

ALAMEDA UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM	EXHIBIT F-7
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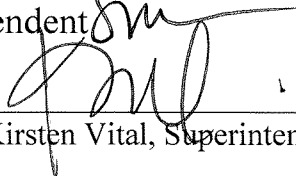
Meeting Date: February 22, 2011
Item Title: State of the District III: Focus on K-5 Achievement Data
Item Type: Information

BACKGROUND Reports on student achievement data in the district this year will be presented in six separate presentations throughout the year. We are continuing tonight with an overview of AUSD data focusing on elementary school data. It is our intention that, by presenting each level separately, the audience will have the opportunity to absorb the data fully and focus on student achievement in particular areas.

STAR is the system used in California to assess and report on the academic progress of students, schools and school districts across the state. The California Standards Test (CST) is the primary source of data used by the California Department of Education to determine the Academic Performance Index (API) and to determine Adequate Yearly Progress (AYP) under federal NCLB requirement at grades 2-9.

FISCAL IMPLICATIONS: None
RECOMMENDATION: Accept as presented.

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.

Submitted by: Sean McPhetridge, Assistant Superintendent 
Approved for Submission to Board of Education 
Kirsten Vital, Superintendent

State of the District: Part III

Elementary School Report February 22, 2011

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Elementary School Achievement

- The focus of this report is on elementary school data and achievement.
- There will also be a beginning analysis of one of the district initiatives, ACOE Math Development Center, with a focus on its elementary school support.

Elementary School Testing

Elementary school assessments measure language arts and math literacy skills as well as provide intervention placement data.

ELS (Early Literacy Survey), Phonics, and Levels for Kindergarten and 1 st Grade	Fluency: Grades 2-5 1x/year if proficient; up to 3x year if not proficient	Writing Assessments 2x/year	Benchmarks: Math 3x/year ELA 2x/year	STAR: • 4 th Grade Writing • CST • CMA • CAPA
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← Required District Assessments → State Tests

Key Point: Elementary school assessments are focused around monitoring of literacy and math competence.

K-1 Testing

▪ **Kindergarten and first grade students in AUSD take a variety of assessments that monitor their progress towards developing literacy and math skills.**

▪ **K and first grade assessments are administered by teachers to each student individually, and benchmark data is recorded by teachers in Measures.**

In Math:

• **Kindergarten and first grade students take 3 math benchmarks during the year. Each assessment is 10 items.**

• **The teacher individually administers the assessment to each student, and scores are entered into Measures.**

K-1 Testing

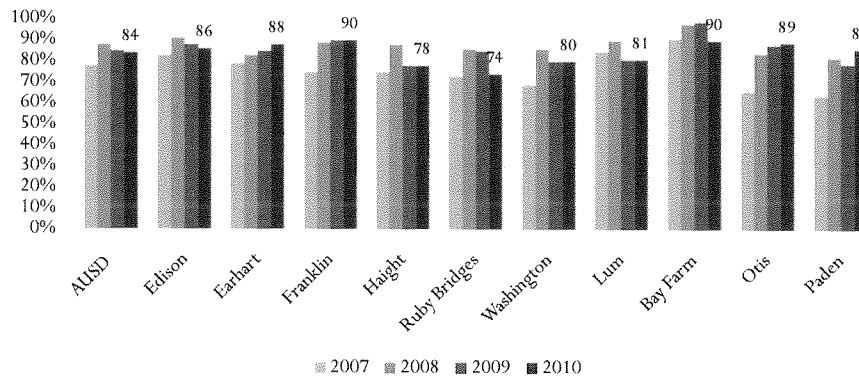
In ELA:

- **Early Literacy Survey (ELS) assessments include Letter Sounds, Letter Naming, Beginning Sounds, Blending, Segmentation and Rhyme.**
 - **ELS is intended to be a 2 year program spread out over kindergarten and first grade and implemented until students reach proficiency in each sub skill as demonstrated on the assessments.**
- **High Frequency Words**
- **Leveled Reading Assessments**
- **Kindergarten and first grade students take a writing assessment twice a year.**
 - **The kindergarten genre and prompt are the same both times to measure growth of basic writing skills.**

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K-1 ELS Testing by School



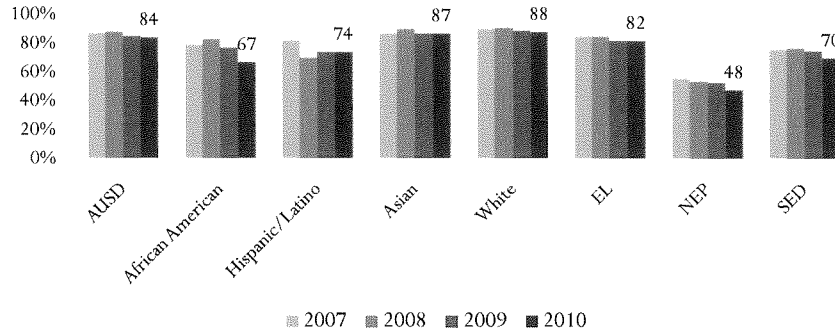
Key Point: Despite some discrepancies and fluctuations, especially at Title I schools, most kindergarten and first grade students are progressing toward reading competence by the end of 1st grade.

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K-1 ELS Testing by Ethnicity

Percent Proficient by Significant Subgroup



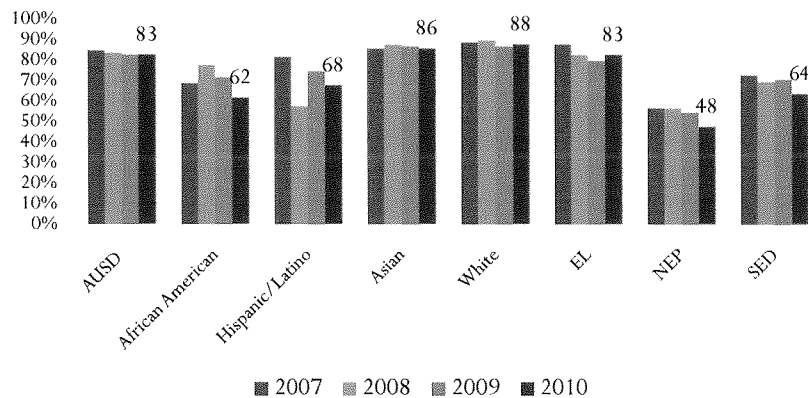
Key Point: Disaggregation by significant subgroups reveals an achievement/service gap as early as kindergarten and first grade. In the next slides we will look at grade level break out more closely. Note that non-English speakers are still performing at 48% proficient.

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Kindergarten Early Literacy Survey

Percent Proficient by Significant Subgroup



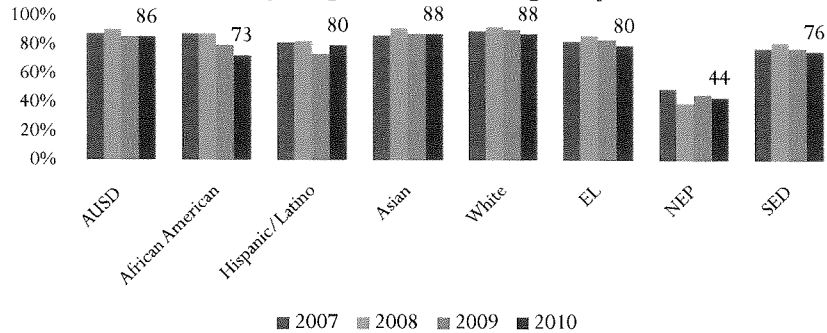
Key Point: There is a perceivable achievement gap as early as kindergarten.

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First Grade Early Literacy Survey

Percent Proficient by Significant Subgroup



Key Point: Given the extra year, more students master the ELS materials as they move on with 1st grade curriculum. Notice that African Americans went up 11 points, while Hispanic/Latinos as well as SED students increased 12 points. The achievement gap has slightly narrowed.

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Grades 2-5 Benchmark Assessments

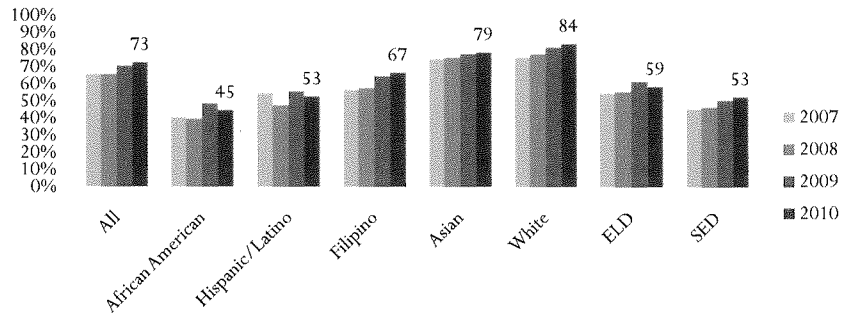
- ***Students in grade 2-5 are taking 2 benchmark assessments this year. Previously they took 3 or more during the year.***
- ***These assessments are completely reformatted from previous assessments to be standards-based rather than skills based.***
- ***The first benchmark was given at the end of October, and the second will be given in early March.***
- ***These assessments were co-created with groups of teachers using an item bank that is calibrated to our state standards.***
- ***After the first benchmark, teachers had a lot of feedback. Taking into account the lessons of the first benchmark, another group was formed to edit the first benchmark and create the second.***
- ***I will report on the results of these benchmarks at a later date.***

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CST ELA 2007-2010: Elementary School

Percent Proficient in Grades 2-5



Key Point: Despite a steady improvement for most subgroups, our African American and Hispanic/Latino students reflect an achievement/service gap.

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CST ELA Progress Chart for 3rd-5th Grade

CA Standards ELA 4/28/2009	CA Standards ELA 4/20/2010					Totals
	Far Below Basic	Below Basic	Basic	Proficient	Advanced	
Advanced	8 0.1%	0	8 0.4%	153 8.4%	534 29.3%	696 38.2%
Proficient	1 0.1%	6 0.3%	102 5.6%	260 14.2%	234 12.8%	603 33.1%
Basic	4 0.2%	33 1.8%	179 9.8%	141 7.7%	25 1.4%	382 21.0%
Below Basic	8 0.4%	25 1.4%	54 3.0%	9 0.5%	3 0.2%	99 5.4%
Far Below Basic	18 1.0%	10 0.5%	14 0.8%	1 0.1%		43 2.4%
Totals	32 1.8%	74 4.1%	352 19.6%	564 30.9%	796 43.7%	1823 100.0%

52 Students increased more than one level	2.9 %
439 Students increased one level	24.1 %
296 Students decreased one level	16.2 %
20 Students decreased more than one level	1.1 %
1016 Students scored the same level	55.7 %
1823 Total students	100.0 %

Key Point: While 17% of students decreased one (16%) or two (1%) levels between 2009 and 2010, 27% increased one (24%) or two (3%) levels, reflecting a net gain in increase. Also, of the 1016 students who stayed at the same level, 78% were already at the Proficient or Advanced level.

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CST ELA Progress Chart for 3rd-5th Grade

African American Students

CA Standards ELA 4/28/2009	CA Standards ELA 4/20/2010					Totals
	Far Below Basic	Below Basic	Basic	Proficient	Advanced	
Advanced				8 4.2%	24 12.5%	32 16.7%
Proficient		2 1.0%	20 10.4%	26 13.5%	16 8.3%	64 33.3%
Basic		10 5.2%	39 20.3%	13 6.8%	2 1.0%	64 33.3%
Below Basic	2 1.0%	5 2.6%	16 8.3%	1 0.5%		24 12.5%
Far Below Basic	3 1.5%	2 1.0%	3 1.5%			8 4.2%
Totals	5 2.6%	19 9.9%	78 40.6%	48 25.0%	42 21.9%	192 100.0%

6 Students increased more than one level	3.1%
47 Students increased one level	24.5%
40 Students decreased one level	20.8%
2 Students decreased more than one level	1.0%
97 Students scored the same level	50.5%
192 Total students	100.0%

Key Point: 22% of African American students who took both tests decreased one or more levels, and 28% increased. Of the 97 students who stayed at the same level, 52% were already proficient or advanced.

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K-5 Writing

All students in Kindergarten through 5th grade take two writing assessments a year. These are scored by teachers based on a rubric developed and refined by AUSD over the past few years.

There is articulation at most sites of writing skills based on grade level standards. Teachers use a variety of resources for their writing instruction, including Step Up to Writing and lessons from Houghton Mifflin Reading. Currently, there is not any ongoing district-wide PD for teachers to incorporate new ideas or for new teachers to learn to use the provided materials.

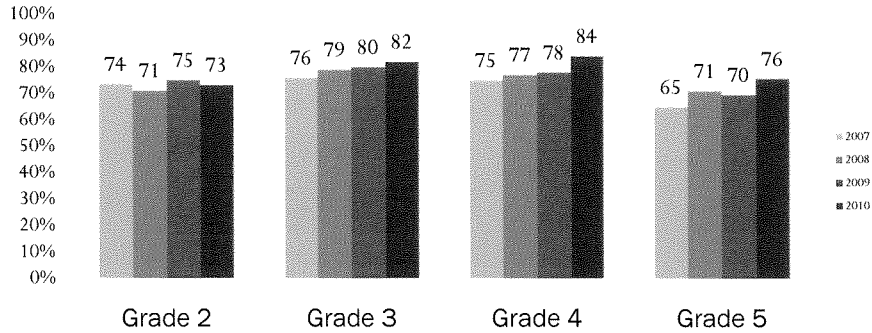
While there are anchor papers for each writing assessment that attempt to calibrate the use of the rubric, some of these are now out of date. Furthermore, teachers greatly benefit from the opportunity to come together in meaningful dialogue and collaboration around best practices for writing and scoring of student work. There is a strong need for these kinds of meetings to be reinstated on a regular basis, and teachers have identified some genres where professional development would be useful at this time.

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CST Math 2007-2010

Grades 2-5, Percent Proficient

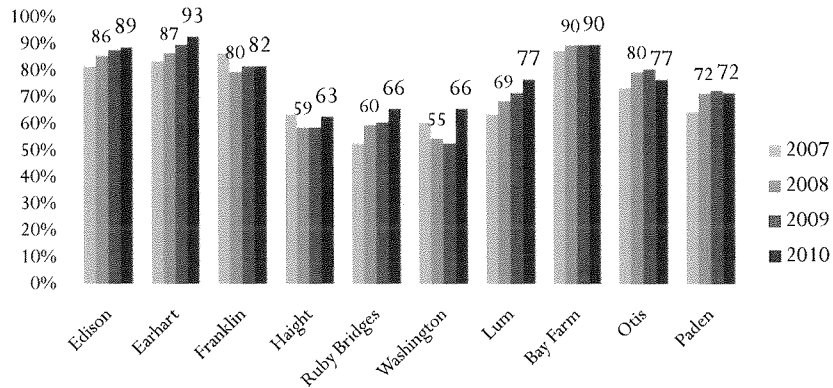


Key Point: Both 4th and 5th grade, which received the majority of support from the ACOE MDC SIMI 2 Grant and AUSD funded math coaches supported by ACOE, had significant jumps on the CST testing in 2010. Both grades increased by 6 points.

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CST Math 2007-2010: By School



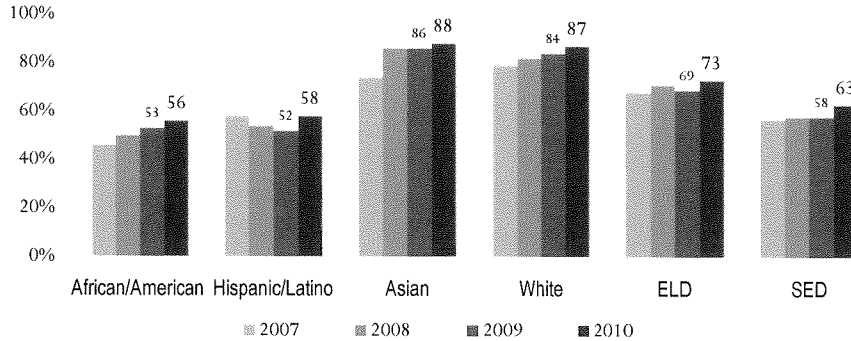
Key Point: Half the elementary schools have maintained steady growth over the last four years and eight of the school improved from the previous year. Note that two Title I schools that had been on the decline did a significant turn around.

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CST Math 2007-2010: By Significant Subgroup

Percent Proficient



Key Point: All subgroups showed an increase over last year. While AUSD has an achievement/service gap of approximately 30%, there is progress being made in all subgroups.

AUSD Math Benchmark Tests

- Last year, AUSD began use of newly adopted curriculum and implementation of revised benchmark assessments.
- Kindergarten started recording benchmark assessments three times a year. We now have district benchmark data in math three times a year from all elementary grades.
- AUSD benchmarks were collaboratively written by AUSD teachers and coaches and finalized by Phil Gonsalves.
- I will report on the results of these benchmarks at a later date.

AUSD Math Benchmark Tests

- Math benchmark testing in AUSD is designed to be used for mitigation.
- Each test can be analyzed for the percent correct on each item or standard. This information can form the basis of district or school-wide collaborative conversations about best practices and how to correct misunderstandings, as well as be used individually by each teacher.
- When student names are included in the report, this information is useful to form small groups for differentiation or work with individuals.

Key Point: Math benchmark tests were not designed to be predictors for STAR testing, but they serve an important role in structuring collaboration between teachers and informing instructional needs of students.

Distribution Summary Sample

Math Grade 5 Benchmark 1

Item Analysis - Distribution of Answers Summary

Test Date: 11/2/2010

Subject: Math

Student Count: 704

Grade: 05

 Correct Response
 Most Common Incorrect Response

Questions 1 to 22 (of 65)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Standard																							
	Number Sense 3	Number Sense 4	Number Sense 1.4	Number Sense 1.4	Number Sense 1.4	Number Sense 1.4	Algebra & Functions 1.2	Number Sense 2	Number Sense 3	Number Sense 2	Number Sense 2	Number Sense 3	Algebra & Functions 1.2	Algebra & Functions 1.2	Algebra & Functions 1.2	Algebra & Functions 1.2	Algebra & Functions 1.2	Number Sense 2	Number Sense 2	Number Sense 2	Number Sense 2	Number Sense 2	Number Sense 2
Correct Response %	62%	61%	62%	64%	72%	76%	66%	79%	66%	81%	72%	66%	79%	66%	64%	73%	73%	67%	76%	66%	66%	71%	49%
Total Pairs Poss. = 30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Correct Response	A	C	D	B	A	C	B	B	B	D	C	B	B	C	B	C	B	B	E	D	C	A	B
Selected A	62%	59%	2%	26%	72%	22%	6%	4%	13%	6%	3%	6%	3%	3%	4%	6%	16%	2%	33%	6%	7%	5%	
Selected B	2%	2%	33%	3%	32%	1%	82%	78%	81%	21%	2%	78%	36%	6%	73%	5%	67%	75%	4%	2%	24%	48%	
Selected C	36%	51%	2%	2%	12%	75%	5%	33%	3%	2%	65%	9%	2%	34%	7%	77%	22%	4%	6%	68%	3%	29%	
Selected D	1%	2%	62%	1%	3%	1%	3%	4%	2%	72%	4%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
Selected E																							
No Response																							

Key Point: The percent correct is outlined in black. The most common incorrect response is orange. Each item is assigned a standard. Based on the percent correct, standards of items are chosen for a variety of mitigations to improve student outcomes.

CST Math Progress Chart for 3rd-5th Grade

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Advanced		2 0.1 %	11 0.6 %	147 8.0 %	797 43.6 %	957 52.4 %
Proficient	1 0.1 %	11 0.6 %	59 3.2 %	229 12.5 %	178 9.7 %	478 26.1 %
Basic	4 0.2 %	46 2.5 %	89 4.9 %	104 5.7 %	28 1.5 %	271 14.8 %
Below Basic	3 0.2 %	48 2.6 %	41 2.2 %	17 0.9 %	2 0.1 %	112 6.1 %
Far Below Basic	4 0.2 %	3 0.2 %	1 0.1 %	2 0.1 %		10 0.5 %
Totals	13 0.7 %	110 6.0 %	201 11.0 %	499 27.3 %	1005 55.0 %	1828 100.0 %

50 Students increased more than one level	2.7 %
326 Students increased one level	17.8 %
256 Students decreased one level	14.0 %
29 Students decreased more than one level	1.6 %
1167 Students scored the same level	63.8 %
1828 Total students	100.0 %

Key Point: While 15.6% decreased one or two levels, 20.5% increased one or two levels. 1167 students stayed at the same performance level, with 88% of those already proficient or advanced.

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CST Math Progress Chart for 3rd-5th Grade

African American Students

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Totals	5 2.6 %	23 11.9 %	42 21.8 %	69 35.2 %	55 28.5 %	193 100.0 %

12 Students increased more than one level	6.2 %
47 Students increased one level	24.4 %
30 Students decreased one level	15.5 %
4 Students decreased more than one level	2.1 %
100 Students scored the same level	51.8 %
193 Total students	100.0 %

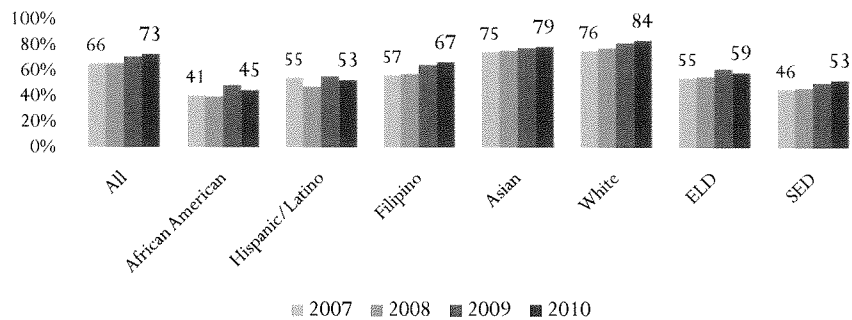
Key Point: 18% of African Americans who took both tests decreased one or more levels, and 30.5% increased. Of the 100 students who stayed at the same level, 70% were already proficient or advanced.

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CST 2007-2010: 5th Grade Science

Percent Proficient



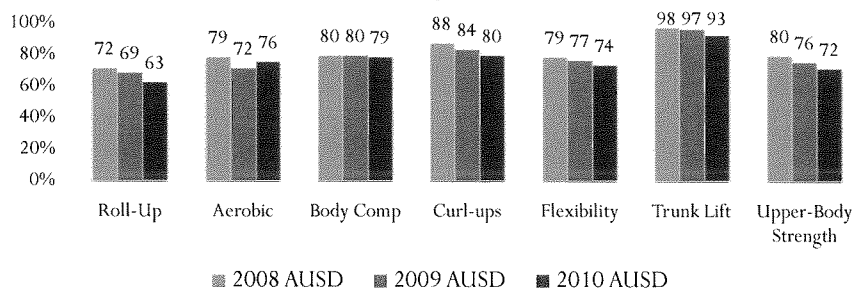
Key Point: While science test scores have been on the rise, there is an achievement/service gap for several subgroups. Of note, the gap between African American and White students is 39%.

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Physical Fitness Testing: AUSD 2008-2010

Percent Scoring in the Healthy Fitness Zone



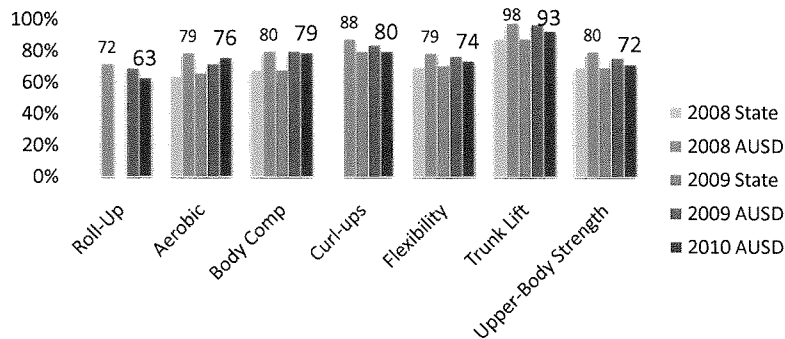
Key Point: Physical fitness test scores have been decreasing for AUSD 5th graders over the last 3 years with the exception of aerobic performance.

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Physical Fitness Testing

* AUSD & State 2008 & 2009 Percent in Healthy Fitness Zone



Key Point: While AUSD scores are decreasing, AUSD 5th graders are still performing above the state averages.

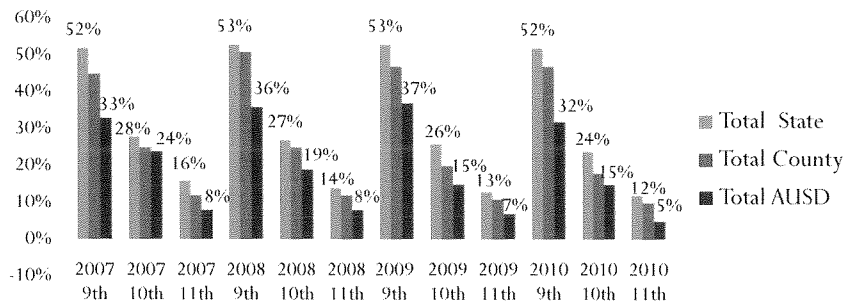
*State data for some sub tests and for 2009-2010 school year is not available.

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Why is Math Achievement a Priority in Elementary School?

2007 to 2010 CST for Algebra 1: 9th – 11th Graders



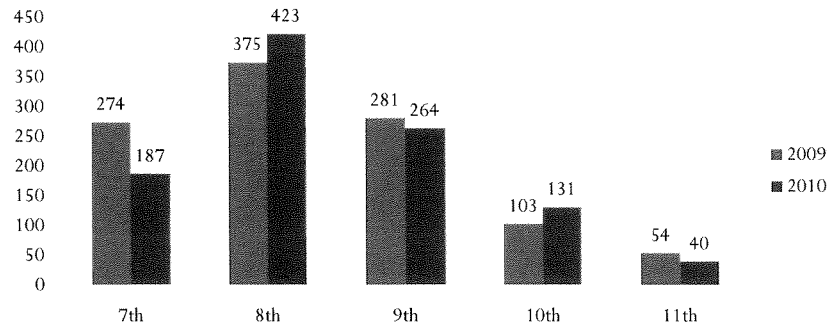
Key Point: Although for the last four years AUSD 9th-11th graders have repeated Algebra 1 at consistently lower levels than their peers across the state or county, the number of repeating students is still too high.

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Why is Math Achievement a Priority in Elementary School?

2007 to 2010 CST for Algebra 1: 9th – 11th Graders



Key Point: Over the last two years, the number of students repeating Algebra 1 in each grade at high school has not significantly lowered. Because of this, AUSD focuses its efforts on math achievement in lower grades to ensure high school readiness later on.

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Next Steps

- AUSD has made steady progress in development and implementation of regular assessments to better inform instructional practice and improve student outcomes.
- The creation of benchmarks is a teacher-informed and practitioner-based process that focuses our work and is ever evolving to meet the needs of the instructional core and reflect the rigor of state standards.
- AUSD will work to refine the benchmark process in order to ensure teaching and learning show progress through the elementary grades.

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State of the District: Part III

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K-1 Testing

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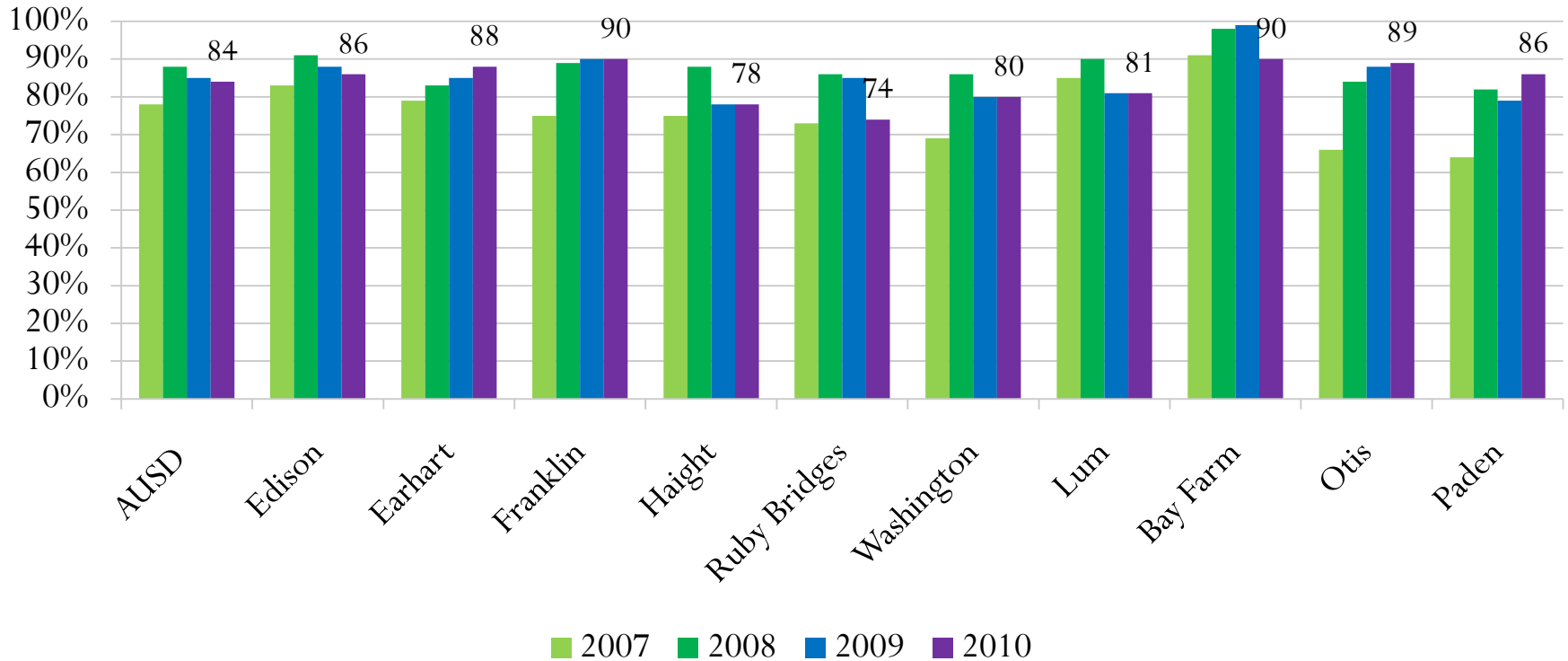
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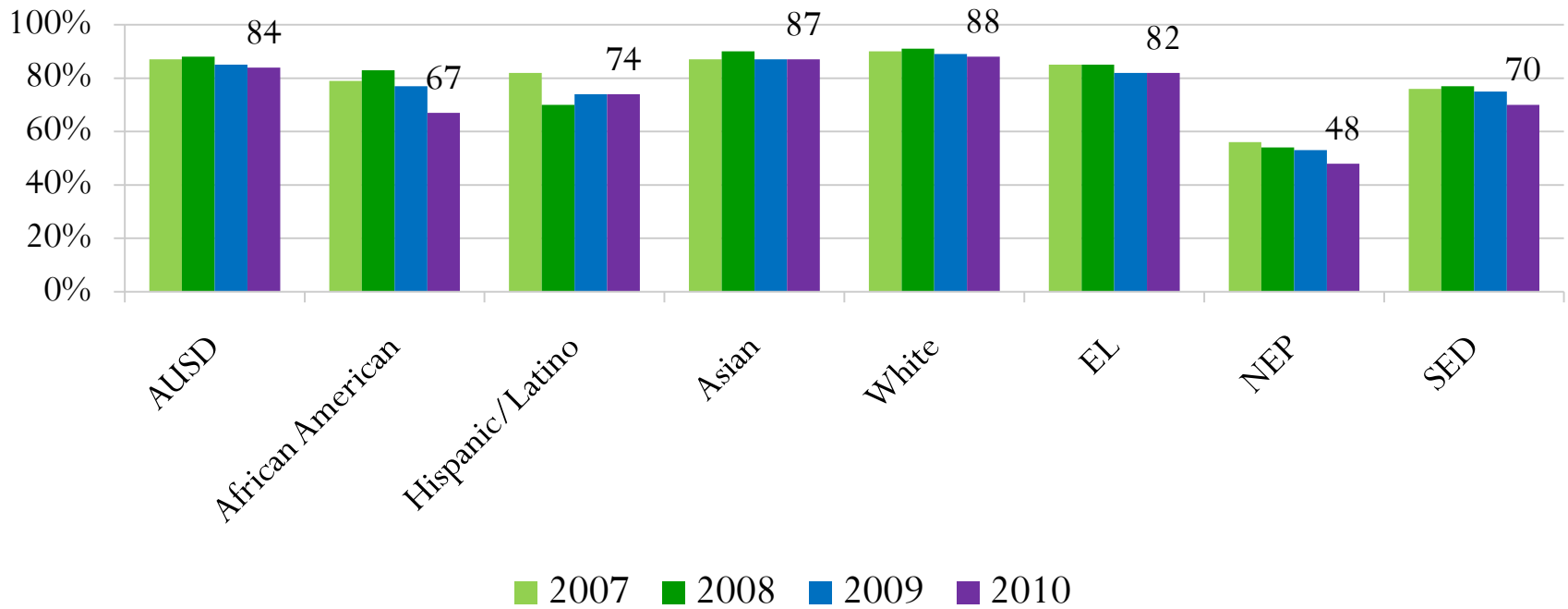
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K-1 ELS Testing by Ethnicity

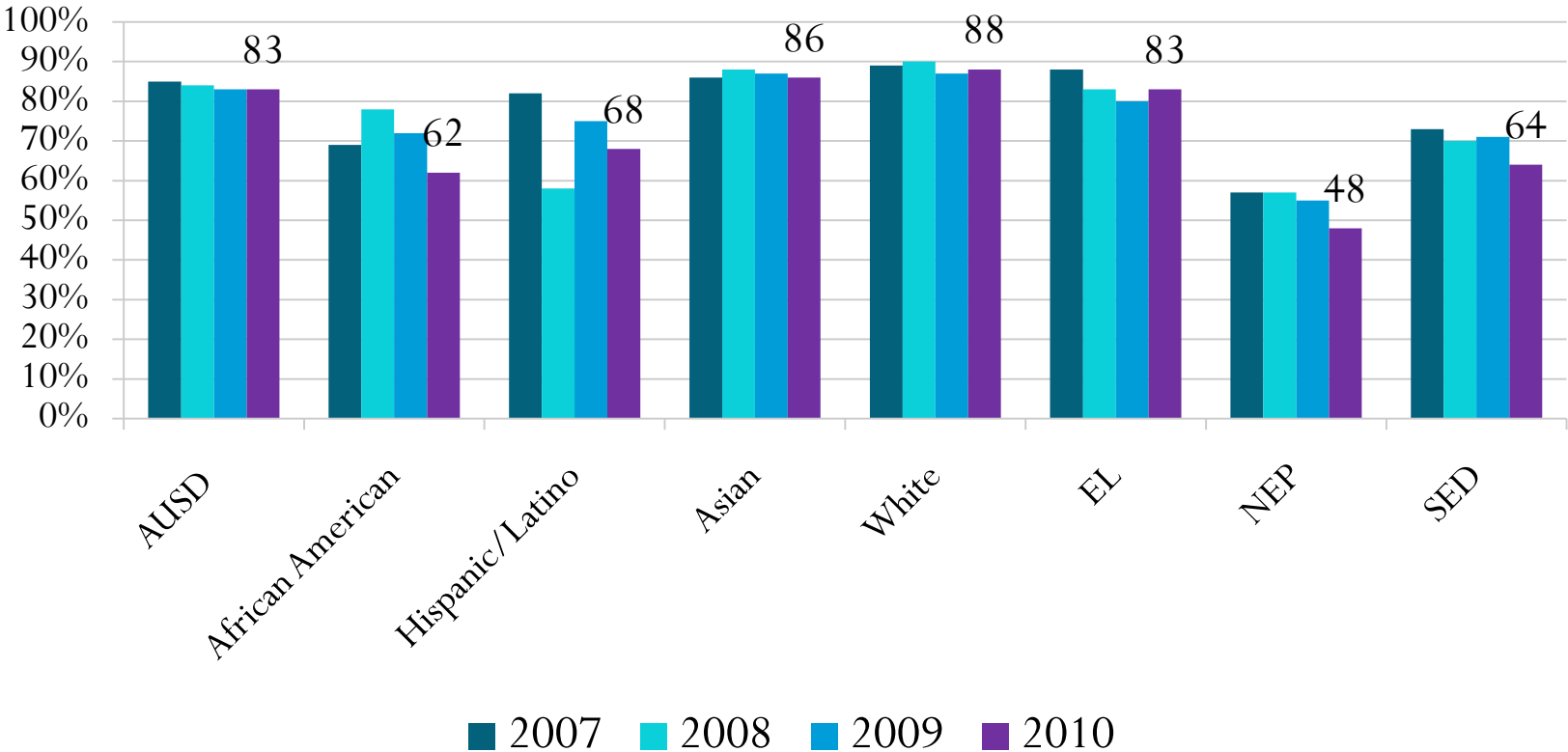
Percent Proficient by Significant Subgroup



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Kindergarten Early Literacy Survey

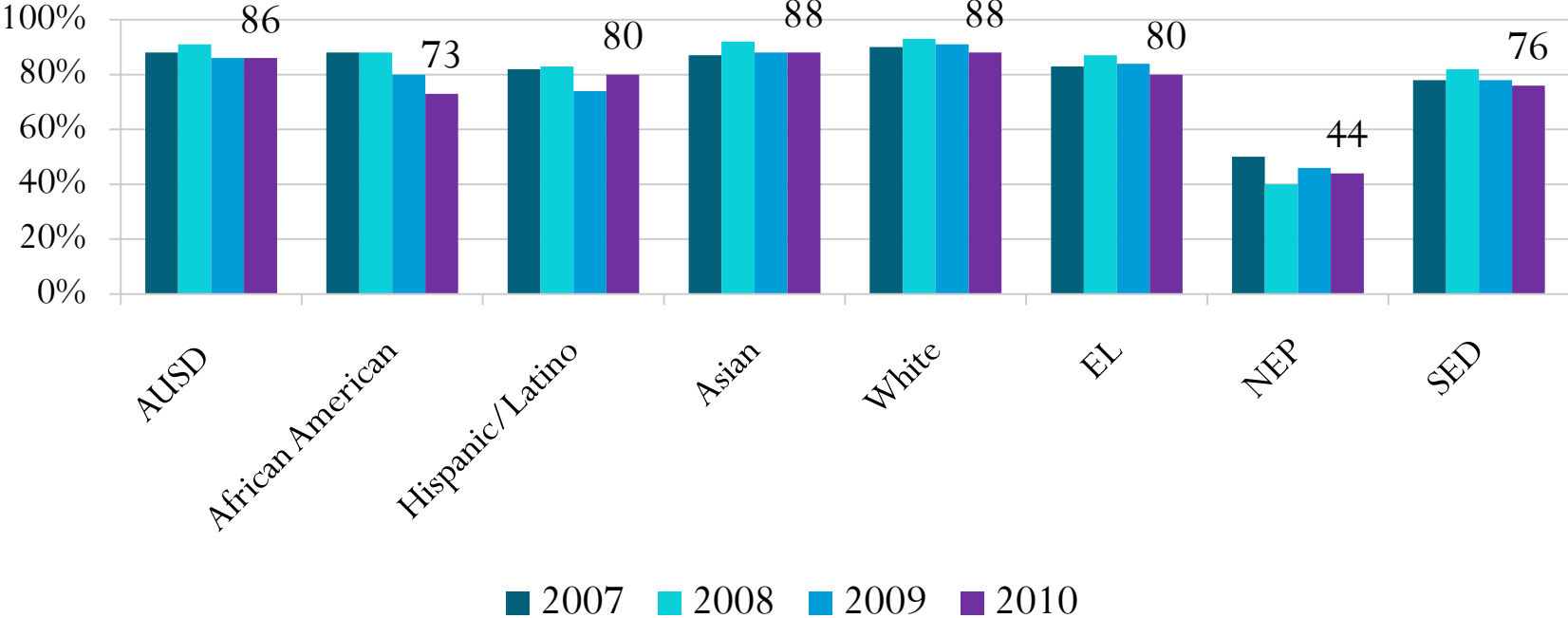
Percent Proficient by Significant Subgroup



Key Point: There is a perceivable achievement gap as early as kindergarten.

First Grade Early Literacy Survey

Percent Proficient by Significant Subgroup



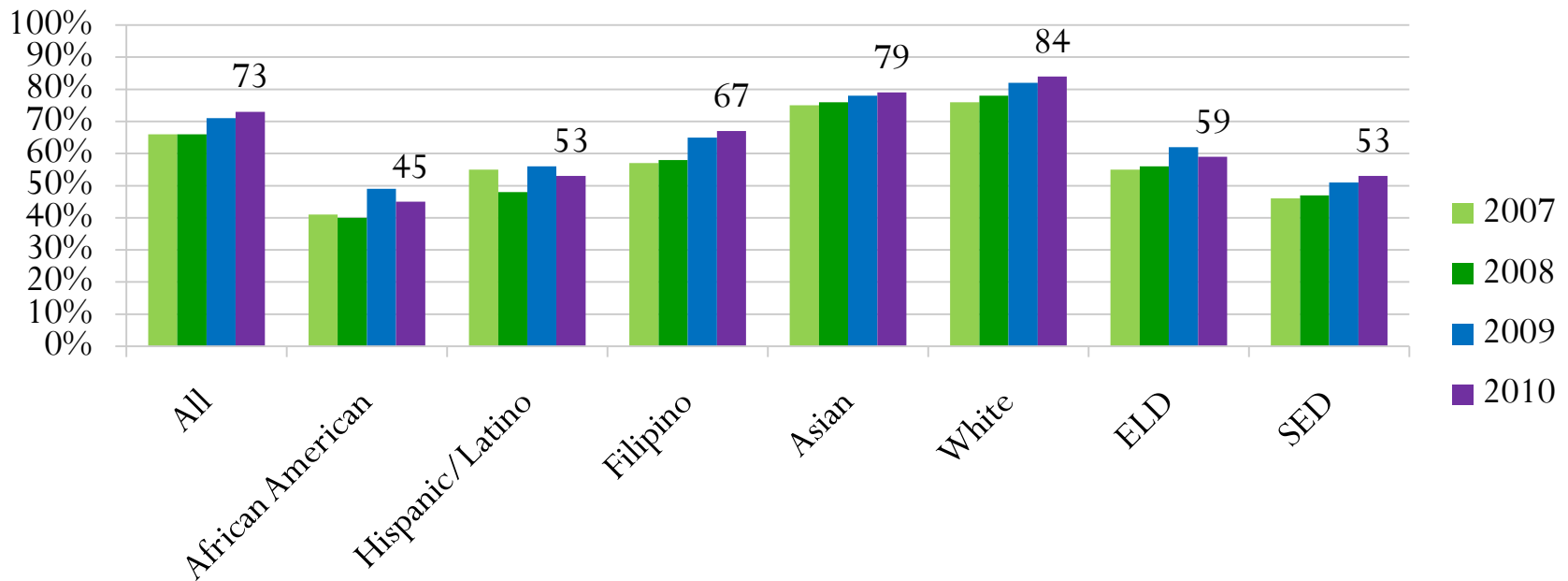
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CST ELA 2007-2010: Elementary School

Percent Proficient in Grades 2-5



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Advanced	<u>1</u> 0.1 %		<u>8</u> 0.4 %	<u>153</u> 8.4 %	<u>534</u> 29.3 %	<u>696</u> 38.2 %
Proficient	<u>1</u> 0.1 %	<u>6</u> 0.3 %	<u>102</u> 5.6 %	<u>260</u> 14.3 %	<u>234</u> 12.8 %	<u>603</u> 33.1 %
Basic	<u>4</u> 0.2 %	<u>33</u> 1.8 %	<u>179</u> 9.8 %	<u>141</u> 7.7 %	<u>25</u> 1.4 %	<u>382</u> 21.0 %
Below Basic	<u>8</u> 0.4 %	<u>25</u> 1.4 %	<u>54</u> 3.0 %	<u>9</u> 0.5 %	<u>3</u> 0.2 %	<u>99</u> 5.4 %
Far Below Basic	<u>18</u> 1.0 %	<u>10</u> 0.5 %	<u>14</u> 0.8 %	<u>1</u> 0.1 %		<u>43</u> 2.4 %
Totals	<u>32</u> 1.8 %	<u>74</u> 4.1 %	<u>357</u> 19.6 %	<u>564</u> 30.9 %	<u>796</u> 43.7 %	<u>1823</u> 100.0 %






	52 Students increased more than one level	2.9 %
	439 Students increased one level	24.1 %
	296 Students decreased one level	16.2 %
	20 Students decreased more than one level	1.1 %
	1016 Students scored the same level	55.7 %
	1823 Total students	100.0 %

Key Point: While 17% of students decreased one (16%) or two (1%) levels between 2009 and 2010, 27% increased one (24%) or two (3%) levels, reflecting a net gain in increase. Also, of the 1016 students who stayed at the same level, 78% were already at the Proficient or Advanced level.

CST ELA Progress Chart for 3rd-5th Grade

African American Students

CA Standards ELA 4/28/2009	CA Standards ELA 4/20/2010					Totals
	Far Below Basic	Below Basic	Basic	Proficient	Advanced	
Advanced				<u>8</u> 4.2 %	<u>24</u> 12.5 %	<u>32</u> 16.7 %
Proficient		<u>2</u> 1.0 %	<u>20</u> 10.4 %	<u>26</u> 13.5 %	<u>16</u> 8.3 %	<u>64</u> 33.3 %
Basic		<u>10</u> 5.2 %	<u>39</u> 20.3 %	<u>13</u> 6.8 %	<u>2</u> 1.0 %	<u>64</u> 33.3 %
Below Basic	<u>2</u> 1.0 %	<u>5</u> 2.6 %	<u>16</u> 8.3 %	<u>1</u> 0.5 %		<u>24</u> 12.5 %
Far Below Basic	<u>3</u> 1.6 %	<u>2</u> 1.0 %	<u>3</u> 1.6 %			<u>8</u> 4.2 %
Totals	<u>5</u> 2.6 %	<u>19</u> 9.9 %	<u>78</u> 40.6 %	<u>48</u> 25.0 %	<u>42</u> 21.9 %	<u>192</u> 100.0 %

	<u>6 Students increased more than one level</u>	3.1 %
	<u>47 Students increased one level</u>	24.5 %
	<u>40 Students decreased one level</u>	20.8 %
	<u>2 Students decreased more than one level</u>	1.0 %
	<u>97 Students scored the same level</u>	50.5 %
	192 Total students	100.0 %

Key Point: 22% of African American students who took both tests decreased one or more levels, and 28 % increased. Of the 97 students who stayed at the same level, 52% were already proficient or advanced.

K-5 Writing

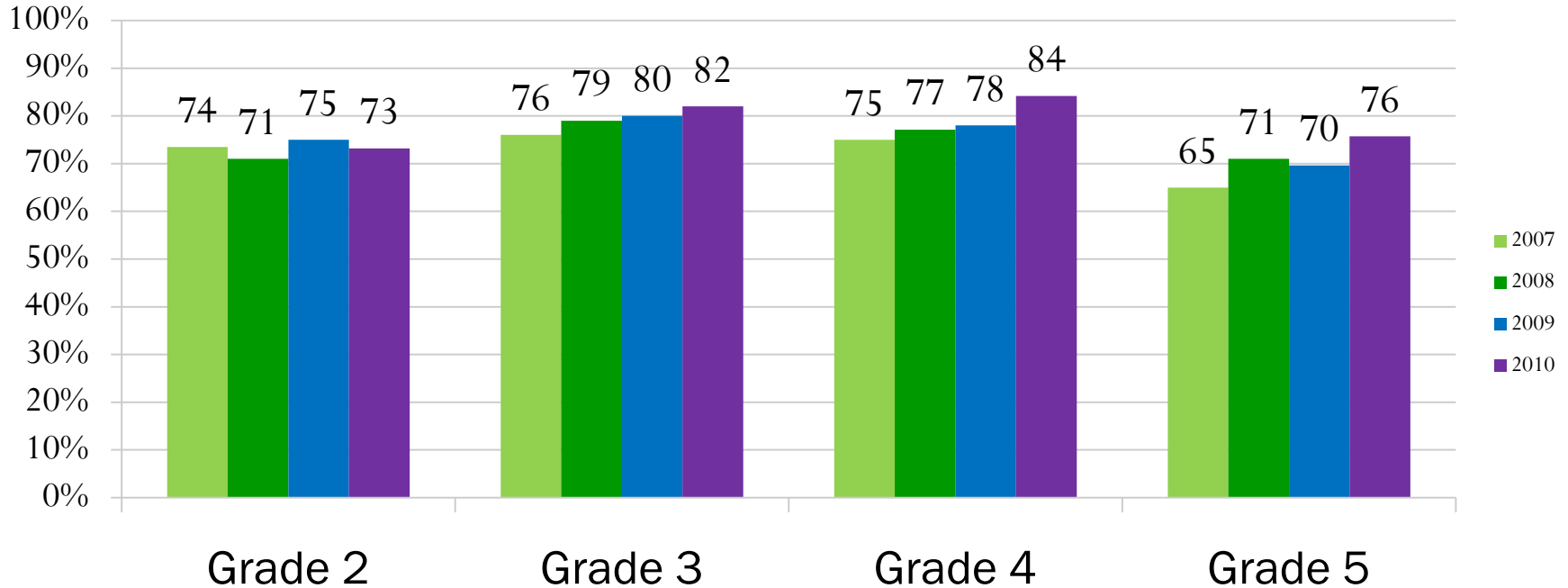
All students in Kindergarten through 5th grade take two writing assessments a year. These are scored by teachers based on a rubric developed and refined by AUSD over the past few years.

There is articulation at most sites of writing skills based on grade level standards. Teachers use a variety of resources for their writing instruction, including Step Up to Writing and lessons from Houghton Mifflin Reading. Currently, there is not any ongoing district-wide PD for teachers to incorporate new ideas or for new teachers to learn to use the provided materials.

While there are anchor papers for each writing assessment that attempt to calibrate the use of the rubric, some of these are now out of date. Furthermore, teachers greatly benefit from the opportunity to come together in meaningful dialogue and collaboration around best practices for writing and scoring of student work. There is a strong need for these kinds of meetings to be reinstated on a regular basis, and teachers have identified some genres where professional development would be useful at this time.

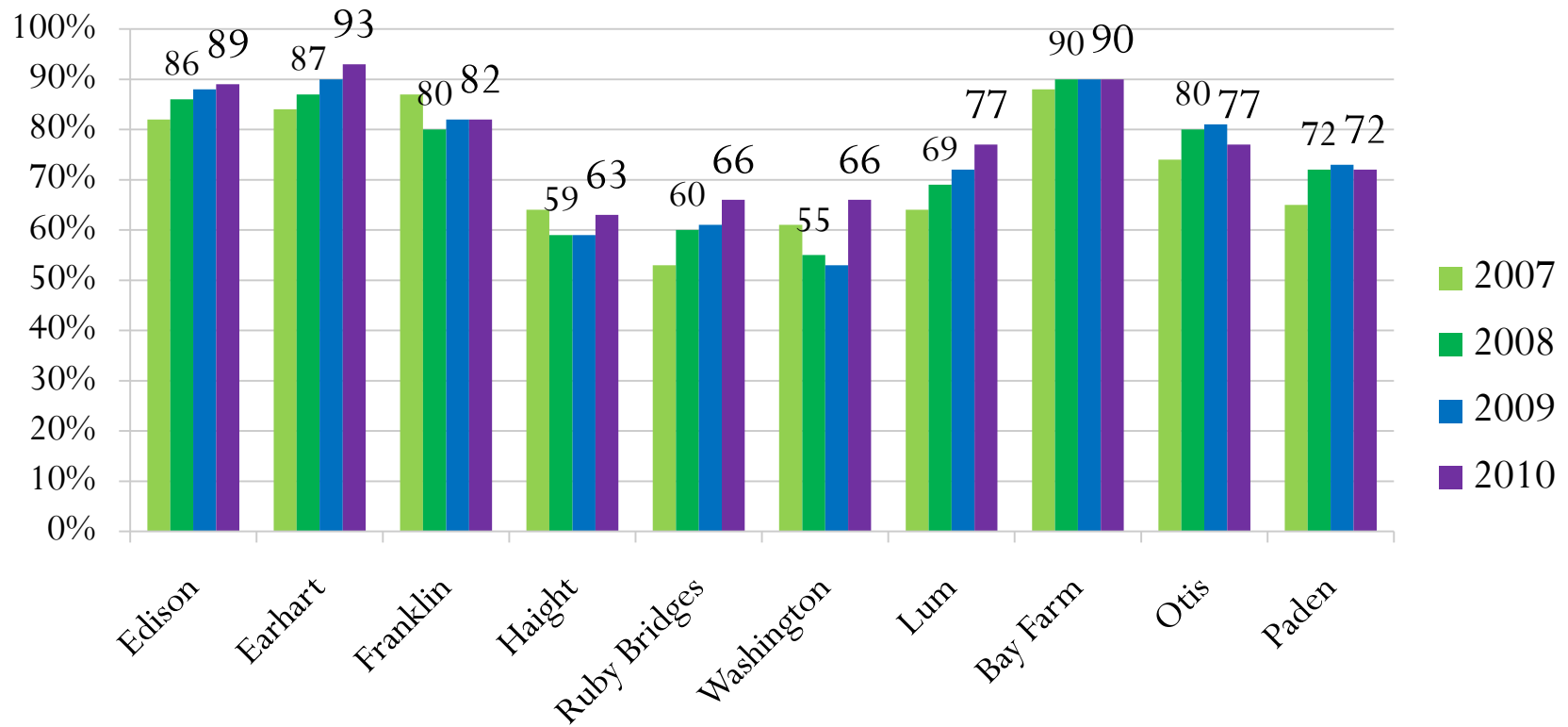
CST Math 2007-2010

Grades 2-5, Percent Proficient



Key Point: Both 4th and 5th grade, which received the majority of support from the ACOE MDC SIMI 2 Grant and AUSD funded math coaches supported by ACOE, had significant jumps on the CST testing in 2010. Both grades increased by 6 points.

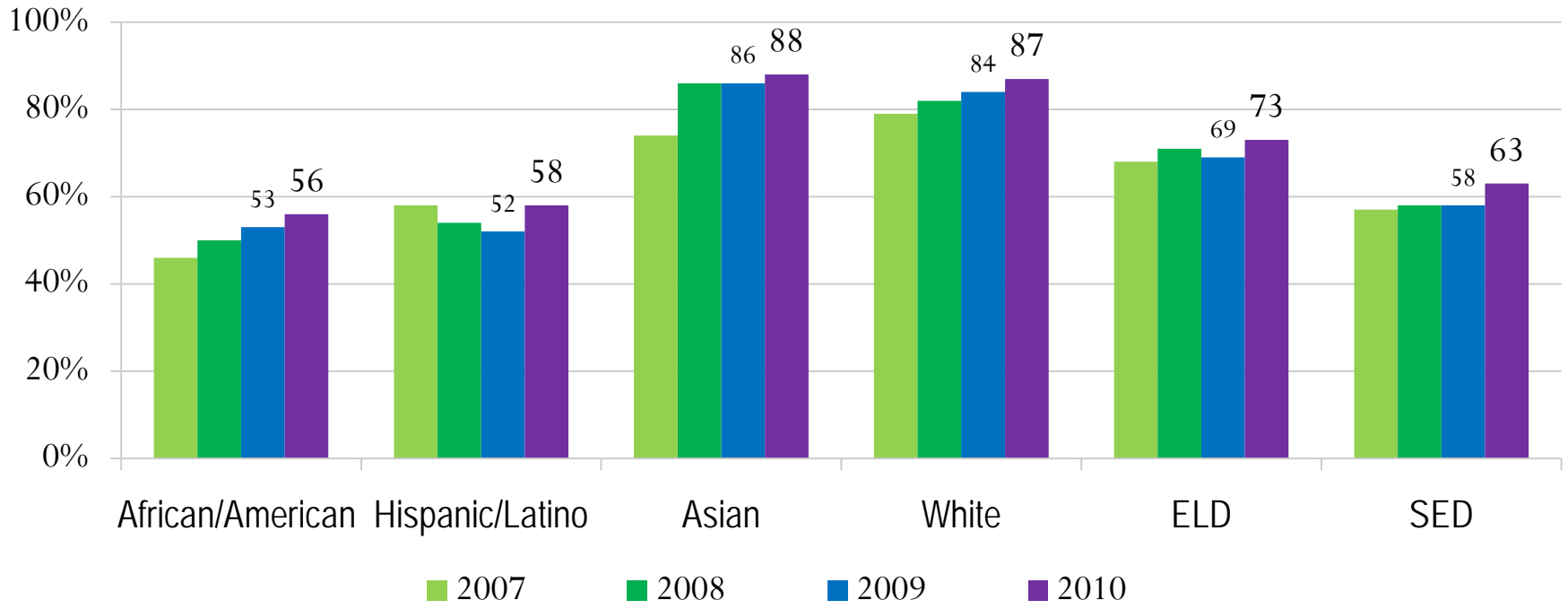
CST Math 2007-2010: By School



Key Point: Half the elementary schools have maintained steady growth over the last four years and eight of the school improved from the previous year. Note that two Title I schools that had been on the decline did a significant turn around.

CST Math 2007-2010: By Significant Subgroup

Percent Proficient



Key Point: All subgroups showed an increase over last year. While AUSD has an achievement/service gap of approximately 30%, there is progress being made in all subgroups.

AUSD Math Benchmark Tests

- Last year, AUSD began use of newly adopted curriculum and implementation of revised benchmark assessments.
- Kindergarten started recording benchmark assessments three times a year. We now have district benchmark data in math three times a year from all elementary grades.
- AUSD benchmarks were collaboratively written by AUSD teachers and coaches and finalized by Phil Gonsalves.
- I will report on the results of these benchmarks at a later date.

AUSD Math Benchmark Tests

- Math benchmark testing in AUSD is designed to be used for mitigation.
- Each test can be analyzed for the percent correct on each item or standard. This information can form the basis of district or school-wide collaborative conversations about best practices and how to correct misunderstandings, as well as be used individually by each teacher.
- When student names are included in the report, this information is useful to form small groups for differentiation or work with individuals.

Key Point: Math benchmark tests were not designed to be predictors for STAR testing, but they serve an important role in structuring collaboration between teachers and informing instructional needs of students.

Distribution Summary Sample

Math Grade 5 Benchmark 1



Item Analysis - Distribution of Answers Summary

Test Date 11/2/2010

Subject Math

Student Count: 704

Grade 05






	Correct Response
	Most Common Incorrect Response

Questions 1 to 22 (of 30)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Standard	Number Sense 1.3	Number Sense 1.4	Number Sense 1.4	Number Sense 1.4	Number Sense 1.4	Algebra & Functions 1.2	Number Sense 2.3	Number Sense 2.3	Number Sense 2.3	Number Sense 2.3	Number Sense 2.3	Algebra & Functions 1.2	Algebra & Functions 1.2	Algebra & Functions 1.2	Algebra & Functions 1.2	Algebra & Functions 1.2	Number Sense 2.3	Number Sense 2.3	Number Sense 2.3	Number Sense 2.3	Number Sense 2.3	Number Sense 2.3
Correct Response %	82%	91%	62%	94%	72%	75%	85%	79%	81%	72%	85%	79%	86%	84%	73%	73%	57%	75%	65%	85%	71%	49%
Total Points Poss = 30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Correct Response	A	C	D	B	A	C	B	B	B	D	C	B	B	C	B	C	B	B	D	C	A	B
Selected A	82%	5%	2%	4%	72%	23%	6%	4%	13%	5%	9%	8%	3%	3%	4%	6%	16%	3%	25%	8%	71%	9%
Selected B	2%	2%	33%	94%	13%	1%	85%	79%	81%	21%	2%	79%	86%	5%	73%	9%	57%	75%	4%	2%	24%	49%
Selected C	16%	91%	3%	2%	12%	75%	5%	13%	3%	2%	85%	9%	2%	84%	7%	73%	22%	4%	6%	85%	3%	29%
Selected D	1%	3%	62%	1%	3%	1%	3%	4%	3%	72%	4%	5%	9%	8%	16%	12%	5%	18%	65%	4%	2%	13%
Selected E																						
No Response																						

Key Point: The percent correct is outlined in black. The most common incorrect response is orange. Each item is assigned a standard. Based on the percent correct, standards of items are chosen for a variety of mitigations to improve student outcomes.

CST Math Progress Chart for 3rd-5th Grade

CA Standards Math 4/28/2009	CA Standards Math 4/20/2010					Totals
	Far Below Basic	Below Basic	Basic	Proficient	Advanced	
Advanced		<u>2</u> 0.1 %	<u>11</u> 0.6 %	<u>147</u> 8.0 %	<u>797</u> 43.6 %	<u>957</u> 52.4 %
Proficient	<u>1</u> 0.1 %	<u>11</u> 0.6 %	<u>59</u> 3.2 %	<u>229</u> 12.5 %	<u>178</u> 9.7 %	<u>478</u> 26.1 %
Basic	<u>4</u> 0.2 %	<u>46</u> 2.5 %	<u>89</u> 4.9 %	<u>104</u> 5.7 %	<u>28</u> 1.5 %	<u>271</u> 14.8 %
Below Basic	<u>4</u> 0.2 %	<u>48</u> 2.6 %	<u>41</u> 2.2 %	<u>17</u> 0.9 %	<u>2</u> 0.1 %	<u>112</u> 6.1 %
Far Below Basic	<u>4</u> 0.2 %	<u>3</u> 0.2 %	<u>1</u> 0.1 %	<u>2</u> 0.1 %		<u>10</u> 0.5 %
Totals	<u>13</u> 0.7 %	<u>110</u> 6.0 %	<u>201</u> 11.0 %	<u>499</u> 27.3 %	<u>1005</u> 55.0 %	<u>1828</u> 100.0 %






	<u>50 Students increased more than one level</u>	2.7 %
	<u>326 Students increased one level</u>	17.8 %
	<u>256 Students decreased one level</u>	14.0 %
	<u>29 Students decreased more than one level</u>	1.6 %
	<u>1167 Students scored the same level</u>	63.8 %
	1828 Total students	100.0 %

Key Point: While 15.6% decreased one or two levels, 20.5% increased one or two levels. 1167 students stayed at the same performance level, with 88% of those already proficient or advanced.

CST Math Progress Chart for 3rd-5th Grade

African American Students

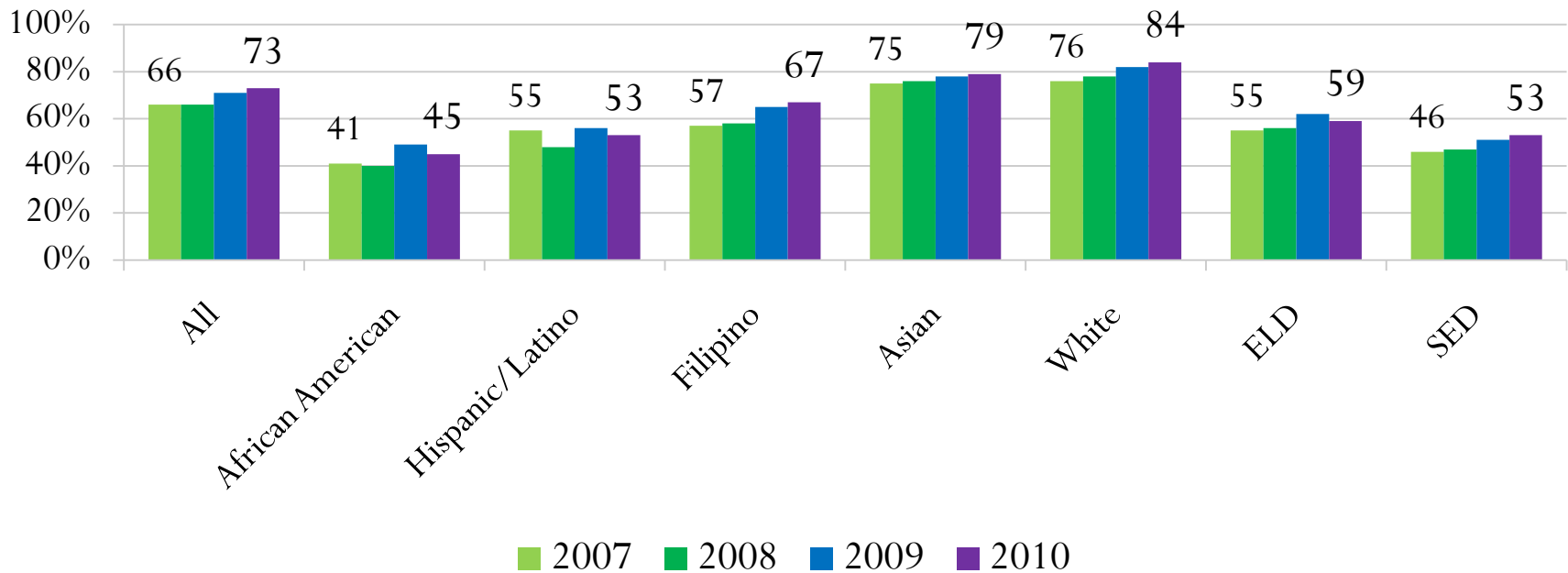
CA Standards Math 4/28/2009	CA Standards Math 4/20/2010					Totals
	Far Below Basic	Below Basic	Basic	Proficient	Advanced	
Advanced			<u>1</u> 0.5 %	<u>9</u> 4.7 %	<u>30</u> 15.5 %	<u>40</u> 20.7 %
Proficient	<u>1</u> 0.5 %	<u>1</u> 0.5 %	<u>10</u> 5.2 %	<u>40</u> 20.7 %	<u>18</u> 9.3 %	<u>70</u> 36.3 %
Basic	<u>1</u> 0.5 %	<u>10</u> 5.2 %	<u>18</u> 9.3 %	<u>15</u> 7.8 %	<u>6</u> 3.1 %	<u>50</u> 25.9 %
Below Basic	<u>1</u> 0.5 %	<u>10</u> 5.2 %	<u>12</u> 6.2 %	<u>4</u> 2.1 %	<u>1</u> 0.5 %	<u>28</u> 14.5 %
Far Below Basic	<u>2</u> 1.0 %	<u>2</u> 1.0 %	<u>1</u> 0.5 %			<u>5</u> 2.6 %
Totals	<u>5</u> 2.6 %	<u>23</u> 11.9 %	<u>42</u> 21.8 %	<u>68</u> 35.2 %	<u>55</u> 28.5 %	<u>193</u> 100.0 %

	<u>12 Students increased more than one level</u>	6.2 %
	<u>47 Students increased one level</u>	24.4 %
	<u>30 Students decreased one level</u>	15.5 %
	<u>4 Students decreased more than one level</u>	2.1 %
	<u>100 Students scored the same level</u>	51.8 %
	193 Total students	100.0 %

Key Point: 18% of African Americans who took both tests decreased one or more levels, and 30.5% increased. Of the 100 students who stayed at the same level, 70% were already proficient or advanced.

CST 2007-2010: 5th Grade Science

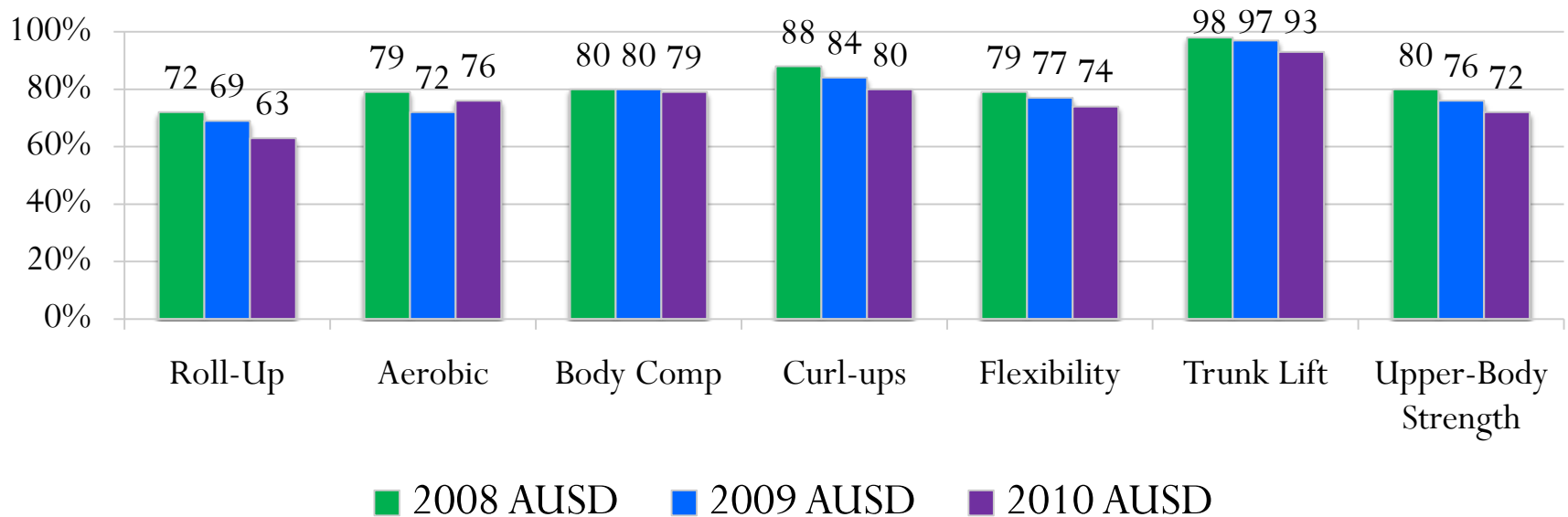
Percent Proficient



Key Point: While science test scores have been on the rise, there is an achievement/service gap for several subgroups. Of note, the gap between African American and White students is 39%.

Physical Fitness Testing: AUSD 2008-2010

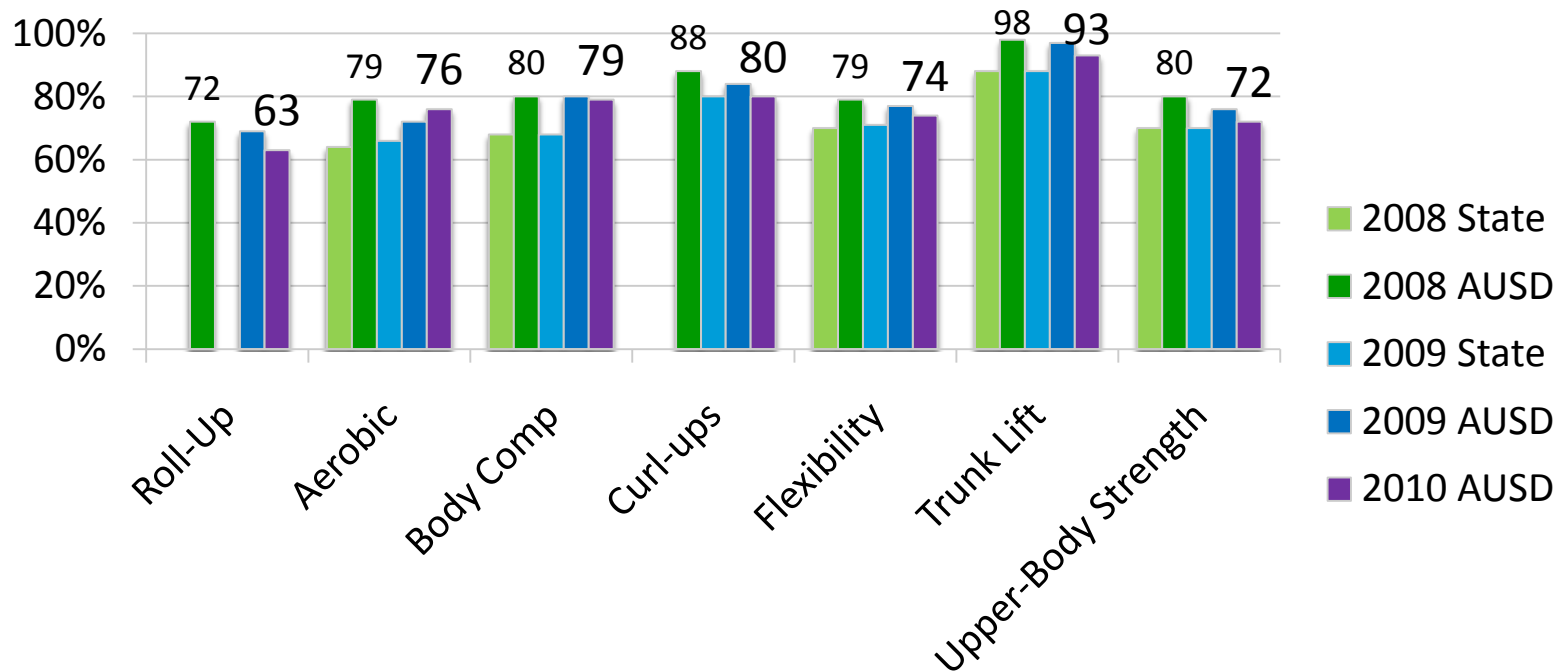
Percent Scoring in the Healthy Fitness Zone



Key Point: Physical fitness test scores have been decreasing for AUSD 5th graders over the last 3 years with the exception of aerobic performance.

Physical Fitness Testing

* AUSD & State 2008 & 2009 Percent in Healthy Fitness Zone

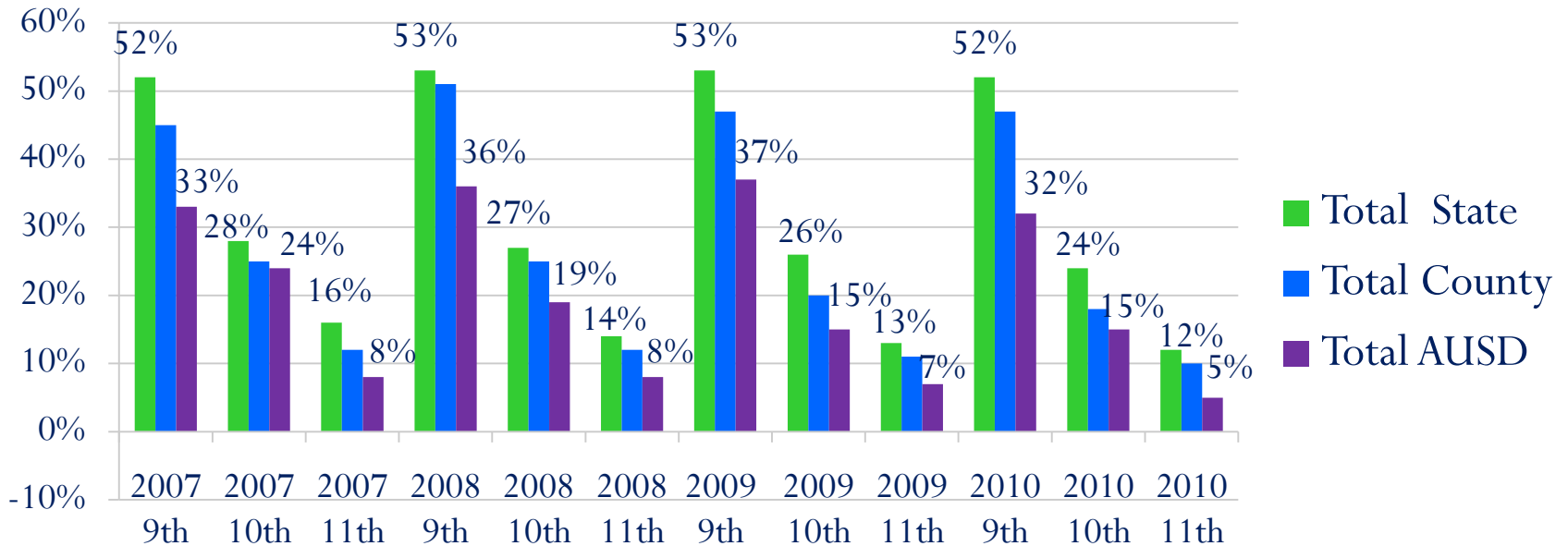


Key Point: While AUSD scores are decreasing, AUSD 5th graders are still performing above the state averages.

*State data for some sub tests and for 2009-2010 school year is not available.

Why is Math Achievement a Priority in Elementary School?

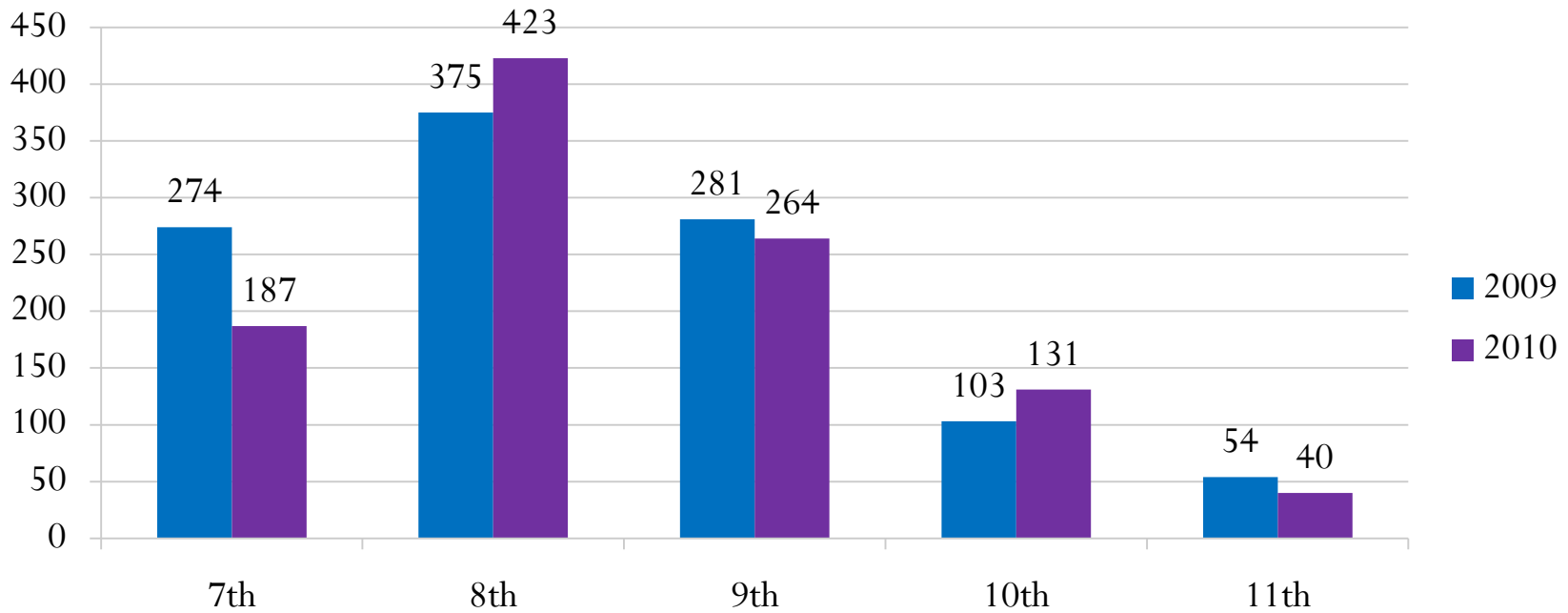
2007 to 2010 CST for Algebra 1: 9th – 11th Graders



Key Point: Although for the last four years AUSD 9th-11th graders have repeated Algebra 1 at consistently lower levels than their peers across the state or county, the number of repeating students is still too high.

Why is Math Achievement a Priority in Elementary School?

2007 to 2010 CST for Algebra 1: 9th – 11th Graders



Key Point: Over the last two years, the number of students repeating Algebra 1 in each grade at high school has not significantly lowered. Because of this, AUSD focuses its efforts on math achievement in lower grades to ensure high school readiness later on.

Next Steps

- **AUSD has made steady progress in development and implementation of regular assessments to better inform instructional practice and improve student outcomes.**
- **The creation of benchmarks is a teacher-informed and practitioner-based process that focuses our work and is ever evolving to meet the needs of the instructional core and reflect the rigor of state standards.**
- **AUSD will work to refine the benchmark process in order to ensure teaching and learning show progress through the elementary grades.**