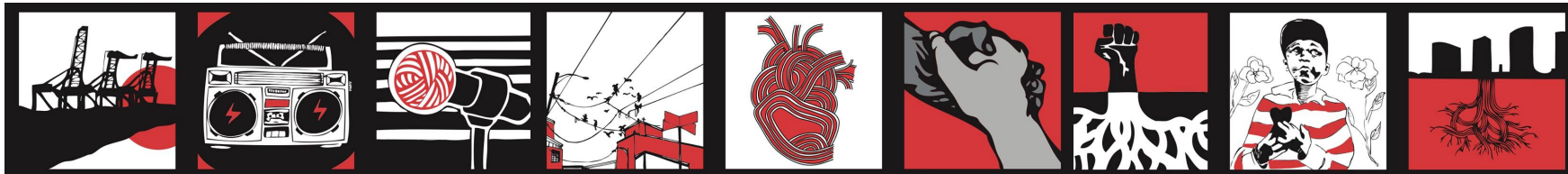# Metrics of Academic Excellence

- State testing results - CAASPP (Currently Halted)

- Internal Benchmark Testing

- Student Grade Analysis

- Graduation Rate/College Acceptances

- City College Dual Enrollment/Early College Credit

- Program of Study

Internal Benchmark Testing

Math - MDTP (Mathematics Diagnostic Testing Project) twice a year to monitor readiness for next year's math level.

Language Arts - SRI (Scholastic Reading Inventory) 3 times a year. All school writes to track writing across grade levels with a focus on argumentative writing.

Social Science - Mastery components in gradebook for each class that are tracked over time. (In development)

Science -Mastery Benchmarks are being developed internally for each science course, based on NGSS and designed to articulate through the grade levels. The benchmarks will track students through a school year as they develop the science practices and understanding that we hope to develop and deepen as the students move through their science classes at OSA. These practices include making observations, inferences, predictions, being able to classify and to create meaningful models. We will also track students' abilities to make claims, supported by evidence and reasoning. Finally, we will track students' understanding of models of atomic composition and relevance of their placement in the Periodic Table. This is a work in progress, but we are excited to more fully develop the ability to track the growth of scientific thought at OSA.

World Language - The Spanish assessment will show growth in communicative ability. Students will be asked to respond to fairly open-ended prompts in writing early in the school year (some have already taken their first assessment). Students will express their ideas in Spanish in a fixed period of time. Later in the school year students will receive a different open-ended prompt to respond to in the same period of time. Growth will be measured by the ability to address topics in more detail, depth, and breath after continuous instruction. The Spanish department hopes to show growth over the three years of instruction offered at OSA.
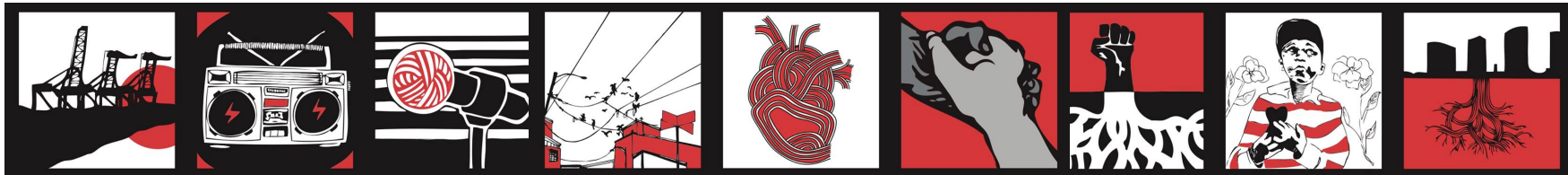
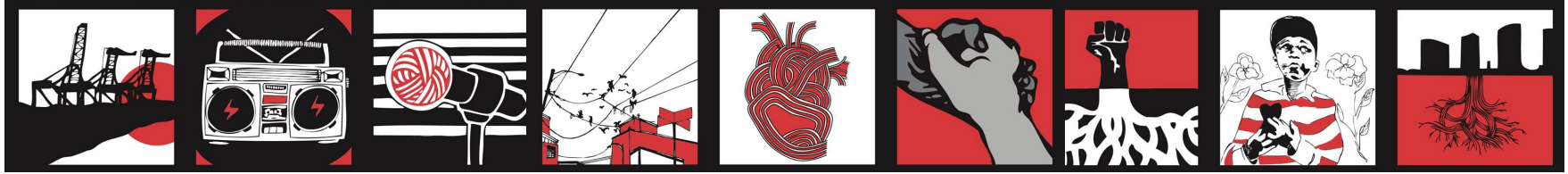# Mathematics Diagnostic Testing Project (MDTP)

Free service developed collaboratively by UC / CSU

Has been used on and off at OSA since 2017-18

Original purpose was to have an independent measure of learning for Board review

Also used for placement of new, incoming middle school students

Plan to develop its use a tool to inform instruction
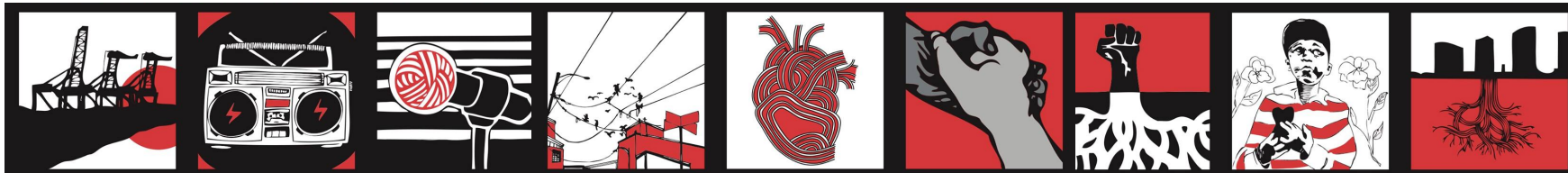
MDTP

Advantages

Free

Relatively easy to use

Independent/objective

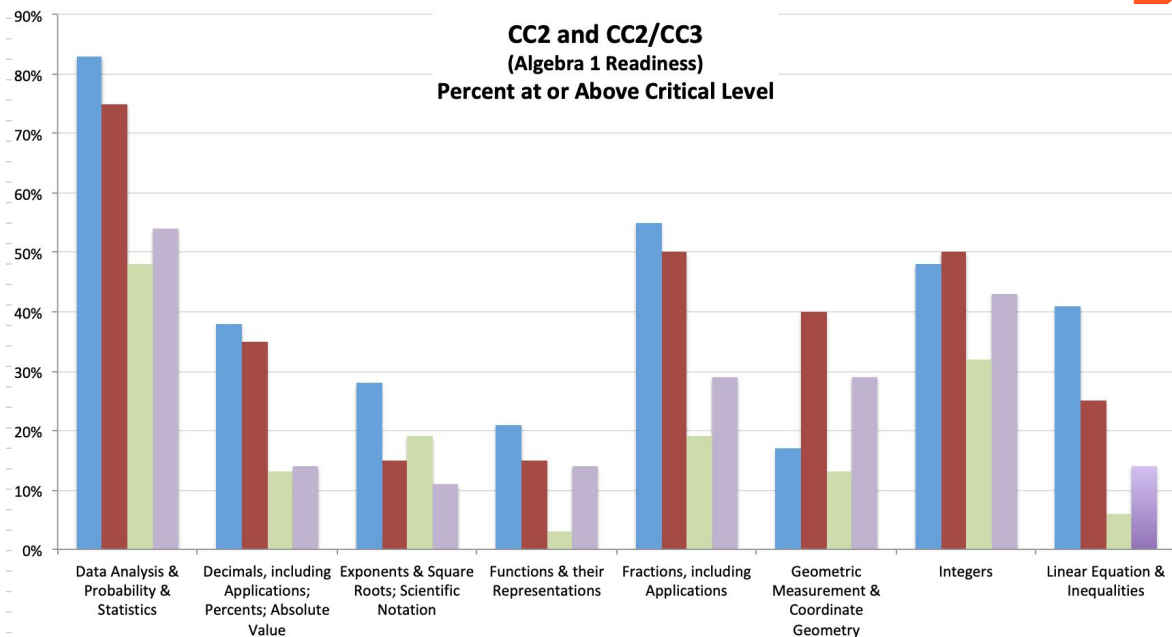Designed by colleges / reflects perspective of next level

Disadvantages
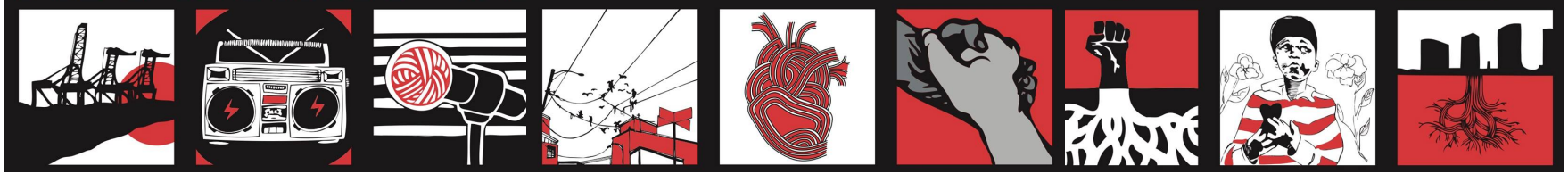
Not perfectly aligned with curriculum

Does not measure student growth from year-to-year (intra- rather than inter-year growth)

MDTP To Inform Teaching

CC2 and CC2/CC3
(Algebra 1 Readiness)
Percent at or Above Critical Level

Can dive in to see student response to individual questions
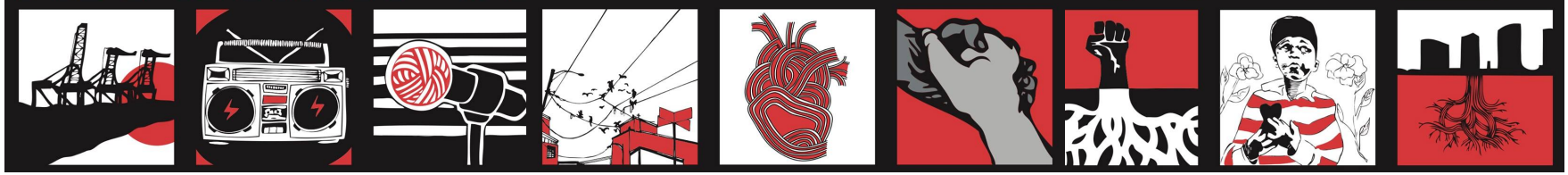
MDTP To Measure Growth

Will present data showing the percentage of responses answered correctly

Should not be interpreted like a "traditional" test percentage, where 90% is A- (good) and 60% is D- (not good)
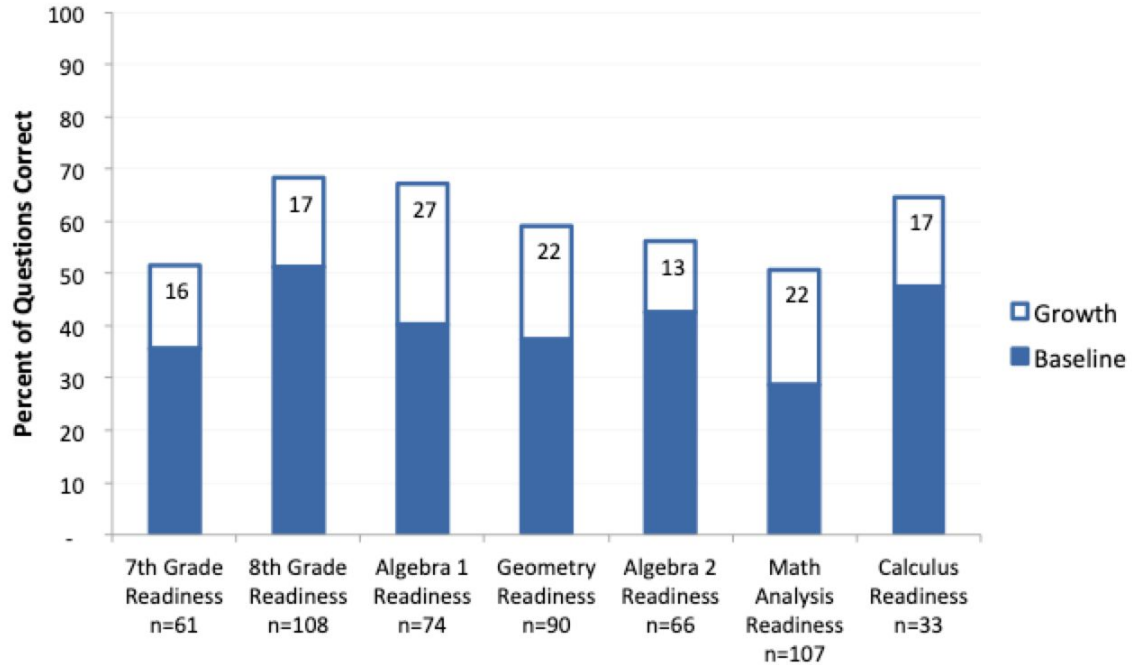
Students are not expected to answer all questions correctly, but rather to reach a critical proficiency level indicating readiness for the next year's course
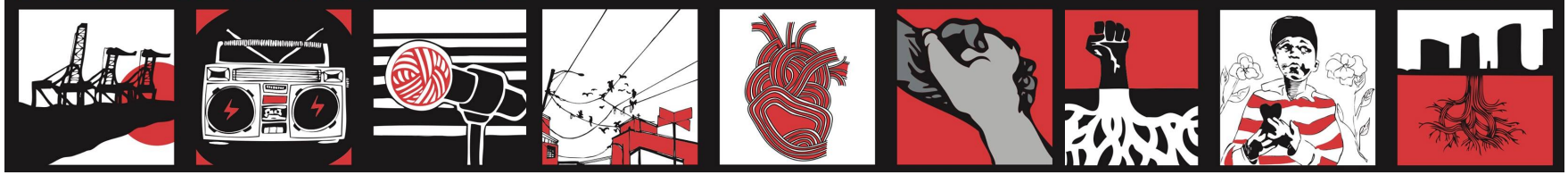
A student can be deemed proficient in 100% of the test topics by answering as few as about 2/3^{rds} (67%) of the questions correctly (varies slightly by test)

Baseline date is December, so this is only measuring growth in the second half of the year (2 months of which were remote)
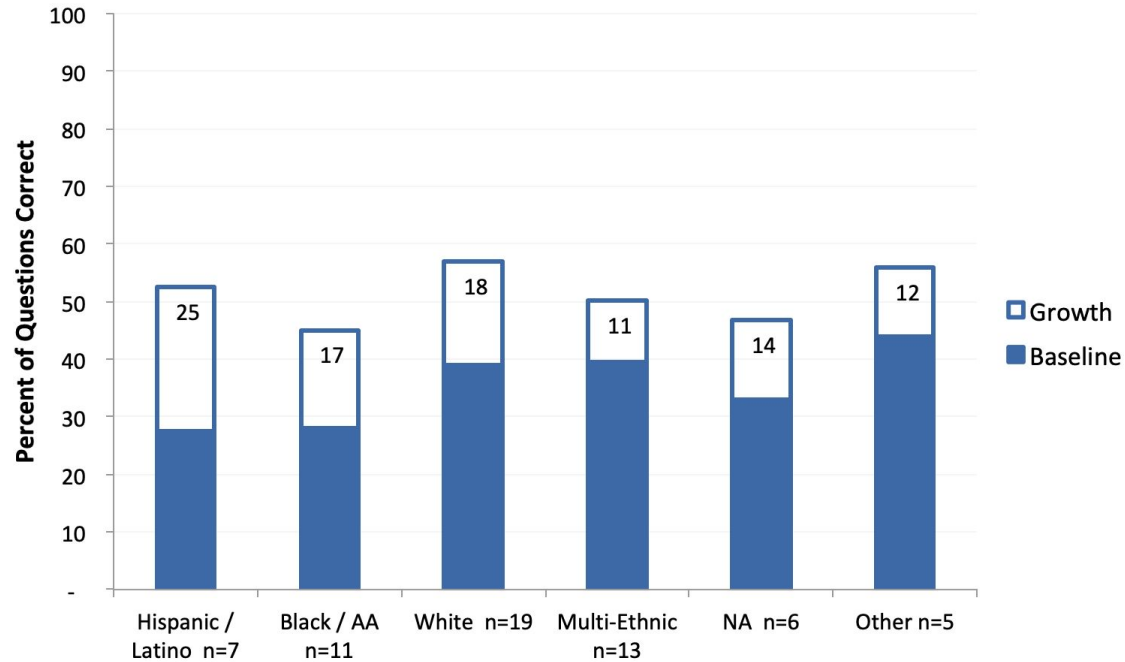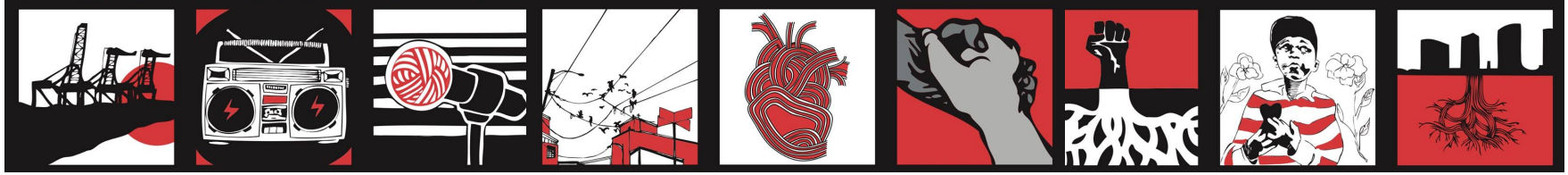
2019-20
Average Growth by Test/Level

Chart: Percent of Questions Correct (y-axis, 0 to 100) by Test/Level (x-axis)

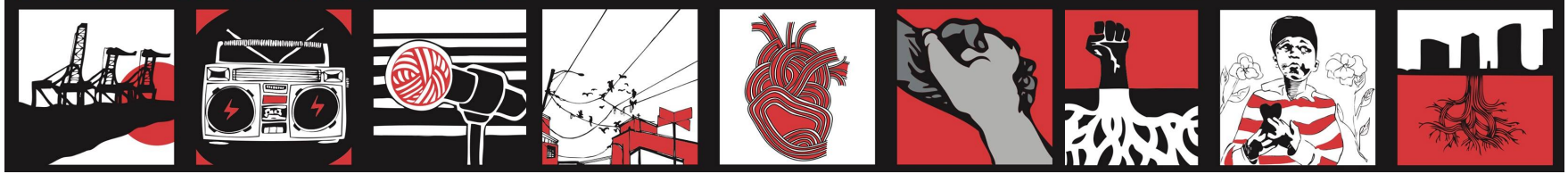| Test/Level	Growth
7th Grade Readiness n=61	16
8th Grade Readiness n=108	17
Algebra 1 Readiness n=74	27
Geometry Readiness n=90	22
Algebra 2 Readiness n=66	13
Math Analysis Readiness n=107	22
Calculus Readiness n=33	17

Legend: Growth, Baseline

MDTP Growth by Ethnicity

Where the number of students was less than 5, for this presentation they have been combined into a category called "other"
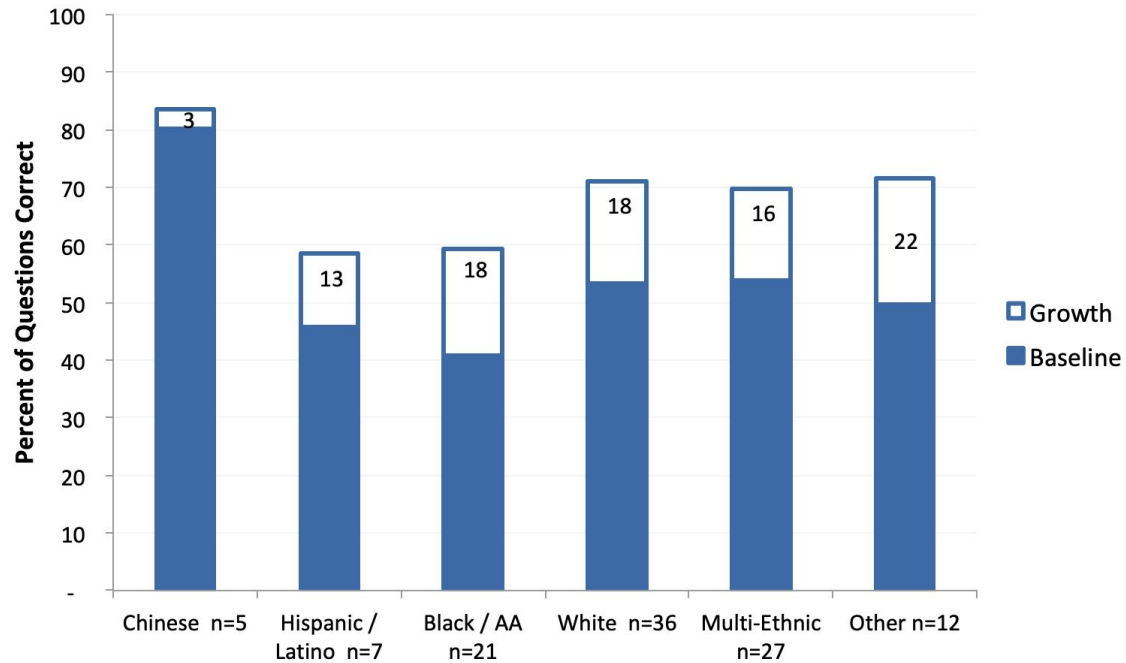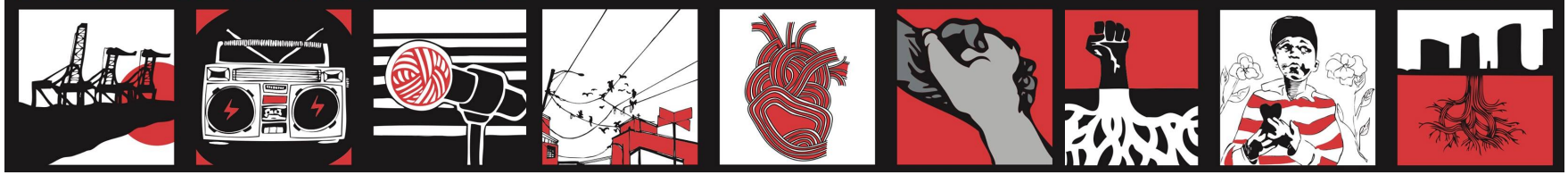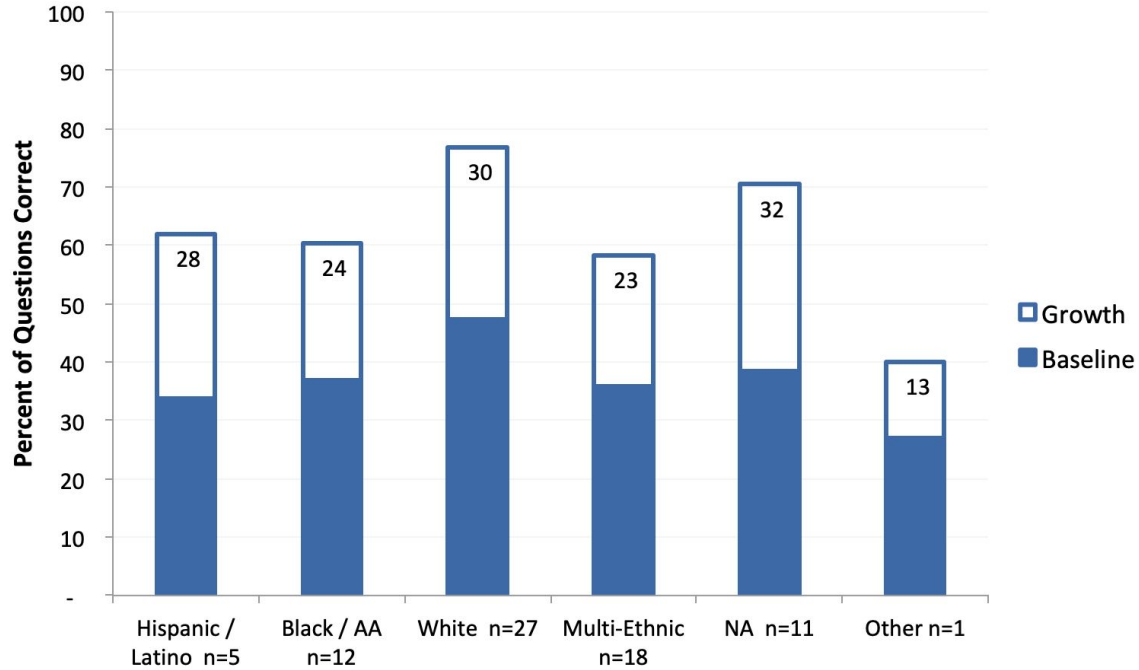
2019-20
CC1 Students (7th Grade Readiness Test)

Chart showing Percent of Questions Correct by ethnicity, with Baseline and Growth values:

- Hispanic / Latino n=7: Growth 25
- Black / AA n=11: Growth 17
- White n=19: Growth 18
- Multi-Ethnic n=13: Growth 11
- NA n=6: Growth 14
- Other n=5: Growth 12

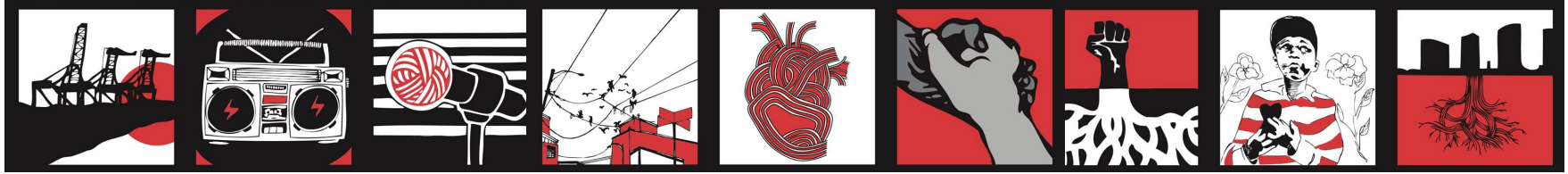Legend: Growth, Baseline
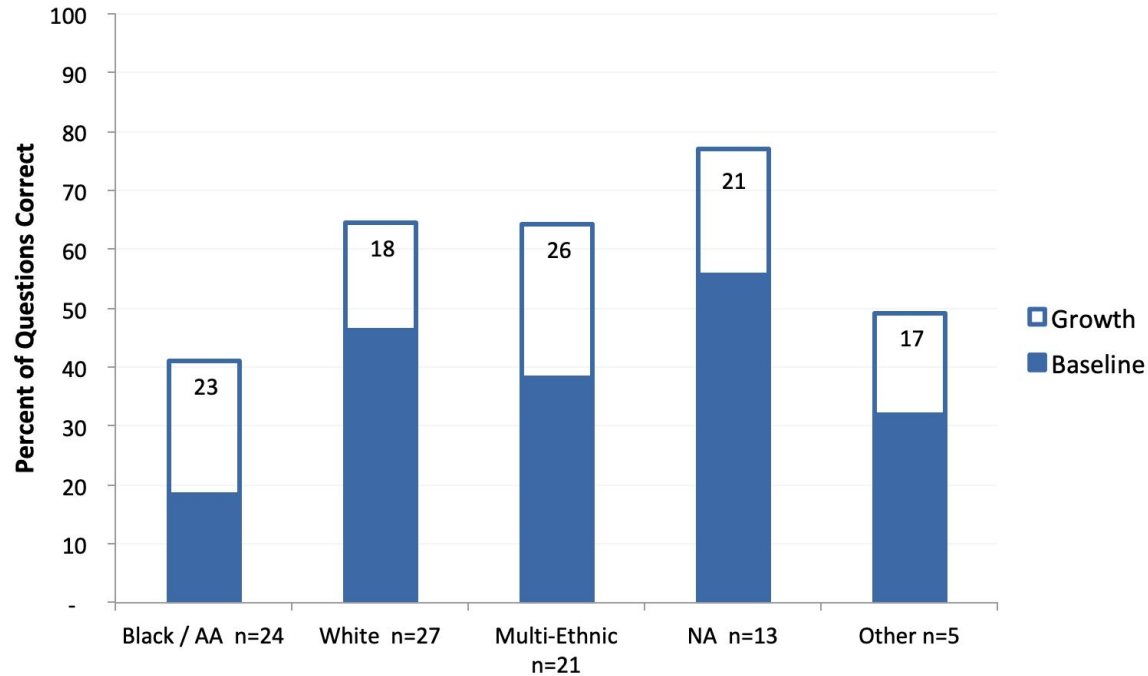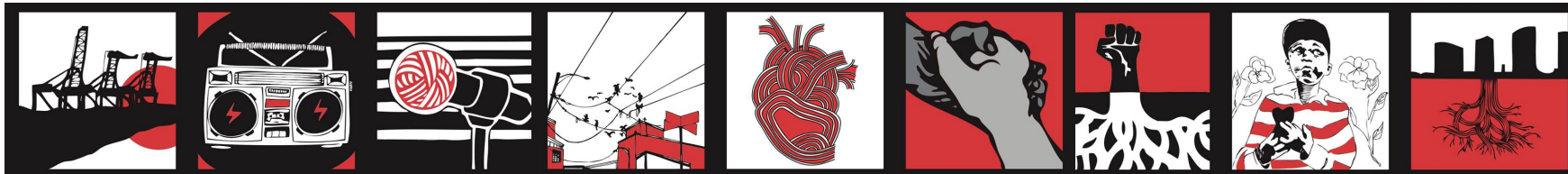
2019-20
CC2 and CC1/2 Students (8th Grade Readiness Test)

2019-20
CC3 and CC2/3 Students (Algebra 1 Readiness Test)

Bar chart showing Percent of Questions Correct by ethnic group, with Baseline and Growth values:

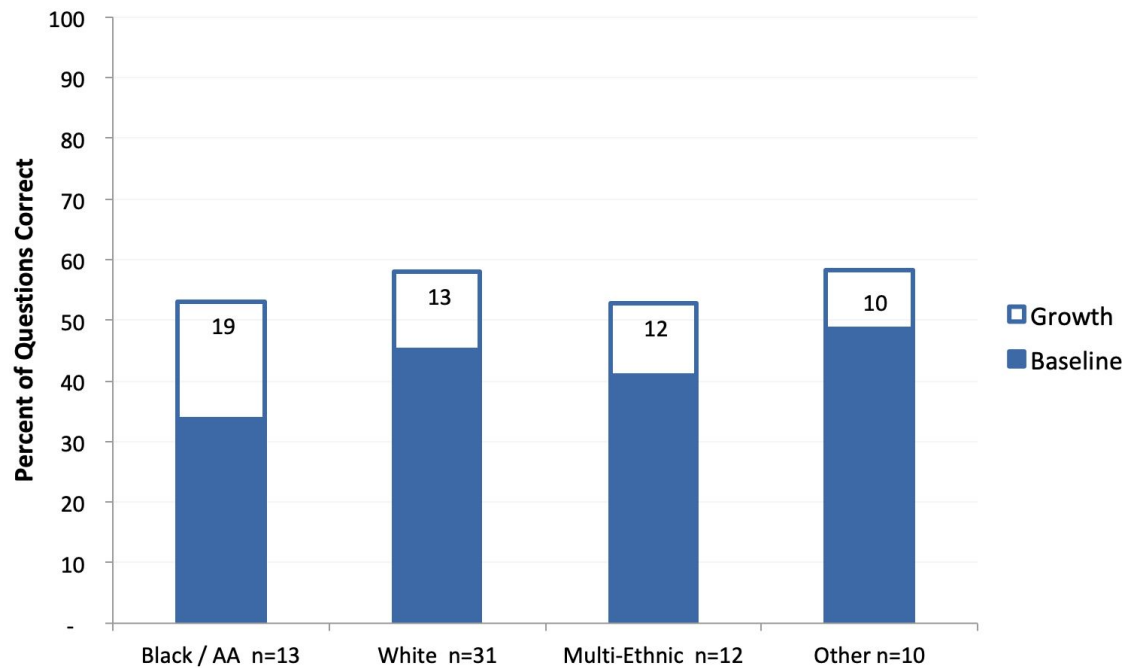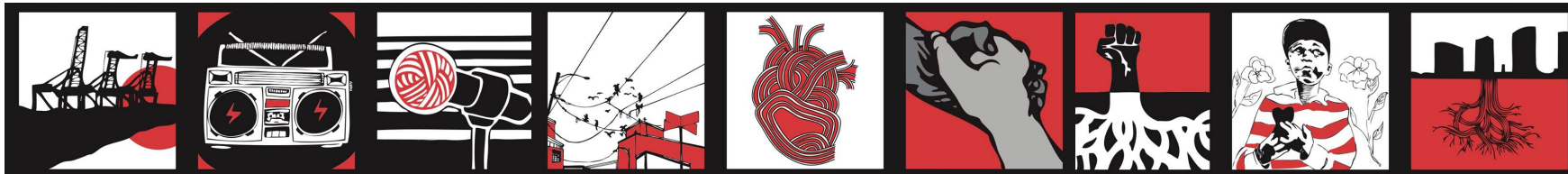| Group	Growth label
Hispanic / Latino n=5	28
Black / AA n=12	24
White n=27	30
Multi-Ethnic n=18	23
NA n=11	32
Other n=1	13

Legend: Growth (open bars), Baseline (filled bars)

**2019-20
Algebra 1 Students (Geometry Readiness Test)**

Chart showing Percent of Questions Correct by group with Baseline and Growth values:

- Black / AA n=24: 23
- White n=27: 18
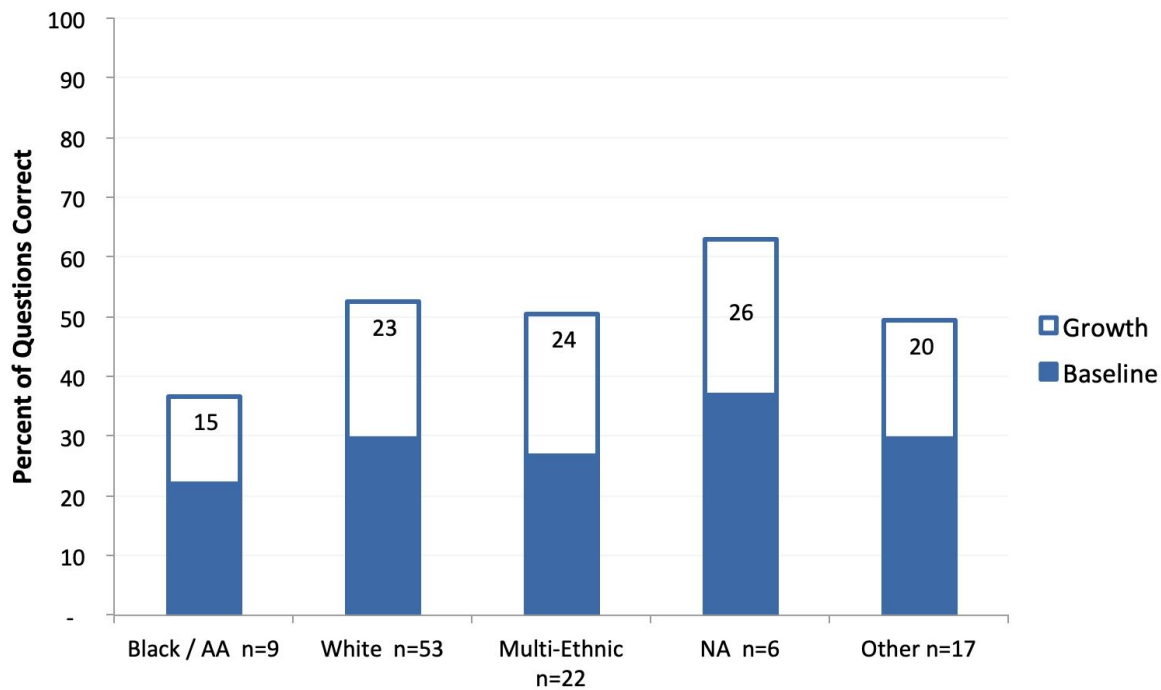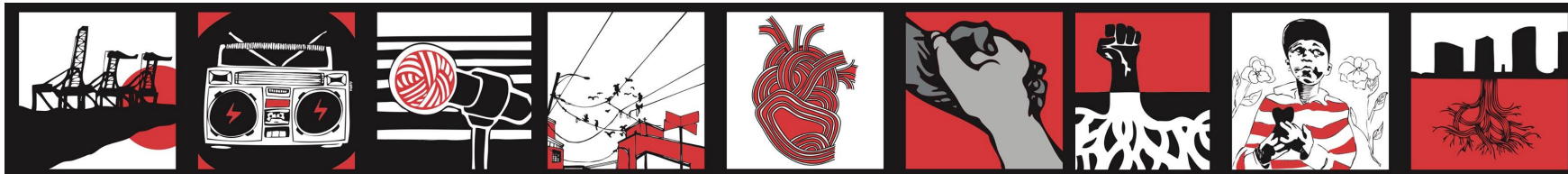- Multi-Ethnic n=21: 26
- NA n=13: 21
- Other n=5: 17

Legend: □ Growth, ■ Baseline

2019-20
Geometry Students (Algebra 2 Readiness Test)

2019-20
Algebra 2 Students (Math Analysis Readiness Test)

Percent of Questions Correct — bar chart with Baseline (blue) and Growth (white) values:

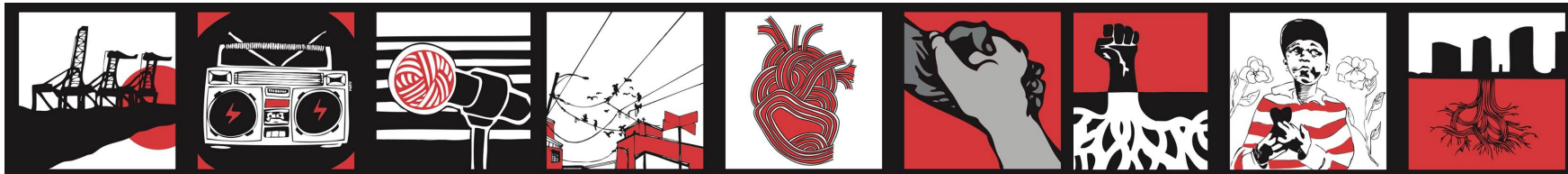| Group	Growth label
Black / AA n=9	15
White n=53	23
Multi-Ethnic n=22	24
NA n=6	26
Other n=17	20

Legend: □ Growth, ■ Baseline

2019-20
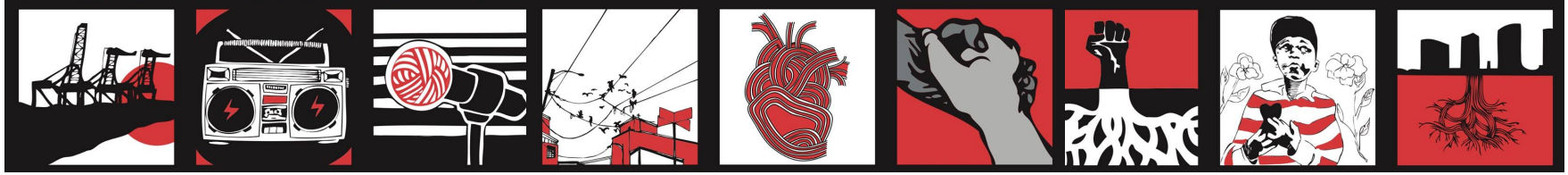**Pre-Calculus Students (Calculus Readiness Test)**
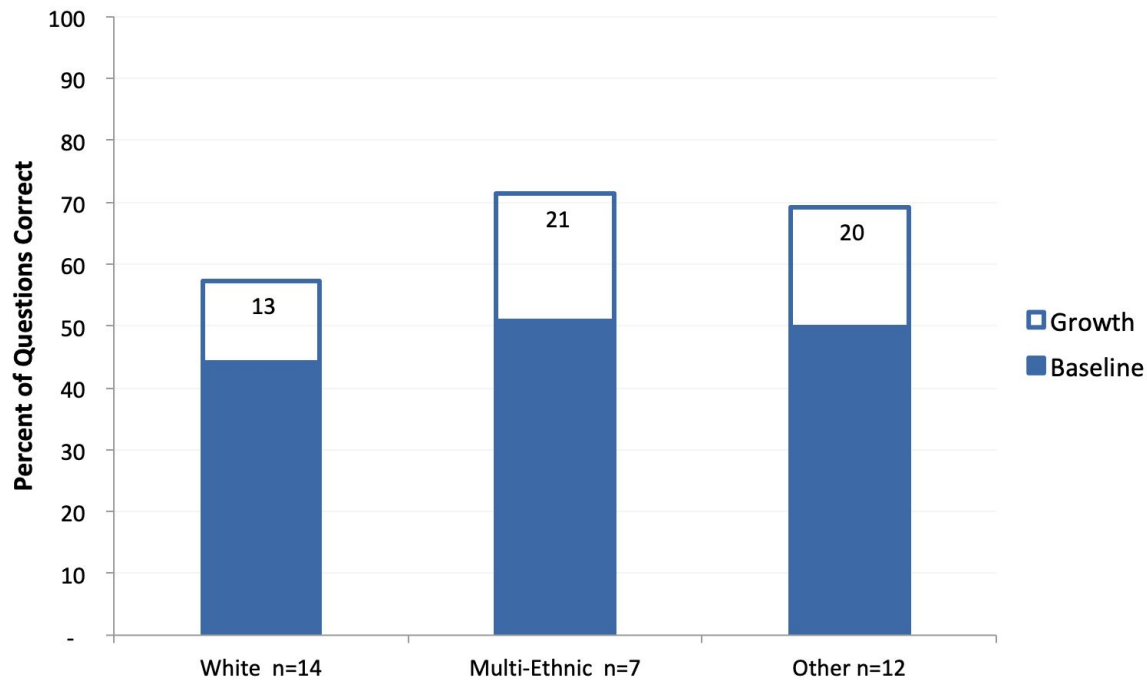
MDTP - Going Forward

More views into the data - who is reaching proficiency in which test topics by end of year

Mapping tests to curriculum to facilitate use of results to inform teaching

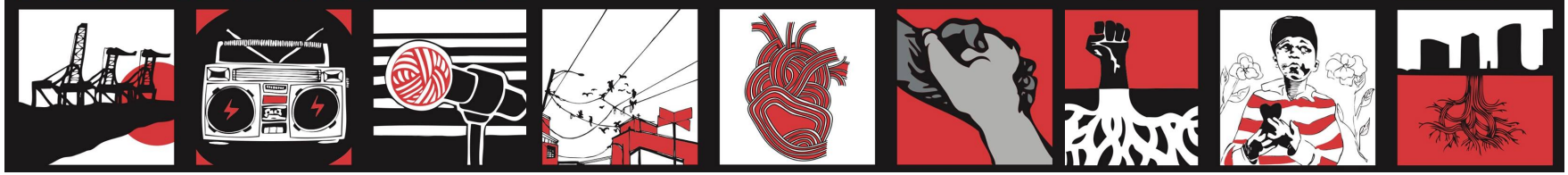Longitudinal data analyses to measure changes in OSA math performance over time

Scholastic Reading Inventory (SRI)

Licensed service provided by Scholastic.

Has been used at OSA since 2015. We originally were licensed under OUSD's account but moved to our own server in fall 2018.

SRI is a criterion-referenced test intended to measure reading comprehension and match students to text so they can read with confidence and control.

Results from SRI are reported as scale scores (Lexile® measures). The scale goes from Beginning Reader (less than 100L) to 1700L.

SRI

Advantages

- Relatively easy to conduct
- Independent/objective
- Adaptive and individualized
- Shows both intra- and interyear growth
- Lexile allows students/teachers to select texts that are within an individual's or a group's reading level
- Provides key data to inform teachers where to use teaching strategies

Disadvantages

- Cost of licenses
- Focuses on reading only
- Narrow skills focus - text complexity, vocabulary, and context
- Possible cultural bias with some passages/vocabulary terms
- Tedium of test and can cause some students to give up
- Test depends on students reaching a point of failure and leading to discouragement

This chart shows the range of Lexiles considered **Proficient** for each grade level. If a student places in the range one grade below, this is considered **Basic**. Two or more is **Below Basic**. Above grade level proficiency is **Advanced**

YEAR-END PROFICIENCY RANGES

Grade	Range	Grade	Range	Grade	Range
Grade 1	190-530L	Grade 5	830-1010L	Grade 9	1050-1260L
Grade 2	420-650L	Grade 6	925-1070L	Grade 10	1080-1335L
Grade 3	520-820L	Grade 7	970-1120L	Grade 11	1185-1385L
Grade 4	740-940L	Grade 8	1010-1185L	Grade 12	1185-1385L

6th - 12th Grade Proficiency Bands

1355 - College and Career Readiness

These charts show how the 2020-21 baselines compare to prior years.

BR - Beginning Reader
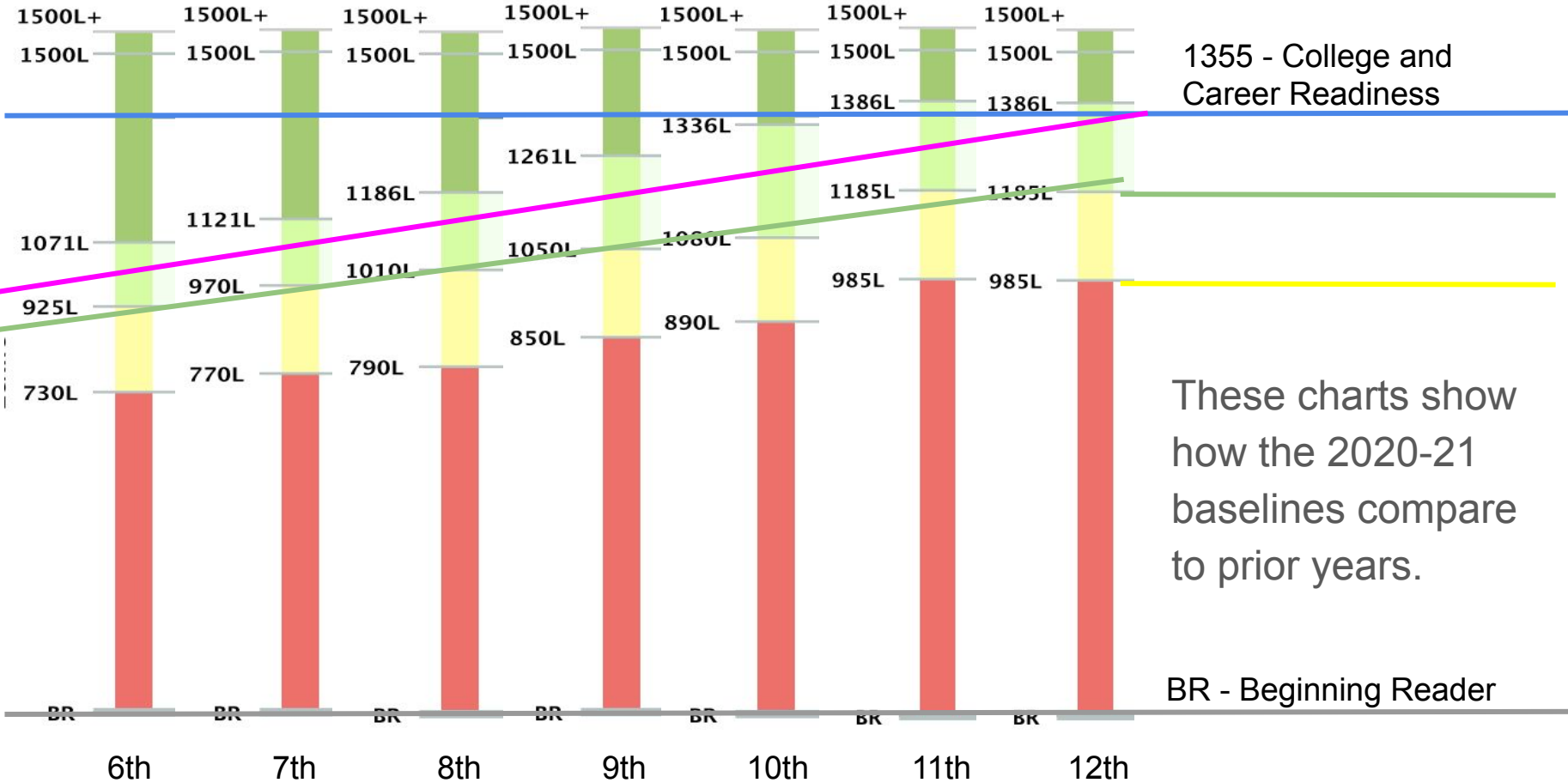
Messy bathroom. All messy! Scrub the tub. Scrub the wall. Dry the whale. Dry the boat. Dry the water. Hang up the washcloth. Hang up the towel.

Now, the room is _____.

warm

quiet

new

clean

Everyone was anxious to see the tiger and crowded around the cage. Connie squeezed her way to the front of the group and took out her drawing pad. What a great picture this will make, she thought. She began sketching the tiger.

The tiger _____ Connie.

scared

interested

chased

saved

Lorenzo Von Matt... | Log Out

By the summer of 1967, China was on the brink of another civil war. Red Guards had overthrown Party leaders in several provinces. Some Red Guard units had begun looting China's military bases to arm themselves. They fought with workers' groups for control over local governments. Finally even Mao had to admit that his revolution was spinning out of control. After more than a year of bloody chaos, Mao turned against the Red Guards. He publicly accused them of "suspecting everyone and overthrowing everyone." In July 1968 he ordered all Red Guard units to disband.

The Red Guards were _____.

disciplined

inexperienced

cautious

aggressive

Jean Rafael | Log Out

Contrast

A A
Font Size

Skip
3 Left

Next

I have not yet, however, stated what it was in connection with our encounter with the Vestale which served to fan my fantastic suspicions into flame anew, and, I may add too at the same time, mould them into a more definite shape than they had ever before taken. It was Richards' peculiar conduct and remarks. He had manifested quite an extraordinary amount of interest in our rencontre with the Vestale from the moment of her being first reported from the mast-head, evidently sharing the hope and belief, which we all at first entertained, that the strange sail would turn out to be the brig which had served him so scurvy a trick a few days before.

Richards' remarks _____ my interest.

piqued

validated

misconstrued

besmirched

2020-21 All Grades (769 Students)

This chart shows the breakdown of OSA's most recent test scores into four bands of proficiency.

Note: We are still waiting for 64 students to complete the Fall 2020 SRI test. However, we have prior data for 41 of those 64 students. This prior data is included in this chart.

7%
Below Basic
56 students

14%
Basic
110 students

50%
Advanced
384 students

28%
Proficient
219 students
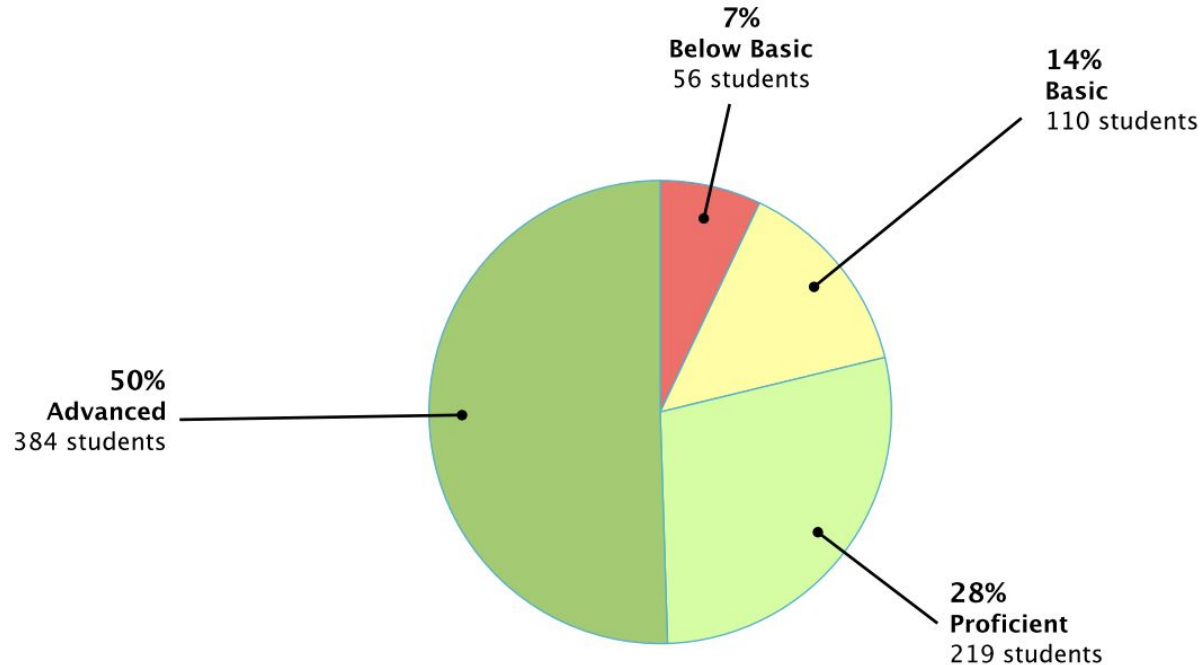
These charts show how the 2020-21 baselines compare to prior years.

2020-21

7% Below Basic 56 students

14% Basic 110 students

50% Advanced 384 students

28% Proficient 219 students

2019-20

6% Below Basic 36 students

15% Basic 87 students

46% Advanced 258 students

32% Proficient 183 students

2018-19

6% Below Basic 22 students

17% Basic 64 students

45% Advanced 164 students

32% Proficient 118 students
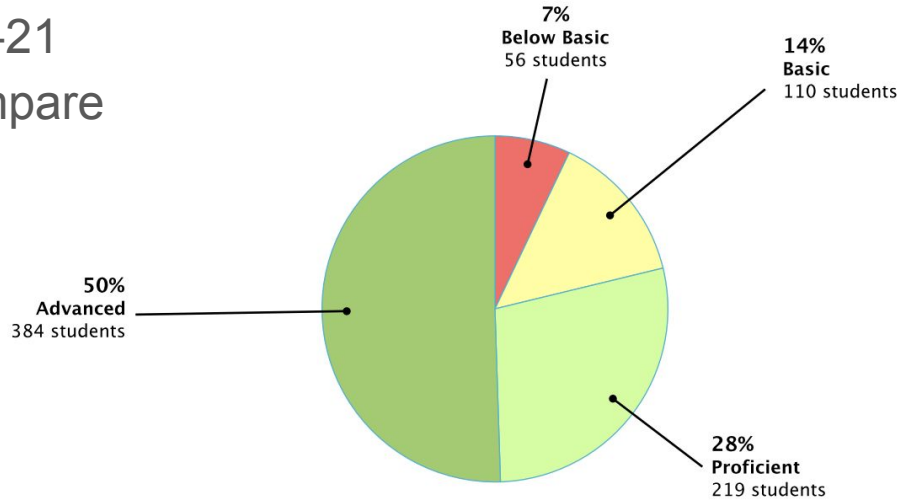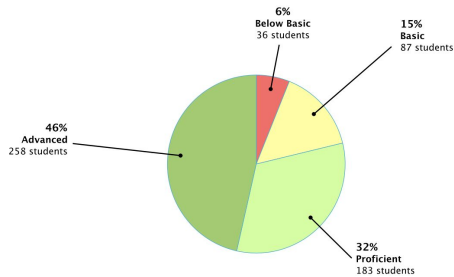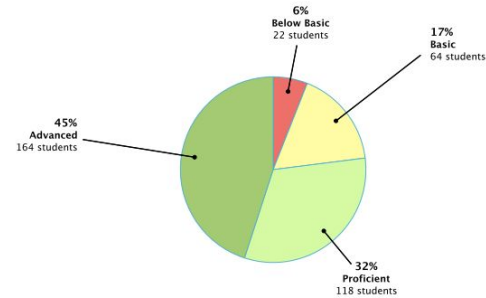
These charts show the growth made by current students who were enrolled at OSA during the 2019-20 school year. Class of 2020 is not included in this data.

2019-20 Growth

September 2019

6%
Below Basic
36 students

15%
Basic
87 students

46%
Advanced
258 students

32%
Proficient
183 students

June 2019

5%
Below Basic
31 students

10%
Basic
57 students

58%
Advanced
330 students

26%
Proficient
148 students
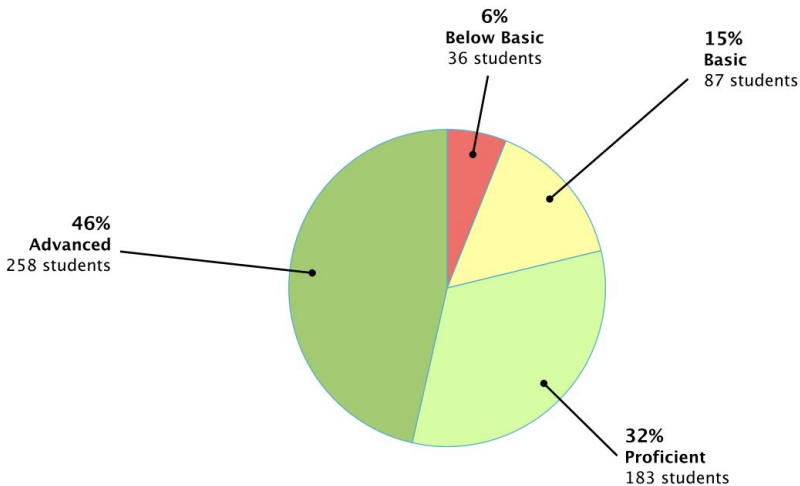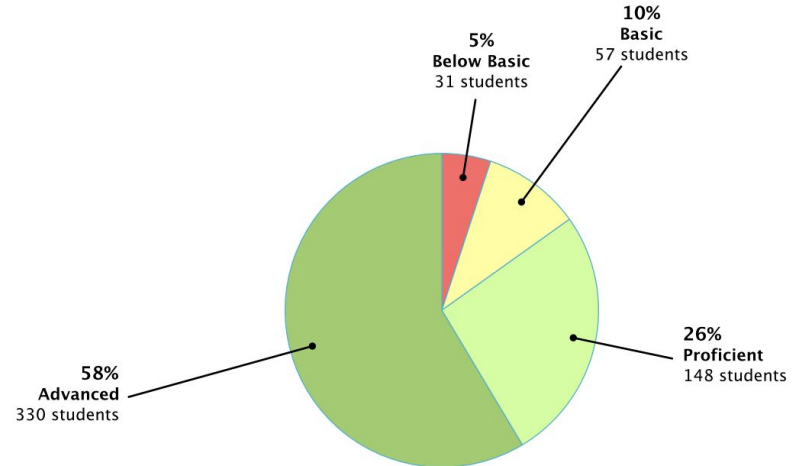
Growth of Current 7th graders from Fall 2019 to Now

Grade 7 (107 total students)
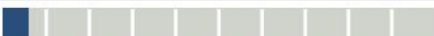
PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD			LAST TEST IN TIME PERIOD		
	STUDENTS	PERCENTAGE OF STUDENTS		STUDENTS	PERCENTAGE OF STUDENTS	
Advanced	44	41%		62	58%	
Proficient	32	30%		28	26%	
Basic	19	18%		12	11%	
Below Basic	12	11%		5	5%	

Beginning of 6th Grade   Beginning of 7th Grade

Growth of Current 8th graders from Fall 2018 to Now

Grade 8 (94 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	39	41%	53	56%
Proficient	22	23%	20	21%
Basic	27	29%	16	17%
Below Basic	6	6%	5	5%

Beginning of 6th Grade   Beginning of 8th Grade

Growth of Current 9th graders from Fall 2018 to Now

Grade 9 (70 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	35	50%	41	59%
Proficient	17	24%	21	30%
Basic	15	21%	4	6%
Below Basic	3	4%	4	6%

Beginning of 7th Grade   Beginning of 9th Grade

Growth of Current 10th graders from Fall 2018 to Now

Grade 10 (103 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	42	41%	47	46%
Proficient	34	33%	34	33%
Basic	18	17%	10	10%
Below Basic	9	9%	12	12%

Beginning of 8th Grade   Beginning of 10th Grade

Growth of Current 11th graders from Fall 2018 to Now

Grade 11 (100 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	45	45%	45	45%
Proficient	30	30%	38	38%
Basic	18	18%	10	10%
Below Basic	7	7%	7	7%

Beginning of 9th Grade   Beginning of 11th Grade

Growth of Current 12th graders from Fall 2018 to Now

Grade 12 (95 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	35	37%	50	53%
Proficient	49	52%	29	31%
Basic	7	7%	10	11%
Below Basic	4	4%	6	6%

Beginning of 10th Grade   Beginning of 12th Grade

Ideal Growth Pattern of Proficient Reader
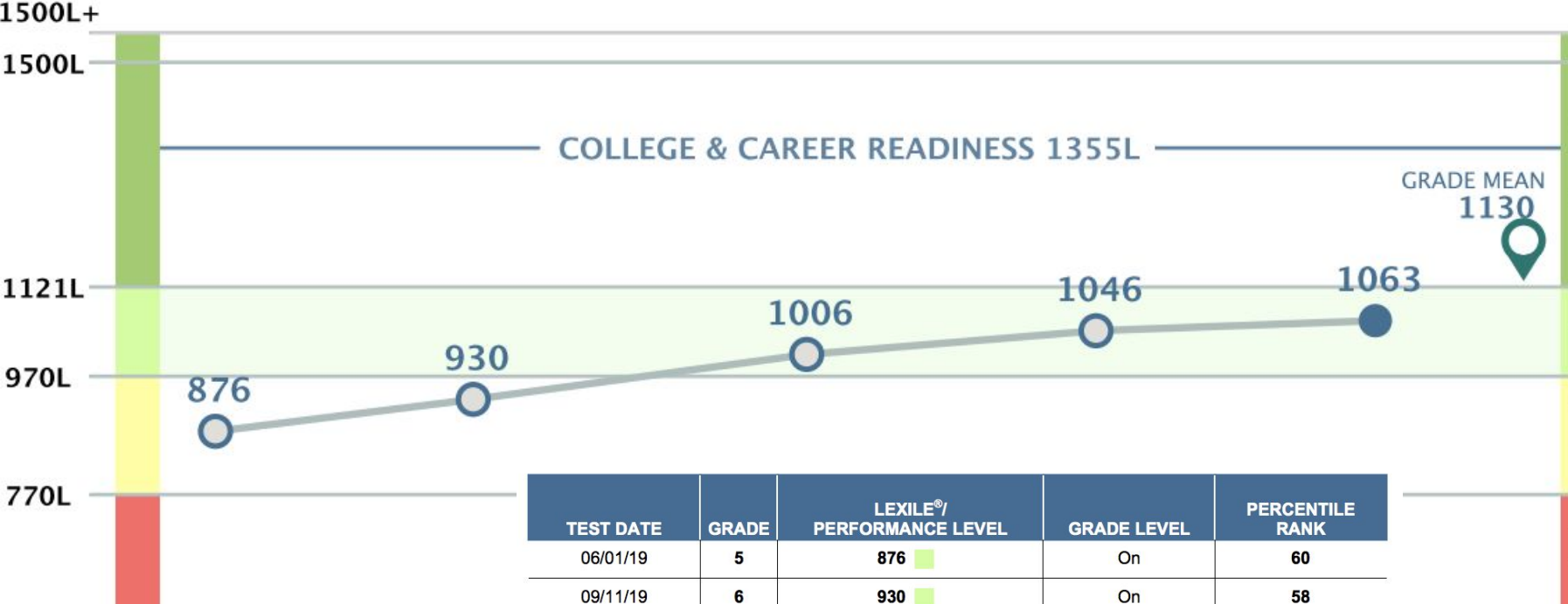
TEST DATE	GRADE	LEXILE®/ PERFORMANCE LEVEL		GRADE LEVEL	PERCENTILE RANK
06/01/19	5	876		On	60
09/11/19	6	930		On	58
01/21/20	6	1006		On	70
05/13/20	6	1046		On	77
09/01/20	7	1063		On	69

Ideal Growth Pattern of Below Basic Reader
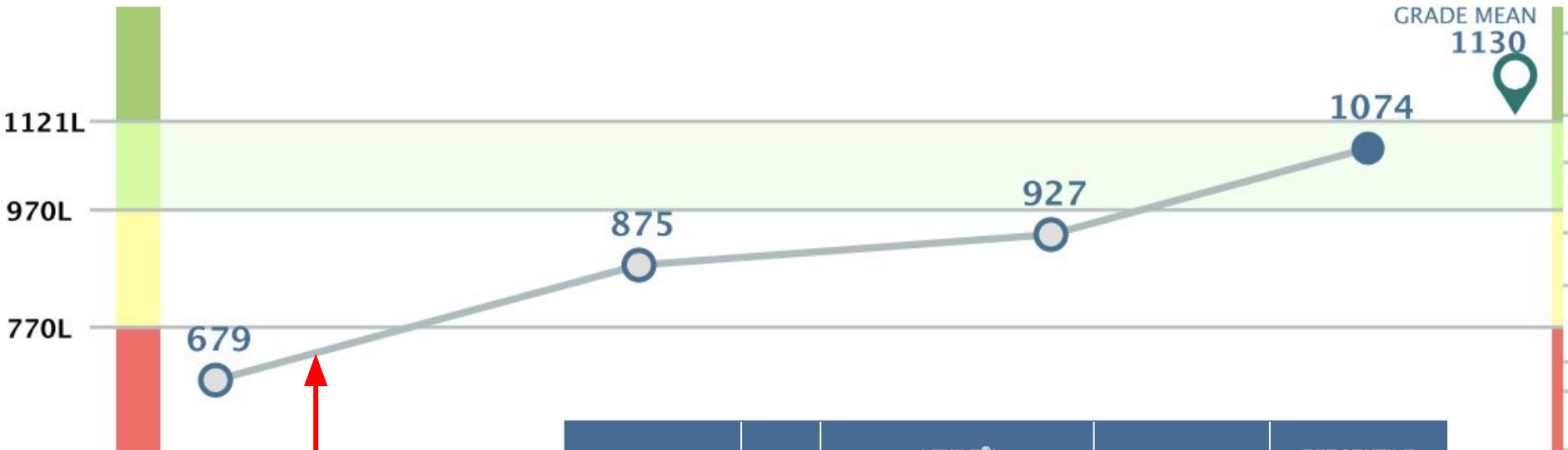
Interventions
Implemented
(Literacy Support Class)

TEST DATE	GRADE	LEXILE®/ PERFORMANCE LEVEL		GRADE LEVEL	PERCENTILE RANK
09/11/19	6	679		Below	23
01/21/20	6	875		Below	49
05/27/20	6	927		On	57
09/03/20	7	1074		On	71

Ideal Growth Pattern of Basic Reader

COLLEGE & CAREER READINESS 1355L

1500L+
1500L
1303 GRADE MEAN 1130
1163
1121L
1040
970L
868
835
770L

Classroom Interventions Only
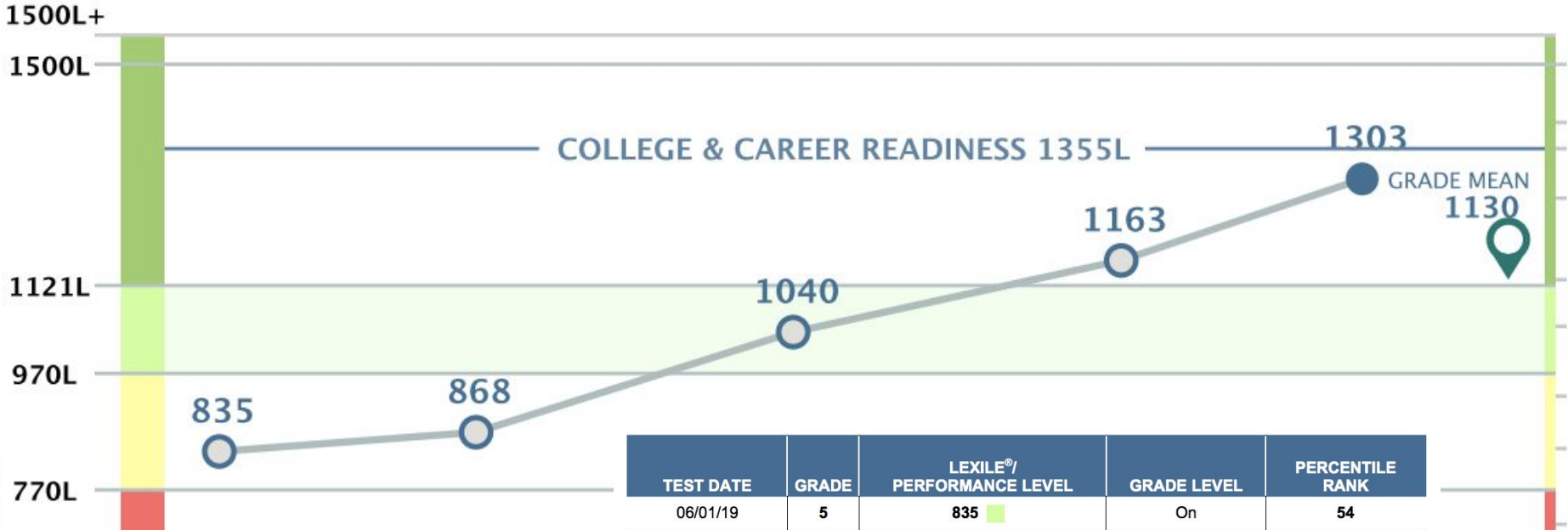
TEST DATE	GRADE	LEXILE®/ PERFORMANCE LEVEL		GRADE LEVEL	PERCENTILE RANK
06/01/19	5	835		On	54
09/11/19	6	868		Below	48
01/15/20	6	1040		On	76
05/23/20	6	1163		Above	91
08/27/20	7	1303		Above	97

Case Study #1
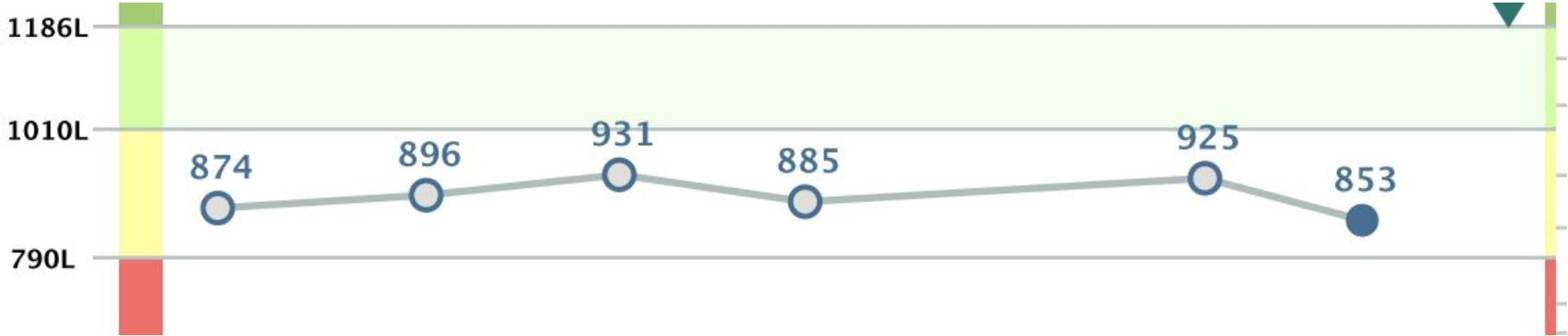
Relevant Factors
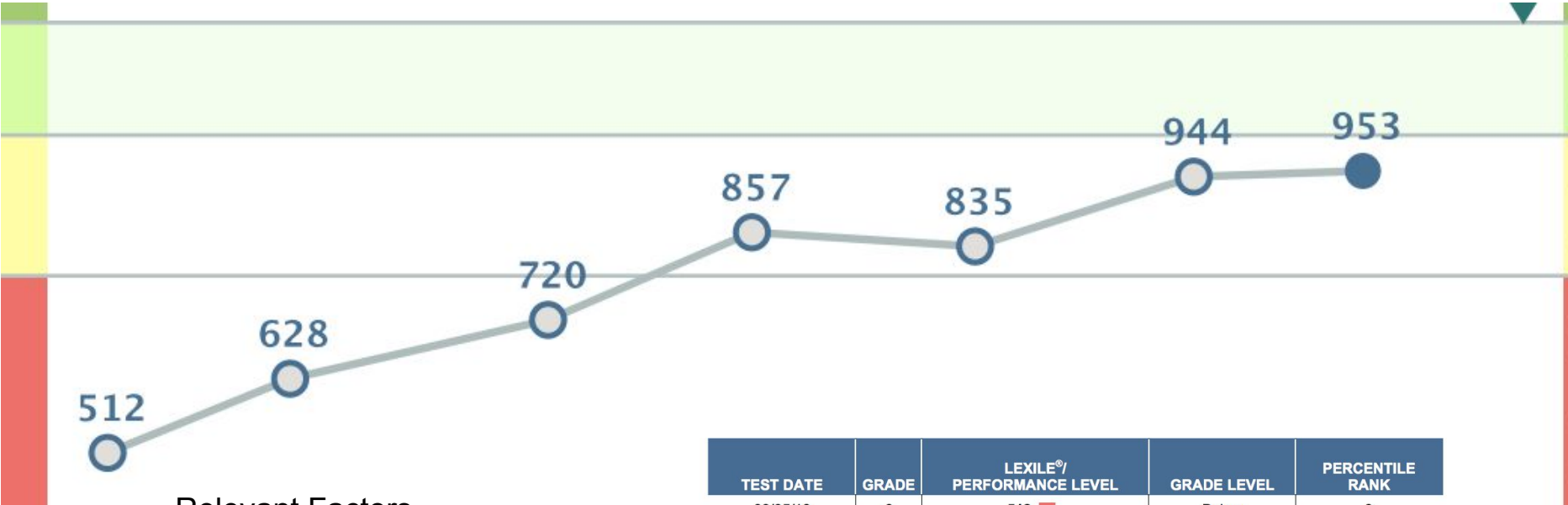- 8th Grade
- Bilingual at home
- Fluent English
- White

TEST DATE	GRADE	LEXILE®/ PERFORMANCE LEVEL		GRADE LEVEL	PERCENTILE RANK
09/05/18	6	874		Below	49
01/15/19	6	896		Below	53
05/15/19	6	931		On	58
09/10/19	7	885		Below	39
05/19/20	7	925		Below	45
08/27/20	8	853		Below	28

Case Study #2

Relevant Factors
- 8th Grade
- Lit. Support in 6th Grade
- African-American/Black

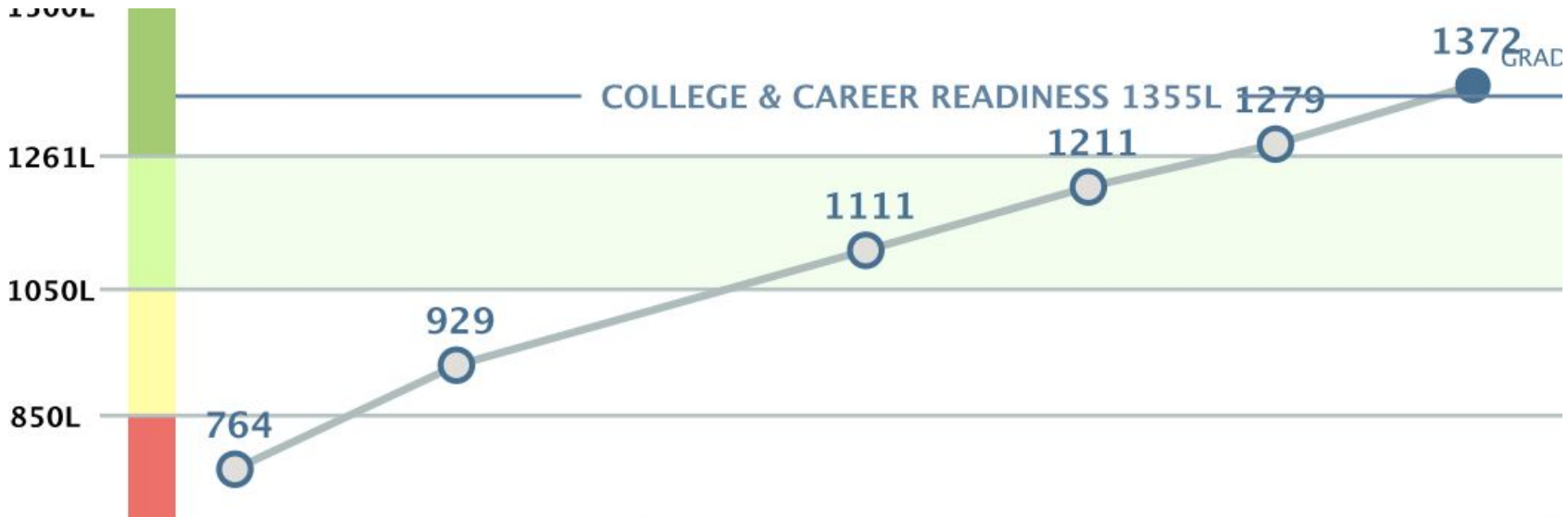| TEST DATE	GRADE	LEXILE®/ PERFORMANCE LEVEL		GRADE LEVEL	PERCENTILE RANK
09/05/18	6	512	🟥	Below	9
12/19/18	6	628	🟥	Below	19
05/15/19	6	720	🟥	Below	28
09/10/19	7	857	🟨	Below	35
01/17/20	7	835	🟨	Below	32
05/21/20	7	944	🟨	Below	48
08/27/20	8	953	🟨	Below	43

Case Study #3

Relevant Factors
- 8th Grade
- Lit. Support in 6th and 7th Grade
- African-American/Black
- Significant attendance challenges during 6th grade

TEST DATE	GRADE	LEXILE®/ PERFORMANCE LEVEL		GRADE LEVEL	PERCENTILE RANK
09/05/18	6	518	▮	Below	10
01/16/19	6	532	▮	Below	11
05/28/19	6	495	▮	Below	8
09/10/19	7	645	▮	Below	12
01/15/20	7	674	▮	Below	14
08/28/20	8	868	▮	Below	30

Case Study #4
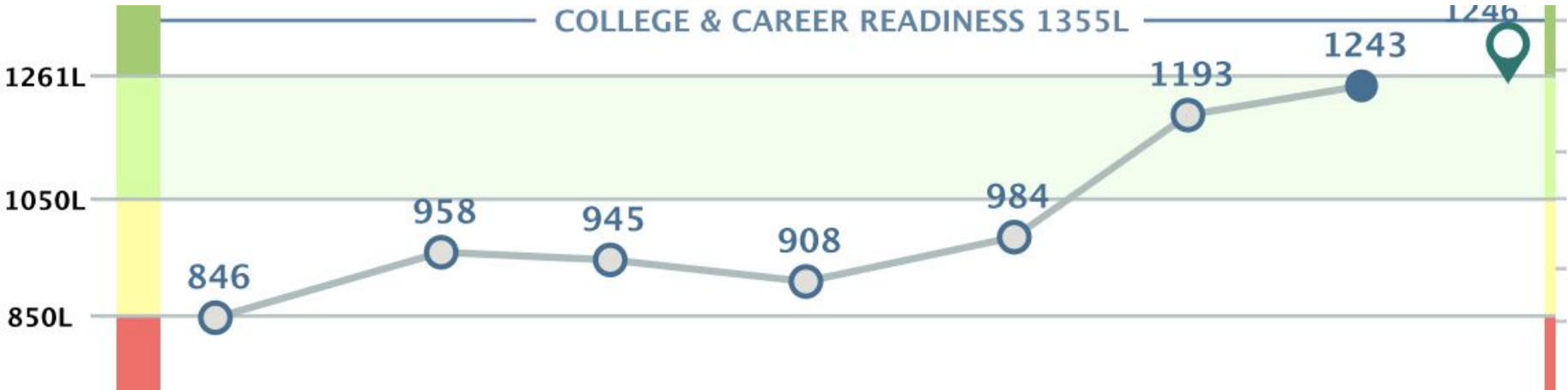

COLLEGE & CAREER READINESS 1355L

Relevant Factors
- 9th Grade
- No formal interventions
- Mixed ethnicity
- Significant organization challenges during middle school

TEST DATE	GRADE	LEXILE®/ PERFORMANCE LEVEL		GRADE LEVEL	PERCENTILE RANK
08/31/18	7	764	🟥	Below	22
01/11/19	7	929	🟨	Below	46
09/12/19	8	1111	🟩	On	70
01/24/20	8	1211	🟩	Above	84
05/14/20	8	1279	🟩	Above	92
09/10/20	9	1372	🟩	Above	95

Case Study #5

COLLEGE & CAREER READINESS 1355L

Chart values: 846, 958, 945, 908, 984, 1193, 1243, 1246
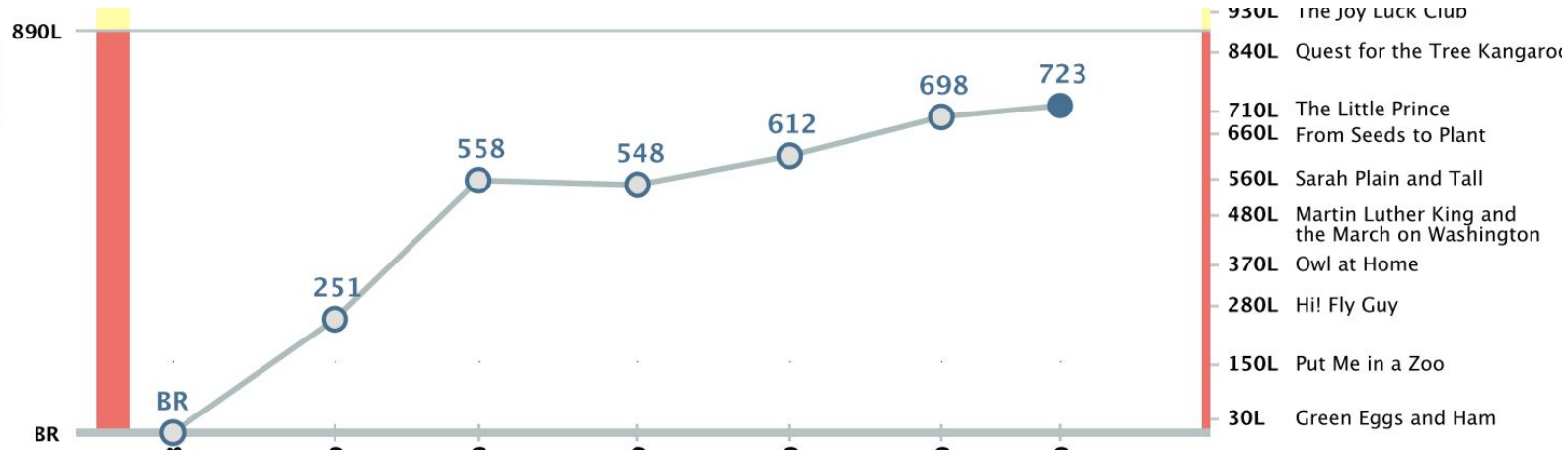
Y-axis: 1261L, 1050L, 850L

Relevant Factors

- 9th Grade
- No formal interventions
- Mixed ethnicity
- Highly motivated
- Strong connection to OSA

TEST DATE	GRADE	LEXILE®/ PERFORMANCE LEVEL		GRADE LEVEL	PERCENTILE RANK
08/31/18	7	846		Below	33
01/23/19	7	958		Below	51
05/09/19	7	945		Below	48
09/12/19	8	908		Below	36
01/24/20	8	984		Below	48
05/13/20	8	1193		Above	82
09/02/20	9	1243		On	85

Case Study #6

Chart values: BR, 251, 558, 548, 612, 698, 723

Reading level reference (right axis):
- 930L — The Joy Luck Club
- 840L — Quest for the Tree Kangaroo
- 710L — The Little Prince
- 660L — From Seeds to Plant
- 560L — Sarah Plain and Tall
- 480L — Martin Luther King and the March on Washington
- 370L — Owl at Home
- 280L — Hi! Fly Guy
- 150L — Put Me in a Zoo
- 30L — Green Eggs and Ham

Relevant Factors
- 10th Grade
- African-American/Black
- Extensive interventions

TEST DATE	GRADE	LEXILE®/ PERFORMANCE LEVEL	GRADE LEVEL	PERCENTILE RANK
08/29/18	8	BR	Below	1
01/11/19	8	251	Below	1
05/08/19	8	558	Below	5
09/18/19	9	548	Below	1
01/23/20	9	612	Below	2
05/27/20	9	698	Below	7
09/03/20	10	723	Below	5

Case Study #6
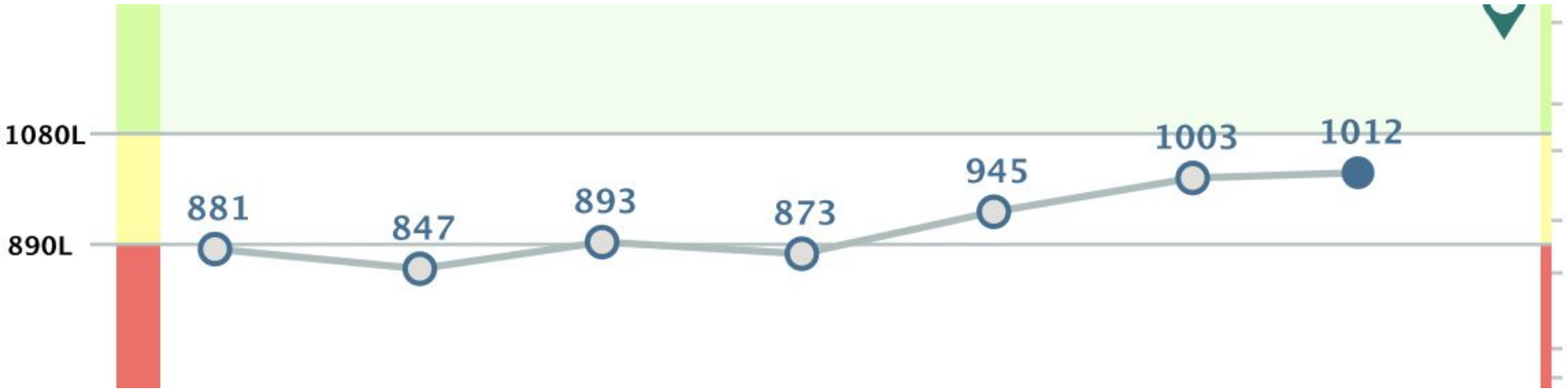
Relevant Factors
- 10th Grade
- African-American/Black
- Extensive interventions from student support team
- Complicated home situation
- Strong connection to OSA community and teachers

| TEST DATE	GRADE	LEXILE®/ PERFORMANCE LEVEL		GRADE LEVEL	PERCENTILE RANK
08/29/18	8	881		Below	31
01/11/19	8	847		Below	27
05/09/19	8	893		Below	33
09/18/19	9	873		Below	24
01/23/20	9	945		Below	33
06/01/20	9	1003		Below	42
09/18/20	10	1012		Below	37

Case Study #7
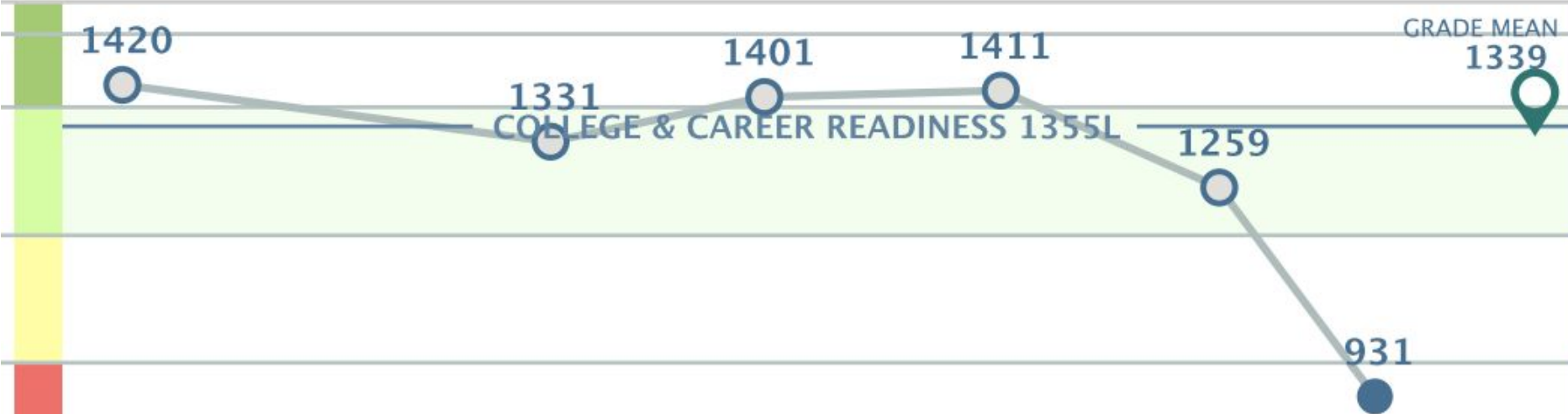
- 12th Grade
- White
- Strong likelihood that student did not perform to capability

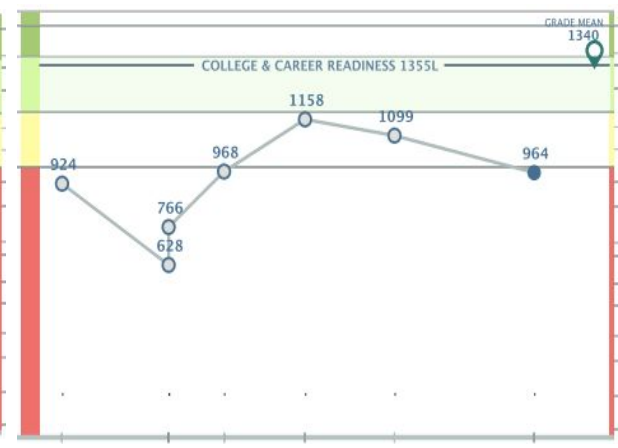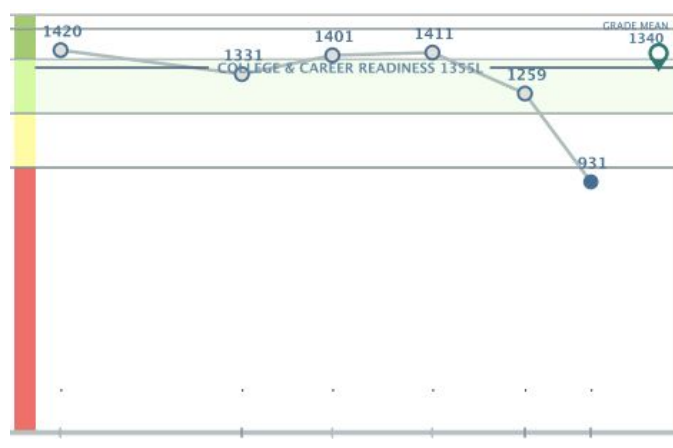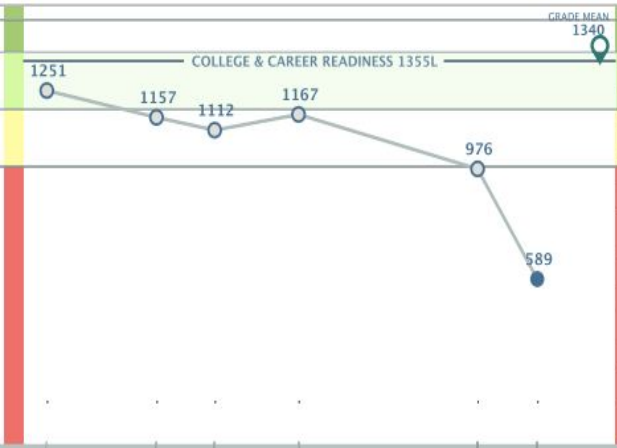| TEST DATE	GRADE	LEXILE®/ PERFORMANCE LEVEL		GRADE LEVEL	PERCENTILE RANK
09/05/18	10	1420	■	Above	96
05/10/19	10	1331	■	On	91
09/12/19	11	1401	■	Above	95
01/28/20	11	1411	■	Above	95
06/02/20	11	1259	■	On	81
09/01/20	12	931	■	Below	23

9th Grade Below Basic - 6% Below (6 students)
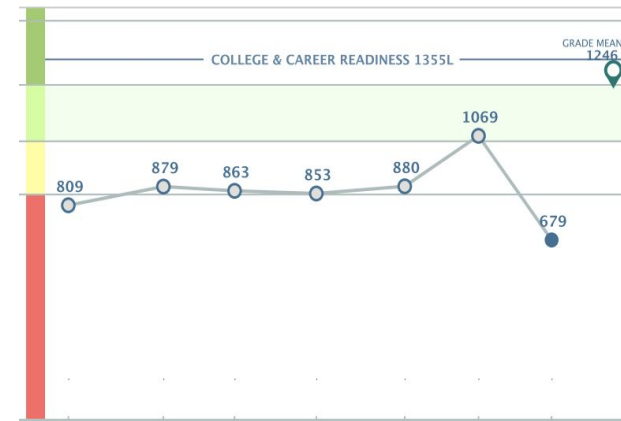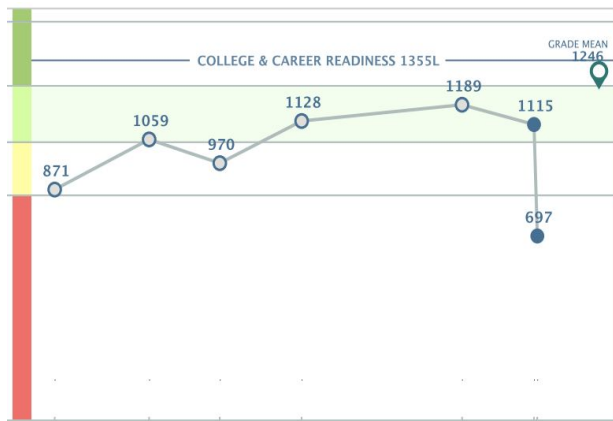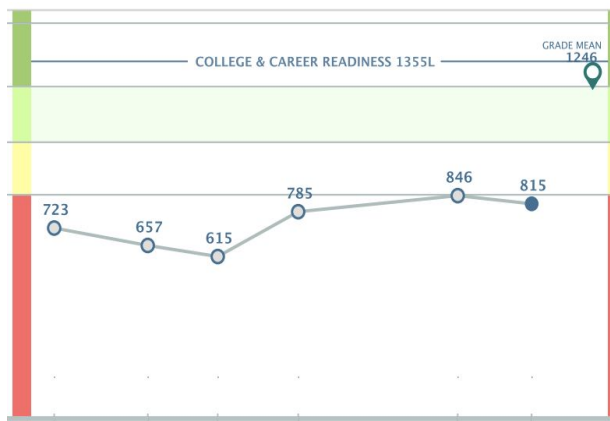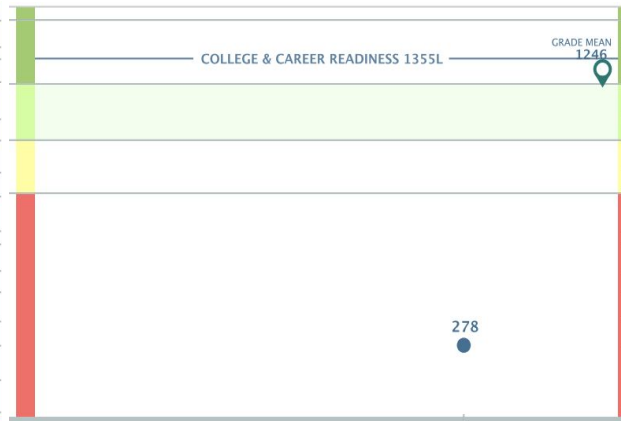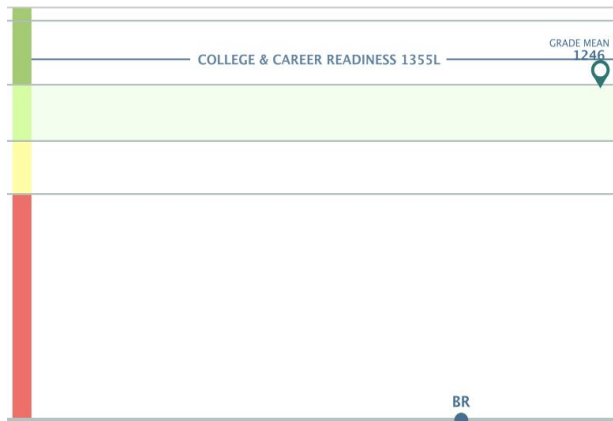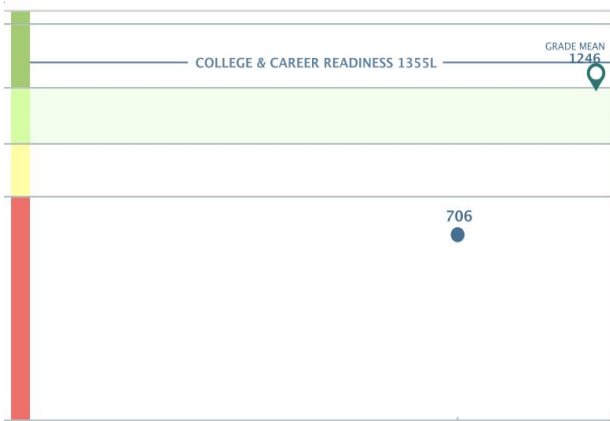
10th Grade Below Basic - 11% Below (11 students)
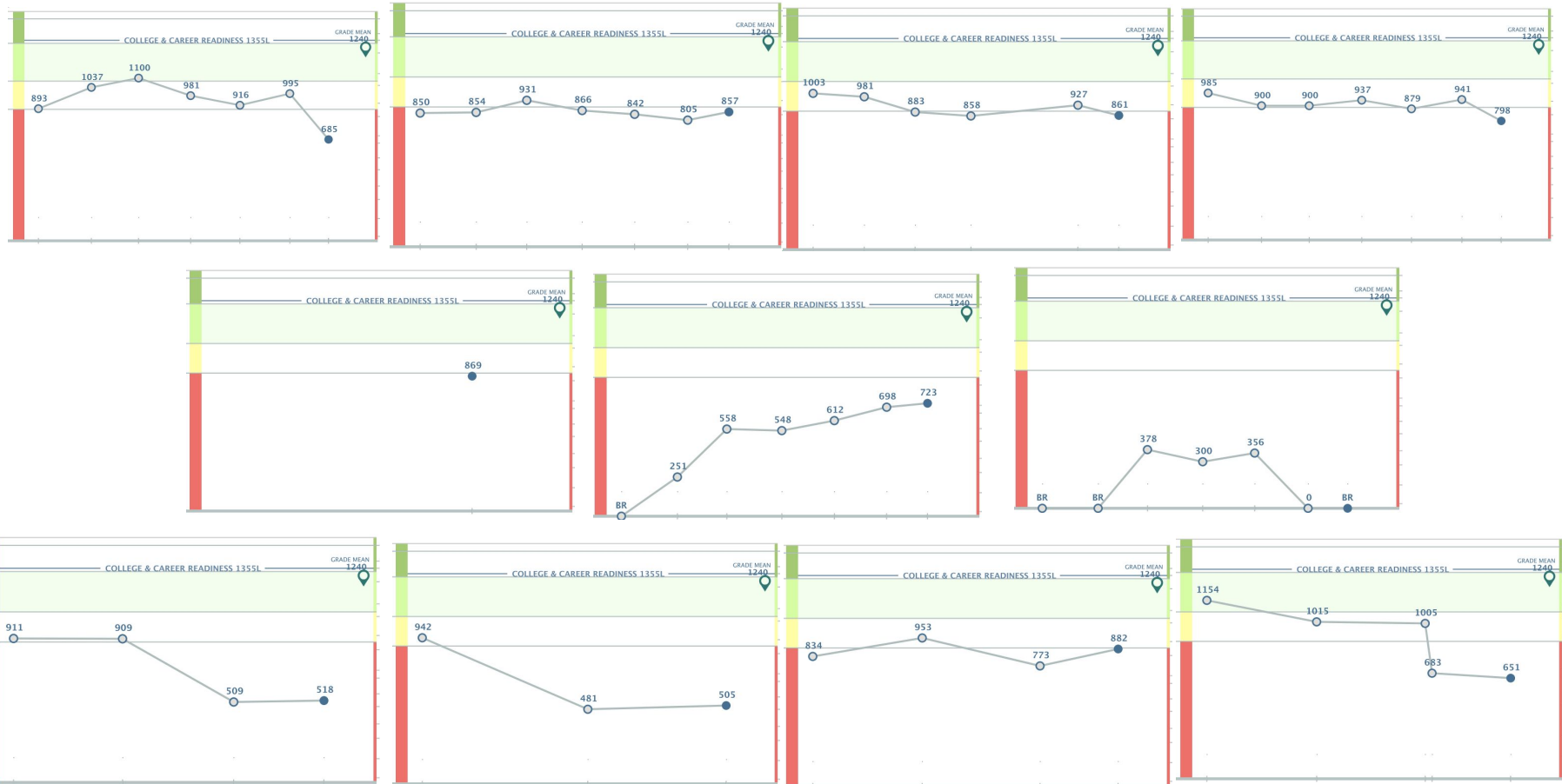
12th Grade Below Basic - 6% Below (5 students)
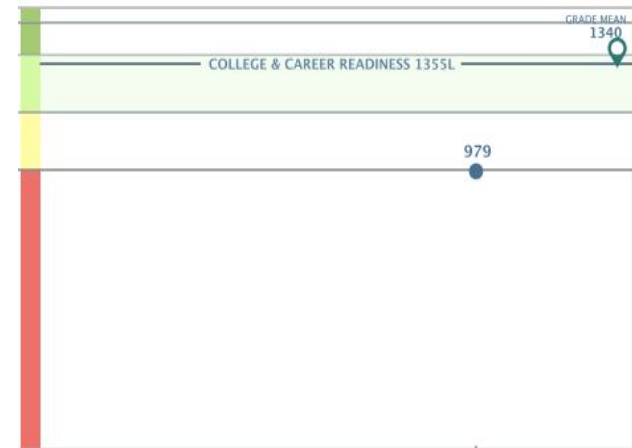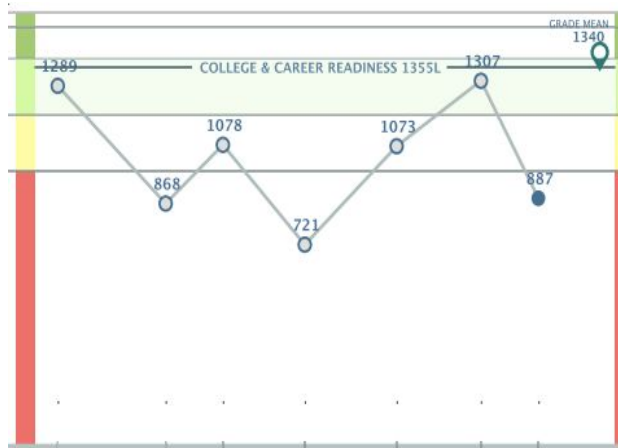
Example of what the SRI demographic report could show.
NOTE: Current demographic data is very incomplete and in the process of being imported.

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD			
American Indian/Alaskan Native	0	N/A			
Asian	1	100%			
Black/African American	25	28%	20%	36%	16%
Economically Disadvantaged	0	N/A			
Female	0	N/A			
Gifted and Talented	0	N/A			
Hispanic	10	30%	60%	10%	
Limited English Proficiency	0	N/A			
Male	0	N/A			
Migrant	0	N/A			
Pacific Islander	0	N/A			
Students with Disabilities	0	N/A			
Two or More Races	20	50%	50%		
White/Caucasian	35	9%	6%	14%	71%

Fall 2020 Proficiency Baselines

Grade 6 (101 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD	
Advanced	45	45%	
Proficient	16	16%	
Basic	31	31%	
Below Basic	9	9%	

Grade 7 (121 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD	
Advanced	70	58%	
Proficient	30	25%	
Basic	14	12%	
Below Basic	7	6%	

Grade 8 (111 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD	
Advanced	60	54%	
Proficient	29	26%	
Basic	18	16%	
Below Basic	4	4%	

Grade 9 (105 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD	
Advanced	57	54%	
Proficient	31	30%	
Basic	11	10%	
Below Basic	6	6%	

Grade 10 (99 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD	
Advanced	42	42%	
Proficient	33	33%	
Basic	13	13%	
Below Basic	11	11%	

Grade 11 (100 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD	
Advanced	46	46%	
Proficient	39	39%	
Basic	8	8%	
Below Basic	7	7%	

Grade 12 (90 total students)

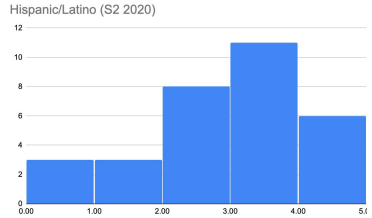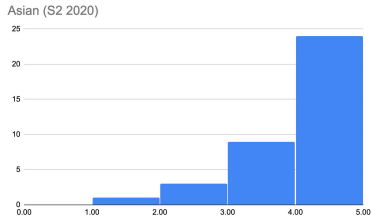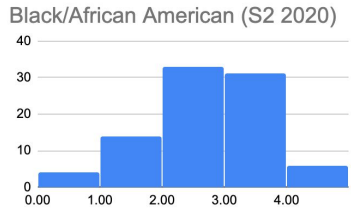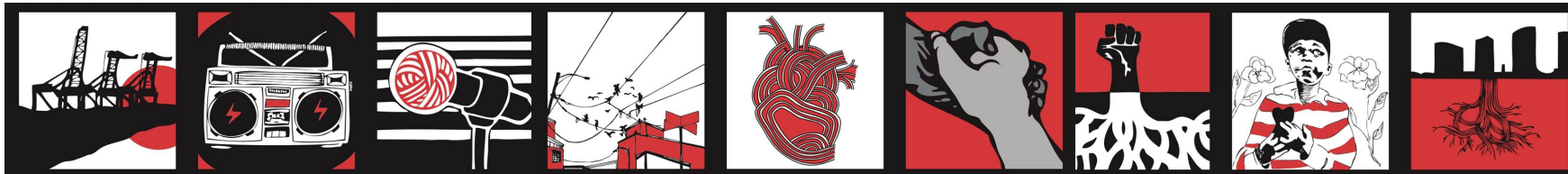| DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD	
Advanced	51	57%	
Proficient	26	29%	
Basic	8	9%	
Below Basic	5	6%	

SRI - Going Forward

Upload demographic data into SRI server and/or SRI data into PowerSchool to allow deeper analysis.

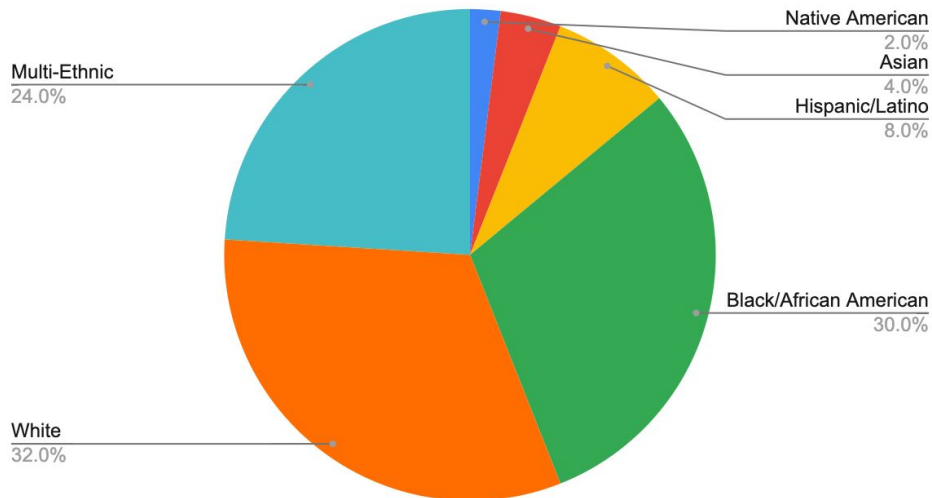English teachers already using data to inform instruction.
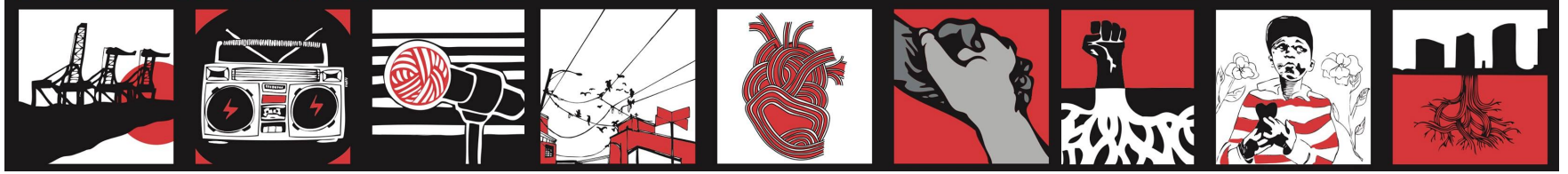
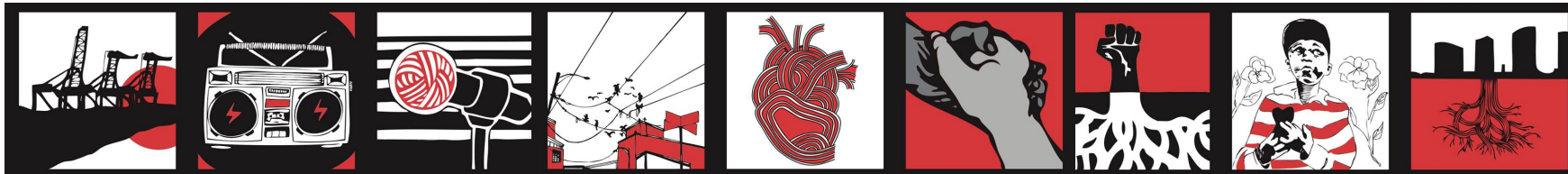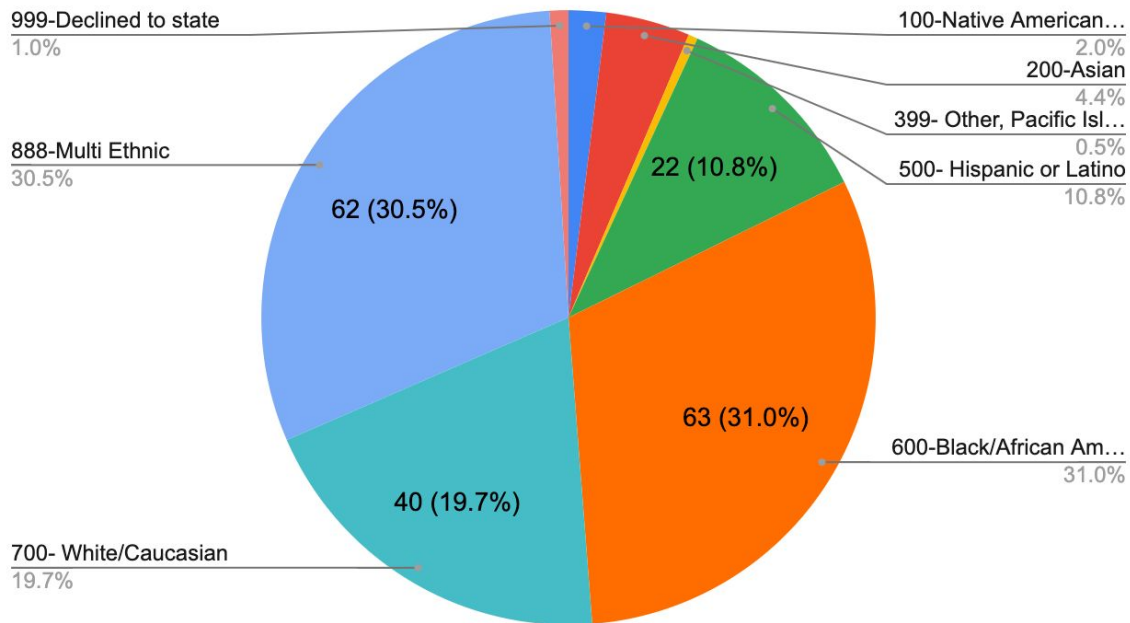# Student GPA Comparison Semester 2 2020:2019 (High School)
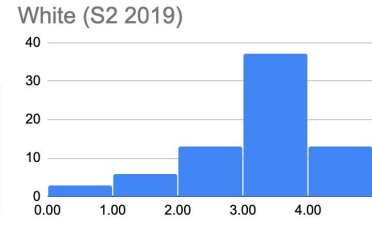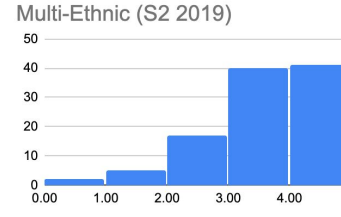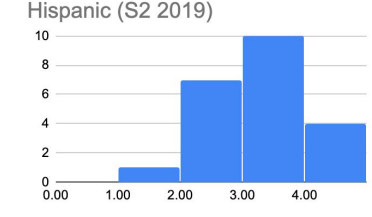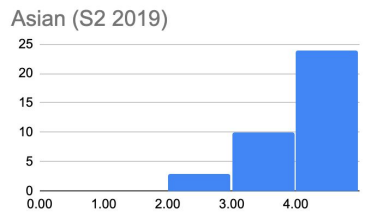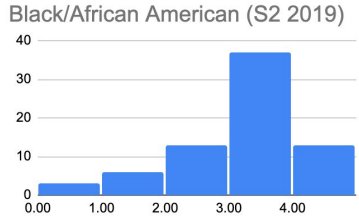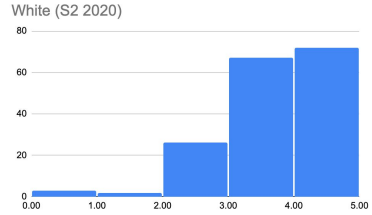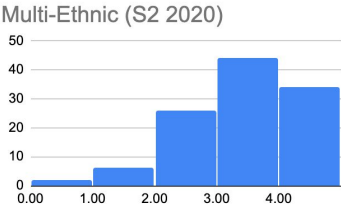
P/NP Grades HS - S2 2020 - 50 Total

P/NP Grades (S2 2020)

Native American
2.0%

Asian
4.0%

Hispanic/Latino
8.0%

Multi-Ethnic
24.0%

Black/African American
30.0%

White
32.0%

COST Referral Breakdown

- 999-Declined to state — 1.0%
- 888-Multi Ethnic — 30.5% — 62 (30.5%)
- 100-Native American… — 2.0%
- 200-Asian — 4.4%
- 399- Other, Pacific Isl… — 0.5%
- 500- Hispanic or Latino — 10.8% — 22 (10.8%)
- 600-Black/African Am… — 31.0% — 63 (31.0%)
- 700- White/Caucasian — 19.7% — 40 (19.7%)
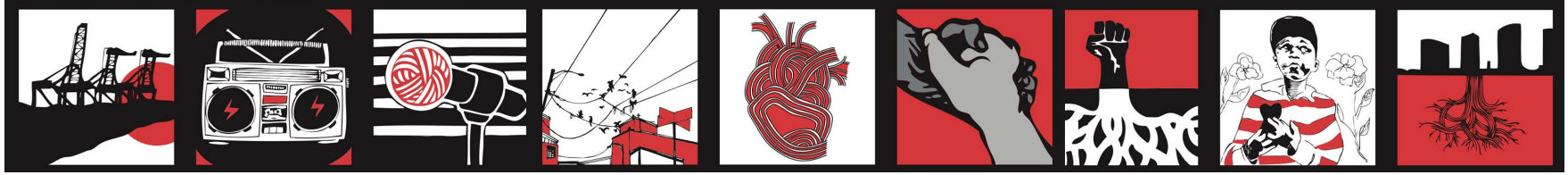
Class of 2020 Stats

2020 Graduates:

Total - 118

African American - 22
Multi Ethnic - 34
White - 39
Asian - 11
Latino - 7
Other - 5

Accepted to four year college:

Total - 81

African American - 13
Multi ethnic - 24
White - 35
Asian - 6
Latino - 3

Attending four year colleges:

Total - 76

African American - 12
Multi ethnic - 22
White - 34
Asian - 5
Latino - 3

Attending community college:

Total - 35

African American - 11
Multi ethnic - 9
White - 8
Asian - 4
Latino - 3

Working/gap year (didn't apply to college)

Total - 7

African American - 3
Asian - 1
Multi-ethnic - 1
Latino - 2

Next Steps

- Make programmatic revisions for Q2 based on student/family/teacher needs
- Run and analyze Q1 data with Student Support Team
- Continue to develop internal metrics
- Engage community in discussion around academic progress
- Continue to determine early indicators for level of student success and establish effective interventions
- Work, work, work…………..