

District Common Assessments and Special Education Assessments

Board Meeting February 18 2021 Agenda Item No. xxx

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Board Policy, 5121, Evaluation of Student Achievement

The Governing Board believes that students and parents/ guardians have the right to receive reports of assessments that represent an accurate evaluation of the student's achievement. Teachers shall evaluate a student's work in relation to standards which apply to all students at his/her grade level.

Board Policy 6162.5, Student Assessment

The Governing Board believes that the primary purpose of student assessments should be to help students, parents/guardians and teachers identify individual student's academic strengths and areas needing improvement, in order to enhance teaching and learning. The effectiveness of the schools and

Board Policy 5123, Promotion/Acceleration/Retention

4. Students are responsible for performing curriculum tasks and complying with behavioral norms and

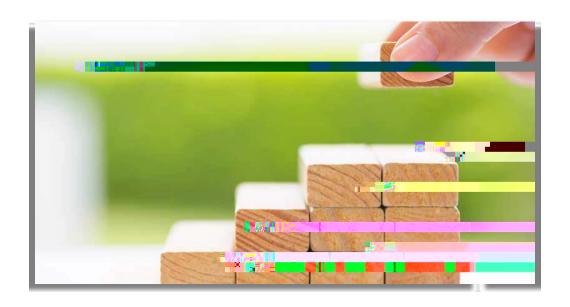
Connection to Board of Education Governance

Commitment to a Shared Moral Purpose "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."

Special Education Assessment Updates

Special Education Assessments

Assessments are the foundation on which an IEP is based.



General Guidelines

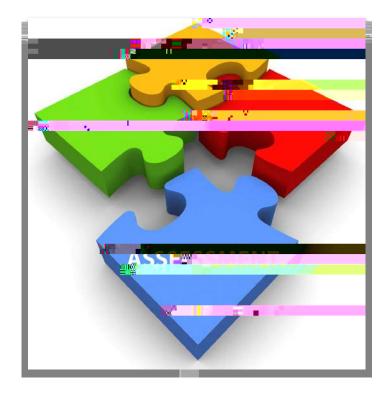
Initial vs. Triennial

Initial Assessment

 An <u>initial</u> special education assessment is conducted to determine eligibility for special education services as highlighted on previous slides.

Triennial Assessment

• A <u>triennial</u> special education assessment is conducted at least once every three years from the date a student is found eligible.



Special Education Timelines

Education Code Section 56043 & 56344

- 1. Education Code Section 56043(a)—Assessment Plans
 - a. The parent or guardian of the pupil shall be given, in writing, a proposed assessment plan within 15 days of the referral for assessment not counting days between the pupil's regular school sessions or terms or days of school vacation in excess of five schooldays from the date of receipt of the referral, unless the parent or guardian agrees, in writing, to an extension.
- 1. Education Code 56043(f)(1)--Assessment Timeline
 - a. Requires that an IEP resulting from "an assessment of a pupil shall be developed within a total time not to exceed 60 calendar days.

^{*}Complete Education Code language is available in the *Board of Education Executive Summary* document.

District Policies & Procedures

Negotiations

The District and SCTA have been negotiating concerning 1-1 Assessments for Students with Disabilities since Fall

(https://returntogether.scusd.edu/labor-negotiations)

- October 14, 2020 District passes 1-1 SPED proposal to SCTA
- •October 23, 2020- SCTA counter
- •October 29, 2020 District counter (as well as proposals on ELPAC assessments, Vision/Hearing)
- •November 20, 2020 District counter on 1-1 SPED, (and proposal Targeted Supports)
- •January 27, 2021 SCTA counter
- •January 27, 2021 District counter
- •February 9, 2021- SCTA counter
- •February 9, 2021 District counter
- •February 11, 2021 SCTA counter (2 proposals)

Neighboring Districts

District	Special Education Assessment MOU Established
Folsom Cordova USD	October 8, 2020
San Juan USD	September 10, 2020
Natomas USD	October 31, 2020
Elk Grove USD	August 7, 2020
Twin Rivers USD	August 6, 2020

Impact of School Closures

Special Education Information System (SEIS)

- The District's Special Education Department utilizes an online database, Special Education Information System (SEIS), for its special education data management system.
- Please note: The health of the District's data system and consistency by the users is imperative to having accurate data.

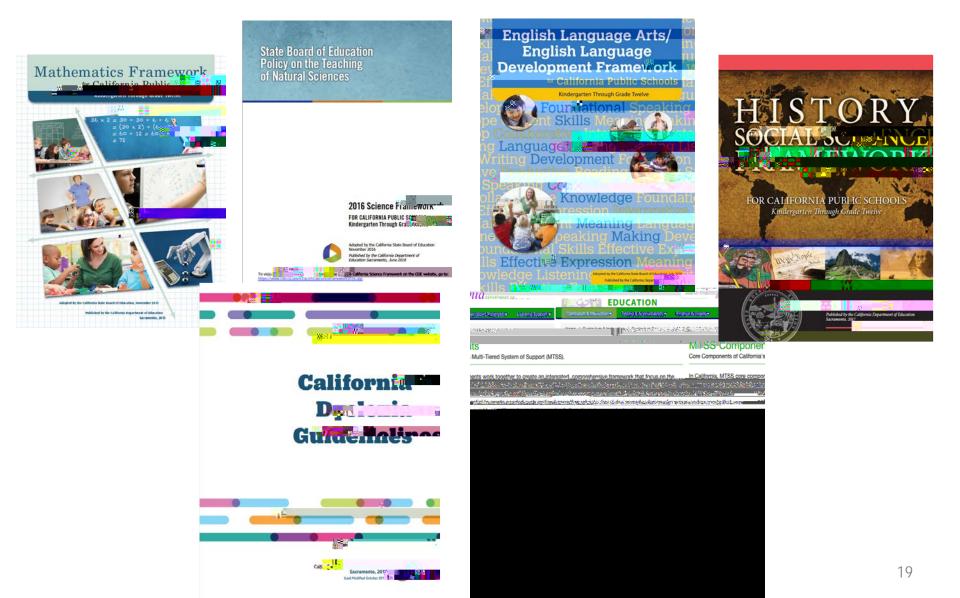
Outstanding Assessments

- According to data extracted from the SEIS system, the District has:
 - 420 outstanding initial assessments
 - 431 outstanding triennial assessments

ELPAC Assessment Update

Common Assessments Update

Common District Assessments -An Essential Best Practice



The "WHY" Underpinning Common Assessments

1) To monitor student progress towards grade level readiness to inform students, parents, teachers, administrators, the Superintendent and the Board of Education



The "WHY" behind common assessments

4) To identify students for interventions and supports, essential for a Multi Tiered System of Supports.

The "WHY" behind common assessments

5) To inform programmatic decisions including student program placement, coupled with evaluation of program/intervention effectiveness

EL redesignation
GATE eligibility
AP / IB placement recommendations
Expanded learning summer program eligibility
6th grade and math 1 placement assessment

District Common Assessments: 2020

District Common Assessments: 2020-21 Foundational Reading Skill-BOY Assessment

CORE PHONICS SURVEY	1- Standar d Not Met		2- Standar d Nearly Met		3- Standar d Met		Total Student Count
Grade Level	%	Student Count	%	Student Count	%	Student Count	
K	47%	8 14	10 %	178	43%	745	1737
1	49%	825	18 %	313	33%	560	1698
2	62%	758	21%	258	17 %	204	1220
Grand Total	51%	2397	16%	749	32%	1509	4655

District Common Assessments: 2020-21 Foundational Reading Skill-BOY Assessment

	1- Standar d Not Met		2- Standar d Nearly Met		3- Standar d Met		Total Student Count
Reported Race	%	Student Count	%	Student Count	%	Student Count	
American Indian or Alaska Native	70%	14	5%	1	25%	5	20
Asian	45%	452	16%	161	39%	399	1012
Black or African American	66%	270	13%	53	22%	89	412
Hispanic	62%	1133	16%	286	22%	408	1827
Native Hawaiian or Other Pacific Islander	65%	71	12%	13	24%	26	110
Two or More Races	42%	173	17%	70	41%	169	412

District Common Assessments: 2020-21

District Common Assessments: 2020-21 Foundational Reading Skill-BOY Assessment

	1- Standar d Not Met		2- Standar d Nearly Met		3- Standar d Met		Total Student Count
Student Is Special Ed?	%	Student Count	%	Student Count	%	Student Count	

Current Status

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A & D