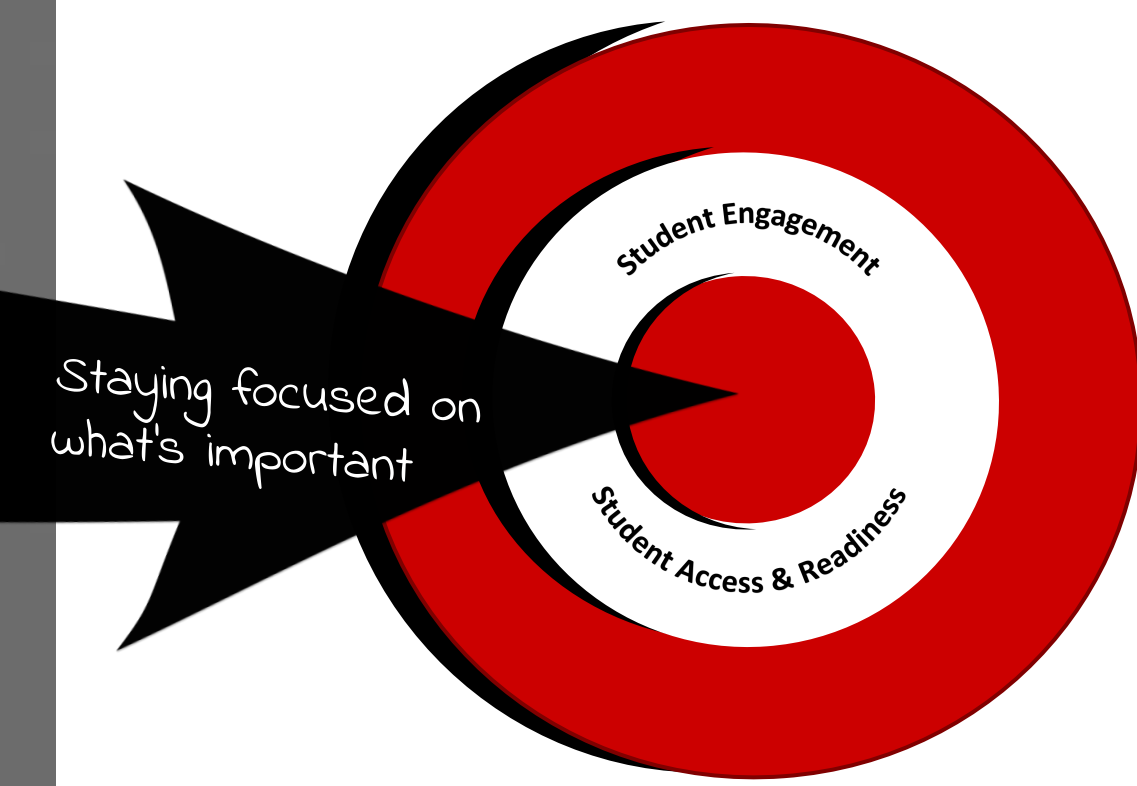


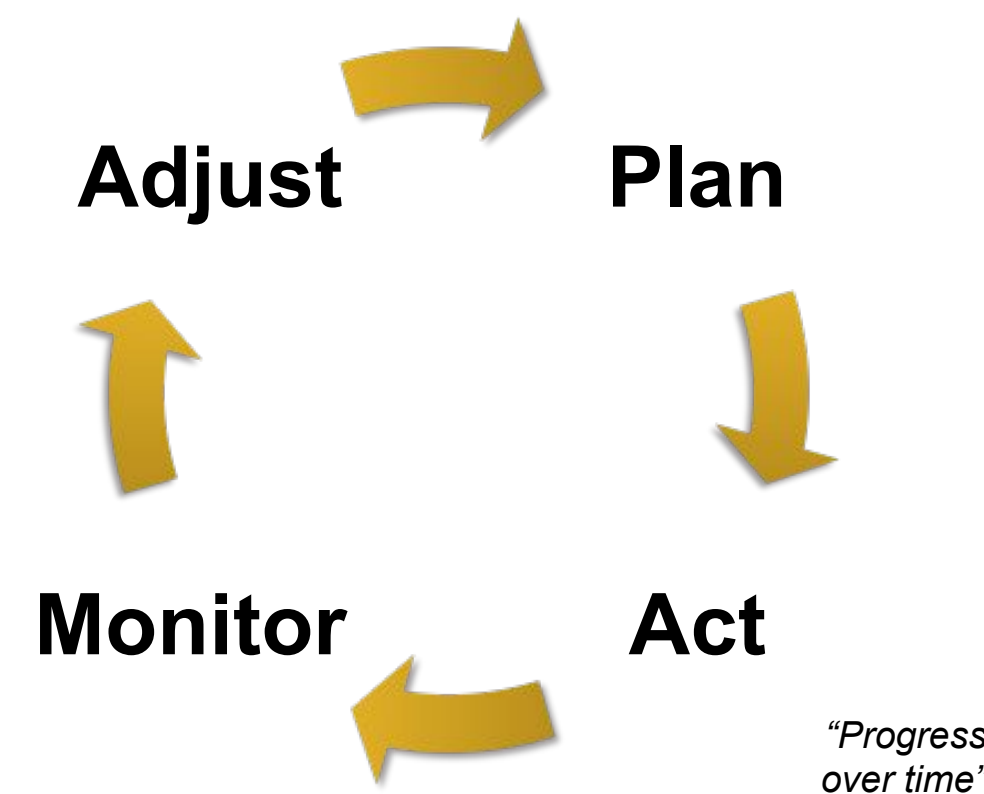
District Progress Report



PURPOSE

- To provide a snapshot of our daily work to prepare all of our students to graduate as college and career ready, productive, responsible, and engaged global citizens
- To keep us focused on supporting all of our students with particular attention on our English Learners, students of poverty, students of color, and foster students
- To provide consistency and reassurance that these priorities will be monitored and our progress will be shared regularly

Cycle of Continuous Learning & Improvement



- Notes:
- Version 1, prepared in August, 2016
 - Some data in the Progress Report are reported on publicly available California State data which may reflect results 12 or more months old

Student Engagement

Student Attendance

Students need to attend school each day to learn and to be prepared for college and careers. Missing school in Kindergarten and primary grades is particularly problematic because students miss the building blocks for learning. Missing just two school days a month will classify a student as chronically absent. Research shows that chronically absent students are more likely to struggle academically and more likely to drop out of school.



Measures Reported in the Fall and Spring

- **Chronic Absentee Rate** is the percent of students who missed more than 10% of their enrolled school days, regardless of the reason.

School Climate

Safe and engaging school climates provide opportunities for students to be connected and involved at school, which improves student success. When students are connected to school, they are also more likely to stay in school and graduate. In NUSD, we monitor our school climates by looking at students' behaviors as well as students' perceptions of their school climate.



Measures Reported in the Spring

- **Suspension rate** is the total number of students suspended during the school year divided by the cumulative enrollment - the total number of students enrolled one or more days during that school year.
- **Expulsion rate** is the total number of students expelled during the school year divided by the cumulative enrollment - the total number of students enrolled one or more days during that school year.
- **Student perceptions of safety and connectedness** is the total number of students who agree or strongly agree with the statements "I feel close to people at this school" and "I feel like I am part of this school" using the California Healthy Kids Survey for students in grades 5, 7, 9, and 11.

High School Completion

Staying in school and graduating are minimum requirements for students to be college and career ready. Students who graduate demonstrate perseverance through elementary, middle, and high school by completing all required high school courses with a grade of D or better. Dropping out of school is associated with multiple negative work and life outcomes and the effects impact not only the individual student, but their family, and our entire community.



Measures Reported in the Spring

- **Graduation Rate** is the percent of students who graduate divided by the total number of students who began 9th grade four years earlier. The cohort does not include students who leave and enroll in another California school, but does include new students who enroll any time after the 9th grade year.
- **High School Dropout Rate** is the percent of students in grades 9-12 who drop out during a school year divided by the number of students enrolled in grades 9-12 the first week of October that school year.
- **Middle School Dropout Rate** is the percent of students in grades 7 and 8 who drop out during a school year divided by the number of students enrolled in grades 7 and 8 the first week of October that school year.

The District Progress Report is a foundational piece of the Natomas Unified School District accountability system because it communicates what matters most. It is a tool to share system-wide **performance and improvement** with our students and their families, as well as with our staff and community. The metrics identified on this poster are important indicators of student engagement, college access and readiness; and they are aligned to our Vision, Core Beliefs, and Goals as well as to State performance targets. The Progress Report will be reported out twice a year - in the spring and again in the fall - as part of our **Cycle of Continuous Learning and Improvement** so we can plan effectively, take actions, monitor progress, and make necessary adjustments using data.

Student Access & Readiness

Student Achievement

California educational standards describe what students should know and be able to do in each subject and grade. Teachers, parents, and educators designed the standards to prepare students for success in college and career.



Each spring, students in grades 3-8 and 11 take end-of-year assessments in English Language Arts and Mathematics where they can demonstrate their knowledge, skills, and progress toward college and career readiness.

In English Language Arts, students must demonstrate an understanding of literature and informational texts; produce clear and purposeful writing; demonstrate effective communication skills; and be able to investigate, analyze, and present information.

In Mathematics, students must apply mathematical concepts and procedures, use appropriate tools and strategies to solve real world and mathematical problems, and demonstrate the ability to support mathematical conclusions.

In Natomas Unified School District we monitor student progress toward meeting college and career readiness by looking at 1) the percent of students meeting state standards and 2) the percent of students who improved their performance from the previous school year.

Measures Reported in the Fall

- **CAASPP Achievement** is the total number of students who met or exceeded grade level standards on the CAASPP ELA and Math tests in the spring of the previous school year divided by the total number of students who took the CAASPP ELA and Math tests during the spring the previous school year.
- **CAASPP Improvement** is the total number of students who scored at level 1 on the CAASPP ELA or Math tests two years ago and scored at level 2, 3, or 4 on the CAASPP ELA or Math tests the following school year divided by the total number of students who scored at level 1 on the CAASPP ELA or Math tests two years ago.

College Access

College access means students complete the minimum requirements to be admitted to a college or university. In California, the skills and knowledge that students need to graduate and enter college are the same skills and knowledge that students need to be successful in a 21st century career.



Measures Reported in the Fall

- **College Ready** is the total number of graduates who met the California State University benchmark for college readiness in English and Math on the CAASPP, ACT, Advanced Placement exam, or senior English/Math course by the end of high school divided by the total number of students enrolled in 12th grade the first week of October the previous year.
- **11th Grade A-G** is the total number of 12th grade students who completed 11 or more A-G courses before the start of 12th grade divided by the total number of students enrolled in 12th grade the first week of October that year.
- **California State Seal of Biliteracy** is the total number of graduates from the previous school year who completed CA State Seal of Biliteracy.

Measures Reported in the Spring

- **ACT Participation** is the total number of 11th grade students who took the ACT test during the school day divided by the total number of 11th grade students enrolled in the first week of October that school year.
- **A-G Completion** is the total number of graduates from the previous school year who completed the UC/CSU A-G requirements divided by the total number of graduates from the previous school year.

Advanced Placement and International Baccalaureate

An important part of college access is providing students the opportunity to take rigorous college-level courses during high school through the Advanced Placement and International Baccalaureate Programs. Both programs offer challenging coursework to students in a variety of subjects and the opportunity to take an end-of-course exam where they can demonstrate college readiness and earn college credit.



Measures Reported in the Fall

- **AP/IB Course Enrollment** is the total number of students taking at least one AP or IB course divided by the total number of students enrolled in grades 9-12 the first week of October that school year (also reported in the spring).
- **AP/IB Test Taking Rate** is the total number of students taking at least one exam divided by the total number of students enrolled in grades 9-12 the first week of October that school year.
- **AP/IB Pass Rate** is the total number of students who pass an AP or IB exam divided by the total number of test takers.

English Learners' Success

Nearly 1 in 3 students is currently or was an English Learner. It is important to support both the academic achievement and English language proficiency of our English Learners throughout their education to ensure that they have access to college and career opportunities after graduation.



Measures Reported in the Spring

- **English Learner Proficiency Rate** is the total number of English Learners who score at the "English Proficient" level on the California State English language test, divided by the total number of test takers that year.
- **State English Learner Redesignation Rate** is the total number of students enrolled who are Redesignated as Fluent English Proficient divided by the total number of all students enrolled in grades K-12 the first week of October that school year.
- **District English Learner Redesignation Rate** is the total number of English Learners who were redesignated that school year divided by the total number of English Learners enrolled in grades K-12 the first week of October that school year who could have been redesignated.