



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.2

Meeting Date: January 17, 2019

Subject: Student Assessment Update

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- ConferRecommendat

SCUSD is currently working to establish a comprehensive assessment system that meets the state requirements for assessments and to be described in articles per state law. The budget for this project is \$577,788 and is being funded by LCFF and grant funding. The budget for this project is \$577,788 and is being funded by LCFF and grant funding.

Financial Considerations

_____ : The assessment budget for 2018-2019 is \$577,788 and is comprised of LCFF and grant funding.

Documents Attached:

1. Executive Summary
2. Appendix A

Estimated Time of Presentation: 10 minutes

Submitted by: Dr. Iris Taylor, Chief Academic Officer,

Matt Turkie, Assistant Superintendent Curriculum & Instruction

Approved by: Jorge A. Aguilar, Superintendent

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I. Overview of the Student Assessments

Sacramento City Unified School District (SCUSD) recognizes that providing stakeholders with timely and useful information on students' academic progress and performance is essential for increasing academic achievement for all learners. The ability to provide such information is dependent on educators' and administrators' access to high-quality, valid, and reliable assessment measures that provide continuous information on what students know and are able to do. Moreover, educators and administrators must be skillful users of assessment data maximizing it to improve teaching.

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The critical role that academic assessments play in impacting and improving teaching and learning in various academic subject areas is well researched in the California Department of Education



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Limitations of Current Assessment Practices

Each of the assessments the district currently administers provides valuable information on student achievement. However, there are significant limitations in relying heavily on assessments that are required by the state, are administered only in certain grade levels, and where data are only reported annually. Table 1 below provides a summary of each of the assessments and the grade levels they are administered.

Table 1

Assessment	Grade Level Assessed									
	EK	1	2	3	4	5	6	7	8	/K

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[Redacted]											
Preliminary Scholastic Aptitude Test (PSAT)											
Scholastic Aptitude Test (SAT)											

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on students' current levels of achievement after a period of learning has occurred." (p. 822)

Teachers in SCUSD use a variety of assessments in their classrooms each and every day. These assessments are often unique to individual classroom teachers and fulfill the purpose of the minute by minute and daily formative assessments described in the framework. Teachers often use curriculum embedded unit assessments, which at a minimum, should be common at the grade/course level within each school.

A major shift in the districts' assessment practices will be the implementation of system-wide district interim assessments in ELA and math for grades K-12 to be administered 3-4 times per year. (See Appendix A). This fulfills purpose two described in the framework providing critical information to monitor student progress, inform teaching and learning and cycles of continuous improvement, and support programmatic decision making.

The uses of the different levels of assessments in a comprehensive assessment system are shown in the table below:

Assessment Purpose	Level of Assessment in the system
Inform teaching and learning	Classroom Grade/department District Interim
Provide schools/teacher teams with regular, up to date, objective data as they engage in cycles of continuous improvement	Grade/department District Interim
Measure student progress towards grade level readiness	District Interim State/National
Inform programmatic decisions and student program placement	District Interim State/National

The district has identified the various assessments that would comprise the assessment system as well as windows of time for administration. These are outlined in Appendix A of this document.

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7/8	ELA Middle of Year (MOY) Interim - Curriculum embedded	Feb. 4-19
9/10	ELA Beginning of Year (BOY) Interim - Curriculum embedded	Nov. 5-16
9/10	ELA Middle of Year (MOY) Interim - Curriculum embedded	Feb.19-Mar.5
9/10	ELA End of Year (EOY) Interim -	

