



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date: October 5, 2017

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: Academic Office & Continuous Improvement and Accountability

Recommendation: Receive information on the 2017 CAASPP Data Review.

Background/Rationale: Students in grades 3-8 and 11 are administered state mandated assessments in English Language Arts (ELA) and Mathematics, as part of the California Assessment of Student Performance and Progress (CAASPP). These assessments, which measure students skills, knowledge, and performance on the Common Core State Standards (CCSS) are computer-adaptive and administered online. The CAASPP is not administered in all grades and results only provide one measure student performance. Therefore additional indicators of student performance and progress, which are aligned to our Strategic Plan and Local Control Accountability Plan (LCAP), will provide a more comprehensive overview of academic achievement.

Financial Considerations: None

LCAP Goal(s): College, Career and Life Ready Graduates

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 15 minutes

Submitted by: Iris Taylor, Chief Academic Officer

Vincent Harris, Chief of Continuous Improvement
and Accountability

Approved by: Jorge A. Aguilar, Superintendent

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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 third year of testing in 2017, this report includes a two-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 2016-17 administration, and it includes comparative results to the State, Sacramento County, similar districts, and prior year results. Results are disaggregated by grade level, race/ethnicity, 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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III. Budget

N/A

IV. Goals, Objectives and Measures

SCUSD is fully committed to using multiple measures to assess the quality and effectiveness of our actions and services to successfully accomplish the goals outlined in our Guiding Principle, Strategic Plan, LCAP, and LEA Plan.

V. Major Initiatives

The district has instituted a multi-dimensional approach to the implementation of the CA CCSS standards and has identified five key levers for impacting student achievement. These levers include a focus on: a) staff capacity building, b) instructional materials and pedagogy, c) assessment for learning, d) communications and stakeholder engagement, and e) technology infrastructure. Below we describe the major strategies and actions for each lever.

Staff Capacity Building

The district recognizes that capacity building and professional learning is needed for a wide range of staff members in order for the implementation of CCSS ELA and math to have maximum impact on student achievement. Thus, staff capacity building has included professional learning for an array of staff members including administrators, teachers, instructional aides, and district staff.

Leadership Capacity Building

SCUSD's capacity building for principals has occurred primarily through the monthly principals' meeting structure. In the Fall of 2016-17, principals and teams of teachers came together to focus on cross-disciplinary instructional strategies for engaging students in academic discourse and high quality tasks/texts/questions. The sessions integrated technology, supports for students identified for Gifted and Talented Education (GATE) services, English Learners (EL), and students with disabilities (SWD). In addition, principals and assistant principals met in the remaining months to collaborate on supporting teachers with standards implementation and to engage in instructional rounds, a comprehensive process of collaborating to gather and analyze data on students' learning experiences based on classroom observations. In total, site administrators engaged in 18 sets of instructional rounds oftentimes side by side with teachers.

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For the 2017-18 school year, site administrators are growing their capacity to engaged in disciplined inquiry and respectful data analysis using the practices of Improvement Science. The sessions have been led by the Superintendent, the Instructional Assistant Superintendents and senior leadership staff and will focus on areas such as English Learner redesignation, Reading by Third Grade, Middle and High School Readiness, Graduation, and UC/CSU A-G completion. In addition, 60 school site administrators are taking part in ongoing professional learning regarding how to effectively organize and work with teachers during weekly Collaborative Time.

Teacher Capacity Building/Professional Learning

The Academic Office continues to provide a variety of professional learning opportunities to support teachers with standards implementation. This includes professional learning sessions during the summer and school year and the work of the district's training specialists. SCUSD currently employs a cadre of math (9), ELA/ELD (9) and Science (2) training specialists. The training specialists provide coaching and feedback, conduct demonstration lessons, and work with teachers on lesson/unit 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.

Mathematics

Throughout the 2016-17 school year, Math Training Specialists supported teachers in shifting their instruction to use more cognitively-demanding tasks and have students engage in academic discourse. In collaboration with the Youth Development Department, the team expanded the successful Summer Math Institute from last year to include 75 elementary and middle school teachers. Teachers worked with students in the Summer Quest program and were able to study and immediately apply their learning about math concepts, growth mindset, academic discourse, and using technology for learning mathematics. Technology used in the summer sessions have been awarded to five classrooms mathematics laboratories will be formed and supported by the district math training specialists. During the 2017-18 school year, teachers will continue to be supported by Math Training Specialists and may also opt-in to various professional learning opportunities facilitated either during weekly Collaborative Time or other agreed-upon days.

English Language Arts (ELA)

With training specialists support and use of the curriculum maps and supplemental materials and resources, teachers have been working on improving ELA instruction with a focus on

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writing instruction through genre study, academic discourse and the use of high quality texts, tasks and questions. Last year, district ELA instructional support expanded the work on Academic Discourse by adding a focus on writing about reading and foundational skills instructional practices. Over the past five years, the district has begun shifting to a Balanced Literacy approach to literacy instruction and more than 600 teachers in grades K-8 have participated in the Beginning and Advanced Balanced Literacy Summer Institutes. In addition, the ELA/ELD training specialists continue to grow in capacity to provide support for teachers in the summer and during the school year.

English Language Development (ELD)

The district has greatly increased its ELD professional learning opportunities for teachers and principals over the past few years. In 2015-16, the teachers and principals of two elementary schools serving a high concentration of English Learners, John Still and Ethel Phillips, participated in Leading with Learning, more than 40 hours of ELD professional learning that is based on the CA ELA/ELD Framework and was funded by a federal i3 grant. This has now grown to include eight additional schools for the 2017-2018 school year. (Bowling Green Chacon, Bowling Green McCoy, Susan B. Anthony, Pacific, Elder Creek, Nicholas, Parkway, and Abraham Lincoln). During the year, ELA/ELD training specialists support the teachers who have participated in the Institutes. Additionally, we will offer the ELD Institutes again during the school year.

Students with Disabilities

The Special Education Department continues to host a series of professional learning opportunities that focus on deeper learning in academic discourse and high quality tasks tailored specifically to teachers teaching special education as well as quality IEP development that focuses on standards and other areas of need for students with disabilities. Teachers have used collaborative time to collaborate with their general education grade level peers. In addition, the Department has convened a group of teachers to review, pilot and adopt a standards-aligned curriculum targeted to students with moderate to severe disabilities.

Social Emotional Learning (SEL)

The Academic Office and Equity Office worked collaboratively to integrate SEL and the CCSS as a major strategy to close persistent opportunity gaps during the 2016-2017 school year. The work largely occurred within the context of establishing classroom rituals and routines that build SEL competencies and support learning in writers and readers workshop and when engaging in rigorous mathematical tasks. In addition, the district focused on building growth mindsets through both the SEL and CCSS professional learning. Understanding the inner

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workings and impact of implicit bias was also a major component in the SEL professional learning and will impact teachers' interactions and engagement with students in a variety of settings. This work will continue in the 2017-2018 school year.

Support Staff Capacity Building

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. In addition, because students receive support with math in spaces outside of the regular school day, staff worked with the Expanded Learning team to provide after school providers with professional learning to support the growth of mathematical mindset in our students. Furthermore, the district has provided professional learning to the Volunteer Support Services from Sacramento Public Libraries.

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 videos of effective instruction. To support math CCSS implementation, the district has adopted instructional materials for math (Grades K-Integrated Math 3) and selected supplemental materials for ELA (Grades K-12). The district is currently in the process of piloting K-12 instructional materials for ELA/ELD materials which will be implemented in the 2018/19 school year.

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. In 2016-17 the district administered a benchmark exam in the fall for grades 1-12 for ELA and grades 2 through Math 3 for math. In January of 2017, the district formed an Assessment Committee to identify CCSS-aligned common formative assessments to be administered

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system-wide in grades K-12. The committee is comprised of district staff and members of UPE and SCTA and will continue to meet towards this end.

Communications and Stakeholder Engagement

The district has taken great strides to deepen stakeholder awareness and knowledge about the CCSS and the Academic Office will continue to host workshops to inform parents/guardians and community partners of the educational changes resulting from the CCSS and NGSS standards implementation. To maximize the effort, the Academic Office is collaborating with the Family and Community Empowerment Office to conduct workshops during the Parent Leadership Pathway and the Parent Information Exchange (PIE) sessions. In addition, the district will continue to conduct CCSS and NGSS presentations to the various parent advisory groups. The district has also developed a user friendly parent/family webpage which offers a productive flow of information to keep stakeholders abreast of district resources for teachers, leaders, and parents. Posted on the webpage are the locally developed CCSS parent guides for math and ELA that include a description of what students will learn in in each grade, activities that parents can do at home to support their child’s learning, and a snapshot of the new assessments.

Technology Infrastructure

The district, has made the development of its technology infrastructure another key lever in its CCSS implementation. The Academic Office is working closely with Technology Services on the integration of technology to accelerate student learning. A primary emphasis of the work has been the implementation of Google Apps for Educators (GAFE) system-wide. Through GAFE professional learning, teachers are learning how to utilize technology to engage students in 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 third year of data from state assessments and standardized measures to assess student progress towards meeting the CCSS, the district’s performance indicates there is still a great deal of room for improvement. High level takeaways from the data include:

- Sacramento City’s overall percentage of students scoring met/exceeded in ELA and Math were unchanged year over year at 39% for English Language Arts and 31% for

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Math

- Sacramento City's met/exceeded percentage remains below Sacramento County and the State of California in ELA and Math
- Sacramento City's met/exceeded percentage remains in the bottom half of comparable school districts in the region and across the state in both ELA and Math
- Sacramento City's met/exceeded percentage in Math increased from 2015-16 to 2016-17 in all grade levels, except 6th grade which remained unchanged.
- Significant subgroup gaps remain in both ELA and Math
 - In ELA, 22% of African American students scored met/exceeded versus 61% of white students
 - In Math, 14% of African American students scored met/exceeded versus 52% of white students
 - English Learner, Foster Youth, Special Education and Homeless students scored no higher than 20% of students who met/exceeded in either ELA or Math

VII. Lessons Learned/Next Steps

The district has learned many lessons since initial implementation of the CCSS. Key lessons learned are outlined below:

- Ongoing data collection and analysis from common formative assessments are critical for providing responsive interventions to students and continuously improving during the instructional year.
- There are no shortcuts to deep learning and changed instructional practice.
- The shifts in instruction required by the CCSS ELA and math are a major cultural change and require time, continuous learning, and collaboration.
- An infrastructure of support is vital for both students and adults.
- Implementing the CCSS ELA and math is a huge undertaking that requires commitment from all layers of the system.

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

- Refine the district's CCSS-aligned formative assessment practices.
- Continue to improve, and expand the professional learning for staff
- Expand the integration of instructional supports for diverse student populations into the professional learning sessions.
- 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

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