

MPCSD 2016 Smarter-Balanced Assessment Report

Presented by:
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Part I – Introduction

The second administration of [Smarter-Balanced Assessment](#) (SBAC) computer adaptive test took place this spring. More than 3,339,000 students were tested statewide. The Smarter-Balanced test was designed to measure students' learning of California's, more rigorous, Common Core State Standards (CCSS). The Common Core State Standards reflect a shift away from rote memorization and promote analytical skills ensuring that all students are ready for college and career. Overall, Menlo Park City School District students performed remarkably well again this year.

The Smarter Balanced Summative Assessment (SBAC) is very different from previous California tests (CST). The Smarter Balanced assessments are aligned with California's *new* content standards for English Language Arts/Literacy (ELA) and mathematics. They reflect critical thinking and problem solving skills and are more rigorous.

The test-taking format is dramatically different. The SBAC assessments are taken on a computer or tablet. The questions types are a combination of traditional multiple choice questions and performance items where students are required to explain their thinking, compose written responses, and show their work. Using a computer platform allows the test to be adaptive and more accurately determine students' level of proficiency within a subject. Additionally, more supports are available for students who need them, including students learning English and students with disabilities.

Part II – Scoring

Students' performance is reported in two ways: Scaled Score and Claims. Students receive a **Scaled Score** for each subject area (ELA & MATH). The Scaled Scores give a broad overview of students' mastery of a large collection of standards that fall under the general category of ELA and Mathematics. (See Appendix A for more specific information on the Scaled Score Ranges.) Scaled Scores are expressed with a numeric value between 2000 – 3000, and fall in one of **four achievement levels**: *Standard Not Met*, *Standard Nearly Met*, *Standard Met*, and *Standard Exceeded* (See Appendix B for the Achievement Levels and Descriptors.)

The report also provides **Claim** statements that indicate students' performance in each of the key areas within each subject. (ELA: Reading, Writing, Listening, and Research/Inquiry; and Mathematics: Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning.) Claims are not assigned a

numeric value. Instead, students' performance falls within one of **three achievement levels**: *Below Standard, Near Standard, and Above Standard*. Claim data will support schools and districts ability to identify strengths and areas that need improvement in their educational programs. (See Appendix C for Claim Level Descriptors)

Part III – Regional Data Comparison

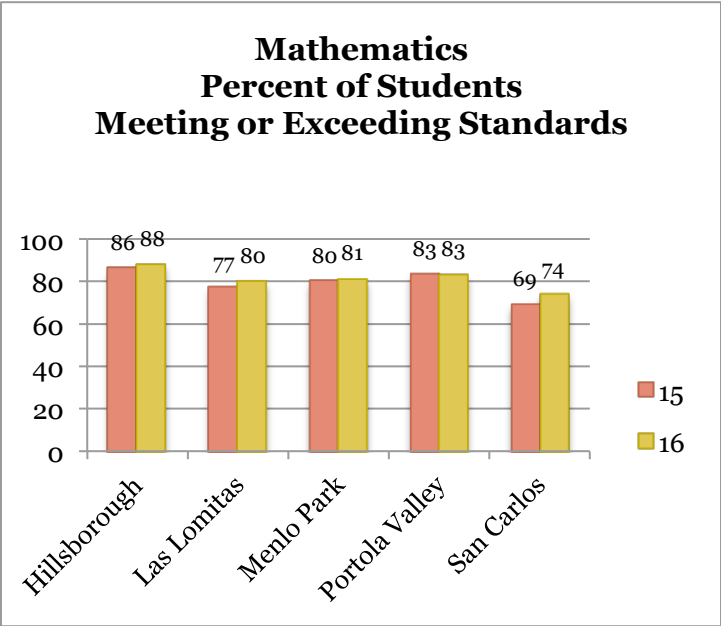
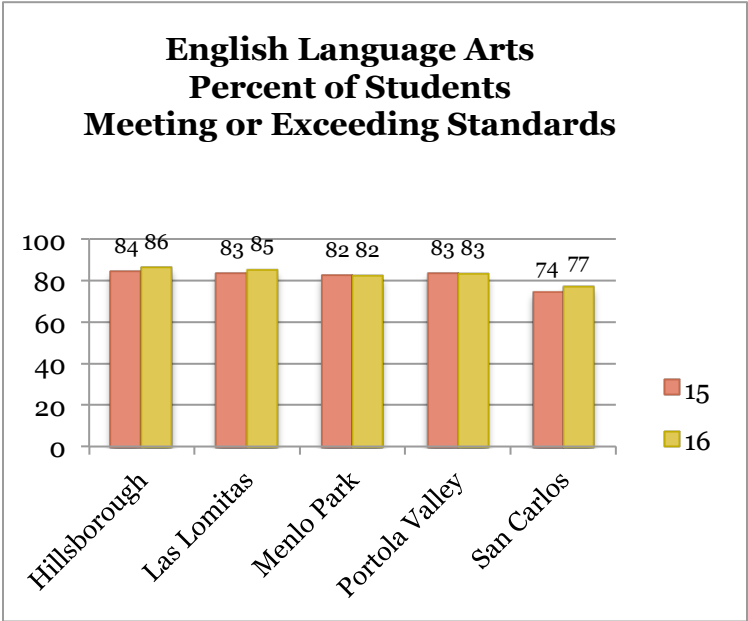
The chart below displays the SBAC results for students across the state, in San Mateo County and Menlo Park for comparison purposes. As expected, MPCSD's results are significantly higher than state and county level.

ELA 2016 SBAC Results		
Percent of Students Meeting or Exceeding Standard	ELA/Literacy	Mathematics
California	49%	37%
San Mateo County	59%	52%
Menlo Park City School District	82%	81%

Because this is the second year of administration, we can compare this year's scores against last year's baseline data to measure student growth over time. As the table indicates, fourth-nine percent of students across the state scored in the Standard Met or Standard Exceeded Achievement Bands in ELA and thirty-seven percent in Math. These state scores represent a five-percentage point gain in ELA and a four-percentage gain in Mathematics. County performance increased by three percentage points in ELA and four percentage points in Math. Disaggregated information is not presented here, however, the percent of economically disadvantaged students meeting or exceeding Standard also increased statewide. Although, this rate lagged slightly behind the overall state growth.

Students from local school districts continue to perform significantly above their state and county peers. Menlo Park students' performance is comparable to our neighboring districts having 80% of students (or greater) meeting or exceeding the standards in both English language arts (ELA) and Mathematics. Our scores in ELA remain consistently strong even as our enrollment continues to increase and our diversity continues to

broadens. Our overall math scores have increased by 1%, which roughly translates to 18 additional students meeting or exceeding the standards.

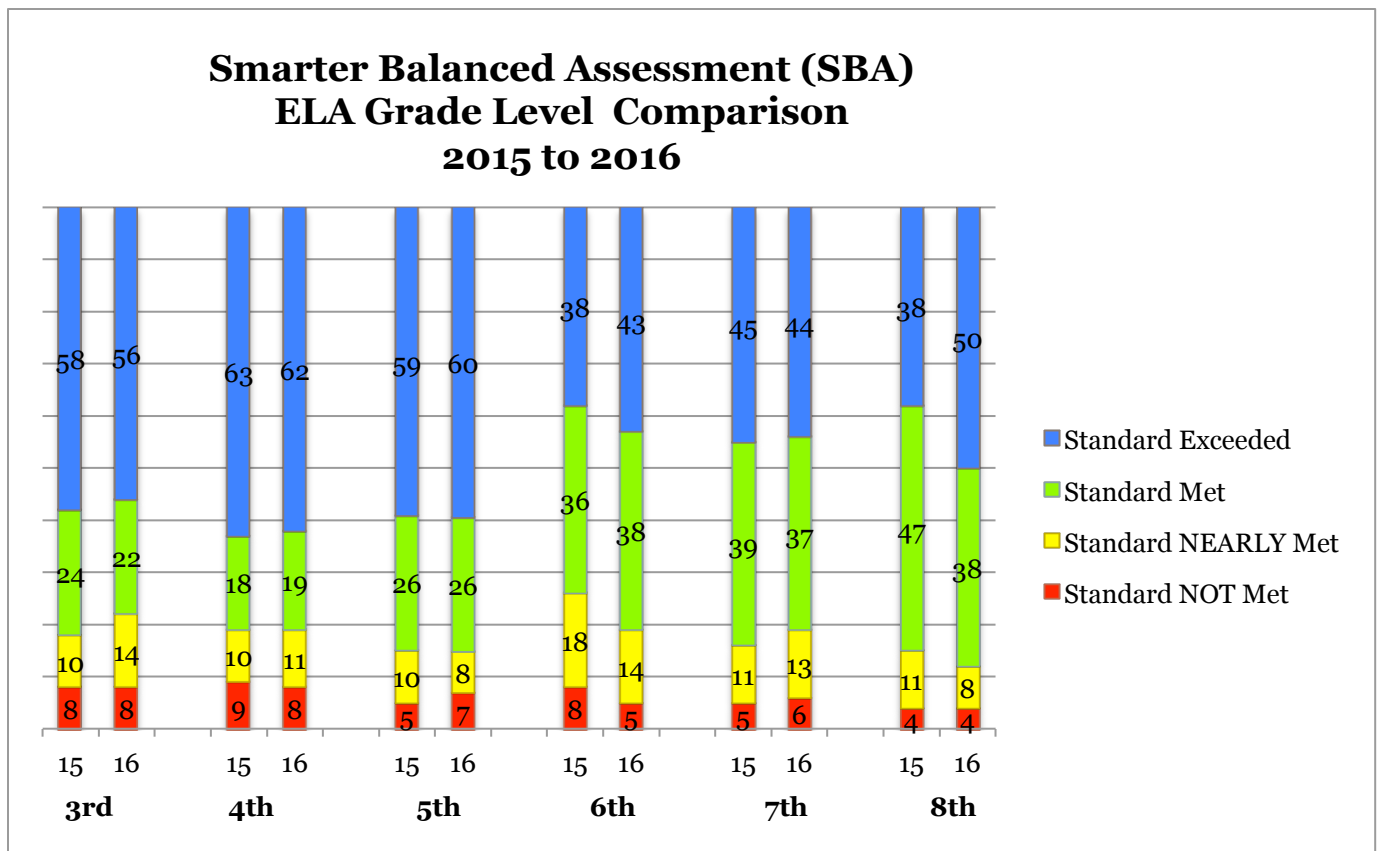


While most of our neighboring districts have stable or declining enrollment, MPCSD tested an additional 114 students in 2016. We are proud that our effectiveness is uncompromised by factors such as increased enrollment. We continue to deliver educational programming that fosters learning.

Part IV – MPCSD ELA Results

ELA Results by Grade Level

The regional comparison chart above indicates that 82% of all MPCSD's students met or exceeded the standard. The chart below displays the percent of MPCSD's students whose Scaled Score fell within *each* achievement level band by grade. 2015 and 2016 grade level data are presented side-by-side for ease in comparison within a grade level across two administrations. This type of comparison allows us to look for trends that could possibly have implications about programming or curriculum.

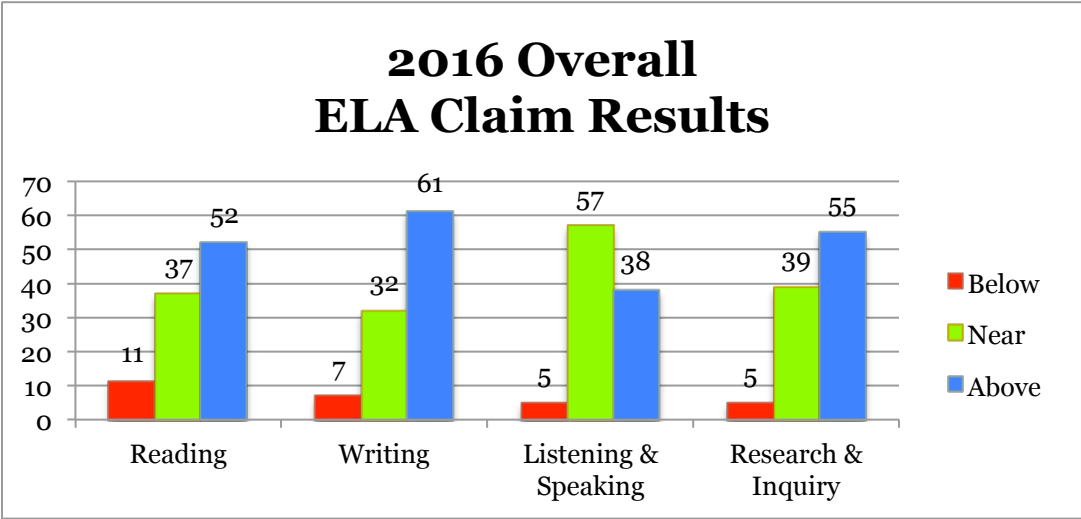


Analysis reveals that for two consecutive years, grades three through five have had the greatest percent of students in the 'Exceed' achievement band. The number of students in the "Exceed" achievement band dips in grade 6. Grade eight has the greatest number of students who either met or exceeded the standard and the fewest number of students who fell in the "Standard Not Met" achievement band. These trends are not unique to MPCSD and are reflected in most of our neighboring districts. Therefore, this data are most likely have implications regarding the rigor of the standards at various grade levels as opposed to implications for curriculum or programming. (See Appendix E for a more detailed comparison.)

However, both sixth and eighth grades have made significant gains in 2016 that surpassed gains made by other local districts. The number of students meeting or exceeding the standards in 6th grade increased by six percentage points and 8th grade increased by twelve.

ELA Results by Claim

An examination of claim results indicates which of the key ELA areas our students are performing well and which areas are opportunities for growth. Across the district our greatest area of strength continues to be writing. The district has invested significant time



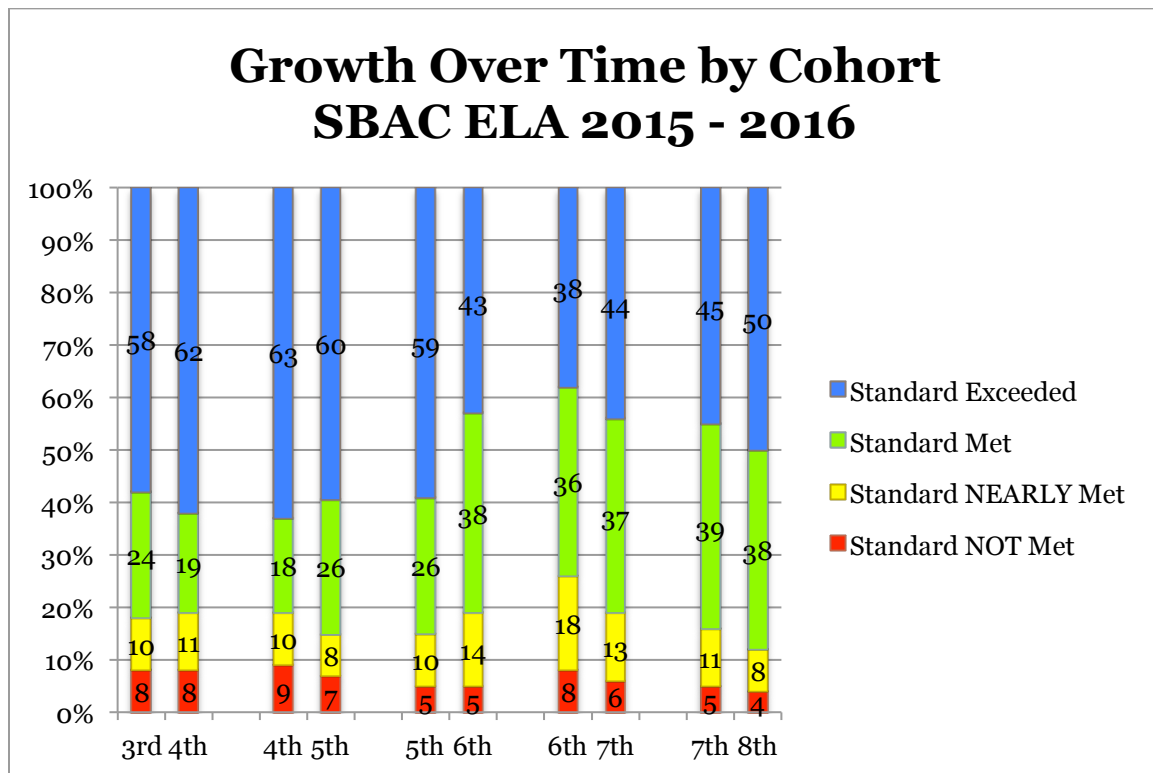
and resources to launch Writing Workshop over the last four years and has achieved full implementation in the elementary schools. The scores indicate that this initiative continues to yield positive results.

Reading had the greatest number of students in the ‘Below Standard’ range again this year. Recognizing that literacy is the cornerstone to future academic success, this summer nearly fifty teachers participated in a week long TCRWP Reading Workshop Homegrown Institute. This is the second year of implementation. Nearly 100% of elementary are participating. We anticipate that this promising practice will reduce the number of students not meeting standard next year. Additionally, the Director of Curriculum and Instruction is leading the charge to adopt an ELA curriculum that focuses on providing a balanced literacy approach while intentionally addressing the needs of our English Language Learners.

Last year, each site recognized and addressed the need for meaningful opportunities for speaking and listening. As a result, the percent of students in the Standard Exceeded performance band increased by nearly 20 percent.

ELA Cohort Comparison

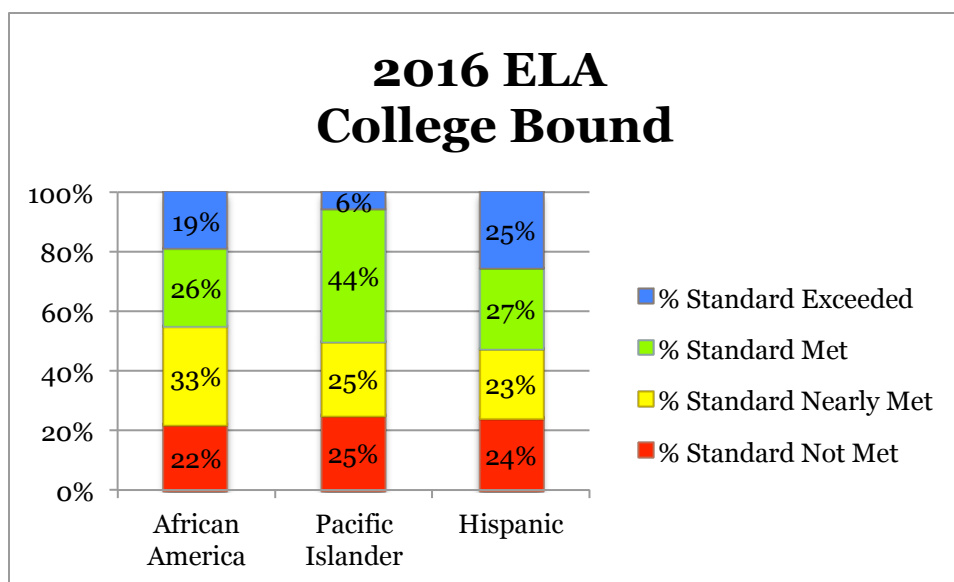
The Smarter Balanced Assessment was designed to use a vertical scale that would allow growth over time, within a cohort, to be measured. The chart below indicates how the same group of students scored over two consecutive years.



Ultimately, when tracking growth, it is most desirable to have the percent of students meeting or exceeding the standard to increase while inversely having the percent of students not meeting standard decrease. When this happens it implies that learning is accelerated and students are making more than a years worth of growth in one academic year. We are excited to see trends of acceleration as indicated by the increase in students meeting and exceeding the standards. However, we are even more proud to see areas where the number of students not meeting standards is decreasing. We are committed to have all students meet or exceed standards. All school sites have included goals towards this end in their SSP.

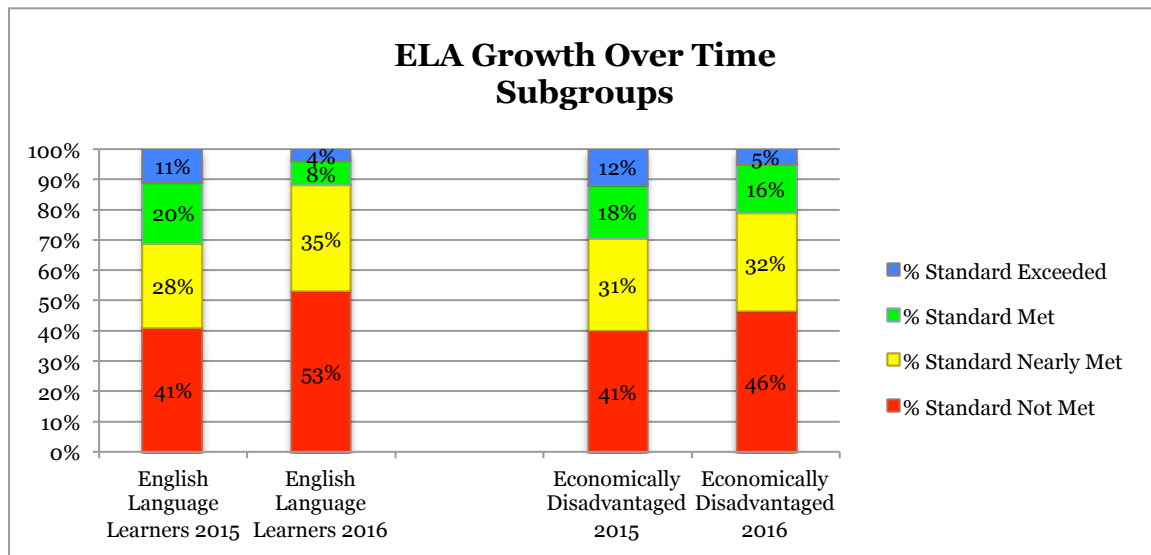
ELA Results by Subgroups

Federal and state laws require that data be collected and reported regarding the ethnicity and race of students. The state disaggregates test scores in this way. When the data are disaggregated by ethnicity, achievement gaps are visible. This is true at the state, county and district level. The chart below depicts the performance of MPCSD students by ethnicity in all grades. It is important to keep in mind that the number of students within each ethnic category can be small and therefore it is not appropriate to present this type of data by grade level.



Fifty percent of our Pacific Islander students (representing a 12 percent improvement from last year), 45% of our African American students (representing an 3 percent gain) and 52% of our Hispanic (for a 2% loss) scored in the 'Met or Exceeded' standards achievement levels. While the gains and losses here represent relative few students, we celebrate the improvements and emphatically address the losses, because we firmly believe that each child can achieve standard.

We recognize that economic status and language can be significant barriers to academic achievement. The chart below represents the performance of our English language learners and students who fall into the economically disadvantaged category.

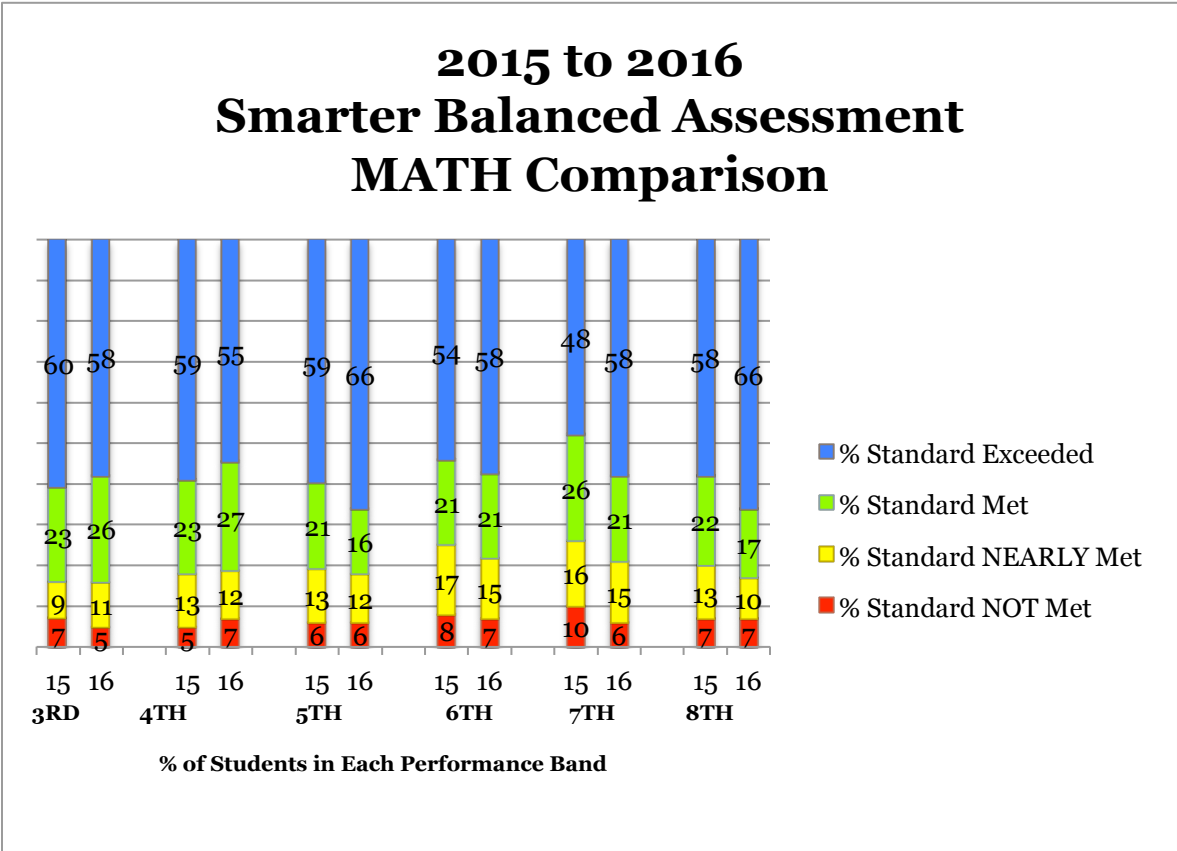


Evidence of a significant gap is revealed when these scores are compared to our overall performance of 82% Standard Met and Exceeded. When interpreting this data, it is important to recognize that the English language learners includes students who have not achieved language proficiency on the CELDT. Students who are deemed fluent, are reclassified and moved out of this designation. Therefore, the number of students included in the 2016 is less than 2015.

Part V – MPCSD MATH Results

MATH Results by Grade

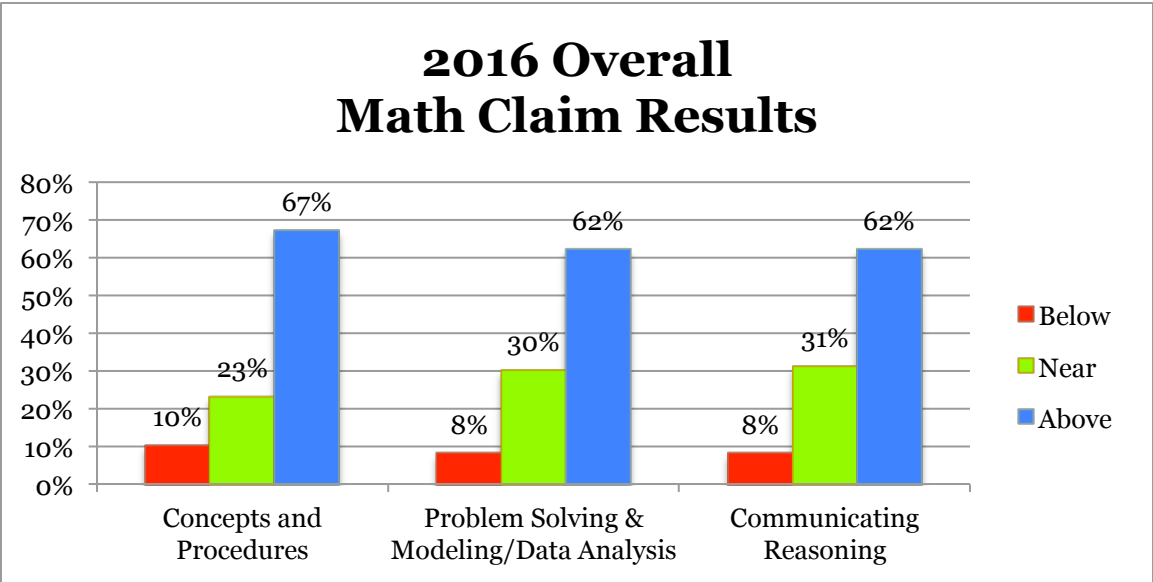
Again, our overall results are strong and in line with our neighboring districts. Eighty-one percent of our combined students ‘Met or Exceeded’ the standards in Mathematics. Our overall math scores have increased by 1%, which roughly translates to 18 additional students meeting or exceeding the standards. Additionally, it is important to note that all students even those non-English speakers are required to take the Math portion of the SBA. We are proud of the growth our students have made in this area.



Analysis reveals that performance is similar across grade levels which implies consistent delivery of the adopted curriculum and programming. Notable improvement has been made at the fifth, seventh and eighth grade levels where gains between 6 and 10 percent occurred. This may be a reflection of opportunities for compacted math beginning

at fifth grade. While some of our neighboring districts show similar trends, only one district made gains as strong as these.

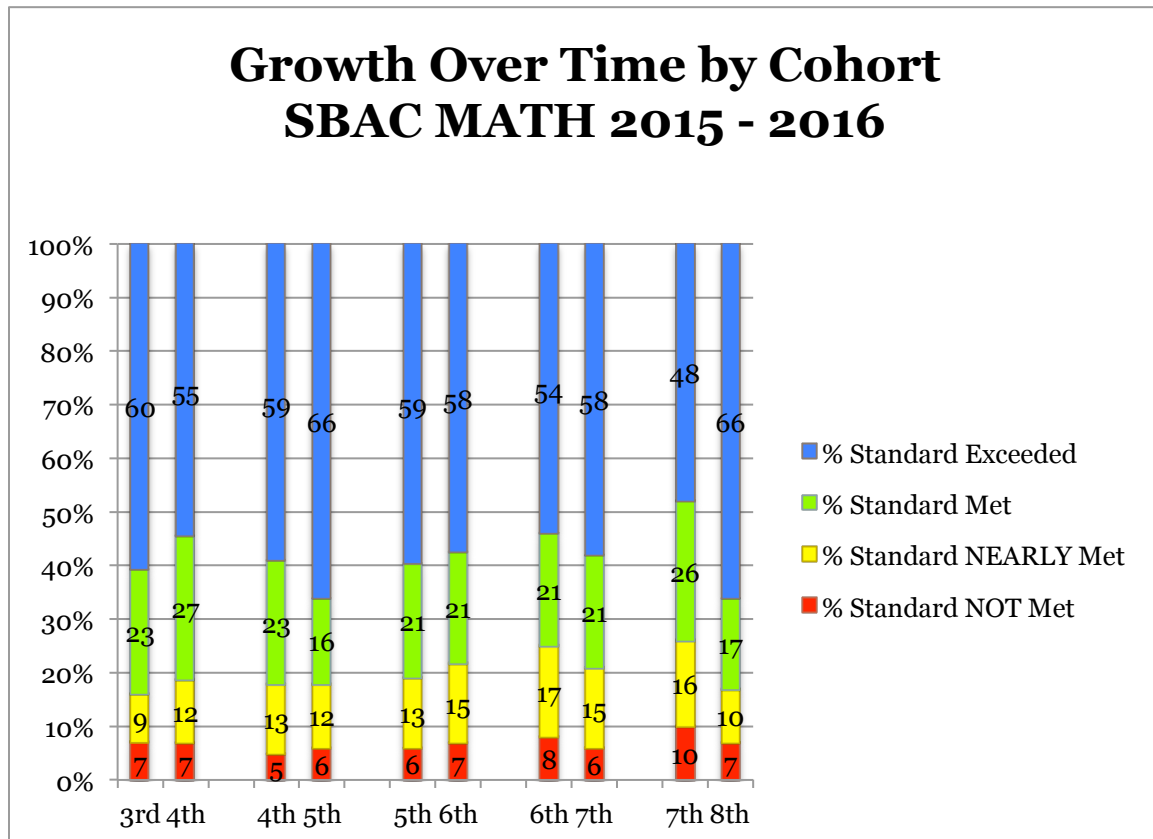
Math Results by Claim



By looking at the claim results we can determine which of the key Math areas our students are performing well and which areas are opportunities for growth. The number of students scoring above the standard increased by 3% in the Problem Solving claim and by 4% in the Communication/Reasoning claim. An analysis of the claim level information shows that the area of Concepts & Procedures is both our strongest and weakest area as there are the greatest percent of students achieving above and below. In fact, the gap between the Below and Above achievement band is greater for each Math claim compared the ELA claims.

MATH Cohort Growth Overtime

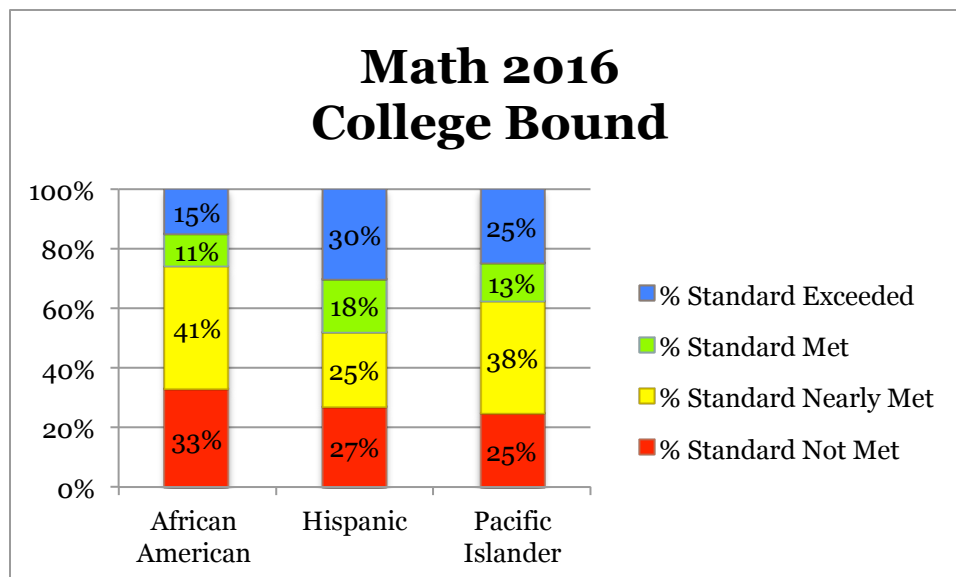
As mentioned above, cohort data allows us to measure growth over time for a specific cohort and note dips & acceleration of learning.



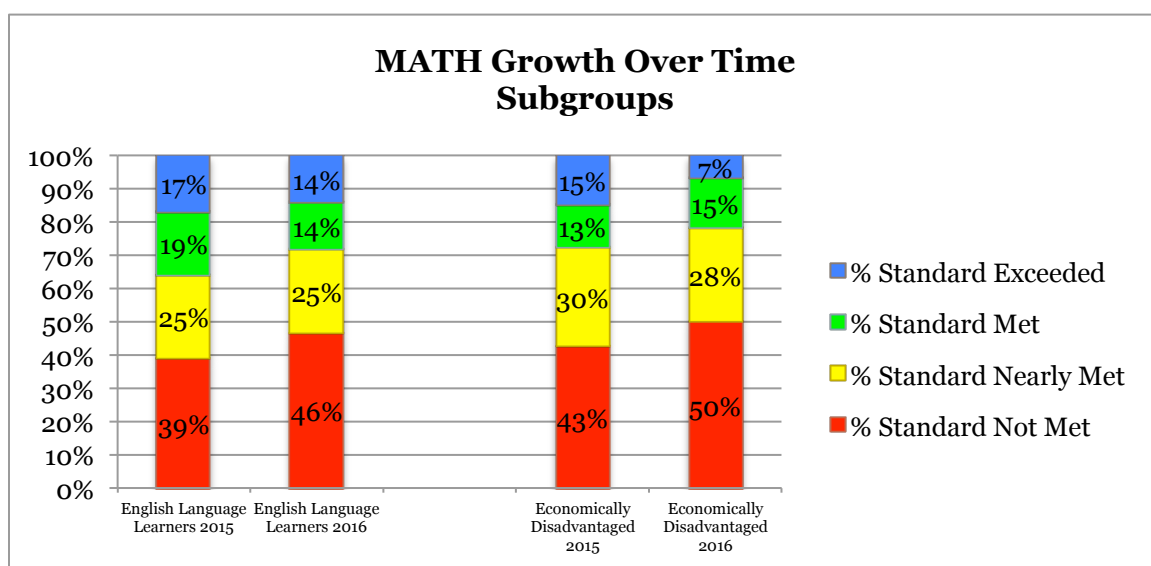
The chart indicates that last year's fifth and eighth graders made significant growth in mathematics. While the seventh and eighth grade succeeded in moving more students out of the Standard Not Met achievement level.

MATH Results by Subgroups

The charts below depict the performance of College Bound Ethnicities, English Language Learners and Economically Disadvantaged subgroups. As mentioned above, it is important to keep in mind that the number of students within each ethnic category can be quite small. Therefore it is not appropriate to present this type of data by grade level.



Thirty-eight percent of our Pacific Islander students (representing an 8 percent improvement from last) year thirty-six percent of our African American students (representing a 10 loss from last year) and fourth-eight percent of our Hispanic scored in the 'Met or Exceeded' standards achievement levels (representing a 3 percent loss.) Additionally, these scores reveal that a wider gap exists in Mathematics than English Language Arts. The data reveals that a slighter wider gap exists across ethnicities in Math than in ELA. Again, this trend is indicative of state wide and countywide performance.



Evidence of a significant gap is revealed when these scores are compared to our overall performance of 82% Standard Met and Exceeded. When interpreting this data, it is

important to recognize that the English language learners (EL) includes students who have not achieved language proficiency on the CELDT. Students who are deemed fluent, are reclassified and moved out of this designation. Therefore, the number of students included in the 2016 is less than 2015. As expected, our EL students performed better in Math than in ELA while the Economically disadvantaged subgroup's performance was fairly consistent across subjects.

Part IV: Conclusion

California Assessment of Student Performance and Progress (CAASPP) scores provide a key measure, a baseline, against which we are able to evaluate the effectiveness of our curriculum and measure student growth over time. Yet, as important as they are, ultimately the tests are just one way to assess the progress of students—like a report card or grades on class assignments. These scores are an academic check-up, and are one tool for teachers to assess what students know.

The data analysis provides us with important information to guide us as we work diligently to ensure that all of our students are college and career ready. We take a proactive approach and measure student achievement through out the year with our benchmarks assessments. Each school has a system in place to support acceleration for students of need. Plans are underway to do more work around curriculum and assessment.

The students of MPCSD overall scored very well on the SBAC assessment that was administered in the Spring. We recognize that there is a significant gap between the performance of some of our student groups. We embrace the responsibility for ensuring all of our students achieve.

Appendix A: Scale Score Ranges

Smarter Balanced Scale Score Ranges

Scale score ranges for English Language Arts/Literacy and Mathematics, by Content Area, Grade Level, and Achievement Level.

English Language Arts/Literacy

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2114	2623	2114–2366	2367–2431	2432–2489	2490–2623
4	2131	2663	2131–2415	2416–2472	2473–2532	2533–2663
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531–2617	2618–2724
7	2258	2745	2258–2478	2479–2551	2552–2648	2649–2745
8	2288	2769	2288–2486	2487–2566	2567–2667	2668–2769
11	2299	2795	2299–2492	2493–2582	2583–2681	2682–2795

Mathematics

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2189	2621	2189–2380	2381–2435	2436–2500	2501–2621
4	2204	2659	2204–2410	2411–2484	2485–2548	2549–2659
5	2219	2700	2219–2454	2455–2527	2528–2578	2579–2700
6	2235	2748	2235–2472	2473–2551	2552–2609	2610–2748
7	2250	2778	2250–2483	2484–2566	2567–2634	2635–2778
8	2265	2802	2265–2503	2504–2585	2586–2652	2653–2802
11	2280	2862	2280–2542	2543–2627	2628–2717	2718–2862

Questions: California Assessment of Student Performance and Progress Office | caaspp@cde.ca.gov | 916-445-8765

[Download Free Readers](#)

Smarter Balanced Summative Assessments

Area (Claim) Descriptors

English Language Arts/Literacy

Area (Claim) Descriptors	Above Standard	Near Standard	Below Standard
Reading Demonstrating understanding of literary and non-fictional texts	The student demonstrates a thorough ability to read closely and analytically to comprehend a range of literary and informational texts of high complexity.	The student demonstrates some ability to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity.	The student does not demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity.
Writing Producing clear and purposeful writing	The student demonstrates a thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.	The student demonstrates some ability to produce effective and well-grounded writing for a range of purposes and audiences.	The student does not demonstrate an ability to produce effective and well-grounded writing for a range of purposes and audiences.
Listening Demonstrating effective communication skills	The student demonstrates thorough ability to critically interpret and use information delivered orally .	The student demonstrates some ability to accurately interpret and use information delivered orally .	The student does not demonstrate the ability to accurately interpret and use information delivered orally.
Research/Inquiry Investigating, analyzing, and presenting information	The student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic .	The student demonstrates some ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.	The student does not demonstrate the ability to use research/inquiry methods to explore or produce an explanation of a topic. The student does not demonstrate the ability to analyze or integrate information through research or inquiry.

Area (Claim) Descriptors

Mathematics

Area (Claim) Descriptors	Above Standard	Near Standard	Below Standard
Concepts and Procedures Applying mathematical concepts and procedures	The student demonstrates a thorough ability to consistently explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	The student demonstrates some ability to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	The student does not demonstrate the ability to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving/Modeling and Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems	The student demonstrates the thorough ability to consistently solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student demonstrates the ability to consistently analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.	The student demonstrates some ability solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student demonstrates some ability to analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.	The student does not demonstrate the ability to solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student does not demonstrate the ability to analyze complex, real-world scenarios and construct and use mathematical models to interpret and solve problems.
Communicating Reasoning Demonstrating ability to support mathematical conclusions	The student demonstrates the thorough ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	The student demonstrates some ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	The student does not demonstrate the ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Appendix D: [Student Score Report Example](#)



California Assessment
of Student Performance
and Progress

STUDENT SCORE REPORT | 2016

Sophia S Jackson

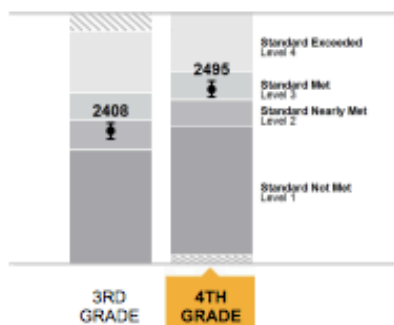
Initial, Creation Date: April 27, 2016

Sophia's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY (ELA)

Sophia's overall score for 2016 is:
2495 | Standard Met (Level 3)

Overall Progress: Sophia has made progress and met the grade 4 standard for ELA. She appears ready for future coursework.



This area is outside the score range for that grade

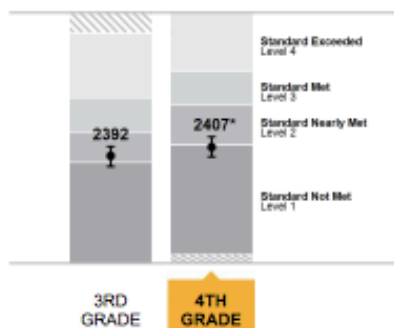
AREA	Below Standard	Near Standard	Above Standard
Reading <i>How well does your child understand stories and information that he or she reads?</i>			✓
Writing <i>How well does your child communicate in writing?</i>		✓	
Listening <i>How well does your child understand spoken information?</i>		✓	
Research/Inquiry <i>How well can your child find and present information about a topic?</i>	✓		

MATHEMATICS

Sophia's overall score for 2016 is:
2407* | Standard Not Met (Level 1)

Overall Progress: Sophia did not meet the grade 4 standard for mathematics needed for likely success in future coursework. Please discuss with her teacher(s) ways to help her improve.

*Sophia's scores should be used with caution as the test was administered under conditions that may not represent her achievement.



This area is outside the score range for that grade

AREA	Below Standard	Near Standard	Above Standard
Concepts & Procedures <i>How well does your child use mathematical rules and ideas?</i>	✓		
Problem Solving and Modeling & Data Analysis <i>How well can your child show and apply their problem solving skills?</i>	✓		
Communicating Reasoning <i>How well can your child think logically and express their thoughts in order to a solve problem?</i>	✓		

The bar around the score shows the degree to which your child's score might have been slightly higher or slightly lower.

To learn more about your child's score and performance, please visit <http://www.testscoreguide.org/ca/>

Appendix E: District Comparison

2015 & 2016 CAASPP District Comparison - ELA

District	%	3rd 2015	3rd 2016	4th 2015	4th 2016	5th 2015	5th 2016	6th 2015	6th 2016	7th 2015	7th 2016	8th 2015	8th 2016	Total 2015	Total 2016
Menlo Park City	Standard Exceeded	58%	56%	63%	61%	59%	60%	38%	43%	45%	44%	38%	50%	51%	53%
	Standard Met	24%	22%	18%	19%	27%	25%	36%	38%	39%	37%	47%	38%	31%	29%
	Total	83%	78%	81%	80%	86%	85%	74%	81%	84%	81%	85%	88%	82%	82%
Portola Valley	Standard Exceeded	58%	74%	72%	62%	58%	60%	45%	58%	56%	56%	52%	48%	57%	60%
	Standard Met	19%	8%	12%	22%	25%	26%	34%	29%	29%	33%	42%	28%	26%	25%
	Total	77%	82%	84%	84%	83%	86%	79%	87%	85%	89%	94%	76%	83%	83%
Las Lomitas	Standard Exceeded	60%	72%	58%	66%	52%	56%	47%	45%	43%	50%	44%	49%	51%	57%
	Standard Met	22%	19%	23%	18%	33%	25%	32%	38%	44%	31%	41%	40%	32%	28%
	Total	82%	91%	81%	84%	85%	81%	79%	83%	87%	81%	85%	89%	83%	85%
Hillsborough	Standard Exceeded	64%	63%	69%	69%	63%	66%	49%	52%	40%	49%	35%	45%	53%	57%
	Standard Met	18%	20%	16%	17%	26%	26%	38%	31%	45%	37%	45%	38%	31%	25%
	Total	82%	83%	85%	86%	89%	92%	87%	83%	85%	86%	80%	83%	84%	86%
San Carlos	Standard Exceeded	40%	50%	45%	53%	36%	40%	35%	33%	33%	39%	35%	49%	38%	44%
	Standard Met	28%	24%	29%	25%	38%	35%	37%	42%	38%	38%	45%	34%	36%	33%
	Total	68%	74%	74%	74%	75%	75%	72%	75%	71%	77%	80%	83%	74%	77%
Los Altos	Standard Exceeded	60%	57%	68%	72%	68%	65%	50%	62%	51%	54%	50%	49%	57%	60%
	Standard Met	22%	23%	18%	16%	24%	24%	36%	26%	38%	35%	39%	38%	30%	27%

2015-2016 CAASPP District Comparison - MATHEMATICS

District	%	3rd 2015	3rd 2016	4th 2015	4th 2016	5th 2015	5th 2016	6th 2015	6th 2016	7th 2015	7th 2016	8th 2015	8th 2016	Total 2015	Total 2016
Menlo Park City	Standard Exceeded	60%	58%	59%	55%	59%	66%	54%	58%	48%	55%	58%	66%	57%	59%
	Standard Met	23%	26%	23%	27%	21%	16%	21%	21%	26%	23%	22%	17%	23%	22%
	Total	83%	84%	82%	82%	80%	82%	75%	79%	74%	78%	80%	83%	80%	81%
Portola Valley	Standard Exceeded	63%	68%	59%	54%	62%	62%	64%	58%	65%	68%	67%	62%	63%	62%
	Standard Met	18%	20%	28%	30%	13%	21%	17%	14%	26%	20%	22%	25%	20%	21%
	Total	81%	88%	87%	84%	75%	83%	81%	72%	91%	88%	89%	87%	83%	83%
Las Lomitas	Standard Exceeded	60%	71%	37%	51%	43%	52%	50%	51%	52%	64%	57%	66%	50%	59%
	Standard Met	26%	20%	37%	28%	18%	17%	23%	21%	33%	20%	22%	19%	27%	21%
	Total	86%	91%	74%	79%	61%	69%	73%	72%	85%	84%	79%	85%	77%	80%
Hillsborough	Standard Exceeded	65%	60%	62%	66%	65%	75%	65%	63%	64%	59%	52%	64%	62%	65%
	Standard Met	24%	32%	29%	25%	21%	15%	19%	22%	24%	21%	26%	25%	24%	23%
	Total	89%	92%	85%	91%	86%	90%	84%	85%	88%	80%	78%	89%	86%	88%
San Carlos	Standard Exceeded	33%	46%	39%	39%	34%	38%	45%	44%	46%	55%	47%	60%	40%	47%
	Standard Met	36%	31%	31%	33%	30%	29%	24%	26%	24%	24%	25%	18%	29%	27%
	Total	69%	77%	70%	72%	64%	67%	69%	70%	70%	79%	72%	78%	69%	74%
Los Altos	Standard Exceeded	61%	56%	60%	64%	68%	64%	66%	72%	64%	74%	59%	67%	63%	66%
	Standard Met	26%	27%	26%	21%	18%	20%	18%	16%	22%	15%	19%	18%	21%	19%
	Total	87%	83%	86%	85%	86%	84%	84%	88%	86%	89%	78%	85%	84%	85%

