AUHSD Assessment Report
Part II

AUHSD 2019 Assessment Report

Assessment Report Part II Components

- California Assessment of Student Performance and Progress (CAASPP)
- Achievement Grades
- Graduation Data
- Physical Fitness Test

- *Assessment Report Part I was presented at the October 16, 2019 Governing Board meeting.*

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP)

CAASPP System Overview

2018-2019 CAASPP System included the following assessments:

- Smarter Balanced Assessment (SBA)
- California Alternate Assessments (CAA)
- California Science Test (CAST)
- Standards-based Tests in Spanish (STS)

Smarter Balanced Assessments

Smarter Balanced Assessments include:

Summative Assessments for grade 11
- English Language Arts and Literacy
- Mathematics

Interim Assessments
- Interim Comprehensive Assessments
- Interim Assessment Blocks

Digital Library
- Tools and practices designed to help teachers transition to new assessments and academic standards

Smarter Balanced Assessments

Interim Assessments
- Increase in use of Interim Assessment Blocks in ELA and math in preparation for the summative assessment in all schools
- School sites utilized Interim Assessment Blocks to provide students with the testing interface practice
- Teachers utilized the Interim Assessment Blocks to assess standards and practice alignment

Digital Library
- Continues to have limited use in AUHSD high schools
- The amount of high school resources is increasing, however utility still seems inadequate

Smarter Balanced Assessments

Smarter Balanced Assessments in AUHSD

Summative Assessments for grade 11 students

- English Language Arts and Literacy
  - Participation: 1308 students, 97% of AUHSD 11th graders
- Mathematics
  - Participation: 1292 students, 96% of AUHSD 11th graders

- Student Scores:
  - Overall score ranging from 2000 to 3000
  - Academic achievement level:
    - Standard exceeded (Level 4)
    - Standard met (Level 3)
    - Standard nearly met (Level 2)
    - Standard not met (Level 1)
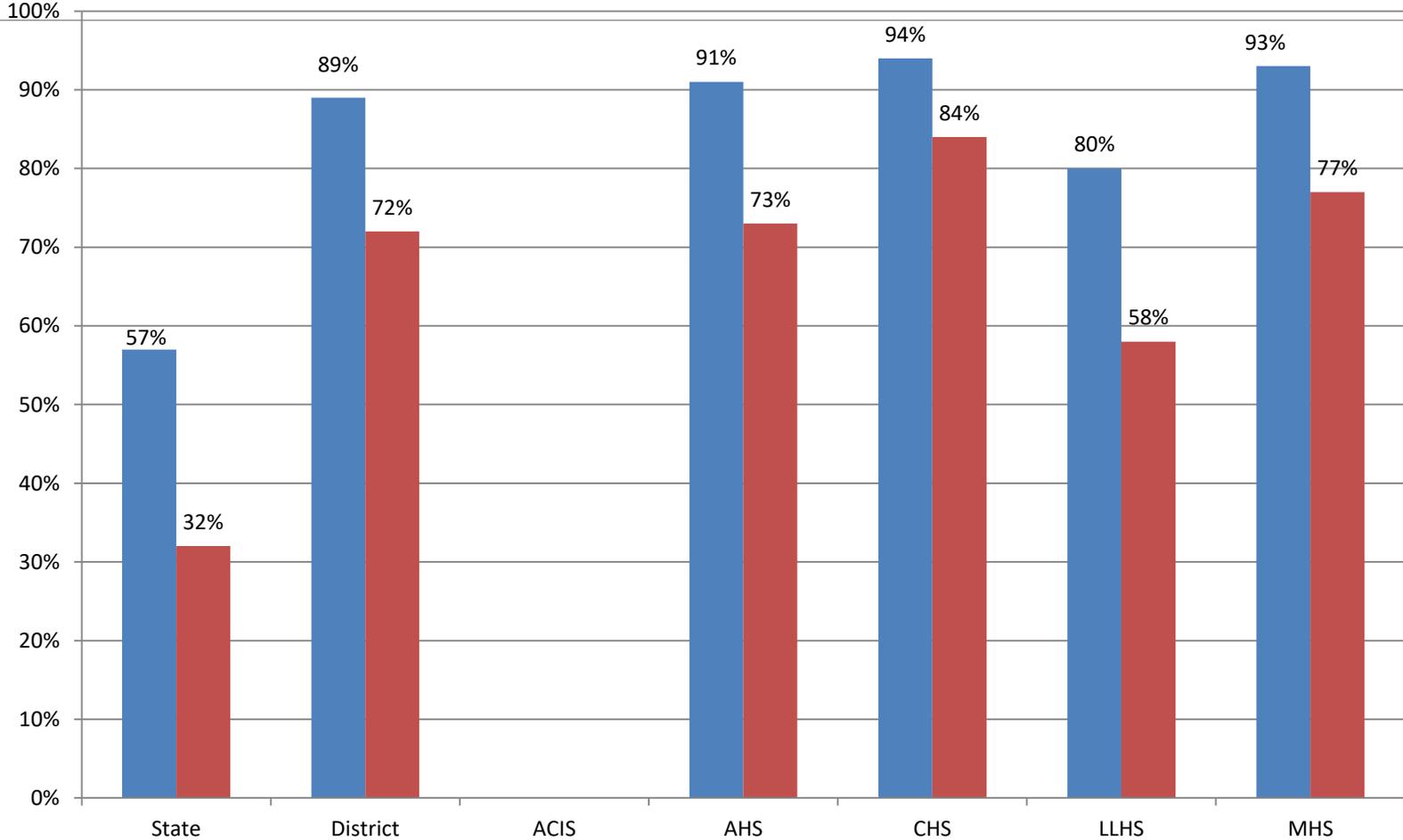
Smarter Balanced Assessments – ELA

Percent of Students Meeting Standards - ELA 2015-2019
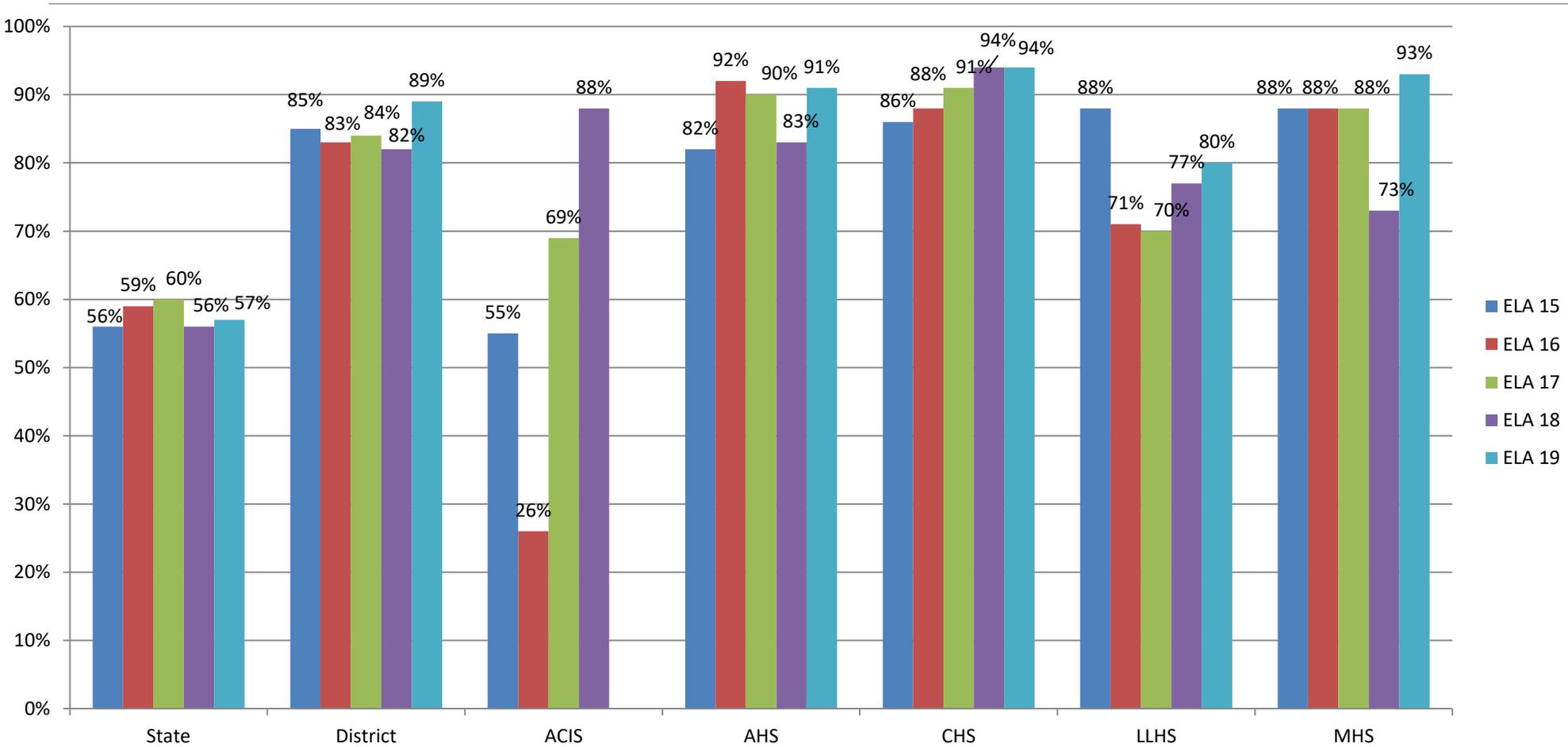
Smarter Balanced Assessments - ELA

2019 AUHSD English Language Arts/Literacy Results
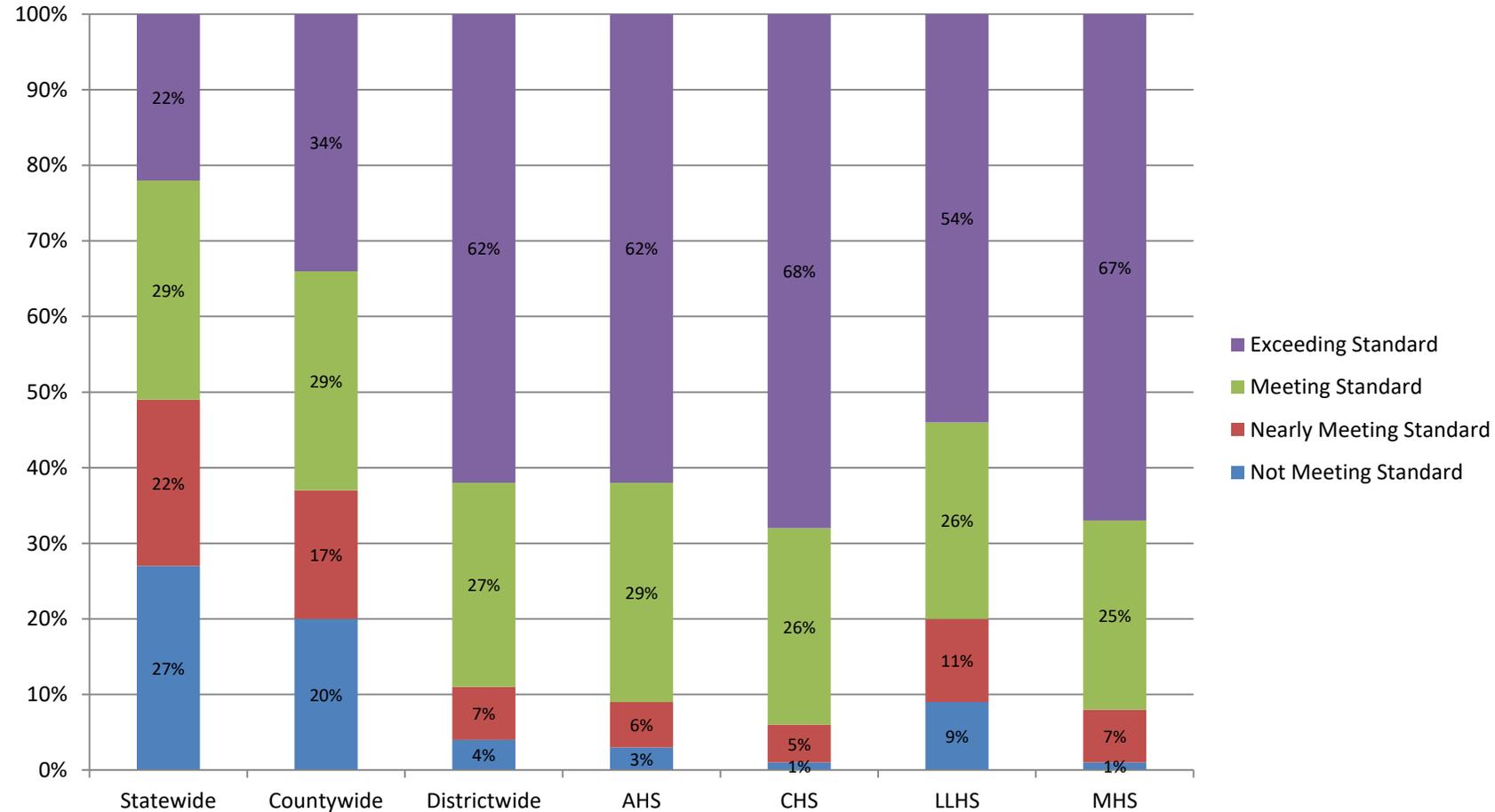
Smarter Balanced Assessments - ELA

2019 ELA Claim Performance: Percent of Students at Each Level

Claim	Above Standard	At/Near Standard	Below Standard
Research/Inquiry	64%	32%	3%
Listening	49%	47%	3%
Writing	70%	26%	4%
Reading	61%	33%	6%

Legend:
- Above Standard
- At/Near Standard
- Below Standard
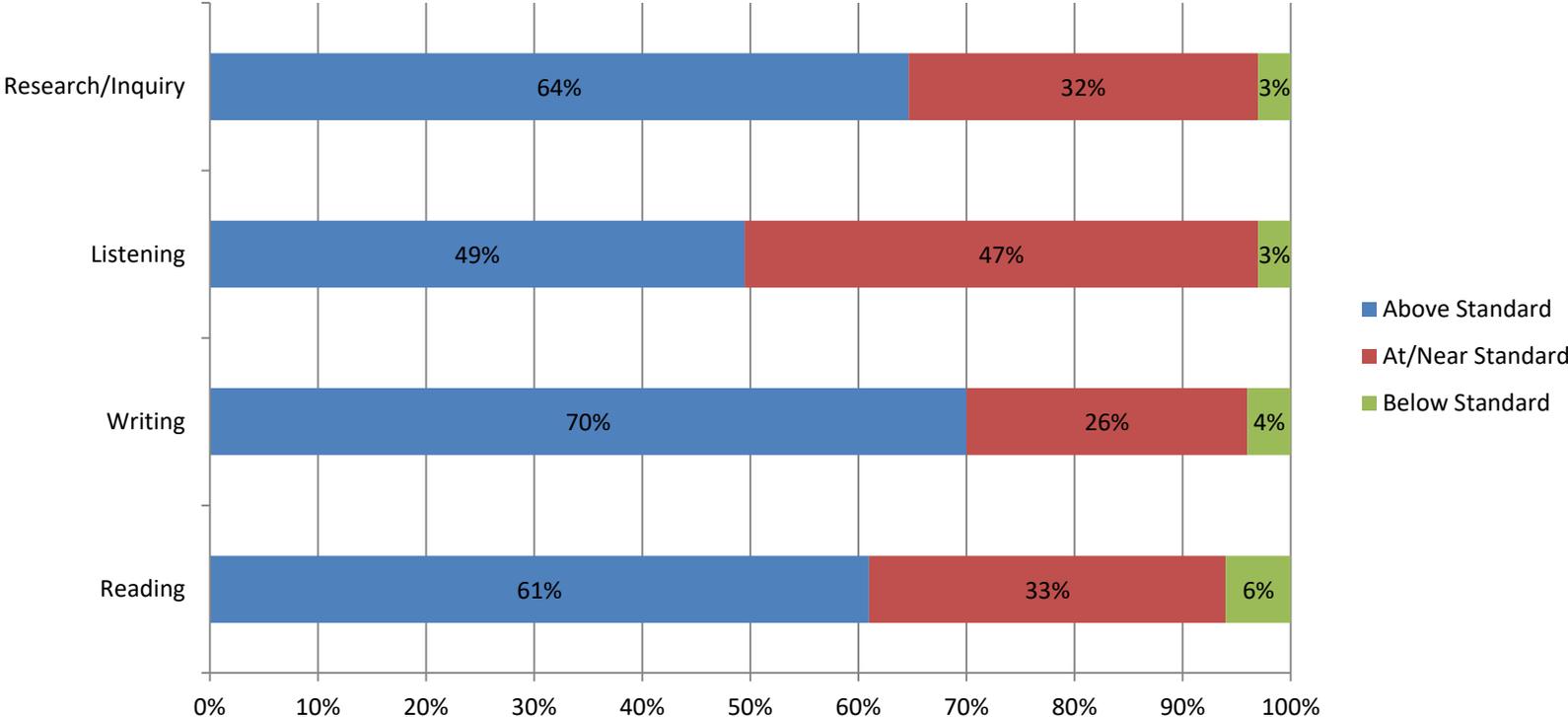
Smarter Balanced Assessments - Math

Percent of Students Meeting Standards - Math 2015 - 2019

	Math 15	Math 16	Math 17	Math 18	Math 19
State	29%	33%	32%	31%	32%
District	70%	69%	69%	69%	72%
ACIS	12%	0%	0%	53%	
AHS	74%	72%	78%	70%	73%
CHS	74%	77%	71%	83%	84%
LLHS	64%	55%	52%	59%	58%
MHS	75%	79%	79%	64%	77%
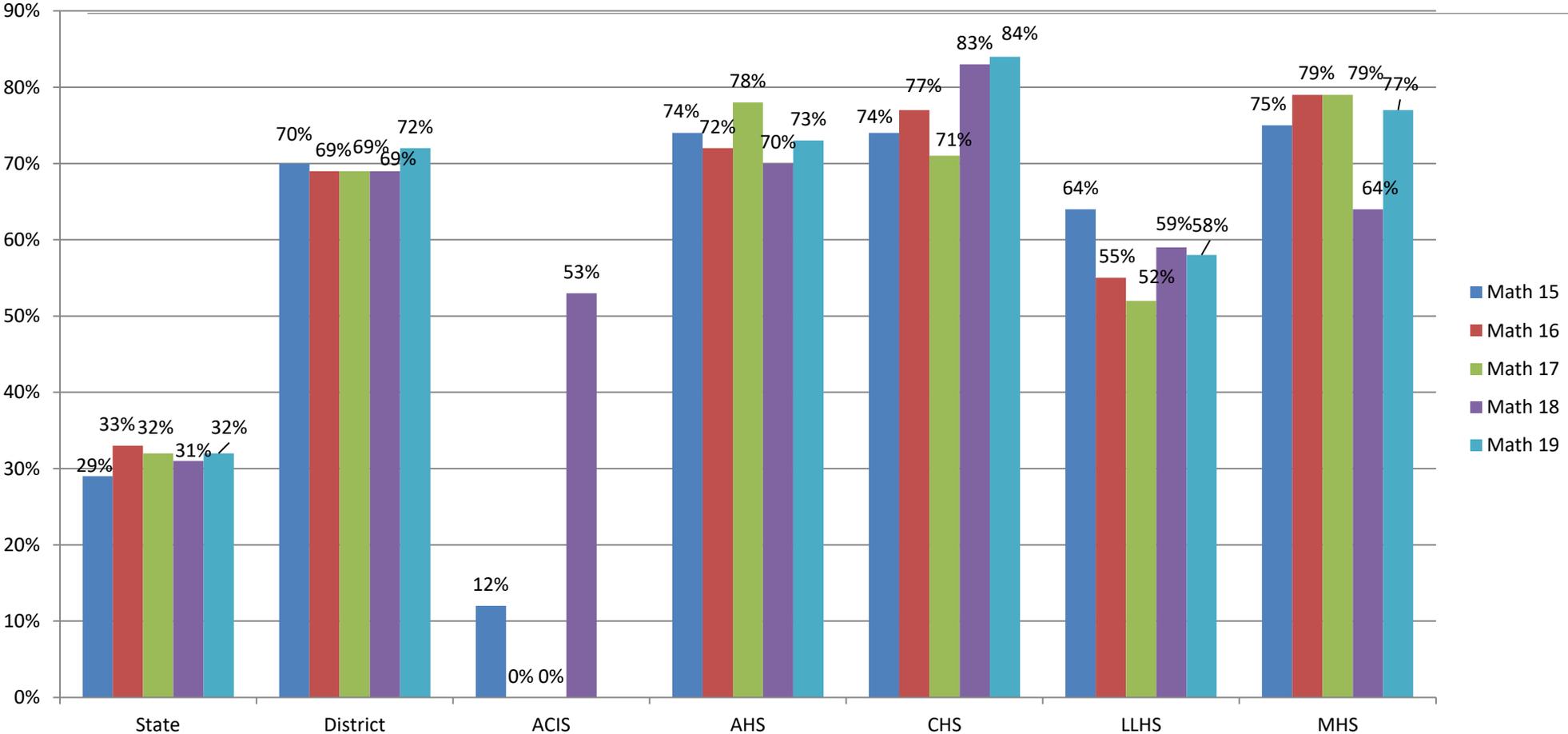
# Smarter Balanced Assessments - Math

2019 SBA Mathematics Results
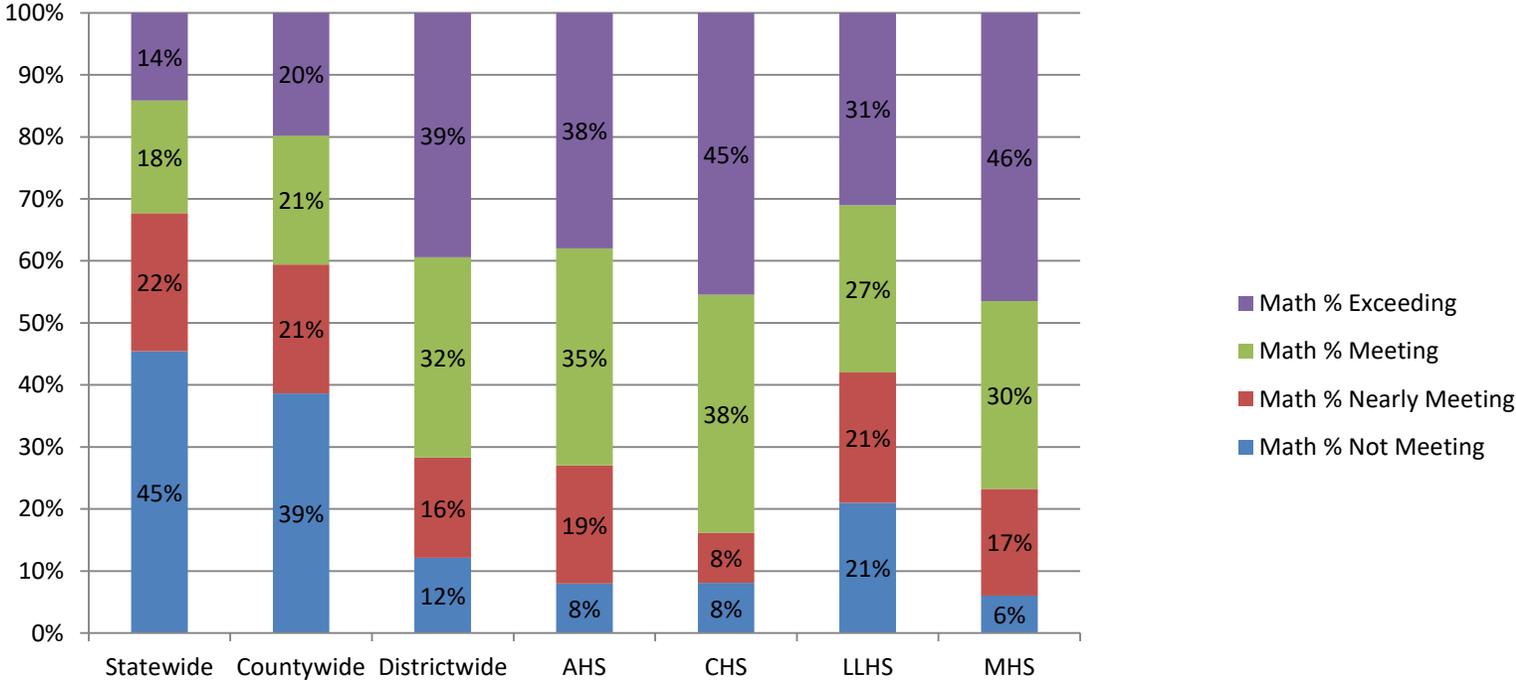
Smarter Balanced Assessments - Math

2019 Math Claim Performance: Percent of Students at Each Level

	Above Standard	At/Near Standard	Below Standard
Communicating Reasoning	46%	46%	9%
Problem Solving and Modeling/Data	45%	44%	12%
Concepts and Procedures	56%	28%	16%
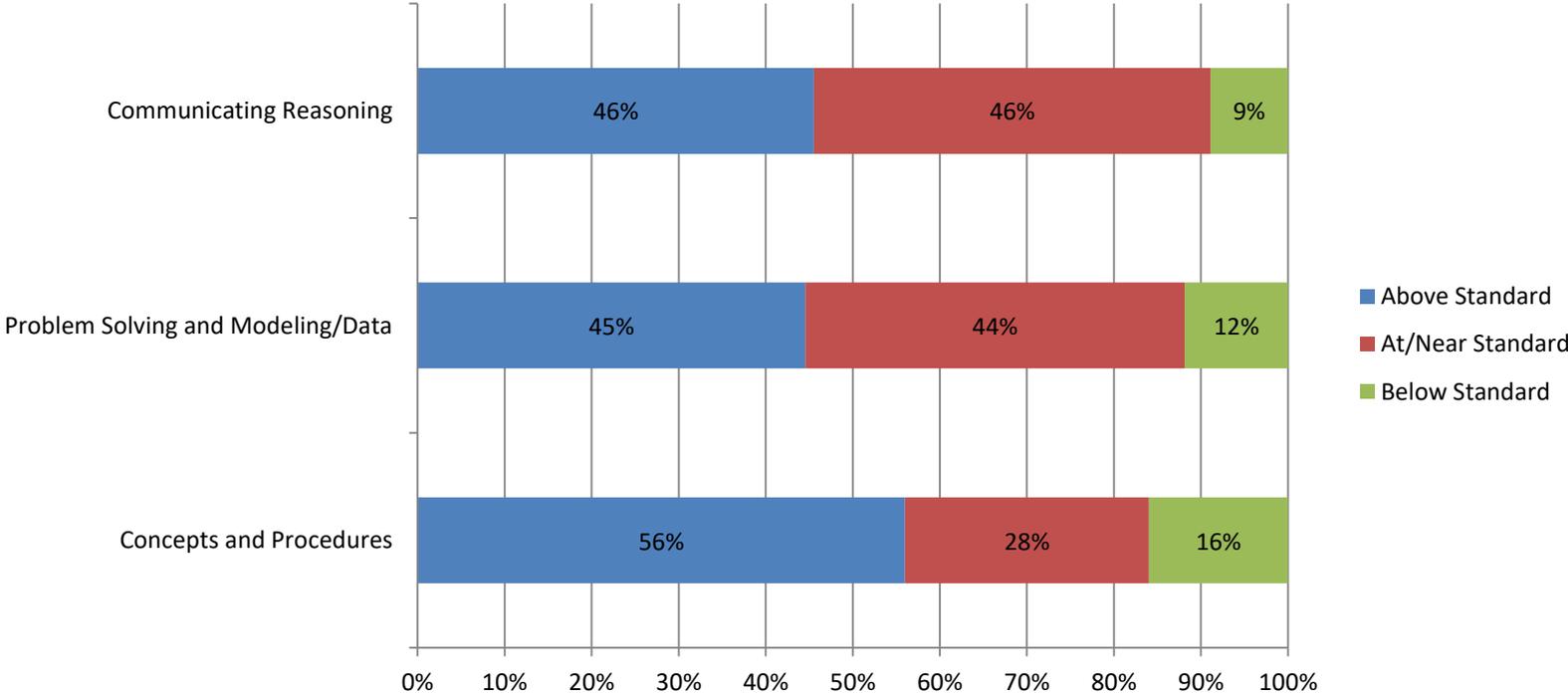
Smarter Balanced Assessments by Student Subgroup

2019 SBA Achievement by Subgroup
Percent of Students Meeting or Exceeding Standards

Legend:
- ELA % Meeting Standards (blue)
- Math % Meeting Standards (red)

Subgroup	ELA % Meeting Standards	Math % Meeting Standards
All Students	89%	72%
Students with Disability	55%	21%
Economically Disadvantaged	72%	45%
English Language Learners	29%	29%
Reclassified Proficient	82%	69%
Female	94%	76%
Male	85%	68%
Asian	92%	88%
Black or African American	60%	25%
Filipino	88%	71%
Hispanic or Latino	79%	53%
White	91%	73%
Two or More Races	92%	76%
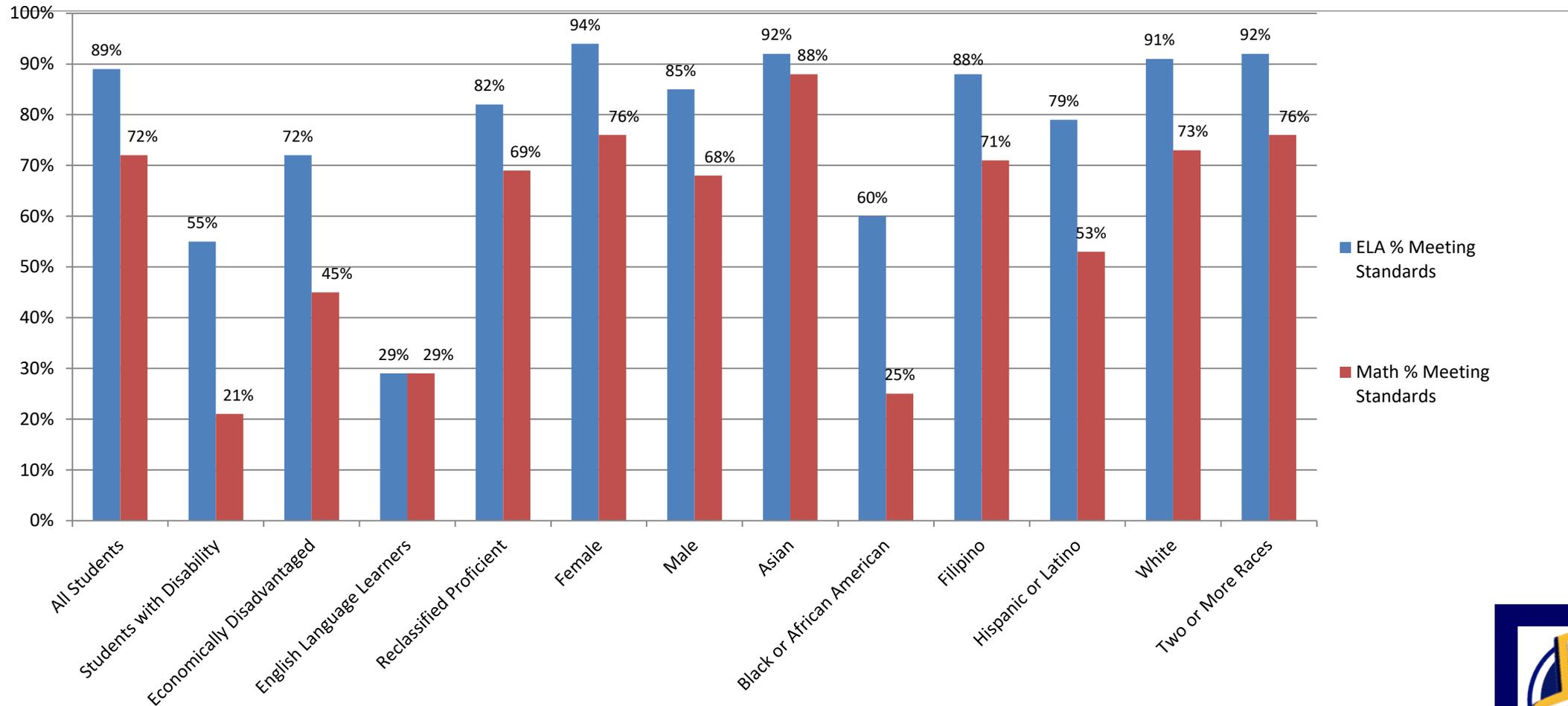
Smarter Balanced Assessments – ELA By Student Subgroup

ELA SBA Three Year (2017-2019) Score Comparison by Subgroup
Percent of students meeting or exceeding standards

Subgroup	2017	2018	2018
All	84%	82%	89%
Students with Disability	35%	32%	55%
Econ Dis	51%	67%	72%
EL	18%	50%	29%
RFEP	68%	76%	82%
Female	88%	88%	94%
Male	80%	76%	85%
Asian	90%	90%	92%
Black	46%	48%	60%
Filipino	95%	92%	88%
Hispanic	74%	78%	79%
White	84%	82%	91%
Two or More Races	92%	85%	92%

■ 2017 ■ 2018 ■ 2018

WE EDUCATE EVERY STUDENT TO EXCEL AND CONTRIBUTE IN A GLOBAL SOCIETY.

Smarter Balanced Assessments – ELA By Student Subgroup

2015- 2019 - AUHSD Achievement Gap
SBA English Language Arts

Legend:
- All Students
- Students w/Disability
- Economically Disadvantaged
- English Learner
- Reclassified Fluent

Data points:

	ELA 2015	ELA 2016	ELA 2017	ELA 2018	ELA 2019
All Students	85%	83%	84%	82%	89%
Reclassified Fluent	76%	64%	68%	76%	82%
Economically Disadvantaged	66%	57%	51%	67%	72%
Students w/Disability	36%	40%	35%	32%	55%
English Learner	22%	14%	18%	50%	29%

Smarter Balanced Assessments – ELA By Student Subgroup

**2015 - 2019 - AUHSD Achievement Gap
SBA English Language Arts**

Smarter Balanced Assessments – ELA By Student Subgroup
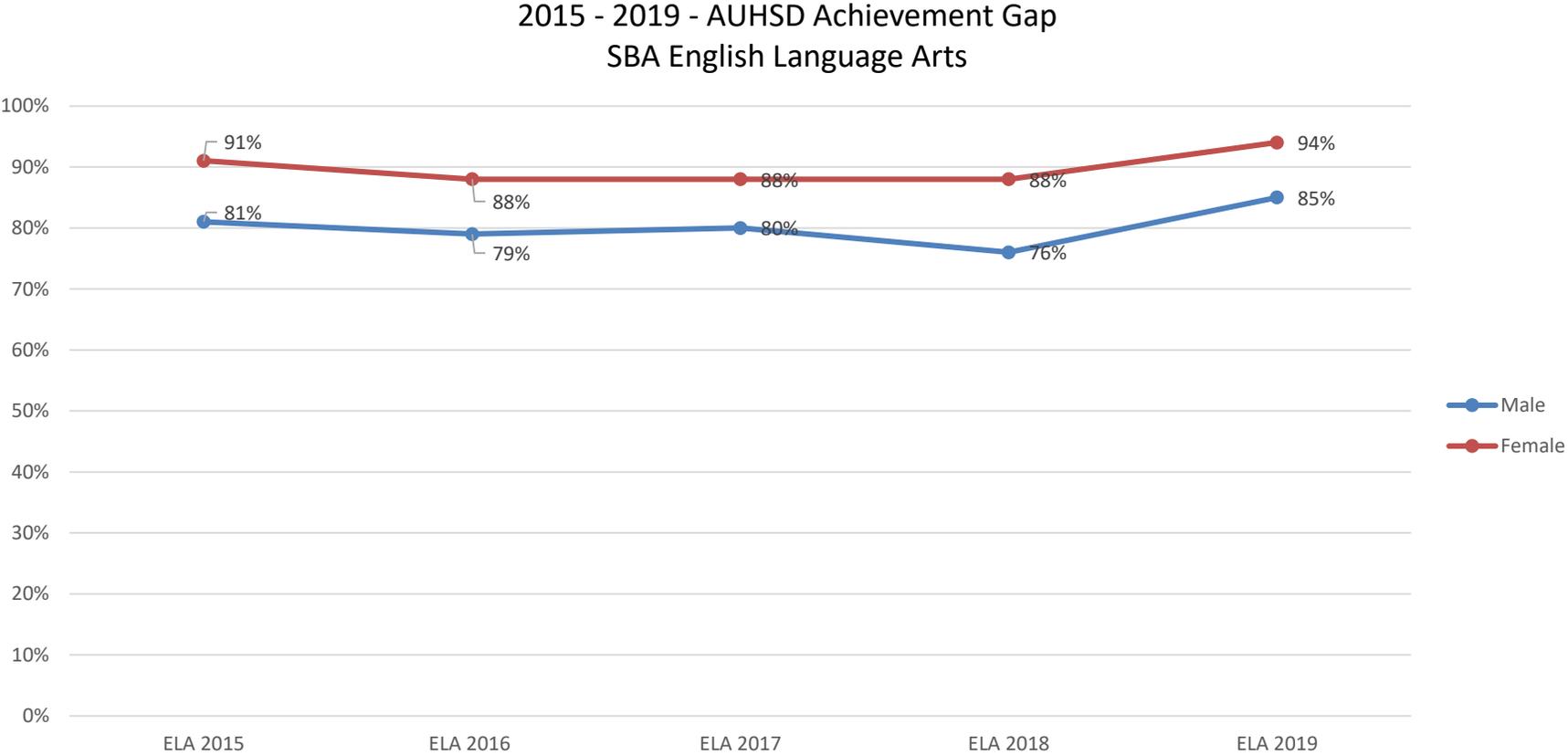
2015 - 2019 - AUHSD Achievement Gap
SBA English Language Arts

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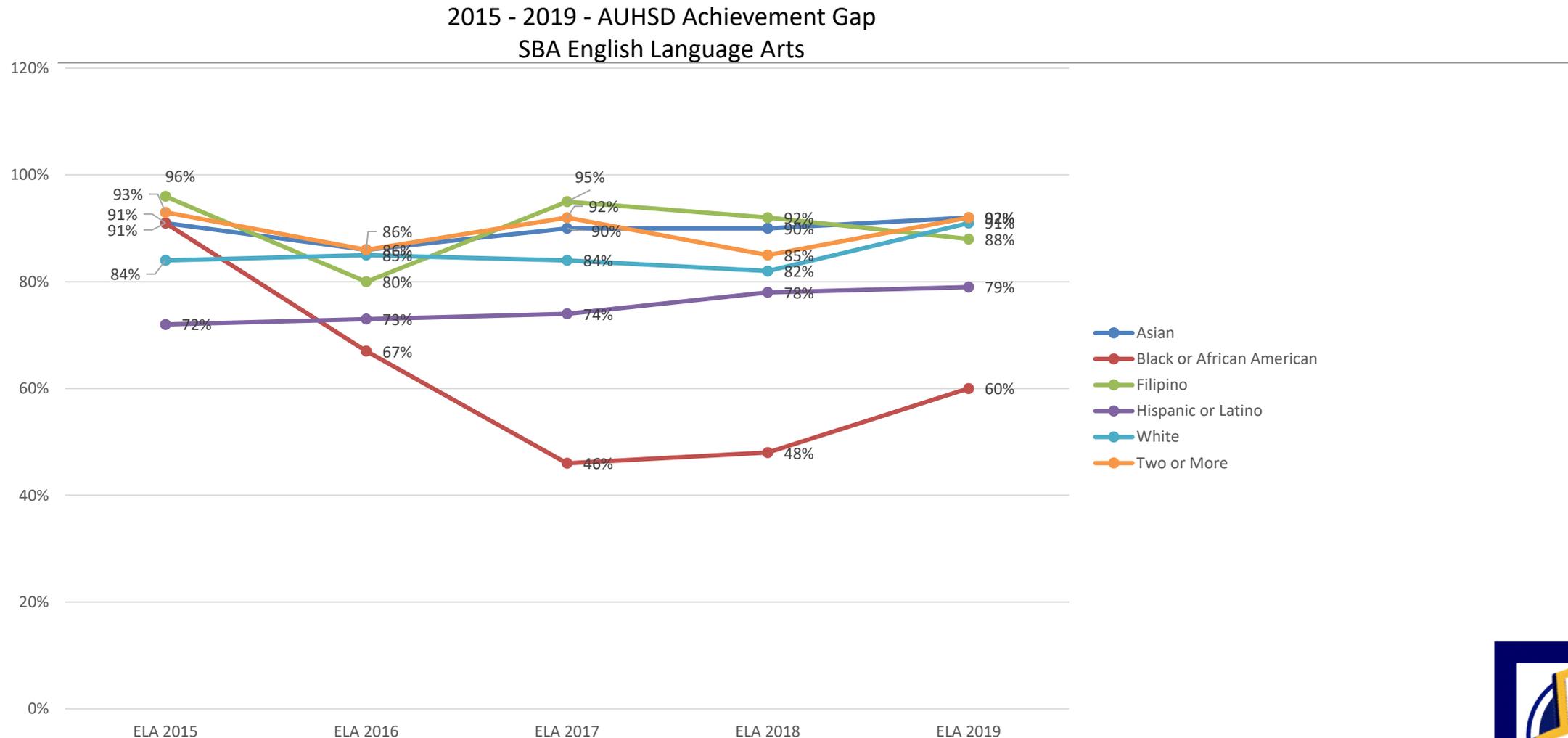
Smarter Balanced Assessments – Math By Student Subgroup

Math SBA Three Year (2017-2019) Score Comparison by Subgroup
Percent of Students Meeting or Exceeding Standards

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Smarter Balanced Assessments – Math By Student Subgroup

2015- 2019- AUHSD Achievement Gap
SBA Math

	Math 2015	Math 2016	Math 2017	Math 2018	Math 2019
All Students	70%	69%	69%	69%	72%
Reclassified Fluent	59%	50%	59%	59%	69%
Economically Disadvantaged	45%	28%	40%	48%	45%
English Learner	35%	26%	40%	32%	29%
Students w/Disability	13%	13%	13%	17%	21%

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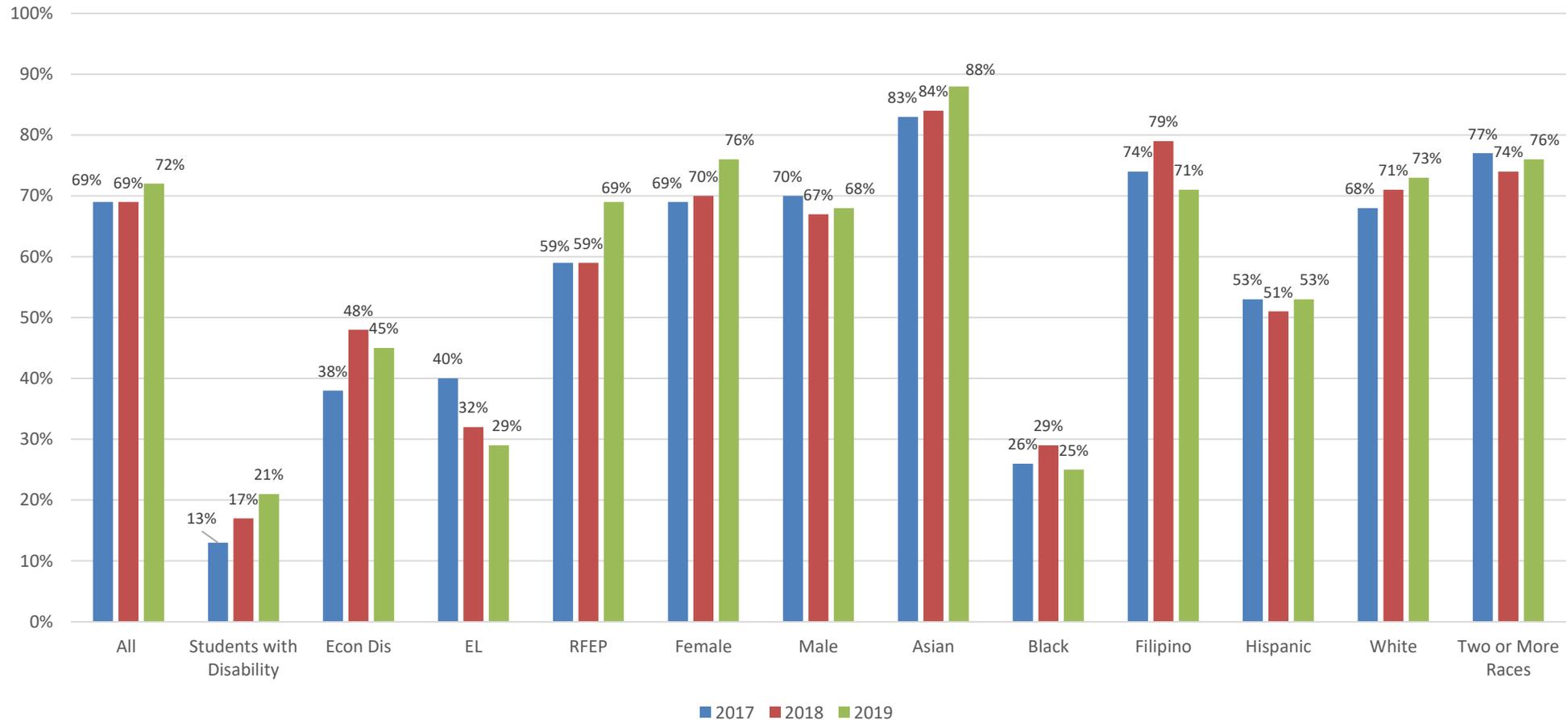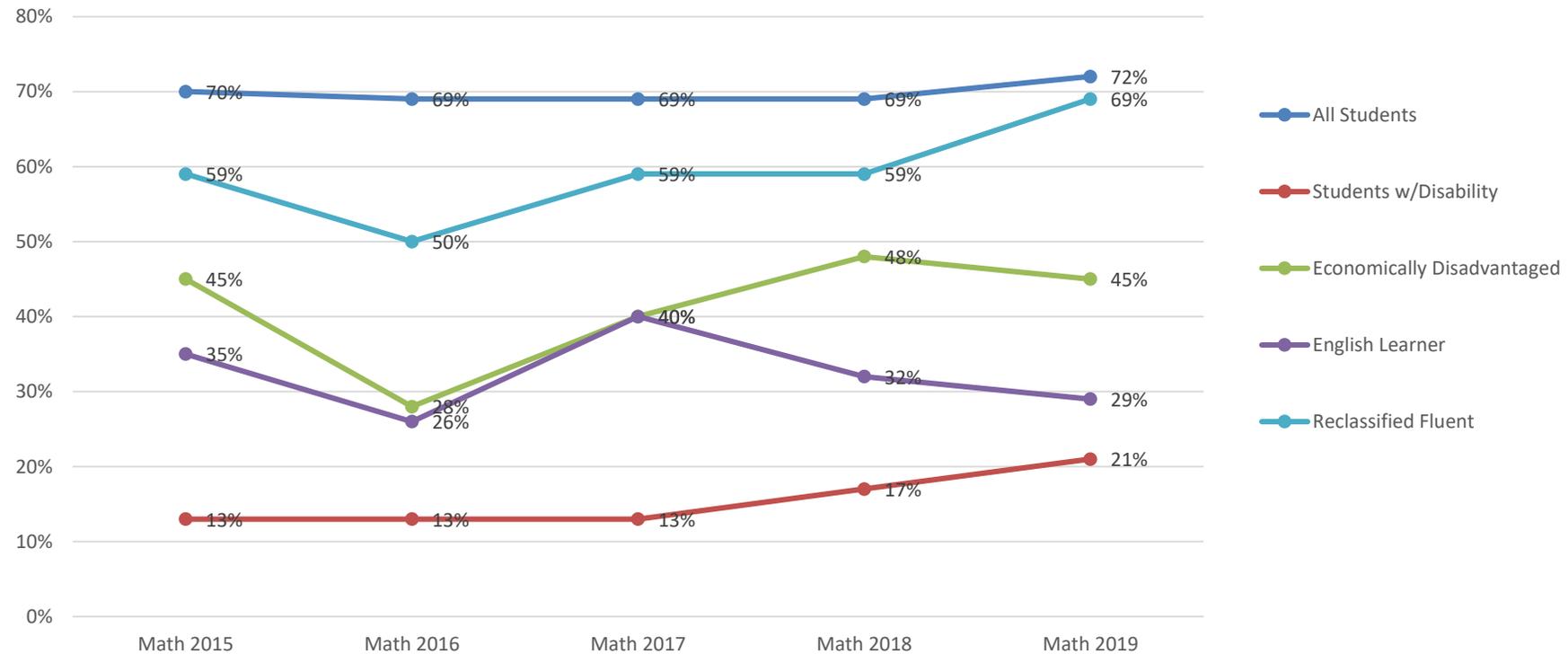
Smarter Balanced Assessments – Math By Student Subgroup

2015 - 2019- AUHSD Achievement Gap
SBA Math
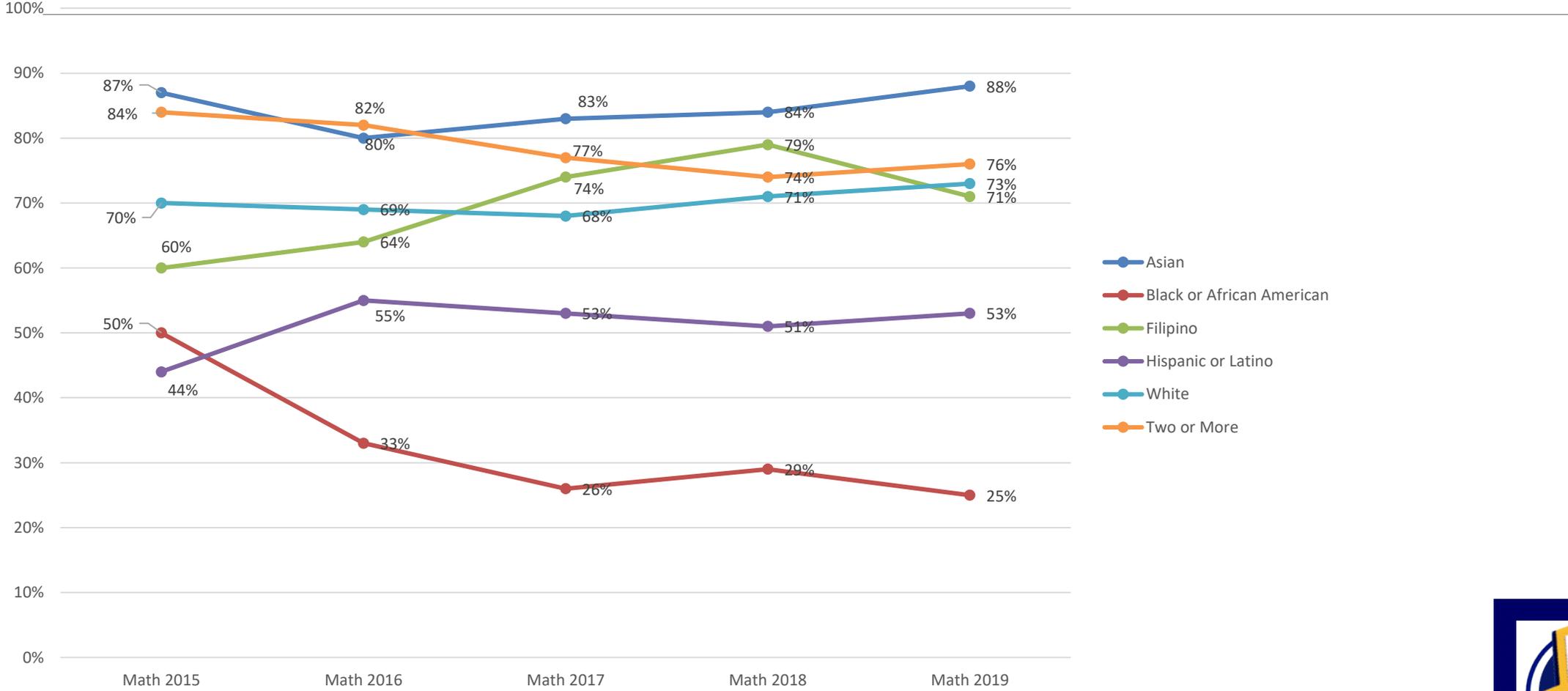
Smarter Balanced Assessment

High Performing Districts - 2019 Grade 11 SBA Performance

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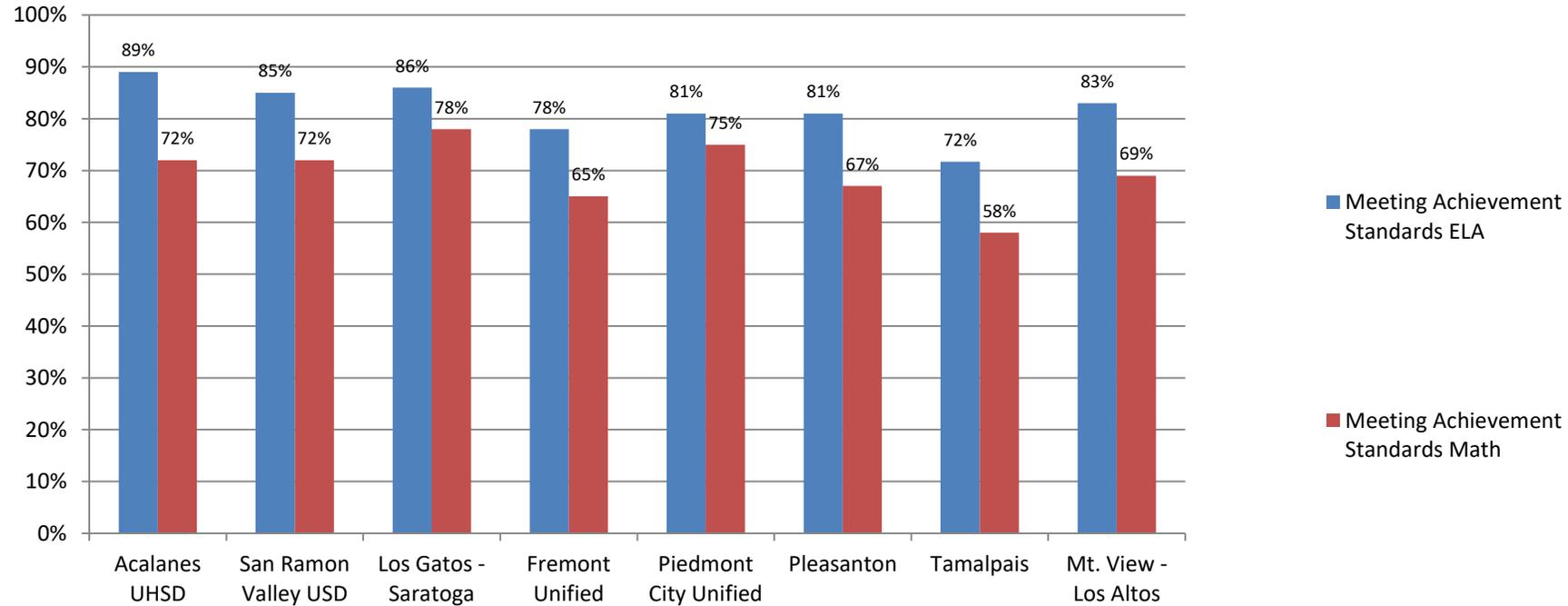
Smarter Balanced Assessment Overview

Smarter Balanced Assessment Observations and Next Steps:

- AUHSD Smarter Balanced Assessment data shows improvement in achievement.

- Noted continued achievement gap in performance between groups of students.

- AUSHD staff is focusing on supporting students through targeted intervention and classroom strategies.

- Staff is reviewing alignment to the California State Standards (Common Core) in core subjects and continues to work on implementation on the standards and the aligned courses of study.

California Alternate Assessment

California Alternate Assessment (CAA)

- Assessment aligned to Core Content Connectors (alternate achievement standards)
- Grade 11 students with significant cognitive disabilities
- 2016-2017 CAA individual scores were sent to students (school and district data not available)
- 2017-2018 CAA scores: individual and district level scores available
- 2018-2019 CAA scores: individual scores sent to students, districtwide scores not published due to too few students

Reporting Performance Level Descriptors:

- Level 3 – Alternate (student showed **understanding** of…)
- Level 2 – Alternate (student showed **foundational understanding** of…)
- Level 1 – Alternate (student showed **limited understanding** of…)

California Science Test (CAST)

California Science Test (CAST)

2017-2018 CAST

- Field Test (participation data used for federal accountability, student performance data not reported)
- All grade 12 students in the state took CAST
- Assessment was based on the NGSS 5 domains (Biology, Chemistry, Physics, Earth and Space, Engineering)

2018-2019 CAST (Operational)

- Test administered to students in their last year of science (student choice)
- Student may take CAST only once in their high school career
- Districts will receive individual science scores in January 2020, however will not receive districtwide scores, nor will the score be published.

Achievement Grades

Achievement Grades

AUHSD Focus on Achievement Grades

- Focus on students receiving one or more D or F grades
- LCAP goal
- Intervention strategies: RTI, Academy strategies
- Instructional practices
- Specific focus is placed on student subgroups and the persisting achievement gap
- Significantly higher numbers of English Learners, students with disabilities and students who are socio-economically disadvantaged receive D and F grades

Achievement Grades – End of Year (2018-2019)

Percent of AUHSD Students Receiving One or More
Grades Below a "C"
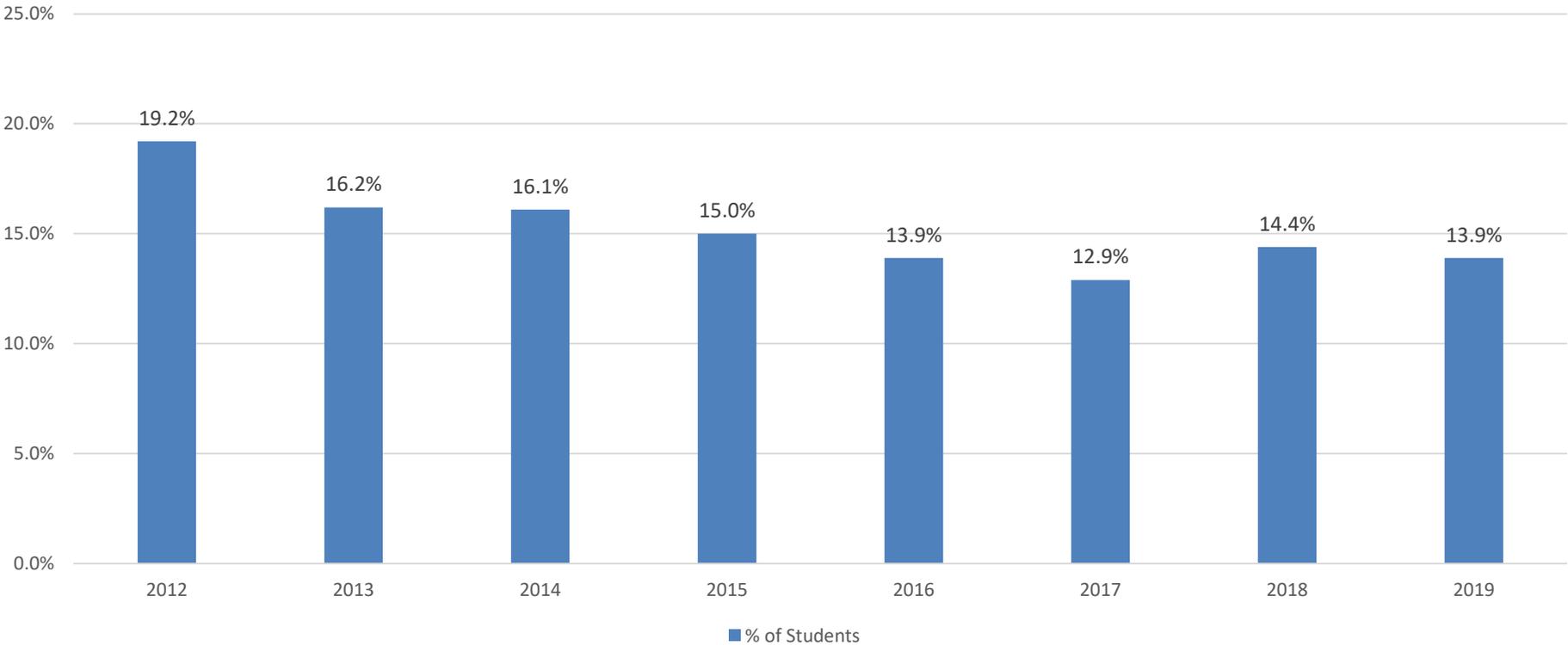
- % of Students

Achievement Grades
End of Year 2018-2019 by Student Subgroup

Percent of AUHSD Students Receiving One or More Grades Below a "C" 2018-2019 by Student Subgroup

Subgroup	% of Students
All Students	13.9%
Asian	8.3%
Black or AA	22.0%
Hispanic	24.0%
White	13.0%
English Learner	41.0%
RFEP	22.0%
504	19.6%
Special Ed	33.3%
Male	18.0%
Female	10.0%
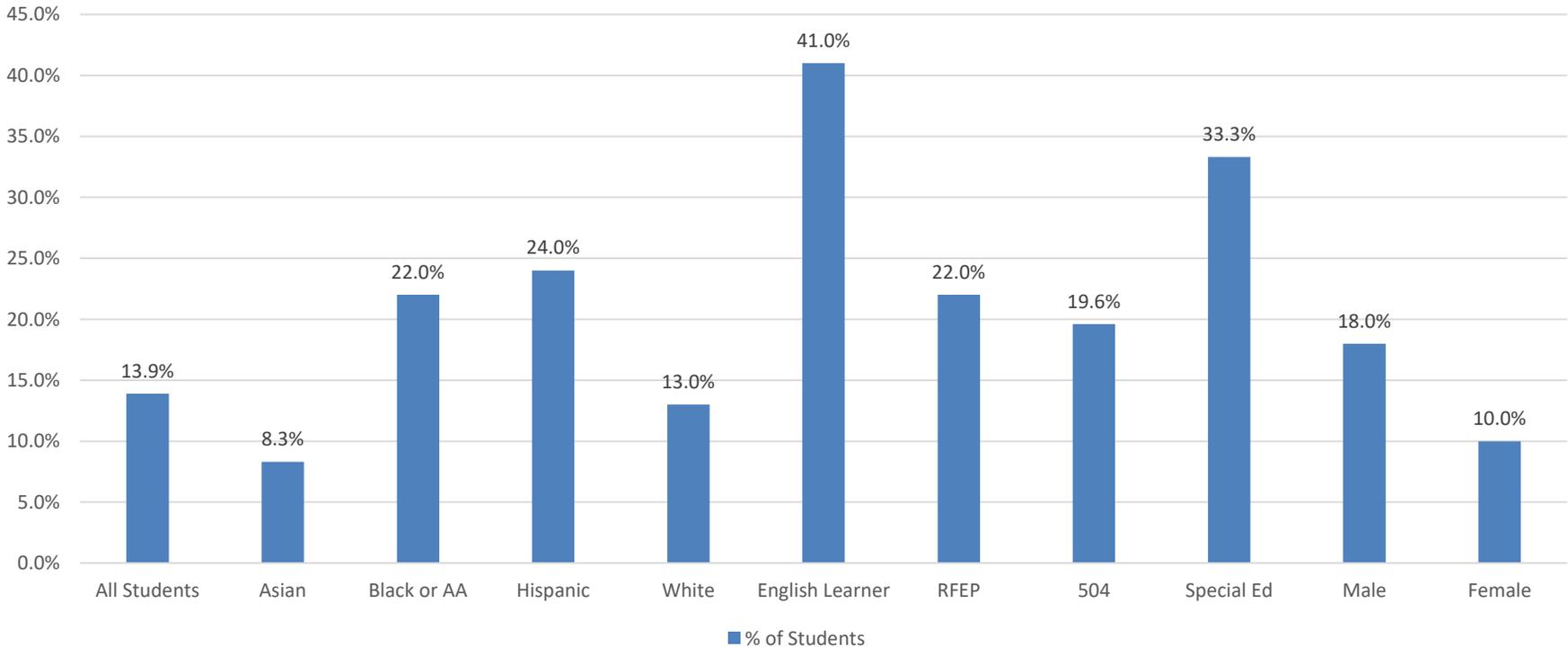
■ % of Students

Achievement Grades

Percent of AUHSD Students Receiving One or More Grades Below a "C"

Legend: 2017 (blue) · 2018 (red) · 2019 (green)

Subject	2017	2018	2019
English	3.9%	6.1%	6.0%
Math	4.8%	6.4%	7.5%
PE	1.2%	1.4%	1.6%
Science	4.1%	5.8%	6.1%
Social Studies	3.6%	6.5%	6.2%
VAPA	1.3%	1.6%	2.3%
CTE	1.5%	1.7%	2.1%
World Language	5.4%	6.0%	5.3%
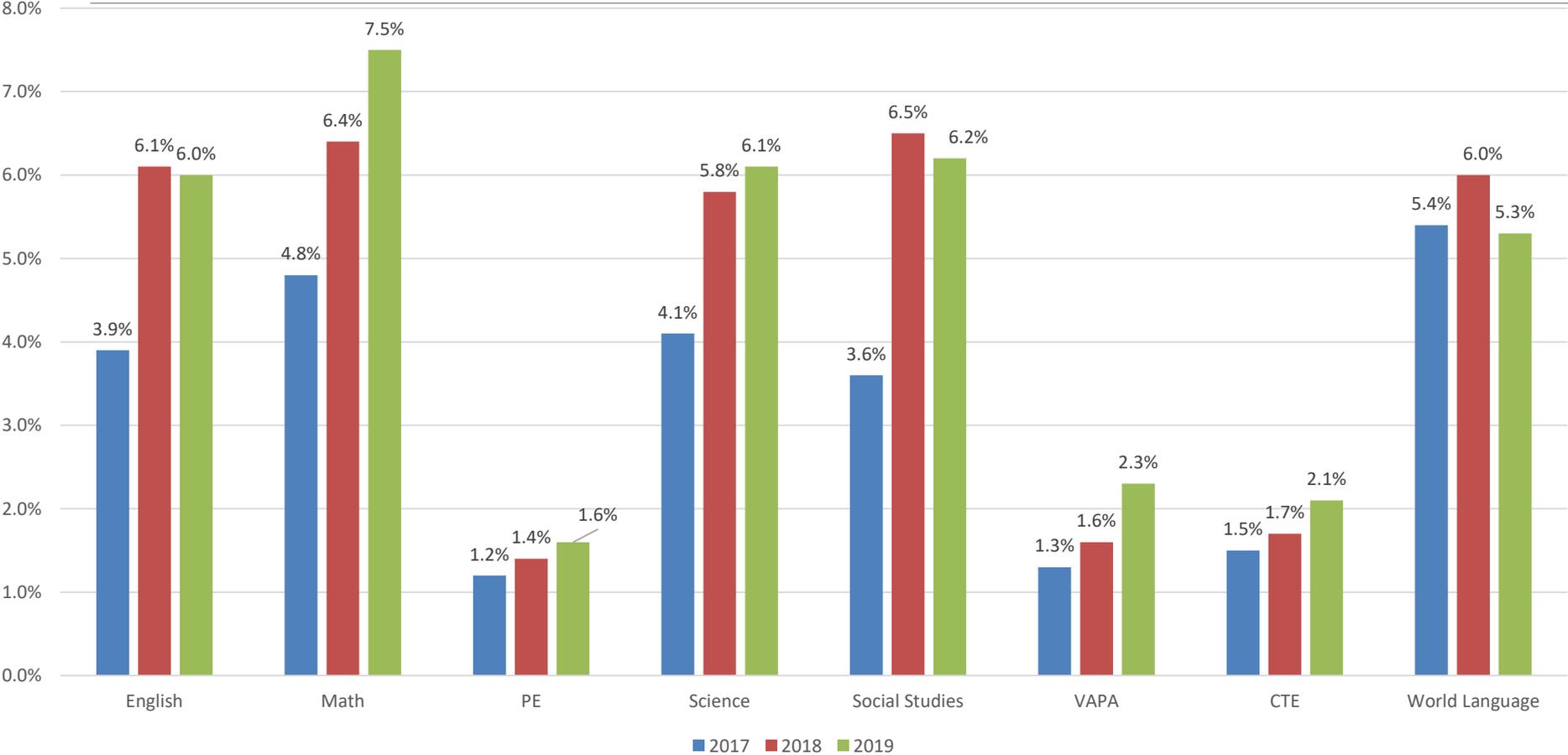
Graduation Data

Graduation Data – Multi Year Review

Due to changes in the methodology for calculating the 2016-17 adjusted cohort graduation rate and subsequent years, California Department of Education strongly discourages against comparing the 2016-17 data with the cohort outcome data from prior years.

Class Of	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropout Rate
2018	1427	1376	96.4%	1.3%
2017	1324	1292	97.6%	0.1%
2016	1309	1285	98.2%	0.5%
2015	1249	1212	97.0%	1.0%
2014	1337	1307	97.8%	0.8%
2013	1397	1370	98.1%	0.6%
2012	1331	1300	97.7%	1.1%
2011	1406	1360	96.7%	1.4%

# Graduation Rate (2018): School Information

School	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Acalanes Center for Independent Study	29	19	65.5%	21%	0%	0%
Acalanes HS	373	352	94.4%	77%	31%	28%
Campolindo HS	314	310	98.7%	79%	35%	59%
Las Lomas HS	378	370	97.9%	67%	26%	38%
Miramonte HS	328	320	97.6%	85%	57%	60%
AUHSD	1,427	1,376	96.4%	75%	36%	44%
Contra Costa County	13,435	11,807	87.9%	47%	16%	33%
Statewide	434,745	379,566	87.3%	43%	10%	20%

Seal of Biliteracy and Golden State Seal Merit Diploma will be part of the College and Career Readiness Indicator of the California School Dashboard and are therefore included in the chart.

Graduation Rate: By Subgroup (Race and Ethnicity)

AUHSD Graduation Rate 2015 through 2018 by Subgroup:
Race and Ethnicity
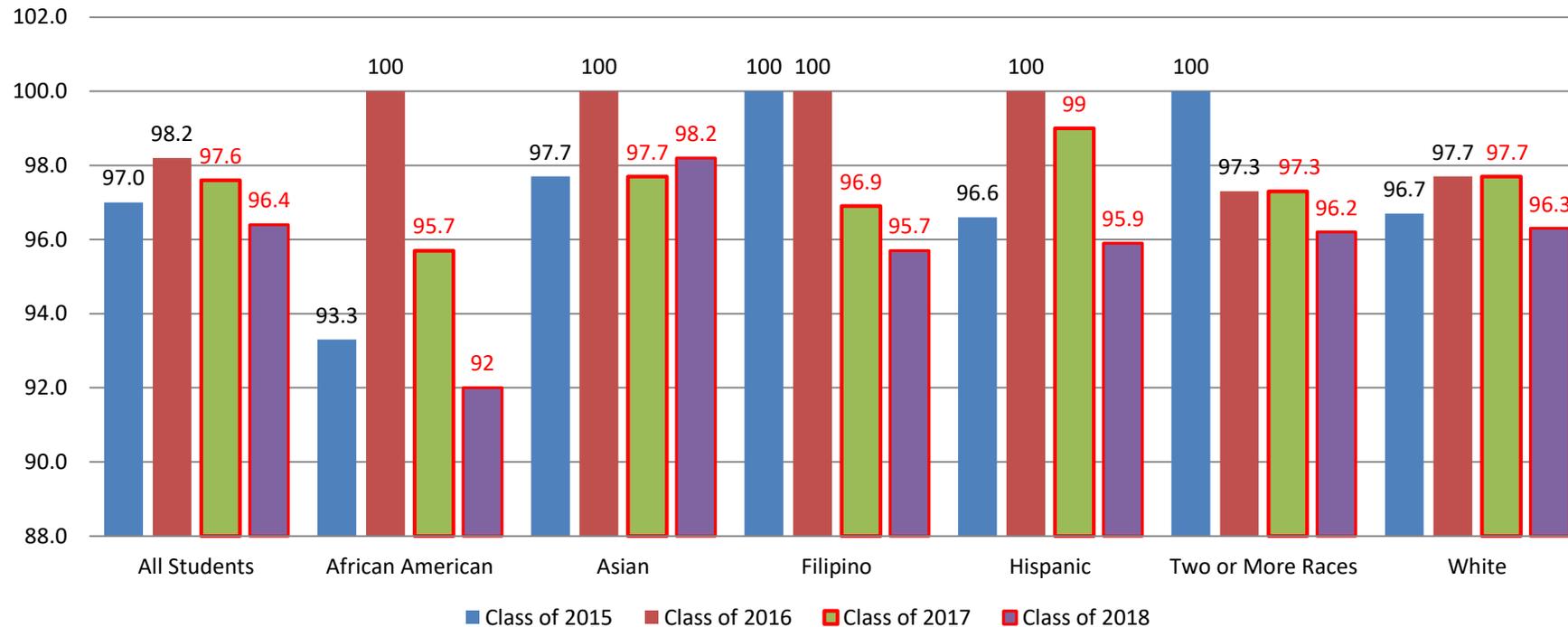
Legend: Class of 2015 | Class of 2016 | Class of 2017 | Class of 2018

Due to changes in the methodology for calculating the 2016-17 adjusted cohort graduation rate and subsequent years, California Department of Education strongly discourages against comparing the 2016-17 data with the cohort outcome data from prior years.

Graduation Rate: By Subgroup (Program and Gender)

AUHSD Cohort Graduation Rate 2015 through 2018 by Subgroup:
Program and Gender
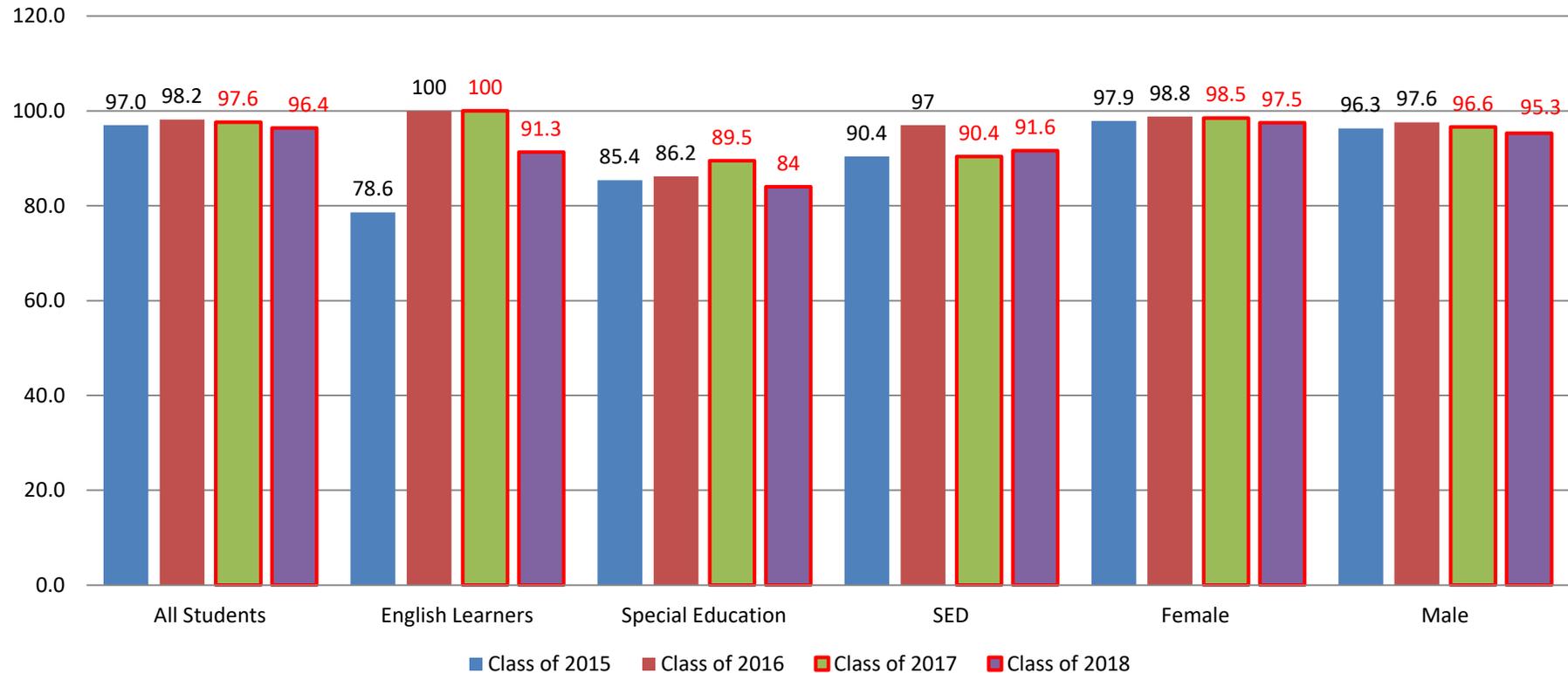
Bar chart data:

Subgroup	Class of 2015	Class of 2016	Class of 2017	Class of 2018
All Students	97.0	98.2	97.6	96.4
English Learners	78.6	100	100	91.3
Special Education	85.4	86.2	89.5	84
SED	90.4	97	90.4	91.6
Female	97.9	98.8	98.5	97.5
Male	96.3	97.6	96.6	95.3

Due to changes in the methodology for calculating the 2016-17 adjusted cohort graduation rate and subsequent years, California Department of Education strongly discourages against comparing the 2016-17 data with the cohort outcome data from prior years.

Graduation Data: A-G Readiness

Students are considered A-G Ready if:
- They have completed all of the required A-G courses
- All courses completed with a grade C or above

A-G readiness data is being monitored in the LCAP

A-G readiness will be part of the College and Career Readiness Indicator in the California School Dashboard

Graduation Data: A-G Readiness

## Percent of Graduates A-G Ready, 2017-2019
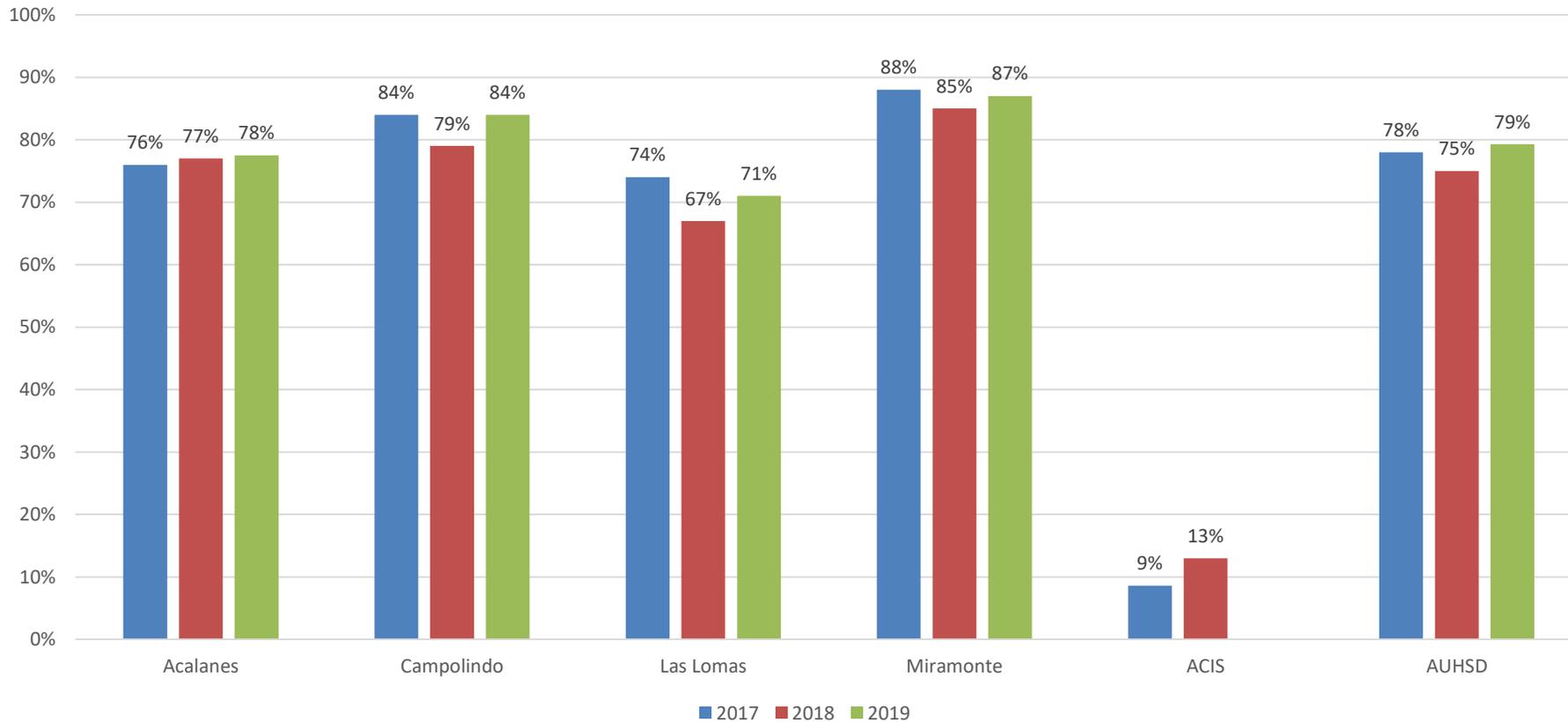
*2017, 2018 data is official state published
* 2019 is local data; state data not available at the time of the report

|	Acalanes	Campolindo	Las Lomas	Miramonte	ACIS	AUHSD
2017	76%	84%	74%	88%	9%	78%
2018	77%	79%	67%	85%	13%	75%
2019	78%	84%	71%	87%		79%

■ 2017 ■ 2018 ■ 2019

Graduation Data: A-G Readiness by Subgroup

Percent of AUHSD 2019 Graduates - A-G Ready

Subgroup	AG Ready
All Students	79.3%
Female	83.6%
Male	74.9%
African American	63.6%
Asian	79.1%
Filipino	78.3%
Hispanic	69.0%
Two or More Races	86.7%
White	80.3%
504	74.0%
Special Education	23.0%
English Learners	11.1%
RFEP	72.9%
Socio-Economic	54.4%

■ AG Ready

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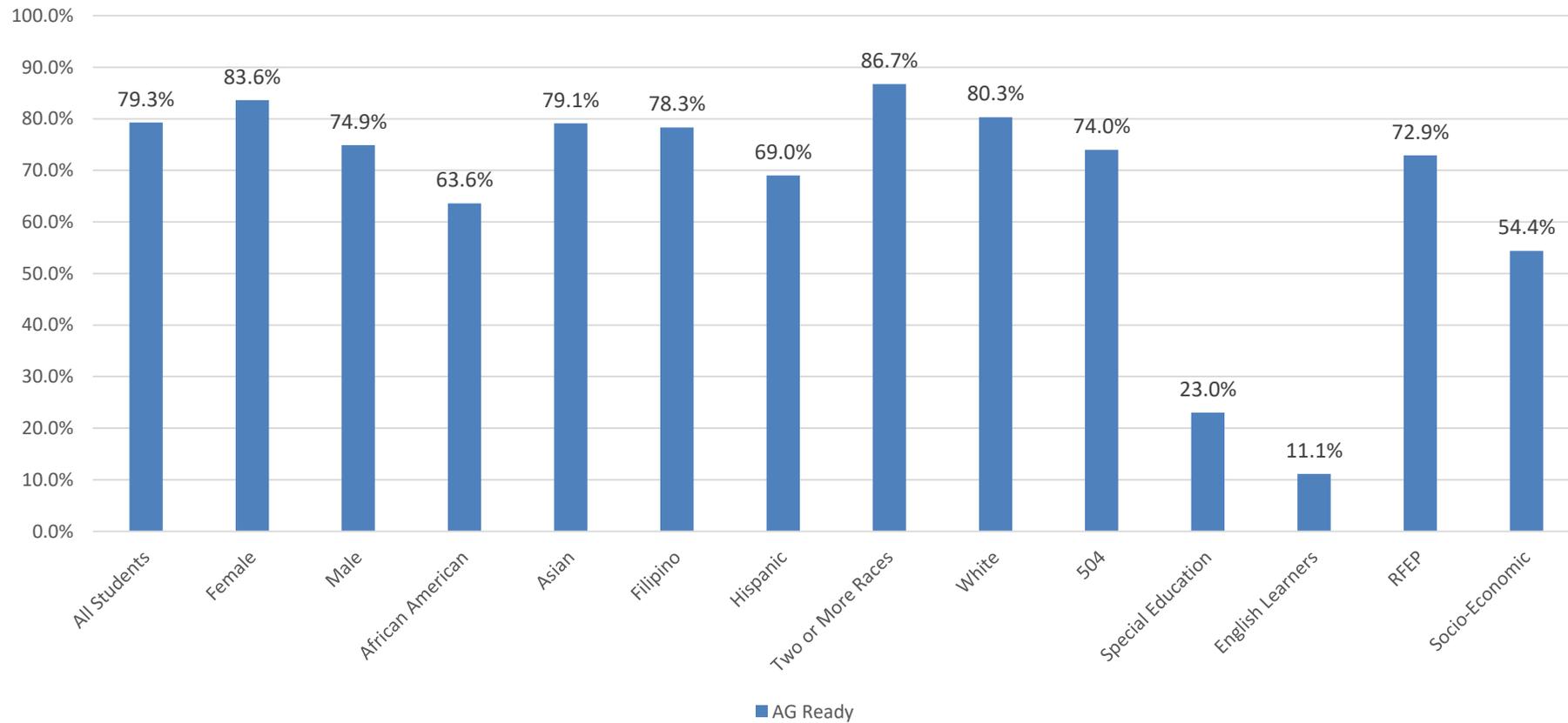
Graduation Data: A-G Readiness by Subgroup (Gender)

Percent of AUHSD Students A-G Ready by Gender
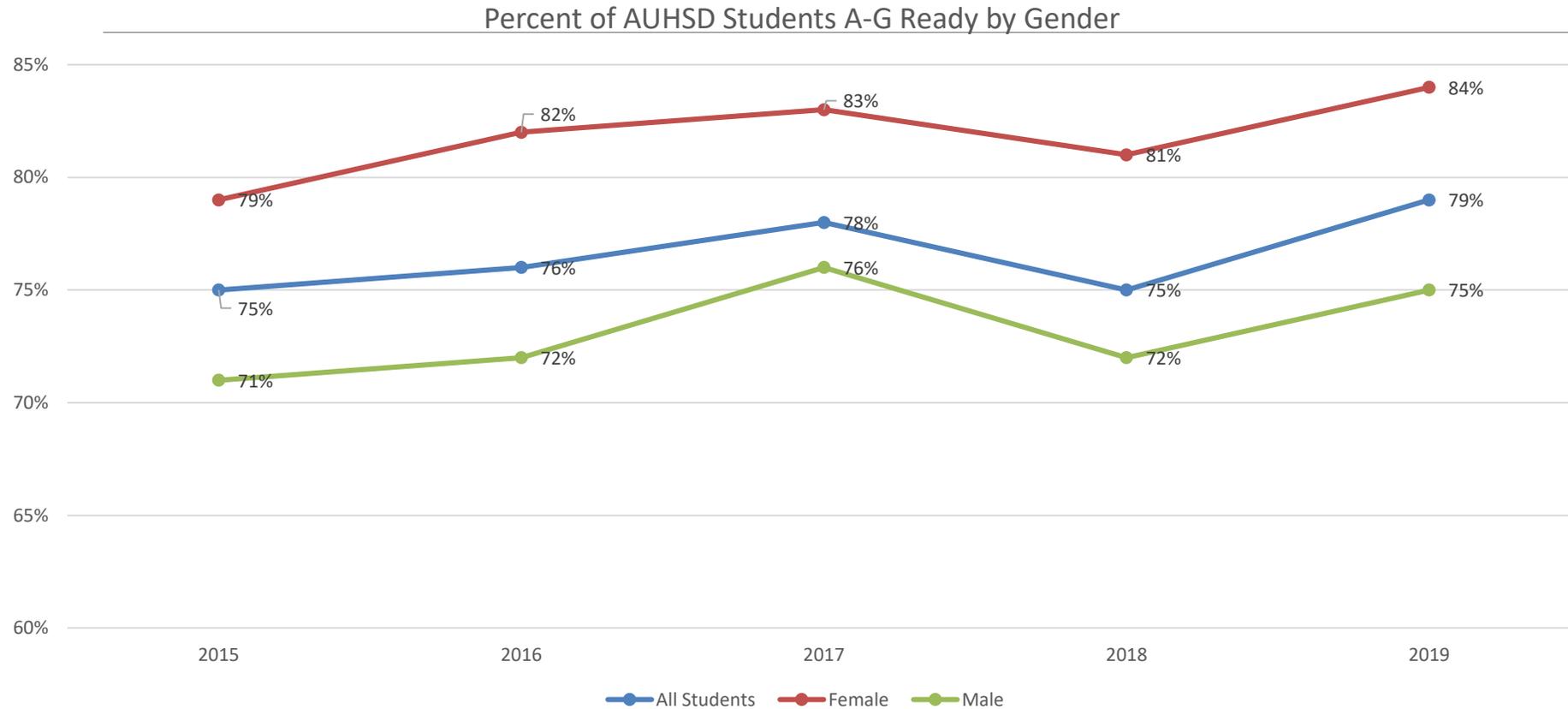
Graduation Data: AG Readiness by Subgroup (Race and Ethnicity)

Percent of AUHSD Students A-G Ready by Race/Ethnicity

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Graduation Data: AG Readiness by Subgroup (Program)

Percent of AUHSD Students A-G Ready by Program

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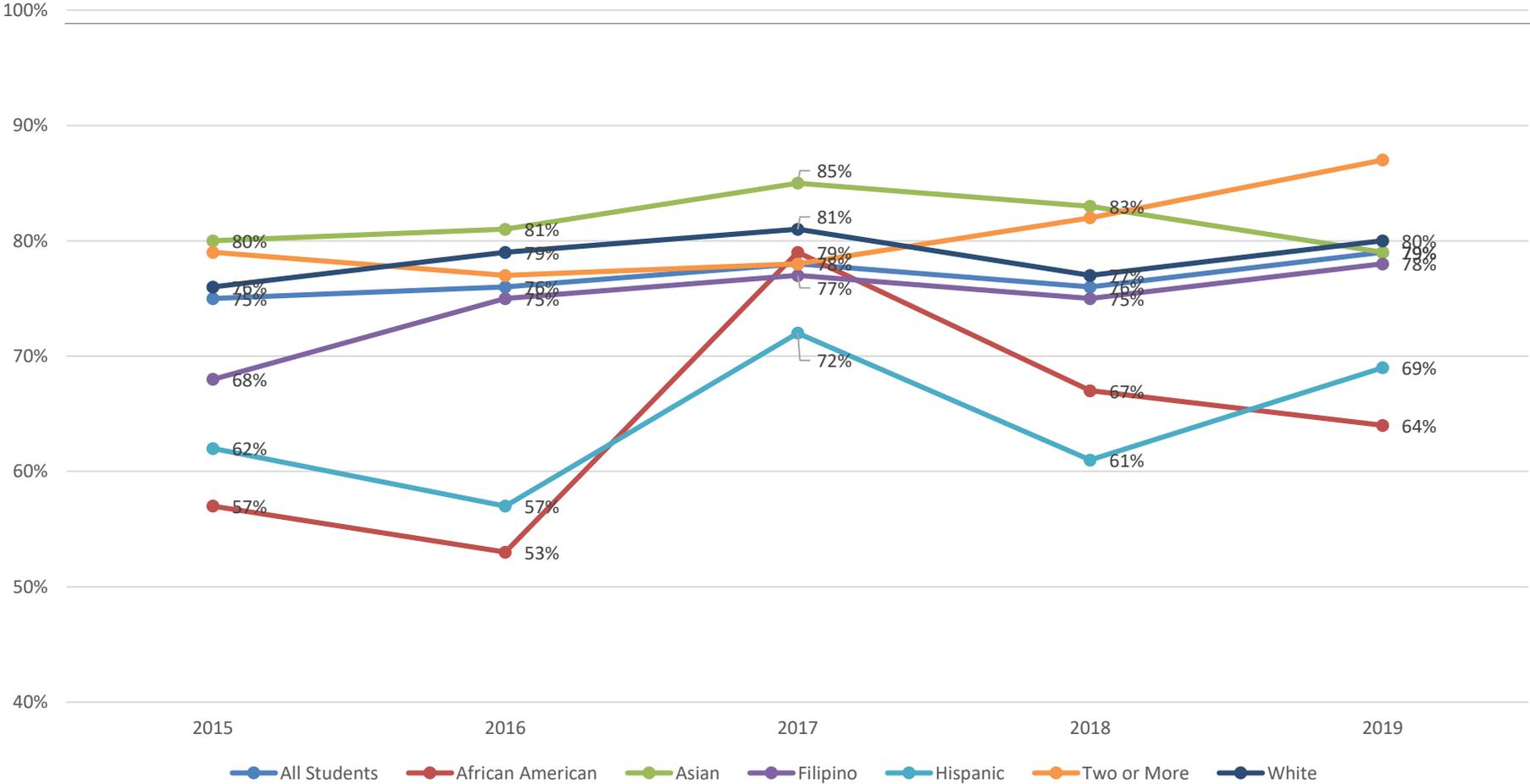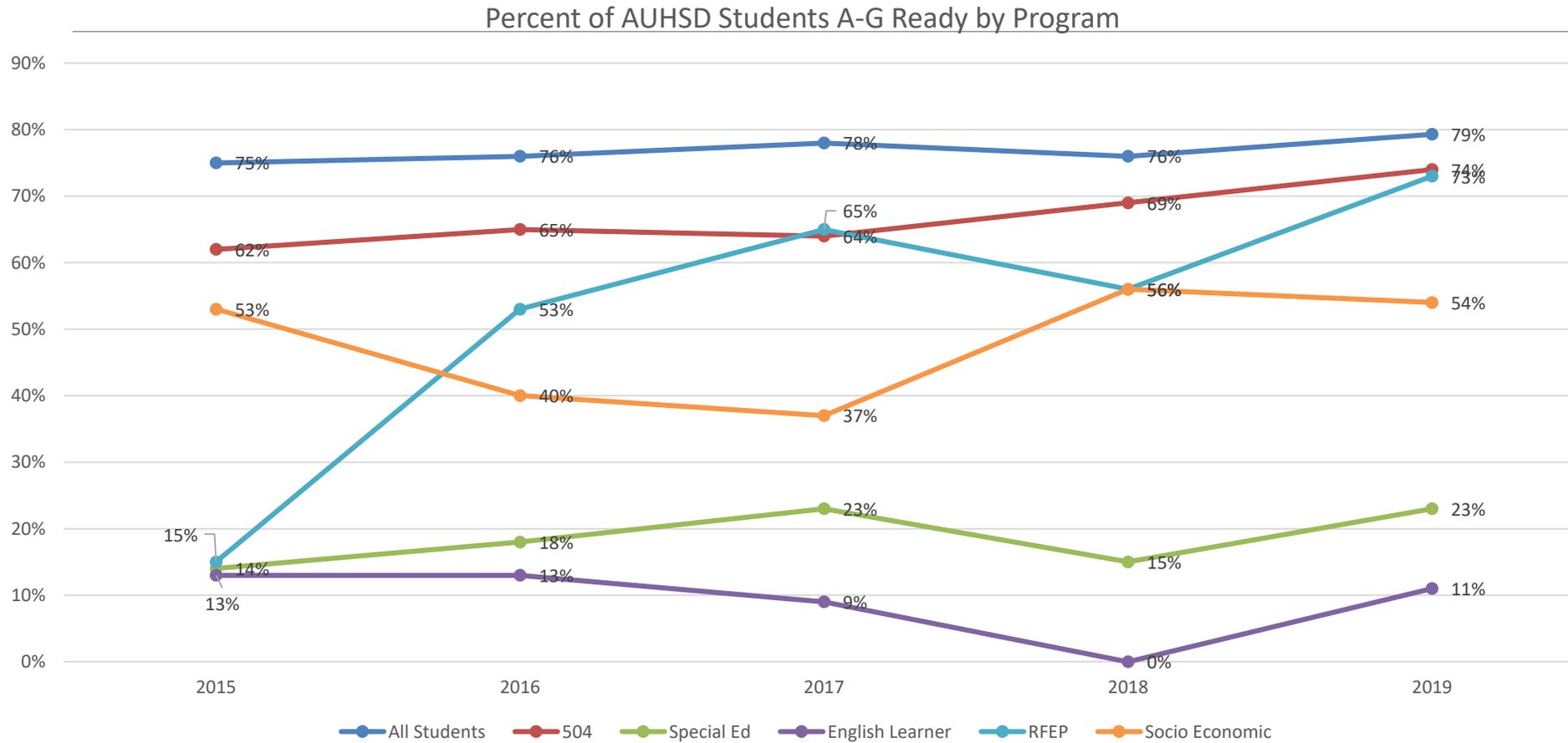
Physical Fitness Testing

Physical Fitness Test

Physical Fitness Test (PFT)

- Given to all students in grade 9
- Students are tested in six fitness areas
- Scores based Healthy Fitness Zone standards

All teachers in the district calibrated test administration practices

Students were provided with multiple opportunities to take the test and multiple methods of assessment

AUHSD 2019 Physical Fitness Test

Standards Performance-Overall

Bar Number = Number of students

	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extension Strength	Upper Body Strength	Flexibility
☐ All	88%	84%	94%	94%	86%	93%

Bar values (Number of students): 1245, 1198, 1334, 1338, 1217, 1325

Fitness Tasks

Percent of Students (y-axis)
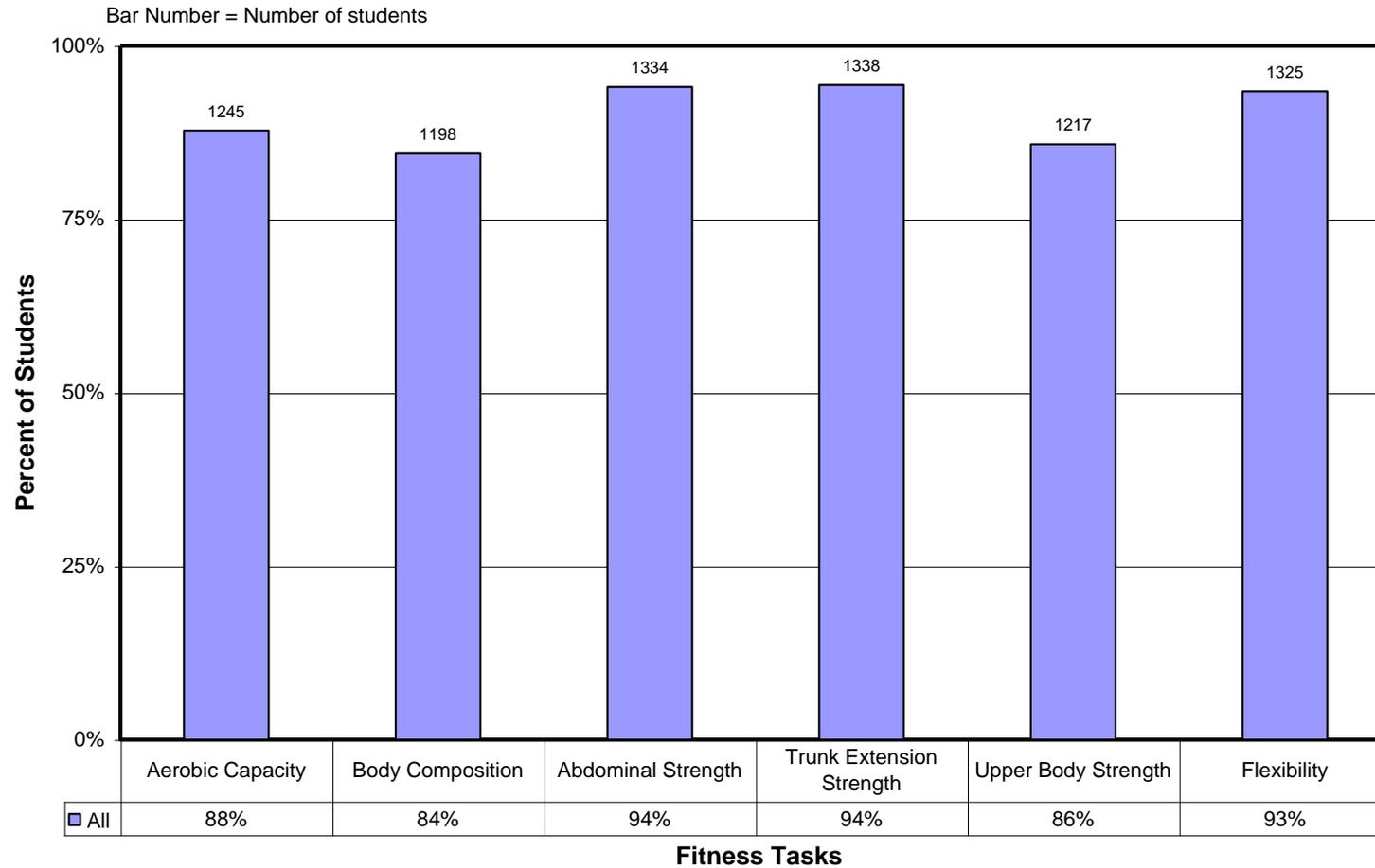
Physical Fitness Test

Acalanes Union High
Percent of Students Passing Fitness Tasks-Overall 2017-2019

Bar Number = Number of students

|	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extension Strength	Upper Body Strength	Flexibility
2017	91%	84%	89%	96%	86%	94%
2018	87%	84%	94%	97%	87%	94%
2019	88%	84%	94%	94%	86%	93%
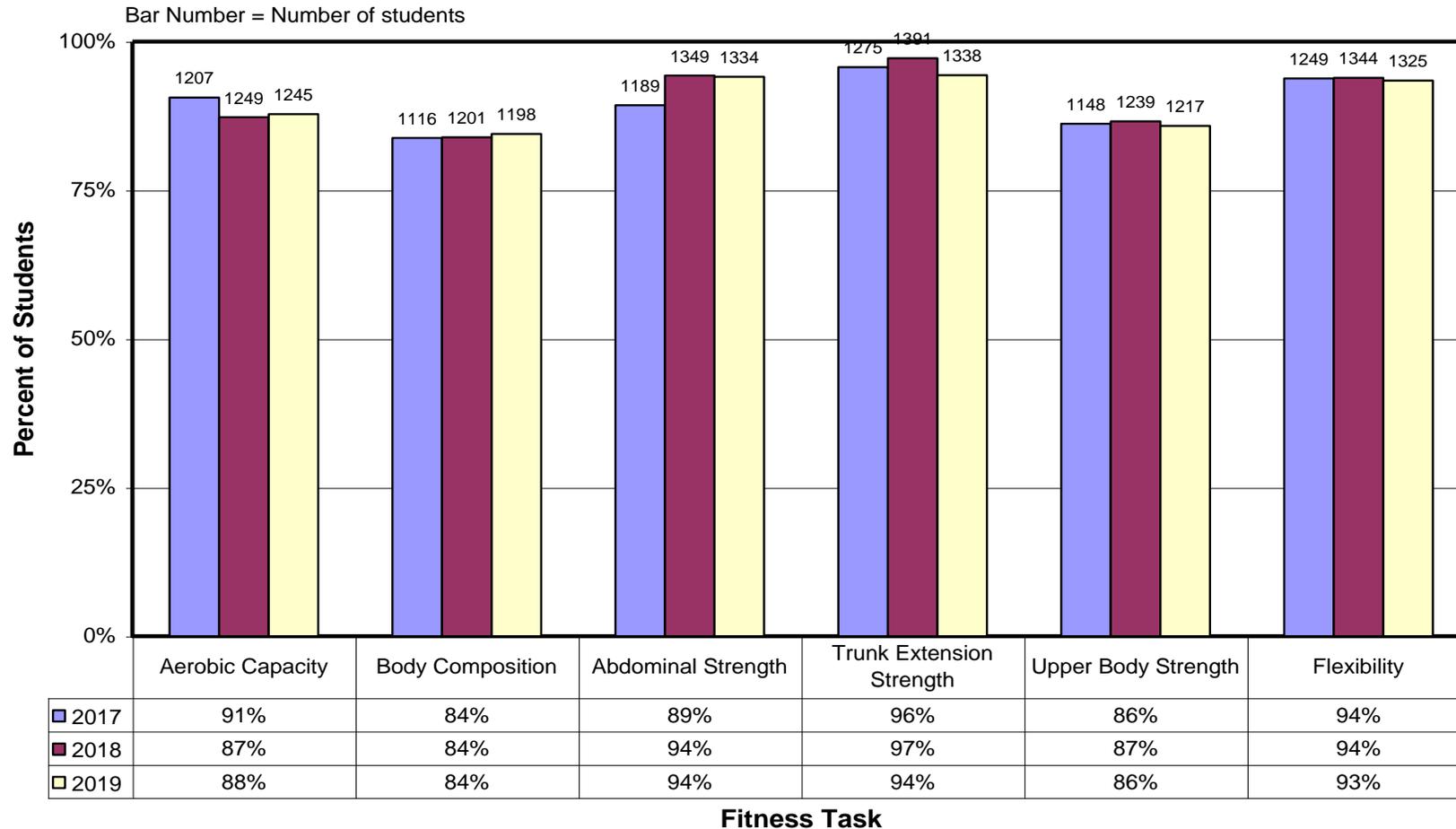
Fitness Task

Physical Fitness Test

Acalanes Union High
Percent of Students Meeting Fitness Standards-Overall 2017-2019

Bar Number = Number of students

	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
2017	0%	1%	2%	3%	5%	31%	59%
2018	0%	1%	2%	3%	5%	26%	64%
2019	0%	1%	1%	3%	5%	29%	60%

Number of Fitness Standards Achieved
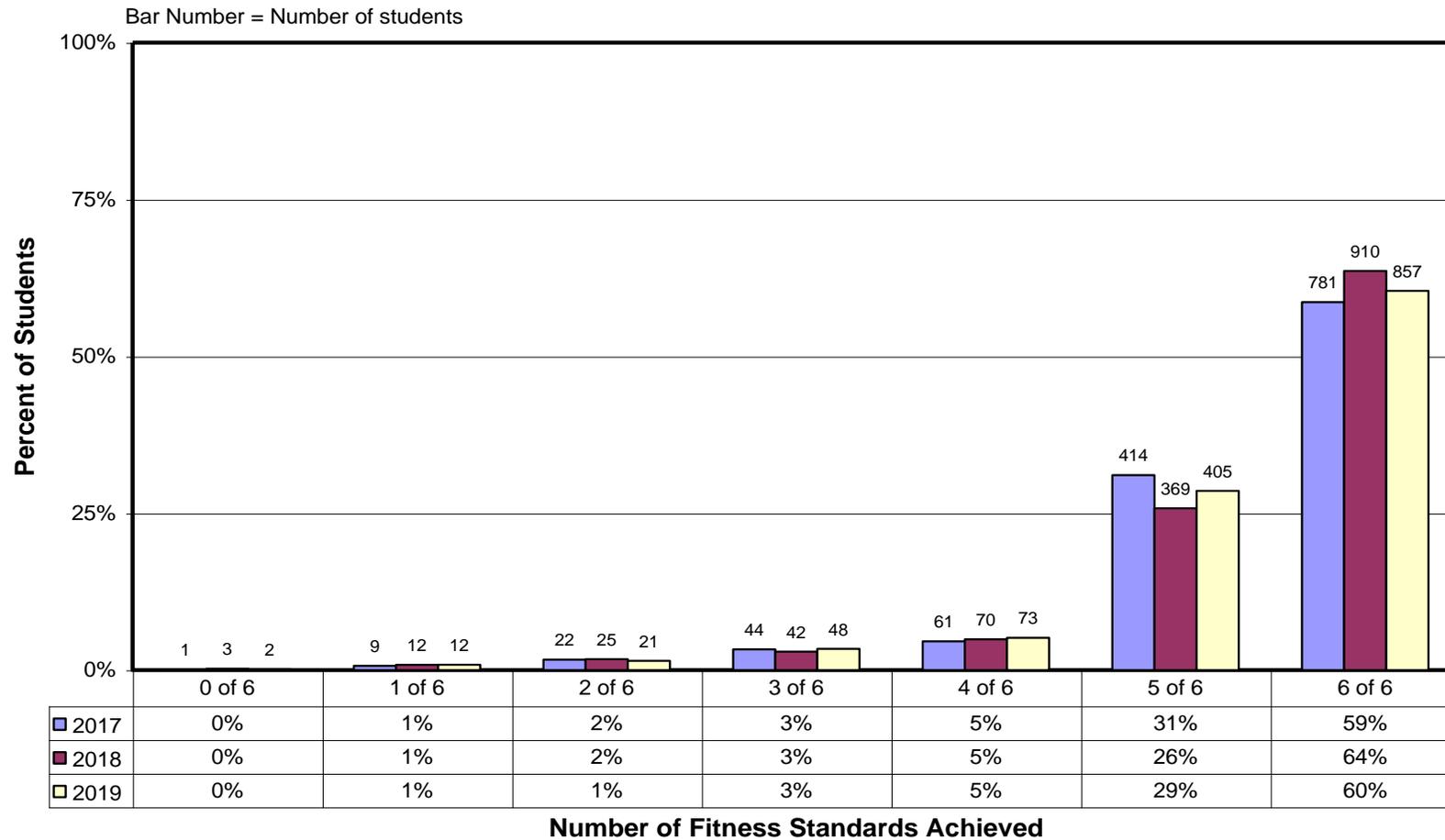
AUHSD Assessment report

Next Steps
- Further analysis of disaggregated data at school sites and within departments
- Subject relevant data will be discussed and analyzed at districtwide department chair meetings
- Data examined at administrative leadership meetings