

August 31st Board Handouts – Accountability Progress Reporting

Adequate Yearly Progress

Federal Accountability: Adequate Yearly Progress

The federal No Child Left Behind Act (NCLB) of 2001 requires that all California schools and districts meet or exceed the following Adequate Yearly Progress (AYP) requirements in order to demonstrate AYP:

- Requirement 1: Participation Rate
- Requirement 2: Percent Proficient (Annual Measurable Objectives)
- Requirement 3: API
- Requirement 4: High School Graduation Rate

Enclosed is a series of handouts which summarize district and school wide results as they pertain to the District Accountability Progress Report. (APR)

Table 1 contains a summary of every school and their status related to AYP requirements for 2011.

Table 1: District List of Schools AYP Requirements 2011

	Made AYP 2011 Overall and for all Subgroups (Y or N)	Program Improvement Status
District	No	Year 3
Arts Magnet	No	Year 5
Cragmont	No	Year 2
Emerson	No	Year 2
Jefferson	Yes	Not in PI
John Muir	No	Not in PI
LeConte	No	Year 5
Malcolm X	Yes	Not in PI
Oxford	No	Year 1
Rosa Parks	Yes	Year 5
T. Oaks	No	Year 3
Washington	No	Not in PI
King	Yes	Year 5
Longfellow	No	Year 5
Willard	Yes	Year 5
Berkeley High	No	Not Title 1
Berkeley Technology	No	Year 5

Table 2 provides the district proficiency rate for all subgroups. The subgroups that did not meet AMOs are highlighted in bold.

Table 2: 2011 District Subgroups
Annual Measurable Objective (AMO) Performance

Subgroup	ELA AMO Target: 67%	Math AMO Target: 67.3%
African American	37.9	40.8
Asian	65.7	76.8
Hispanic/Latino	50.5	57.4
White	89.7	89.0
Two or More Races	77.2	77.8
Socioeconomically Disadvantaged	46.5	53.8
English Learners	34.7	51.1
Students with Disabilities	40.6	39

Tables 3-5 breakdown the performance of the schools overall and by the subgroups of African-American (AA), Hispanic / Latino (Hisp/Latino), Socio-Economically Disadvantaged (SED) and English Learners (EL). These are broken down by School Level (Elementary, Middle and High School) and their corresponding targets.

Tables 3-5 School Level Annual Measurable Objective (AMO) Performance

Table 3: 2011 Elementary School Summary
ELA Target: 67.6% / Math Target: 67.3%

	English Language Arts					Mathematics				
	All	AA	Hisp./ Latino	SED	EL	All	AA	Hisp./ Latino	SED	EL
Arts Magnet	65.6	33.3	65.3	52.3	50	73.3	40	68	58.1	61
Cragmont	65.4	38.5	41.5	34.7	31.1	77.3	45.1	73.8	57	66.7
Emerson	69.5	48.9	57.9	52	51	68	51.1	56.1	51.2	57.1
Jefferson	78.3	70.6	63.2	64.1	37.9	88.9	76.5	84.2	82.6	79.3
John Muir	57.5	30.8	50	46.4	60	57.7	34.6	39.3	47	60
LeConte	47.4	27.1	33.8	32.2	27	59.7	52.1	52.7	50.8	47.6
Malcolm X	70.6	52.1	64.7	57.8	53.5	78.4	58.1	73.5	69.6	72.1
Oxford	66	39.2	56.2	48.6	50	80.7	58.8	78.1	71.4	76.9
Rosa Parks	59.1	39.3	35.2	37.2	30.2	69.7	46.4	53.3	52	44.8
T. Oaks	61.9	16.7	48.3	44.2	39.7	73.3	37.5	65.8	61.9	59
Washington	62.6	24.2	50	43.1	41.5	75	42.9	65.8	61.3	64.2

Table 4: 2011 Middle School Summary

	English Language Arts					Mathematics				
	All	AA	Hisp./ Latino	SED*	EL	All	AA	Hisp./ Latino	SED*	EL
King	70.3	41	55.8	49.2	32.5	67.5	36.8	53.3	48.2	42.4
Longfellow	60.4	45	49.2	45.2	22.8	63	45.4	63.8	54.4	48.1
Willard	62.5	37.8	57.6	47	37.7	53.6	30.4	43.6	36.1	36.1

Table 5: 2011 High School Summary (10th Grade CAHSEE Results)
% Percent 15-points above pass rate.

	English Language Arts					Mathematics				
	All	AA	Hisp./ Latino	SED*	EL	Math	AA	Hisp./ Latino	SED*	EL
BHS	62.3	26.7	49.4	33.3	15.2	61.1	25.2	45	29.5	28.9
B-Tech**	--	--	--	--	--	--	--	--	--	--

**There is no score available due to an inadequate percentage of students tested.

Academic Performance Index

API Results:

Table 6 will provide a listing of the District API performance overall and by significant subgroup. Table 7 will provide a listing of the School API performance. Both Tables 6 and 7 will measure the Base API 2010 (distributed in April, 2010) to the actual Growth API. Those highlighted in yellow changed in most recent non-public release.

Table 6: 2011 District API Subgroup Performance

	Base API 2010	Growth API 2011	Difference
District	784	790	6
African American	642	643	1
Asian	826	821	-5
Hispanic/Latino	730	744	14
White	911	908	-3
Socioeconomically Disadvantaged	699	711	12
English Learners	648	680	32
Students with Disabilities	579	592	13

Table 7: 2011 School API Performance

	Base API 2010	Growth API 2011	Growth Target	Actual Growth
Arts Magnet	854	853	A	-1
Cragmont	842	854	A	12
Emerson	858	852	A	-6
Jefferson	894	918	A	24
John Muir	821	787	A	-34
LeConte	763	783	5	20
Malcolm X	849	867	A	18
Oxford	876	871	A	-5
Rosa Parks	797	825	3	28
T. Oaks	837	845	A	8
Washington	851	850	A	-1
King	831	855	A	24
Longfellow	818	829	A	11
Willard	787	819	5	32
Berkeley Technology	527	658	14	131
Berkeley High School	No API due to Participation	714	B	B

A=the school scored at or above the statewide performance target of 800 in 2010, exempting the school from a growth target.

Site Performance by Significant Subgroup

Table 8 (on the page following) measures the schools' performance on the API by significant subgroup.

We have listed ALL BUSD focal subgroups. Those with STARs are NOT considered numerically significant by the state. A numerically significant subgroup for the API is defined as: 100 or more students with valid STAR Program scores **OR** 50 or more students with valid STAR Program scores who make up at least 15 percent of the total valid STAR Program scores. A subgroup must be numerically significant in both the base year and growth year in an API reporting cycle to have subgroup growth and target information.

Table 8: 2011 Site Subgroups API Growth Performance

School	African-American	Hispanic/Latino	White	Socio-Econ. Disadvantage	English Learners	Disabilities
Arts Magnet	690*	843*	942	796	792	700*
Cragmont	677	790	979	714	752*	710*
Emerson	766*	808	965	776	782*	718*
Jefferson	848*	868*	984	865	808*	810*
John Muir	651	711*	928*	729	792*	596*
LeConte	718*	745	861*	724	708	593*
Malcolm X	766	836*	971	809	809*	655*
Oxford	767	815*	959	804	820*	755*
Rosa Parks	726*	739	963	732	703	639*
T. Oaks	676*	792	937	777	755	698*
Washington	673*	805*	930	768	783*	675*
King	707	785	959	752	687	656*
Longfellow	737	807	956	769	713	596*
Willard	701	781	949	746	726*	616*
Berkeley High	532	658	849	562	545	425*
B-Tech	643	NA	NA	524	NA	NA*

Longitudinal Growth on API

From a longitudinal perspective, BUSD schools have increased their API scores significantly over time. Table 9 provides the Growth APIs for each school from 2002 to 2011. The final two columns tabulate the change in API from 2002 to 2011 and from 2007 to 2011. The table also measures how many schools have exceeded 50 points in growth overtime and how many schools have reached the 800 target. They are highlighted.

Table 9: BUSD Longitudinal Growth API Scores

	2002	2007	2008	2009	2010	2011	02-11	07-11
Arts Magnet	766	797	803	829	854	853	87	56
Cragmont	720	802	842	843	840	854	134	52
Emerson	808	801	818	842	858	852	44	51
Jefferson	793	834	853	864	894	918	125	84
John Muir	764	818	835	805	821	787	23	-31
LeConte	683	706	757	748	763	783	100	77
Malcolm X	720	818	854	834	847	867	147	49
Oxford	792	834	839	875	877	871	79	37
Rosa Parks	672	729	759	735	797	825	153	96
T. Oaks	656	776	796	824	835	845	189	69
Wash.	714	720	783	811	852	850	136	130
King	730	778	780	779	833	855	125	77
Longfellow	694	744	783	784	819	829	135	85
Willard	638	721	745	772	788	819	181	98
Berkeley High	733	**	**	**	**	714	-19	NA
B-Tech*	N/A	428	596	490	528	658	NA	230

* Enrollment fluctuates each year, API represents only students continuously enrolled.

**There is no score available due to an inadequate percentage of students tested.

Berkeley Unified School District
Student Achievement
Accountability Progress Reporting
Overview

August 31st, 2011

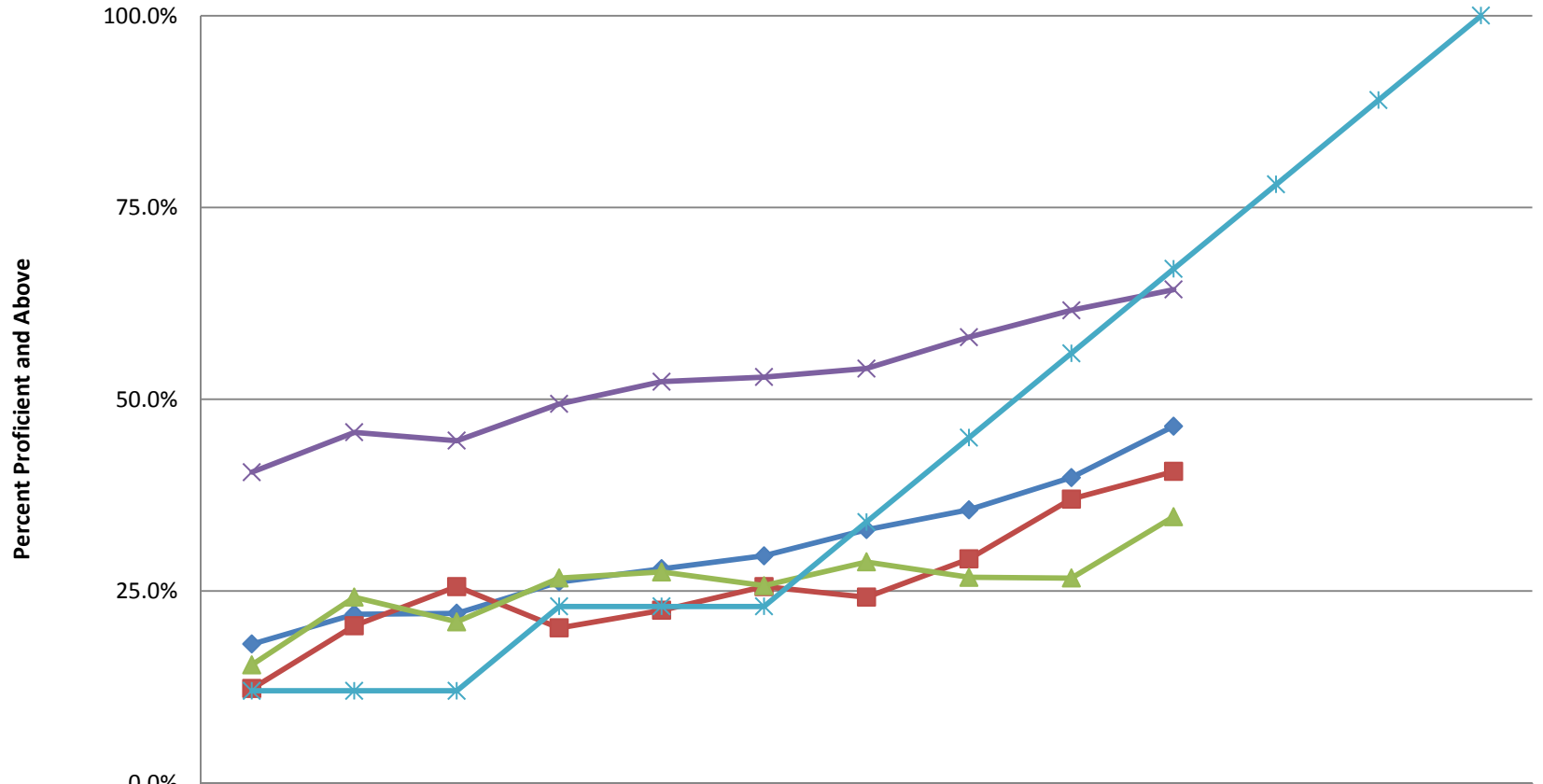
Summary Slides

- Longitudinal AYP Districtwide
 - By Race / Ethnicity
 - By Other Subgroup
- Districtwide API Performance
 - Overall
 - By Race / Ethnicity and English Learners
- Longitudinal Analysis of API Performance
- Take Aways

Accountability Progress Reporting – 2010-2011

ADEQUATE YEARLY PROGRESS
“THE FEDERAL HOCKEY STICK”
GROWTH MODEL – 100% BY 2014

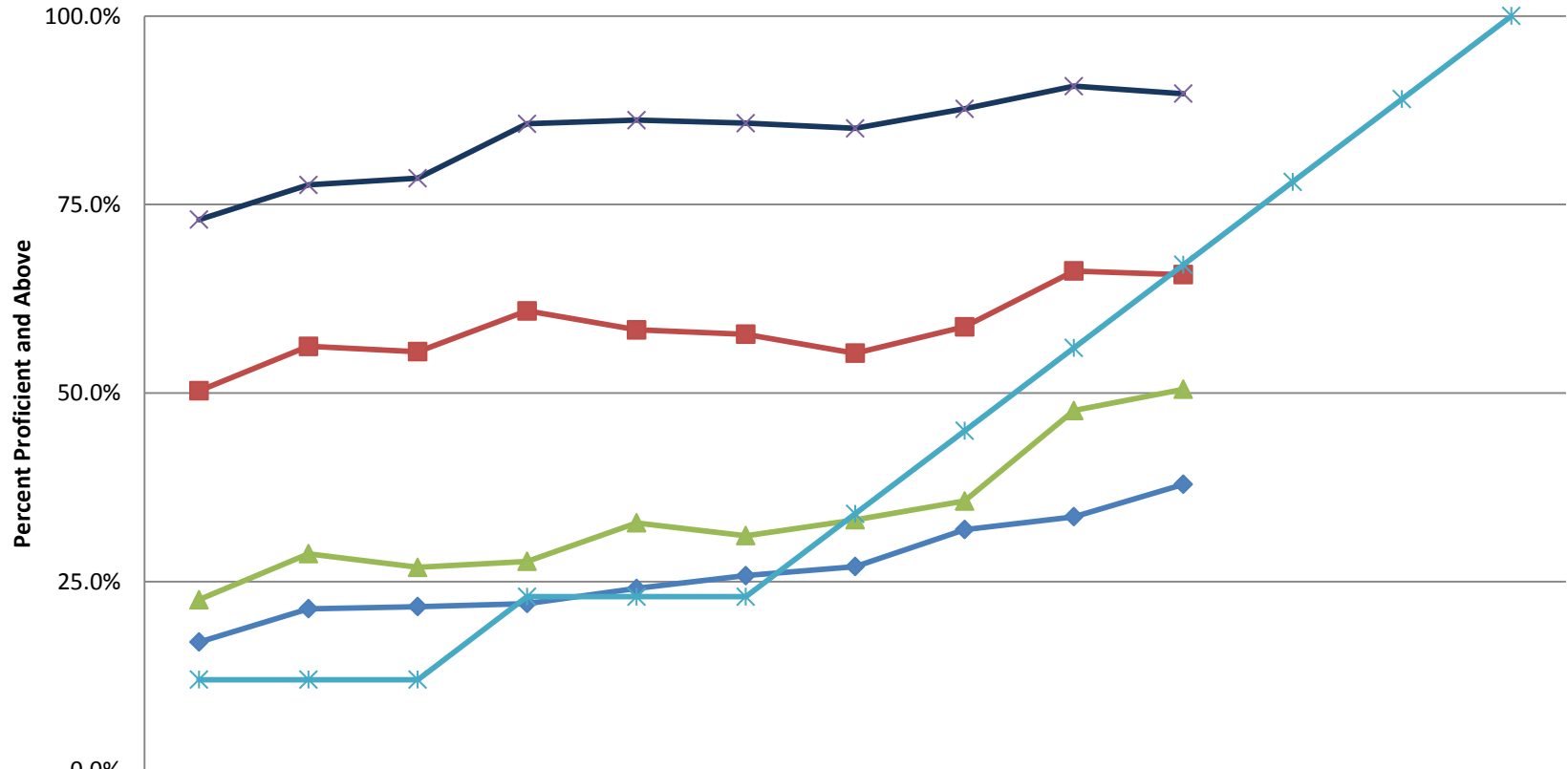
Berkeley Unified School District Percent Proficient - Annual Measurable Objectives (AMOs) 2002 - 2011 English-Language Arts



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
◆ Econ. Disadvan.	18.1%	22.0%	22.1%	26.2%	27.9%	29.6%	33.0%	35.6%	39.8%	46.5%			
■ Students w/Disab.	12.3%	20.5%	25.6%	20.2%	22.5%	25.6%	24.2%	29.2%	37.0%	40.6%			
▲ English Learners	15.4%	24.2%	21.0%	26.7%	27.5%	25.7%	28.8%	26.8%	26.7%	34.7%			
✕ Berkeley USD	40.5%	45.7%	44.6%	49.4%	52.3%	52.9%	54.0%	58.1%	61.6%	64.3%			
* Unified/High Dists., COEs	12.0%	12.0%	12.0%	23.0%	23.0%	23.0%	34.0%	45.0%	56.0%	67.0%	78.0%	89.0%	100.0%

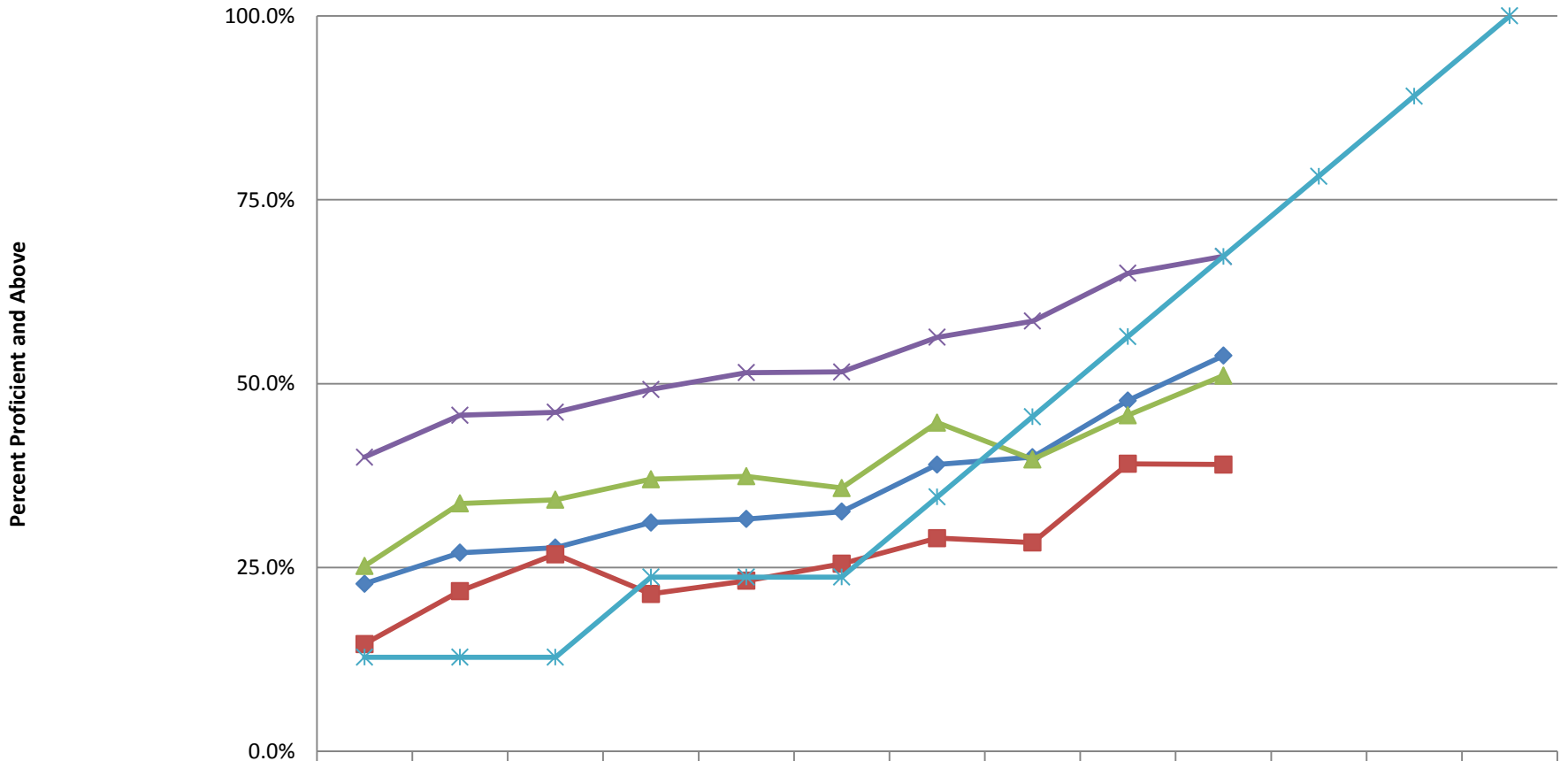
(BEA)

Berkeley Unified School District Percent Proficient - Annual Measurable Objectives (AMOs) 2002 - 2011 English-Language Arts



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
◆ African American	17.0%	21.4%	21.7%	22.1%	24.1%	25.8%	27.0%	31.9%	33.6%	37.9%			
■ Asian	50.3%	56.2%	55.5%	60.9%	58.4%	57.8%	55.3%	58.8%	66.2%	65.7%			
▲ Hispanic/Latino	22.6%	28.7%	26.9%	27.7%	32.8%	31.1%	33.2%	35.7%	47.7%	50.5%			
✕ White	73.0%	77.6%	78.5%	85.7%	86.2%	85.8%	85.1%	87.7%	90.7%	89.7%			
✱ State Target	12.0%	12.0%	12.0%	23.0%	23.0%	23.0%	34.0%	45.0%	56.0%	67.0%	78.0%	89.0%	100.0%

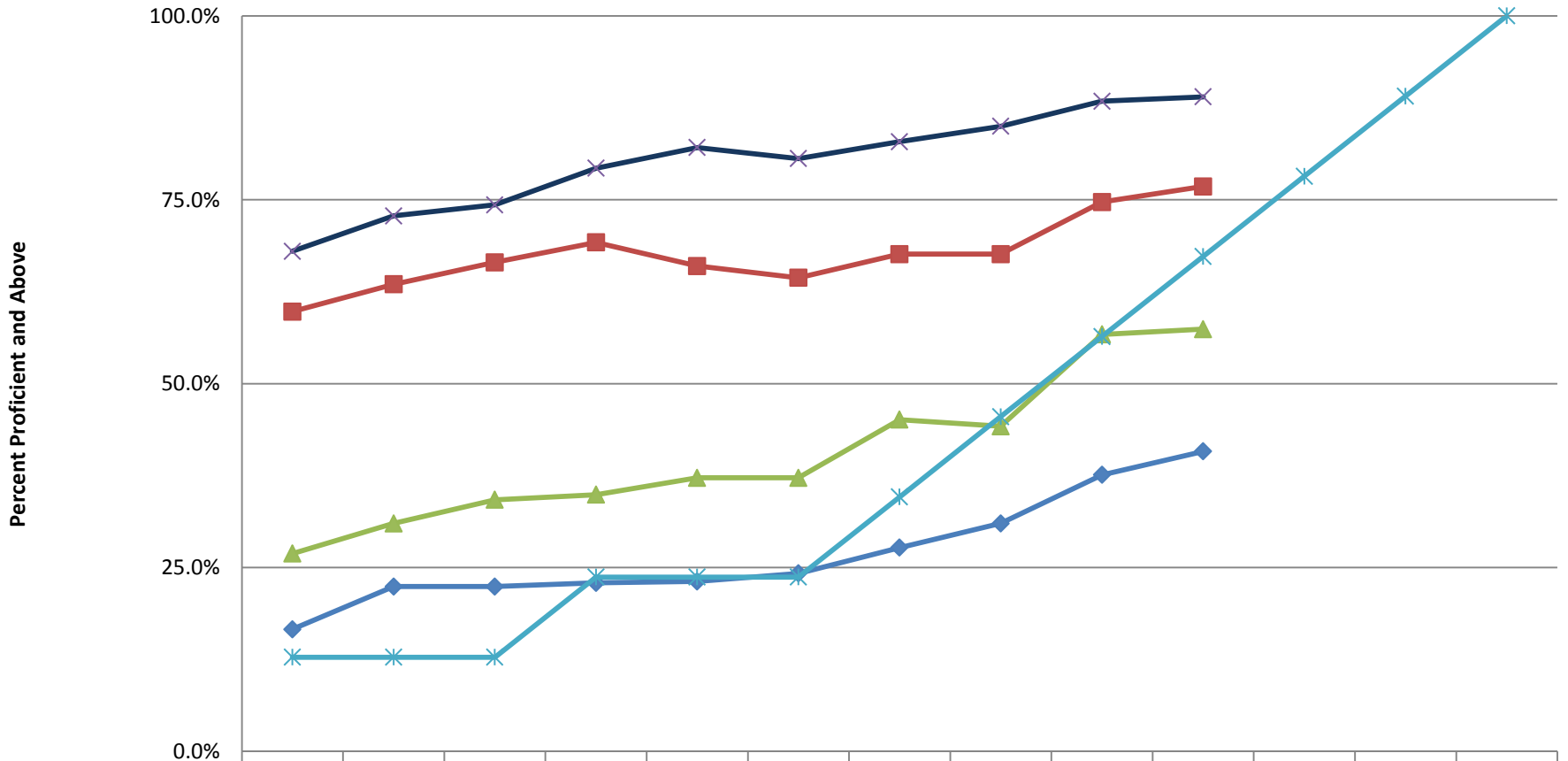
Berkeley Unified School District Percent Proficient - Annual Measurable Objectives (AMOs) 2002 to 2011 Mathematics



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
◆ Econ. Disadvan.	22.8%	27.0%	27.7%	31.1%	31.6%	32.6%	39.0%	40.0%	47.7%	53.8%			
■ Students w/Disab.	14.6%	21.8%	26.8%	21.4%	23.2%	25.5%	29.0%	28.4%	39.1%	39.0%			
▲ English Learners	25.2%	33.7%	34.2%	37.0%	37.4%	35.8%	44.7%	39.7%	45.7%	51.1%			
✕ Berkeley USD	40.0%	45.7%	46.1%	49.2%	51.5%	51.6%	56.3%	58.5%	65.0%	67.3%			
✧ Unified/High Dists., COEs	12.8%	12.8%	12.8%	23.7%	23.7%	23.7%	34.6%	45.5%	56.4%	67.3%	78.2%	89.1%	100.0%

(BEA)

Berkeley Unified School District Percent Proficient - Annual Measurable Objectives (AMOs) 2002 to 2011 Mathematics



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◆ African American	16.6%	22.4%	22.4%	22.9%	23.1%	24.2%	27.7%	31.0%	37.6%	40.8%			
■ Asian	59.8%	63.5%	66.5%	69.2%	66.0%	64.4%	67.6%	67.6%	74.7%	76.8%			
▲ Hispanic/Latino	26.9%	31.0%	34.2%	34.9%	37.2%	37.2%	45.1%	44.2%	56.7%	57.4%			
✕ White	68.0%	72.8%	74.3%	79.3%	82.1%	80.6%	82.9%	85.0%	88.4%	89.0%			
✧ State Target	12.8%	12.8%	12.8%	23.7%	23.7%	23.7%	34.6%	45.5%	56.4%	67.3%	78.2%	89.1%	100.0%

(BEA)

Accountability Progress Reporting – 2010-2011

**ACADEMIC PERFORMANCE INDEX (API)
“THE STATE POINT SYSTEM”
STATIC TARGET OF 800**

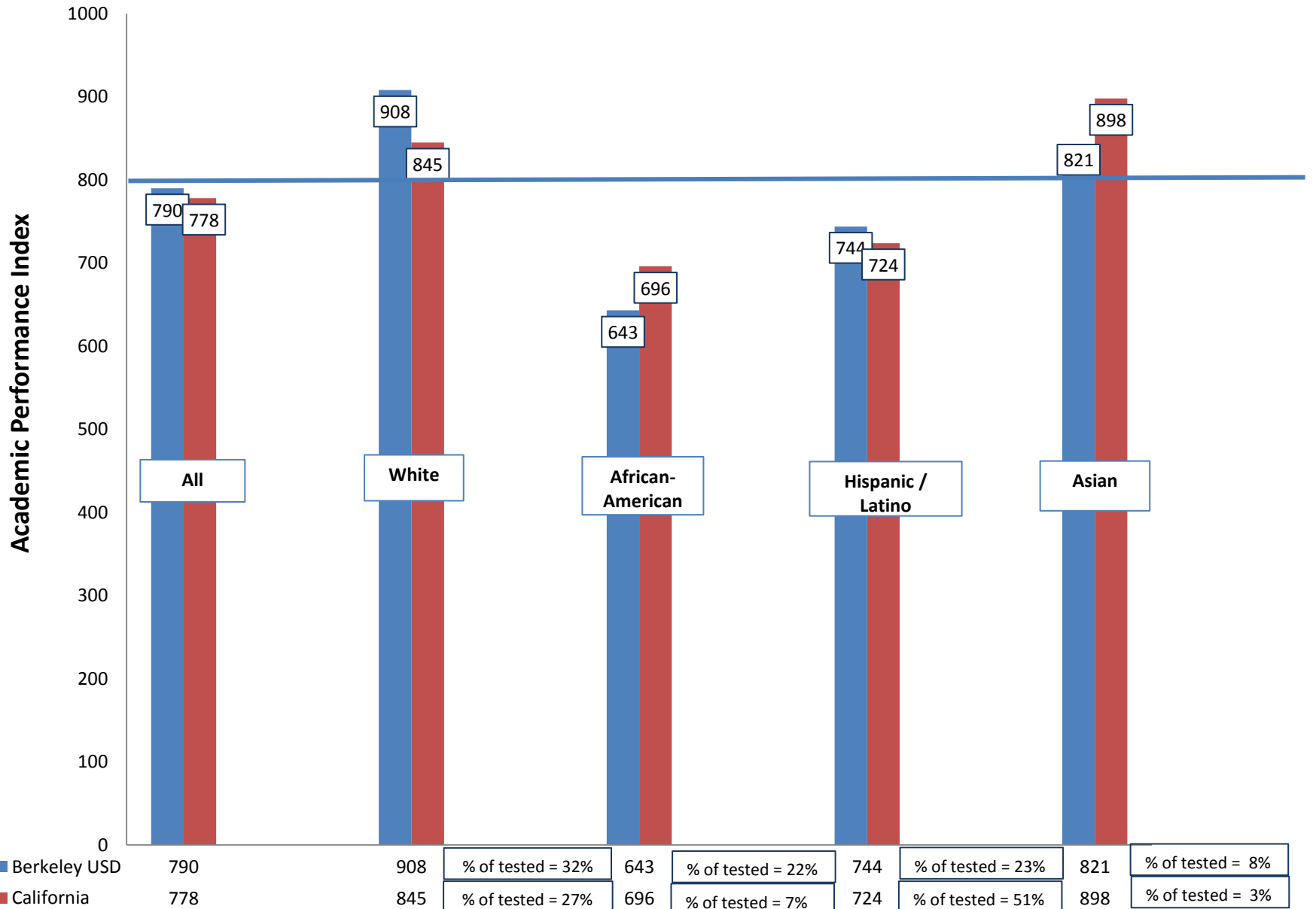
Berkeley Unified School District Academic Performance Index

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Berkeley Unified School District Academic Performance Index

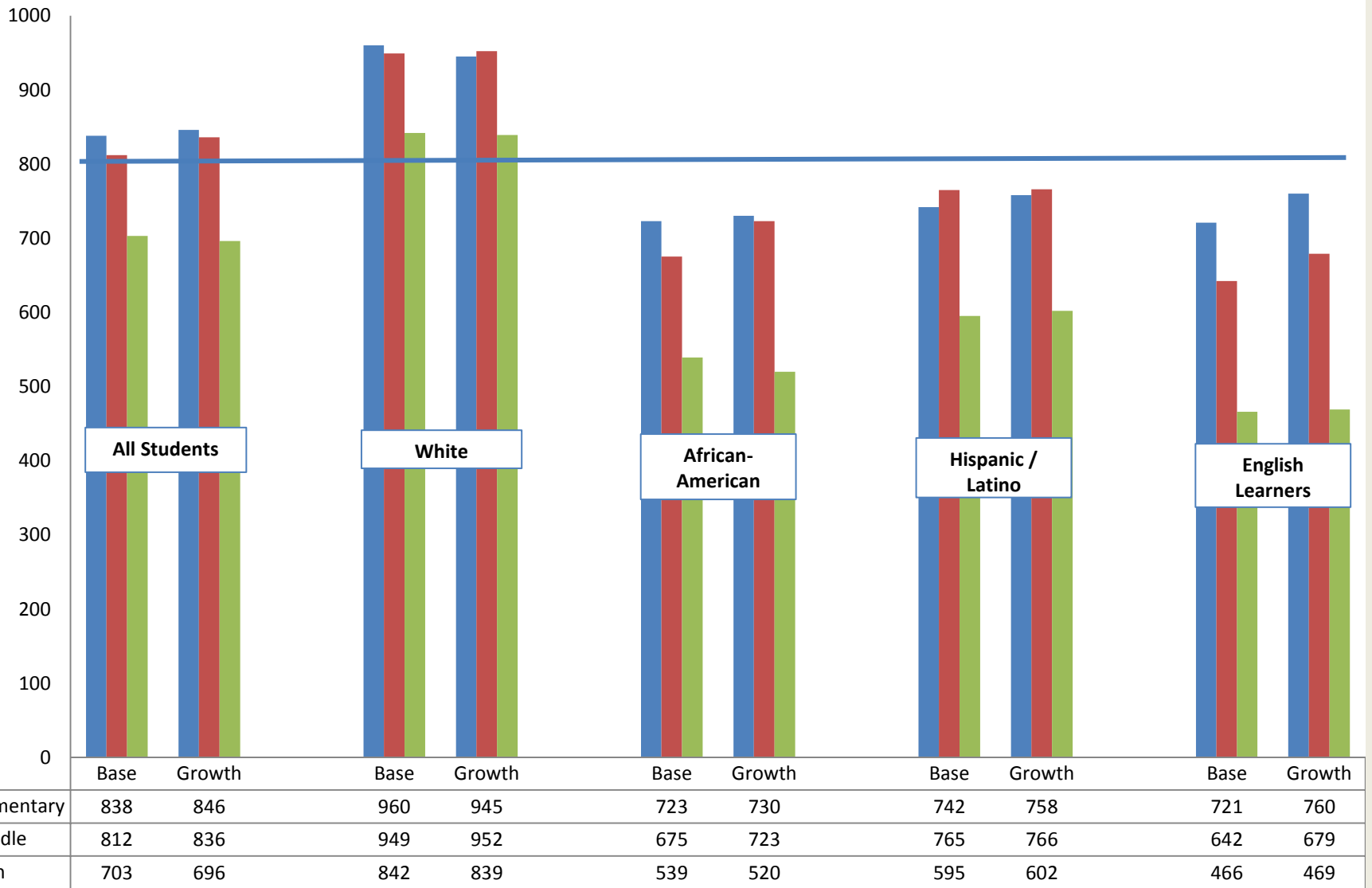
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Berkeley Unified School District and California API by Subgroup



(BEA)

Berkeley Unified School District API 2010 Base to 2011 Growth Overall and by Ethnicity



Adequate Yearly Progress

- AYP Targets are increasing in increments of over 11% until 2014
- Despite increases, we have 5 schools who met ALL of their AYP targets, 4 schools who remain out of Program Improvement (PI) status and only 1 school, Oxford who entered PI status.
- A greater percentage of students in our targeted subgroups are scoring at proficient or advanced
- The achievement gap is closing between our African American and Hispanic / Latino students and their White / Asian peers

Academic Performance Index

- As a result of Berkeley High Schools efforts for full participation, they have an API for the first time since 2002
- All three Middle Schools have surpassed the state target of 800 and each made double-digit increases
- Longitudinally, 10 out of 15 schools have gained over 100 API points since 2002 and 12 out of 15 have gained over 50 points since 2007

Next Up

- Celebrating our Graduation, College Readiness and Drop-out Rates
 - BUSD and BHS out score the state overall and by targeted subgroup on Graduation Rates
 - Lower Drop-Out rates than the state
 - ACT scores show more students ready for college