

# California Smarter Balanced Assessment (SBAC)

## 2018-19 Results

Created October 14, 2019

# About the Test & Scores

- Students took the Smarter Balanced (SBAC) assessments between January and July of 2019. 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 five years of SBAC results, we are able to see trends in improvement from 2014-15 to 2018-19.

# 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 above or below grade-level standards she is
- How performance has changed over time
- How some student groups, with more than 10 students tested, perform compared to one another by:
  - Disability status
  - Income status
  - English-language fluency status
  - Ethnicity (for select groups)
  - Ethnicity by income status (cross tabulated)
  - Gender
  - Migrant education status
  - Parent education level
  - Military status
  - Homeless status

## 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, such as Vietnamese students, are doing
  - How long-term English learners are doing

# 2018-19 SBAC Summary Findings

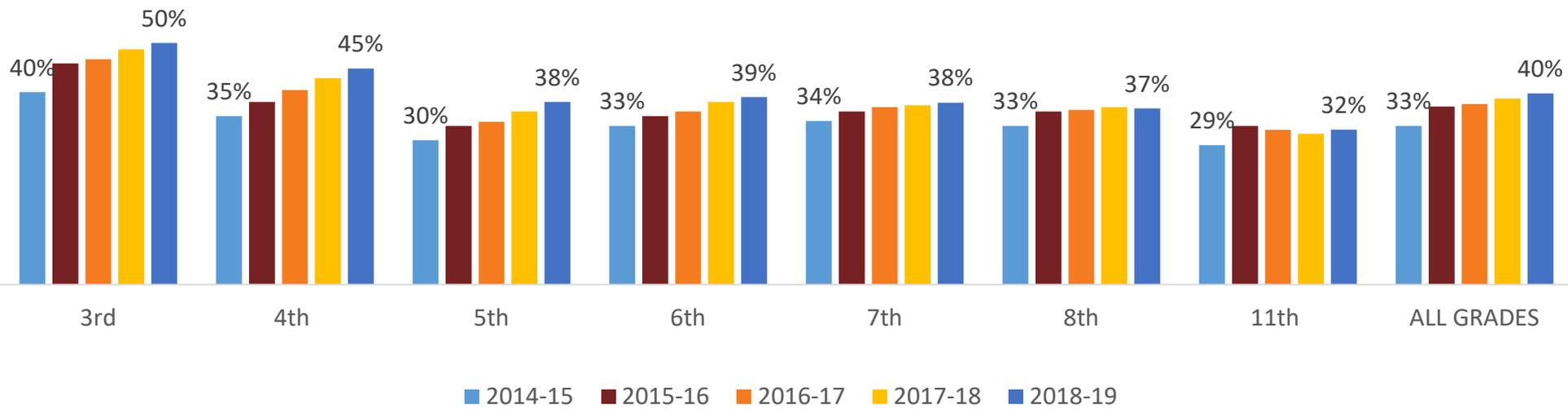
## HIGH-LEVEL DATA TRENDS

- Improvement from last year to this year was marginal, similar to recent years.
- Half (51%) of all students met standards in English language arts/literacy, and 4 in 10 students (40%) met standards in Math.
- Large achievement gaps persisted, with economically disadvantaged students, English learners, and African American, Latino, Native American, and Pacific Islander students performing far below their economically advantaged, White, and Asian peers.
  - About 1 in 4 (28%) Latino students met Math standards
  - About 1 in 5 (21%) African American students met Math standards, and 1 in 3 (33%) met English language arts/literacy standards
- 11<sup>th</sup> grade scores remained relatively flat for both Math and English language arts/literacy.

# 2014-15 through 2018-19 Trends

# Math scores improved in the early grades, but improvement was small or flat in the later grades

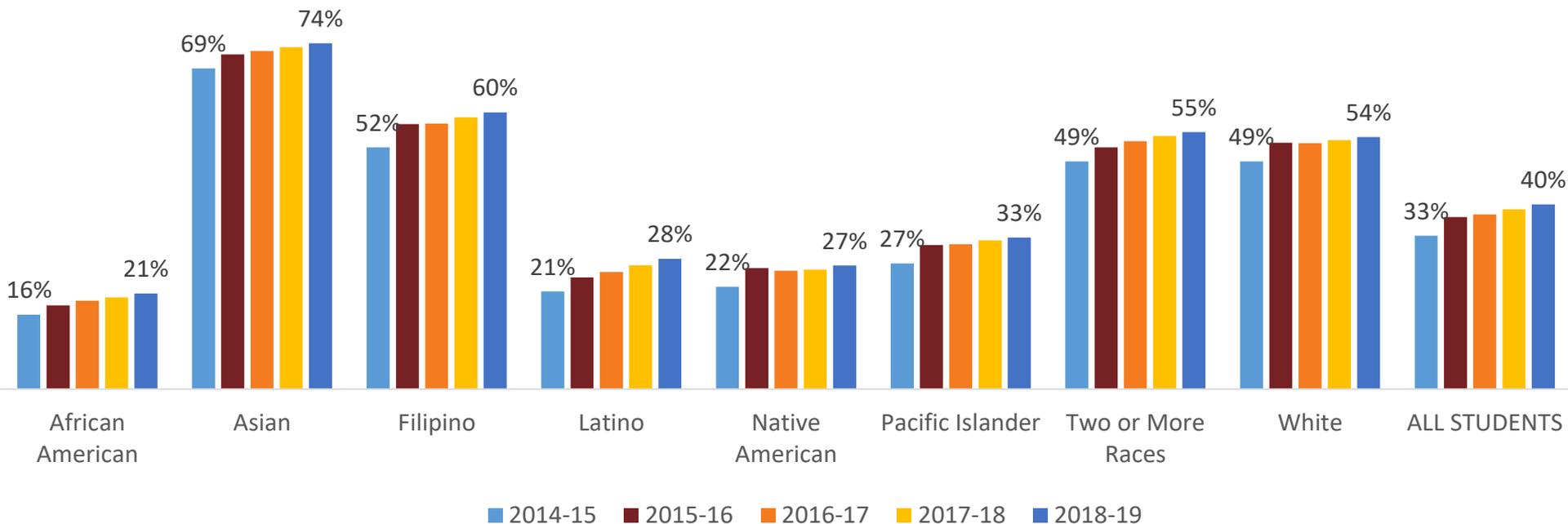
Percent Meeting or Exceeding Standards on SBAC Math  
(2014-15 to 2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may sum differently due to rounding.

# Achievement gaps across ethnic groups persisted in Math

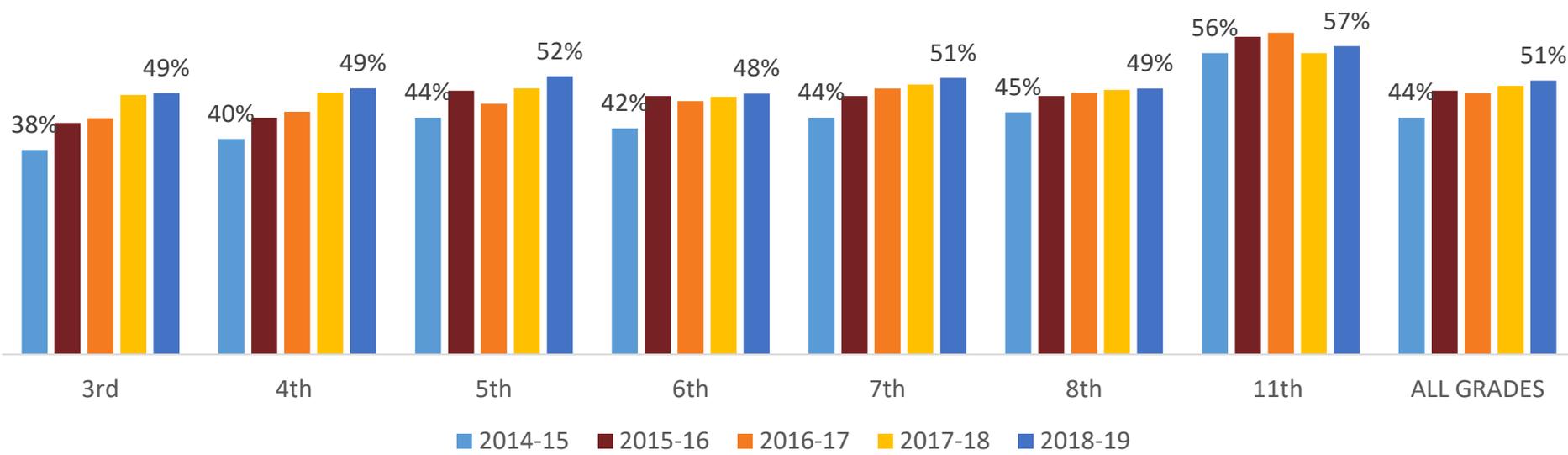
Percent Meeting or Exceeding Standards on SBAC Math, All Grades, by Ethnicity (2014-15 to 2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may sum differently due to rounding.

# English language arts/literacy scores improved in the early grades but stagnated in the later grades

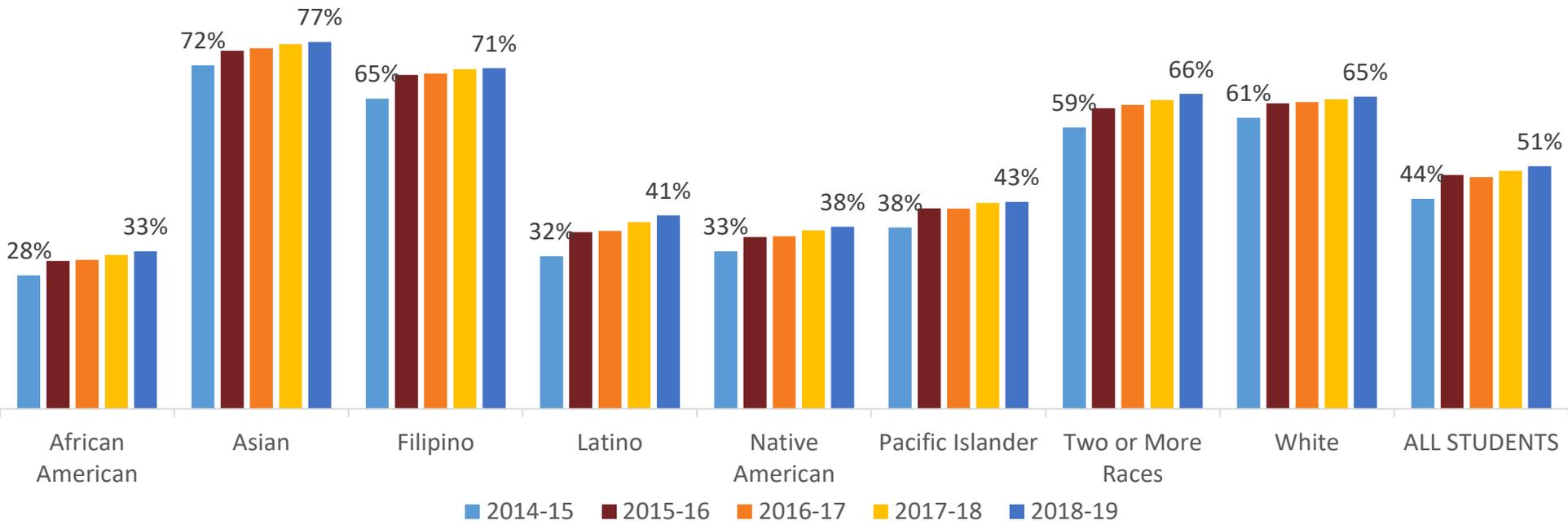
Percent Meeting or Exceeding Standards on SBAC ELA  
(2014-15 to 2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may sum differently due to rounding.

# Achievement gaps across ethnic groups persisted in English language arts/literacy

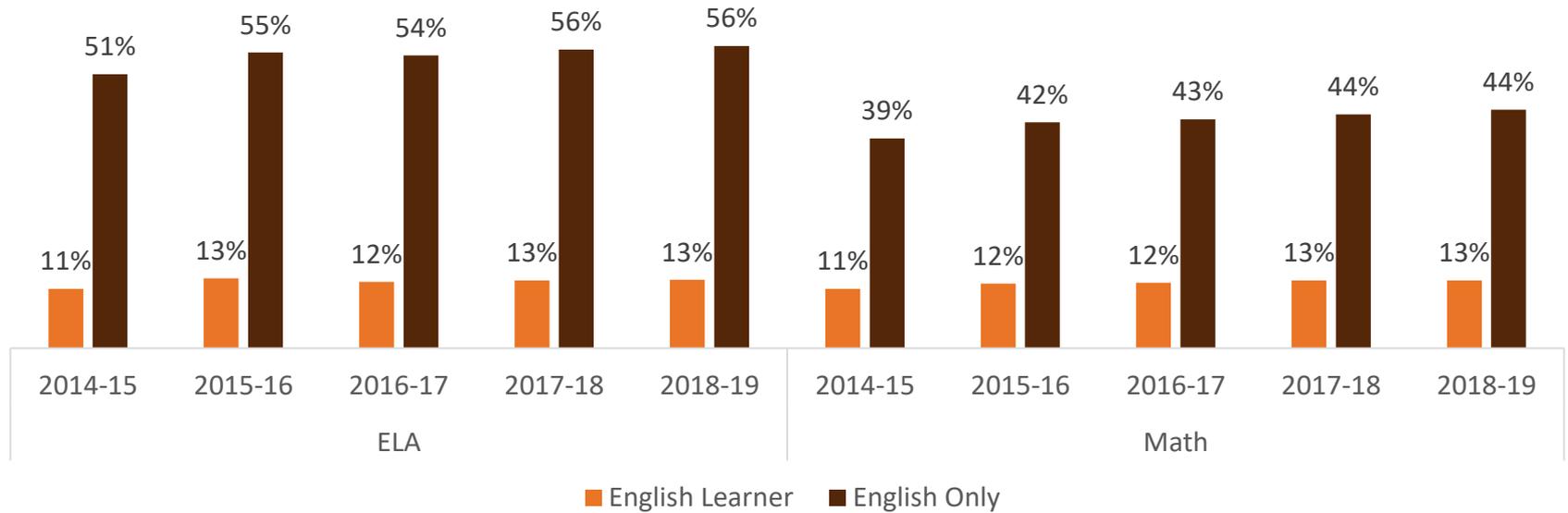
Percent Meeting or Exceeding Standards on SBAC ELA, All Grades, by Ethnicity  
(2014-15 to 2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may sum differently due to rounding.

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

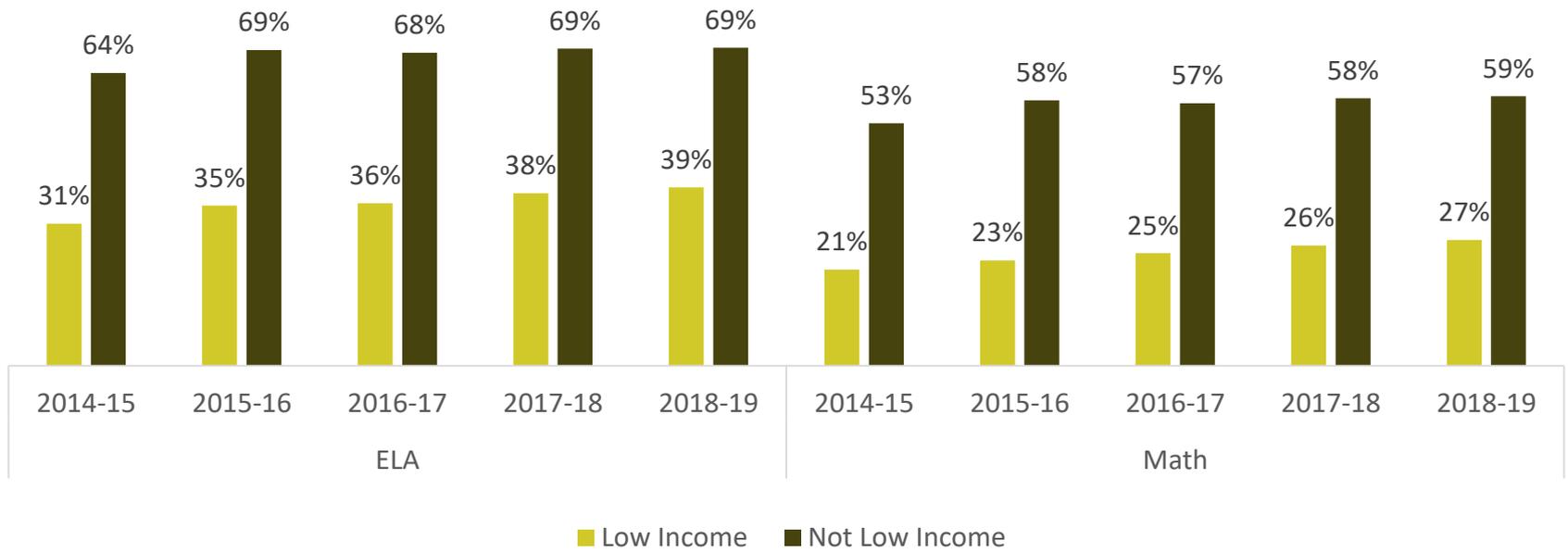
Percent Meeting or Exceeding Standards on SBAC ELA and Math, All Grades, by English Learner Status (2014-15 to 2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may sum differently due to rounding.

# Gaps between low-income and non-low income students decreased slightly in English language arts and stagnated in Math

Percent Meeting or Exceeding Standards on SBAC ELA and Math, All Grades, by Income Status (2014-15 to 2018-19)

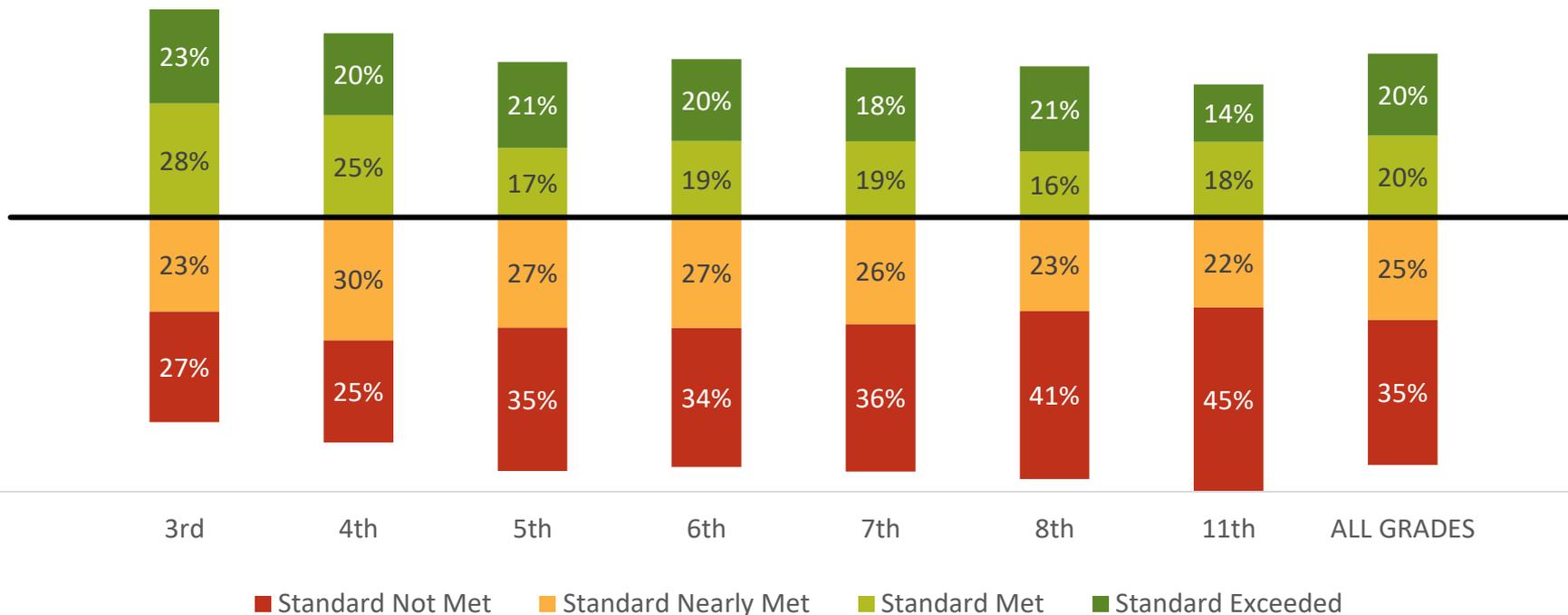


Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may sum differently due to rounding.

# Going Deeper: 2018-19 Mathematics Results

# Math performance was stronger in 3<sup>rd</sup> and 4<sup>th</sup> grade than other grades

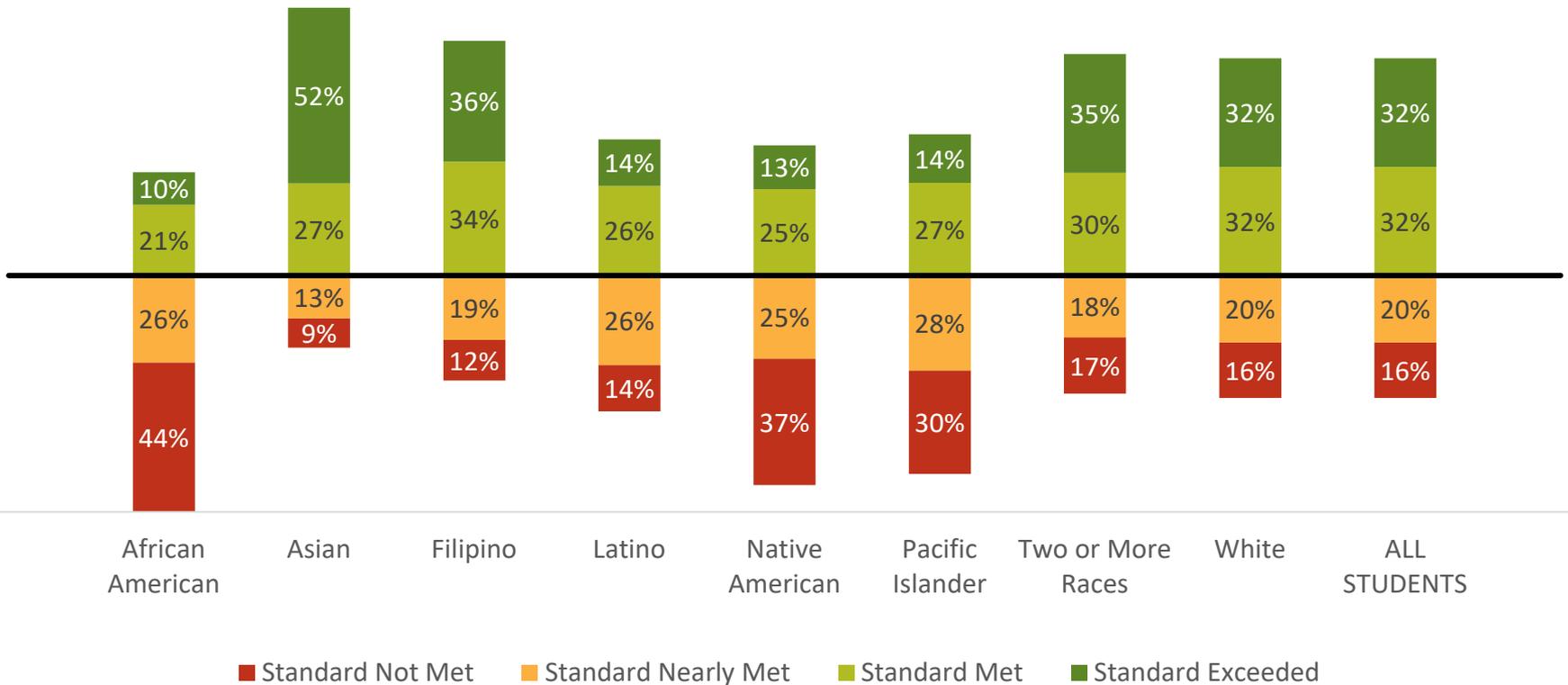
Performance on SBAC Math Across the Grades (2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may not sum to 100% due to rounding.

# Achievement gaps were evident in 3<sup>rd</sup> grade Math

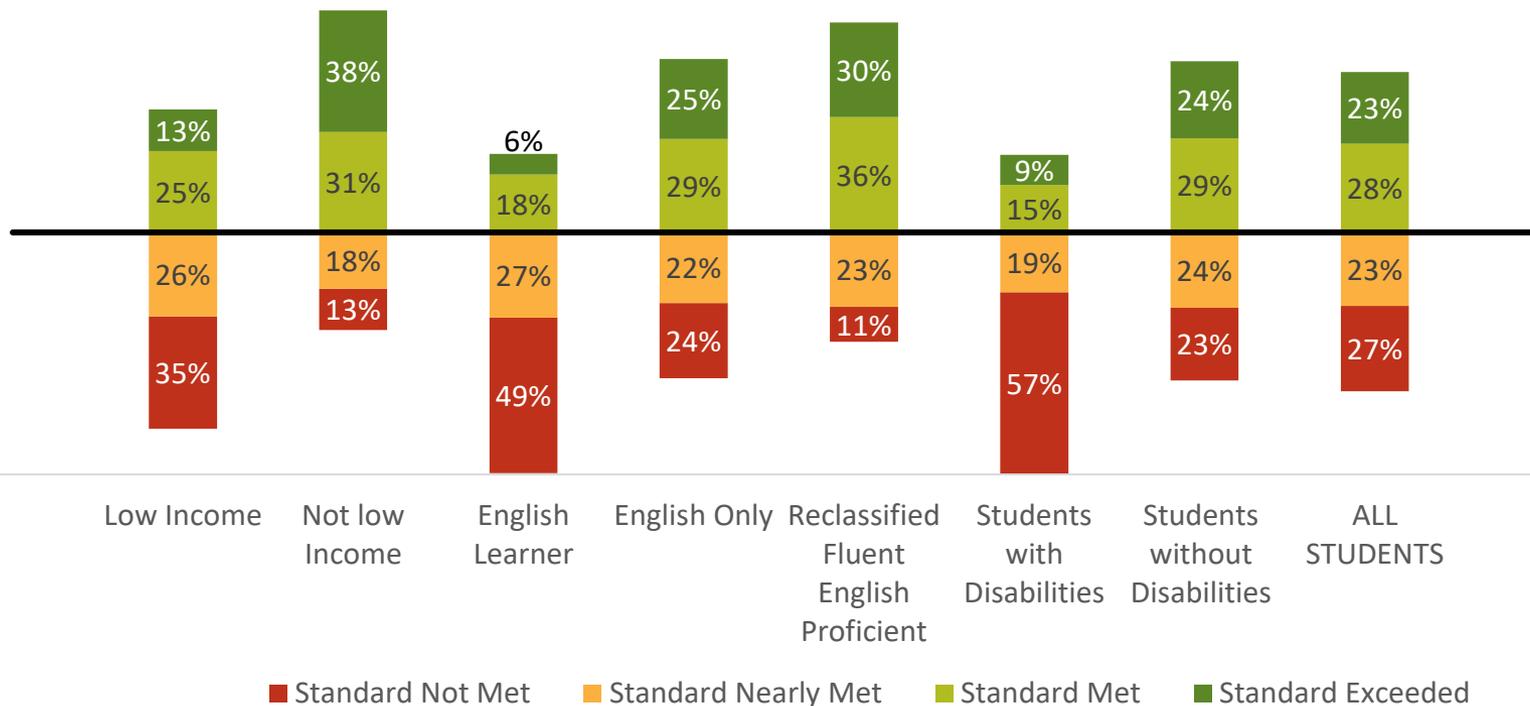
Performance on SBAC Math, 3<sup>rd</sup> Grade, by Ethnicity (2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may not sum to 100% due to rounding.

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

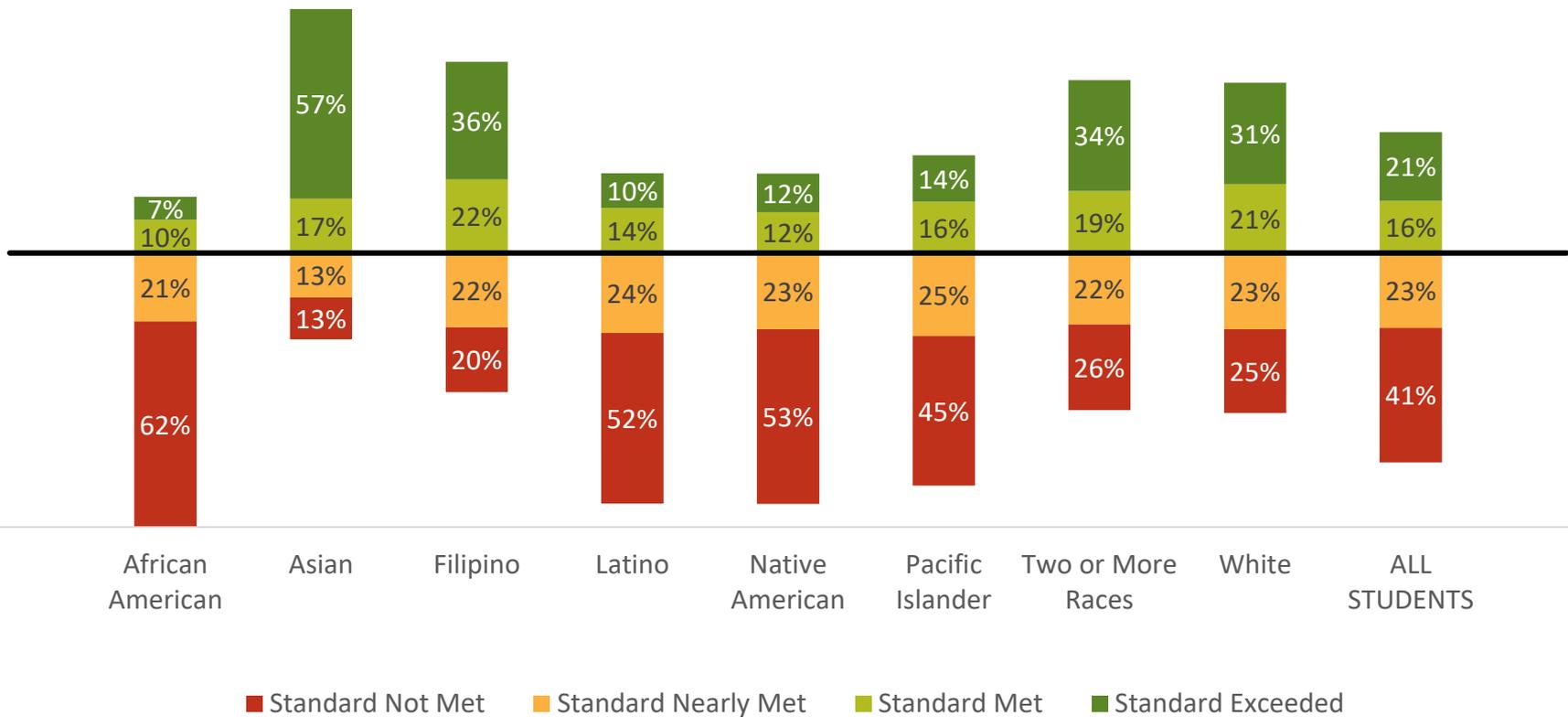
Performance on SBAC Math, 3<sup>rd</sup> Grade, by Selected Student Groups (2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may not sum to 100% due to rounding.

# Most students of color did not meet standards in 8<sup>th</sup> grade Math

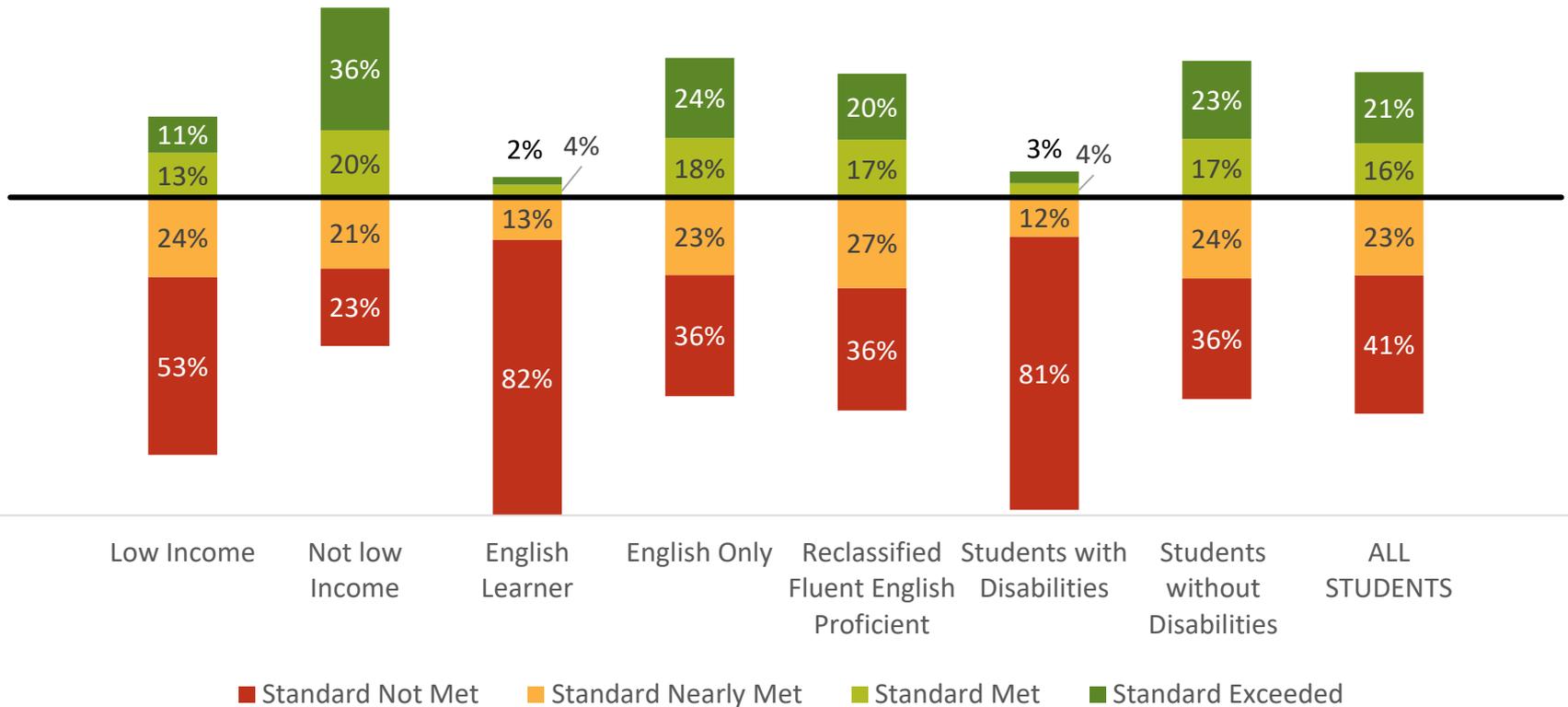
Performance on SBAC Math, 8<sup>th</sup> Grade, by Ethnicity (2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may not sum to 100% due to rounding.

# Few English Learners and students with disabilities met standards in 8<sup>th</sup> grade Math

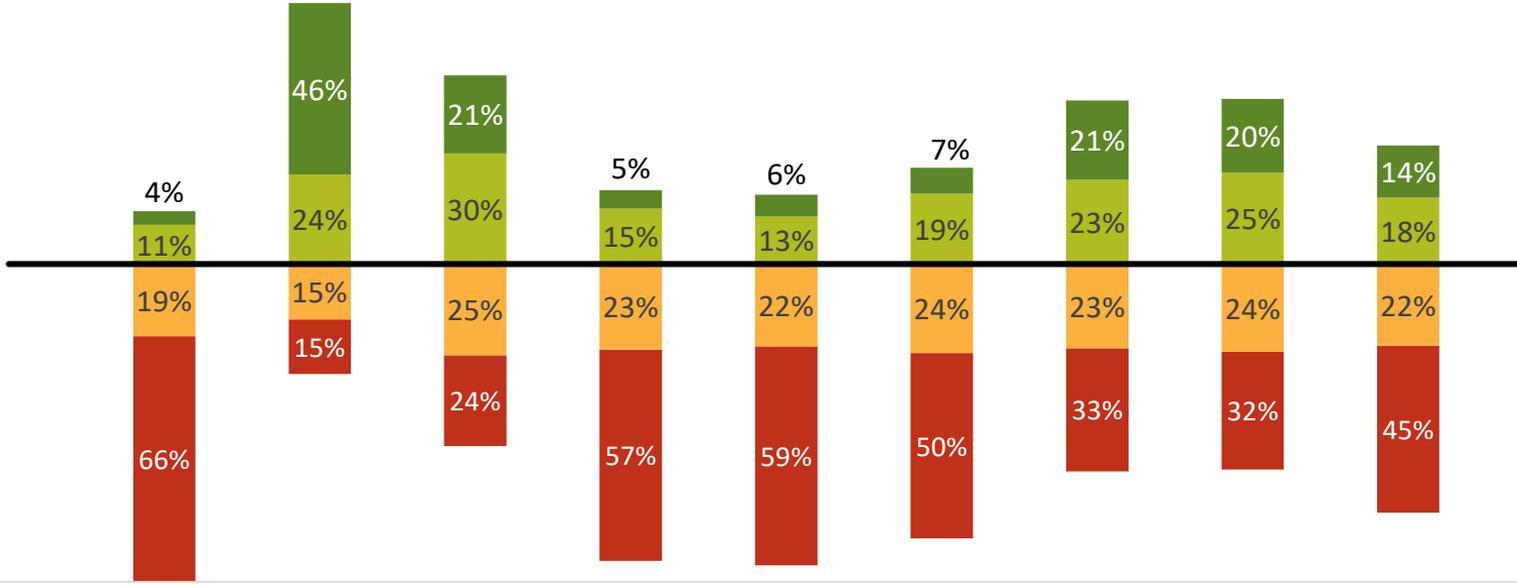
Performance on SBAC Math, 8<sup>rd</sup> Grade, by Selected Student Groups (2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may not sum to 100% due to rounding.

# Few 11<sup>th</sup> grade students were considered “college-ready” in Math

Performance on SBAC Math, 11<sup>th</sup> Grade, by Ethnicity (2018-19)



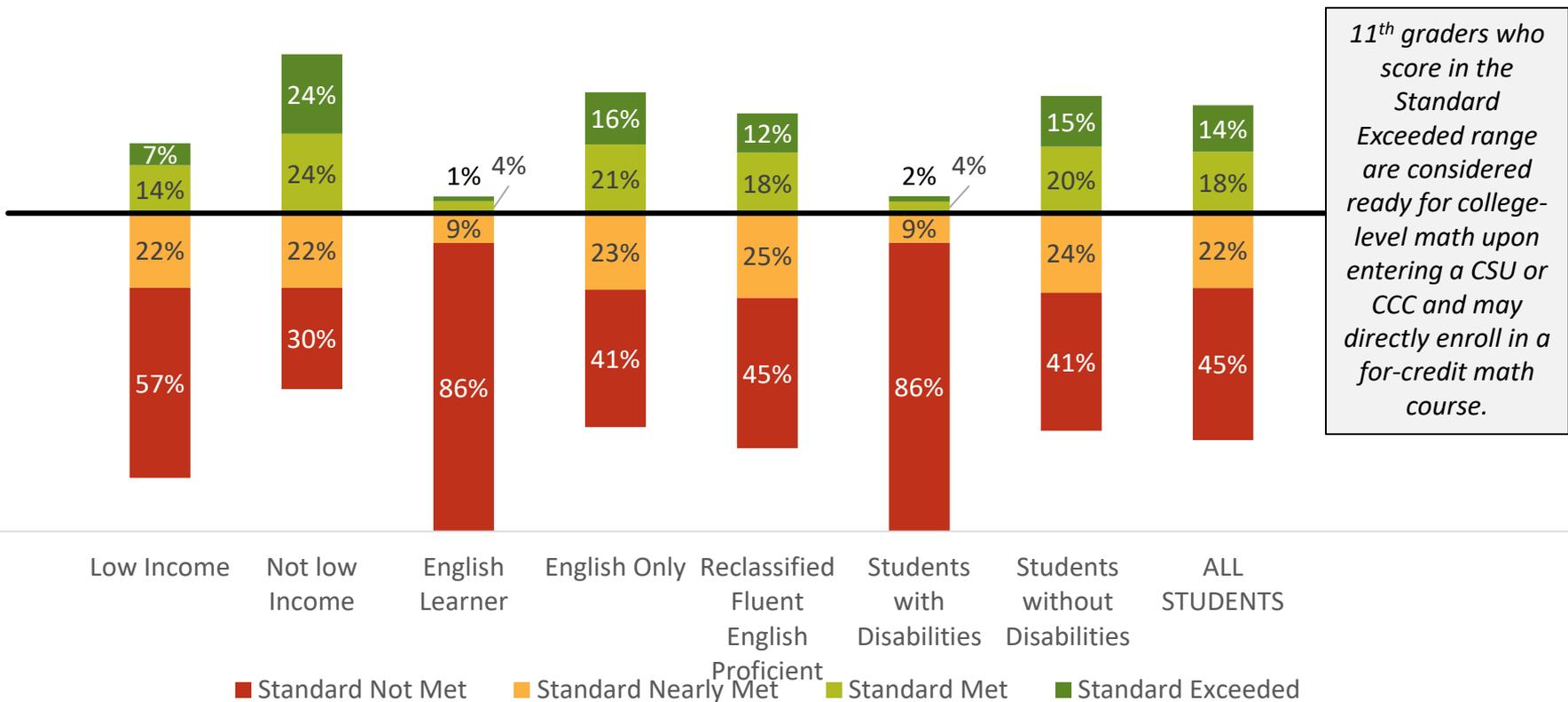
*11<sup>th</sup> graders who score in the Standard Exceeded range are considered ready for college-level math upon entering a CSU or CCC and may directly enroll in a for-credit math course.*

■ Standard Not Met   ■ Standard Nearly Met   ■ Standard Met   ■ Standard Exceeded

Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may not sum to 100% due to rounding.

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

Performance on SBAC Math, 11<sup>th</sup> Grade, by Selected Student Groups (2018-19)

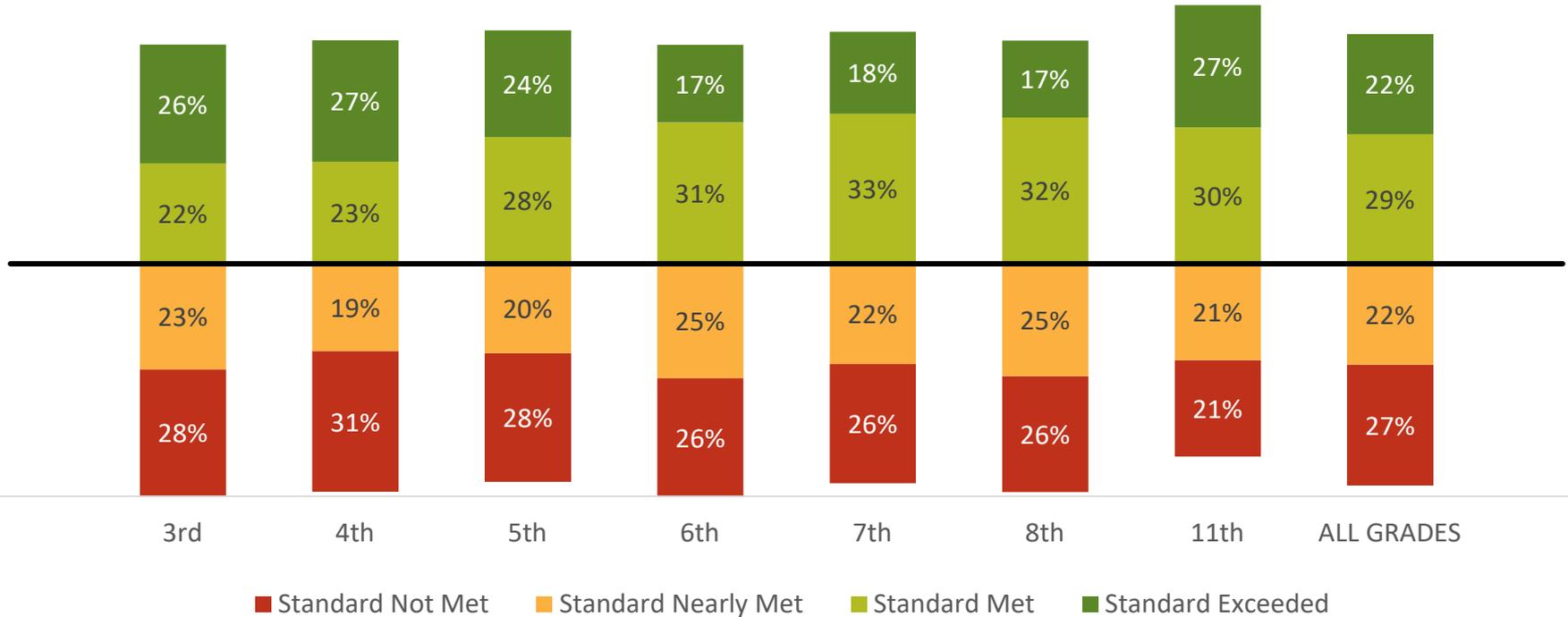


Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may not sum to 100% due to rounding.

# Going Deeper: 2017-18 English Language Arts / Literacy Results

# English language arts/literacy performance was relatively similar across the grades, except in 11<sup>th</sup> grade – which posted higher scores

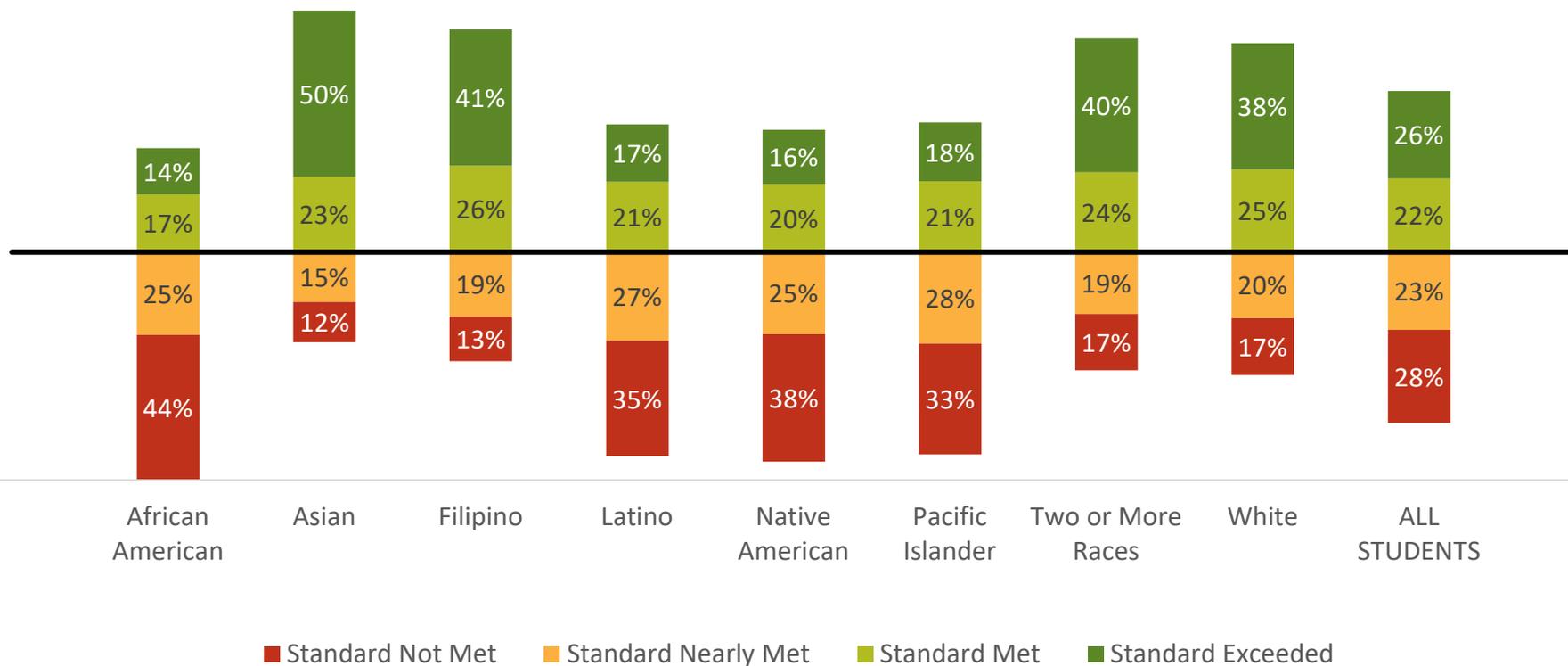
Performance on SBAC ELA Across the Grades (2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may not sum to 100% due to rounding.

# Most students of color did not meet standards in 3<sup>rd</sup> grade English language arts/literacy

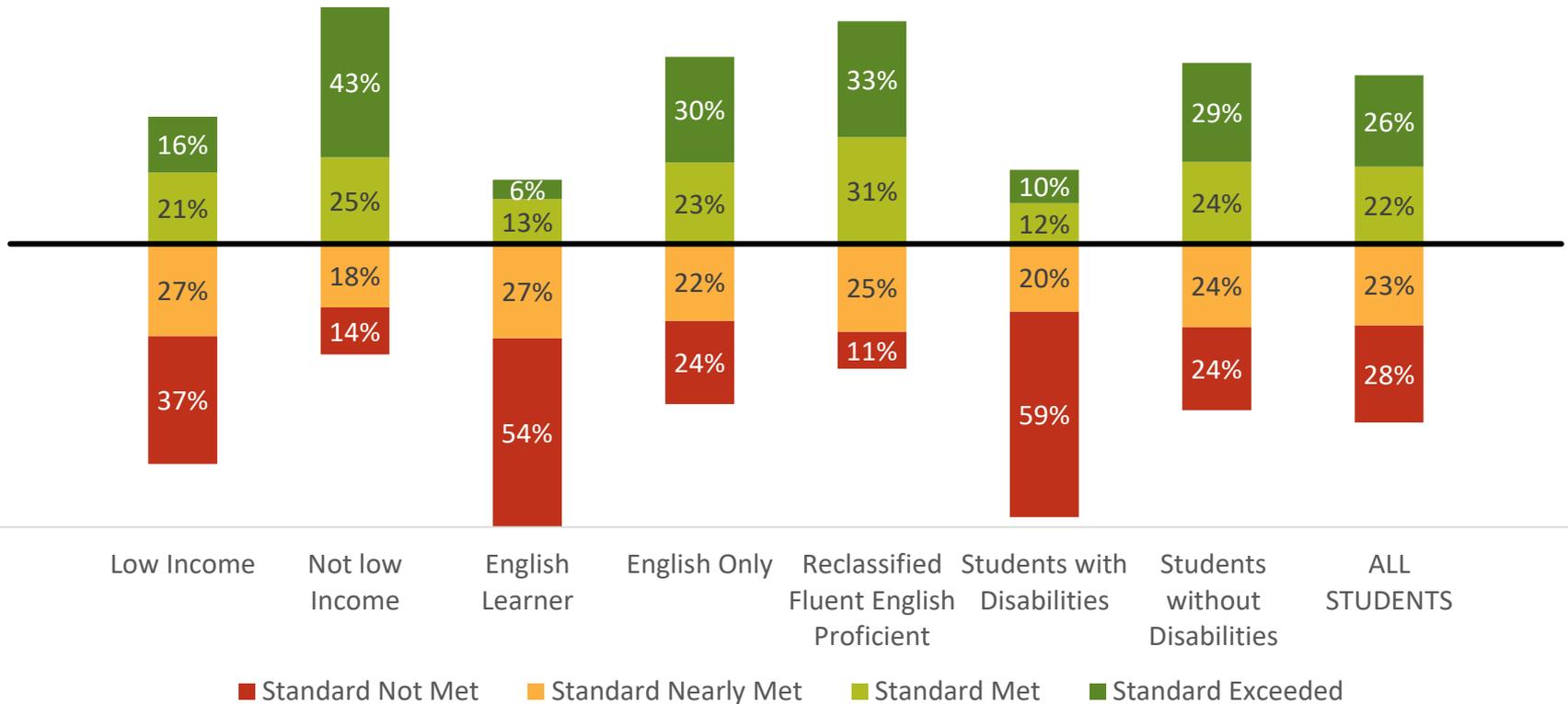
Performance on SBAC ELA, 3<sup>rd</sup> Grade, by Ethnicity (2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may not sum to 100% due to rounding.

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

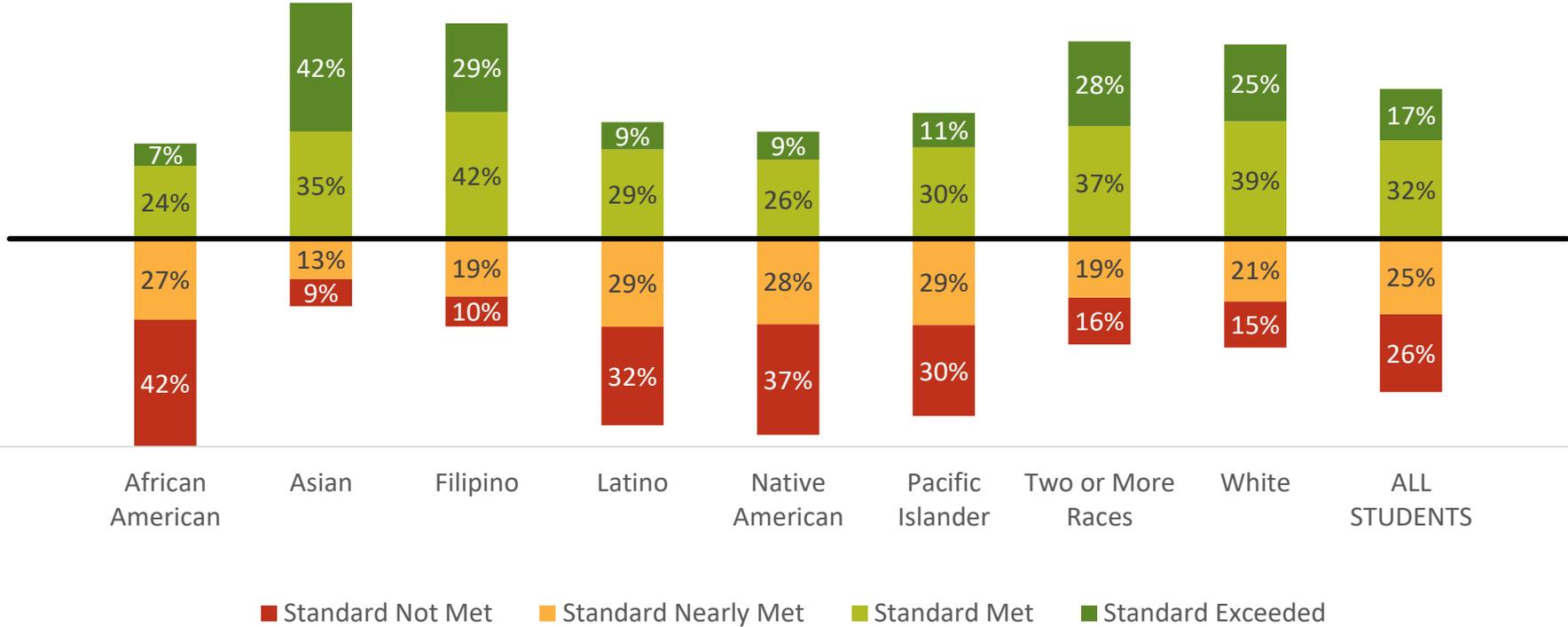
Performance on SBAC ELA, 3<sup>rd</sup> Grade, by Selected Student Groups (2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may not sum to 100% due to rounding.

# Just one-third of African American, Latino, and Native American students were proficient in 8<sup>th</sup> grade English language arts/literacy

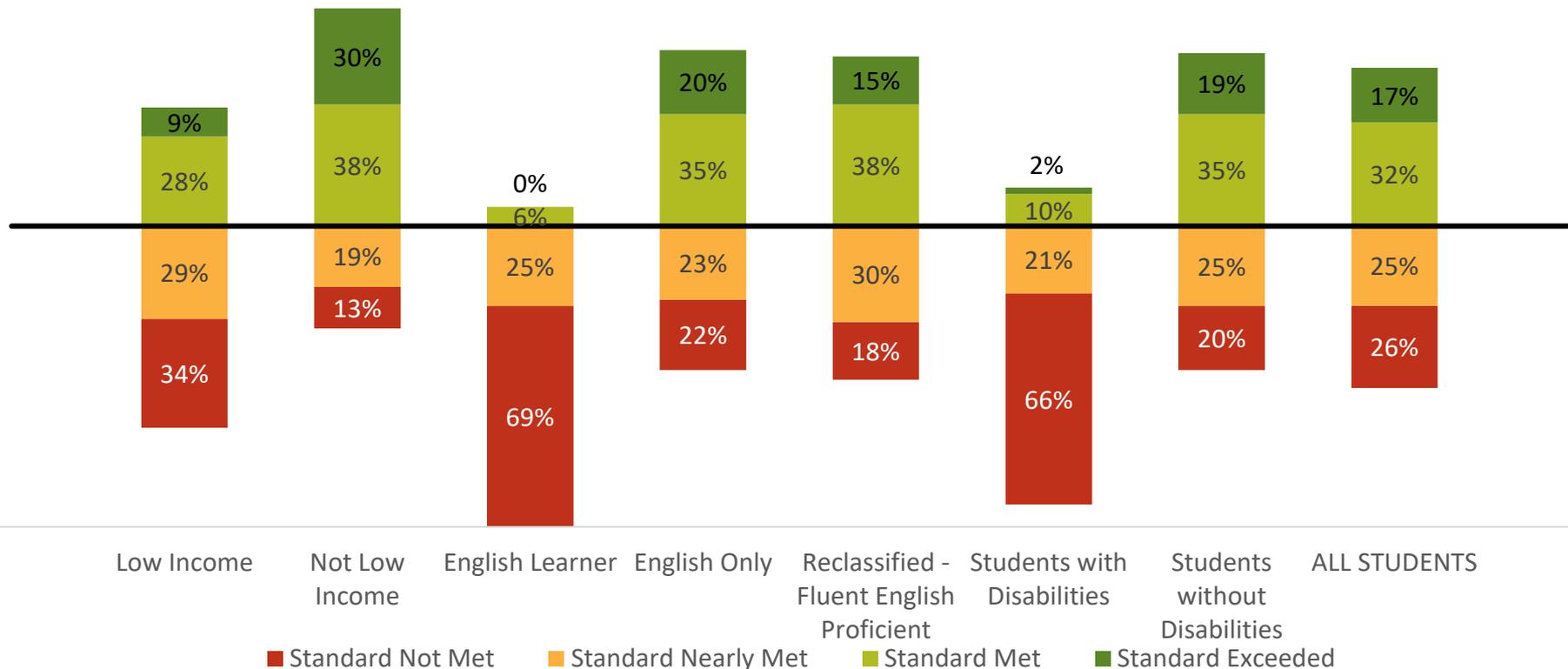
Performance on SBAC ELA, 8<sup>th</sup> Grade, by Ethnicity (2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may not sum to 100% due to rounding.

# English Learners posted lowest proficiency rates with very small percentage of students meeting standards in 8<sup>th</sup> Grade English

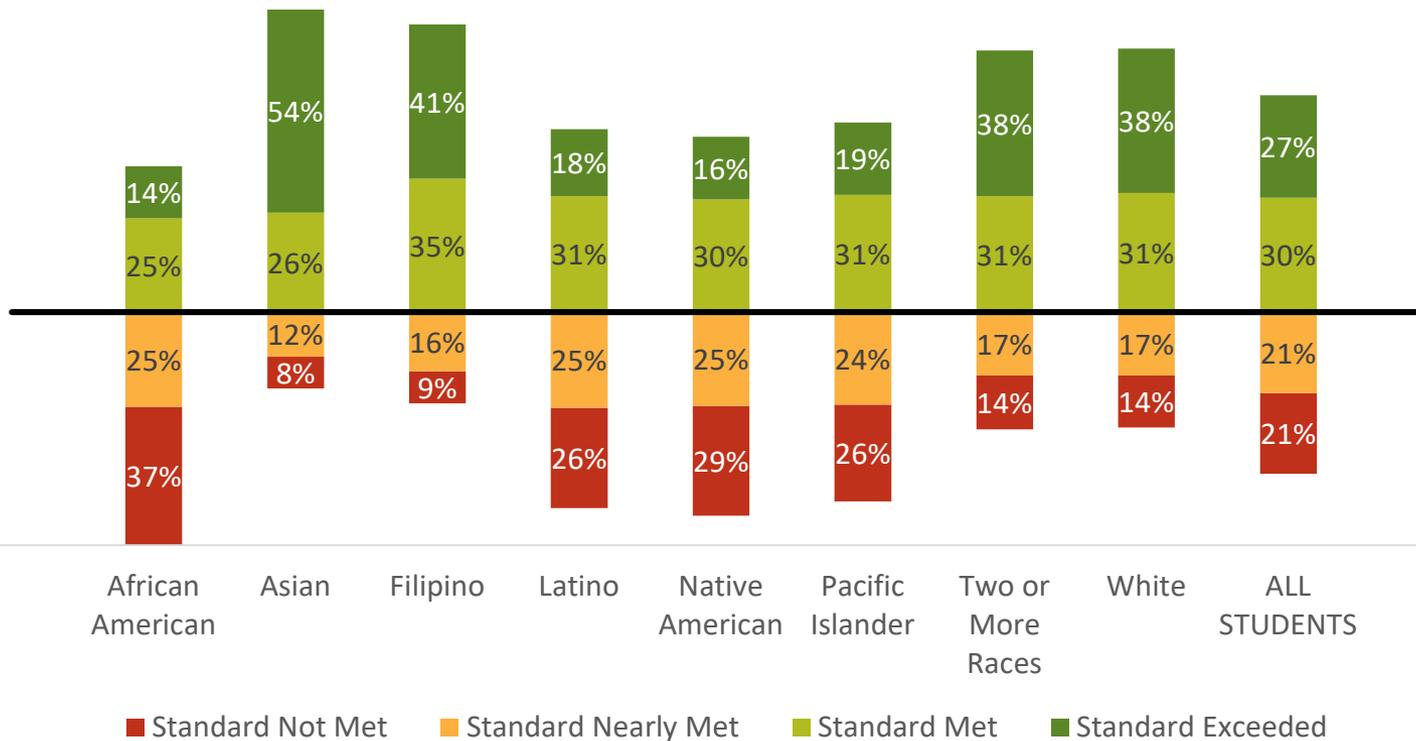
Performance on SBAC ELA 8<sup>th</sup> Grade, by Selected Student Groups (2018-19)



Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may not sum to 100% due to rounding.

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

Performance on SBAC ELA, 11<sup>th</sup> Grade, by Ethnicity (2018-19)

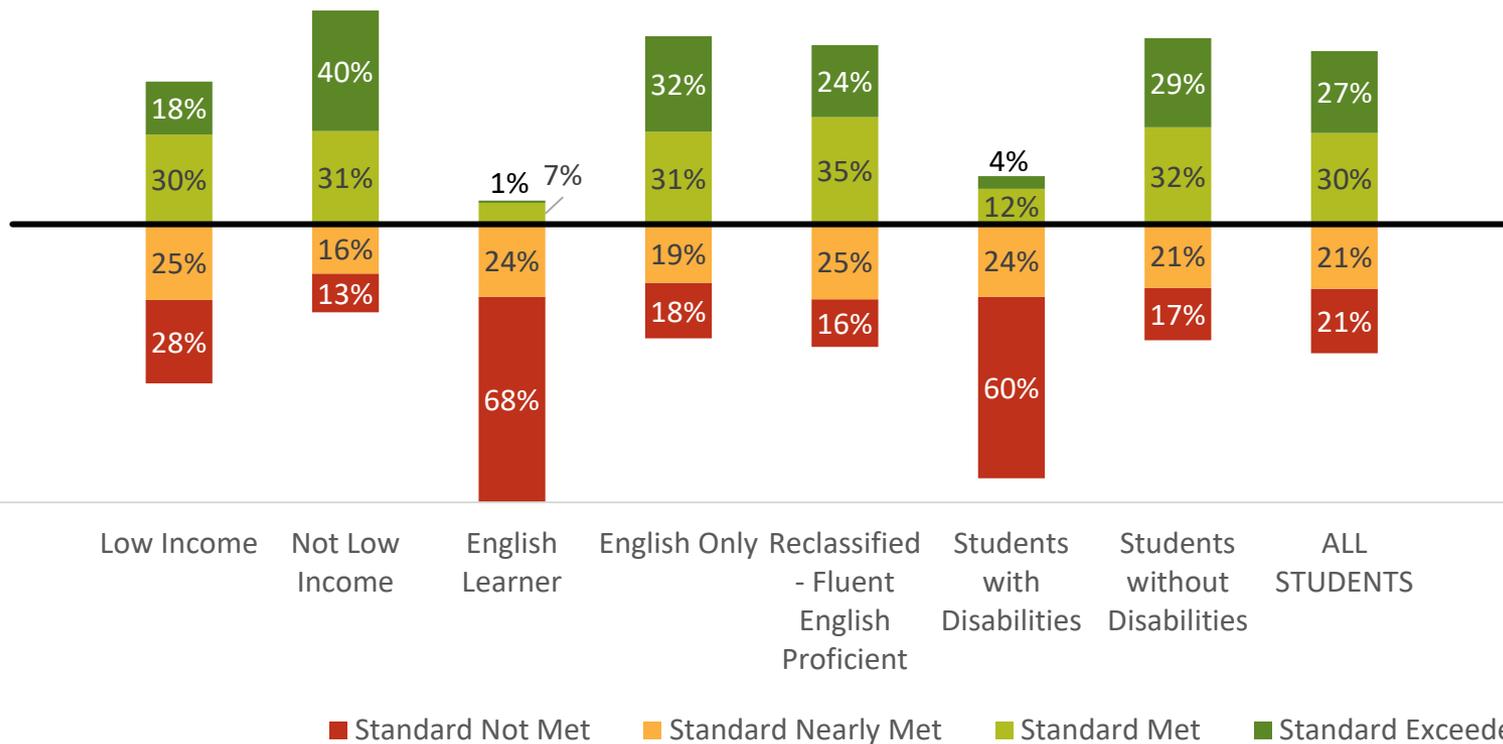


*11<sup>th</sup> graders who score in the Standard Exceeded range are considered ready for college-level English upon entering a CSU or CCC and may directly enroll in a for-credit English course.*

Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may not sum to 100% due to rounding.

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

Performance on SBAC ELA, 11<sup>th</sup> Grade, by Selected Student Groups (2018-19)



*11<sup>th</sup> 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.*

Source: California Department of Education, 2019 (accessed Oct. 2019). Numbers may not sum to 100% due to rounding.