



Smarter Balanced Assessment (SBA)

2023–24 Results

October 15, 2024

California Assessment of Student Performance and Progress

- Official system of mandated assessments of California public school students since 2014
- Includes Smarter Balanced Assessments (SBA); the California Alternate Assessments (CAA), the California Science Test (CAST), and the California Spanish Assessment (CSA)
- SBAs
 - Comprehensive end-of-year assessments for ELA and math for students in grades 3–8 and 11
 - Aligned with state standards
 - Assess student achievement and progress toward college and career reading benchmarks

Understanding Distance from Standard (DFS)

- State's use of Distance from Standard (DFS) ensures all student scores are included in overall school results
- DFS represents the distance between a student's score on the SBA and the *Standard Met* Achievement Level threshold
 - Example: ELA grade three
 - Lowest possible score for Standard Met level = 2432
 - Student score = 2420
 - Student's DFS of = -12





















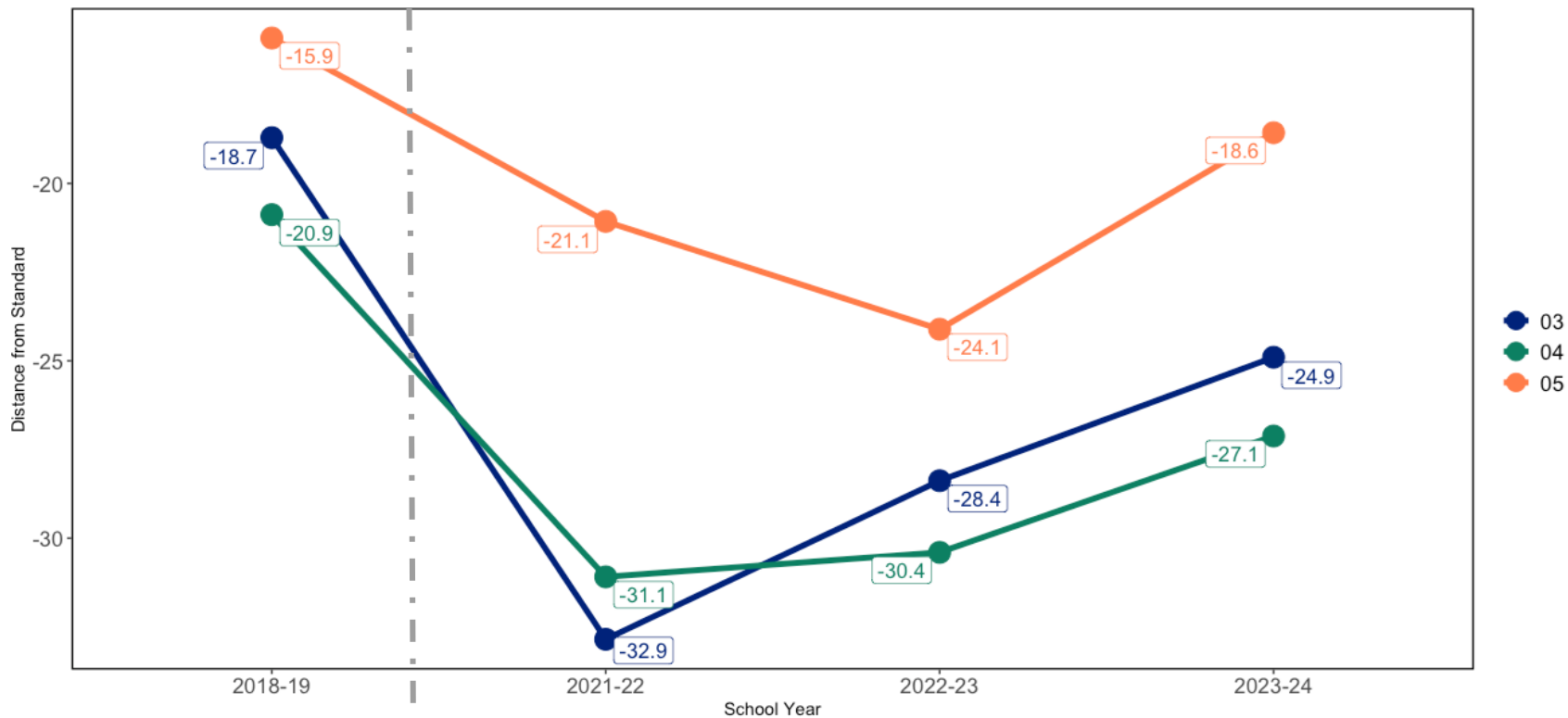
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ELA Results Overview

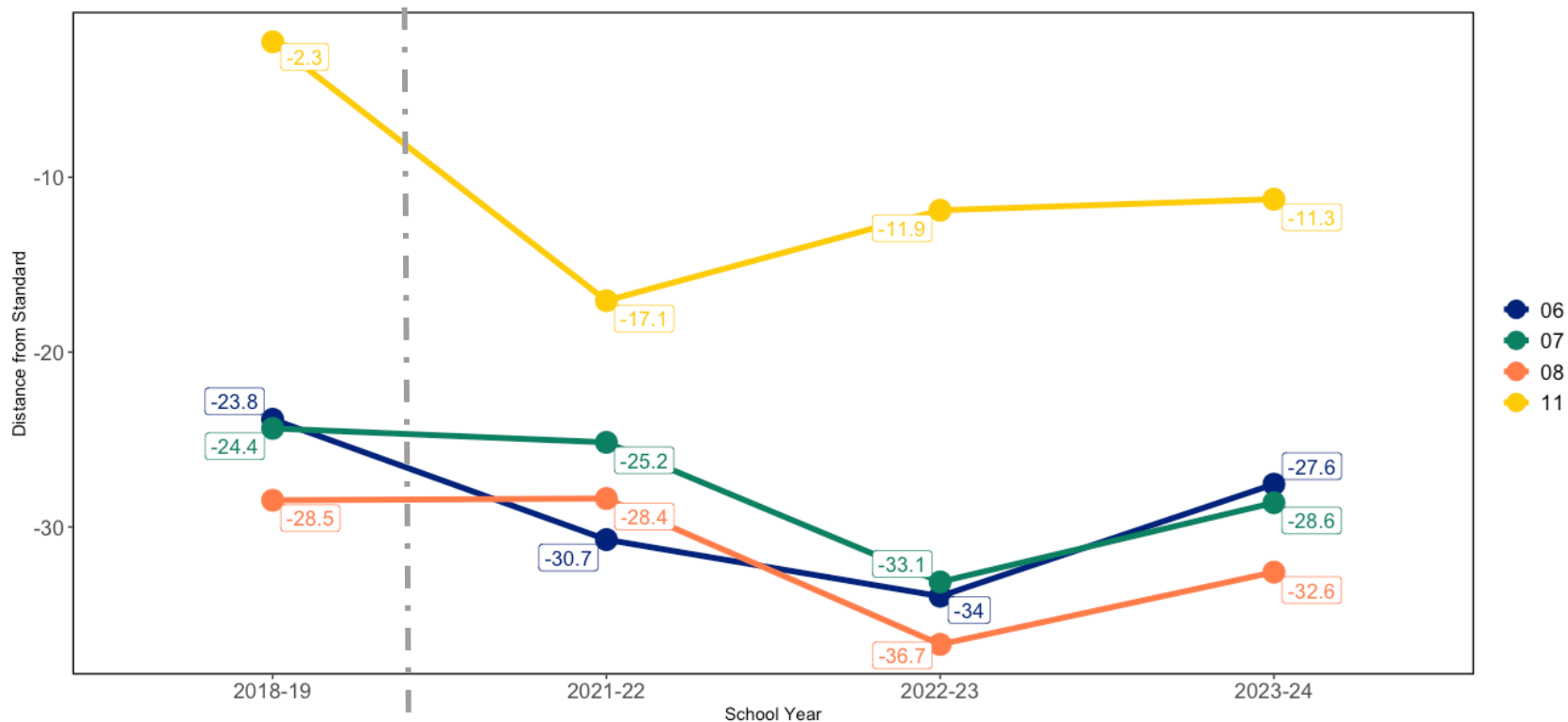
ELA Results Summary

	Distance from Standard (DFS)			% Meeting or Exceeding Standard		
Grade Level	2022-23 Results	2023-24 Results	Change Since 2022-23	2022-23 Results	2023-24 Results	Change Since 2022-23
ALL GRADES	-28.42	-24.33	 4.09	41.17%	43.06%	 1.89
3	-28.38	-24.90	 3.48	40.05%	41.21%	 1.16
4	-30.4	-27.12	 3.28	39.93%	41.34%	 1.41
5	-24.11	-18.57	 5.54	41.54%	44.17%	 2.63
6	-33.96	-27.55	 6.41	38.62%	41.55%	 2.93
7	-33.14	-28.61	 4.53	40.83%	42.71%	 1.88
8	-36.71	-32.58	 4.13	38.90%	41.20%	 2.30
11	-11.89	-11.26	 0.63	48.92%	49.55%	 0.63

















ELA DFS – Elementary Grades



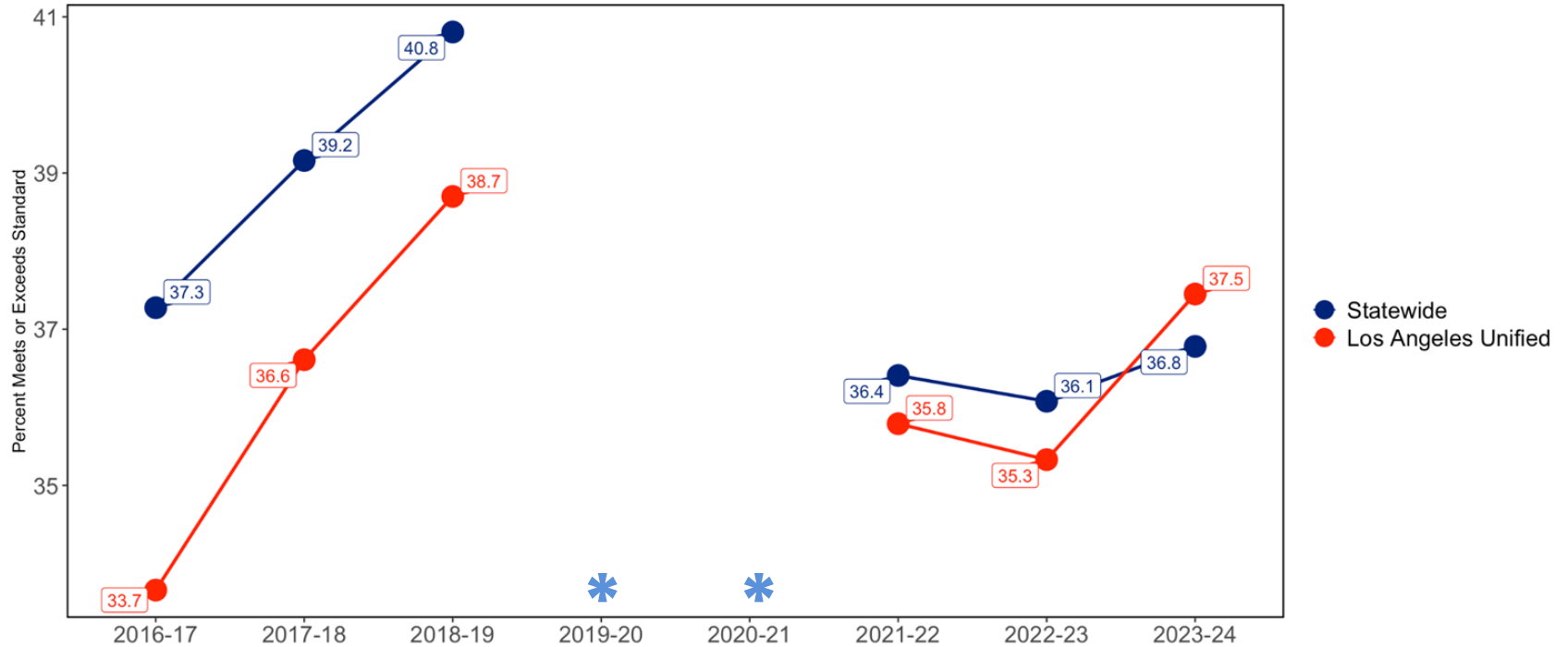
ELA DFS – Secondary Grades



ELA Results – Student Groups

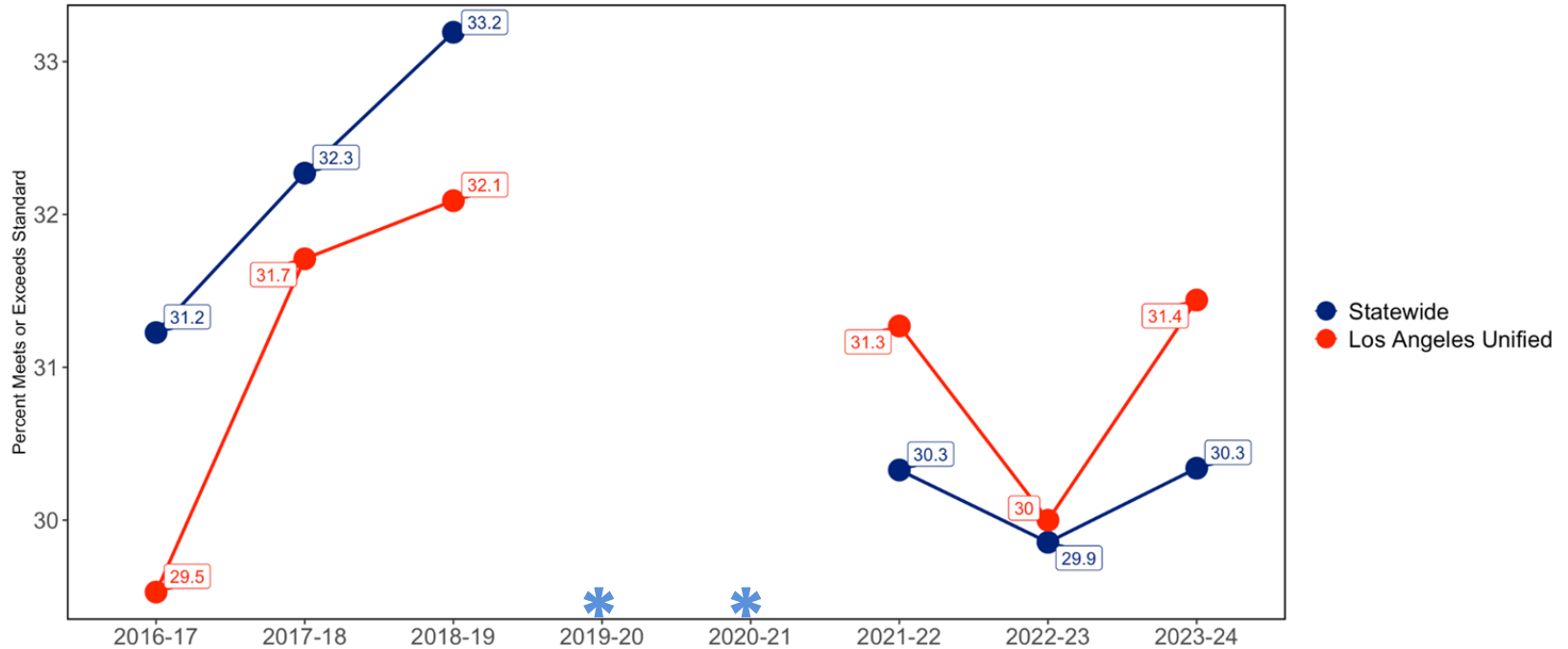
	Distance from Standard (DFS)			% Meeting or Exceeding Standard		
	2022-23 Results	2023-24 Results	Change Since 2022-23	2022-23 Results	2023-24 Results	Change Since 2022-23
Statewide	-13.93	-13.66	 0.24	46.66%	47.04%	 0.38
All LAUSD	-28.42	-24.33	 4.09	41.17%	43.06%	 1.89
Students w/ Disabilities	-117.01	-111.94	 5.07	12.21%	13.47%	 1.23
English Learners	-130.41	-116.06	 14.35	4.44%	8.88%	 4.44
Low Income	-43.91	-38.51	 5.40	35.08%	37.62%	 2.54
Foster	-88.75	-86.43	 2.32	21.22%	20.26%	 -0.96
Latino	-43.16	-39.04	 4.12	35.33%	37.45%	 2.12
Black	-60.58	-56.52	 4.06	30.00%	31.44%	 1.44

LAUSD vs. Statewide ELA Achievement - Latino Students

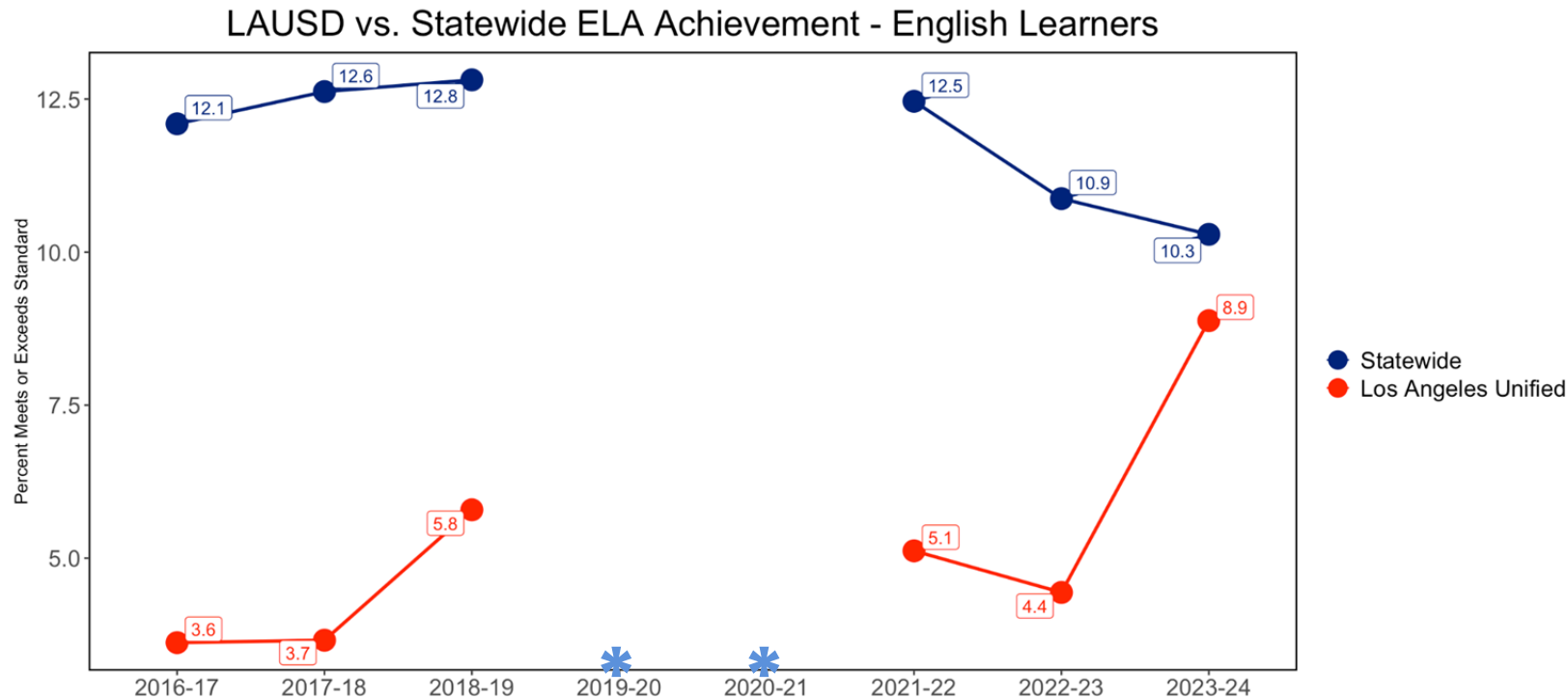


Black Student Excellence

LAUSD vs. Statewide ELA Achievement - Black Students

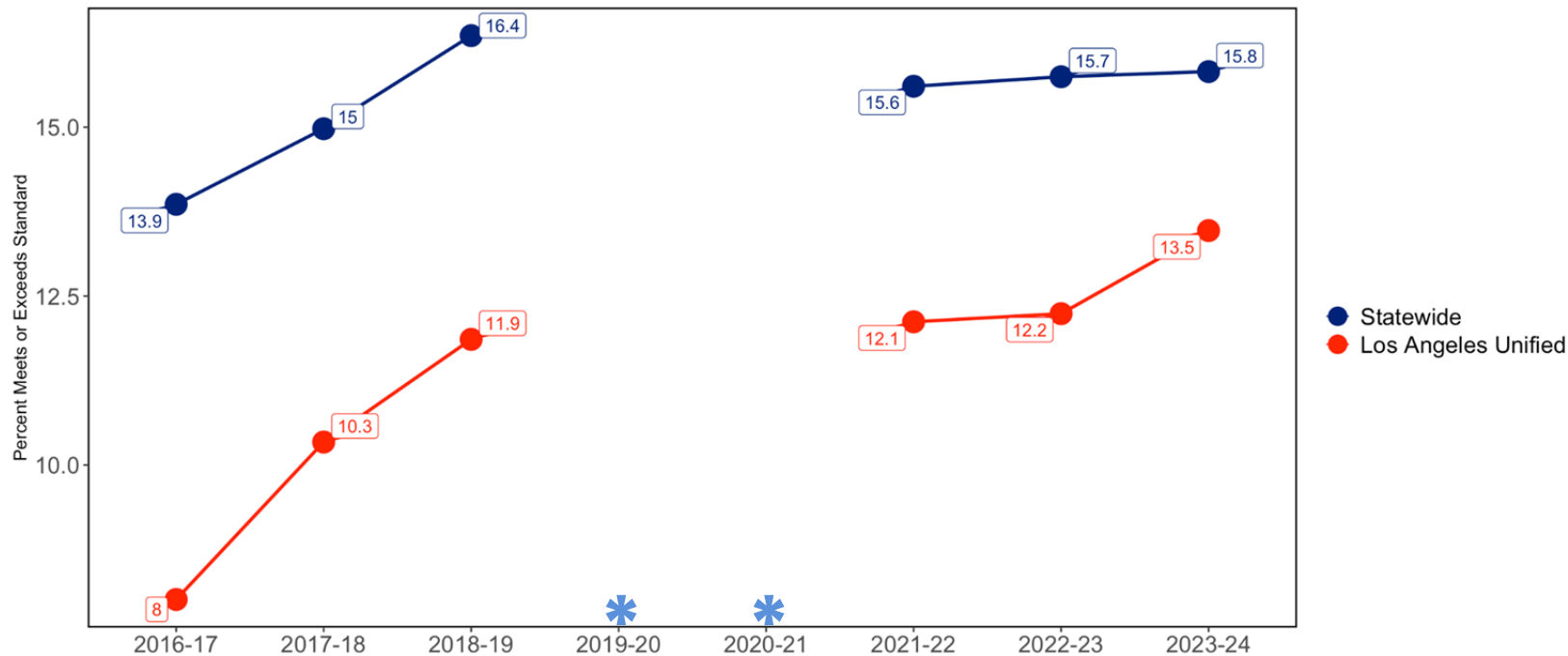


English Learners Closing the Gap



Students with Disabilities Continue to Excel

LAUSD vs. Statewide ELA Achievement - Students with Disabilities





















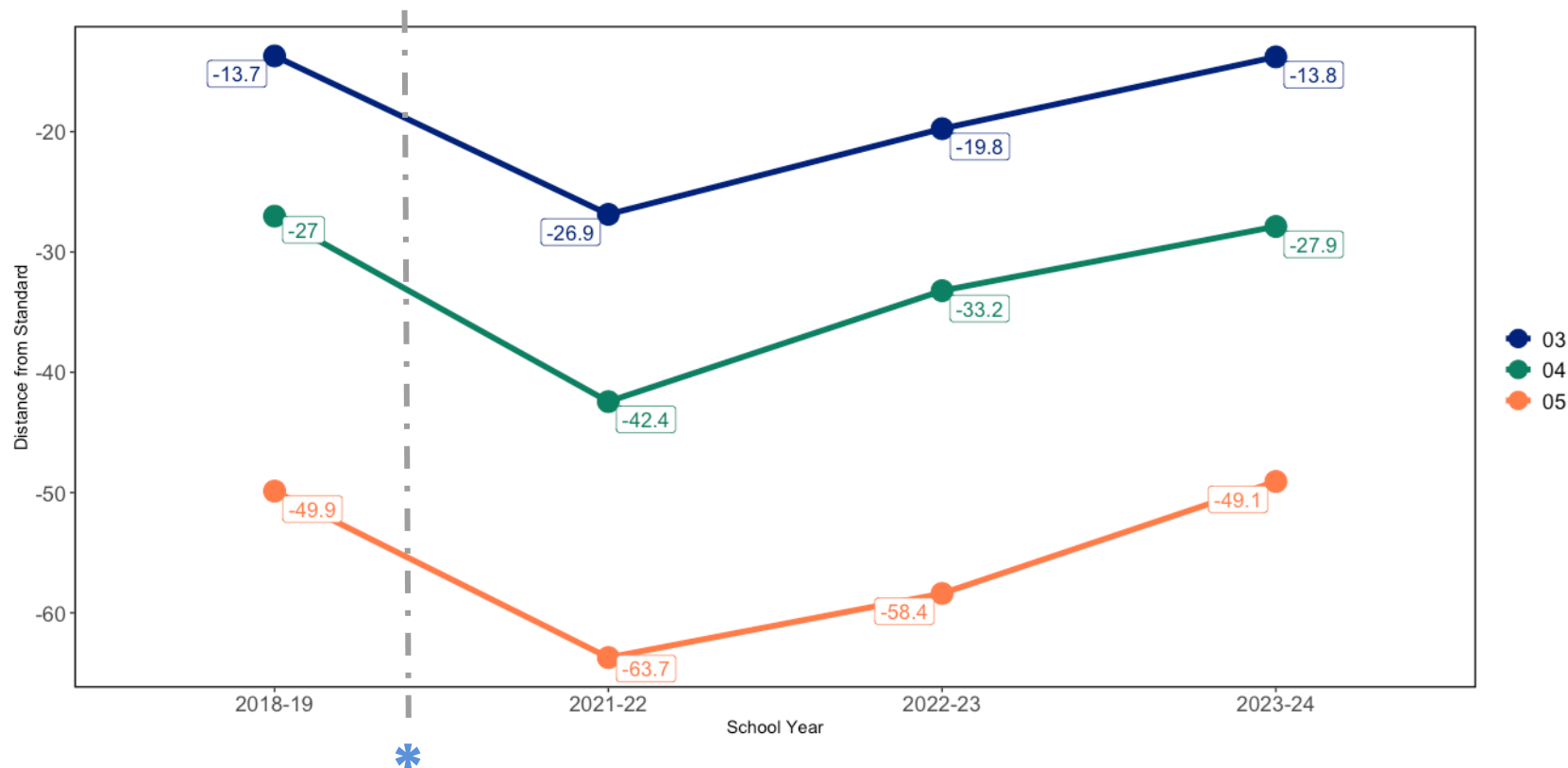
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Math Results Overview

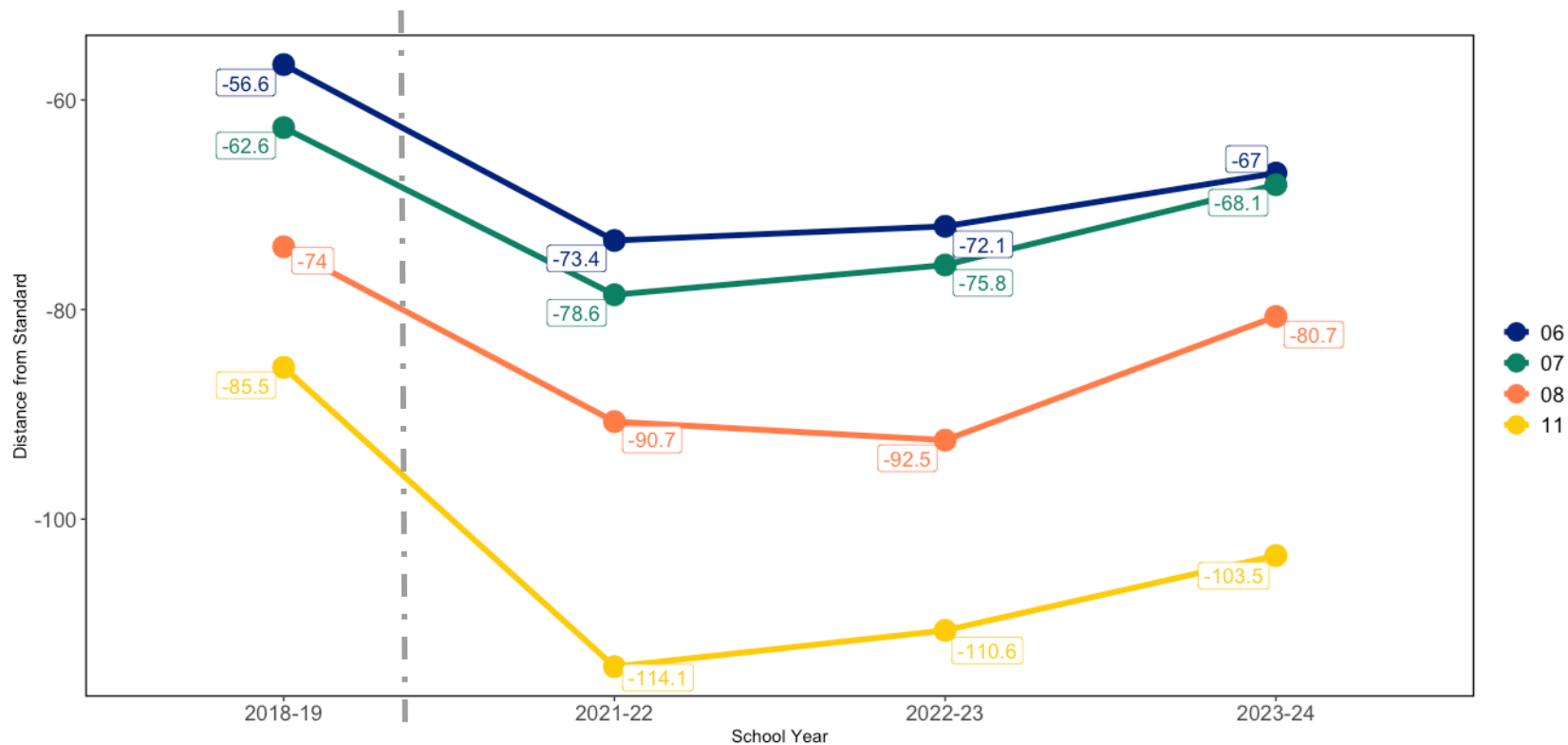
Math Results Summary

	Distance from Standard (DFS)			% Meeting or Exceeding Standard		
<i>Grade Level</i>	<i>2022-23 Results</i>	<i>2023-24 Results</i>	<i>Change Since 2022-23</i>	<i>2022-23 Results</i>	<i>2023-24 Results</i>	<i>Change Since 2022-23</i>
ALL GRADES	-64.02	-56.94	 7.08	30.50%	32.83%	 2.33
3	-19.75	-13.78	 5.97	42.79%	45.43%	 2.64
4	-33.22	-27.88	 5.34	37.60%	39.16%	 1.56
5	-58.39	-49.08	 9.31	30.53%	33.75%	 3.22
6	-72.06	-66.98	 5.08	28.08%	30.09%	 2.01
7	-75.75	-68.09	 7.66	27.50%	30.07%	 2.57
8	-92.46	-80.66	 11.80	23.71%	27.14%	 3.43
11	-110.61	-103.47	 7.14	19.99%	21.42%	 1.43

Math DFS – Elementary Grades



Math DFS – Secondary Grades

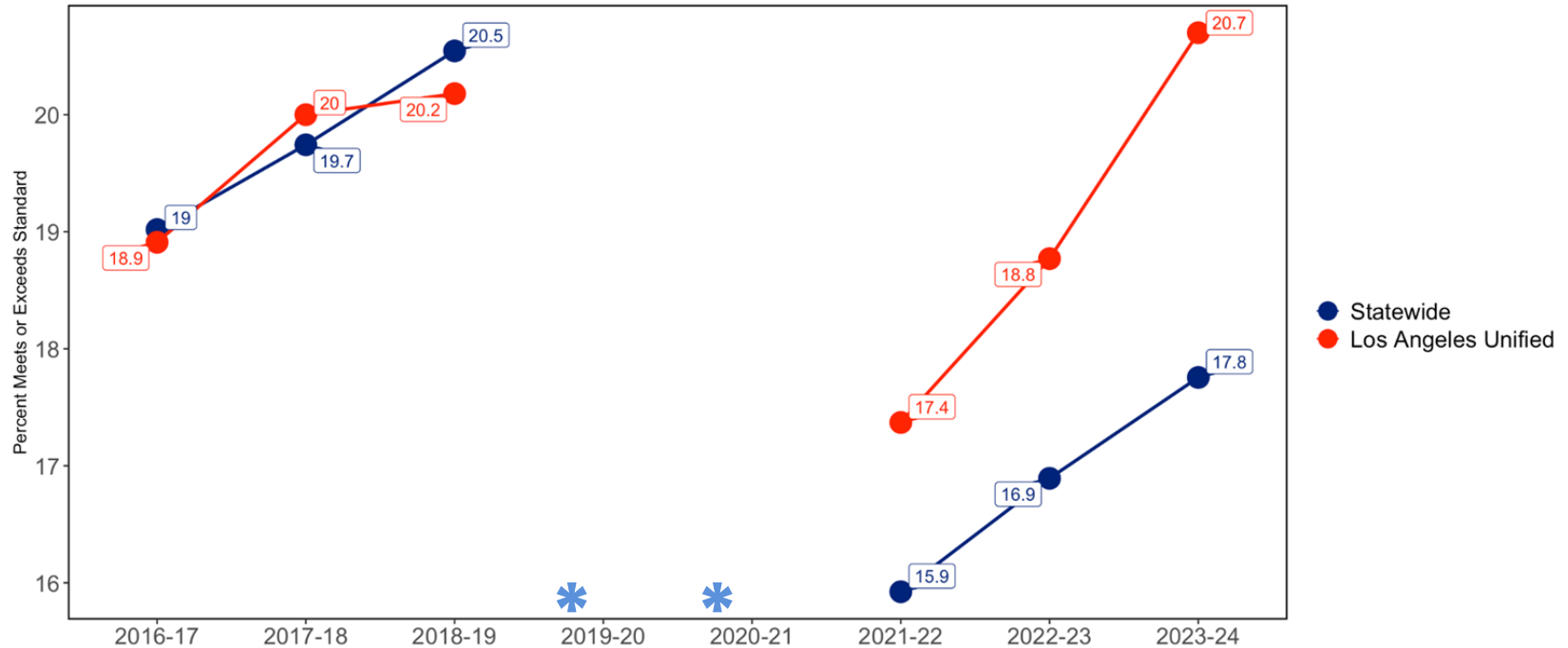


Math Results – Student Groups

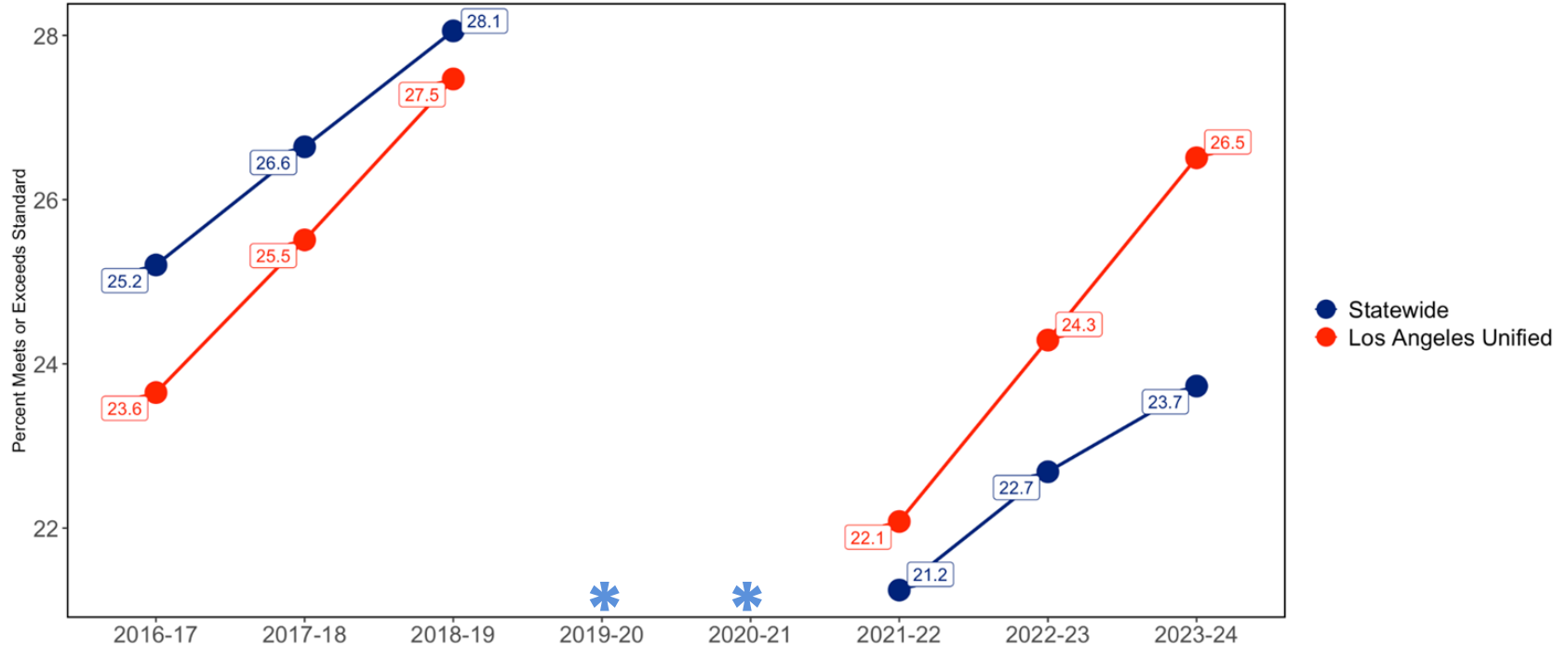
	Distance from Standard (DFS)			% Meeting or Exceeding Standard		
	2022-23 Results	2023-24 Results	Change Since 2022-23	2022-23 Results	2023-24 Results	Change Since 2022-23
Statewide	-49.87	-47.43	↑ 2.44	34.62%	35.54%	↑ 0.92
All LAUSD	-64.02	-56.94	↑ 7.08	30.50%	32.83%	↑ 2.33
Students w/ Disabilities	-145.55	-137.36	↑ 8.19	9.78%	10.99%	↑ 1.21
English Learners	-135.72	-121.28	↑ 14.44	6.80%	10.65%	↑ 3.85
Low Income	-79.59	-71.19	↑ 8.40	24.56%	27.49%	↑ 2.93
Foster	-126.98	-121.09	↑ 5.89	12.56%	13.08%	↑ 0.52
Latino	-80.26	-73.91	↑ 6.35	24.29%	26.51%	↑ 2.22
Black	-101.39	-93.77	↑ 7.62	18.77%	20.70%	↑ 1.93

Black Student Excellence

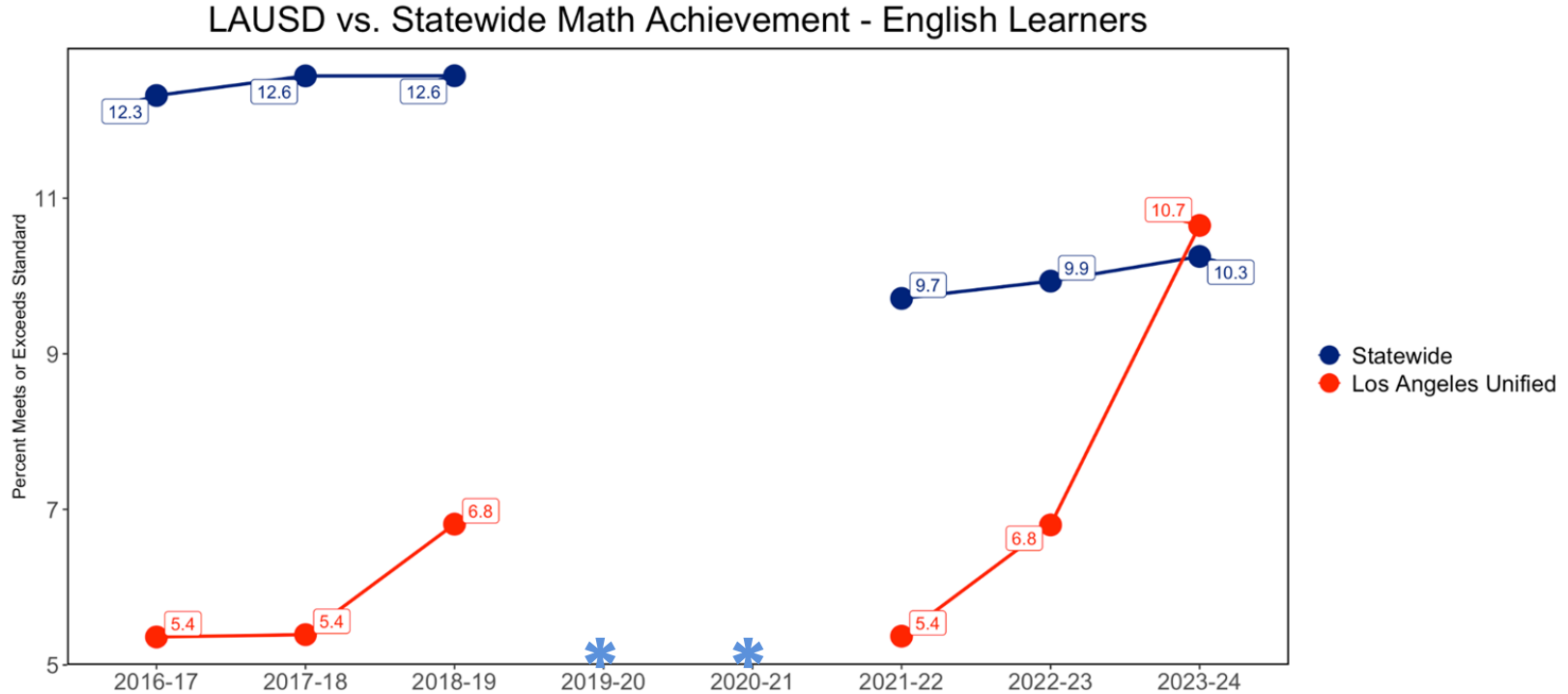
LAUSD vs. Statewide Math Achievement - Black Students



LAUSD vs. Statewide Math Achievement - Latino Students

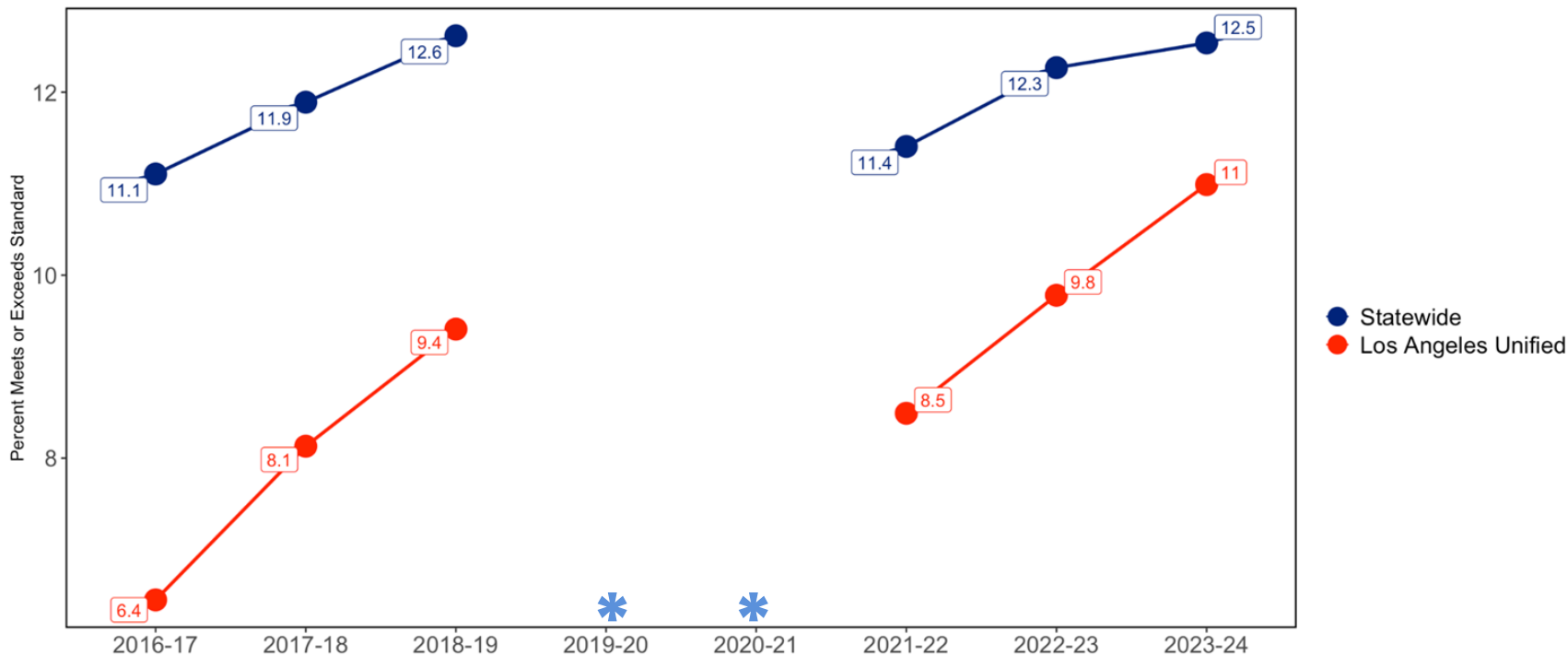


English Learners Surpass Statewide Average



Outpacing State Metrics in Math

LAUSD vs. Statewide Math Achievement - Students with Disabilities





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Progress Toward District Goals

District Goals

Literacy and Numeracy

Literacy

+30_{pts}

Move third-grade students, on average, 30 points closer to proficiency in ELA from 2022-2026

Numeracy

+40_{pts}

Move students, on average, 40 points closer to proficiency in Mathematics from 2022-2026 in Grades 3-5 and 6-8

District Goal – Literacy

	<i>Goal By 2025–26</i>	<i>Baseline 2021–22 Actual</i>	<i>2023–24 Results Actual</i>	<i>Change Since 2022–23</i>	<i>Change Since 2021–22</i>
All 3rd Graders	-2.85	-32.85	-24.90	↑ 3.48	↑ 7.95
Students with Disabilities	-64.60	-102.45	-96.42	↑ 4.79	↑ 6.03
English Learners	-66.24	-106.24	-90.26	↑ 10.99	↑ 15.98
Low Income	-10.90	-50.90	-39.68	↑ 6.09	↑ 11.22
Foster	-37.90	-77.95	-79.92	↓ -2.68	↓ -1.97
Latino	-9.87	-49.87	-40.33	↑ 3.52	↑ 9.54
Black	-21.37	-61.37	-47.45	↑ 13.55	↑ 13.92

District Goal – Numeracy

(Grade 3–5)

	<i>Goal By 2025–26</i>	<i>Baseline 2021–22 Actual</i>	<i>2023–24 Results Actual</i>	<i>Change Since 2022–23</i>	<i>Change Since 2021–22</i>
All 3rd–5th Graders	-4.64	-44.64	-30.49	↑ 6.91	↑ 14.15
Students with Disabilities	-62.55	-112.55	-101.58	↑ 6.82	↑ 10.97
English Learners	-60.98	-110.98	-85.28	↑ 18.42	↑ 25.70
Low Income	-10.48	-60.48	-43.83	↑ 9.03	↑ 14.80
Foster	-35.84	-85.84	-78.18	↑ 11.95	↑ 7.66
Latino	-10.05	-60.05	-45.21	↑ 7.04	↑ 14.84
Black	-28.53	-78.53	-64.15	↑ 8.54	↑ 14.38

District Goal – Numeracy

(Grade 6–8)

	<i>Goal By 2025–26</i>	<i>Baseline 2021–2022 Actual</i>	<i>2023–24 Results Actual</i>	<i>Change Since 2022–23</i>	<i>Change Since 2021–22</i>
All 6th–8th Graders	-41.05	-81.05	-71.94	↑ 8.15	↑ 9.11
Students with Disabilities	-124.4	-173.95	-164.91	↑ 7.41	↑ 9.04
English Learners	-137.7	-187.70	-172.85	↑ 15.19	↑ 14.85
Low Income	-47.2	-97.16	-87.90	↑ 8.93	↑ 9.26
Foster	-97.9	-147.87	-151.29	↑ 0.77	↓ -3.42
Latino	-48.53	-98.53	-90.87	↑ 6.95	↑ 7.66
Black	-71.07	-121.07	-113.94	↑ 7.45	↑ 7.13



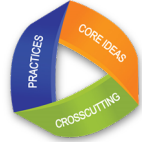




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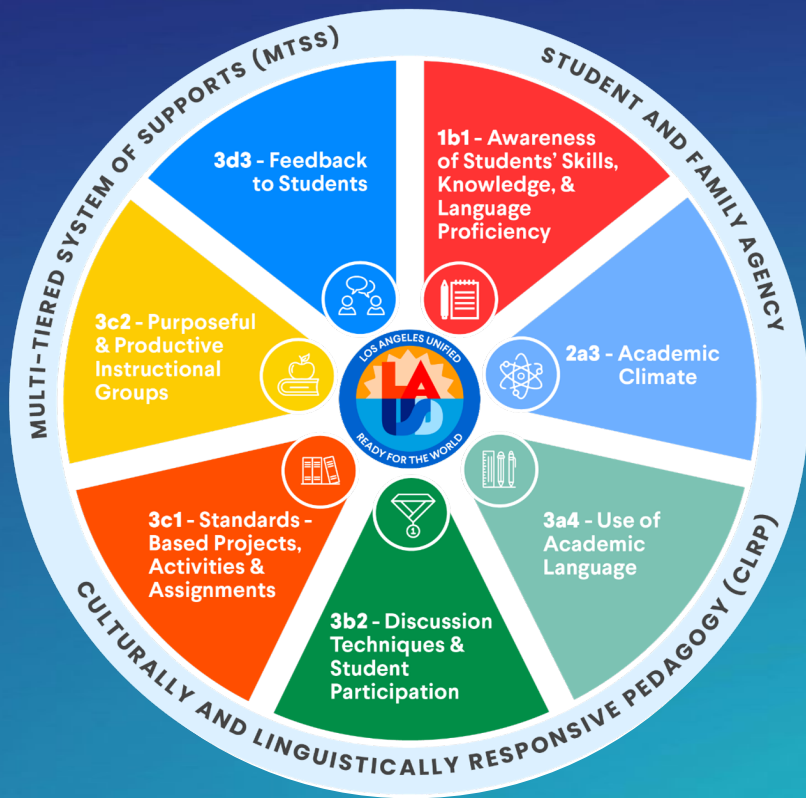
Driving Success:

Strategic Approach, Implementation, and Execution

Instructional Priorities

Literacy	Numeracy	Science
 <p>Reading, Writing, Listening, and Speaking Across all Subjects</p>	 <p>Real World Application of Math Concepts</p>	 <p>Integrating Next Generation Science Standards</p>
Assessments Informing Instruction	Professional & Leadership Development (ILTs)	Plan-Do-Study-Act Cycles
  	 <p>Professional Learning, Capacity Building, and School Improvement</p>	 <p>Continuous Improvement Across the District</p>

Teaching & Learning Framework Focus Elements





Region North | Telfair ES

	Distance from Standard (DFS)			% Meeting or Exceeding Standard		
	<i>2022-2023 Results</i>	<i>2023-24 Results</i>	<i>Change Since 2022-23</i>	<i>2022-2023 Results</i>	<i>2023-24 Results</i>	<i>Change Since 2022-23</i>
ELA	-66.09	-52.82	↑13.27	27.04	30.97%	↑3.93
MATH	-83.03	-58.99	↑24.04	17.45	28.88%	↑11.43

Region Strategies

- Collective **vision** and “Region North Star”
- Tiered support to all schools (**Tier 2**)
- Modeling and training on **data-driven** instructional leadership and Plan Do Study Act (**PDSA**) cycles
- Maximizing multi-tiered systems of support (**MTSS**) and specialized approaches to meet the needs of **all learners**
- Fostering meaningful **collaboration** and sharing of promising practices
 - Instructional Rounds

School Strategies

- Shared sense of **purpose** and **mission**
- Assemble “**Dream Team**”
- Foster a **collaborative culture**
- Use **data** and continuous improvement/**PDSA cycles** to guide and sustain gains
- Small group instruction, personalized learning, acceleration for **all learners**
- Team, tiered approach to **reducing chronic absenteeism**



Region West | 54th Street School

	Distance from Standard (DFS)			% Meeting or Exceeding Standard		
	<i>2022-23 Results</i>	<i>2023-24 Results</i>	<i>Change Since 2022-23</i>	<i>2022-23 Results</i>	<i>2023-24 Results</i>	<i>Change Since 2022-23</i>
ELA	-30.14	-14.07	↑ 16.07	42.59%	52.83%	↑ 10.24
MATH	-40.77	-31.20	↑ 9.57	36.45%	40.57%	↑ 4.12

Region Strategies

- Cultivated **JOYful Environments** (5 Pursuits & Attendance)
- Supported **Grade/Department Meetings** with **Teacher-Leader Cadres** and Instructional Leadership Teams (**ILT**) professional development and **Lab Days**
- Collected **Schedules of Out of Classroom Staff** and Provided Feedback
- Engaged in **Collaborative Observations & Feedback** Cycles
- Aligned **IABs** to Curriculum and Used this Data to Target Instruction

School Strategies

- Infused Culturally Linguistic and Responsive Practices (**CLRP**) – Focus on Academic Discourse, Collaborative Structures, & the Tri-Fold
- Held Full Day Planning Every 6 weeks with a Focus on the **PDSA Plan and Data**
- Started **High Dosage Tutoring Early**
- Strengthened **School Partnerships**



Region East | Escalante ES

	Distance from Standard (DFS)			% Meeting or Exceeding Standard		
	<i>2022-23 Results</i>	<i>2023-24 Results</i>	<i>Change Since 2022-23</i>	<i>2022-2023 Results</i>	<i>2023-24 Results</i>	<i>Change Since 2022-23</i>
ELA	-21.334	-11.08	↑ 10.26	45.70%	50.21%	↑ 4.51
MATH	-33.60	-8.52	↑ 25.08	37.11%	49.16%	↑ 12.05

Region Strategies

- **Principals** participate in **Plan Do Study Acts** (PDSA)
- **ELA and Math planning** Teacher Collaboratives and Instructional Leader Cadres
- Teacher **backwards planning**
- Weekly **i-Ready Learning Clinics** in ELA and Math for school leaders and ILTs
- **Instructional Rounds** and **Focused Walks**
- Core Knowledge Language Arts (**CKLA**) **Leader Professional Development (PD)** and teacher PD followed by classroom visits and **coaching**

School Strategies

- **Building Teacher Capacity**
 - Teachers **plan** and **co-teach** lessons with school funded interventionists in both ELA and Math on a **weekly** basis
- **Building Student Efficacy**
 - Teachers meet with students individually to check and monitor progress towards their **personal goals** (PEP Talks in ELA) PEP- Personal Education Plans



Region South | Audubon MS

	Distance from Standard (DFS)			% Meeting or Exceeding Standard		
	<i>2022-23 Results</i>	<i>2023-24 Results</i>	<i>Change Since 2022-23</i>	<i>2022-23 Results</i>	<i>2023-24 Results</i>	<i>Change Since 2022-23</i>
ELA	-111.18	-77.22	↑ 33.96	13.13%	26.93%	↑ 13.80
MATH	-158.22	-133.15	↑ 25.07	4.19%	12.81%	↑ 8.53

Region Strategies

- PDSA Cycles in math and ELA focused on high priority standards
- Maximize supports- collaboration with ETO and BSAP
- Region led observation and feedback sessions
- Instructional leadership team support
- Professional development for instructional directors
- Frequent progress monitoring

School Strategies

- School-Wide Focus on Claim-Evidence-Reasoning (CER)
- 2x8 Block Schedule (ELA & math intervention time)
- Collaborative Common Planning & Backwards planning
- Support Staff Pulling-Out & Pushing-In to Assist with Small Group Instruction