

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

Agenda Item 9.1

Meeting Date: October 5, 2017

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:

Board of Education Executive Summary Academic Office & Continuous Improvement and Accountability

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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 and 11. With the completion of the third year of testing in 2017, this report includes a two-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 2016-17 administration. Other indicators dealt with in previous reports include cohort graduation completion, Early Assessment of Progress, Advance Placement course 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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For the 2017-18 school year, site administrators are growing their capacity to be engaged in disciplined inquiry and respectful data analysis using the practices of Improvement Science. The sessions have been led by the Superintendent, the Instructional Assistant Superintendents and senior leadership staff and will focus on areas such as English Learner redesignation, Reading by Third Grade, Middle and High School Readiness, Graduation, and UGC Completion. In addition, 60 school site administrators are taking part in ongoing professional learning regarding how to effectively organize and work with teachers during weekly Collaborative Time.

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 and school year and the work of the district's training specialists. SCUSD currently employs a cadre of math (9), ELA/ELD (9) and Science (2) training specialists. The training specialists provide coaching and feedback, conduct demonstration lessons, and work with teachers on lesson unit and assessment and 4ng speci

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Math

- X Sacramento City's met/exceeded percentage remains below Sacramento County and the State of California in ELA and Math
- X Sacramento City's met/exceeded percentage remains in the bottom half of comparable school districts in the region and across the state in both ELA and Math
- X Sacramento City's met/exceeded percentage in Math increased from 2015-16 to 2016-17 in all grade levels, except 6th grade which remained unchanged.
- X Significant subgroup gaps remain in both ELA and Math
 - O In ELA, 22% of African American students scored met/exceeded versus 61% of white students
 - O In Math, 14% of African American students scored met/exceeded versus 52% of white students
 - O 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. 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 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 is a huge undertaking that requires commitment from all layers of the system.

Next steps in the district's' standards imp3 -1.22 Tict'sulequi3()1(s)l(c)18mmi0.003 Tw 0.23 0 8trileq

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