



NORTH STATE TOGETHER REGION – ACADEMIC PERFORMANCE INDICATOR

DISTANCE FROM STANDARD

BACKGROUND

California's accountability system is based on multiple measures that assess how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported on the [California Schools Dashboard](#).

There are six state indicators and five local indicators. This report will focus on the [Academic Performance](#) indicator. The [Academic Performance](#) state measure is based on performance on the [Smarter Balanced Summative Assessments](#) for English Language Arts/Literacy (ELA) and mathematics—which is administered to students in grades three through eight and grade eleven—and how far the average student is from meeting the grade-level standard (2). Beginning with the 2018 [California Schools Dashboard](#), this measurement formerly referred to as “Distance from Level 3” is now called “Distance from Standard” or DFS.

Distance from Standard (DFS) measures how far (or the distance) each student is from the lowest possible scale score within the Level 3 (i.e., Standard Met) Smarter Balanced performance level. [Achievement Level Scale Score Ranges](#) can be found on Appendix A of this report. The Smarter Balanced Consortium has identified [Level 3](#) as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

North State Together recognizes the need for accessible regional data in order for our county collaboratives to make data informed decisions. This report’s intent is to provide school administrators with further information on Distance from Standard at the regional level.

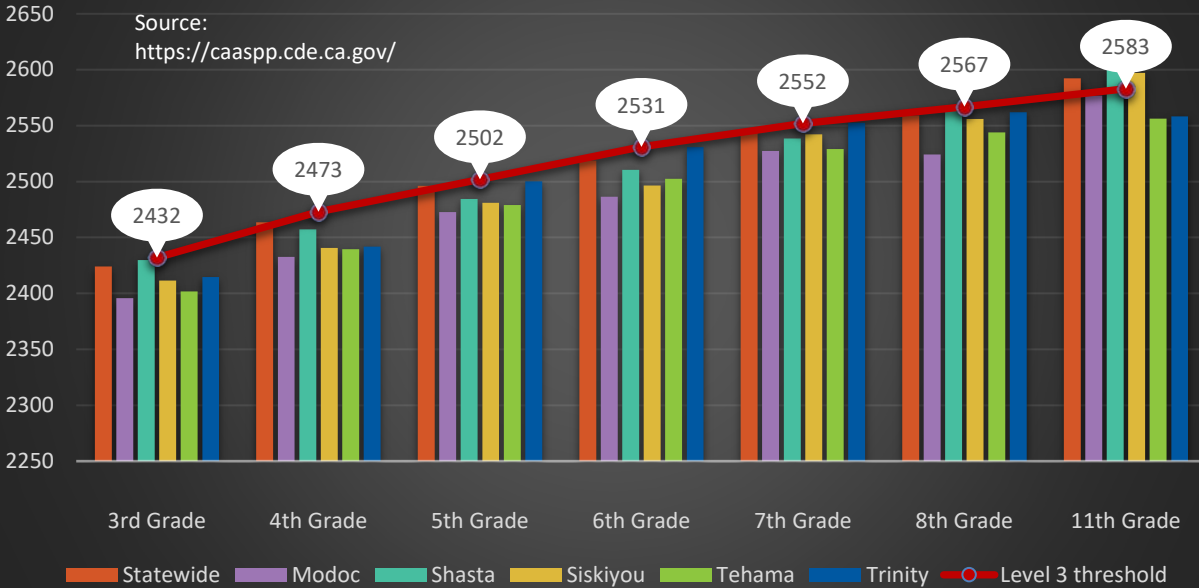
2018 AVERAGE SCALED SCORES – NORTH STATE TOGETHER COUNTIES

The Smarter Balanced Summative Assessments are comprehensive, end-of-year assessments of grade-level learning that measure progress toward college and career readiness. The assessments are aligned with the Common Core State Standards (CCSS) for ELA and mathematics.

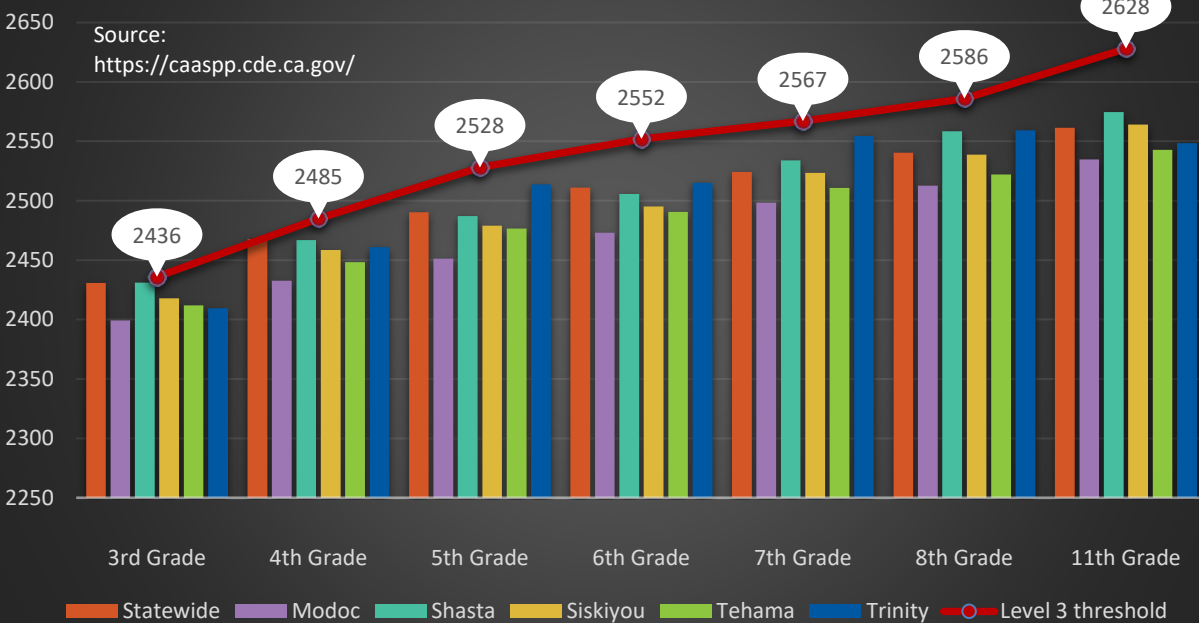
The average scaled scores for 2018 on the [Smarter Balanced Summative Assessments](#) for English Language Arts/Literacy and Mathematics are displayed below for each grade level and for the state and for each county North State Together serves. The low-end range for Achievement Level 3/Standard Met is indicated by the red line.



2018 ELA/Literacy Average Scaled Scores

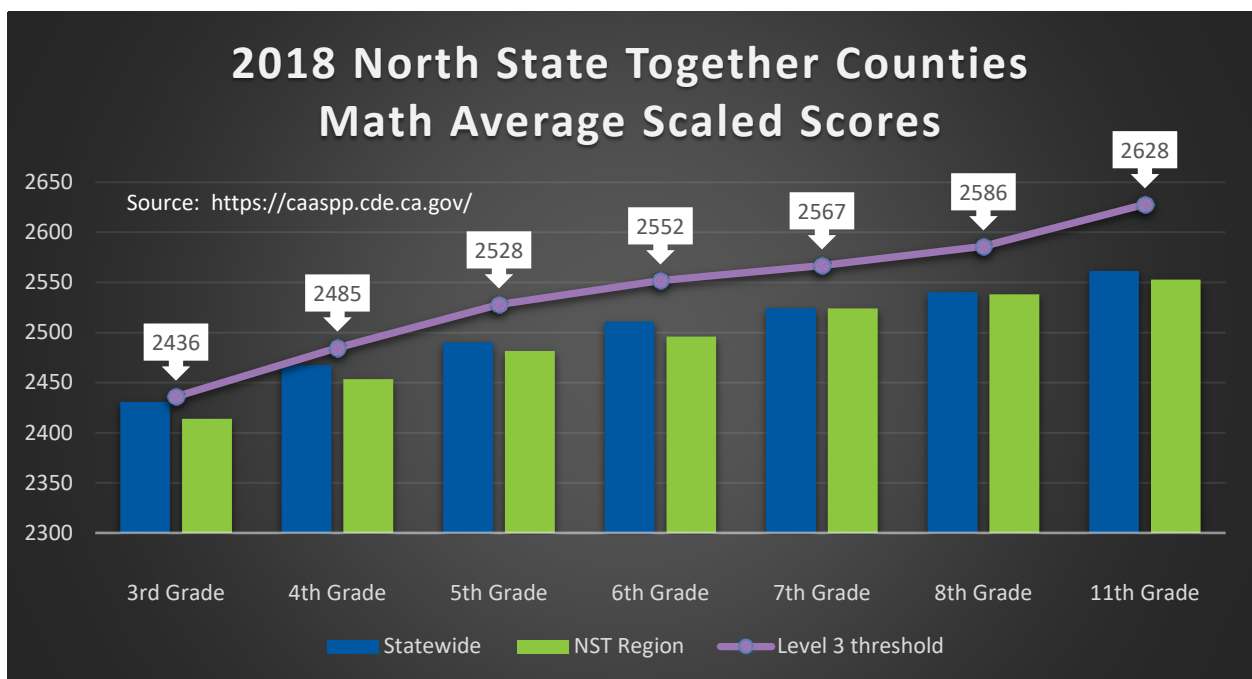
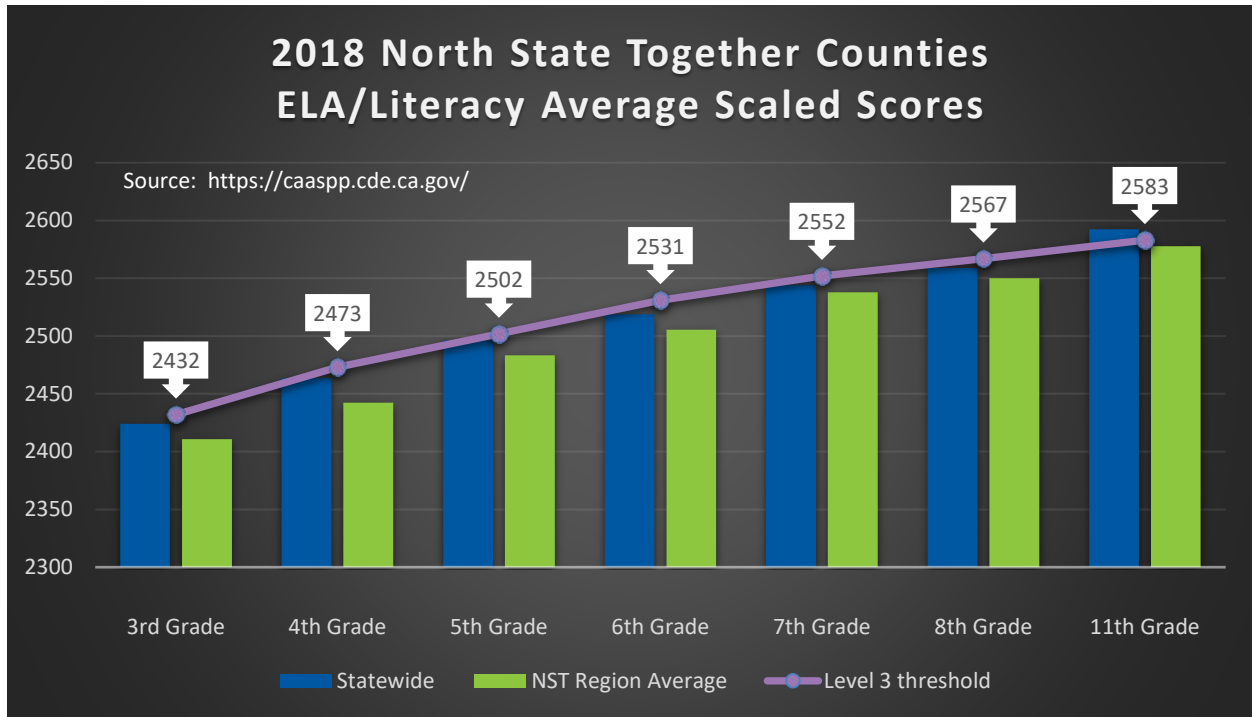


2018 Math Average Scaled Scores





Below are visuals of North State Together region’s average ELA/Literacy and Math scores as compared to the California state average for each grade level. The low-end range for Achievement Level 3/Standard Met is indicated by the purple line.





2018 DISTANCE FROM STANDARD MET – NORTH STATE TOGETHER COUNTIES

The tables below shows the differences of averaged scaled scores from the low end of the range of Achievement Level 3: Standard Met for each county, the North State Together region average, as well as the distance of the state average from the low end of the range of Achievement Level 3: Standard Met. For example, Shasta County 8th graders are on average 3.3 points below the low-end of the range for Standard met in ELA while the overall state average for 8th graders is 8.0 points below Standard Met.

2018 Distance from Achievement Level 3 (Standard Met): ENGLISH LANGUAGE ARTS and LITERACY							
	2018 3rd Grade	2018 4th Grade	2018 5th Grade	2018 6th Grade	2018 7th Grade	2018 8th Grade	2018 11th Grade
Modoc	-36.2	-40.4	-29.4	-44.4	-24.6	-42.7	-6.2
Shasta	-2.2	-15.8	-17.6	-20.4	-13.4	-3.3	17.6
Siskiyou	-20.6	-32.2	-21.1	-34.5	-9.7	-10.9	14.3
Tehama	-30.1	-33.6	-23.0	-28.4	-23.0	-23.1	-26.6
Trinity	-17.5	-31.3	-1.9	-0.1	0.6	-4.9	-24.7
NST Region Average	-21.3	-30.7	-18.6	-25.6	-14.0	-17.0	-5.1
Statewide	-8.0	-9.3	-5.7	-12.1	-8.1	-8.0	9.4

Source: <https://caaspp.cde.ca.gov/>

2018 Distance from Achievement Level 3 (Standard Met): MATHEMATICS							
	2018 3rd Grade	2018 4th Grade	2018 5th Grade	2018 6th Grade	2018 7th Grade	2018 8th Grade	2018 11th Grade
Modoc	-36.7	-52.4	-76.8	-78.9	-68.5	-73.3	-93.3
Shasta	-5.0	-18.0	-41.0	-46.4	-33.1	-27.6	-53.3
Siskiyou	-18.1	-26.4	-48.9	-56.9	-43.5	-47.2	-63.8
Tehama	-24.1	-36.6	-51.5	-61.3	-56.2	-64.0	-85.1
Trinity	-26.4	-24.1	-14.3	-36.8	-12.5	-26.6	-79.4
NST Region Average	-22.1	-31.5	-46.5	-56.1	-42.8	-47.7	-75.0
Statewide	-5.1	-17.3	-37.6	-41.0	-42.7	-45.5	-66.6

Source: <https://caaspp.cde.ca.gov/>



2018 DISTANCE FROM STATE AVERAGE – NORTH STATE TOGETHER COUNTIES

The tables below show the distance for each county from the Statewide Distance from Level 3/Standard Met. For example, Shasta County’s 8th graders assessed 4.7 points higher than the statewide average in ELA/Literacy.

2018 Distance from State Average: ENGLISH LANGUAGE ARTS and LITERACY							
	2018 3rd Grade	2018 4th Grade	2018 5th Grade	2018 6th Grade	2018 7th Grade	2018 8th Grade	2018 11th Grade
Modoc	-28.2	-31.1	-23.7	-32.3	-16.5	-34.7	-15.6
Shasta	5.8	-6.5	-11.9	-8.3	-5.3	4.7	8.2
Siskiyou	-12.6	-22.9	-15.4	-22.4	-1.6	-2.9	4.9
Tehama	-22.1	-24.3	-17.3	-16.3	-14.9	-15.1	-36.0
Trinity	-9.5	-22.0	3.8	12.0	8.7	3.1	-34.1
NST Region Average	-13.3	-21.4	-12.9	-13.5	-5.9	-9.0	-14.5
Statewide (Distance from Standard)	-8.0	-9.3	-5.7	-12.1	-8.1	-8.0	9.4

Source: <https://caaspp.cde.ca.gov/>

2018 Distance from State Average: MATHEMATICS							
	2018 3rd Grade	2018 4th Grade	2018 5th Grade	2018 6th Grade	2018 7th Grade	2018 8th Grade	2018 11th Grade
Modoc	-31.6	-35.1	-39.2	-37.9	-25.8	-27.8	-26.7
Shasta	0.1	-0.7	-3.4	-5.4	9.6	17.9	13.3
Siskiyou	-13.0	-9.1	-11.3	-15.9	-0.8	-1.7	2.8
Tehama	-19.0	-19.3	-13.9	-20.3	-13.5	-18.5	-18.5
Trinity	-21.3	-6.8	23.3	4.2	30.2	18.9	-12.8
NST Region Average	-17.0	-14.2	-8.9	-15.1	-0.1	-2.2	-8.4
Statewide (Distance from Standard)	-5.1	-17.3	-37.6	-41.0	-42.7	-45.5	-66.6

Source: <https://caaspp.cde.ca.gov/>



CONCLUSION

Limited literacy skills can have effects into adulthood, as reading proficiency is associated with better employment and income prospects (3). Basic math skills are essential to navigate through life, and competence in mathematics is associated with workplace readiness and the potential for higher future earnings (5). Math achievement specifically is a strong indicator of students' college attendance (5). North State Together supports the various interventions that the county collaboratives have already implemented as well as future plans to increase English Language Arts/Literacy and math scores for our region. An academic checkup, tests are an important part of the region's plan for high-quality teaching and learning which seeks to help all students graduate prepared for college-level coursework and a 21st-century career (1). Like class assignments and report cards, assessments are one gauge of student progress. By collectively increasing our region's performance on [Smarter Balanced Summative Assessments](#) for English Language Arts/Literacy and mathematics, we will better prepare all students for success in college, career and life by the time they graduate high school – the very foundation of North State Together's cradle to career mission.



Compiled by Jamie Spielmann, Research Analyst, North State Together, December 2018

Sources:

1. California Assessment of Student Performance and Progress. *Test Results for English Language Arts/Literacy and Mathematics*. Retrieved from <https://caaspp.cde.ca.gov/sb2018/Search>.
2. California Department of Education. *Academic Performance Calculation – Methodology for Measuring Performance*. Retrieved from <https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp>.
3. Wood, W.C. (2010, June). Employment Policies Institute. *Literacy and the Entry-Level Workforce*. Retrieved from https://www.epionline.org/wp-content/studies/Wood_10-10.pdf.
4. California Department of Education. *California School Dashboard*. Retrieved from <https://www.caschooldashboard.org/>.
5. Pane, N. E. (2014). *Math scores add up for Hispanic students: States and school districts notable for recent gains by Hispanic students in mathematics*. Child Trends Hispanic Institute. Retrieved from: <http://www.childtrends.org/?publications=math-scores-add-up-for-hispanic-students-states-and-school-districts-notable-for-recent-gains-by-hispanic-students-in-mathematics>



APPENDIX A – SCALE SCORE RANGES

English Language Arts/Literacy Scale Score Ranges						
Grade	Min Scale Score	Max 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

Source: <https://caaspp.cde.ca.gov/sb2018/ScaleScoreRanges>

Mathematics Scale Score Ranges						
Grade	Min Scale Score	Max 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

Source: <https://caaspp.cde.ca.gov/sb2018/ScaleScoreRanges>