

# **2012-13 District Data Report**

## **Agenda Item 10.1**

**Thursday, October 17, 2013**

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Greg Sampson, Ph.D., Director of Assessment, Research & Evaluation  
Penny Schwinn, Asst. Superintendent of Performance Management

# Presentation Overview

- Review California Accountability System
- Present key results from the 12-13 school year
- Understand common trends in the data
- Understand common themes that impact teaching and learning at school sites

# CALIFORNIA ACCOUNTABILITY SYSTEM

# STAR Program Overview

- **California Standards Tests (CST)**  
Grades 2-11 for most students, includes separate writing test in grades 4 & 7, Early Assessment Program (EAP) writing test in grade 11
- **California Modified Assessment (CMA)**  
Grades 3-11 for students with IEP specification, includes separate writing test in grades 4 & 7
- **California Alternate Performance Assessment (CAPA)**  
for students with significant cognitive disabilities
- **Standards-based Tests in Spanish (STS)**  
English learners grades 2-11 whose primary language is Spanish and receive instruction in Spanish, or have been enrolled in US school < 12 months

# Performance Levels

- Students are **expected to meet standards** in English Language Arts (ELA), Mathematics, Science, and History-Social Science
- **Performance levels** are used to measure student achievement:

5. Advanced
4. Proficient
3. Basic
2. Below Basic
1. Far Below Basic

State's expectation for meeting standards  
is at Proficient level or above

# Academic Performance Index

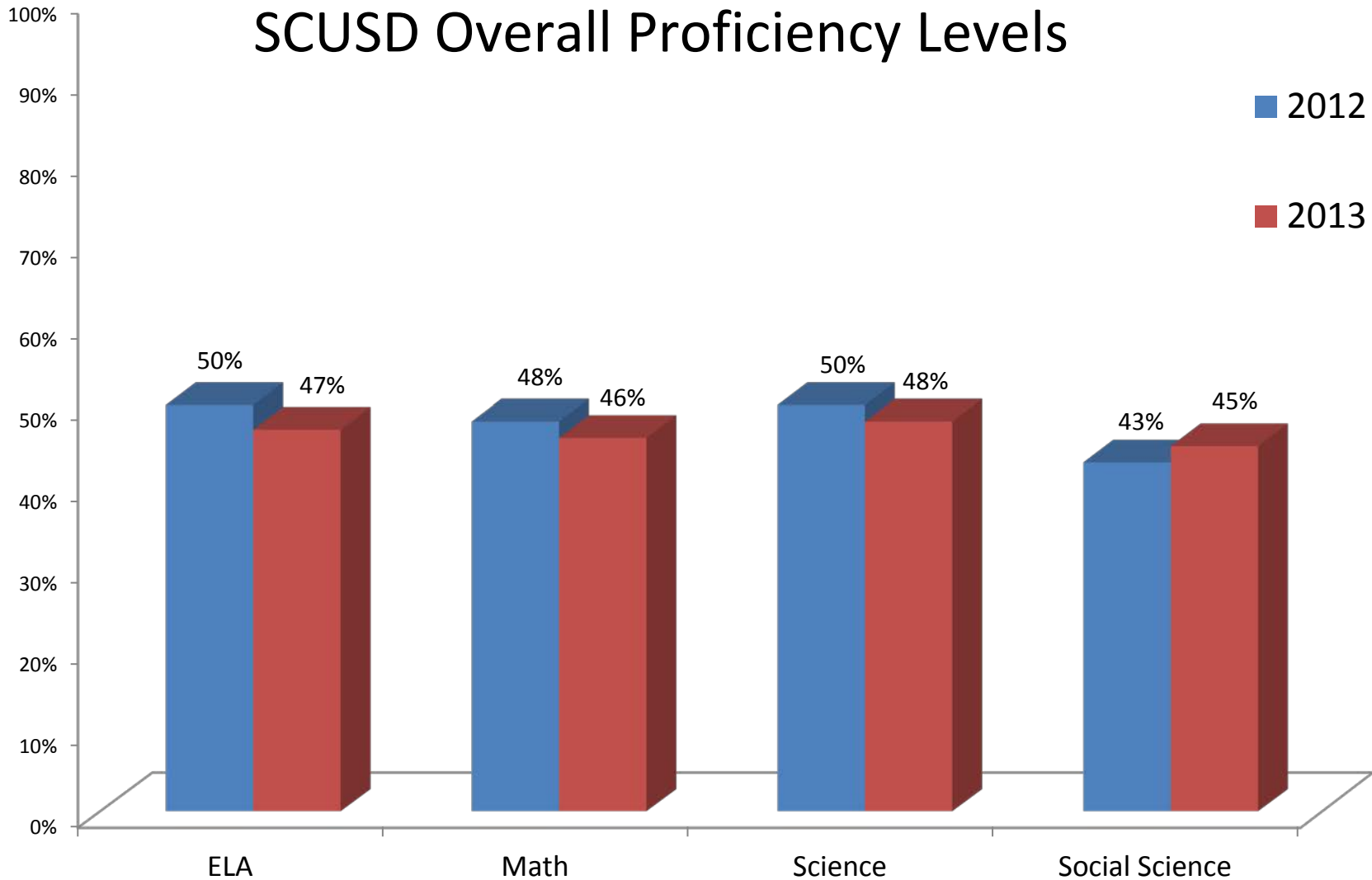
## Academic Performance Index (API) looks at growth in schools

- Created by the Public Schools Accountability Act (PSAA) of 1999
- Single number ranges from 200 – 1000
- 800 is the target for all schools
- Evaluates students moving forward on the five proficiency bands
- More sensitive than just reaching a particular point of proficiency (status)
- Performance on the metric is weighted across multiple subject areas *and* grade levels



# District STAR Results

## SCUSD Overall Proficiency Levels

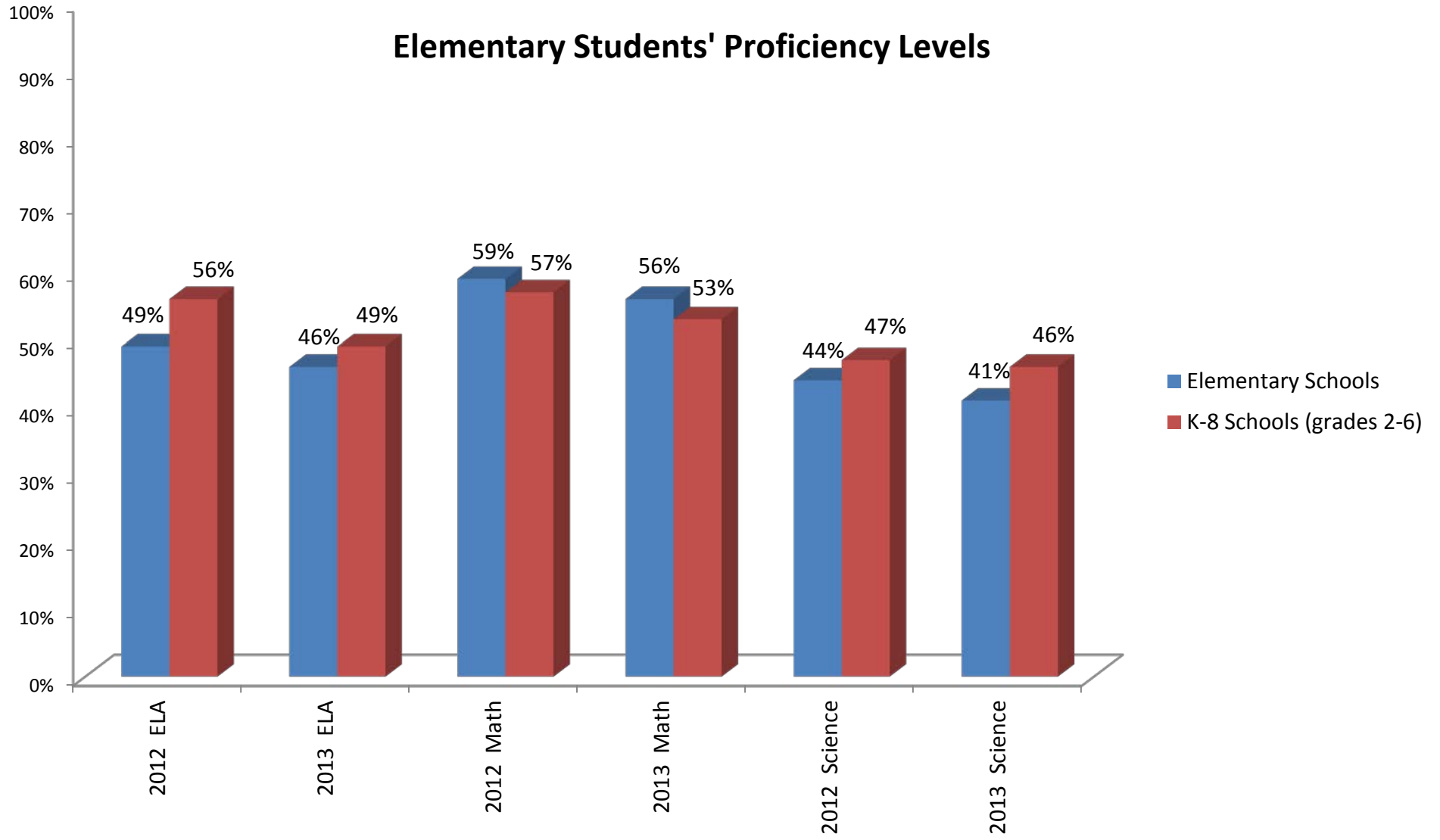




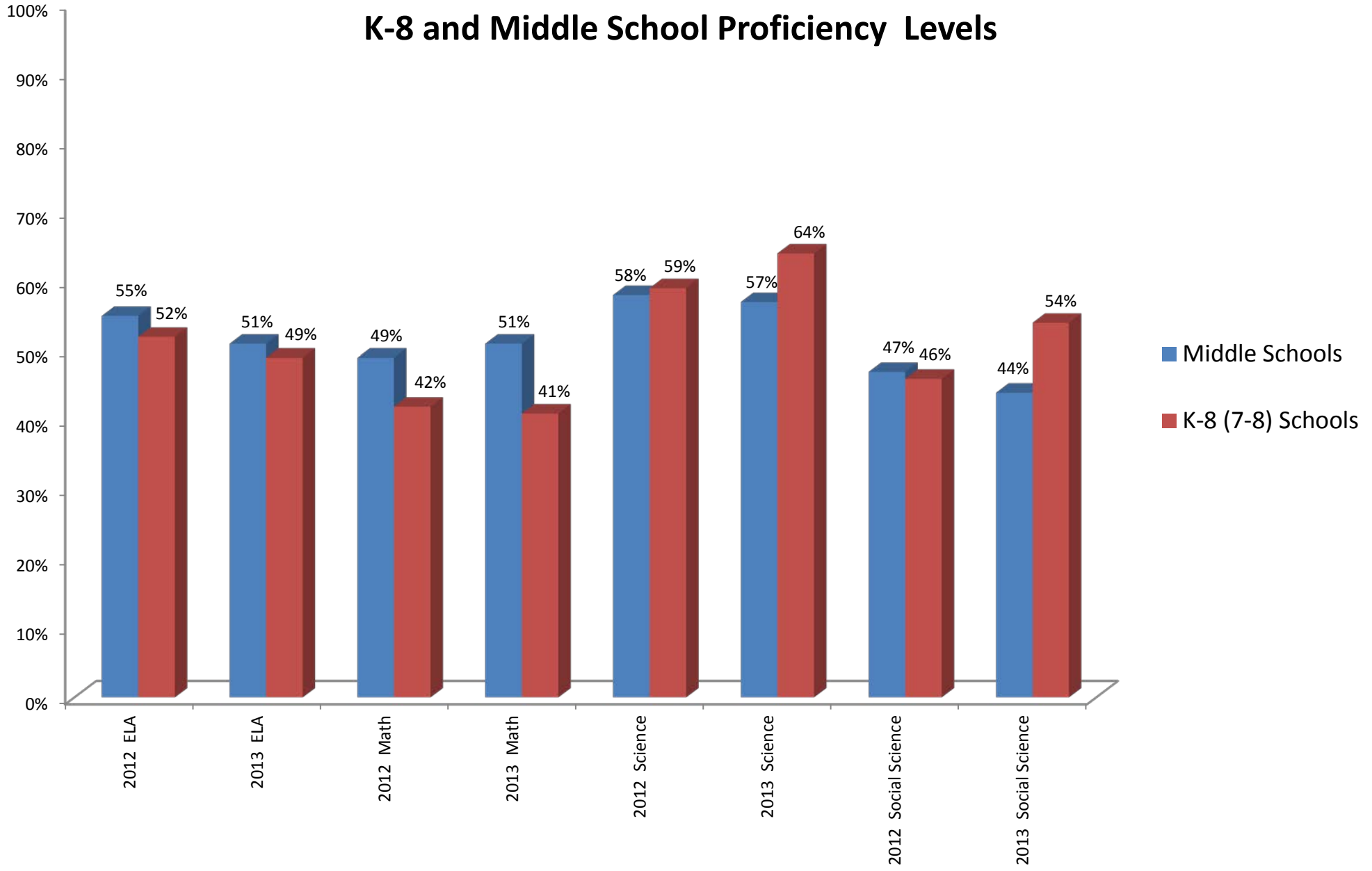
# Proficiency Trends: A Closer Look

## Summary:

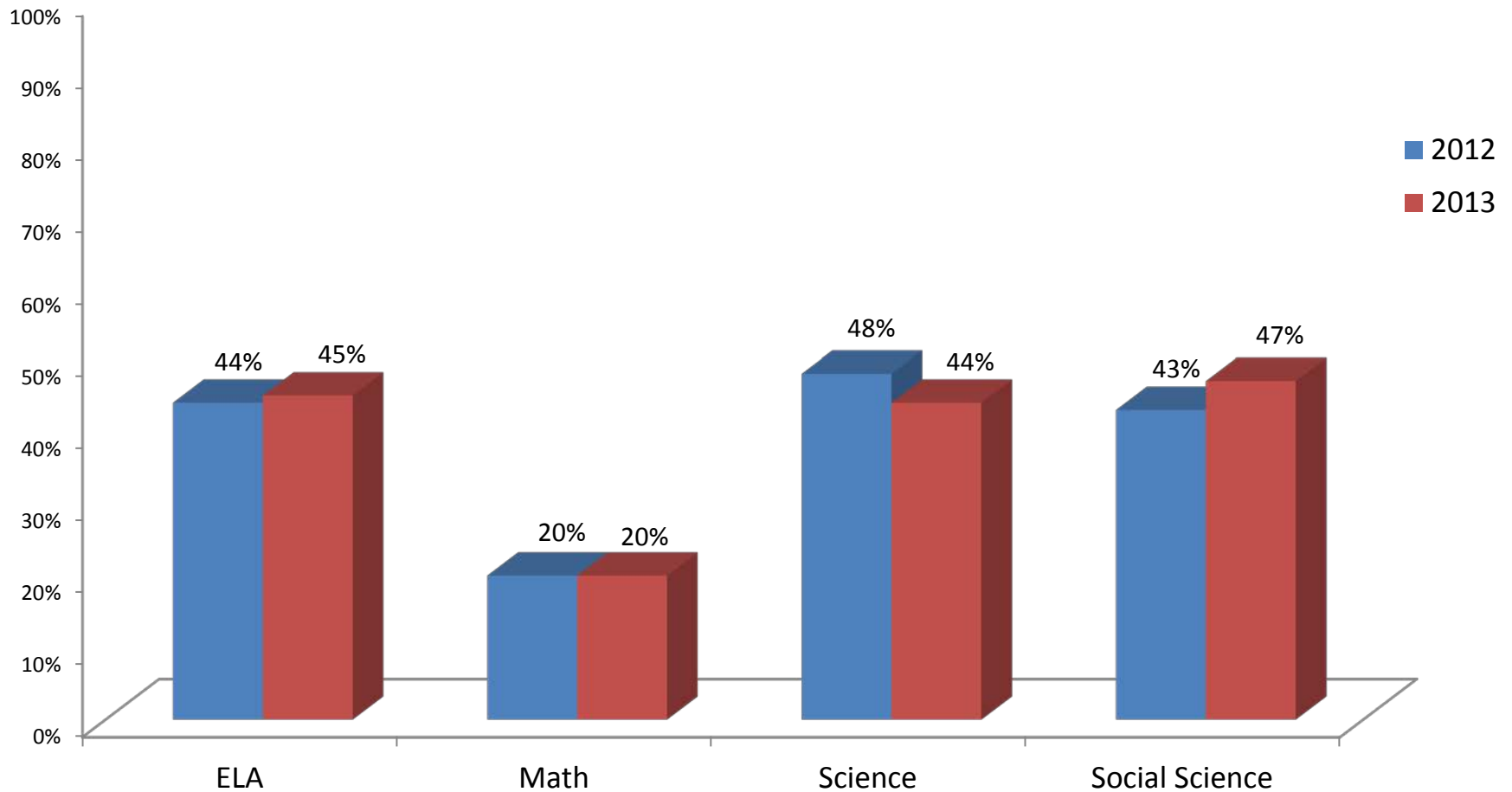
- ✓ 16 schools increased proficiency levels in English/ Language Arts
  - 61 schools decreased proficiency levels in English/Language Arts
  
- ✓ 24 schools increased proficiency levels in Mathematics
  - 48 schools decreased proficiency levels in Mathematics
  
- ✓ 39 schools increased proficiency levels in Science
  - 36 schools decreased proficiency levels in Science
  
- ✓ 20 schools increased proficiency levels in History/Social Studies
  - 6 schools decreased proficiency levels in History/Social Studies



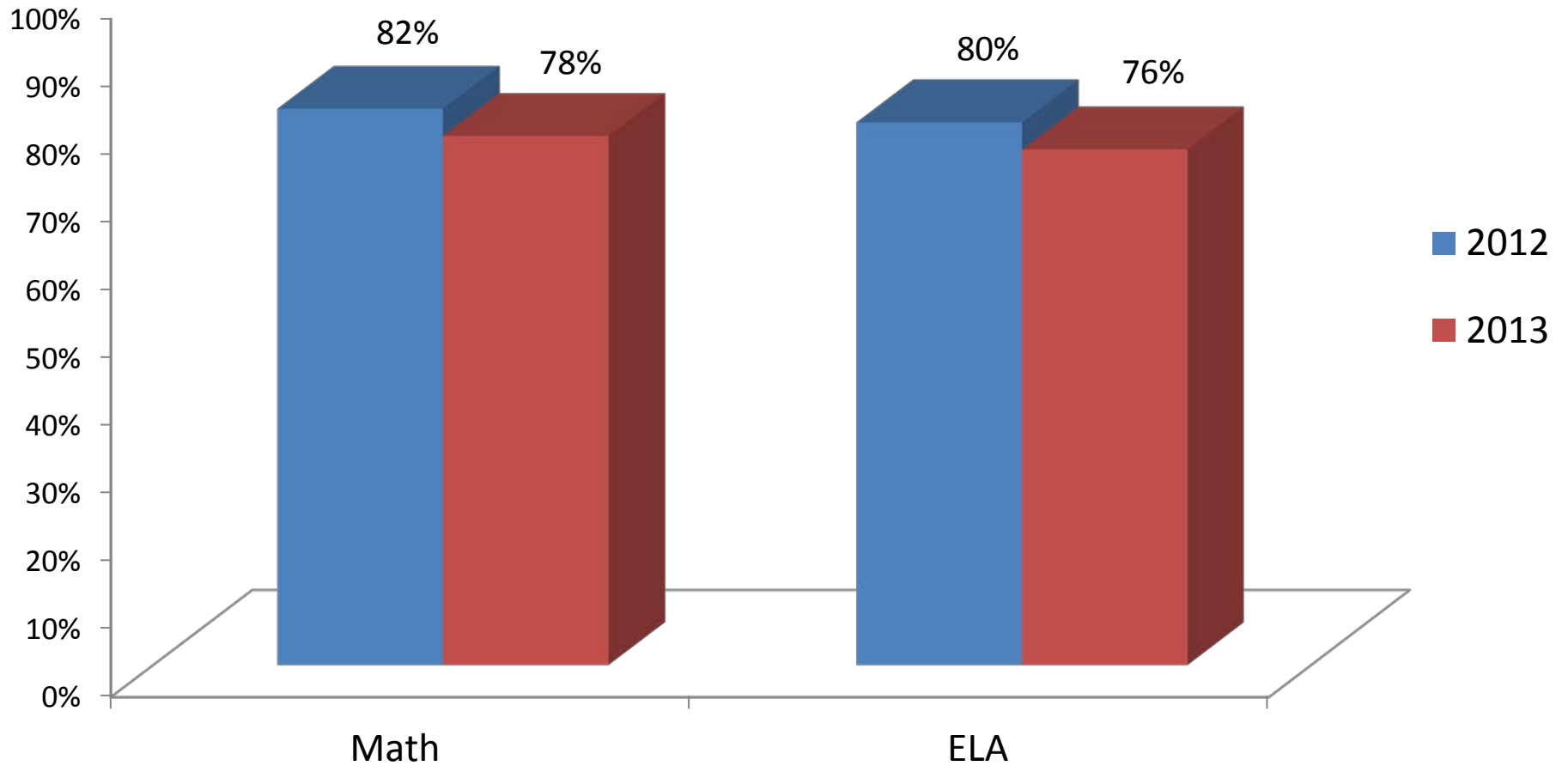
## K-8 and Middle School Proficiency Levels



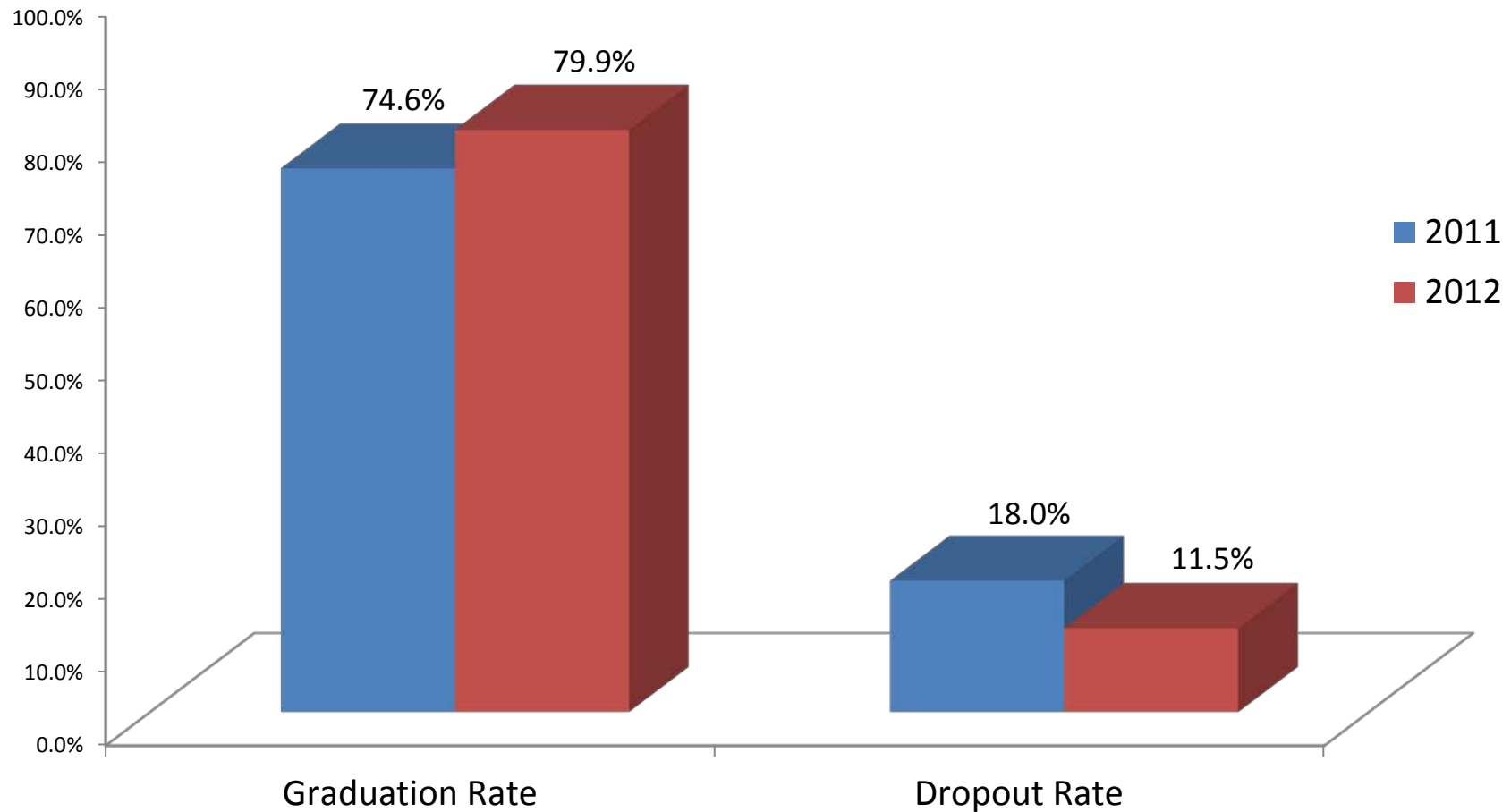
# STAR-CST/CMA Percent Proficient by High Schools



## CAHSEE Proficiency (Pass Rates)



# Graduation and Dropout Rates



## API –

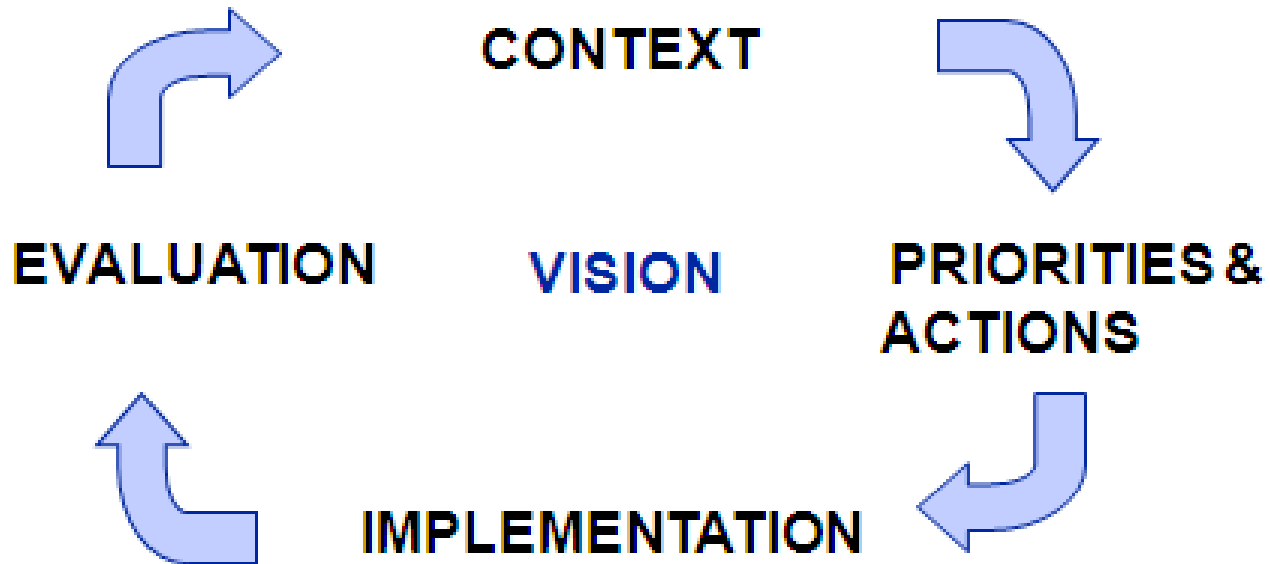
**20 of our schools demonstrated positive growth on the *API Indicator*, despite a downward trend across California:**

- Maple Elementary (+57)
- Fr. Keith B. Kenny Elementary (+45)
- William Land Elementary (+28)
- John Cabrillo Elementary (+13)
- Peter Burnett Elementary (+7)
- Phoebe A. Hearst Elementary (+7)
- Camellia Elementary (+4)
- Mark Hopkins Elementary (+4)
  
- John Morse Therapeutic Center K-8 (+122)
- Caleb Greenwood K-8 (+12)
  
- Fern Bacon Middle (+45)
- Rosa Parks Middle (+13)
- Will C. Wood Middle (+13)
- California Middle (+8)
- Sam Brannan Middle (+5)
- Capital City School (+26)
  
- The Met (+13)
- New Technology (+13)
- Luther Burbank (+10)
- George Washington Carver (+2)

# School Development and Improvement Plan (SDIP)



## The Cycle of Development and Improvement



# PRINCIPAL REFLECTIONS

- **Elizabeth Vigil, California Middle School**
- **Susan Higgins, John Morse Therapeutic Center**
- **Gail Johnson, Father Keith B. Kenny**

## Common Themes

- **High Expectations**
- **Social-Emotional Learning**
- **Data Inquiry**

## **Analyze, Reflect & Inform – 2012-13**

- **Implementation of Common Core State Standards**
- **Instructional Shifts**
- **Impact of Fiscal Realities**

### Results from Schools Showing Largest Declines in 2012

- ELA – Three out of four sites continued to decline
  - Mark Twain, O.W. Erlewine, Susan B. Anthony
- ELA – One site remained flat
  - John D. Sloat
- Math – Four out of seven sites increased
  - Mark Hopkins, O.W. Erlewine, Washington, Leonardo da Vinci
- Math – Three sites continued to decline
  - John D. Sloat, Pacific, Susan B. Anthony
- Science – Two out of six sites increased
  - James Marshall and Maple
- Science – Four sites continued to decline
  - Abraham Lincoln, Earl Warren, Washington, and Language Academy
- History/Social Science – All three sites increased
  - Alice Birney Waldorf-Inspired, Caleb Greenwood and Leonardo da Vinci

## Inform System-wide

- Common Core State Standards
- Free up Principals to allow more time in the classrooms
- High Quality First Instruction training
- Social-Emotional Learning
- Data Inquiry
- Provide more opportunities for collaboration (Networks)
- Addition of support staff
- Identify Supports/Interventions for School Sites
- Continue to learn from Achievement Gap Task Coalition & Restorative Justice Collaboration

# Looking Forward

- AB 484 has changed the testing requirements for this school year
- Our goal is that all students will participate in the 2014 Smarter Balanced ELA and Mathematics Field Test to ensure the district is prepared for implementation in the 2014-15 school year and students are able to gain familiarity with the new testing format
- We will be providing more information at a later date around the Smarter Balanced Assessment
- Guide to Success

# Questions