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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

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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 fourth year of testing in 2018, this report includes a four-year comparison and the most recent results.

Financial Considerations :



## I. Overview of the CAASPP Data Review

In 2010, the California State Board of Education adopted the Common Core State Standards (CCSS) -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 2017-18 administration, and it includes comparative results to the State, Sacramento County, neighboring districts, and prior year results. Results are disaggregated by grade level, race/ethnicity, specific Asian race, and program participation.

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.

## III. Budget

N/A





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## 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 only grew slightly year over year from 39% to 40% for English Language Arts and 31% to 32% for Math
- For SBAC ELA, there was an increase in the number of students who exceeded or met standards in 2017-18:
  - Grades 3, 4, and 5
  - Students who are Asian Indian, Cambodian, Chinese, Filipino, Hmong, Laotian, White, and students who have Two or More Races
  - Students who received Special Education services
- For SBAC Math, there was an increase in the number of students who exceeded or met standards in 2017-18:
  - Grades 3, 4, 5, and 6
  - Students who are American Indian, Asian Indian, Cambodian, Chinese, Filipino, White, and students who have Two or More Races
  - Students who received Special Education services and students who were socioeconomically disadvantaged
- Students participating in Special Education in SCUSD have shown significant growth in their met/exceeded percentages, and are now greater than Sacramento County in both

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- 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 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:

- Continue to improve the professional learning for staff
- Continue to 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.
- Revise ELA curriculum maps to align to the new adoption and continue to update the 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.