

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1

Meeting Date: November 7, 2019

Subject: Student Achievement Presentation Smarter Balanced Assessment Consortium (SBAC)

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Superintendent Office

Recommendation: None

Background/Rationale: In 2010, the California State Board of Education adopted the Common Core State Standards (CCSS) for mathematics and English Language Arts

Documents Attached:
1. Executive Summary

Estimated Time of Presentation: N/A
Submitted by: Vincent Harris, Chief Continuous Improvement and
Accountability Officer
Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

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I. Overview of the CAASPP Data Review

In 2010, the California State Board of Education adopted the Common Core State Standards (CCSS) for mathematics and English Language Arts (ELA), a more rigorous set of academic content standards with a focus on college and career readiness. In 2015, the CCSS-aligned Smarter Balanced (SBAC) assessments in English Language Arts and Mathematics were first administered as part of the California Assessment of Student Performance and Progress (CAASPP) to students in grades 3-8, and 11. With the completion of the fifth year of testing in 2019, this report includes a five-year comparison and the most recent results.

The SBAC assessments are computer-adaptive tests with items represented in multiple formats, including selected and open-ended response, which require students to explain and justify their thinking. The SBAC results inform parents, staff, and the Board of Education of students' progress toward readiness for success in college, career, and life beyond graduation. This report includes results from the 2018-19 administration, and it includes comparative results to the State, Sacramento County, neighboring districts, and prior year results. Results are disaggregated by grade level, race/ethnicity, specific Asian race, and program participation.

However, performance on SBAC is only one data point or indicator of our Balanced Accountability Framework for measuring progress with preparing students to be college and career ready. Other indicators that will be reviewed include cohort graduation rate, A-G completion, Early Assessment of Progress, Advance Placement course taking and exam performance, and ACT and SAT performance.

II. Driving Governance

The District's Equity, Access, and Social Justice Guiding Principle, calls for all students to be given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. Vital to actualizing this principle is supporting and challenging all students to actively engage in rigorous and relevant curriculum that prepares them for college, career, and a fulfilling life, regardless of zip code, race/ethnicity, (dis)ability, language proficiency, and life circumstance. Our goal is for all schools to hold students to the highest academic expectations, which is also evident in the district's Local Control Accountability Plan (LCAP) goal one's focus of increasing the percent of students who are on track to graduate college and career ready and the Local Educational Agency (LEA) plan which is designed to enable schools to substantially assist students to meet academic standards.

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and assessment planning. In addition, all teachers are provided the opportunity to collaborate with their colleagues during the early release day on Thursdays called Collaborative Time. This designated period affords teachers time to learn more about the standards, design lessons, examine student work, and address implications for teaching. Our training specialists have been supporting teachers with the implementation of

- High quality texts, tasks and questions,
- Academic discourse
- Formative assessment processes
- The integration of social emotional learning.
- Fostering a growth mindset
- Understanding the inner workings and impact of implicit bias

We are being very intentional to foster a team approach to teacher capacity building, by aligning the efforts of training specialists with principals and our Instructional Assistant Superintendents. This is an example of the four tenets working together; curriculum and instruction, professional learning, supervision and evaluation, logistics and operations. Teams of teachers supported by a training specialist work with the principal and their IAS's to answer the following three questions:

- a. What is the team trying to accomplish? (goals)
- b. How will the team know if a change is an improvement? (Evidence/measures of success)
- c. What changes might the site/ teachers introduce and why?

The district recognizes the critical role of support staff and has intentionally designed professional learning sessions to build their capacity to assist in implementation of the CCSS. The Academic Office conducts a professional learning series for instructional aides which concentrate on specific strategies they can employ to assist students in meeting the demands of the CCSS. The Academic Office continues to collaborate with the Expanded Learning team to provide after school providers with professional learning to support the academic achievement of our students.

Instructional Materials and Pedagogy

To support teachers with standards implementation, the District has developed CCSS aligned curriculum maps for ELA and Math. The curriculum maps specify supports for English Learners, Students with Disabilities, struggling students, as well as students identified for GATE services. They also include links to digital resources such as sample tasks, lessons/units, and

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videos of effective instruction. To support math CCSS implementation, the district has adopted instructional materials for math (Grades K-Calculus) and most recently for ELA/ELD (Grades K-12). In grades K-12 we are providing school based professional learning focused on the implementation of the new ELA/ELD materials. In grades K-6 this is in the form of modules.

Assessment for Learning

The advent of the CCSS ELA and math require that assessment practices change from a sole emphasis on multiple choice assessment items to those that allow greater insight into student thinking. Hence, another key lever is a focus on shifting the District's assessment practices with greater emphasis on classroom-based, curriculum-embedded formative assessment practices. This school year, staff has been focused on implementing common assessments across grade levels.

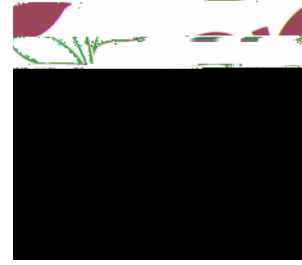
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Academic Discourse and collaboration. Teachers are also exploring Apps and resources to engage students in more rigorous academic tasks in various content areas.

VI. Results

With the fourth year of data from state assessments and standardized measures to assess student progress towards meeting the CCSS, the District 0(n)0 100.3199918 407.0399698 651.7199942 District

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effective. This includes aligning the work of principals, IAS's, teachers and training specialists to provide job embedded ongoing professional learning to teams of teachers.

Next steps in the District's standards implementation include the following:

- Refine the district's CCSS-aligned formative assessment practices.

- Continue to improve the professional learning for staff

- Provide professional learning on the implementation of the new ELA/ELD instructional materials.

- Focus our job embedded professional learning on equitable outcomes diverse student populations, specifically our traditionally underserved students.

- Build upon the ELA and Math curriculum maps including growing the bank of electronic resources within to include videos of effective practice, text resources, and sample lessons/units and assessment practices.

- Expand the district's parent/stakeholders communication and engagement strategies

- Use data to develop a multi-tiered system of supports to provide academic supports for all learners.

- Continue to align the work of our curriculum and instruction department and our Instructional Assistant Superintendents.