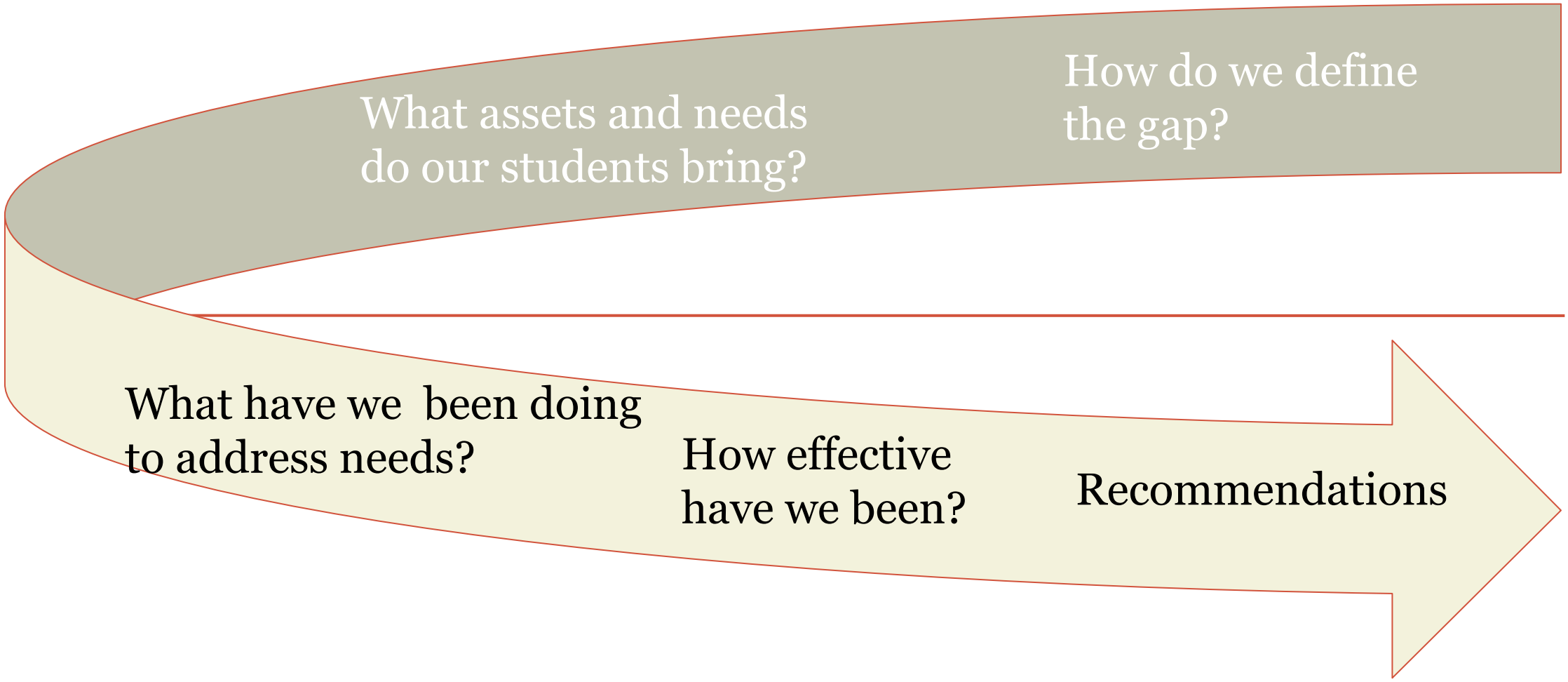
OPPORTUNITY TO LEARN AND ACHIEVEMENT GAP

Unduplicated Students

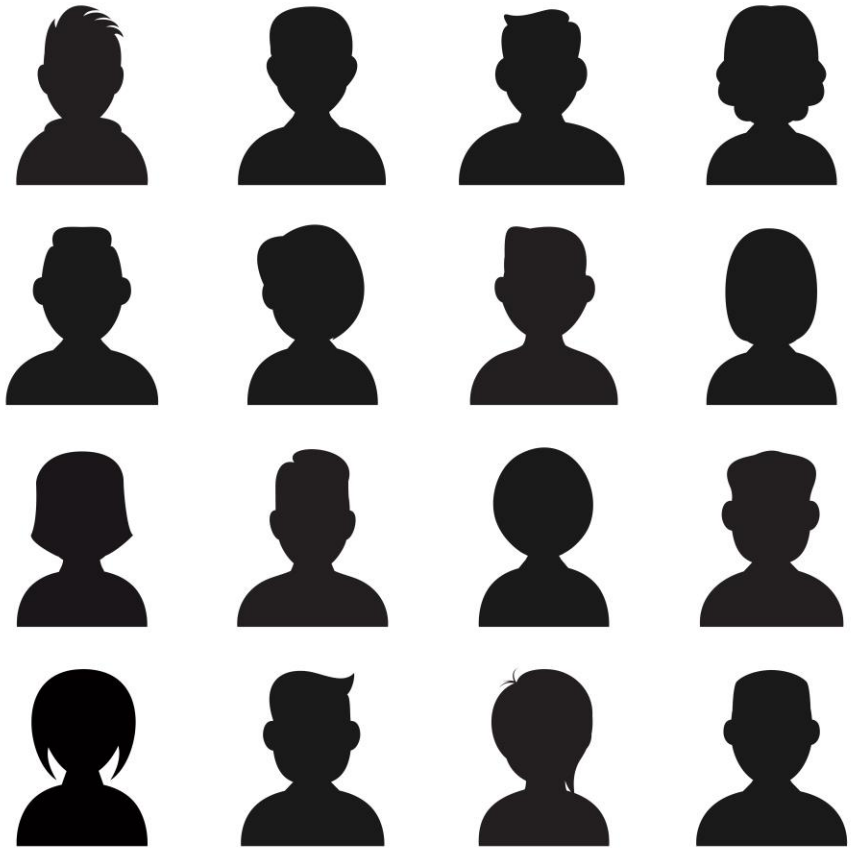

What assets and needs do our students bring?
How do we define the gap?
What have we been doing to address needs?
How effective have we been?
Recommendations

How do we frame the Achievement/Opportunity gap in the DJUSD?

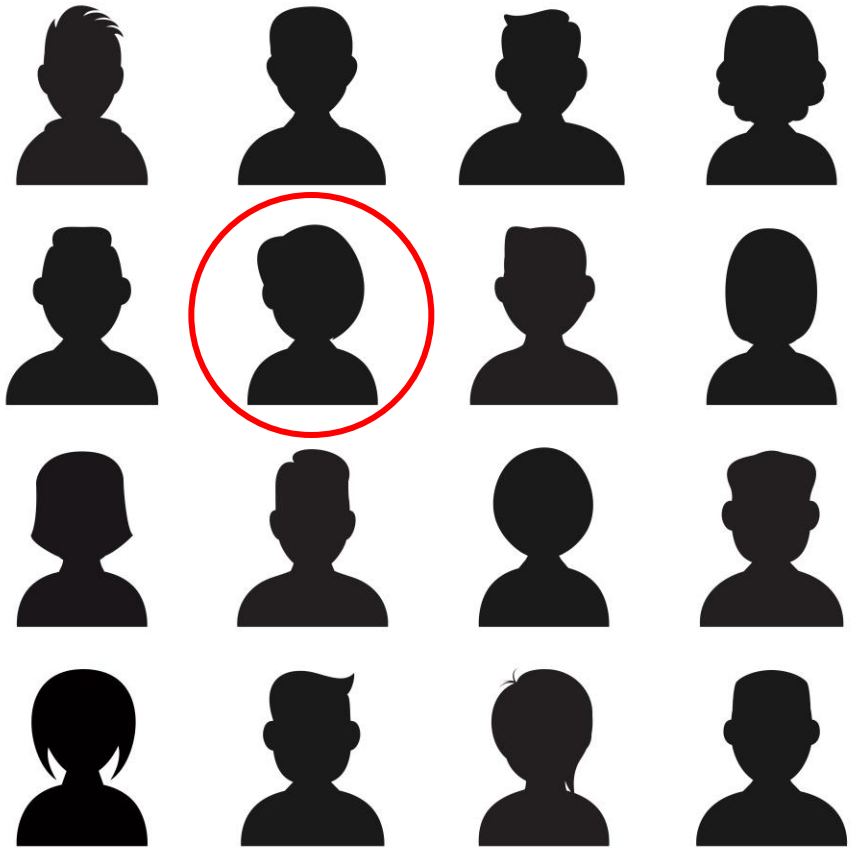
" ...*Achievement gap* refers to outputs—the unequal or inequitable distribution of educational results and benefits—while *opportunity gap* refers to inputs—the unequal or inequitable distribution of resources and opportunities." Great Schools Partnership

GREAT SCHOOLS PARTNERSHIP

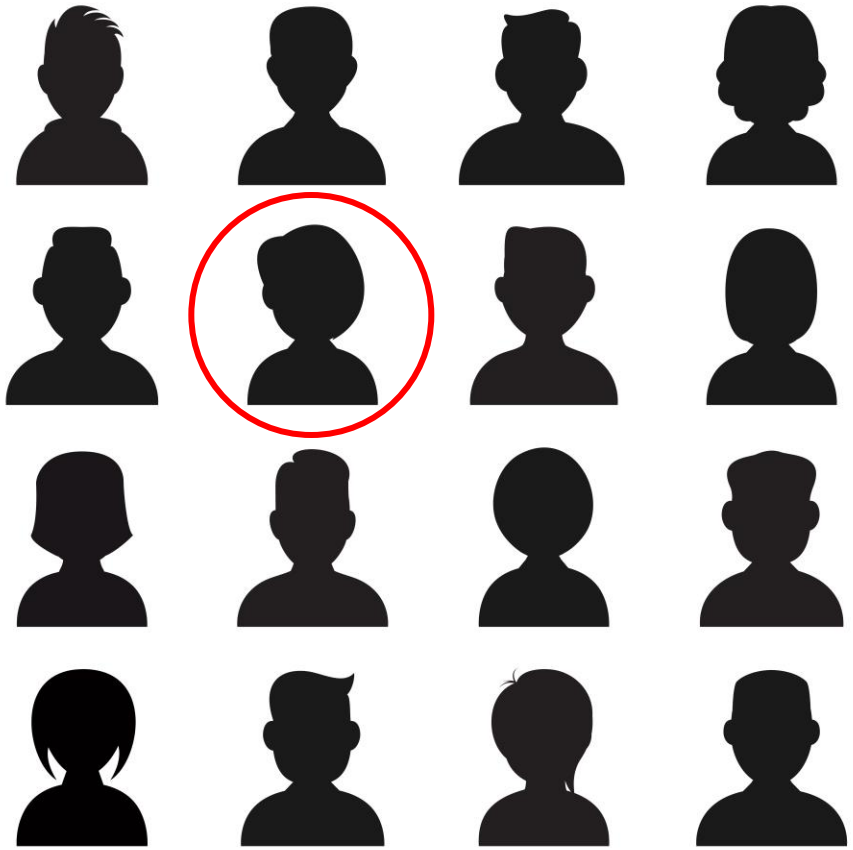
Funding and Services for “Unduplicated”



Funding and Services for “Unduplicated”

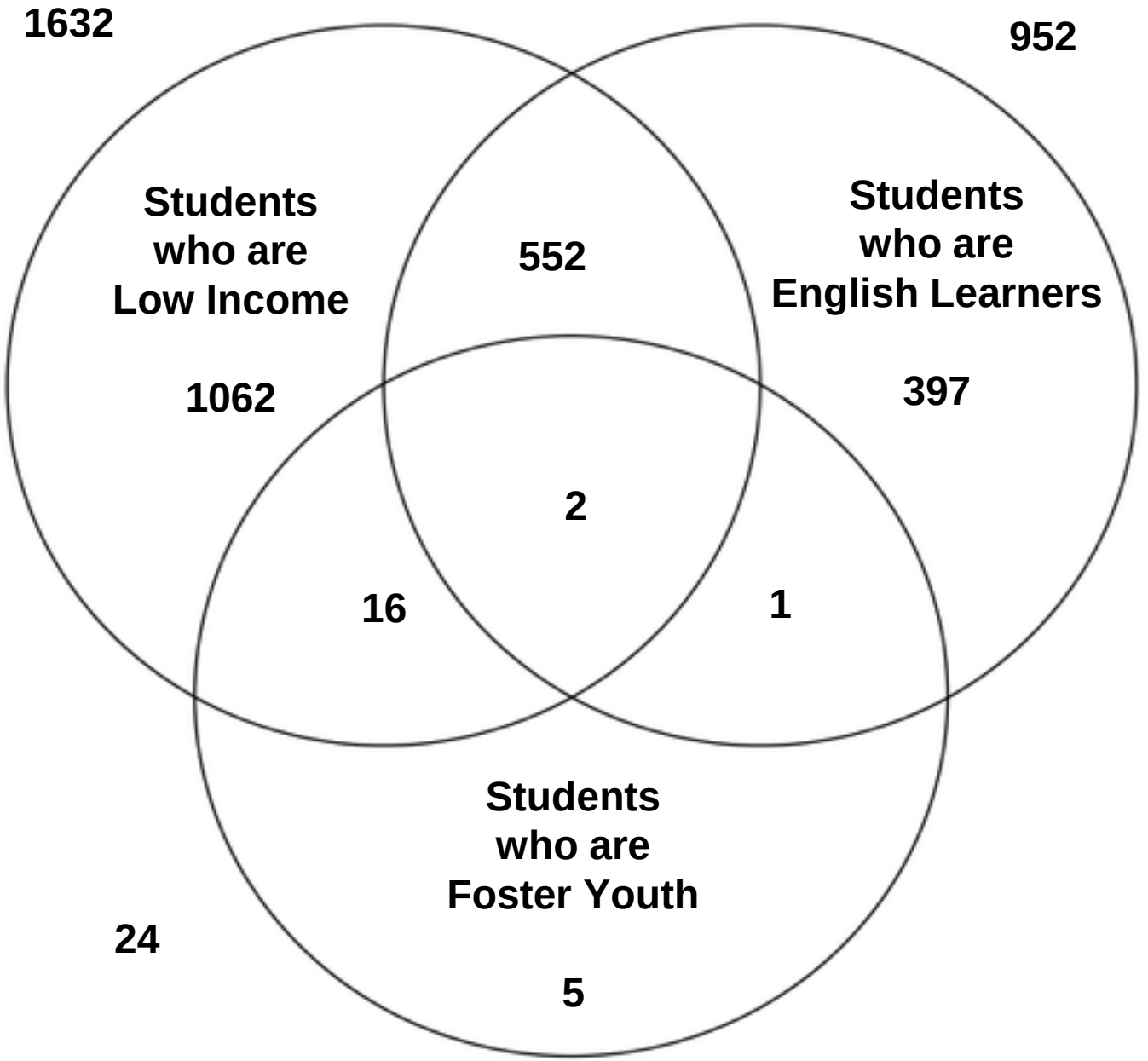


Funding and Services for “Unduplicated”



- English Learner
- Low Income
- Foster Youth

24% of DJUSD students comprise our “Unduplicated Count”



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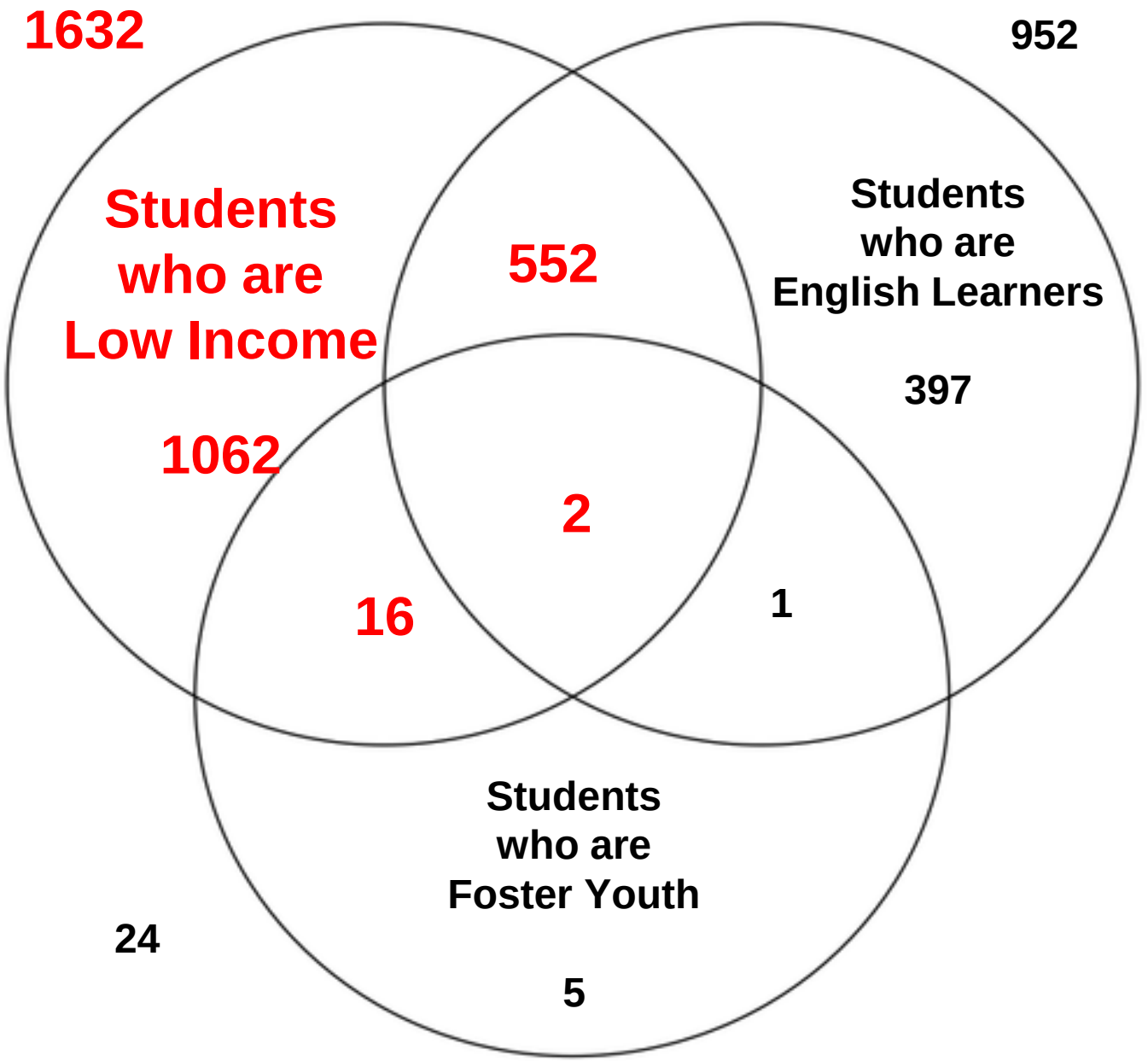

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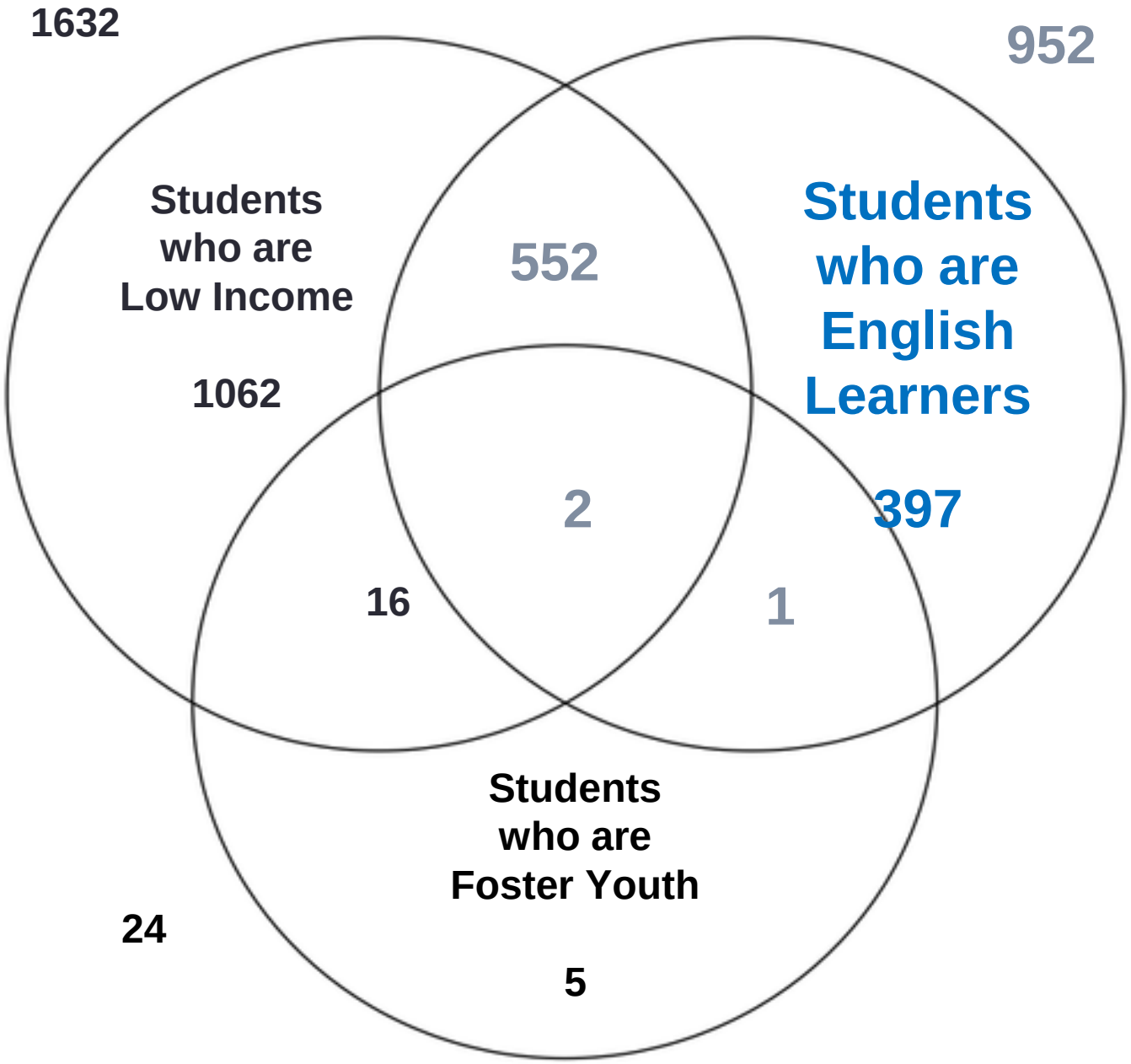
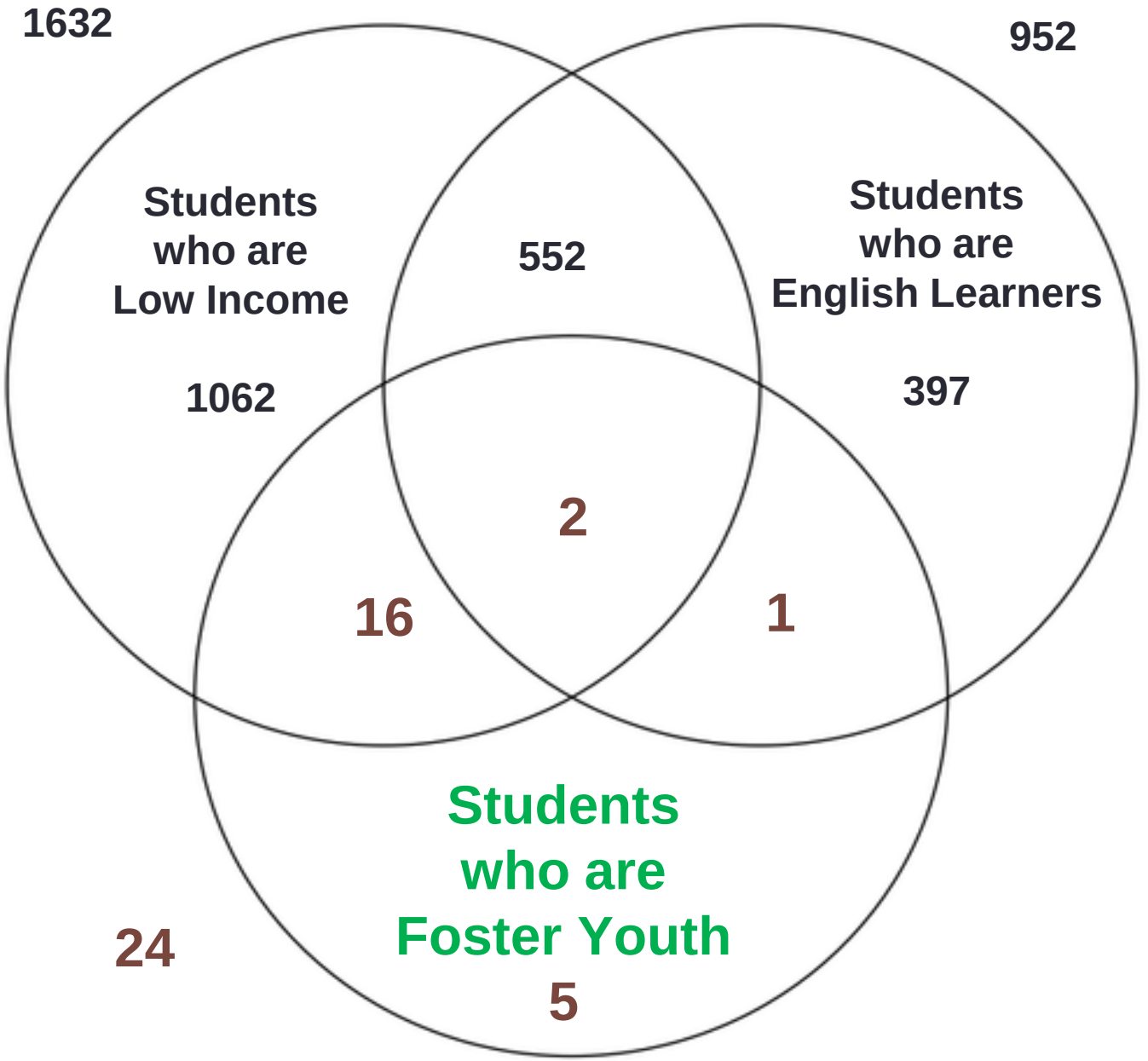
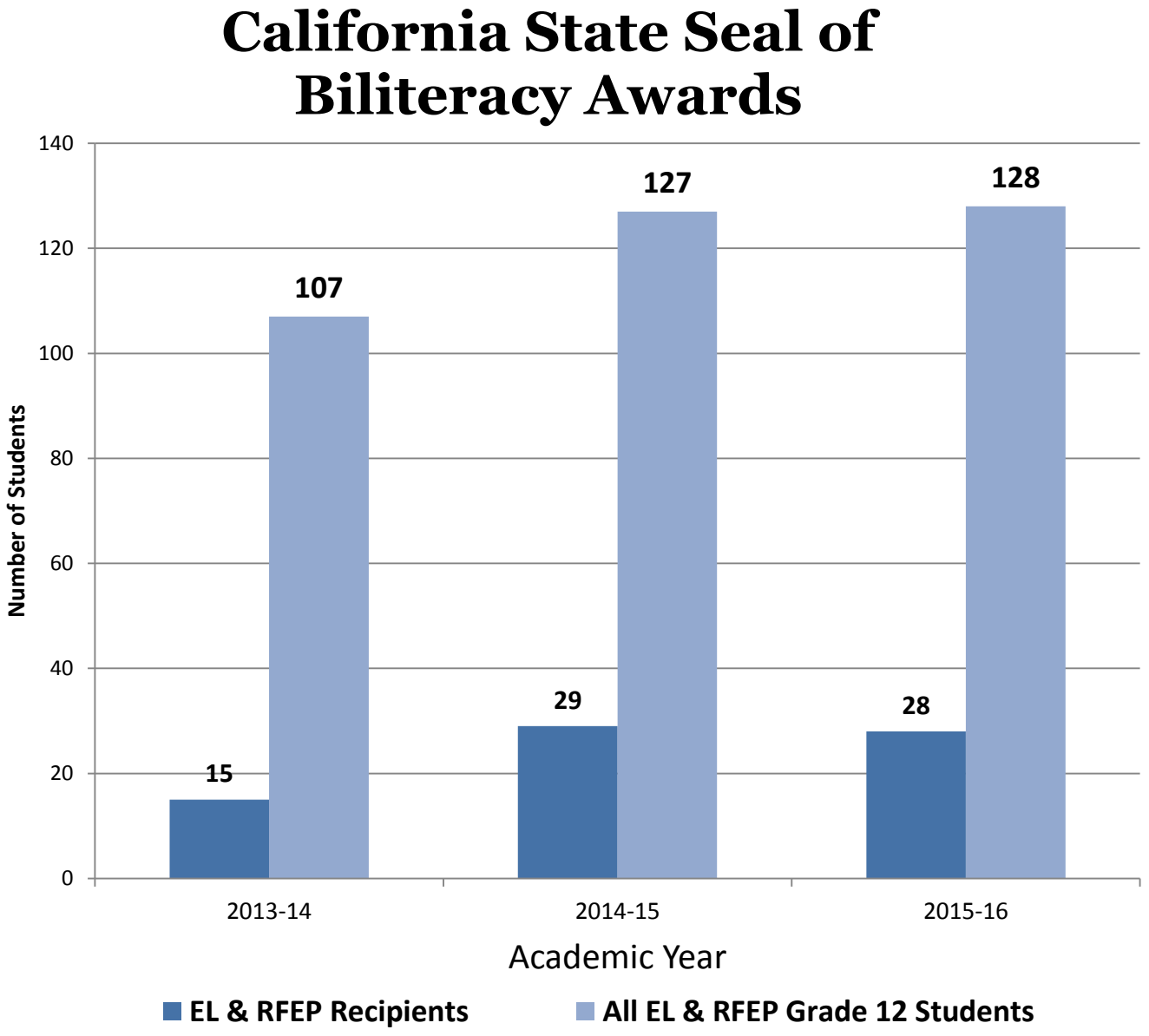


24% of DJUSD students comprise our “Unduplicated Count”

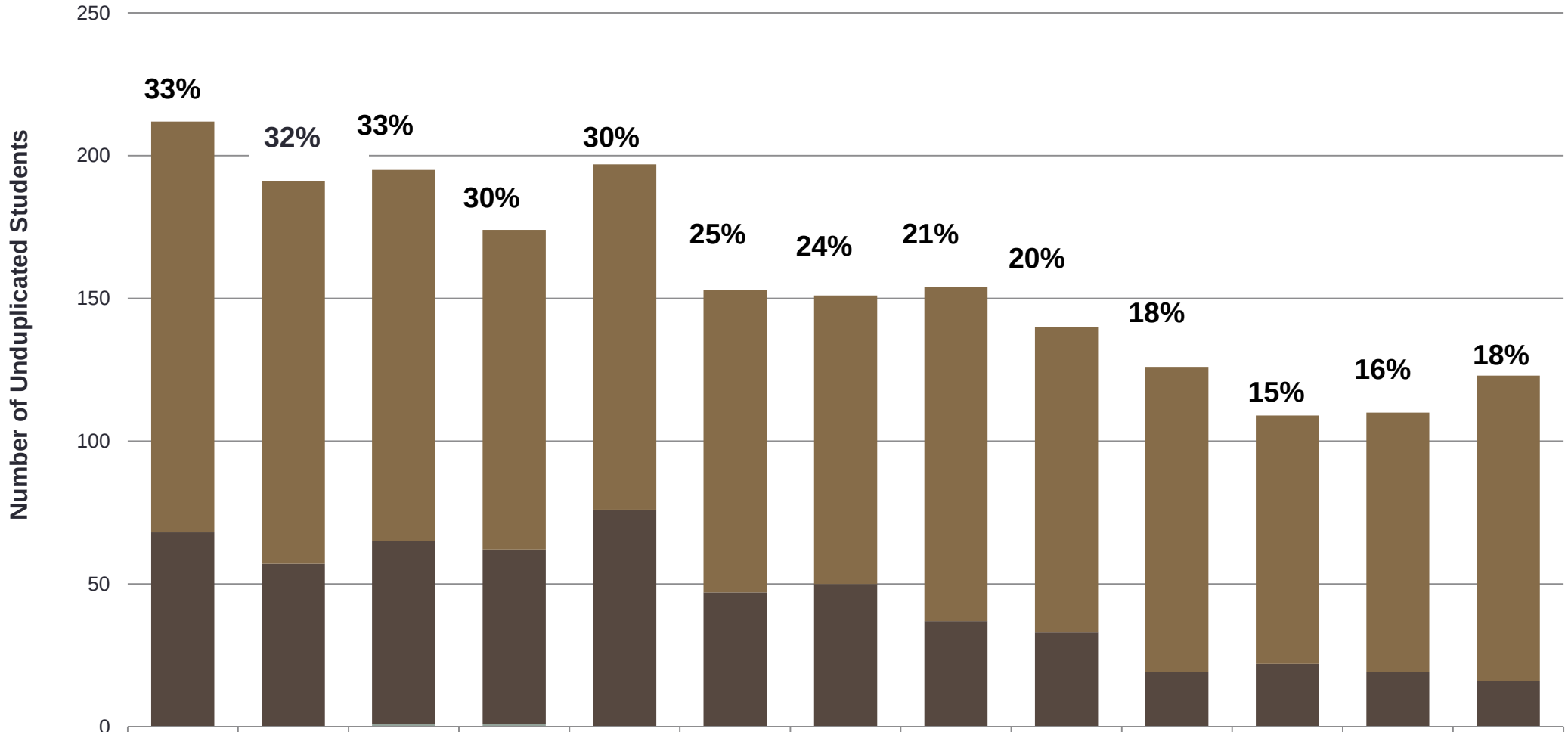


"The greater the variation of the student population, the richer the learning opportunities for all and the more assets upon which teachers may draw."

English Language Arts/English Language Development Framework

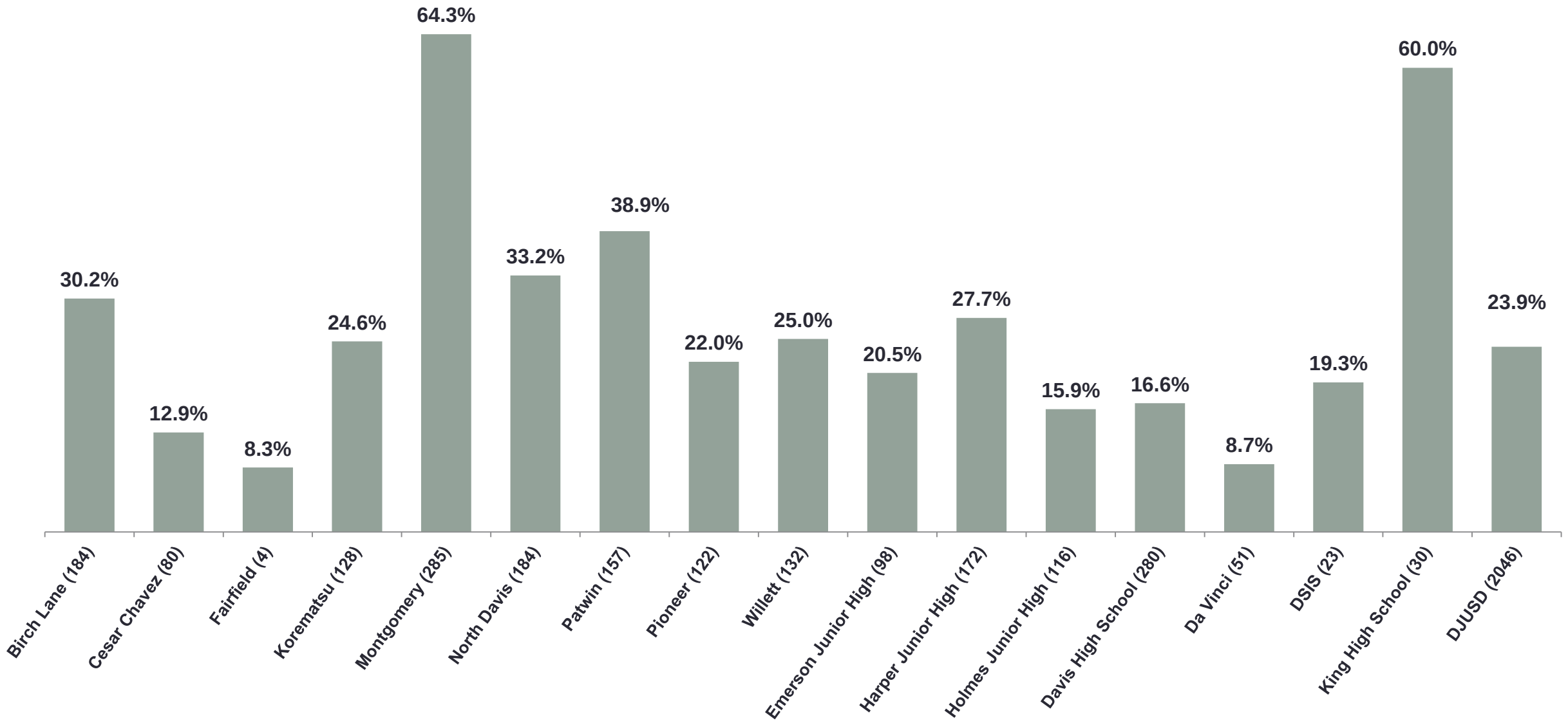


Most unduplicated students are in primary grades

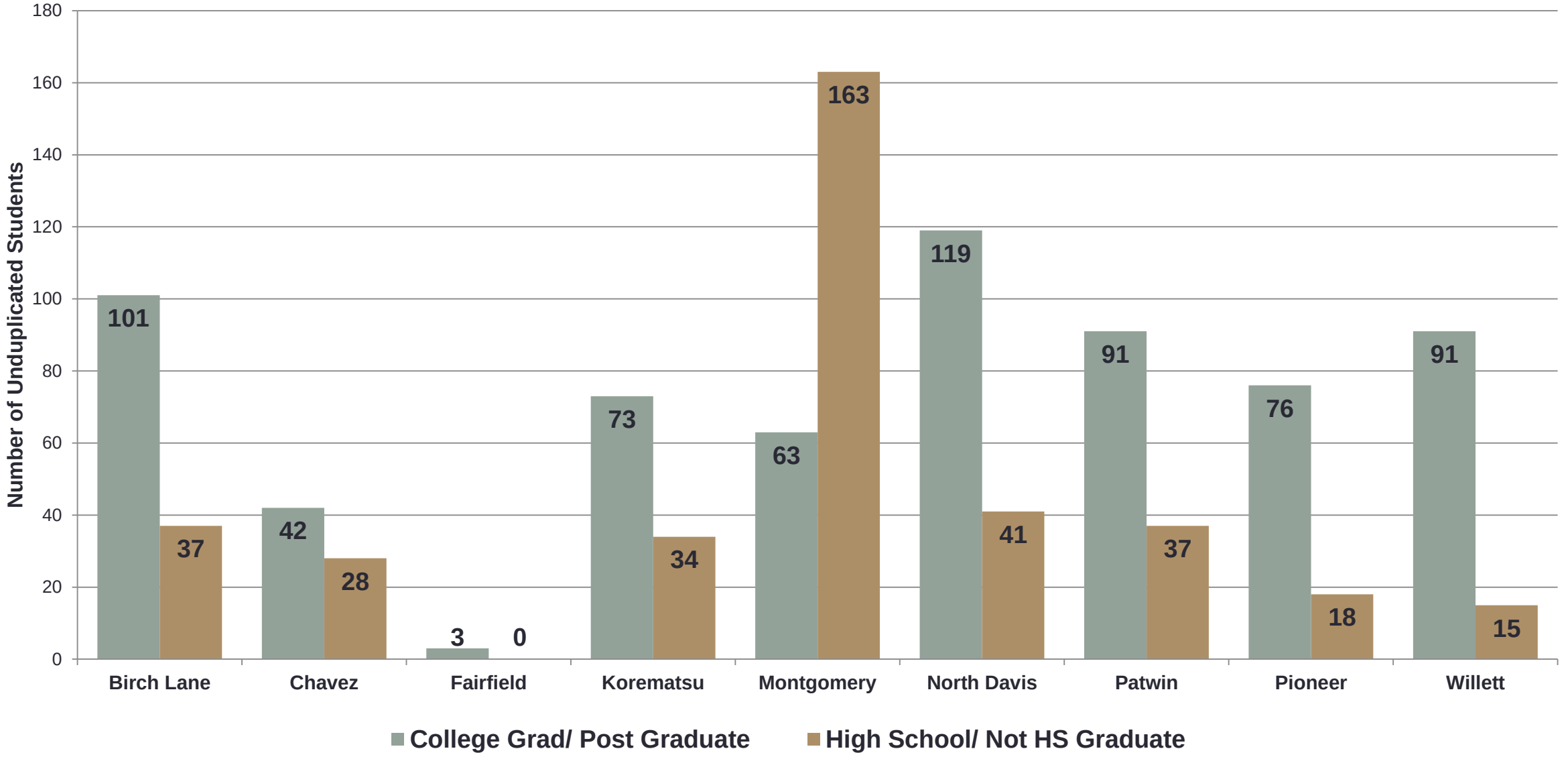


	KN	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Met 1 Criteria (1464)	144	134	130	112	121	106	101	117	107	107	87	91	107
Met 2 Criteria (569)	68	57	64	61	76	47	50	37	33	19	22	19	16
Met 3 Criteria (2)	0	0	1	1	0	0	0	0	0	0	0	0	0

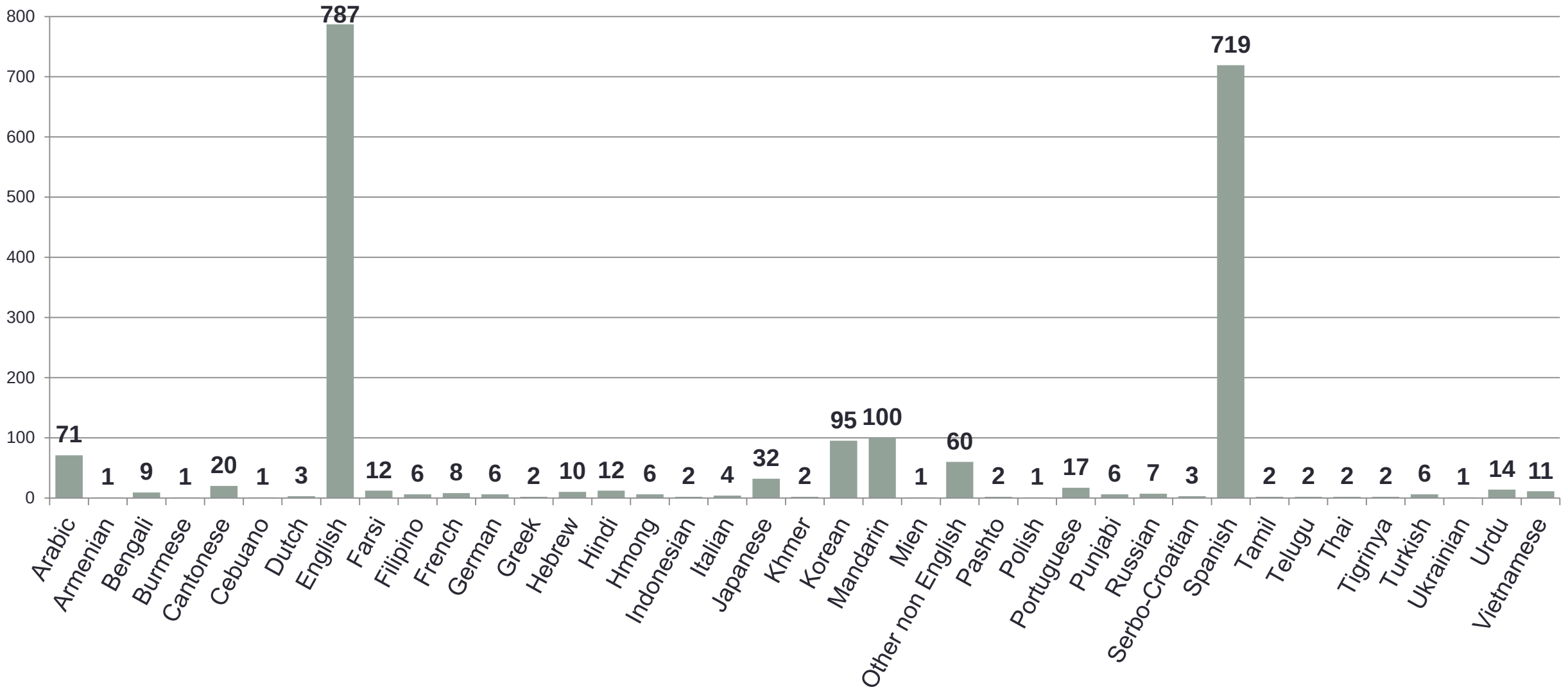
The percentages of unduplicated students vary.



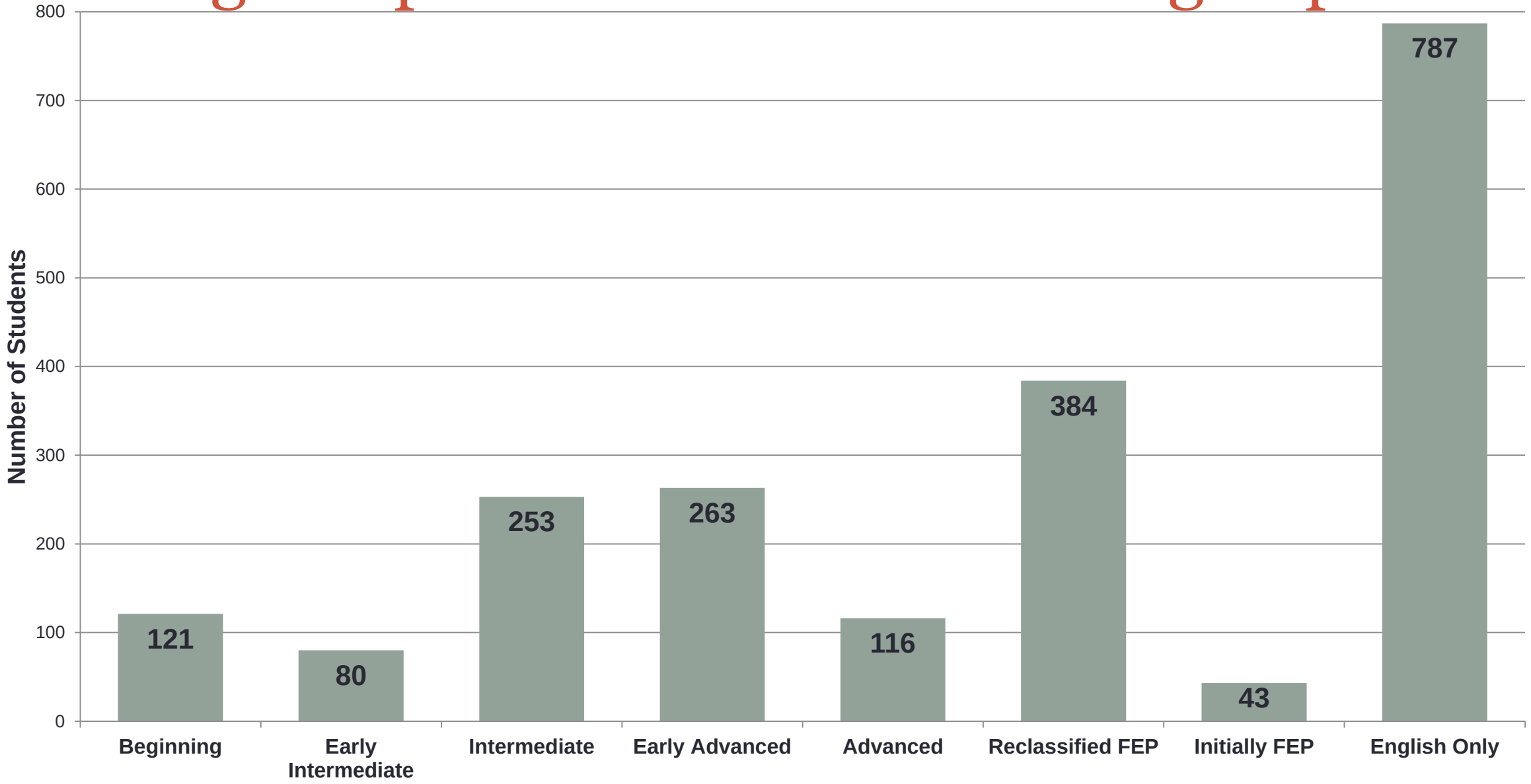
Parent Education Levels at our Elementary Sites



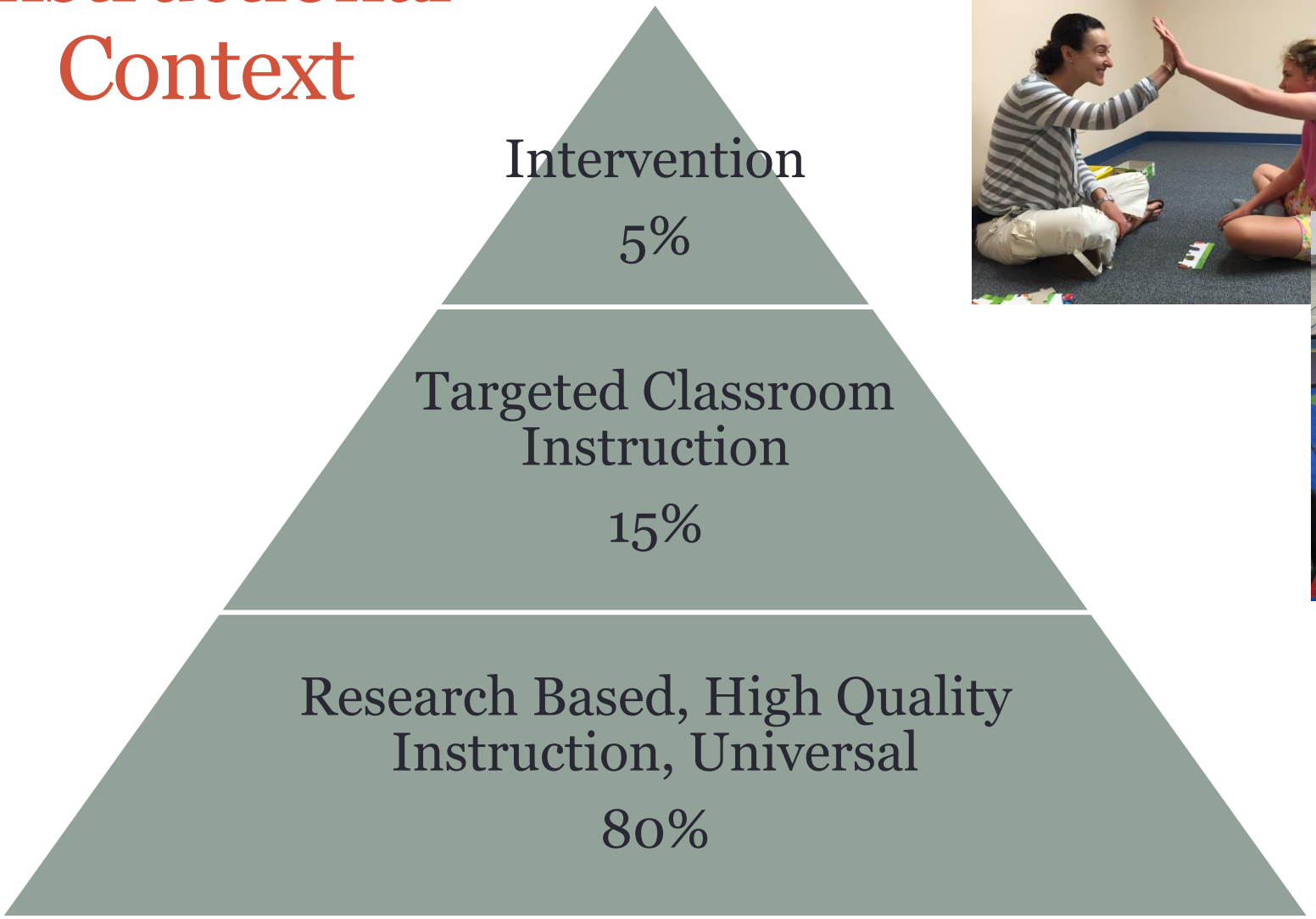
The majority of students are from two language groups.



English speakers are our dominant group.

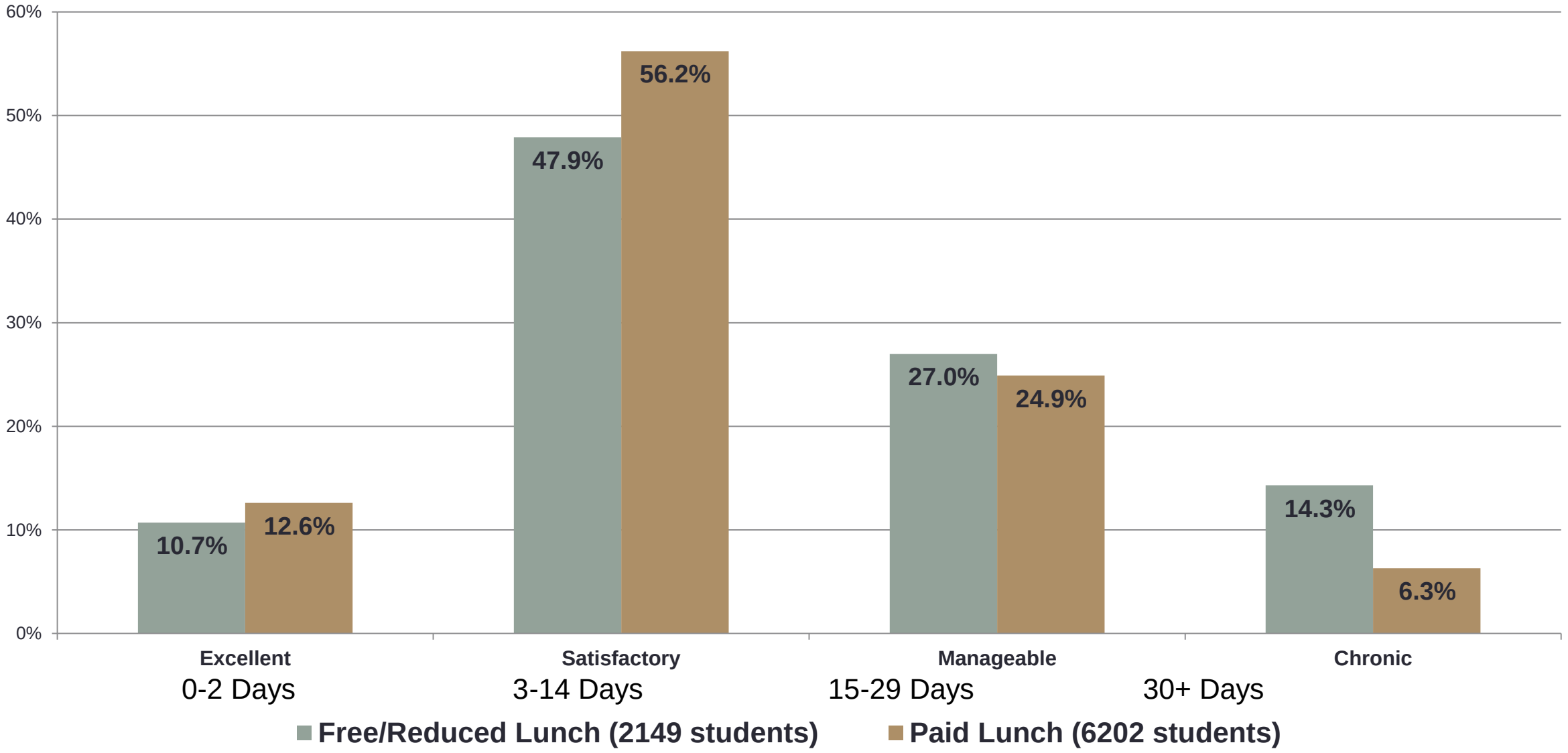


Instructional Context

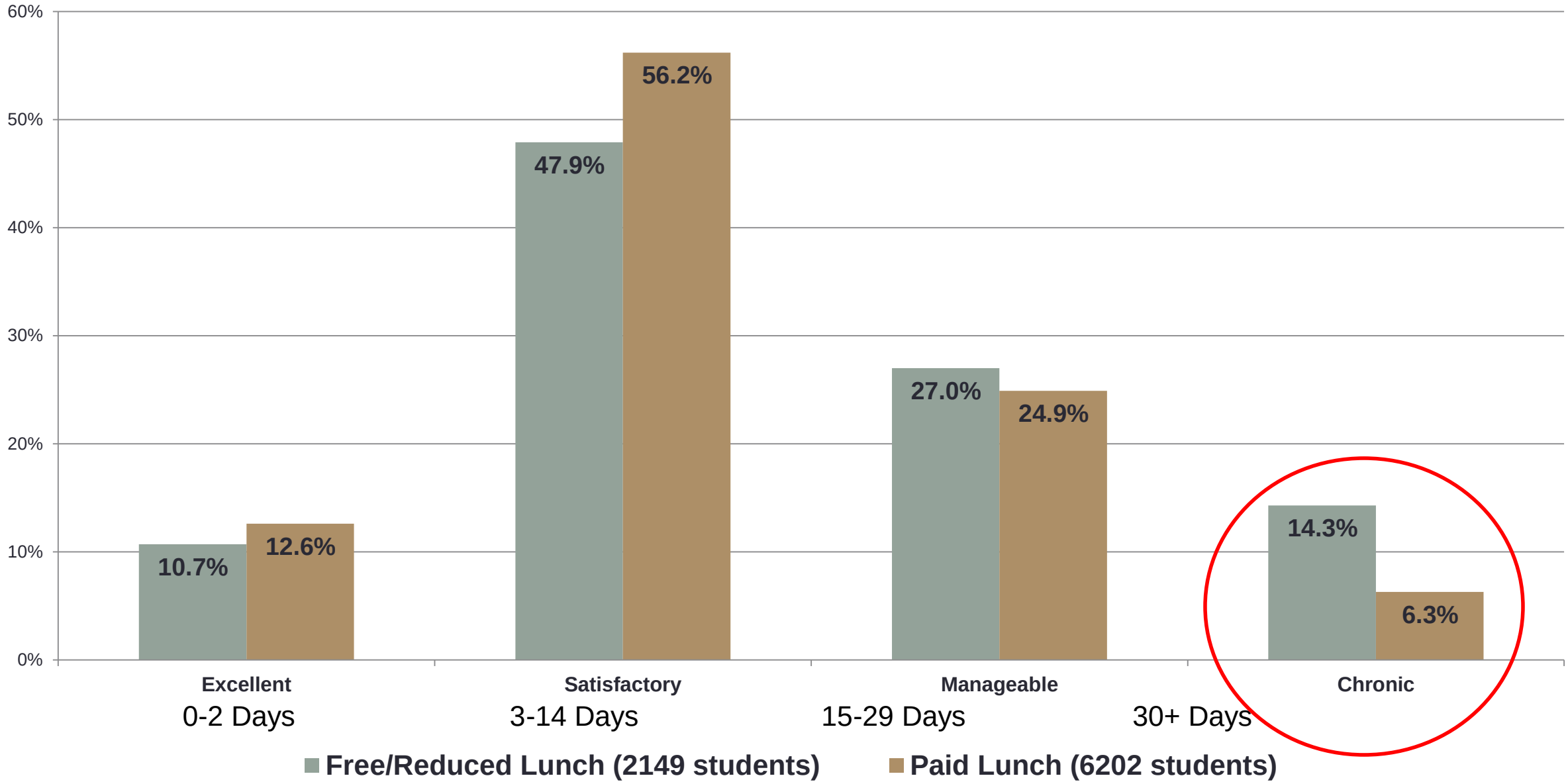


Social Emotional Context

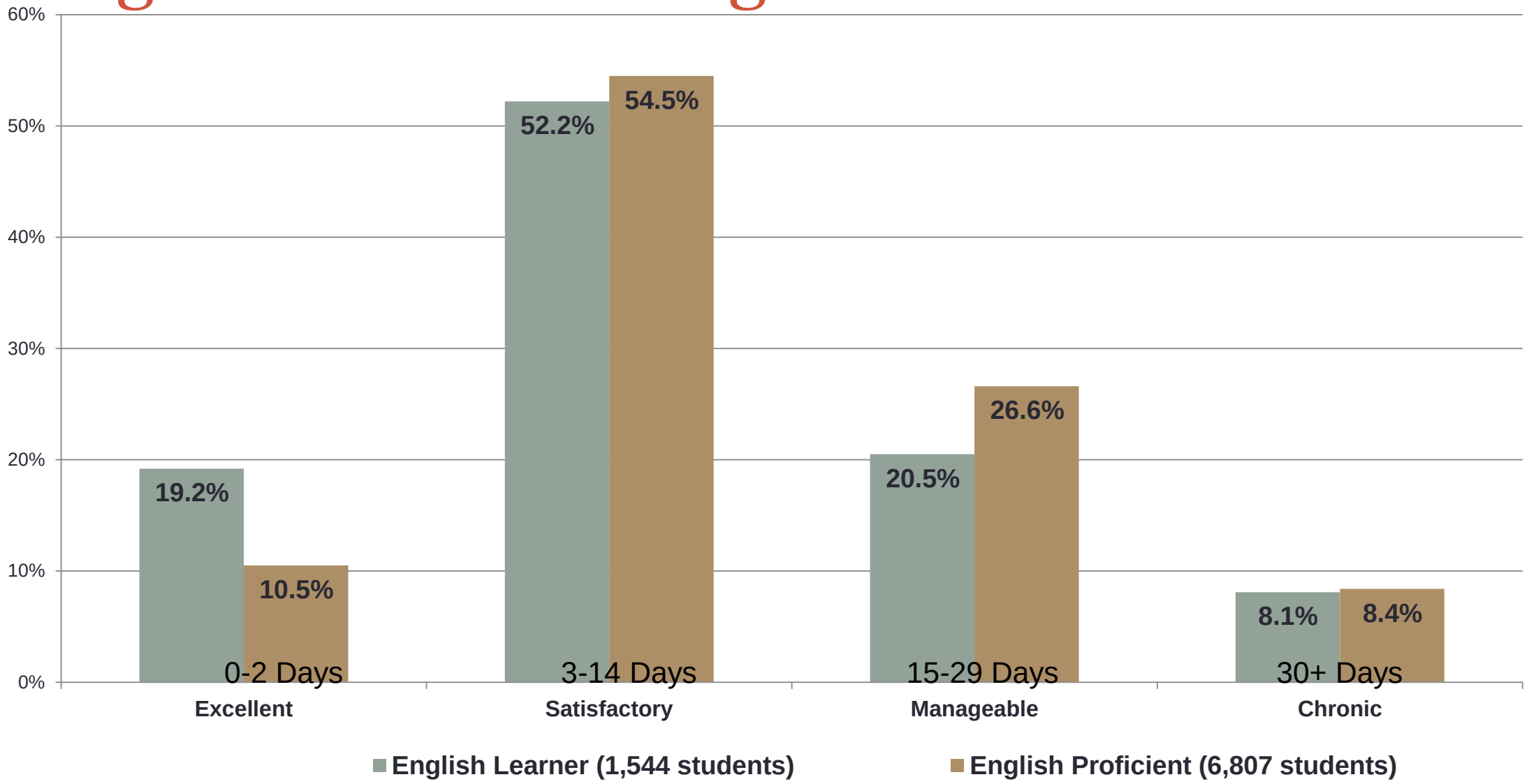
Attendance –Low Income & Not Low Income Students



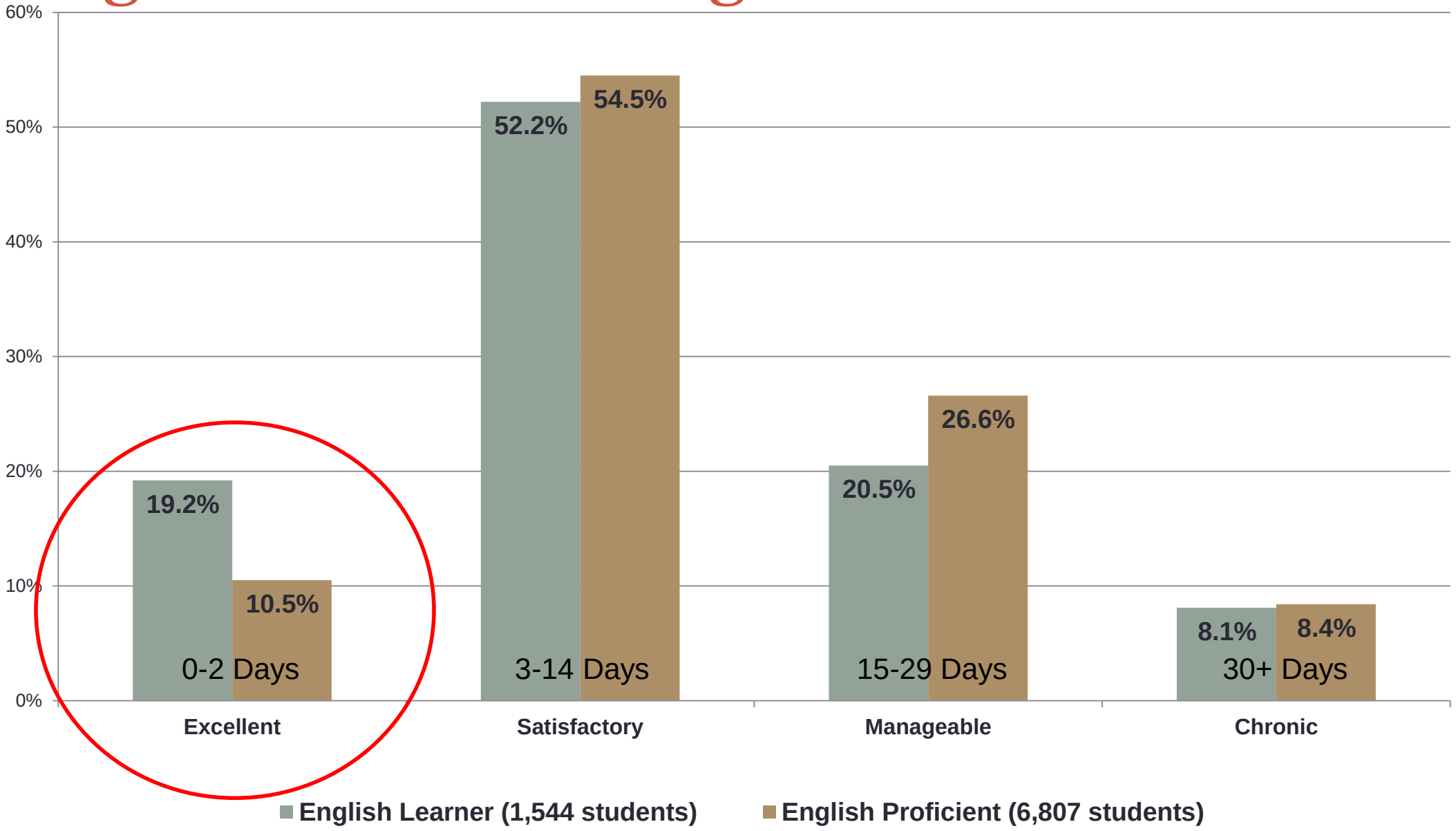
Attendance –Low Income & Not Low Income Students



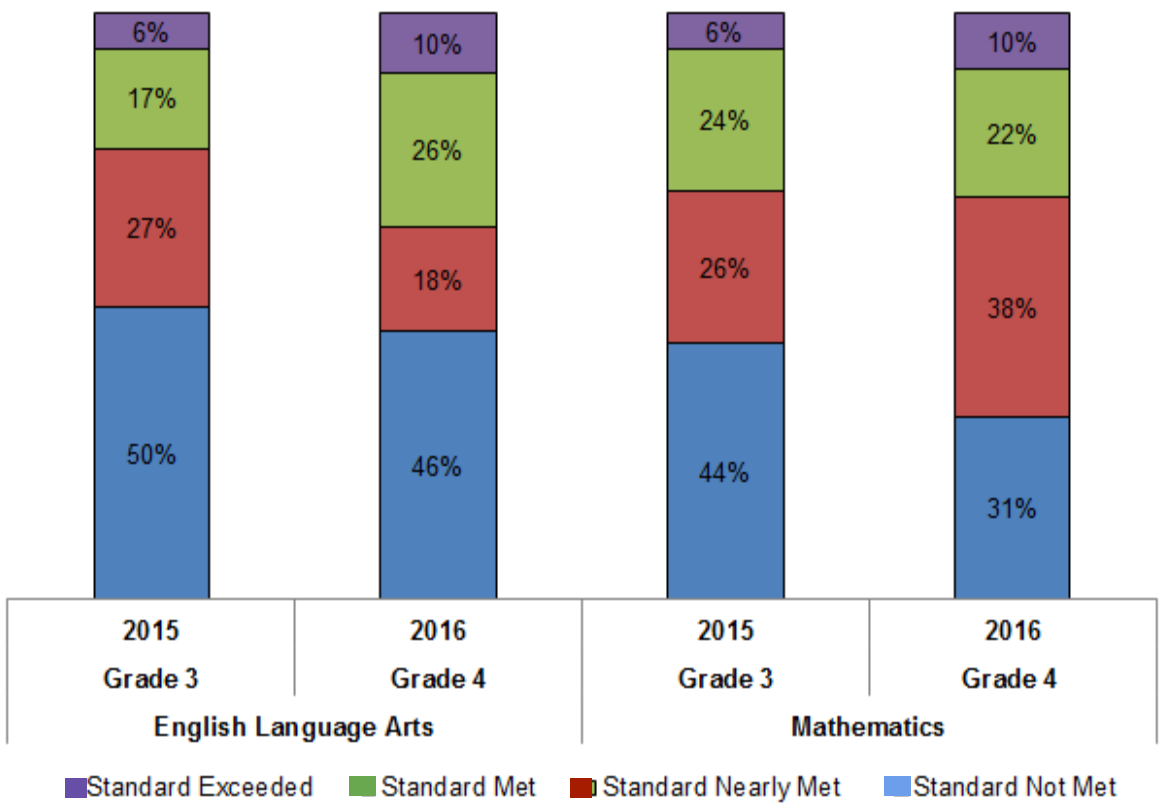
Attendance – English Learners & English Proficient Students

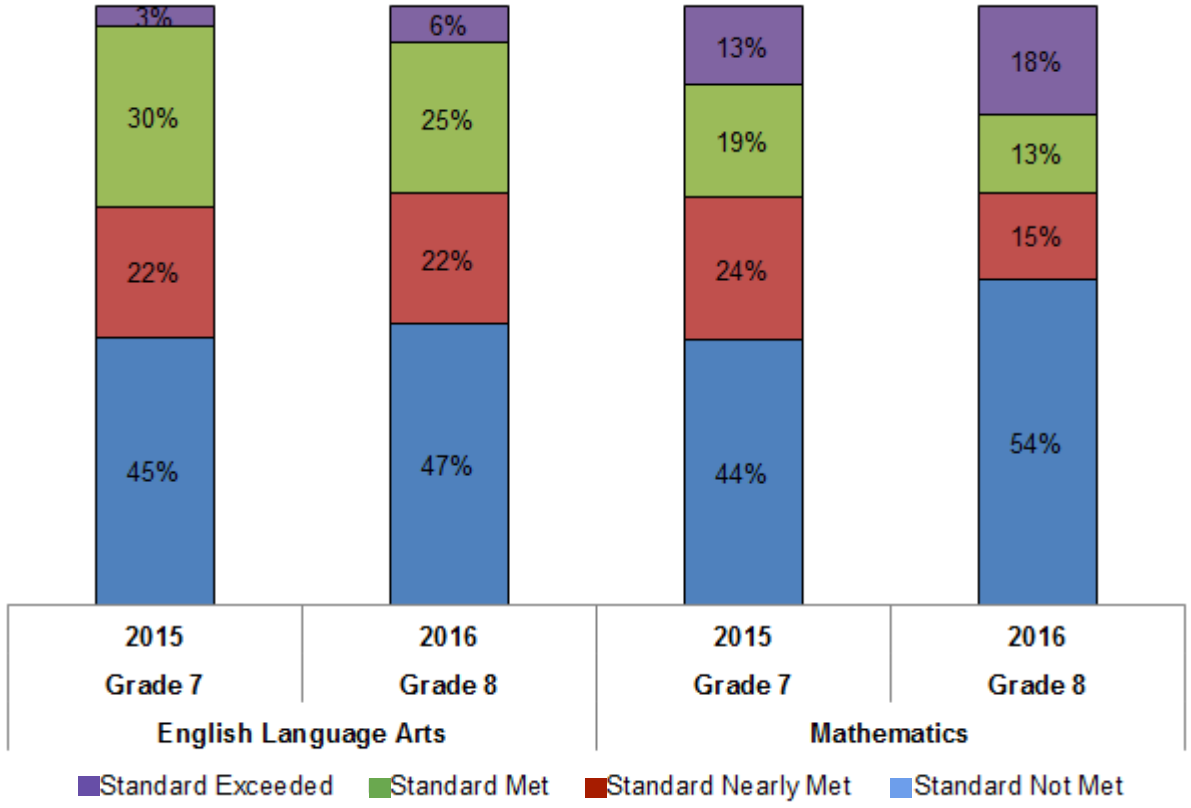


English Learners & English Proficient Students



Over 60% unduplicated students are below standards in Math and English skills





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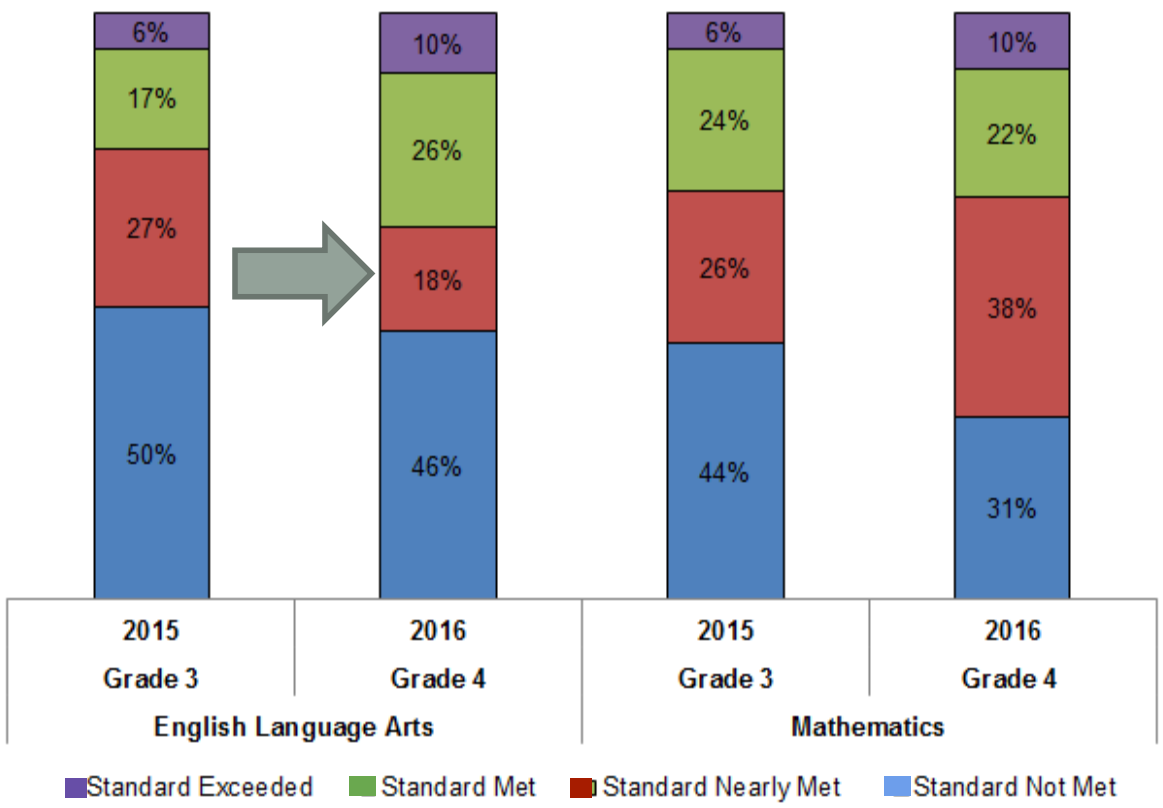

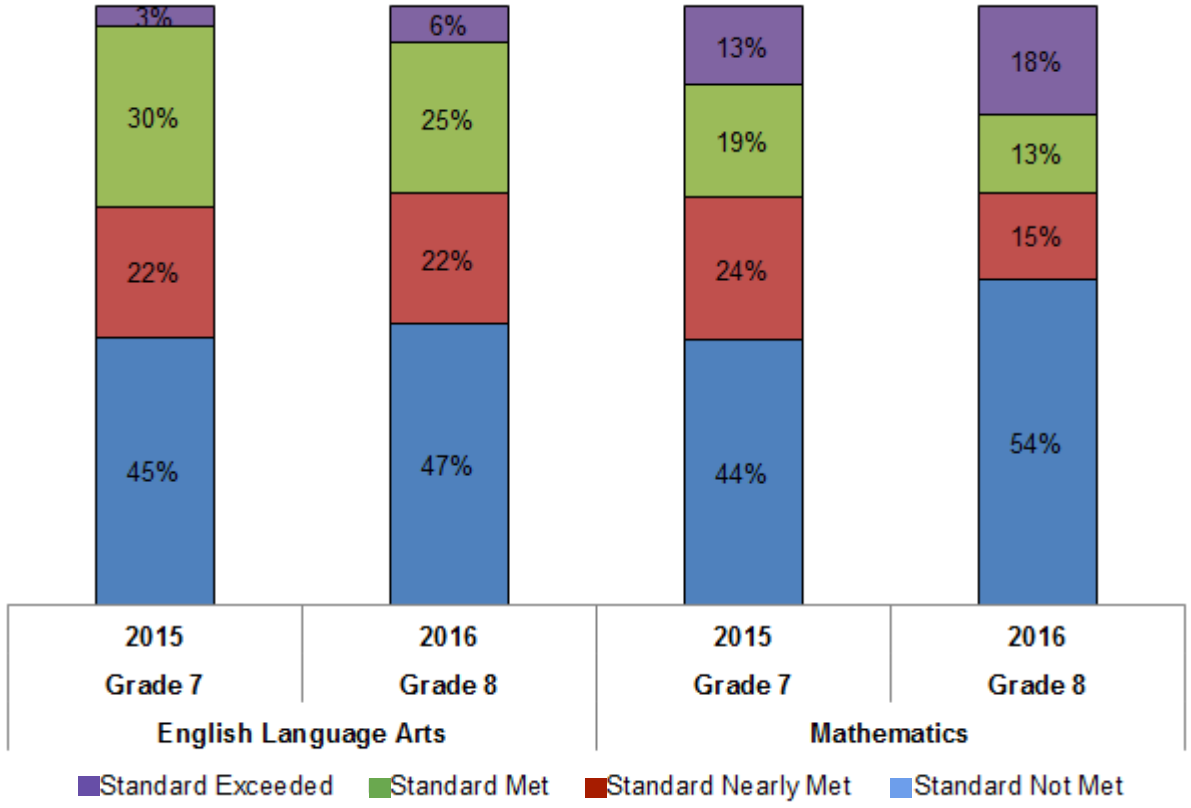

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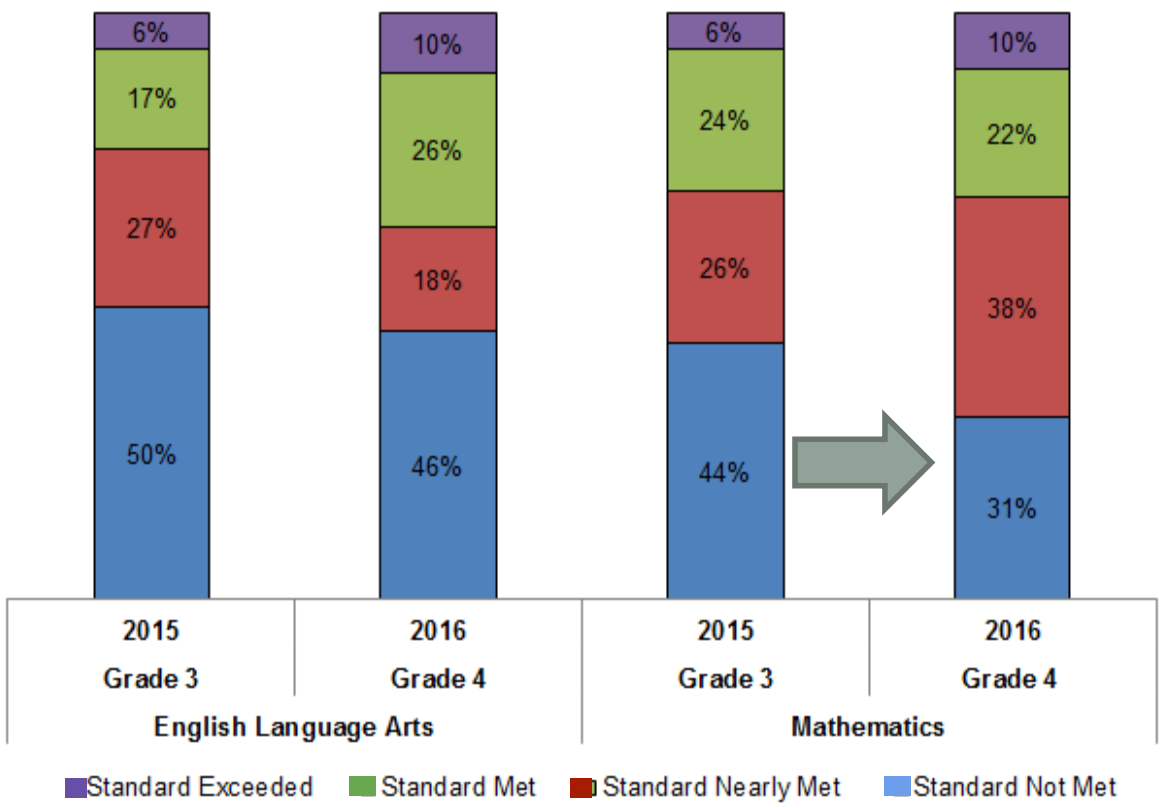

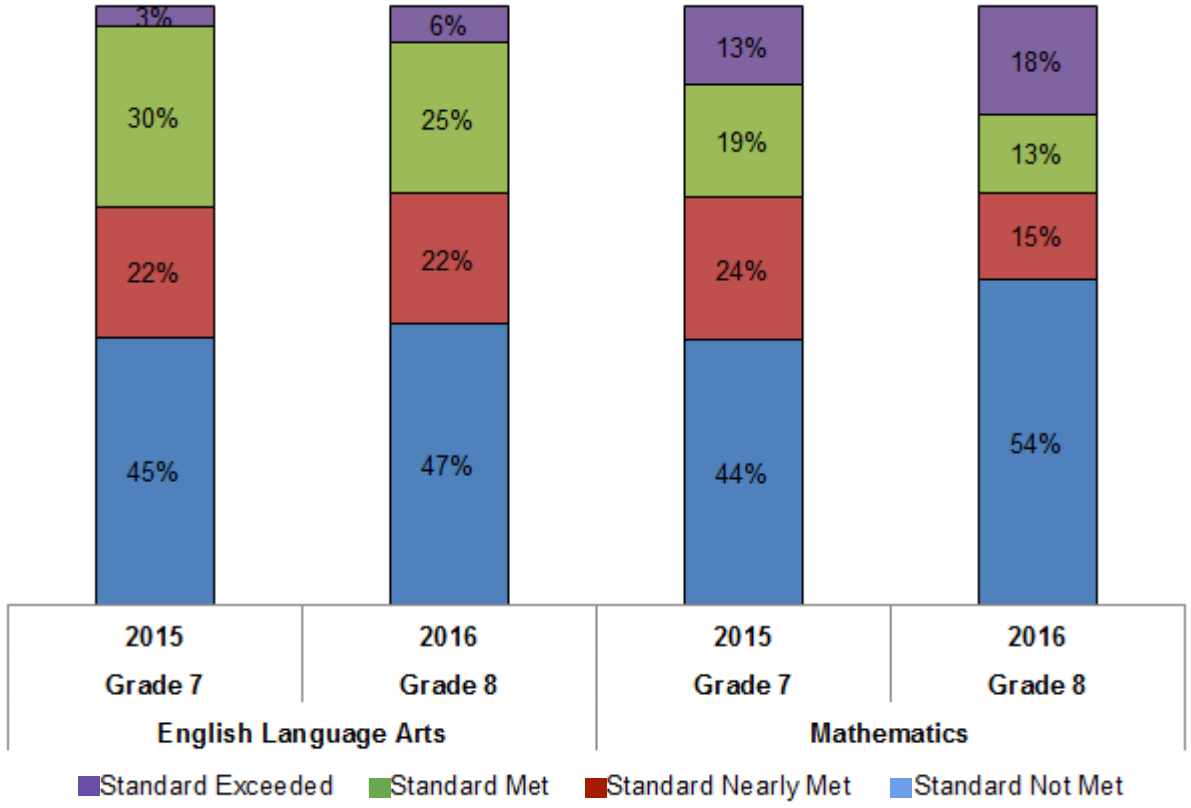

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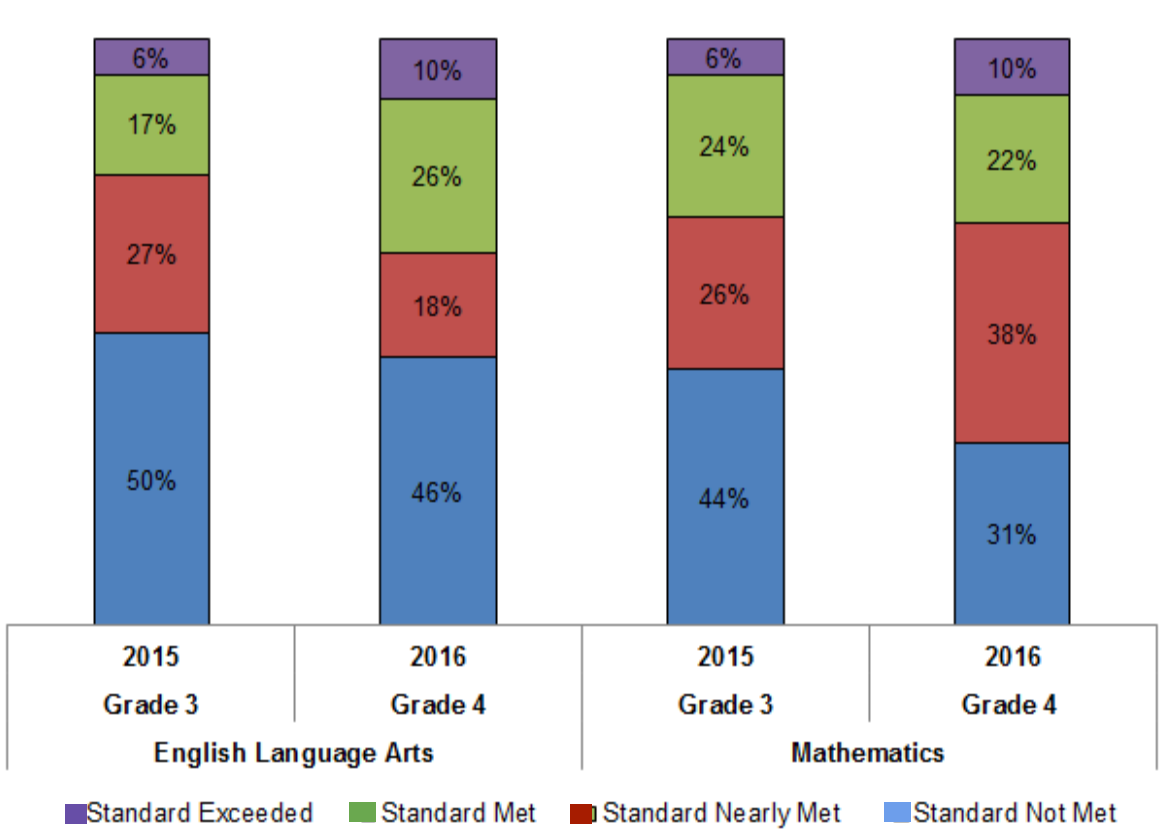

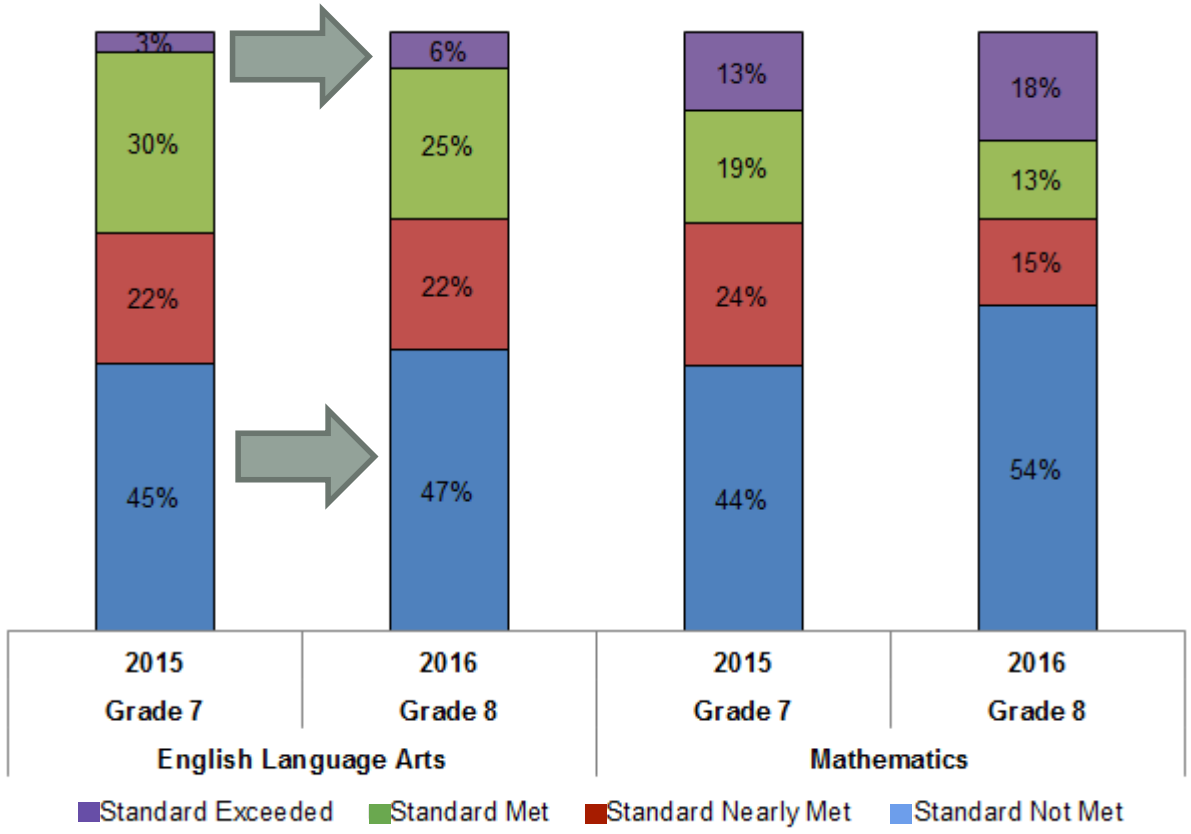

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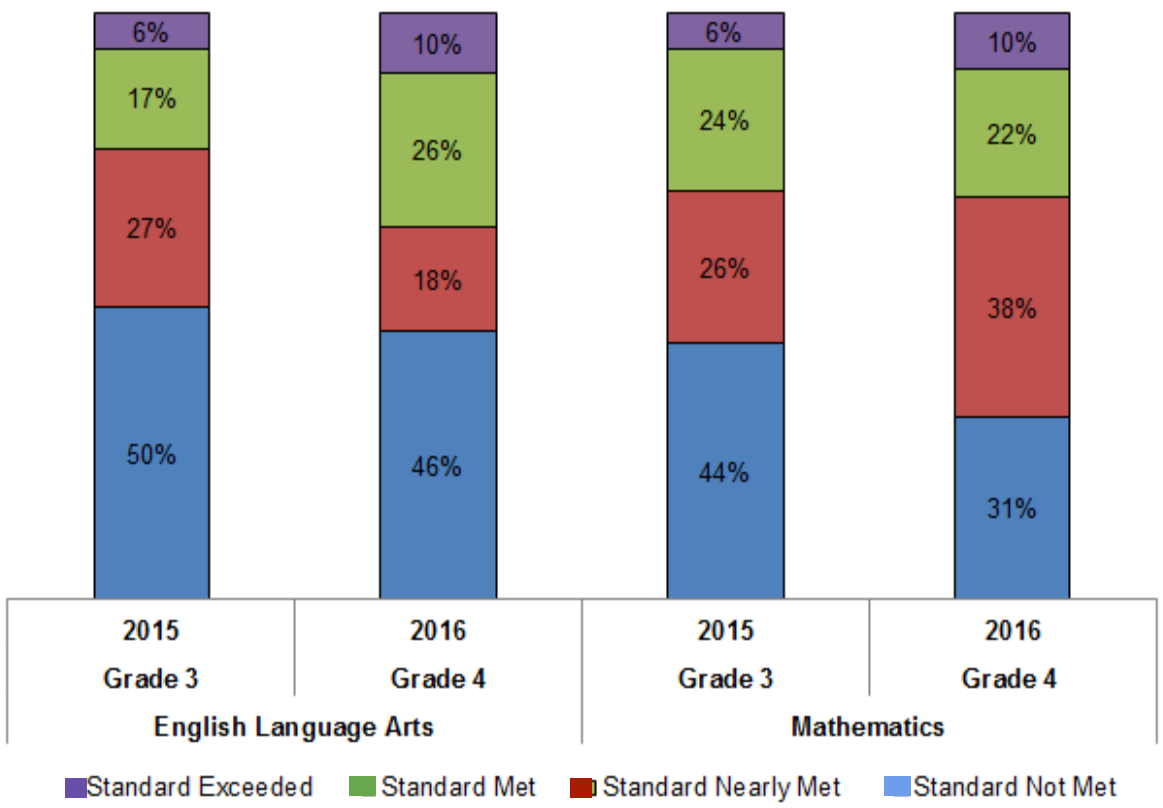
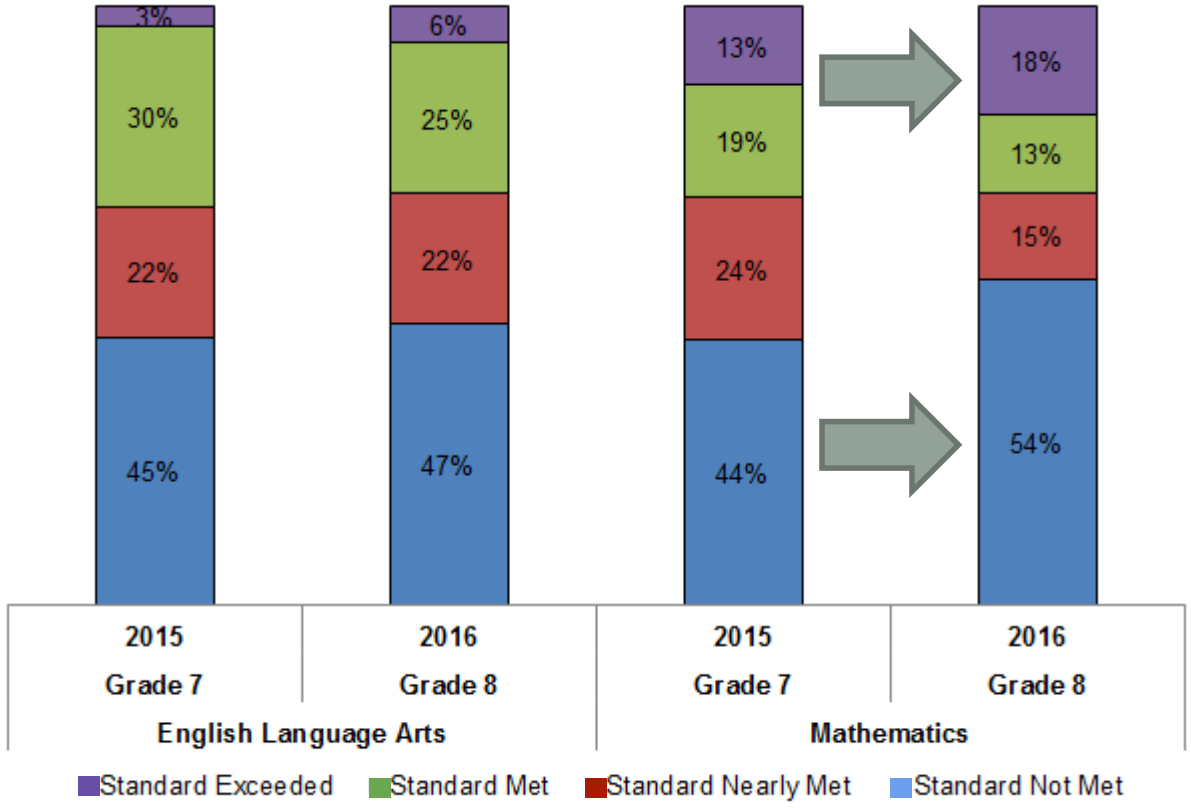
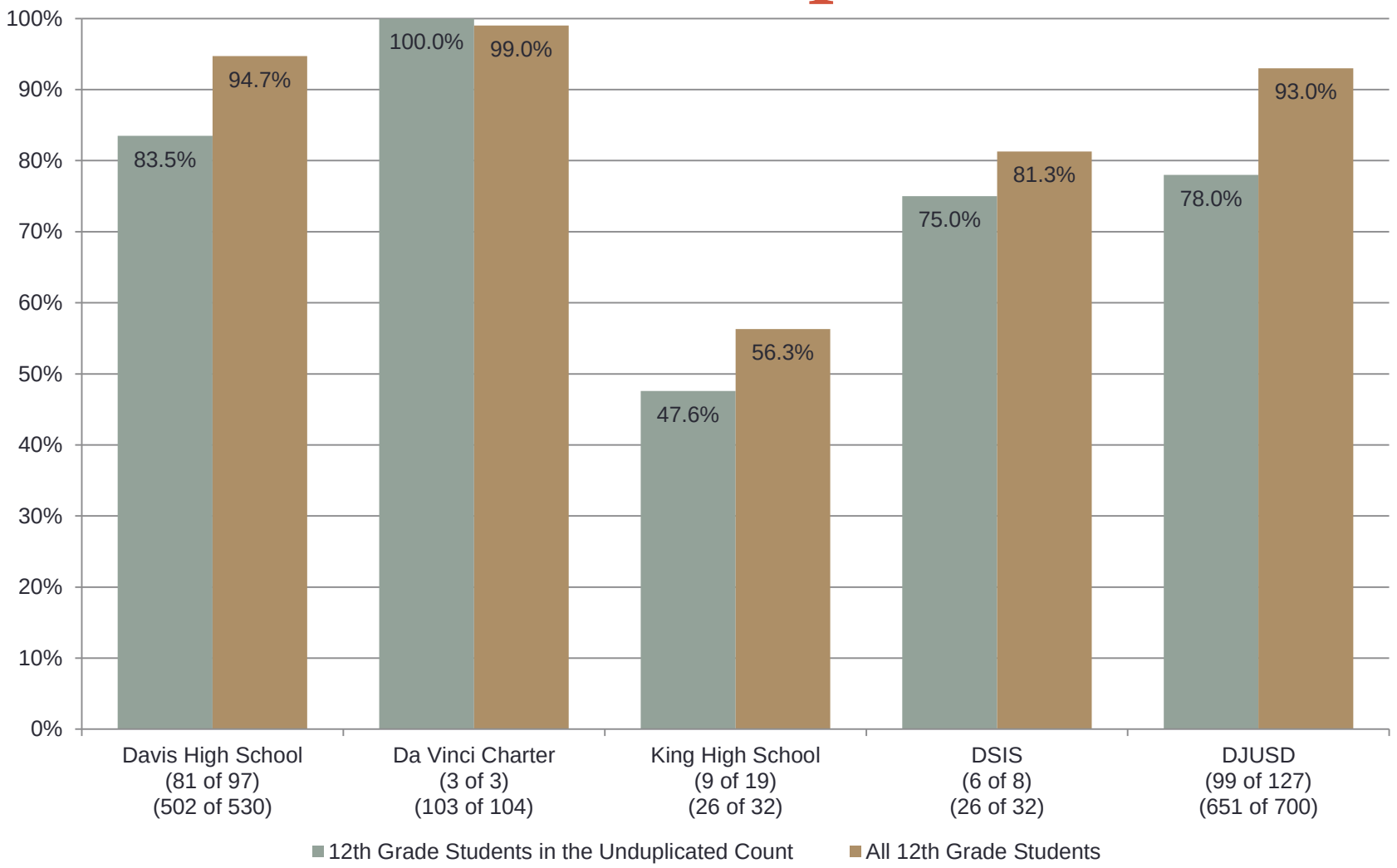




2015-16 Graduation Rate
Students in the Unduplicated Count



English Learner 3-year average Graduation Rate was 86.4%, so 2014-15 EL Graduation Rate increased by 4%

GRADUATION RATE REFERENCE CHART

Graduation Rate (All LEAs and High Schools)		CHANGE (PRIOR 3 YEAR AVG)				
		Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
STATUS (2014-15)	Very High 95% or greater		Blue	Blue	Blue	Blue
	High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
	Medium 85% to less than 90%	Orange	Orange	Yellow	Green	Green
	Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 67%	Red	Red	Red	Red	Red

2014-15 DJUSD English Learner Graduation Rate 90.8%

Students with Low Income prior 3-year average Graduation Rate was 90.4%, so 2014-15 Students with Low Income Graduation Rate decreased by 9.2%

GRADUATION RATE REFERENCE CHART

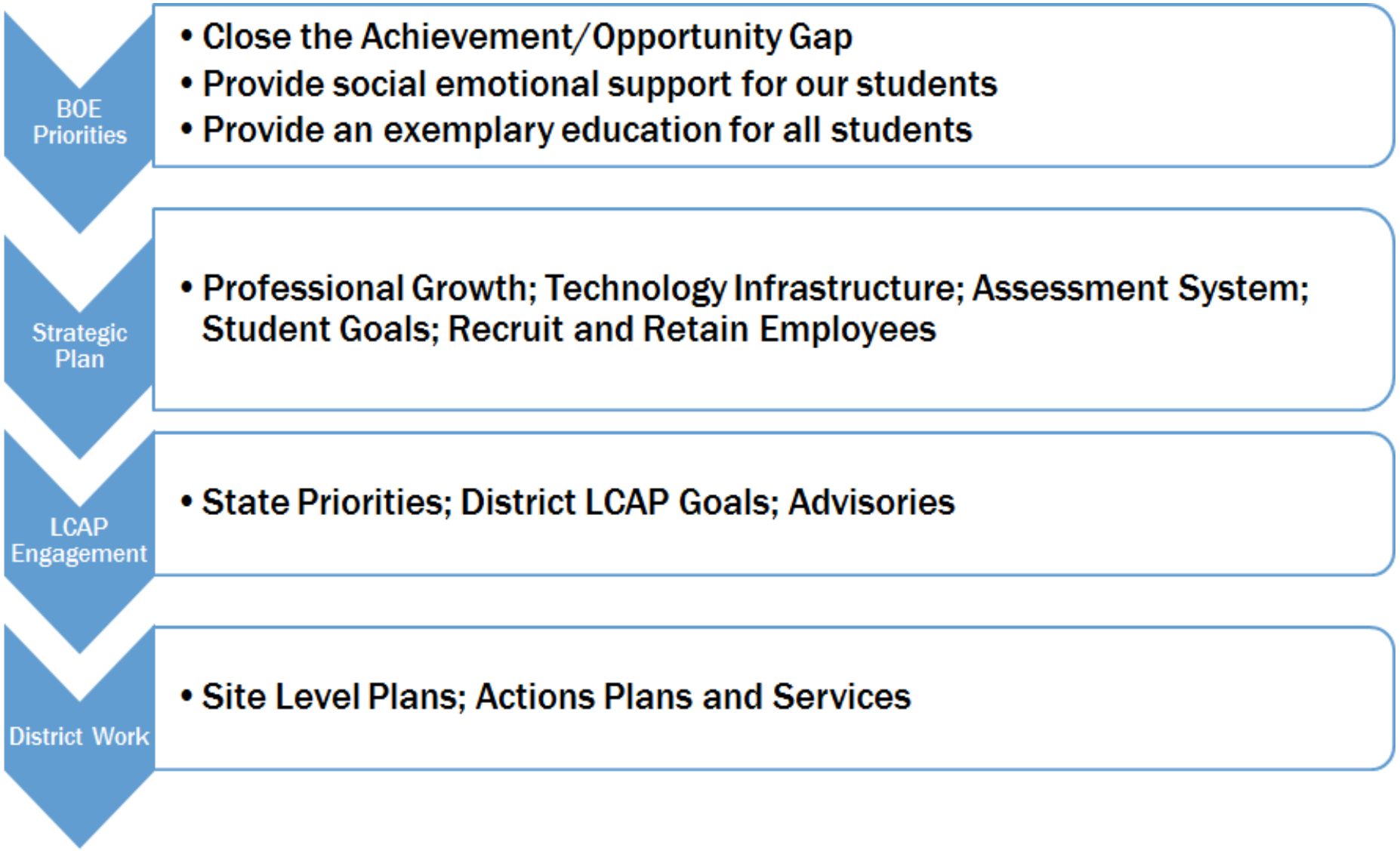
Graduation Rate (All LEAs and High Schools)		CHANGE (PRIOR 3 YEAR AVG)				
		Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
STATUS (2014-15)	Very High 95% or greater		Blue	Blue	Blue	Blue
	High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
	Medium 85% to less than 90%	Orange	Orange	Yellow	Green	Green
	Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 67%	Red	Red	Red	Red	Red

2014-15 DJUSD Students with Low Income Graduation Rate 81.2%

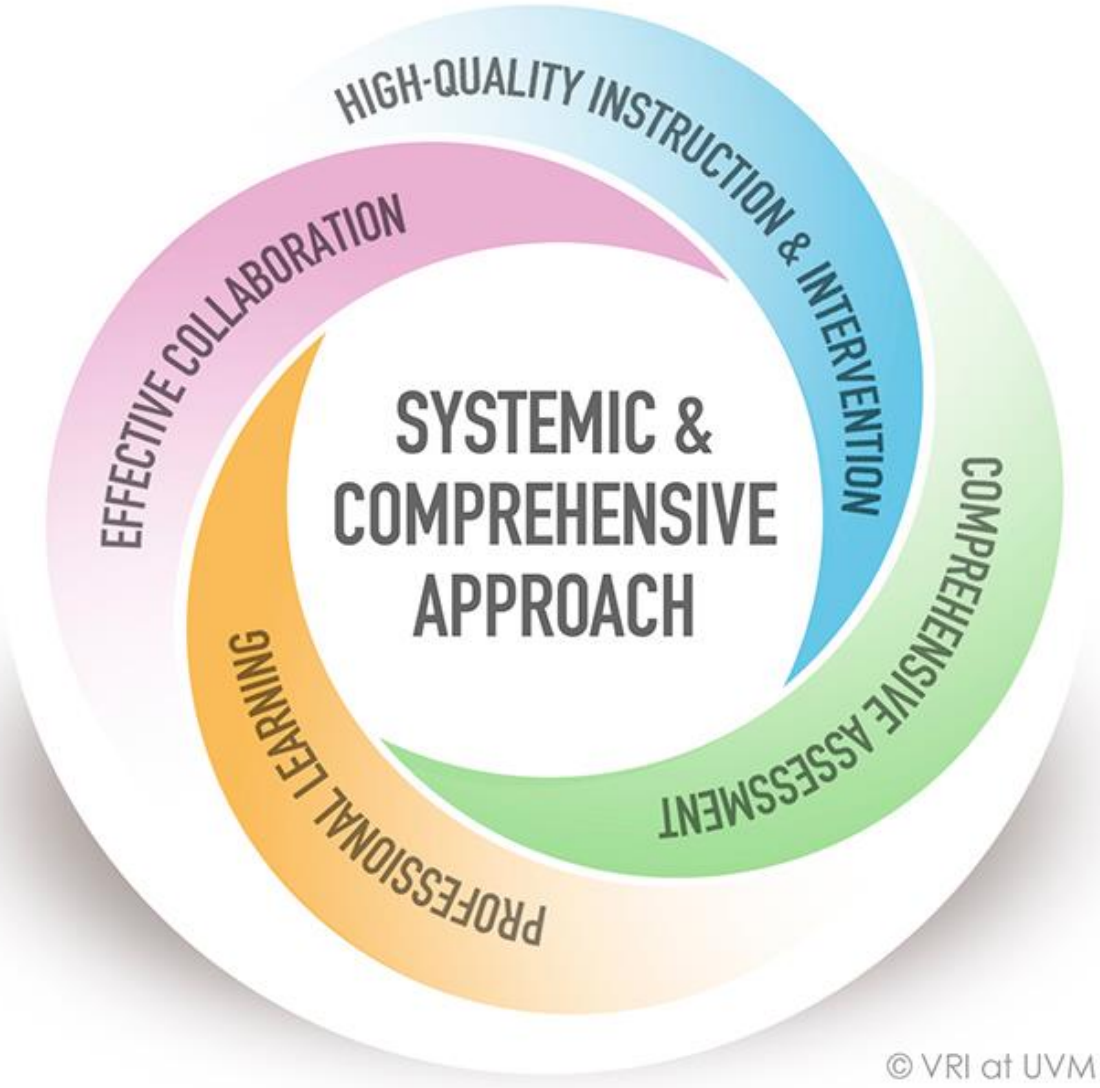
Participation in most rigorous coursework and college pathways is significantly lower than rates of peers.

Descriptor	Number of Students	Percentage
AP Coursework (9th – 12th graders)	**Unduplicated students: 68 of 475** *All students: 946 of 2823*	**14.3%** *33.5%*
Honors Coursework (8th – 12th graders)	**Unduplicated students: 109 of 615** *All students: 1194 of 3521*	**17.7%** *33.9%*
A-G Eligible (12th graders)	**Unduplicated students: 39 of 127** *All students: 482 of 700*	**30.7%** *68.9%*

Connecting to our Priorities, Goals and Actions



The system that fits our context and creates “ideal” conditions:



Path Forward

Interim Assessments established by summer 2016

100% participation in targeted **Professional Growth** areas.

Systematic analysis of **program effectiveness** with established metrics and timelines