

Indicators of Progress

To Achieve Goals for 2010-2013

Presented by: Debbi D'Angelo,
Director Berkeley Evaluation and Assessment

Percent of Students at Below and Far Below Basic Language Arts California Standards Test

Language Arts	Average Change	2011-12	2010-11	2009-10
District Total	-2%	16%	18%	20%
Grades 2-5	-3%	10%	14%	16%
Grades 6-8	-2%	10%	11%	14%
Grades 9-11	-1%	27%	29%	28%

Percent of Students at Proficient or Advanced Language Arts California Standards Test

Language Arts	Average Change	2011-12	2010-11	2009-10
District Total	+3.5%	66%	61%	59%
Grades 2-5	+4.5%	72%	64%	63%
Grades 6-8	+5%	72%	68%	62%
Grades 9-11	+.05%	55%	51%	54%

Percent of Students at Below and Far Below Basic Mathematics California Standards Test

Mathematics	Average Change	2011-12	2010-11	2009-10
District Total	-2%	25%	29%	29%
Grades 2-5	-2.5%	9%	12%	14%
Grades 6-8	-2%	15%	17%	19%
Grades 9-11	-2.5%	52%	57%	57%
Mathematics by Course				
Gr. 2-7 Math	-2%	10%	12%	14%
Algebra I (Gr. 7-11)	-3.5%	37%	42%	44%
Geometry (Gr. 8-11)	-2.5%	38%	40%	43%
Algebra II (Gr. 9-11)	-1%	54%	61%	56%
Summative Math	+3.5%	46%	46%	39%

Percent of Students at Proficient or Advanced Mathematics California Standards Test

Mathematics	Annual Average	2011-12	2010-11	2009-10
District Total	+1.5%	58%	54%	55%
Grades 2-5	+4.5%	79%	74%	70%
Grades 6-8	+2.5%	66%	64%	61%
Grades 9-11	+1.5%	27%	23%	24%
Gr. 2-7 Math	+3.5%	75%	72%	68%
Algebra I (Gr. 7-11)	+4.5%	48%	43%	39%
Geometry (Gr. 8-11)	+5%	42%	36%	32%
Algebra II (Gr. 9-11)	+3%	27%	18%	21%
Summative Math	-4.5%	35%	36%	44%

Third Grade Reading Proficiency

Percent of students meeting standard

	2011-12	2010-11	2009-10
TCRWP	68%	60%	NA
California Standards Test (English Language Arts)	66%	55%	45%

Class of 2020






Percent meeting ELA standard

	2011-12 Grade 4	2010-11 Grade 3	2009-10 Grade 2
TCRWP	66%	60%	NA
California Standards Test (English Language Arts)	76%	56%	55%

Kindergarten Readiness

	Average Score	Percent K Ready
Letter Identification (Out of 52 – Upper / Lower) K Ready: 15	35	81%
Sound / Letter Identification (Out of 26) K Ready: 10	10	49%
Oral Language Development (1-4 Rubric) K Ready: 2	2.5	93%

AMAO 1

Previous CELDT Overall Level		Annual Growth Target
Beginning		Early Intermediate
Early Intermediate		Intermediate
Intermediate		Early Advanced
Early Advanced or Advanced, and not English Proficient		English Proficient
English Proficient		Maintain English Proficient Level

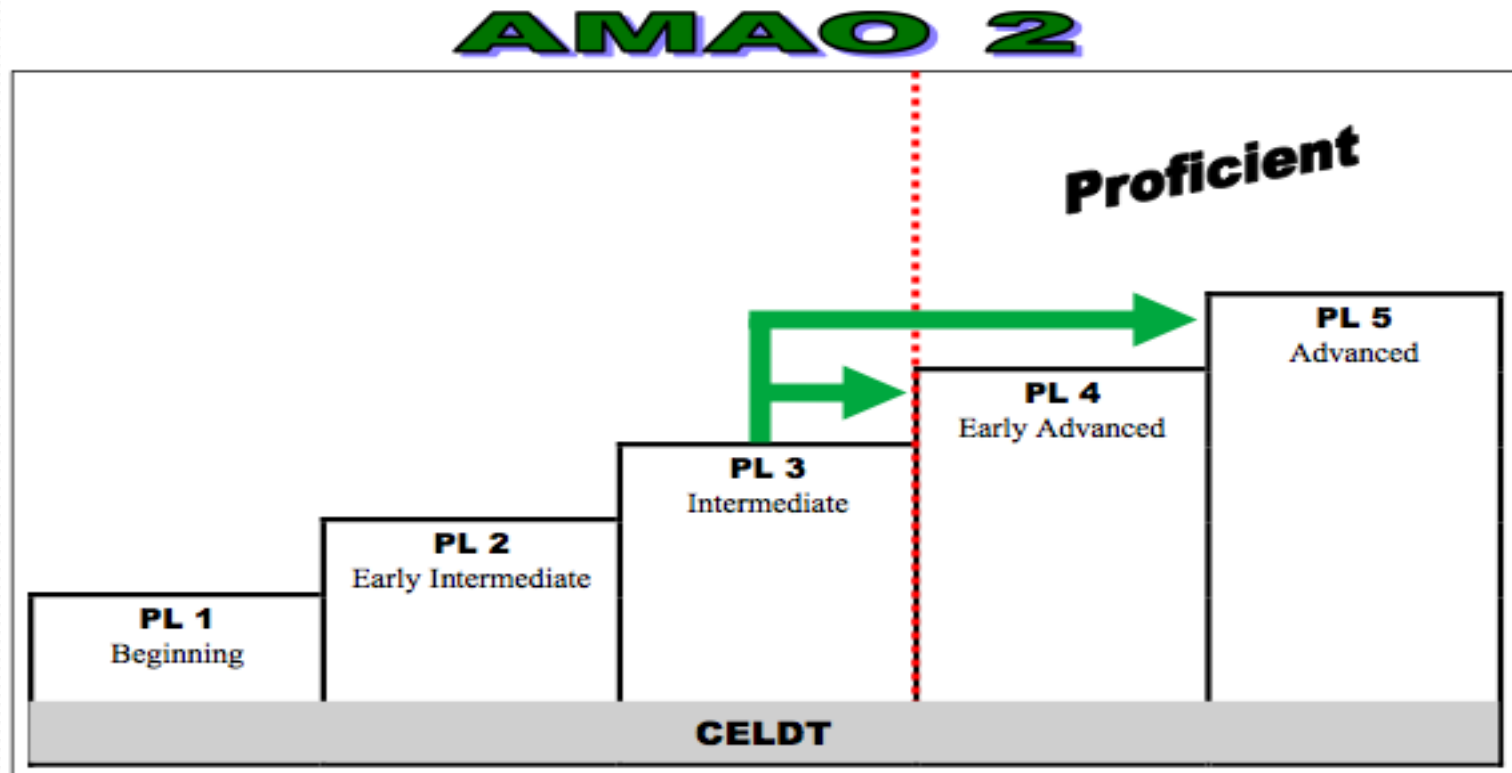
Annual Measurable Achievement Objective 1

Making one year's growth on CELDT

AMAO 1	Target	BUSD	Met Target
2009-10	53.1%	61.1%	YES
2010-11	54.6%	60.6%	YES
2011-12	56%	65.2%	YES

AMAO 2 Expectation – Becoming English Proficient

- Two cohorts with different targets:
 - ELs who have been in language instruction educational programs for less than 5 years
 - ELs who have been in language instruction educational programs for 5 years or more



Annual Measurable Achievement Objective 2

Reaching CELDT Proficiency

AMAO 2	<u>Newcomers</u> Less than Five Years in US Schools		<u>Long-Term Eng Learners</u> Greater than Five Years in US Schools		Met Targets
	Target	BUSD	Target	BUSD	
2009-10	17.4%	22.2%	41.3%	47.7%	YES
2010-11	18.7%	32.1%	43.2%	51.3%	YES
2011-12	20.1%	28.7%	45.1%	51.7%	YES

Suspension Disproportionality

	DISTRICT K-5		DISTRICT 6-12	
	2011-12	2010-11	2011-12	2010-11
SUSPENSIONS				
End of Year Enrollment	4070	3949	5246	5332
Total Suspensions Number of Students Suspended	114 / 62	196 / 101	638/404	694/ 435
Percent of Students Suspended (Number Suspended / Enrollment)	2%	3%	8%	8%
African-American (AA) Enrollment	823 (20%)	798 (20%)	1421 (27%)	1294 (24%)
Total AA Suspensions Number of AA Students Suspended	75/36	103 / 44	391/ 232	446/ 362
Percent of African-American Students who were suspended (by enrollment)	5%	6%	16%	28%
Percent of Total Suspensions that were by African-American Students	57%	53%	61%	64%

Special Education Disproportionality

	2011-2012	2010-2011	2009-2010
Total BUSD District of Service*	9545	9468	9204
African-American Enrollment (Percent of Enrollment)	2031 (21%)	2110 (22%)	2209 (24%)
Number (Percent) of Special Education Students	1102 (12%)	1083 (11%)	1120 (12%)
Number (Percent) Special Education Students who are African American	482 (44%)	478 (44%)	526 (47%)
Percent of African American Students who are Special Education	24%	23%	24%
Number of Students Identified as Emotionally Disturbed	124	132	133
Number (Percent) of African American SPED Identified as Emotionally Disturbed	75 (60%)	81 (61%)	81 (61%)

Enrollment based on December Special Education Report to CDE

Unexcused Absences

	2011-2012	2010-11	2009-10
High School EOY Enrollment	3322	3485	3415
High School students with > than 5 days	1207 (36%)	1617 (46%)	1626 (48%)
Total Middle School EOY Enrollment	1924	1928	18384
Middle School students with > than 5 days	413 (21%)	618 (32%)	736 (40%)
Total Elementary EOY Enrollment	4070	3953	3895
Elementary students with > than 5 days	730 (18%)	973 (25%)	1019 (26%)

Chronic Absenteeism*

	2011-2012	2010-11	2009-10
High School EOY Enrollment	3322	3485	3415
High School students absent more than 10% of the school year	835 (25%)	1014 (29%)	1108 (32%)
Total Middle School EOY Enrollment	1924	1928	1834
Middle School students absent more than 10% of the school year	186 (10%)	204 (11%)	270 (15%)
Total Elementary EOY Enrollment	4070	3953	3895
Elementary students absent more than 10% of the school year	232 (6%)	330 (8%)	349 (9%)

*More than 18 days of more based on 180 days of school

Family Engagement Survey

	K-5	6-8
% of Families Participating in the Survey	54%	33%
# of Schools with Spanish Version	6	3
Parent Satisfaction Questions Survey Results (Strongly Agree or Agree)		
I feel welcome and connected	90%	82%
School values me as an educational partner	90%	83%
My child has a meaningful, caring relationship with at least one adult	89%	77%
I know how to access school resources to support student academic, social, emotional needs	78%	74%
I know my child's learning expectations for the year	85%	85%

School Governance Council by Ethnicity

School Governance / Site Council Membership	2011-12	2010-11	2009-10
Total Members	270	270	300
African-American	55 (20%)	48 (18%)	51 (17%)
Asian, Pac. Isl, Filipino	7 (3%)	13 (5%)	38 (13%)
Hispanic / Latino	40 (15%)	44 (16%)	31 (10%)
Two or More Races or Other	16 (6%)	18 (7%)	24 (8%)
White	152 (56%)	147 (54%)	156 (52%)

Ratio of Teachers to Students by Race / Ethnicity

Race / Ethnicity	% of 11-12 Students	% of 11-12 Teachers	% of 10-11 Students	% of 10-11 Teachers
African-American, not Hispanic	21%	7%	22%	9%
Asian not Hispanic	8%	8%	9%	9%
Hispanic / Latino of any race	21%	12%	22%	11%
Two or More Races, not Hispanic	11%	7%	10%	4%
White, not Hispanic	33%	63%	33%	64%
Other Races or No Response	6%	3%	4%	4%

We Care Staff Survey

Number of Management Team Participants

41

Compilation of Department Survey Questions to WE CARE Standards

WILLINGNESS

61%

EMPATHY

63%

CONSISTENCY

60%

APTITUDE

69%

RESPONSIVENESS

62%

EFFECTIVENESS

61%