



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 (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.

Financial Considerations: N/A

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

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

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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.

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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

For the 2019-20 school year principals are continuing to apply improvement science practices and the SCUSD Cycle of continuous improvement to at least one of their SPSA goals for the school year. This work is happening during monthly principals' meetings, and during follow up meetings led by the Instructional Assistant Superintendents.

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 which have been focused on the ELA/ELD instructional materials, and the work of the district's training specialists. SCUSD currently employs a cadre of math (10), ELA/ELD (9), Science (2) and SEL (4) training specialists. The training specialists provide coaching and feedback, conduct demonstration lessons, and work with teachers on lesson/unit

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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?

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. 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.

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

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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'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 grew year over year from 40% to 43% for English Language Arts (ELA) and 32% to 33% for 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 both ELA and Math
- Significant subgroup gaps remain in both ELA and Math
 - In ELA, 24% of African American students scored met/exceeded versus 66% of white students
 - In Math, 13% of African American students scored met/exceeded versus 54% 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 requires commitment from all layers of the system. A team approach utilizing each of the four tenets (Curriculum and Instruction, Professional Learning, Supervision and Evaluation, Logistics and Operations) is most

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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.