Steps to Success

Pathways to Career & College Readiness

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Steps to Success

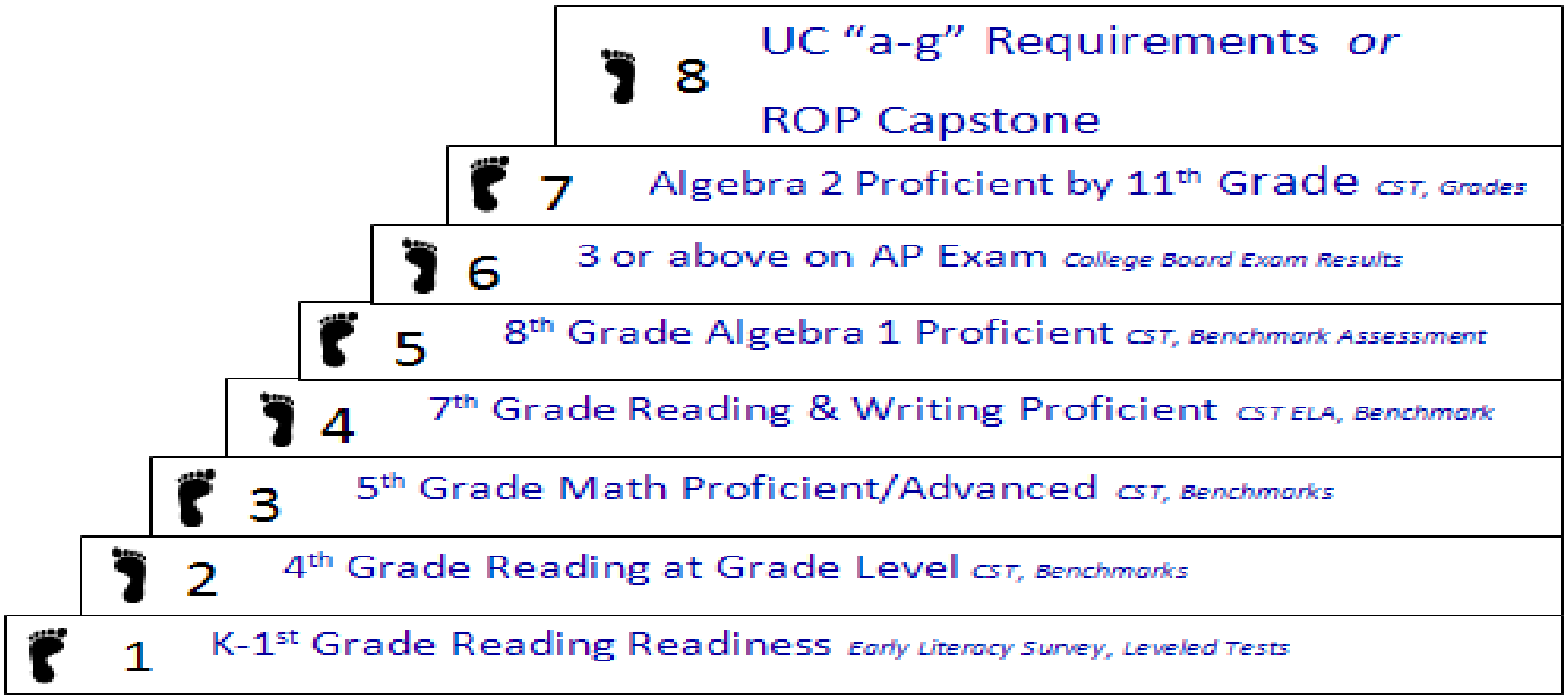
Purpose:

To preview our initial thinking on how AUSD can measure and monitor academic readiness and student outcomes.

Steps to Success

8 Steps to Success

Pathways to Career and College Readiness



Steps to Success

These steps represent key milestones in student pathways to career and college readiness.

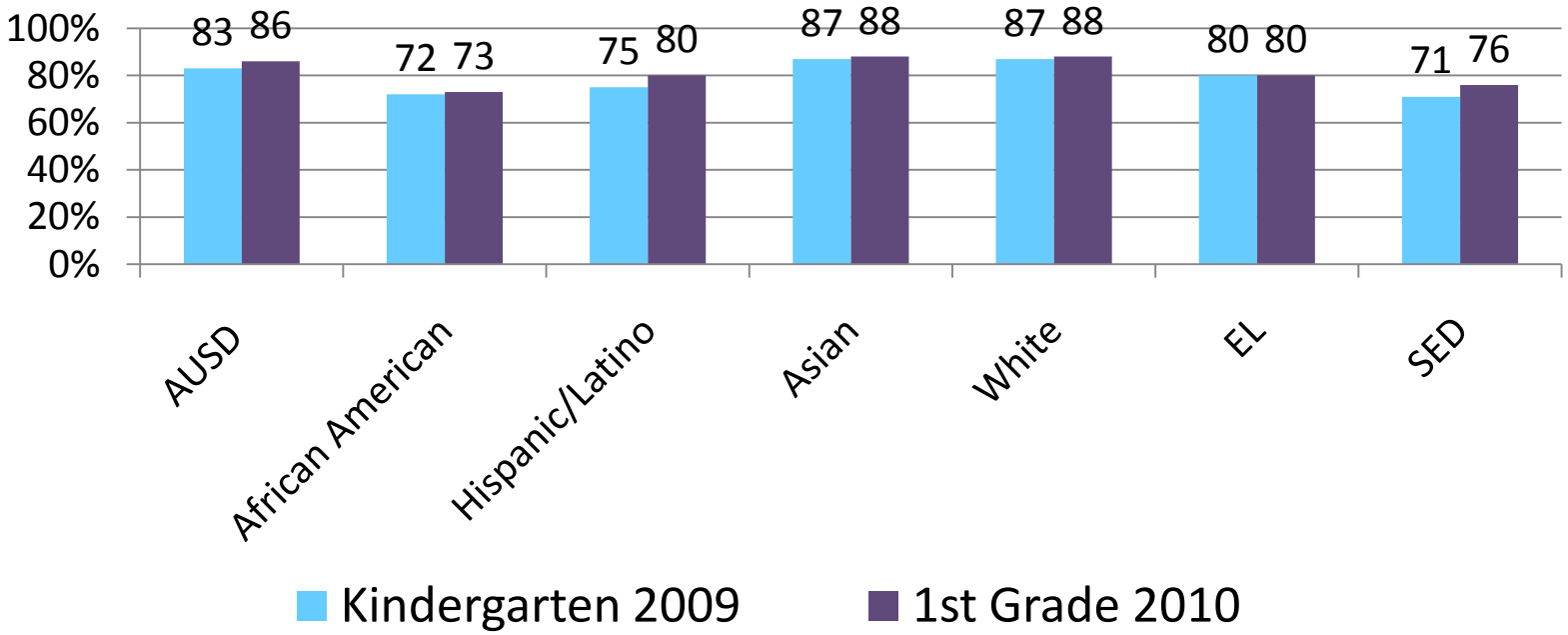
Step 1: K-1 Reading Readiness

The Early Literacy Survey (ELS) is a series of assessments that measure beginning literacy skills such as letter recognition and phonemic awareness.

- ***Kindergarten/1st Grade ELS by School***
- ***Kindergarten ELS by Significant Subgroup***
- ***Comparison of Kindergarten and 1st Grade cohort on ELS by Significant Subgroup (sample included)***

Kindergarten & First Grade Early Literacy Survey

Percent Proficient by Significant Subgroup



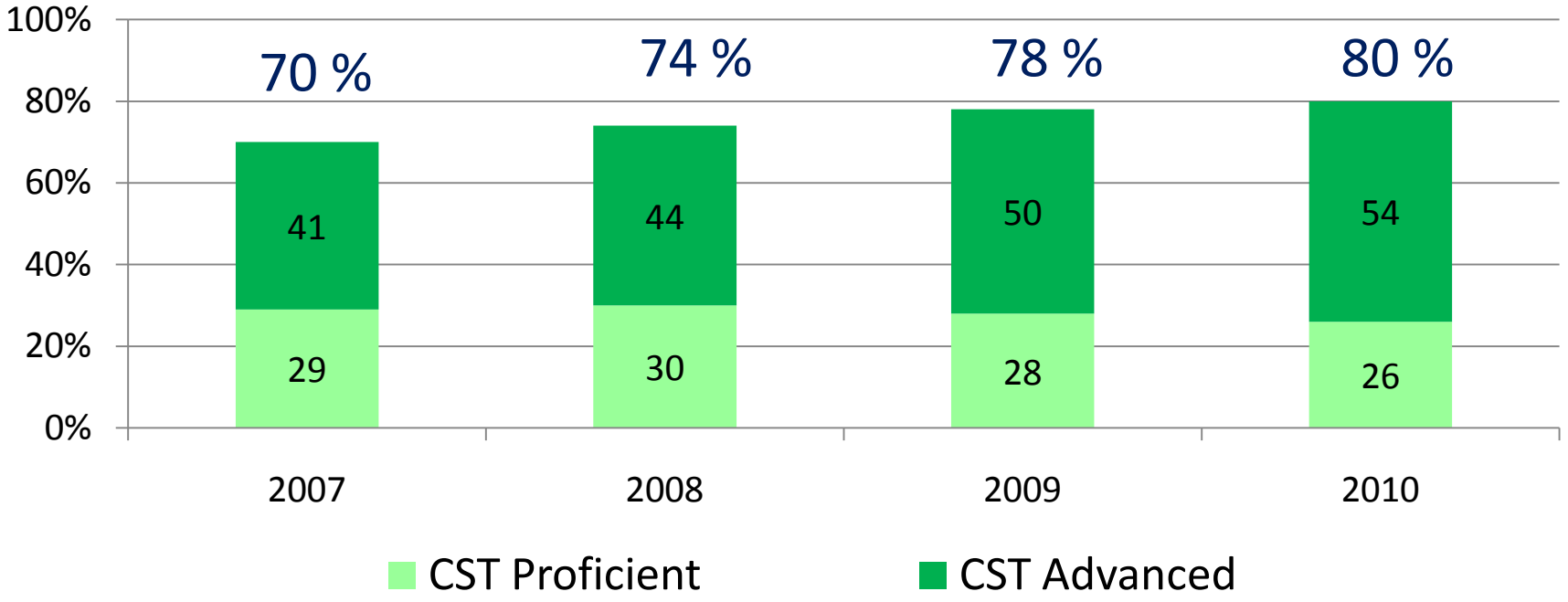
Key Point: Given the extra year, more students master the ELS materials as they move on with 1st grade curriculum. Notice that Hispanic/Latinos as well as SED students increased 5 points.

Step 2: 4th Grade Reading Proficiency

- *4th Grade CST for AUSD (sample included)*
- *4th Grade CST by AUSD by School & Significant Subgroup*
- *4th Grade Benchmark Assessment by Significant Subgroup*

4th Grade CST ELA Proficient & Advanced

Percent Proficient or Above



Step 3: 5th Grade Math Proficient & Advanced

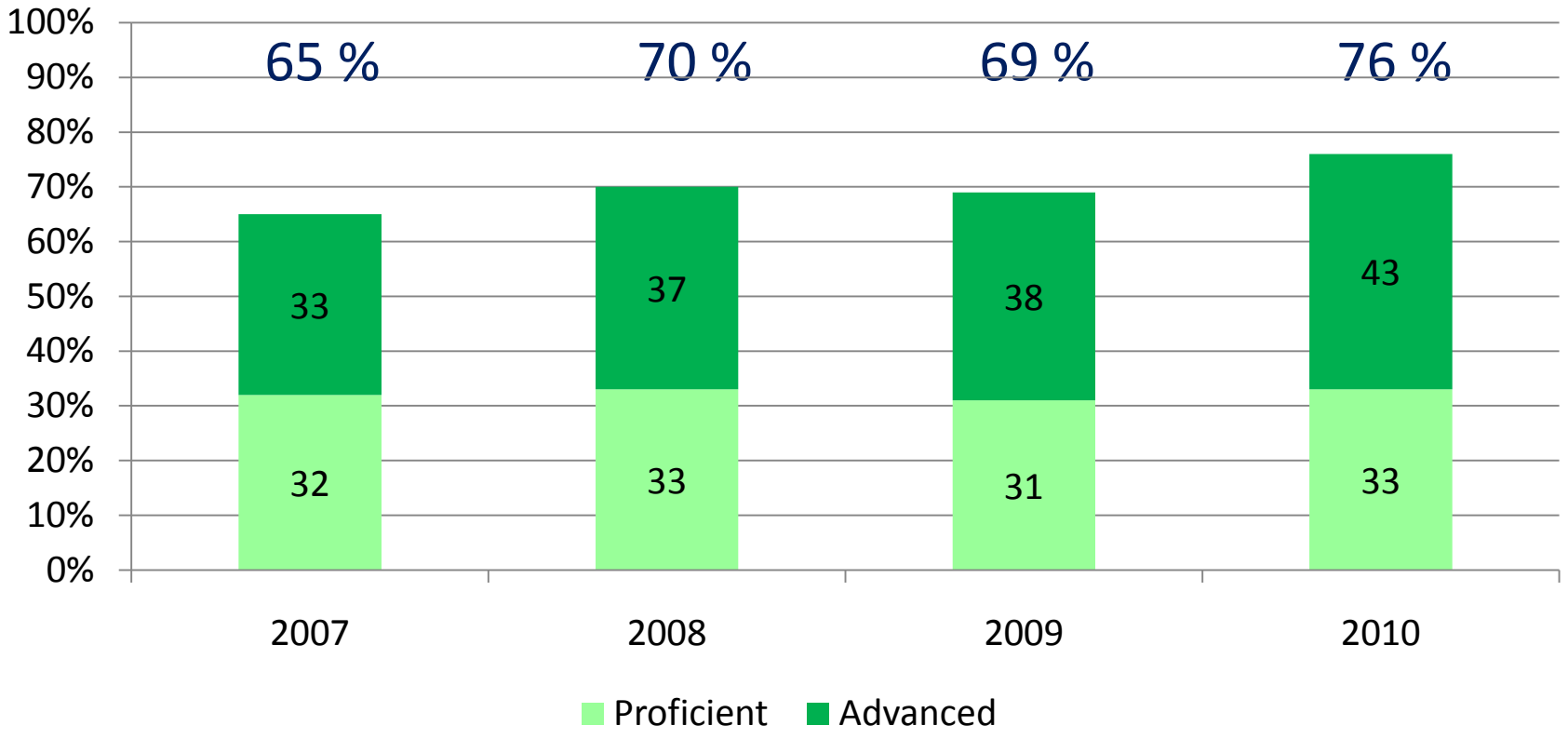
- *5th Grade CST for AUSD by proficient and advanced (sample provided)*

- *5th Grade CST by School and by Significant Subgroup*

- *5th Grade Math Benchmark Assessments for AUSD by School and by Significant Subgroup*

Step 3: 5th Grade CST Math Proficient & Advanced

Percent Proficient and Advanced for AUSD



Step 4: 7th Grade ELA Proficient

Reading and Writing

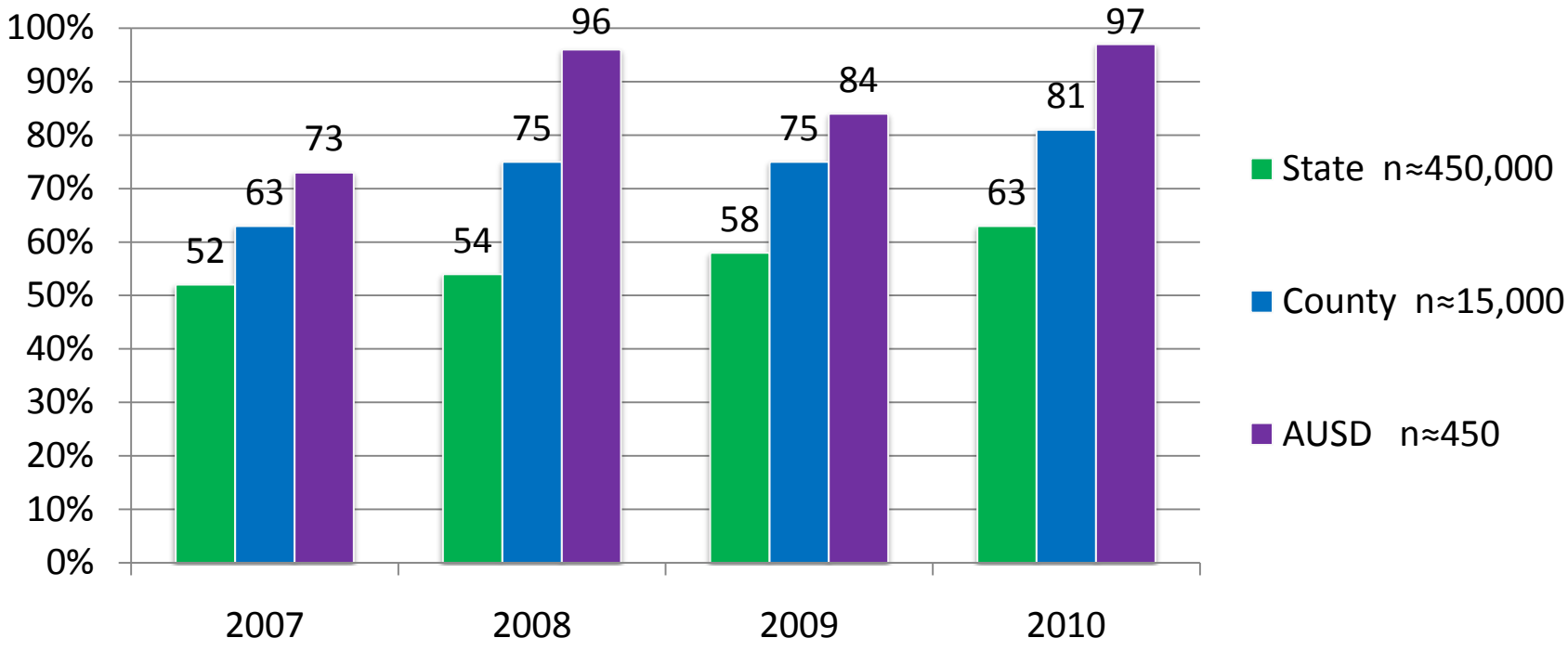
- ***7th Grade CST for AUSD by proficient and advanced***
- ***7th Grade CST by School and by Significant Subgroup***
- ***7th Grade ELA Benchmark Assessments for AUSD by School and by Significant Subgroup***

Step 5: Algebra 1 Proficient by 8th Grade

- *CST composite of AUSD 7th & 8th graders percent proficient*
- *CST composite by significant subgroup*
- *Percent of AUSD 8th graders taking Algebra 1 compared to state and county (sample provided)*
- *Percent of 7th graders taking Algebra 1 (sample provided)*
- *AUSD Benchmark Assessments by significant subgroup*

Percentage of 8th Graders taking Algebra 1 CSTs

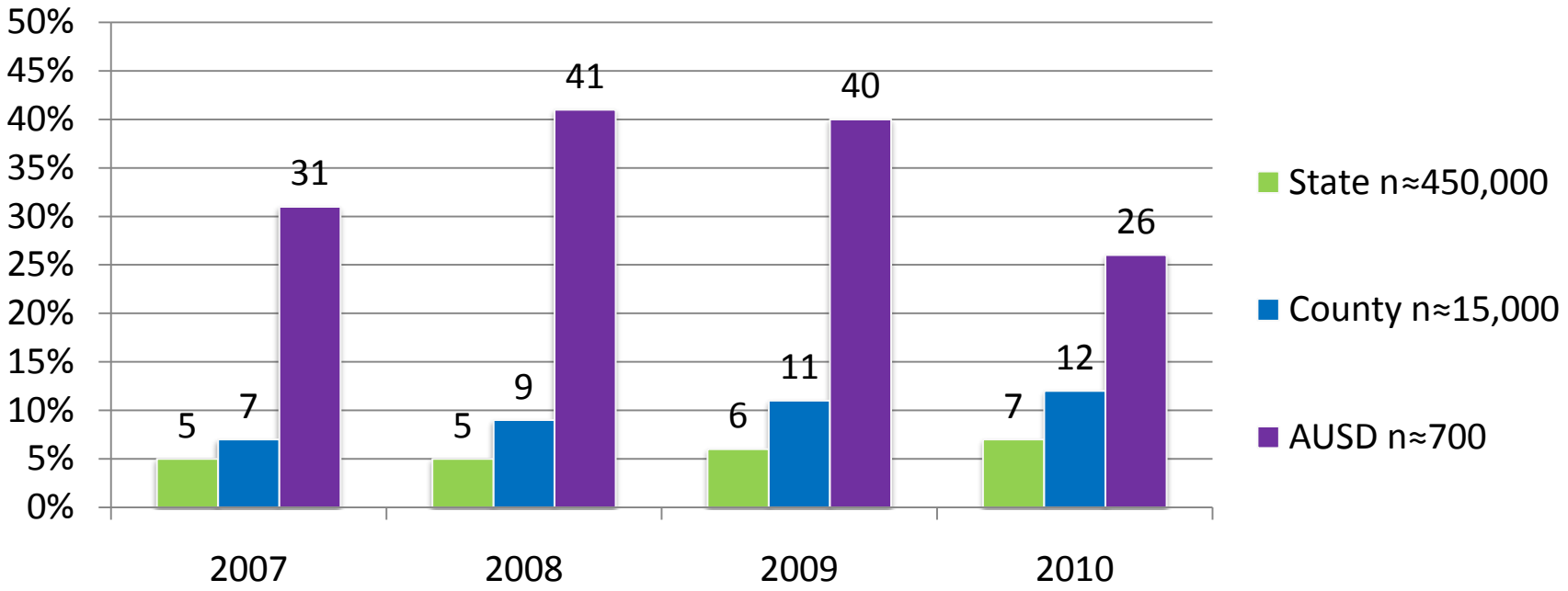
Compared to State and County



Key Point: AUSD has a far greater percentage of 8th grade students taking Algebra 1 than 8th graders in the state or county. Last year, all but 3% of 8th graders not already taking Algebra 1 in 7th grade took the course.

7th Graders taking Algebra 1: Percent of Total

State, County & AUSD Comparison



Key Point: AUSD accelerates prepared and motivated 7th graders into Algebra 1 at a much higher rate than is done in the state and county. We have tightened up the matrix for 7th grade Algebra 1 placement to make the requirements rigorous and ensure success for these advanced students not only in Algebra 1, but in future math classes.

Step 6: Score of 3 or higher on AP Exams

Participation in Advanced Placement (AP) classes is a strong indicator of choosing a college as a post-secondary option, and passing the final exam with a score of 3 or higher is a strong predictor of college success.

- ***College Board report of exams by subject and passage rates (sample provided)***

- ***Percent of students taking at least one AP course by end of senior year by school (sample provided) and significant subgroup***

- ***Number of exams taken compared to number of passing scores***

AP Exams 2009-2010 (page 1)

2010 Total AP Students in Your District: **682**

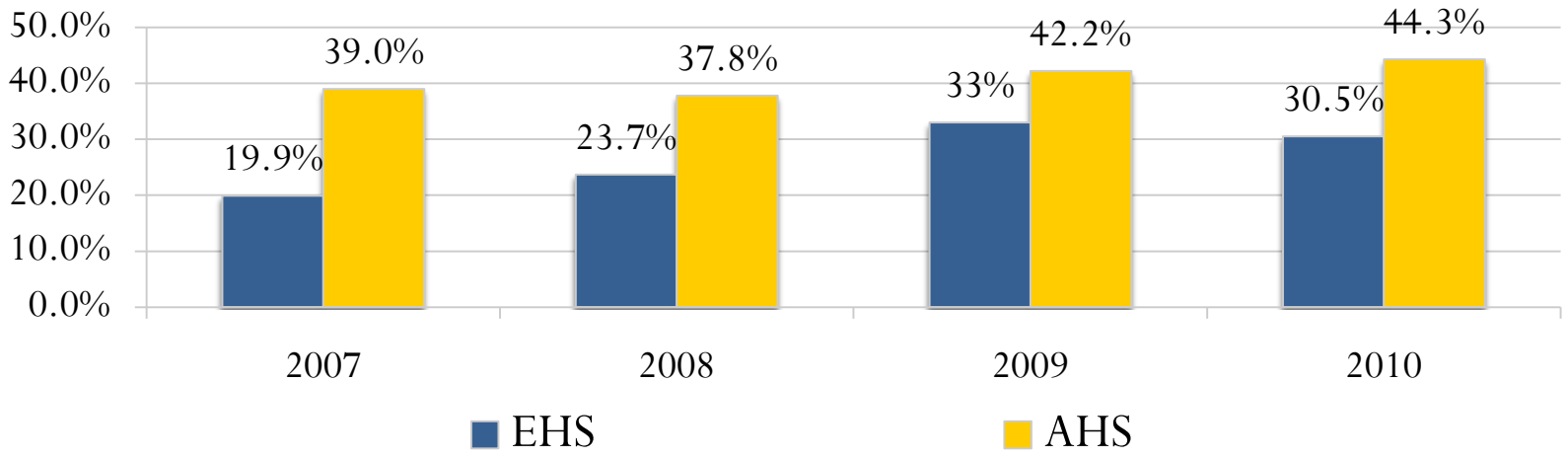
District Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	294	329	348	240	182	1,393
Percentage of Total	21	24	25	17	13	100

Subject Totals	5	4	3	2	1	Total Exams	Average Score
Studio Art: 2-D Design Portfolio		1	1	9	4	15	1.9
English Language and Composition	27	34	37	32	10	140	3.3
English Literature and Composition	18	32	40	30		120	3.3
Chinese Language and Culture	3					3	5.0
French Language	3	10	14			27	3.6
German Language	1					1	5.0
Spanish Language	4	10	6	21	8	49	2.6
Spanish Literature			1			1	3.0
Calculus AB	48	27	21	15	23	134	3.5
Calculus BC	35	5	11		1	52	4.4
Computer Science A	6	6	12	1	3	28	3.4
Statistics	16	34	20	21	11	102	3.2
Biology	12	5	11	14	22	64	2.5
Chemistry	5	12	8	7	20	52	2.5
Environmental Science	12	39	31	31	33	146	2.8
Physics B	4	5	12	5	4	30	3.0
Physics C: Electricity and Magnetism	5	3	7	1	2	18	3.4
Physics C: Mechanics	8	5	6	2		21	3.9

Key Point: 682 students took 1393 exams in 2010.

AP Performance Summary

% of graduating seniors by school who took and passed an AP exam while in high school



Key Point: As AUSD high schools have been increasing the number of students taking AP classes, higher numbers are passing exams. The two high schools have different enrollment policies for AP, and we will be creating a uniform AP enrollment policy for the district.

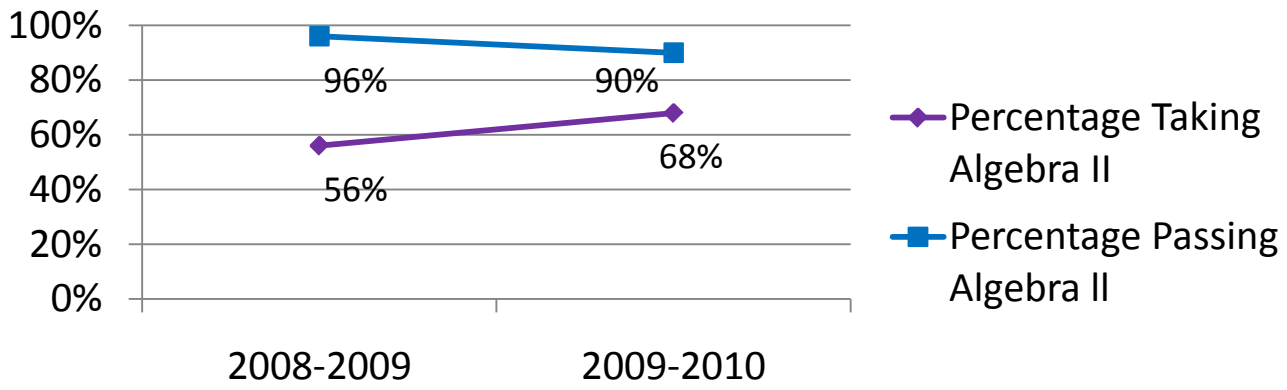
Step 7: Algebra 2 Proficient by 11th Grade

- *Percentage of students passing Algebra 2 with a C or better in 9th, 10th & 11th grade*
- *Percent of students passing Algebra 2 by school*
- *Percent of students passing Algebra 2 by significant subgroup*
- *Algebra 2 CST percent proficient by significant subgroup*

Step 7: Algebra 2 Proficient by 11th Grade

11th Graders of the 2009 and 2010 graduating class

	Number of Students	Taking Algebra II	Passing Algebra II	Percentage Taking Algebra II	Percentage Passing Algebra II	Percentage of Students Taking & Passing by 11th Grade
2008-2009	843	469	450	56%	96%	53%
2009-2010	859	582	521	68%	90%	61%



Step 8 Part A: UC "a-g"

UC "a-g" courses are required for entrance into the California State University and University of California systems. 11 units must be completed by the end of 11th grade.

Requirement Letter	Subject	Requirements
a	History/ Social Science	2 units: One year World History, one year U.S. History
b	English	4 units: Four years of college preparatory composition and literature
c	Mathematics	3 units: Three years of college preparatory mathematics (four years recommended)
d	Lab Science	2 units: Two years of laboratory science (three years recommended)
e	Language (not English)	2 units: Two years of a single language other than English(three units recommended)
f	Visual & Performing Art	1 unit: One year of either dance, drama/theater, music or visual art
g	College Prep Elective	1 unit: One year additional of UC-approved a-f courses, CTE course, etc
		15 units total

Step 8 Part A: UC “a-g”

- ***Percentage of seniors completing requirements by school***

- ***Percentage of seniors completing requirements by significant subgroup***

Step 8 Part B: CTE Concentrator & Capstone

***CTE*: Career and Technical Education**

***Concentrator*: A student who has completed 50% of a planned CTE program sequence**

***Capstone Course*: Last course in a CTE sequence. Capstone courses are mostly for seniors.**

- ***Number/percentage of students taking CTE classes during high school by school and significant subgroup***

- ***E1 Report: Achievement data based on proficient or advanced on the CAHSEE***

- ***E2 Report: Placement data on 12th grade concentrators six months after graduation***

Beyond Graduation

We are currently exploring a system to track student success after graduation in post-secondary education, the military, or work.

We want to track:

- How many students follow through entering into higher education in the fall after leaving high school?
- How many students finish their chosen programs?
- Of those students who do complete their program, why didn't they finish, what are they doing instead, and do they feel what they did is a better choice?

Next Steps

1) *Continue to analyze data and evaluate usefulness of each metric for setting student achievement goals.*

2) *In June, a finalized report using Steps to Success will be presented to the Board with all available data points.*

3) *In September, STAR tests and other available assessments will be analyzed for inclusion in Steps to Success and presented to the Board.*

4) *One to two more presentations will be made during the year as important data becomes available.*

5) *AUSD personnel will use this data as well as other information to set goals, make policy recommendations, and modify educational practices to improve upon what we already do well: prepare students for success.*

Conclusion

- ***Focusing our analysis on key metrics gives AUSD multiple checks to ensure our students will be prepared for college and career success.***

- ***This compilation of performance metrics will not be the only data we analyze, but it also can be used to alert AUSD educators and our community of successes to celebrate as well as issues that must be addressed so that all students can be successful.***

- ***This set of performance metrics will evolve over time, and we will develop systemic goals for instructional improvement over time using these Steps to Success.***