

Preliminary Data Findings

Following the Board Document in Table A is a summary of the outcomes and measures available for early analysis including where available, the further results and a comparison of the number and percentage of sub-group participation can be found in the Annual Update starting on page 53. A summary by action and dollar amount can be found on page 126. This section also includes a summary by action of the percent of unduplicated participating the action / service where applicable.

We are excited to report that these early measures demonstrate positive patterns of success in the majority of the areas measured including an increase for our targeted subgroups in the:

- performance by Third Graders on the English Language Arts portion of the Smarter Balanced Assessment (SBA)
- performance by Third Graders on the District Teachers College Reading Assessment (TCRWP)
- performance by Eleventh Graders on the English Language Arts and Math portions of the Early Assessment Program (EAP)
- number of UC / CSU courses completed by graduation
- Math Proficiency on the new district Math Assessment
- performance of students participating in Middle and High School AVID on the Smarter Balanced Assessment in English Language Arts
- number of High School Bridge and AVID students accepted to college
- the percentage of African-American and Latino teachers hired and retained
- the percentage of English Learners making progress on the California English Language Development Test (CELDT)
- the percentage of long-term English Learners reaching the proficient level on the California English Language Development Test (CELDT)
- the number and percentage of English Learners being reclassified
- the participation of students in alternatives to suspension including Restorative Practices and the Bay Area Peacekeepers
- the total number and per student ratio of families served by the Office of Family Engagement and Equity

In addition, we were excited to see a decrease for our targeted subgroups in the:

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We did see a drop in the performance of eighth graders on the SBA in Mathematics as well as a drop in the performance of Socio-Economically Disadvantaged students on the EAP.