ALAMEDA UNIFIED SCHOOL DISTRICT **BOARD AGENDA ITEM**	**EXHIBIT F-4**

Meeting Date: October 12, 2010

Item Title: State of the District: Focus on 6-12 Achievement Data

Item Type: Information

BACKGROUND Reports on student achievement data in the district this year will be presented in six separate presentations throughout the year. We are continuing tonight with an overview of AUSD data focusing on high school and middle school data. It is our intention that, by presenting each level separately, the audience will have the opportunity to absorb the data fully and focus on student achievement in particular areas.

STAR is the system used in California to assess and report on the academic progress of students, schools and school districts across the state. The California Standards Test (CST) is the primary source of data used by the California Department of Education to determine the Academic Performance Index (API) and to determine Adequate Yearly Progress (AYP) under federal NCLB requirement at grades 2-9. At grades 10-11, the California High School Exit Exam (CAHSEE) and the CST results are both used. We provide these acronyms and definitions to help clarify for the public as we work to better inform the community on AUSD student achievement.

FISCAL IMPLICATIONS: None

RECOMMENDATION: Accept as presented.

AUSD Guiding Principle: 1. All students have the ability to achieve academic and personal success. 2. Teachers must challenge and support all students to reach their highest academic and personal potential.

Submitted by: Sean McPhetridge, Assistant Superintendent

Approved for Submission to Board of Education

Kirsten Vital, Superintendent

State of the District, Part II:
Focus on 6-12 Achievement Data

High School Report (Continued) and Middle School Report

October 12, 2010

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High School & Middle School

- Further questions about high school data arose from the last data presentation.
- The first part of this presentation attempts to respond to those questions.
- We will then focus on middle school achievement data.
- In November, we will provide more in-depth analysis on elementary school achievement.

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High School Questions:

How do we best increase instructional rigor for AUSD?

- **Increase AP classes and enrollment?**
- **Adopt UC "a-g" requirements for graduation?**

AUSD Educational Services staff are collaborating with high school instructional leaders on both options:

• Increasing AP classes and accessibility prepares our students to be more competitive for college, even though our pass rate percentage may change.

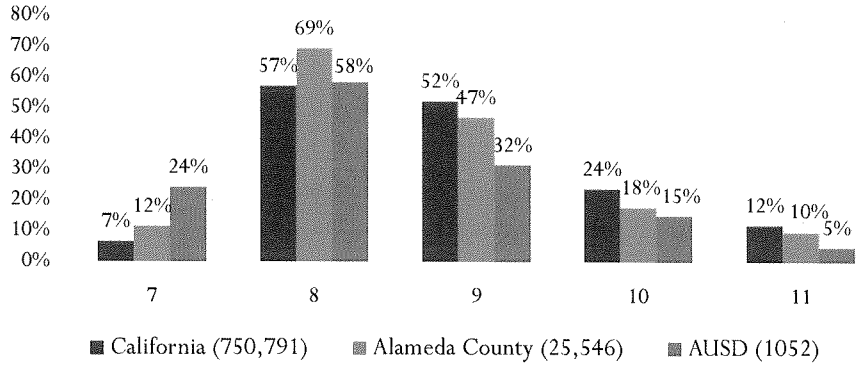
• Adopting UC "a-g" courses for all is an ongoing conversation with many benefits and challenges.

High School Questions:

What do we see as a professional development piece in order to help teachers effectively deliver a more rigorous curriculum?

- ***We are exploring the Instructional Rounds methodology to address this and involve instructional leaders, district office staff, and classroom practitioners.***
- ***We are discussing how to provide resources and training for the Early Assessment Program (EAP) curriculum in ELA and EAP professional development support from the state for our higher level math classes.***
- ***Common Core Standards, adopted by the state on August 2, 2010, may push us in some new directions.***
- ***Later in the year, we will report back to the Board on how professional development is serving the instructional program district-wide.***

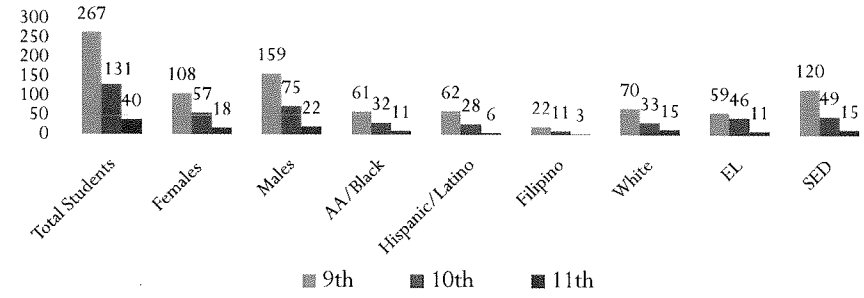
2010 CST for Algebra 1: % of Tests by Grade



Key Point: While AUSD still has much work to reduce the number of students repeating Algebra after 8th grade, we have a higher rate of acceleration and lower rate of repeating than the state or county.

Algebra 1 Beyond 8th Grade: 9th to 11th

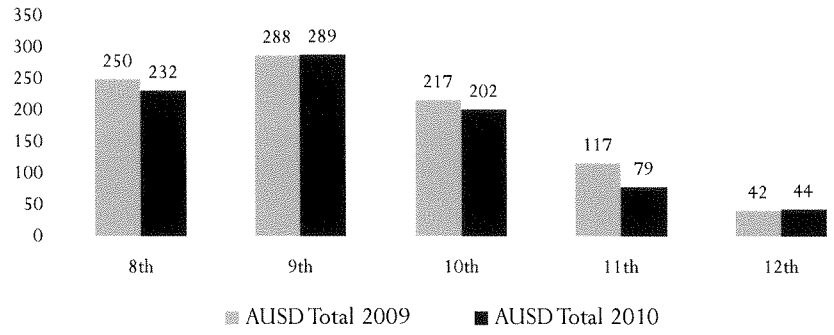
Numbers of Students repeating Algebra 1 by Subgroup



Key Point: There were 439 students repeating Algebra 1 at the high school level in 2009-2010. 24% are African American/Black (12% DW*), 22% are Hispanic/Latino (11% DW*), and 27% are White (31% DW*). This is disproportionate to the overall percentages of these groups in AUSD and thus represents an achievement gap.

DW* = District Wide percent of population

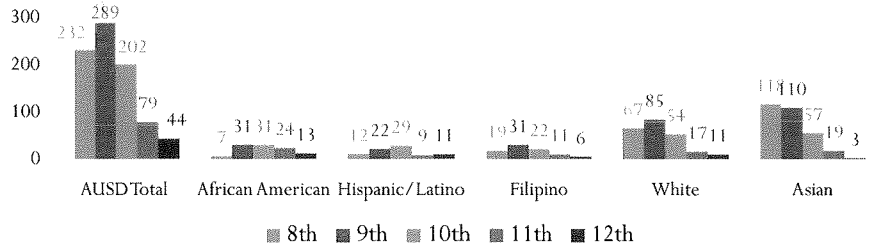
Geometry #s by Grade 2009 & 2010: 8th to 12th



Key Point: 232 AUSD students took Geometry as an accelerated class last year, and approximately 325 students repeated Geometry as 10th, 11th, or 12th graders. This is 38% of the total students taking Geometry last year. Also, the number of repeats dropped over the last 2 years.

Geometry: 8th to 12th Grade #s by Subgroup

Numbers of subgroup students* 2009-2010 *at each grade level

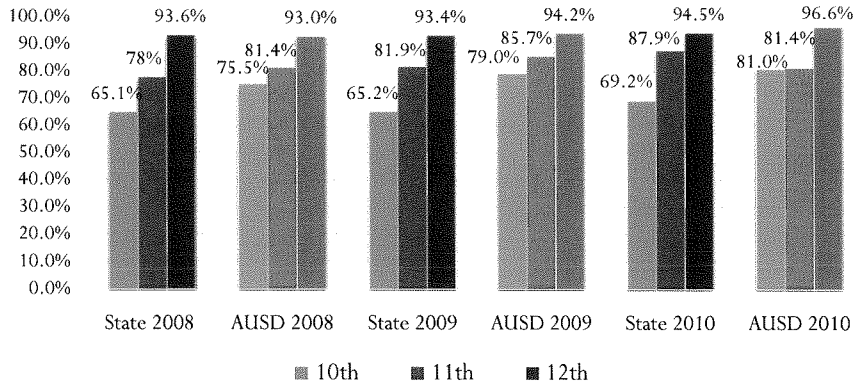


Key Point: There is disproportionate representation in AUSD in this course, demonstrating an achievement gap.

	African American/ Black	Hispanic/Latino	Filipino	Asian	White
Accelerated %	3%	11%	8%	51%	29%
Repeating %	21%	15%	12%	24%	25%
District Wide %	12%	11%	9%	33.5%	31%

CAHSEE: 2008 to 2010

State and AUSD Comparison for 3 years



In 2010, over 50 11th graders had not yet taken the CAHSEE test in one or both subject areas by the end of the year. In 2009, only 20 had not taken it yet.

AP Course Enrollment 2009-2010

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
[illegible]		1	1	9	4	15	1.9
[illegible]	27	34	37	32	10	140	3.3
[illegible]	18	32	40	30		120	3.3
[illegible]	3					3	5.0
[illegible]	3	10	14			27	3.6
[illegible]	1					1	5.0
[illegible]	4	10	6	21	8	49	2.6
[illegible]			1			1	3.0
[illegible]	48	27	21	15	23	134	3.5
[illegible]	35	5	11		1	52	4.4
[illegible]	6	6	12	1	3	28	3.4
[illegible]	16	34	20	21	11	102	3.2
[illegible]	12	5	11	14	22	64	2.5
[illegible]	5	12	8	7	20	52	2.5
[illegible]	12	39	31	31	33	146	2.8
[illegible]	4	5	12	5	4	30	3.0
[illegible]	5	3	7	1	2	18	3.4
[illegible]	8	5	6	2		21	3.9

Key Point: 682 students took 1393 exams in 2010. While the average score column might appear to indicate some subjects with a better chance of passing, there are many other variables involved.

High School to Middle School

What We Measure : A Shift of Focus

- High School – College Readiness
- Middle School – High School Readiness

Middle School Testing

Middle school provides numerous assessments for class placement supports and other ways to provide opportunities for success.

Placement: PH Placement GRADE Tiered Reading Math Acceleration	Fluency: 1x/year if proficient; up to 3x year if not proficient	Benchmarks: Math 3x/year ELA 3x/year	STAR: 7th Grade Writing CST CMA CAPA
Required District Assessments			State Tests

Key Point: Middle School Assessments are focused around benchmark testing placement issues using multiple measures.

Placement : ELA

ELA Placement:

- ***Outgoing 5th, 6th and 7th graders are given the Prentice Hall Placement Test***
  - ***Quick 20 question comprehension test***
- ***Students scoring above 70% are placed into Benchmark and Advanced ELA classes.***
- ***Students scoring below 70% are administered the GRADE test :*** *Group Reading Assessment and Diagnostic Evaluation*
- ***Students receiving a Standard Score of 90-96 (meaned at 100) are considered for strategic intervention called FUSION (part of our district SIM initiative)***

Key Point: AUSD offers a tiered reading program. Students in FUSION at the middle schools gained an average of 18 points at Lincoln and 5 points at Wood. FUSION teachers receive coaching to ensure there is fidelity and integrity to the program.

ELA Middle School Student Progress

CA Standards ELA 4/22/2008	CA Standards ELA 4/20/2010					
	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Totals
Advanced		2 0.1 %	8 0.4 %	123 5.6 %	603 27.3 %	736 33.3 %
Proficient	2 0.1 %	7 0.3 %	101 4.6 %	380 17.2 %	273 12.4 %	763 34.6 %
Basic	15 0.7 %	53 2.4 %	234 10.6 %	197 8.9 %	36 1.6 %	535 24.2 %
Below Basic	22 1.0 %	31 1.4 %	59 2.7 %	18 0.8 %	1 0.0 %	131 5.9 %
Far Below Basic	13 0.6 %	9 0.4 %	20 0.9 %			42 1.9 %
Totals	52 2.4 %	102 4.6 %	422 19.1 %	718 32.5 %	913 41.4 %	2207 100.0 %

	75 Students increased more than one level	3.4 %
	538 Students increased one level	24.4 %
	299 Students decreased one level	13.5 %
	34 Students decreased more than one level	1.5 %
	1261 Students scored the same level	57.1 %
	2207 Total students	100.0 %

Of 2207 students in 6th-8th grades taking the ELA test 2 years in a row, 28% improved at least one performance band (613), 57% maintained their level, and 15% (333) dropped 1 or more levels.

MS FUSION Students from 2009 &2010

CST in ELA for Last 2 years: Student Progress Report

CA Standards ELA 4/28/2009	CA Standards ELA 4/20/2010 Far Below Basic	Below Basic	Basic	Proficient	Advanced	Totals
Advanced						
Proficient	1 0.9 %	1 0.9 %	4 2.6 %	1 0.9 %		7 6.3 %
Basic		10 9.0 %	34 30.6 %	8 7.2 %		52 46.8 %
Below Basic	6 5.4 %	10 9.0 %	18 16.2 %	2 1.8 %		36 32.4 %
Far Below Basic	5 4.5 %	6 5.4 %	3 2.7 %	2 1.8 %		16 14.4 %
Totals	12 10.8 %	27 24.3 %	59 53.2 %	13 11.7 %		111 100.0 %

	7 Students increased more than one level	6.3 %
	32 Students increased one level	28.8 %
	20 Students decreased one level	18.0 %
	2 Students decreased more than one level	1.8 %
	50 Students scored the same level	45.0 %
	111 Total students	100.0 %

Key Point: 35% of students taking CSTs in AUSD 2 years in a row and a FUSION class this year showed improvement in 1 or more performance bands. 20% dropped 1 or more performance bands.

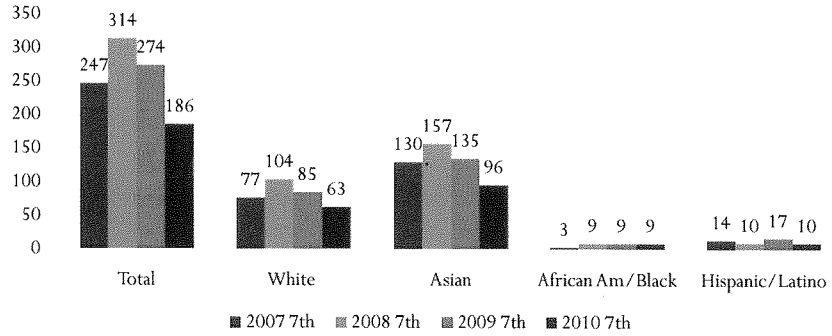
Placement: Math

Math Placement:

- ***Most 6th graders enter Course 1***
- ***Multiple Measures Math Matrix is used to evaluate students for Course 2 or potential acceleration into Algebra 1 as 7th graders and Geometry as 8th graders.***
- ***Parents and students opting for acceleration must sign a form acknowledging that they understand the implications of this choice.***

Key Point: Students are placed in grade level standards based courses unless otherwise indicated by an IEP. Students have the opportunity to accelerate their math learning if they qualify on the Math Matrix and choose to do so.

Algebra 1 7th Graders: Ethnicity 2007-2010



Key Point: AUSD has been adjusting the Math Matrix each school year to better predict success in accelerated math placement. Looking at 7th Grade Algebra 1 trends over last 4 years, African American/Black students increased their percentage of total 7th grade Algebra 1 enrollment, moving from 1% of enrollment in 2007 to 5% last year. Hispanic/Latino students' percentages fluctuated, and their enrollment/participation rate came in at 5% last year.

Fluency & Benchmark Tests

2009-2010

- ***Fluency at least 1x a year; up to 3x until reach spring proficient level***
- ***ELA Benchmark 3x a year from Prentice Hall***
- ***Math 3x a year for Course 1 (6th Grade), Course 2 (7th Grade) and Algebra 1***
- ***End of year for Geometry***
- ***Math benchmarks produced in collaboration with ACOE, coaches and AUSD teachers***

2010-2011

- ***Fluency at least 1x a year; up to 3x until reach spring proficient level***
- ***ELA CST Mirror 3x a year:***
  - ***Curriculum Associates Content Standards Practice and Mastery: highly reliable results to CSTs***
- ***Math 3x a year with Geometry at 2x a year. Geometry benchmark will be similar to the one used at the high school.***

Key Question: How do we use those common assessments to promote collaboration and improve classroom practice?

Distribution Summary Sample

From ELA Benchmark #1 2010-2011: 6th Grade

6th Grade ELA CA Content Stds #1

Item Analysis - Distribution of Answers Summary

Test Date 9/10/2010 Subject Reading

Student Count 489 Grade 06

Correct Response
Most Common Incorrect Response

Questions 1 to 22 (of 75)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Standard	Structural Features of Info Materials 2.2	Structural Features of Info Materials 2.1	Expository Critique 2.6	Textual Comprehension & Analysis 2.3	Textual Comprehension & Analysis 2.4	Expository Critique 2.8	Vocabulary & Concept Dev 1.4	Vocabulary & Concept Dev 1.4	Textual Comprehension & Analysis 2.3	Expository Critique 2.7	Narrative Analysis 3.7	Expository Critique 2.8	Expository Critique 2.8	Expository Critique 2.6	Textual Comprehension & Analysis 2.3	Textual Comprehension & Analysis 2.3	Vocabulary & Concept Dev 1.4	Textual Comprehension & Analysis 2.5	Structural Features of Info Materials 2.1	Textual Comprehension & Analysis 2.5	Expository Critique 2.7	Structural Features of Literature 3.1
Correct Response %	69%	69%	43%	86%	46%	47%	38%	86%	72%	53%	41%	63%	66%	35%	47%	80%	72%	68%	80%	46%	44%	63%
Total Points Poss = 75	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Correct Response	B	C	A	C	D	C	C	A	A	B	C	C	D	C	B	A	A	D	C	B	A	A
Selected A	10%	11%	43%	10%	25%	16%	10%	86%	72%	31%	25%	23%	4%	59%	21%	80%	72%	25%	5%	24%	44%	63%
Selected B	69%	10%	13%	2%	16%	19%	46%	4%	19%	53%	9%	11%	25%	7%	47%	19%	18%	13%	8%	46%	28%	19%
Selected C	20%	69%	34%	86%	12%	47%	38%	4%	6%	10%	41%	63%	16%	35%	27%	12%	7%	4%	80%	16%	20%	16%
Selected D	0%	20%	20%	2%	46%	19%	6%	2%	4%	6%	29%	14%	56%	14%	6%	19%	3%	58%	7%	16%	7%	19%
Selected E																						
No Response																						

Key Point: The purpose of this test is to provide a baseline to inform collaboration and classroom focus of instruction.

Distribution Summary

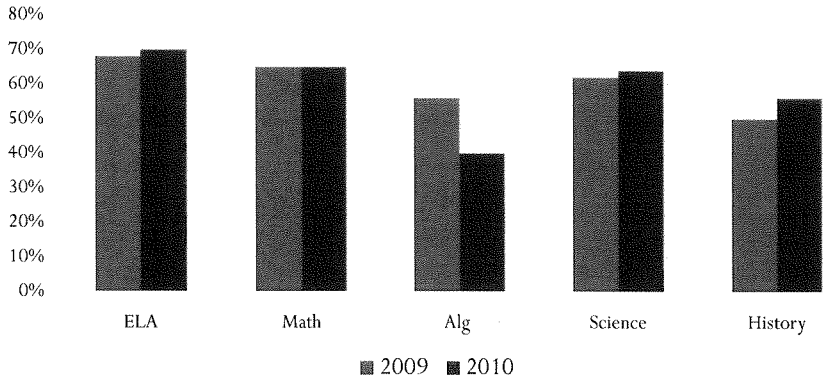
The Summary can be printed to include student names and their errors.

Student (Score/Overall %)	Incorrect Answers																					
Questions 1 to 22 (of 75)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
			C			A	B	C		A		A	C	A				B		A		D
			C		A					A	D			A		D		B				B
						B				A			B	A						A	C	B
					C		B							A		B		A		C		C
		D	D		C		B			A	D					C	D		A			
		B	B				B		B		D	B		A	C			B	A	A		B
							B			A	D			D								D
		B				B					D		C				C	B				

This area will contain student names on the actual report.

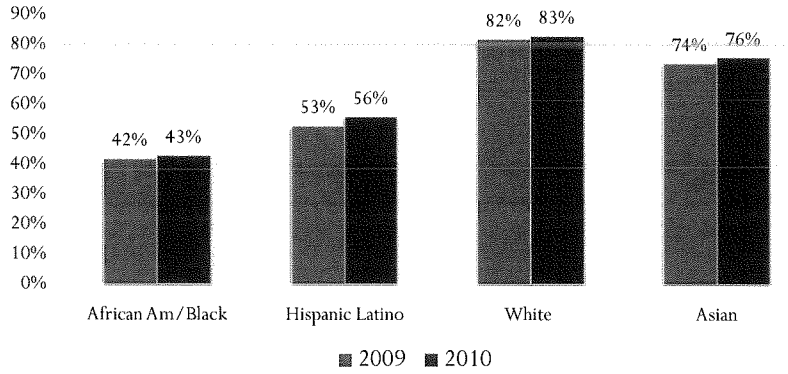
Key Point: Teachers can also use this report for determining needs of specific students and checking for understanding .

MS CSTs for 2009 & 2010: % Proficient



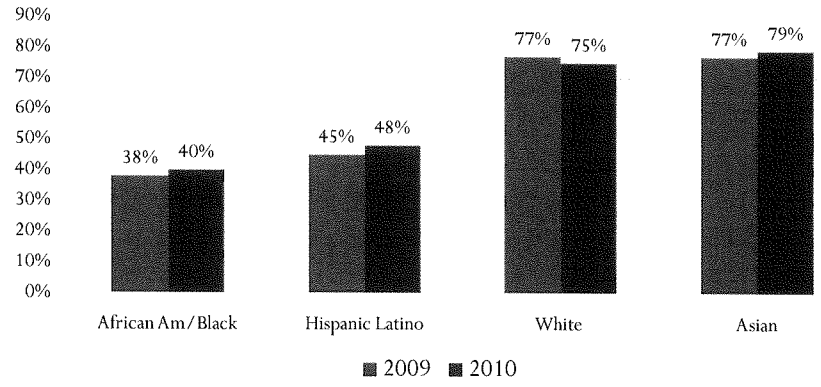
Key Point: Most subjects saw small increases in % proficient. The decrease in Algebra performance is a concern and is being researched.

MS CSTs: ELA by Ethnicity 2009 & 2010



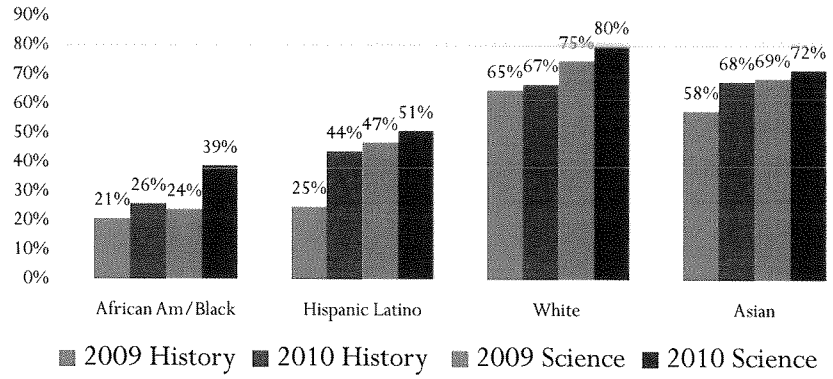
Key Point: AUSD has made small gains in each ethnicity category; however, a clear achievement gap still exists.

MS CSTs: Standards Math by Ethnicity 2009 & 2010



Key Point: Again, AUSD shows an achievement gap between ethnicities in CST performance in this area.

MS CSTs: History and Science by Ethnicity 2009 & 2010



Key Point: While students are showing moderate improvements in these non-AMO areas, the achievement gap still persists.

Next Steps for MS:

- ***Continued FUSION coaching and PD support***
- ***IBD Training and coaching with embedded program evaluation component***
- ***Curricula and support for Math Intervention classes***
- ***Ongoing use of math coaching***
- ***Collaboration during department meetings around planning and instructional practice***
- ***Instructional Rounds as methodology to focus on particular problems of practice at the middle school level***

Next Steps: Measuring AUSD Achievement:

- ***AUSD has focused its energies and resources on particular professional development initiatives aimed at strengthening ongoing instructional improvement efforts:***
  - ***ACOE (Alameda County Office of Education) SIMI-2 (Strategic and Intensive Mathematics Initiative)***
  - ***IBD (Inquiry By Design)***
  - ***SIM (Strategic Instruction Model) methodology from the University of Kansas***
- ***Future Board of Education presentations will focus on progress of those initiatives and will show how we are measuring and supporting these district-wide initiatives***