

# **Update on California Assessment of Student Performance and Progress System (CAASPP)**

**February 11<sup>th</sup>, 2020**

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# Objectives

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- Review context and components of CAASPP and CA Dashboard
- Present overview of AUSD's Smarter Balanced Assessment Consortium (SBAC) results for ELA and Math, and results of CA Dashboard Indicators
- Identify high level trends as a result of the data and implications for next steps

# CAASPP System Key Components

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- Smarter Balanced Assessment Consortium (SBAC)
  - Grades 3-8, 11
  - English Language Arts
  - Mathematics
- California Alternate Assessment (CAA)
  - If designated on a students' IEP takes place of SBAC
- California Science Test (CAST)
  - Grades 5, 8, High School

# SBAC Scores

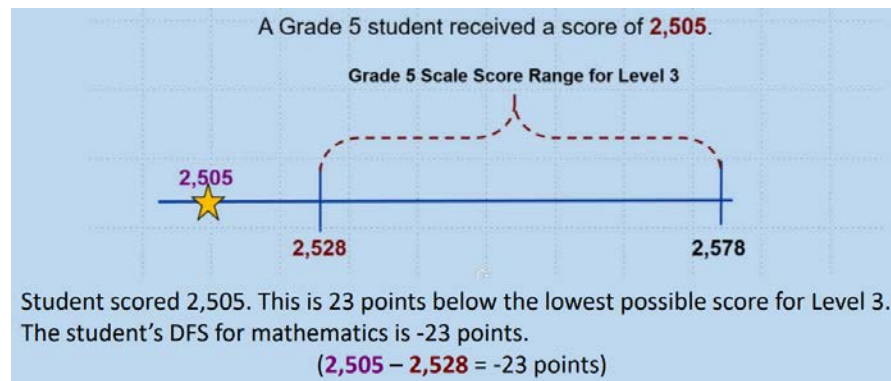
## Achievement Levels



- Levels are based on overall numeric scores (2000-3000)
- Vary by content area and grade level

## Distance from Meeting Standard

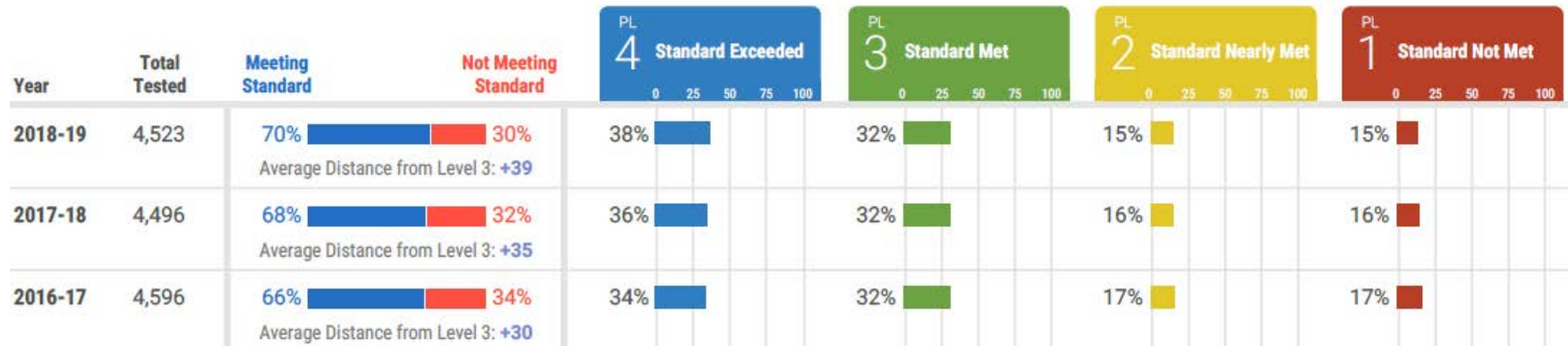
Distance between all student test scores and lowest possible numeric score for level 3



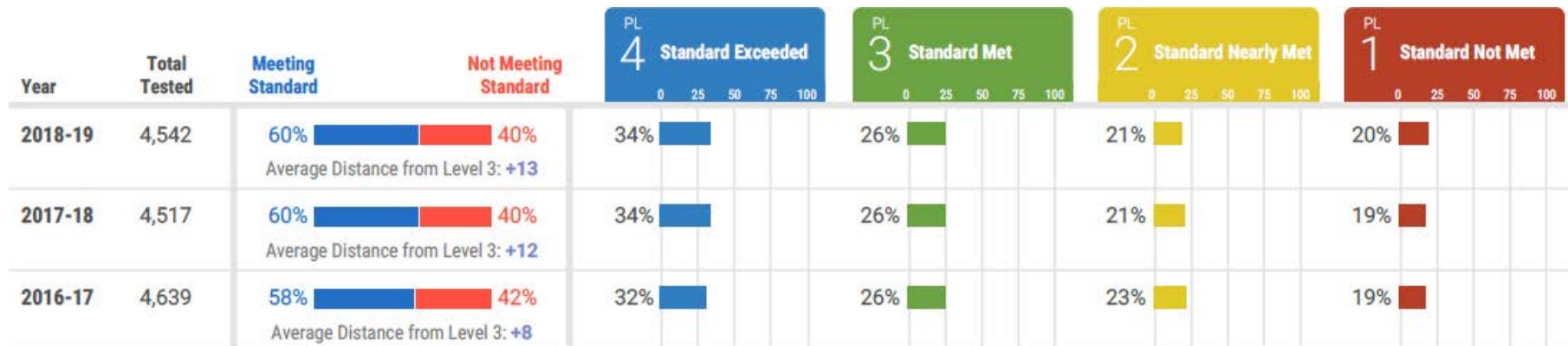
- Each student's DFS is calculated separately
- All individual DFS scores are combined to determine an Average DFS for LEA, school, student group, etc.

# Overall SBAC Performance (non-cohort)

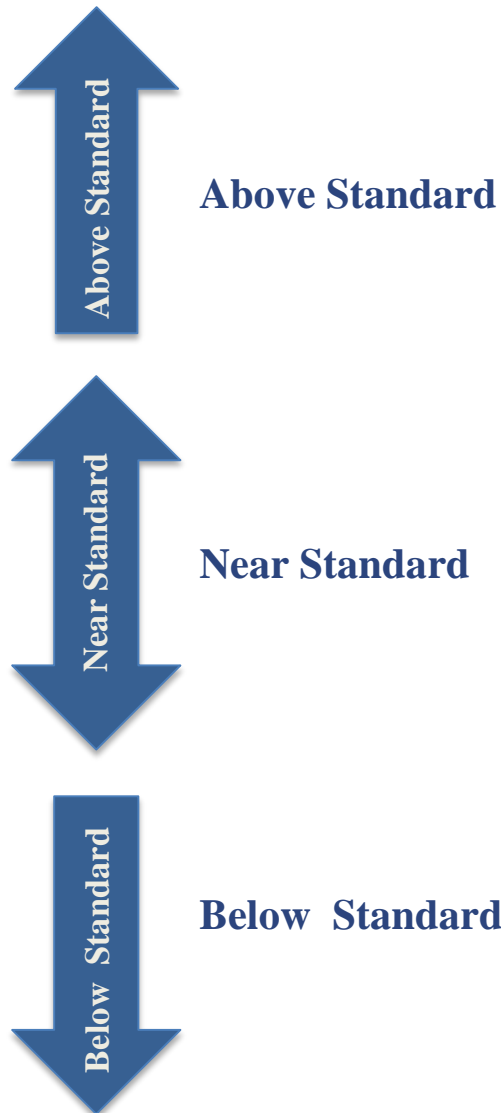
## ELA



## Math



# Subject Area Scores - 7 Claims, 3 Levels



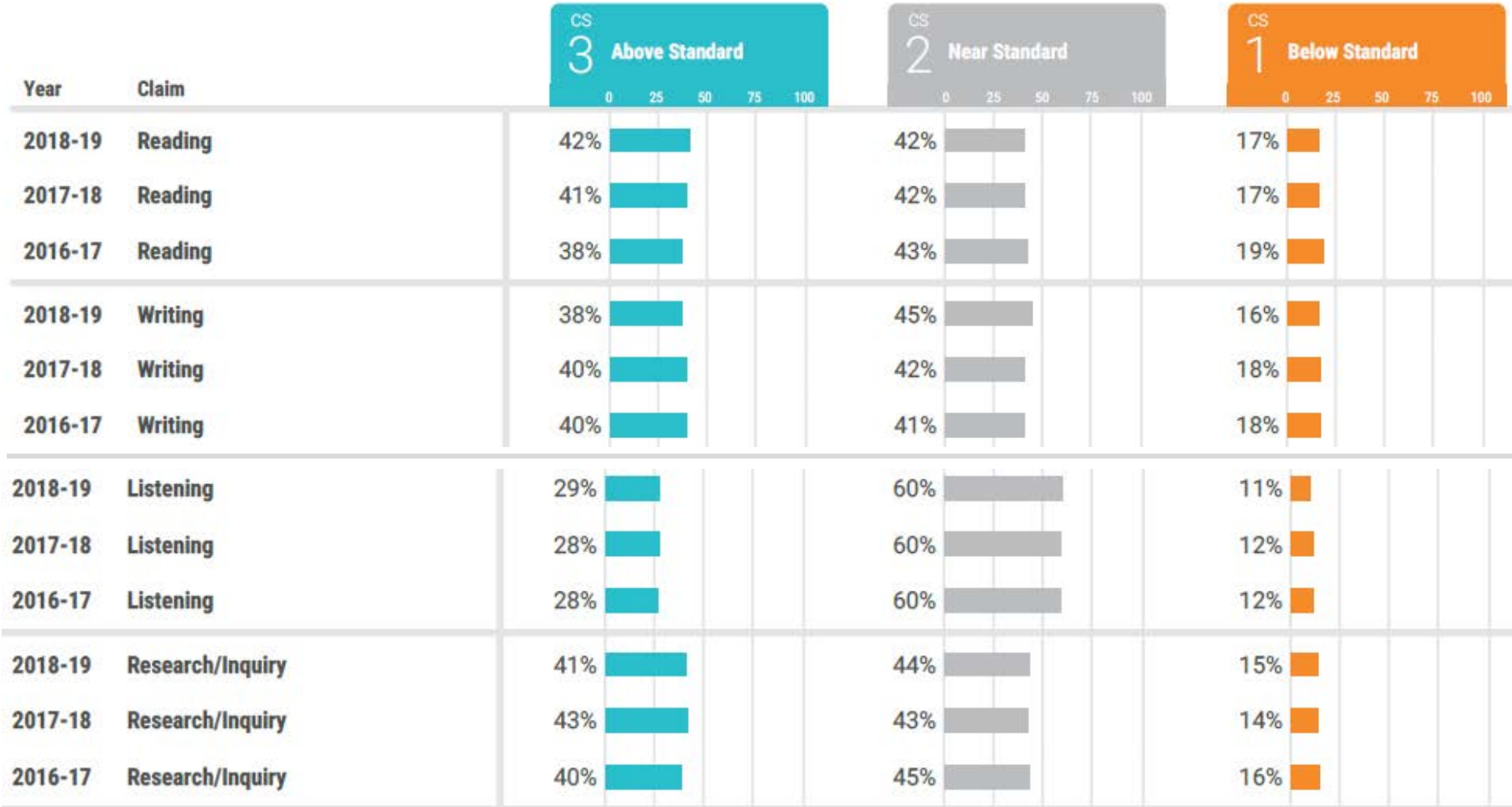
## English Language Arts/Literacy

1. Reading
2. Writing
3. Listening
4. Research/Inquiry

## Mathematics

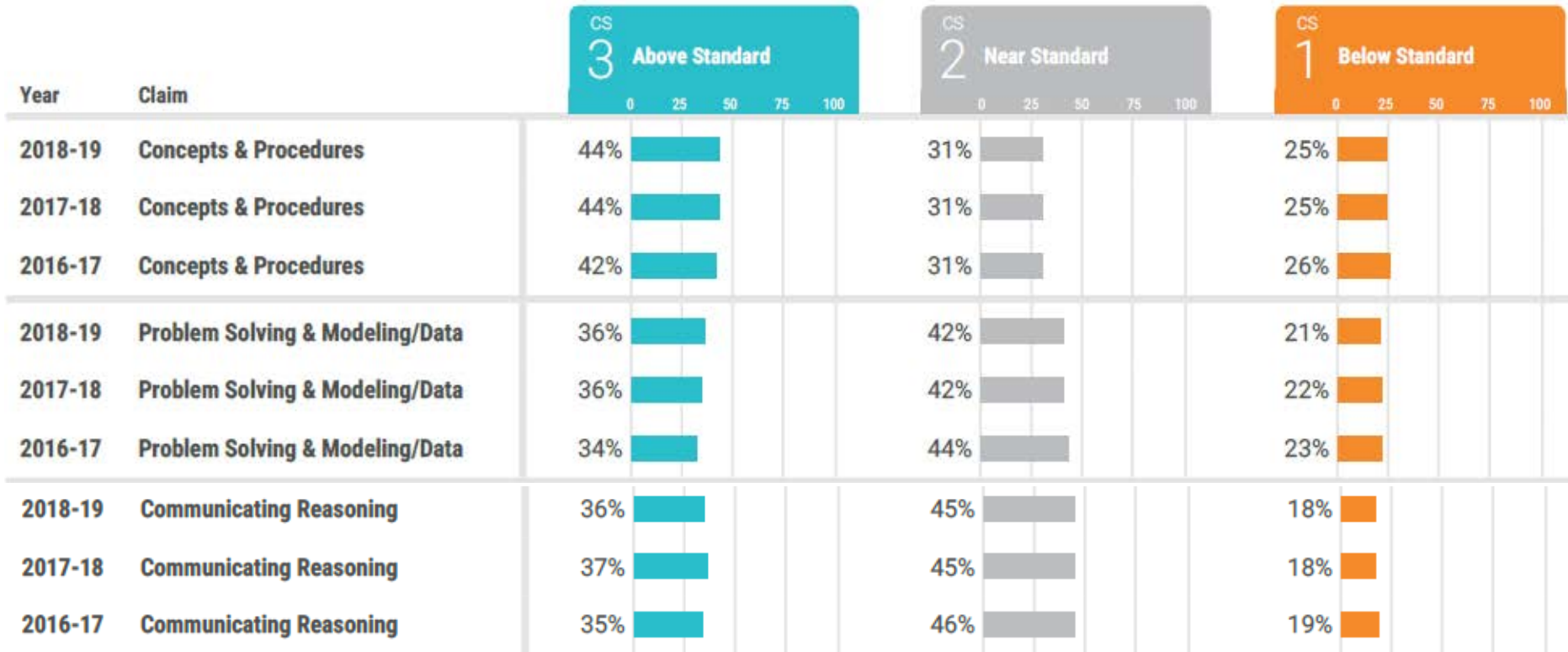
1. Concepts & Procedures
2. Problem Solving and Modeling & Data Analysis
3. Communicating Reasoning

# SBAC Performance by Claim ELA (non-cohort)





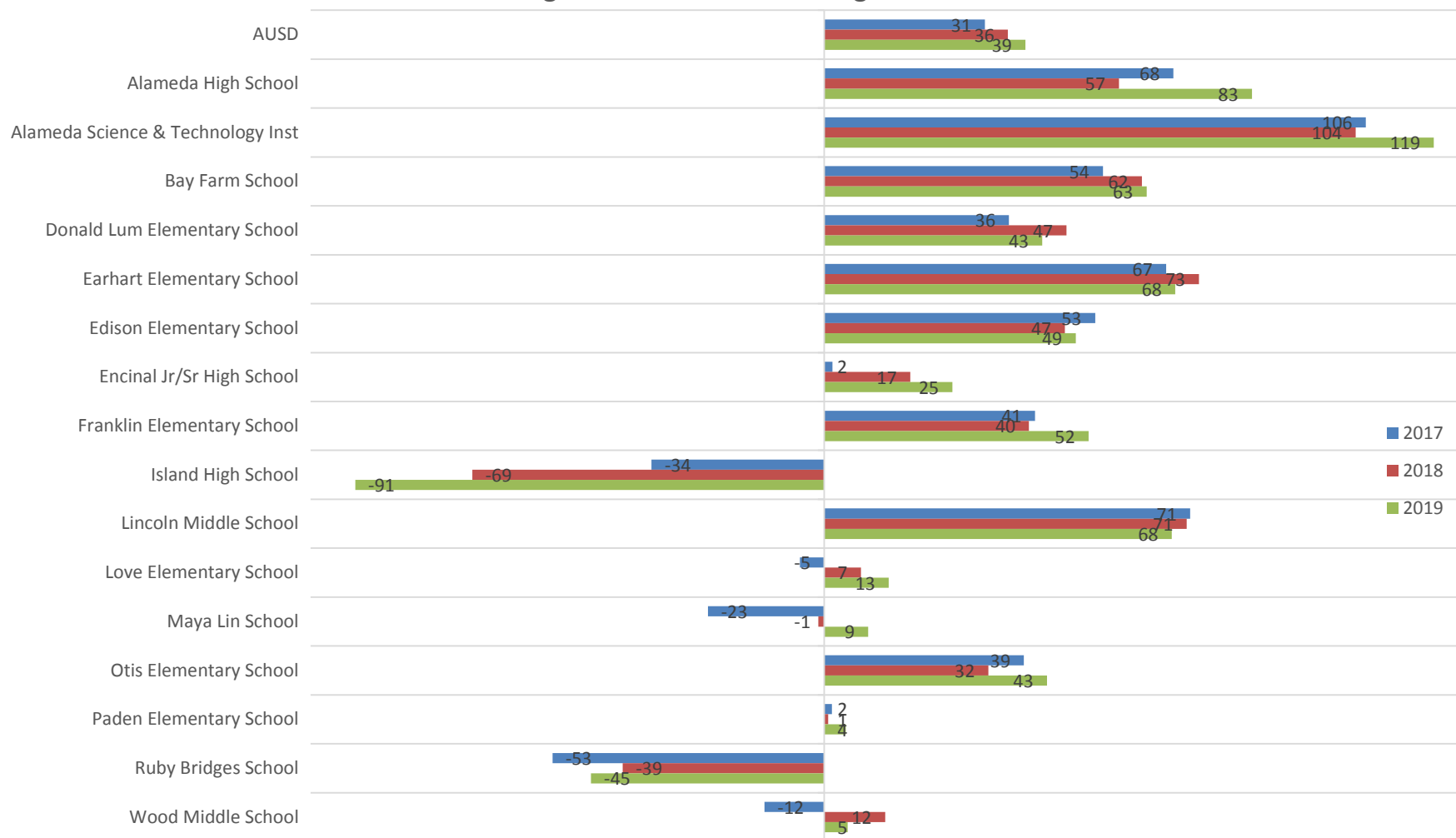
# SBAC Performance by Claim Math (non-cohort)





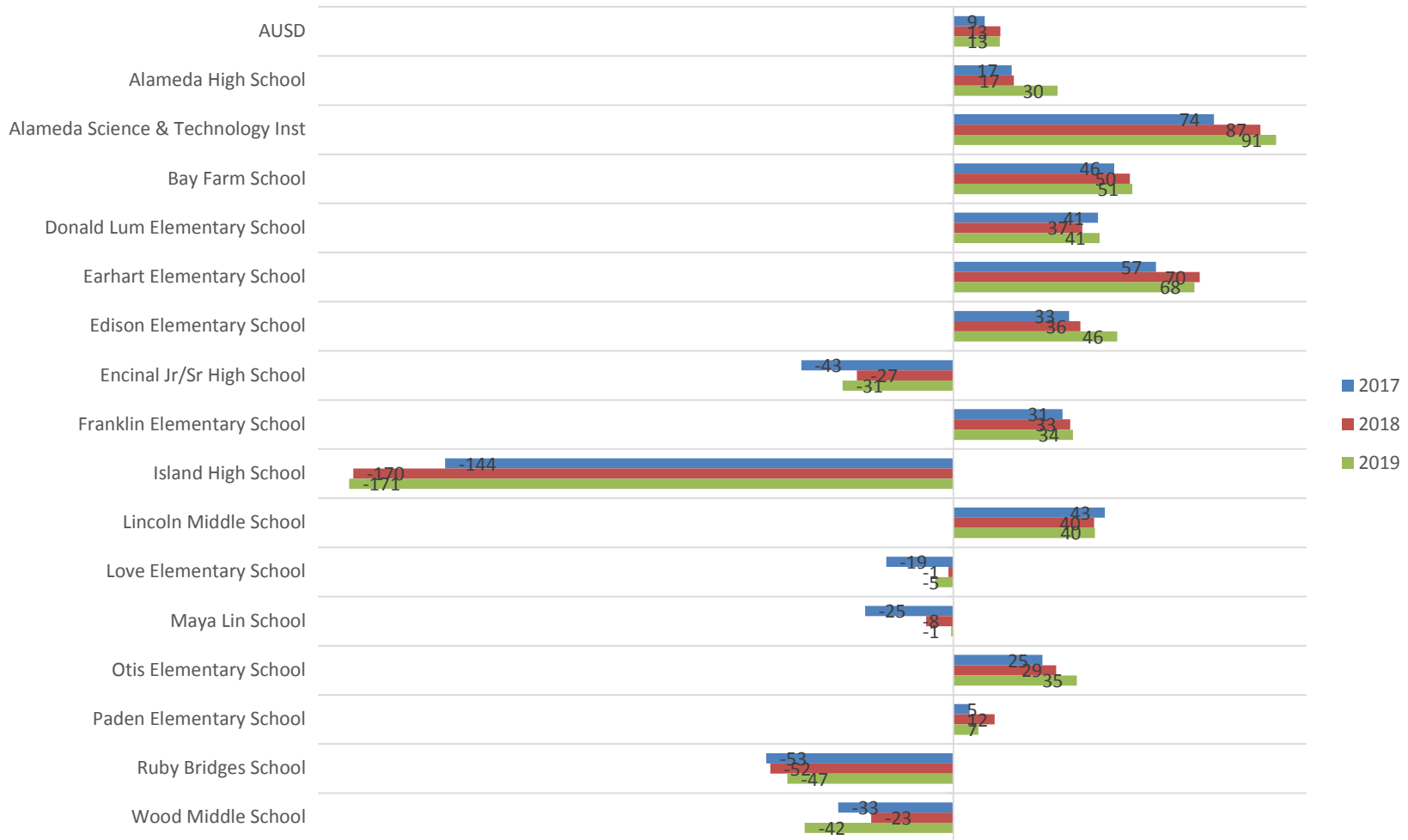
# SBAC Results: ELA by School (non-cohort)

ELA Average Distance from Meeting the Standard



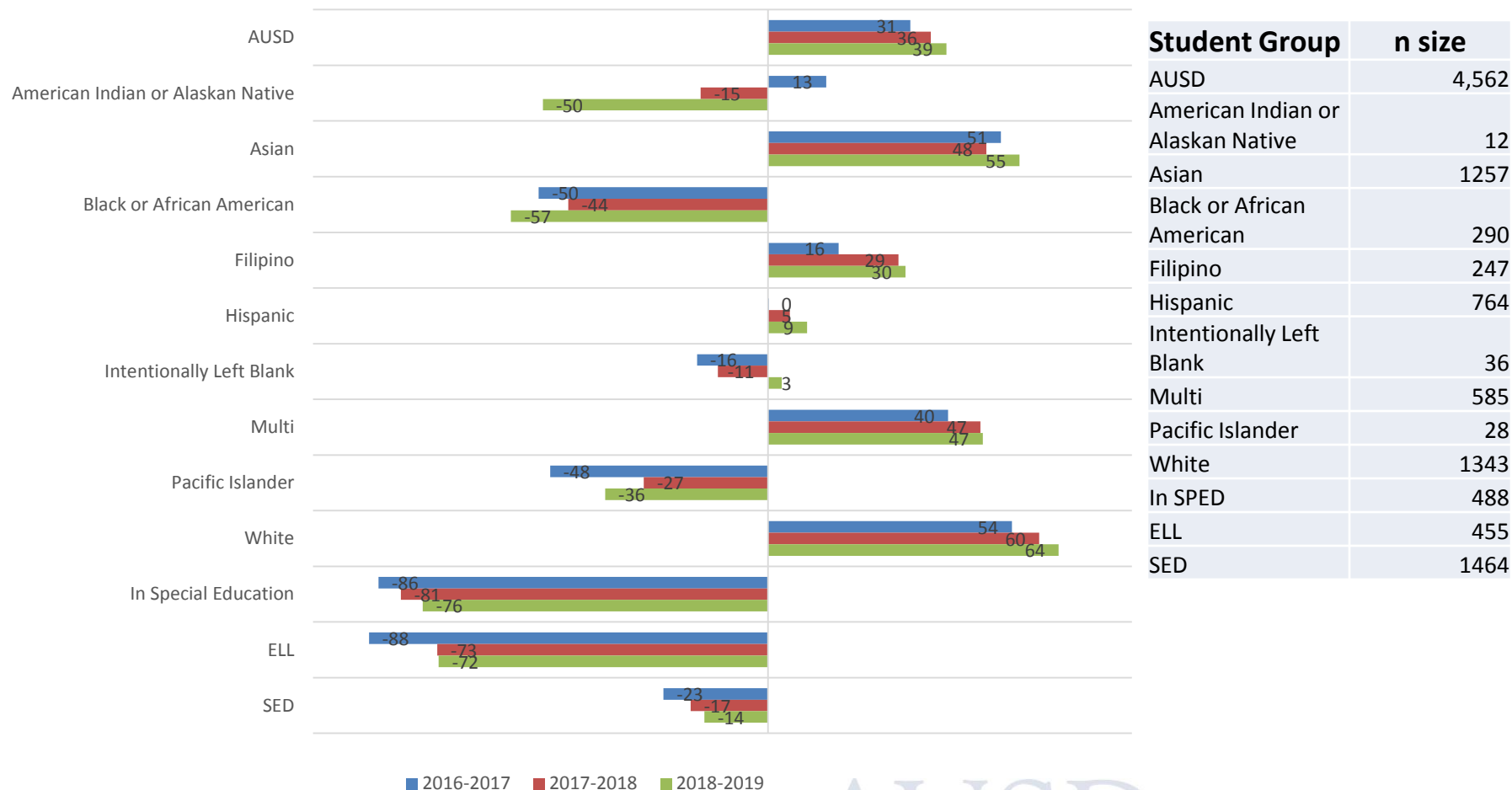
# SBAC Results: Math by School (non-cohort)

Math Average Distance from Meeting the Standard



# SBAC Results: ELA by Student Groups (non-cohort)

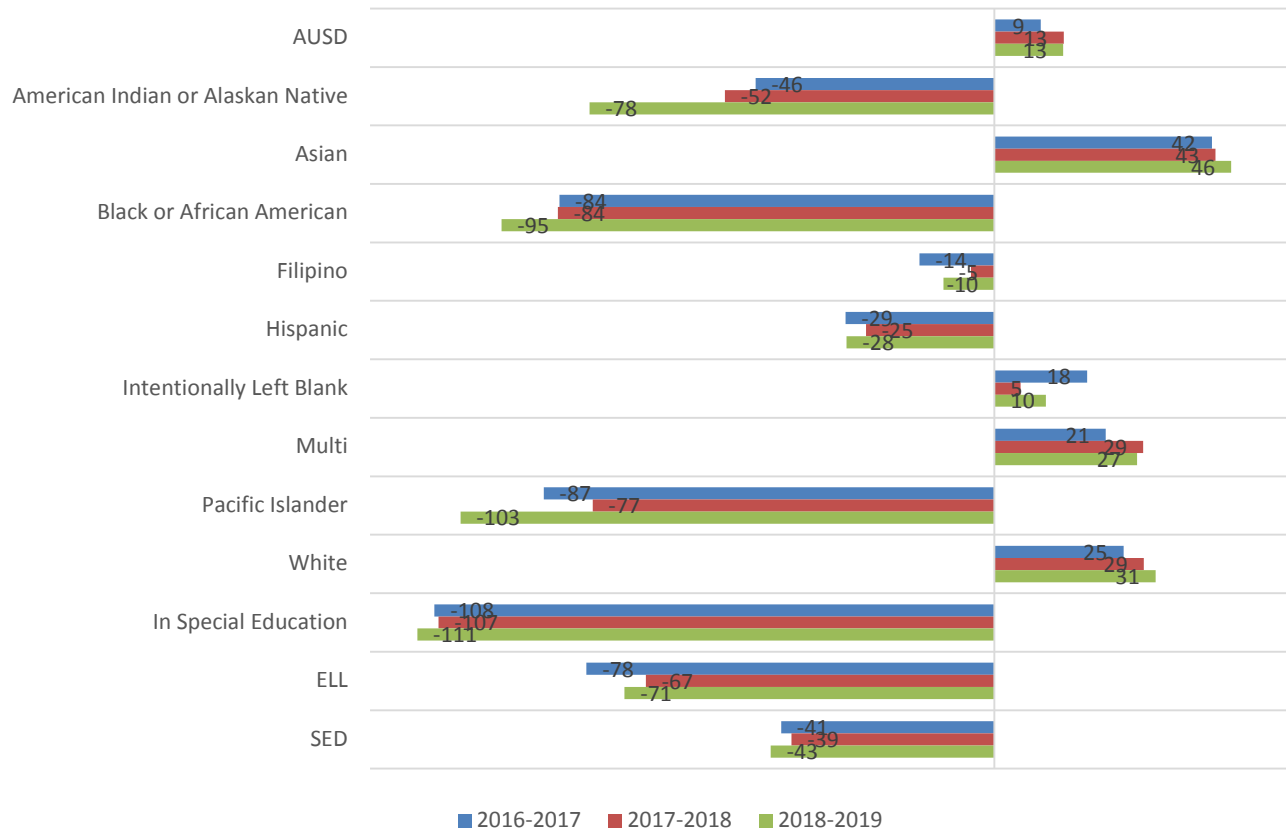
ELA Average Distance from Meeting the Standard by Student Group



Student Group	n size
AUSD	4,562
American Indian or Alaskan Native	12
Asian	1257
Black or African American	290
Filipino	247
Hispanic	764
Intentionally Left Blank	36
Multi	585
Pacific Islander	28
White	1343
In SPED	488
ELL	455
SED	1464

# SBAC Results: Math by Student Groups (non-cohort)

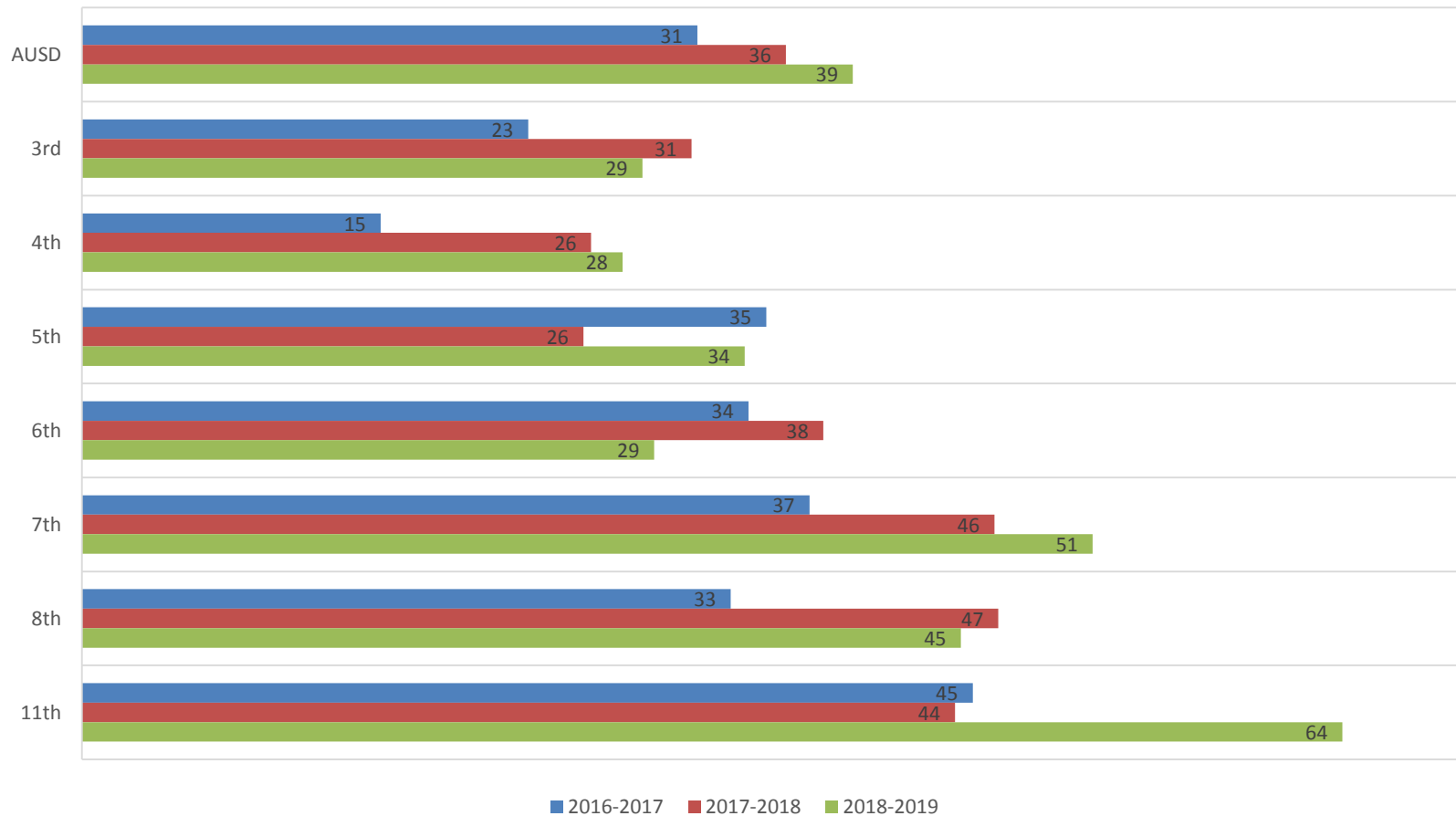
Math Average Distance from Meeting the Standard by Student Group



Student Group	n size
AUSD	4,580
American Indian or Alaskan Native	12
Asian	1270
Black or African American	290
Filipino	249
Hispanic	767
Intentionally Left Blank	36
Multi	584
Pacific Islander	28
White	1344
In SPED	487
ELL	479
SED	1464

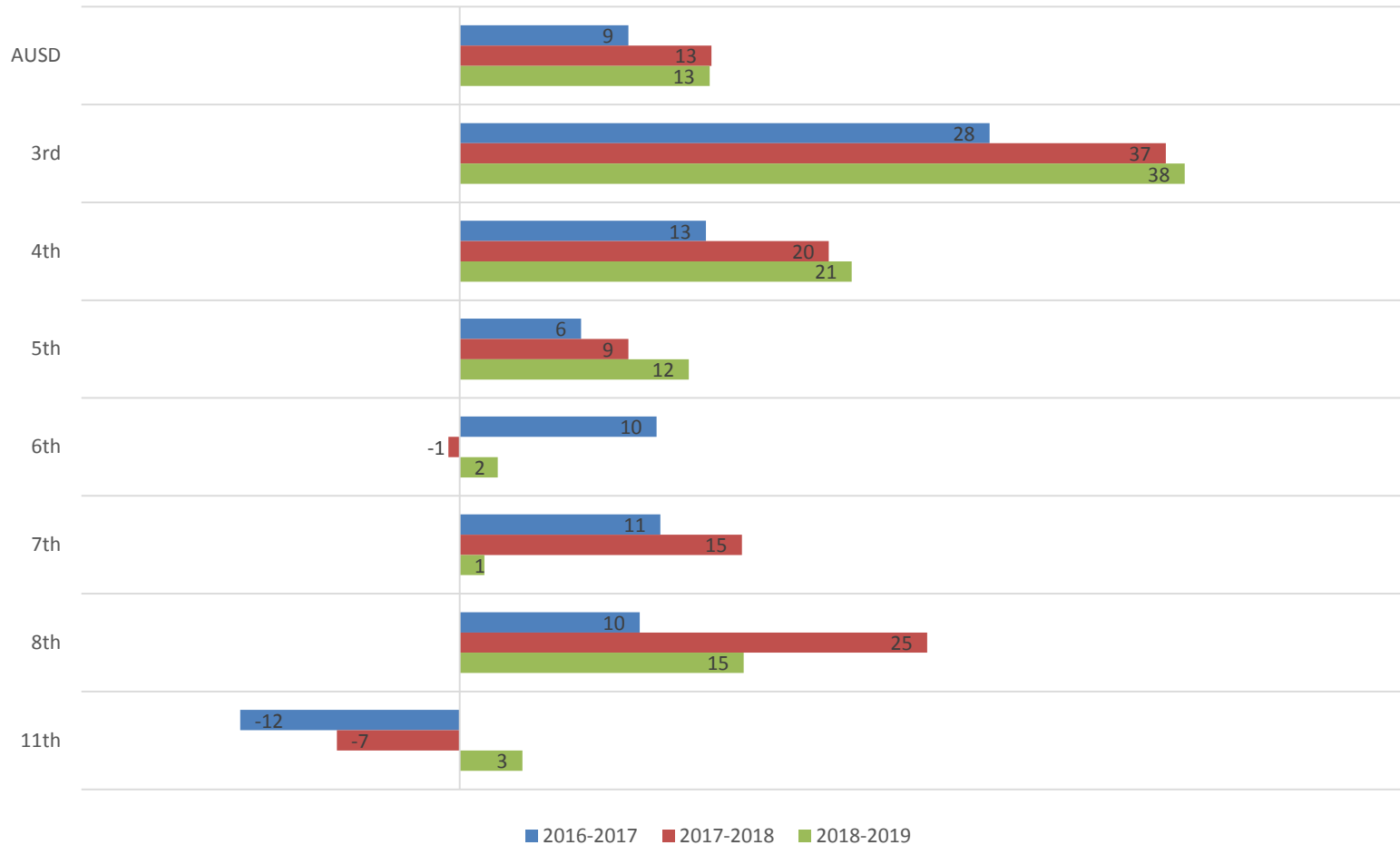
# SBAC Results: ELA by Grade (non-cohort)

ELA Average Distance from Meeting the Standard by Grade



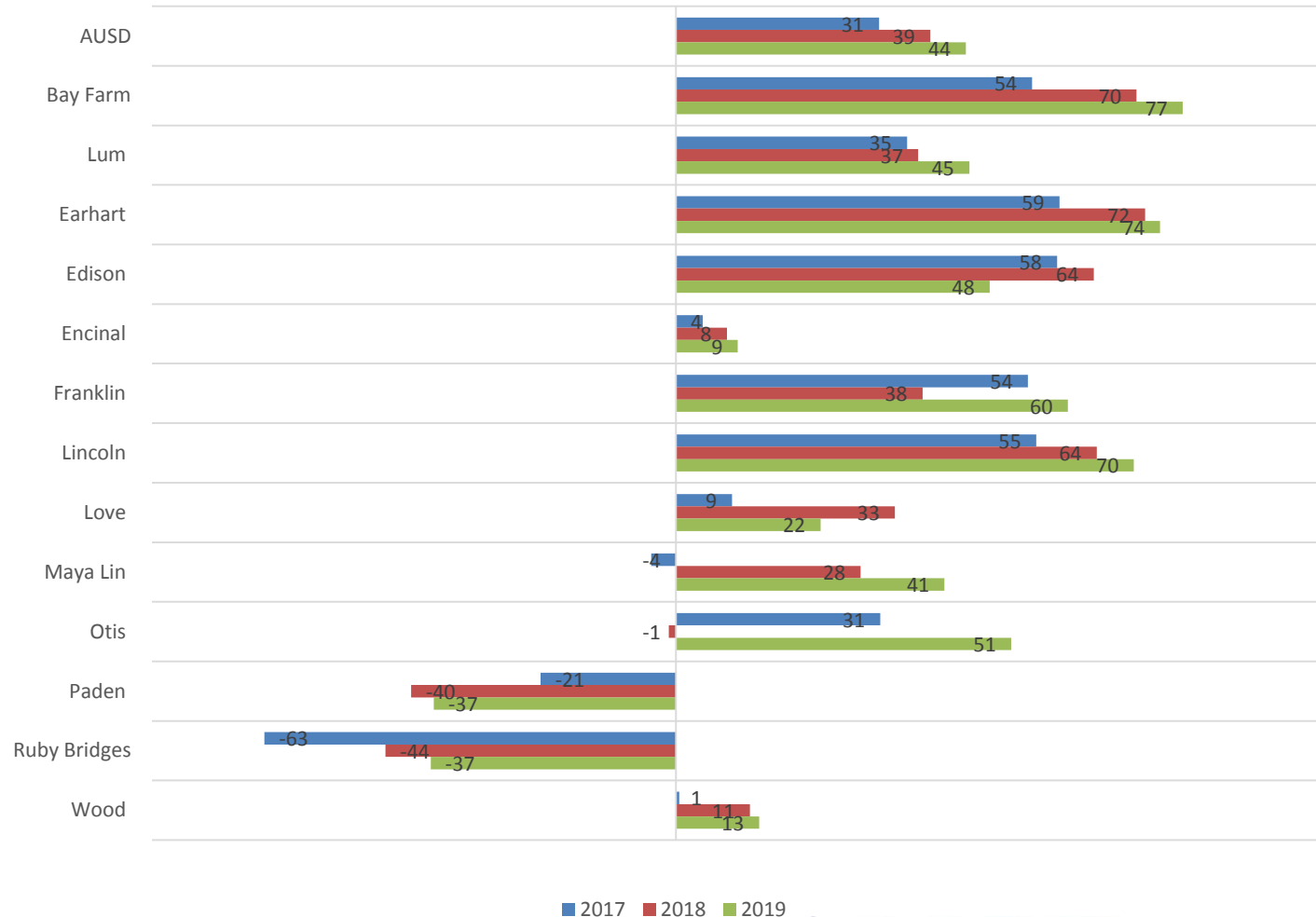
# SBAC Results: Math by Grade (non-cohort)

Math Average Distance from Meeting the Standard by Grade



# SBAC Results: Cohort ELA by School

ELA Cohort Distance from Meeting Standard by School

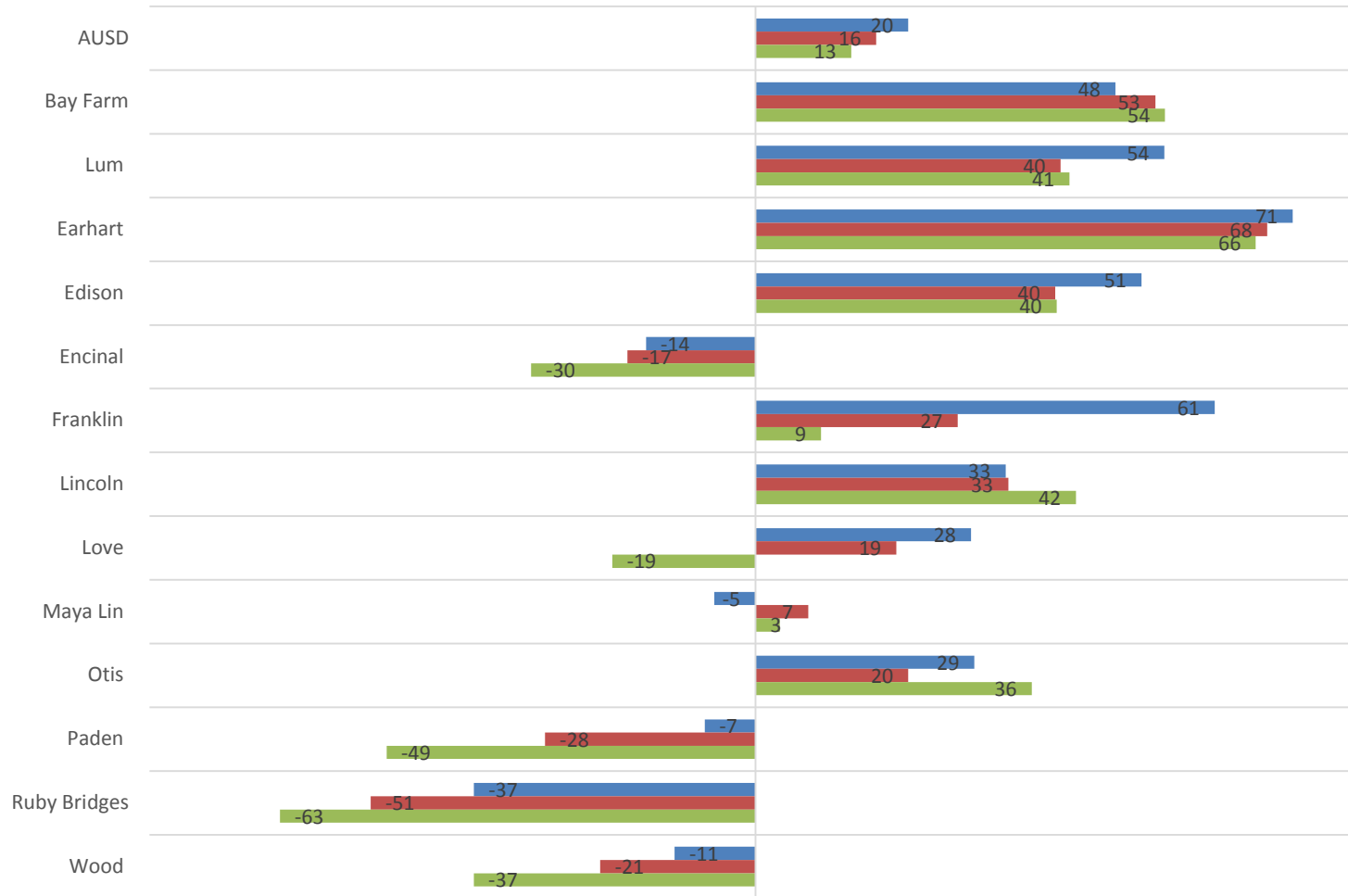


■ 2017 ■ 2018 ■ 2019



# SBAC Results: Cohort Math by School

Math Cohort Average Distance from Meeting Standard by School



■ 2017 ■ 2018 ■ 2019

# SBAC Results: Cohort ELA by Claim

## Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Subject: English-Language Arts (Summative)

Report Date:  
18-19 | Y

Grade Level(s)  
All

Gender(s)  
All

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

### Overall & Claim Performance for Alameda Unified School District

Year	Claim	CS 3 Above Standard					CS 2 Near Standard					CS 1 Below Standard					No Score/ Not Tested
		0	25	50	75	100	0	25	50	75	100	0	25	50	75	100	
2018-19	Reading	42%					41%					16%					0%
2017-18	Reading	42%					42%					17%					0%
2016-17	Reading	39%					43%					18%					0%
2018-19	Writing	41%					44%					15%					0%
2017-18	Writing	41%					42%					17%					0%
2016-17	Writing	40%					43%					17%					0%
2018-19	Listening	27%					62%					11%					0%
2017-18	Listening	28%					61%					11%					0%
2016-17	Listening	29%					60%					11%					0%
2018-19	Research/Inquiry	45%					42%					13%					0%
2017-18	Research/Inquiry	43%					43%					14%					0%
2016-17	Research/Inquiry	39%					46%					15%					0%

# SBAC Results: Cohort Math by Claim

## Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Subject: Mathematics (Summative)

Roster Date  
18-19 | Y

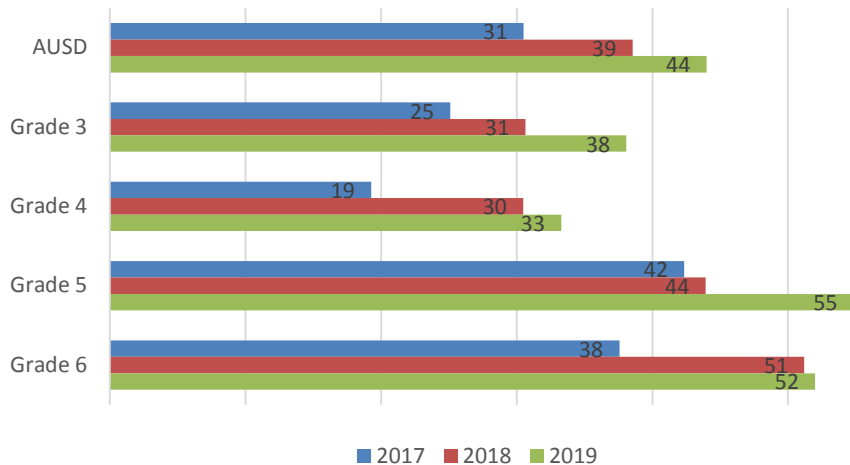
Grade Level(s) All Gender(s) All Reported Race All Reported Races Special Education Special & Non Special Socio-Economic SED & Not SED English Proficiencies All

### Overall & Claim Performance for Alameda Unified School District

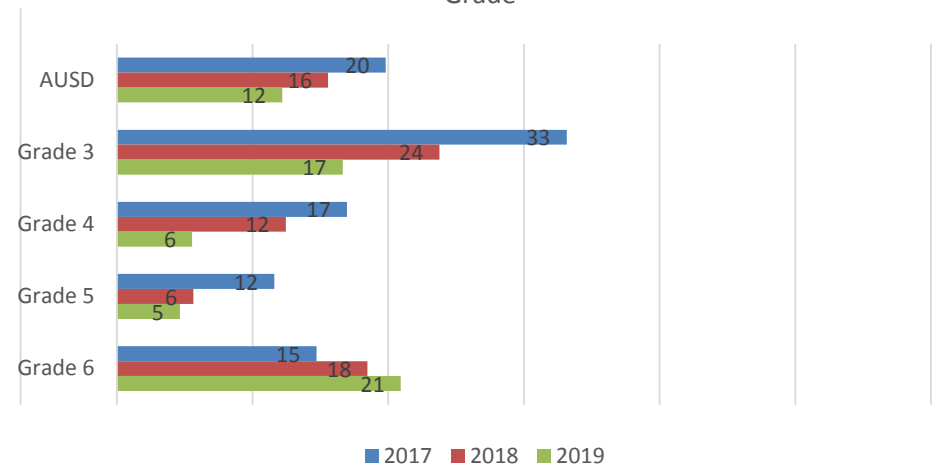
Year	Claim	CS 3 Above Standard					CS 2 Near Standard					CS 1 Below Standard					No Score/ Not Tested
		0	25	50	75	100	0	25	50	75	100	0	25	50	75	100	
2018-19	Concepts & Procedures	43%					31%					25%					0%
2017-18	Concepts & Procedures	45%					31%					24%					0%
2016-17	Concepts & Procedures	47%					31%					22%					0%
2018-19	Problem Solving & Modeling/Data	36%					42%					22%					0%
2017-18	Problem Solving & Modeling/Data	35%					44%					20%					0%
2016-17	Problem Solving & Modeling/Data	38%					44%					19%					0%
2018-19	Communicating Reasoning	35%					46%					19%					0%
2017-18	Communicating Reasoning	37%					45%					19%					0%
2016-17	Communicating Reasoning	38%					43%					19%					0%

# SBAC Results: Cohort ELA & Math by Grade

ELA Cohort Average Distance from Meeting Standard by Grade

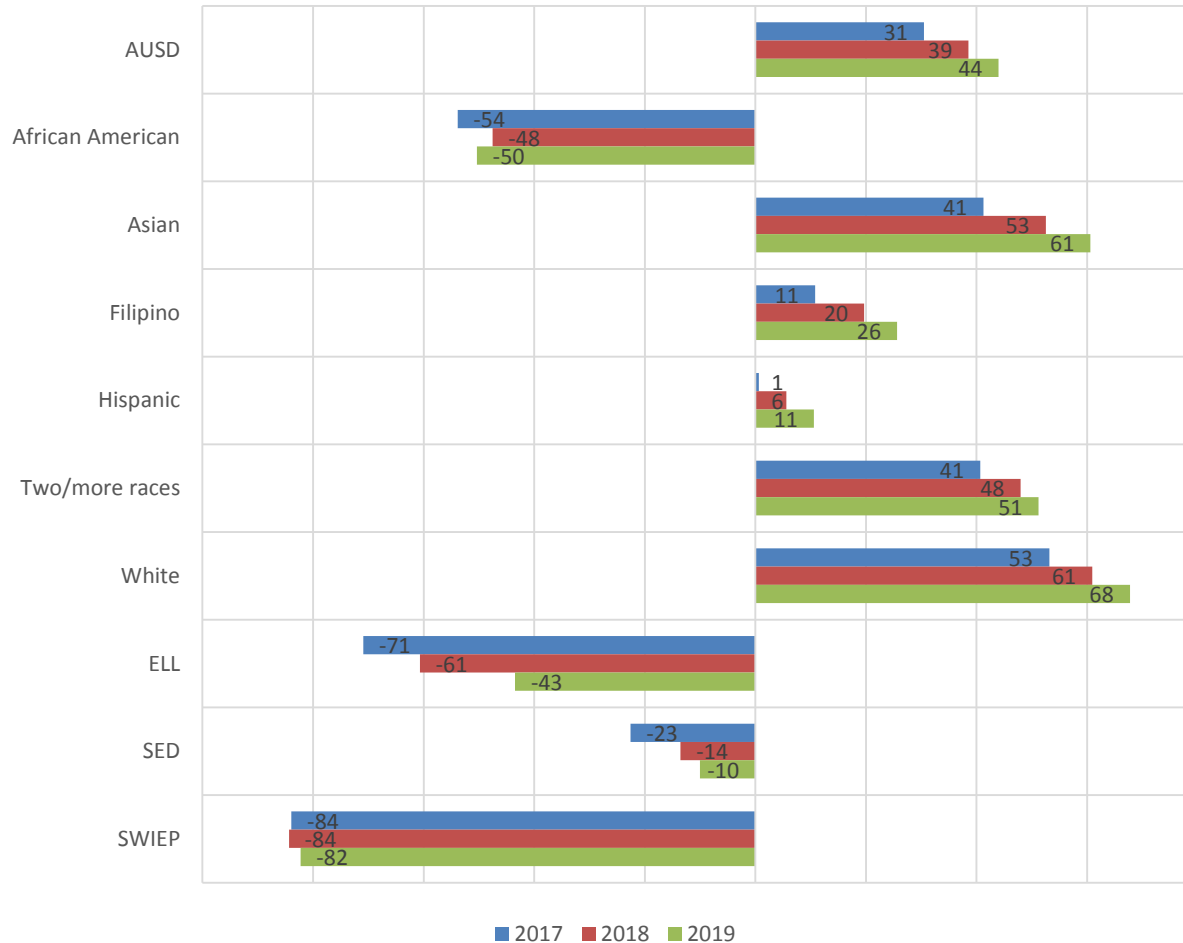


Math Cohort Average Distance from Meeting Standard by Grade



# SBAC Results: Cohort ELA by Student Group

ELA Average Distance from Meeting Standard by Student Group

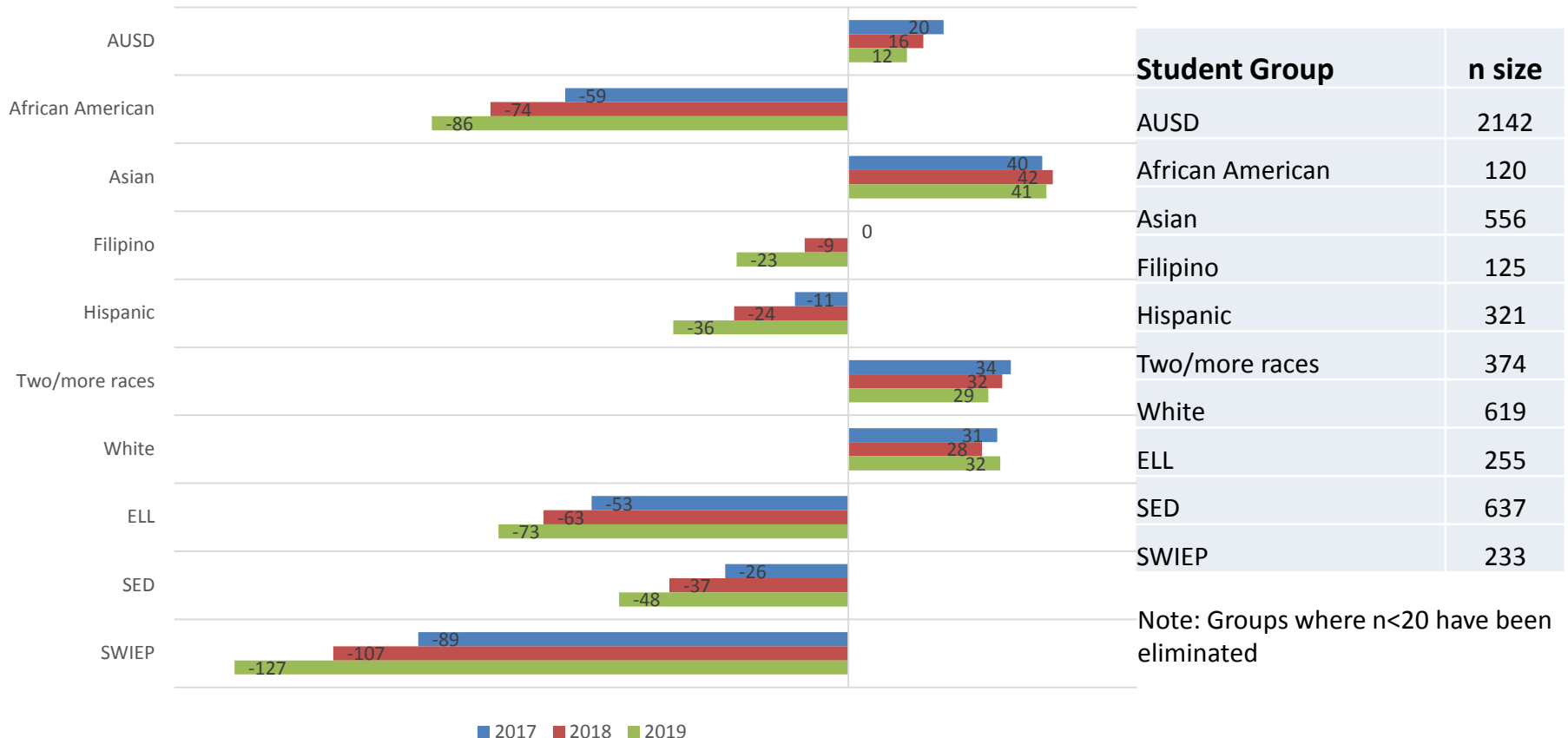


Student Group	n size
AUSD	2131
African American	120
Asian	549
Filipino	125
Hispanic	321
Two/more races	375
White	614
ELL	245
SED	629
SWIEP	234

Note: Groups where n<20 have been eliminated

# SBAC Results: Cohort Math by Student Group

Math Average Distance from Meeting Standard by Student Group



# California Dashboard

## 11 Measures of School Success

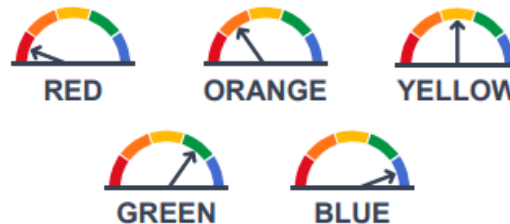
### State Measures

**Six** state measures allow for comparisons across schools and districts based on information collected statewide.

- High School Graduation Rate
- Academic Performance
- Suspension Rate
- English Learner Progress
- College/Career Readiness
- Chronic Absenteeism

Results are presented for all districts, schools, and defined student groups (e.g., racial groups, low income, English learners, homeless, foster youth, students with disabilities).

Schools and districts receive one of five color-coded performance levels on each of the six state measures.



The performance level (color) is based on current and prior year data.

### Local Measures

**Five** local measures are based on information collected by districts, county offices of education, and charter schools.

- Basic Conditions
  - Teacher qualifications, safe and clean buildings, textbooks for all students
- Implementation of Academic Standards
- School Climate Surveys
  - Student safety, connection to the school
- Parent Involvement and Engagement
- Access to Courses

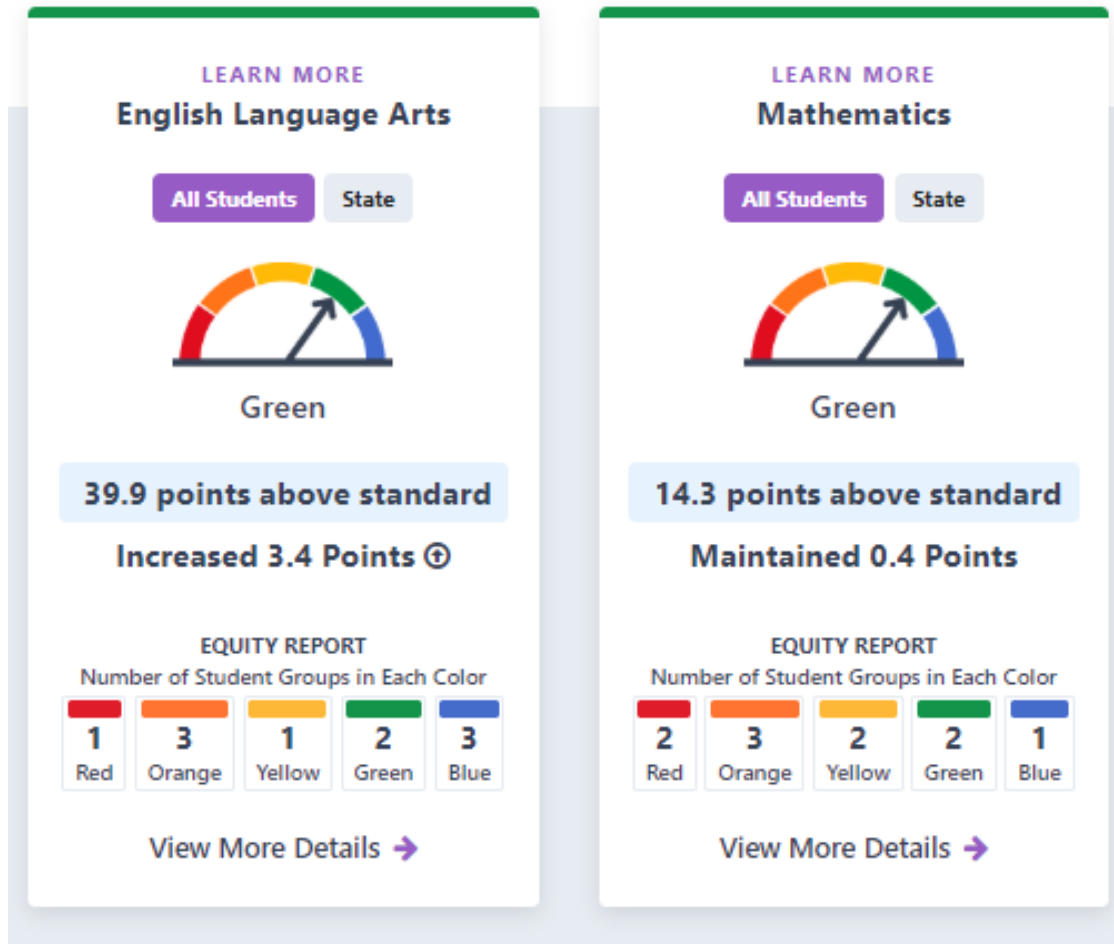
Districts receive one of three ratings for each of the four local measures:

- Met
- Not Met
- Not Met for Two Years

School and student group information is not available for local measures.



# California Dashboard Results: English Language Arts & Math



# California Dashboard Results: English Language Arts by School

Level	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15 points)</i>	DECLINED <i>from Prior Year (by 3 to 15 points)</i>	MAINTAINED <i>from Prior Year (declined by less than 3 points or increased by less than 3 points)</i>	INCREASED <i>from Prior Year (by 3 to less than 15 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15 points or more)</i>
VERY HIGH <i>+45 points or higher in Current Year</i>	Green (None)	Green ▪ <a href="#">Amelia Earhart Elementary</a> ▪ <a href="#">Lincoln Middle</a>	Blue ▪ <a href="#">Bay Farm</a> ▪ <a href="#">Edison Elementary</a>	Blue ▪ <a href="#">Franklin Elementary</a>	Blue (None)
HIGH <i>+10 to +44.9 points in Current Year</i>	Green (None)	Green ▪ <a href="#">Donald D. Lum Elementary</a>	Green (None)	Green Alameda Unified (District Placement) ▪ <a href="#">Encinal Junior/Senior High</a> ▪ <a href="#">Frank Otis Elementary</a> ▪ <a href="#">Henry Haight Elementary</a> ▪ <a href="#">Maya Lin</a>	Blue (None)
MEDIUM <i>-5 points to +9.9 points in Current Year</i>	Yellow (None)	Yellow ▪ <a href="#">Will C. Wood Middle</a>	Yellow (None)	Green ▪ <a href="#">William G. Paden Elementary</a>	Green (None)
LOW <i>-5.1 to -70 points in Current Year</i>	Orange (None)	Orange ▪ <a href="#">Ruby Bridges Elementary</a>	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW <i>-70.1 points or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (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.)

# California Dashboard Results: English Language Arts by Student Group

Level	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH	Green (None)	Green (None)	Blue <ul style="list-style-type: none"> <li>Two or More Races</li> </ul>	Blue <ul style="list-style-type: none"> <li>Asian</li> <li>White</li> </ul>	Blue (None)
HIGH	Green (None)	Green (None)	Green (None)	Green <ul style="list-style-type: none"> <li>All Students (District Placement)</li> <li>Filipino</li> </ul>	Blue (None)
MEDIUM	Yellow (None)	Yellow (None)	Yellow <ul style="list-style-type: none"> <li>English Learners</li> </ul>	Green <ul style="list-style-type: none"> <li>Hispanic</li> </ul>	Green (None)
LOW	Orange (None)	Orange <ul style="list-style-type: none"> <li>African American</li> </ul>	Orange <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged</li> </ul>	Yellow (None)	Yellow (None)
VERY LOW	Red <ul style="list-style-type: none"> <li>Homeless</li> </ul>	Red (None)	Red (None)	Orange <ul style="list-style-type: none"> <li>Students with Disabilities</li> </ul>	Orange (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.)

# California Dashboard Results: Math by School

Level	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15 points)</i>	DECLINED <i>from Prior Year (by 3 to 15 points)</i>	MAINTAINED <i>from Prior Year (declined by less than 3 points or increased by less than 3 points)</i>	INCREASED <i>from Prior Year (by 3 to less than 15 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15 points or more)</i>
<b>VERY HIGH</b> <i>+35 points or higher in Current Year</i>	Green (None)	Green (None)	Blue <ul style="list-style-type: none"> <li>• <a href="#">Amelia Earhart Elementary</a></li> <li>• <a href="#">Bay Farm</a></li> <li>• <a href="#">Lincoln Middle</a></li> </ul>	Blue <ul style="list-style-type: none"> <li>• <a href="#">Donald D. Lum Elementary</a></li> <li>• <a href="#">Edison Elementary</a></li> </ul>	Blue (None)
<b>HIGH</b> <i>0 to +34.9 points in Current Year</i>	Green (None)	Green <ul style="list-style-type: none"> <li>• <a href="#">William G. Paden Elementary</a></li> </ul>	Green Alameda Unified (District Placement) <ul style="list-style-type: none"> <li>• <a href="#">Franklin Elementary</a></li> </ul>	Green <ul style="list-style-type: none"> <li>• <a href="#">Frank Otis Elementary</a></li> <li>• <a href="#">Maya Lin</a></li> </ul>	Blue (None)
<b>MEDIUM</b> <i>-25 points to less than 0 points in Current Year</i>	Yellow (None)	Yellow <ul style="list-style-type: none"> <li>• <a href="#">Henry Haight Elementary</a></li> </ul>	Yellow (None)	Green (None)	Green (None)
<b>LOW</b> <i>-25.1 to -95 points in Current Year</i>	Orange <ul style="list-style-type: none"> <li>• <a href="#">Will C. Wood Middle</a></li> </ul>	Orange (None)	Orange <ul style="list-style-type: none"> <li>• <a href="#">Encinal Junior/Senior High</a></li> </ul>	Yellow <ul style="list-style-type: none"> <li>• <a href="#">Ruby Bridges Elementary</a></li> </ul>	Yellow (None)
<b>VERY LOW</b> <i>-95.1 points or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (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.)

# California Dashboard Results: Math by Student Group

Level	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH	Green (None)	Green (None)	Blue (None)	Blue ▪ Asian	Blue (None)
HIGH	Green (None)	Green (None)	Green ▪ All Students (District Placement) ▪ White ▪ Two or More Races	Green (None)	Blue (None)
MEDIUM	Yellow (None)	Yellow (None)	Yellow ▪ English Learners ▪ Filipino	Green (None)	Green (None)
LOW	Orange (None)	Orange ▪ Socioeconomically Disadvantaged ▪ African American	Orange ▪ Hispanic	Yellow (None)	Yellow (None)
VERY LOW	Red ▪ Homeless	Red (None)	Red ▪ Students with Disabilities	Orange (None)	Orange (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.)

# Differences Between SBAC Results and CA Dashboard

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Rules applied to the Dashboard NOT included in our internal data analysis of SBAC Results:

- Continuous enrollment from census day to first day of testing
- English Language Learning students who have been in the country for less than one year
- CAA results levels 1-3 and “top of the scale range approach”  
Participation Rate including change for 2020 Dashboard

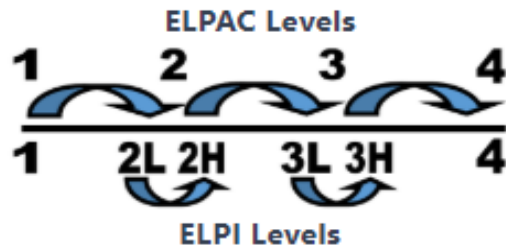
# California Dashboard Results: English Learner Progress Indicator

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

#### LEARN MORE English Learner Progress

All Students State

**61.8% making progress  
towards English language  
proficiency**

**Number of EL Students: 961**

#### Progress Levels

Very High = 65% or higher  
High = 55% to less than 65%  
Medium = 45% to less than 55%  
Low = 35% to less than 45%  
Very Low = Less than 35%

[View More Details](#) →



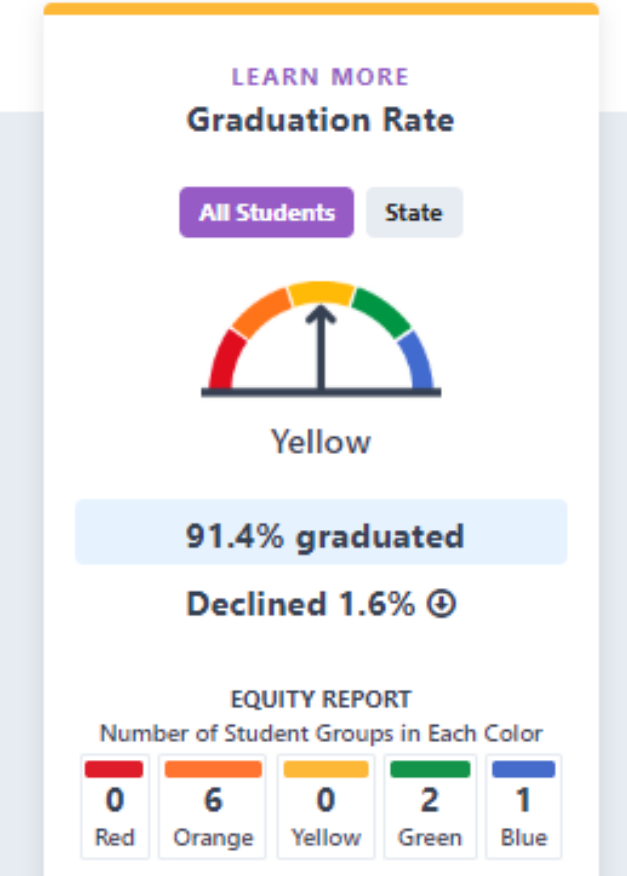
# California Dashboard Results: English Learner Progress Indicator

## Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



# California Dashboard Results: Graduation Rate



# California Dashboard Results: Graduation Rate for Non-Dashboard Alternative School Status (DASS) Schools

Level	DECLINED SIGNIFICANTLY <i>from Prior Year (by 5.1% or greater)</i>	DECLINED <i>from Prior Year (by 1.0% to 5.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 1.0%)</i>	INCREASED <i>from Prior Year (by 1.0% to 4.9%)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 5.0% or greater)</i>
VERY HIGH <i>95.0% or greater in Current Year</i>	Gray (N/A)	Blue (None)	Blue <ul style="list-style-type: none"> <li><a href="#">Alameda High</a></li> <li><a href="#">Alameda Science and Technology Institute</a></li> </ul>	Blue (None)	Blue (None)
HIGH <i>90.5% to less than 95.0% in Current Year</i>	Orange (None)	Yellow Alameda Unified (District Placement)	Green <ul style="list-style-type: none"> <li><a href="#">Encinal Junior/Senior High</a></li> </ul>	Green (None)	Blue (None)
MEDIUM <i>80.0% to less than 90.5% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
LOW <i>68.0% to less than 80.0% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW <i>Less than 68.0% in Current Year</i>	Red (None)	Red (None)	Red (None)	Red (None)	Red (None)

# California Dashboard Results: Graduation Rate for Dashboard Alternative School Status (DASS) High Schools

[View the Dashboard Report](#)

## Graduation Rate (DASS) Indicator - Schools Five-by-Five Placement

Reporting Year: 2019 Select a Report: 5x5 Graduation Rate Placement Report (Grades 9-12)

[View Student Groups Five-by-Five Report](#)

School Types: DASS High Schools (use this filter to view cut points by school type)

[View Detailed Data](#)

Level	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 10.0%)</i>	DECLINED <i>from Prior Year (by 3.0% to 10.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 3.0%)</i>	INCREASED <i>from Prior Year (by 3.0% to less than 10.0%)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 10.0% or greater)</i>
VERY HIGH <i>90.5% or greater in Current Year</i>	Gray (N/A)	Blue (None)	Blue (None)	Blue (None)	Blue (None)
HIGH <i>80.0% to less than 90.5% in Current Year</i>	Orange (None)	Yellow Alameda Unified (District Placement)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>70.0% to less than 80.0% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
LOW <i>68.0% to less than 70.0% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW <i>Less than 68.0% in Current Year</i>	Red (None)	Red Island High (Continuation)	Red (None)	Red (None)	Red (None)

# California Dashboard Results: Graduation Rate by Student Group

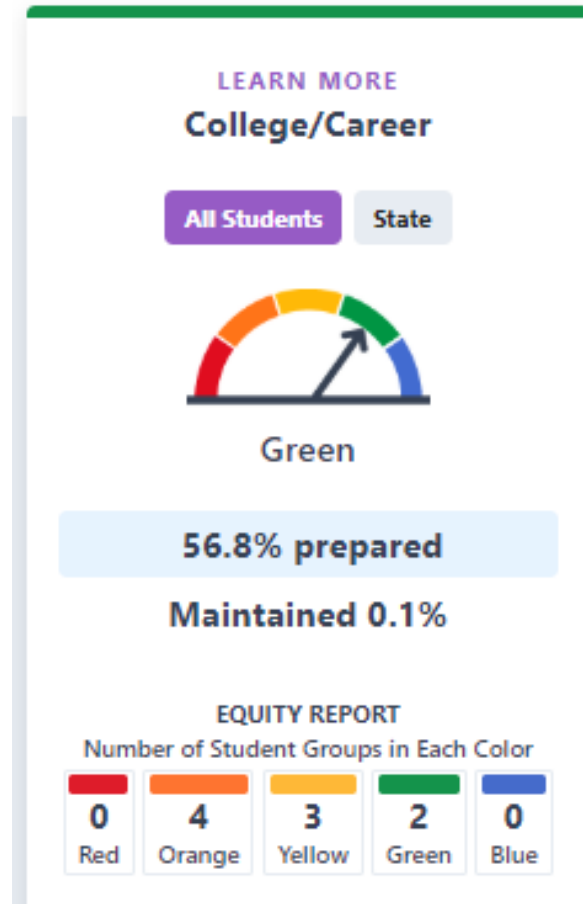
Level	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH	Gray (N/A)	Blue (None)	Blue ▪ Asian	Blue (None)	Blue (None)
HIGH	Orange (None)	Yellow ▪ All Students (District Placement)	Green ▪ Two or More Races	Green ▪ Filipino	Blue (None)
MEDIUM	Orange (None)	Orange ▪ English Learners ▪ Socioeconomically Disadvantaged ▪ African American ▪ Hispanic ▪ White	Yellow (None)	Green (None)	Green (None)
LOW	Red (None)	Orange ▪ Students with Disabilities	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW	Red (None)	Red (None)	Red (None)	Red (None)	Red (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.)

# California Dashboard Results: Graduation Rate by Student Group

Student Group	Color	Status Level	Change Level	CURRENT STATUS - 2018-19 Graduation Rate	CHANGE - Difference between 2018-19 graduation rate and 2017-18 graduation rate	Number of graduates in the 2018-19 graduation cohort	Number of students in the 2018-19 graduation cohort	Number of graduates in the 2017-18 graduation cohort	Number of students in the 2017-18 graduation cohort	PRIOR STATUS - 2017-18 graduation rate	Student Population < 150 : 3x5 grid applied
Foster Youth	None			%	%		5		2	%	Y
Homeless	None	Low	Increased	71.4%	2.2%	10	14	9	13	69.2%	Y
American Indian or Alaska Native	None			%	%		1		4	%	Y
Native Hawaiian or Pacific Islander	None			%	%		7		9	%	Y
English Learners	Orange	Medium	Declined	86.3%	-3.3%	101	117	129	144	89.6%	Y
Socioeconomically Disadvantaged	Orange	Medium	Declined	86.2%	-2.9%	280	325	342	384	89.1%	N
Students with Disabilities	Orange	Low	Declined	69.5%	-6.9%	66	95	68	89	76.4%	Y
African American	Orange	Medium	Declined	83.6%	-4.2%	56	67	72	82	87.8%	Y
Hispanic	Orange	Medium	Declined	85.3%	-7.4%	87	102	102	110	92.7%	Y
White	Orange	Medium	Declined	90.4%	-3.7%	198	219	190	202	94.1%	N
All Students	Yellow	High	Declined	91.4%	-1.6%	711	778	772	830	93.0%	N
Filipino	Green	High	Increased	94.4%	4.5%	67	71	80	89	89.9%	Y
Two or More Races	Green	High	Maintained	92.5%	-0.1%	49	53	37	40	92.5%	Y
Asian	Blue	Very High	Maintained	96.5%	0.6%	245	254	278	290	95.9%	N

# California Dashboard Results: College and Career





# California Dashboard Results: College and Career Indicator by School

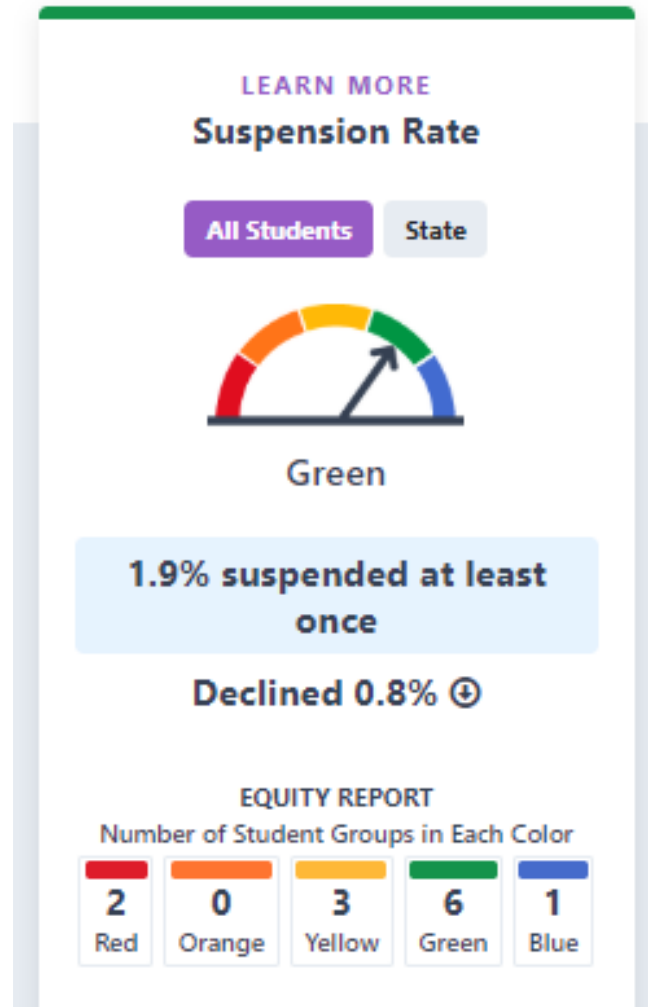
Level	DECLINED SIGNIFICANTLY <i>from Prior Year (by 9.1% or more)</i>	DECLINED <i>from Prior Year (by 2.0% to less than 9.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 1.9%)</i>	INCREASED <i>from Prior Year (by 2.0% to 8.9%)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 9.0% or more)</i>
<b>VERY HIGH</b> <i>70.0% or greater in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue ▪ <a href="#">Alameda Science and Technology Institute</a>	Blue (None)
<b>HIGH</b> <i>55.0% to 69.9% in Current Year</i>	Orange (None)	Yellow (None)	Green Alameda Unified (District Placement) ▪ <a href="#">Alameda High</a>	Green (None)	Blue (None)
<b>MEDIUM</b> <i>35.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green ▪ <a href="#">Encinal Junior/Senior High</a>	Green (None)
<b>LOW</b> <i>10.0% to 34.9% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
<b>VERY LOW</b> <i>9.9% or lower in Current Year</i>	Red (None)	Red ▪ <a href="#">Island High (Continuation)</a>	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.)

# California Dashboard Results: College and Career Indicator by Student Group

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

# California Dashboard Results: Suspension Rate Overall



# California Dashboard Results: Suspension Rate by School

Level	INCREASED SIGNIFICANTLY	INCREASED	MAINTAINED	DECLINED	DECLINED SIGNIFICANTLY
VERY LOW	Gray (N/A)	Green (None)	Blue <ul style="list-style-type: none"> <li>Alameda Science and Technology Institute</li> <li>Donald D. Lum Elementary</li> </ul>	Blue <ul style="list-style-type: none"> <li>Edison Elementary</li> </ul>	Blue (None)
LOW	Orange (None)	Yellow <ul style="list-style-type: none"> <li>Amelia Earhart Elementary</li> <li>Bay Farm</li> </ul>	Green (None)	Green <ul style="list-style-type: none"> <li>Alameda Unified (District Placement)</li> <li>Frank Otis Elementary</li> <li>Maya Lin</li> </ul>	Blue <ul style="list-style-type: none"> <li>Alameda High</li> <li>William G. Paden Elementary</li> </ul>
MEDIUM	Orange (None)	Orange <ul style="list-style-type: none"> <li>Franklin Elementary</li> </ul>	Yellow <ul style="list-style-type: none"> <li>Lincoln Middle</li> </ul>	Green <ul style="list-style-type: none"> <li>Encinal Junior/Senior High</li> <li>Henry Haight Elementary</li> <li>Will C. Wood Middle</li> </ul>	Green (None)
HIGH	Red (None)	Orange <ul style="list-style-type: none"> <li>Ruby Bridges Elementary</li> </ul>	Orange (None)	Yellow (None)	Yellow (None)
VERY HIGH	Red (None)	Red (None)	Red (None)	Orange <ul style="list-style-type: none"> <li>Island High (Continuation)</li> </ul>	Yellow (None)

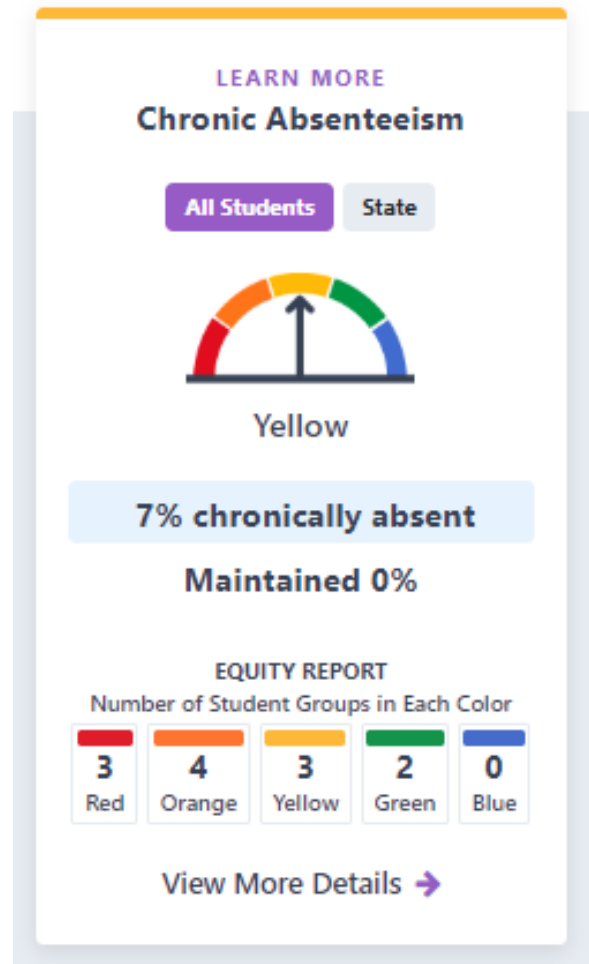
Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

# California Dashboard Results: Suspension Rate by Student Group

Level	INCREASED SIGNIFICANTLY <i>by greater than 2.0% from Prior Year</i>	INCREASED <i>by 0.3% to 2.0% from Prior Year</i>	MAINTAINED <i>declined or increased by less than 0.3% from Prior Year</i>	DECLINED <i>by 0.3% to less than 2.0% from Prior Year</i>	DECLINED SIGNIFICANTLY <i>by 2.0% or greater from Prior Year</i>
<b>VERY LOW</b> <i>1.0% or less in Current Year</i>	Gray (N/A)	Green (None)	Blue (None)	Blue <ul style="list-style-type: none"> <li>Asian</li> </ul>	Blue (None)
<b>LOW</b> <i>Greater than 1.0% to 2.5% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green <ul style="list-style-type: none"> <li>All Students (District Placement)</li> <li>English Learners</li> <li>Filipino</li> <li>White</li> <li>Two or More Races</li> </ul>	Blue (None)
<b>MEDIUM</b> <i>Greater than 2.5% to 4.5% in Current Year</i>	Orange (None)	Orange (None)	Yellow <ul style="list-style-type: none"> <li>Hispanic</li> </ul>	Green <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged</li> <li>Native Hawaiian or Pacific Islander</li> </ul>	Green (None)
<b>HIGH</b> <i>Greater than 4.5% to 8.0% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow <ul style="list-style-type: none"> <li>Students with Disabilities</li> <li>African American</li> </ul>
<b>VERY HIGH</b> <i>Greater than 8.0% in Current Year</i>	Red (None)	Red <ul style="list-style-type: none"> <li>Foster Youth</li> <li>Homeless</li> </ul>	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.)

# California Dashboard Results: Chronic Absenteeism Overall



# California Dashboard Results: Chronic Absenteeism by School

Level	INCREASED SIGNIFICANTLY <i>from Prior Year (by greater than 3.0%)</i>	INCREASED <i>from Prior Year (by 0.5% up to 3.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 0.5%)</i>	DECLINED <i>from Prior Year (by 0.5% to less than 3.0%)</i>	DECLINED SIGNIFICANTLY <i>from Prior Year (by 3.0% or more)</i>
<b>VERY LOW</b> <i>2.5% or less in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
<b>LOW</b> <i>More than 2.5% to 5.0% in Current Year</i>	Orange (None)	Yellow <ul style="list-style-type: none"> <li>Amelia Earhart Elementary</li> </ul>	Green <ul style="list-style-type: none"> <li>Lincoln Middle</li> </ul>	Green <ul style="list-style-type: none"> <li>Bay Farm</li> <li>Edison Elementary</li> <li>Frank Otis Elementary</li> <li>Franklin Elementary</li> </ul>	Blue (None)
<b>MEDIUM</b> <i>More than 5.0% to 10.0% in Current Year</i>	Orange (None)	Orange (None)	Yellow <ul style="list-style-type: none"> <li>Alameda Unified (District Placement)</li> <li>Henry Haight Elementary</li> </ul>	Green <ul style="list-style-type: none"> <li>Donald D. Lum Elementary</li> <li>Encinal Junior/Senior High</li> </ul>	Green <ul style="list-style-type: none"> <li>Maya Lin</li> </ul>
<b>HIGH</b> <i>More than 10.0% to 20.0% in Current Year</i>	Red <ul style="list-style-type: none"> <li>William G. Paden Elementary</li> </ul>	Orange <ul style="list-style-type: none"> <li>Ruby Bridges Elementary</li> <li>Will C. Wood Middle</li> </ul>	Orange (None)	Yellow (None)	Yellow (None)
<b>VERY HIGH</b> <i>More than 20.0% 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.)

# California Dashboard Results: Chronic Absenteeism by Student Group

Level	INCREASED SIGNIFICANTLY <i>from Prior Year (by greater than 3.0%)</i>	INCREASED <i>from Prior Year (by 0.5% up to 3.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 0.5%)</i>	DECLINED <i>from Prior Year (by 0.5% to less than 3.0%)</i>	DECLINED SIGNIFICANTLY <i>from Prior Year (by 3.0% or more)</i>
<b>VERY LOW</b> <i>2.5% or less in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
<b>LOW</b> <i>More than 2.5% to 5.0% in Current Year</i>	Orange (None)	Yellow (None)	Green ▪ Asian	Green (None)	Blue (None)
<b>MEDIUM</b> <i>More than 5.0% to 10.0% in Current Year</i>	Orange (None)	Orange ▪ Two or More Races	Yellow ▪ All Students (District Placement) ▪ English Learners ▪ Filipino	Green ▪ White	Green (None)
<b>HIGH</b> <i>More than 10.0% to 20.0% in Current Year</i>	Red (None)	Orange ▪ Socioeconomically Disadvantaged ▪ Students with Disabilities ▪ Native Hawaiian or Pacific Islander	Orange (None)	Yellow ▪ Hispanic	Yellow (None)
<b>VERY HIGH</b> <i>More than 20.0% in Current Year</i>	Red ▪ African American	Red ▪ Homeless	Red ▪ Foster Youth	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.)



# SPSA Content Improvement Focus

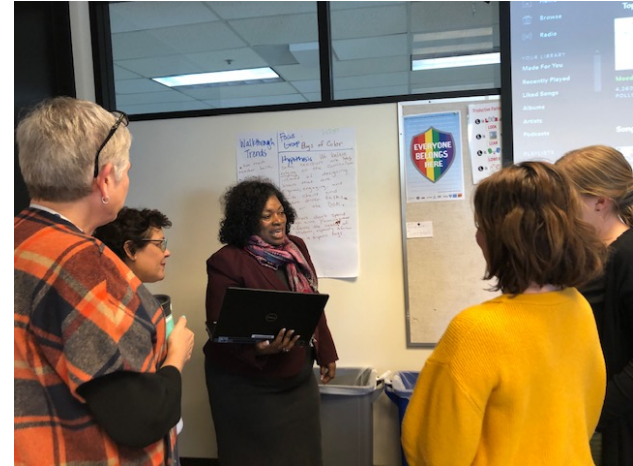
## Approach

What did you find in your data analysis that influenced your approach?

- Friday Attendance data improved from 91% to 96% in December
- Overall 12.7% CA to 7.9% CA
- African American from 17.6% CA - 7.7% CA
- Eventhough strategies have worked with other subgroups Hispanic Latino is still over 12% (This is down from 20 it is still our largest category and other indicators show a major need, including academic, parent involvement...) Least improved category
- ELL has improved from 15% - 7%

What was your approach and any additional context surrounding it?

- SOOOO MANY PHONE CALLS AND relationships
- change narratives of meetings to support vs. punative
- FRIDAY EVENTS
- Fruitable participation Push
- NLP students program
- Renate and Keeta representation
- Kept as a priority



## Learnings & Next Steps

What did you Learn?

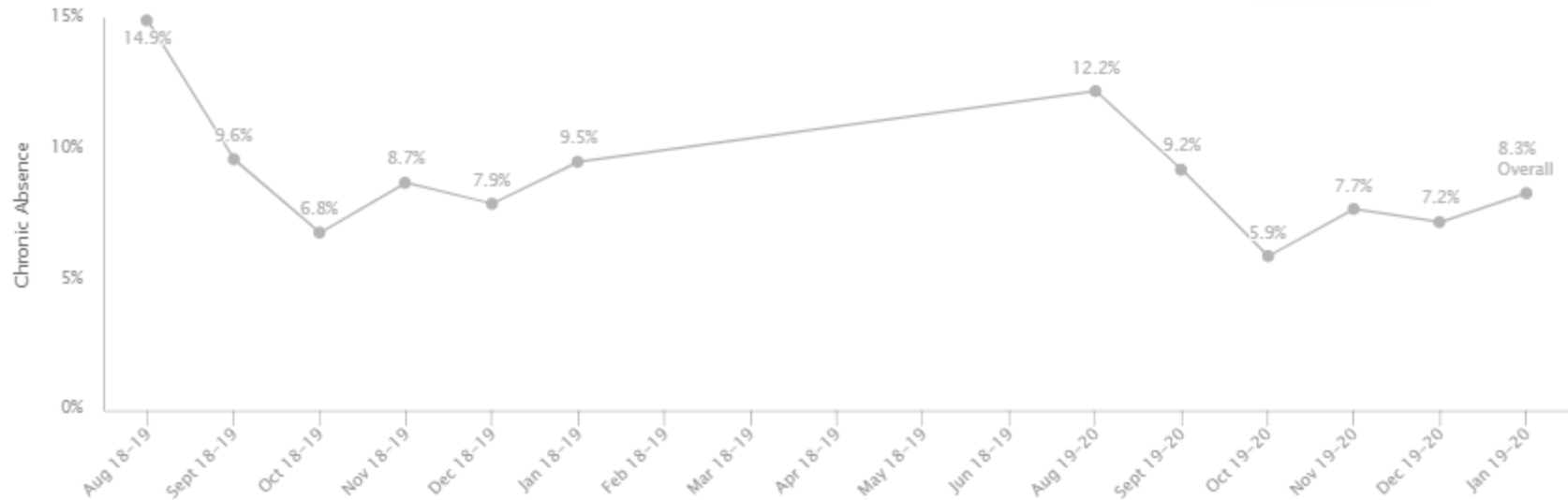
- Our efforts have made a difference but we haven't reached our goal of 8%. We've decreased chronic absenteeism by 4.8%.
- Building relationships with students families makes a difference.
- Interacting with the data during COST helps us to strategize.
- Bringing the students/families into the conversation and have them to reflect and set personal attendance goals is effective.

What are your Next Steps for Continuous Improvement?

- Organizing a SART breakfast to educate families and students on the importance of regular attendance and how to be successful.
- Continuing our strategies in COST such as individual attendance plans/goals and check-ins
- Partnering with CBO's for attendance incentives



# Chronic Absence Improvement to Celebrate



# Chronic Absence Improvement to Celebrate

Schools with greater than .5% improvement December 2019-20 compared to December 2018-19

School	Jan 18-19	Jan 19-20	Difference
Alameda High School	9.4	8.9	-0.5
Earhart Elementary School	4.1	3.0	-1.1
Encinal Jr/Sr High School	14.3	12.1	-2.2
Franklin Elementary School	4.6	3.2	-1.4
Island High School	59.5	54.7	-4.8
Lincoln Middle School	5.5	4.8	-0.7
Love Elementary School	11.2	9.2	-2.0
Maya Lin School	8.0	5.5	-2.5
Otis Elementary School	6.5	5.2	-1.3
Paden Elementary School	13.3	8.2	-5.1
Ruby Bridges School	18.6	18.1	-0.5
Wood Middle School	13.9	9.6	-4.3

# SBAC Scores/Academic Dashboard Indicator Summary

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- Overall, 2019 ELA scores showed improvement when looking at cohort data with the exception of students who identify as African American, and performance gaps persist across ethnicity, English Learner status, ability status, and school sites.
- Overall, 2019 Math scores showed decline when looking at cohort data, and performance gaps persist across ethnicity, English Learner status, ability status, and school sites.
- AUSD continues to outperform the county and state in both Mathematics and ELA, however, we strive to do better for the students we serve in our system.
- While we celebrate our improvement in many grade levels and at particular school sites, our overall performance gaps for schools and subgroups remain a prioritized area for action.

# Dashboard Summary

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- **English Learner Progress Indicator:** Overall, the district is considered “high” in its ability to ensure English Learner students progress toward English Language Proficiency.
- **Graduation Rate:** While our graduation rate is high, particularly for our traditional high schools, some gaps persist across ethnicity, ability status, and socioeconomic status.
- **College & Career Readiness Indicator:** According to the CDE, our College and Career Indicator is high at just 57% prepared, however, we believe this is low given our community’s vision for graduates. Wider and additional gaps persist in the College and Career Readiness Indicator when compared to the graduation rate, particularly by ethnicity, English Learner status, ability status, and socioeconomic status.

# Dashboard Summary

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- **Suspension Rate:** Our district has made great strides in improving our suspension rate and narrowing gaps across student groups, in some cases eliminating them. However, some gaps continue to persist across ethnicity, ability status, and in particular, a large gap exists for our students who are in foster care or who identify as homeless.
- **Chronic Absenteeism:** Our district has also begun to make strides in improving our chronic absence rate, with two of our Title 1 schools showing gains through their improvement work this year. However, large gaps continue to persist across ethnicity, ability status, socioeconomic status and for our students who are in foster care or who identify as homeless.

# Implications

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- Continue practices we believe have contributed to our decline in suspensions, including trauma-informed and positive behavioral interventions and supports.
- Continue our work with the county in Differentiated Assistance to determine root causes and potential solutions so our system better serves homeless (in areas of chronic absenteeism, suspension, Math, and ELA) and foster (in the areas of chronic absenteeism, suspension) students including but not limited to an alternative policy for suspension due to student's home-life circumstances.
- Continue chronic absenteeism school based cycle of improvement work and district-wide chronic absence letter notifications.
- Refine internal metrics around English Learner progress, for example, via Local Indicators in the upcoming LCAP.

# Implications

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- As part of strategic plan and process, move towards a targeted universalism approach around students who identify as African American in order to shift instructional and non-instructional (i.e. suspension) practices to become more student-centered. For example, by continuing the work started in ILT around investigating the extent to which our students are receiving culturally relevant instruction, and how we know to what extent this is happening.
- We strive for excellence for our students as demonstrated by the Graduate Profile and believe all students should have the opportunity be college and career ready. We look forward to focusing future work in the strategic plan within the college and career indicator in service of our vision for students.
- As part of the strategic plan and process, we must take a deeper dive into Math data and potential causes.



# Next Steps

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- Replicate a process similar to the Continuous Improvement Process around chronic absenteeism for our Strategic Plan Priority Areas where practitioners identify and prioritize high level trends, brainstorm potential hypotheses, gather additional data (particularly student-centered data) to eliminate hypotheses and determine potential root causes, and identify most efficacious research-based activities to address remaining hypotheses.
- For example:
  - African American Male Achievement Programs
  - Hiring and retaining a strong and stable teaching workforce that more closely reflects the district's students
  - Strong vision for culturally responsive Tier 1 instruction with collaborative professional learning to build collective instructional capacity

# **Update on California Assessment of Student Performance and Progress System (CAASPP)**

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Questions?