



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.2

Meeting Date: November 5, 2015

Subject: Annual Review of Academic Achievement

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Strategy and Innovation Office

Recommendation: Receive information on Annual Review of Academic Achievement

Background/Rationale:

Students in grades 3-8 and 11 are administered state mandated assessments in English Language Arts (ELA) and Mathematics, as part of the California Assessment of Student Performance and Progress (CAASPP). These assessments, which measure students skills, knowledge, and performance on the Common Core State Standards (CCSS) are computer-adaptive and administered online. The CAASPP is not administered in all grades and results only provide one measure student performance, therefore additional indicators of student performance and progress, which are aligned to our Local Control Accountability Plan (LCAP) and Guide to Success, our balanced accountability framework, will provide a more comprehensive overview of academic achievement.

Financial Considerations: N/A

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 20 Minutes
Submitted by: Dr. Al Rogers Chief Strategy Officer
 Robin Martin, Director Assessment, Research and Evaluation
Approved by: José L, Banda, Superintendent



I. OVERVIEW / HISTORY

In 2010, the California State Board of Education adopted the Common Core State Standards (CCSS). As a result, new assessments which measure higher-order thinking skills and more rigorous content of the CCSS, replaced the California Standards Tests (CST). In spring 2015, students in grades 3-8, and 11 were administered Smarter Balanced Assessment Consortium (SBAC) assessments for English language arts/literacy (ELA) and mathematics as part of the California Assessment of Student Performance and Progress (CAASPP), the new State Assessment System. The SBAC assessments are computer-adaptive tests with items represented in multiple formats, including selected response and open-ended response, which require students to explain and justify their thinking. The SBAC results will inform parents and the district of students' readiness for success in college and the 21st century workforce. These results cannot be compared to results from the previous CST. The SBAC results will set a new starting point for student achievement against which we will compare performance for years to come.

However, performance on SBAC is only one data point or indicator of our Balanced Accountability Framework for measuring our 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

Pillar I (College and Career Ready Students) of the Districts Strategic Plan 2010-2014 requires that we continue to raise the achievement bar for all students in the district. We will provide students with a relevant, rigorous and well-rounded education that includes 21st-century career exploration, visual and performing arts and that meets four-year college and university requirements. Our goal is for all schools to hold students to the highest academic expectations, which is also evident in our LCAP Goal 1 of increasing the percent of students who are on track to graduate college and career ready.

III. BUDGET

N/A

IV. GOALS, OBJECTIVES, AND MEASURES

The district is fully committed to using multiple measures to assess the quality and effectiveness of strategic goals, actions, and services to increase the percentage of students who are on track to graduate college and career ready. Our Local Control Accountability Plan (LCAP) and our Guide to Success, which is our Balanced Accountability Framework, will facilitate this process.



V. MAJOR INITIATIVES

There are a number of ongoing, core initiatives in direct support of improving academic achievement and college and career readiness such as Common Core and Next Generation Science Standards implementation and professional learning, career-themed Linked Learning approaches, early childhood education, inclusive practices, and extended learning programs to name a few. Updates on many of these programs and practices will be addressed by other SCUSD divisions in subsequent board meetings.

VI. RESULTS

While some of our college and career readiness indicators are new this year and will not yield clear trends, an overall review of our indicators indicate varied progress.

VII. LESSONS LEARNED / NEXT STEPS

Moving forward, the district will continue to use achievement indicator data to inform instruction, programs, and strategic initiatives. This year, benchmark assessments will also be administered through our new student assessment system which will provide additional formative information about student mastery of standards. We will also continue to build capacity of our teachers and leaders through professional learning that will deepen their ability to provide integrated instruction of the CCSS, as well as further enrich our Linked Learning offerings for students.