ALAMEDA UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM	EXHIBIT F-4

Meeting Date: August 23, 1011

Item Title: Principles of AUSD Data Presentation

Item Type: Information

BACKGROUND: Multiple data reports are presented to the Board of Education and the community each year. Tonight we will be presenting our suggestions for creating a more consistent presentation of data.

FISCAL ANALYSIS: Not Applicable

☐ General Fund
☐ Categorical Funds
☐ Parcel Tax Funds
$_____ [Savings] [Cost]
_____ Department Budget

RECOMMENDATION: This item is presented for information only.

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. 3. Administrators must have the knowledge, leadership skills and ability to ensure all students succeed. 4. Parental involvement and community engagement are integral to the success of all students. 5. Accountability, transparency and trust are necessary at all levels of the organization. 6. Allocation of funds must support our vision, mission and guiding principles.

Submitted by: Sean McPhetridge, Assistant Superintendent

Approved for Submission to Board of Education _____
Kirsten Vital, Superintendent

Principles of Data Presentation

Clear and Consistent Communication

August 23, 2011

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Purpose

➢ Multiple data reports are presented to the Board of Education and the community each year.

➢ Tonight we will be presenting our suggestions for creating a more consistent presentation of data.

➢ Douglas Reeves, known educational expert in Assessment, Data and Common Core Standards, warns about DRIP: Data Rich, Information Poor.

➢ We want to avoid this pitfall by tailoring AUSD staff data presentations to their intended use by the BOE and public.

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Purpose

➢ The goal is to arrive at some preliminary understandings and agreements between the BOE and staff about 1) what is most useful for the Board and the public and 2) what will maintain uniformity of these reports when possible.

➢ These agreements are guidelines to help align community needs for information, creation of BOE policies, and staff directives to stay focused on educational and instructional needs at sites.

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BOE Data Reports and Item Type Label

• AMO/AYP/API	Information
• CAHSEE Data	Information
• 10 Steps to Success	Information and Policy/Goal Setting
• SPPR	Information and
(School Performance & Progress Report)	Resource Allocation

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Characteristics of Data Presentations

➢ Colors for graphs that can also be easily read in black and white

➢ Inclusion of numbers as "n=" for numerical significance and comparability (e.g., n=17)

➢ Include school and demographic disaggregation when relevant

- Note: Disaggregating by all school or by all significant subgroups may be overwhelming and create a DRIP presentation.

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Data Sources

➢ CST/STAR presentation will include the following when relevant:
  • three years of CST data by percent proficient/advanced and by cohort movement
  • school and significant subgroup disaggregation

➢ Benchmark data will include the following when relevant:
  - percent proficient/advanced
  - proficiency levels

➢ Grades
  - correlated to STAR proficiency levels, benchmark data or other standardized tests where appropriate

➢ College Board report of AP(Advanced Placement) performance
  - to be determined as we begin to analyze data

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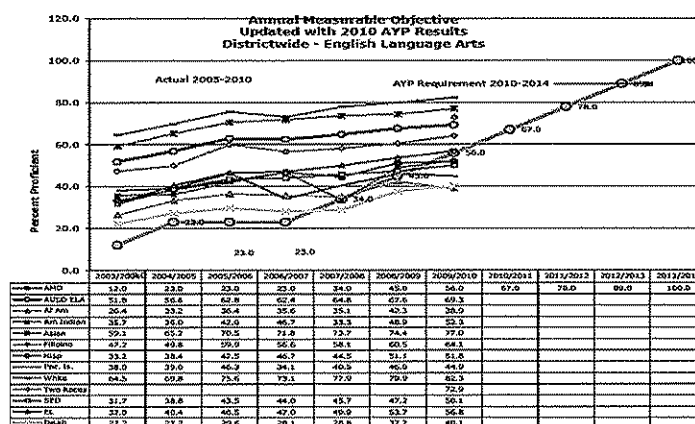Excellence & Equity For All Students

Graphics

- ➢ Multiple years:
  Colors get progressively darker
  3 years - light green, medium blue, dark purple
  4 years - light green, green-blue, medium blue, dark purple

- ➢ Proficiency bands shown in red, orange, dark yellow, light green, and dark green for FBB, BB, B, P and A (respectively)

- ➢ Chart of data used included at the bottom

- ➢ n= added as list in order of multiple years, included in text box

- ➢ Words and axis numbers at size 16 font or larger

- ➢ Data labels included for at least most recent year

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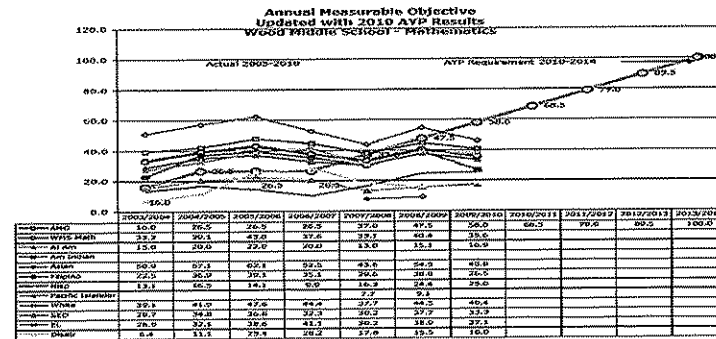
Scheme for AMO Data (District)

AMO district\ELA Chart Sept. 2010

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Scheme of AMO Data by School

Whole School and Significant Subgroup
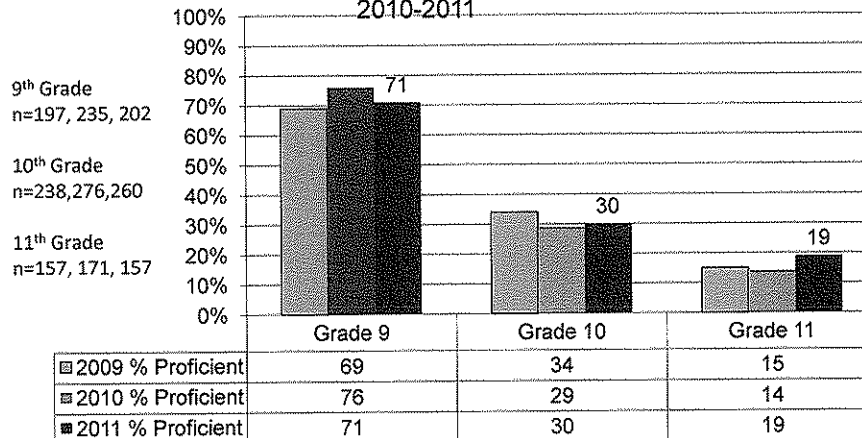

Key Point: These reports are difficult to read but contain important trend information. Are these something the BOE wants to use?

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Scheme of Bar Graphs

AUSD Students Percent Proficient and Advanced Algebra II
2010-2011

9th Grade
n=197, 235, 202

10th Grade
n=238,276,260

11th Grade
n=157, 171, 157

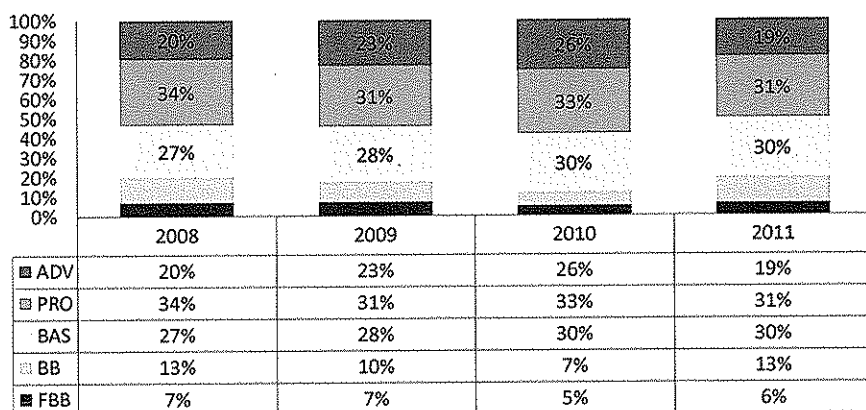|	Grade 9	Grade 10	Grade 11
2009 % Proficient	69	34	15
2010 % Proficient	76	29	14
2011 % Proficient	71	30	19

Key Point: This would be one way to show a bar graph of percent proficient. Are these preferable to the BOE?

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Color Scheme of Bar Graphs

Proficiency Levels of an AUSD School

	2008	2009	2010	2011
ADV	20%	23%	26%	19%
PRO	34%	31%	33%	31%
BAS	27%	28%	30%	30%
BB	13%	10%	7%	13%
FBB	7%	7%	5%	6%

Key Point: This is an example of how we can show proficiency bands over time.

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Next Steps

➢ Tonight we have presented basic design principles to guide data presentations to the Board and public for the year ahead.

➢ Future data presentations will continue to provide more opportunities for conversation about data presentation principles in context.

➢ Staff continues to seek guidance in this regard and encourages suggestions from the Board.

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