

10 Steps to Success

Milestones for Career & College Readiness
October 9, 2012

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➤ Background:

In 2010, the Board of Education approved staff's work to create metrics to measure AUSD's efforts at promoting college and career readiness. This is a key component of AUSD's performance management system.

➤ Purpose of tonight's presentation:

1. To present current data from 2012 on the Ten Steps to Success
2. To review performance and share goals
3. To discuss next steps and challenges in gathering and reporting data

10 Steps to Success



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Milestones for Career and College Readiness

10	Post Secondary SUCCESS	<i>Student Tracker, CAL Pass</i>
9	A-G Requirements or CTE Capstone	<i>SIS</i>
8	AP: Class Taken/Passed, Test Taken/Passed	<i>SIS, College Board</i>
7	Algebra 2 Proficient by 11 th Grade	<i>STAR, Grades</i>
6	8 th Grade Algebra 1 Proficient	<i>STAR, Benchmarks</i>
5	7 th Grade Reading & Writing Proficient	<i>STAR, Benchmarks</i>
4	5 th Grade Math Proficient/Advanced	<i>STAR, Benchmarks</i>
3	4 th Grade Reading & Writing at Grade Level	<i>STAR, Benchmarks</i>
2	3 rd Grade Math Proficient/Advanced	<i>STAR, Benchmarks</i>
1	K-1 st Grade Reading Readiness	<i>Early Literacy Survey</i>

Key Point: The Ten Steps to Success is not a complete look at AUSD data; it is rather a focus on key areas leading to College and Career Readiness.

Step 1: K-1st Grade Reading Readiness

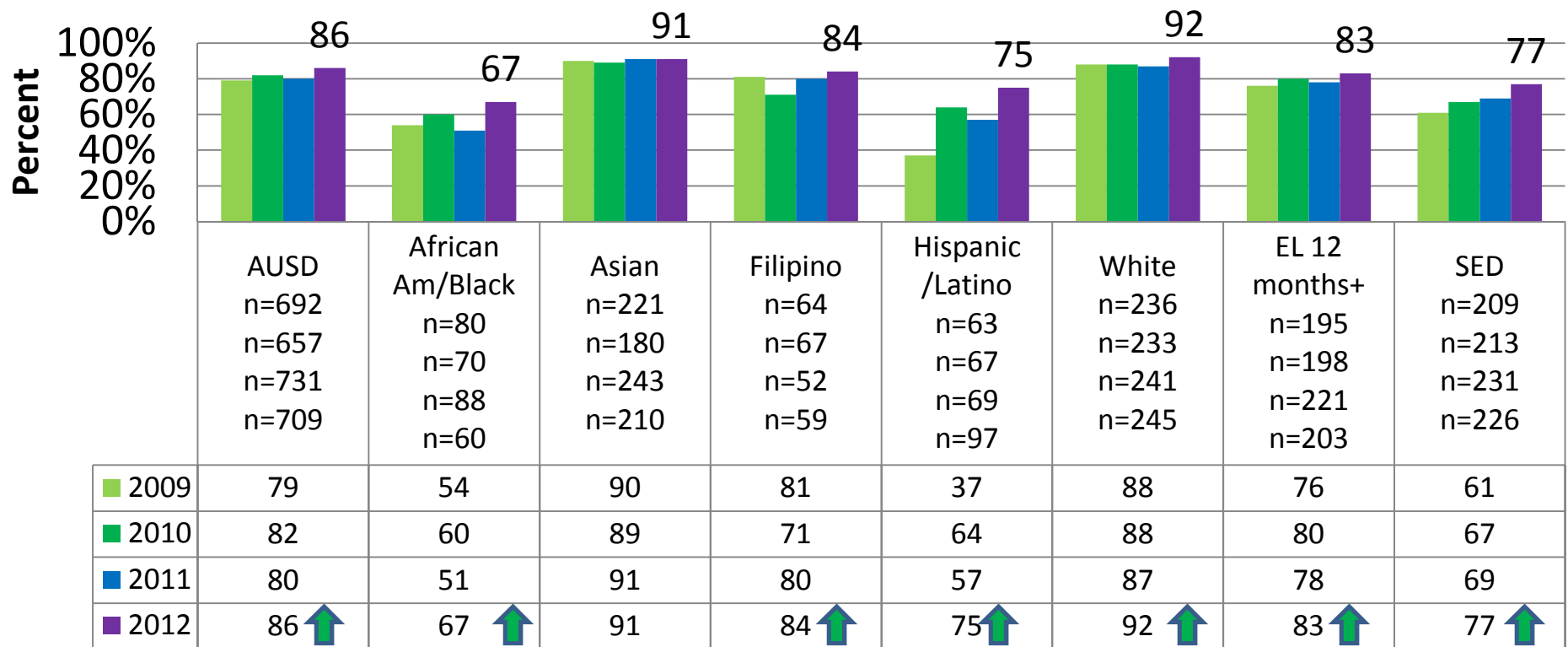
Early Literacy Survey or Leveled Reading: Percent Proficient by 1st Grade

	2008-2009	2009-2010	2010-2011	2011-2012
Asian	89%	90%	93%	94%
Black/African American	83%	80%	79%	93%
Filipino/Filipino American	90%	94%	92%	91%
Hispanic/Latino	75%	84%	77%	90%
White	92%	91%	95%	94%
EL	85%	85%	86%	87%
SED	80%	81%	76%	86%
Over All	88%	89%	91%	93%

Key Point: Percentages of students who are reading ready by 1st grade have increased slowly and steadily. African American percentages increased dramatically this last year, as did Hispanic/Latino percentages. The next step is to determine how this affects achievement in later grades and how it correlates to college and career readiness.

Step 2: 3rd Grade Math Proficient/Advanced

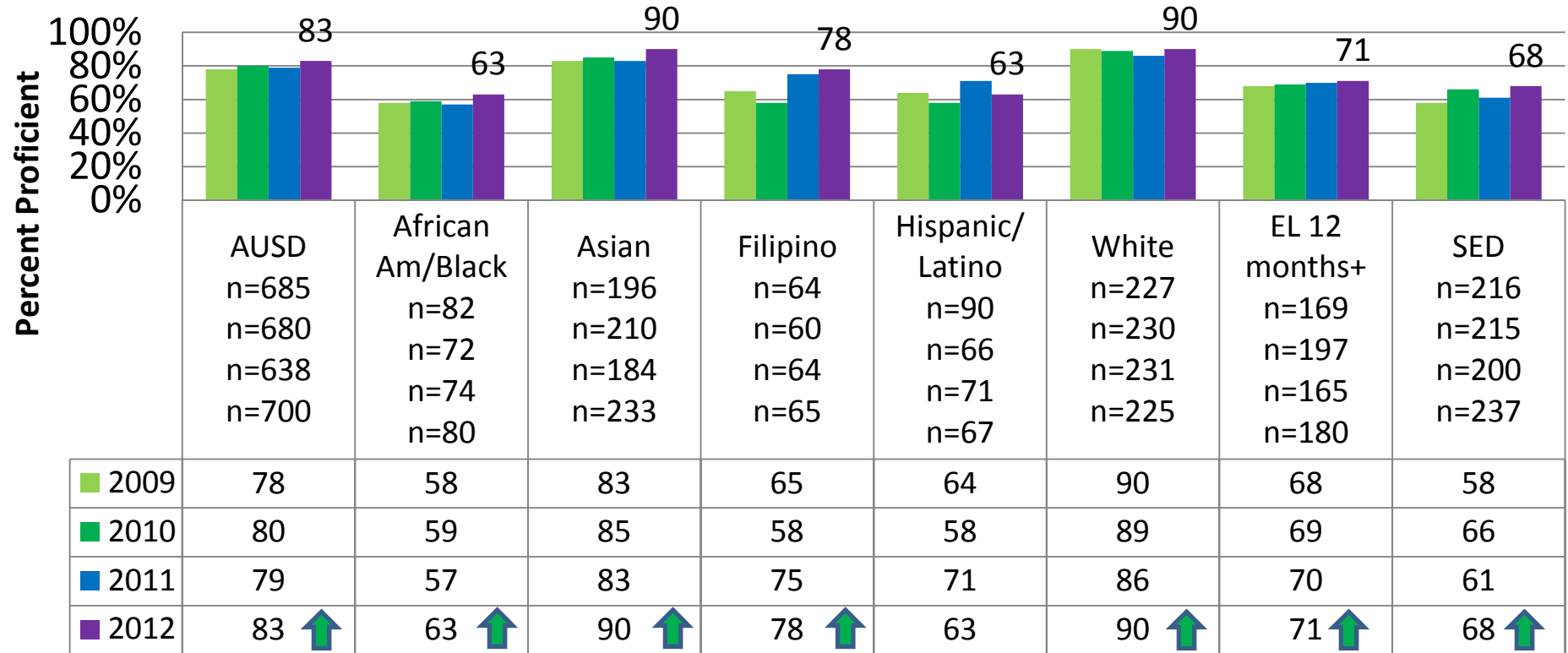
CST 3rd Grade Percent Proficient: 4 years by Subgroup



Key Point: Percent proficient district-wide increased 6%, and all significant subgroups increased between 4%-18% except Asian students who held steady at 91%.

Step 3: 4th Grade CST ELA Proficiency

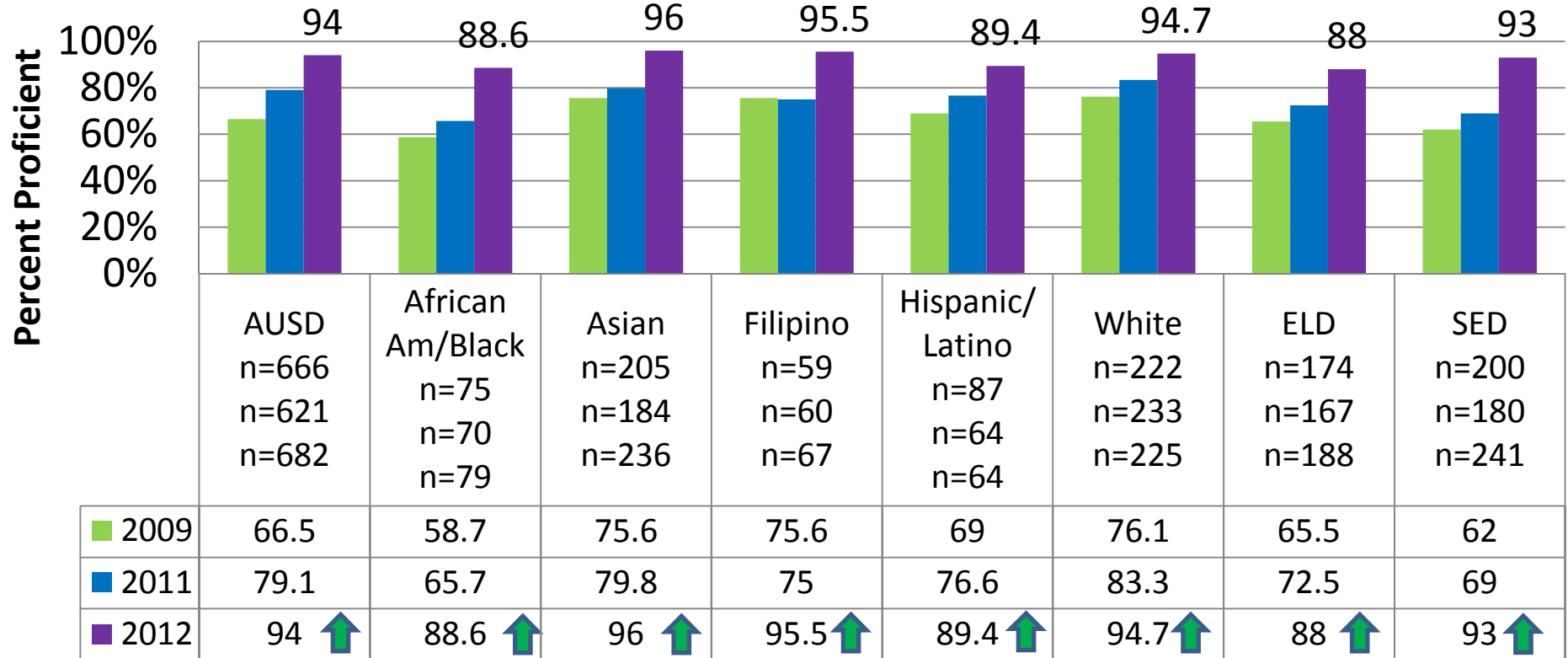
CST 4th Grade Percent Proficient: 4 years by Subgroup



Key Point: District-wide and in all but one subgroup, 4th grade students are showing an increase in their percent proficient. AUSD Socioeconomically Disadvantaged students increased 7%.

Step 3: 4th Grade CST Writing Proficiency

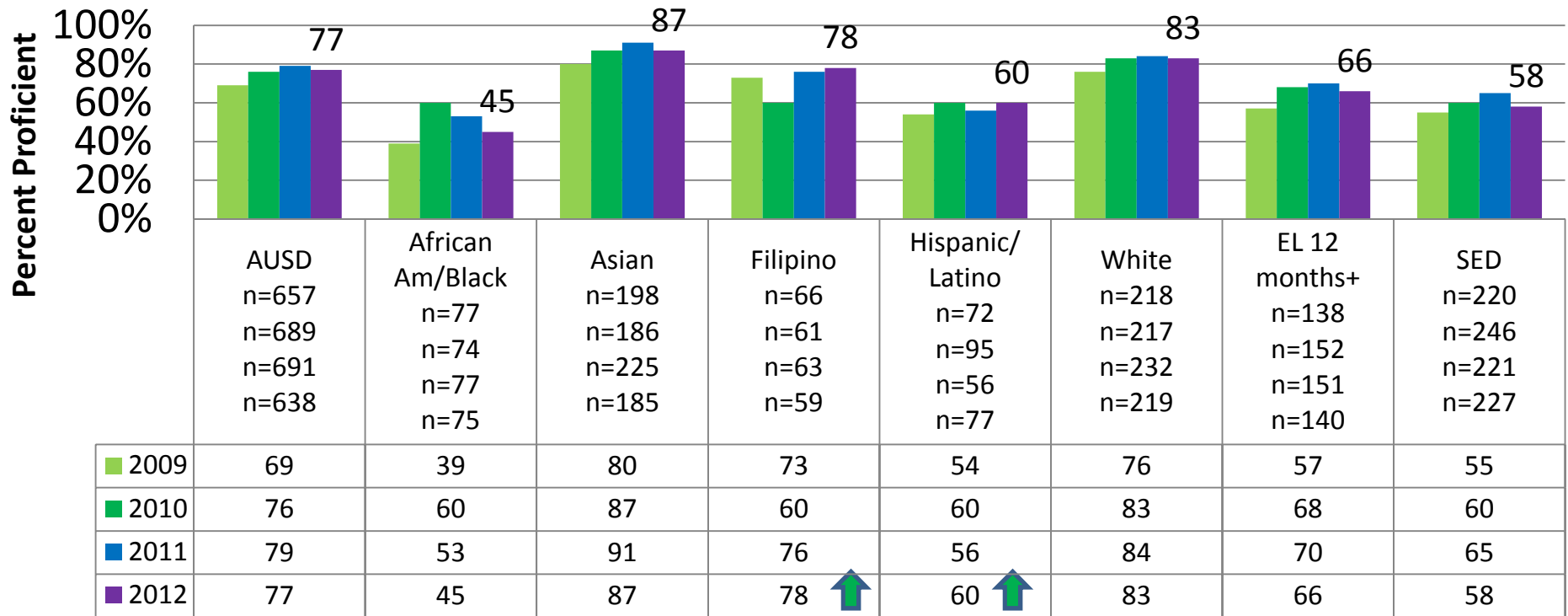
CST Writing Assessment 2009, 2011 & 2012



Key Point: District-wide and in all subgroups, 4th grade students increased in their percent proficient. The range was from 11.4% to 24%. The state-wide percent minimally proficient was 75%.

Step 4: 5th Grade Math Proficient & Advanced

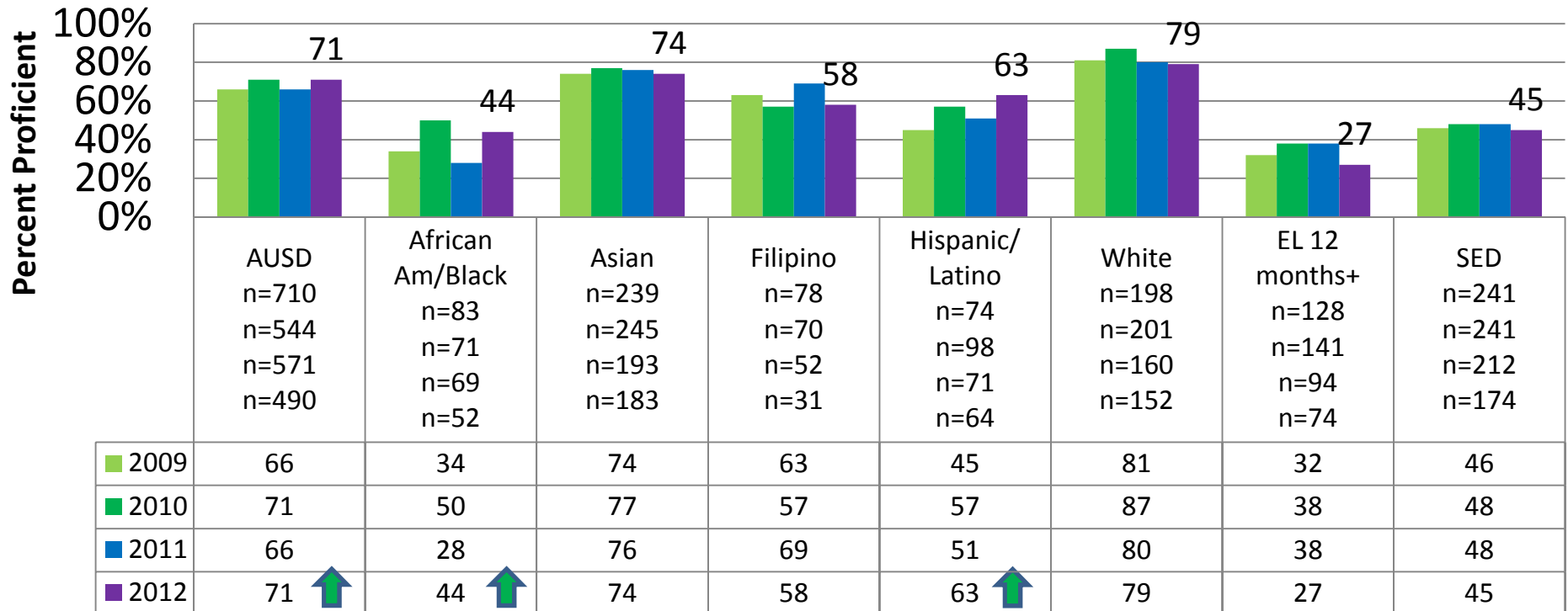
CST 5th Grade Percent Proficient: 4 years by Subgroup



Key Point: 5th grade percent proficient decreased as a district following increases for the previous three years. Subgroup performance has been inconsistent, and an achievement/service gap persists.

Step 5: 7th Grade ELA Proficient

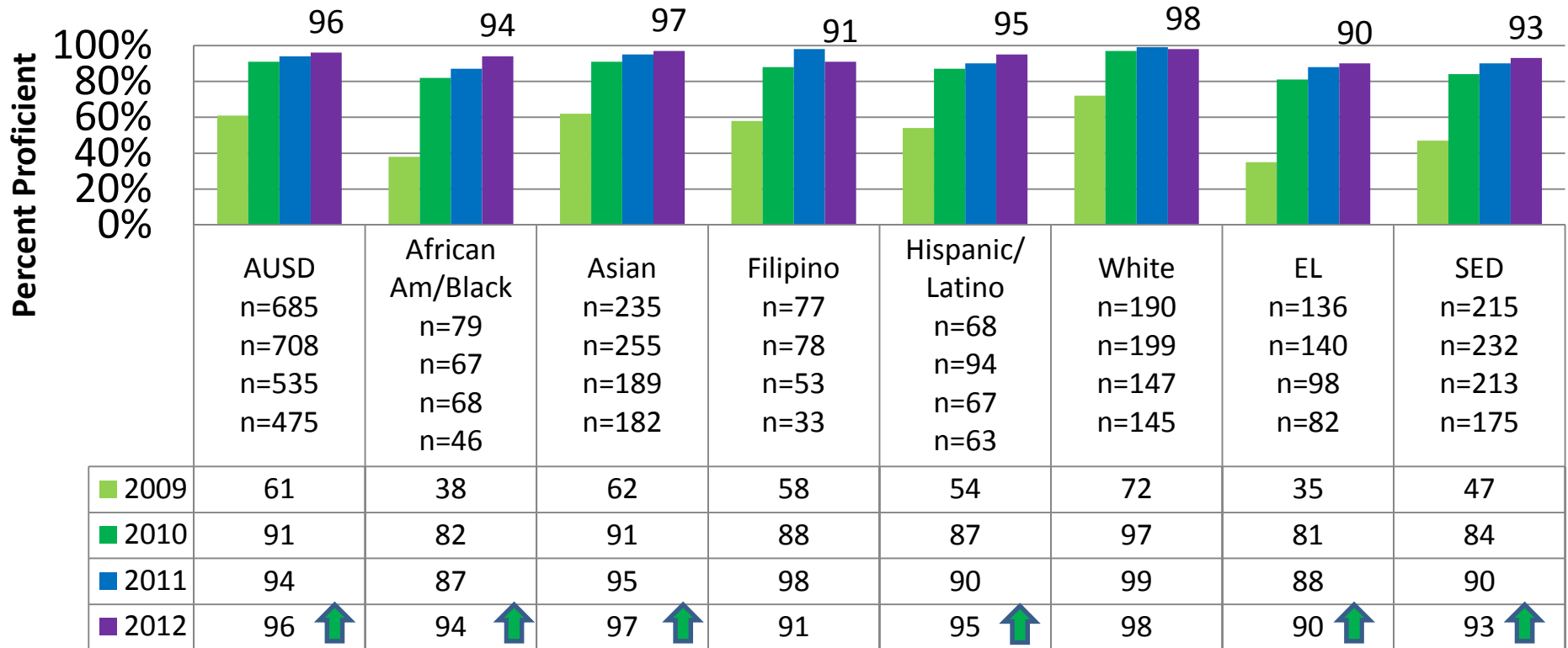
CST 7th Grade Percent Proficient: 4 Years by Subgroup



Key Point: This year showed increases district-wide and for some subgroups. African American/Black students increased 16% although they still are not at the 2012 proficiency level, and Hispanic/Latino students increased proficiency by 12%. Other subgroups continue to fluctuate in performance.

Step 5: 7th Grade Writing Proficiency

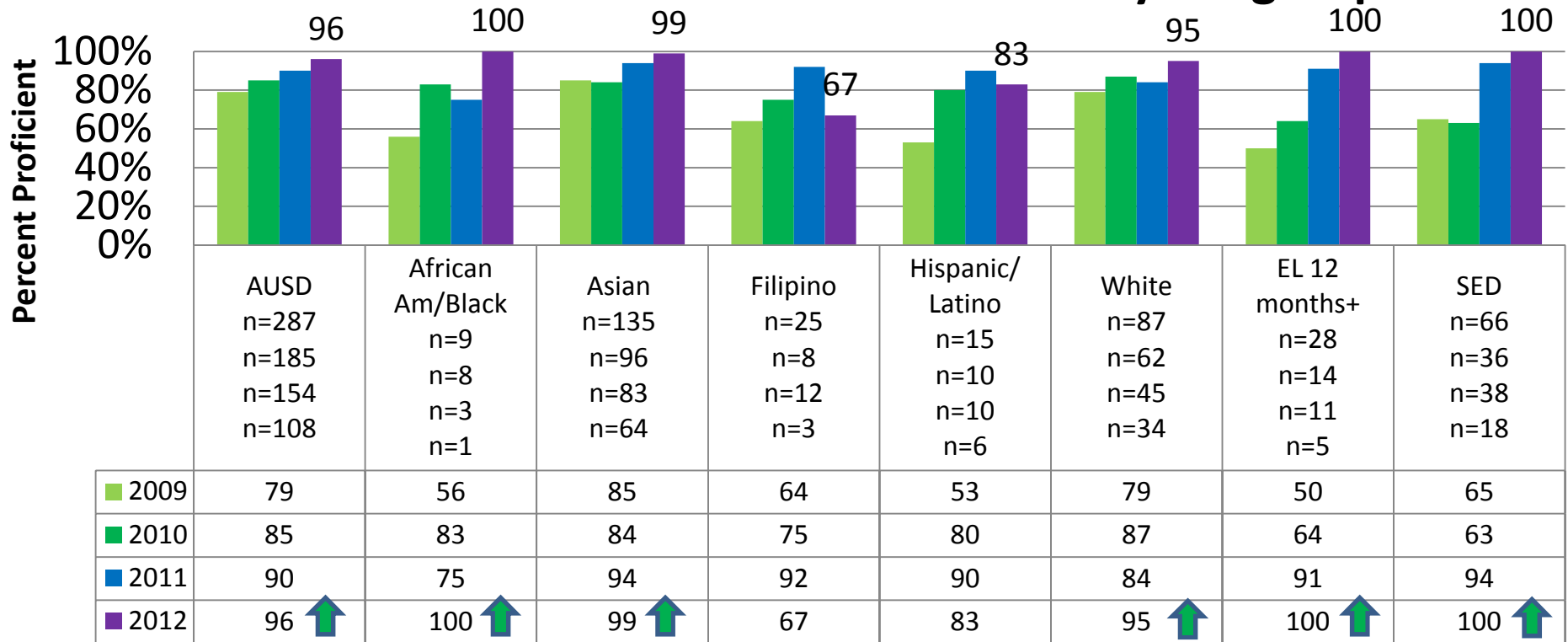
CST 7th Writing Assessment 2010, 2011 & 2012



Key Point: 7th grade writing proficiency continues to increase. Our lowest performing subgroup this year was the EL subgroup which reached 90%. The increase in writing scores corresponds to the use of IBD at middle school.

Step 6: Algebra 1 Proficient by 8th Grade

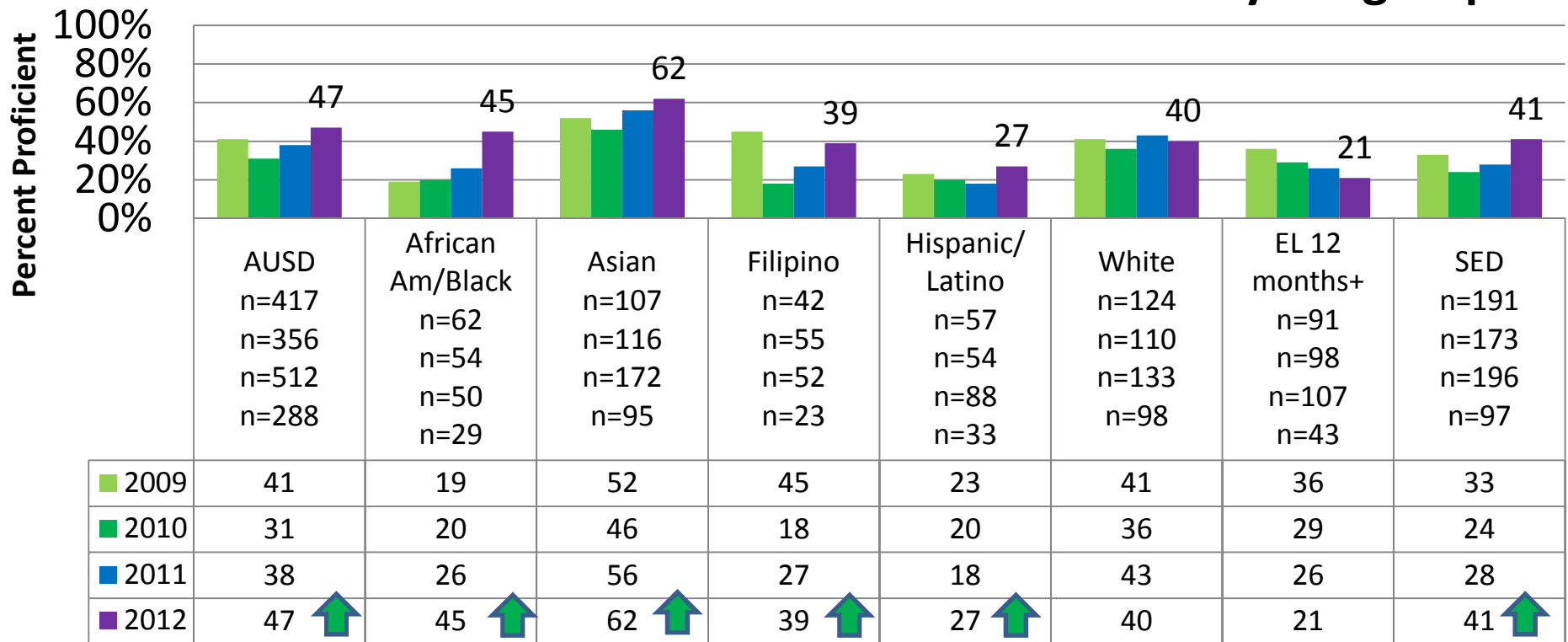
CST 7th Grade Percent Proficient: 4 Years by Subgroup



Key Point: AUSD has decreased the number of 7th graders accelerating into Algebra 1 district-wide and across subgroups and increased the overall performance of those students. During the placement process, we must be vigilant about giving opportunities to students within our significant subgroups.

Step 6: Algebra 1 Proficient by 8th Grade

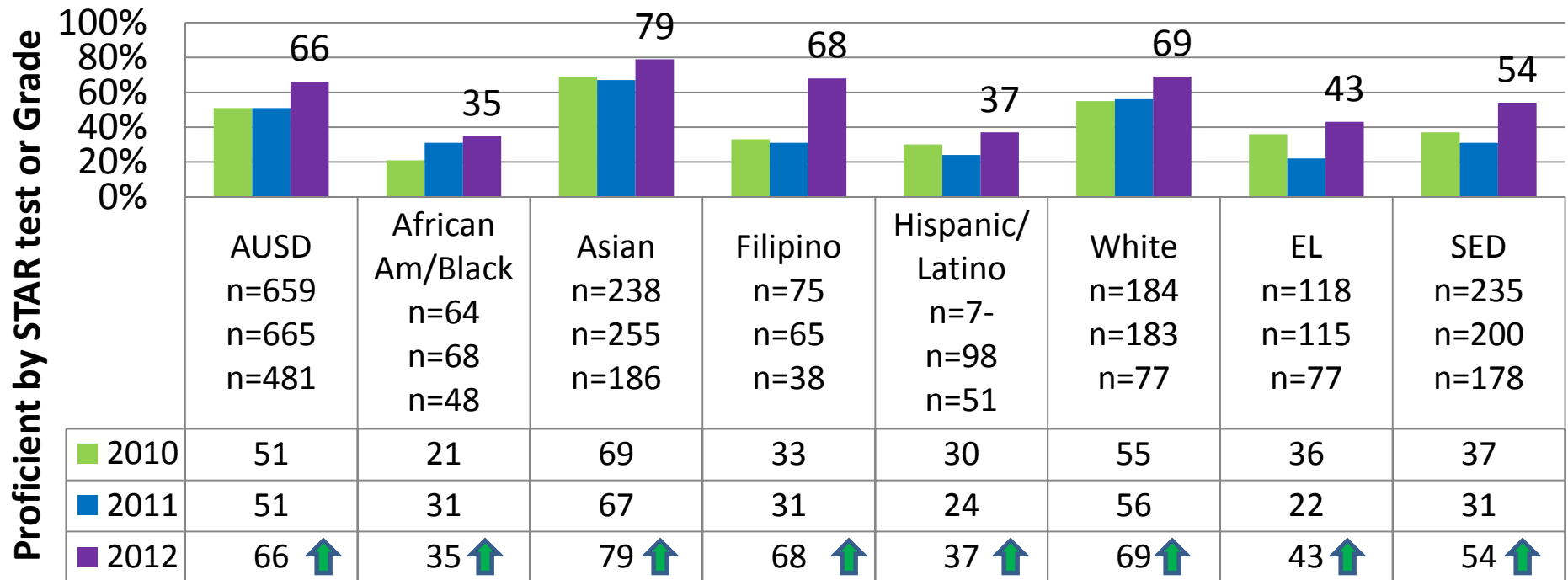
CST 8th Grade Percent Proficient: 4 Years by Subgroup



Key Point: AUSD 8th graders' proficiency rates increased this year. The African American/Black subgroup has shown consistent gain for three years. SED students also made a big jump, although these groups, as well as the English Learners, Filipino, and the Hispanic/Latino groups, continue to perform lower than their cohort peers. Numbers are lower in 2012 because the Academy of Alameda is no longer included in our data.

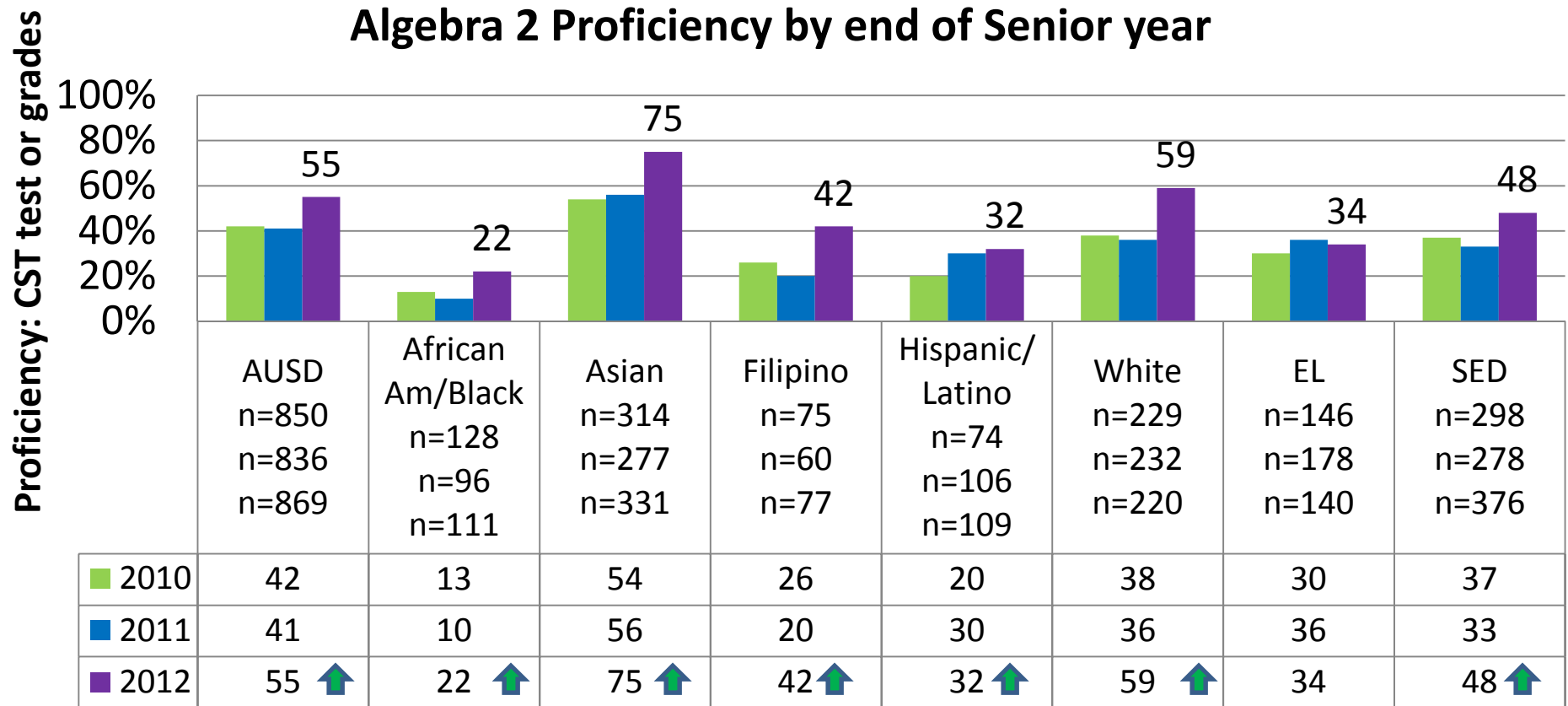
Step 6: Algebra 1 Proficient by 8th Grade

Algebra 1 Proficiency by 8th Grade: 3 Years



Key Point: Overall Algebra 1 proficiency by the end of 8th grade increased to 66% with increases in ALL significant subgroups. Numbers have dropped this year because the Academy of Alameda is no longer included in our data. Students who had a failing grade in the course but were proficient on the STAR are considered proficient in this chart.




Step 7: Algebra 2 Proficient by 11th Grade



Key Point: Numbers of students taking Algebra 2 in high school increased. All but one subgroup increased their proficiency. Again, we are concerned with disparities in math achievement. We need to support and encourage students towards increased math attainment.

Step 8: AP Class Taken






3 Year Comparison for 2010-11, 2011-12 & 2012-13

	AHS Class Enrollment	EHS Class Enrollment	Total AP Class Enrollment	Number of Students
2010-2011	1032	530	1562	682
2011-2012	1301	576	1877	731
2012-2013	1524 	549	2073 	797 

Key Point: The number of AP classes being taken has increased for the district and specifically at AHS.

Step 8: AP Class Taken


3 Year Comparison for 2009-2010, 2010-2011 & 2011-2012

	2010-2011	2011-2012	2012-2013
Black/African American	75	71	70
Asian/Asian American	760	884	967 
Filipino/Filipino American	100	136	164 
Hispanic/Latino	69	91	108 
Pacific Islander	11	12	12
White	433	292	543 
Totals for each year	1562	1877	2073 

Key Point: The numbers of students taking AP classes in most ethnicity groups have increased over the last three years, except for the Black/African American subgroup.

Step 8: AP Class Taken During High School

4 Year Comparison for 2008-09, 2009-2010, 2010-2011 & 2011-2012

	2008-09	2009-10	2010-11	2011-12
Number of Seniors taking at least one AP class during high school	24.4%	28.4%	32.6%	46.2% 
Total number of Seniors each year (registered at CBEDS)	870	895	836	869

Key Point: The number of students taking AP classes sometime during high school has been increasing over time, with an increase of 13.6% last year. Completing an AP class is considered a strong indicator of success in college.

Step 8: AP Exam Results




Exam Results for 2010, 2011 & 2012

	1	2	3	4	5	Total Tests	Number of Students
2010	182	240	349	329	294	1394	682
2011	146	266	363	383	298	1456	731
2012	193	288	454	389	327	1651	797
						Passing	
2010	13.1%	17.2%	25.0%	23.6%	21.1%	69.7%	
2011	10.0%	18.3%	24.9%	26.3%	20.5%	71.7%	
2012	11.7%	17.4%	27.5%	23.6%	19.8%	70.9%	

Key Point: AUSD students passed 71% of total AP exams taken in 2011-12. AUSD remains committed to increasing this success rate through supporting students in accelerated courses as we continue to encourage students to take rigorous courses.

Step 9 Part A: A-G Requirements

Percentage of Seniors meeting UC/CSU Required Courses

	2009-2010	2010-2011	2011-2012
Asian	53	44	56 
African Am/Black	20	12	9
Filipino	27	34	31
Hispanic/Latino	27	19	21 
White	41	42	42
AUSD	40	37	42 

Key Point: The percentage of AUSD students meeting UC/CSU A-G requirements increased this year. Two subgroups also increased over last year's percentages but are still not at the 2009-10 levels.

Step 9 Part B: CTE Concentrator & Capstone

Course	2010-11			2011-12			
	AHS	EHS	Total	AHS	EHS	Island	Total
Econ Bus Own	16		16	16			16
Intro Green Cons	22	31	53	24	16		40
Market Ed 1	20	11	31	50	25		75
Market Ed 2		15	15		15		15
TV/Media 1	33		33	33			33
TV/Media 2	8		8	8			8
Intro 2D Animation		30	30		13		13
Sport& Enter Marketing	11	15	26	10	10		20
Sport Med/Physical Th		6	6	20			20
Sound Engineer & Rec						8	8
Intro Video Gm Design		8	8		10		10
Grand Total	110	108	218	161	89	8	258

Key Point: East Bay ROP recently altered the CTE pathways in order to align them with workforce development needs. Many traditional trades coursed have been discontinued. AUSD school leaders are defining and refining new CTE pathways that meet 21st century local economic demands, namely in health occupations and digital media careers.

Step 10: Post Secondary Success

- AUSD staff is continuing to working on creating the systems to track, quantify and evaluate student success after graduation.
- This data will be used to inform the goals set using this report and align them to the our mission of ensuring all student are career and college ready when graduating from AUSD.
- Early Assessment Program (EAP) data is now used to help predict success in college. This is an extra set of questions taken by 11th graders during STAR testing. The results for 2011 and 2012 are shown.

Step 10: EAP Scores as Predictor of Post Secondary Success

		County	AUSD	African Am/Black	Asian	Filipino	Hispanic/Latino	White	EL 12 months +	SED
ELA Ready	2011	29	31	5	36	16	18	45	2	20
	2012	29	36↑	20	56↑	35↑	28↑	67↑	0	35↑
Alg II Ready/ Conditional	2011	24	31	8	41	24	25	31	32	26
	2012	25	26	25	30	34↑	14	20	27	32↑
HS Math Ready/ Conditional	2011	88	88		90	80	92	87	84	89
	2012	93	90↑	73	94↑	86↑	78	88↑	86↑	89
Math Total Ready/ Conditional	2011	62	71	29	81	54	54	72	57	66
	2012	66	75↑	45	85↑	69↑	48	73↑	56	73↑

Key Point: AUSD showed an increase in ELA scores as well as HS Math Readiness (Pre-Calculus and Calculus) and overall in math. However, we need to increase participation rates in the EAP so our readiness percentages ensure students have options for career and college.

Senior Plans – Class of 2012

	% 2012 Class			# 2012 Class		
	AHS	EHS	ASTI	AHS	EHS	ASTI
Total				334	220	
UC	29	17	32	98	37	12
CSU	20	33	26	68	71	10
CA Private	2	12	13	9	26	5
Out of State	12	17		39	35	
Community College	28	56	29	92	124	11
Trade Schools	1	10		1	22	
Military	2	6		6	12	
Job	1			2		
Travel	2			6		
Undecided	3			13		

Key Point: AUSD is starting to put together a system to track seniors as they leave high school. We need to improve the response rate of our seniors and develop a system for collecting data again after two years post graduation.

10 Steps to Success: Performance Targets

Goal 1: Proficiency	Baseline				Annual Targets		
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Step 1: K-1 st Grade Reading Read Percent Proficient	88	89	88	93 (89)*	94	95	
Step 2: 3 rd Grade Math Percent Proficient & Advanced	79	82	80	86 (81)*	88	90	
Step 3: 4 th Grade ELA Percent Proficient & Advanced	78	80	79	83 / 94 (81)*	85	87	
Step 4: 5 th Grade math Percent Proficient & Advanced	69	76	79	77 (81)*	81	83	
Step 5: 7 th Grade Reading & Writing Percent Proficient & Advanced	66	71	66	71/96 (68)*	74	76	
Step 6: 8 th Grade Algebra 1 Percent Proficient & Advanced by promotion		51	51	66 (63)*	68	70	
Goal 2:	Baseline				Annual Targets		
College & Career Readiness	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Step 7: 11 th Grade Algebra 1 Percent Proficient & Advanced		51	51	55 (53)8	57	59	
Step 8A: AP Class Taken Percent enrolled in at least 1 class	24.4	28.4	32.6	46.2(34.6)*	48	50	
Step 8B: AP Exams Passed Total percent of exams passed		70	72	71 (74)*	74	76	
Step 9A: A-G Requirements Percent completing all	53	54	40	42 (42)*	45	50	
Step 9B: CTE Capstone Class Number and Percent completion		81	29	---	35	50	
Step 10: Post Secondary							

Key Point: AUSD students reached performance targets in Steps 1, 2, 3, 5, 6, 7 and 9A. We did not have targets for 9B, and information for 8A is still being analyzed. The decrease in 5th grade math is being researched further, as well as looking at how to better prepare students to pass AP exams.

Next Steps

- We need to clarify targets for the coming years for 2012-13, 2013-14, and 2014-15.
- Staff are working to analyze data and identifying areas of program strength and areas for improvement.
- Site administrators are using district goals to inform their own site goals.
- Now that we have two years of this performance management system, staff is examining this and other data to evaluate our goals and developing systems to support achievement.