Sacramento City Unified School District
School Plan for Student Achievement
Considerations for Most Commonly Used Measures

The purpose of this document is to offer some measurement guidance to principals as they work to complete their school plan for student achievement with recognition that SBAC and EL PAC testing results will not be available this spring due to the COVID-19 pandemic and distance learning shift. This document is meant to provide context on the measures below. This is not the comprehensive summary of every measure that sites will use nor is this document a recommendation of what measures a site should use.

SPSA Potential Measure	How it can be used	Pros	Cons
Reduction in Failing Grades (i.e. Ds/Fs and 1s/2s) year over year in identified courses (e.g. English, Math, other)	Measure the impact of academic intervention action plans	● Most current assessment of academic performance ● Reflects direct teacher feedback on performance ● Most commonly used academic measure ● Available relatively frequently ● Important predictor and determinant of student success ● There is evidence that grades are important predictors of school and post-secondary success. They potentially indicate a combination of academic knowledge/skill and social emotional factors (e.g. self-management) ● University of Chicago research demonstrates that Ds and Fs can be a dropout predictor	● Has great variability between teachers, grade levels and sites – limited standardization. This would be more effective if there is clear and defined grading criteria to mitigate the variation between teachers. ● No standardized way to calculate them. There is significant teacher variability in calculating letter grades ● This only works if there is clear and defined grading criteria to mitigate the variation between teachers. ● *Grades should be used as a part of a multiple measure framework – in conjunction with more objective data generated via standardized assessments (i.e. SBAC, SAT, District Common Assessments)*

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District Common Assessments	Measure the impact of academic intervention and instruction	- Standard based measure and can be used across grade level teams and sites - Provides more timely feedback of students performance and progress using local common assessments administering using than once-a-year summative standardized testing	Given that this is the first year of DCAs there is some variation in the effectiveness of the assessments and limited correlation with smarter balance exams
Attendance - Chronic Absenteeism Rate - Daily Attendance rate	Measure of the subpopulation of students who are not attending school on at least a manageable rate	- Decreasing the chronic absenteeism rate means that more students are attending school regularly - The district has invested significant resources to increase student attendance and reduce chronic absenteeism - There are strong, known change packages for chronic absence, making this both a worthy problem to solve AND a great way to scale continuous improvement efforts known to be effective.	- Data will only be available for February year to date and so potentially any spring trends may be missed in the 2020 analysis or needs assessment [- The correlation between attendance and academic achievement is not always clear (e.g. just coming to school more regularly does not guarantee improved academic performance)

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		● Data comes frequently supporting continuous improvement.	
Behavior ● Suspension Rate ● Office Discipline Referrals (ODRs) ● Tracking specific behavior codes	Measure of students who have been suspended.	● Decreasing the suspension rate means that more students are attending school regularly and not demonstrating the behaviors that lead to suspension ● This is an important area for the district to decrease disproportionality ● Tracking specific behavior violations can be useful for assessing and developing interventions to improve school culture and climate.	● Data will only be available for February year to date and so potentially any spring trends may be missed in the 2020 analysis or needs assessment ● The correlation reducing the behaviors that lead to suspension and academic achievement is not always clear (e.g. just coming to school more regularly does not guarantee improved academic performance)
College Going Measures ● Graduation Rate ● A-G Completion Rate ● On-Track to graduation	Measure of students who have met the cohort graduation rate	● Capstone measure for school performance ● High school graduation is a life skills measure ● Logistically, this measure can improve with a focus on credit recovery, after school and any program that adds academic credits	● These are summative measures which require significant long lead work to change the pipeline ● It may be more appropriate to measure the movement of students from off-track to subject borderline or subject borderline to ontrack.

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- On-Track to A-G completion - Off-Track to Subject Borderline - Subject Borderline to On-Track - SAT/PSAT completion rates - SAT/PSAT scoring thresholds - FAFSA completion rate - Students enrolled in Advanced Placement courses in grades 9-12		- Provides a concrete way to measure the impact of college going impact measures - Provides strong support for 12th grade student outcome	
Site Based Common Task or Common Assessment	Measure the impact of specific site curriculum	There is a lot of value in sites using common assessments within	There is potential for significant variability in site assessments which

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| | and instructional priorities. | departments to collaborate on student learning progress. These are most often used as goal monitoring rather than goal setting indicators. Most curricula come with common assessments. SBAC IAB's might serve this purpose. If SBAC IABs are used, limited data (overall percent correct and claim data) would have to be exported along with student ID to Illuminate to facilitate student group analysis.

● Other Comparable Options to IABs: Teachers can also use prebuilt, short Inspect Cluster Quiz assessments within Illuminate modeled after the SBAC. Because these assessments are already in Illuminate, reporting down to the skill level is provided for all demographic groups and rosters are automatically maintained. | makes cross site best practice sharing problematic

● There may be limited or weak correlation to SBAC, district wide or other broader assessments when using non-standardized assessment.

● SBAC IABs are valuable as assessments teachers can use to assess smaller bundles of content, and they can provide them the ability to check where students are at that specific moment in time. However, there are some limitations to consider if these are selected with a view toward extracting data for accountability purposes because they are expressly designed to not be used as part of a school or district's accountability system and the state does not make available assessment target information in exportable data files. |

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		● Teachers can also collaborate on their own assessments, though that requires both substantive effort and may not be as valid/reliable as something from Inspect SBAC Cluster Quiz assessments within Illuminate, the curriculum vendor or SBAC	● As an in-class resource to be included in a teacher's repertoire of formative tools, IABs can be extremely helpful as there are tests organized by granular topics as the teacher covers identified topics. From an accountability standpoint, we would need to ensure alignment between pacing and assessment for validity considerations. ● IABs are designed to be flexible for the teacher to use to guide instruction in the moment. While data are disaggregated by assessment - which embeds grade level information - there is a concern regarding use of data to monitor the performance of at-risk groups as IABs do not include demographic information that permits monitoring of underperforming student groups (e.g. African American, Hispanic,

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			EL, Sp Ed, etc.) within the state's system. ● SBAC IABs require investment of setup using the state's system online system, and assessment target results generated in the state's system are not available by student demographic groups, English Learners, Special Ed, and Socioeconomic status. Also, SBAC IABs require manual creation and maintenance of teacher rosters as the system is not connected to IC or CALPADS for students.
Results from the Climate Survey - Goal 2 – we will increase the positive school climate (Measure level of student's sense of caring and connectedness)	Measure of student and adult connection and relationship	● Several research studies highlight the importance of the student/adult relationship as a precondition for student learning ● A supportive school climate tends to support higher student and adult attendance and a reduction in the behaviors leading to suspension and expulsion	● This is an annual measure and so it will take a relatively long time to see the impact of changes on school climate ● Related to the point above, there will be a need to create interim measures to track progress

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			● Given the anonymous nature of the survey, there is no ability to match student responses one to one
Students who have passed math 1	Measure the volume of students' completing the course in a timely manner.	● This is a specific way to measure the impact of academic curriculum or instructional strategies ● There should be a strong connection with the work of grade level or subject area teams	● It will be critical to define common grading criteria to ensure inter-rater reliability across teaching staff ● There will be a need to clearly define potential interventions to support students who may struggling
PTAI subelements	Specific measures across several student success areas	● There is an extensive library of PTAI subelements across a range of academic, attendance, suspension, climate and college going topics ● Most subelements are defined in concrete and specific terms in both the numerator and denominator	● There is wide variability in the timing of sublement elements – some are daily, monthly, quarterly, annually. ● Understanding the purpose in the sublement is critical to effectively using it for measuring the impact of site planning
Access to rigorous academic content including GATE, Specialty Program, Seal of Bi-literarcy, AP, IB, Dual Immersion, Honors, etc.	Measure the number of students in rigorous academic content	● This is a reflection of our ability to meet the needs of exceptional students	● This creates a perception of over-emphasis of some programs over others

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Access to intervention services – identified and moved out of intervention services	Measure the number of students who are in need of support and intervention to close academic gaps	- Highlights the importance of creating programming which supports all students - Supports creating site plans which address students who are not performing at grade level	- It will be important to identify what the intervention actually resolves and avoid scatter approach - All interventions will require a measurable outcome before implementation to ensure success