

BOARD AGENDA ITEM

F-8

Meeting Date: October 11, 2011

Item Title: Presentation of Alameda Unified School District Ten Steps to Success for College and Career Readiness Benchmark Data

Item Type: Information

BACKGROUND: AUSD staff has been working on devising measurable outcomes and student performance metrics by which AUSD and the community can track our progress toward and set ongoing systemic goals for preparation of students for college and career success. Tonight we present steps six to ten of the Ten Steps to Success component of our performance management system.

FISCAL ANALYSIS: Not Applicable

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

RECOMMENDATION: 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. 7. All employees must receive respectful treatment and professional support to achieve district goals.

Submitted by: Sean McPhetridge, Assistant Superintendent

Approved for Submission to Board of Education


 Kirsten Vital, Superintendent

10 Steps to Success

Milestones for Career & College Readiness
October 11, 2011

10 Steps to Success

➤ Background:

Last year 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 management system.

➤ Purpose of tonight's presentation:

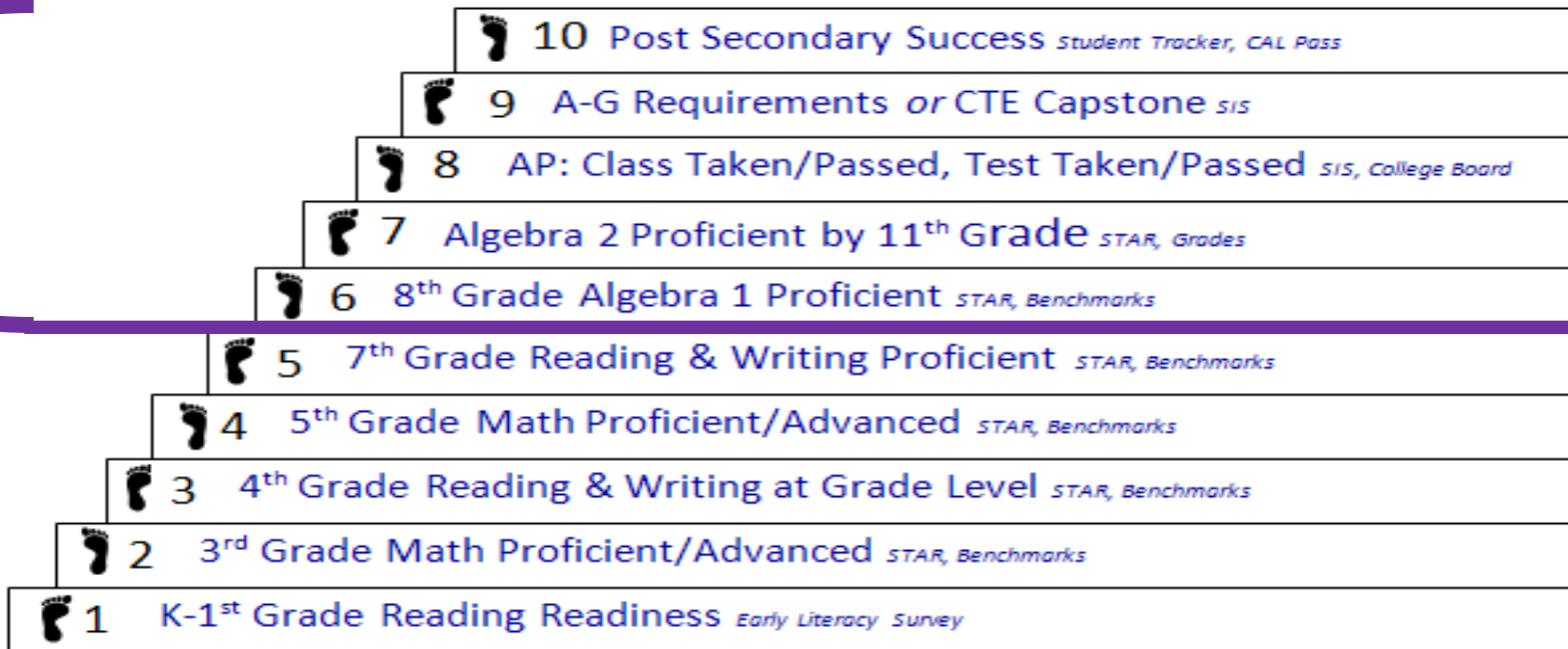
1. To present metrics six to ten of Ten Steps to Success
2. To present the identified metrics with the intent that they will be used to review performance and set goals
3. To discuss next steps and challenges in gathering and reporting data

10 Steps to Success



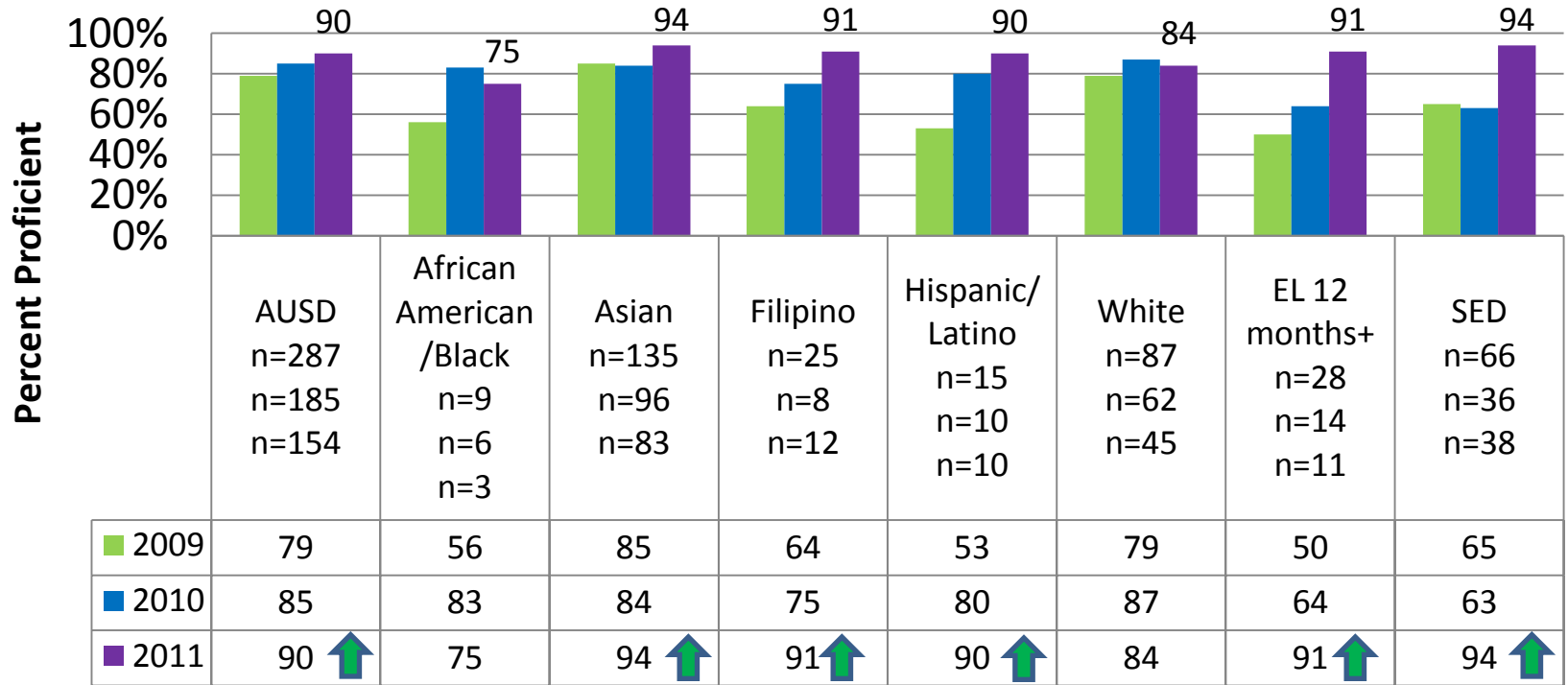
10 Steps to Success

Milestones for Career and College Readiness



Step 6: Algebra 1 Proficient by 8th Grade

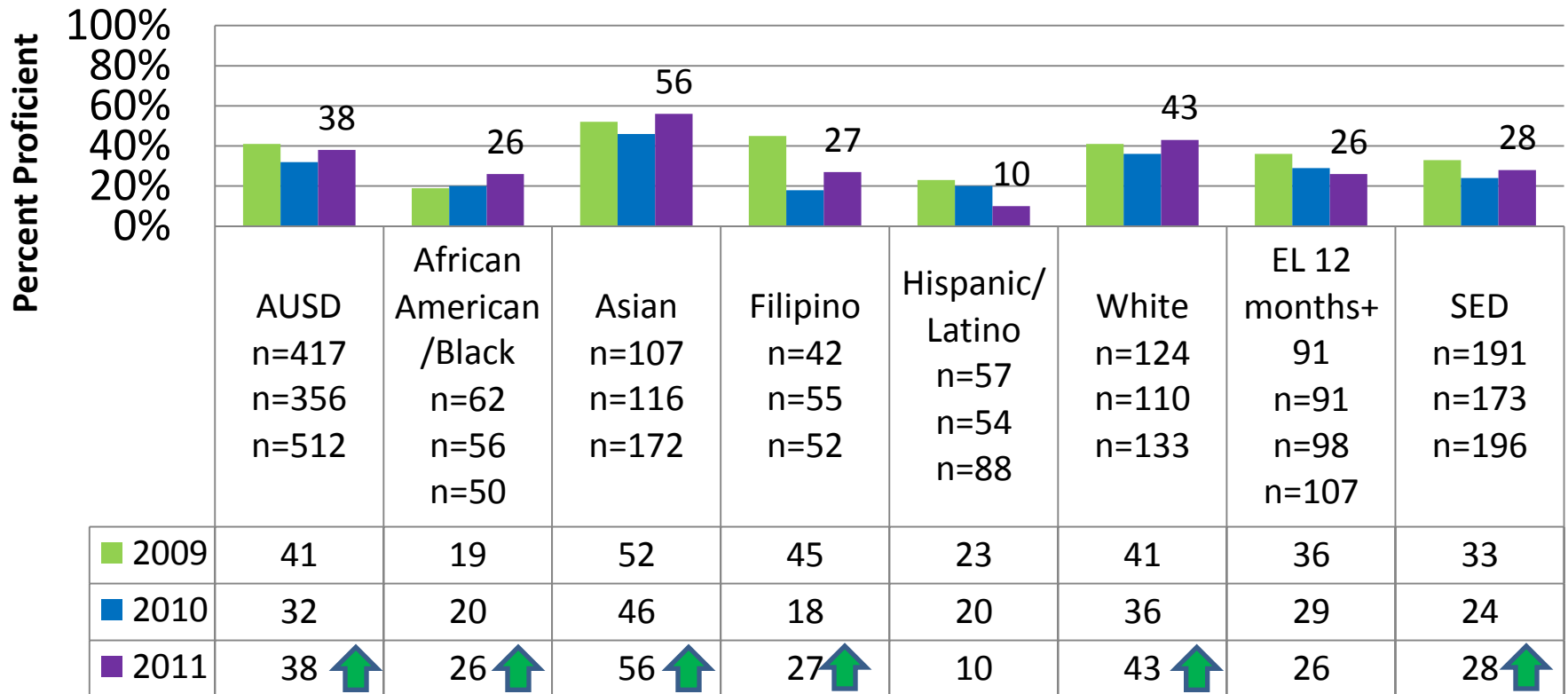
3 Years of 7th Grade Results for 2009-2011



Key Point: AUSD has decreased the number of 7th graders accelerating into Algebra 1 districtwide 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

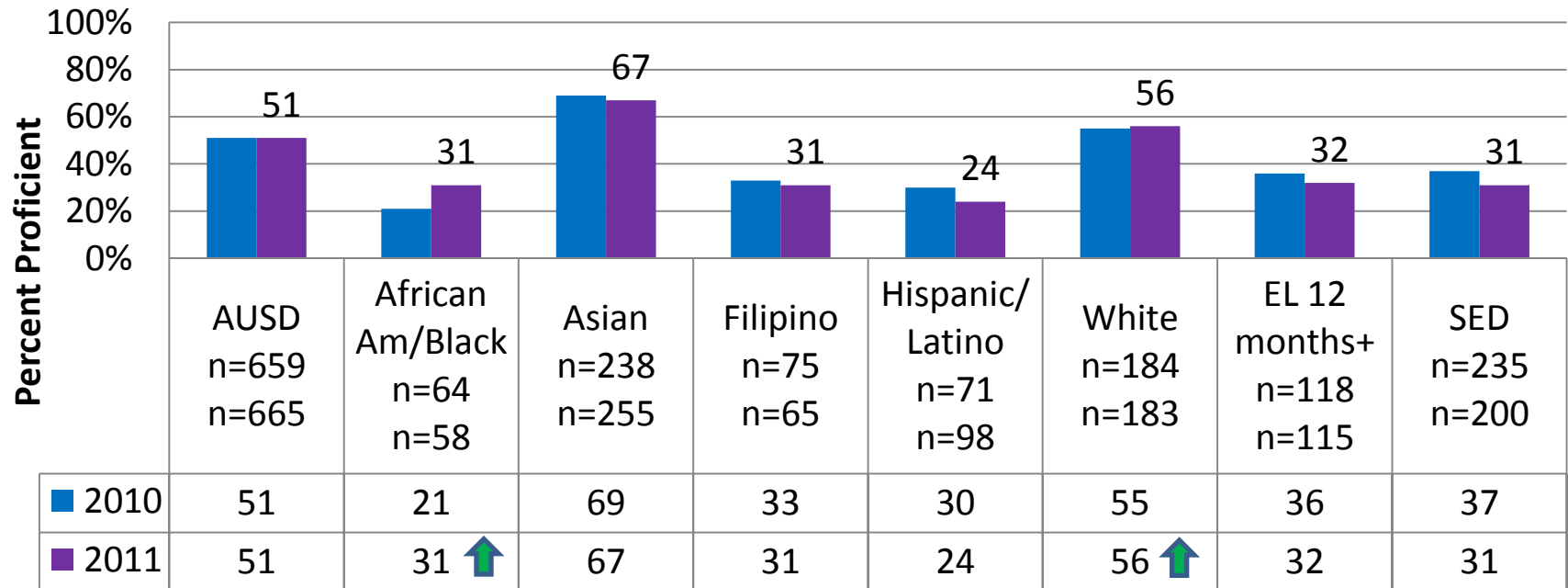
3 Years of 8th Grade Results for 2009-2011



Key Point: AUSD 8th graders' proficiency rates have fluctuated over the last 3 years. The African American subgroup has shown consistent gain, although this group, English Learners, and the Hispanic/Latino group continue to perform lower than their cohort peers.

Step 6: Algebra 1 Proficient by 8th Grade

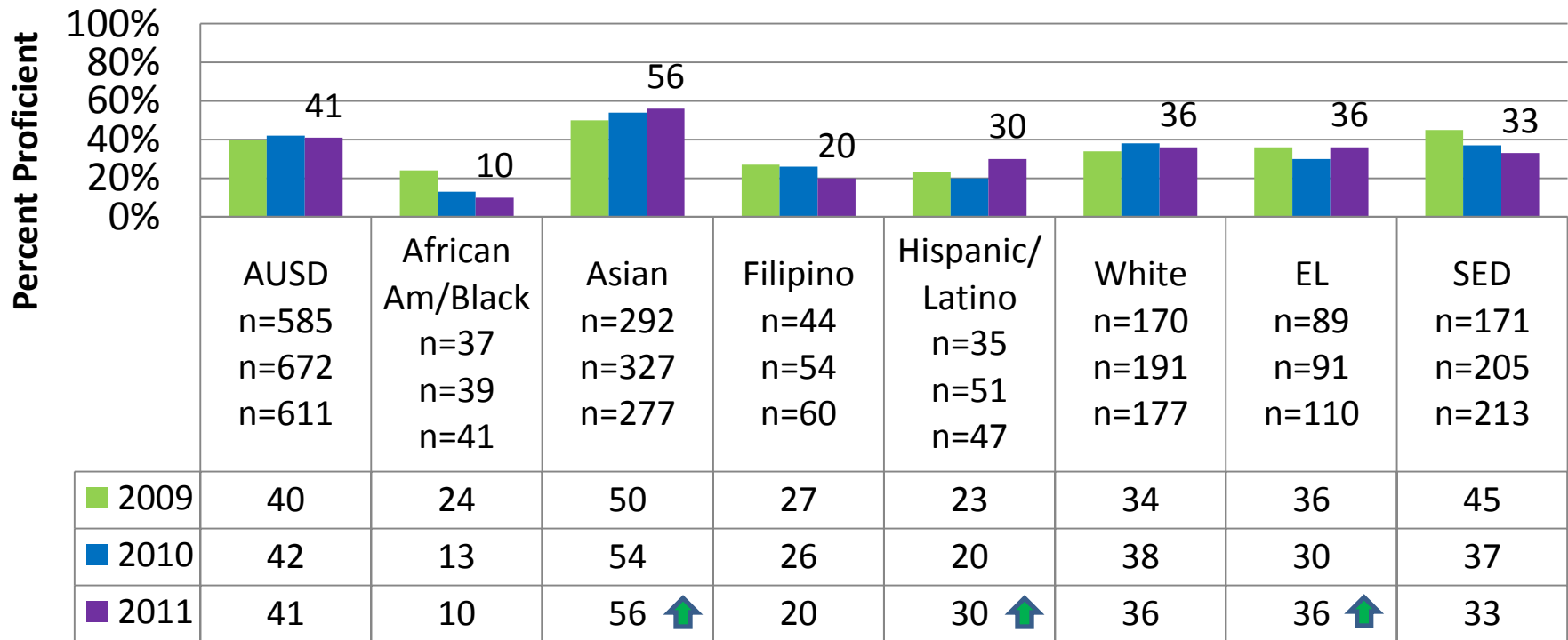
2 Years of Proficiency by 8th Grade for 2010 & 2011



Key Point: Overall Algebra 1 proficiency by the end of 8th grade holds at 51%. African Americans have shown a slight increase in the last two years. Other groups have shown a slight decline. This rate is up slightly from 2009 when end of year 8th graders were approximately 49% proficient.

Step 7: Algebra 2 Proficient by 11th Grade

3 Years of Algebra 2 Proficiency for 2009, 2010 & 2011



Key Point: Numbers of students taking Algebra 2 have fluctuated. Some subgroups have increased their proficiency over the last 3 years. Again, we are concerned with disparities in math achievement. We need to support students in their aspirations for increased math attainment.

Step 7: Algebra 2 Proficient by 11th Grade

2 Years of Algebra 2 Proficiency by Significant Subgroup

Subgroup	2009-2010		2010-2011	
	Percent of total who took class	Percent who took class and passed	Percent of total who took class	Percent who took class and passed
Asian	87	49	85	52
Black/African American	30	23	48	17
Filipino/Filipino American	60	20	60	30
Hispanic/Latino	50	22	50	22
White	62	34	67	40
EL	55	34	55	31
SED	60	35	64	37
Total of all students	65	39	67	42

Key Point: The number of students taking Algebra 2 and passing it by 11th grade increased over the last 2 years, as did the SED subgroup. Black/African Americans increased their percentage taking the course but did not improve their proficiency. The Filipino subgroup kept a similar participation rate and increased proficiency. The Asian group dropped participation slightly but increased proficiency. Green indicates an increase.

Step 8: AP Class Taken/Passed

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


	AHS Total	EHS Total	Total Enrollment in AP	AHS	EHS	AHS % Enrolled	EHS % Enrolled
2009-2010	1904	1072	728	470	258	25%	24%
2010-2011	1867	1039	827	526	301	28%	29%
2011-2012	1864	1094	967	622	345	33%	32%

Key Point: Despite a drop in total school enrollment numbers at AHS and some fluctuation at EHS, the number of students taking AP classes has increased for the district as a whole as well as at each site.

Step 8: AP Class Taken/Passed

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







	1 AP Course	2 Courses	3 Courses	4 Courses	5 Courses	6 Courses
2009-2010	346	182	121	64	15	
2010-2011	407	202	141	67	9	1
2011-2012	415	244	210	77	20	1



Key Point: The number of AUSD student taking multiple AP classes has also increased over the last few years. Also, taking multiple courses does not necessarily adversely affect exam grades. Many students taking 4, 5 and 6 classes earned 4s and 5s on their exams.

Step 8: AP Class Taken/Passed

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

	2009-2010	2010-2011	2011-2012	
American Indian or Alaska Native	3	3	3	
Black/African American	36	44	48	
Asian/Asian American	387	425	472	
Filipino/Filipino American	52	58	89	
Hispanic/Latino	41	47	56	
Pacific Islander	5	8	7	
White	203	242	292	
Other	1			
Totals for each year	728	827	967	

Key Point: The numbers of students taking AP classes in most ethnicity groups have increased over the last three years.

Step 8: AP Class Taken/Passed

2 Year Comparison for 2009-2010, 2010-2011

AP Letter Grades 2009-2010	Number of Students	AP Letter Grade 2010-2011	Number of Students
A	658 (47%)	A	720 (48%)
B	501 (36%)	B	498 (33%)
C	207 (15%)	C	203 (14%)
D	31 (2%)	D	45 (3%)
F	6 (0.4%)	F	15 (1%)
P	1 (0.07%)	NM	6 (.4%)
Grand Total	1404	P	9 (0.6%)
Pass Rate: 99.5%	C or Above: 97%	Grand Total	1496
		Pass Rate: 98.5%	C or Above: 98.5%

Key Point: The number of students taking AP increased by 6.5%, while the number of students receiving an “A” grade increased by 9.5%. Student pass rates dropped slightly with the large increase in AP enrollment.

Step 8: AP Class Taken/Passed, Exam Taken/Passed

Exam Results by Subject for 2009-2010

Alameda Unified School District (D201591) Total Students: 682; Total Schools: 2

District Totals by Score

Score	Stu Art 2D	Eng Lang Comp	Eng Lit Comp	Euro Hist	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Calc BC	Comp Sci A	Stat	Biol	Chem	Env Sci	Phys B	Phys C: E M	Phys C: Mech	Chin Lang	Fren Lang	Germ Lang	Span Lang	Span Lit	Total Exams	% of Total Exams
5		27	18	41				14	31	1	48	35	6	16	12	5	12	4	5	8	3	3	1	4		294	21.1
4	1	34	32	36	1	1		30	32	1	27	5	6	34	5	12	39	5	3	5		10		10		329	23.6
3	1	37	40	36	1		5	37	27	4	21	11	12	20	11	8	31	13	7	6		14		6	1	349	25.0
2	9	32	30	15				9	20	7	15		1	21	14	7	31	5	1	2				21		240	17.2
1	4	10		18	1	1	3	4	5	9	23	1	3	11	22	20	33	4	2					8		182	13.1
Total	15	140	120	146	3	2	8	94	115	22	134	52	28	102	64	52	146	31	18	21	3	27	1	49	1	1,394	100.0

Key Point: AUSD students passed 70% of the total AP exams taken in 2009-2010.

Step 8: AP Class Taken/Passed, Exam Taken/Passed

Exam Results by Subject for 2010-2011

Alameda Unified School District (D201591) Total Students: 731; Total Schools: 3

District Totals by Score

Score	Art Hist	Mus Theo	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Euro Hist	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Calc BC	Comp Sci A	Stat	Biol	Chem	Env Sci	Phys B	Phys C: E M	Phys C: Mech	Chin Lang	Fren Lang	Span Lang	Total Exams	% of Total Exams
5	1				33	14	39			2	14	33		51	34	13	10	7	6	9	9	5	5	4	3	6	298	20.5
4		1			38	38	39				23	38	1	29	17	9	27	8	16	50	19	3	7		7	13	383	26.3
3			2	1	54	37	42			3	27	11	6	23	3	4	41	16	12	35	13	6	4		10	13	363	24.9
2			1		43	30	16		2	2	27	17	7	7			29	9	11	40	6	6	4		4	5	266	18.3
1					7	1	18	1		1	12	6	3	13		4	26	13	11	19	2	1		1	7	146	10.0	
Total	1	1	3	1	175	120	154	1	2	8	103	105	17	123	54	30	133	53	56	153	49	21	20	4	25	44	1,456	100.0

Key Point: AUSD students passed 72% of total AP exams taken in 2010-2011. Of the students who took more than one test this past year, 74% passed at least one of those tests, and 77% passed an AP exam at some point during high school. This is a celebration, but AUSD remains committed to increasing this success rate by promoting programs of support as we continue to challenge students to take rigorous course work.

Step 8: AP Class Taken/Passed, Exam Taken/Passed

2010-2011 Grades									
Group-Not Hispanic /Latino	A	B	C	D	F	NM	P	Grand Total	% of D,F,NM
American Indian or Alaskan Native	2	2						4	0%
Black or African American	9	25	18	3	2	2	1	60	12%
Filipino	23	37	27	9	1	1		98	11%
Asian	442	289	81	17	9	2	5	845	2%
Pacific Islander		3	7	1	1			12	17%
White	228	122	54	12	2			418	3%
Total Not Hispanic/Latino	704	478	186	42	15	5	7	1437	4%
Group-Hispanic/Latino Yes	A	B	C	D	F	NM	P	Grand Total	% of D,F,NM
American Indian or Alaskan Native			1					1	0%
Black or African American	1		1					2	0%
Filipino	1	2	1					4	0%
Asian		1	2				1	3	0%
White	14	17	12	3		1	1	48	8%
Total Yes Hispanic/Latino	16	20	17	3		1	2	59	7%
Total	720	498	203	45	15	6	9	1496	4%

Key Point: 96% of AUSD students passed their AP classes last year. There is a disproportionate number of African Americans, Filipino and Pacific Islanders who did not pass their AP classes.

Step 9 Part A: A-G Requirements

A-G courses are required for entrance into the California State University and University of California systems, and completion of these requirements creates a strong foundation for post-secondary educational success. 11 units must be completed by the end of 11th grade.

Requirement Letter	Subject	Requirements
a	History/ Social Science	2 units: One year World History, one year U.S. History
b	English	4 units: Four years of college preparatory composition and literature
c	Mathematics	3 units: Three years of college preparatory mathematics (four years recommended)
d	Lab Science	2 units: Two years of laboratory science (three years recommended) -must be 1) Biology and 2) Chemistry or Physics
e	Language (not English)	2 units: Two years of a single language other than English (three units recommended)
f	Visual & Performing Art	1 unit: One year of either dance, drama/theater, music or visual art
g	College Prep Elective	1 unit: One year additional of UC-approved a-f courses, CTE course, etc
		15 units total

Step 9 Part A: A-G Requirements

AUSD Requirements

Letter	Subject	UC/CSU Requirements	AUSD Requirement
a	History/ Social Science	2 units: One year World History, one year U.S. History	Same + ½ yr Am Gov't, ½ yr Economics
b	English	4 units: Four years of college preparatory composition and literature	Same
c	Mathematics	3 units: Three years of college preparatory mathematics including Algebra 2 (four years recommended)	2 Years with Algebra 1 needed
d	Lab Science	2 units: Two years of laboratory science (three years recommended)	2 years including 1 yr life science and 1 year physical science
e	Language (not English)	2 units: Two years of a single language other than English(three units recommended)	1 year in at least 2 out of 3 of: VAPA ROP/Vocational Education World Language
	Visual & Performing Art	1 unit: One year of either dance, drama/theater, music or visual art	
g	College Prep Elective	1 unit: One year additional of UC-approved a-f courses, CTE course, etc	2 years PE (also a state requirement) ½ year Current Life
		15 units total	

Step 9 Part A: A-G Requirements

AUSD Grad Requirements

UC/CSU A-G Requirements

-2 Years Math
-2 Years of
VAPA, ROP,
and/or World
Language
-Life & Physical
Sciences
- PE

History
English
Elective
Science

-3+ Years Math
-1 Year of VAPA,
2 Years World
Language

-Biology &
Chemistry or Physics
-No PE

Key Point: UC/CSU A-G requirements are more rigorous than those of AUSD.

Step 9 Part A: A-G Requirements

Percentage of Seniors meeting UC/CSU Required Courses

	2007-2008 State	2007-2008 County	2007-2008 AUSD	2008-2009 State	2008-2009 County	2008-2009 AUSD	2009-2010 State	2009-2010 County	2009-2010 AUSD
Asian	59	63	65	60	64	70	60	68	53
Black or African American	23	27	34	27	32	36	29	30	20
Hispanic/Latino	23	32	43	26	32	25	27	34	27
Filipino	45	50	44	46	48	45	48	49	27
White	40	53	55	41	50	54	41	51	41
Grand Total	34	47	53	35	47	54	36	48	40

Key Point: The percentage of AUSD students meeting UC/CSU A-G requirements is in a decreasing trend districtwide and for almost all significant subgroups (circled numbers). Also, some subgroup percentages are lower than those of California (dark red numbers). Because our goal is to ensure all students have options for career and college, this is a topic of serious concern.

Step 9 Part B: CTE Concentrator & Capstone

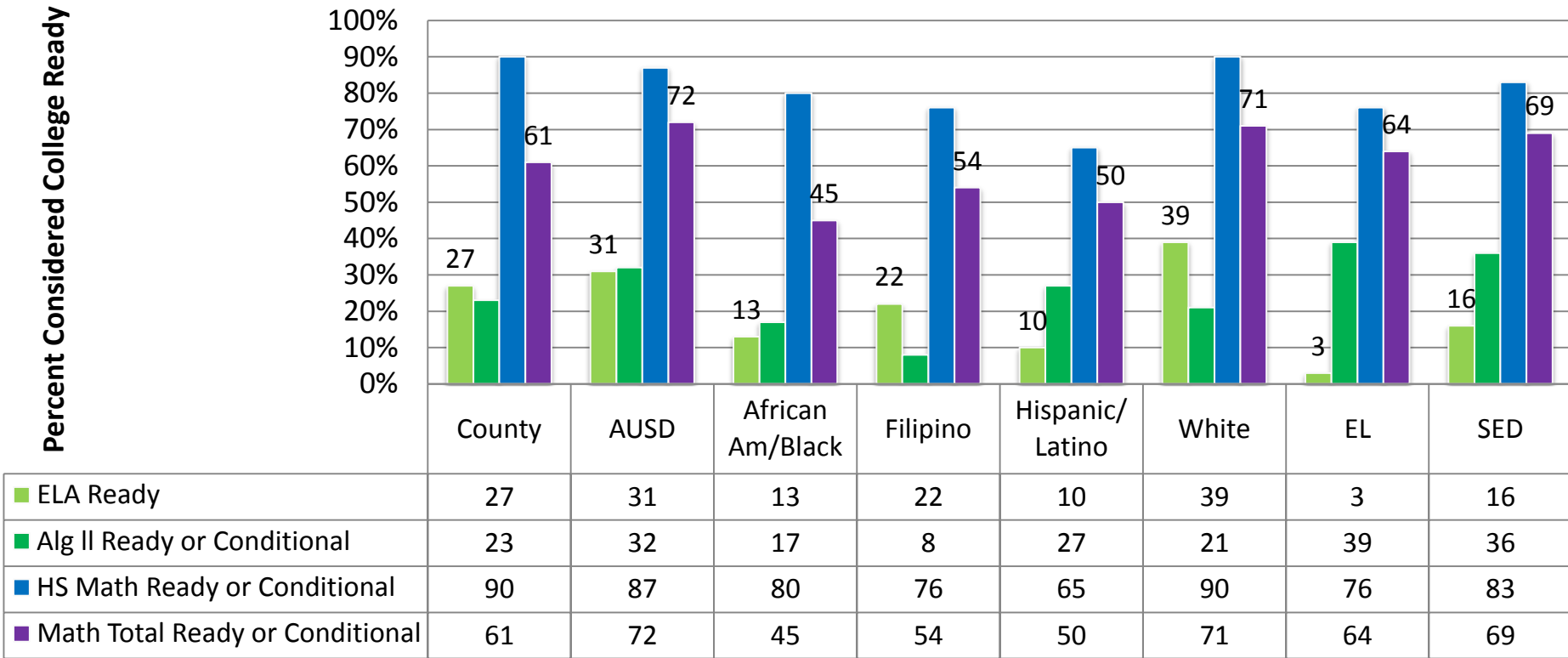
Course	2009-2010			2010-2011		
	AHS	EHS	Total	AHS	EHS	Total
Auto Tech 2	1	4	5		2	2
Dev Psych Child2	11	10	21	4		4
Market Ed 2	17	13	30		15	15
TV/Media 2	19		19	8		8
Video Gm Des 2	6		6			
Grand Total	54	27	81	12	17	29

Key Point: East Bay ROP radically altered the CTE pathways these past few years in order to align them with workforce development needs. Currently AUSD school leaders are working at refining and defining 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 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 students 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 2010 are shown. 2011 results are not yet available.

Step 10: EAP Scores as Predictor of Post Secondary Success



Key Point: Last year, AUSD performed higher than the county in all areas except High School Math (pre-calculus, calculus & statistics) on the EAP. However, our percentages are low if our goal is to ensure students have options for career and college.

Next Steps

One to two more presentations will be made during the year as important data becomes available. The presentations will include:

1. A report on final results for UC/CSU requirements met by our 2011 graduates
2. 2011 EAP test results
3. AUSD benchmark performance
4. Information about annual targets and strategies for achieving these targets
5. A Board workshop on AUSD high school graduation requirements will be scheduled in December