

Adopted, As Amended, by the Board of Education at its Regular Meeting of June 25, 2002

Subject: Resolution No. 25-28A21

**In Support of Alternative Assessments and Multiple Measures
of Student Learning**

- Commissioners Eric Mar, Mark Sanchez, Eddie Y. Chin, Frank Chong,
Emilio B. Cruz, Dan Kelly, and Jill Wynns

WHEREAS: California's high stakes tests such as the Stanford 9 and the High School Exit Exam are administered across unequal schools, with schools in low-income communities of color experiencing, for example, more shortages of educational materials, inadequate learning environments, and higher rates of teacher and administrative turnover (see attached "Williams/ACLU" case against the state of California); and

WHEREAS: These conditions contribute to an achievement gap between inequitably resourced schools and other schools and there is a need to allocate resources equally to ensure that students can be successful on all assessments; and

WHEREAS: The reliance on high stakes tests such as the Stanford 9 and the HSEE as the primary measures of school and student performance unfairly penalizes students who have not been provided with the academic tools to perform to their highest potential on these tests; and

WHEREAS: High-stakes tests such as the Stanford 9 and High School Exit Exam (HSEE) discriminate based on language because they are given only in English; and

WHEREAS: Resources provided by the state's intervention programs for "low performing" schools are grossly inadequate to compensate and remediate for long term state underfunding and highly unequal opportunities to learn; and

WHEREAS: High-stakes tests such as the Stanford 9 and HSEE promote a narrowing of the curriculum and "teaching to the test" in all schools, and determine how much money schools and scholarship candidates get through the Academic Performance Index (API) based on the Stanford 9 and the California Standards Test in English Language Arts, and whether students will graduate from high school through the HSEE; and

WHEREAS: Desperately needed education funding and instructional time are diverted to administer tests; and

WHEREAS: In 2000-2001 HSEE testing, African-American and Latino students were failed at twice the rate of their white counterparts, and low-income students at twice the rate of middle-class students (Applied Research Center, Oakland), and the wealthiest 10% of schools in California have received more API rewards than schools in other income brackets (California Budget Project, Sacramento); and

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WHEREAS: The Citizens' Commission on Civil Rights cites California for numerous violations of Federal law for failing to help disadvantaged students because it depends on inadequate, off-the-shelf, multiple-choice tests such as the Stanford 9 and HSEE as the center of its accountability system and doesn't use "multiple measures" to assess student performance (see CCCR report attached); and

WHEREAS: A growing and virtually incontrovertible body of research evidence demonstrates that high stakes tests across the nation are a failure in both raising academic achievement and achieving real accountability; and

WHEREAS: Education partnerships locally and nationally have developed alternative, potentially more equitable and academically constructive tools to measure student learning and school performance.

THEREFORE BE IT RESOLVED: That the San Francisco Unified School District authorize the Assessment and Achievement Office to conduct a study of alternative assessments that the district could use to the benefit of its students and schools as a real tool for measuring academic achievement and for providing real accountability for equal educational outcomes for all students; and

BE IT FURTHER RESOLVED: That the Superintendent of Schools undertake the study in partnership with a task force comprised of teachers, administrators, university scholars and community-based education reform organizations and others; and

FURTHER BE IT RESOLVED: That following adoption of the resolution, the Superintendent of Schools will submit the names of the proposed members of the task force within sixty days, submit an interim report to the Board's Curriculum Committee after four months and deliver a final report on its findings, including policy implications and recommendations, to the full Board of Education within seven months, and

BE IT FURTHER RESOLVED: That an Ad Hoc Committee be designated to work closely with the task force and that the President of the Board of Education will appoint the members of the Ad Hoc Committee within sixty (60) days of the passage of this resolution.

5/28/02
6/25/02

- Referred to the Curriculum and Program Committee by order of the Chair on 5/28/02.
- Taken up in Committee on 6/5/02. Postponed to the Regular Meeting of 6/25/02.
- Recommended new language in bold, italics, and underscored. Old language in double ~~strikeout~~ (with consensus of the Committee)
- Adopted, as amended, on June 25, 2002. All new language incorporated.