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Berkeley Unified School District Shows Gains on the API and AYP

Berkeley, CA – August 29, 2013 - The California Department of Education released the 2013 Accountability Progress Report today. This annual report contains three sections: 1) the **state** Academic Performance Index (API) measuring year-to-year growth in academic achievement that a school or local educational agency (LEA) has made, 2) **federal** Adequate Yearly Progress (AYP) measuring how well a school meets minimum performance targets, and 3) Four-year cohort graduation rate data for the class of 2011–12.

Academic Performance Index (API) - Berkeley Unified School District (BUSD) had an overall growth of 10 points resulting in a district-wide Academic Performance Index (API) of 821. The greatest gains in academic achievement are reflected in the 21-point increase in API for Socio-Economically Disadvantaged students, 16-point increase for African-American students, and 11-point growth for Students with Disabilities (Special-Education students). Further disaggregation by ethnicity shows smaller API increases for Asian (3), Hispanic or Latino (6), and White (2) students. In addition, thirteen out of fourteen of BUSD's elementary and middle schools continue to exceed the statewide API target of 800 or above. Several district-wide initiatives have contributed to the gains for these student groups including the implementation of Response to Intervention and Instruction (RTI²) in our K-8 schools, common assessments in the high school, and focused professional development for teachers. "During the transition to the Common Core Standards, results varied by grade level, subject area and student population, but the big picture reflects a focus on growth over time, thus resulting in overall gains," said Neil Smith, Assistant Superintendent.

Berkeley High School's API grew by 22-points last year, a total of 41-points over two years, for a school API of 757. In addition, Berkeley High School made double-digit gains for African-American (27), Hispanic or Latino (21) Socio-Economically Disadvantaged students (24) and Students with Disabilities (41). "We are encouraged by the improvements in student performance that we see on these particular measurements," said Principal Pasquale Scuderi. "We see these gains in part as confirmation that the work we are doing around curriculum alignment, lesson design, and school culture, is moving us in a positive direction. These improvements also strengthen our commitment to deepen and expand our efforts, as while the news is no doubt positive, as a professional community, we know that generating truly equitable outcomes for all students on measures like these and a host of others means that significant work remains."

Adequate Yearly Progress (AYP) –AYP targets become more difficult to reach as a higher percentage of students are required to score proficient or advanced each year. The AYP reports indicate that BUSD increased by 1.5% for Mathematics to 71.6% and decreased by less than 1 percentage point in ELA to 68.7%. In Mathematics, Hispanic / Latino and Socio-Economically Disadvantaged (SED) students demonstrated the greatest gains with over 3% more students at proficiency or higher.

Graduation Rate – The Adequate Yearly Progress report includes a Cohort High-School Graduation Rate. Berkeley Unified School District met all graduation rate targets with more students in the Class of 2011-2012 graduating. The graduation rate increased from 79.62 the previous year to 82.99 showing a gain of over 3 points. In addition, all significant subgroups with the exception of Students with Disabilities showed similar gains. The greatest gains were made by Latino students with a 7.02 percentage point gain and English Learners with gains of more than 5 points. Further sub-group analysis also shows gains for Asian (3.04), White (2.13) and African-American (1.83) students. While a difference between still remains between the graduation rate of White students (89.83) and their African-American (74.52) and Hispanic or Latino (82.02) peers, the graduation rate for these sub-groups exceeds the state and county rates and the gap between the two is far lower for BUSD.

"The long-standing disparity among student groups is our greatest challenge," stated new superintendent, Dr. Donald Evans. "The new Common Core State Standards are designed to be both rigorous and relevant for students, and the Local Control Funding Formula will result in increased revenue for our schools. I believe that both of these reforms have the potential to have a significant impact on equitable outcomes in student achievement. We want every student to experience success, and graduate ready to enter college and/or the workplace."

The BUSD Board of Education, District leadership, individual school site leadership teams and staff, will continue to work collaboratively to conduct a thorough analysis of test results and other available data, because as new Superintendent Evans opined, "Our work is far from finished. We now have to focus targeted instruction and resources to the specific areas where we know we can better serve our students." A board presentation on the most recent API, AYP, and graduation rate data is scheduled for Wednesday, September 18, 2013.

For further information on the District and School API and AYP, please go to:
<http://www.cde.ca.gov/ta/ac/ar/> .

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