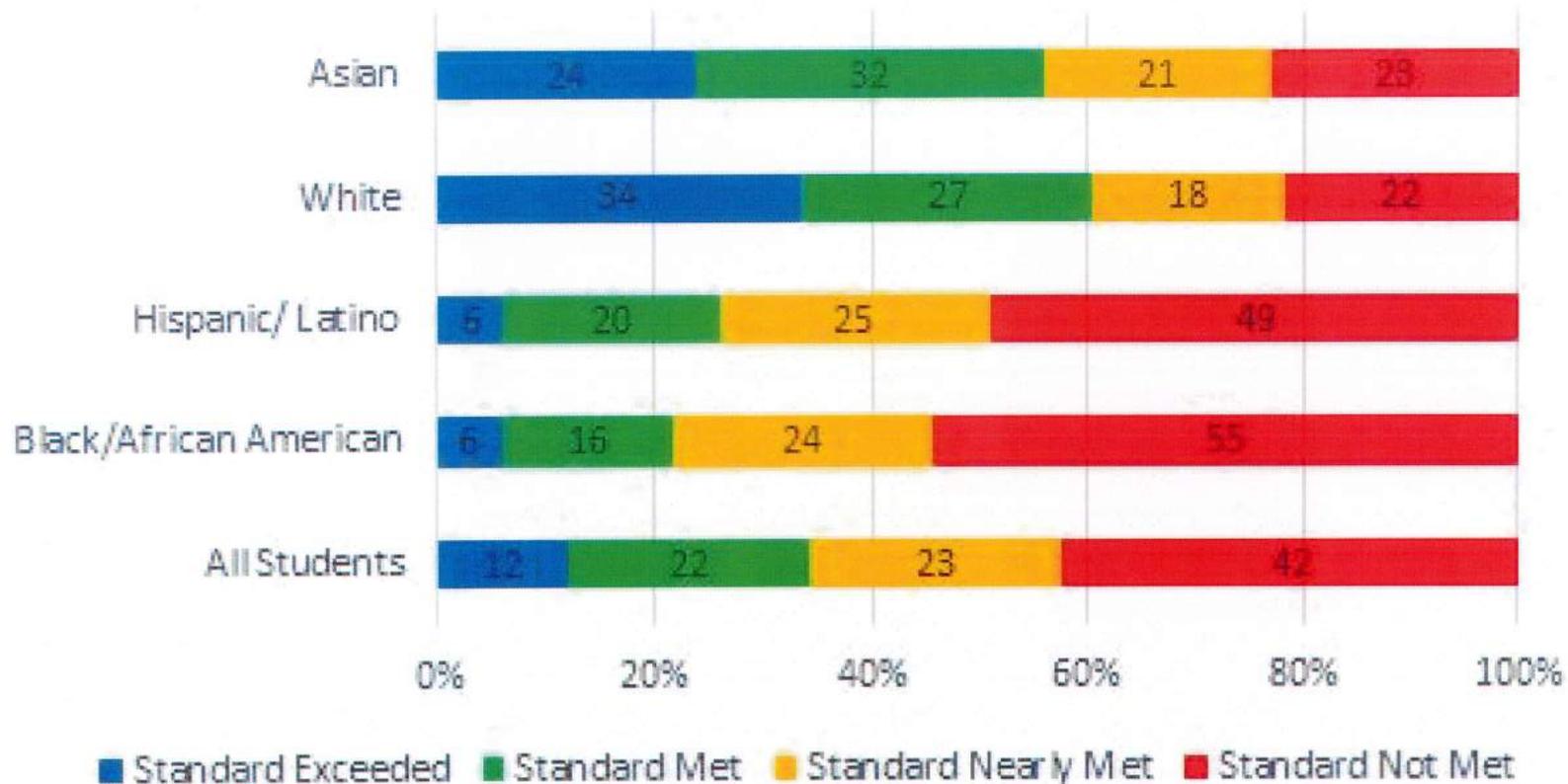
- 34% of our students met or exceeded the standard on the SBAC English Language Arts assessment.
- 23% of our students met or exceeded the the standard on the SBAC Math Assessment.

Overall District SBAC Results Year to Year Comparison

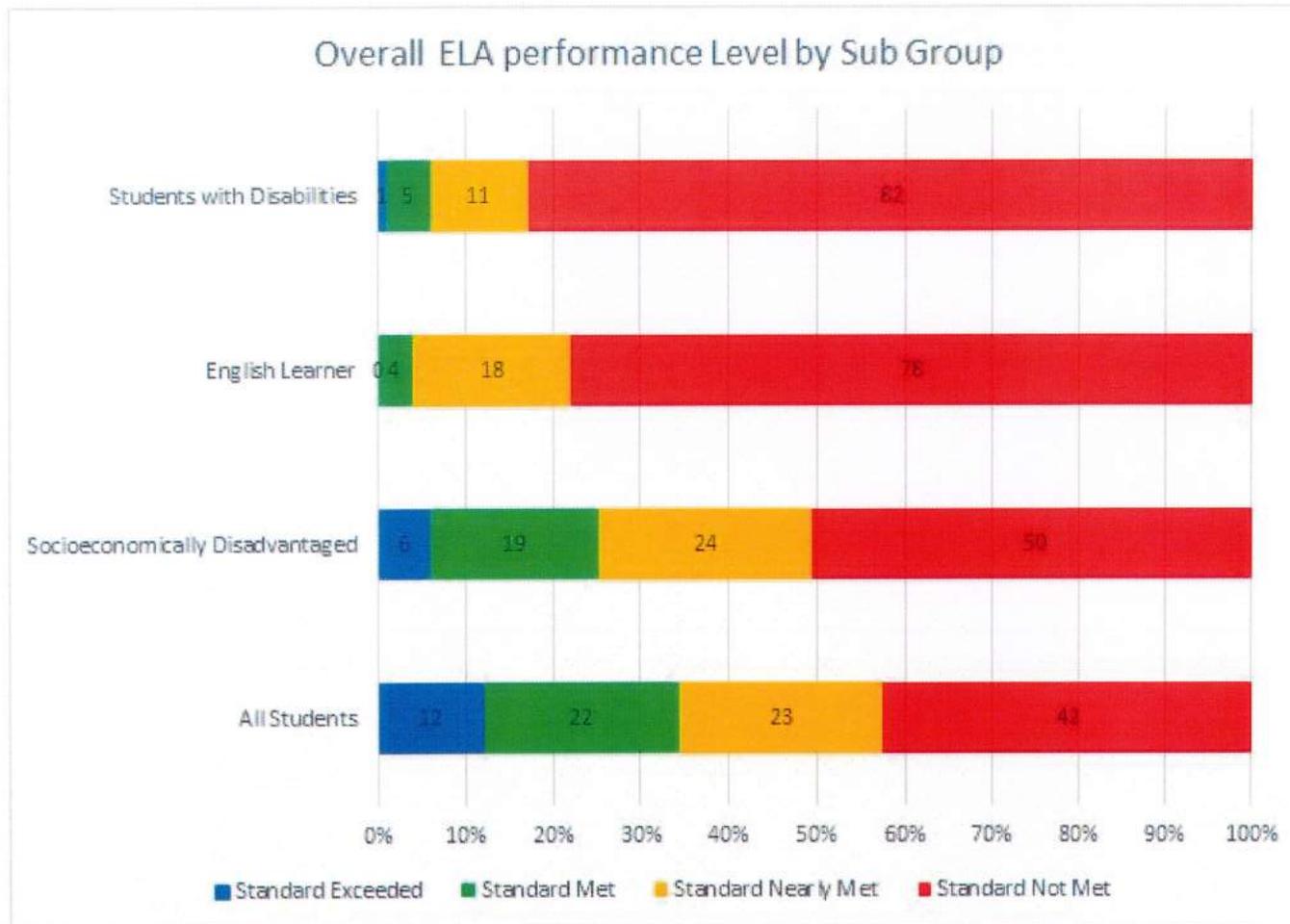


- Growth on the SBAC in Both English Language Arts and Math has been flat over the past three years. There was less than 3 % improvement or loss in either subject over the time period.
- The trend of flat results are not unique to WCCUSD. This trend exists across most of the state and other Smarter Balanced States.

Overall ELA Performance Level by Ethnicity

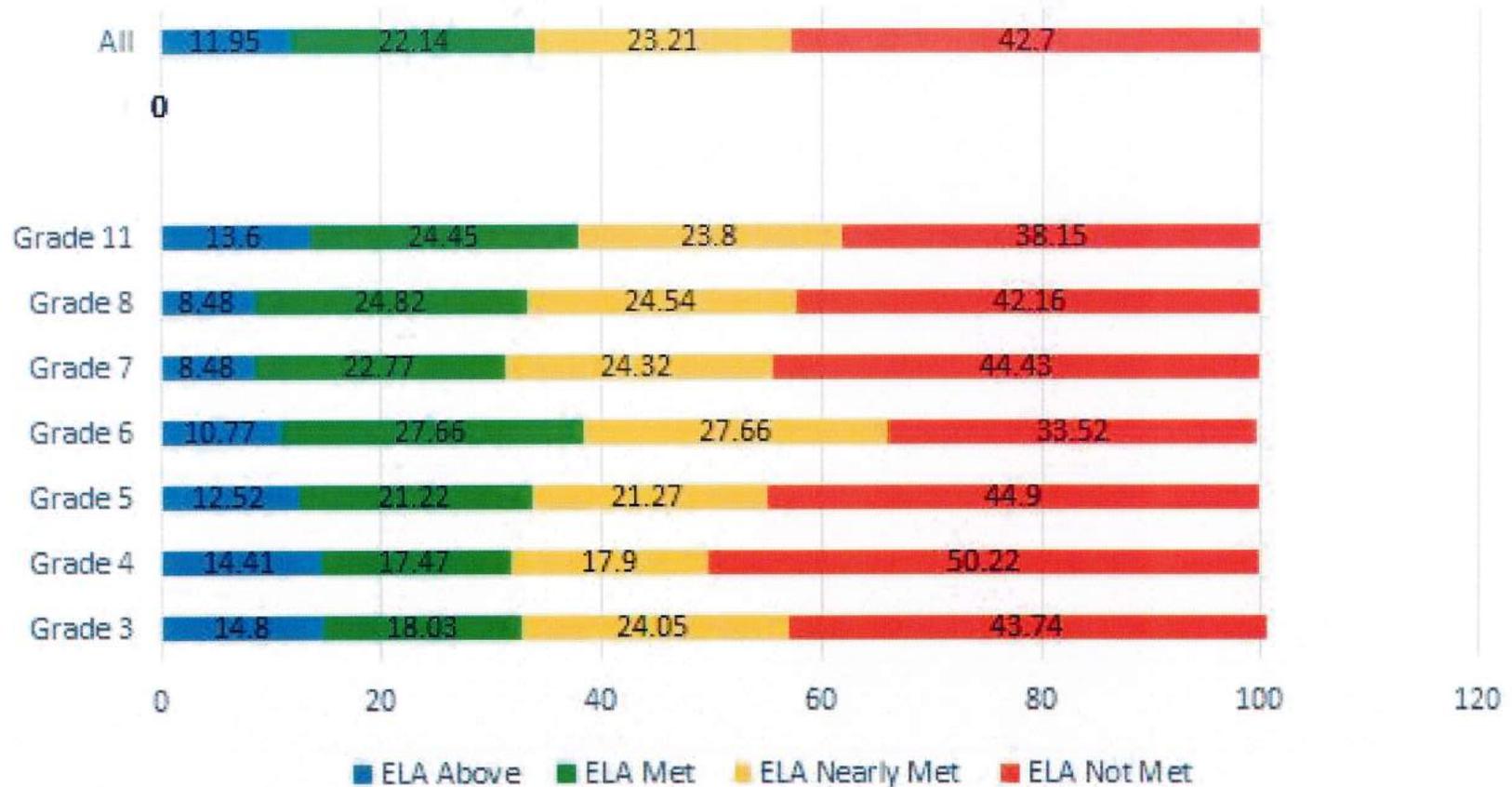


- 79% of our African American students did not meet standard.
- 65% of our Latino students did not meet standard.
- 25% of students nearly met the standard in ELA.



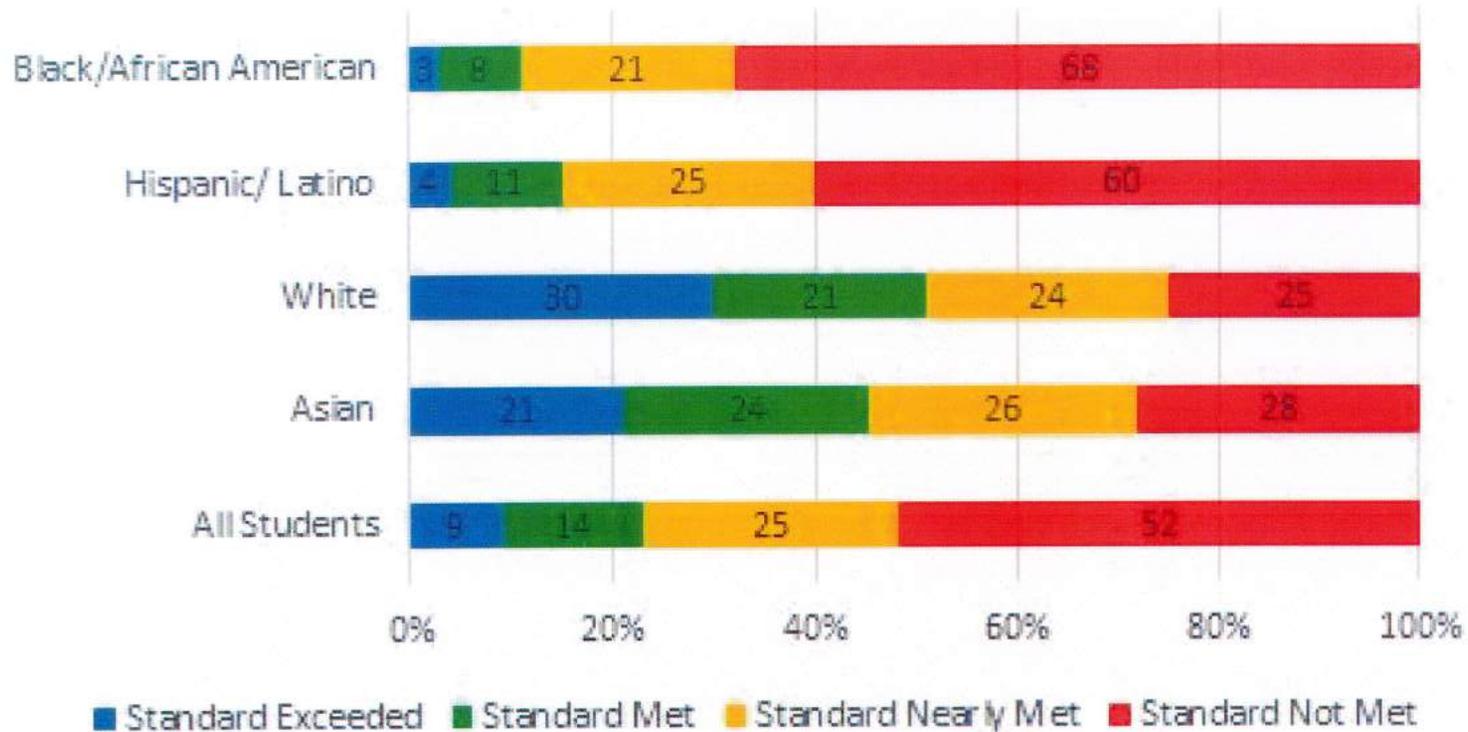
- Only 6% of our Students with Disabilities met or exceeded standard.
- 4 % of English learners met the standard, but none of our English learner students exceeded them.
- 74% of our Socioeconomically disadvantaged students did not meet standard.

16-17 SBAC ELA Performance By Grade

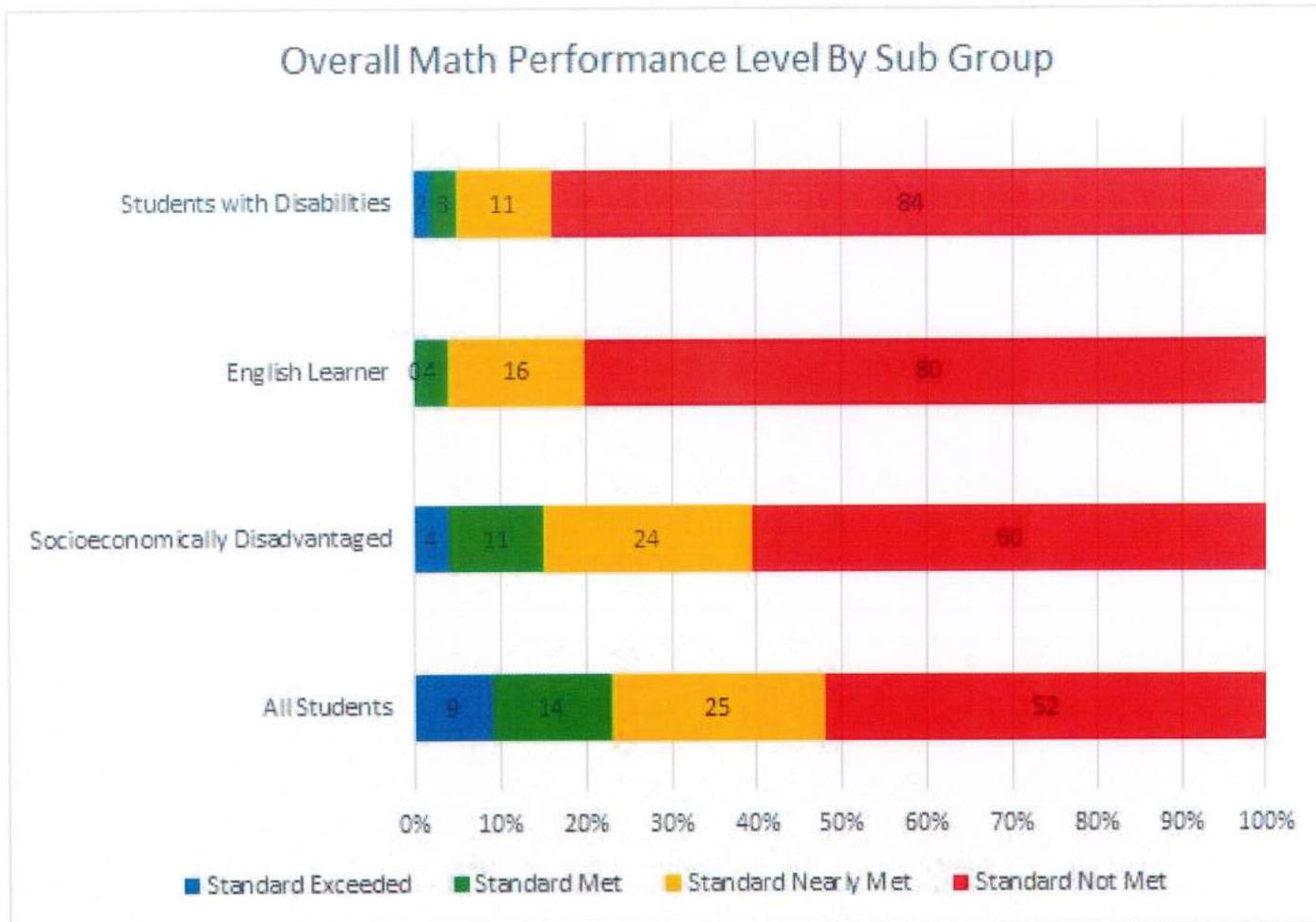


- Just over 38% of 6th and 11th grade students met or exceeded Standards in ELA.

Overall Math Performance Level By Ethnicity

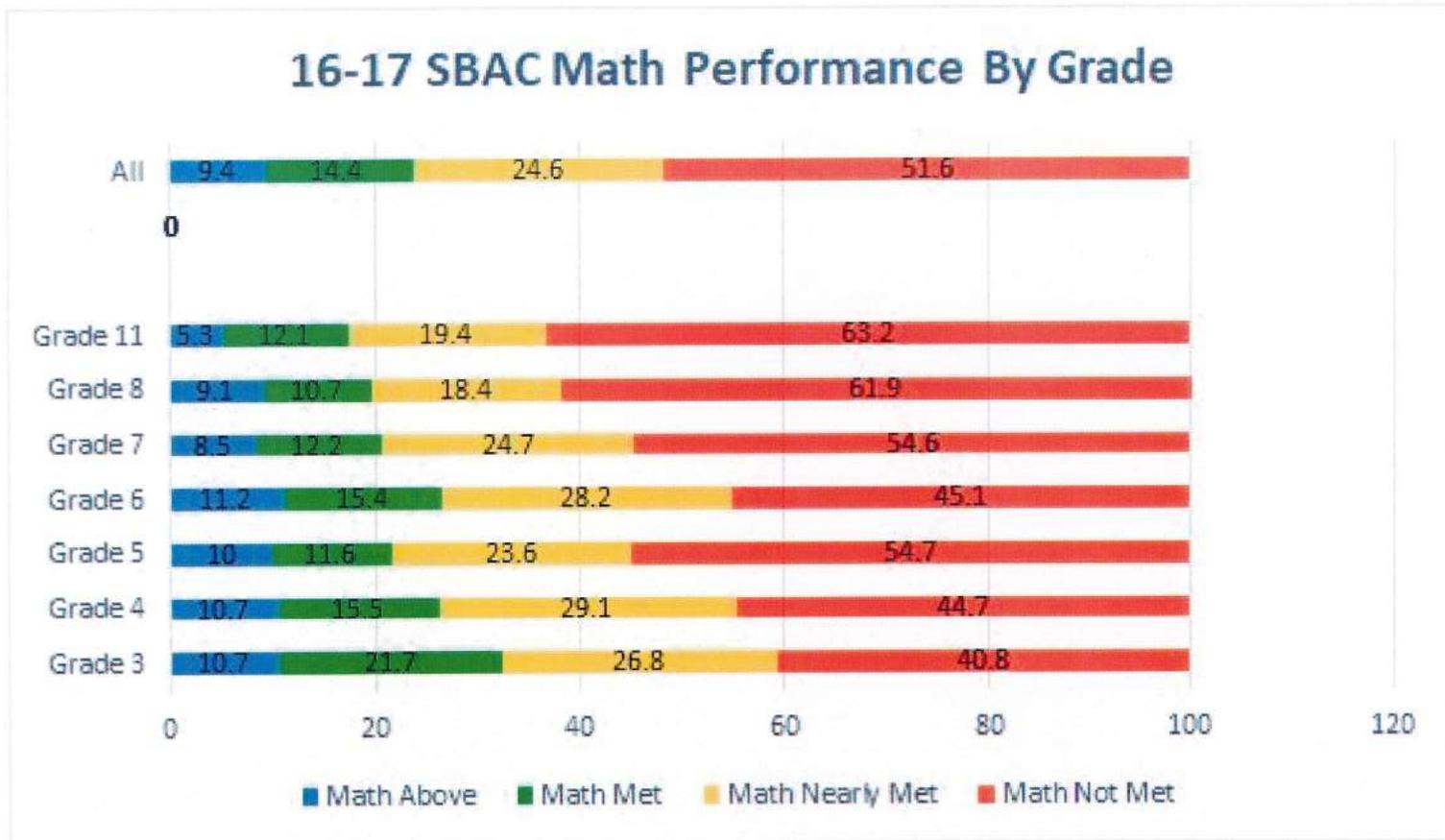


- 32% of our African American students met or exceeded standard.
- 15% of our Latino students met or exceeded standard.
- 23% of our students nearly met the standard in mathematics.



- 5% of our students with disabilities met or exceeded standard.
- 4 % of English learners met or exceeded standard, None of our English learner students scored at an advanced level.
- 15 % of our socioeconomically disadvantaged students met or exceeded standard.
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16-17 SBAC Math Performance By Grade



- 32.4% of third grade and 26.6% of 6th grade students met or exceeded standards in Math.
- With the exception of 6th grade there is a downward trend between 3rd and 11th grades.

Achievement Gaps in ELA

Difference from All Students Met or Exceeded Standard



	2016 ELA Gap	2017 ELA Gap
Black/African American	-13	-13
Hispanic/ Latino	-9	-9
White	27	26
Asian	19	21
Socioeconomically Disadvantaged	-9	-9
English Learner	-29	-31
Students with Disabilities	-27	-28

- There was almost no change in the ELA achievement gap, between last year and this year.

Achievement Gaps in Math

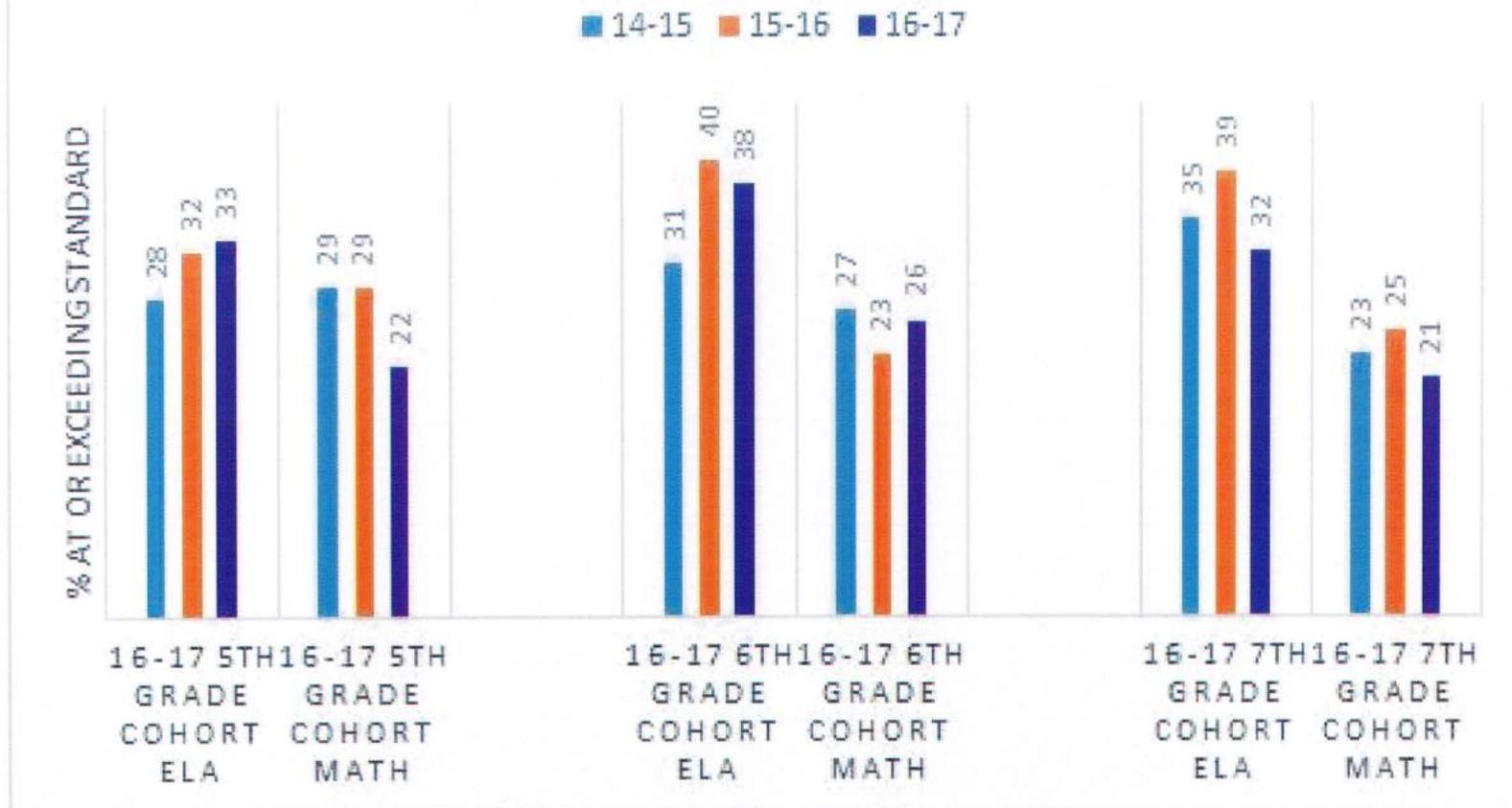
Difference from All Students Met or Exceeded Standard



	2016 Math Gap	2017 Math Gap
Black/African American	-13	-12
Hispanic/Latino	-9	-9
White	21	22
Asian	27	27
Socioeconomically Disadvantaged	-9	-9
English Learner	-20	-20
Students with Disabilities	-19	-19

- There was almost no change in the Math achievement, between last year and this year.

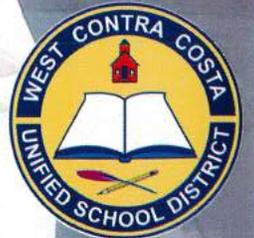
MATCHED COHORT PERFORMANCE



- This is a 3-year summary, for our currently enrolled students who have taken the SBAC every year it was available.
- Slightly more of last year's 5th grade students improved in ELA while 6th and 7th grade students had slightly fewer students at or above standard.
- Last year's 6th grade students had positive growth in Math, while 5th and 7th grade students had fewer students at or above standard..

A young girl with braided hair and large blue and white beaded earrings is smiling. She is wearing a blue long-sleeved shirt with a white bow graphic. Next to her is a woman with long dark hair, smiling broadly. She has black face paint around her eyes and whiskers, and a pink nose. She is wearing a white button-down shirt and has a clipboard under her arm. They are standing in front of a school building with a large stone pillar on the left. The background shows other people and a table with chairs.

Learning Strengths and Challenges



Smarter Balanced Claims

A claim is a statement about what a student knows or is able to do.

Smarter Balanced has identified four claims specific to English language arts/literacy (ELA) and four claims for mathematics that focus on what students are expected to know and be able to do at each grade level.

ELA Claims

- ❑ Reading
- ❑ Writing
- ❑ Speaking and Listening
- ❑ Research and Inquiry

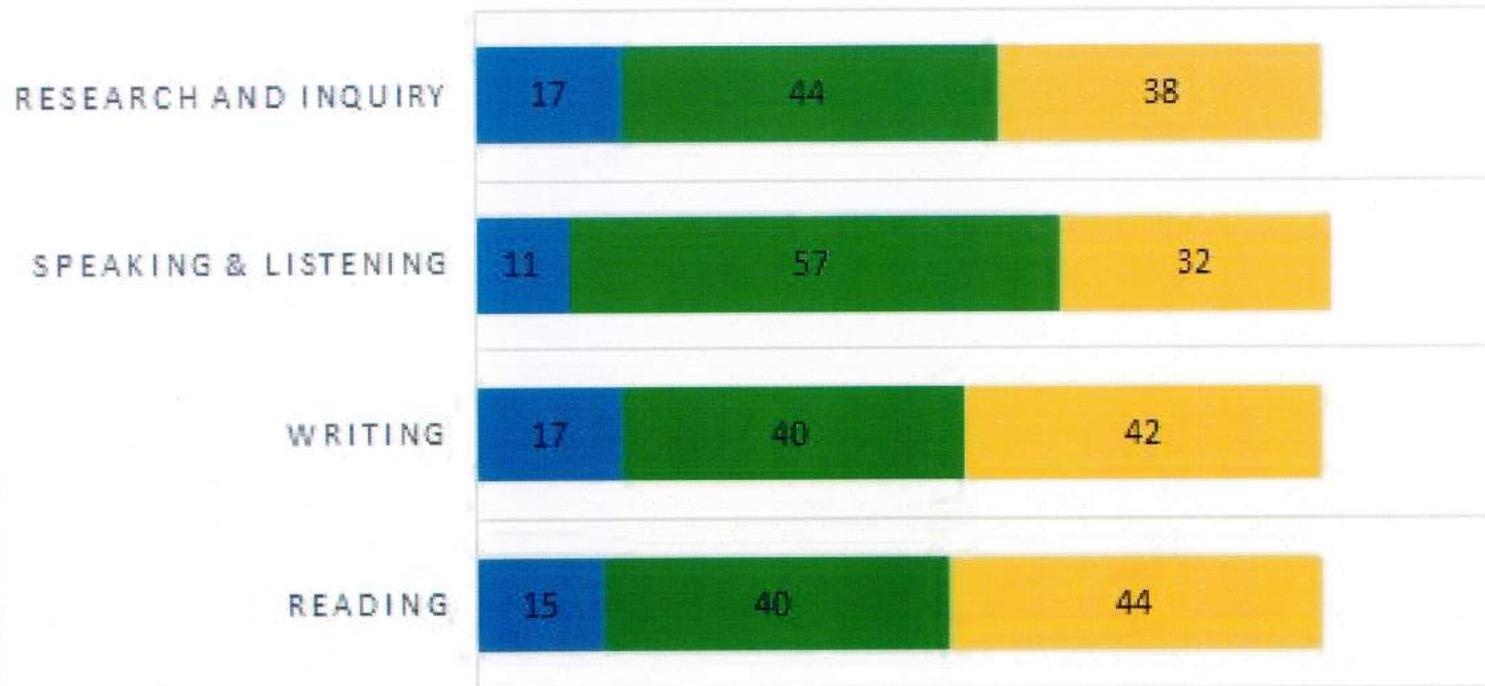
Math Claims

- ❑ Concepts and Procedures
- ❑ Communicating Reasoning
- ❑ Problem Solving*
- ❑ Modeling and Data Analysis*

*These two claims are primarily in the performance task and are grouped together for reporting purposes.

2016-17 SBAC ELA CLAIMS ACHIEVEMENT LEVELS

■ Above Standard ■ Near Standard ■ Approaching Standard



- In ELA our strongest claim area is Speaking and Listening, and our area of lowest performance is reading. Approx. 50% of questions relating to text, will come from the Reading claim.

2016-17 SBAC MATH CLAIMS ACHIEVEMENT LEVELS

■ Above Standard ■ Near Standard ■ Approaching Standard



- Concepts and Procedures is our lowest performing claim area in Mathematics. This area represents approx. 75% of the questions on the Computer Adapted portion of the Assessment for Elementary students and approx. 50% for Middle and High School.

Strengths We Can Build On

- Approximately one fourth of our students “Nearly Met” the standards in both ELA and Math.
- Although overall performance was flat, we have some schools that had at least 5% more students scoring at or above standard.
 - Murphy Elementary 8% ELA, 8% Math
 - Korematsu Middle 9% ELA, 5% Math
 - Fairmount Elementary 5% ELA, 7% Math
 - Middle College HS 7% Math
 - Wilson Elementary 6% ELA
 - Harding Elementary 4% ELA, 6% Math
 - Mira Vista K-8 5% ELA, 1% Math
 - Nystrom Elementary 6% ELA, 7% Math
 - Verde Elementary 3% ELA, 5% Math
 - Pinole Valley HS 5% ELA, 5% Math

Strengths We Can Build On

The following schools also showed some growth in the percent of students at or above standard in ELA or Math. Many have strategies or practices that we can learn from.

ELA

	Growth
○ DeJean Middle	4%
○ Olinda Elementary	4%
○ Bayview Elementary	4%
○ Hercules Middle	4%
○ Stewart K-8	3%
○ Chavez Elementary	2%
○ Downer Elementary	3%
○ De Anza HS	3%
○ Greenwood Academy	2%
○ Vista Ind. Study HS	2%

Math

	Growth
○ Kensington Elementary	4%
○ Riverside Elementary	4%
○ Lincoln Elementary	3%
○ Stewart K-8	3%
○ Hercules Middle	2%

What happens now? 3 Major Actions

Action #1:

Build capacity for data analysis and action with principals and teachers.

Interim Steps (The Work)

- ❑ Deeper data dives in SBAC/local assessments
- ❑ Provide guidance and tools to collaborate around data
- ❑ Use interventions to target areas of struggle

Support to Make it Happen

- ❑ WCCUSD Learning Leaders, AP/VPs, and coaches
- ❑ WCCUSD Protocols and Data Analysis Tools
- ❑ Partners in School Innovation
- ❑ National Equity Project

Data Dive



Principals are supported to look at data and plan how to use it during their monthly professional learning sessions.

[Video](#)

What happens now? 3 Major Actions

Action #2:

Embed the Standards into daily practice.

Interim Steps (The Work)

- ❑ Strengthen the connections between instruction and assessment using the Smarter Balanced Digital Library and other Resources.
- ❑ Continuous Cycles of Improvement
- ❑ Use of Interim Assessment Blocks to inform instruction
- ❑ Guidance and tools will be provided for using assessment data to drive instruction.

Support to Make it Happen

- ❑ District Coaches and Leaders support principals and teachers in aligning claims and targets with instruction.
- ❑ In depth coaching and PD that is standards-aligned, including unpacking standards.
- ❑ Partners in School Innovation Coaching

What happens now? 3 Major Actions

Action #3:

Intervention for Struggling Students.

Interim Steps (The Work)

- ❑ Use local assessment data to create student groups.
- ❑ Provide differentiated supports according to student needs.

Support to Make it Happen

- ❑ Site- based support for Tier 2 and 3 interventions in the Learning Centers
- ❑ Read 180/System 44 program at all middle schools through Project Read and at HS
- ❑ PD on small group instruction and workshop

Why Are These Actions Important?

Action #1 :Build capacity for data analysis and action with principals and teachers.

Action #2: Embed the standards into daily Practice.

Action #3: Intervention for struggling students.

Success on the SBAC assessment is closely tied to standards and classroom instruction.

Deeply analyzing the SBAC can help us to better understand our areas of struggle in standards instruction.

Support should be targeted so that each student receives what they need to be successful.

Other Actions to Support Growth?

- Implementing Common Instructional Strategies
- Targeted site-based PD and coaching support
- Professional development on academic discourse and small group instruction
- Integration of technology into daily practice
- Pioneer Project interventions



Research, Accountability, Assessment and Data

Our Vision

Research, Accountability, Assessment and Data is a collaborative team that supports the district to provide the highest quality education for all students by engaging with departments, schools, teachers and families to use accurate data and tools for school and district level planning and innovative research.



Research, Accountability, Assessment, and Data

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