Data Newsletter: WILLARD MIDDLE

Berkeley Unified School District: Excellence, Equity, Engagement and Enrichment
Enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

This newsletter is intended to share various data points for our school. Please note some of the specific details below:
- *Whenever a subgroup represents less than 10 students the data is not reported. This is to protect student confidentiality*
- *Most charts have a vertical percentage scale of 0-100%. The exceptions are Chronic Absenteeism and Reclassification data.*
- *Suspension data shows the number of incidents that resulted in suspensions, not the percentage of students who were suspended.*
- *The SBA data (Smarter Balanced Assessment) for ELA (English Language Arts) and Math is included for school years 2018-19, 2021-22 and 2022-23 as testing was suspended during the pandemic.*
- *There are two years of data for STAR Reading and Math which were reimplemented following the pandemic.*
- *In the enrollment chart below, the number in parentheses represents the number of students in each subgroup for 2022-23.*

DEMOGRAPHICS Grades 6-8

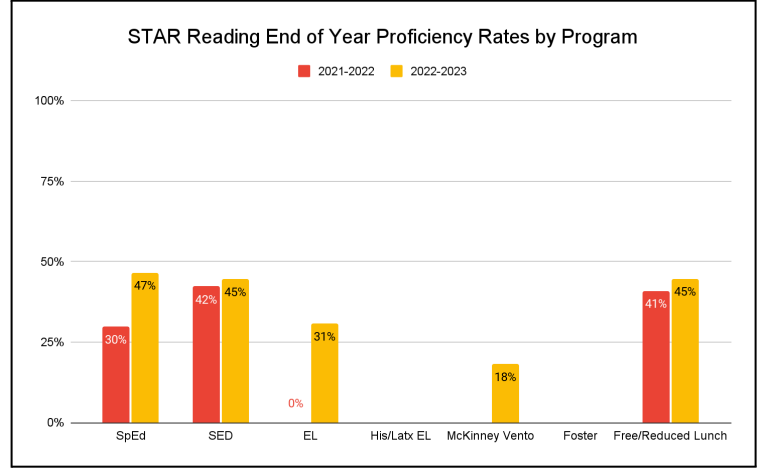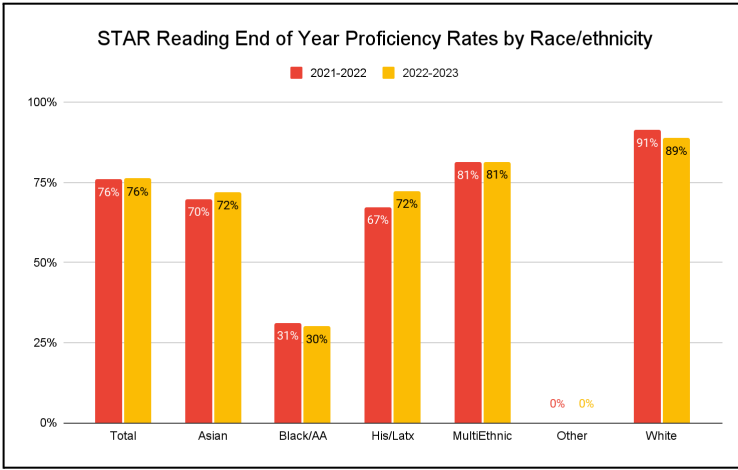| Year	Total	Asian	Black/AA	His/Latinx	Multi ethnic	Other	White	SPED	SED	EL	His/Latx EL	McKinney Vento	Foster Youth	Free/Red. Lunch
'18-19	667	5.7% (38)	13.9% (93)	18.3% (122)	17.8% (119)	1.5% (10)	42.7% (285)	12.7% (85)	35.7% (238)	4.6% (31)	2.4% (16)	2.8% (19)	0.3% (2)	35.1% (234)
'21-22	600	7.7% (46)	11.8% (71)	20.3% (122)	14.7% (88)	1.3% (8)	44.2% (265)	14.3% (86)	26.5% (159)	3.7% (22)	1.5% (9)	1.2% (7)	0.0% (0)	25.5% (153)
'22-23	596	9.9% (59)	10.9% (65)	18.5% (110)	15.8% (94)	1.0% (6)	44.0% (262)	14.9% (89)	23.8% (142)	3.2% (19)	0.7% (4)	2.0% (12)	0.2% (1)	23.2% (138)

ENGLISH LEARNER RECLASSIFICATION Grades 6-8 (percentage scale is 0-40%)
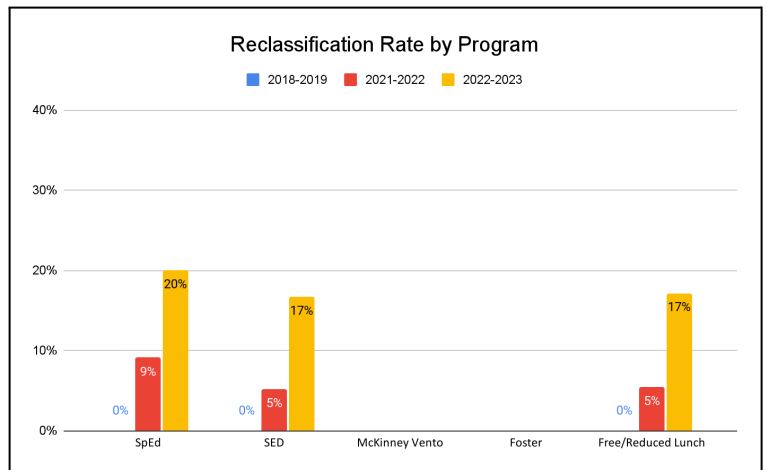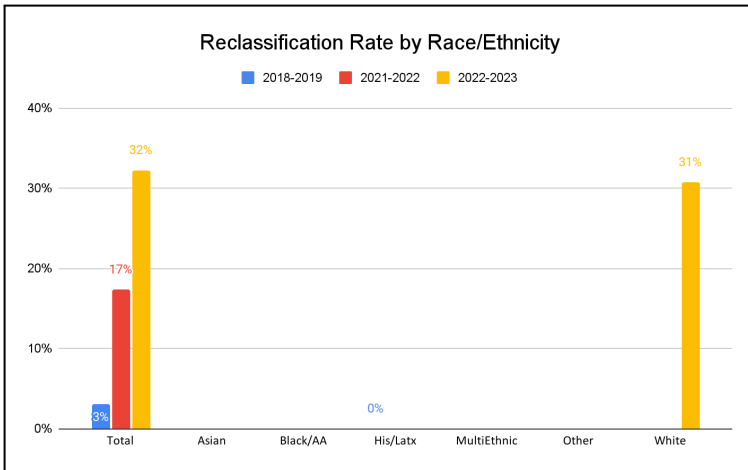
Performance Trend

Students who are designated as English Learners are given an assessment each spring, called ELPAC, to measure their progress in English. Students who show proficiency on the ELPAC, along with success in other metrics, are reclassified as Fluent English proficient (RFEP). Reclassification rates are the percentage of English Learners who were reclassified during the school year as Fluent English proficient. The charts above show that over the last four years, English learners at Willard have been reclassified as Fluent English proficient (RFEP) at higher rates. In that time, English Learners went from 3% reclassified to 33%. To illustrate that further, there were 19 English Learners at Willard in the 2022-2023 school year and 6 of them were reclassified, as opposed to 1 student out of 33 being reclassified in 2018-2019.
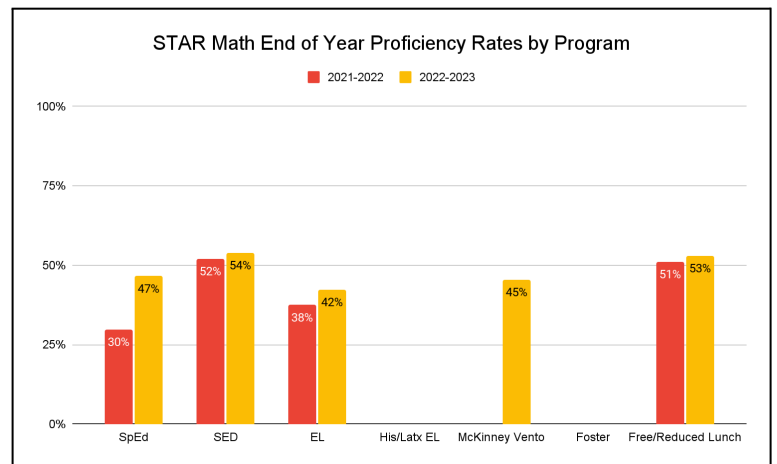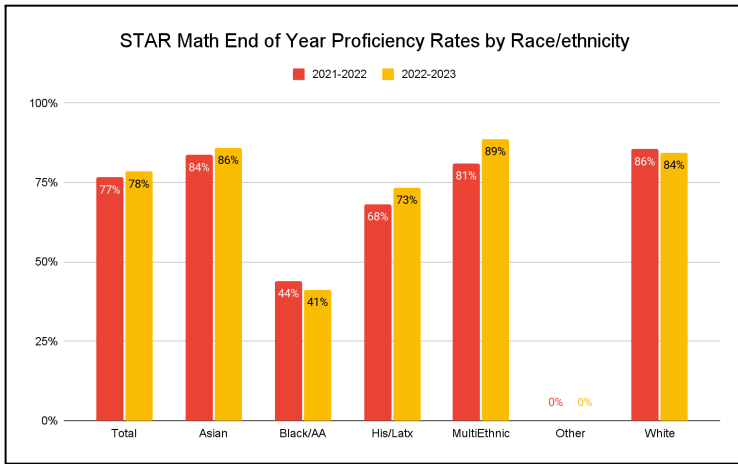
STAR READING Scores Grades 6-8

STAR Reading End of Year Proficiency Rates by Race/ethnicity
■ 2021-2022 ■ 2022-2023

Total 76% 76% | Asian 70% 72% | Black/AA 31% 30% | His/Latx 67% 72% | MultiEthnic 81% 81% | Other 0% 0% | White 91% 89%

STAR Reading End of Year Proficiency Rates by Program
■ 2021-2022 ■ 2022-2023

SpEd 30% 47% | SED 42% 45% | EL 0% 31% | His/Latx EL | McKinney Vento 18% | Foster | Free/Reduced Lunch 41% 45%

Performance Trend
The STAR End of Year Proficiency Rates were determined using the scores for 2022 and 2023 that show the percentage of students who performed at or above benchmark. Most groups showed increases in their end of year proficiency data when the percentages for 2022 and 2023 are compared. As an entire school, our student proficiency rate in reading held steady.

Achievement Gap
The difference between the highest performing racial/ethnic group (HPRG) and the lowest performing racial/ethnic group (LPRG) for 2023 is 53%, being the difference between how White and Black/African American students are performing.

STAR MATH Scores Grades 6-8

STAR Math End of Year Proficiency Rates by Race/ethnicity
■ 2021-2022 ■ 2022-2023

Total 77% 78% | Asian 84% 86% | Black/AA 44% 41% | His/Latx 68% 73% | MultiEthnic 81% 89% | Other 0% 0% | White 86% 84%

STAR Math End of Year Proficiency Rates by Program
■ 2021-2022 ■ 2022-2023

SpEd 30% 47% | SED 52% 54% | EL 38% 42% | His/Latx EL | McKinney Vento 45% | Foster | Free/Reduced Lunch 51% 53%

Performance Trend The STAR End of Year Proficiency Rates were determined using the scores for 2022 and 2023 that show the percentage of students who performed at or above benchmark. The charts above show an increase across most racial and ethnic groups. As an entire school, our student proficiency rate increased by 1%. The largest gains were made with our Hispanic/Latino students (+5%) and Multiethnic (+8%). In reviewing our math proficiency rates across programs, all programs saw improvement in student achievement. Our gains included higher proficiency for our special education program students (+17%), socioeconomically disadvantaged students (+2%), our McKinney Vento students (+45%) and our students who qualify for Free/Reduced lunch (+2%).

Achievement Gap The difference between the highest performing racial/ethnic group (HPRG) and the lowest performing racial/ethnic group (LPRG) for 2023 is 43%, the gap being between the performance of White students and Black/African American students.

Smarter Balanced Assessment (SBA) - ENGLISH LANGUAGE ARTS Grades 6-8

SBA ELA Grades 6-8 Proficiency Rate by Race/Ethnicity

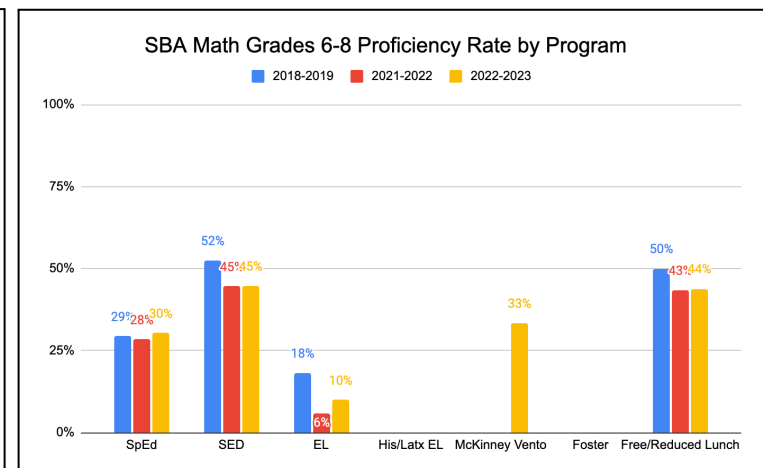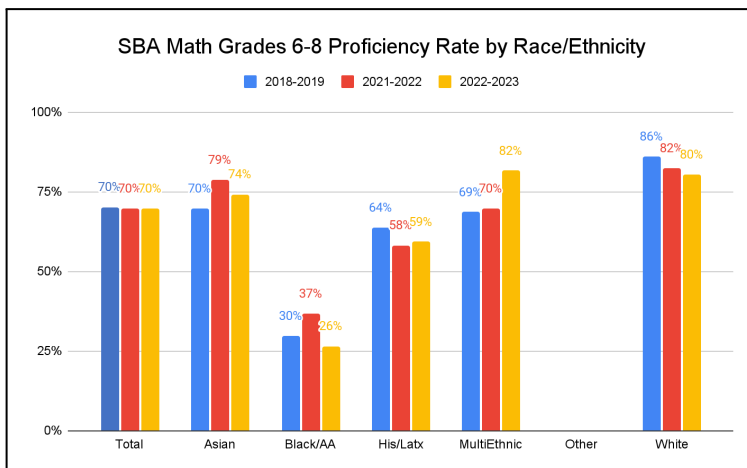SBA ELA Grades 6-8 Proficiency Rate by Program
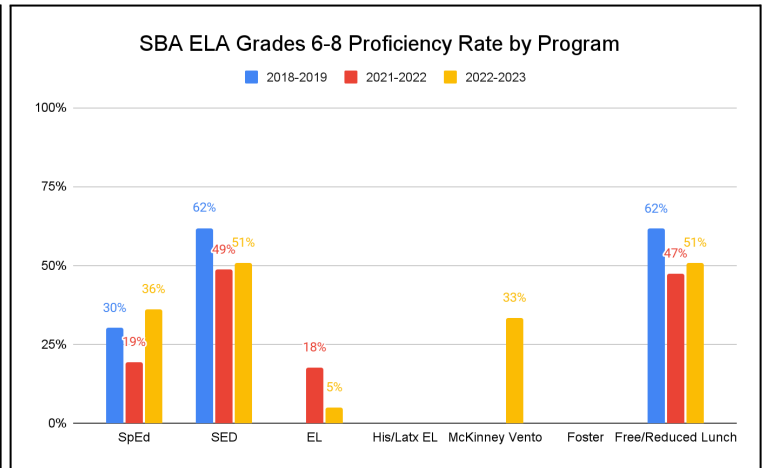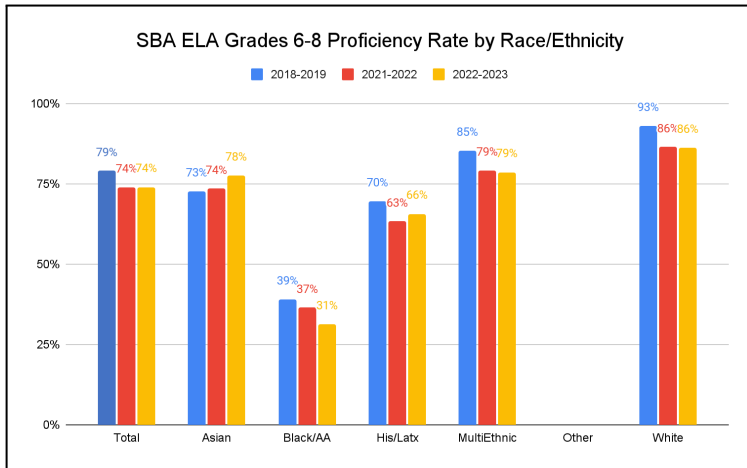
Performance/Trend

The SBA charts show the percentage of students who met/exceeded ELA standards in 2018-2019, 2021-2022 and 2022-2023. The charts above show an overall decrease of 5% since 2018-2019 as a school. Within specific races/ethnicities, Asian students increased by 5% over that timeframe, while there were decreases in Black/African American (-8%), Hispanic/Latinx (-4%), Multiethnic (-6%) and White (-7%). Within specific programs, Willard saw Special Education students achieve ELA proficiency at higher rates (+6% since 2018-2019), Socioeconomically disadvantaged students proficiency rates decreased by 11%, English Learners proficiency rates decreased by 13%, and students that qualify for Free/Reduced Lunch decreased by 11%.

Achievement Gap

The difference between the highest performing racial/ethnic group (HPRG) and the lowest performing racial/ethnic group (LPRG) for SBA ELA in 2023 is 55%, the gap being between the performance of White students and Black/African American students.

Smarter Balanced Assessment (SBA) - MATH Grades 6-8

SBA Math Grades 6-8 Proficiency Rate by Race/Ethnicity

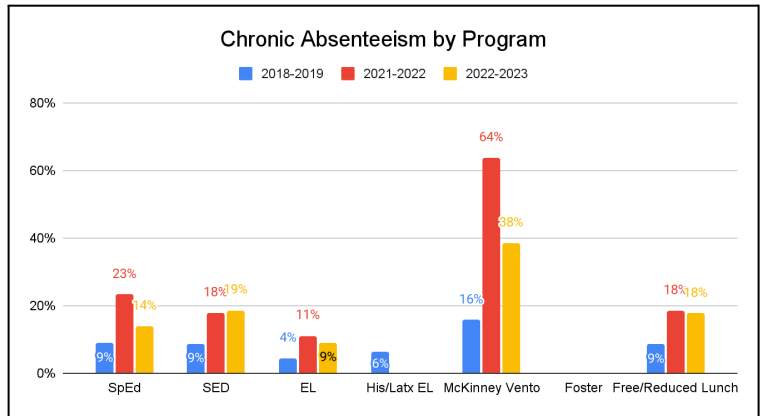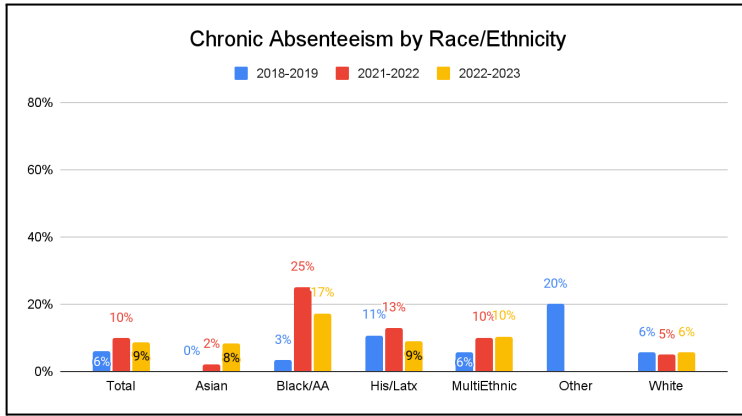

SBA Math Grades 6-8 Proficiency Rate by Program

 Performance/Trend The SBA charts show the percentage of students who met/exceeded Math standards in 2018-2019, 2021-2022 and 2022-2023. The charts above show an overall proficiency rate of 70% across all three years of assessments. Black/African American and White students decreased in proficiency levels from 2018-2019, while Multiethnic student proficiency in mathematics increased. When reviewing math proficiency by programs, Special Education students increased by 1%, Socioeconomically disadvantaged students decreased by 7%, English Learners decreased by 8%, and students who qualify for Free/reduced Lunch decreased by 6%

Achievement Gap The difference between the highest performing racial/ethnic group (HPRG) and the lowest performing racial/ethnic group (LPRG) for SBA Math in 2023 is 56%, the gap being between Multiethnic (82% proficient) and Black/African American students (26%).

CHRONIC ABSENTEEISM Data Grades 6-8 (percentage scale is 0-80%)

Chronic Absenteeism by Race/Ethnicity (2018-2019, 2021-2022, 2022-2023)

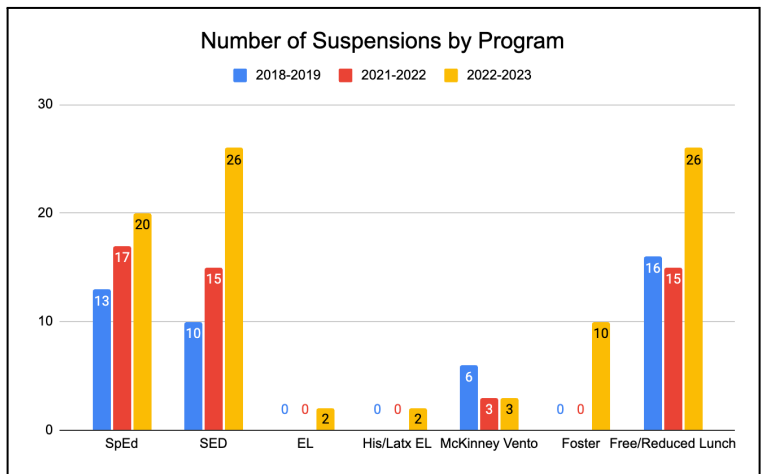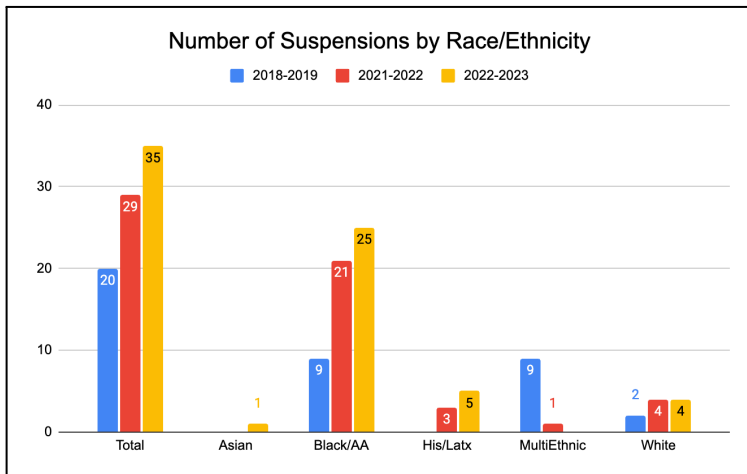**Chronic Absenteeism by Program** (2018-2019, 2021-2022, 2022-2023)

Performance Trend

Students who are chronically absent are missing at least 10% of the 180 school days in a school year. The data does not include attendance rates from the two pandemic years. The charts above show that as an entire school, chronic absenteeism increased from 6% to 9% since 2018-2019. Asian, Black/African American, Hispanic/Latinx, and Multiethnic student chronic absenteeism rates increased over that time period, while the rate for White students remained the same. When reviewing chronic absenteeism by program, rates have increased in every program (Special Education, Socioeconomically disadvantaged, English Learners, Hispanic/Latinx English Learners, McKinney Vento and students that qualify for Free/Reduced lunch).

Opportunity Gap

The overall rate of chronic absenteeism for the 2022-2023 school year was 9%, with the largest racial/ethnic gap being between Black/African American(17%) and White students (6%).

SUSPENSION Data Grades 6-8

Number of Suspensions by Race/Ethnicity (2018-2019, 2021-2022, 2022-2023)

Number of Suspensions by Program (2018-2019, 2021-2022, 2022-2023)

Performance Trend This suspension data shows the number of behavioral incidents that resulted in suspension. The charts above show an increase in suspensions at Willard since 2018-2019. The number of suspensions for every racial/ethnic group listed above increased since 2018-2019, except for Multiethnic students.

Opportunity Gap The data shows a disproportionate representation of students from various racial/ethnic groups and programs in the suspension count. For example, Black/African American students represented 25 of 35 suspensions in 2022-2023, which equates to 71%, and Black/African American students made up 11% of the overall student population. Students that receive Special Education services were also overrepresented in suspension data, with 20 of 35 suspensions, or 57% of suspensions, while they made up 15% of the overall student population. Disproportionality was also evident with socioeconomically disadvantaged and students that qualify for free/reduced lunch, with both groups accounting for 74% of suspensions, while only representing 23% of the overall student population.

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