



# District Common Assessments and Special Education Assessments

Board Meeting  
February 18 2021  
Agenda Item No. xxx

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# Board Policy, 5121, Evaluation of Student Achievement

*The Governing Board believes that students and parents/ guardians have the right to receive reports of assessments that represent an accurate evaluation of the student's achievement. Teachers shall evaluate a student's work in relation to standards which apply to all students at his/her grade level.*

# Board Policy 6162.5, Student Assessment

*The Governing Board believes that the primary purpose of student assessments should be to help students, parents/guardians and teachers identify individual student's academic strengths and areas needing improvement, in order to enhance teaching and learning. The effectiveness of the schools and district shall be evaluated in part on the basis of these student assessments.*

# Board Policy 5123, Promotion/Acceleration/Retention

*4. Students are responsible for performing curriculum tasks and complying with behavioral norms and academic progress towards Board approved academic standards. Students are to assist their schools and teachers who provide instruction, on-going monitoring and student assessment and interventions when required. Families and teachers are to monitor progress and will intervene when achievement falls below standard criteria.*

# Connection to Board of Education Governance

Commitment to a Shared Moral Purpose

“A shared moral imperative - a relentless commitment to the learning of all students, no exceptions - must drive the work of the board and its individual and collective action.”

(The Governance Core)

Commitment to an aligned, guaranteed and viable curriculum for all students.

Commitment to monitoring student progress

# Special Education Assessment Updates

# Special Education Assessments

Assessments are the foundation  
on which an IEP is based.



# General Guidelines

## Process

- Assessment in special education is a process of collecting information about a student for the purpose of determining eligibility under one or more of the thirteen eligibility categories.
  - Specific Learning Disability (SLD)
  - Other Health Impairment (OHI)
  - Emotional Disturbance (ED)
  - Speech or Language Impairment (SLI)
  - Autism (AUT)
  - Intellectual Disability (ID)
  - Hard of Hearing (HH)
  - Deafness (DEAF)
  - Visual Impairment (VI)
  - Orthopedic Impairment (OI)
  - Deaf-Blindness (DB)
  - Multiple Disabilities (MD)
  - Traumatic Brain Injury (TBI)
- Please note: A student *shall not* be determined to be an individual with exceptional needs if the determining factor is one of the following:
  - Lack of appropriate instruction in reading
  - Lack of appropriate instruction in mathematics
  - Due primarily to limited school experience or poor school attendance
  - Is a result of environmental, cultural difference, or economic challenges
  - Could be corrected through other interventions and supports offered within the general education program.
  - Limited-English proficiency

# Initial vs. Triennial

## Initial Assessment

- An initial special education assessment is conducted to determine eligibility for special education services as highlighted on previous slides.

## Triennial Assessment

- A triennial special education assessment is conducted at least once every three years from the date a student is found eligible.



# Special Education Timelines

## Education Code Section 56043 & 56344

1. Education Code Section 56043(a)—Assessment Plans
  - a. The parent or guardian of the pupil shall be given, in writing, a proposed assessment plan within 15 days of the referral for assessment not counting days between the pupil's regular school sessions or terms or days of school vacation in excess of five schooldays from the date of receipt of the referral, unless the parent or guardian agrees, in writing, to an extension.
  
1. Education Code 56043(f)(1)--Assessment Timeline
  - a. Requires that an IEP resulting from “an assessment of a pupil shall be developed within a total time not to exceed 60 calendar days.”

\*Complete Education Code language is available in the *Board of Education Executive Summary* document.

# District Policies & Procedures

Further, the District has special education policies and procedures in place for documenting and responding to initial special education evaluations, re-evaluations, and related procedural safeguards for parents and timelines as required by state and federal regulations located at Administrative Regulation 6164.4 (Identification of Individuals for Special Education) and the District's 2018-19 special education handbook.

- Available on the District's website
  - [Board Policies](#)
  - [Special Education Handbook](#)



# Negotiations

The District and SCTA have been negotiating concerning 1-1 Assessments for Students with Disabilities since Fall

(<https://returntogether.scusd.edu/labor-negotiations>)

- October 14, 2020 – District passes 1-1 SPED proposal to SCTA
- October 23, 2020- SCTA counter
- October 29, 2020 – District counter (as well as proposals on ELPAC assessments, Vision/Hearing)
- November 20, 2020 – District counter on 1-1 SPED, (and proposal Targeted Supports)
- January 27, 2021 – SCTA counter
- January 27, 2021 – District counter
- February 9, 2021- SCTA counter
- February 9, 2021 – District counter
- February 11, 2021 – SCTA counter (2 proposals)

# Neighboring Districts

<b>District</b>	<b>Special Education Assessment MOU Established</b>
Folsom Cordova USD	October 8, 2020
San Juan USD	September 10, 2020
Natomas USD	October 31, 2020
Elk Grove USD	August 7, 2020
Twin Rivers USD	August 6, 2020

# Impact of School Closures

## Special Education Information System (SEIS)

- The District's Special Education Department utilizes an online database, Special Education Information System (SEIS), for its special education data management system.
- *Please note:* The health of the District's data system and consistency by the users is imperative to having accurate data.

## Outstanding Assessments

- According to data extracted from the SEIS system, the District has:
  - 420 outstanding initial assessments
  - 431 outstanding triennial assessments

# CDE Complaint & Investigation

## Complaint

- A complaint was filed with the California Department of Education (CDE) on November 20, 2020 alleging a violation of the District's obligation to conduct special education assessments within 60 days of receiving signed assessment plans.
  - Two additional complaints were filed with CDE on January 6, 2021 and January 22, 2021 alleging a violation of the District's obligation to timely conduct special education assessments.

## Investigation

- CDE conducted their investigation and outlined eight (8) corrective actions.
  - Data Updates
  - Parent Communication
  - Plan for Completion of Assessments
  - Compensatory Services to students who qualify.

## Next Steps

- Weekly progress updates are being provided to CDE regarding the eight (8) corrective actions.

# ELPAC Assessment Update

<b>Assessment</b>	<b>Window</b>	<b># students Assessed</b>	<b>Total # of students to be assessed</b>	<b>Participation rate (%)</b>
<b>Initial ELPAC 20-21</b>	Ongoing	735	735	100%
<b>Summative ELPAC 19-20</b>	Feb 1st 2020 - Oct 30 2020	2561	8924	29%
<b>Summative ELPAC 20-21</b>	Feb 1st 2021 - May 30th 2021	143 have started 0 have completed	7500	1.9% have started 0% have completed

# Update on Other Assessments

## College Board Exams (In person only)

- PSAT/NMSQT (11th grade): Jan 26th was the only date available. We did not participate
- SAT (11th grade): April 13 and/or April 27. TBD on whether to participate.
- PSAT 10: April 13 - 30 TBD on whether to participate.
- PSAT 8/9: April 13 - 30 TBD on whether to participate.

SBAC: March 22 - May 28.

GATE (1st and 3rd grade): TBD

# Common Assessments Update



# The “WHY”

## Underpinning Common Assessments

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- 1) To monitor student progress towards grade level readiness to inform students, parents, teachers, administrators, the Superintendent and the Board of Education

# The “WHY”

## Underpinning Common Assessments

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2) To inform teaching and learning within a guaranteed and viable curriculum

- What do we expect our students to learn?  
*(Priority standards & scope and sequence)*
- How will we know they are learning?  
*(Common assessments)*
- How will we respond when they don't learn?  
*(Intervention)*
- How will we respond if they already know it?  
*(Extension)*

# The “WHY” behind common assessments

3) To provide schools and teacher teams with regular, up-to-date, objective data as we engage in cycles of continuous improvement

How will we know if a change is an improvement?

We cannot improve what we cannot measure.

These assessments will give us the objective interim measures needed within the Cycle of Continuous Improvement.

# The “WHY” behind common assessments

4) To identify students for interventions and supports, essential for a Multi Tiered System of Supports.

- How many students are meeting standards with Tier 1 instruction? *(If less than 80%, we need to strengthen Tier 1)*
- Which students need Tier 2 small group instruction?
- Which students need Tier 3 individualized supports?

# The “WHY” behind common assessments

5) To inform programmatic decisions including student program placement, coupled with evaluation of program/intervention effectiveness

- EL redesignation
- GATE eligibility
- AP / IB placement recommendations
- Expanded learning summer program eligibility
- 6th grade and math 1 placement assessment

# District Common Assessments: 2020-21

## English Language Arts

<b>Participation</b>	<b>Unfinished Learning (BOY; Prior Grade)</b>	<b>Interim #2/ MOY (On Grade-Level)</b>	<b>Change in Participation Rate</b>
<i>District Average</i>	52%	49%	-3
Grade 2	52%	52%	0
Grade 3	66%	60%	-6
Grade 4	67%	58%	-9
Grade 5	67%	56%	-11
Grade 6	64%	55%	-9
Grade 7	51%	65%	14
Grade 8	61%	51%	-10
Grade 9	29%	32%	3
Grade 10	22%	24%	2
Grade 11	21%	19%	-3

# District Common Assessments: 2020-21

## Foundational Reading Skills - BOY Assessment

<b>CORE PHONICS SURVEY</b>	<b>1-Standard Not Met</b>		<b>2-Standard Nearly Met</b>		<b>3-Standard Met</b>		<b>Total Student Count</b>
<b>Grade Level</b>	<b>%</b>	<b>Student Count</b>	<b>%</b>	<b>Student Count</b>	<b>%</b>	<b>Student Count</b>	
K	47%	814	10%	178	43%	745	1737
1	49%	825	18%	313	33%	560	1698
2	62%	758	21%	258	17%	204	1220
<b>Grand Total</b>	<b>51%</b>	<b>2397</b>	<b>16%</b>	<b>749</b>	<b>32%</b>	<b>1509</b>	<b>4655</b>

# District Common Assessments: 2020-21

## Foundational Reading Skills - BOY Assessment

	1- Standar d Not Met		2- Standar d Nearly Met		3- Standar d Met		Total Student Count
Reported Race	%	Student Count	%	Student Count	%	Student Count	
American Indian or Alaska Native	70%	14	5%	1	25%	5	20
Asian	45%	452	16%	161	39%	399	1012
Black or African American	66%	270	13%	53	22%	89	412
Hispanic	62%	1133	16%	286	22%	408	1827
Native Hawaiian or Other Pacific Islander	65%	71	12%	13	24%	26	110
Two or More Races	42%	173	17%	70	41%	169	412

# District Common Assessments: 2020-21

## Foundational Reading Skills - BOY Assessment

	1- Standar d Not Met		2- Standar d Nearly Met		3- Standar d Met		Total Student Count
English Proficiency	%	Student Count	%	Student Count	%	Student Count	
English Learner	65%	634	13%	124	22%	212	970
English Only	48%	1725	17%	601	35%	1261	3587
Initially Fluent English Proficient (I-FEP)	37%	26	23%	16	41%	29	71
Redesignated Fluent English Proficient	20%	3	40%	6	40%	6	15
To Be Determined	75%	9	17%	2	8%	1	12
<b>Grand Total</b>	<b>51%</b>	<b>2397</b>	<b>16%</b>	<b>749</b>	<b>32%</b>	<b>1509</b>	<b>4655</b>

# District Common Assessments: 2020-21

## Foundational Reading Skills - BOY Assessment

	1- Standar d Not Met		2- Standar d Nearly Met		3- Standar d Met		Total Student Count
<b>Student Is Special Ed?</b>	<b>%</b>	<b>Student Count</b>	<b>%</b>	<b>Student Count</b>	<b>%</b>	<b>Student Count</b>	
Received Special Ed	65%	241	12%	46	22%	83	370
Not Received Special Ed	50%	2156	16%	703	33%	1426	4285
<b>Student Is SED?</b>	<b>%</b>	<b>Student Count</b>	<b>%</b>	<b>Student Count</b>	<b>%</b>	<b>Student Count</b>	
Socio Econ Disadv	62%	1859	14%	429	24%	722	3010
Not Socio Econ Disadv	33%	538	19%	320	48%	787	1645
<b>Grand Total</b>	<b>51%</b>	<b>2397</b>	<b>16%</b>	<b>749</b>	<b>32%</b>	<b>1509</b>	<b>4655</b>

# Current Status

- Currently, the District is unable to administer its common assessments pursuant to an Arbitrator's decision rendered on January 11, 2021.
- Consistent with the above decision, the District and SCTA are to convene a committee to come to an agreement on the common assessments which the District will give in addition to those required by the state.
- At this time, although the District has offered to meet with SCTA on numerous dates, a meeting has not been accepted.

Q & A