

FOR IMMEDIATE RELEASE

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AUSD Scores Stay Steady on Common Core Tests

Alameda, California — Thursday, October 12, 2017 Student scores on the Common Core tests administered last spring across Alameda Unified School District (AUSD) generally stayed stable and continue to be higher than county and state averages, test results released last week show.

The data, which was released by the California Department of Education (CDE) on September 27, included state, county, district, and individual school scores on the California Assessment of Student Performance and Progress ("CAASPP"). This test measures students' mastery of the new Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics, which were introduced in 2013-14. The state administered the first official CAASPP in the spring of 2015.

More than 4700 AUSD students in grades 3-8 and 11 took the state tests in the spring of 2017. The results show that in many cases AUSD students maintained or improved on scores from 2015 and 2016. The percentage of third and fifth graders who met or exceeded the standard in both ELA and Math rose, for instance, between 2016 and 2017. So too did the percentage of Students with Disabilities (on the ELA test) and the percentage of English Language Learners, Economically Disadvantaged, Hispanic, White, and students identifying as "Two or More Races" (on the Math test).

Across the district, a number of schools at the elementary, middle, and high school levels also showed significant gains in ELA and/or Math. In other cases, however, the percentage of students meeting or exceeding the standard was higher than in 2015 but had stayed the same as (or dropped slightly from) the percentage in 2016.

"Our results reflect a larger trend across the county and state," says Chief Academic Officer Steven Fong. "Following the initial gains made between 2015 and 2016, our 2017 scores changed little from the previous year. For AUSD, this reaffirms the importance of the recently implemented math and ELA curricula. We expect our scores to steadily improve as we build upon our initial implementation of the new curricula and can shift our focus on the deepening and refinement of instructional practices."

Test results show that serious gaps still exist between groups in AUSD, a detailed analysis of the results showed, including:

- Students with parents with a college education score significantly better than those without
- White and Asian students score higher than other ethnic subgroups
- Some AUSD schools have higher overall scores than others

In addition, the percentage of Native Hawaiian/Pacific Islander students who meet or exceed the Math and ELA standards has decreased for the second year in a row.

A more detailed analysis of the data is included in the following pages, as well as in [this report](#) which was presented at the October 12, 2017 Board of Education meeting. Further details on the district and individual school performance can be found on the state’s website: <http://caaspp.cde.ca.gov/sb2017/default>.

All students who took the tests last spring will receive a Student Score Report either in the U.S. mail or sent home with their child.

Overall Results

Overall, the percentage of students meeting or exceeding the standard for ELA and Math grew between 2015 and 2016. **In addition, a higher percentage of students met or exceeded the standard for their grade in AUSD than did students across the county or state, as shown in the charts below.**

Percentage of students meeting or exceeding the ELA standard

Year	AUSD	Alameda County	California
2015	63%	52%	44%
2016	67%	55%	49%
2017	66%	55%	49%

Percentage of students meeting or exceeding the Math standard

Year	AUSD	Alameda County	California
2015	55%	44%	33%
2016	58%	46%	37%
2017	58%	47%	38%

Tracking the Achievement Gap

Some of AUSD's subgroups showed progress on the state tests, as shown below. Others maintained the gains made between 2015 and 2016 or dropped slightly. **Without question, significant achievement gaps still exist** in the district, however, as shown in the charts below.

Mathematics by Ethnicity

Subgroup	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard				
		Alameda County	State	2015	2016	2017
All Students	4704	47	38	55	58	58
Black or African American	344	16	19	21	28	24
Asian	1396	78	73	68	72	72
Filipino	333	51	57	51	52	46
Hispanic or Latino	750	24	25	34	40	43
Native Hawaiian or Pacific Islander	50	25	31	39	28	22
White	1338	62	53	63	64	65
Two or More Races	470	61	53	60	61	63

- AUSD performed below county and state levels for Asian, Filipino, and Native Hawaiian or Pacific Islander students.
- Three subgroups (Hispanic/Latino, White, and Two or More Races) improved in consecutive years.
- Native Hawaiian or Pacific Islander students decreased for a second consecutive year.
- Significant performance gaps exists between four subgroups (Black or African American, Native Hawaiian or Pacific Islander, Hispanic/Latino, and Filipino) and their counterparts (Asian, White, and Two or More Races)

English-Language Arts/Literacy by Ethnicity

Subgroup	2017 Group Size (N)	Percentage of Students Meeting or Exceeding Standard				
		Alameda County	State	2015	2016	2017
All Students	4659	55	49	63	67	66
Black or African American	343	25	31	35	36	34
Asian	1368	78	76	72	74	74
Filipino	334	63	70	60	64	60
Hispanic or Latino	744	34	37	46	54	52
Native Hawaiian or Pacific Islander	49	33	42	42	40	37
White	1328	71	64	72	75	75
Two or More Races	470	68	64	66	72	70

- AUSD performed below county and state levels for both Asian and Filipino students. Native Hawaiian or Pacific Islander students performed below their state peers and decreased in performance for a second year in a row.
- Significant performance gaps exists between four subgroups (Black or African American, Native Hawaiian or Pacific Islander, Hispanic/Latino, and Filipino) and their counterparts (Asian, White, and Two or More Races).

"This isn't new news" says Superintendent Sean McPhetridge. "But it underscores yet again the importance of the work we need to do to investigate and understand the factors that contribute to this gap and then adapt our practice to better support our vulnerable students. These achievement gaps between and among students exists at the local, state, and national levels. As educators, we all must all work at honing our instructional practices for continuous improvement."

School Site Results

Some school sites showed growth. The percentage of Earhart, Edison, Lum, Bay Farm (6-8), Encinal Junior Jets, and Island High students who met or exceeded the ELA standards, for instance, has risen steadily since 2015. So too has the percentage of students at Bay Farm School, Franklin, Lum, and Maya Lin, Junior Jets, and Island High who met or exceeded the Math standard. Performance across school sites varied considerably, however.

Percentage of students meeting or exceeding ELA and Math standards, by elementary school site (2015-2017)

	English Language Arts			Mathematics		
	ELA 2015	ELA 2016	ELA 2017	Math 2015	Math 2016	Math 2017
Bay Farm (K-5)	78	74	70	65	69	70
Earhart Elementary	76	78	80	77	80	78
Edison Elementary	70	71	72	69	72	66
Franklin Elementary	62	72	72	61	64	66
Haight Elementary	45	54	48	36	43	43
Lum Elementary	60	65	69	63	67	76
Maya Lin Elementary	38	49	43	37	42	47
Otis Elementary	68	73	70	69	68	65
Paden Elementary	61	59	52	55	63	58
Ruby Bridges Elementary	43	32	33	36	26	32

Percentage of students meeting or exceeding ELA and Math standards, by secondary school site (2017)

	English Language Arts			Mathematics		
	ELA 2015	ELA 2016	ELA 2017	Math 2015	Math 2016	Math 2017
Middle Schools						
Bay Farm (6-8)	72	81	84	62	74	78
Encinal Jr. Jets	42	46	54	28	34	41
Lincoln Middle	78	84	82	69	75	71
Wood Middle	45	53	50	32	41	41
High Schools						
Alameda High	73	78	76	55	60	58
ASTI	97	93	89	92	96	84
Encinal High	63	71	58	36	41	36
Island High	11	26	37	0	0	10

The Role of Parent Education

Across the district, **children's results often reflected the level of their parent's education.** Only 42 percent of children whose parents did not graduate from high school met or exceeded ELA standards, for instance, while 73% of students whose parents graduated college and 84% of those whose parents had attended graduate school met or exceeded the standard. "Educators have known for decades that parent education has a strong effect on student scores," McPhetridge says. "Our hope is that our continued efforts to engage, inspire, and increase parent participation in our schools will help close this gap in the future."

Percentage of students meeting or exceeding ELA and Math standards, by parent education (2016)

Parent Education	Not high school graduate	High school graduate	Some college (including AA)	College graduate	Graduate school/post graduate work
ELA	41%	48%	53%	70%	84%
Math	36%	40%	42%	62%	78%

Moving Forward

While the progress made on the standardized tests was good news, the remaining achievement gap among and between various subgroups and schools remains a concern, McPhetridge says. Efforts to close the gap will include continuing to adopt and implement the new CCSS-aligned curricula, improve school climates, and deepen and expand parent engagement. "We aim to improve continuously," he says. "Sometimes the improvement is significant; sometimes the improvement is small. But our district as a whole and our individual school sites are committed to supporting all students and helping all students achieve."

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