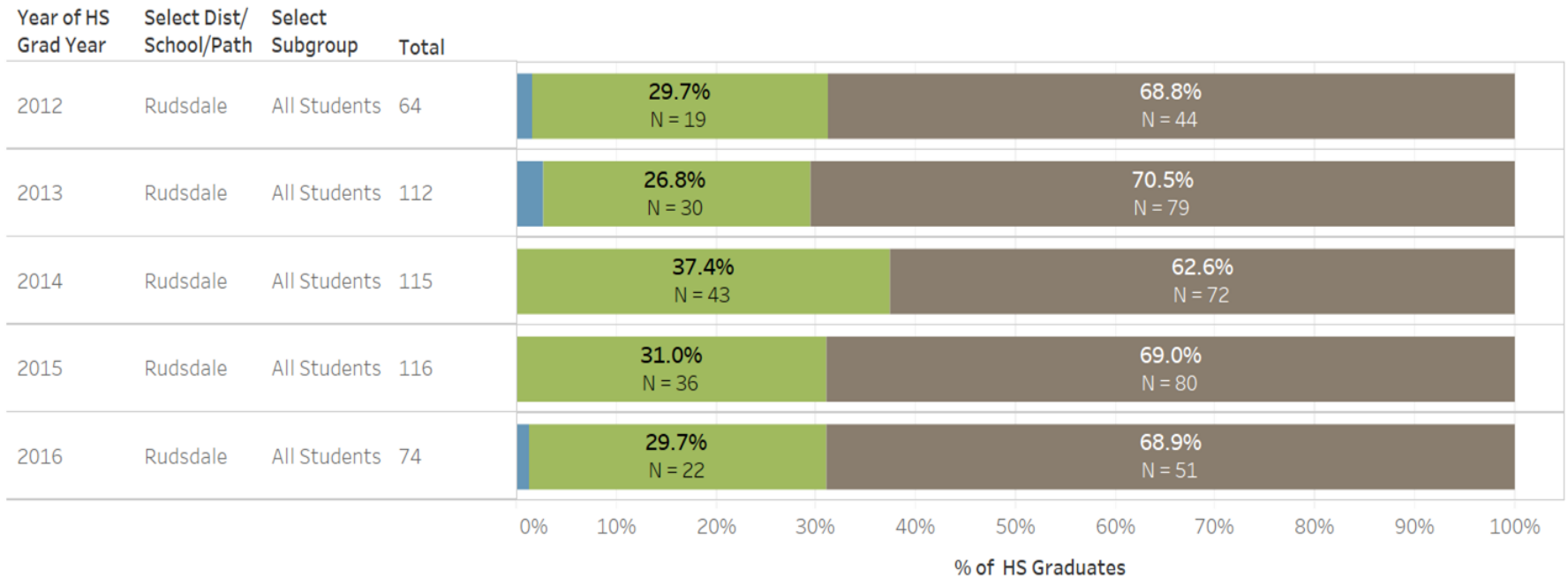# SPSA Data Set

Rudsdale Academy Tech Pathway

Progress To Goals

2017-2018 Schoolwide Data

College Enrollment

HS Graduates Enrolling in College Within 1 Year of HS Graduation

Year of HS Grad Year	Select Dist/ School/Path	Select Subgroup	Total	
2012	Rudsdale	All Students	64	29.7% N = 19 / 68.8% N = 44
2013	Rudsdale	All Students	112	26.8% N = 30 / 70.5% N = 79
2014	Rudsdale	All Students	115	37.4% N = 43 / 62.6% N = 72
2015	Rudsdale	All Students	116	31.0% N = 36 / 69.0% N = 80
2016	Rudsdale	All Students	74	29.7% N = 22 / 68.9% N = 51

% of HS Graduates

(x-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%)

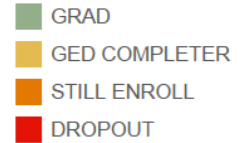# College Enrollment: Reflection

Reflection:

The data for the percentage of students going to a two or four year college has been consistent from 2012 and 2016 : approx. 29% of students attend a two year college, 1% attending a four year college, and approx. 70% not attending college at all.

However, the question we have about data is making sense about the 70%. Does the 70% include students who may have attended a vocational school or transition into a career? How do we track those students more accurately-that includes tracking them after they graduate. The data without question, certainly suggest that we must do a more effective job of creating pathways for students, that is: more students becoming college and/ or career ready.
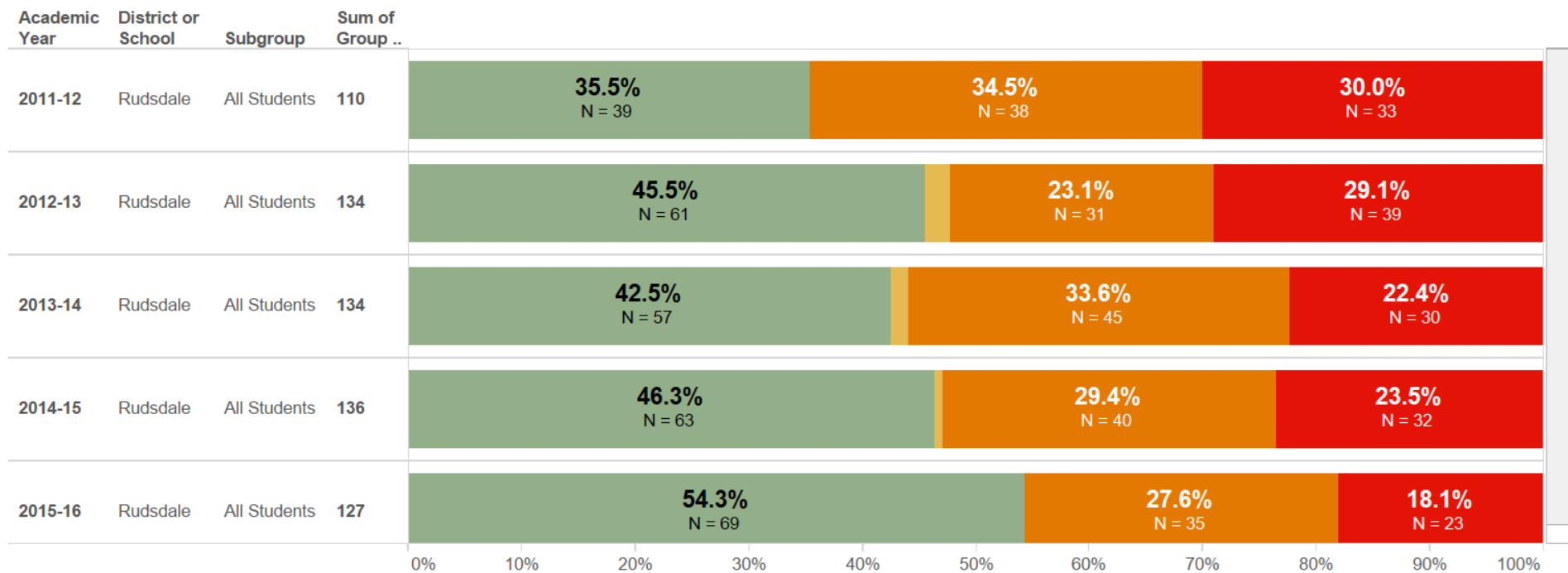
Goal:

Increase Rudsdale graduate's college enrollment by 10% every year until 2020.

Graduation Rate

Legend:
- GRAD
- GED COMPLETER
- STILL ENROLL
- DROPOUT

Cohort Graduation & Dropout

Select Year	View by District/School	Select School	View by Group	Select Group(s)
All	School	Rudsdale	All Students	All

Academic Year	District or School	Subgroup	Sum of Group ..	GRAD	STILL ENROLL	DROPOUT
2011-12	Rudsdale	All Students	110	35.5% N = 39	34.5% N = 38	30.0% N = 33
2012-13	Rudsdale	All Students	134	45.5% N = 61	23.1% N = 31	29.1% N = 39
2013-14	Rudsdale	All Students	134	42.5% N = 57	33.6% N = 45	22.4% N = 30
2014-15	Rudsdale	All Students	136	46.3% N = 63	29.4% N = 40	23.5% N = 32
2015-16	Rudsdale	All Students	127	54.3% N = 69	27.6% N = 35	18.1% N = 23

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Graduation Rate: Reflection and Goals

Reflection

According to the data, we have made significant gains in the graduation and dropout rate in the last four years (2012 and 2016), the student graduation rate has increased from 35.5% to 54.3%, roughly a 19% gain. On the contrary, the student dropout rate has decreased from 30 to 18.1 percent, roughly a 12% decrease.

Again, the question we have about the data, is the graduation rate correct? What formula is being used, given that we do not have a cohort of students (four years). With the dropout rate, are we tracking all of our students correctly (using the correct code) when they disenroll from Rudsdale?

Goals:

1) Increase the graduation rate by 5% each year, starting with a baseline of 54.3% from our 2015-16 data and have a graduation rate of 70% or more by June 2021.
2) Decrease the dropout rate by 5% each year, starting with a baseline of 18.1% from our 2015-16 data and have a dropout rate of 5% or less by June 2021.
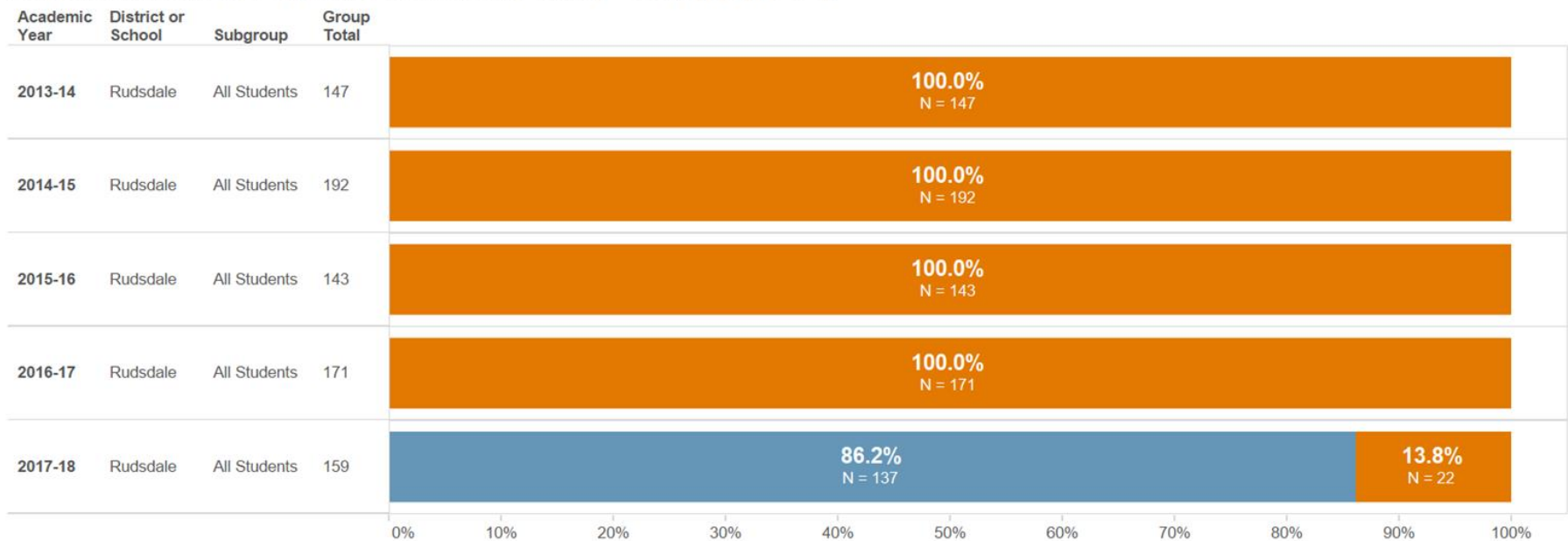
Pathway Participation

Pathway/SLC Enrollment

Select Academic Year	Select Grade Level	View by District/School	Select District/School	View by Subgroup	Select Subgroup
Multiple values	Multiple values	School	Rudsdale	All Students	All

■ Pathway   ■ Non-Pathway

Percent and Number of Students Enrolled in a Pathway - Grade(s) 10, 11, 12

Academic Year	District or School	Subgroup	Group Total	
2013-14	Rudsdale	All Students	147	100.0% N = 147
2014-15	Rudsdale	All Students	192	100.0% N = 192
2015-16	Rudsdale	All Students	143	100.0% N = 143
2016-17	Rudsdale	All Students	171	100.0% N = 171
2017-18	Rudsdale	All Students	159	86.2% N = 137 / 13.8% N = 22

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Reflection on Pathway Participation

Reflection

According to our 2017-18 data, 57.9% of students are enrolled in our pathway. This growth in two years certainly suggest that we are well on our way to ensuring that 100% of our students enroll in a pathway. However, we want our students to be active rather than passive learners in pathway. That means being more intentional about the identity of school (pathway), curriculum, school-wide instructional strategy, and student outcomes.
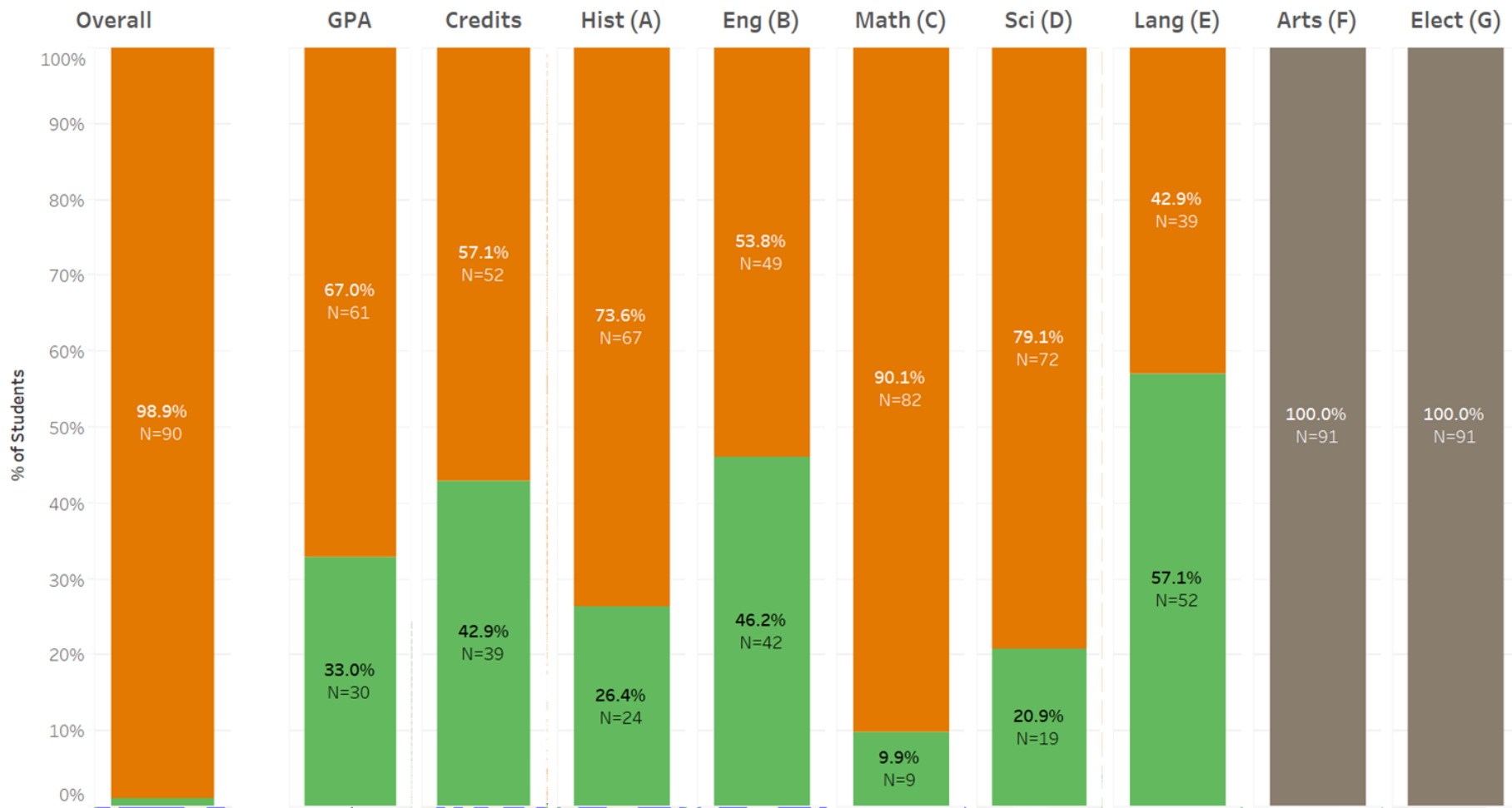
Goal

Reach 100% pathway participation by June 2021 if not earlier.

On Track to Graduate

Hist (A)
Status
- Off-Track (orange)
- On-Track (green)
- N/A (gray)

% of Students

	Overall	GPA	Credits	Hist (A)	Eng (B)	Math (C)	Sci (D)	Lang (E)	Arts (F)	Elect (G)
Off-Track	98.9% N=90	67.0% N=61	57.1% N=52	73.6% N=67	53.8% N=49	90.1% N=82	79.1% N=72	42.9% N=39	100.0% N=91	100.0% N=91
On-Track		33.0% N=30	42.9% N=39	26.4% N=24	46.2% N=42	9.9% N=9	20.9% N=19	57.1% N=52		

Data was last updated on **October 18, 2017**. For more information about the data on this report, please contact **Kevin Schmidke** at kevin.schmidke@ousd.org.

On Track to Graduate Data: Reflection and Goals

Reflection

The nature the Rudsdale program is: the majority of students that enroll are off-track. Given that student narrative, our focus is more on getting students back on track with their cohort and graduating and increasing students' credit accrual rates.

Goal

Decrease the percentage of No Mark/No Credit given each hexmester/marking period by 5% each year and have an average No Mark/No Credit percentage of 30% or below by June 2021.

SRI Data

SRI Data: Reflection

Given that Rudsdale has a transient student population, with most students enrolling and disenrolling or graduating from program throughout the year, we understand that if data is going to accurately reflect how we are supporting students, we must have a baseline when students enter and leave program. The Alt Ed Collaborative has agreed to use the SRI as the tool to track students progress.

But we have not consistently gotten a baseline when students enroll or prepared and administered tests in a timely fashion. More importantly, if we are not consistently getting a baseline or tracking them, we are not using data effectively to inform our work and drive decision making in terms of supporting students in graduating being college, career, and community ready.
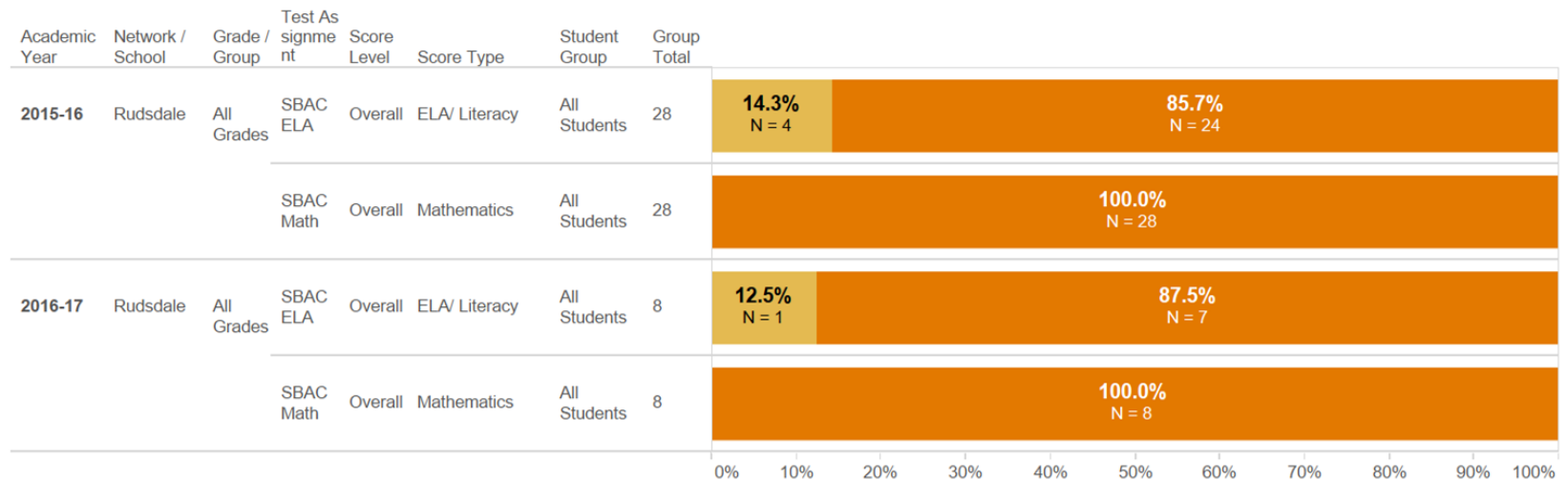
SRI Data: Goals

1) Improve Schoolwide Grade-level Reading Proficiency: Increase the overall percentage of students reading close to, at, or above grade-level by 5% each year and have 30% or more of students reading close to, at, or above grade-level.

2) Improve Individual Student Reading Proficiency: Increase each student's SRI score by a minimum of 20 points with each administration (e.g. Fall: 1020, Winter: 1040, Spring: 1060).

SBAC ELA and Math Data

SBAC Score Comparisons

Academic Year	Network / School	Grade / Group	Test Assignment	Score Level	Score Type	Student Group	Group Total	
2015-16	Rudsdale	All Grades	SBAC ELA	Overall	ELA/ Literacy	All Students	28	14.3% N = 4 / 85.7% N = 24
			SBAC Math	Overall	Mathematics	All Students	28	100.0% N = 28
2016-17	Rudsdale	All Grades	SBAC ELA	Overall	ELA/ Literacy	All Students	8	12.5% N = 1 / 87.5% N = 7
			SBAC Math	Overall	Mathematics	All Students	8	100.0% N = 8

ELA and Math SBAC Data: Reflection

The data seems to suggest that our students and teachers are struggling to get accustomed to using a different platform to test (Technology), and understanding the importance of the SBAC test and begin to be more intentional about test preparations and administration. However, the data clearly shows that a disproportionate percentage of our students are multiple grade levels behind in ELA and Math and are in need of more support.

ELA Goals

1) Improve Schoolwide Grade-level Reading Proficiency:
Increase the overall percentage of students reading close to, at, or above grade-level by 5% each year and have 30% or more of students reading close to, at, or above grade-level.

2) Improve Individual Student Reading Proficiency: Increase each
student's SRI score by a minimum of 20 points at each administration (e.g. Fall: 1020, Winter: 1040, Spring: 1060).

3) Improve Individual Student Writing Proficiency: Improve each student's writing sample score according to the LDC writing rubric by 1 point each trimester.
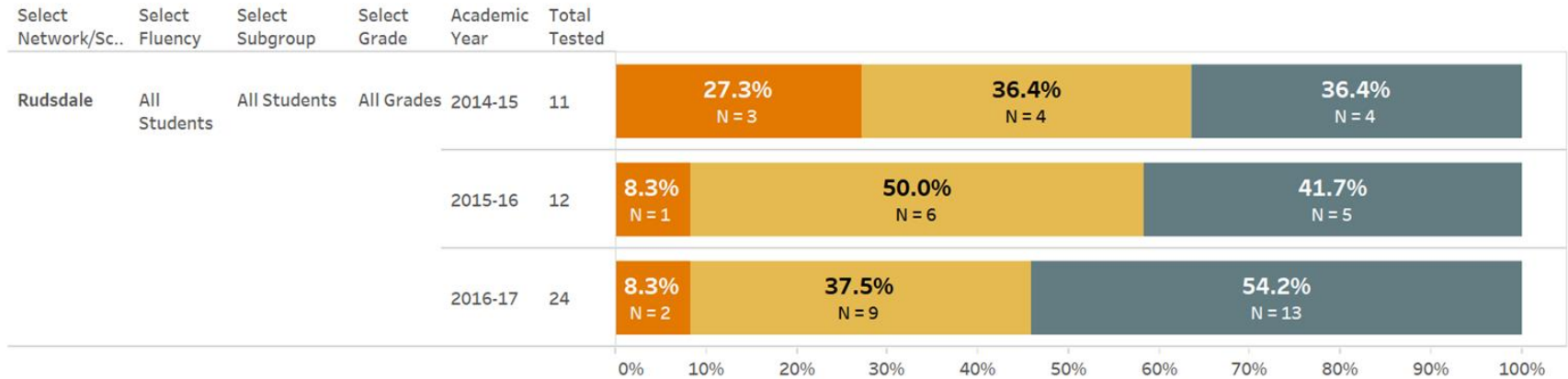
Math Goal

Increase the percentage of students passing math with a C or better by 5% each year and by June 2021, have more than 70% of students passing with a C or better.
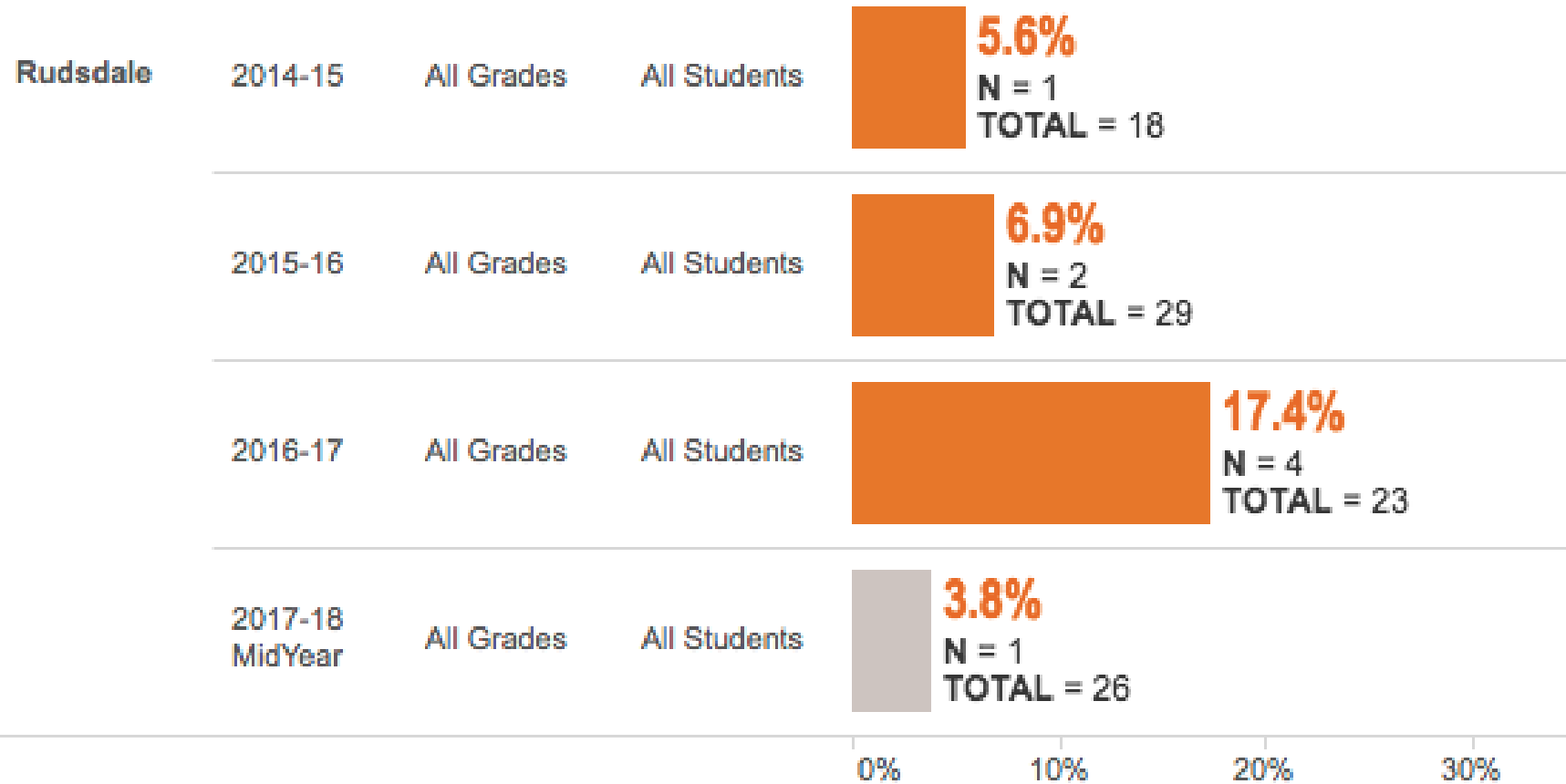
CELDT Data

CELDT GROWTH FLAT SLIDE: Overall

View by Section Overall	Select Academic Year Multiple values	View by Network/School School	Select Network/School Rudsdale	View by Fluency All Students	Select Fluency All	View by Grade All Grades	Select Grade All	View by Subgroup All Students	Select Subgroup All

■ Slide ■ Flat ■ Growth

Select Network/Sc..	Select Fluency	Select Subgroup	Select Grade	Academic Year	Total Tested	
Rudsdale	All Students	All Students	All Grades	2014-15	11	27.3% N = 3 / 36.4% N = 4 / 36.4% N = 4
				2015-16	12	8.3% N = 1 / 50.0% N = 6 / 41.7% N = 5
				2016-17	24	8.3% N = 2 / 37.5% N = 9 / 54.2% N = 13

ELL Reclassification Data

Rudsdale

2014-15	All Grades	All Students	5.6% N = 1 TOTAL = 18
2015-16	All Grades	All Students	6.9% N = 2 TOTAL = 29
2016-17	All Grades	All Students	17.4% N = 4 TOTAL = 23
2017-18 MidYear	All Grades	All Students	3.8% N = 1 TOTAL = 26

0%   10%   20%   30%

CELDT Data: Reflection and Goal

Our English Language Learners have consistently average 44% growth on the CELDT for the last three years, starting 2014-15 and ending 2016-17. However, an average of 32% have remained flat during that span, and an average of 22% have slide.

In the 2016-17 school year, 17.4% of Rudsdale ELL students were reclassified as English Proficient.

Goal: Increase amount of ELL students reclassifying as English Proficient by 10% each academic year and reach 50% or more ELL students reclassifying as English Proficient by June 2021 for the 2020-2021 academic year.
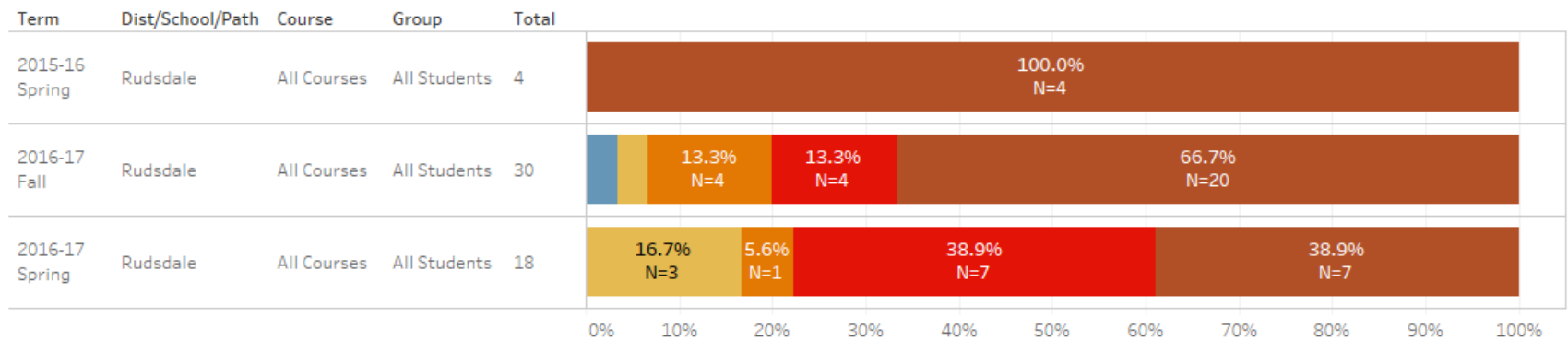
Dual Enrollment Data

Progress
To
Goals

2017-2018
Literacy Data

What are your current literacy strategies?

Writing with Evidence: identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction

What is working? Teachers and support staff beginning to work more collectively and collaboratively to reach goals and students' outcomes. Structures and processes fostering a more collective and collaborative vision, with goals and student outcomes.

What is not working? A master schedule and sequence of coursework, CTE skills development, and work-based experiences that that are aligned with Technology Pathway and will lead to students having more college and career opportunities.

What barriers are getting in the way? Time and the resources to develop a comprehensive Technology Pathway

What is this data telling you about how your school needs to grow in literacy? While some of the points may be misleading, non-relevant, or just incorrect, the SRI and SBAC results clearly show a disproportionate percentage of students are multi grade levels below proficiency and in need of more academic support as well as a focus on testing preparation and administration of tests. Also, the data clearly shows that we should develop best instructional strategies that will improve students' reading and writing skills. We will also need to work with RAD to develop a more reliable process or indicators to capture data results that we will be used to inform our decision-making What practices are going to get you there?

Why? More effective communication of school vision with very clear goals and student outcomes, coupled with more clear structures and processes that fosters teachers and support staff working more collectively and collaboratively to reach school goals and student outcomes

Literacy Goals

1) Improve Schoolwide Grade-level Reading Proficiency: Increase the overall percentage of students reading close to, at, or above grade-level by 5% each year and have 30% or more of students reading close to, at, or above grade-level.

2) Improve Individual Student Reading Profiency: Increase each student's SRI score by a minimum of 20 points with each administration (e.g. Fall: 1020, Winter: 1040, Spring: 1060).

3) Improve Individual Student Writing Proficiency: Improve each student's writing sample score by 1 point each trimester in a focus area of the Literacy Design Collaborative (LDC) writing rubric adopted by Rudsdale.

Math Goal

According to our 2016-17 baseline data, an average of 38.1% passed Algebra or Geometry with a 'C' or better.

Our goal is to increase the percentage of students passing math with a C or better by 5% each year and by June 2021, have more than 70% of students passing with a C or better.

What are your current Math strategies?

Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life

What is working?
 Teachers and support staff beginning to work more collectively and collaboratively to reach goals and students' outcomes…
 Structures and processes fostering a more collective and collaborative vision, with goals and student outcome….
 Teacher workshops and PDs focused on best instructional practices , data analysis and how to apply it to inform instruction

What is not working?
 A master schedule and sequence of coursework, CTE skills development, and work-based experiences that are aligned with Technology Pathway and will lead to students having more college and career opportunities.

What barriers are getting in the way? Time and the resources to develop a comprehensive Technology Pathway

What is this data telling you about how your school needs to grow in Math?
While some of the points may be misleading, non-relevant, or just incorrect, the SRI and SBAC results clearly show a disproportionate percentage of students are multi grade levels below proficiency and in need of more academic support as well as a focus on testing preparation and administration of tests. Also, the data clearly shows that we should develop best instructional strategies that will improve students' reading and writing skills. We will also need to work with RAD to develop a more reliable process or indicators to capture data results that we will be used to inform our decision-making

Final Reflections (1 of 3)

For Rudsdale to grow, we must become more intentional-not only having a collective and shared clear vision, with SMARTE goals and outcomes, but all staff taking collective ownership and work collaborative to ensuring that we reach those goals and outcomes.

It starts with having a very clear identity or pathway, engaging curriculum, effective school-wide instructional practices, clear students outcomes, and timely and relevant data to inform our work and decision making. While Rudsdale has leveraged the strength of program such as our SEL support and collective vision and mission, all staff have not yet readily embraced the focus and changes that our pathway development brings.

Final Reflections (2 of 3)

Secondly, Rudsdale was focused on the roll-out and development of two Pathways, Health and Technology; but after presenting to the Measure N Committee and getting feedback, we decided to be more intentional and focus on the development of one Pathway (Technology). That included the Measure N leadership developing a more comprehensive, transparent and engaging protocol (engaging staff, students, parents, and community partners) to select one Pathway.

 We are now focused on the development of a project-based curriculum and teacher training to supporting them in understanding and creating projects that are relevant and engaging, leading to targeted student outcomes.

Final Reflections (3 of 3)

We are now engaging the after-school coordinator in discussions about realigning the after-school program in being a more seamless and coherent program that not only aligns with the pathway and curriculum, but also gives students more elective options as well as CTE classes that lead to student skill development, internships and experiences that lead to students being college, career, and community ready.

We look forward to continuing the discussions with the district about providing us accurate, timely, and relevant data that we will get us closer to having data-driven PLCs and PDs. The last aspect of this process is to identify and align all resources, including Measure N funds, and partnerships that support us in our efforts!

EVERY STUDENT THRIVES!

Contact us for additional information [optional contact area]
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