



Update on Student Common Assessments **Special Board Meeting** **June 30, 2021**

PRESENTED BY:

Christine Baeta, Chief Academic Officer

Raoul Bozio, In-House Legal Counsel

Dr. Ed Eldridge, Director, Strategy and Continuous Improvement

Mikila Fetzer, Coordinator, Math

Vincent Harris, Chief Continuous Improvement and Accountability

Jeannette Schroeder, Coordinator, English Language Arts

SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

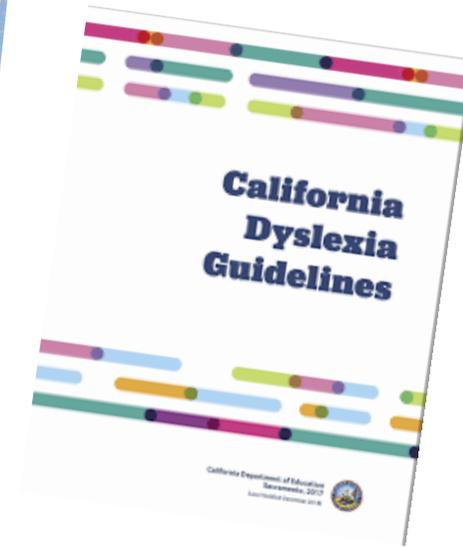
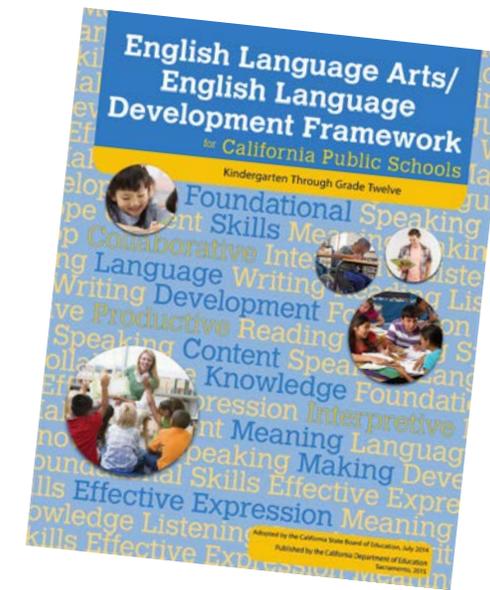
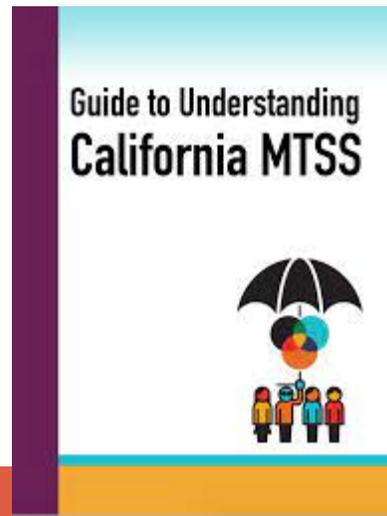
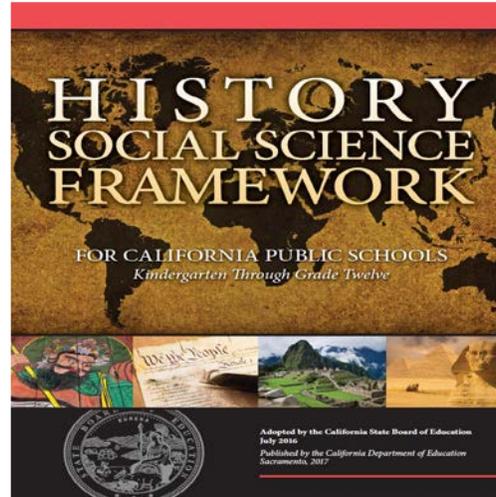
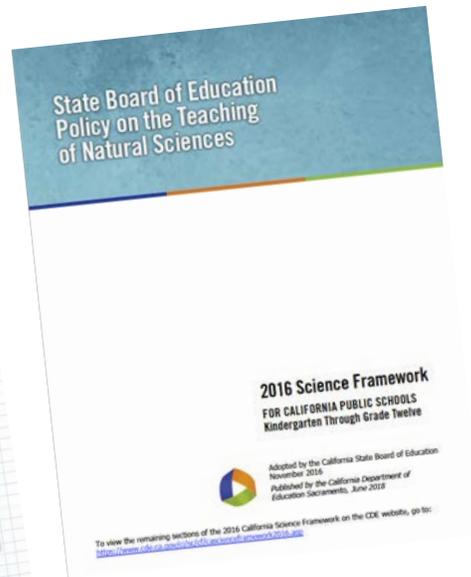
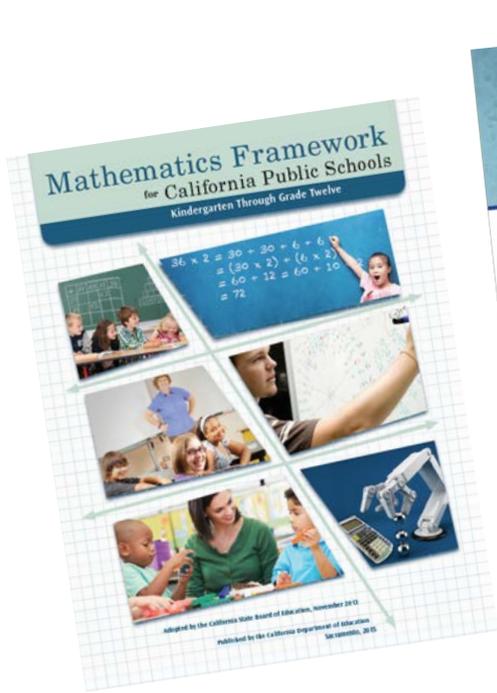
All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options



Every system is perfectly designed to get the results that it gets.

– W. E. DEMINGS

Common District Assessments ~ *An Essential Best Practice*



The “WHY”

Underpinning Common Assessments

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

The “WHY”

Underpinning Common Assessments

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 and acceleration to grade-level)
- How will we respond if they already know it?
(Extension and enrichment)

The “WHY”

Underpinning Common Assessments

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

The “WHY”

Underpinning Common Assessments

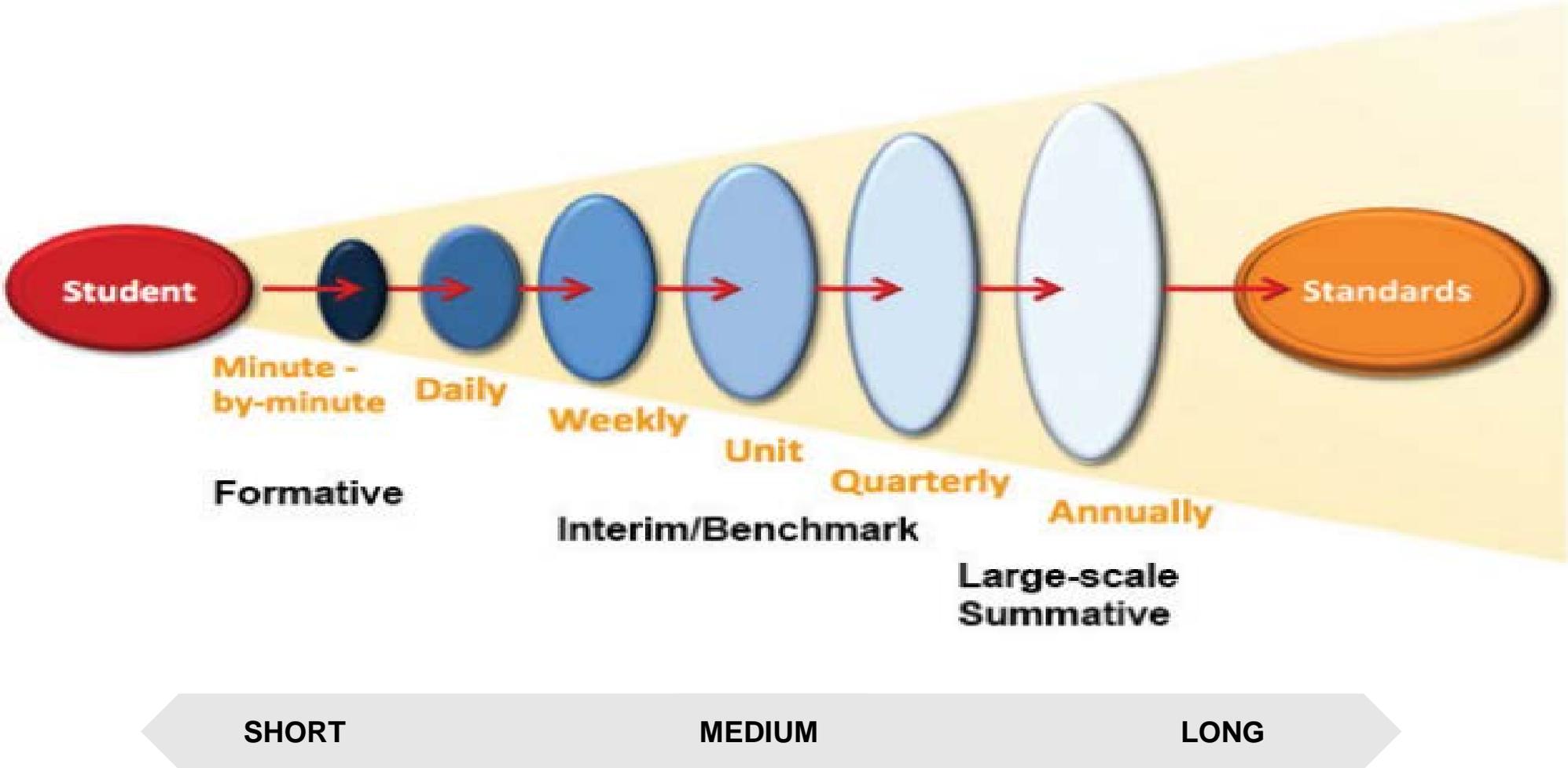
- 4) To identify students for interventions and supports, which is essential for a Multi-Tiered System of Supports.
- How many students are meeting standards with Tier 1 instruction? *(If less than 80%, we need to strengthen Tier 1)*
 - Which students need Tier 2 small-group instruction?
 - Which students need Tier 3 individualized supports?

The “WHY”

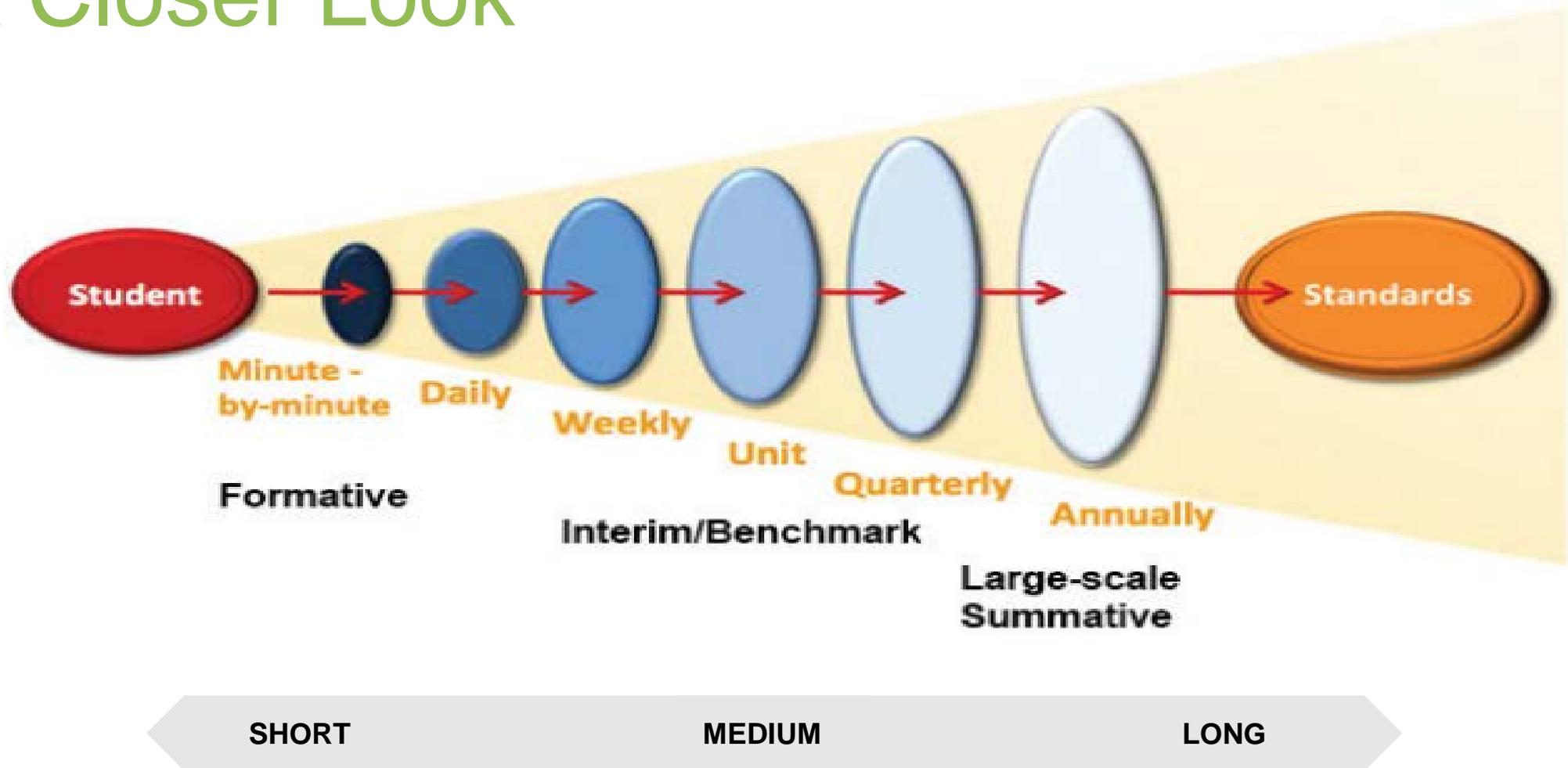
Underpinning Common Assessments

- 5) To inform programmatic decisions, including student program placement, coupled with evaluation of program/intervention effectiveness
- EL redesignation
 - GATE eligibility
 - Master scheduling
 - AP / IB placement recommendations
 - Expanded learning summer program eligibility

Cycles of Assessments: A Closer Look



Medium-Cycle Assessments: A Closer Look



Questions that Medium-Cycle Assessment Might Answer

What have students learned so far?

Who is and who is not on track to meet the standards by the end of year?

Who are the students most in need of additional support? What do they need?

What are the strengths and areas of need in an individual's or group's learning?

What are the strengths and areas of need in instruction?

What are the strengths and areas of need in an individual's or group's learning?

What improvements need to be made in instruction?



Academic Year : 2020-2021

School :

Districtwide

TOTAL AVERAGE POINTS :

XX.XX

BETA VERSION

"It's always about everything but not always with equal intensity and focus"

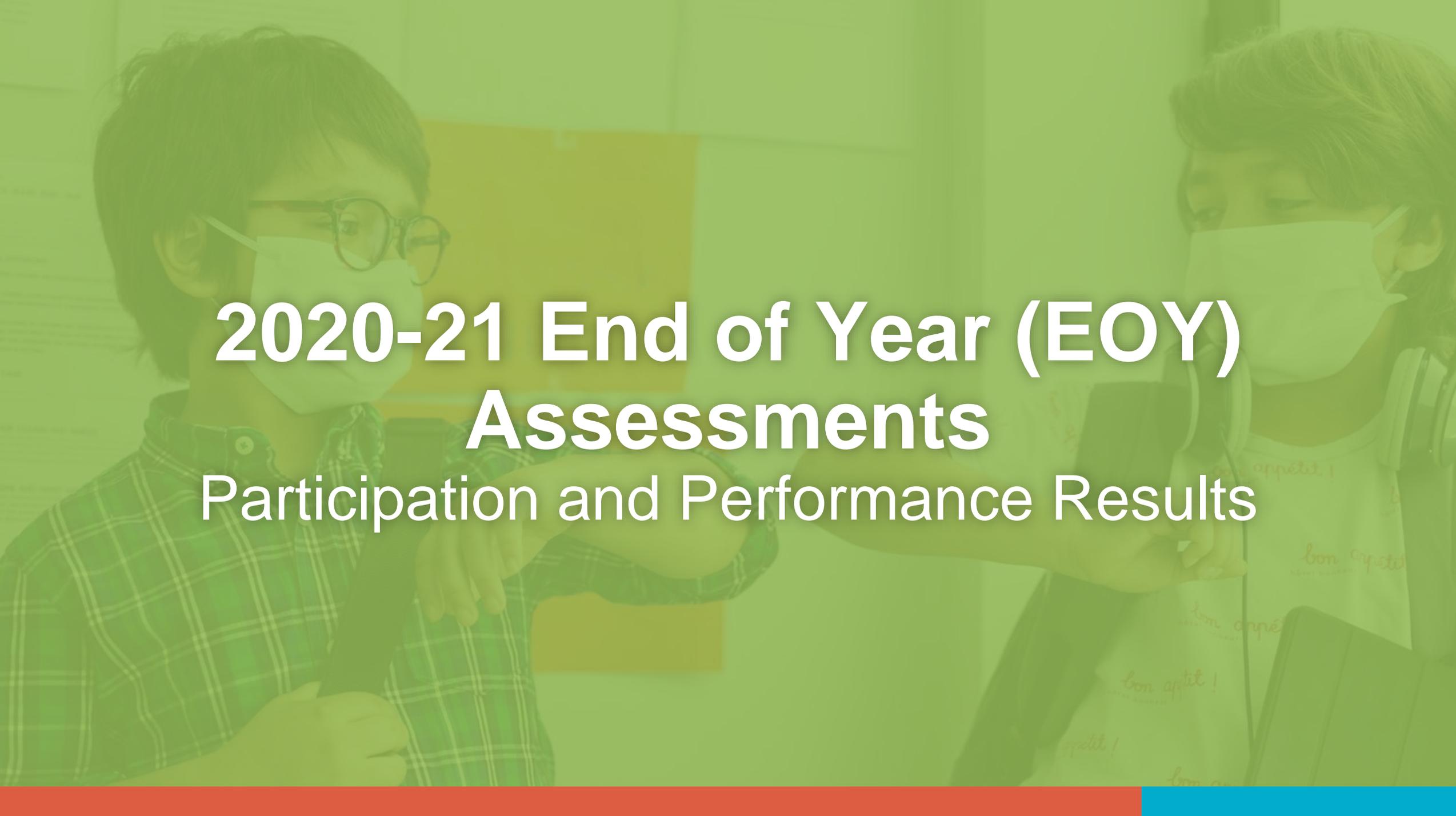
[Index Selection](#) |
 [Calculation Explanation](#) |
 [FAQ](#) |
 [Similar Schools Ranking](#) |
 [SQII Subelement Update Schedule](#) |
 Presentation Mode

Index Element	Index Score	Subelements				
Grade Level Mastery and Third Grade Readiness	XX.XX	0.00 0.00% Grade Level On-Track/Readiness Rate	0.00 0.00% Grade Level Status Growth	0.00 0.00% Grade Level On-Track/Readiness Retention	0.00 0.00% Achievement Gap	25.73% EIS Green Zone Rate

Overarching Indicator

ID	Indicator	17-18 EOY ¹	18-19 EOY ¹	19-20 EOY ¹	20-21 EOY YTD
13192	<p>▶ Number and percentage of 1st-3rd grade students meeting all 3 EIS Green Zone criteria</p> <p>Numerator: Number of 1st-3rd grade students meeting all 3 EIS Green Zone criteria 🌐</p> <p>Denominator: Number of 1st-3rd grade students</p> <p>Notes:</p> <p>Calculation: Number of <i>unduplicated</i> students who meet SCUSD's Early Identification and Intervention System (EIS) Green Zone criteria for Attendance, Behavior and Course Performance in most recent trimester.</p> <p>Students are in the Green Zone for all 3 areas if they meet the following:</p> <ul style="list-style-type: none"> • Attendance: 96% or higher ADA attendance • Behavior: No suspensions and less than 2 behavior incidents • Course Performance: <ul style="list-style-type: none"> ◦ 9th-12th: Received no "Fs" and no "Ds" on most recently completed quarter ◦ 7th-8th: Students at Level 4 - Excels at Standards and at Level 3 – Consistently Meets Standards on most recently completed quarter ◦ K-6th: Students at Level 4 - Excels at Standards and at Level 3 – Consistently Meets Standards on most recently completed trimester <p>Note: For beginning of year calculation, prior grading period (T3/Q4) will be used until T1/Q1 grades become available.</p> <p>Document(s): Grade Level On-Track/Readiness Criteria; EIS criteria.</p> <p>Source: Grades are being pulled from student transcript table, Attendance is from Infinite Campus and Behavior is from the behavior table in Infinite Campus.</p>	14.9%	3.71%	13.33%	25.73%
		$\frac{1504}{10094}$	$\frac{374}{10078}$	$\frac{1327}{9957}$	$\frac{2375}{9229}$

Hide Info

The background image shows two young students in a classroom. The student on the left is a boy with glasses and a white face mask, wearing a plaid shirt. The student on the right is a girl with a white face mask and a white apron with the words 'bon appetit!' written on it. They are both looking at a tablet computer held by the girl. The entire image has a green overlay, and the text is centered in white.

2020-21 End of Year (EOY) Assessments

Participation and Performance Results

End-of-Year Assessments In-Lieu of SBAC and for English Learner Reclassification

Grade Level	ELA Assessment	Math Assessment
K, 1, 2	<u>i-Ready Adaptive Diagnostic</u>	N/A
3, 4, 5	<i>i-Ready Adaptive Diagnostic</i>	<i>i-Ready Adaptive Diagnostic</i>
6	<i>i-Ready Adaptive Diagnostic</i>	<i>Grade 6 SCUSD Annual Math Placement Assessment (MDTP Grade 7 Math Readiness Test)</i>
7	<i>Revised 2020-21 ELA End of Year (EOY) Interim - Grade 7 - Pearson</i>	<i>Grade 7 SCUSD Summative Math Assessment 2021 (MDTP 8th Gr Math Readiness Test)</i>
8	<i>Revised 2020-21 ELA End of Year (EOY) Interim - Grade 8 - Pearson</i>	<i>Grade 8 SCUSD Summative Math Assessment 2021 (MDTP Integrated Math 1 Readiness Test)</i>
9	<u>Revised 2020-21 ELA End of Year (EOY) Interim - Grade 9 - Pearson</u>	N/A
10	<u>Revised 2020-21 ELA End of Year (EOY) Interim - Grade 10 - Pearson</u>	N/A
11	<i>Revised 2020-21 ELA End of Year (EOY) Interim - Grade 11 - Pearson</i>	<i>Grade 11 SCUSD Summative Math Assessment 2021 (MDTP Math Analysis Readiness Test)</i>

Administered in-lieu of SBAC during the Spring of 2020-21.

[Administered to provide an additional opportunity for English Learner students to be reclassified in Fall 2021.](#)



2020-21 EOY ELA Assessment Overall Participation and Performance By Grade Level

	Students Tested		Students Not Tested		Total #
Grade Level	%	#	%	#	
K	85%	2317	15%	413	2730
1	87%	2626	13%	390	3016
2	90%	2768	10%	294	3062
3	93%	2863	7%	216	3079
4	92%	2858	8%	239	3097
5	91%	2887	9%	282	3169
6	87%	2719	13%	390	3109
7	76%	2324	24%	721	3045
8	73%	2345	27%	882	3227
9	0%	1	100%	3123	3124
10	0%	5	100%	2941	2946
11	59%	1596	41%	1109	2705
Total	70%	25309	30%	11000	36309

Participation Data Based on Percent of Students Tested In Assessed Grade Levels

Performance Data Based on Percent of Students Who Met Standards on Assigned EOY Test

Grade Level	Standard Met
K	58%
1	43%
2	34%
3	34%
4	29%
5	22%
6	28%
7	40%
8	34%
11	64%
Total	37%

Note: The counts do not include the approximate 220 students who are identified to participate in the California Alternative Assessment. Data does not include students at NPS as they were tested via SBAC and results will be reported by CDE at later date.

2020-21 EOY ELA Assessment Overall Participation and Performance By Ethnicity / Race

	Students Tested		Students Not Tested		Total #
Reported Race	%	#	%	#	
American Indian or Alaska Native	64%	118	36%	66	184
Asian	73%	5086	27%	1924	7010
Black or African American	63%	2827	37%	1659	4486
Hispanic	68%	10111	32%	4678	14789
Native Hawaiian or Other Pacific Islander	70%	560	30%	236	796
Two or More Races	73%	2070	27%	762	2832
White	73%	4537	27%	1675	6212
Total	70%	25309	30%	11000	36309

Participation Data Based on Percent of Students Tested In Assessed Grade Levels

Reported Race	Standard Met
American Indian or Alaska Native	31%
Asian	39%
Black or African American	21%
Hispanic	29%
Native Hawaiian or Other Pacific Islander	21%
Two or More Races	48%
White	60%
Total	37%

Performance Data Based on Percent of Students Who Met Standards on Assigned EOY Test

Note: The counts do not include the approximate 220 students who are identified to participate in the California Alternative Assessment. Data does not include students at NPS as they were tested via SBAC and results will be reported by CDE at later date.

2020-21 EOY ELA Assessment Overall Participation and Performance By English Proficiency

	Students Tested		Students Not Tested		Total #
English Proficiency	%	#	%	#	
English Learner	72%	4887	28%	1907	6794
English Only	72%	17982	28%	7100	25082
Initially Fluent English Proficient (I-FEP)	62%	320	38%	194	514
Redesignated Fluent English Proficient	54%	2120	46%	1799	3919
Total	70%	25309	30%	11000	36309

Participation Data Based on Percent of Students Tested In Assessed Grade Levels

English Proficiency	Standard Met
English Learner	15%
English Only	41%
Initially Fluent English Proficient (I-FEP)	58%
Redesignated Fluent English Proficient	48%
Total	37%

Performance Data Based on Percent of Students Who Met Standards on Assigned EOY Test

Note: The counts do not include the approximate 220 students who are identified to participate in the California Alternative Assessment. Data does not include students at NPS as they were tested via SBAC and results will be reported by CDE at later date.

2020-21 EOY ELA Assessment Overall Participation and Performance By Special Education Services Received

	Students Tested		Students Not Tested		Total #
Student Is Special Ed?	%	#	%	#	
Special Ed Services Received	64%	3348	36%	1917	5265
Special Ed Services Not Received	71%	21961	29%	9083	31044
Total	70%	25309	30%	11000	36309

Participation Data Based on Percent of Students Tested In Assessed Grade Levels

Performance Data Based on Percent of Students Who Met Standards on Assigned EOY Test

Student Is Special Ed?	Standard Met
Special Ed Services Received	17%
Special Ed Services Not Received	40%
Total	37%

Note: The counts do not include the approximate 220 students who are identified to participate in the California Alternative Assessment. Data does not include students at NPS as they were tested via SBAC and results will be reported by CDE at later date.

2020-21 EOY ELA Assessment Overall Participation and Performance By Socioeconomic Status

	Students Tested		Students Not Tested		Total #
Student Is SED?	%	#	%	#	
Soc Econ Disadv	68%	17998	32%	8353	26351
Not Soc Econ Disadv	73%	7311	27%	2647	9958
Total	70%	25309	30%	11000	36309

Participation Data Based on Percent of Students Tested In Assessed Grade Levels

Performance Data Based on Percent of Students Who Met Standards on Assigned EOY Test

Student Is SED?	Standard Met
Soc Econ Disadv	28%
Not Soc Econ Disadv	60%
Total	37%

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Note: The counts do not include the approximate 220 students who are identified to participate in the California Alternative Assessment. Data does not include students at NPS as they were tested via SBAC and results will be reported by CDE at later date.

2020-21 EOY Math Assessment Overall Participation and Performance By Grade Level

Grade Level	Students Tested		Students Not Tested		Total #
	%	#	%	#	
3	93%	2865	7%	214	3079
4	91%	2826	9%	271	3097
5	90%	2862	10%	307	3169
6	89%	2782	11%	338	3120
7	74%	2273	26%	781	3054
8	73%	2353	27%	876	3229
11	60%	1611	40%	1095	2706
Total	82%	17572	18%	3882	21454

Participation Data Based on Percent of Students Tested In Assessed Grade Levels

Performance Data Based on Percent of Students Who Met Standards on Assigned EOY Test

Grade Level	Standard Met
3	22%
4	22%
5	21%
6	26%
7	49%
8	47%
11	20%
Total	29%

Note: The counts do not include the approximate 220 students who are identified to participate in the California Alternative Assessment. Data does not include students at NPS as they were tested via SBAC and results will be reported by CDE at later date.

2020-21 EOY Math Assessment Overall Participation and Performance By Ethnicity / Race

Reported Race	Students Tested		Students Not Tested		Total #
	%	#	%	#	
American Indian or Alaska Native	77%	98	23%	30	128
Asian	87%	3517	13%	517	4034
Black or African American	74%	2084	26%	718	2802
Hispanic	80%	6963	20%	1754	8717
Native Hawaiian or Other Pacific Islander	78%	360	22%	104	464
Two or More Races	84%	1389	16%	268	1657
White	87%	3161	13%	491	3652
Total	82%	17572	18%	3882	21454

Participation Data Based on Percent of Students Tested In Assessed Grade Levels

Performance Data Based on Percent of Students Who Met Standards on Assigned EOY Test

Reported Race	Standard Met
American Indian or Alaska Native	19%
Asian	38%
Black or African American	12%
Hispanic	20%
Native Hawaiian or Other Pacific Islander	13%
Two or More Races	38%
White	48%
Total	29%

Note: The counts do not include the approximate 220 students who are identified to participate in the California Alternative Assessment. Data does not include students at NPS as they were tested via SBAC and results will be reported by CDE at later date.

2020-21 EOY Math Assessment Overall Participation and Performance By English Proficiency

English Proficiency	Students Tested		Students Not Tested		Total #
	%	#	%	#	
English Learner	80%	3156	20%	781	3937
English Only	82%	12106	18%	2581	14687
Initially Fluent English Proficient (I-FEP)	86%	179	14%	29	208
Redesignated Fluent English Proficient	81%	2131	19%	491	2622
Total	82%	17572	18%	3882	21454

Participation Data Based on Percent of Students Tested In Assessed Grade Levels

Performance Data Based on Percent of Students Who Met Standards on Assigned EOY Test

English Proficiency	Standard Met
English Learner	10%
English Only	31%
Initially Fluent English Proficient (I-FEP)	51%
Redesignated Fluent English Proficient	42%
Total	29%

Note: The counts do not include the approximate 220 students who are identified to participate in the California Alternative Assessment. Data does not include students at NPS as they were tested via SBAC and results will be reported by CDE at later date.

2020-21 EOY Math Assessment Overall Participation and Performance By Special Education Services Received

	Students Tested		Students Not Tested		Total #
	%	#	%	#	
Student Is Special Ed?	%	#	%	#	
Special Ed Services Received	73%	2485	27%	926	3411
Special Ed Services Not Received	84%	15087	16%	2956	18043
Total	82%	17572	18%	3882	21454

Participation Data Based on Percent of Students Tested In Assessed Grade Levels

Performance Data Based on Percent of Students Who Met Standards on Assigned EOY Test

Student Is Special Ed?	Standard Met
Special Ed Services Received	12%
Special Ed Services Not Received	32%
Total	29%

Note: The counts do not include the approximate 220 students who are identified to participate in the California Alternative Assessment. Data does not include students at NPS as they were tested via SBAC and results will be reported by CDE at later date.

2020-21 EOY Math Assessment Overall Participation and Performance By Socioeconomic Status

	Students Tested		Students Not Tested		Total #
	%	#	%	#	
Student Is SED?	%	#	%	#	
Soc Econ Disadv	80%	12443	20%	3194	15637
Not Soc Econ Disadv	88%	5129	12%	688	5817
Total	82%	17572	18%	3882	21454

Participation Data Based on Percent of Students Tested In Assessed Grade Levels

Performance Data Based on Percent of Students Who Met Standards on Assigned EOY Test

Student Is SED?	Standard Met
Soc Econ Disadv	21%
Not Soc Econ Disadv	49%
Total	29%

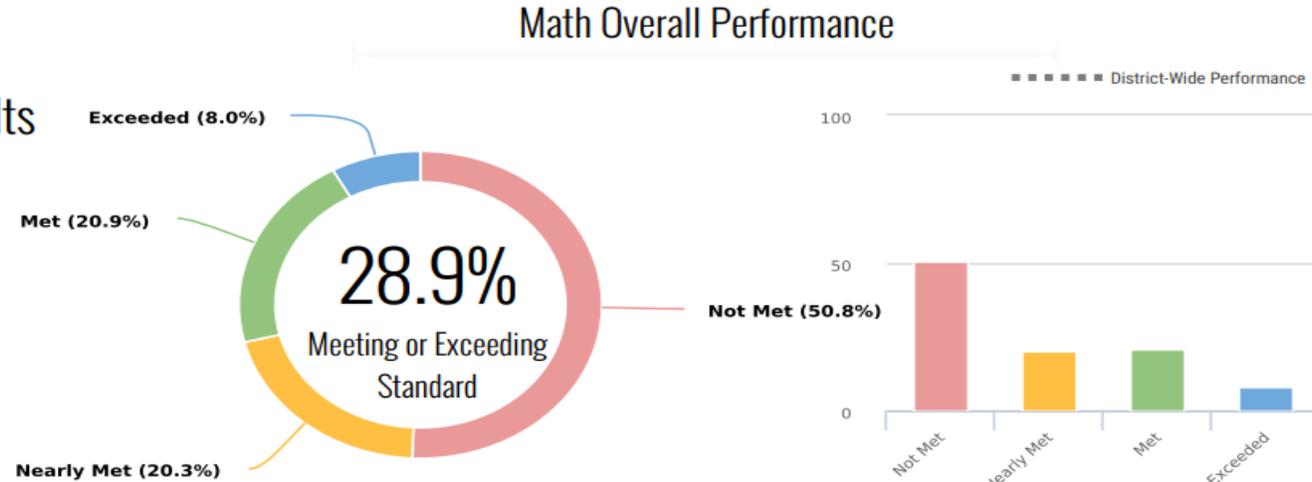
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Upcoming Report for Site and District Administrators: 2020-21 EOY Assessment Results, including Student Groups

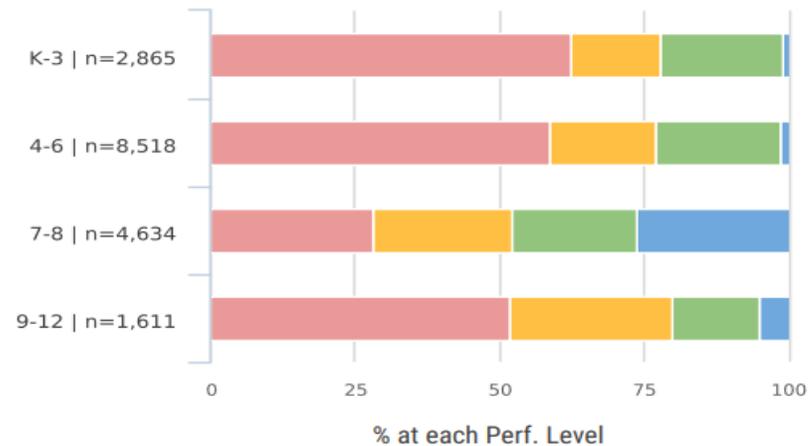
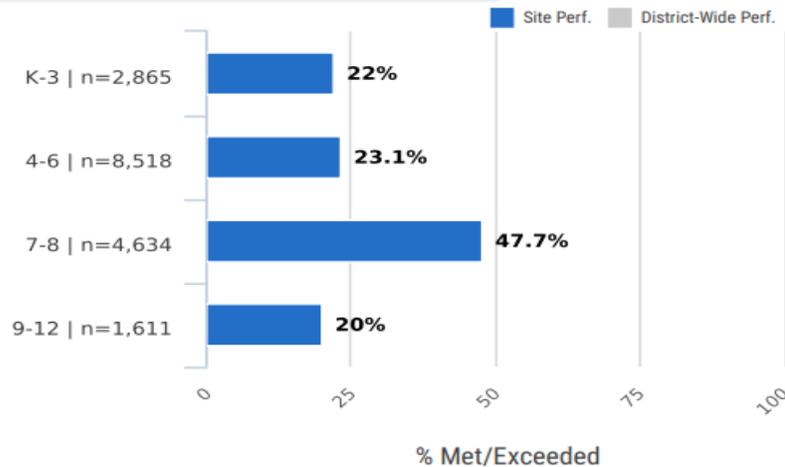


Site: Sacramento City
Unified School District

Roster Date: Control Panel (06-17-2021)
Grade(s): All
Genders: All
Reported Race: All Reported Races
Special Ed: Special & Non Special Ed
Socio-economic: null
English Proficiencies: All

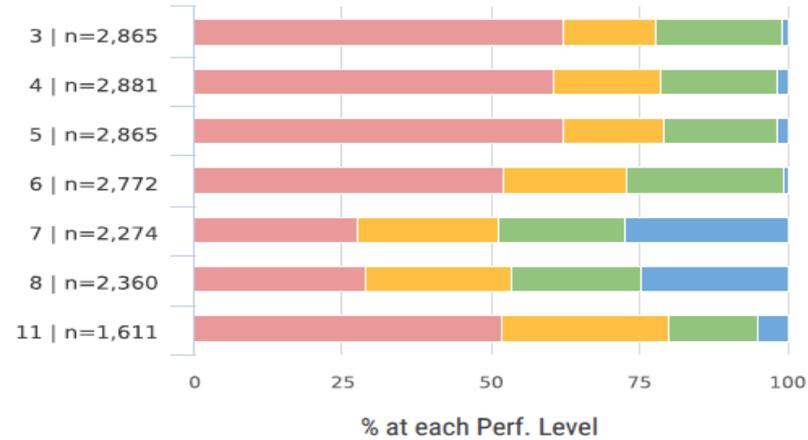
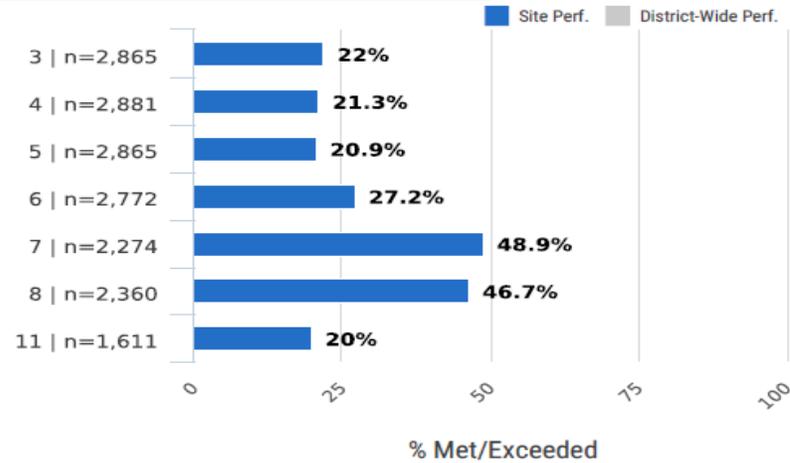


Math Performance by Grade Band

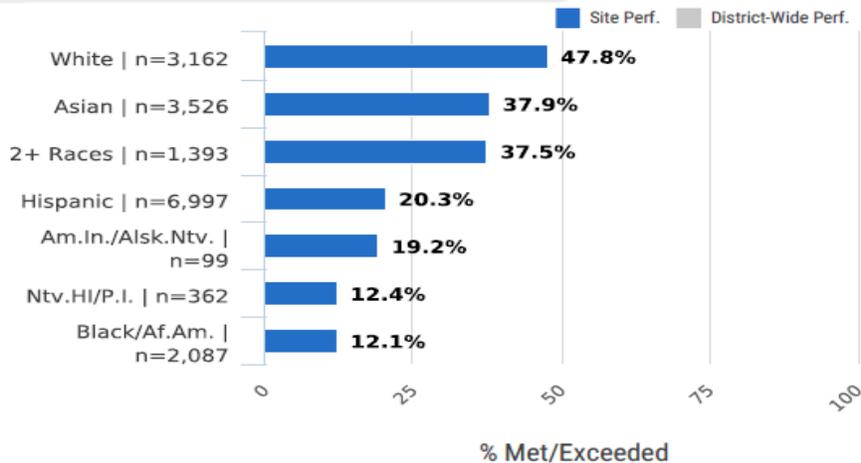


Upcoming Report for Site and District Administrators: 2020-21 EOY Assessment Results, including Student Groups

Math Performance by Grade Level

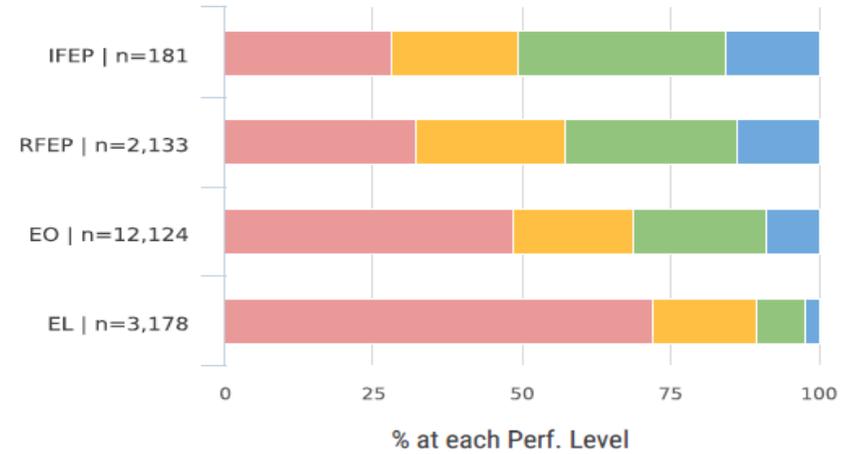
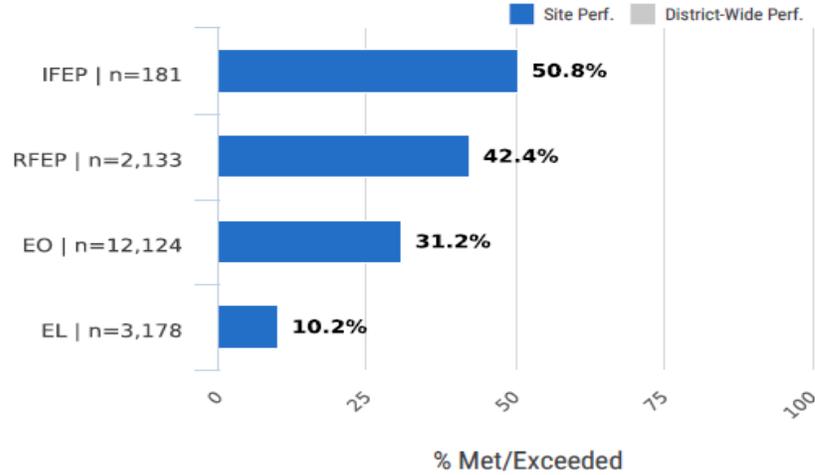


Math Performance by Reported Race

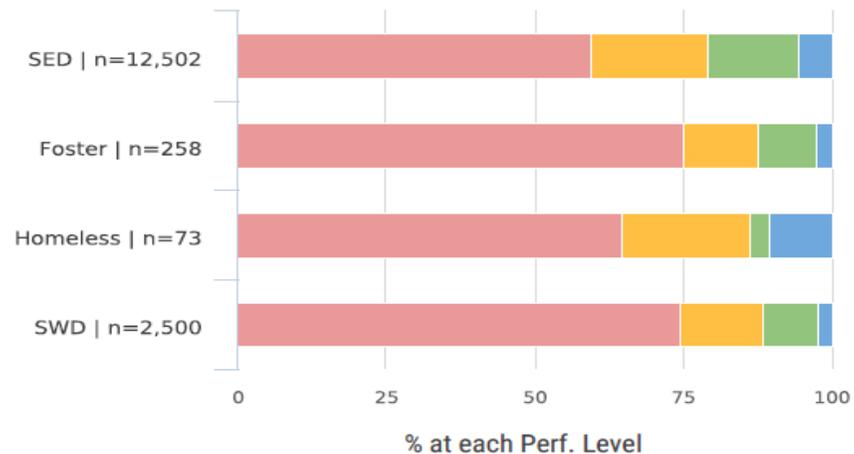
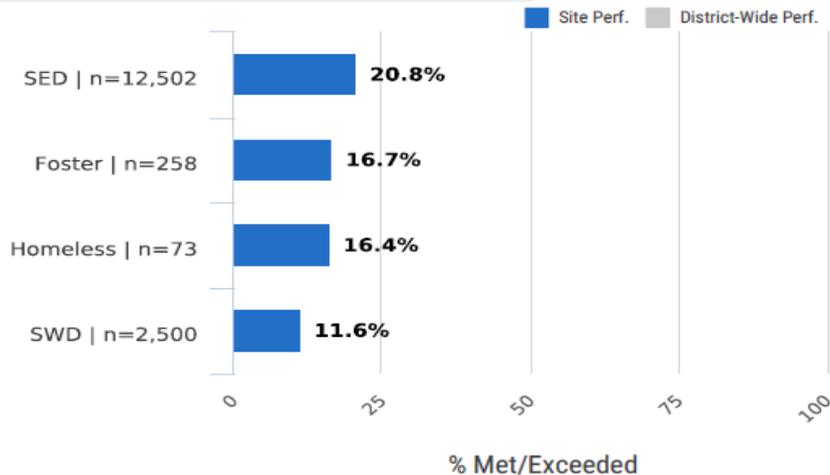


Upcoming Report for Site and District Administrators: 2020-21 EOY Assessment Results, including Student Groups

Math Performance by EL Status



Math Performance by Subgroup



Assessments MOU - The MOU

- On November 30, 2016, the [MOU](#) was signed by former Superintendent Jose Banda.
- It required the District to obtain agreement from SCTA prior to implementing any “District initiated/District-wide” assessments of students that are not state mandated.
- By January 9, 2017, pursuant to the [MOU](#), an assessment committee was supposed to be formed to agree upon assessments that would be used to monitor student progress.

Assessments MOU - District's Efforts to Meet with SCTA

- Throughout 2017 and 2018, the District's efforts to meet with SCTA since the MOU was executed were numerous (see correspondence history including timeline at pg. 38).
- Ultimately, a consensus was never reached during the few meetings held by the assessment committee.

Assessments MOU - Arbitration

- In May 2019, the District implemented limited non-state mandated assessments. The District then fully implemented its common assessments for the 2019-2020 school year ([letter of September 3, 2019 at pg. 36](#))
- On September 16, 2019, SCTA filed a grievance.
- A [decision](#) was issued on January 11, 2021—the arbitrator found the MOU enforceable and that it did not expire after the 2016-2017 school year.

Assessments MOU - Current Status

- Consistent with the arbitrator's ruling, [the District is prepared to move forward](#) and has reached out to SCTA numerous times to meet with SCTA for the purposes of convening an assessments committee and coming to an agreement on the District-wide assessments.
- At this time, and as [shared earlier this year](#), SCTA has not accepted a meeting despite SCUSD's numerous efforts.
- On [June 29th, the District again invited SCTA](#) to reconvene the Committee in order that common assessments can promptly begin for the 2021-2022 school year.

Governance Standards

- It is the “primary responsibility” of the Board “to act in the best interests of every student in the district. . . . Each individual Board member shall: . . . Keep learning and achievement for all students as the primary focus[.]” See Board Bylaw 9005 (Governance Standards).
- The Board is responsible for ensuring accountability to the public for the performance of the District’s schools by monitoring student achievement and program effectiveness requiring program changes as necessary. See Board Bylaw 9000 (Role of the Board) (Powers and Responsibilities))
- “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.” See The Governance Core.

Questions and Discussion