California Smarter Balanced Assessment (SBAC)

2016-17 Results

October 4, 2017

About the Test & Scores

- Students took the Smarter Balanced (SBAC) assessments between March and June of 2017. These tests are part of the broader set of tests known as the California Assessment of Student Performance and Progress (CAASPP).

- The Smarter Balanced assessments were administered for the first time in 2015. These assessments are aligned with California standards that are based on the Common Core.

- California is part of a consortia of 13 states administering the Common Core assessments.

- SBAC measures knowledge and skills in English language arts/literacy (ELA) and Mathematics for grades 3-8 and 11. These standards are meant to foster college and career readiness.

- The scores tell us how many students are meeting the standards—the goals for what students should know and do at each grade level. They also tell us how many students are exceeding standards, nearly meeting standards, and not meeting standards.

- Because we now have access to three years of SBAC results, we are able to see trends in improvement from 2014-15 to 2016-17.

Data Accessibility

WHAT THE DATA CAN TELL US ABOUT PERFORMANCE

- The percentage of students meeting standards at each grade level
- How the average student is performing, and how far the average student is above or below grade-level standards
- How performance has changed over time
- How some student groups perform compared to one another, such as:
    – How low-income students are doing in comparison to non-low income students
    – How English learners are doing in comparison to non-English learners
    – How current and former English learners are doing as a whole group
    – How students of color are doing
    – How low income vs. non-low income students of color are doing

WHAT THE DATA CAN'T TELL US

- Without further disaggregation and cross tabulation, we still don't know:
    – How the combination of race and gender affect performance; for instance, we don't know how Latino males are doing in comparison to Latina females
    – How the combination of race and disability affect performance; for instance, we don't know how Black students identified for special education are doing in comparison to those who are not
    – How subgroups within the Asian American community are doing
    – How long-term English learners are doing

2016-17 SBAC Summary Findings

HIGH-LEVEL DATA TRENDS

- Improvement from last year to this year has slowed—in some places to a trickle.
- Fewer than half (49%) of all students met standards in English language arts/literacy, and fewer than 4 in 10 students (38%) met standards in Math.
- Large achievement gaps persist, with economically disadvantaged students, English learners, African American students, and Latino students performing far below their economically advantaged, White, and Asian peers.
  - 3 in 4 (75% of) Latino students did not meet Math standards
  - More than 2 in 3 African American students did not meet Math (81%) or English language arts/literacy (69%) standards
- Gaps continue to widen between English learners and non-English learners (32% in both Math and ELA).

2014-15 through 2016-17 Trends

Math scores marginally improved in 2016-17

Percent Meeting or Exceeding Standards on SBAC Math Across the Grades
(2014-15 to 2016-17)
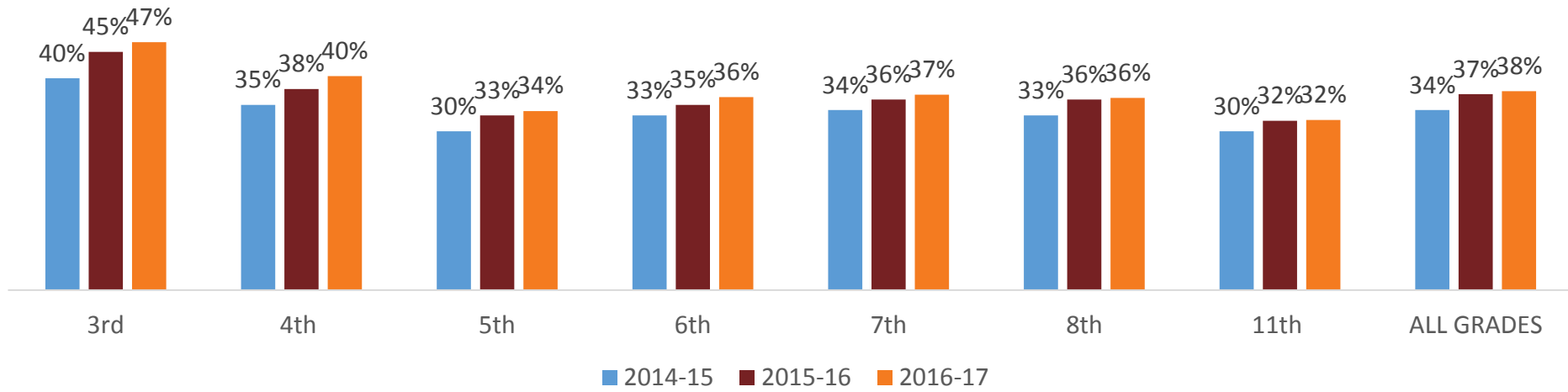
	3rd	4th	5th	6th	7th	8th	11th	ALL GRADES
2014-15	40%	35%	30%	33%	34%	33%	30%	34%
2015-16	45%	38%	33%	35%	36%	36%	32%	37%
2016-17	47%	40%	34%	36%	37%	36%	32%	38%

■ 2014-15   ■ 2015-16   ■ 2016-17

Source: California Department of Education, 2017 (accessed Sept. 2017). Numbers may sum differently due to rounding.

Achievement gaps across ethnic groups persisted in Math

Percent Meeting or Exceeding Standards on SBAC Math, All Grades, by Ethnicity
(2014-15 to 2016-17)
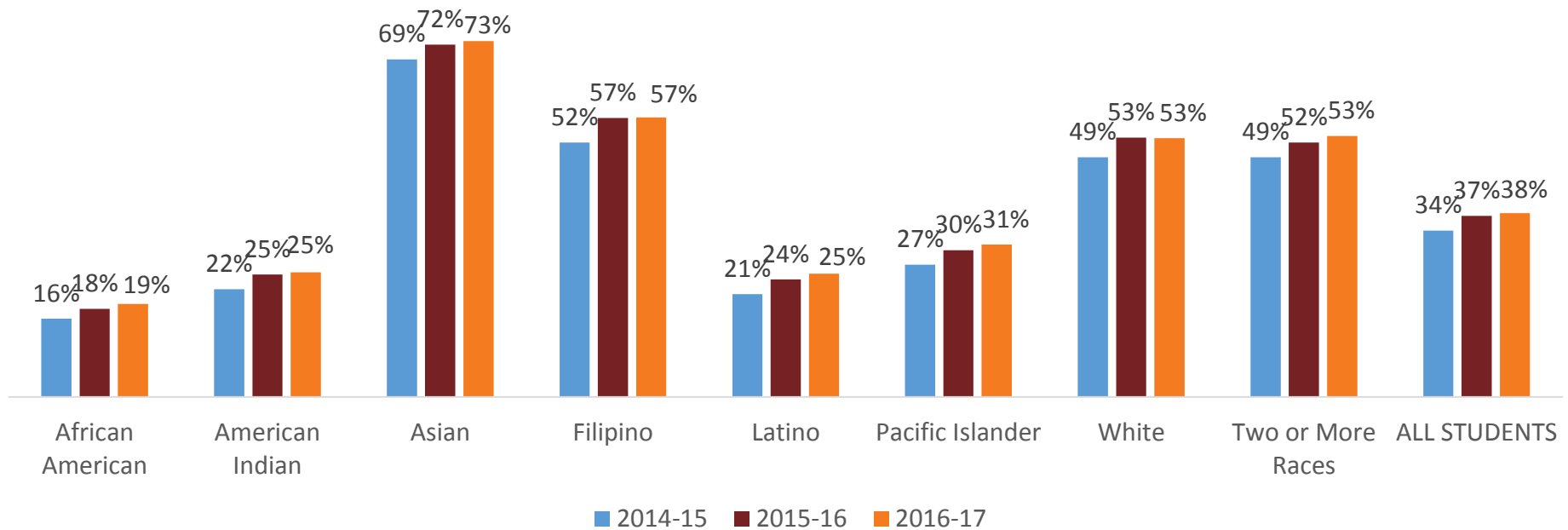
Ethnicity	2014-15	2015-16	2016-17
African American	16%	18%	19%
American Indian	22%	25%	25%
Asian	69%	72%	73%
Filipino	52%	57%	57%
Latino	21%	24%	25%
Pacific Islander	27%	30%	31%
White	49%	53%	53%
Two or More Races	49%	52%	53%
ALL STUDENTS	34%	37%	38%

Legend: 2014-15, 2015-16, 2016-17

Source: California Department of Education, 2017 (accessed Sept. 2017). Numbers may sum differently due to rounding.

English language arts/literacy scores marginally improved in 2016-17

Percent Meeting or Exceeding Standards on SBAC ELA Across the Grades
(2014-15 to 2016-17)

	3rd	4th	5th	6th	7th	8th	11th	ALL GRADES
2014-15	38%	40%	45%	43%	44%	45%	56%	44%
2015-16	42%	44%	49%	47%	48%	49%	59%	48%
2016-17	44%	45%	47%	47%	49%	49%	60%	49%

Source: California Department of Education, 2017 (accessed Sept. 2017). Numbers may sum differently due to rounding.
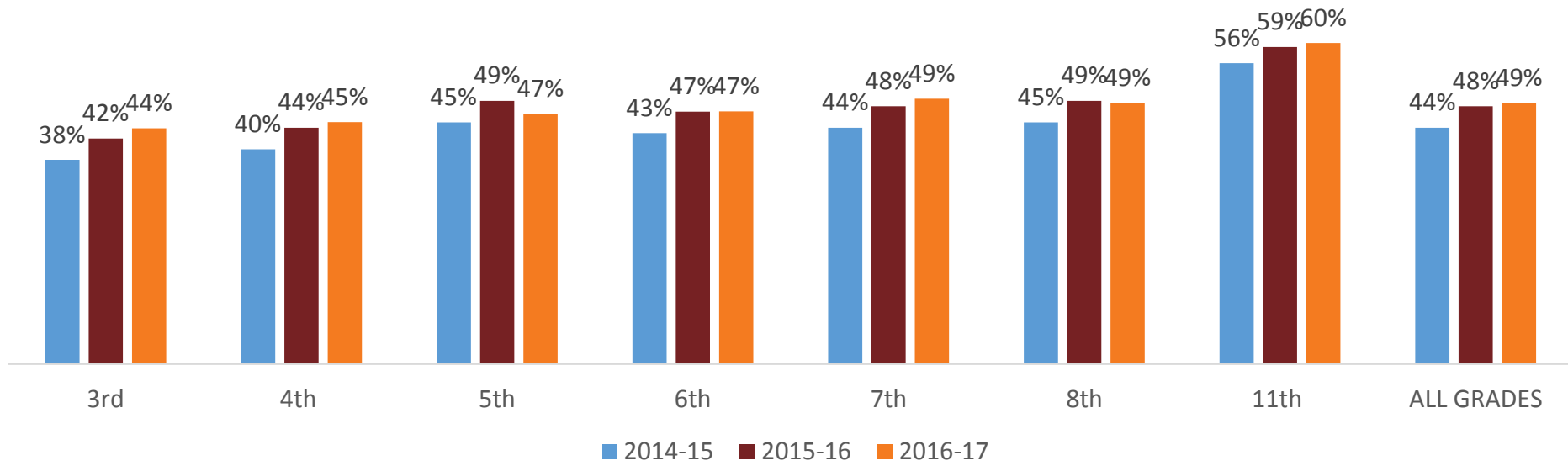
Achievement gaps across ethnic groups persisted in English language arts/literacy

Percent Meeting or Exceeding Standards on SBAC ELA, All Grades, by Ethnicity
(2014-15 to 2016-17)
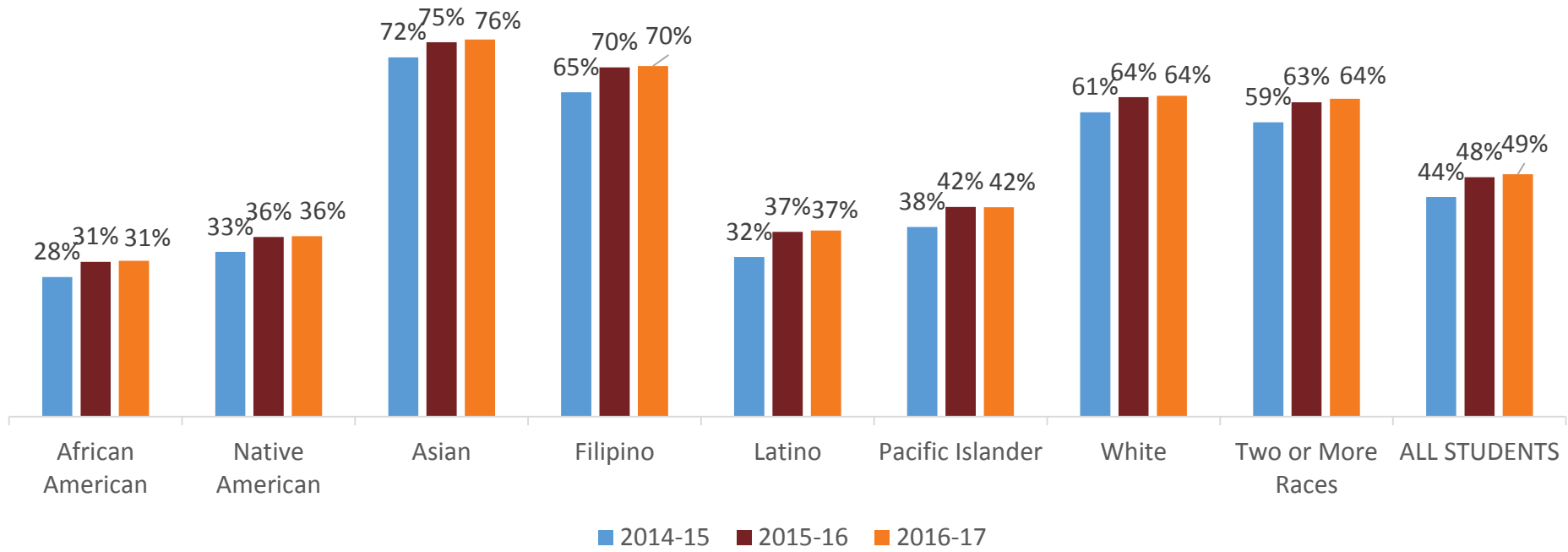
	African American	Native American	Asian	Filipino	Latino	Pacific Islander	White	Two or More Races	ALL STUDENTS
2014-15	28%	33%	72%	65%	32%	38%	61%	59%	44%
2015-16	31%	36%	75%	70%	37%	42%	64%	63%	48%
2016-17	31%	36%	76%	70%	37%	42%	64%	64%	49%

■ 2014-15 ■ 2015-16 ■ 2016-17

Gaps between English learners and non-English learners widened in English language arts and Math

Percent Meeting or Exceeding Standards on SBAC ELA and Math, All Grades,
by English Learner Status (2014-15 to 2016-17)
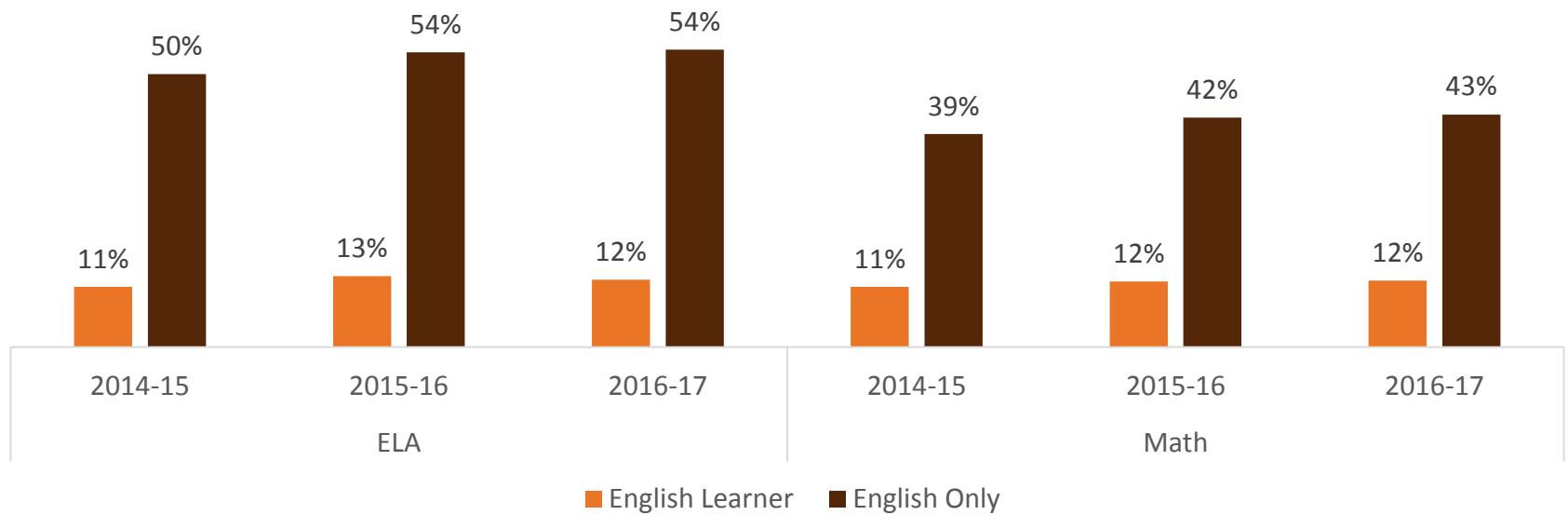
	ELA			Math		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English Learner	11%	13%	12%	11%	12%	12%
English Only	50%	54%	54%	39%	42%	43%

■ English Learner ■ English Only

Gaps between low income and non low-income students stagnated in both English language arts and Math

Percent Meeting or Exceeding Standards on SBAC ELA and Math, All Grades,
by Income Status (2014-15 to 2016-17)
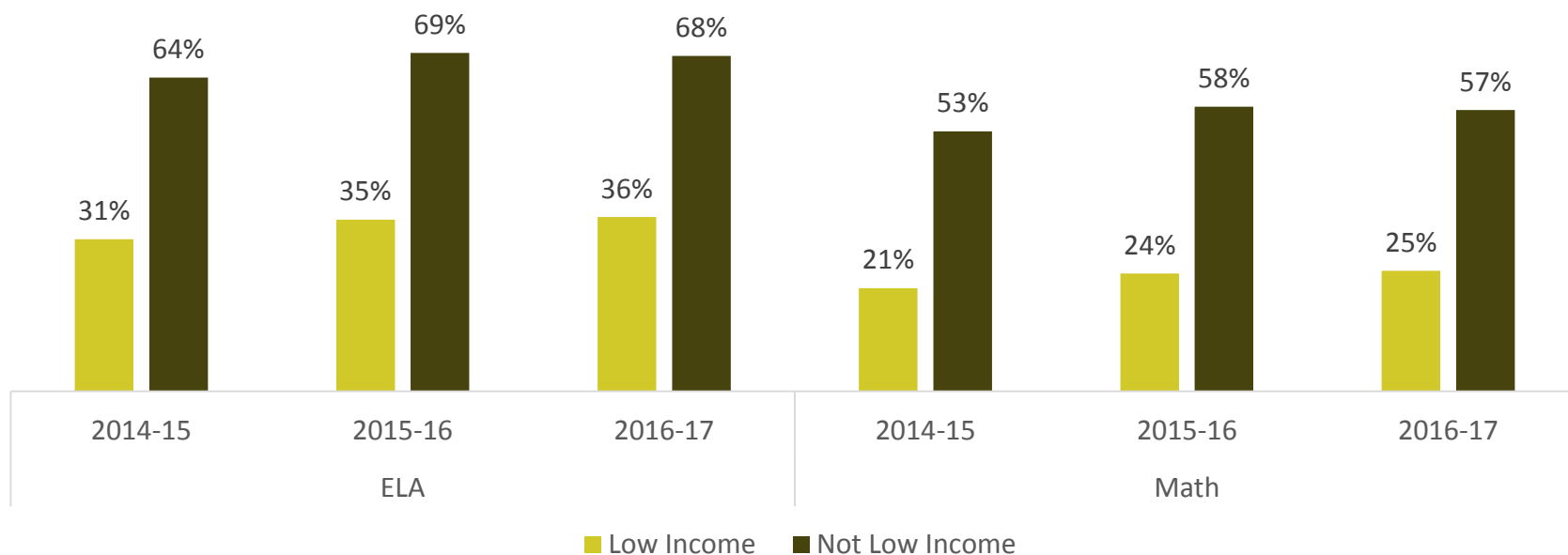
	ELA			Math		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Low Income	31%	35%	36%	21%	24%	25%
Not Low Income	64%	69%	68%	53%	58%	57%

■ Low Income   ■ Not Low Income

2016-17 Mathematics Results

Math performance was stronger in 3rd and 4th grades than other grades

Performance on SBAC Math Across the Grades (2016-17)

Grade	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
3rd	28%	25%	28%	19%
4th	28%	32%	24%	17%
5th	39%	27%	16%	18%
6th	35%	28%	19%	18%
7th	36%	27%	19%	18%
8th	40%	23%	16%	20%
11th	44%	24%	19%	13%
ALL GRADES	36%	27%	20%	18%
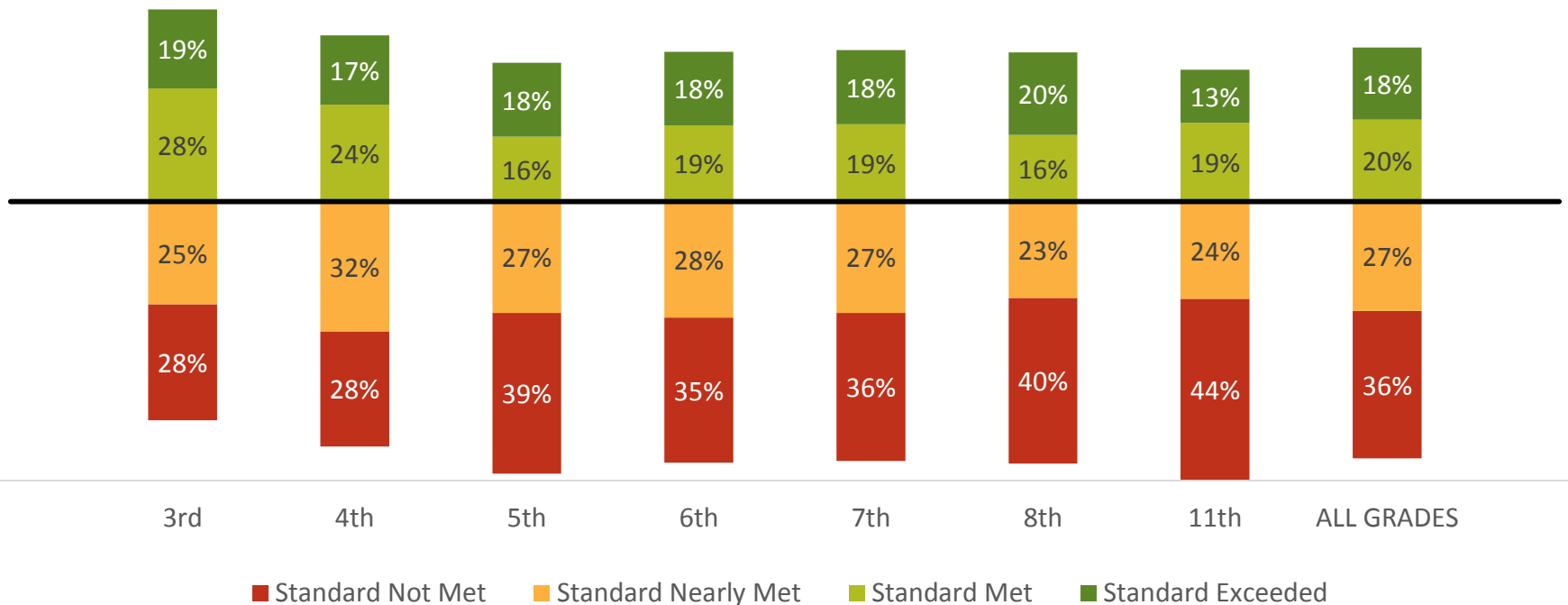
Source: California Department of Education, 2017 (accessed Sept. 2017).

Achievement gaps were evident in 3rd grade

Performance on SBAC Math, 3rd Grade, by Ethnicity (2016-17)

	African American	Asian	Filipino	Latino	Native American	Pacific Islander	Two or More Races	White	ALL STUDENTS
Standard Exceeded	8%	48%	31%	11%	11%	13%	31%	29%	19%
Standard Met	20%	29%	35%	25%	25%	29%	31%	33%	28%
Standard Nearly Met	26%	14%	22%	29%	25%	28%	20%	22%	25%
Standard Not Met	46%	9%	13%	36%	39%	31%	18%	16%	28%

■ Standard Not Met ■ Standard Nearly Met ■ Standard Met ■ Standard Exceeded
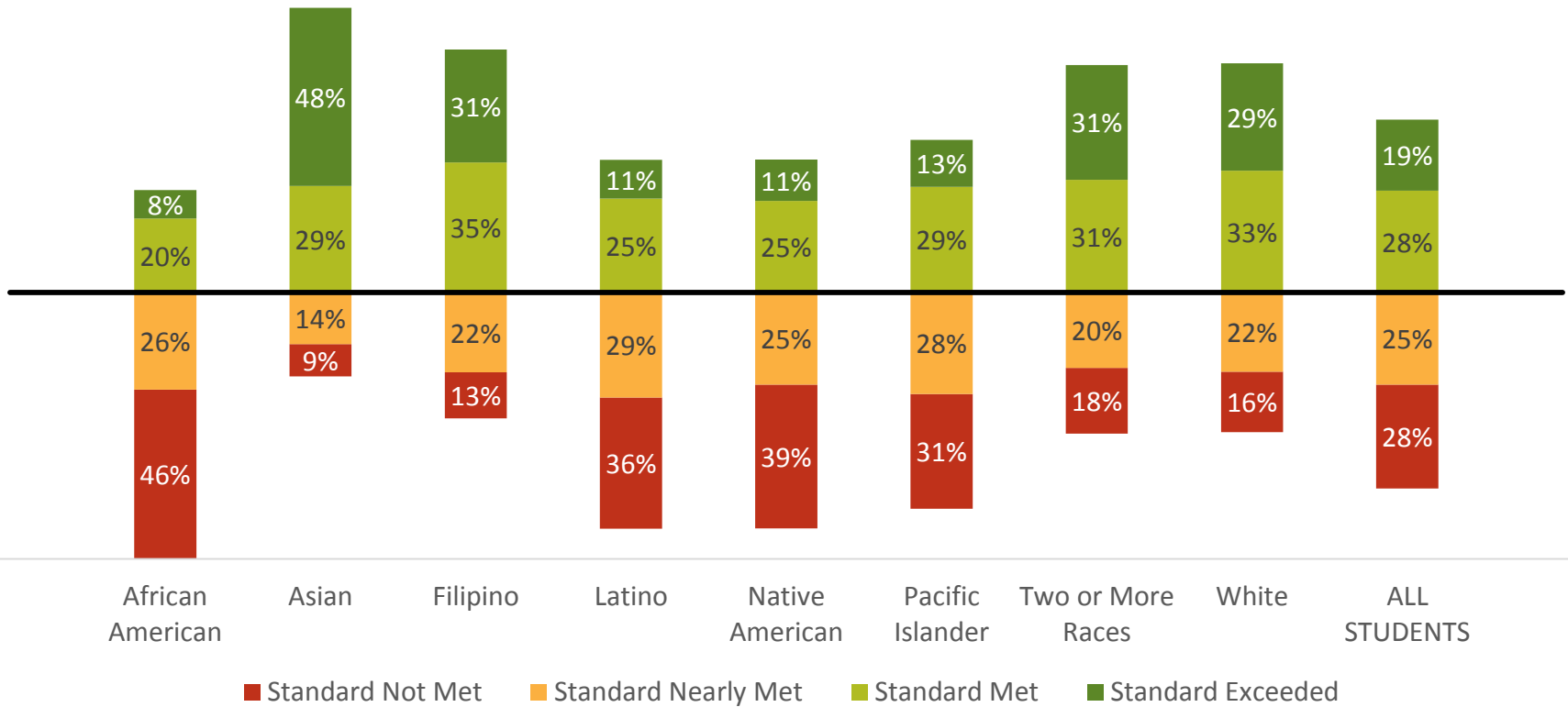
Source: California Department of Education, 2017 (accessed Sept. 2017).

Reclassified English learners and non low-income students far outperformed English learners and other selected student groups in 3rd grade Math

Performance on SBAC Math, 3rd Grade, by Selected Student Groups (2016-17)

Student Group	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Low Income	37%	28%	24%	10%
Not Low Income	13%	20%	33%	34%
English Learner	46%	29%	19%	6%
English Only	24%	24%	29%	22%
Reclassified - Fluent English Proficient	8%	23%	39%	30%
Students with Disabilities	60%	19%	14%	8%
Students without Disabilities	24%	26%	29%	21%
ALL STUDENTS	28%	25%	28%	19%

Legend: ■ Standard Not Met   ■ Standard Nearly Met   ■ Standard Met   ■ Standard Exceeded

Source: California Department of Education, 2017 (accessed Sept. 2017).

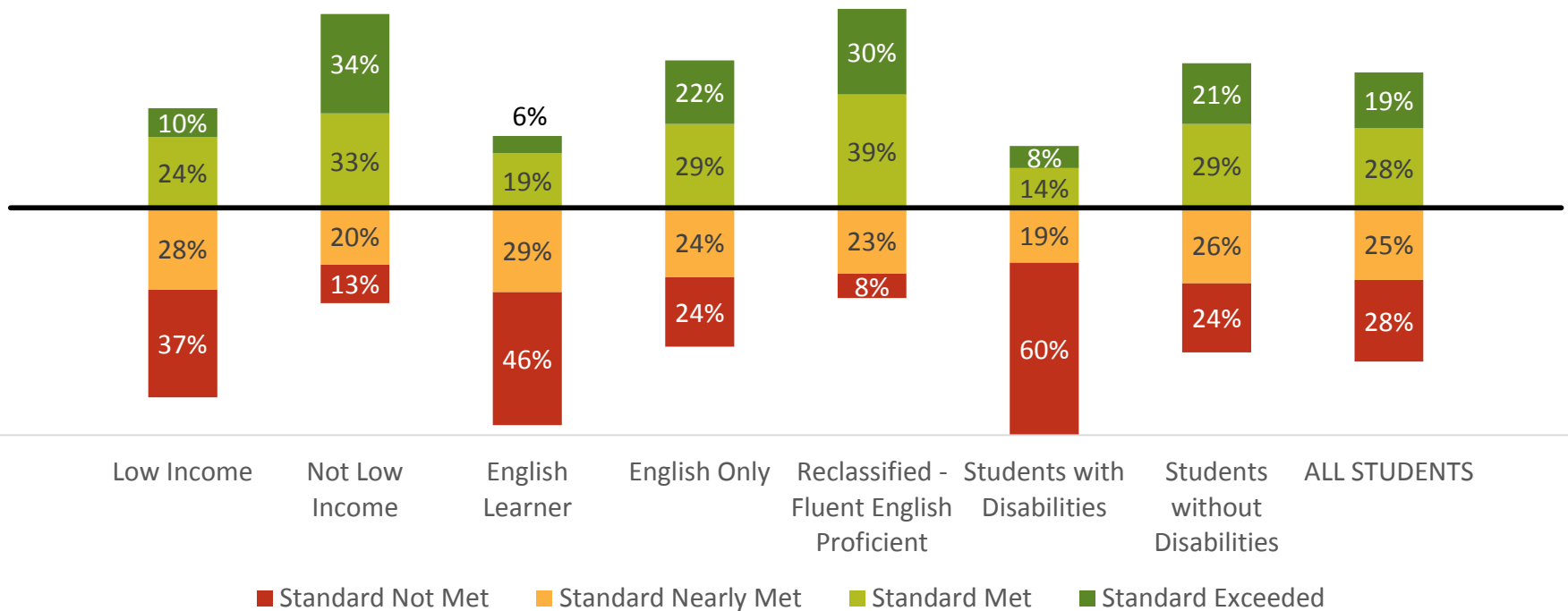# Most students of color did not meet standards in 8th grade Math

Performance on SBAC Math, 8th Grade, by Ethnicity (2016-17)
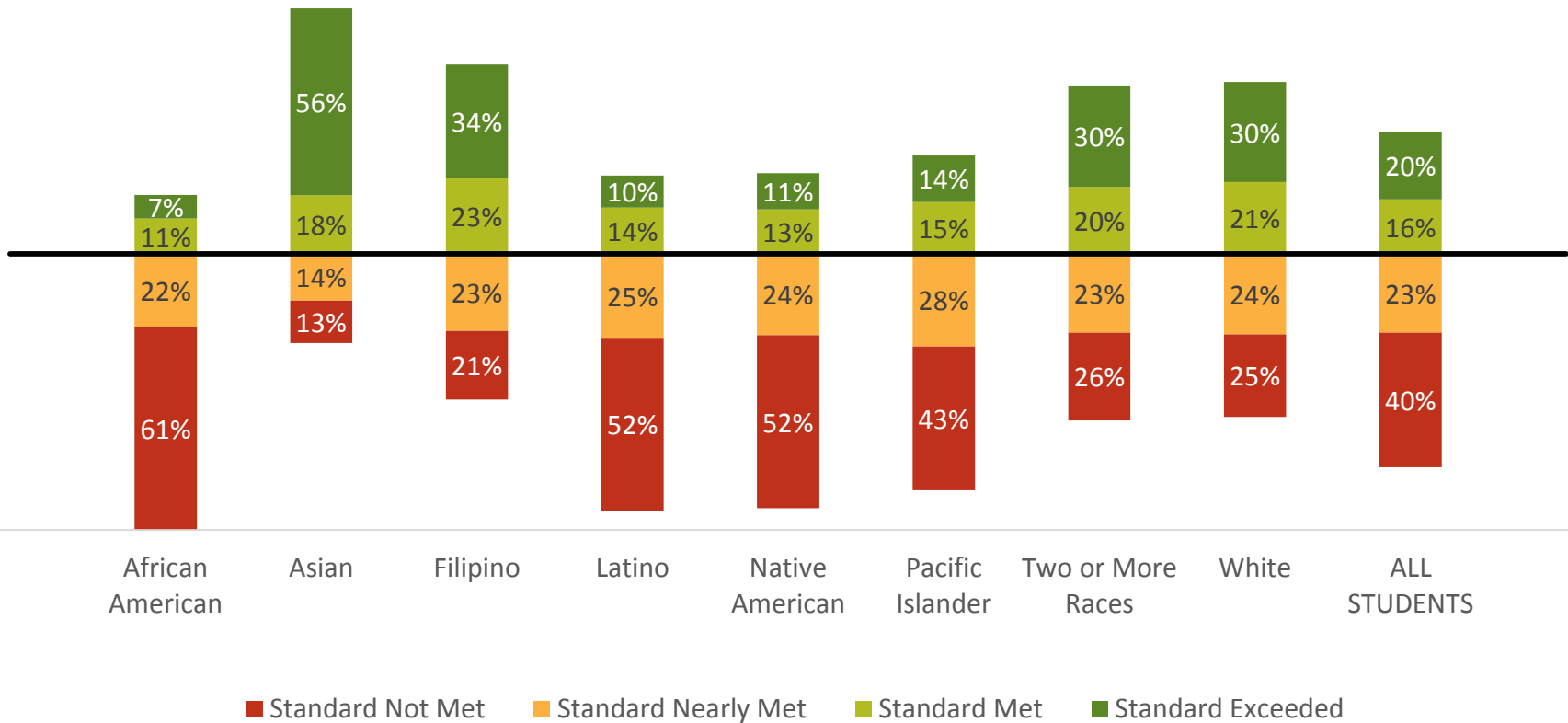
Source: California Department of Education, 2017 (accessed Sept. 2017).

Few students in selected student groups met standards in 8th grade Math

Performance on SBAC Math, 8th Grade, by Selected Student Groups (2016-17)

	Low Income	Not Low Income	English Learner	English Only	Reclassified - Fluent English Proficient	Students with Disabilities	Students without Disabilities	ALL STUDENTS
Standard Exceeded	10%	35%	3%	23%	18%	3%	22%	20%
Standard Met	13%	21%	4%	18%	18%	4%	18%	16%
Standard Nearly Met	24%	22%	12%	24%	28%	11%	25%	23%
Standard Not Met	53%	22%	81%	35%	36%	82%	35%	40%

■ Standard Not Met   ■ Standard Nearly Met   ■ Standard Met   ■ Standard Exceeded
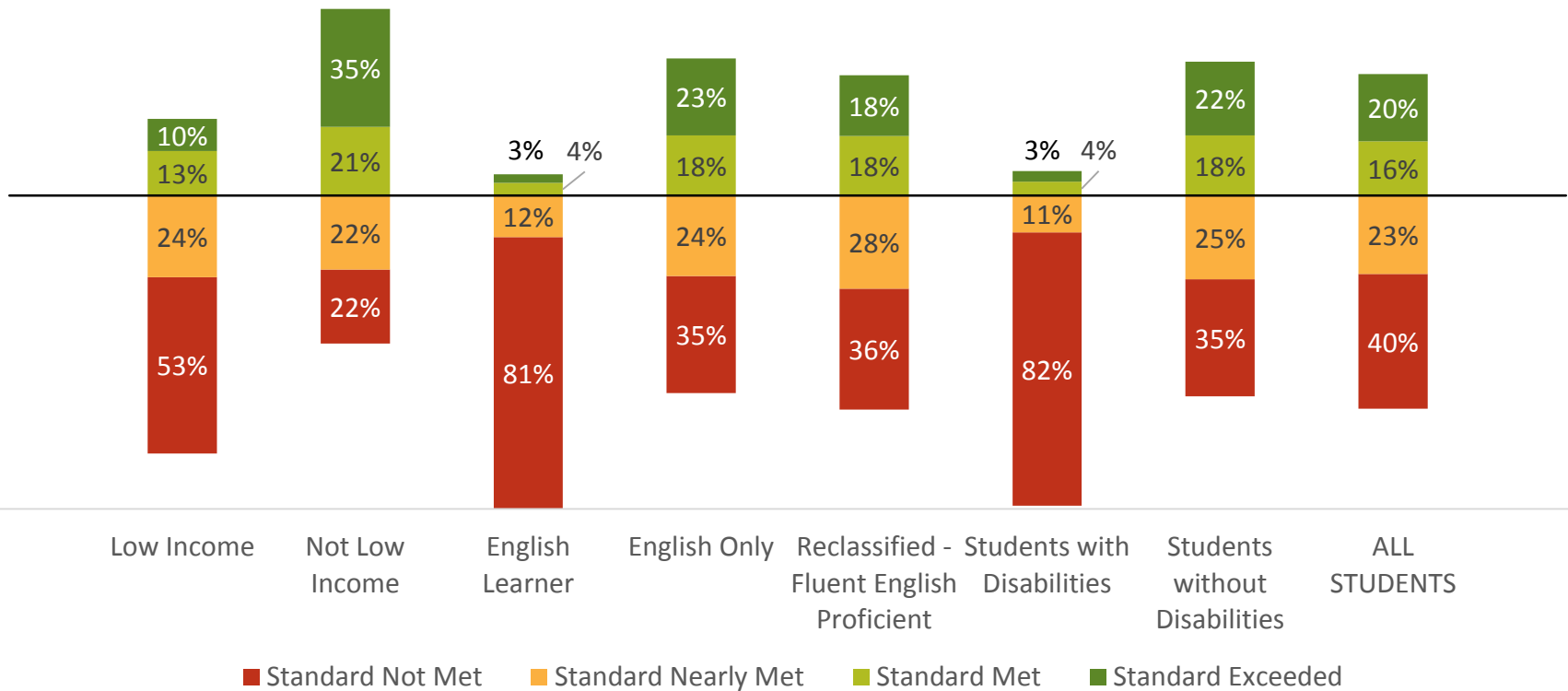
Source: California Department of Education, 2017 (accessed Sept. 2017).

Few 11th grade students were considered "college-ready" in Math

Performance on SBAC Math, 11th Grade, by Ethnicity (2016-17)
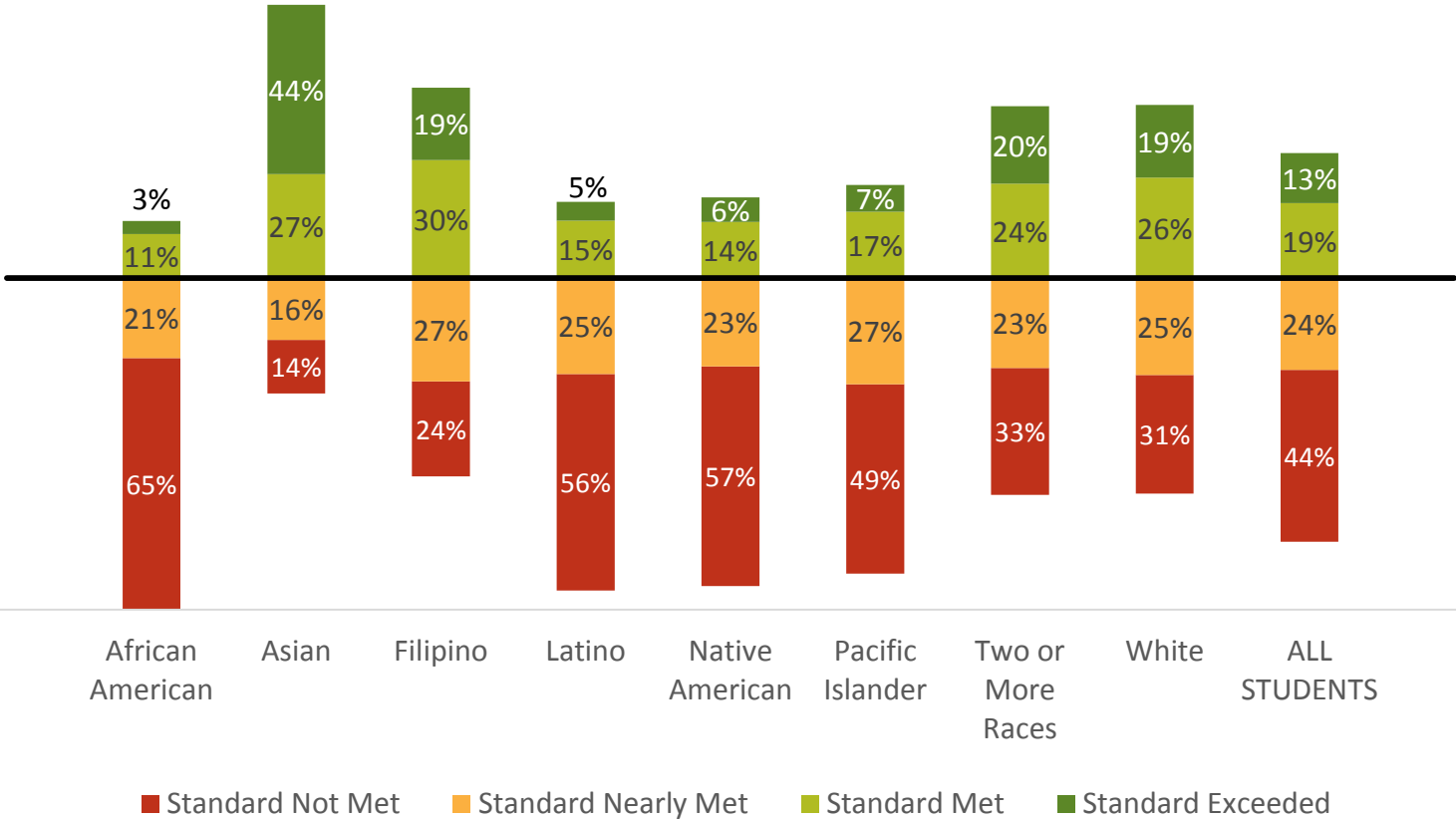
11th graders who score in the Standard Exceeded range are considered ready for college-level math upon entering a CSU or CCC and may directly enroll in a for-credit math course without taking a placement exam or first enrolling in a developmental math course.

Chart data:

Ethnicity	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
African American	65%	21%	11%	3%
Asian	14%	16%	27%	44%
Filipino	24%	27%	30%	19%
Latino	56%	25%	15%	5%
Native American	57%	23%	14%	6%
Pacific Islander	49%	27%	17%	7%
Two or More Races	33%	23%	24%	20%
White	31%	25%	26%	19%
ALL STUDENTS	44%	24%	19%	13%

Legend: ■ Standard Not Met ■ Standard Nearly Met ■ Standard Met ■ Standard Exceeded

Source: California Department of Education, 2017 (accessed Sept. 2017).

Most students in selected student groups performed far below standards in high school Math

Performance on SBAC Math, 11th Grade, by Selected Student Groups
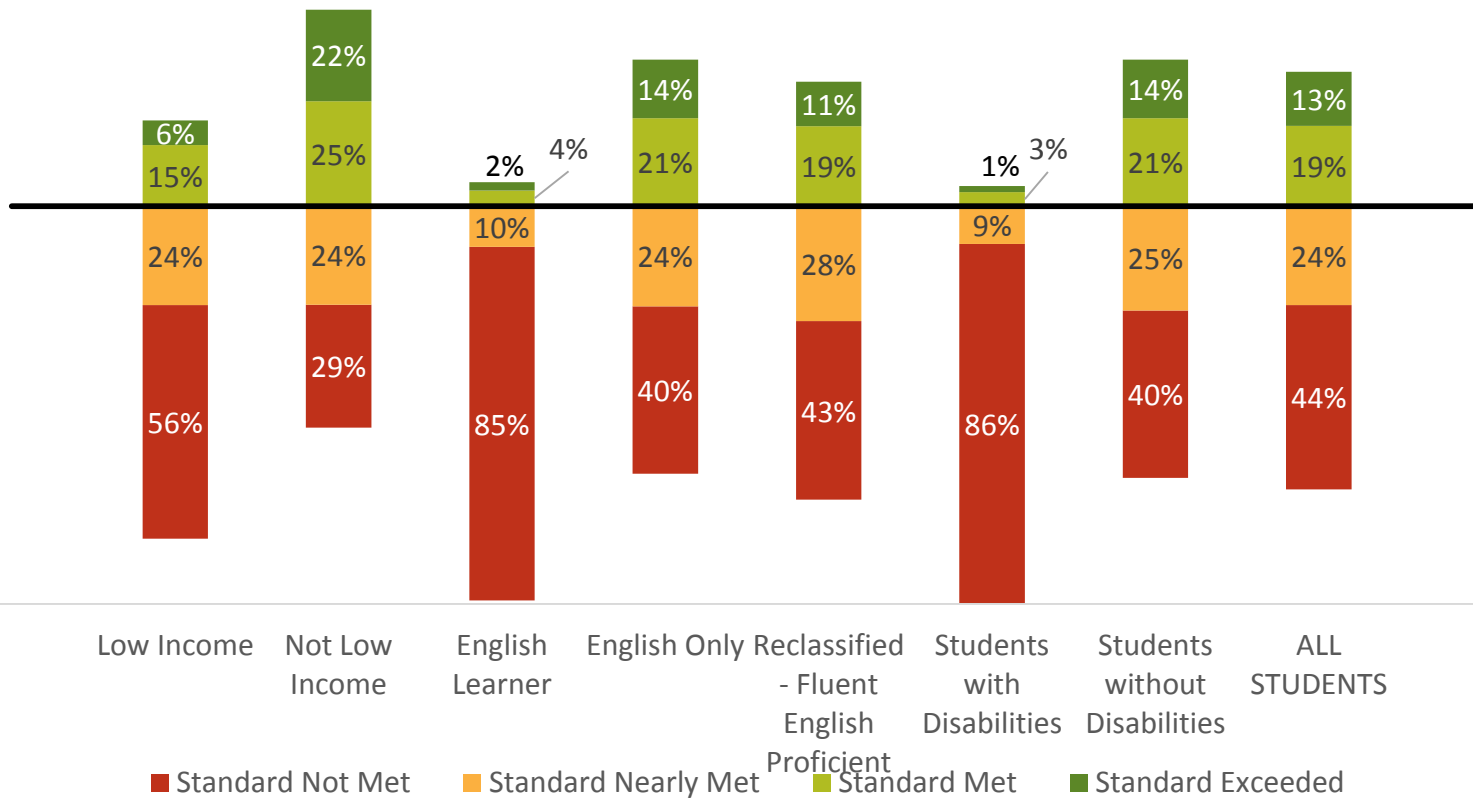(2016-17)

11th graders who score in the Standard Exceeded range are considered ready for college-level math upon entering a CSU or CCC and may directly enroll in a for-credit math course without taking a placement exam or first enrolling in a developmental math course.

Legend: ■ Standard Not Met ■ Standard Nearly Met ■ Standard Met ■ Standard Exceeded

Data by student group:

Student Group	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Low Income	6%	15%	24%	56%
Not Low Income	22%	25%	24%	29%
English Learner	2%	4%	10%	85%
English Only	14%	21%	24%	40%
Reclassified - Fluent English Proficient	11%	19%	28%	43%
Students with Disabilities	1%	3%	9%	86%
Students without Disabilities	14%	21%	25%	40%
ALL STUDENTS	13%	19%	24%	44%

Source: California Department of Education, 2017 (accessed Sept. 2017).

Some low-income ethnic student groups outperformed non-low income ethnic student groups in Math

Percent Meeting or Exceeding Standards on SBAC Math, All Grades, by Income by Ethnicity (2016-17)

Low Income

Not Low Income

Low Income: African American, 14%; Native American, 18%; Latino, 22%; ALL STUDENTS, 25%; Pacific Islander, 25%; Two or More Races, 31%; White, 32%; Filipino, 46%; Asian, 55%

Not Low Income: African American, 32%; Native American, 39%; Latino, 39%; Pacific Islander, 43%; ALL STUDENTS, 57%; White, 61%; Filipino, 63%; Two or More Races, 65%; Asian, 83%

0%   100%
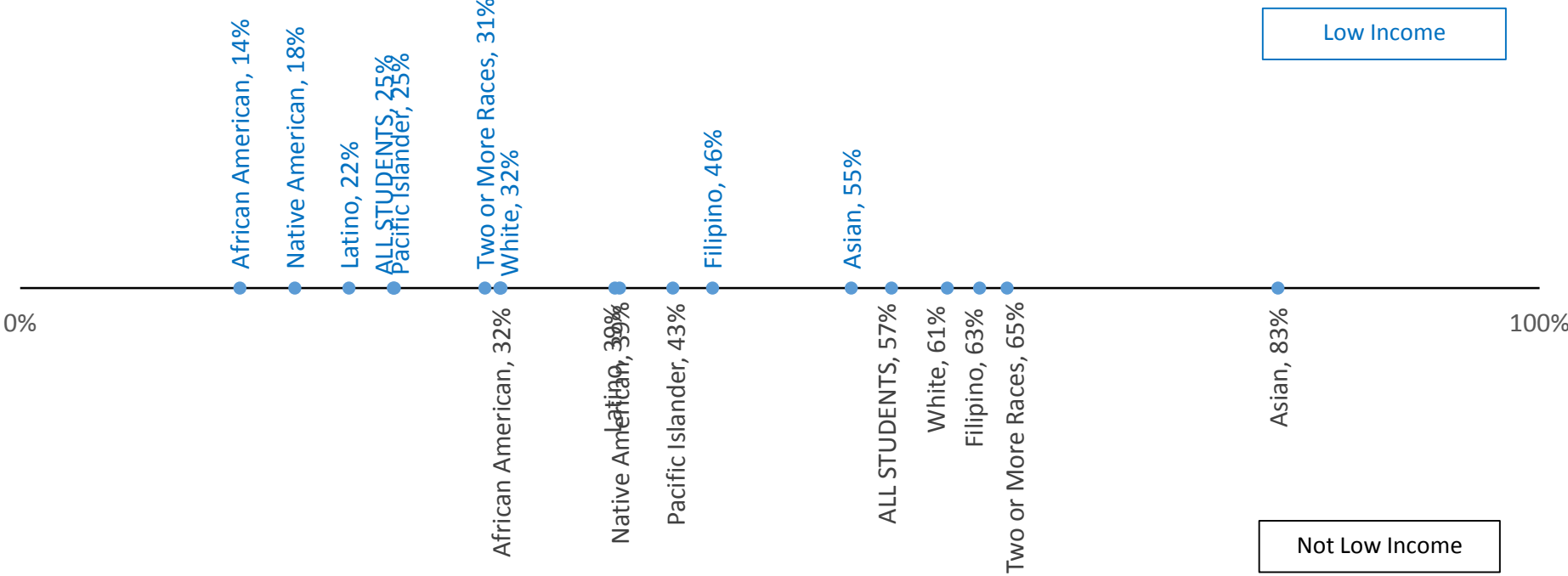
2016-17 English Language Arts / Literacy Results

English language arts/literacy performance was relatively similar across the grades, except in 11th grade—which posted higher scores

Performance on SBAC ELA Across the Grades (2016-17)

	3rd	4th	5th	6th	7th	8th	11th	ALL GRADES
Standard Exceeded	23%	23%	20%	17%	16%	15%	28%	20%
Standard Met	21%	22%	27%	31%	34%	33%	32%	28%
Standard Nearly Met	24%	20%	21%	26%	23%	26%	21%	23%
Standard Not Met	32%	35%	33%	27%	27%	25%	19%	28%

■ Standard Not Met ■ Standard Nearly Met ■ Standard Met ■ Standard Exceeded
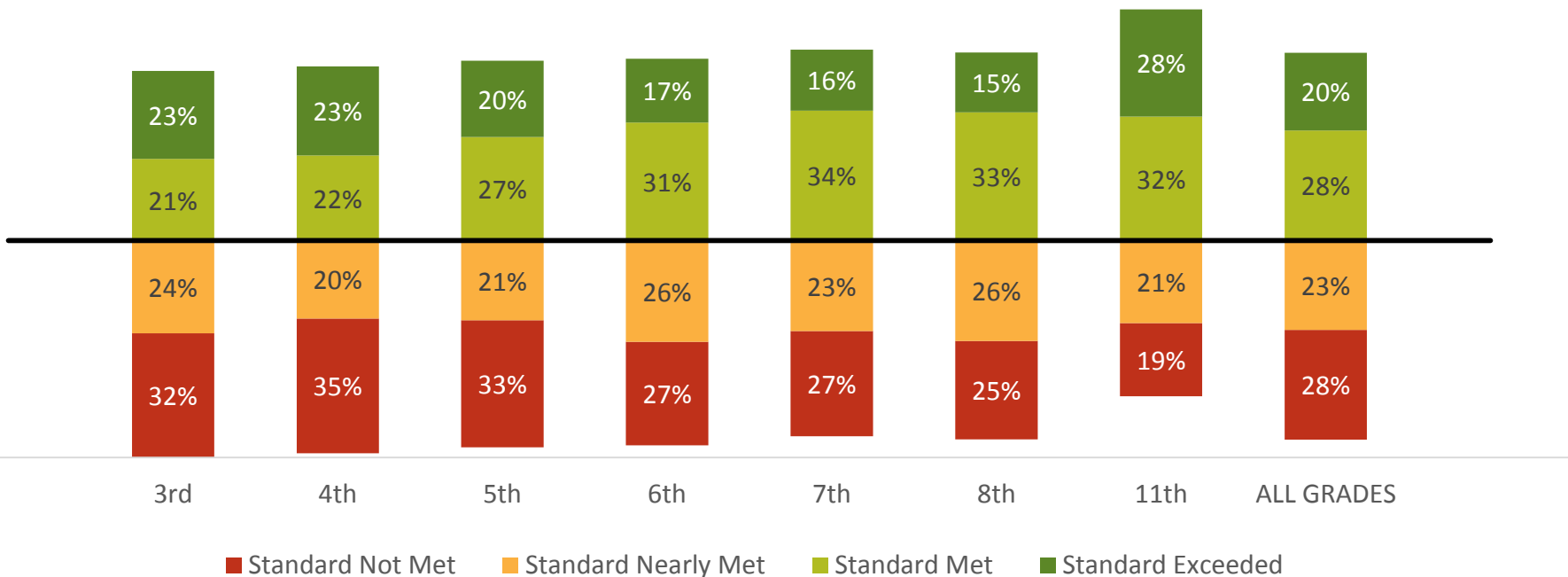
Source: California Department of Education, 2017 (accessed Sept. 2017).

Most student groups of color did not meet standards in 3rd grade English language arts/literacy

Performance on SBAC ELA, 3rd Grade, by Ethnicity (2016-17)

	African American	Asian	Filipino	Latino	Native American	Pacific Islander	Two or More Races	White	ALL STUDENTS
Standard Exceeded	12%	47%	37%	14%	14%	16%	36%	35%	23%
Standard Met	16%	23%	28%	19%	19%	21%	23%	26%	21%
Standard Nearly Met	24%	17%	21%	27%	25%	28%	20%	21%	24%
Standard Not Met	48%	13%	15%	40%	43%	35%	20%	19%	32%

■ Standard Not Met   ■ Standard Nearly Met   ■ Standard Met   ■ Standard Exceeded
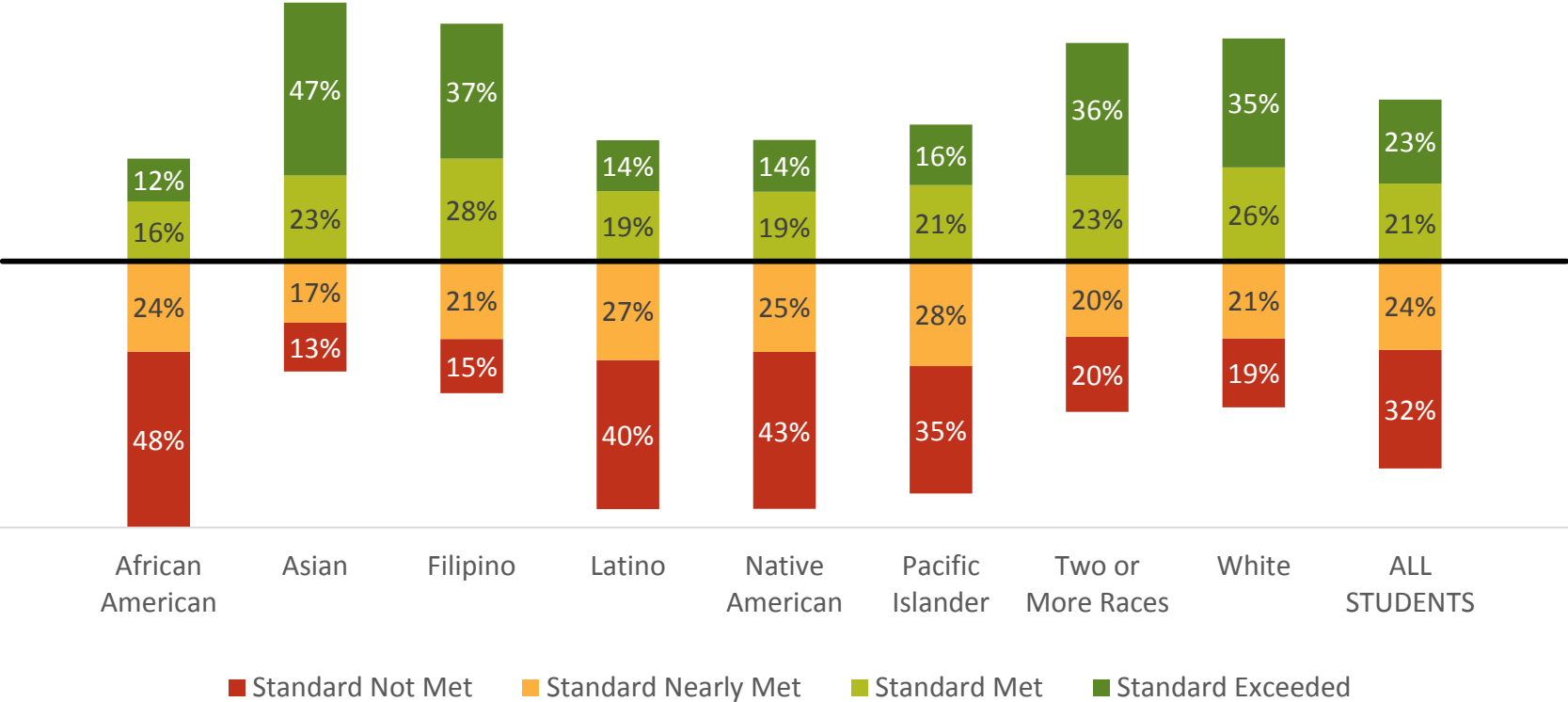
Source: California Department of Education, 2017 (accessed Sept. 2017).

Performance for 3rd graders who are low income, learning English, or have disabilities lagged behind that of their peers

Performance on SBAC ELA, 3rd Grade, by Selected Student Groups (2016-17)

	Low Income	Not Low Income	English Learner	English Only	Reclassified - Fluent English Proficient	Students with Disabilities	Students without Disabilities	ALL STUDENTS
Standard Exceeded	13%	39%	5%	27%	34%	8%	25%	23%
Standard Met	19%	25%	13%	23%	32%	10%	22%	21%
Standard Nearly Met	27%	20%	27%	23%	25%	18%	25%	24%
Standard Not Met	42%	15%	55%	27%	9%	65%	28%	32%

■ Standard Not Met   ■ Standard Nearly Met   ■ Standard Met   ■ Standard Exceeded
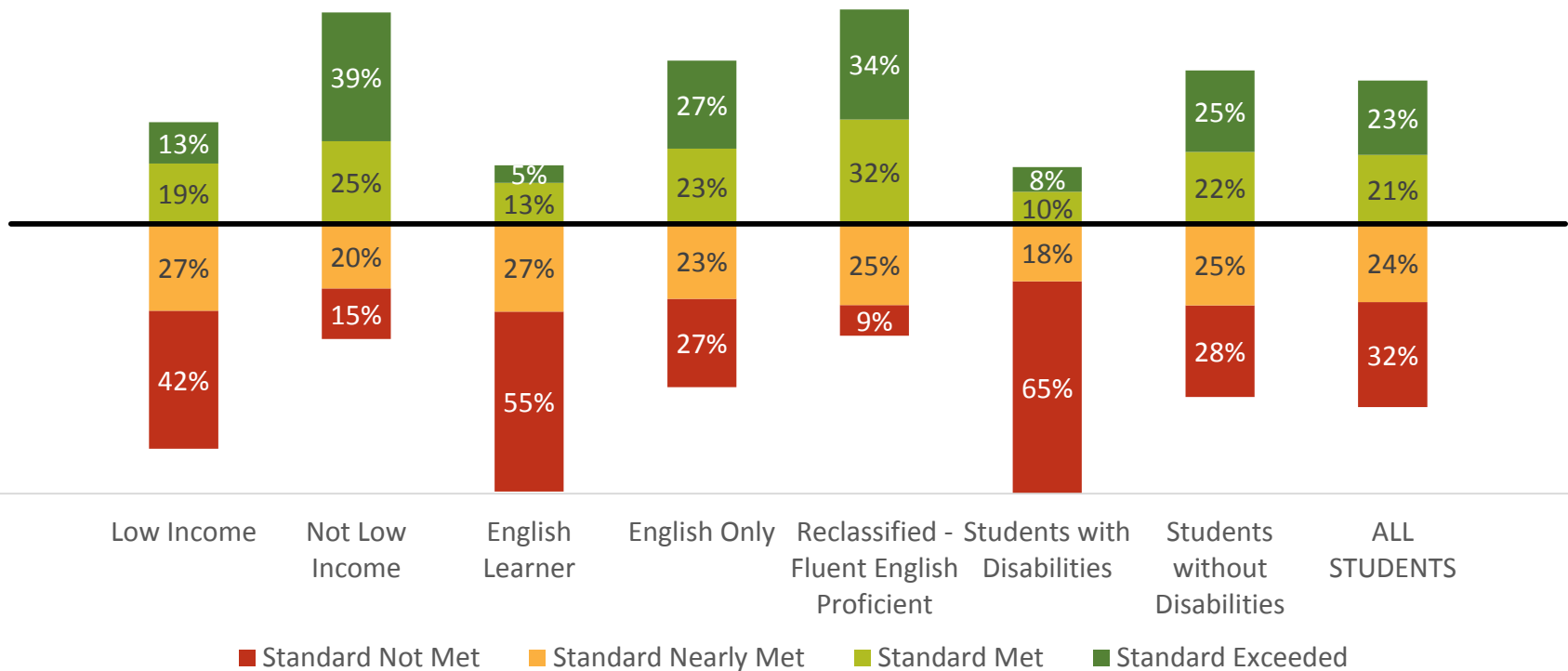
Just one-third of African American, Latino, and Native American students were proficient in 8th grade English language arts/literacy

Performance on SBAC ELA, 8th Grade, by Ethnicity (2016-17)

	African American	Asian	Filipino	Latino	Native American	Pacific Islander	Two or More Races	White	ALL STUDENTS
Standard Exceeded	7%	40%	25%	8%	8%	10%	24%	24%	15%
Standard Met	25%	37%	44%	29%	27%	31%	39%	40%	33%
Standard Nearly Met	28%	14%	20%	30%	30%	30%	21%	22%	26%
Standard Not Met	41%	9%	11%	33%	35%	29%	15%	15%	25%

■ Standard Not Met   ■ Standard Nearly Met   ■ Standard Met   ■ Standard Exceeded
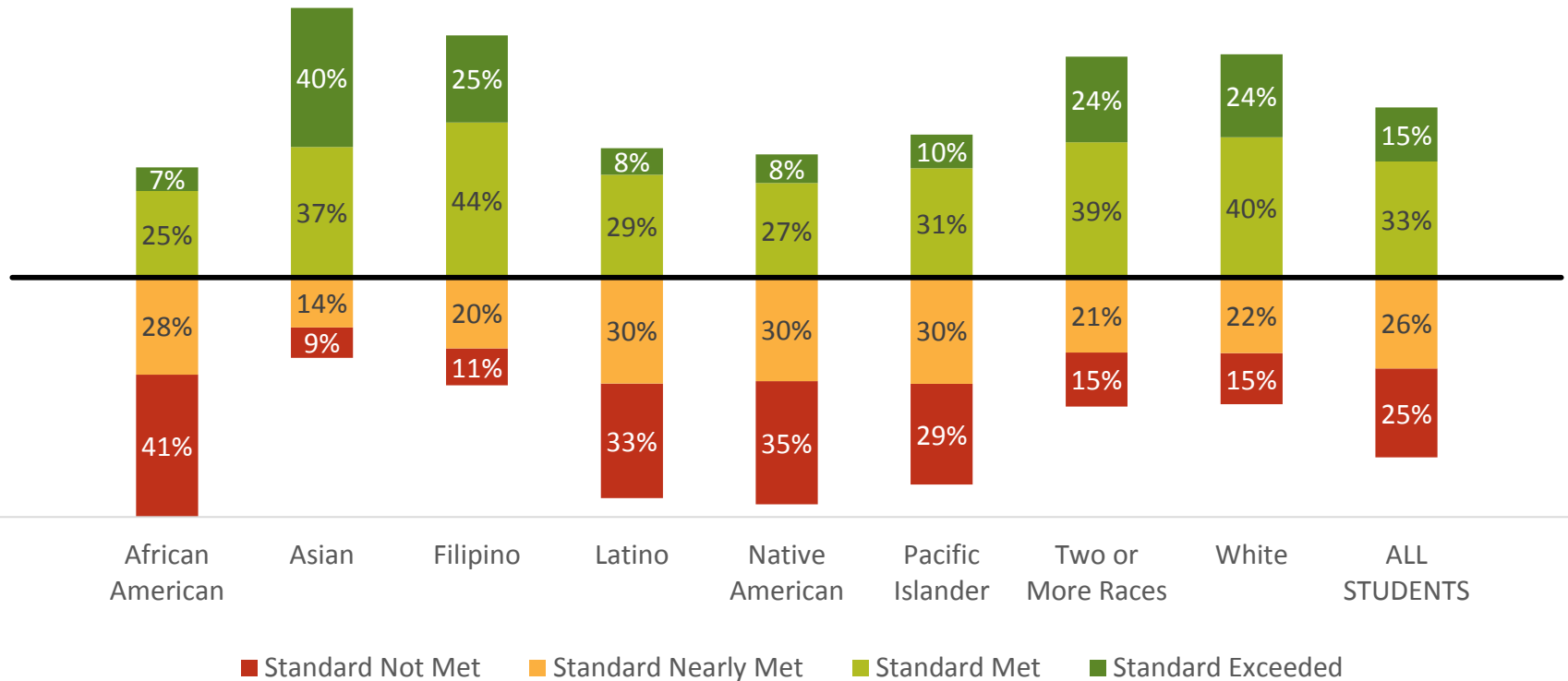
Source: California Department of Education, 2017 (accessed Sept. 2017).

English learners posted the lowest proficiency rates in 8th grade English language arts/literacy

Performance on SBAC ELA, 8th Grade, by Selected Student Groups (2016-17)

	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Low Income	34%	30%	28%	7%
Not Low Income	12%	20%	40%	28%
English Learner	70%	24%	6%	0%
English Only	21%	24%	36%	19%
Reclassified - Fluent English Proficient	18%	31%	38%	13%
Students with Disabilities	68%	21%	9%	2%
Students without Disabilities	20%	27%	36%	17%
ALL STUDENTS	25%	26%	33%	15%

Legend: ■ Standard Not Met ■ Standard Nearly Met ■ Standard Met ■ Standard Exceeded
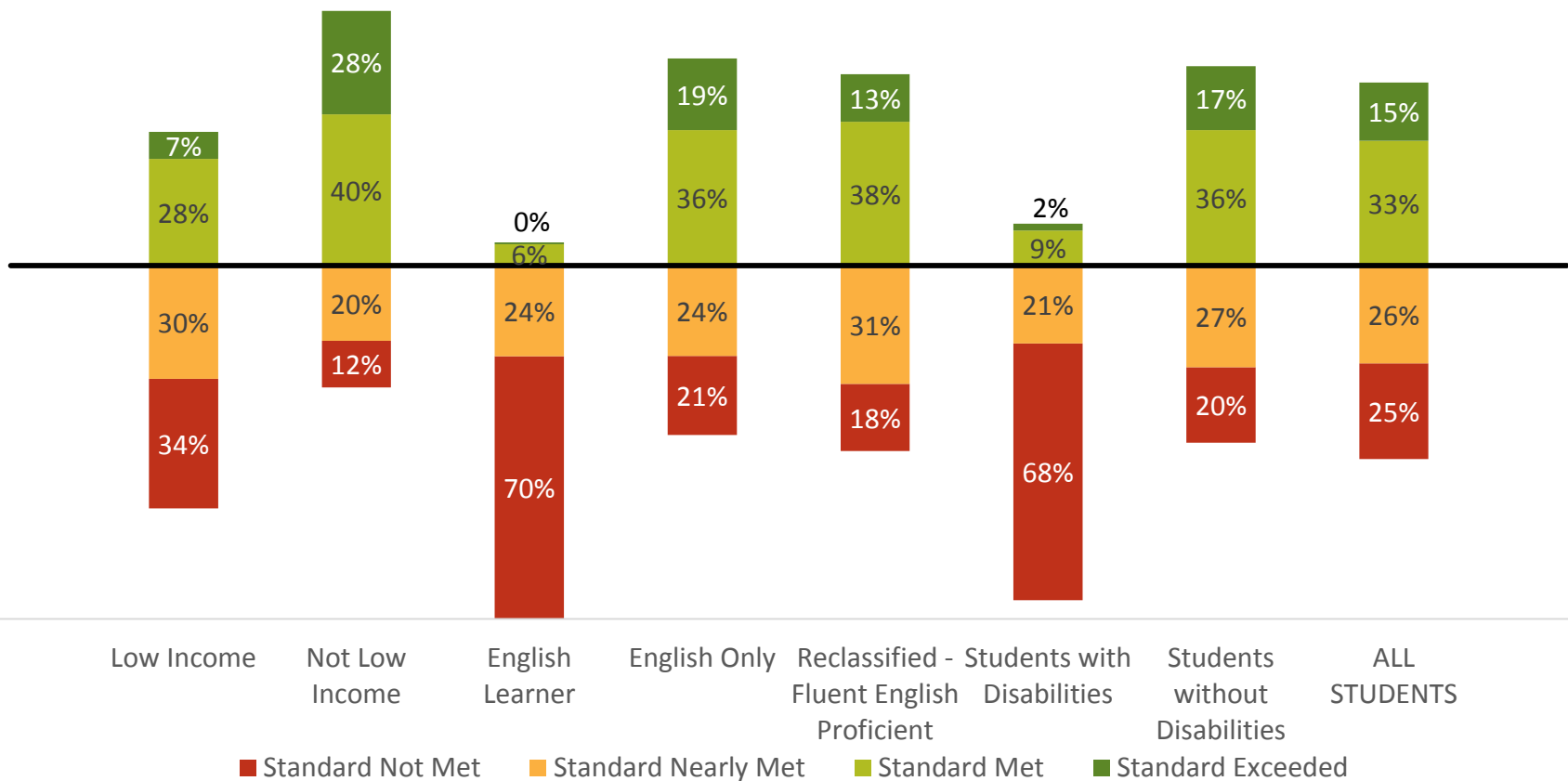
Source: California Department of Education, 2017 (accessed Sept. 2017).

Proficiency rates were highest across student groups in 11ᵗʰ grade English language arts/literacy, though significant gaps remain

Performance on SBAC ELA, 11ᵗʰ Grade, by Ethnicity (2016-17)
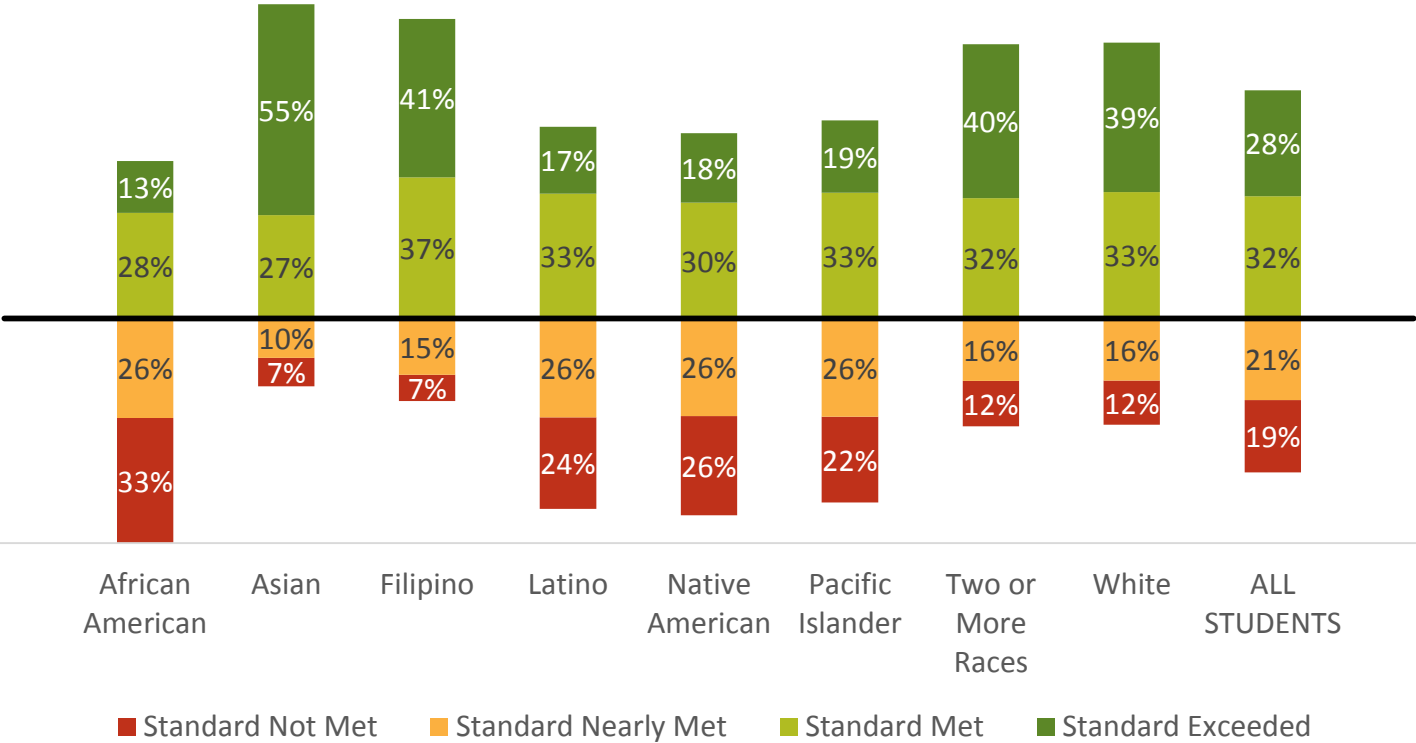
	African American	Asian	Filipino	Latino	Native American	Pacific Islander	Two or More Races	White	ALL STUDENTS
Standard Exceeded	13%	55%	41%	17%	18%	19%	40%	39%	28%
Standard Met	28%	27%	37%	33%	30%	33%	32%	33%	32%
Standard Nearly Met	26%	10%	15%	26%	26%	26%	16%	16%	21%
Standard Not Met	33%	7%	7%	24%	26%	22%	12%	12%	19%

■ Standard Not Met   ■ Standard Nearly Met   ■ Standard Met   ■ Standard Exceeded
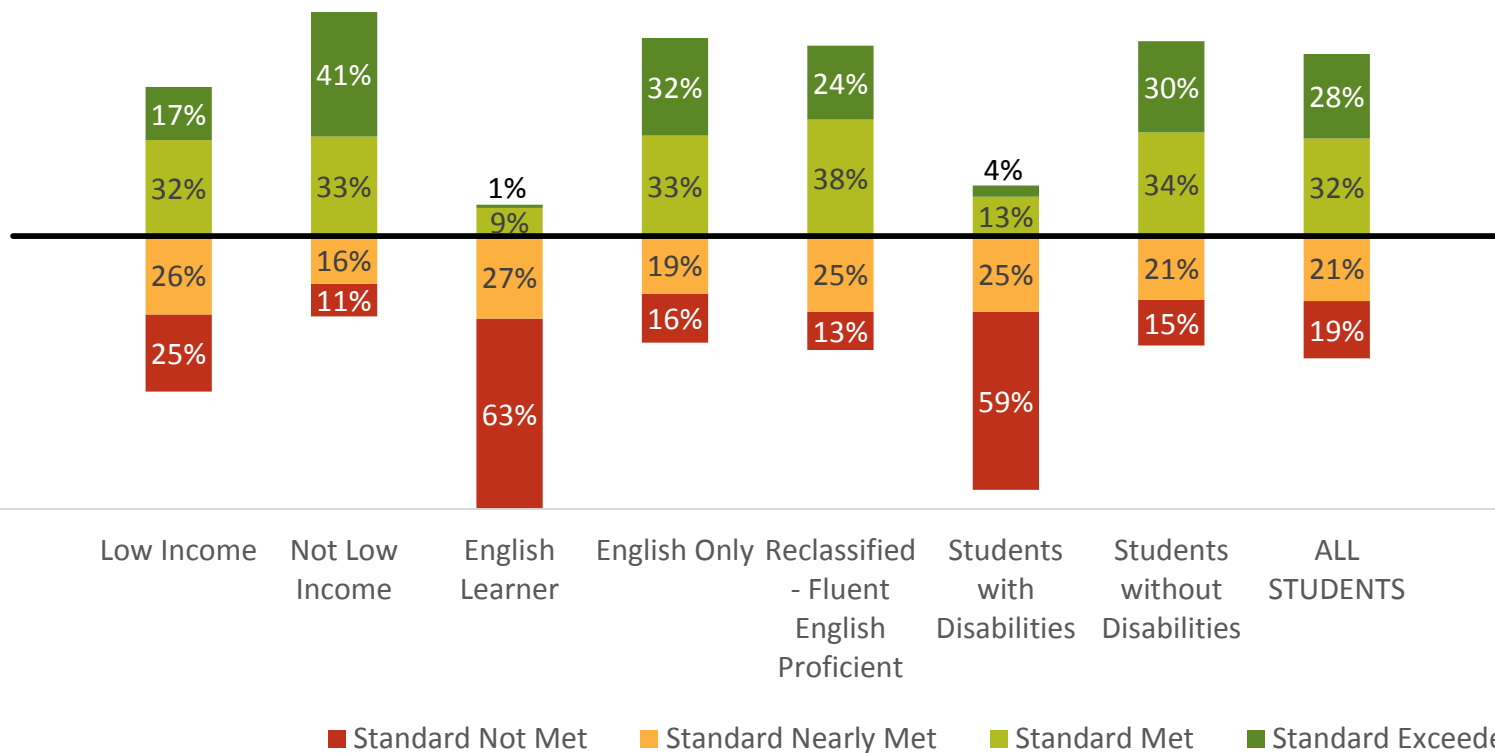
11ᵗʰ graders who score in the Standard Exceeded range are considered ready for college-level English upon entering a CSU or CCC and may directly enroll in a for-credit English course without taking a placement exam or first enrolling in a developmental English course.

Source: California Department of Education, 2017 (accessed Sept. 2017).

Performance varied significantly across selected student groups in 11th grade English language arts/literacy

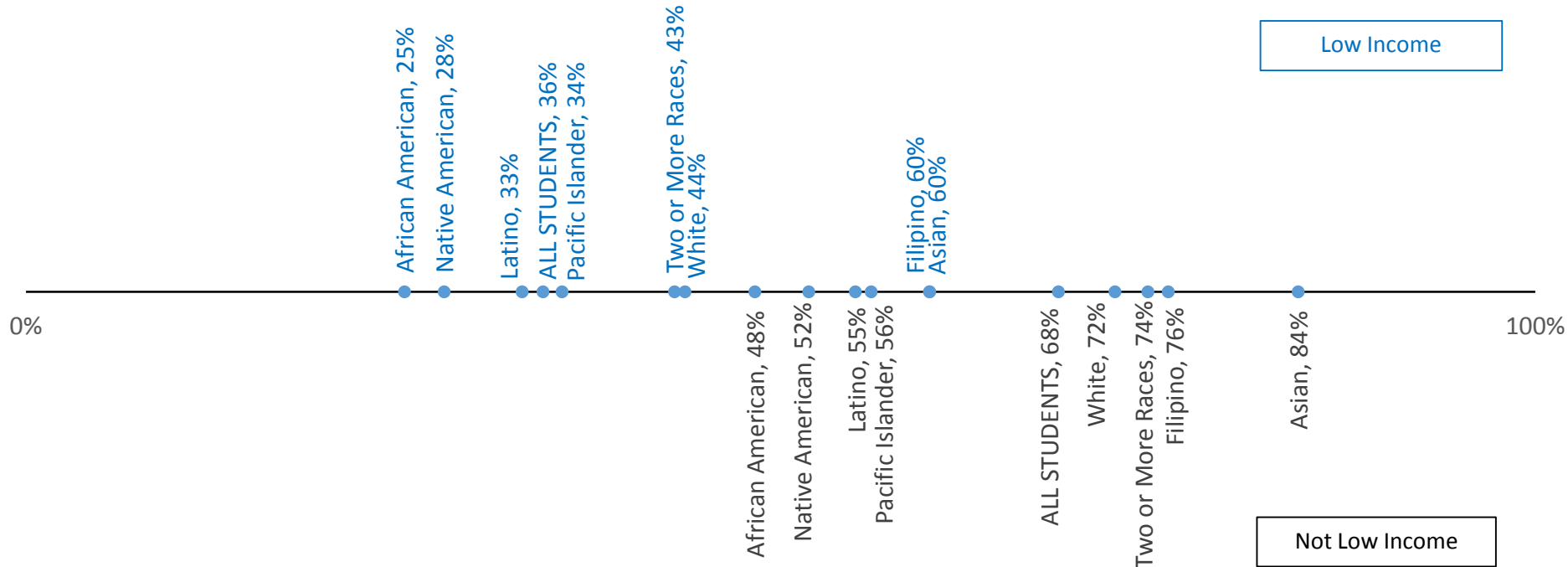Performance on SBAC ELA, 11th Grade, by Selected Student Groups (2016-17)

11th graders who score in the Standard Exceeded range are considered ready for college-level English upon entering a CSU or CCC and may directly enroll in a for-credit English course without taking a placement exam or first enrolling in a developmental English course.

Student Group	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Low Income	25%	26%	32%	17%
Not Low Income	11%	16%	33%	41%
English Learner	63%	27%	9%	1%
English Only	16%	19%	33%	32%
Reclassified - Fluent English Proficient	13%	25%	38%	24%
Students with Disabilities	59%	25%	13%	4%
Students without Disabilities	15%	21%	34%	30%
ALL STUDENTS	19%	21%	32%	28%

Legend: ■ Standard Not Met ■ Standard Nearly Met ■ Standard Met ■ Standard Exceeded

Source: California Department of Education, 2017 (accessed Sept. 2017).

Some low-income ethnic student groups performed better than non-low income ethnic student groups in English language arts/literacy

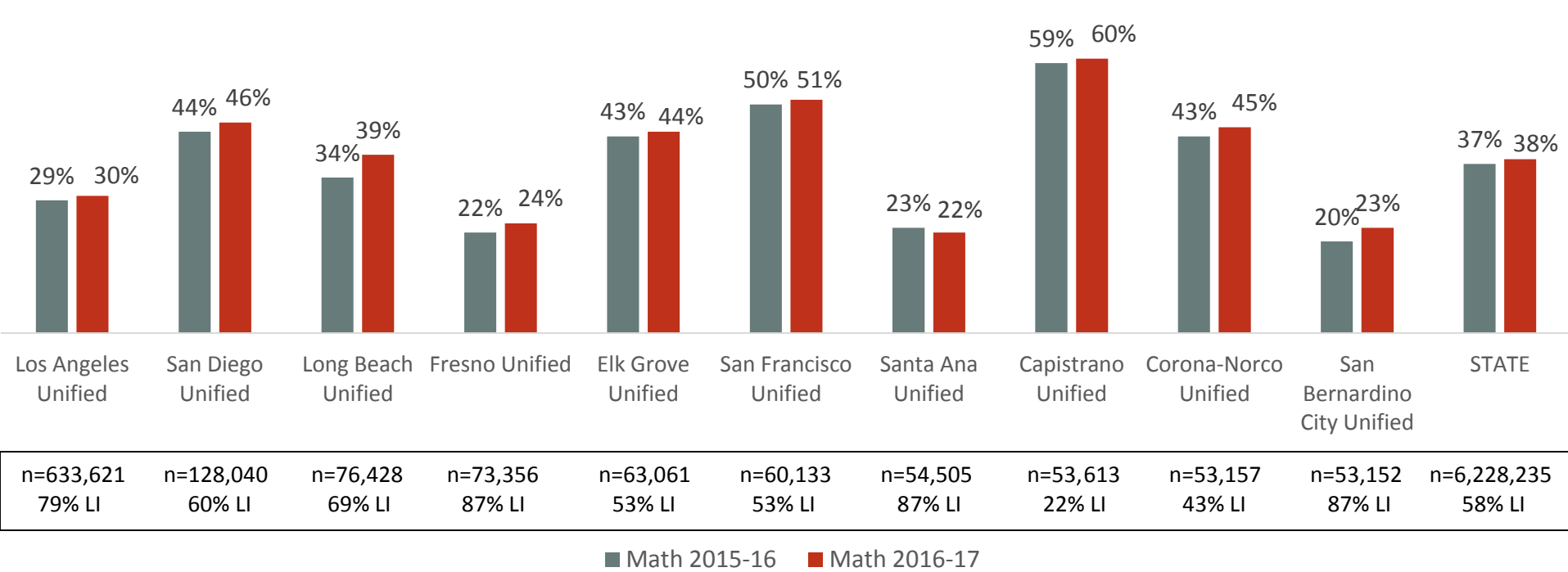Percent Meeting or Exceeding Standards on SBAC ELA, All Grades, by Income by Ethnicity (2016-17)

Low Income

African American, 25%
Native American, 28%
Latino, 33%
ALL STUDENTS, 36%
Pacific Islander, 34%
Two or More Races, 43%
White, 44%
Filipino, 60%
Asian, 60%

0%   100%

African American, 48%
Native American, 52%
Latino, 55%
Pacific Islander, 56%
ALL STUDENTS, 68%
White, 72%
Two or More Races, 74%
Filipino, 76%
Asian, 84%

Not Low Income

Source: California Department of Education, 2017 (accessed Sept. 2017).

2016-17 Largest District Comparisons

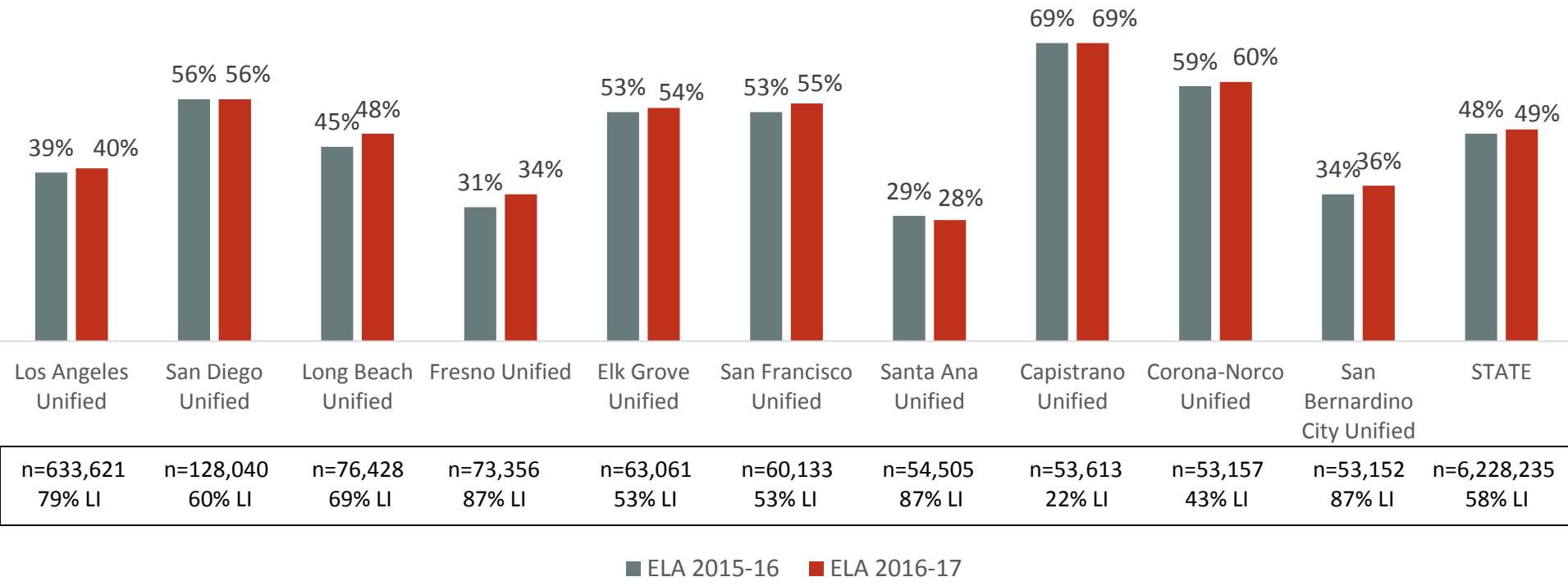# Achievement in Math varied across the state's ten largest districts

Percent Meeting or Exceeding Standards on SBAC Math, All Grades,
2015-16 vs. 2016-17

	Los Angeles Unified	San Diego Unified	Long Beach Unified	Fresno Unified	Elk Grove Unified	San Francisco Unified	Santa Ana Unified	Capistrano Unified	Corona-Norco Unified	San Bernardino City Unified	STATE
Math 2015-16	29%	44%	34%	22%	43%	50%	23%	59%	43%	20%	37%
Math 2016-17	30%	46%	39%	24%	44%	51%	22%	60%	45%	23%	38%
	n=633,621 79% LI	n=128,040 60% LI	n=76,428 69% LI	n=73,356 87% LI	n=63,061 53% LI	n=60,133 53% LI	n=54,505 87% LI	n=53,613 22% LI	n=53,157 43% LI	n=53,152 87% LI	n=6,228,235 58% LI

■ Math 2015-16   ■ Math 2016-17

Source: California Department of Education, 2017 (accessed Sept. 2017). Numbers may sum differently due to rounding. "LI"=low income.

Achievement in English language arts/literacy varied across the state's ten largest districts
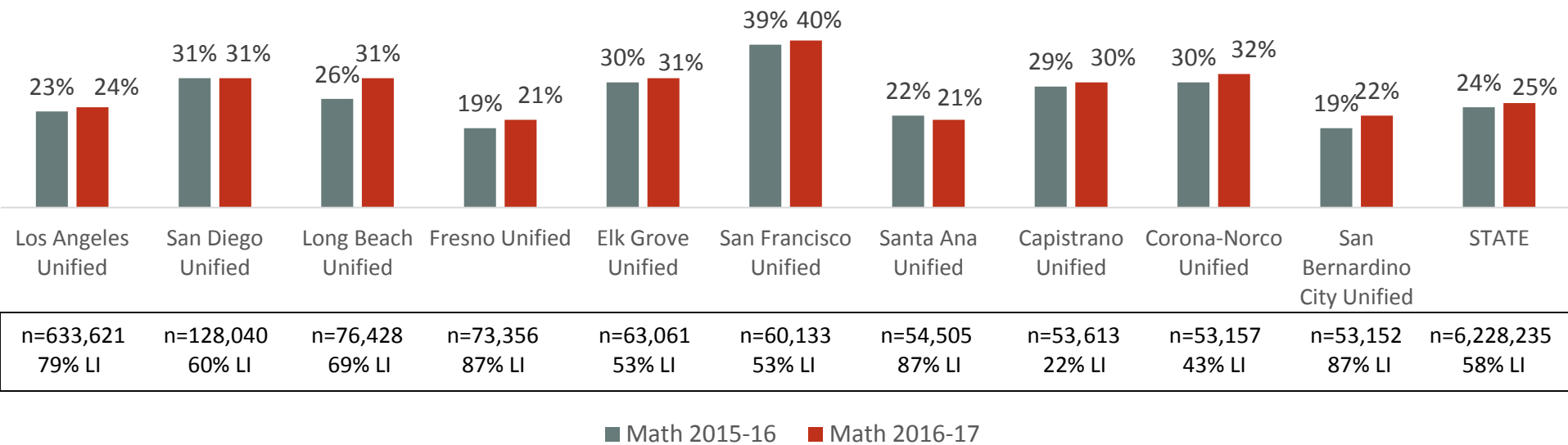
Percent Meeting or Exceeding Standards on SBAC ELA, All Grades, 2015-16 vs. 2016-17

	Los Angeles Unified	San Diego Unified	Long Beach Unified	Fresno Unified	Elk Grove Unified	San Francisco Unified	Santa Ana Unified	Capistrano Unified	Corona-Norco Unified	San Bernardino City Unified	STATE
ELA 2015-16	39%	56%	45%	31%	53%	53%	29%	69%	59%	34%	48%
ELA 2016-17	40%	56%	48%	34%	54%	55%	28%	69%	60%	36%	49%
	n=633,621 79% LI	n=128,040 60% LI	n=76,428 69% LI	n=73,356 87% LI	n=63,061 53% LI	n=60,133 53% LI	n=54,505 87% LI	n=53,613 22% LI	n=53,157 43% LI	n=53,152 87% LI	n=6,228,235 58% LI

■ ELA 2015-16   ■ ELA 2016-17

Source: California Department of Education, 2017 (accessed Sept. 2017). Numbers may sum differently due to rounding. "LI"=low income.

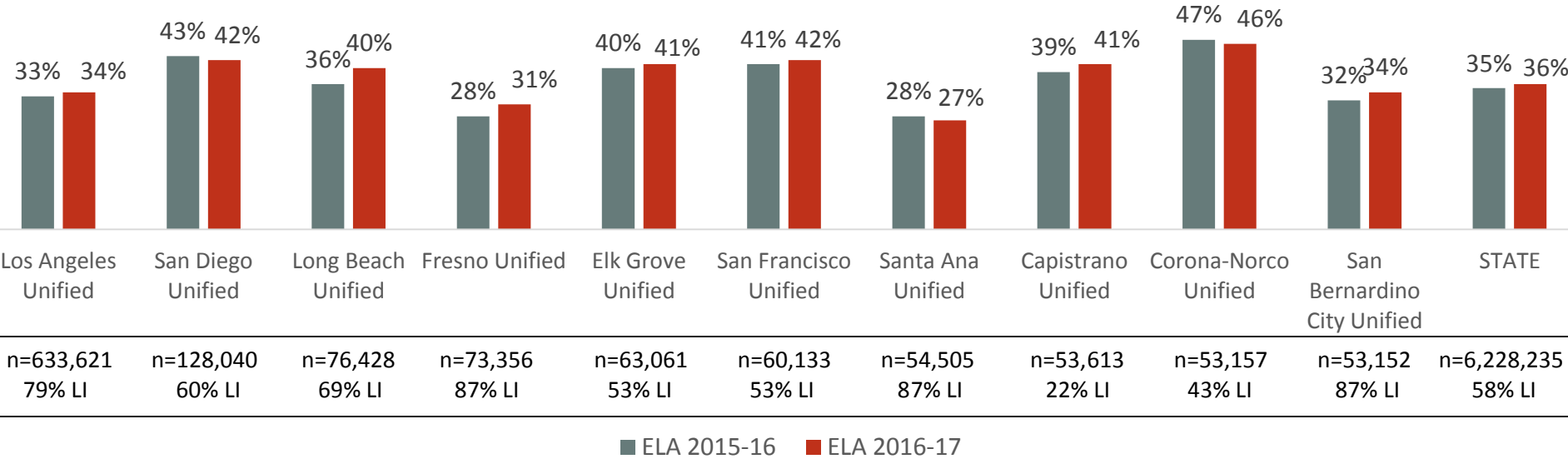# Achievement in Math varied across the state's ten largest districts for low-income students

Percent Meeting or Exceeding Standards on SBAC Math, All Grades,
Low-Income Students, 2015-16 vs. 2016-17

	Los Angeles Unified	San Diego Unified	Long Beach Unified	Fresno Unified	Elk Grove Unified	San Francisco Unified	Santa Ana Unified	Capistrano Unified	Corona-Norco Unified	San Bernardino City Unified	STATE
Math 2015-16	23%	31%	26%	19%	30%	39%	22%	29%	30%	19%	24%
Math 2016-17	24%	31%	31%	21%	31%	40%	21%	30%	32%	22%	25%
	n=633,621 79% LI	n=128,040 60% LI	n=76,428 69% LI	n=73,356 87% LI	n=63,061 53% LI	n=60,133 53% LI	n=54,505 87% LI	n=53,613 22% LI	n=53,157 43% LI	n=53,152 87% LI	n=6,228,235 58% LI

■ Math 2015-16 ■ Math 2016-17

Source: California Department of Education, 2017 (accessed Sept. 2017). Numbers may sum differently due to rounding. "LI"=low income.

Achievement in English language arts/literacy varied across the state's ten largest districts for low-income students

Percent Meeting or Exceeding Standards on SBAC ELA, All Grades,
Low-Income Students, 2015-16 vs. 2016-17

	Los Angeles Unified	San Diego Unified	Long Beach Unified	Fresno Unified	Elk Grove Unified	San Francisco Unified	Santa Ana Unified	Capistrano Unified	Corona-Norco Unified	San Bernardino City Unified	STATE
ELA 2015-16	33%	43%	36%	28%	40%	41%	28%	39%	47%	32%	35%
ELA 2016-17	34%	42%	40%	31%	41%	42%	27%	41%	46%	34%	36%
	n=633,621 79% LI	n=128,040 60% LI	n=76,428 69% LI	n=73,356 87% LI	n=63,061 53% LI	n=60,133 53% LI	n=54,505 87% LI	n=53,613 22% LI	n=53,157 43% LI	n=53,152 87% LI	n=6,228,235 58% LI

■ ELA 2015-16   ■ ELA 2016-17

Source: California Department of Education, 2017 (accessed Sept. 2017). Numbers may sum differently due to rounding. "LI"=low income.

Districts and Schools Turning the Curve

Districts Turning the Curve...

The percentage of English learners at **Fullerton Elementary School District** who met or exceeded English language arts/literacy standards **increased 5 percentage points** from 2014-15 to 2015-16 and **10 percentage points** from 2015-16 to 2016-17.

Now, **24 percent** of English learners are meeting or exceeding ELA standards—twice the state average.

13,363 students	44% low income	28% English learners
53% historically underrepresented students of color		

Source: California Department of Education, 2017 (accessed Sept. 2017). "Historically underrepresented students of color" includes African American, Latino, Native American, and Pacific Islander students.

Districts Turning the Curve…

The percentage of low-income students in **Garden Grove Unified** who met or exceeded Math standards **increased 6 percentage points** from 2014-15 to 2015-16 and **1 percentage point** from 2015-16 to 2016-17.

Currently, **40 percent** of low-income students are meeting or exceeding Math standards, compared to 25 percent statewide.

44,223 students	69% low income	38% English learner
55% historically underrepresented students of color		

Source: California Department of Education, 2017 (accessed Sept. 2017). "Historically underrepresented students of color" includes African American, Latino, Native American, and Pacific Islander students.

Schools Turning the Curve…

The percentage of low-income Latino students at **Brawley Union High School** in Imperial County who met or exceeded English language arts/literacy standards **increased 8 percentage points** from 2014-15 to 2015-16 and **26 percentage points** from 2015-16 to 2016-17.

Now, **62 percent** of low-income Latino students are meeting or exceeding ELA standards, compared to 47 percent statewide.

1,672 students	73% low income	22% English learner
	90% historically underrepresented students of color	

Source: California Department of Education, 2017 (accessed Sept. 2017). "Historically underrepresented students of color" includes African American, Latino, Native American, and Pacific Islander students.

Schools Turning the Curve…

The percentage of African American students at **Foothill Ranch Middle School** in Twin Rivers Unified who met or exceeded Math standards **increased 7 percentage points** from 2014-15 to 2015-16 and **12 percentage points** from 2015-16 to 2016-17.

Current Math performance for Black students is **24 percent**, compared to 19 percent statewide.

653 students	87% low income	24% English learner
	64% historically underrepresented students of color	