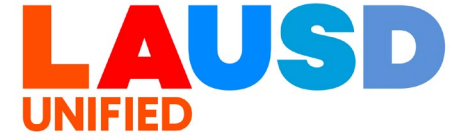# Smarter Balanced Assessment (SBA)

2022-23 Results Summary

Board of Education Meeting
October 17, 2023

California Assessment of Student Performance & Progress Overview

- The California Assessment of Student Performance and Progress (CAASPP) has been in place since 2014, and it is the official system of mandated assessments of public school students.

- CAASPP includes the Smarter Balanced Summative Assessments (SBA); the California Alternate Assessments (CAAs), including the CAA for Science; the California Science Test (CAST); and the California Spanish Assessment (CSA).

- The SBAs are comprehensive, end-of-year assessments for English language arts/literacy (ELA) and mathematics for students in grades 3-8 and 11.

- The SBAs are aligned with state standards and they assess student achievement and progress toward college and career reading benchmarks.

Understanding Distance from Standard (DFS)

- The State uses Distance from Standard (DFS) to ensure that 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 (i.e., the lowest threshold scale score for Level 3).

- For example, a grade three student receives an ELA score of 2420. The student has a DFS of -12 because their score is 12 points below the lowest possible score for the *Standard Met* level, which is 2432.

Student Score — **Level 3**

2114   2367   2432   2490   2623

Literacy District Goal

Literacy **+30**pts

In order to build a strong foundation for literacy, move third-grade students, on average, 30 points closer to proficiency on Smarter Balanced Assessment English Language Arts/Literacy from 2022 to 2026.

	2022-23 Results	Change Since 2021-22
ALL 3rd Graders	**-28.38**	⬆ **4.47**
Students with Disabilities	-101.21	⬆ 1.24
English Learners	-101.25	⬆ 4.99
Low Income	-45.77	⬆ 5.13
Foster	-77.24	⬆ 0.71
Latinx	-42.85	⬆ 6.02
Black	-61.00	⬆ 0.37

Source: Student Score File from California Department of Education (CDE), 10/6/23

English Language Arts Highlights

Distance from Standard (DFS)

- Grades 3, 4, and 11 saw improved DFS scores in 2022–23, while grades 5, 6, 7, and 8 all moved farther from proficiency.
- Grade 3 students made progress toward achieving the Strategic Plan District Goal for Literacy by 4.47 points on the DFS scale.

Achievement Levels

- Students in grades 3, 4, and 11 had higher percentages meeting or exceeding standard compared to last year, with 5, 6, 7, and 8 all decreasing.

ELA Results Summary

Grade Level	Distance from Standard (DFS)		% Meeting or Exceeding Standard	
	2022-23 Results	Change Since 2021-22	2022-23 Results	Change Since 2021-22
3	−28.38	⬆ 4.47	40.05	⬆ 1.67
4	−30.40	⬆ 0.69	39.93	⬆ 0.49
5	−24.11	⬇ −3.04	41.54	⬇ −1.57
6	−33.96	⬇ −3.24	38.62	⬇ −1.26
7	−33.14	⬇ −7.98	40.83	⬇ −2.43
8	−36.71	⬇ −8.34	38.90	⬇ −2.85
11	−11.89	⬆ 5.17	48.92	⬆ 1.83
ALL	**−28.42**	⬇ **−1.63**	**41.17**	⬇ **−0.53**

NOTE: Blue highlight indicates metrics used for Strategic Plan District Goals.

ELA Results, Student Groups

Student Groups	Distance from Standard (DFS)		% Meeting or Exceeding Standard	
	2022-23 Results	Change Since 2021-22	2022-23 Results	Change Since 2021-22
Students w/ Disabilities	−117.01	⬇ −1.11	12.24	⬆ 0.12
English Learners	−130.41	⬇ −4.35	4.44	⬇ −0.68
Low Income	−43.91	⬇ −2.23	35.08	⬇ −0.65
Foster	−88.75	⬇ −6.19	21.22	⬆ 0.52
Latinx	−43.16	⬇ −1.69	35.33	⬇ −0.46
Black	−60.58	⬇ −3.67	30.00	⬇ −1.27

Source: Student Score File from California Department of Education (CDE), 10/6/23

Numeracy District Goal (3rd–5th)

Numeracy

+40pts

In order to improve Algebra I pass rates, move students, on average, 40 points closer to proficiency on Smarter Balanced Assessment Mathematics from 2022 to 2026 in Grades 3-5 and 6-8.

	2022-23 Results	Change Since 2021-22
ALL 3rd–5th Graders	**-37.40**	⬆ **7.24**
Students with Disabilities	-108.40	⬆ 4.15
English Learners	-103.70	⬆ 7.28
Low Income	-52.86	⬆ 7.62
Foster	-90.13	⬇ -4.29
Latinx	-52.25	⬆ 7.80
Black	-72.69	⬆ 5.84

Source: Student Score File from California Department of Education (CDE), 10/6/23

Numeracy District Goal (6th–8th)

Numeracy **+40**pts

In order to improve Algebra I pass rates, move students, on average, 40 points closer to proficiency on Smarter Balanced Assessment Mathematics from 2022 to 2026 in Grades 3-5 and 6-8.

	2022-23 Results	Change Since 2021-22
ALL 6th–8th Graders	**-80.09**	⬆ **0.96**
Students with Disabilities	-172.32	⬆ 1.63
English Learners	-188.04	⬇ -0.34
Low Income	-96.83	⬆ 0.33
Foster	-152.06	⬇ -4.19
Latinx	-97.82	⬆ 0.71
Black	-121.39	⬇ -0.32

Source: Student Score File from California Department of Education (CDE), 10/6/23

Math Highlights

Distance from Standard (DFS)

- On average, students scored −64.02 points below the threshold for reaching the "Standard Met" criteria for their respective grade levels, up 3.91 points from 2021-22.
- All grades improved DFS scores in 2022-23 except for grade 8,
- Grades 3-5 students made progress toward achieving the Strategic Plan District Goal for Numeracy by 7.24 points.

Achievement Levels

- On average, the percentage of students meeting and exceeding standards increased to 30.50%, up from 28.49 in 2021-22.
- All grades saw improvements in student achievement levels, with elementary grades showing slightly greater gains than later grades.

Math Results Summary

Grade Level	Distance from Standard (DFS)		% Meeting or Exceeding Standard	
	2022-23 Results	Change Since 2021-22	2022-23 Results	Change Since 2021-22
3	–19.75	↑ 7.12	42.79	↑ 2.64
4	–33.22	↑ 9.22	37.60	↑ 4.02
5	–58.39	↑ 5.33	30.53	↑ 2.72
6	–72.06	↑ 1.35	28.08	↑ 1.23
7	–75.75	↑ 2.84	27.50	↑ 1.86
8	–92.46	↓ –1.77	23.71	↑ 0.25
11	–110.61	↑ 3.46	19.99	↑ 1.11
ALL	**–64.02**	**↑ 3.91**	**30.50**	**↑ 2.01**
3-5 combined	–37.40	↑ 7.24		
6-8 combined	–80.09	↑ 0.96		

NOTE: Blue highlight indicates metrics used for Strategic Plan District Goals.

Math Results, Student Groups

Student Groups	Distance from Standard (DFS)		% Meeting or Exceeding Standard	
	2022-23 Results	Change Since 2021-22	2022-23 Results	Change Since 2021-22
Students w/ Disabilities	−145.55	↑ 4.16	9.78	↑ 1.29
English Learners	−135.72	↑ 5.76	6.80	↑ 1.43
Low Income	−79.59	↑ 3.62	24.56	↑ 2.00
Foster	−126.98	↓ −5.77	12.56	↓ −0.27
Latinx	−80.26	↑ 3.99	24.29	↑ 2.21
Black	−101.39	↑ 2.83	18.77	↑ 1.40

Source: Student Score File from California Department of Education (CDE), 10/6/23

English Language Proficiency Assessments for California (ELPAC) Results

Initial ELPAC

- Overall participation rate of 99.83%.
- Of the 23,206 students tested with the Initial ELPAC, 20,846 students (89.83%) were classified as English Learners.

Summative ELPAC

- Overall participation rate of 98.34%
- Percentage of students scoring at Performance Level 4 (the threshold for EL reclassification) was 16.26% in 2022-23, which is an increase of 1.70 percent from 2021-22.

# Effective Practices in Literacy and Numeracy

Literacy and Math Strategy

- Standards aligned curricula and materials
- Implementation of iReady
- Teacher professional development
- Interventionist support
- Enrichment

Literacy	Numeracy
Practices aligned to the Science of Reading and the Science of Writing	Conceptual understanding, procedural fluency and real-world application

Multi-Tiered System of Support

LAUSD UNIFIED
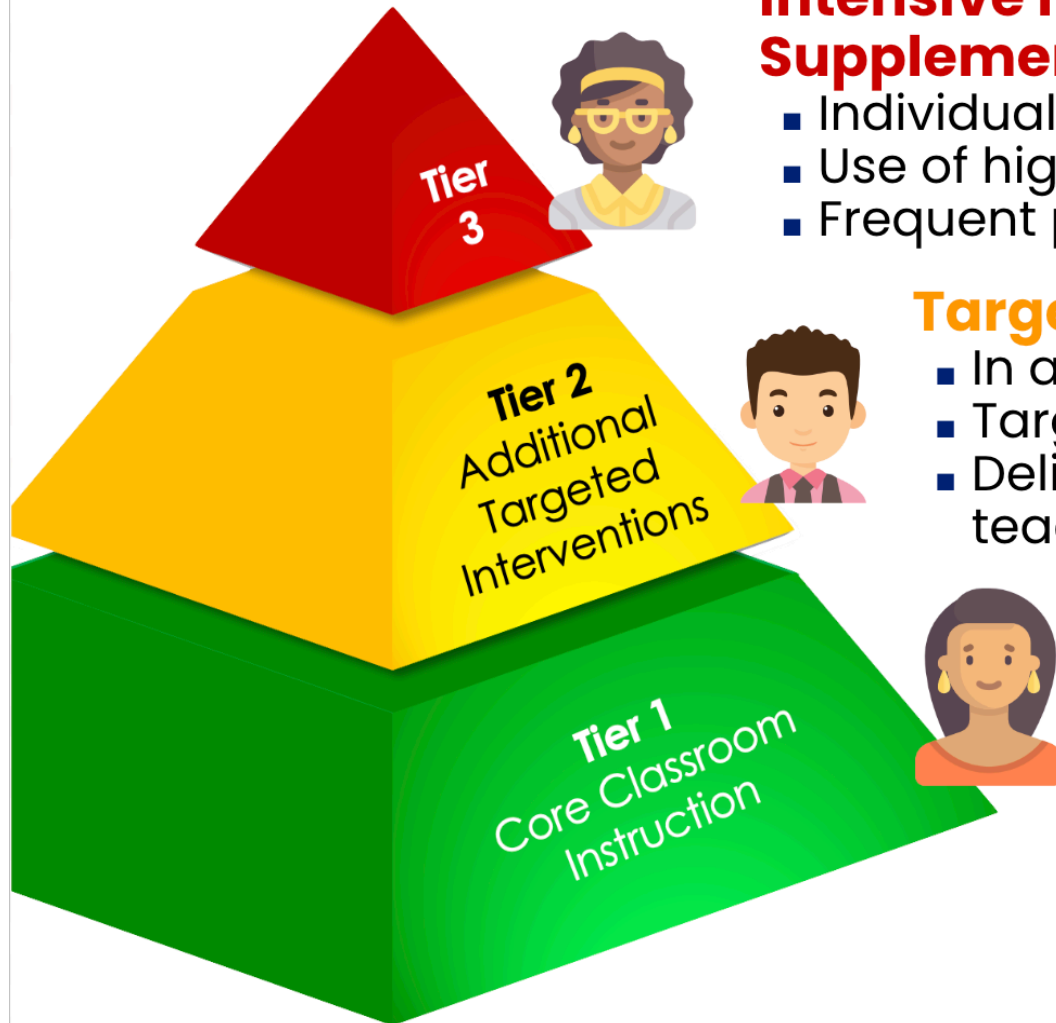
Intensive individualized intervention and use of Supplemental Curriculum
- Individualized or small group instruction
- Use of high quality instructional materials
- Frequent progress monitoring

Targeted Interventions
- In addition to Tier I instruction
- Targeted small-group intervention
- Delivered by an interventionist, general education teacher, or other trained personnel

Core Classroom Instruction
- Rigorous core instruction led by the teacher and based on data
- Standards-based, culturally responsive, and differentiated instruction
- Teacher provides small group instruction to ALL students.

Tier 3

Tier 2
Additional Targeted Interventions

Tier 1
Core Classroom Instruction

Teaching and Learning

- Understanding student capital and performance level

- Positive academic classroom climate

- Use of academic language

- Discussion techniques and student participation

- Standards aligned projects and assignments

- Purposeful and productive instructional groups

- Feedback to students

Literacy and Numeracy Intervention (K-12)

- Professional development in small group instruction for all teachers

- Interventionist Academy launched in July

- Intervention implementation guide for elementary and secondary has been presented

- Personalized plans have been developed and small group instruction is taking occurring