



Update on the Graduate Profile and Strategic Plan

December 10, 2019
Pasquale Scuderi, Superintendent

Today's Agenda

Outcomes
Reflect on our roles in supporting systems improvement
Build our collective capacity in analyzing graduation data and its implications for realizing our vision for the AUSD Graduate
Begin to identify root causes for our gap between the data and our vision for students

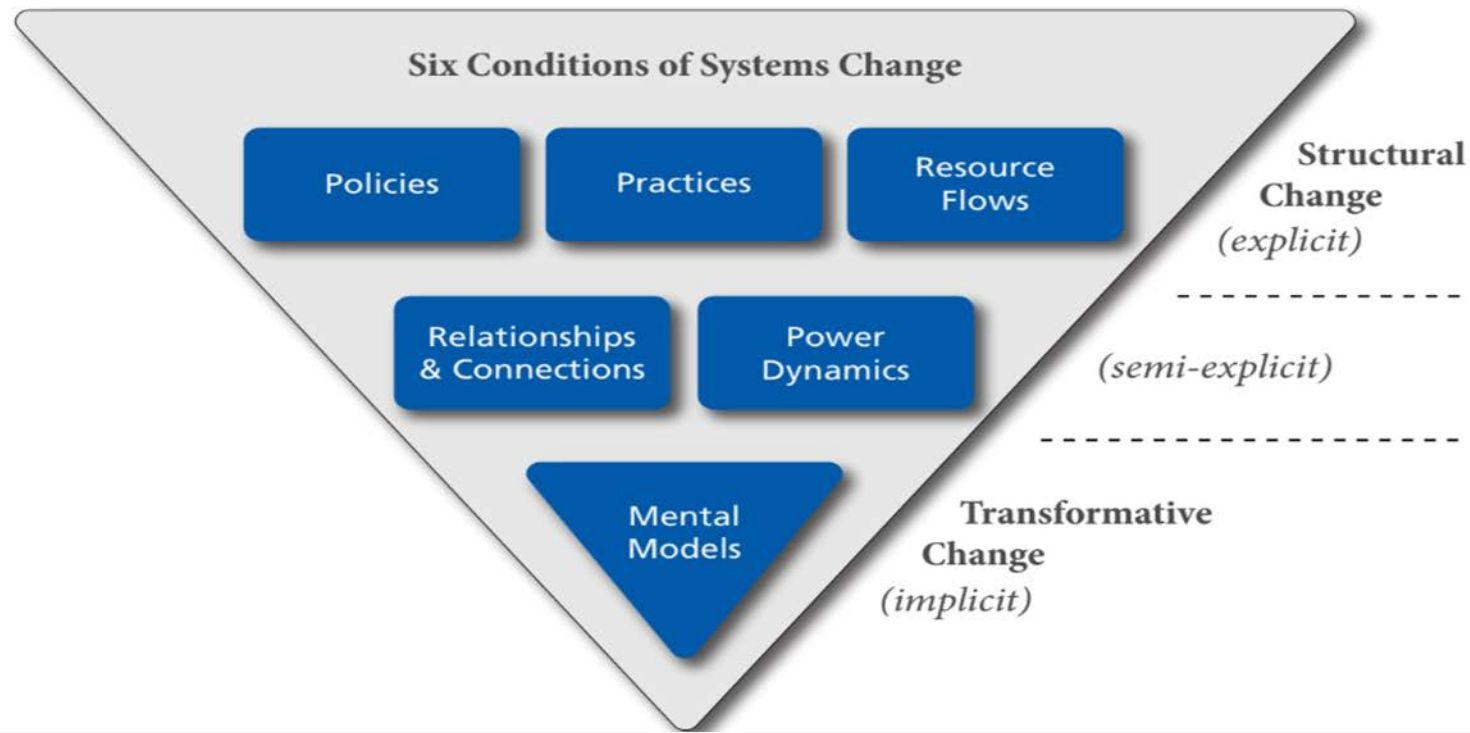
Agenda	
6:10-6:20	Opening & The Water of Systems Change
6:20-6:45	Tuning the Graduate Profile
6:45-7:30	College and Career Data Dive
7:30-7:40	Next Steps & Closing

What Have We Done So Far?

- Ed Porter Strategic Plan Engagements
- Graduate Profile Engagements with students, teachers, staff, administration, and families

What Have We Learned So Far?

- We need to build an common understanding of and agreement on fundamental problems and root causes related to equity and inclusion
- We need to focus and prioritize particularly in the areas of tier 1 classroom instruction and lesson design
- We need more consistency and uniformity in our policies (homework, grading) so that students know what is expected of them in any school or classroom
- We need traditional and non-traditional feedback and data



The Water of Systems Change

Focusing on Pages 2-5...

- 1) **What** comes up for you when you read this?
- 2) **How** can you support the Strategic Planning Process within the **Systems Change Conditions** in your role as a Teacher, Board Member, District Office staff, etc.?



AUSD Graduate Profile <<DRAFT >>



Life
Skills



Core Academic
Knowledge



Mental &
Physical
Health



Critical Thinker & Problem Solver

I am able to think critically and creatively to analyze issues, make decisions, and develop solutions to overcome problems. I am able to evaluate information and use facts and data to make informed decisions. I take responsibility for the effects of my choices.



Ability to Stretch, Engage, & Persist

I am a life-long learner who explores the world in a joyful and meaningful way. I seek new knowledge, skills, and greater responsibility. I am willing to take risks because I know that I can turn my mistakes into a learning opportunity.



Emotionally Intelligent

I am motivated to understand myself as a person and know this personal discovery is a lifelong journey. I am empathetic and inclusive. I am able to interact positively with others and I strive to do the right thing.



Advocate for Social & Environmental Justice

I value, respect, and seek to learn from individuals of diverse cultures, races, ages, neuro and physical abilities, genders, sexual orientations and religious beliefs because I know these experiences will expand my perspective. I recognize how privilege impacts others and myself. I have the capacity to be an agent of change and I am committed to advocating for social and environmental justice.



Effective Collaborator

I am a thoughtful and clear communicator who can express myself and my point of view in various ways. I am a skilled listener who seeks to understand and respect diverse points of view. I am able to resolve conflict constructively.

Presenting the AUSD Graduate...

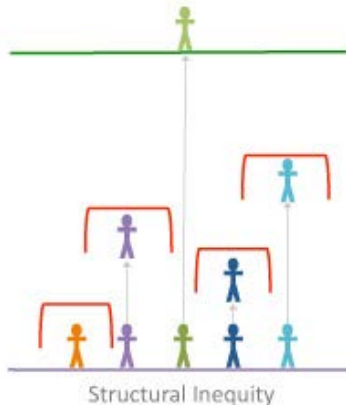
- 1) **Review & Note:** Read the AUSD Graduate Profile. As you read, document warm and cool reactions on the [graphic organizer](#)
- 2) **Discuss:** Turn to a partner and talk your reactions starting with warm and moving to cool
- 3) **Prioritize:** Come to agreement one ONE warm and ONE cool reaction to share with the group. Ensure all voices are heard in forming agreement



Targeted Universalism

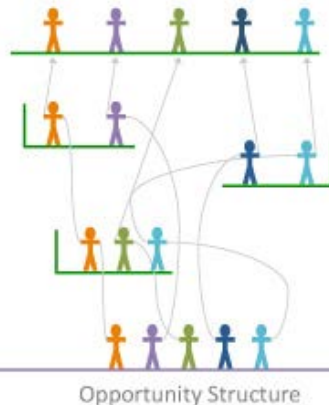
Universal Goal with Targeted Solutions

Structural Inequity produces consistently different outcomes for different communities.



VS.

Opportunity Structures respond with necessary resources and multiple paths needed for different communities & individuals to thrive.



Targeted Universalism

- Setting universal goals that can be achieved through targeted approaches.
- Targeted strategies so that each group can achieve a universal goal based upon their needs and circumstances.

Table Talk

- What does Targeted Universalism mean to you?
- What excites you about this idea?
- What concerns you?
- Report out

Why Look at College and Career Indicator Data?

- Increases the expectation we have for not just graduating our students but also preparing them for both college and career
- Looks at multiple pathways for how we prepare our students for college and career
- Helps us understand how we are preparing our students for college and career based on demographic data



College/Career Indicator

The College/Career Indicator measures how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state indicator, high school graduates must meet at least one of the measures in the prepared level.

PREPARED

- Smarter Balanced Summative Assessments:** Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
- Advanced Placement (AP) Exams:** Score of 3 or higher on two AP exams
- International Baccalaureate (IB) Exams:** Score of 4 or higher on two IB exams
- Completion of Dual Enrollment:** Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- University of California (UC) and California State University (CSU) a-g requirements:** Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below
- Career Technical Education (CTE) Pathway:** Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below

Additional Criteria

- Smarter Balanced Summative Assessment Scores:
 - Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics, or
 - Level 3 or higher on mathematics and at least a Level 2 in ELA
- One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
- Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)
- Completion of CTE Pathway (for a-g requirement only)

APPROACHING PREPARED

- Smarter Balanced Summative Assessments:** Score of Level 2 "Standard Nearly Met" on both ELA and mathematics
- Completion of Dual Enrollment:** One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- UC and CSU a-g requirements:** Complete a-g course requirements with a grade of C- or better
- CTE Pathway:** Pathway completion with a grade of C- or better in the capstone course

Criteria Key

- Assessment
- Coursework

NOT PREPARED

Did not meet any of the measures or did not graduate.



For more information, please visit the California Accountability Model & School Dashboard Web page at <http://www.cde.ca.gov/ta/ac/cm/index.asp>.

November 2017

LEARN MORE
College/Career

All Students

State



Green

56.6% prepared

Increased 3.2% ↑

EQUITY REPORT

College/Career Indicator Five-by-Five Colored Table

Performance Level	Declined Significantly from Prior Year (by 9.1% or more)	Declined from Prior Year (by 2.0% to less than 9.0%)	Maintained from Prior Year (declined or increased by less than 1.9%)	Increased from Prior Year (by 2.0% to less than 8.9%)	Increased Significantly from Prior Year (by 9.0% or more)
Very High 70.0% or greater in Current Year	Yellow	Green	Blue	Blue	Blue
High 55.0% to 69.9% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 35.0% to less than 54.9% in Current Year	Orange	Orange	Yellow	Green	Green
Low Greater than 10.0% to 34.9% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low 9.9% or lower in Current Year	Red	Red	Red	Orange	Yellow

How are Students Meeting “Prepared”?

LEGEND for Percent Prepared		(0.1% - 25.0%) (L1)	(25.1% - 50.0%) (L2)	(50.1% - 75.0%) (L3)	(75.1% - 100%) (L4)									
Measure	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
CTE Pathway Completion	9.0% (42) (L1)	25.0% (5) (L1)	*	5.3% (11) (L1)	8.7% (4) (L1)	10.3% (4) (L1)	*	11.3% (14) (L1)	12.5% (3) (L1)	0.0% (0) (L1)	6.7% (12) (L1)	10.0% (1) (L1)	*	0.0% (0) (L1)
Smarter Balanced Assessment	74.4% (346) (L3)	50.0% (10) (L2)	*	83.3% (174) (L4)	63.0% (29) (L3)	53.8% (21) (L3)	*	78.2% (97) (L4)	54.2% (13) (L3)	61.0% (25) (L3)	69.1% (123) (L3)	50.0% (5) (L2)	*	50.0% (2) (L2)
College Credit Course	4.3% (20) (L1)	10.0% (2) (L1)	*	4.3% (9) (L1)	4.3% (2) (L1)	5.1% (2) (L1)	*	4.0% (5) (L1)	0.0% (0) (L1)	4.9% (2) (L1)	5.1% (9) (L1)	0.0% (0) (L1)	*	0.0% (0) (L1)
Advanced Placement	48.2% (224) (L2)	40.0% (8) (L2)	*	49.8% (104) (L2)	23.9% (11) (L1)	38.5% (15) (L2)	*	59.7% (74) (L3)	45.8% (11) (L2)	29.3% (12) (L2)	32.0% (57) (L2)	30.0% (3) (L2)	*	25.0% (1) (L1)
International Baccalaureate	0.0% (0) (L1)	0.0% (0) (L1)	*	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	*	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	*	0.0% (0) (L1)
a-g Completion	88.2% (410) (L4)	95.0% (19) (L4)	*	90.0% (188) (L4)	73.9% (34) (L3)	87.2% (34) (L4)	*	87.9% (109) (L4)	95.8% (23) (L4)	68.3% (28) (L3)	83.7% (149) (L4)	60.0% (6) (L3)	*	50.0% (2) (L2)
State Seal of Biliteracy	15.1% (70) (L1)	10.0% (2) (L1)	*	17.2% (36) (L1)	10.9% (5) (L1)	30.8% (12) (L2)	*	10.5% (13) (L1)	8.3% (2) (L1)	17.1% (7) (L1)	14.6% (26) (L1)	0.0% (0) (L1)	*	25.0% (1) (L1)
Leadership/Military Science	4.5% (21) (L1)	5.0% (1) (L1)	*	2.9% (6) (L1)	19.6% (9) (L1)	2.6% (1) (L1)	*	0.8% (1) (L1)	8.3% (2) (L1)	2.4% (1) (L1)	9.0% (16) (L1)	0.0% (0) (L1)	*	0.0% (0) (L1)

College/Career Indicator - Student Group Five-by-Five Placement

Reporting Year: 2018 Select a Report: 5x5 College/Career Placement Report (Grades 9-12)

[View Schools Five-by-Five Report](#)

[View Detailed Data](#)

Level	DECLINED SIGNIFICANTLY <i>by 9.1% or more from Prior Year</i>	DECLINED <i>by 2.0% to less than 9.0% from Prior Year</i>	MAINTAINED <i>declined or increased by less than 1.9% from Prior Year</i>	INCREASED <i>from Prior Year (by 2.0% to 8.9%)</i>	INCREASED SIGNIFICANTLY <i>by 9.0% or more from Prior Year</i>
VERY HIGH <i>70.0% or greater in Current Year</i>	Yellow (None)	Green (None)	Blue • Asian	Blue (None)	Blue (None)
HIGH <i>55.0% to 69.9% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green • All Students (District Placement)	Blue • White • Two or More Races
MEDIUM <i>35.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange (None)	Yellow • Filipino • Hispanic	Green • Socioeconomically Disadvantaged	Green (None)
LOW <i>10.0% to 34.9% in Current Year</i>	Red • African American	Orange (None)	Orange (None)	Yellow • English Learners • Students with Disabilities	Yellow (None)
VERY LOW <i>9.9% or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
9	1	0	4	1	3

Data Analysis

Individually Process then Share: On a notecard, document your observations using “I notice and I wonder”. Steer clear of inferences and speculation and be as specific as possible. Share with your group, and one person chart the observations on chart paper:

I Notice...	I Wonder....
<ul style="list-style-type: none">---	<ul style="list-style-type: none">---

Deeper Dive: African American Students Meeting Prepared for College and Career

*Begin to brainstorm why **our system** is producing these outcomes*

- 1) **Ask Why:** Individually Brainstorm hypotheses around why only 25% of African American Students are meeting “prepared” in the college and career metric as a result of our efforts. Focus on the locus of control you have within your role.
- 2) **Align:** Put each hypothesis on a post-it and stick it to the corresponding conditions of systems change chart paper around the room. Try to put at least one hypothesis for each condition.



Deeper Dive: African American Students Meeting Prepared for College and Career

Begin to brainstorm why our system is producing these outcomes

- 1) **Identify Trends:** Each individual take a poster and group “like” hypotheses
- 2) **Gallery walk:** Done grouping? Walk the room and review the hypotheses



Deeper Dive: African American Students Meeting Prepared for College and Career

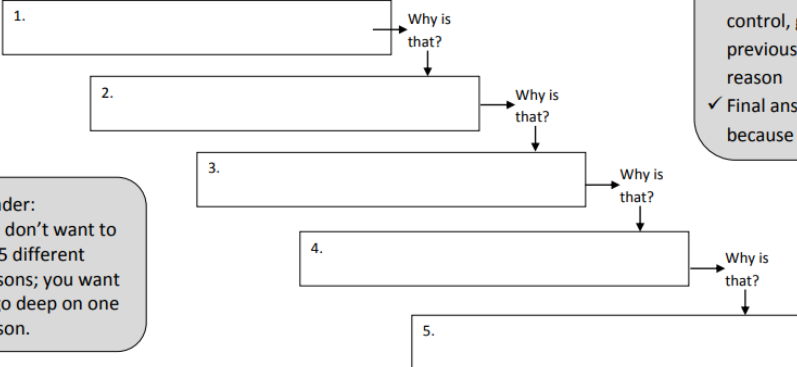
Determine one of the root causes of our system producing these outcomes

Asking Powerful Questions

5 Whys Worksheet

Define the Problem:

Why is it happening?



Caution:

- ✓ If your last answer is something you can't control, go back up to the previous answer on one reason
- ✓ Final answer cannot be because of a person

Reminder:

- ✓ You don't want to list 5 different reasons; you want to go deep on one reason.

Next Steps

- Use the feedback from our recent engagements to finalize the Graduate Profile
- Engage students in designing the Graduate Profile Visual Graph
- Complete Root Cause Analyses for why we are getting the results we are getting
- Continue to engage stakeholders and use the information from those engagements, our Root Cause Analyses, and the Graduate Profile as our North Star to guide our Strategic Planning and LCAP

Reflect & Closing

Based on our discussion tonight, what thoughts do you have to share with us about the Strategic Plan, LCAP, and Graduate Profile work?