



2024 Smarter Balanced Summative Assessment Results English Language Arts/Literacy (ELA) and Mathematics Report

This report provides an overview of the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced (SBAC) results for the 2023-24 academic year in English language arts/literacy (ELA) and mathematics. This overview includes performance comparisons from previous years, including matched cohort analyses. Beyond the typically reported student groups, this report also includes results for the SWIFT Focus Group. This group consists of students who are not in Special Education but fall into one or more of the following demographic categories: Socio-Economically Disadvantaged (SED), Hispanic, African American, Pacific Islander, or Native American.

The SBAC results serve two primary purposes: 1) Communicate students' progress in meeting the Common Core state academic standards to students, parents, guardians, and teacher; 2) Inform the decisions of teachers and administrators on how to enhance their educational programs.

Key Takeaways

- Stable test results across all student groups:** While overall stability is encouraging, it's essential to adopt a holistic approach by utilizing multiple measures beyond just state test scores. This includes formative assessments, classroom performance, attendance, behavior, and social-emotional indicators, to get a more nuanced understanding of student progress.
- Individualized monitoring:** Stability across state defined student groups masks variations in individual student performance. By closely monitoring multiple metrics at the individual level through local processes, the District can identify students who may be at risk of falling behind or not reaching their full potential. This allows for more personalized interventions and support strategies.
- Benchmarking against other districts:** While staff have received PAUSD student results, comparative data for other schools and districts in the state is not yet available. When available, comparisons can be made with respect to how PAUSD data compares to other district and statewide trends.

In PAUSD, multiple measures are used to:

- Guide local planning and engagement processes including: The Promise, SWIFT Plan, PAUSD's Local Control and Accountability Plan (LCAP), School Improvement Plans (SIPs), and high school WASC plans;
- Identify opportunity and performance disparities;
- Highlight strengths, challenges, and areas requiring enhancement; and
- Evolve the goals for the Every Student Reads Initiative.

Background

CAASPP includes computer-based tests that measure what students know and can do based on the California academic content standards. These tests, administered annually, generate scores that can be used to inform

parents, districts, schools, and the public. The results are meant to be utilized alongside other indicators for a comprehensive understanding of student progress.

CAASPP includes the following assessment programs: SBAC Summative Assessments for ELA and mathematics, California Science Test (CAST), and California Alternate Assessments (CAAs) for ELA, mathematics, and science. This report summarizes results for SBAC ELA and mathematics tests.

All students in grades three through eight and grade eleven are required to participate in SBAC Summative Assessments with the following exceptions:

- Students whose individualized education program (IEP) indicates the use of the California Alternate Assessments (CAAs) or
- English learners in their first 12 months of attending a school in the United States.

The SBAC Summative Assessments consist of two sections: a computer adaptive test and a performance task (PT) based on the Common Core State Standards (CCSS) for ELA and mathematics. The computer adaptive section includes a range of item types (e.g. selected response, constructed response, table, fill-in, graphing, etc.). The PTs are extended activities that measure a student’s ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness.

Composite Claim Area Results (New for 2024)

Starting in 2023-24, instead of four separate Claim results for ELA (Reading; Writing; Listening; and Research/Inquiry) and three separate Claim results for mathematics (Concepts and Procedures; Communicating Reasoning; and Problem Solving and Modeling/Data Analysis) reported prior to 2020–2021, students now receive two **Composite Claim** results for ELA and two **Composite Claim** results for mathematics.

Prior to 2021, SBAC assessments provided four separate Claim Area results for each student for ELA (Reading; Writing; Listening; and Research/Inquiry) and three separate Claim Area results for math (Concepts and Procedures; Communicating Reasoning; and Problem Solving and Modeling/Data Analysis).

In 2021, during the Covid-19 pandemic, the SBAC assessments were shortened to reduce the amount of testing time and ease school districts’ burden in administering assessments remotely. The disadvantage to using adjusted blueprints was a reduction in the detailed student performance information reported to educators and parents/guardians. As a result of the quick adoption of the adjusted blueprints and the reduction in assessment items, reporting of Claim-level results at the level of the individual student was not possible while further analyses were conducted by the California Department of Education (CDE).

Composite Claim results are reported as one of three performance levels.

- **Above Standard:** Student thoroughly understands grade-level content and can successfully apply their knowledge in a manner that exceeds the standard for their grade.
- **Near Standard:** Student understands grade-level content and can apply their knowledge in a manner that meets, or almost meets, the standard for their grade.
- **Below Standard:** Student does not yet fully understand grade-level content and has difficulty applying their knowledge in a manner that meets the standard for their grade.

It is important to note that, for groups of 30 or more, the separate Claim Areas for ELA and math will be posted this fall by the CDE on the state’s [CAASPP-ELPAC](#) public reporting site. Composite Claim results will also be provided on the CAASPP-ELPAC public reporting site. Within the ELA and math portions of this report, tables provide ELA and Math Composite Claim results (also known as Performance Area Results) by grade and performance level.

Considering Context

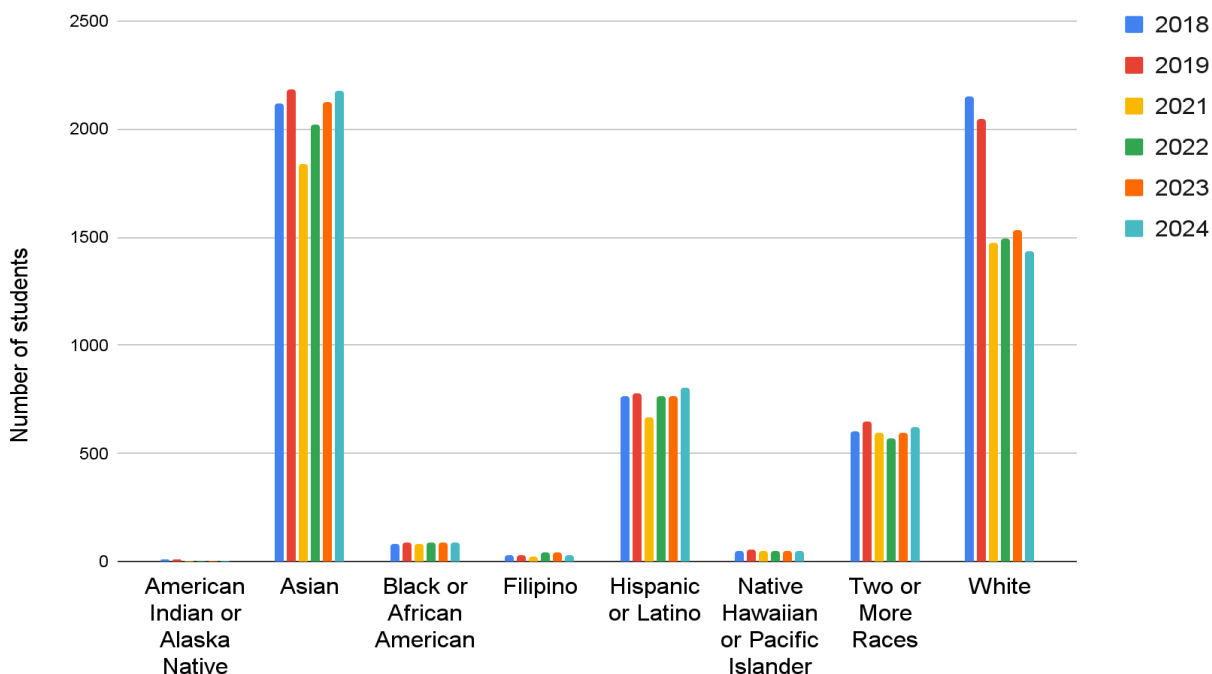
When reviewing results over time, it is important to consider context. In 2019-20, all CAASPP testing requirements were waived by the U.S. Department of Education. In 2020-21, CAASPP was administered to students remotely and in person. In 2021-22, in-person testing resumed. In 2022-23, PAUSD grade 11 students participated in record numbers creating a new baseline for high school. In 2023-24, as previously noted, new *Composite Claim Results by Student* provide additional data for students, parents, and educators.

In addition, comparing performance data from the same grade level and subject year-over-year can be misleading if there is high student mobility. Even with stable overall enrollment, significant changes in the student population from one year to the next can cause variability in the data.

The performance of English learners is better analyzed using the Summative English Language Proficiency Assessment for California (ELPAC) rather than CAASPP-SBAC. The California School Dashboard will be publicly released in December 2024. The Dashboard will provide English Learner Progress Indicator (ELPI) results with the percentage of current English learners making progress toward English language proficiency. Additionally, the Dashboard report will include expanded performance reports in ELA and math for English learners.

Chart 1 shows the number of students with ELA test scores over time, providing additional context when evaluating student groups in this report.

Chart 1: Number of students tested with scores by race/ethnicity



English Language Arts (ELA) Results

Table 1 (SBAC for ELA Results) presents a breakdown of English Language Arts (ELA) student performance for different student groups over five school years (2018-19, 2020-21, 2021-22, 2022-23, and 2023-24). For each student group and school year, the table shows: the number of students with scores, the percentage of students with scores, and the percentage of students who met or exceeded standards on the test.

Student Group	2018-19			2020-21			2021-22			2022-23			2023-24		
	# Students with scores	# Students Met/Exceeded	% Students Met/Exceeded	# Students with scores	# Students Met/Exceeded	% Students Met/Exceeded	# Students with scores	# Students Met/Exceeded	% Students Met/Exceeded	# Students with scores	# Students Met/Exceeded	% Students Met/Exceeded	# Students with scores	# Students Met/Exceeded	% Students Met/Exceeded
All Students	5843	4784	82%	4733	3827	81%	5030	4178	83%	5204	4277	82%	5208	4196	81%
American Indian or Alaska Native	9	*	*	*	*	*	*	*	*	4	*	*	*	*	*
Asian	2183	1998	92%	1838	1673	91%	2023	1894	94%	2125	1953	92%	2176	1983	91%
Black or African American	90	31	34%	85	42	49%	88	44	50%	86	48	56%	89	52	58%
Filipino	32	26	81%	24	17	71%	44	36	82%	44	36	82%	33	29	88%
Hawaiian or Other Pacific Islander	54	19	35%	47	15	32%	47	20	43%	47	23	49%	51	20	39%
Hispanic or Latino	777	402	52%	670	344	51%	762	406	53%	768	408	53%	805	384	48%
Two or More Races	651	564	87%	593	508	86%	572	499	87%	594	523	88%	621	541	87%
White	2047	1739	85%	1474	1228	83%	1491	1276	86%	1536	1282	83%	1434	1186	83%
Socio-economically Disadvantaged (SED)	670	286	43%	532	232	44%	599	266	44%	614	306	50%	678	316	47%
SED Hispanic	382	124	32%	304	96	32%	367	127	35%	343	124	36%	364	116	32%
Students with Disabilities	574	239	42%	450	179	40%	463	200	43%	472	190	40%	498	196	39%
SWIFT Focus Group	888	555	63%	784	486	62%	859	555	65%	896	605	68%	945	589	62%

Charts 2 through 5 display SBAC ELA results with the percent of students within each achievement level (Standard Not Met, Standard Nearly Met, Standard Met, Standard Exceeded). Charts include overall results for 2018 through 2024, 2024 by grade, 2024 by school, and 2024 by race/ethnicity.

Chart 2: SBAC ELA Overall Achievement Level Over Time

SBAC ELA Overall Achievement Level Over Time

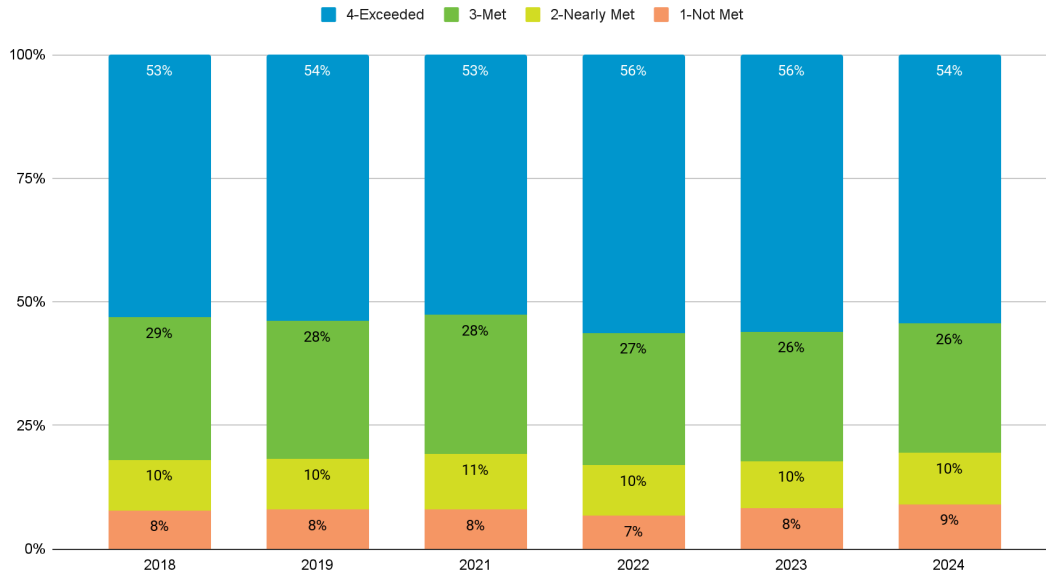


Chart 3: SBAC ELA 2024 Achievement Level by Grade

SBAC ELA 2024 Achievement Level by Grade

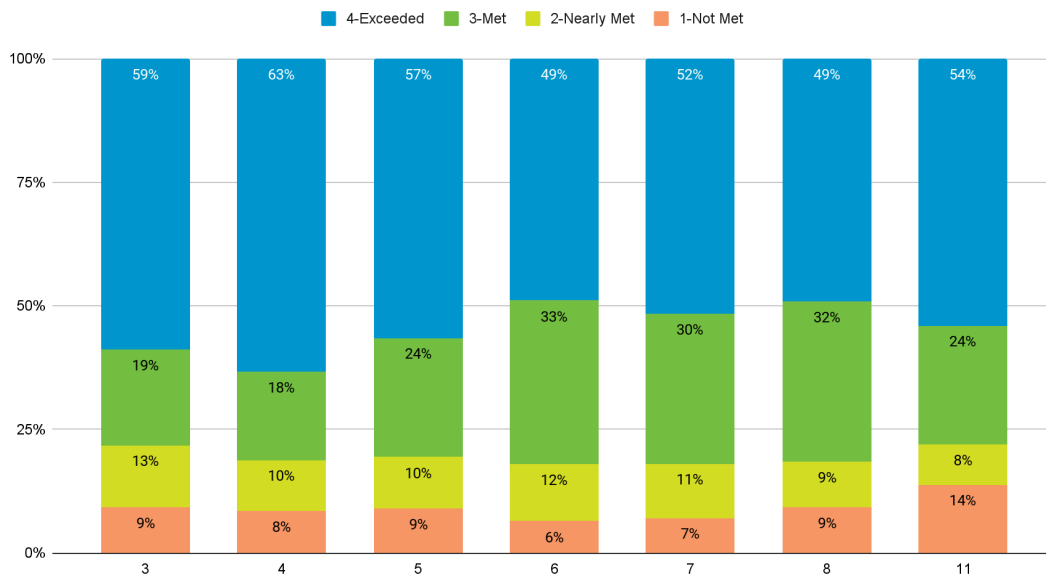


Chart 4: SBAC ELA 2024 Achievement Level by School

SBAC ELA 2024 Achievement Level by School

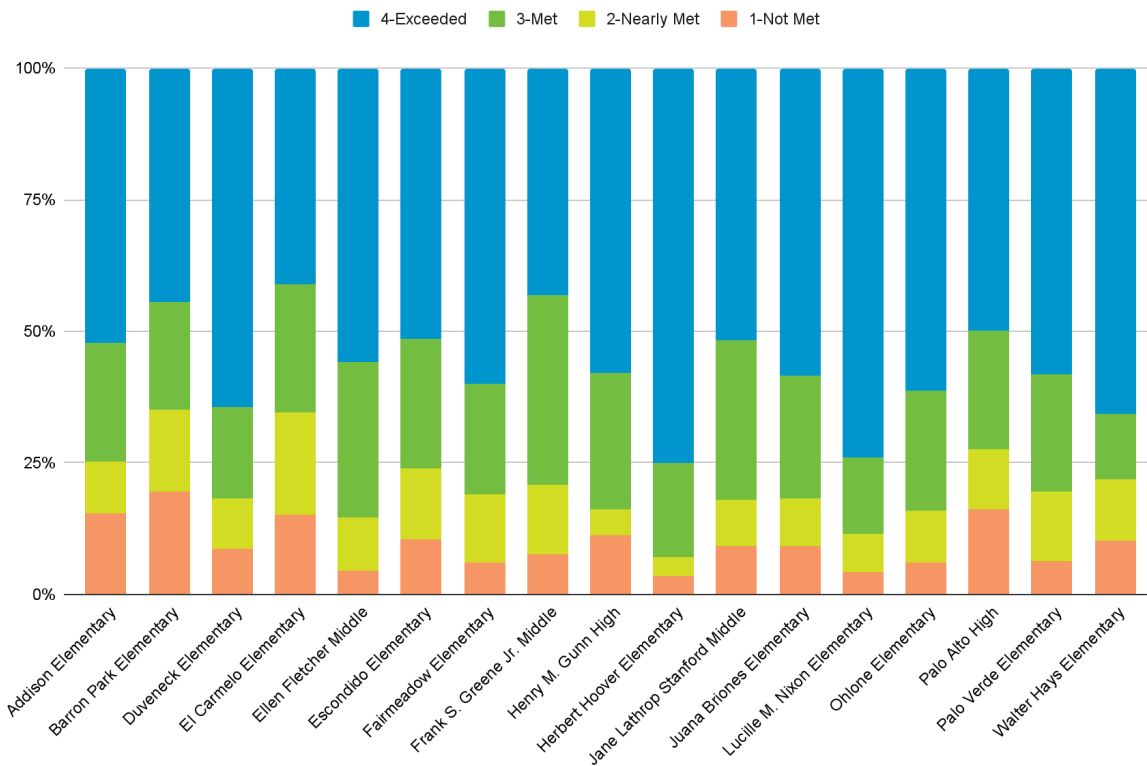
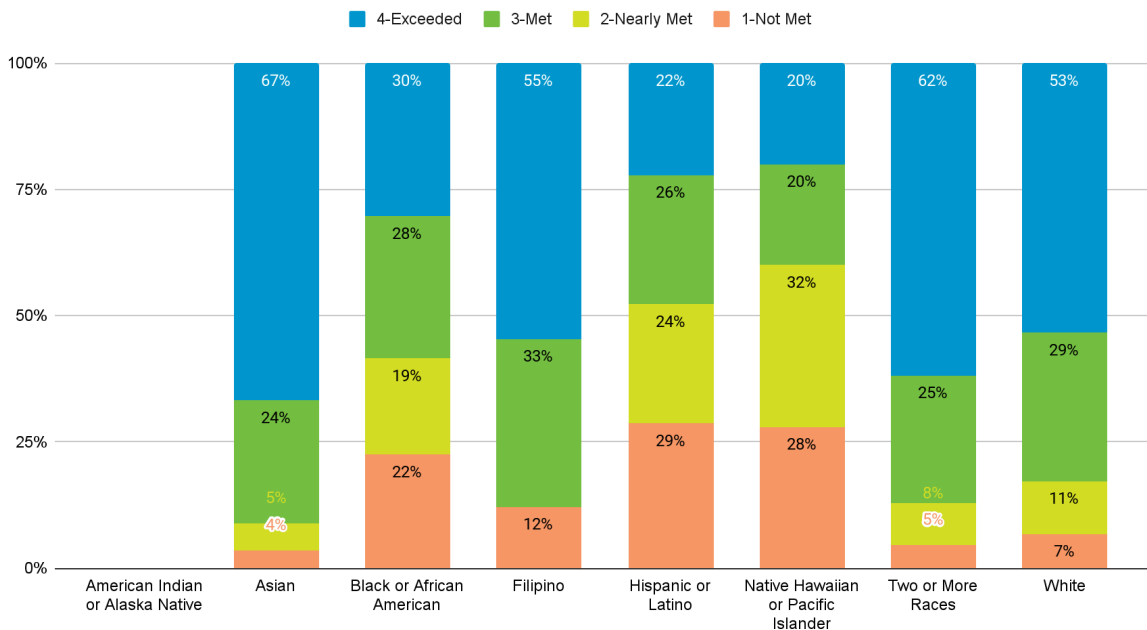


Chart 5: SBAC ELA 2024 Achievement Level by Ethnicity

SBAC ELA 2024 Achievement Level by Ethnicity



Tables 2–3: SBAC ELA 2024, Composite Claim Results by Grade and Performance Level

ELA Composite Claim results by grade and performance level (Above Standard, Near Standard, Below Standard).

Table 2a: READING & LISTENING (number of students)

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All
Above Standard	373	385	371	392	377	446	440	2784
Near/At Standard	276	262	291	313	312	261	241	1958
Below Standard	54	43	51	63	59	87	111	468
Total Number of Students	703	690	713	768	748	794	792	5208

Table 2b: READING & LISTENING (percent of students)

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All
Above Standard	53%	56%	52%	51%	50%	56%	56%	53%
Near/At Standard	39%	38%	41%	41%	42%	33%	30%	38%
Below Standard	8%	6%	7%	8%	8%	11%	14%	9%

Table 3a: WRITING & RESEARCH (number of students)

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All
Above Standard	370	368	414	426	472	497	483	3030
Near/At Standard	261	256	241	270	215	211	187	1641
Below Standard	72	66	58	72	61	86	122	537
Total Number of Students	703	690	713	768	748	794	792	5208

Table 3b: WRITING & RESEARCH (percent of students)

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All
Above Standard	53%	53%	58%	55%	63%	63%	61%	58%
Near/At Standard	37%	37%	34%	35%	29%	27%	24%	32%
Below Standard	10%	10%	8%	9%	8%	11%	15%	10%

Mathematics Results

Table 4 (SBAC for Math Results) presents a breakdown of math student performance for different student groups over five school years (2018-19, 2020-21, 2021-22, 2022-23, and 2023-24). For each student group and school year, the table shows: the number of students with scores, the percentage of students with scores, and the percentage of students who met or exceeded standards on the test.

Student Group	2018-19			2020-21			2021-22			2022-23			2023-24		
	# Students with scores	# Students Met/Exceeded	% Students Met/Exceeded	# Students with scores	# Students Met/Exceeded	% Students Met/Exceeded	# Students with scores	# Students Met/Exceeded	% Students Met/Exceeded	# Students with scores	# Students Met/Exceeded	% Students Met/Exceeded	# Students with scores	# Students Met/Exceeded	% Students Met/Exceeded
All Students	5861	4798	82%	4701	3717	79%	5053	3985	79%	5200	4125	79%	5244	4100	78%
American Indian or Alaska Native	9	*	*	*	*	*	*	*	*	4	*	*	*	*	*
Asian	2201	2066	94%	1818	1698	93%	2038	1898	93%	2124	1989	94%	2201	2056	93%
Black or African American	88	34	39%	81	35	43%	86	35	41%	86	40	47%	88	35	40%
Filipino	30	22	73%	25	15	60%	44	29	66%	44	33	75%	33	22	67%
Hawaiian or Other Pacific Islander	54	18	33%	44	12	27%	47	18	38%	47	19	40%	51	14	27%
Hispanic or Latino	779	374	48%	666	291	44%	760	317	42%	771	325	42%	812	310	38%
Two or More Races	652	572	88%	595	502	84%	569	490	86%	594	503	85%	617	524	85%
White	2048	1706	83%	1470	1163	79%	1506	1195	79%	1530	1213	79%	1442	1138	79%
Socio-economically Disadvantaged (SED)	672	275	41%	524	194	37%	599	224	37%	614	243	40%	679	268	39%
SED Hispanic	382	109	29%	301	69	23%	363	82	23%	345	82	24%	365	76	21%
Students with Disabilities	575	235	41%	449	169	38%	460	178	39%	472	176	37%	497	176	35%
SWIFT Focus Group	889	530	60%	775	429	55%	865	466	54%	896	501	56%	951	510	54%

Charts 6 through 9 display SBAC math results with the percent of students within each achievement level (Standard Not Met, Standard Nearly Met, Standard Met, Standard Exceeded). Charts include overall results for 2018 through 2024, 2024 by grade, 2024 by school, and 2024 by race/ethnicity.

Chart 6: SBAC Math Overall Achievement Level Over Time

SBAC Math Overall Achievement Level Over Time

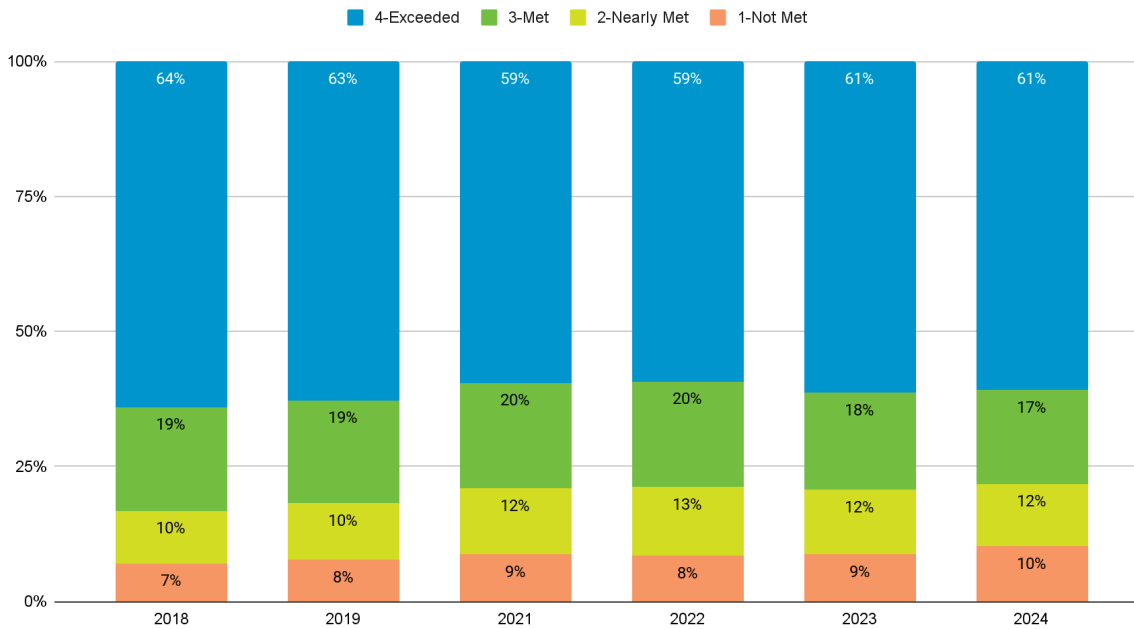


Chart 7: SBAC Math Overall Achievement Level by Grade

SBAC Math 2024 Achievement Level by Grade

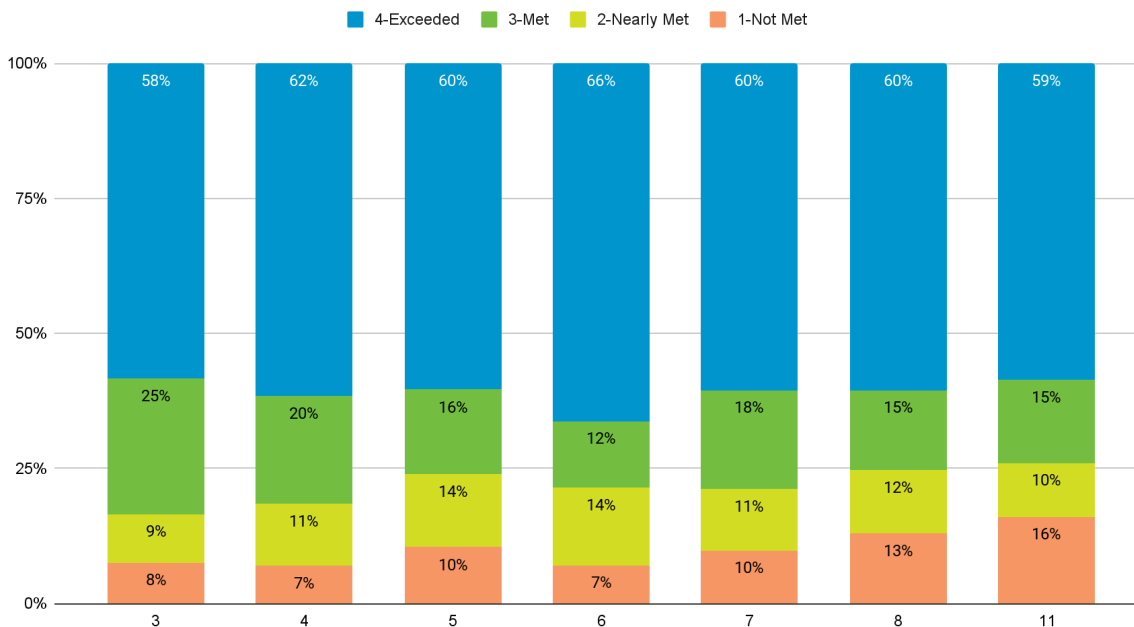


Chart 8: SBAC Math Overall Achievement Level by School

SBAC Math 2024 Achievement Level by School

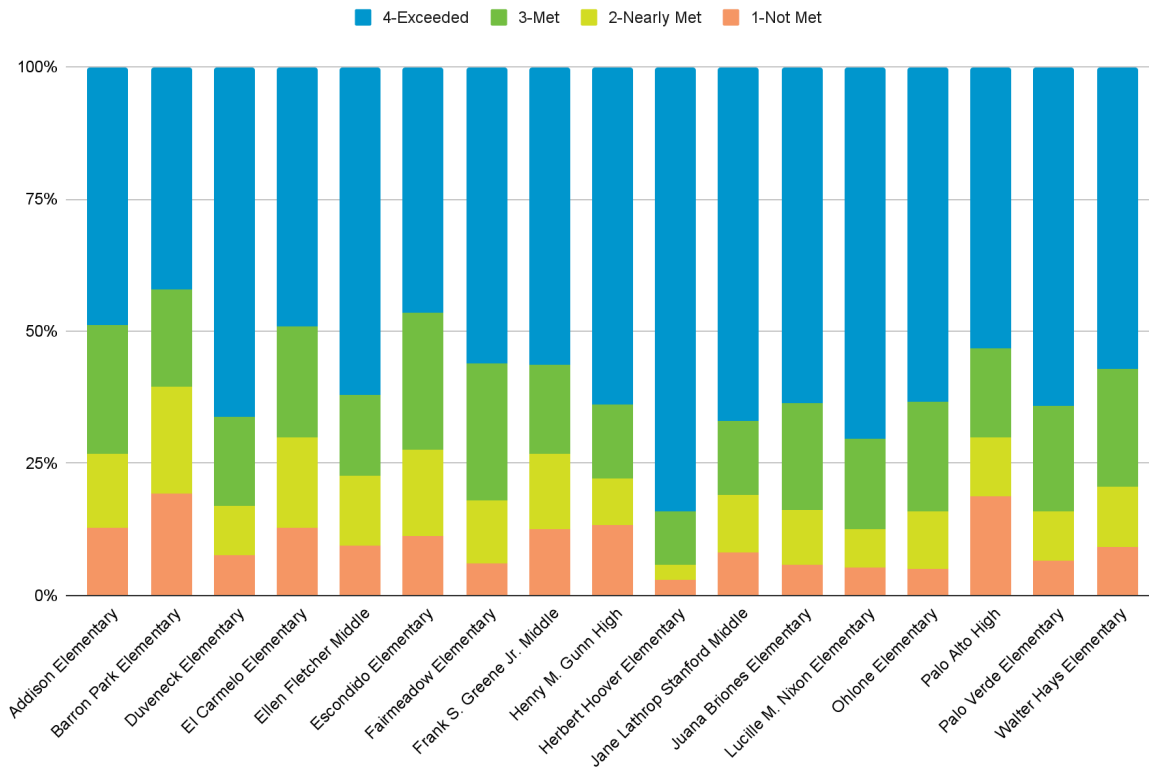
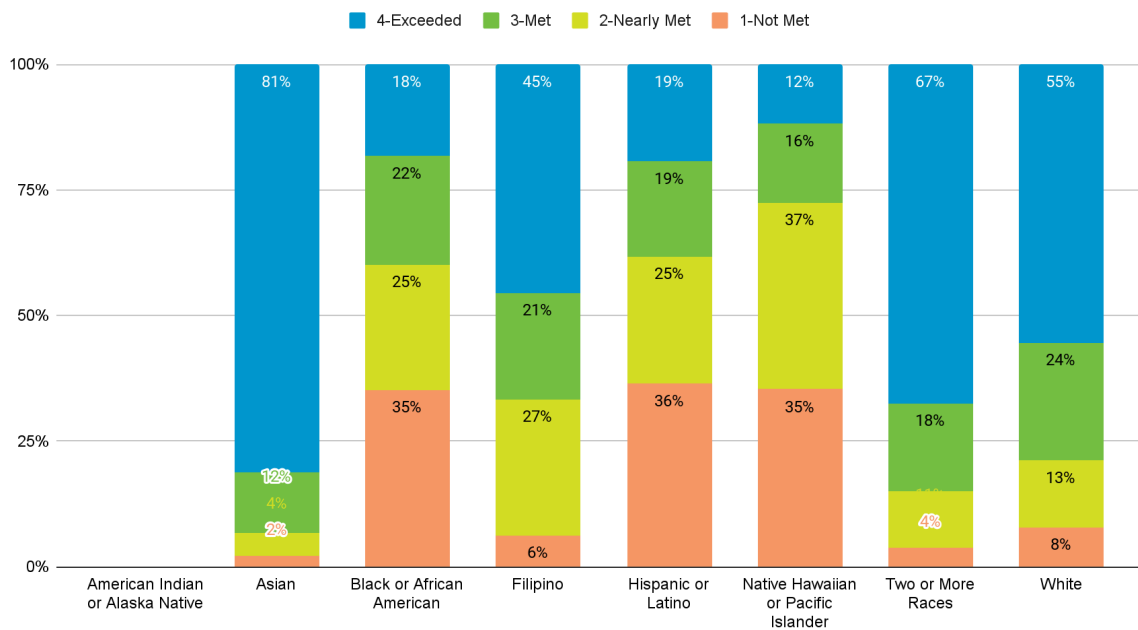


Chart 9: SBAC Math Overall Achievement Level by Ethnicity

SBAC Math 2024 Achievement Level by Ethnicity



Tables 5–6: SBAC Math 2024, Composite Claim Results by Grade and Performance Level

2024 Composite Claim results by grade and performance level (Above Standard, Near Standard, Below Standard).

Table 5a: Concepts & Procedures

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All
Above Standard	446	461	412	453	444	423	487	3126
Near/At Standard	215	184	229	229	231	268	196	1552
Below Standard	58	61	82	84	71	101	109	566
Total Number of Students	719	706	723	766	746	792	792	5244

Table 5b: Concepts & Procedures

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All
Above Standard	62%	65%	57%	59%	60%	53%	61%	60%
Near/At Standard	30%	26%	32%	30%	31%	34%	25%	30%
Below Standard	30%	26%	32%	30%	31%	34%	25%	30%

Table 6a: Mathematical Practices

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All
Above Standard	488	474	424	501	458	490	479	3314
Near/At Standard	167	155	206	196	207	194	182	1307
Below Standard	64	77	93	69	81	108	131	623
Total Number of Students	719	706	723	766	746	792	792	5244

Table 6b: Mathematical Practices

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All
Above Standard	68%	67%	59%	65%	61%	62%	60%	63%
Near/At Standard	23%	22%	28%	26%	28%	24%	23%	25%
Below Standard	9%	11%	13%	9%	11%	14%	17%	12%

Matched Cohort Analysis

The matched cohort analysis (Charts 10 through 19) is provided to investigate the extent of learning improvement among identical students at different time points: 2018-19, 2020-21, 2021-22, 2022-23, and 2023-24. For this analysis, student achievement is represented as Distance from Standard (DFS).

DFS measures how far a student's score on the SBAC Assessments is from the minimum score required to meet the Standard Met Achievement Level for their grade. Each student's DFS is calculated individually, and these scores are then combined and averaged for different student groups, resulting in a score that indicates how far above or below the standard the group is (e.g., 12 points below standard, 18 points above standard). By understanding DFS, we can better describe student growth and quantify performance gaps. In the charts, a flat, horizontal line represents an average of one year's growth over one year for the same group of students.

These charts include three student groups: Students with Disabilities, SWIFT Focus Group (all students who are not in Special Education, but fall into one or more Focus Group areas, including Socio-Economically Disadvantaged (SED), Hispanic, African American, Pacific Islander, or Native American), and All Others (students not included in SWIFT Focus Group or Students with Disabilities). The charts are displayed by subject and grade level cohort, meaning 8th graders in 2024 for ELA & Math, 7th graders in 2024 for ELA & Math, etc.

It's important to note that a small number of students change their demographic groups within their grade level cohort over time. For example, some students may move in and out of Socio-Economically Disadvantaged status, begin or complete an Individualized Education Plan (thus joining or leaving the Students with Disabilities group), or experience a change in their race/ethnicity designation by their parents. For evaluation purposes, the charts below use demographic data from 2024.

Table 7 below shows the number of students in each cohort group compared to the total number of students tested with scores per grade level in 2024. Only one table is included, as the difference between the number of students tested in ELA versus math is negligible.

Table 7: Number of students with ELA scores versus grade level matched cohort

	SWIFT Focus Group	SWD	All Others	Total
8th Grade Matched Cohort	79	42	363	484
8th Grade 2024 Total	149	73	572	794
7th Grade Matched Cohort	90	40	363	493
7th Grade 2024 Total	133	61	554	748
6th Grade Matched Cohort	94	48	362	504
6th Grade 2024 Total	157	68	543	768
5th Grade Matched Cohort	101	68	408	577
5th Grade 2024 Total	134	84	495	713
4th Grade Matched Cohort	102	64	457	623
4th Grade 2024 Total	121	71	498	690

Chart 10: 2024 4th Grade Matched Cohort Over Time, ELA

2024 4th grade matched cohort over time, ELA

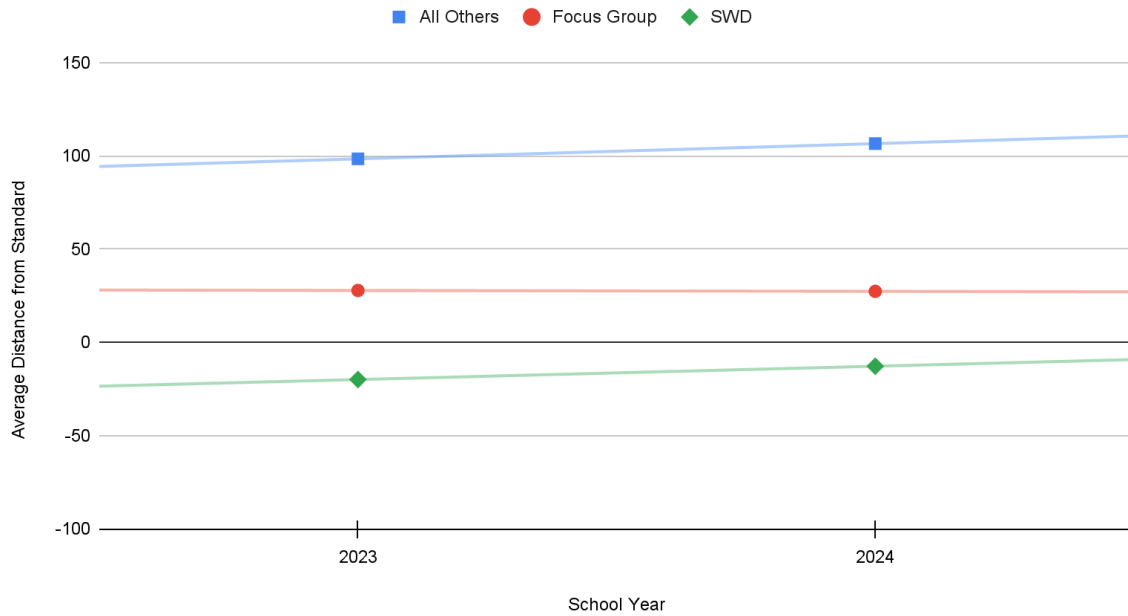


Chart 11: 2024 4th Grade Matched Cohort Over Time, Math

2024 4th grade matched cohort over time, Math



Chart 12: 2024 5th Grade Matched Cohort Over Time, ELA

2024 5th grade matched cohort over time, ELA

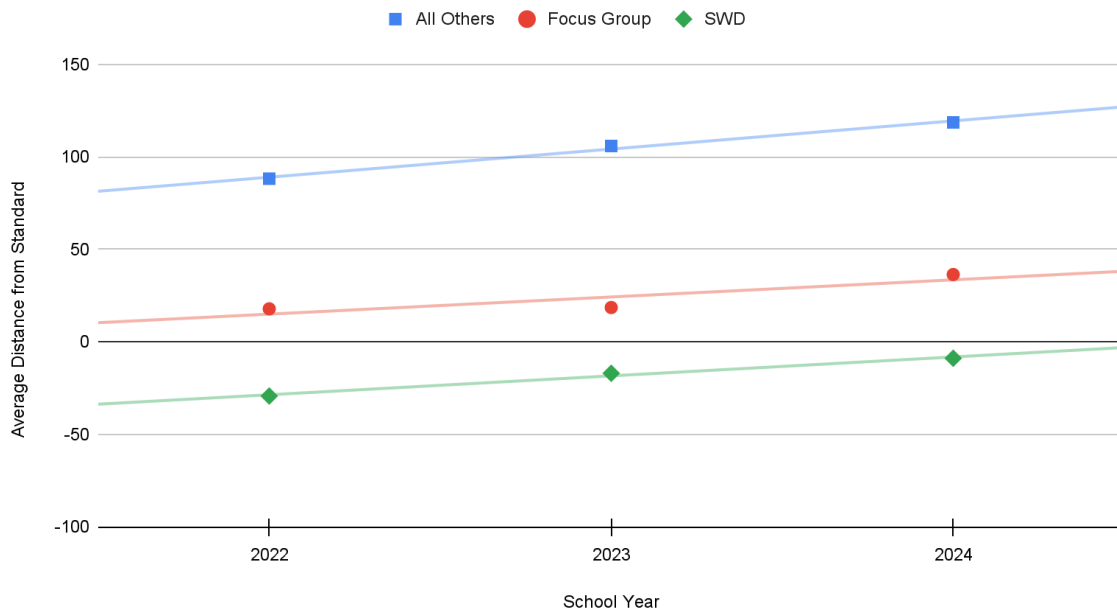


Chart 13: 2024 5th Grade Matched Cohort Over Time, Math

2024 5th grade matched cohort over time, Math

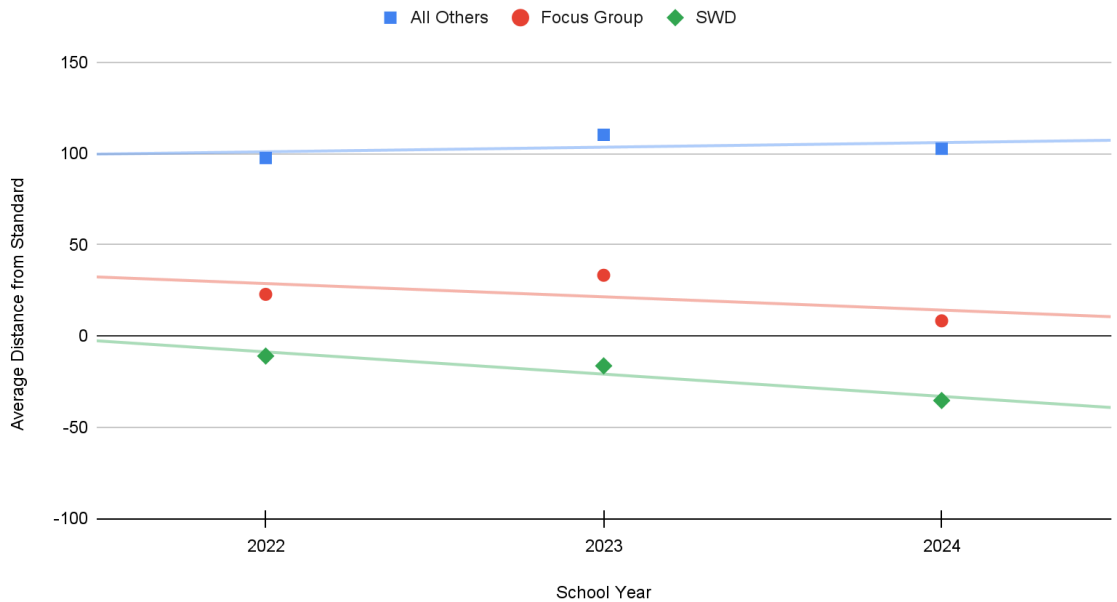


Chart 14: 2024 6th Grade Matched Cohort Over Time, ELA

2024 6th grade matched cohort over time, ELA

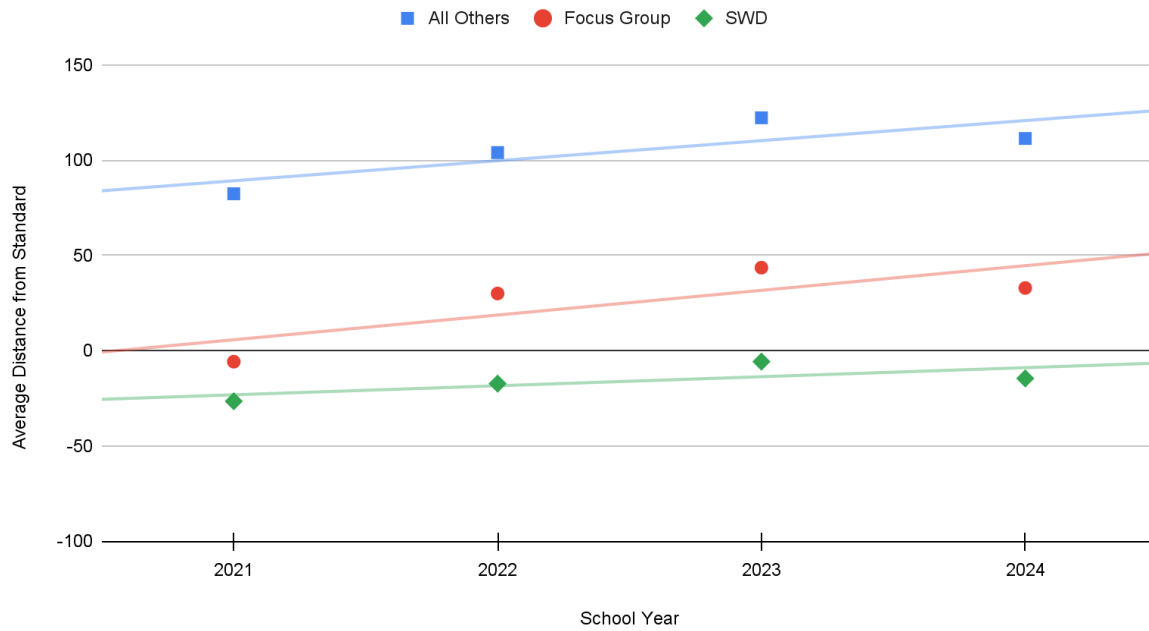


Chart 15: 2024 6th Grade Matched Cohort Over Time, Math

2024 6th grade matched cohort over time, Math

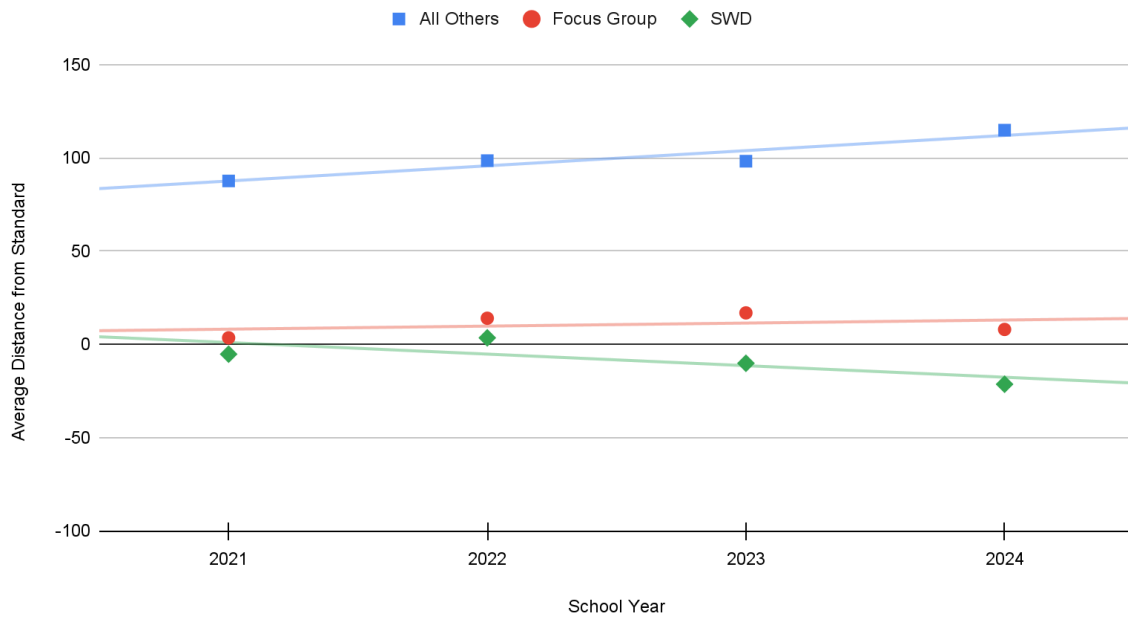


Chart 16: 2024 7th Grade Matched Cohort Over Time, ELA

2024 7th grade matched cohort over time, ELA

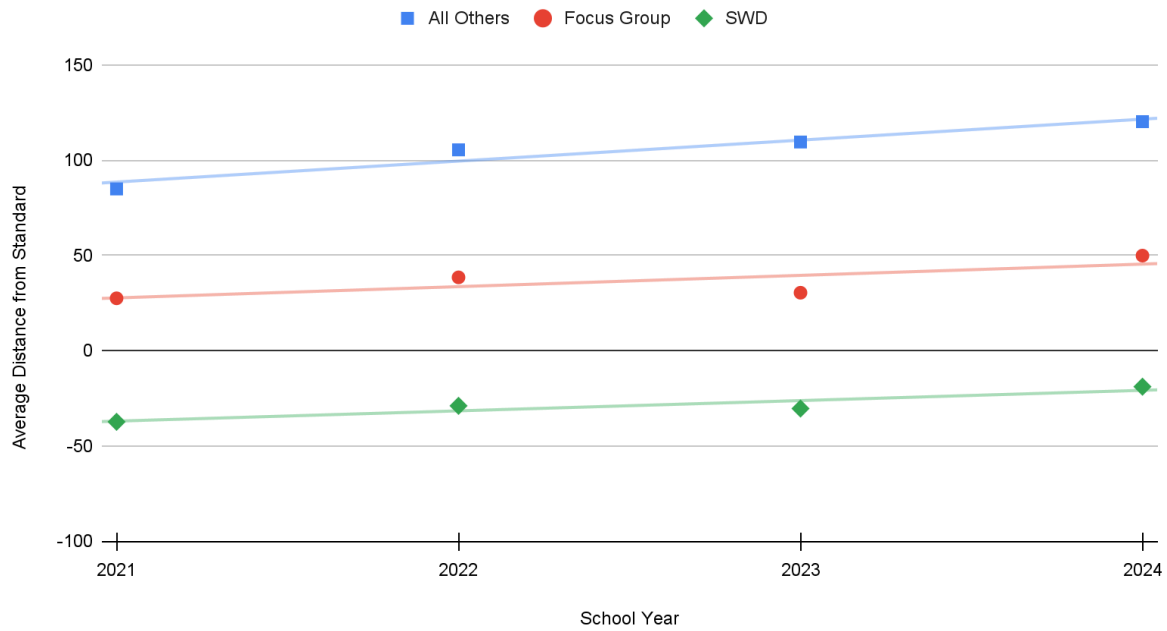


Chart 17: 2024 7th Grade Matched Cohort Over Time, Math

2024 7th grade matched cohort over time, Math



Chart 18: 2024 8th Grade Matched Cohort Over Time, ELA

2024 8th grade matched cohort over time, ELA

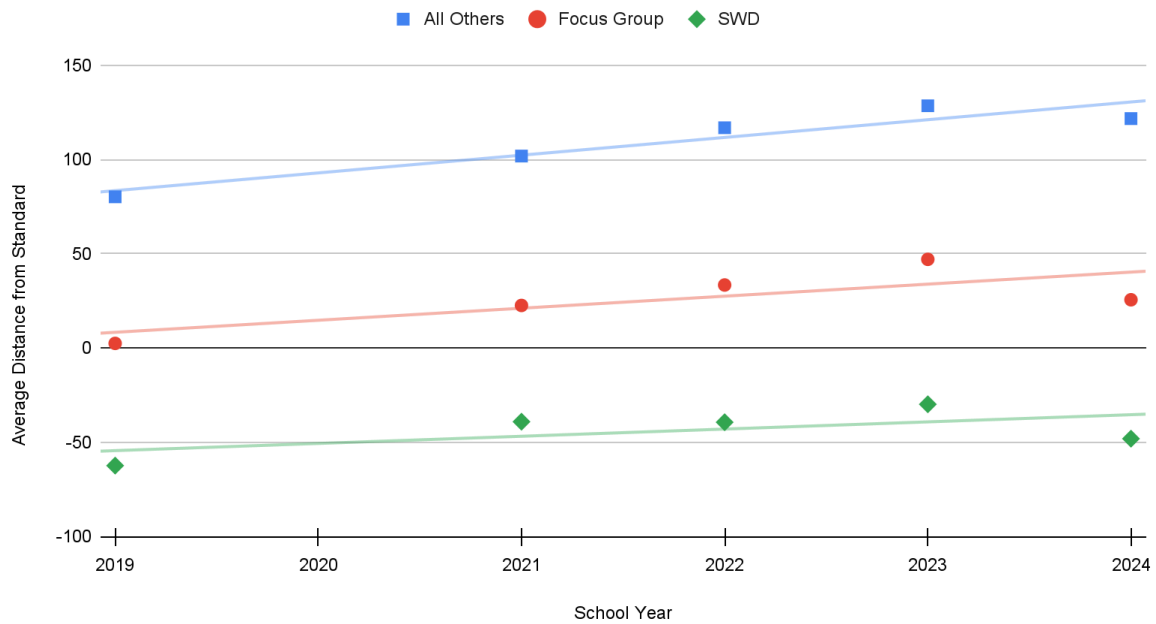
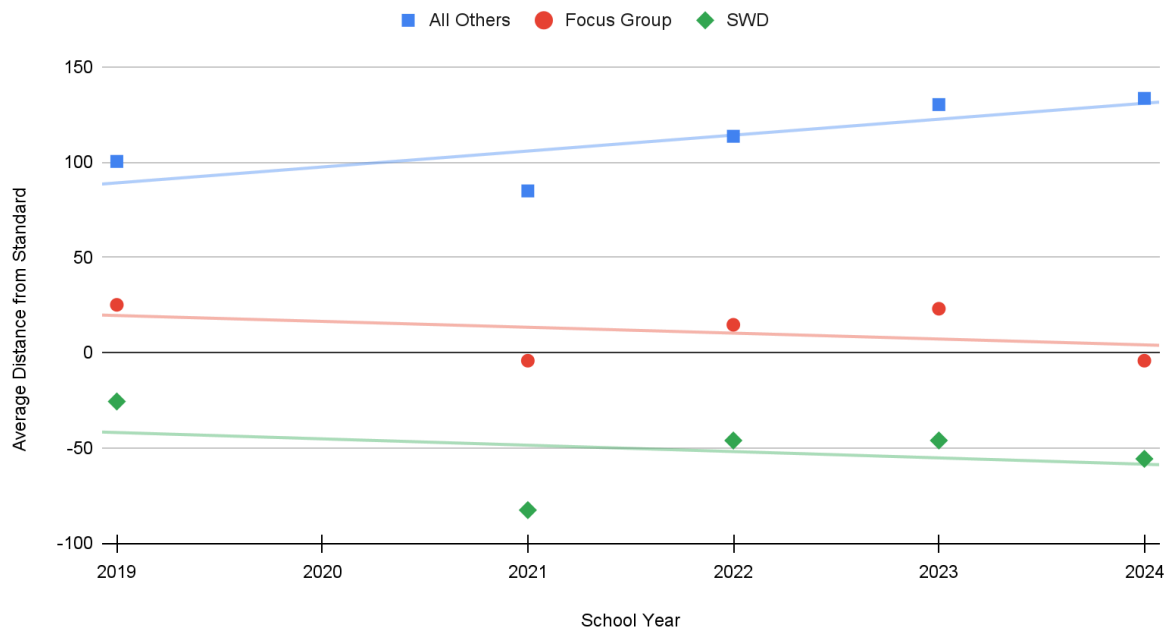


Chart 19: 2024 8th Grade Matched Cohort Over Time, Math

2024 8th grade matched cohort over time, Math



Terminology

Distance from Standard

Distance from Standard (DFS) represents the distance between a student’s score on the SBAC Assessments and the Standard Met Achievement Level threshold (i.e., the lowest threshold scale score for Level 3). The scale score ranges for the SBAC Assessments vary by content area—ELA and mathematics—and by grade level.

SWIFT Focus Group

The SWIFT Focus Group is composed of all students who are not in Special Education, but fall into one or more demographic categories, including Socio-Economically Disadvantaged (SED), Hispanic, African American, Pacific Islander, or Native American.

Matched Cohort

Matched Cohort means following the same group of students across multiple grades and years (e.g., the students who were seventh graders in 2020–21 who became eighth graders in 2021–22).

CAASPP Score File Business Rules

- NPS Schools: Results from this report are generated from the CAASPP official score file with the “CALPADS NPS School Flag” set to “N”, meaning that students were only included in this report if they were NOT enrolled in a nonpublic, nonsectarian school.
- Include Indicator: Results from this report are generated from the CAASPP official score file with the “Include Indicator” set to “Y”, meaning that students were only included in this report if they were enrolled during an active testing window, completed the test, and met the attemptedness/completion requirements.

Suppression rules

- The “tested with scores” count will be displayed if the count is greater than 3.
- The Performance Level results will be displayed if the count is greater than 10.

Sources

- TOMS - CAASPP Student data file as of July 23, 2024
- [CAASPP-ELPAC Results website](#)
- [2024 CAASPP Student Score Report \(Sample\)](#)