

FOR IMMEDIATE RELEASE

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State Releases Updated Accountability “Dashboard” for Districts and Schools

Alameda, Calif. — December 14, 2018 — The State Board of Education (SBE) and the California Department of Education (CDE) have released the Fall 2018 “California School Dashboard,” a website that features easy-to-read reports on multiple measures of district and school success, including test scores, graduation rates, absenteeism, and suspension rates.

The dashboard, a key piece in California’s new school accountability system, provides 11 different measures (six state and five local) of a school’s “performance,” which is defined as a combination of current *status* and *change* over time. To illustrate that performance, the dashboard features a collection of easy-to-read gauge icons and tables.

To review how AUSD’s performance, as well as the performance of individual schools, go to the [California School Dashboard website](#). For guidance on navigating and interpreting the dashboard, please see our [“How to Use the Dashboard”](#) page.

State Indicators

The six state indicators are: Academic Achievement, Career/College Readiness, Graduation Rate, Suspension Rate, English Learner Progress, and Chronic Absenteeism. The dashboard provides information on those indicators both for districts and schools as a whole and for various demographic “subgroups.”

The dashboard uses a color code to describe student performance (which, again, is a combination of current status and change over time). This chart helps explain how to interpret the colors.

How is 'Performance' determined?

Level (Status)	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange	Yellow	Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow

Performance in a given indicator is determined by a **combination** of status **and** change using the 5 x 5 rubrics.

Example: a district with a status of 'Medium' that increased its performance would have a performance rating of **green**

AUSD continues to be a high-performing district and continues to outperform the state in all indicators. Taken as a whole, our students showed improvement in many areas, as did a number of subgroups, as shown in the chart below.

AUSD Fall 2018 Results Summarized

Group	Graduation Rate	Suspension Rate	Academic: Math	Academic: ELA	College & Career	Chronic Absenteeism
All Students	GREEN	YELLOW	GREEN	GREEN	GREEN	YELLOW
English Learners	GREEN	YELLOW	YELLOW	YELLOW	YELLOW	ORANGE
Foster Youth	N/A	ORANGE	N/A	N/A	N/A	RED
Homeless	N/A	RED	RED	RED	N/A	RED
SED	GREEN	GREEN	YELLOW	YELLOW	GREEN	YELLOW
SWD	YELLOW	RED	ORANGE	ORANGE	YELLOW	ORANGE
African American	YELLOW	ORANGE	ORANGE	YELLOW	RED	YELLOW
Asian	BLUE	YELLOW	BLUE	BLUE	BLUE	BLUE
Filipino	ORANGE	GREEN	GREEN	YELLOW	YELLOW	ORANGE
Hispanic	GREEN	GREEN	YELLOW	GREEN	YELLOW	ORANGE
Pacific Islander	N/A	ORANGE	YELLOW	ORANGE	N/A	GREEN
2+ Races	GREEN	YELLOW	GREEN	BLUE	BLUE	GREEN
White	GREEN	YELLOW	GREEN	BLUE	BLUE	ORANGE

Performance of AUSD's student subgroups also improved on many indicators. However, significant achievement gaps remain between subgroups here on the island. The graduation rate, academic scores, and rates of college/career readiness of African-American students, for instance, were lower than other students, while the rates of suspension and chronic absenteeism were considerably higher.

The suspension rate for Students with Disabilities was also higher than that of the general population. And homeless students were rated "red" (for low) for their suspension rate, chronic absenteeism, and academic achievement in both ELA and Math.

Under the new accountability system, districts with student groups that are low-performing across two or more state dashboard indicators are eligible for "differentiated assistance." Those districts work with their county offices of education to identify the causes of the subgroup's struggle and develop ways to support them. Eleven of the 18 districts in Alameda County and 374 of roughly 1000 districts in the state qualified for differentiated assistance this year. (145 districts will be receiving assistance for their homeless students.)

AUSD received differentiated assistance for Students with Disabilities in 2018. Due to the improved performance of those students, the district exited differentiated assistance for this subgroup in 2018-19.

"We look forward to working in partnership with the Alameda County Office of Education to identify root causes and take action to improve the outcomes of these identified groups and all students," says Chief Academic Officer Steven Fong.

The dashboard also includes five local indicators: Basic Services and School Conditions; Parent Engagement; School Climate; Access to Broad Array of Courses; and Implementation of Academic Standards. Standards for these indicators are met when a school district reports its results to the CDE.

"It's always gratifying to see the steady improvements of learners," says Superintendent Sean McPhetridge, "yet it remains troubling to see the persistence of the achievement gaps between our subgroups. AUSD is certainly not alone in having these gaps, but I want our community to know that we will continue to analyze the data and collaborate with experts both in and outside of the district on how best to address them."

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Alameda Unified School District (AUSD) serves more than 9300 students in Alameda, California, an island community in the San Francisco Bay Area. For more information, please visit the [AUSD website](#), follow [@AUSDNews](#) on Twitter, or subscribe to our [email communications](#). Questions? Contact Susan Davis, Senior Manager, Community Affairs, at sdavis@alamedaunified.org.