

Student Indicators of Progress

Presented by Dr. Donald Evans
As a Component of a new
Accountability-Based Evaluation

Student Outcomes

Academic Areas:

- Third Grade Reading
- English Language Development
- 9th Grade Math

Social-Emotional:

- Suspensions for African-American Students and by sub-sections of Disruption / Defiance and Drugs and Alcohol

Indicators of Progress (31 total)

- Goals of 5-10% Growth and/or a Specific Number of Students
- Measures – Met, Made Progress, Did not Meet
- Results: 45% (14) Met, 26% (8) Progress, 29% (9) Not Met

Subgroup and Content Areas

Third Grade Reading

All Students, African-American (AA), English Learners (EL), and Socio-Economically Disadvantaged (SED)

English Language Development

Progress and Proficiency in English for Students for both those ELs New to US Schools and Long Term ELs

9th Grade Math

Measuring Algebra I, IMP II and Geometry – Passing and Passing with C or Better both for 9th Gr. and for students in Gr. 10-12 still enrolled in targeted courses. Target Groups: All, AA, EL and SED

Secondary African-American Suspensions

Measuring African-American Suspensions by total suspensions and number of students suspended. Total also measured sub-categories of Drugs and Alcohol and Disruption / Defiance

Third Grade Reading Cohort

End of 2 nd Grade (Cohort)	2012-13	GOAL	2013-14	Met?
All	78%	83%	69%	Not Met
AA	60%	70%	52%	Not Met
EL	52%	62%	27%	Not Met
SED	62%	72%	46%	Not Met

Third Graders to Third Graders

Third Graders	2012-13	2013-14	Gain / Drop
All	72%	69%	-3 (Not Met)
AA	50%	52%	+2% (Progress)
EL	45%	27%	-18% (Not Met)
SED	52%	46%	-6% (Not Met)

EL Progress on CELDT

2012-13	GOAL	2013-14	Met?
62.8%	67.8% (BUSD)	68.5%	Met
	59.0% (State)		Met

EL Proficiency on CELDT

2012-13	Goal	2013-14	Met?
Newcomers (English Learners in US Schools less than 5 years)			
29.4%	31.4% (BUSD)	31.5%	Met
	22.8% (State)		Met
Long Term ELs (English Learners in US Schools 5 years or more)			
62.2%	67.2% (BUSD)	59.6%	Not Met
	49.0% (State)		Met

CELDT – California English Language Development Test

9th Grade Mathematics

Passing Alg 1 and/or IMP2

9 th Graders	2012-13	GOAL	2013-14	Met?
All	88%	93%	89%	Progress
AA	73%	83%	85%	Met
EL	68%	78%	80%	Met
SED	77%	87%	80%	Progress

“C” or Better in Alg 1, IMP2 or Geom

9 th Graders	2012-13	GOAL	2013-14	Met?
All	83%	88%	87%	Progress
AA	63%	73%	63%	Same
EL	63%	73%	53%	Not Met
SED	71%	81%	63%	Not Met

9th Grade Math Assessment

Participation	2012-13	GOAL	2013-14	Met?
Reported	New Measure	100%	100%	Met
<i>In Illuminate</i>				
Algebra 1		100%	85%	Progress
IMP 2		100%	90%	Progress
Geometry		100%	90%	Progress

10th – 12th Grade “C” or Better in Algebra 1, IMP2 or Geometry

Gr. 10-12 th	2012-13	GOAL	2013-14	Met?
All	50%	55%	59%	Met
AA	45%	55%	55%	Met
EL	37%	47%	65%	Met
SED	46%	56%	63%	Met

African American (AA) Secondary Suspensions

Gr. 6-8 Suspensions	2012-13	GOAL	2013-14	Met?
Total Suspensions	312	Reduce By 15% (less than 265)	260 (17% reduction)	Met
Students Suspended	169	Reduce by 15% (less than 144)	153 (9% reduction)	Progress

AA Disruption / Defiance

2012-13	Goal	2013-14	Met?
Middle School African-American Disruption / Defiance Suspensions			
50	Reduce By 25% (less than 37)	13 (74% reduction)	Met
High School African-American Disruption / Defiance Suspensions			
40	Reduce By 25% (less than 30)	41 (an increase of 1)	Not Met

Drugs and Alcohol Suspensions

2012-13	Goal	2013-14	Met?
Middle School Drugs and Alcohol Suspensions			
10	Reduce to less than 10	(less than 10)	Met
High School Drugs and Alcohol Suspensions			
102	Reduce By 15% (less than 87)	53 (48% reduction)	Met

AA Drugs and Alcohol

2012-13	Goal	2013-14	Met?
Middle School African-American Drugs and Alcohol Suspensions			
(Under 10)	Reduce proportionately	2/3 (disproportionate)	Not Met
High School African-American Drugs and Alcohol Suspensions			
42	Reduce By 20% (less than 33)	17 (60% reduction)	Met



Questions?