

FOR IMMEDIATE RELEASE

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State Releases Updated Accountability “Dashboard” for Districts and Schools

Alameda, Calif. — December 12, 2017 — The State Board of Education (SBE) and the California Department of Education (CDE) have released the Fall 2017 “[California School Dashboard](#),” a website that features easy-to-read reports on multiple measures of school success, including test scores, graduation rates, absenteeism, and suspension rates.

The dashboard, a key piece in California’s new school accountability system, replaces the Academic Performance Index (API). That system, which relied exclusively on standardized tests and gave each school just one numerical score, was suspended four years ago. The new system provides 10 different measures (six state and four local) of a school’s “performance,” which is defined as a combination of current *status* and *growth* over time.

The new system tracks school and student performance across 10 measures. And under the new system, “performance” is a combination of current status and growth over time.

The dashboard uses pie chart indicators and tables to display meaningful information about district and school performance that local communities can use in making important decisions about their schools. A description of those graphics is included at the end of this press release.

“A Multi-Dimensional View”

The six state measures are: Academic Achievement, Career/College Readiness, Graduation Rate, Suspension Rate, English Learner Progress, and Chronic Absenteeism. The four local measures are Basic Services and School Conditions; Parent Engagement; School Climate; and Implementation of Academic Standards. Indicators are given both for the district and school as a whole and for various demographic subgroups.

Last March (2017), the state released a partial dashboard that left out some data or used data from previous years. The dashboard released this week includes more up-to-date data on all of the indicators except Career/College Readiness.

“This fall release gives us more current data, which brings us several steps closer to having comprehensive performance results for all of our schools and students,” says Chief Academic Officer Steven Fong. “This multi-dimensional view, in turn, lets us more closely assess both the effect of our recent efforts and the current needs of our students.”

AUSD Results

Taken as a whole, AUSD continues to be a high-performing district, receiving green marks for the five state indicators for which the state supplied data: Academic Achievement; Graduation Rate; Suspension Rate; English Learner Progress; and Chronic Absenteeism. AUSD performs better than the county and state average in most indicators, as well. For instance, our overall chronic absenteeism rate is 8.9% versus 10.9% for the county and 10.8% for the state.

Within the overall numbers, some student groups scored very highly in some areas. For instance the following groups were ranked blue (or “highest performance”)

- Asian students for suspensions and mathematics
- Filipino students for graduation
- White students for English Language Arts

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– Superintendent McPhetridge

The data also shows that certain student groups are struggling more than others. Within that same chronic absenteeism category, for instance, African American, American Indian, Hispanic, and Pacific Islander students have rates that are 2% to 4% greater than the district average. Similarly, although AUSD ranked “green” (“high performance”) on its suspension rate, Students

with Disabilities, African Americans, and Foster Youth scored red (“lowest performance”) in that category.

Indeed, students with disabilities received “red” for suspension rate, graduation, and English Language Arts. And under the new accountability system, districts with student groups that are low-performing (red) across two or more state dashboard indicators will be eligible for

“differentiated assistance.” Those districts will work with their county offices of education to identify the causes of the subgroup’s struggle and develop ways to support them.

About 200 districts across the state qualify for differentiated assistance.

Over the last several years, AUSD’s Department of Special Education has begun analyzing and formulating improvements to the special education programs offered at its school sites. The Special Education Strategic Planning Group (comprised of teachers, staff, administrators, and parent/guardians) is developing a comprehensive three- to five-year plan for the delivery of special education services in the district. The district is also implementing both Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Support (PBIS) in its schools.

“I am hopeful that the work we are doing district wide with MTSS and PBIS as well as the changes that we will be implementing in special education will better address the range of needs that our students who receive special education services have,” says Chief Student Support Officer Kirsten Zazo. “The data released yesterday shines a light on the areas in which we – with the county’s help – can offer more support to our most vulnerable students.”

“While we are pleased to see the success of many of our learners, we must acknowledge and respond to this report’s data showing the additional work required of us to marshall resources and focus our efforts toward improving outcomes for our youth in need of additional support,” says Superintendent Sean McPhetridge. “We know this data supports our work with the strategic plan, MTSS, and PBIS. We look forward to reinforcing that work going forward.”

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Alameda Unified School District (AUSD) serves more than 9600 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@alameda.k12.ca.us.

How to Use the State's Accountability Measures

Dashboard

On the [Dashboard](#), a school's or district's performance on each measure is displayed as a pie chart indicator with a full blue pie illustrating "very high" performance and a red pie with just one slice illustrating "very low" performance. Green, yellow, and orange signify varying intermediate levels. Clicking on the indicators brings up more detailed information on the group's most recent "status" on the measure, as well as its change over time.

Equity Report	Status and Change Report	Detailed Report	Student Group Report
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The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		12	7
English Learner Progress (1-12)		1	0
<u>Graduation Rate (9-12)</u>		9	4
<u>College/Career (9-12)</u> <small>Select for one year of available data</small>	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		11	5
<u>Mathematics (3-8)</u>		11	5

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	Met
<u>Implementation of Academic Standards</u>	Met
<u>Parent Engagement</u>	Met
<u>Local Climate Survey</u>	Met

Five by Five Placement Reports

To display a school’s or district’s performance (which, again, is a combination of status and change over time), the state also provides color-coded “[Five by Five Placement Reports](#)” for the state indicators. On these charts, the different colors can signify very different types of performance. For instance, a school that had very low achievement on one measure but increased significantly is ranked “yellow.” So, too, is a school that has very high achievement but *declined* significantly, as evident in the chart below. Similarly, a school that had medium status but increased is “green,” as is a school that maintained a high status.

Level	Declined Significantly by greater than 5.0% (Change)	Declined by 1.0% to 5.0% (Change)	Maintained Declined or increased by less than 1.0% (Change)	Increased by 1.0% to less than 5.0% (Change)	Increased Significantly by 5.0% or greater (Change)
Very High 95.0% or greater (Status)	N/A	Blue	Blue	Blue	Blue
High 90.0% to less than 95.0% (Status)	Orange	Yellow	Green	Green	Blue
Medium 85.0% to less than 90.0% (Status)	Orange	Orange	Yellow	Green	Green
Low 67.0% to less than 85.0% (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67.0% (Status)	Red	Red	Red	Red	Red

For more basic background, please see [this video](#), which was produced by the Alameda County Office of Education. There are also resources on the [CDE Dashboard webpage](#).