



# 2023 AUHSD ASSESSMENT REPORT

## PART II

GOVERNING BOARD MEETING

NOVEMBER 15, 2023

# 2023 AUHSD ASSESSMENT REPORT – PART II



## Assessment Report Part II Components

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



# CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

# CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

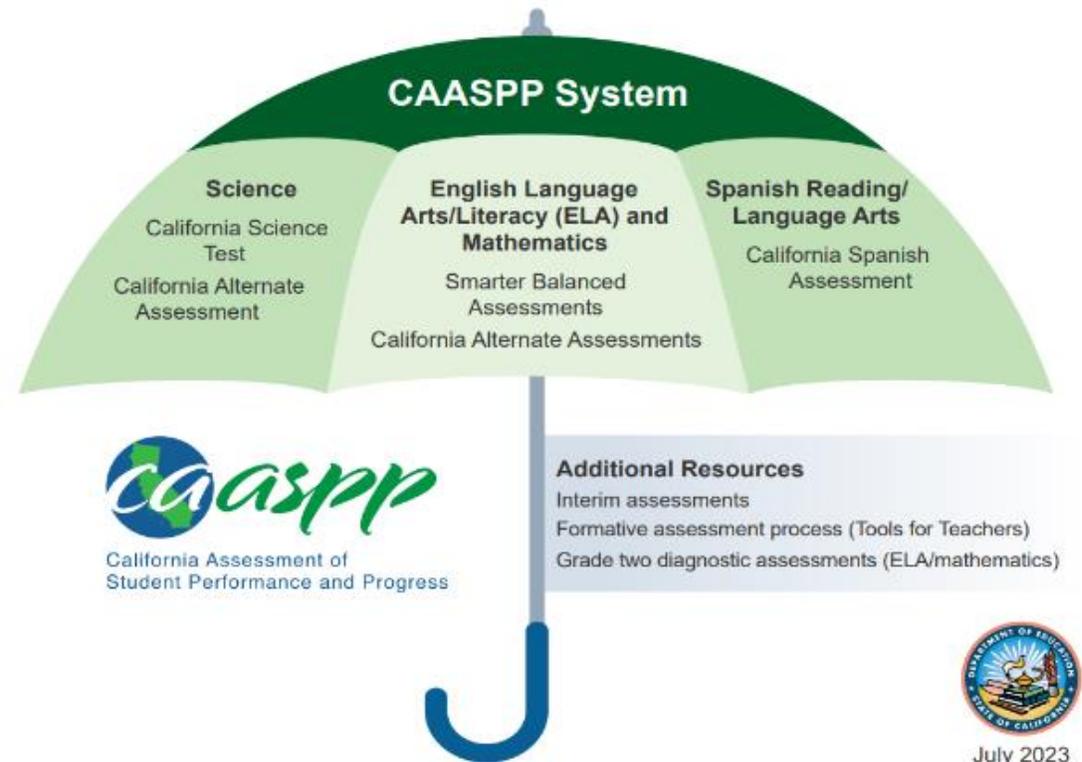


## CAASPP System Overview

2022-2023 CAASPP System included the following assessments:

- Smarter Balanced Assessment (SBA)
  - English Language Arts / Literacy (ELA)
  - Mathematics
- California Alternate Assessments (CAA)
- California Science Test (CAST)

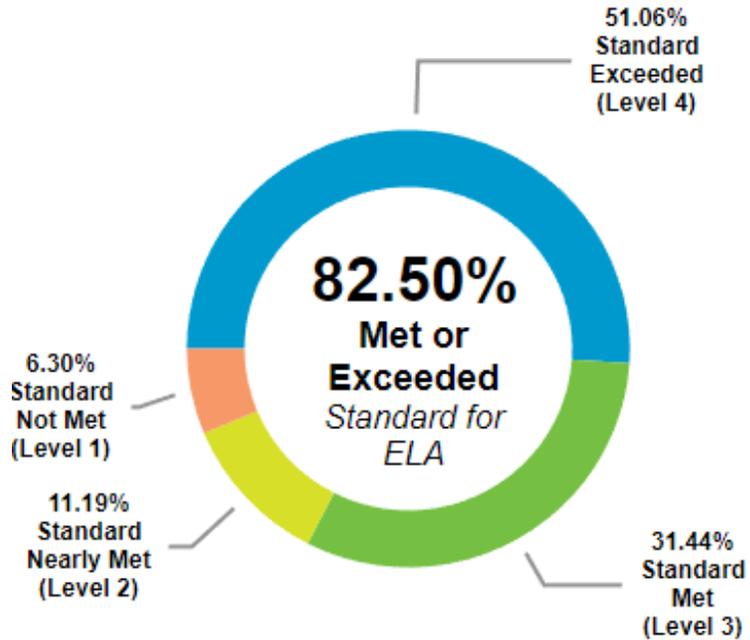
No CAASPP in 2020





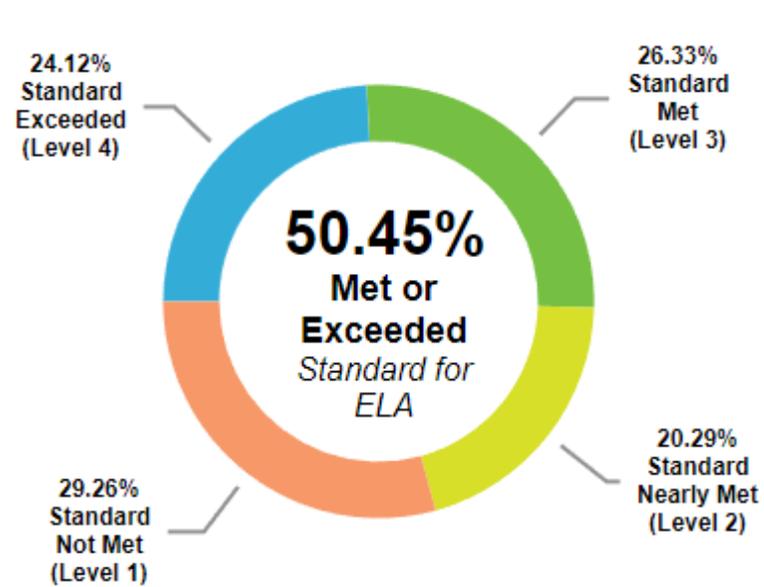
# 2023 SMARTER BALANCED ASSESSMENT – ELA, GRADE 11

## AUHSD



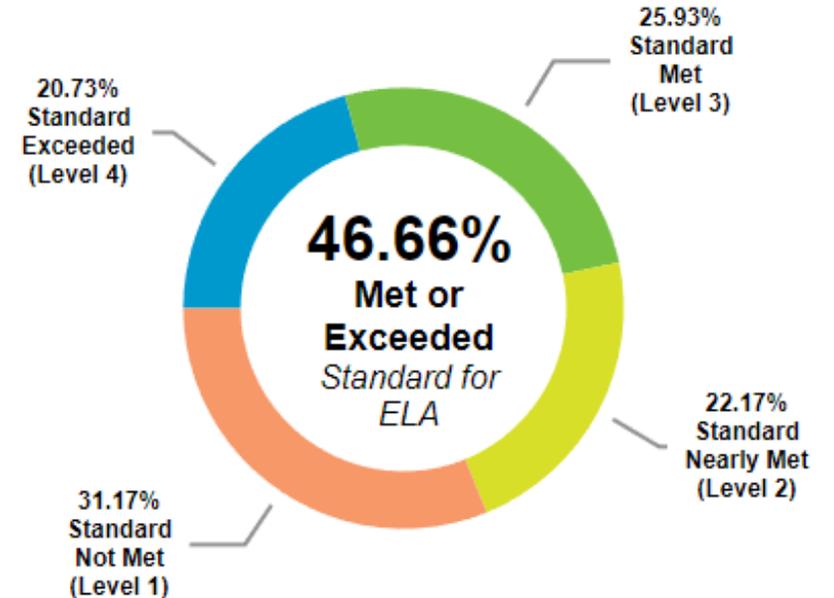
Participation Rate – 95.9%

## Contra Costa County



Participation Rate – 91.3%

## California

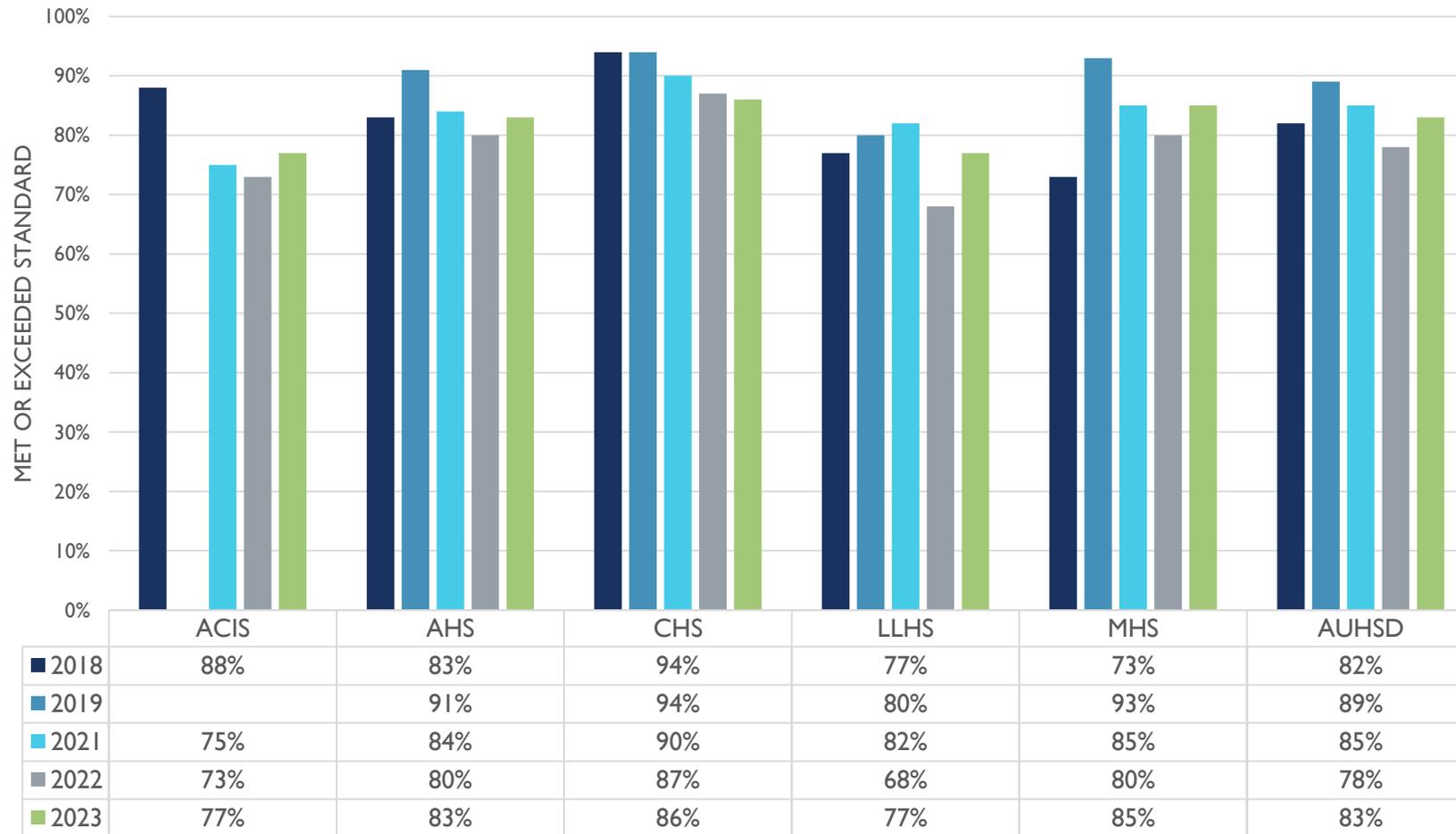


Participation Rate – 93.7%

# SMARTER BALANCED ASSESSMENT



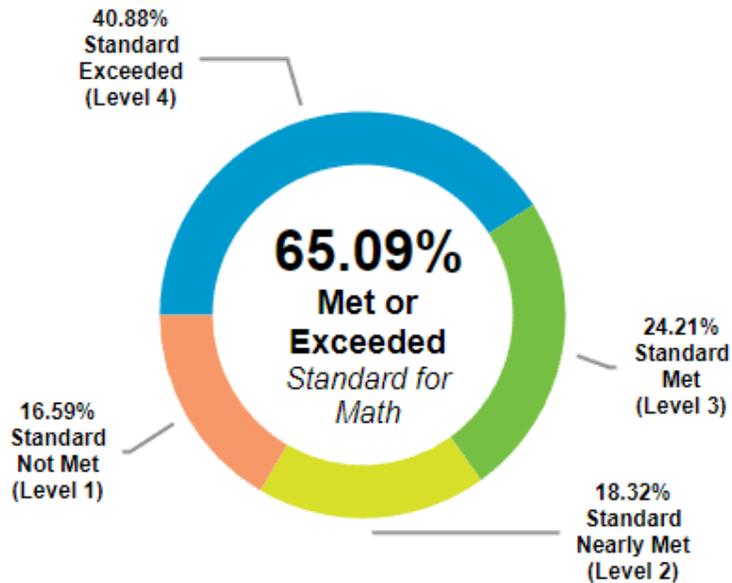
SBA ELA SCORES BY SCHOOL





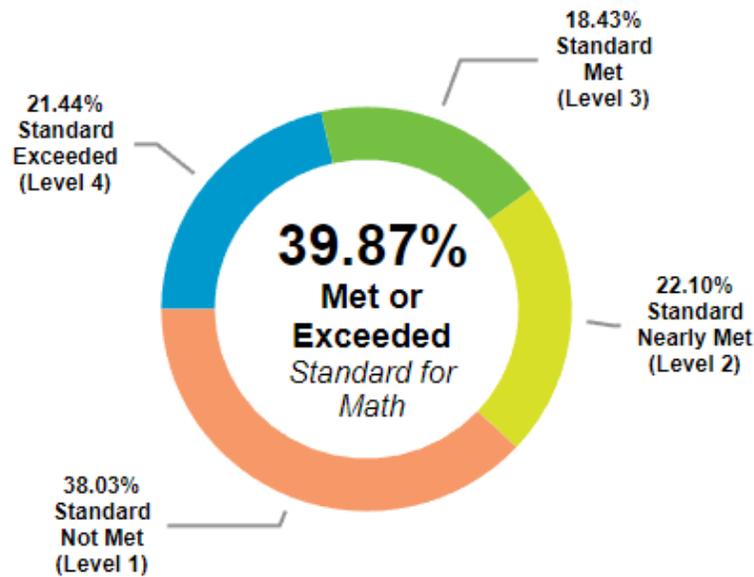
# 2023 SMARTER BALANCED ASSESSMENT – MATH, GRADE 1 |

## AUHSD



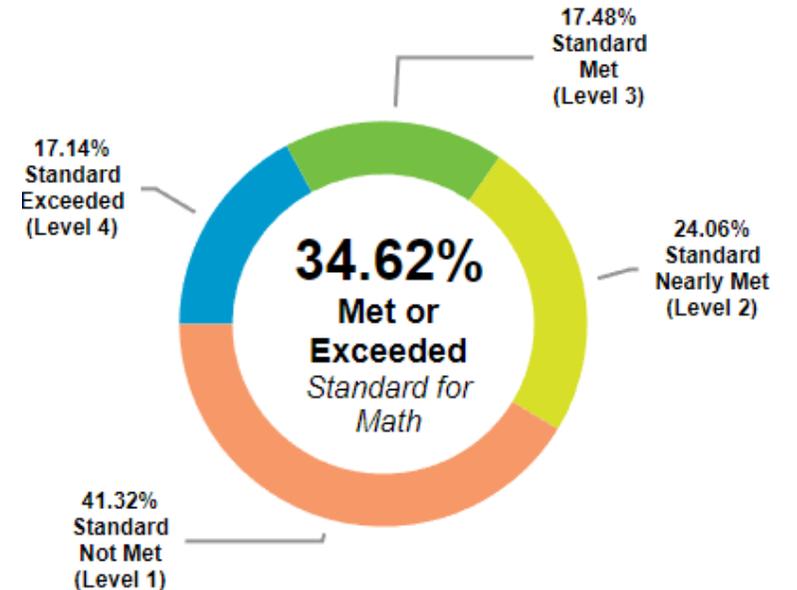
Participation Rate – 95.9%

## Contra Costa County



Participation Rate – 91.1%

## California

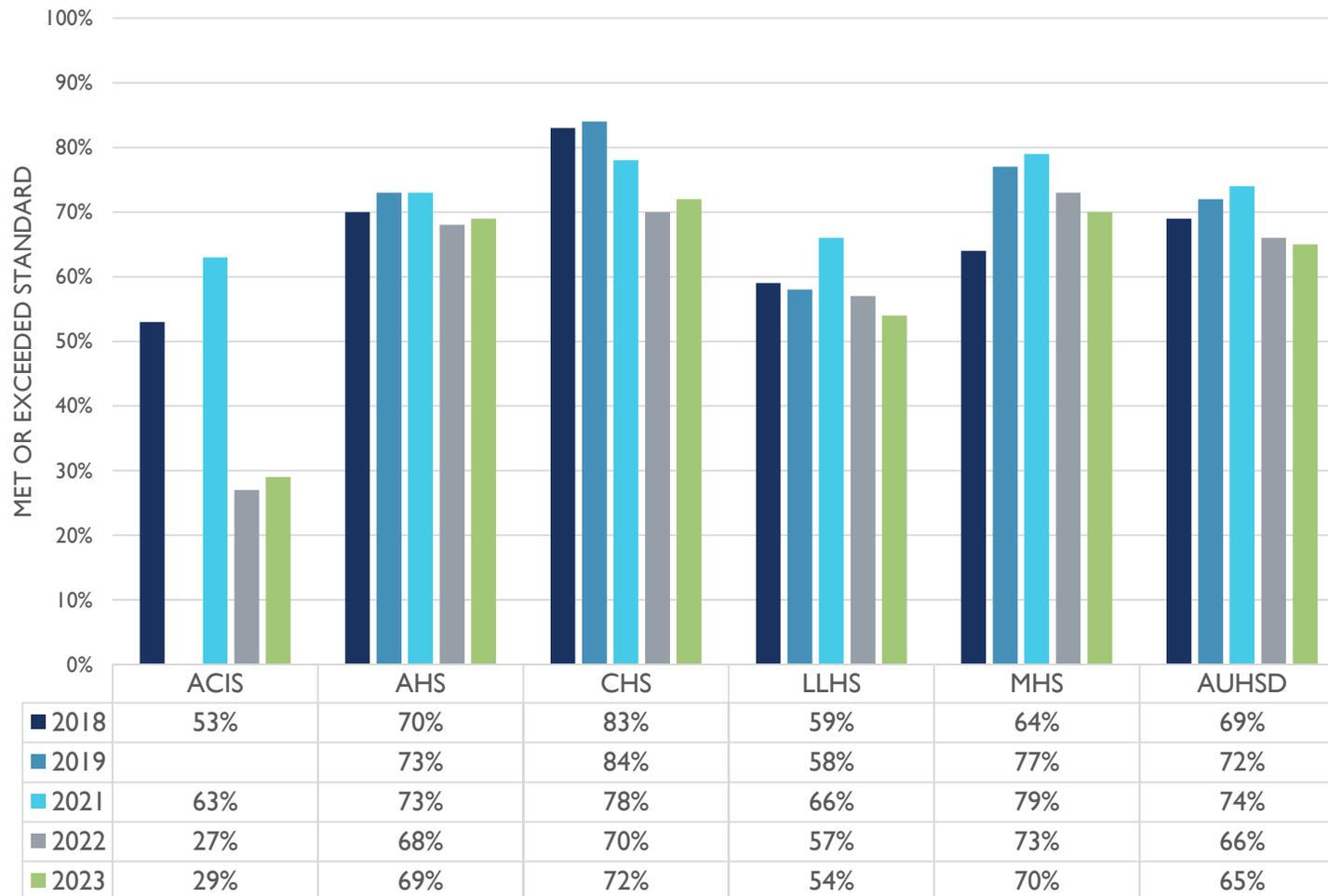


Participation Rate – 93.3%

# SMARTER BALANCED ASSESSMENT



## SBA MATH SCORES BY SCHOOL

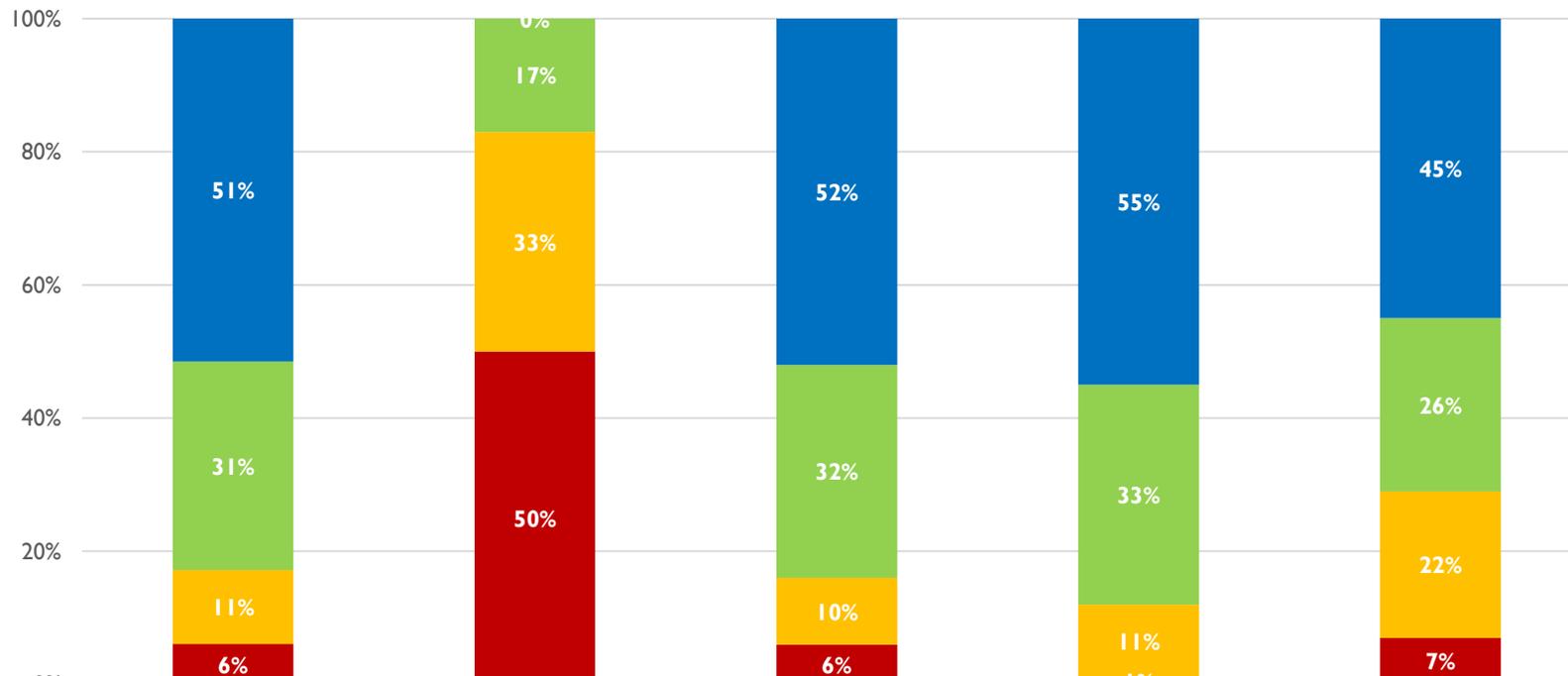


# SMARTER BALANCED ASSESSMENT



## 2023 SBA ELA RESULTS BY LANGUAGE FLUENCY

- 4 – Standard Exceeded
- 3 – Standard Met
- 2 – Standard Nearly Met
- 1 – Standard Not Met



Number of Students with Scores  
EL – English Learner – 17

EO – English Only – 1,032

IFEP – Initial Fluent  
English Proficient – 107

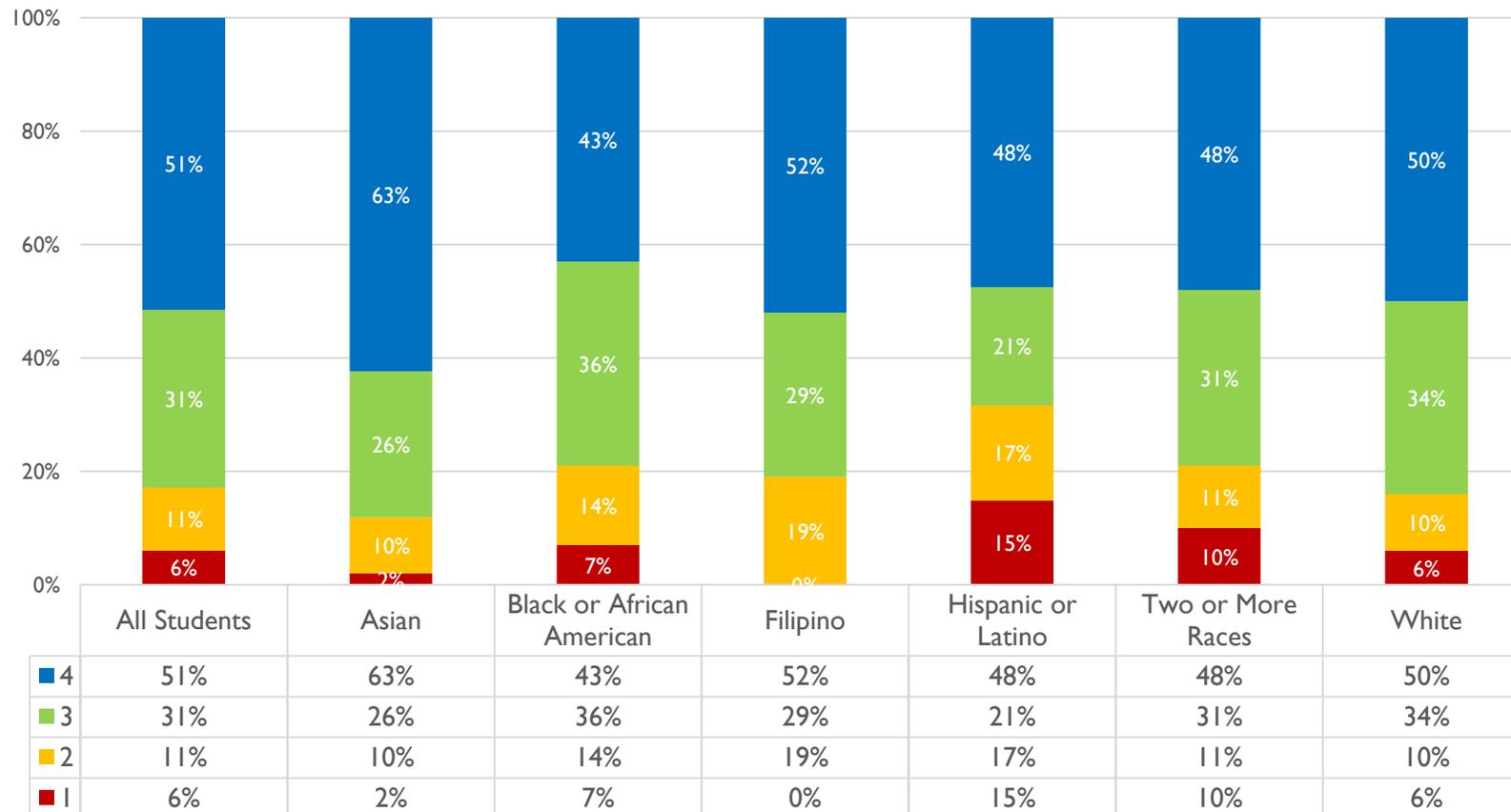
RFEP – Reclassified  
Fluent English Proficient – 98

	All Students	EL	EO	IFEP	RFEP
4	51%	0%	52%	55%	45%
3	31%	17%	32%	33%	26%
2	11%	33%	10%	11%	22%
1	6%	50%	6%	1%	7%

# SMARTER BALANCED ASSESSMENT



## 2023 SBA ELA RESULTS BY RACE/ETHNICITY



### Number of Students with Scores

- All Students – 1,254
- Asian – 184
- Black or African American – 14
- Filipino – 21
- Hispanic or Latino – 126
- Two or More Races – 112
- White – 795

(Student groups of 5 or less not included for privacy)

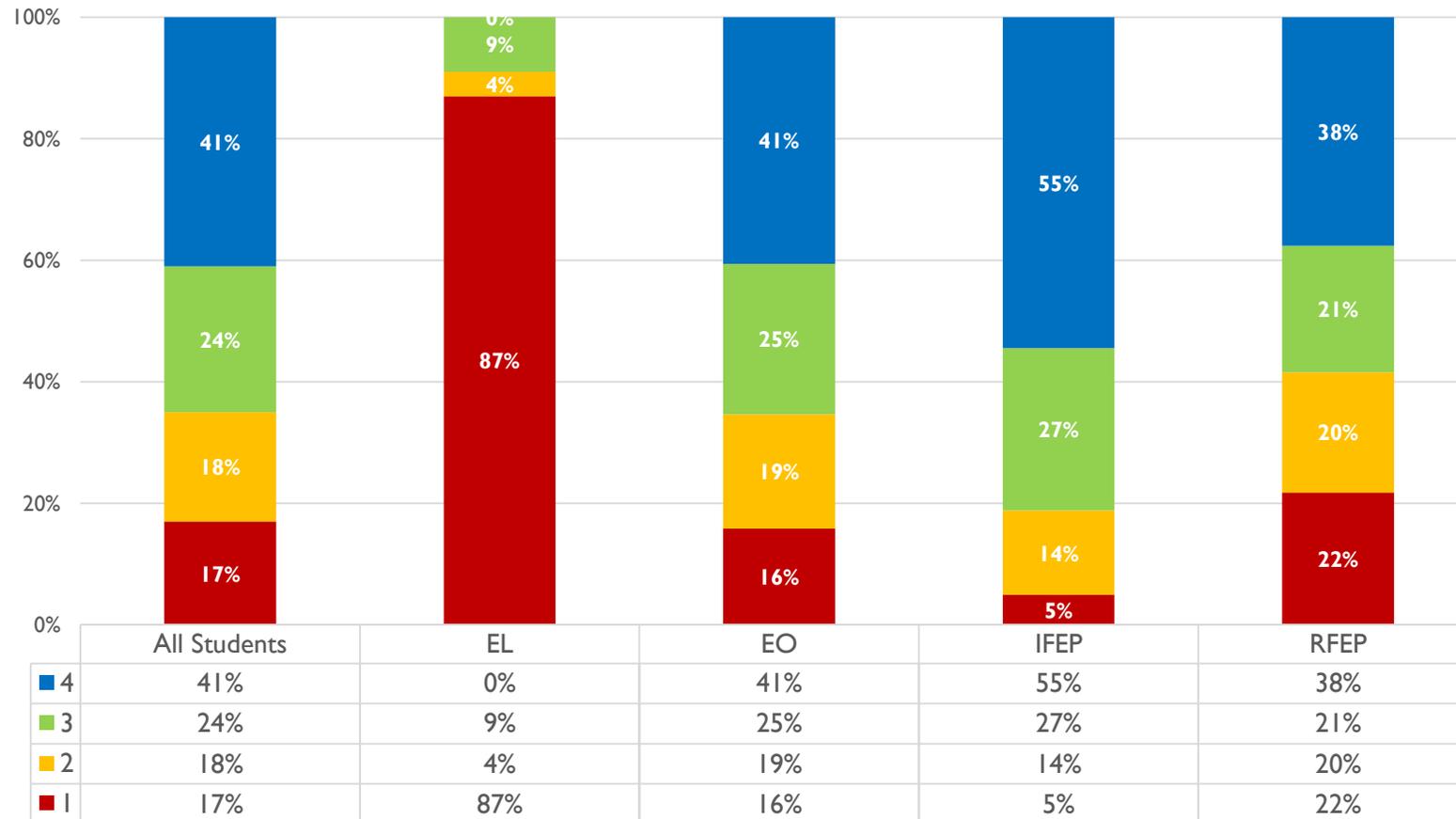
- 4 – Standard Exceeded
- 3 – Standard Met
- 2 – Standard Nearly Met
- 1 – Standard Not Met

# SMARTER BALANCED ASSESSMENT



## 2023 SBA MATH RESULTS BY LANGUAGE FLUENCY

- 4 – Standard Exceeded
- 3 – Standard Met
- 2 – Standard Nearly Met
- 1 – Standard Not Met



Number of Students with Scores  
EL – English Learner – 21

EO – English Only – 1,031

IFEP – Initial Fluent English Proficient – 107

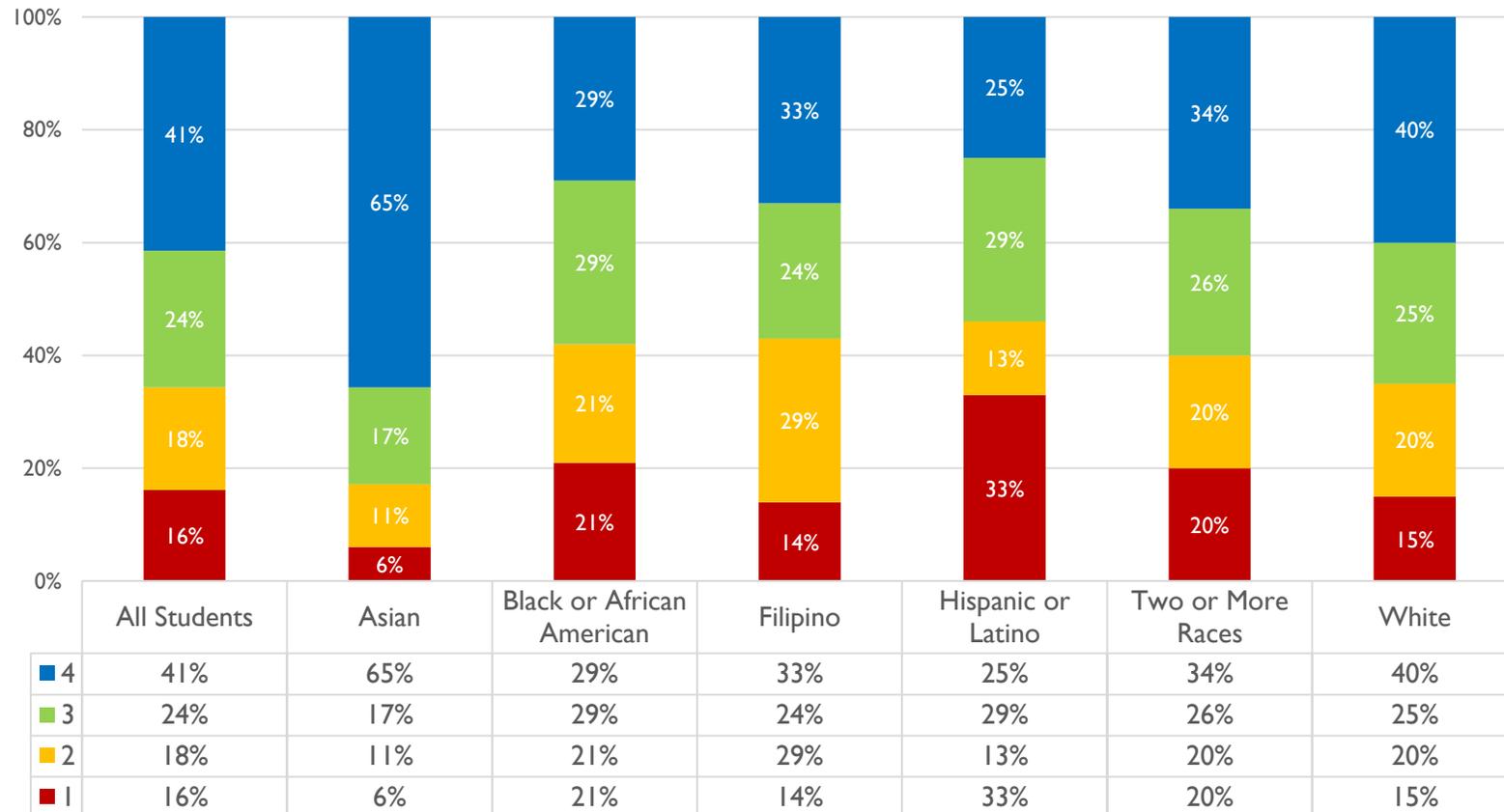
RFEP – Reclassified Fluent English Proficient – 97

# SMARTER BALANCED ASSESSMENT



## 2023 SBA MATH RESULTS BY RACE/ETHNICITY

4 – Standard Exceeded  
 3 – Standard Met  
 2 – Standard Nearly Met  
 1 – Standard Not Met



### Number of Students with Scores

- All Students – 1,256
- Asian – 185
- Black or African American – 14
- Filipino – 21
- Hispanic or Latino – 123
- Two or More Races – 113
- White – 798

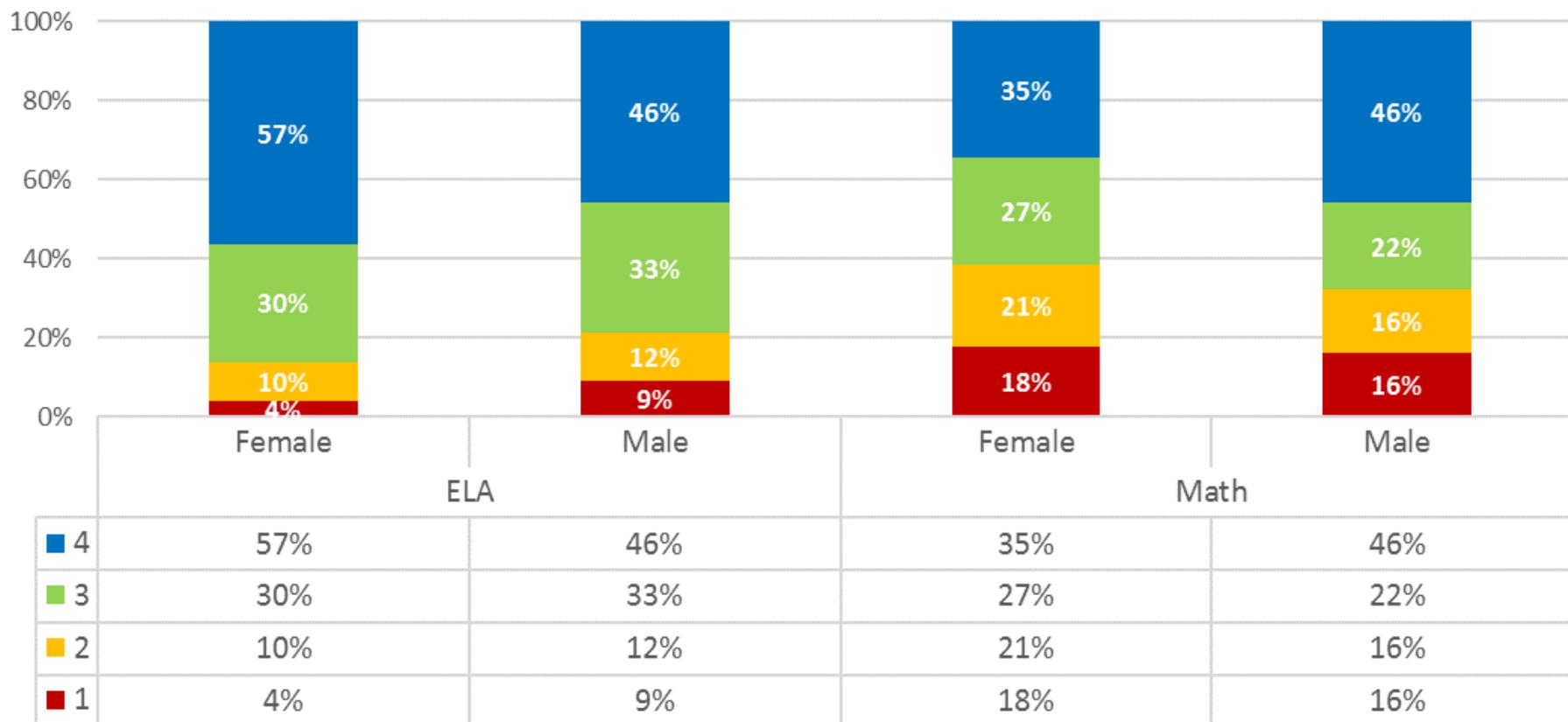
(Student groups of 5 or less not included for privacy)

# SMARTER BALANCED ASSESSMENT



## 2023 SBA RESULTS BY GENDER

- 4 – Standard Exceeded
- 3 – Standard Met
- 2 – Standard Nearly Met
- 1 – Standard Not Met

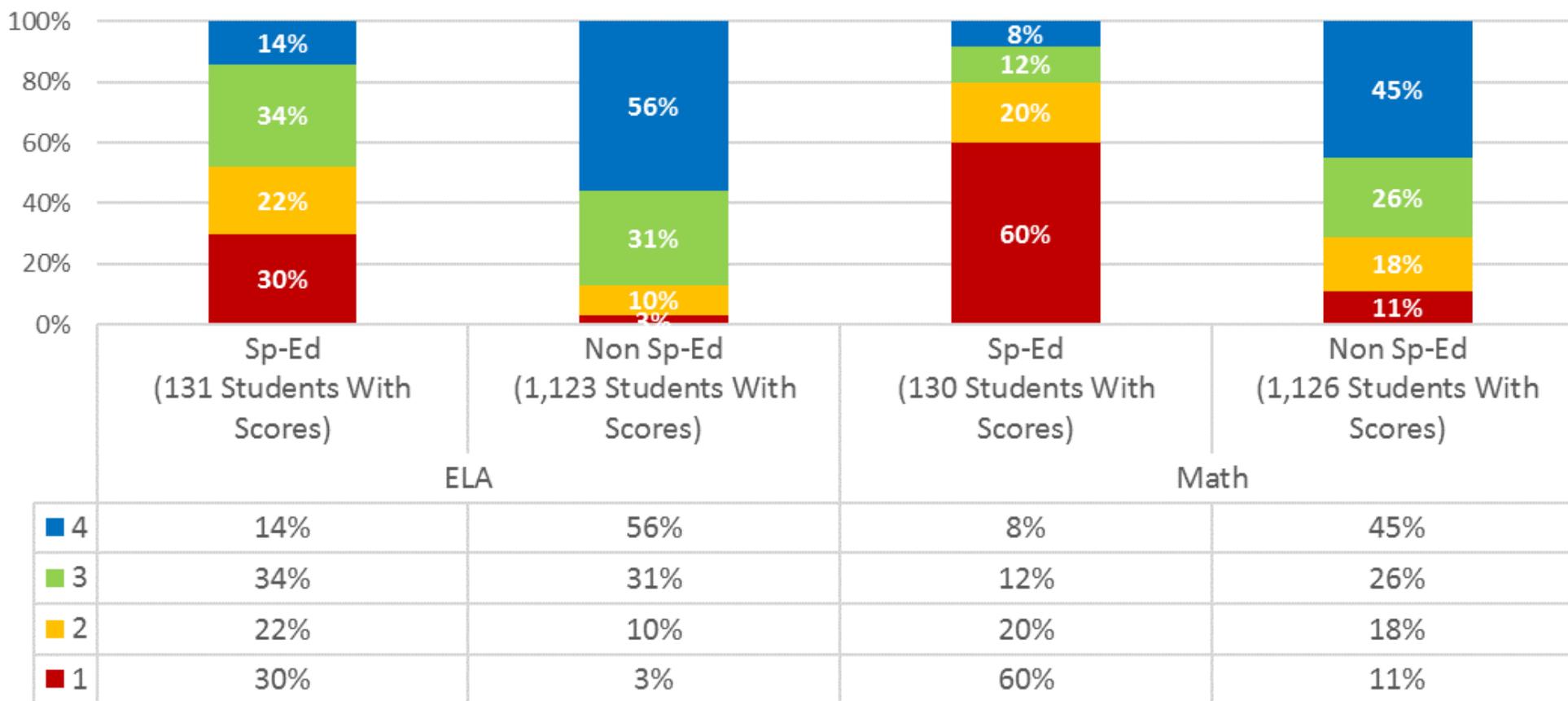


# SMARTER BALANCED ASSESSMENT



## 2023 SBA RESULTS BY SPECIAL EDUCATION STATUS

- 4 – Standard Exceeded
- 3 – Standard Met
- 2 – Standard Nearly Met
- 1 – Standard Not Met

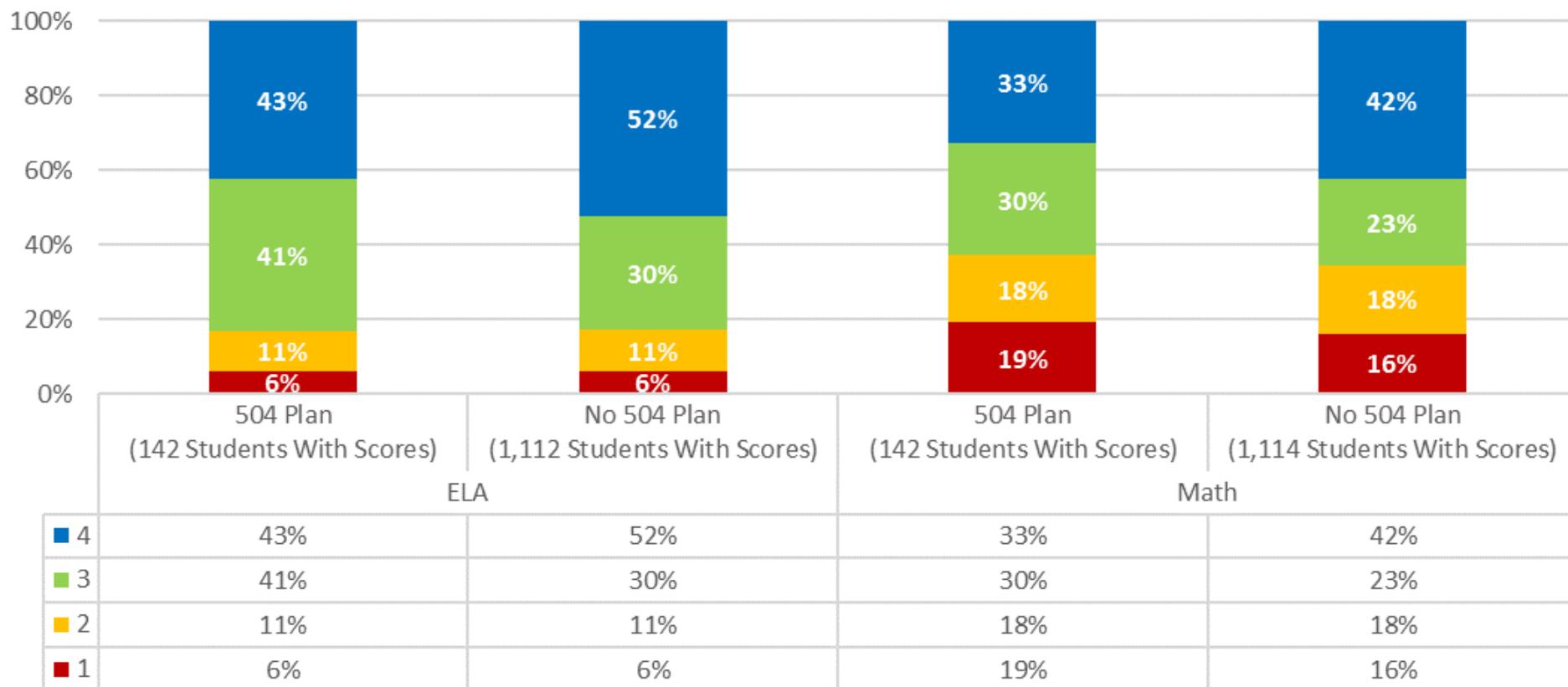


# SMARTER BALANCED ASSESSMENT



## 2023 SBA RESULTS BY 504 PLAN STATUS

- 4 – Standard Exceeded
- 3 – Standard Met
- 2 – Standard Nearly Met
- 1 – Standard Not Met

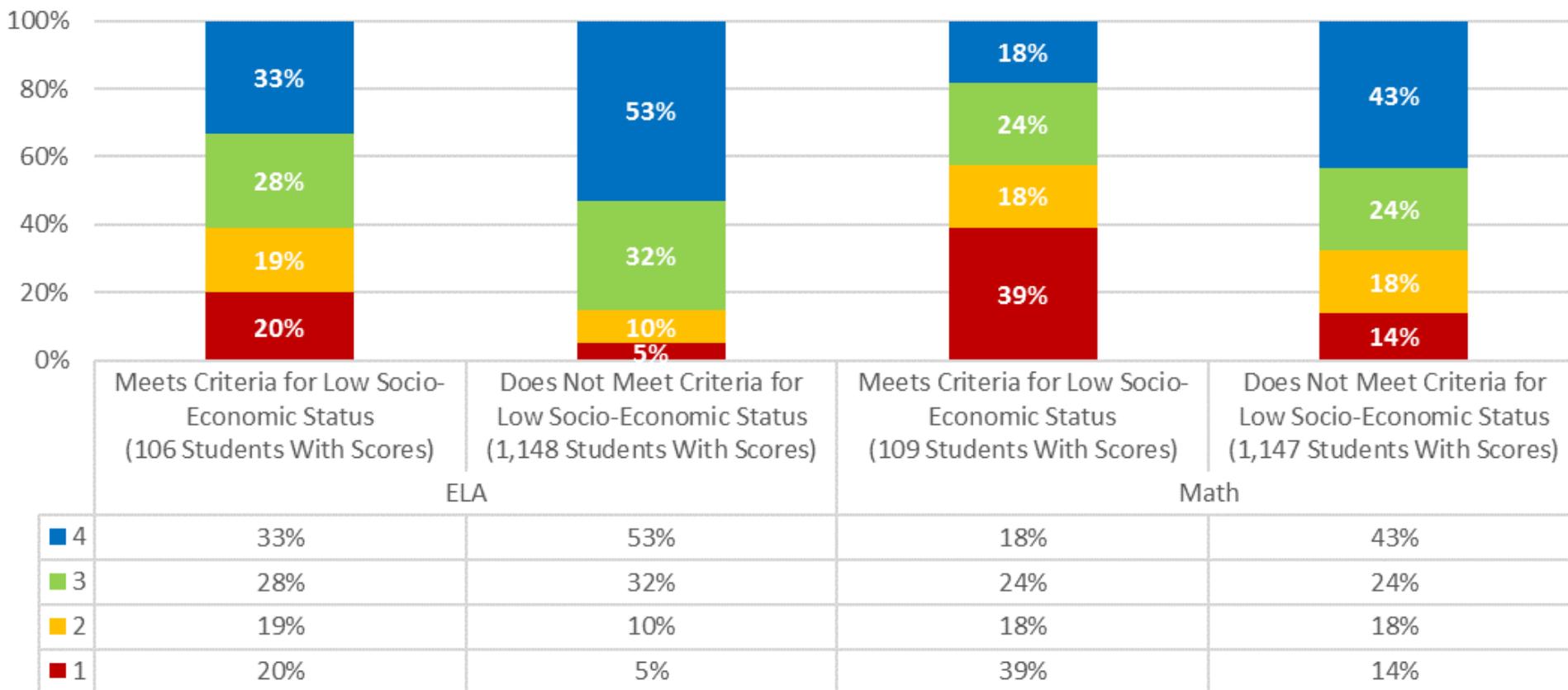


# SMARTER BALANCED ASSESSMENT



## 2023 SBA RESULTS BY SOCIO-ECONOMIC STATUS

- 4 – Standard Exceeded
- 3 – Standard Met
- 2 – Standard Nearly Met
- 1 – Standard Not Met



# CALIFORNIA SCIENCE TEST (CAST)

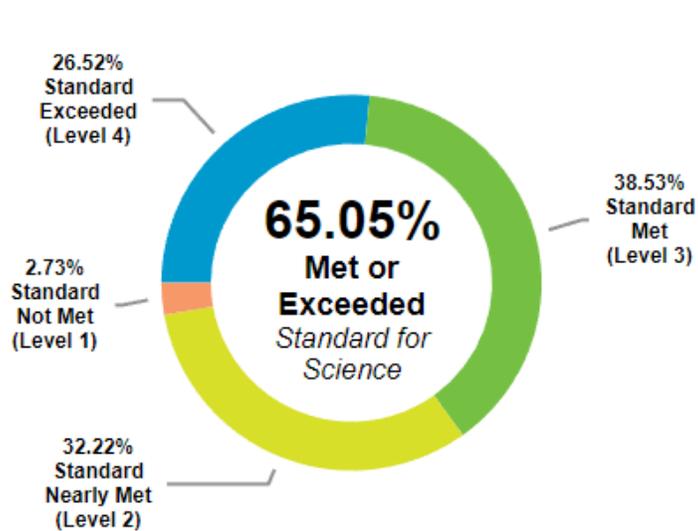


- Based on the Next Generation Science Standards (NGSS)
  - Biology
  - Chemistry
  - Physics
  - Earth and Space Science
  - Engineering
- Students take CAST once during high school
- Scores Reported for 3 Domains: Life Sciences, Physical Science, Earth and Space Sciences

# CALIFORNIA SCIENCE TEST – ALL HIGH SCHOOL GRADES, 2023

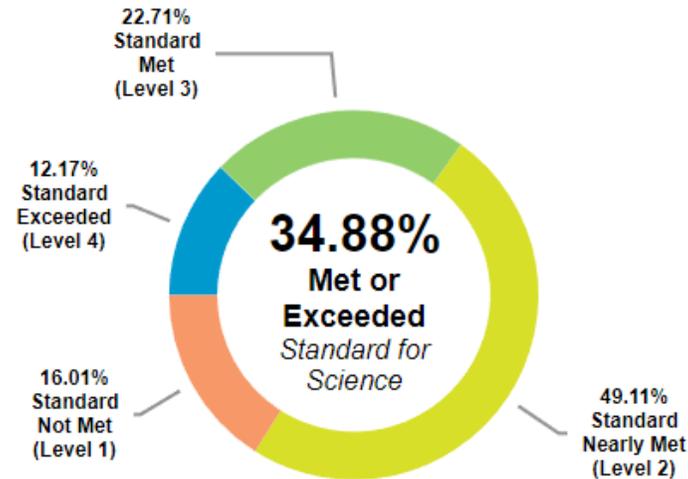


## AUHSD



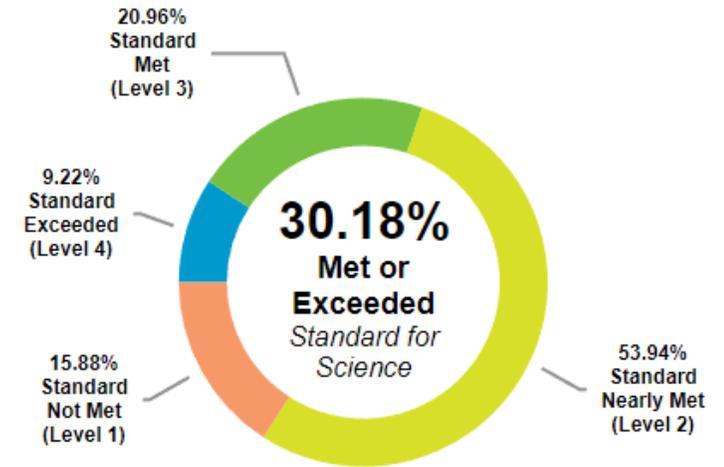
Participation Rate – 94.0%

## Contra Costa County



Participation Rate – 84.4%

## California

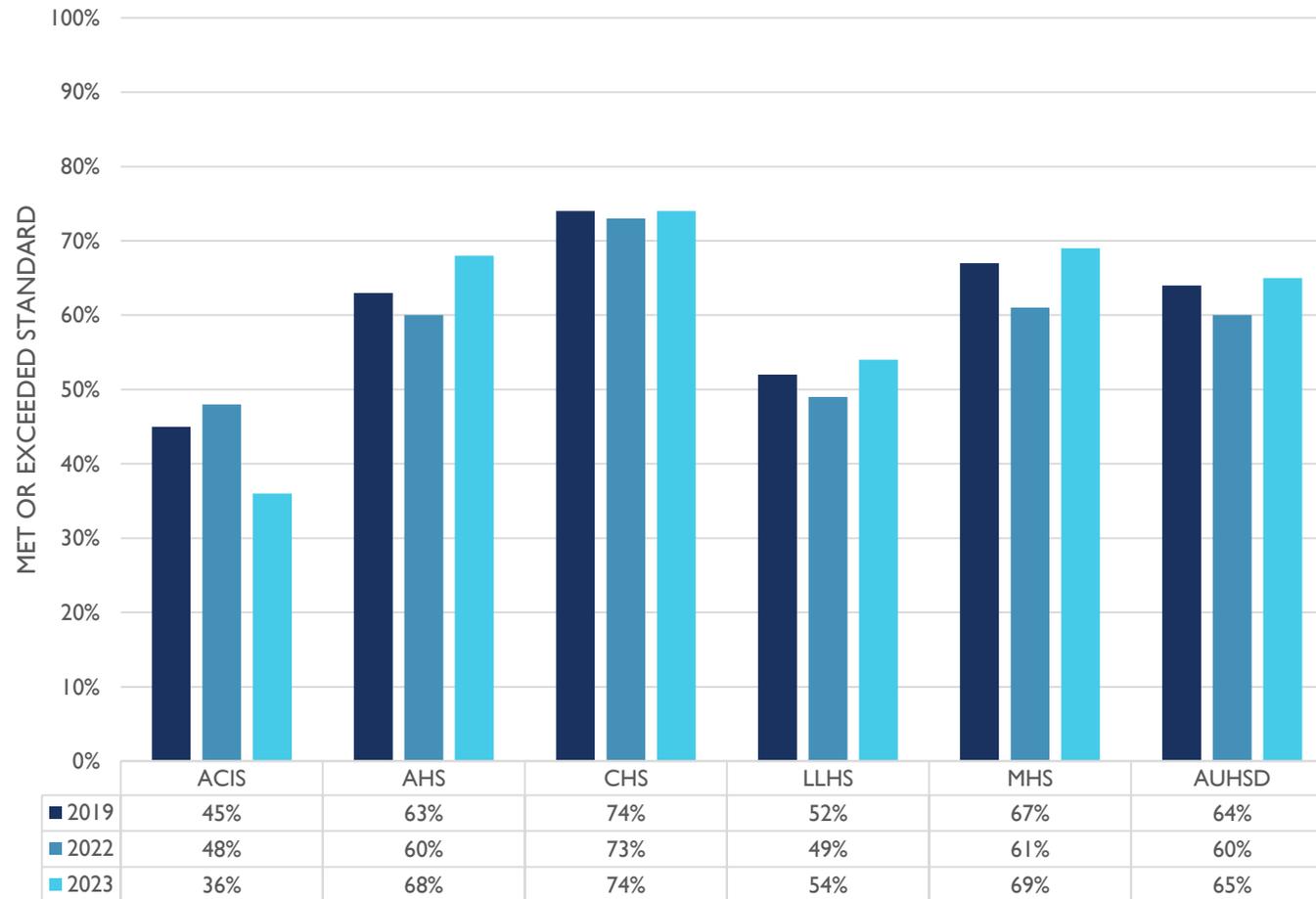


Participation Rate – 90.1%

# CALIFORNIA SCIENCE TEST – ALL HIGH SCHOOL GRADES



## CAST SCORES BY SCHOOL



No scores for  
2020 or 2021

2019 2022 2023

# 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)
- New Alternative Diploma Pathway for students eligible for CAA (Began 2022)

# CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS



## Observations

- ELA/Literacy: Increased at 4 of 5 schools; Overall increase of 5 percentage points
- Math: Increased at 3 of 5 schools; Overall decrease of 1 percentage point
- AUHSD SBA 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
- Continued strong participation rates in AUHSD for all student groups

## Next Steps

- Academic support through focused intervention strategies during class (Tier I) and Academy (Tier II)
- Use CAASPP Interim Assessment Blocks as formative assessments to build student knowledge and skills
- Analyze common assessments to inform curriculum, instruction, and academic intervention
- Reevaluate academic support for students in Special Education, especially in math
- Strengthen campus cultures to ensure a school climate 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 SECOND SEMESTER

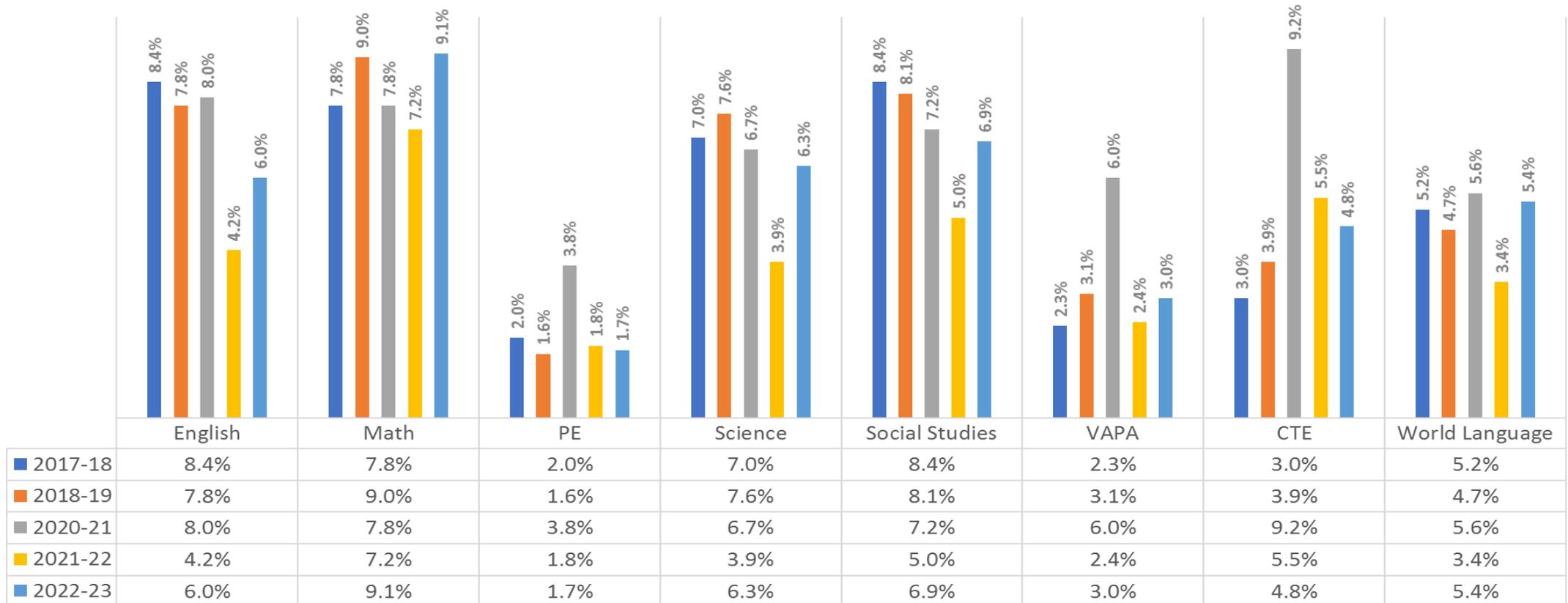


*Note: 2019-2020 grades not included as 2<sup>nd</sup> Semester transcripts were Credit / No Mark*

# ACHIEVEMENT GRADES



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

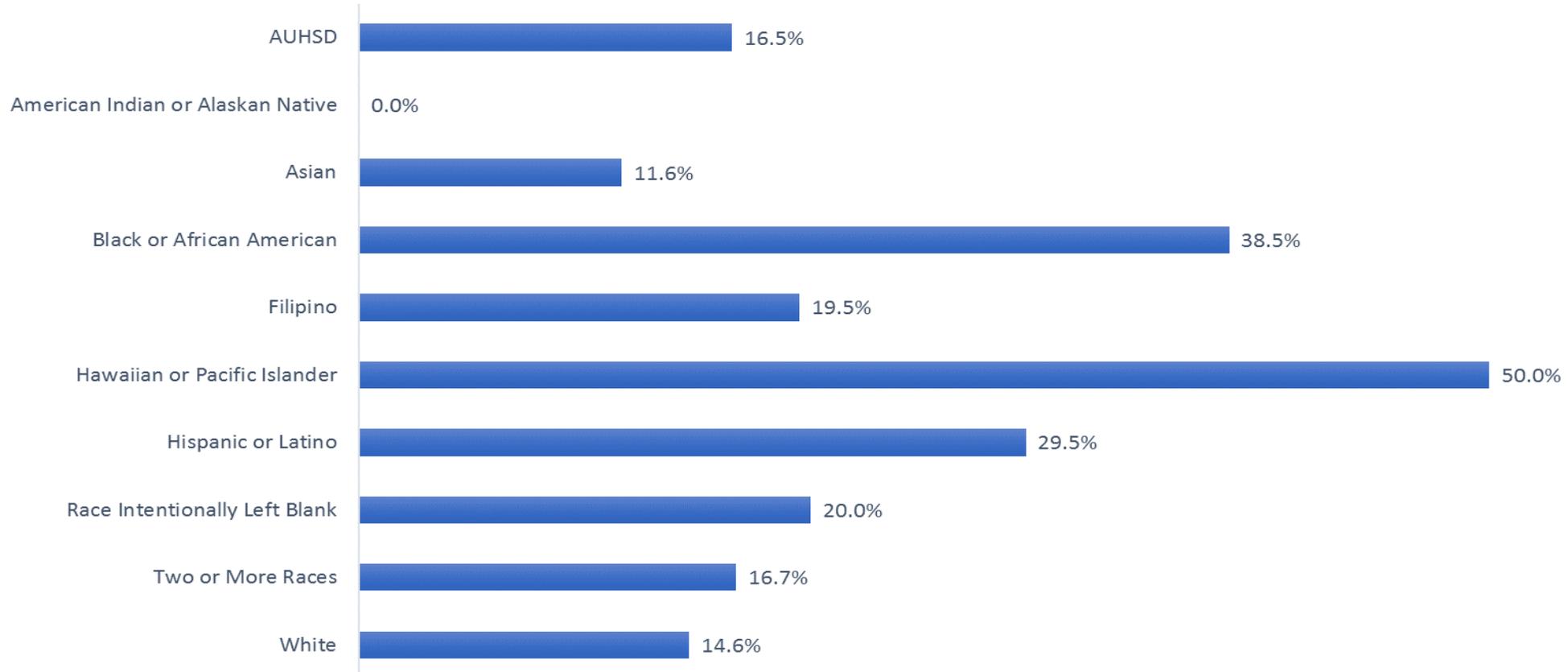


Note: 2019-2020 grades not included as 2nd Semester transcripts were Credit / No Mark

# ACHIEVEMENT GRADES



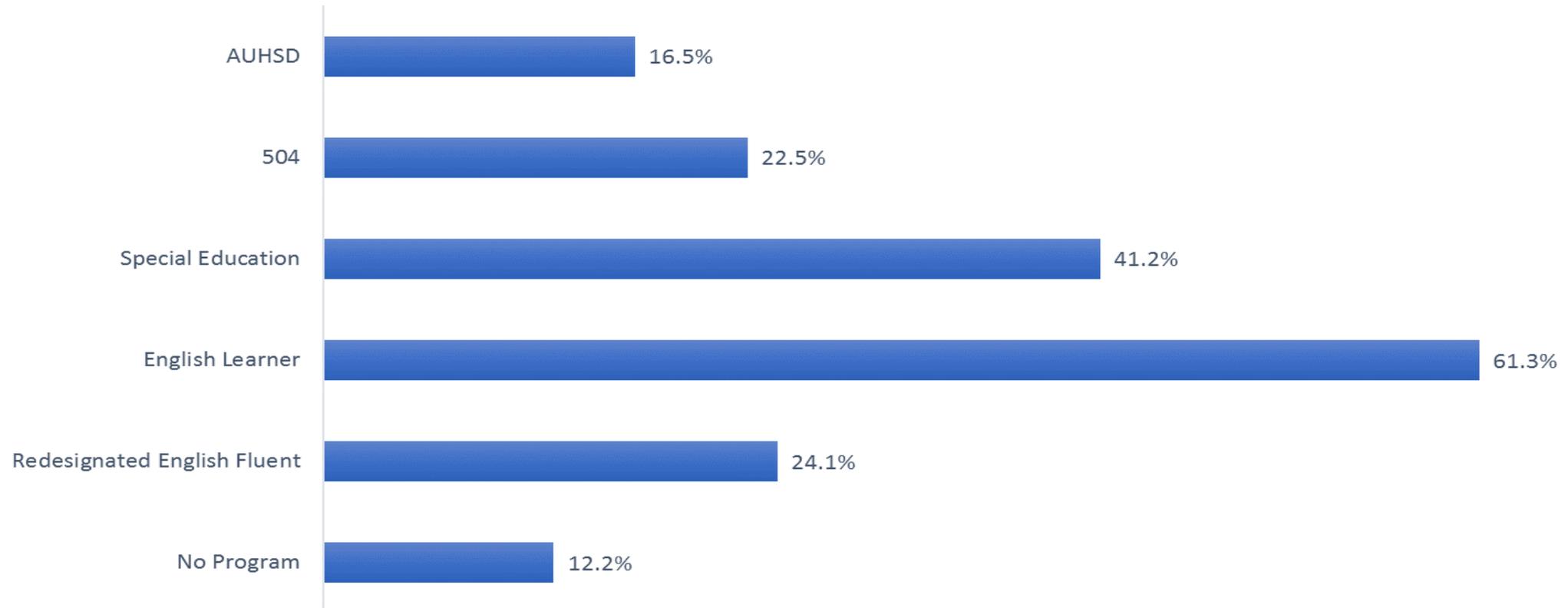
## PERCENTAGE OF STUDENTS RECEIVING ONE OR MORE GRADES BELOW A "C" 1ST OR 2ND SEMESTER, BY RACE/ETHNICITY



# ACHIEVEMENT GRADES



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



# ACHIEVEMENT GRADES



## Observations

- Percentage of students receiving a grade below a “C” remained flat from 2021-2022 to 2022-2023
- Students earning a semester grade below a "C": Decline from 20.6% (2013-2014) to 16.5% (2022-2023) reflected in higher rates of students completing UC/CSU A-G course requirements
- Increase in the overall number of grades below a "C" in 7 out of 8 academic departments
- Achievement gaps persist for English learners, students with disabilities, and students who identify as Black/African American or Hispanic/Latino

## Next Steps

- Focused academic intervention for students receiving one or more grades below a “C”; In-class support (Tier I) and Academy support (Tier II)
- Specific focus on the persistent opportunity gaps, especially for Special Education students and English Learners
- Use grade analysis tools with teachers, counselors, and administrators to inform curriculum, instruction, and intervention
- Continued efforts to build campus cultures where all students have a strong sense of belonging



# GRADUATION RATES

# GRADUATION RATES – 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
2023	1302	1277	98.1%	12	0.9%	85.1%	34.5%	71.4%
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%



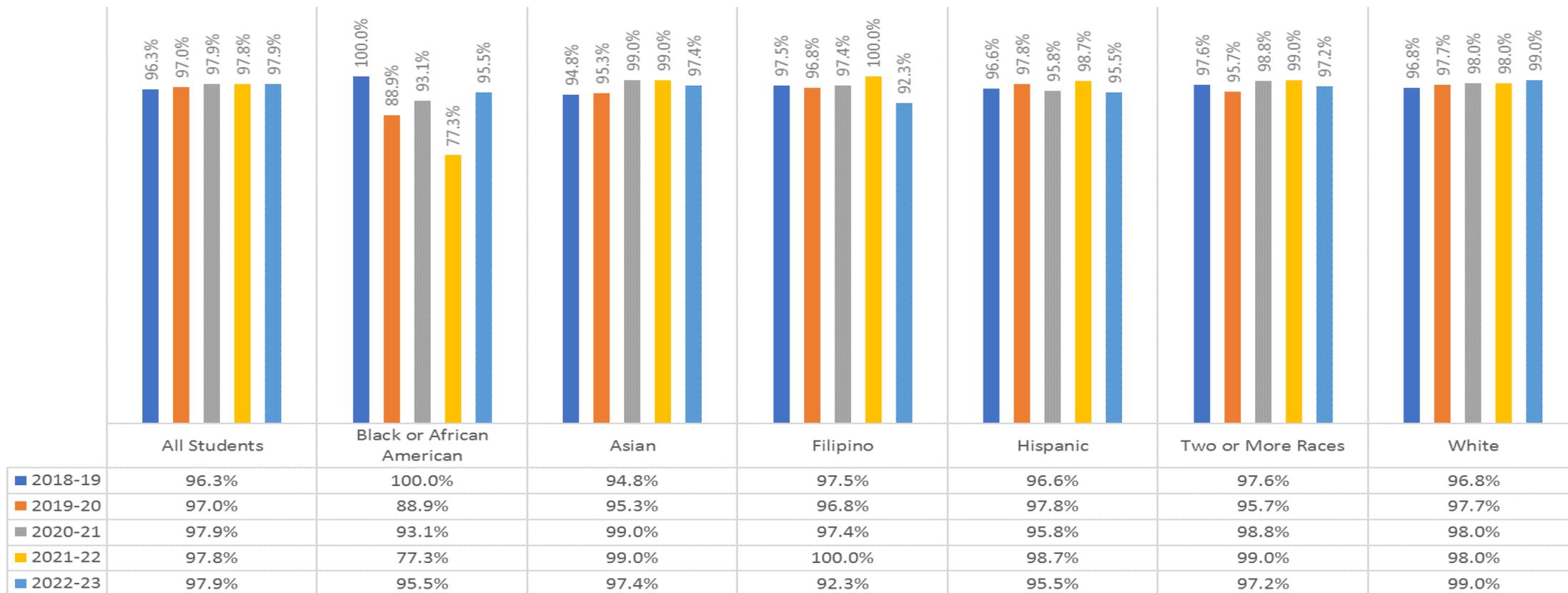
# GRADUATION RATES – BY SCHOOL

	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	18	17	94.4%	1	5.6%	29.4%	5.9%	23.4%
AHS	316	305	96.5%	5	1.6%	85.6%	35.7%	75.1%
CHS	308	307	99.7%	1	0.3%	87.6%	31.3%	76.9%
LLHS	384	376	97.9%	2	1.3%	82.7%	28.5%	59.8%
MHS	276	273	98.9%	0	0.0%	88.6%	46.9%	79.5%
AUHSD	1302	1277	98.1%	12	0.9%	85.1%	34.5%	71.4%

# GRADUATION RATES



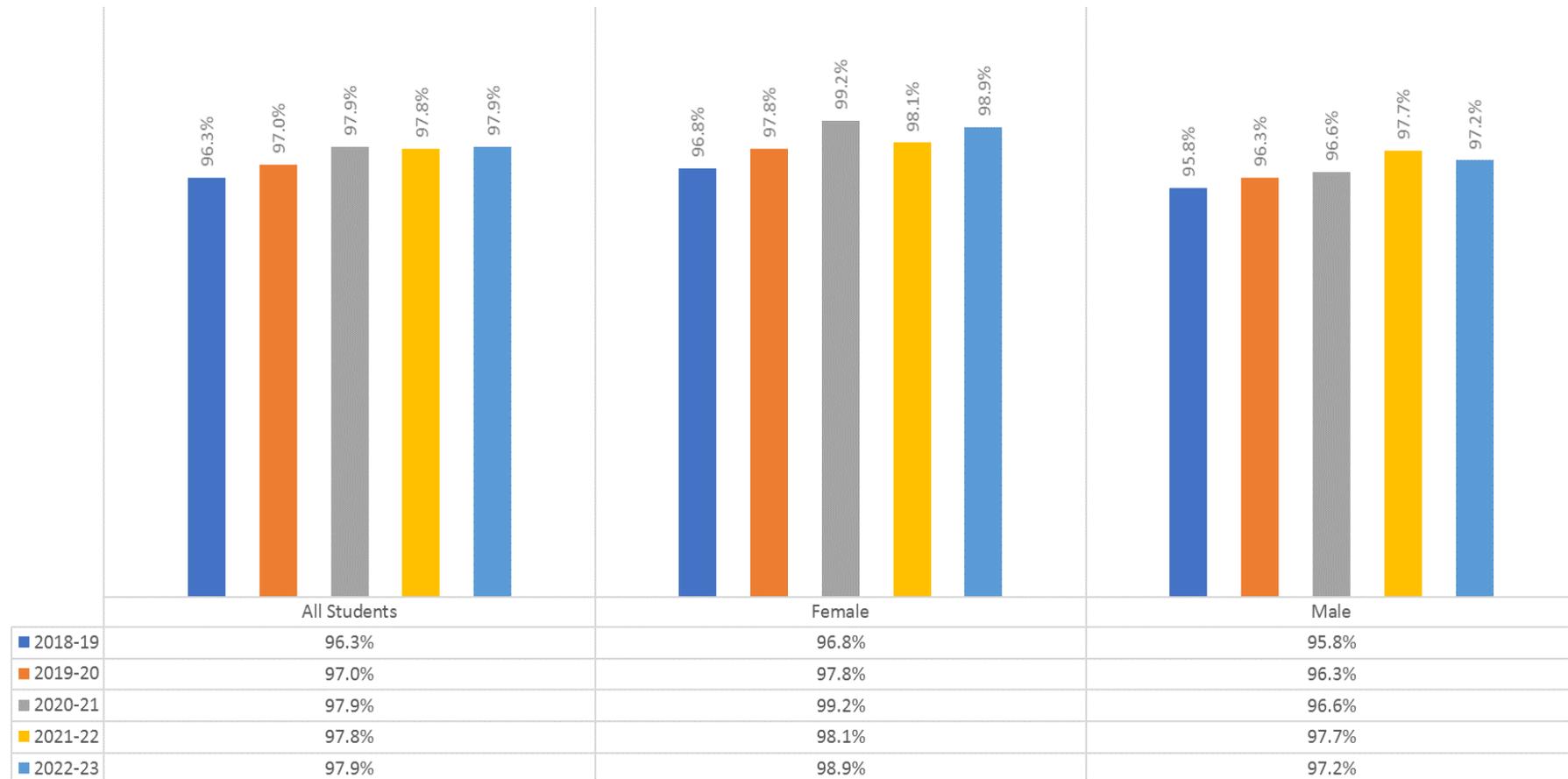
## GRADUATION RATE BY RACE/ETHNICITY



# GRADUATION RATES



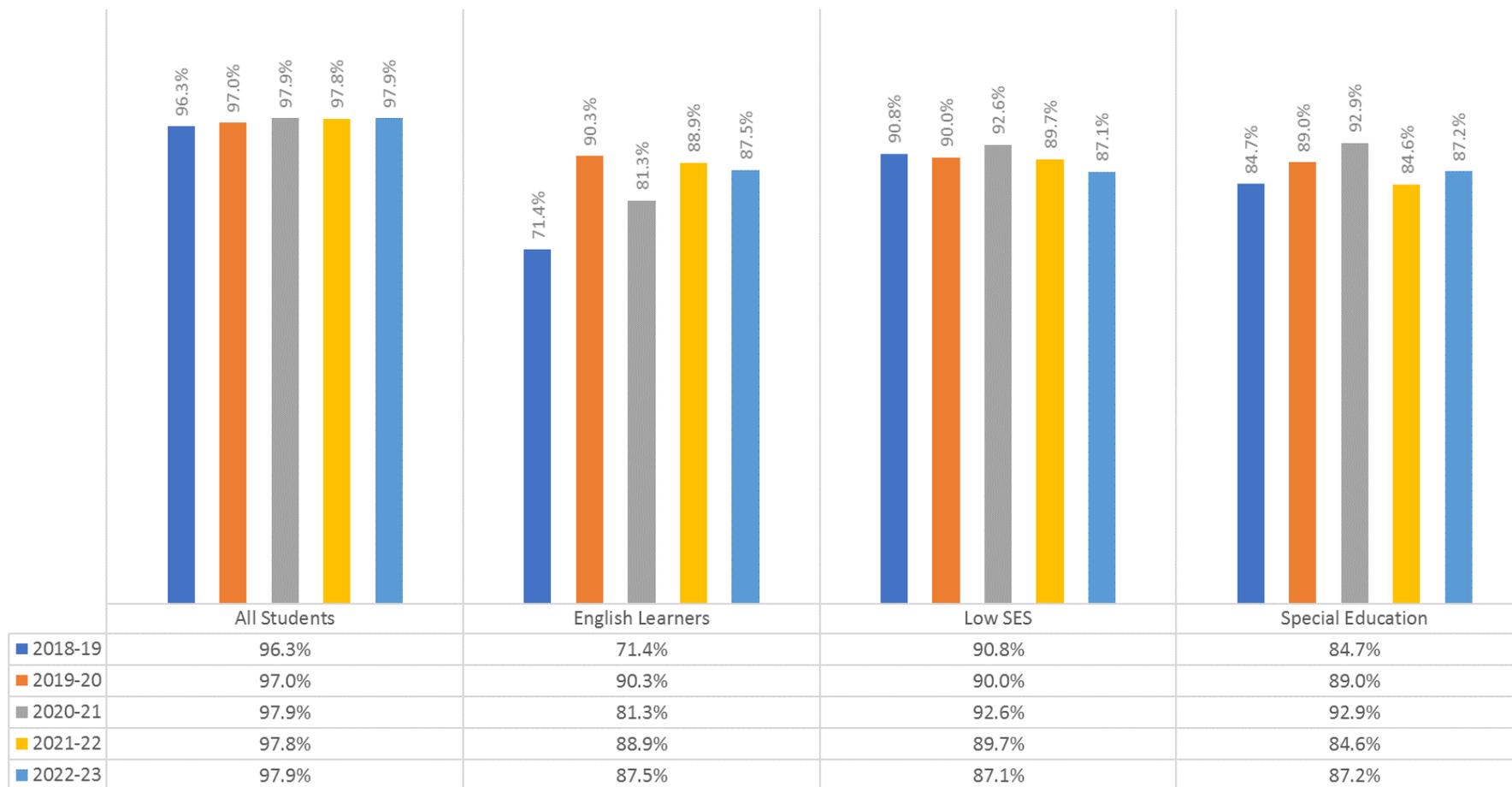
## GRADUATION RATE BY GENDER



# GRADUATION RATES



## GRADUATION RATE BY PROGRAM



# GRADUATION RATES



## Observations

- Graduation rates remain consistently high across all AUHSD sites
- Increase in graduate rates for students identifying as Black/African American and for students in Special Education
- Opportunities gaps persist for English learners, students in Special Education, and students who meet the criteria for low socio-economic status

## Next Steps

- Support student groups with lower graduation rates and address the persistent opportunity gaps through focused academic intervention – classroom based (Tier 1) and during Academy (Tier 2)
- Strengthen District “exiter” process to ensure proper tracking of students
- Counselors and administrators to continue analyzing transcripts of juniors and seniors to inform academic support
- Continue efforts to build campus cultures where all students have a strong sense of belonging

# 2023 AUHSD ASSESSMENT REPORT – PART II



Questions / Comments / Discussion