Telling the Story Behind the Numbers: Making Sense of District Data

January 27, 2016
**Our Vision, Strategic Plan, Goals and Measures**

These are our guiding principles, plans and actions...

<table>
<thead>
<tr>
<th>VISION 2025</th>
<th>STRATEGIC PLAN (will be refreshed)</th>
<th>LOCAL SFUSD</th>
<th>ROADMAP</th>
</tr>
</thead>
</table>

...and this is how we measure our progress toward achieving our plans.

<table>
<thead>
<tr>
<th>CORE WAIVER / SCHOOL QUALITY IMPROVEMENT SYSTEM (SQIS)</th>
<th>LOCAL CONTROL &amp; ACCOUNTABILITY PLAN (LCAP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEDERAL</td>
<td>STATE</td>
</tr>
<tr>
<td>MEASURES</td>
<td></td>
</tr>
</tbody>
</table>
Cycle of Continuous Improvement

**GOALS**
- Plan

**ACTION**
- Do, Implement Strategy

**MEASURE**
- Study, Measure of implementation and impact

**ASSESS**
- Act, Reflect, Reset
We maintain an equity frame across all of our accountability structures to monitor how we implement our actions and deliver resources and services to our students.

Our monitoring systems are built to focus on targeted student populations to ensure equity of services and resources.

**Goals**

**Actions**

**Measures**

- **CLASSROOM**
  - Formative & Summative assessments

- **SCHOOL**
  - Balanced Score Card

- **CENTRAL**
  - District Score Card

- **DISTRICT**
  - LCAP
<table>
<thead>
<tr>
<th>Strategies in Action: Schools</th>
<th>Instructional Guidance</th>
<th>Student Centered Learning Climate</th>
<th>Leadership</th>
<th>Professional Capacity</th>
<th>Parent, Community, School Ties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies in Action: Central Office</td>
<td>Teaching &amp; Learning</td>
<td>Safe &amp; Supportive Schools</td>
<td>Resource Management &amp; Impact</td>
<td>Talent Development</td>
<td>Family Empowerment &amp; Community Partnerships</td>
</tr>
</tbody>
</table>
Carousel Activity:

Choose three from these themes to visit during our data review activity:

1. Student Achievement
2. Focus: High School Students
3. Focus: SFUSD Foster Youth
4. Focus: English Learners
5. Addressing Disproportionality: Focus on African American and Latino Students
6. Family Engagement
Student Achievement
Students Proficient or Above on CAASPP Exams, spring 2015

- Foster Youth
- African American
- Special Education
- Pacific Islander
- Latino
- English Learner
- American Indian
- Low Income
- SFUSD Overall
- EL-reclassified
- White
- Asian

Bar chart showing proficiency rates for different categories on ELA and Math exams.
Students Scoring Proficient or Above in English Language Arts (spring 2015)
Students Scoring Proficient or Above in Mathematics (spring 2015)
Percent proficient in ELA, by Economic Status and Ethnicity

- African American
  - Low Income: 15%
  - Not Low Income: 41%
- Latino
  - Low Income: 22%
  - Not Low Income: 58%
- White
  - Low Income: 56%
  - Not Low Income: 85%
- Asian
  - Low Income: 61%
  - Not Low Income: 79%
Percent proficient in Math, by Economic Status and Ethnicity

African American
- Low Income: 9%
- Not Low Income: 27%

Latino
- Low Income: 15%
- Not Low Income: 47%

Asian
- Low Income: 48%
- Not Low Income: 76%

White
- Low Income: 65%
- Not Low Income: 79%
SFUSD Preschool Students Ready for Kindergarten

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>45%</td>
</tr>
<tr>
<td>2014-15</td>
<td>50%</td>
</tr>
<tr>
<td>2015-2016 Target</td>
<td>55%</td>
</tr>
</tbody>
</table>
SFUSD Preschool Students Ready for Kindergarten - Detailed

- **Latino**: 31% (2013-14), 33% (2014-15)
- **EED < 2 years**: 37% (2013-14), 35% (2014-15)
- **Low income**: 47% (2013-14), 45% (2014-15)
- **All students**: 50% (2013-14), 50% (2014-15)
- **African American**: 45% (2013-14), 50% (2014-15)
- **Chinese**: 58% (2013-14), 50% (2014-15)
- **EED > 2 years**: 54% (2013-14), 62% (2014-15)
- **White**: 76% (2013-14), 76% (2014-15)
Focus: High School Students

- African American: 28%
- American Indian: 35%
- Special Education: 40%
- Latino: 43%
- Pacific Islander: 46%
- English Learner: 51%
- Low Income: 60%
- SFUSD total: 63%
- White: 64%
- Asian: 84%
Graduation Data Over Three Years:
School years 2011-12 to 2013-14

- Special Education: 61% (2013-14) vs. 64% (2012-13)
- African American: 64% (2013-14) vs. 69% (2012-13)
- Latino: 72% (2013-14) vs. 69% (2012-13)
- English Learners: 72% (2013-14) vs. 72% (2012-13)
- Pacific Islander: 72% (2013-14) vs. 72% (2012-13)
- Low Income: 82% (2013-14) vs. 84% (2012-13)
- SFUSD Overall: 87% (2013-14) vs. 84% (2012-13)
- White: 92% (2013-14) vs. 87% (2012-13)
- Asian: 92% (2013-14) vs. 87% (2012-13)
Graduation Data Over Four Years: School years 2010-11 to 2013-14

- Asian
- White
- SFUSD Overall
- Low Income
- Pacific Islander
- English Learners
- Latino
- African American
- Special Education
Cohort Data, Class of 2014

- **Special Education**: 11.6% Remained Enrolled, 15.1% Dropout, 61% Graduation
- **African American**: 14.2% Remained Enrolled, 17.7% Dropout, 64% Graduation
- **Latino**: 14.2% Remained Enrolled, 14.5% Dropout, 69% Graduation
- **English Learners**: 12.0% Remained Enrolled, 13.5% Dropout, 72% Graduation
- **Pacific Islander**: 19.4% Remained Enrolled, 5.6% Dropout, 72% Graduation
- **Low Income**: 8.3% Remained Enrolled, 8.5% Dropout, 82% Graduation
- **SFUSD Overall**: 7.9% Remained Enrolled, 6.8% Dropout, 84% Graduation
- **White**: 7.3% Remained Enrolled, 3.7% Dropout, 87% Graduation
- **Asian**: 4.1% Remained Enrolled, 3.3% Dropout, 92% Graduation

Legend:
- Green: Remained Enrolled
- Red: Dropout
- Blue: Graduation
Focus: Foster Youth
SFUSD Foster Youth Students (2014-15)

2014-15 Total Student Population: 644 SFUSD students

Placement Type (point in time):
• In-Home Placement: 295 students
• Out-of-Home Placement: 349 students

Percentage of Students Receiving Special Education Services: 28%

Ethnicity

- Black: 43%
- White: 13%
- Latino: 18%
- Asian: 8%
- Other/Unknown: 18%

Grade Levels

- Elementary: 42%
- Middle: 21%
- High: 38%
SFUSD Foster Youth Services Program
Direct Services (2014-15)

- Advocacy/Consultation: 331
- Team Decision Making: 157
- Foster Parent Recruitment: 23
- CCSF Summer Academy: 8
- Mentoring: 43
- Truancy Support: 108
- Academic Counseling: 39
- Academic Tutoring: 133
- FYS Site-Based Liaisons: 644
- FYS MSW Interns: 104
SFUSD Elementary Foster Youth Students
Cumulative Grade Point Average (2014-15)

Percentage of Students with a 2.0 GPA and higher

ELA: 73%
Math: 77%
Science: 90%
History: 86%

Percentage of Students with a 2.5 GPA and higher

ELA: 50%
Math: 53%
Science: 67%
History: 56%
SFUSD Foster Youth Student Cumulative Grade Point Average (2014-15)

- Middle School:
  - 2.0 GPA and above: 61%
  - 2.5 GPA and above: 49%

- High School:
  - 2.0 GPA and above: 43%
  - 2.5 GPA and above: 28%
Students Scoring Proficient or Above in Mathematics (spring 2015)

- Foster Youth: 8%
- African American: 11%
- Special Education: 14%
- Pacific Islander: 17%
- Latino: 19%
- English Learner: 28%
- State of CA: 33%
- Low Income: 39%
- SFUSD Overall: 48%
- EL-reclassified: 61%
- White: 68%
- Asian: 69%
Students Scoring Proficient or Above in English Language Arts (spring 2015)

- English Learner: 13%
- Special Education: 15%
- African-American: 18%
- Foster Youth: 20%
- Pacific Islander: 24%
- Latino: 27%
- Low Income: 42%
- State of CA: 44%
- SFUSD Overall: 53%
- Asian: 66%
- EL-reclassified: 68%
- White: 77%
Students Proficient or Above on CAASPP Exams, spring 2015

- Foster Youth
- African American
- Special Education
- Pacific Islander
- Latino
- English Learner
- Low Income
- SFUSD Overall
- EL-reclassified
- White
- Asian

ELA vs Math
Focus: English Learners
English Learners in SFUSD, 2014-2015
16,227 students, more than 46 home languages

- Cantonese, 4,868
- Spanish, 7,560
- Vietnamese, 498
- Mandarin, 542
- Filipino, 431
- Other languages, 2,009
- Arabic, 319
English Learners Reclassified Fluent English Proficient, 2013-14 and 2014-15

- Spanish: 13%, 12%
- Arabic: 17%, 16%
- Vietnamese: 23%, 19%
- Cantonese: 23%, 22%
- Filipino: 24%
- SFUSD total: 19%
- Target: 17%

2013-14 and 2014-15
English Learners Reclassified Fluent English Proficient by December 31\textsuperscript{st}

- Filipino: 10% (2014), 8% (2015)
- Cantonese: 8% (2014), 7% (2015)
- Vietnamese: 7% (2014), 4% (2015)
- Arabic: 4% (2014), 3% (2015)
- Spanish: 3% (2015)
- SFUSD total: 6% (2015)

12/31/14 vs. 12/31/15
English Learners Gaining Proficiency:
Annual Growth from 2014-2015

Early Advanced: Spanish Speakers 61%, All EL’s 76%
Advanced: Spanish Speakers 71%, All EL’s 88%
All Levels: Spanish Speakers 49%, All EL’s 58%
Target Growth: Spanish Speakers 62%, All EL’s 62%
Students Proficient or Above on CAASPP Exams, spring 2015

- Foster Youth
- African American
- Special Education
- Pacific Islander
- Latino
- English Learner
- Low Income
- SFUSD Overall
- EL-reclassified
- White
- Asian

ELA vs Math
Addressing Disproportionality -
Focus: African American & Latino Students
Ethnicity of SFUSD Students
October 2015

- African American: 8%
- Asian: 36%
- Latino: 27%
- Pacific Islander: 1%
- Other: 15%
- White: 13%
Schools Reporting Out of Class Referrals in BASIS

- 2013-14: 13
- 2014-15: 31
- 2015-16: 52
Out of Class Referrals, Fall Semester 2014 and 2015

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th></th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>2,086</td>
<td>Latino</td>
<td>1,757</td>
</tr>
<tr>
<td>Latino</td>
<td>1,585</td>
<td>Other</td>
<td>1,833</td>
</tr>
<tr>
<td>Other</td>
<td>1,166</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Average: Fall 2014: \( \frac{2,086 + 1,585 + 1,166}{3} = 1,720 \)  
- Average: Fall 2015: \( \frac{1,757 + 1,833}{2} = 1,845 \)
Chronic Absenteeism: Students missing 10% of school

Chronic Absenteeism in SFUSD

- Elementary
- Middle
- High
Chronic Absenteeism in Middle School

<table>
<thead>
<tr>
<th>Group</th>
<th>Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>5%</td>
</tr>
<tr>
<td>SFUSD total</td>
<td>6%</td>
</tr>
<tr>
<td>English Learner</td>
<td>6%</td>
</tr>
<tr>
<td>Low Income</td>
<td>7%</td>
</tr>
<tr>
<td>Latino</td>
<td>9%</td>
</tr>
<tr>
<td>American Indian</td>
<td>11%</td>
</tr>
<tr>
<td>Special Education</td>
<td>13%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>14%</td>
</tr>
<tr>
<td>African American</td>
<td>20%</td>
</tr>
</tbody>
</table>
Chronic Absenteeism in High School

- Asian: 4%
- White: 10%
- SFUSD total: 10%
- Low Income: 11%
- Latino: 18%
- English Learner: 18%
- Pacific Islander: 19%
- Special Education: 20%
- American Indian: 21%
- African American: 23%
Suspensions, 2012-13 to 2014-15

- Low Income
- African American
- Special Education
- Latino
- Other Ethnicities
- English Learners
- White
Suspensions, 2012-13 to 2014-15

Grades K-5
Grades 6-8
Grades 9-12
Fall Semester Suspensions, 2011 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Other</th>
<th>Latino</th>
<th>African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>278</td>
<td>329</td>
<td>583</td>
</tr>
<tr>
<td>2012-13</td>
<td>210</td>
<td>214</td>
<td>433</td>
</tr>
<tr>
<td>2013-14</td>
<td>99</td>
<td>148</td>
<td>284</td>
</tr>
<tr>
<td>2014-15</td>
<td>141</td>
<td>162</td>
<td>244</td>
</tr>
<tr>
<td>2015-16</td>
<td>134</td>
<td>144</td>
<td>229</td>
</tr>
</tbody>
</table>

Legend:
- Green: Other
- Red: Latino
- Blue: African American
Compare Percentage of Suspensions and of SFUSD Population (fall 2015)

- African American: % of suspensions, 40% of SFUSD pop
- Latino: % of suspensions, 30% of SFUSD pop
- Other: % of suspensions, 60% of SFUSD pop
Number & Risk Ratio for African American Students Classified Emotionally Disturbed

African American ED Students (December CASEMIS)

Alternate Risk Ratio (CDE Annual Performance Report)
Family Engagement
Goal: Schools with Site Family Engagement Plans

- SFUSD schools: 121
- Have Parent Involvement Policy: 53
- Goal: Have Family Engagement Plan: 60
Family Survey Response Rates

At least 70%
- Chinese Ed Ctr ES
- Marshall ES
- Visitacion Valley ES
- Moscone ES
- Ulloa ES
- Bryant ES
- Monroe ES
- Revere ES
- Chinese Immersion ES
- SF Public Montessori ES
- Sanchez ES
- Parker ES
- Carver ES
- Denman MS
- Hillcrest ES
Family Survey Response Rates

60 – 70%

- Alvarado ES
- McCoppin ES
- Sutro ES
- Marina MS
- El Dorado ES
- Marshall HS
- Fairmount ES
- Sloat ES
Responses by Grade Level

- **ES**: 45%
- **MS**: 27%
- **K8**: 21%
- **HS**: 24%
- **Overall**: 33%
Responses by Program

- Special Ed: Overall District 11.1%, Survey Respondents 7.7%
- English Learner: Overall District 28.2%, Survey Respondents 15.9%
- Free/Reduced Price Meals: Overall District 50.7%, Survey Respondents 52.8%
This school clearly informs students what would happen if they break the rules.

**Answer Distribution**

- **Strongly Disagree**: 166
- **Disagree**: 321
- **Neither Disagree Nor Agree**: 1,434
- **Agree**: 3,215
- **Strongly Agree**: 2,189

**Unfavorable**

**Favorable**

Average = 74%
Knowledge and Fairness of Rules and Discipline

This school clearly informs students what would happen if they break school rules.

At this school, discipline is fair.
My child is safe in the neighborhood around the school.

- Overall: 83%
- Black or African American: 73%
- Hispanic or Latino: 85%
- Pacific Islander: 74%

My child is safe on school grounds.

- Overall: 87%
- Black or African American: 78%
- Hispanic or Latino: 86%
- Pacific Islander: 81%
School Program Fit

- How well do the teaching styles of your child's teachers match your child's learning style?
  - Overall: 55%
  - Black or African American: 59%
  - Hispanic or Latino: 59%
  - Pacific Islander: 64%

- How much of a sense of belonging does your child feel at his or her school?
  - Overall: 71%
  - Black or African American: 67%
  - Hispanic or Latino: 71%
  - Pacific Islander: 60%

- How well do you feel your child's school is preparing him or her for his or her next academic year?
  - Overall: 68%
  - Black or African American: 62%
  - Hispanic or Latino: 60%
  - Pacific Islander: 66%

- Given your child's cultural background, how good a fit are his or her school?
  - Overall: 71%
  - Black or African American: 62%
  - Hispanic or Latino: 60%
  - Pacific Islander: 58%

- How well do the school's ways of evaluating learning work for your child?
  - Overall: 64%
  - Black or African American: 56%
  - Hispanic or Latino: 58%
  - Pacific Islander: 64%
Respect for Diversity: *My child's background (race, ethnicity, religion, economic status) is valued at this school.*