



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)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office/Curriculum & Instruction

Recommendation: None

Background/Rationale: In recent years, the state of California has adopted more rigorous college and career focused curricular standards in English Language Arts (ELA), English Language Development (ELD), mathematics, and science and have made substantial changes to state level assessment. As a result, districts have had to critically evaluate their local assessments and assessment practices.

SCUSD is currently working to establish a comprehensive assessment system consisting of an intentional variety of assessment approaches and types. This includes the administration of state required assessments and the use of common formative assessments in mathematics and ELA for grades K-12 to be administered 3-4 times per year. In addition, the system includes professional learning to increase the capacity of educators and administrators in analyzing and using data to improve teaching and learning. The shift in practice will provide stakeholders with ongoing information about student performance and progress.

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 and learning and to make decision about instructional programming. This is even more critical for impacting achievement of students with disabilities, English Learners, and/or those who are performing below grade level.

In recent years, the state of California has adopted more rigorous college and career focused curricular standards in English Language Arts (ELA), English Language Development (ELD), mathematics, and science and has made substantial changes to state level assessment. As a result, districts have had to critically evaluate their local assessments and assessment practices. An analysis of current district-administered assessments reveals that the district is overly reliant on assessments provided by the state for information on how students are progressing. These assessments are only administered on an annual basis and often there is a lengthy time-lag from when the assessments are administered to when data are available for use which makes it difficult for this information to be used to impact instruction for students.

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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 post-secondary choices from the widest array of options. Vital to actualizing this principle is having a "comprehensive, coherent and continuous system of assessment" (CA ELA/ELD Framework, 2014) to monitor student progress and ensure that students graduate with the requisite knowledge and skills to meet the demands of any post-secondary option they choose. The district has established the expectation for monitoring and reporting on student progress in Board Policy (BP 5121, BP 5123, BP 6162.5).

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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 [subject matter curricular frameworks](#) for math (2013), ELA/ELD (2014), science (2016), and social science (2016). All frameworks call for a balanced approach to assessments including assessments for learning and assessment of learning. Additionally, the [CA Dyslexia Guidelines](#) (2017) call for universal screening or assessment of all students in reading so that students can be provided with early interventions to address reading difficulties. The guidelines also forefront the importance of ongoing progress monitoring in reading throughout the school year using evidence-based assessments. Similarly, the state of California has also positioned assessments to screen, diagnose specific learning needs, and progress monitor to inform placement in tiered supports, as foundational and fundamental components of a Multi-Tiered System of Supports (<https://www.cde.ca.gov/ci/cr/ri/mtsscomponents.asp>).

California Education Code also specifies that districts use an assessment of academic achievement in English language Arts along with the state’s English Language Proficiency Assessment for California (ELPAC) to make decisions about English Learner reclassification (EDC TITLE 1 GENERAL EDUCATION CODE PROVISIONS [1. -32500]). Districts that have local assessments of academic achievement beyond state assessments are able to provide greater opportunities for students to demonstrate that they have achieved grade level proficiency and to be redesignated as proficient in English.

III. Budget

The assessment budget for 2018-2019 is outlined below and includes fees for assessments as well as the cost of the district’s web-based data management system.

2018-2019 Assessment Budget	
Assessments	Budget
PSAT 8/9 and PSAT NMSQT	\$81,382
SAT	\$110,990
AP and IB (Projected)	\$385,416
GATE	\$73,730.40
Total	\$651,518.40

IV. Goals, Objectives and Measures

SCUSD seeks to implement a comprehensive, coherent and continuous system of assessments which include assessments at the classroom, grade, department, and district, state, and national levels. Key indicators to be used to monitor implementation and performance are outlined below. All applicable data points will be disaggregated by site, grade level,

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race/ethnicity, and program groups (e.g. English Learners, Students with Disabilities, Foster Youth, etc.).

- Participation - The number and percent of students participating in assessments
- Performance - The number and percent of students demonstrating proficiency on assessments
- Progress/Growth - The number and percent of students showing growth from one assessment period to the next.

The district will also develop indicators to evaluate assessment implementation including use of data. This includes measures to gather perception data from educators and administrators on the usefulness of assessment items in informing instructional decisions. The information will also be used to make improvements to local district assessments and facilitate the future development of data analysis tools and resources.

V. Major Initiatives

Current District-Wide Student Assessment Practices

SCUSD currently only administers those assessments required by the state of California with the exception of assessments for College Readiness administered by the College Board and nationally normed assessments for GATE Identification. These assessments are administered annually and include the following:

English Language Proficiency Assessment for California (ELPAC)

The ELPAC is used by the state of California to assess students who are English Learners. The assessment provides information on student levels of English proficiency and is used to reclassify English Learners. The ELPAC Initial Assessment is given to all new English Learners and the ELPAC Summative is administered on an annual basis to all English Learners.

Smarter Balanced Assessment Consortium (SBAC) for ELA and Math

The SBAC for ELA and Math are online state assessments used to determine if students have mastered grade level standards for the California Common Core Standards. The assessments are administered one time per year in grades 3-8 and 11 only.

California Alternative Assessment (CAA) for ELA and Math

The CAA for ELA and Math is an annual assessment measure administered as an alternative to the SBAC. The assessment is designed for students with the most significant cognitive disabilities and is administered to students in grades 3-6 and 11

California Science Test (CAST) and California Alternative Assessment for Science (CAA-Science)

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The CAST is an online assessment for science that is administered only in grades 5, 8, and one time while a student is in high school. The test is aligned to the Next Generation Science Standards. Similar to the CAA ELA and Math, the CAA Science is an alternative science assessment for students with significant cognitive disabilities.

National Assessment of Educational Progress (NAEP)

The NAEP, commonly referred to as the Nation's Report Card is a national assessment and includes assessments in various subject areas. NAEP is administered annually in grades 4, 8, and 12 and only a random sampling of schools in a district take the NAEP.

Physical Fitness Test

The Physical Fitness test administered in California is Fitnessgram. This assessment is administered in grades 5, 7, and 9 and consists of a battery of fitness assessments in areas such as aerobic capacity, abdominal and upper body strength, and flexibility.

Scholastic Aptitude Test (SAT) and Preliminary Scholastic Aptitude Test (PSAT)

The SAT is a test of academic skills in various content areas that is used by colleges and universities to determine readiness for college and informs admissions decisions. SCUSD administers the SAT system-wide annually to all students in grade 11. The PSAT is a precursor to the SAT and is administered to all 10th grade students. This year the district also administered the PSAT 8/9 to all student in grades 8 and 9. The PSAT and PSAT 8/9 assessments provide students and staff with information on how students are predicted to perform on the SAT and results provide students with information on areas they can work on to improve their performance.

GATE Assessments

SCUSD annually screens students in grades 1 and 3 for Gifted and Talented Education services eligibility using nationally recognized and normed assessments. The district uses a the Naglieri Non-Verbal Abilities Assessment (NNAT3), in grade 1 and the Cognitive Abilities Test (CogAT), a problem solving and reasoning test, in grade 3.

Advanced Placement (AP) and International Baccalaureate (IB)

AP and IB assessments are administered to students who are enrolled in AP or IB coursework or demonstrate advanced proficiency with course content, and wish to self-select into the opportunity to complete one or more of these college readiness assessments. These courses are considered college-level courses and students performing at a required level of proficiency on the assessments are able to have the courses count towards college credit. Additionally, these assessments are vital criteria in the College/Career Readiness indicator on the CA School Dashboard

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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 /K	1	2	3	4	5	6	7	8	9	10	11	12
ELPAC Initial Assessments for English Learners (As needed)*													
ELPAC Summative Assessment for English Learners*													
SBAC - Smarter Balanced Assessment ELA & Math													
CAA - California Alternate Assessment ELA & Math *													
CAST - California Science Test CAA - California Alternate Assessment*													
National Assessment of Educational Progress (NAEP)													
Physical Fitness Testing (PFT)													
Preliminary Scholastic Aptitude Test (PSAT 8/9)													

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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	<ul style="list-style-type: none">● Classroom● Grade/department● District Interim
Provide schools/teacher teams with regular, up to date, objective data as they engage in cycles of continuous improvement	<ul style="list-style-type: none">● Grade/department● District Interim
Measure student progress towards grade level readiness	<ul style="list-style-type: none">● District Interim● State/National
Inform programmatic decisions and student program placement	<ul style="list-style-type: none">● 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.

Capacity Building for Effective Data Use

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In order for the assessment system to yield increases in student achievement, all stakeholders must be able to interpret and use the data effectively. Professional learning for staff is an essential component of the implementation and will occur through support from curricular training specialists and staff from the Continuous Improvement and Accountability Office. Staff will also develop parent/guardian and student friendly reports translated in the five major languages of the district to ensure that parents and students can monitor progress.

VI. Results

NA

VII. Lessons Learned/Next Steps

As SCUSD has worked to expand its assessment practices and increase opportunities to provide stakeholders with information on student academic needs, we have learned several lessons including but not limited to the following:

- A variety of intentionally selected assessments are needed for the district to fulfill its duty and honor its commitment to monitoring student progress
- Quality assessments take time to select and/or build and must be carefully vetted
- Building an effective assessment system is an ongoing endeavor and must be carefully monitored
- Building the capacity of educators, administrators, and support staff to be skillful users of assessment data is ongoing and must be intentionally engaged.

Our next steps include the following:

- Expand and update the assessment resources outlined in district curriculum maps
- Expand the data analysis toolkit
- Provide professional learning for administrators and educators on data analysis and using assessment results to inform instruction
- Develop cut points and norms for the assessments
- Finalize communication protocol for stakeholders
- Finalize student reporting for parents and guardians
- Develop protocols for evaluating the assessments items annually and revise as needed

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Appendix A

CALIFORNIA MANDATED ASSESSMENTS		
Grade Levels	Assessment / Data Point	Assessment Window
K-12	English Learner Proficiency Assessment for California (ELPAC) Initial Assessments non-English Home Language)	July 1 - June 30
K-12	ELPAC Summative Assessments non-English Home Language	February 1 – May 31
5, 8, 11, and 12	California Science Test (CAST) / - California Alternate Assessment (Science)	New Tech HS & Non-Public: March 5 - May 11 Traditional: March 19 - May 25
3-8 and 11	Smarter Balanced Assessment (SBAC) / California Alternate Assessment (CAA) ELA & Math	New Tech HS & Non-Public: March 5 - May 11 Traditional: March 19 - May 25
5, 7, and 9	Physical Fitness Test	February 1 - April 30
4, 8, and 12	National Assessment of Educational Progress (NAEP)	February and March
SCUSD ASSESSMENTS		
K	ELA Concepts of Print (COP) - Curriculum embedded	Sept. 4-28, May 13-31
K-2	ELA Basic Phonics Skills Test III (BPST III)	Sept. 4-28, Feb. 4-22 (K-1 only), May 13-31 (K-1 only)
K-6	ELA Oral Reading Record - Curriculum embedded	Sept. 4-28, Feb. 4-22, May 13-31
K-2	ELA Interim #2 - Curriculum embedded	Dec.20-Jan.10
K-2	ELA Interim #3 - Curriculum embedded	Mar.28-Apr.4
K-2	ELA Interim #4 - Curriculum embedded	June 3-13
3-6	ELA Interim #2 - Curriculum embedded	Dec.13-21
3-6	ELA Interim #3 - Curriculum embedded	Mar.18-29
7/8	ELA Beginning of Year (BOY) Interim - Curriculum embedded	Oct.22-Nov.8

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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 - Curriculum embedded	May 20-31
11	ELA Beginning of Year (BOY) Interim - Curriculum embedded	Oct.22-Nov.8
11	ELA Middle of Year (MOY) Interim - Curriculum embedded	Feb.4-19
K	Math Test 4 Topics 13-16 - Curriculum embedded	Oct.1-12
K	Math Test 1 Topics 1-4 - Curriculum embedded	Jan. 14-25
K	Math Test 2 Topics 5-8 - Curriculum embedded	Feb.25-Mar.8
1-2	Math Test 1 Topics 1-4 - Curriculum embedded	Nov. 5-16
1-2	Math Test 2 Topics 5-8 - Curriculum embedded	Feb.25-Mar.8
1-2	Math Test 3 Topics 9-12 - Curriculum embedded	May 20-31
3-4	Math Test 1 Topics 1-4 - Curriculum embedded	Nov. 5-16
3-4	Math Test 2 Topics 5-8 - Curriculum embedded	Feb.25-Mar.8
5	Math Test 1 Topics 1-4 - Curriculum embedded	Nov. 5-16
5	Math Test 2 Topics 5-7 - Curriculum embedded	Jan. 14-25
6	Math Test 1 Topics 1-3 - Curriculum embedded	Oct.22-Nov.2
6	Math Test 2 Topics 5-7 - Curriculum embedded	Feb.12-22
Math 7	Math Ch. 1-3 - Curriculum embedded	Nov.5-16
Math 7	Math Ch. 4-6 - Curriculum embedded	Mar.11-22
Math 8	Math Ch. 1-3 - Curriculum embedded	Nov.5-16
Math 8	Math Ch. 4-6 - Curriculum embedded	Mar.11-22
Math 1	Math Unit 1 - Curriculum embedded	Oct.22-Nov.2
Math 1	Math Unit 2 - Curriculum embedded	Dec.10-21

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Math 1	Math Unit 4 - Curriculum embedded	Mar.18-29
Math 2	Math Unit 1 - Curriculum embedded	Sept.24-Oct.5
Math 2	Math Unit 2 - Curriculum embedded	Dec.10-21
Math 2	Math Unit 4 - Curriculum embedded	Mar.18-29
Math 3	Math Unit 1 - Curriculum embedded	Oct.22-Nov.2
Math 3	Math Unit 2A - Curriculum embedded	Dec.10-21
3-12	PFT Baseline	September 1 - October 27
1 and 3	GATE Identification	January 14 - February 22
6 and HS	Math Placement GR 6 & Math 1	May 6 - June 7
8 and 8	PSAT	October 10
10	PSAT	October 10
11	SAT School Day	March 6
3-12	School Climate Survey - Student, Staff, and Parent/Family	January 14 - February 28
SITE COORDINATED ASSESSMENTS		
11 and 12	SAT - GR 11 and 12	2018: August 25, October 6, November 3, December 1 2019: March 9, May 4, June 1
10 - 12	California High School Proficiency Exam (CHSPE) - Age 16+	2018 ESTIMATED: October 20 and 2018: March 16
11 and 12	Advanced Placement (AP) - GR 11 and 12	2019: May 6 through 10 and May 13 through 17