



2022 AUHSD ASSESSMENT REPORT

PART II

GOVERNING BOARD MEETING

NOVEMBER 2, 2022

2022 AUHSD ASSESSMENT REPORT – PART II



Assessment Report Part II Components

- California Assessment of Student Performance and Progress (CAASPP)
 - Smarter Balanced Assessment
 - California Alternate Assessment
 - California Science Test
- Achievement Grades
- Graduation Rates



CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

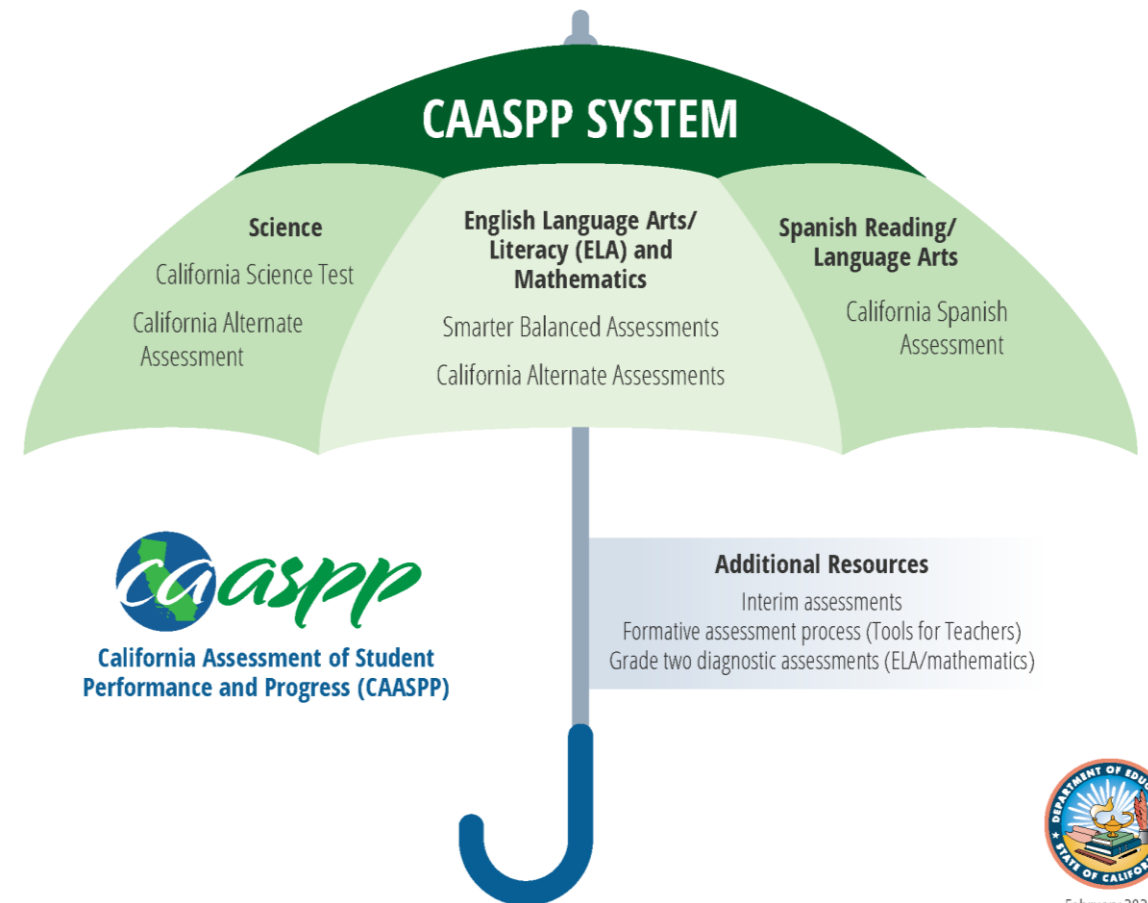
CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)



CAASPP System Overview

2021-2022 CAASPP System included the following assessments:

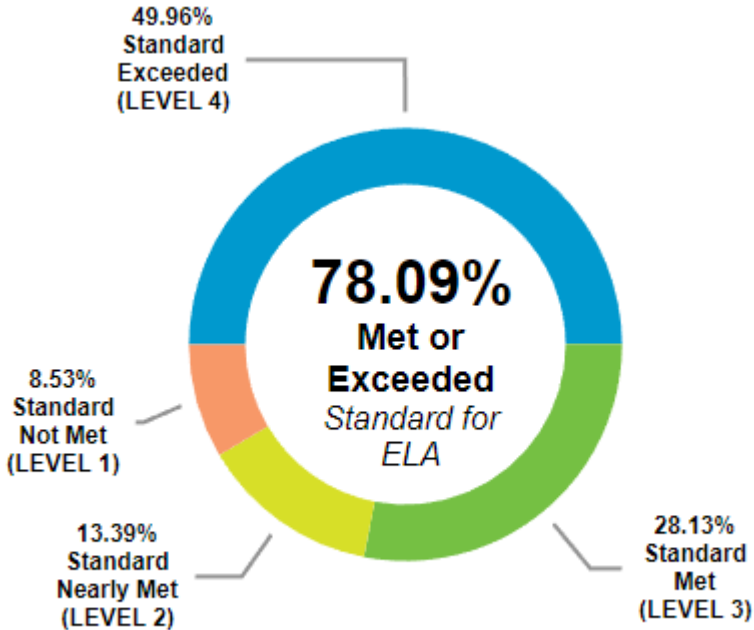
- Smarter Balanced Assessment (SBA)
 - English Language Arts / Literacy
 - Mathematics
- California Alternate Assessments (CAA)
- California Science Test (CAST)
- Standards-Based Tests in Spanish (STS)





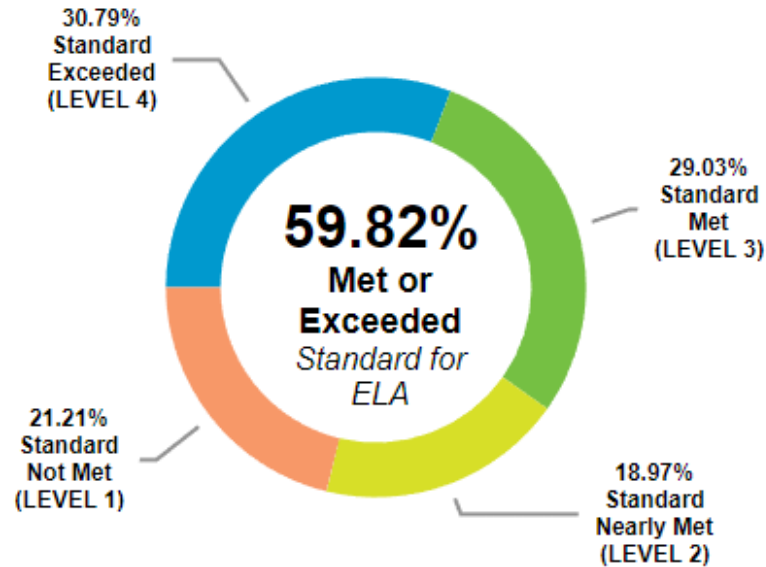
2022 SMARTER BALANCED ASSESSMENT – ELA, GRADE 11

AUHSD



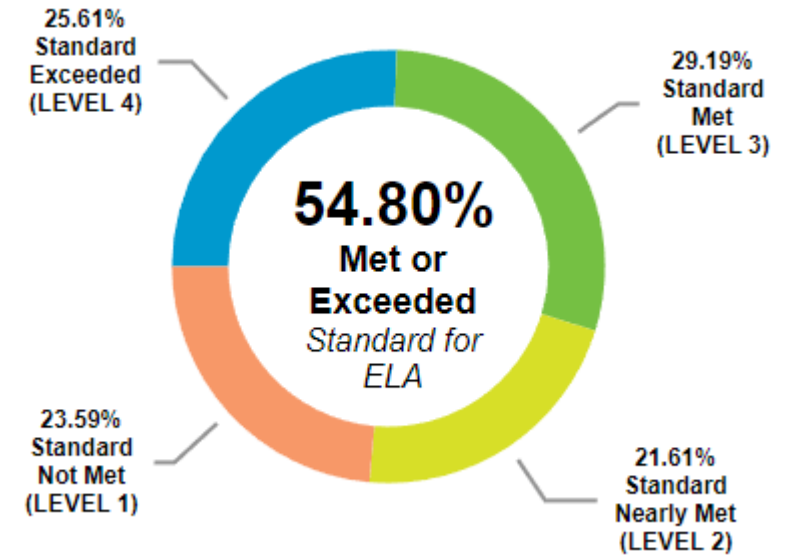
95.2% Participation Rate

Contra Costa County



86.3% Participation Rate

California

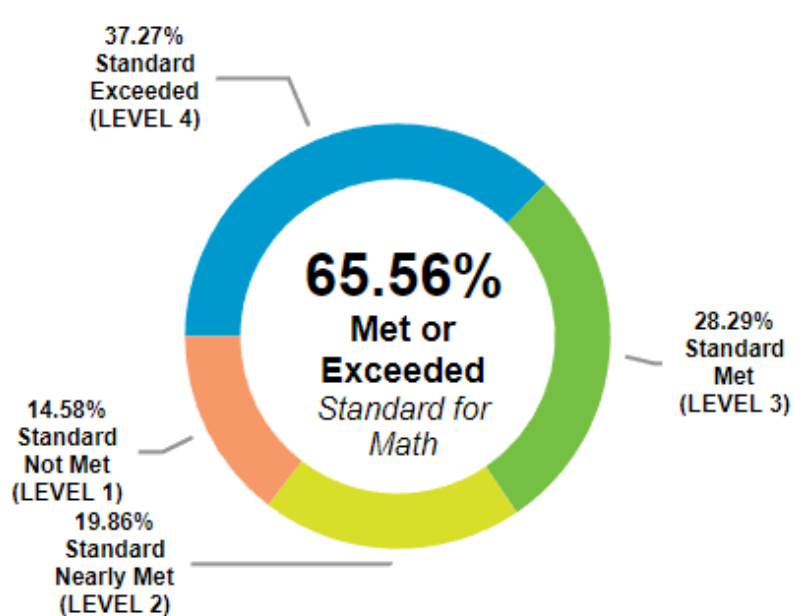


90.4% Participation Rate



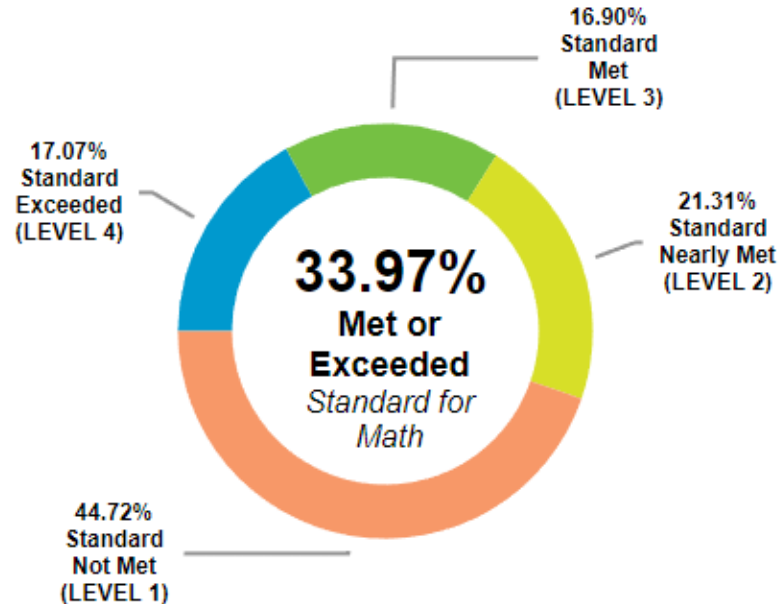
2022 SMARTER BALANCED ASSESSMENT – MATH, GRADE 1 |

AUHSD



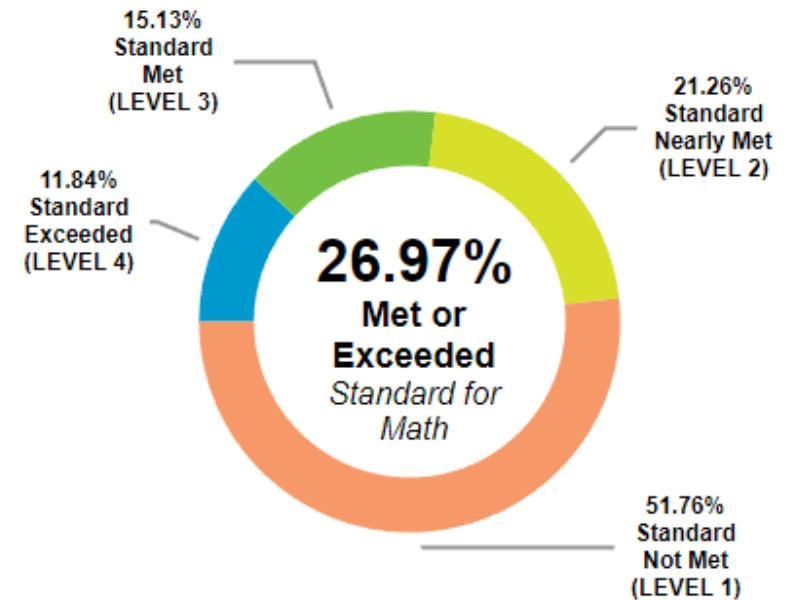
96.3% Participation Rate

Contra Costa County



86.1% Participation Rate

California

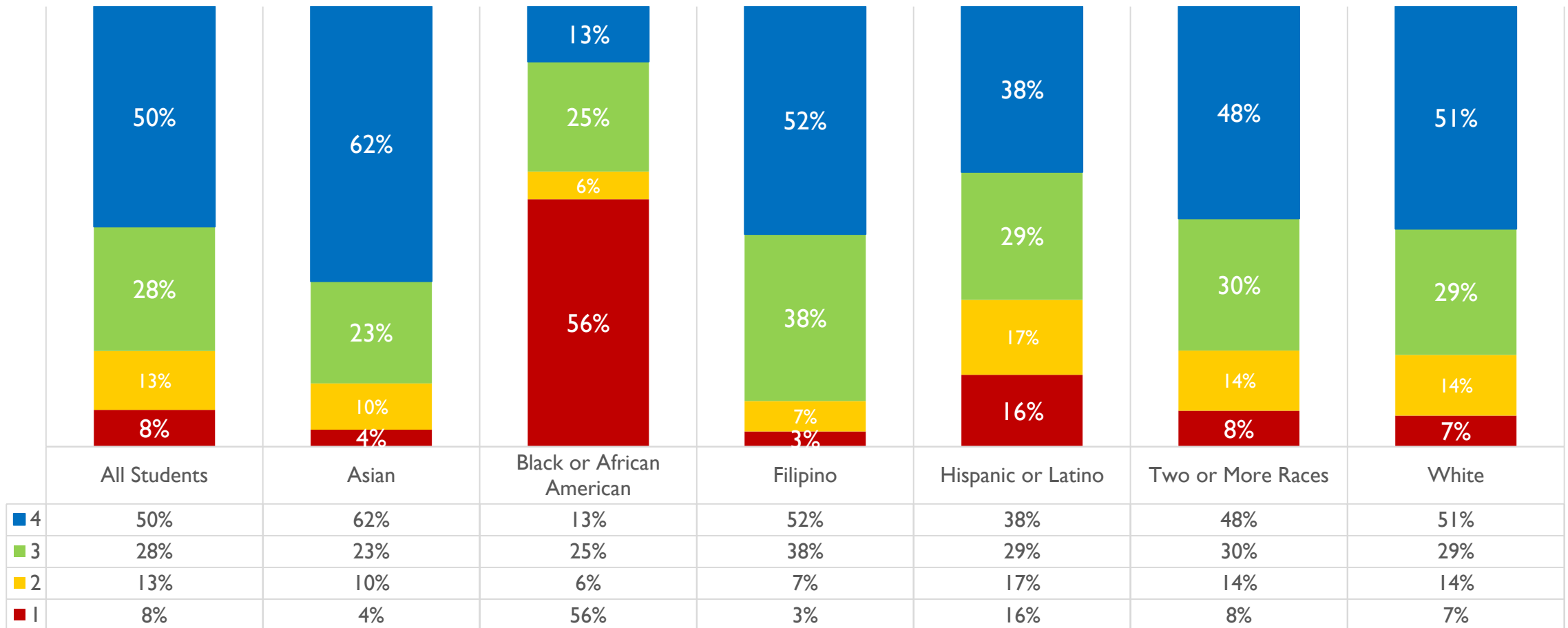


89.9% Participation Rate



2022 SMARTER BALANCED ASSESSMENT

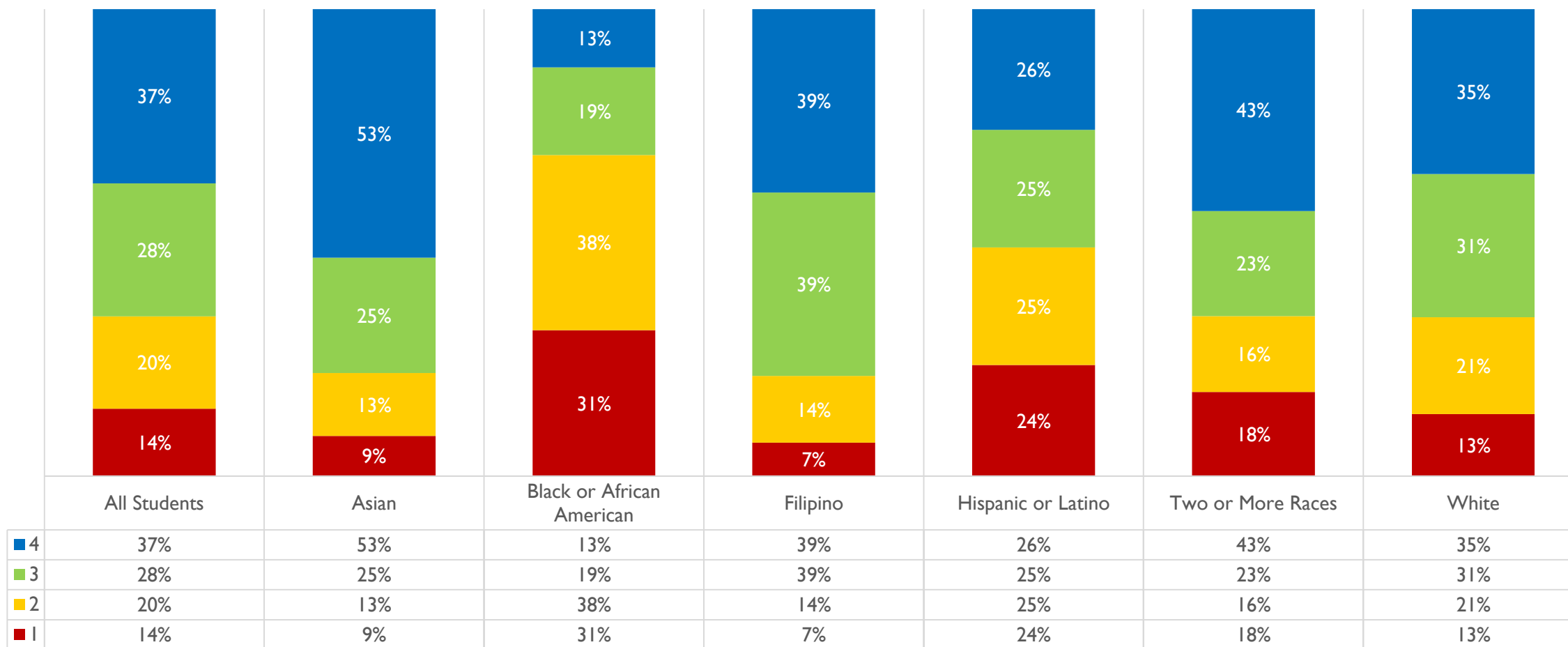
2022 SBA ELA RESULTS BY RACE/ETHNICITY



2022 SMARTER BALANCED ASSESSMENT



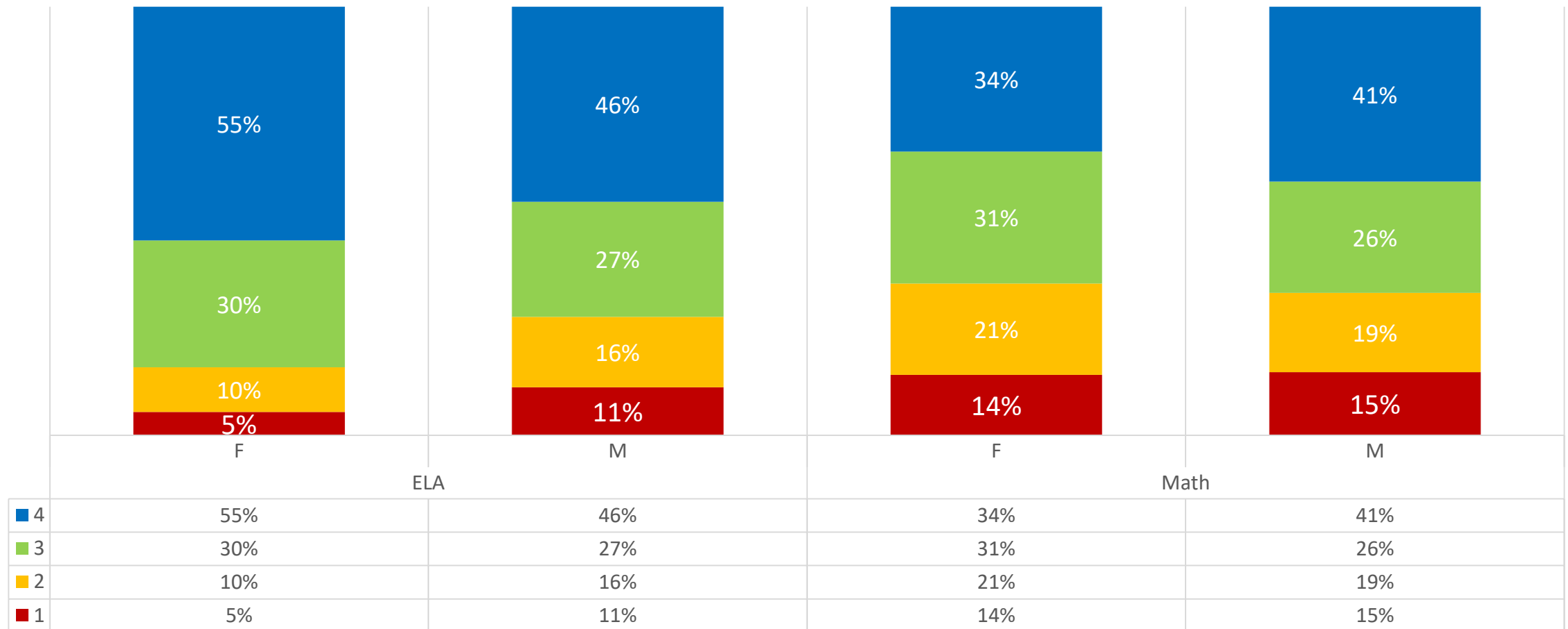
2022 SBA MATH RESULTS BY RACE/ETHNICITY



2022 SMARTER BALANCED ASSESSMENT



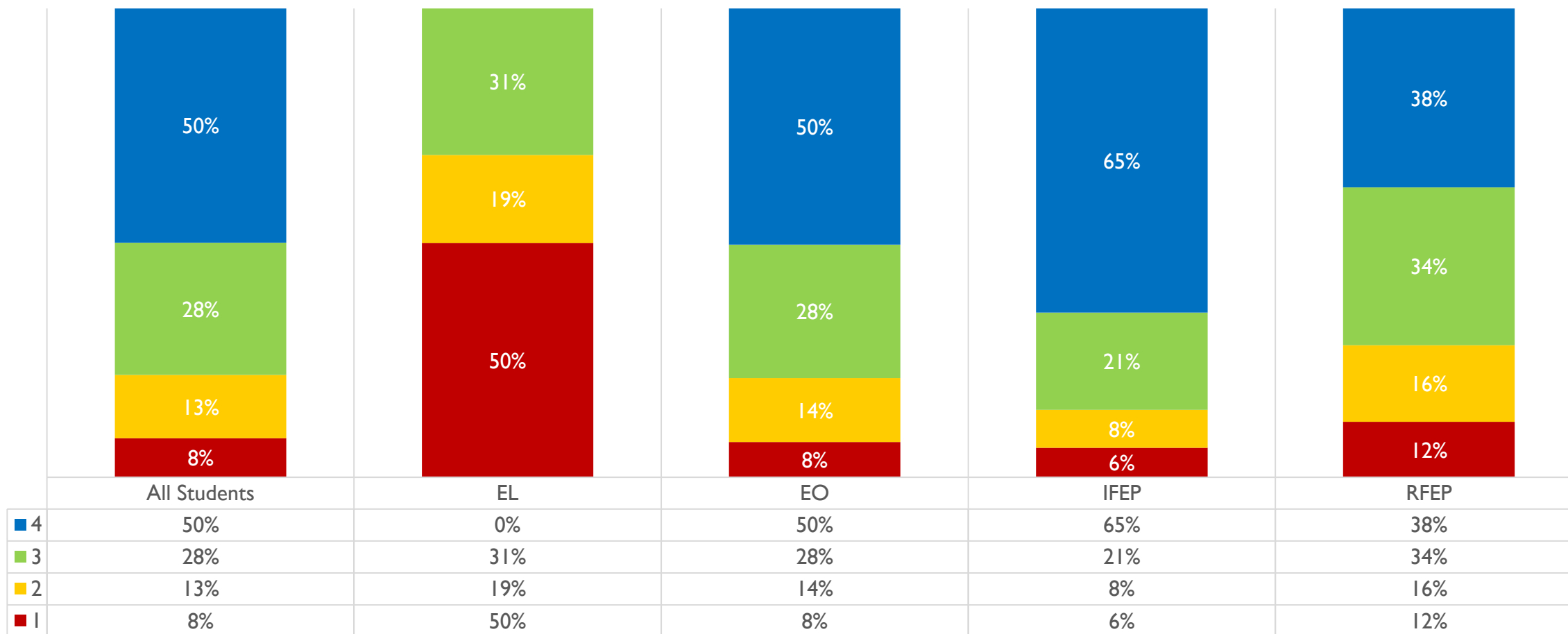
2022 SBA RESULTS BY GENDER



2022 SMARTER BALANCED ASSESSMENT



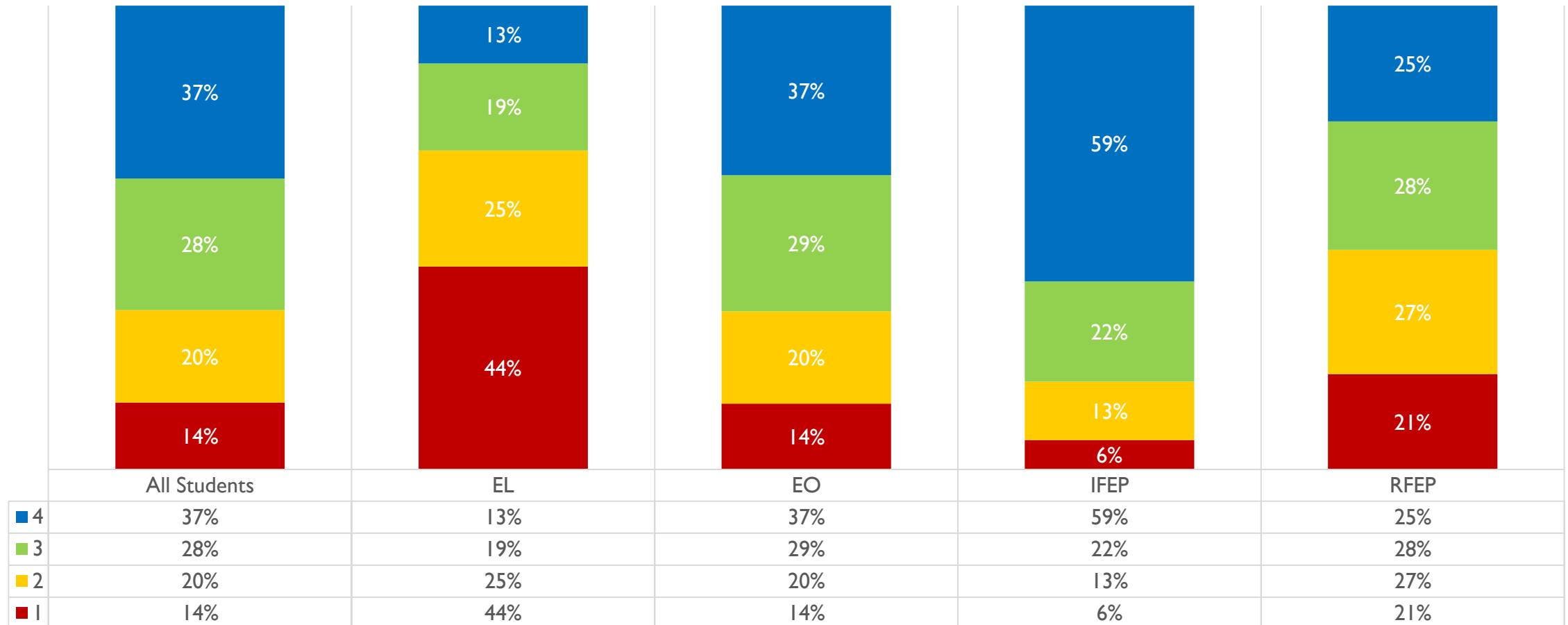
2022 SBA ELA RESULTS BY ENGLISH LANGUAGE STATUS



2022 SMARTER BALANCED ASSESSMENT



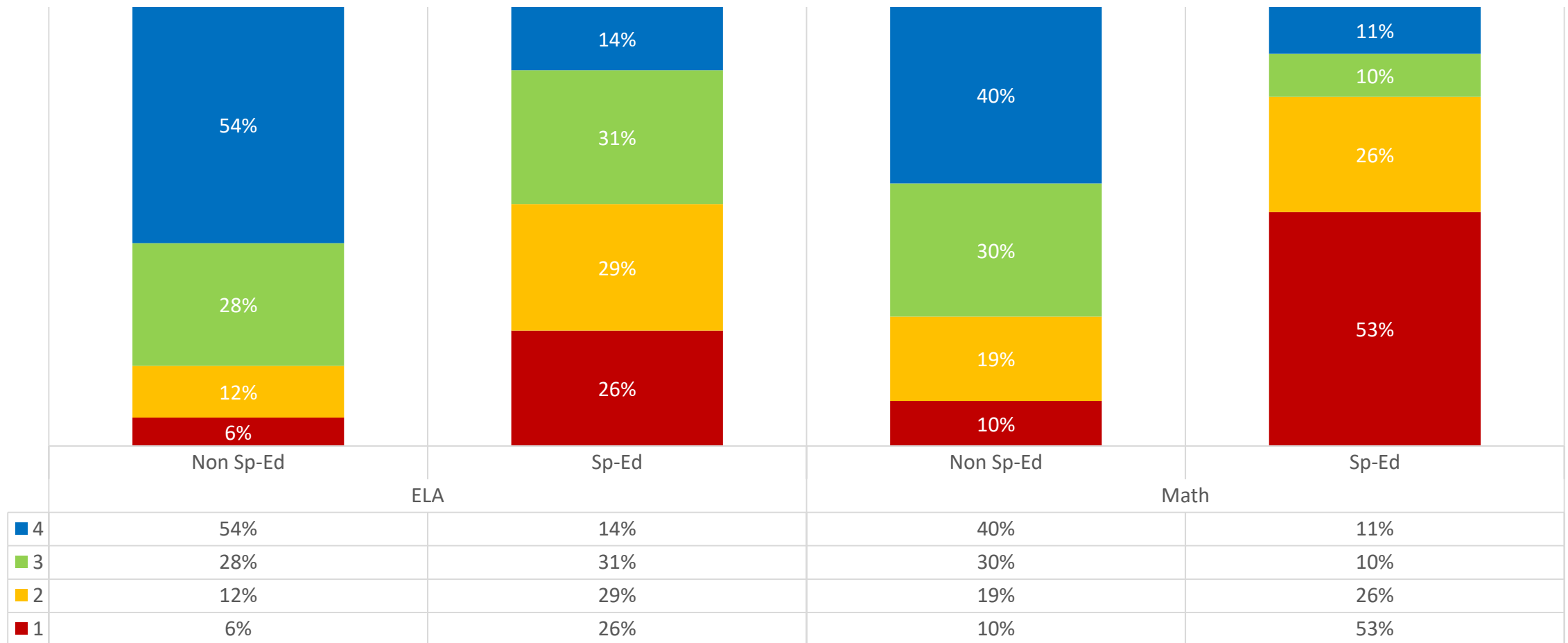
2022 SBA MATH RESULTS BY ENGLISH LANGUAGE STATUS



2022 SMARTER BALANCED ASSESSMENT



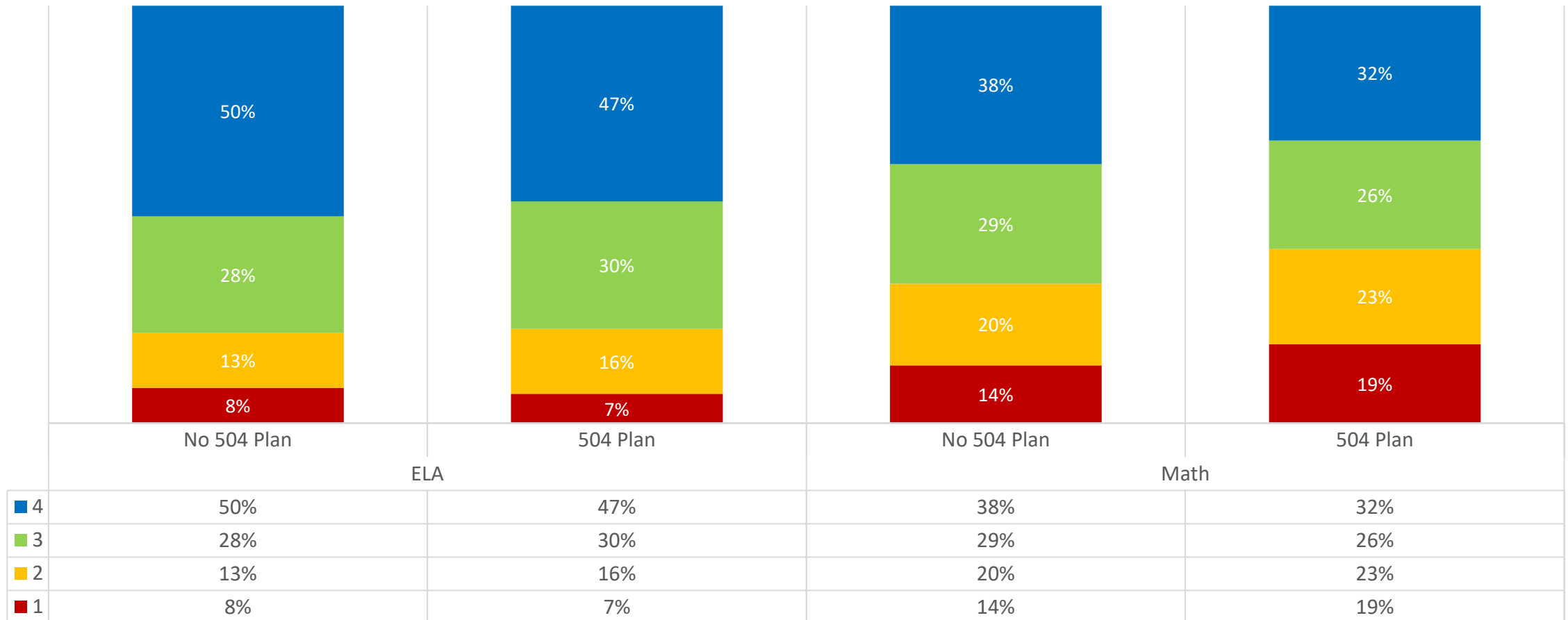
2022 SBA RESULTS BY SPECIAL EDUCATION STATUS



2022 SMARTER BALANCED ASSESSMENT



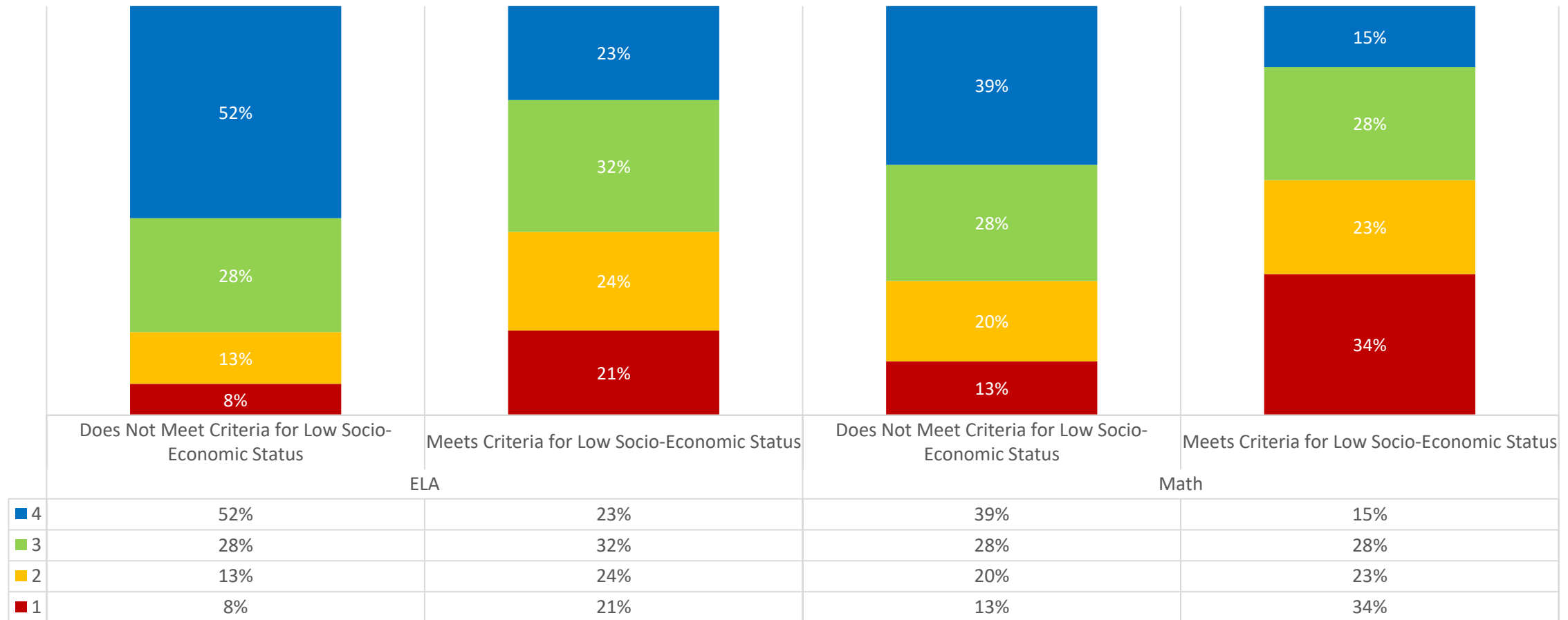
2022 SBA RESULTS BY 504 PLAN STATUS



2022 SMARTER BALANCED ASSESSMENT



2022 SBA RESULTS BY SOCIO-ECONOMIC STATUS



CALIFORNIA SCIENCE TEST (CAST)



California Science Test (CAST)

2017-2018 CAST

- Field Test – Participation data used for federal accountability, student performance data not reported
- Grade 12 students took CAST
- Assessment based on the NGSS 5 domains (Biology, Chemistry, Physics, Earth and Space, Engineering)

2018-2019 CAST (Operational)

- Administered to students in their last year of science
- Students take CAST only once in their high school career
- Districts received individual science scores in January 2020, but did not receive Districtwide scores

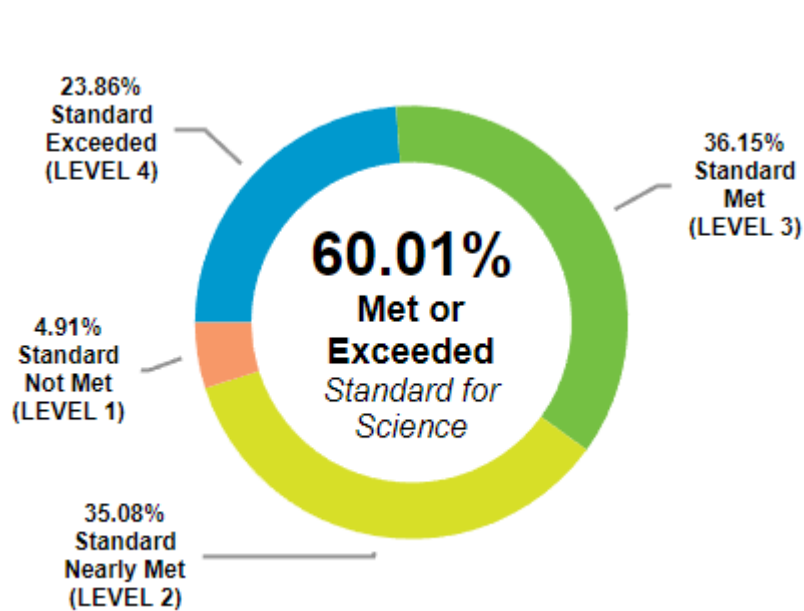
2020-2021 CAST – Not administered in AUHSD

2021-2022 CAST – Administered to grade 11 and grade 12 students

2022 SMARTER BALANCED ASSESSMENT CAST – ALL HIGH SCHOOL GRADES

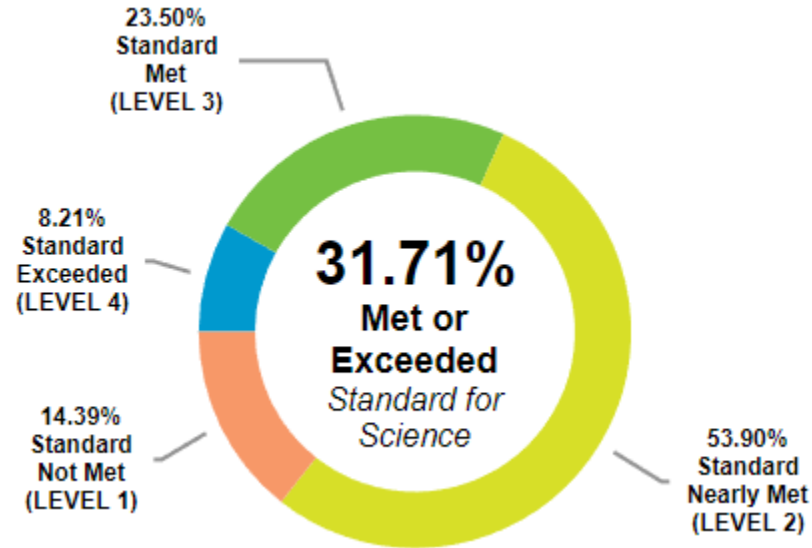


AUHSD



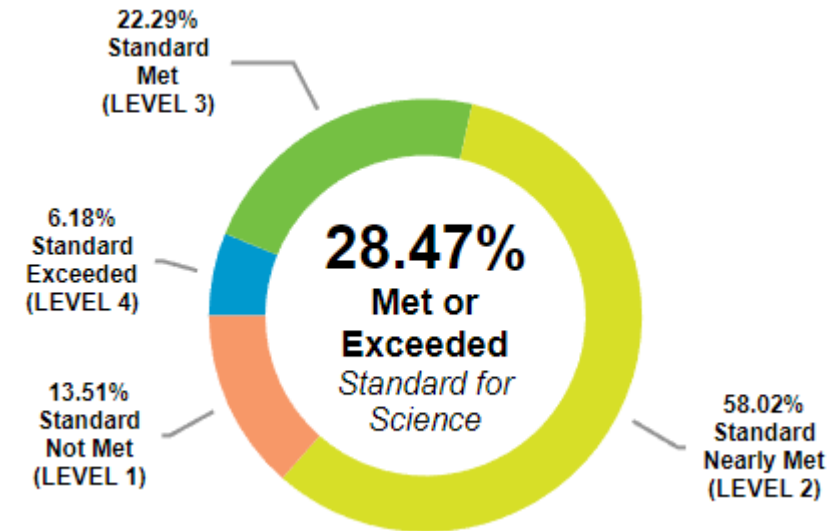
93.4% Participation Rate

Contra Costa County



79.1% Participation Rate

California



85.4% Participation Rate

CALIFORNIA ALTERNATE ASSESSMENT (CAA)



California Alternate Assessment (CAA)

- Assessment aligns to Core Content Connectors (alternate achievement standards)
- Grade II students with significant cognitive disabilities take CAA
- Individual scores sent to students
- Scores not published to protect privacy
- Reporting Performance Level Descriptors
 - Level 3 Alternate (student showed understanding of core concepts)
 - Level 2 Alternate (student showed foundational understanding of core concepts)
 - Level 1 Alternate (student showed limited understanding of core concepts)

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP) OVERVIEW



Observations

- 2021-2022 SBA results for ELA/Literacy and Mathematics declined in AUHSD, County, and State
- AUHSD results significantly higher than County and State scores
- Achievement gaps persist for English learners, students with disabilities, students who are socio-economically disadvantaged, and students who identify as Black/African American or Hispanic/Latino
- Strong participation rates in AUHSD for all student groups

Next Steps

- Support students through targeted intervention strategies during class and Academy
- Use CAASPP Interim Assessment Blocks as formative assessments to build student knowledge and skills
- Analyze scores to inform curriculum, instruction, and academic support
- Continue efforts to build campus cultures where all students have a strong sense of belonging

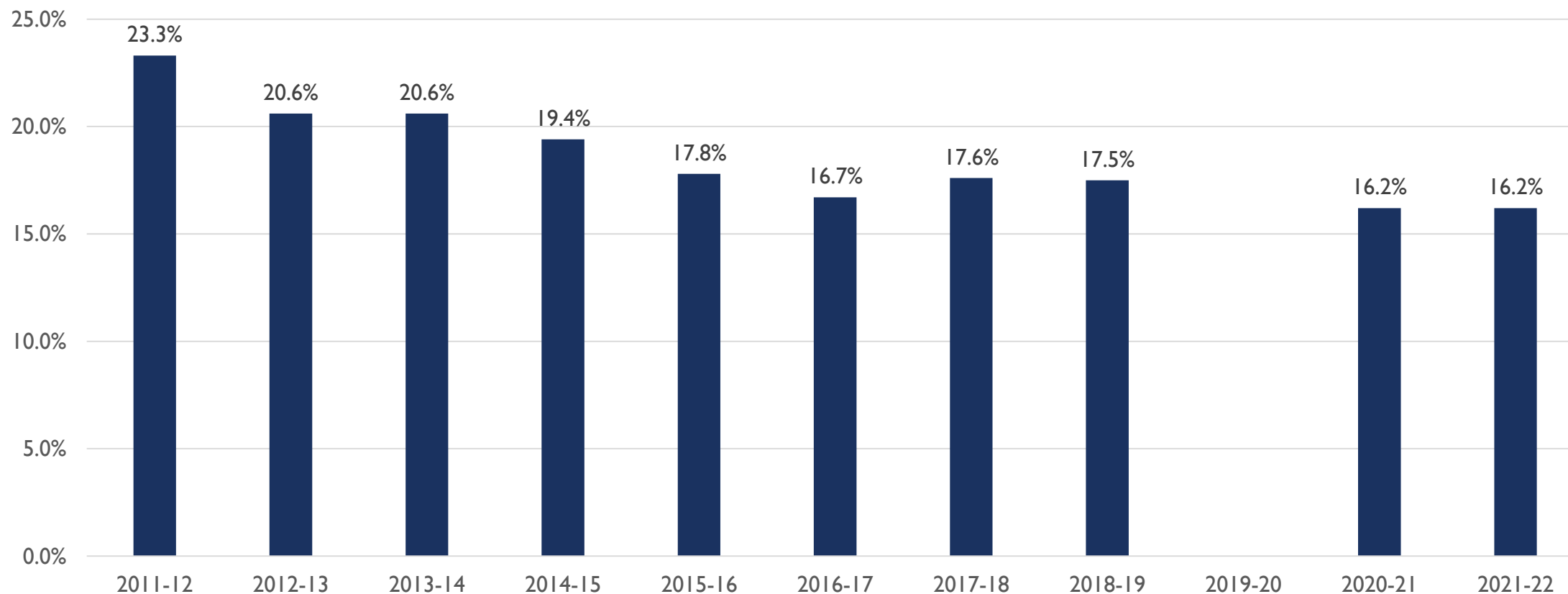


ACHIEVEMENT GRADES

ACHIEVEMENT GRADES



PERCENTAGE OF STUDENTS RECEIVING ONE OR MORE GRADES BELOW A "C" 1ST OR 2ND SEMESTER

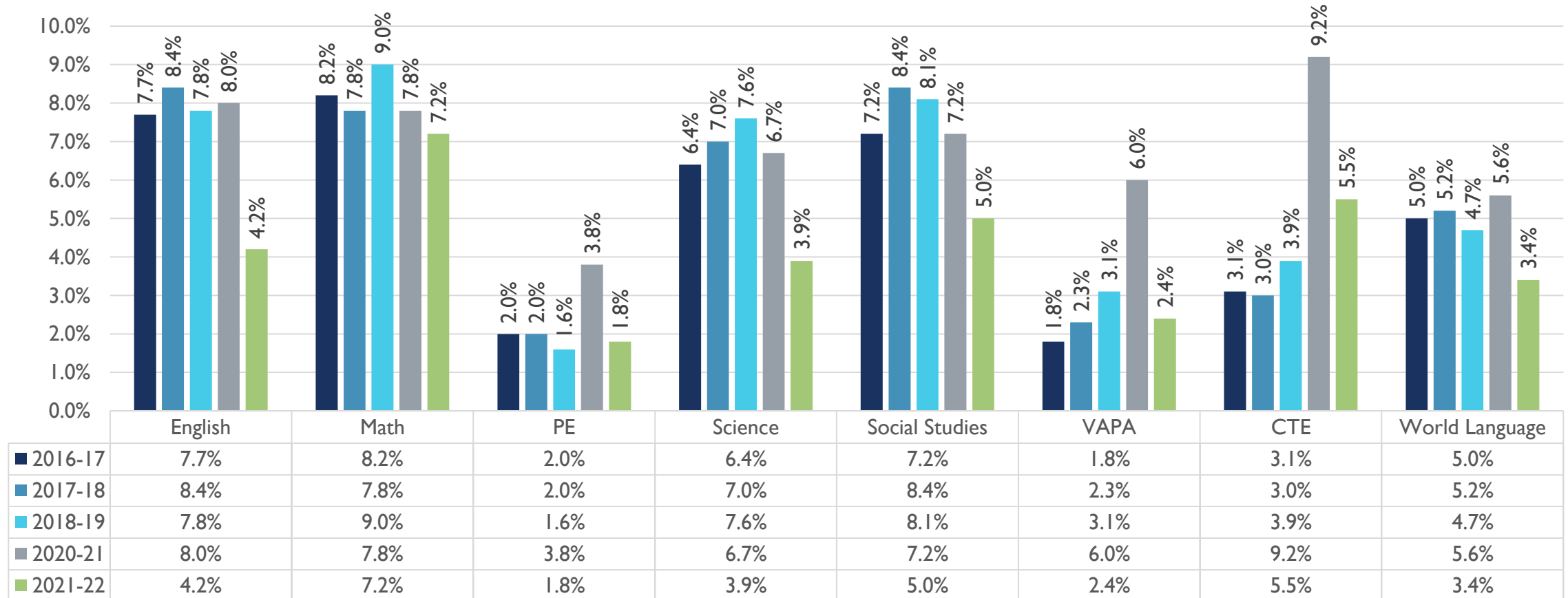


Note: 2019-2020 grades not included as 2nd Semester Grades were Credit / No Mark



ACHIEVEMENT GRADES

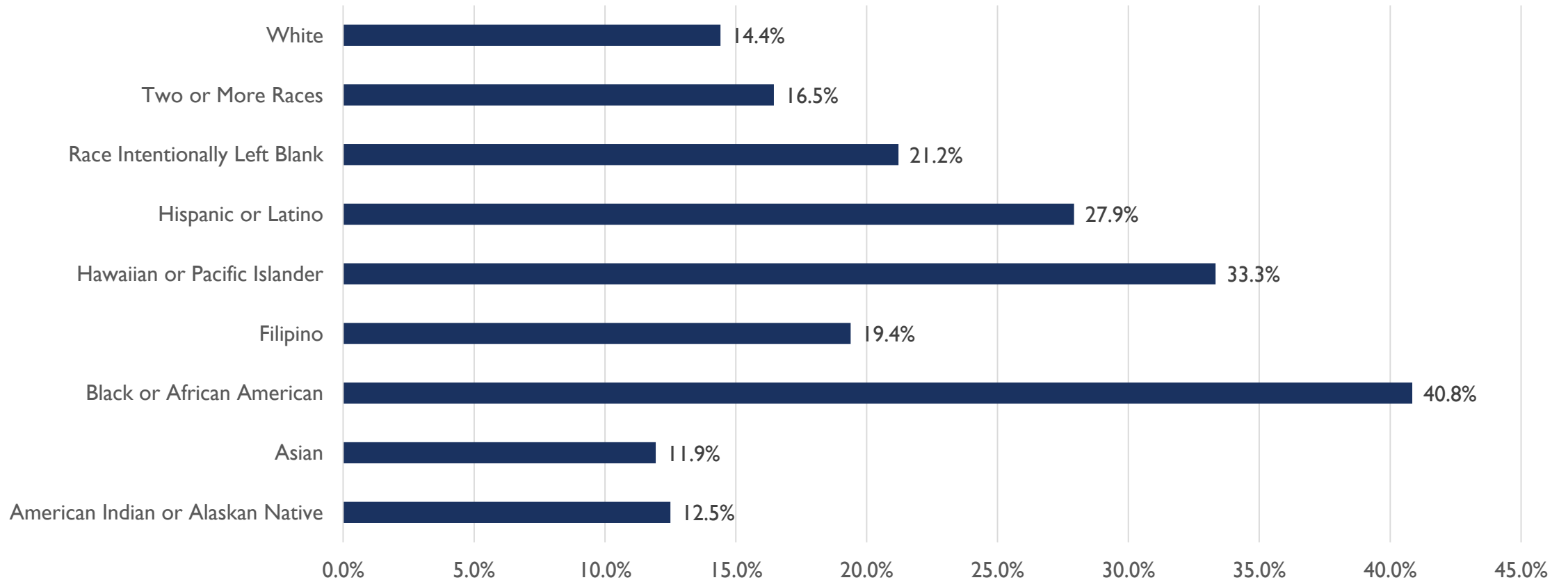
PERCENTAGE OF OVERALL GRADES BELOW A “C”
1ST AND 2ND SEMESTER, BY DEPARTMENT



ACHIEVEMENT GRADES



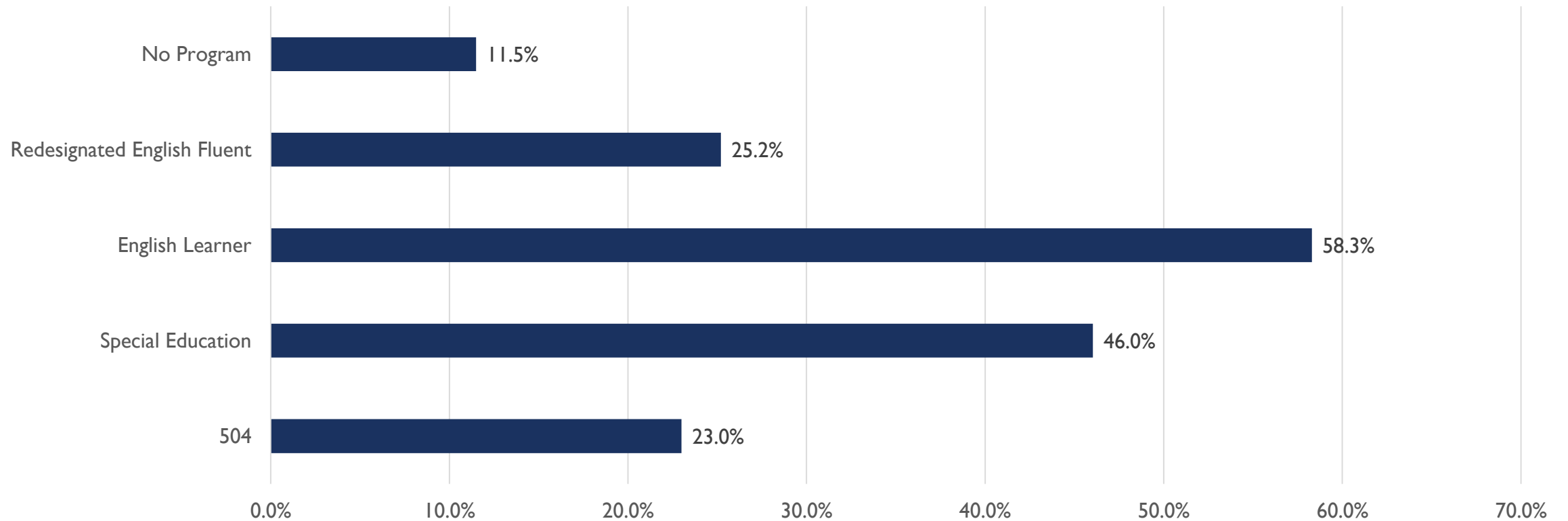
PERCENTAGE OF STUDENTS RECEIVING ONE OR MORE GRADES BELOW A “C”
1ST OR 2ND SEMESTER, BY RACE/ETHNICITY



ACHIEVEMENT GRADES



PERCENTAGE OF STUDENTS RECEIVING ONE OR MORE GRADES BELOW A “C”
1ST OR 2ND SEMSTER, BY PROGRAM



ACHIEVEMENT GRADES



Observations

- Percentage of students receiving a grade below a “C” declined over the past ten years
- Increase in grades above a “C” corresponds to a larger percentage of AUHSD students meeting the UC/CSU (A-G) course requirements. In 2022, the highest percentage of AUHSD students met the A-G course requirements in District history. (See 2022 AUHSD Assessment Report, Part I)
- Achievement gaps persist for English learners, students with disabilities, students who are socio-economically disadvantaged, and students who identify as Black/African American or Hispanic/Latino

Next Steps

- Targeted intervention for students receiving one or more grades below a “C”
- Specific focus on the persistent achievement gaps
- Grade analysis with teachers, counselors, and administrators to inform curriculum, instruction, and academic support
- Continue efforts to build campus cultures where all students have a strong sense of belonging



GRADUATION RATES

GRADUATION DATA MULTI-YEAR REVIEW



Graduating Class	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate	Graduates Meeting UC/CSU A-G Requirements	Graduates Earning Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
2022	1391	1361	97.8%	15	1.1%	78.0%	31.7%	64.6%
2021	1407	1377	97.9%	16	1.1%	72.9%	26.9%	53.3%
2020	1345	1305	97.0%	14	1.0%	72.0%	34.0%	56.1%
2019	1378	1327	96.3%	28	2.0%	74.0%	34.7%	57.2%
2018	1422	1371	96.4%	19	1.3%	70.6%	33.6%	44.8%



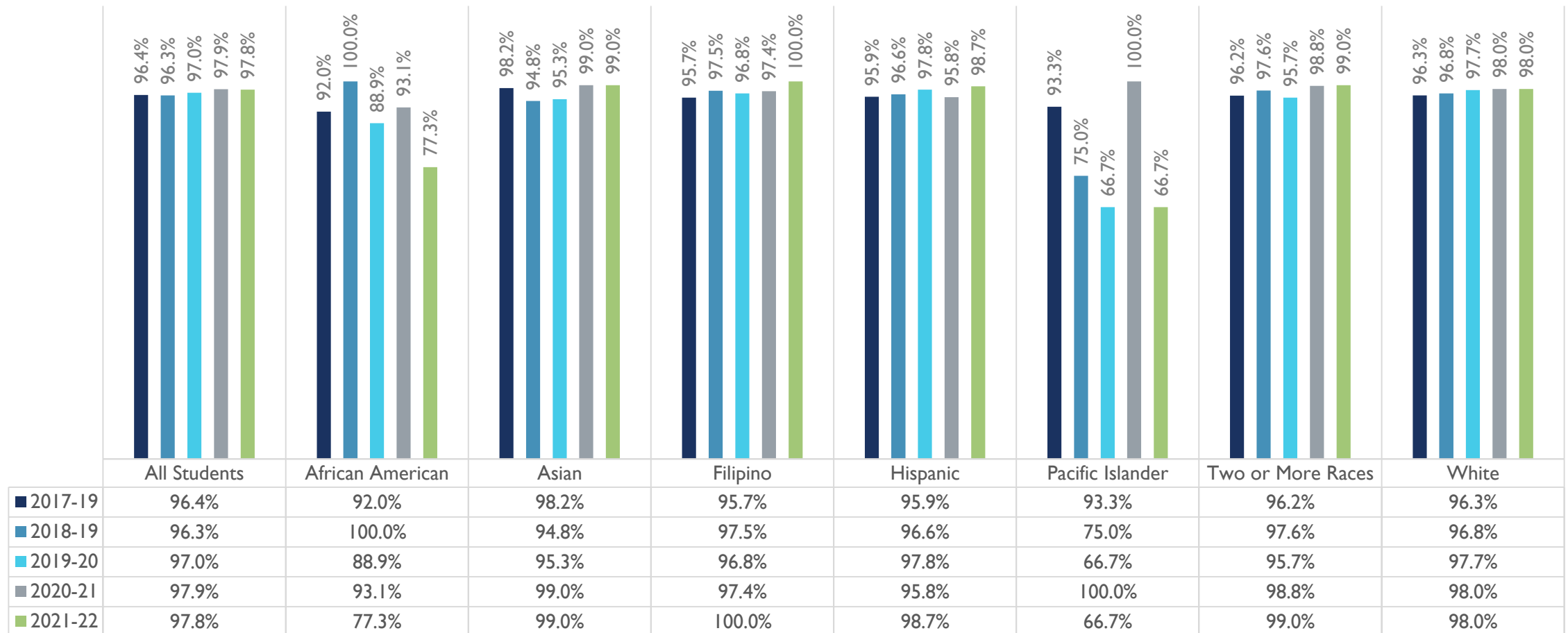
2022 GRADUATION DATA BY SCHOOL

	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate	Graduates Meeting UC/CSU A-G Requirements	Graduates Earning Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
ACIS	26	21	80.8%	5	19.2%	48.9%	7.7%	23.1%
AHS	308	298	96.8%	2	0.6%	80.1%	30.8%	61.4%
CHS	347	346	99.7%	1	0.3%	84.2%	34.6%	74.9%
LLHS	396	387	97.7%	6	1.5%	70.5%	28.3%	56.6%
MHS	314	309	98.4%	1	0.3%	82.8%	35.7%	70.1%
AUHSD	1391	1361	97.84%	15	1.08%	78.0%	31.7%	64.6%

2022 GRADUATION DATA



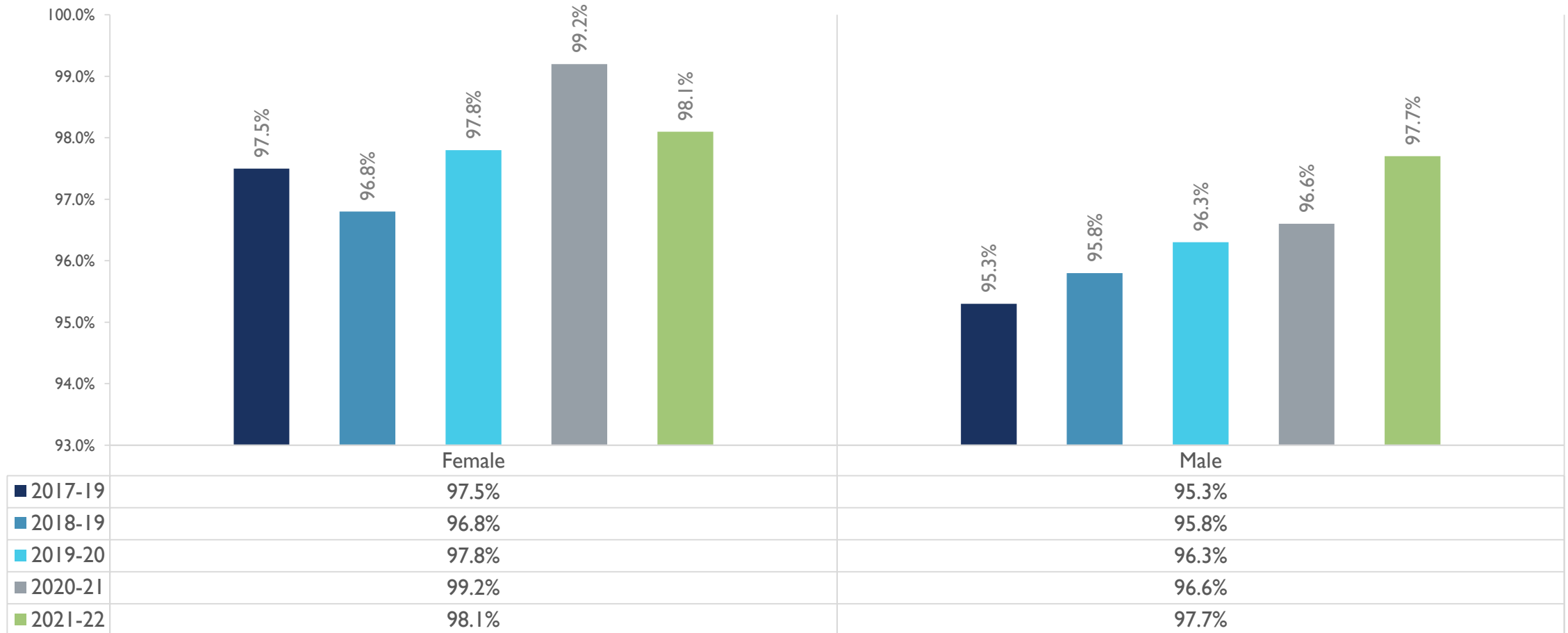
2022 GRADUATION RATE BY RACE/ETHNICITY



2022 GRADUATION DATA



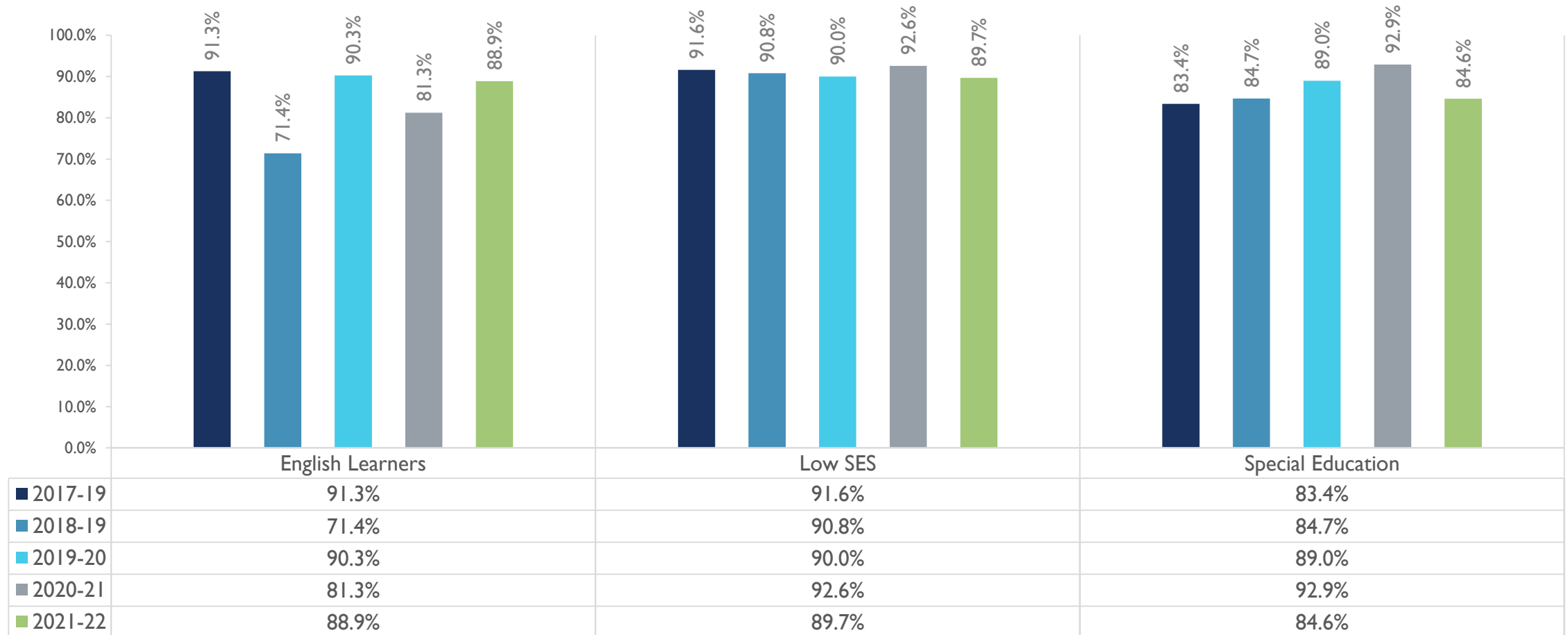
2022 GRADUATION RATE BY GENDER



2022 GRADUATION DATA



2022 GRADUATION RATE BY PROGRAM



GRADUATION RATES



Observations

- Graduation rates remain consistently high across all AUHSD sites
- English learners, students with disabilities, and students who meet the criteria for low socio-economic status have lower graduation rates than peers

Next Steps

- Support student groups with lower graduation rates and address the persistent achievement gaps through targeted academic intervention
- Strengthen District “exiter” process to ensure proper tracking of students
- Analyze transcripts with counselors and administrators to inform curriculum, instruction, and academic support
- Continue efforts to build campus cultures where all students have a strong sense of belonging



Questions