



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.2

Meeting Date: October 6, 2016

Subject: 2016 CAASPP Data Review

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

Division: Strategy and Innovation Office

Recommendation: Receive information on the 2016 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 Goals: College, Career and Life Ready Graduates

Documents Attached:

1. Executive Summary

<p>Estimated Time of Presentation: 15 minutes</p> <p>Submitted by: Al Rogers, Chief Strategy Officer</p> <p>Approved by: José Banda, Superintendent</p>
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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). 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 second year of testing in 2016, 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 and instructional staff of students' progress toward readiness for success in college, career, and life beyond graduation. The 2016 SBAC results serve as baseline data for the Board of Education's recently adopted 2016-2021 Strategic Plan.

The 2015-16 SBAC results indicate that our students are making progress in English Language Arts (ELA) and Mathematics (Math). In reviewing our ELA and Math performance relative to the County and State, we recognize that the percent of students who exceeded or met standards are not at the same levels. However, we are encouraged by our growth from 2015 to 2016, which mirrors the growth of the County. There were increases in the percent of student who exceeded or met standards in all grade levels for ELA and in most grade levels for Math. The achievement gap between All Students and African American and Hispanic students persisted from 2015 to 2016.

However, performance on SBAC is only one data point or indicator of our Balanced Accountability Framework for measuring our 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 2016-2021 Strategic Plan Goal of College, Career and Life Ready Students requires that as a district we challenge and support 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, 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 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.

III. Budget

N/A

IV. Goals, Objectives and Measures

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

V. Major Initiatives

SCUSD has instituted a multi-faceted approach to standards implementation and has identified five key levers for implementation and impacting student achievement. These levers are incorporated in the district's new Strategic Plan 2016-21, the LCAP and the LEA Plan and 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 is needed for a wide range of staff members in order for the implementation of CCSS and NGSS 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 2016-17 school year principals will bring a team of teachers to principal meetings three times a year and will focus on cross-disciplinary instructional strategies for engaging students in academic discourse and high quality tasks/texts/questions. The sessions will integrate 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 will meet in the remaining months to collaborate on supporting teachers with standards implementation and to engage in instructional rounds.



Teacher Capacity Building/Professional Learning

The Academic Office will continue to provide 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 (10), 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 2015-16 school year, Math Training Specialists supported more than 600 teachers in shifting their instruction to use more cognitively-demanding tasks and have students engage in academic discourse. Utilizing feedback from teachers, the team designed and piloted an elementary Summer Math Institute for 40 teachers in collaboration with the Youth Development Department. 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 three school sites where mathematics laboratories will be formed and supported by the district math training specialists. During the 2016-17 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 writing instruction through genre study, academic discourse and the use of high quality texts, tasks and questions. This year, district ELA instructional support is expanding the work on Academic Discourse by adding a focus on writing about reading and foundational skills instructional practices. Over the past four years, the district has begun shifting to a Balanced Literacy approach to literacy instruction and more than 500 teachers in grades K-8 have attended 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. Teachers continue to grow in their learning journey and have increased their capacity to implement the ELA CCSS.

Next Generation Science Standards (NGSS)

In 2013, California adopted the Next Generation Science Standards (NGSS) which will culminate with assessments in the 2018-19 school year. Similar to the CCSS, the NGSS call for shifts in teaching and learning to foster an equitable student centered classroom dedicated to rigorous learning. To this end, the Academic Office and Sacramento City Teachers Association partnered in the spring of 2015 to unify a vision for science instruction. The result was a district NGSS implementation plan centered around a mentor model for professional learning with the ultimate goal of preparing teachers for the NGSS. From that plan, a district team was formed consisting of a Science Coordinator, 2 training specialists and 9 science mentors. To date, 115 teachers have engaged in at least 6 hours of district level professional learning over the 2015-16 school year including a multi-day summer institute. In 2016-17, 32 schools will receive coaching support from district training specialists or site-based science mentors. In addition, the team will conduct a four-session professional learning series for interested teachers.

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, John Still and Ethel Phillips, participated in more than 40 hours of ELD professional learning that was based on the CA ELA/ELD Framework and funded by a federal i3 grant. This summer cohort two of the i3 grant began and included Bowling Green McCoy, Bowling Green Chacon, and Susan B. Anthony. Because this ELD professional learning model was popular with teachers and sparked change in practice in many classrooms, we used it to provide professional development to 220 more teachers over the summer. During the school year, ELA/ELD training specialists will support the teachers who have participated in the Institutes. Additionally, we will offer the ELD Institutes again during the school year.

Students with Disabilities

During the 2015-16 school year, the Special Education Department hosted a series of professional learning opportunities that focused 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 the students. This year, teachers will use collaborative time to interface 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 are working collaboratively to integrate SEL and the CCSS/NGSS as a major strategy to close persistent opportunity gaps. The work has 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 is focusing on building growth mindsets through both the SEL and CCSS/NGSS professional learning. Understanding the inner workings and impact of implicit bias is also a major component in the SEL professional learning and will impact teachers' interactions and engagement with students in a variety of settings.

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, this year staff will work 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. Staff have also conducted CCSS workshops and presentation for central office staff in various departments to build greater awareness of their role in CCSS implementation.

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 EL, SWDs, 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. During the 2016-17 school year, the Academic Office will convene a team of science teachers to determine the science pathway and begin to develop science curriculum maps to align to the NGSS. 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). This varied set of resources expands teachers' instructional tool kit and provides a support infrastructure for standards implementation.

Assessment for Learning



The advent of the CCSS and NGSS 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 addition, the district re-instituted a benchmark assessment system during the 2015-16 school year to monitor student progress system-wide. Benchmarks were administered two times and in grades 1-12 for ELA and grades 1- Integrated Math 2 with an optional 3rd administration in the spring. The district will continue to refine its benchmark assessment processes and engage teachers in more focused work on data analysis and instructional planning.

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 second year of data from state assessments and standardized measures to assess



student progress towards meeting the CCSS, the district has experienced moderate increases in student performance, however there is still a great deal of room for improvement. In addition to these measures, other indicators of impact include the following:

- Principal meetings and instructional rounds reveal that site leaders have greater capacity to recognize the instructional shifts that should be evidenced in classrooms
- Surveys of administrators indicate that training specialists support is valued and there is a need for additional support.
- Classroom observations indicate that teachers are providing more opportunities for academic discourse.
- Feedback from parents indicate that they are enthusiastic about the changes and desire to learn more about what the new standards mean for their children's education.
- Feedback from teachers indicate that they found the summer professional learning sessions valuable and are interested in continued CCSS/NGSS professional learning.

VII. Lessons Learned/Next Steps

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

- There are no shortcuts to deep learning and changed instructional practice.
- The shifts in instruction required by the CCSS and NGSS are a major cultural change and require time, continuous learning, and collaboration.
- An infrastructure of support is vital for both students and adults.
- Bringing the CCSS and NGSS to fruition is a huge undertaking that requires commitment from all layers of the system.

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

- 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 and develop NGSS-aligned curriculum maps for science courses.
- Expand instructional supports including videos of effective practice, text resources, and sample lessons/units and assessment practices.
- Refine the district's CCSS-aligned assessment practices.
- Expand the district's parent/stakeholders communication and engagement strategies
- Build the capacity of teachers and leaders in collaborative lesson/unit planning and analysis of student work.
- Continue to engage teachers and leaders in instructional rounds.
- Develop a multi-tiered system of supports to provide academic supports for all learners.