

BOARD AGENDA ITEM

F-3

Meeting Date: November 29, 2011

Item Title: School Update and Progress Reports (SUPR): Tiering of Instructional Resources

Item Type: Information

BACKGROUND: Under the direction of the Board of Education and in adherence with AUSD's Master Plan and Guiding Principles, AUSD staff have developed a performance management system by which to gauge district, school and student performance in order to refine ongoing systemic goals for the district's continuous improvement efforts.

Tonight staff will present the AUSD School Update and Progress Report (SUPR) allowing the Board to review the process by which we will identify areas of strength and challenge in order to align our resources to match need.

FISCAL ANALYSIS: Not Applicable

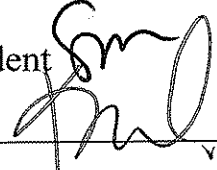
- General Fund
 - Categorical Funds
 - Parcel Tax Funds
- \$ _____ [Savings] [Cost]
_____ Department Budget

RECOMMENDATION: Information Only

AUSD Guiding Principles: 3. Administrators must have the knowledge, leadership skills and ability to ensure all students succeed. 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



Kirsjen Vital, Superintendent

Alameda Unified School District

School Update and Progress Report (SUPR)

November 29, 2011

Alameda Unified School District

Guiding Principles

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

Performance Management System

- Scorecards (to gauge district office service delivery)
- 10 Steps to Success (to gauge college and career readiness)
- ***SUPR: School Update and Progress Report***
 - *Student demographics, mobility, attendance*
 - *Teacher qualifications, mobility*
 - *State, Federal, and local indicators*
 - *Snapshot of current state of school performance*
 - *Growth over time to show progress being made*
 - *Performance relative to other schools*

School Update and Progress Report

- Standardized set of quality indicators
- Focus
 - Demographics and teacher qualification
 - Student performance
 - Student growth
 - School progress and accountability
- Identify areas of strength and challenge
- Alignment of resources to match needs

SUPR Tiering


- Allocation of resources must support our vision, mission, and guiding principles
- Using SUPR to gauge performance and determine resource alignment, we designate

Strong Performance

Monitor

Area of Concern / Focus

SUPR Example: Haight Elementary



AUSD
ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

AUSD School Update and Progress Report

School: **HAIGHT ELEMENTARY**
District: **ALAMEDA CITY UNIFIED SCHOOL DISTRICT**
Principal: **Richard Aguirre**
Tel: **(510) 743-4005**
Grades: **K-5**

AUSD School Update and Progress Report (SUPR)

The Alameda Unified School District has developed the AUSD School Update and Progress Report (SUPR) as an integral part of the Board of Education's effort to raise learning standards for all students through development and refinement of a dynamic performance management system. The SUPR provides information to the public on current school status under state and federal accountability systems, on aggregated and disaggregated student test performance, on school progress, and on other key measures of performance. The SUPR represents a collection of information from various sources. Information provided in the SUPR can help highlight a school's strengths and challenges, and the SUPR is designed to help school and district practitioners identify areas of need in order to allocate the necessary resources required to achieve AUSD's goal of continuous improvement in each school's delivery of instructional services to students.

California state assessments and district benchmark tests are designed to help monitor student progress and ensure that all students reach high learning standards. These tests show if students are attaining knowledge and skills needed to succeed at successive stages of schooling. The State's standards-based accountability system requires students who are not making appropriate progress toward standards receive academic intervention services.

For more information, please contact:
Alameda Unified School District
Educational Services Department
(510) 337-7063

November 8, 2011

This report provides the following data:

1. School Profile
2. School Accountability Data
3. School Performance Data
4. Other Key Performance Indicators

School Profile: This section provides comprehensive enrollment and demographic data relevant to school learning environment. Included in this data reporting is information about attendance, SES, ELL, progress, Special Education, GATE, mobility and discipline.

School Accountability Status: This section indicates whether a school met adequate yearly progress (AYP) in the previous year and identifies school accountability status.

Overview of School Performance: This section has information about the school's performance on state assessments in English, mathematics, and science.

SUPR Example: Haight Elementary

The opening page of the SUPR includes:

- A description of SUPR and its intended use
- School information
- An outline of the report
- Contact information

SUPR Example: Haight Elementary

School Profile Demographics

School: Haight Elementary

This section provides comprehensive enrollment and demographic data relevant to school learning environment. Included in this data reporting is information about attendance, SES, EL progress, Special Education, GATE, mobility and discipline.

Enrollment

	2009-10	2010-11	2011-12
Kindergarten	61	70	50
Grade 1	79	72	76
Grade 2	59	74	66
Grade 3	60	50	75
Grade 4	83	60	53
Grade 5	87	95	64
Total	429	421	384

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Socio Economically Disadvantaged	261	61%	216	51%	243	63%
Limited English Proficient	192	45%	185	44%	166	43%
Special Education	30	7%	34	8%	26	7%
Gifted and Talented ¹	14	3%	12	3%	1	1%
Reclassified Fluent English ²	12	6%	9	5%		
Student Mobility ³				24.1%		
Racial / Ethnic Origin						
Asian	149	35%	151	36%	117	30.5%
Black/African-American	63	15%	61	14%	57	14.9%
Hispanic	38	9%	75	18%	77	20.1%
Filipino	51	12%	39	9%	41	10.7%
White	67	16%	75	18%	63	16.4%
Other	61	14%	20	5%	28	7.3%

Attendance and Suspensions

	2009-10		2010-11		As of 10/17/11	
	%	%	%	%	%	%
Annual Attendance Rate	95.86%	95.96%	96.94%			
Student Suspension Days	81	34	44	32	12	5

Enrollment Information

Enrollment information typically comes from CBEDS data on 'Information' day, usually the first Wednesday in October.

Demographic Factors Information

¹ GATE student percentage calculated from grade 4 and grade 5 enrollment.
² Reclassified percentage calculated from all EL learners in the school.
³ School mobility = (Enroll after first day of school - Withdrawals) / (First day enrollment + Enroll after first day)

Student Attendance and Discipline Information

Attendance is an important indicator of school climate and student participation. Attention is paid to improving attendance as well as addressing student discipline through collection of data in order to inform a school's theory of action to make improvement in these areas.

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SUPR Example: Haight Elementary

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	PTF 7	Similar School 8
Green Strong Performance								
Blue Monitor								
Purple Area of Concern/Focus	X High SED & Mobility; High 2 Year Suspension							



Key Point: Haight has experienced a drop in overall enrollment this year, and Socioeconomically Disadvantaged (SED) students have increased from 51% in 2010-2011 to 63% for 2011-2012, a 3-year high. Although 2010-2011 showed a decrease in the number of suspensions and students suspended, the two year average is high for a school of this size.

SUPR Example: Haight Elementary

School Profile
Teacher data

School: Haight Elementary

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	25	24	24
Percent with No Valid Teaching Certificate	0	0	0
Percent Teaching Out of Certification	0	0	0
Percent with Fewer Than Three Years of Experience	0	4%	0
Percent with Master's Degree	24%	42%	42%
Percent Not Taught by Highly Qualified Teachers	0	0	0

Teacher Turnover Rate

	2009-10	2010-11	2011-12
Turnover Rate of Teachers with Fewer than Five Years of Experience	0	0	0
Turnover Rate of All Teachers	12% (3 of 25)	4% (1 of 24)	0

Teacher Qualifications

School staff should be highly qualified, fully credentialed and wisely placed. The Federal No Child Left Behind Act requires all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified". These minimum qualifications include the possession of a Bachelor's Degree, the possession of an appropriate California teaching credential and demonstrated competence in core academic subjects. Research suggests that teacher quality is the most important schooling input in the determination of student achievement (Klecko et al, 2004; Hanushek, et al, 2005).

Teacher Turnover Rate

Teacher mobility rates can be attributed to numerous factors, but it is clear that high teacher turnover is not ideal. Recent research (Kane, 2006) finds schools with high turnover are more likely to have inexperienced and less effective teachers. If teaching quality is strongly associated with student learning, schools that cannot retain their best teachers are likely to see their future academic performance suffer (Allensworth, Pomiesle, and Mazzone, 2009). Teacher turnover merits attention in order to assure ideal school conditions.

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SUPR Example: Haight Elementary

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	PTF 7	Similar School 8
Green Strong Performance		X						
Blue Monitor								
Purple Area of Concern/Focus	X High SED & Mobility; High 2 Year Suspension							



Key Point: All teachers at Haight are highly qualified to teach at the school, and many (42%) have a Master's degree. The turnover rate is also exceptionally low.

SUPR Example: Haight Elementary

School Accountability CST

School: Haight Elementary

SUMMARY

Overall Accountability Score: (2010-2011) For this school's 2010-2011 accountability status, see <http://www.alameda.k12.ca.us/index.php/district-information/academic-performance-reports>

	2008-2009	2009-2010	2010-2011
Tide I Part A Funding	Yes	Yes	Yes

On which accountability measures did the school make Adequate Yearly Progress, and which groups made AYP on each measure?

Student Group:	English Language Arts		Mathematics	
	2009-2010	2010-2011	2009-2010	2010-2011
All Students	No	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Hispanic or Latino	No	Yes	No	Yes
Socioeconomically Disadvantaged	No	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes

School API

2008 Growth	2009 Growth	2010 Growth	2011 Growth
803	821	814	822

The federal No Child Left Behind (NCLB) Act requires states develop and report on achievement measures of student proficiency in 1) English language arts (ELA), 2) mathematics, and 3) a third indicator. In California, the third indicator is API. Schools or districts that meet predefined goals on these measures are defined as making Adequate Yearly Progress (AYP).

For information about accountability in California, visit: <http://www.cde.ca.gov>

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SUPR Example: Haight Elementary

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	PTF 7	Similar School 8
Green Strong Performance		X						
Blue Monitor			X API: 8 pts growth					
Purple Area of Concern/Focus	X High SED & Mobility; High 2 Year Suspension							



Key Point: Haight showed a strong performance last year in both ELA and Math, meeting Annual Yearly Progress goals schoolwide and in all significant subgroups. Their API also went up 8 points. However, as a Title 1 school, it is important to monitor their progress since they did not meet AYP in 2009-10.

SUPR Example: Haight Elementary

School Performance										
School: Haight Elementary										
SUMMARY of 2009-2010 and 2010-2011 CST Subgroup Performance										
GROUP	2010 English-Language Arts					2011 English-Language Arts				
	Target: 55.5 %					Target: 57.5 %				
	Met all percent proficient state criteria? No					Met all percent proficient state criteria? Yes				
	Valid Scores	Number of Students	Percent Above Proficient	Met 2010 ELP Criteria	Alternate Method	Valid Scores	Number of Students	Percent Above Proficient	Met 2011 ELP Criteria	Alternate Method
Schoolwide	292	154	54.6	No		299	153	59.5	Yes	SM
Black or African American	49	19	37.1	--		59	19	44.6	--	
American Indian or Alaska Native	9	--	--	--		0	--	--	--	
Asian	99	22	26.6	Yes		102	64	61	Yes	SM
Hawaiian	21	20	94.5	--		24	19	84.7	--	
Hispanic or Latino	29	22	47.9	No		49	29	60.5	--	
Native Hawaiian or Pacific Islander	9	--	--	--		7	--	--	--	
White	10	20	72	--		41	29	70.7	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	192	82	46.7	No		141	79	59.9	Yes	SM
English Learners	127	71	59.7	Yes	YM	129	73	59.9	Yes	SM
Students with Disabilities	24	9	39.2	--		22	9	40.9	--	

GROUP	2010 Mathematics					2011 Mathematics				
	Target: 55.0 %					Target: 55.5 %				
	Met all percent proficient state criteria? No					Met all percent proficient state criteria? Yes				
	Valid Scores	Number of Students	Percent Above Proficient	Met 2010 ELP Criteria	Alternate Method	Valid Scores	Number of Students	Percent Above Proficient	Met 2011 ELP Criteria	Alternate Method
Schoolwide	292	179	62.1	Yes		229	192	84.5	Yes	SM
Black or African American	49	20	41.7	--		59	12	41.7	--	
American Indian or Alaska Native	9	--	--	--		0	--	--	--	
Asian	99	99	77.5	Yes		102	92	76.1	Yes	
Hawaiian	21	21	97.7	--		24	17	70.8	--	
Hispanic or Latino	29	22	41.5	No		49	19	41.9	--	
Native Hawaiian or Pacific Islander	9	--	--	--		7	--	--	--	
White	10	20	80	--		41	29	70.7	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	192	109	59.9	Yes	SM	141	94	66.9	Yes	SM
English Learners	127	91	71.7	Yes		129	91	74	Yes	
Students with Disabilities	24	12	50	--		22	12	54.5	--	

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SUPR Example: Haight Elementary

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	PTF 7	Similar School 8
Green Strong Performance		X						
Blue Monitor			X API: 8 pts growth	X Met AYP through SH				
Purple Area of Concern/Focus	X High SED & Mobility; High 2 Year Suspension							



Key Point: Haight met AYP in 2010-11 through Safe Harbor. They qualify for monitoring since they did not meet the Annual Measurable Objectives (AMOs) set by the federal government.

SUPR Example: Haight Elementary

School Performance							
School: Haight Elementary							
SUMMARY of Cohort (Matched Scores) CST Performance							
CST English Language Arts							
Students	ELA 2010	ELA 2011					
Grade	FBB	BB	BASIC	PROF	ADV	Grand Total	
3	FBB	3	1			4	
	BB	2	1		1	4	
	BASIC	9	8	2		19	
	PROF			11	1	12	
	ADV			2	5	7	
3 Total		10	15	15	7	47	
4	FBB	1	1		2	4	
	BB	1	1		1	3	
	BASIC	9	6	10	1	26	
	PROF		1	4	3	8	
	ADV		1	3	11	15	
4 Total		3	9	15	16	43	
6	FBB	1	1			2	
	BB	1	2			3	
	BASIC	4	10	3		17	
	PROF	1	1	3	18	23	
	ADV			8	16	24	
6 Total		3	8	14	35	50	
Grand Total		3	26	38	68	45	180

CST Mathematics							
Students	Math 2010	Math 2011					
Grade	FBB	BB	BASIC	PROF	ADV	Grand Total	
3	FBB			1		1	
	BB		4	3		7	
	BASIC			4	1	5	
	PROF				3	3	
	ADV			2	11	13	
3 Total		4	7	12	24	47	
4	FBB				1	1	
	BB		2			2	
	BASIC		2	3		5	
	PROF		1	4	7	12	
	ADV		1	8	12	21	
4 Total		3	10	15	32	60	
6	FBB	1				1	
	BB	1	2	4		7	
	BASIC		8	7	1	16	
	PROF			8	18	26	
	ADV			1	10	11	
6 Total		2	8	20	29	59	
Grand Total		2	22	34	69	42	178

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SUPR Example: Haight Elementary

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	PTF 7	Similar School 8
Green Strong Performance		X			ELA: Watch 3 rd & 5 th 4 th good growth			
Blue Monitor			X API: 8 pts growth	X Met AYP through SH	Math: 3 rd Gr strong; 4 th & 5 th slippage			
Purple Area of Concern/Focus	X High SED & Mobility; High 2 Year Suspension							



Key Point: Haight is split in this category. In ELA, 3rd grade students had some overall slipping into lower performance levels, 4th grade students made good growth, and 5th grade students had some slippage, especially from Advanced to Proficient. In Math, 3rd grade students had excellent growth while 4th grade and 5th grade students had a much greater loss of levels than gain.

SUPR Example: Haight Elementary

School Performance						
School: Haight Elementary						
SUMMARY of CELDT Performance						
	2009-2010	2010-2011	2011-2012			
Beginning of School Year #1's	185	170	180			
Redesignated Students 2010-11	12	9	Available Jan 2012			
Average level gain for Matched Students	0.56					

2010-2011 students. Gain on CELDT performance level. Students with August 2010 and August 2011 Score

Students	CELDT 2010	Early Intermediate	Intermediate	Early Advanced	Advanced	Grand Total
CELDT 2009	Beginner	Early Intermediate	Intermediate	Early Advanced	Advanced	
Beginner	2	4	3	2		11
Early Intermediate	1	7	18	2		28
Intermediate		8	14	14	2	38
Early Advanced		2	8	28	18	60
Advanced			1	3	8	10
Grand Total	3	19	40	47	24	133

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SUPR Example: Haight Elementary

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	PTF 7	Similar School 8
Green Strong Performance		X			ELA: Watch 3 rd & 5 th 4 th good growth			
Blue Monitor			X API: 8 pts growth	X Met AYP through SH	Math: 3 rd Gr strong; 4 th & 5 th slippage	X Moderate Gains		
Purple Area of Concern/Focus	X High SED & Mobility; High 2 Year Suspension							



Key Point: Haight EL students gained an average of 0.36 bands on the CELDT. The federal goal is for 54.5% EL students to gain one band, and Haight is at 44%.

SUPR Example: Haight Elementary

School Performance PFT			
School: Haight Elementary			
SUMMARY of Physical Fitness Test			
2008-09			
Physical Fitness Area	Grade 5		
	Total Tested	% in HFTZ	% Not in HFTZ
Aerobic Capacity	73	61.6	38.4
Body Composition	73	71.2	28.8
Abdominal Strength	73	60.8	39.2
Trunk Extensor Strength	73	100	0
Upper Body Strength	73	72.6	27.4
Flexibility	73	72.9	27.1
Grade 5			
Number of Physical Fitness Areas			
Meeting the Healthy Fitness Zone	Number	Percent	Cum. Percent
5 of 5 fitness criteria	27	37	37
4 of 5 fitness criteria	16	21.9	58.9
3 of 5 fitness criteria	14	19.2	78.1
2 of 5 fitness criteria	9	12.3	90.4
1 of 5 fitness criteria	2	2.7	93.1
0 of 5 fitness criteria	0	0	100
Total/Total	73	100	100

2008-10			
Physical Fitness Area	Grade 5		
	Total Tested	% in HFTZ	% Not in HFTZ
Aerobic Capacity	66	61.4	38.6
Body Composition	66	79.2	20.8
Abdominal Strength	66	60.3	39.7
Trunk Extensor Strength	66	97.7	2.3
Upper Body Strength	66	66.2	33.8
Flexibility	66	71.4	28.6
Grade 5			
Number of Physical Fitness Areas			
Meeting the Healthy Fitness Zone	Number	Percent	Cum. Percent
5 of 5 fitness criteria	27	41	41
4 of 5 fitness criteria	12	17	58
3 of 5 fitness criteria	14	21.2	79.2
2 of 5 fitness criteria	7	10.6	89.8
1 of 5 fitness criteria	4	6.1	95.9
0 of 5 fitness criteria	2	3	100
Total/Total	66	100	100

HFTZ = Healthy Fitness Zone. For details: <http://ds.cde.ca.gov/Reports/PhysicalFitness/epf-cr6ix.doc>

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SUPR Example: Haight Elementary

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	PTF 7	Similar School 8
Green Strong Performance		X			ELA: Watch 3 rd & 5 th 4 th good growth			
Blue Monitor			X API: 8 pts growth	X Met AYP through SH	Math: 3 rd Gr strong; 4 th & 5 th slippage	X Moderate Gains	X 5/6 areas between 64%- 79%	
Purple Area of Concern/Focus	X High SED & Mobility; High 2 Year Suspension							



Key Point: Haight had one area in which 97.7% met the Healthy Fitness Zone target. The other five areas were between 64% and 79%.

SUPR Example: Haight Elementary

Other Key Performance Indicators

School: Haight Elementary

Parental Involvement	TBD	Parental Involvement is an area that is being developed as a performance metric.
School Site Council Compliance	Yes	
Single Plan for Student Achievement	Fall 2010 & Spring 2011	

	2008-2009	2009-2010	2010-2011
Similar School Ranking¹	7	6	5
State School Ranking	7	7	6

¹ For the similar schools rank, schools are ranked into deciles according to school type: elementary, middle, and high. To determine the similar schools rank for a school, a comparison group of 100 similar schools of the same type is formed for that school, based on similar demographic characteristics. APIs for this group of 100 schools are ranked into ten categories of equal size, called deciles, from one (lowest) to ten (highest). Each decile contains 10 percent of all of the 100 similar schools in the comparison group. The school's similar schools rank is the decile where the school's State API falls compared with the State APIs of the 100 other similar schools in the comparison group.

The Public Schools Accountability Act (PSAA) specifies the demographic characteristics to include in similar schools rank calculations:

- Pupil mobility
- Pupil ethnicity (seven variables)
- Pupil socioeconomic status (two variables)
- Percentage of teachers who are fully credentialed
- Percentage of teachers who hold emergency credentials
- Percentage of pupils who are English learners (ELs)
- Average class size per grade level
- Whether the school operates a multitrack year-round educational program
- Percentage of grade span enrollments (grades two, three to five, six, seven to eight, and nine to eleven)
- Percentage of students in gifted and talented education program
- Percentage of students with disabilities
- Percentage of reclassified fluent-English-proficient (RFEP) students
- Percentage of migrant education students

	Demographic 1	Teacher Data 2	Accessibility 3	Deficit Performance 4	Deficit Performance 5	CLOT 6	SES 7	Similar Deficit 8
Green Strong Performance		X			ELA: Watch 3 rd & 5 th 4 th good growth			
Blue Monitor			X API: 2 pts growth	X Mid AYP through 5 th	Math: 3 rd On track; 4 th & 5 th slippage	X Moderate Gains	X SES areas between 64%-75%	X Slight dip in ranking
Purple Area of Concern/Focus	X High SED & Mobility; High 3 Year Suspension							

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SUPR Example: Haight Elementary

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	PTF 7	Similar School 8
Green Strong Performance		X			ELA: Watch 3 rd & 5 th 4 th good growth			
Blue Monitor			X API: 8 pts growth	X Met AYP through SH	Math: 3 rd Gr strong; 4 th & 5 th slippage	X Moderate Gains	X 5/6 areas between 64%-79%	X Slight drop in ranking
Purple Area of Concern/Focus	X High SED & Mobility; High 2 Year Suspension							



Key Point: The last page of the SUPR document includes school ranking information and has the tiering chart. Haight has a school ranking of 5 and dropped from similar school ranking of 6 to a 5 this year. This triggers monitoring.

SUPR Tiering for AUSD

SUPR
AUSD Resource Tiering

Color Coding		
Strong Performance	Monitor	Area of Concern/Focus

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	PTF 7	Similar School 8	
Bay Farm									
Earhart									
Edison					ELA Math				
Franklin									
Haight					ELA Math				
Lum									
Otis				ELA Math					
Paden									
Ruby Bridges									
Washington									
Lincoln					ELA Math				
Wood									
Alameda									
ASTI									
Encinal									
Island							NA	NA	

Key Point: Based on the SUPR tiering structure, AUSD schools vary greatly in their need for targeted resources. Every category is represented by schools that fall into all three tiering levels, and although some of the results are predictable, there may be surprises that this report calls to attention.

Next Steps

- Staff will use the information from SUPR to help determine resource allocations which include but are not limited to:
 - Funding
 - Specific project support
 - Materials
 - Dedicated staff time
- 2011-12: Design survey measures to measure parent/guardian involvement
 - Additional school stakeholders (families, et alia)
- Staff continue to invite input to improve SUPR