

LAST MINUTE MEMORANDUM

DATE: May 7, 2004

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Geno Flores Deputy Superintendent
Assessment & Accountability Branch

RE: Item No. 53

SUBJECT: Seminar on State Assessment and Accountability Programs

At the March 2004 meeting, the State Board of Education requested a seminar on the state's assessment programs. The information attached includes the materials for the presentation.

Attachments:

- [Attachment 15:](#) Seminar on State Assessments and Accountability Presentation
(34 Pages; 84 Slides)
- [Attachment 16:](#) Seminar on State Assessments, Accountability Program Overview
(33 Pages; 97 Slides)
- [Attachment 17:](#) Seminar on State Assessments, *No Child Left Behind Act of 2001*
(NCLB) Accountability Requirements Program Overview
(4 Pages; 12 Slides)



State Board of Education Seminar on Assessment and Accountability

May 13–14, 2004

CALIFORNIA DEPARTMENT OF EDUCATION
Jack O'Connell, State Superintendent of Public Instruction

CALIFORNIA ASSESSMENT SYSTEM 2003-04

STAR Program										
CSTs	CAPA	CAT/6 Survey	SABE/2	CELDT	CAHSEE	EAP	PFT	CHSPE	GED	NAEP
Standards-based	Standards-based	Norm-referenced	Norm-referenced	Standards-based	Standards-based	Standards-based	Criterion-referenced	Criterion-referenced	Criterion-referenced	Criterion-referenced
Grades 2–11	Grades 2–11	Grades 2–11	Grades 2–11	Grades K–12	Grades 10–12	Grade 11*	Grades 5, 7, 9	Ages 16 and up or complete grade 10*	Ages 18 and up*	Grades 4, 8
English-Language Arts Mathematics Grades 4, 7 Written Composition Grades 8, 10, 11 History-Social Science Grades 5, 9–11 Science	English-Language Arts Mathematics (for students with severe cognitive disabilities)	Grades 2–8 Reading/Language Spelling Mathematics Grades 9–11 Reading/Language Mathematics Science	Reading Spelling Language Mathematics	K–1 Listening Speaking Grades 2–12 Listening Speaking Reading Writing	Language Arts Mathematics 2003–04 Grade 10 only (required)	Augmentations to CSTs in: English-Language Arts Algebra II Summative High School Mathematics	Aerobic Capacity Body Composition Abdominal Strength and Endurance Trunk Extensor Strength and Flexibility Upper Body Strength and Endurance Flexibility	Reading Writing Mathematics	Reading Writing Mathematics Science Social Science	2004 Reading Math Foreign Language
Results Individual School District County State	Results Individual School District County State	Results Individual School District County State	Results Individual School District County State	Results Individual School District County State	Results Individual School District County State	Results Individual	Results Individual School District County State	Results Individual School District	Results Individual	Results National State

***Voluntary for students**

Prepared by the California Department of Education
March 2004

Legend:

- | | |
|---|--|
| <p>CSTs = California Standards Tests</p> <p>CAPA = California Alternate Performance Assessment</p> <p>CAT/6 Survey = California Achievement Tests, Sixth Edition Survey</p> <p>SABE/2 = Spanish Assessment of Basic Education, Second Edition</p> <p>CELDT = California English Language Development Test</p> <p>CAHSEE = California High School Exit Examination</p> | <p>EAP = Early Assessment Program</p> <ul style="list-style-type: none"> • Early Assessment of Readiness for College English • Early Assessment of Readiness for College Mathematics <p>PFT = Physical Fitness Test</p> <p>CHSPE = California High School Proficiency Exam</p> <p>GED = General Educational Development</p> <p>NAEP = National Assessment of Educational Progress</p> |
|---|--|



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California Assessment System Matrix 2003–04

- Provides a summary view of all California state assessments
- Summarizes for each test
 - Grade levels and content areas assessed
- Groups together testing components of the STAR Program

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California Assessment System Matrix 2003–04

- Outlines five additional testing programs not addressed in today's seminar:
 - Early Assessment Program (identifying readiness for college English and mathematics, in collaboration with CSU system)
 - Physical Fitness Test
 - California High School Proficiency Examination (CHSPE)
 - General Educational Development (GED) test
 - National Assessment of Educational Progress (NAEP)

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California Assessment System

Historical Timeline of Current Programs

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California Assessment System Historical Timeline of Current Programs

	1997	1998	1999	2000	2001	2002	2003	2004
State Academic Standards	SBE adopted state academic standards for English-language arts and mathematics	SBE adopted state academic standards for history-social science and science		SBE adopted state ELD standards for kindergarten through grade 12				
Standardized Testing and Reporting (STAR)	Senate Bill 376 authorized STAR Program*		STAR Program results first used for calculating Academic Performance Index (API) for school accountability		Senate Bill 233 reauthorized STAR Program**		Results of CSTs in mathematics and science and CAPA used for reporting Adequate Yearly Progress (AYP) for NCLB requirements***	SBE authorized development of science tests in grades 8 and 10 for NCLB requirements Senate Bill 1448 to authorize STAR Program is now in progress
Norm-Referenced Test (NRT)	SBE designated <i>Stanford Achievement Test, ninth Edition, Form T</i> (Stanford 9) as NRT	Stanford 9 first administered in grades 2–11				SBE designated California Achievement Test, Sixth Edition Survey (CAT/6 Survey) as NRT	CAT/6 Survey first administered in grades 2–11	
California Standards Test (CST)		SBE authorized development of standards-based tests in English-language arts and mathematics as augmentations to the Stanford 9	Standards-based augmentations to Stanford 9 for English-language arts and mathematics administered in grades 2–11	SBE authorized development of standards-based writing tests in grades 4 and 7 and CSTs in history-social science and science in grades 9–11	CSTs in history-social science and science administered in grades 9–11 California writing tests administered in grades 4 and 7	Mathematics standards tests separated from Stanford 9 in grades 8–11	First administration of all California Standards Tests as “stand alone” tests completed CST in history-social science moved from grade 9 to grade 8	First administration of CST in science in grade 5 completed SBE authorized using CSTs for Golden State Seal Merit Diploma eligibility
California Alternate Performance Assessment (CAPA)						SBE approved development of the California Alternate Performance Assessment (CAPA) to meet federal (NCLB) requirement***	First administration of the CAPA completed	
Primary Language Test	SBE designated <i>Spanish Assessment of Basic Education, Second Edition</i> (SABE/2)	SABE/2 first administered in grades 2–11				SBE redesignated SABE/2		
California High School Exit Examination (CAHSEE)			Senate Bill 2X authorized the CAHSEE	SBE adopted test blueprints/items	Test administered to volunteer ninth graders (Class of 2004) Assembly Bill 1609 removed ninth grade option, required a study of exam, and provided option to delay the exam based on the study	Test administered to tenth graders (Class of 2004) who did not take or pass the CAHSEE in spring 2001 Senate Bill 1476 moved the waiver process for students using modifications to the local level	First tenth grade census administration given to Class of 2005 SBE postponed CAHSEE requirement to Class of 2006, based on study Senate Bill 964 required assessment alternatives to CAHSEE requirement for students with disabilities	Test as tenth grade census administration given to students in Class of 2006
California English Language Development Test (CELDT)	Assembly Bill 748 authorized development of English Language Development (ELD) standards and identification of tests aligned to ELD standards		Senate Bill 638 authorized CELDT development and administration SBE adopted ELD standards	SBE/SSPI established annual CELDT Testing window as July 1 through October 31	Annual assessment of English learners and Annual Measurable Achievement Objectives (AMAO) required for federal NCLB Title III***	Second annual administration completed	Third annual administration completed SBE adopted annual AMAO targets for districts and schools	Fourth annual administration to be completed

* SB 376 required students in grades 2–11 to be tested in English with SBE-approved NRT in reading, writing, and mathematics, with spelling added in grades 2–8 and history-social science and science added in grades 9–11

** SB 233. This reauthorization bill moved the CST in history-social science from grade 9 to grade 8, eliminated the Golden State Examinations (GSE), created the grade 8–9 general mathematics CST, and directed an increasing emphasis of the CSTs over the NRT.

*** NCLB refers to the federal No Child Left Behind (NCLB) requirements.



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California Assessment System Historical Timeline of Current Programs

- Summarizes only state assessment programs reviewed in today's seminar



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California Assessment System Historical Timeline of Current Programs

- Identifies the year of:
 - State Board of Education adoption of California's academic standards Legislative authorization/reauthorization and amendment for state assessment programs
 - First administrations of assessment programs and components
 - First use for state or federal accountability requirements
 - Introduction of new tests for assessment programs



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California Assessment System Test Development Process

California Assessment System Test Development Process

Legislative Authorization/Guidance

Identifies content areas, grade levels, purposes, students to be tested, and use of results

Test Blueprint/Specification Development

Defines test content, design, and item format to address state academic standards

Initial Item Development

Creates draft items aligned to test blueprint specifications (test development contractor [item writers])

Item Review/Revision

Includes item reviews by CDE staff, Content Review Panels (CRP), and Statewide Pupil Assessment Review (SPAR) Panel; revisions based on review findings

Item Field Testing

Administers items to students in schools throughout the state

Analysis of Field Test Results

Analyzes item quality, difficulty, and effectiveness with all students (test development contractor, content reviewers, and CDE)

Item Selection for Test Forms

Selects items from item pool that meet test specifications

Test Form Construction

Assembles selected items into the final test form for final review, printing, and distribution



California English-Language Development Test (CELDT)

Program Overview 2004



CELDT: Background

- Was instituted by Assembly Bill 748 Escutia (Chapter 936/1997)
- Was expanded and refined by Senate Bill 638 Alpert (Chapter 678/1999)
- Is contained in *Education Code* sections 313, 60810, and 60812
- Is in compliance with federal law, No Child Left Behind, Title III, requiring an annual English proficiency assessment



CELDT: Purpose

- School districts are to use initial assessment results as the primary source for identifying English learners.
 - Other information about a student's English fluency may be used to support initial CELDT data.



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CELDT: Purpose

Districts are to use annual assessment results:

- To monitor students' progress in acquiring English language skills
- As one criterion in reclassifying students to fluent English proficient (FEP)

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CELDT: Reclassification

School districts must develop reclassification process that:

- Follows state law
- Reflects guidelines approved by the SBE in September 2002

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CELDT: Reclassification

Four criteria required for reclassification:

- Assessment of proficiency in English, using the CELDT
- Teacher evaluation
- Parental opinion and consent
- Comparison of performance in basic skills

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CELDT: Requirements

CELDT examiners and scorers must be:

- Proficient speakers of standard English
- Trained in CELDT administration workshops

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CELDT: Requirements

Students with disabilities:

- Use accommodations/modifications as specified in Individualized Education Programs (IEP) or 504 Plans.

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CELDT: Requirements

Students with severe disabilities who are unable to take the CELDT:

- Use alternate assessment(s) as defined in students' IEP or 504 Plans to determine English language proficiency*

** IEP team must review results of the alternate assessment(s) and CELDT to determine student's proficiency level.*

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CELDT: Content Coverage

Skill areas tested:

- Listening and speaking
 - Kindergarten through grade twelve
- Reading and writing
 - Grades two through twelve

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CELDT: Reporting Results

- School districts are to inform parents of their student's assessment results within 30 calendar days after receipt from the test contractor.
- School, school district, county, and state results are posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el> annually:
 - November, initial assessment
 - March, annual assessment

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California High School Exit Examination (CAHSEE)

Program Overview 2004

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CAHSEE: Background

- Established by Senate Bill 2X, O'Connell, 1999
- Authorized and defined under *Education Code* sections 60850 through 60859
- Postponed as a graduation requirement to the Class of 2006 by the State Board of Education (SBE), July 2003, as authorized by Assembly Bill 1609

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CAHSEE: Purpose

- To significantly improve pupil achievement in public high schools
- To ensure that pupils who graduate from public high schools can demonstrate grade-level competency in the state's academic content standards for reading, writing, and mathematics
- To provide state and federal accountability data

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CAHSEE: Current Requirements

- All students, beginning with the Class of 2006, must pass the CAHSEE to be eligible for a public high school diploma. (There are no student exemptions or opt-outs for the CAHSEE.)
- English Learners shall have testing variations if regularly used in the classroom.

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CAHSEE: Current Requirements

- Students with disabilities must be allowed to take the CAHSEE with any accommodations or modifications specified in the student's Individualized Education Program (IEP) or Section 504 Plan for use on the CAHSEE, standardized testing, or during classroom instruction and assessment.

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CAHSEE: Current Requirements

- Students are tested for the first time as tenth graders in spring.
- Students have up to five additional opportunities throughout high school to pass the CAHSEE.
- Students may only retake the portion(s) of the exam not previously passed.

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CAHSEE: Content Coverage

- The English-language arts portion of the CAHSEE covers state academic content standards through grade ten.
- The mathematics portion covers standards in grades six and seven and Algebra I.

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CAHSEE: Blueprint for English-Language Arts

- 80 test questions:
 - 72 operational multiple-choice items
 - 1 operational writing task
 - 7 field-test multiple-choice items
- 6 strands:
 - Word analysis
 - Reading comprehension
 - Literary response and analysis
 - Writing strategies
 - Writing conventions
 - Writing applications

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CAHSEE: Blueprint for Mathematics

- 80 operational and 12 field-test questions
- 6 strands
 - Statistics, data analysis, and probability
 - Number Sense
 - Algebra and Functions
 - Measurement and Geometry
 - Mathematical Reasoning
 - Algebra 1

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CASHEE: Recent Legislation

- Senate Bill 964 (chapters in October 2003) requires an independent study to:
 - Assess options for alternatives to the CAHSEE for students with an Individualized Education Program (IEP) or Section 504 Plan
 - Recommend alternatives for graduation requirements and assessments, if any, for such students
- The study must be completed by May 1, 2005.

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Standardized Testing and Reporting (STAR) Program

Program Overview 2004



STAR: Background

- Established by Senate Bill 376, Alpert, 1997
- Amended by Senate Bill 366, Alpert, 1999
- Reauthorized by Senate Bill 233, Alpert, 2001
- Undergoing reauthorization, Senate Bill 1448, Alpert, 2004



STAR: Purpose

- Standardize testing and the reporting of test results for all students, schools, school districts, and counties
- Provide teachers parents/ guardians, and students with results to help monitor each student's academic progress.



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STAR: Purpose

- Provide schools and school districts information that can be used with other achievement data to make decisions about improving instructional programs.
- Provide information to community members and government officials about the effectiveness of California's public education system.

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STAR: Requirements

- Requires that all students be tested annually:
 - In grades two through eleven
 - In English
 - With a designated nationally normed achievement test and California Standards Tests (CSTs)

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STAR: Requirements

- Requires use of primary language test, designated by the State Board of Education, given to English learners in addition to the CSTs and CAT/6 Survey
 - Required for Spanish-speaking English learners enrolled in grades two through eleven in California public schools less than 12 months
 - Is a school district option for English learners enrolled 12 months or more

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STAR: Components

Four STAR components are:

- California Standards Tests (CSTs)
- California Alternate Performance Assessment (CAPA)
- California Achievement Tests, Sixth Edition, Survey (CAT/6 Survey)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

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STAR: Reporting Results

- Parents/guardians receive their student's results within 20 working days after the district receives them.
- Teachers receive STAR class/grade level results.
- Group results for all students and subgroups of students by grade level for each school, district, county, and the state will be posted in August on the Internet.

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STAR: Reporting Results

Schools receive:

- STAR Student Reports
- Cumulative record labels
- Alphabetical lists of student results
- Grade level summaries

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STAR: Reporting Results

School districts and county
offices receive:

- Electronic data files
- Summary reports



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STAR: Using Results

- Teachers, parents/guardians, and students use individual results to help monitor academic progress of students and guide instruction
- Group results are used with other achievement data to help make decisions about improving student learning and school programs



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The STAR Student Report
The California Report for Teachers

The STAR Student Report

U S I N G A S S E S S M E N T T O H E L P S T U D E N T S L E A R N

Dear Parent/Guardian,

Each year, California's STAR Program measures your child's progress in meeting California's Content Standards, which describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the California Standards Tests, as well as on the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). The report also gives suggestions for how you can continue to help your child learn.

Sincerely,

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Student #: **000032291**

Date of birth: **4/15/87**

Grade: **10**

Test date: **Spring 2004**

For the parent/guardian of:

Jane Doe

1421 Ariel Drive

Los Angeles, CA 00001

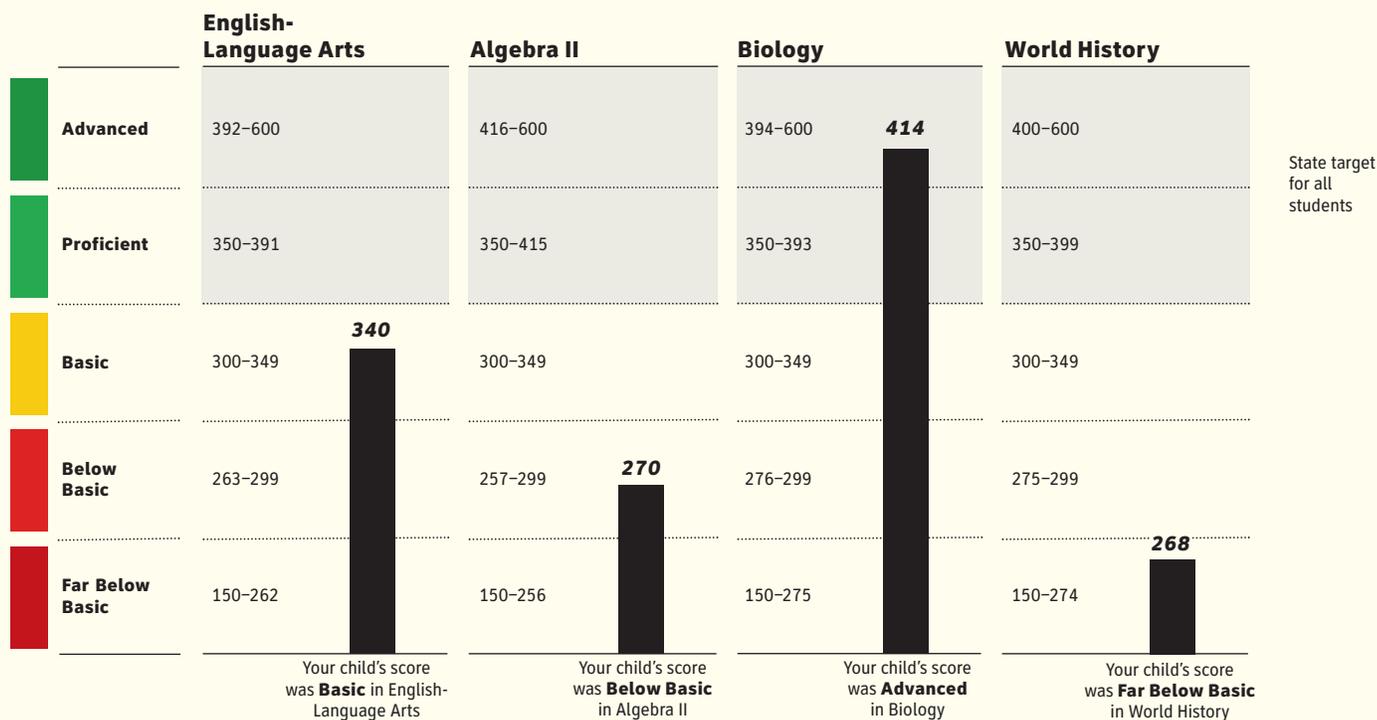


School: **Washington HS**

District: **San Bernardino Unified**

Your child's overall results on the California Standards Tests

Your child's scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card at www.cde.ca.gov/ope/sarc or ask for a copy of the SARC at your child's school

How to help your child

1

Review this report with your child and your child's teacher.

2

Provide your child with a quiet place to study each day.

3

Show an interest in your child's progress throughout the school year.



Your child's strengths and needs based on these tests

English-Language Arts GRADE 10

CALIFORNIA STANDARDS	YOUR CHILD'S SCORE (◆) COMPARED TO SCORE OF PROFICIENT STUDENTS		
	LOWER	ABOUT THE SAME	HIGHER
Reading			
Word Analysis and Vocabulary Development		◆	
Reading Comprehension	◆		
Literary Response and Analysis	◆		
Writing			
Written Conventions	◆		
Writing Strategies		◆	

In the chart above, your child's score is compared to the scores of students whose overall performance level on the test was Proficient. Proficient is the state target for all students. Based on your child's test results, one content area to focus on is **Reading Comprehension**.

Algebra II

CALIFORNIA STANDARDS	YOUR CHILD'S SCORE (◆) COMPARED TO SCORE OF PROFICIENT STUDENTS		
	LOWER	ABOUT THE SAME	HIGHER
Polynomials and Rational Expressions	◆		
Quadratics, Conics, and Complex Numbers		◆	
Exponents and Logarithms		◆	
Series, Combinatorics, Probability, and Statistics	◆		

In the chart above, your child's score is compared to the scores of students whose overall performance level on the test was Proficient. Proficient is the state target for all students. Based on your child's test results, one content area to focus on is **Polynomials and Rational Expressions**.

Biology

CALIFORNIA STANDARDS	YOUR CHILD'S SCORE (◆) COMPARED TO SCORE OF PROFICIENT STUDENTS		
	LOWER	ABOUT THE SAME	HIGHER
Investigation and Experimentation			◆
Cell Biology		◆	
Genetics			◆
Ecology and Evolution			◆
Physiology		◆	

In the chart above, your child's score is compared to the scores of students whose overall performance level on the test was Proficient. Proficient is the state target for all students. Based on your child's test results, one content area to focus on is **Physiology**.

World History GRADE 10

CALIFORNIA STANDARDS	YOUR CHILD'S SCORE (◆) COMPARED TO SCORE OF PROFICIENT STUDENTS		
	LOWER	ABOUT THE SAME	HIGHER
Development of Modern Political Thought	◆		
Industrial Expansion and Imperialism		◆	
Causes and Effects of the First World War	◆		
Causes and Effects of the Second World War	◆		
International Developments in the Post-World War II Era	◆		

In the chart above, your child's score is compared to the scores of students whose overall performance level on the test was Proficient. Proficient is the state target for all students. Based on your child's test results, one content area to focus on is **Causes and Effects of**

Find released test items at www.cde.ca.gov/ta/tg/sr/resources.asp and a complete copy of the standards at www.cde.ca.gov/standards

California Reading List

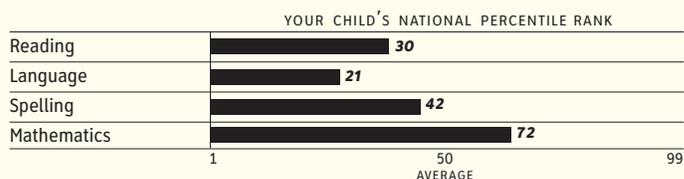
Your child's California Reading List Number is 3.

To find recommended books based on your child's reading performance on the CAT/6 Survey, go to <http://star.cde.ca.gov> and click on "California Reading List." This list provides titles of books that your child should be able to read independently. It includes different types of books, such as fiction, nonfiction, plays, and poetry.

Encourage your child to read at home and help your child find books of interest. Strong reading skills are critical for success in all school subjects.

National comparison

As part of the STAR Program, your child took a test called the CAT/6 Survey, which shows how your child performed in basic skills as compared to a sample of students tested throughout the United States. The graphs below use "percentile ranks" to show your child's performance. For example, a percentile rank of 40 in reading means that your child scored as well as or better than 40% of students tested in the sample. The lowest possible percentile rank is 1, while the highest possible percentile rank is 99.



The California Report for Teachers

The purpose of this report is to make the results of last year's California Standards Test (CST) useful for your instruction by addressing three questions:

- ◆ How did last year's students perform on the CST?
- ◆ How did each group of students perform?
- ◆ What additional resources are available?

GRAY DAVIS
GOVERNOR, STATE OF CALIFORNIA

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

GRADE REPORT

Test **2003 Grade 10 English Language Arts CST**
School **Caderock High**
District **Caderock**

This report is based on CST data posted as of 09/08/03.
Cluster averages do not include students tested below level.

How did last year's students perform on the CST?

Your school's results by reporting cluster on the 2003 Grade 10 English Language Arts CST (172 students)

REPORTING CLUSTER	NUMBER OF ITEMS	AVERAGE PERCENT CORRECT				YOUR STUDENTS COMPARED TO STUDENTS PROFICIENT ON THIS TEST STATEWIDE*		
		YOUR STUDENTS	DISTRICT STUDENTS	STATEWIDE STUDENTS		BELOW	ABOUT THE SAME	ABOVE
				ALL	PROFICIENT			
Word Analysis and Vocabulary Development	8	68%	64%	58%	72%		◆	
Reading Comprehension	18	77%	53%	53%	63%			◆
Literary Response and Analysis	16	60%	52%	50%	60%		◆	
Written Conventions	13	45%	51%	49%	57%	◆		
Writing Strategies	20	44%	63%	60%	75%	◆		

Cluster scores based on fewer than 10 items and group statistics based on fewer than 10 students are unreliable and should be interpreted with caution.

* The state goal is for all students to score Proficient or above. The black diamond (◆) shapes show how your students scored in each area compared to students achieving the minimum scaled score for Proficient. Placements at "Above" or "Below" are based on statistically significant differences in performance.

Overview of the reporting clusters

Reading

WORD ANALYSIS AND VOCABULARY

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

READING COMPREHENSION

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced....

LITERARY RESPONSE AND ANALYSIS

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes.

Writing

WRITTEN CONVENTIONS

Students write with a command of standard English conventions.

WRITING STRATEGIES

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

Focus on a selected reporting cluster

One reporting cluster to focus on is **Writing Strategies**. This reporting cluster includes the following assessed standards:

Organization and Focus

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Research and Technology

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

This reporting cluster also includes standards 1.5, 1.7, and 1.9.

The complete California Academic Content Standards may be viewed and downloaded (without charge) at www.cde.ca.gov/standards or purchased by calling the CDE Press at **1-800-995-4099**.

NOTE: This information is from last year's exam, so please use your instructional program's assessments to determine the current needs of your students.

How did each group of students perform?

Your school's results by performance standard on the 2003 Grade 10 English Language Arts CST

PERFORMANCE STANDARDS (SCALED SCORES)	ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Advanced (≥ 392)	10%	17%	0%	6%	100%	0%	—	—	—	0%	2%	0%	8%	12%
Proficient (350–391)	27%	33%	20%	25%	0%	0%	—	—	—	0%	26%	5%	26%	28%
Basic (300–349)	37%	37%	40%	36%	0%	100%	—	—	—	25%	39%	11%	34%	39%
Below Basic (263–299)	15%	7%	0%	20%	0%	0%	—	—	—	33%	20%	26%	21%	11%
Far Below Basic (≤ 262)	11%	6%	40%	13%	0%	0%	—	—	—	42%	13%	58%	12%	11%
Total Number of Students	172	54	5	111	1	1	0	0	0	24	46	19	77	95

Percentages might not total 100 due to rounding.

Percent of students at or above Proficient on the 2002 and 2003 Grade 10 English Language Arts CST

		ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Your School:	2002	37%	48%	18%	36%	95%	5%	—	—	—	0%	27%	0%	31%	43%
	2003	37%	50%	20%	32%	100%	0%	—	—	—	0%	28%	5%	34%	40%
District:	2002	35%	48%	17%	34%	98%	4%	—	—	—	0%	25%	0%	28%	42%
	2003	36%	48%	20%	31%	100%	0%	—	—	—	0%	27%	5%	31%	40%
State:	2002	33%	47%	19%	16%	50%	40%	25%	20%	17%	3%	13%	5%	28%	38%
	2003	35%	48%	20%	18%	49%	43%	28%	27%	17%	4%	16%	5%	31%	39%

N/A = Data not available. "OTHER" includes students whose ethnicity is not listed and those who declined to state their ethnicities. A dash (—) indicates no students in this group.

What are performance standards and scaled scores?

Performance standards are reported in five performance levels that range from Far Below Basic to Advanced. All California students should be at the Proficient level or above.

Performance standards are based on scaled scores. Scaled scores take into

account differences in the difficulty of test forms and are useful for reporting changes over time. A scaled score of 350 (Proficient) in 2002 is comparable to a scaled score of 350 in 2003, even though the number of correct responses needed to get a scaled score of 350 may be different.

What additional resources are available?

About the Standards and Curriculum

• Academic Content Standards

Adopted by the State Board of Education, the standards define what your students should know in each area. www.cde.ca.gov/standards

• Curriculum Frameworks

They show how the standards guide instruction and give guidelines for the selection of instructional programs. www.cde.ca.gov/cfir

Call CDE Press at **1-800-995-4099** to purchase copies of these materials.

State-Approved Textbooks and Instructional Materials

The standards-aligned textbooks and instructional materials adopted by the State Board of Education were recommended by teachers and other members of the Curriculum Commission.

These resources help you integrate this information with your instruction by providing:

- **Ongoing assessments** to test your students throughout the year
- **Activities for students at all levels** to address the needs of advanced students, as well as students requiring additional instruction and practice

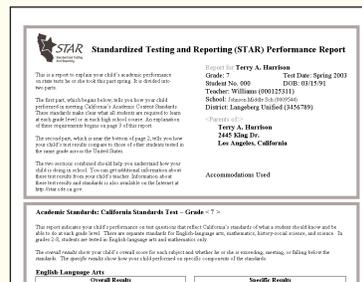
Where can I find more information?

The approved materials and textbooks are listed on the web at: www.cde.ca.gov/cfir/rla. Your district office and local Learning Resources Display Centers may also have a copy.

About Your School: The STAR Web site (<http://star.cde.ca.gov>)

- Results for both the Norm Referenced Test and California Standards Test
- Grade level and schoolwide data
- Breakdowns by various categories
- Information about the STAR program

About Each Student: Reports with Individual Results



Your principal has STAR reports, such as Individual Student Reports and Student Master Lists. In these reports, you can find each student's:

- Norm Referenced Test results
- California Standards Test results
- California Reading List Number

A comprehensive list of all STAR reports can be found at www.startest.org. Questions or suggestions about this report or other STAR reports can be emailed to star@ets.org.



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California Standards Tests (CSTs)

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CST: Background

The California Standards Tests (CSTs):

- Developed specifically for California public schools
- Aligned to state-adopted academic content standards
- Designed to show how well students achieve identified state academic content standards (criterion-referenced)

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CST: Background

The (CSTs):

- Carry the majority of the weight for API calculations
- Are augmented to exempt students from California State University Placement Tests
- Are primary measures for federal AYP calculations

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CST: Content Coverage

CSTs assess:

- English-Language arts and mathematics in grades two through eleven
- History-social science in grades eight, ten, and eleven
- Science in grades five and nine through eleven

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CST: Grade Level Tests

CSTs assess:

- | | |
|-----------------------------|--|
| • Grades two–eleven | English-language arts
(reading and writing) |
| • Grades two–seven | Mathematics |
| • Grades four and seven | Writing task |
| • Grades five | Science |
| • Grades eight, ten, eleven | History-social science |

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CST: End-of-Course Tests

Mathematics

- General Mathematics
- Algebra I
- Geometry
- Algebra II
- Integrated Mathematics 1, 2, and 3
- Summative High School Mathematics

Science

- Biology
- Chemistry
- Earth Science
- Physics
- Integrated/Coordinated 1, 2, 3, and 4

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CST: Reporting Results

- Overall results are reported as:
 - Scaled scores ranging from 150 to 600 with 350 as proficient
 - One of five performance levels
 - Advanced
 - Proficient
 - Basic
 - Below Basic
 - Far Below Basic
- State goal is for all students to score proficient or advanced
- Reporting cluster results are reported as percent correct

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California Achievement Test, Sixth Edition Survey (CAT/6 Survey)

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CAT/6 Survey: Background

- Designated as the required national norm-referenced test (NRT) for STAR by the State Board of Education
- First administered at grades two through eleven in spring 2003
- Replaced the Stanford 9 that served as the STAR NRT for five years

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CAT/6 Survey: Purpose

- Measures general achievement in academic knowledge and skills
- Compares scores of California students with those of a national sample of students in the same grade
- Are used in API calculations

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CAT/6 Survey: Content Coverage

The CAT/6 Survey assesses:

- Grades two–eleven Reading language, and mathematics
- Grades two–eight Spelling
- Grades nine–eleven Science

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CAT/6 Survey: Reporting Results

Results of the CAT/6 Survey:

- Are distributed with individual CST results to parents/guardians as part of the STAR Student Report (2004)
- Are reported as percentile ranks (how a score ranks with scores in the national sample)
- Also are reported as group scores for schools, school districts, counties, and the state

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CAT/6 Survey: California Reading List Number

- State law requires reporting a California Reading List (CRL) Number for each student.
- Results of the CAT/6 Survey are used to determine a student's CRL Number.
- The CRL number directs students, parents/guardians, and teachers to state-recommended books that are at an appropriate reading level.

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California Alternate Performance Assessment (CAPA)

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CAPA: Background

- All students, including students with disabilities, are required to participate in the STAR Program (Education Code Section 60640[e]).

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CAPA: Background

- Students with significant cognitive disabilities may take the California Alternate Performance Assessment (CAPA) if:
 - They are unable to take the CSTs or CAT/6 Survey
 - Participation in the CAPA is specified in their Individualized Education Program (IEP)

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CAPA: Purpose

- To provide an opportunity for students with significant cognitive disabilities to participate in state assessments
- To measure individual achievement toward mastering performance indicators aligned to a subset of California academic standards

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CAPA: Content Coverage

CAPA is used to assess students:

- | | |
|--|--------------------------------|
| • In grades two–eleven
(ages seven–sixteen) | English-language
arts |
| | Mathematics |
| • In grades five, eight,
and ten | Science (under
development) |

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CAPA: Administration

How the test is given:

- CAPA is administered to students individually.
- Examiner cues student to perform a task.
- Observed behavior is scored using a specific rubric.

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CAPA: Reporting Results

CAPA results are:

- Scored separately for English-language arts and mathematics.
- Reported as
 - Scaled scores ranging from 15 to 60 with 35 as proficient
 - One of five performance levels*
 - Advanced
 - Proficient
 - Basic
 - Below Basic
 - Far Below Basic

**Although CAPA is using the same five performance levels as the CSTs, definitions for the levels and scale scores to achieve each level differ.*

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CAPA: Reporting Results

- Individual CAPA Performance Reports are distributed to parents/guardians.
- Group results are distributed to school districts for use by district and school staff.
- School, district, county, and state results are posted on the Internet in the same manner as other STAR assessments.*

**In order to maintain confidentiality, group results for fewer than 11 students will not be reported publicly.*

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CAPA: Using Results

IEP teams will use CAPA results to determine:

- Future participation in CAPA or other statewide assessments
- Assignment of CAPA level for next administration
- Advancement toward mastering designated subset of state academic standards

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Spanish Assessment of Basic Education, Second Edition (SABE/2)

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SABE/2: Background

The Spanish Assessment of Basic Education, Second Edition (SABE/2) is:

- Norm-referenced with a national sample of native Spanish-speaking students
- Given in Spanish to English learners in grades two through eleven to measure achievement in basic academic skills

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SABE/2: Reporting Results

- The Home Report shows percentile scores that compare the student's results with scores of a national sample of Spanish-speaking English learners in bilingual classes.
- The overall performance results also show if the student's scores fell in the below-average, average (percentile score of forty to sixty), or above-average range of performance.

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SABE/2: Reporting Results

Subtest scores also are provided on the Home Report for major academic areas tested as follows:

- Reading — vocabulary, comprehension
- Language — mechanics, expression
- Mathematics — computation and concepts and applications
- Other Content Areas — spelling

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SABE/2: Reporting Results

- Group reports are distributed to districts for use by district and school staff.
- Group SABE/2 results for schools, school districts, counties, and the state also are posted on the Internet with other STAR results in August.

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STAR: Program Future

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STAR: Program Future

- Spring 2004 CST administration is being used to begin the process of:
 - Adjacent grade scaling
 - Moving the California Reading List Numbers to the CST reading scores
- Questions are being field-tested for the 2005 CSTs
- Questions are being developed for the new California Science Standards Tests in grades eight and ten to be administered beginning with the 2005–06 school year

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STAR: Program Future

- Legislation is currently in process to reauthorize the Program.

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STAR: Program Future

Proposed legislation would:

- Extend the Program to January 1, 2011
- Authorize the SSPI and SBE to assist postsecondary educational institutions to use the CSTs for academic credit, placement, or admission purposes
- Permit the release of results of achievement tests at the request of the parent or pupil for credit, placement, or admission purposes

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STAR: Program Future

Proposed legislation would: (continued)

- Modify the primary language assessment requirements
- Require the norm-referenced test at grades three and seven only
- Require the SSPI, with SBE approval to annually release to the public at least 25 percent of the test items

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From Assessment to Accountability... Role of State Testing in Measuring School and School District Performance

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From Assessment to Accountability...

Role of State Testing in Measuring School and School District Performance

State Assessment Results

- **STAR Program**
 - California Standards Tests (CSTs)
 - California Alternate Performance Assessment (CAPA)
 - California Achievement Test, Sixth Edition Survey (CAT/6 Survey)
- **California High School Exit Examination (CAHSEE)**



Accountability

Academic Performance Index (API) for meeting California accountability requirements (also NCLB Title I indicator)

- **STAR Program**
 - CSTs
 - CAPA
- **CAHSEE**



Adequate Yearly Progress (AYP) criteria for meeting federal NCLB Title I requirements

- **Annual CELDT Administration**



Annual Measurable Achievement Objectives (AMAOs) for meeting NCLB Title III requirements



Accountability

Program Overview 2004



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What happens with the test results?

State and Federal Accountability





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Accountability in California

Accountability Timetable



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Year	State	Federal
1999	<ul style="list-style-type: none"> • SB 1X PSAA (Apr) • 1999 API adopted (Nov) 	<ul style="list-style-type: none"> • IASA continues
2000	<ul style="list-style-type: none"> • SB 1552—defines subgroup, target, growth (Sep) 	
2001	<ul style="list-style-type: none"> • API Award Regulations (Jan) • SB 735—HPSG Program (Oct) • AB 961—5/4 point growth for API awards (Oct) • AB 1295—small schools (Oct) 	
2002	<ul style="list-style-type: none"> • SB 1310—mobility (Sep) 	<ul style="list-style-type: none"> • NCLB enacted (Jan) • SBE deliberations begin (Sep)
2003		<ul style="list-style-type: none"> • Workbook for NCLB proposed (Jan) • Workbook for NCLB approved by USDE (Jun)
2004		<ul style="list-style-type: none"> • Workbook amendments (Mar)



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Public Schools Accountability Act (PSAA)



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Statewide Accountability System

Key Features:

- Comprehensive and integrated
- Currently school-based, not district-based
- Subgroup accountability (ethnic and socioeconomically disadvantaged student subgroups)
- School ranks



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Statewide Accountability System

Components:

- Academic Performance Index (API)
- Awards
- Interventions
- Alternative Schools Accountability Model (ASAM)



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Academic Performance Index (API)



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Uses of the API

- Measure the performance of schools
 - Statewide school rank (decile) by school type
 - Similar schools rank (decile)
- Determine whether school met annual growth target
- Demonstrate comparable improvement by ethnic and socioeconomically disadvantaged subgroups within schools



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API Components

- *By law*, the API shall consist of a variety of indicators, including, but not limited to,
 - Test results (STAR and CAHSEE)
 - At least 60 percent of the API's value
 - Attendance rates (when accurate data available)
 - Graduation rates for secondary schools (when accurate data available)



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API Components

In practice, the API currently consists of

- Test results (STAR and CAHSEE)



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Advisory Bodies

- PSAA Advisory Committee
- Technical Design Group



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API

Key Questions in its Development



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Key Questions

1. What is the API?
2. What are the ranks?
3. What are the API performance and growth targets?
4. What is comparable improvement?
5. How can you measure annual improvement if the components of the API are constantly changing?



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What is the API?



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API: Properties

- Single number on a scale of 200 to 1000
- Based on the percentage of students scoring at a given performance level or band on STAR or CAHSEE



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API Indicator Weights

Elementary and Middle Schools

Content Area	1999 Base API		2003 Base API	
	NRT		CST	NRT
English-language arts				
CST			48%	
NRT	60%			12%
(Reading)	(30%)			(6%)
(Language)	(15%)			(3%)
(Spelling)	(15%)			(3%)
Mathematics				
CST			32%	
NRT	40%			8%
TOTAL	100%		80%	20%

CST=California Standards Test
NRT= Norm-referenced test



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Performance Bands

CST Performance Levels	NRT Performance Bands	Weighting Factors	Point Gain for Movement*
Advanced	80-99th NPR	1000	125
Proficient	60-79th NPR	875	175
Basic	40-59th NPR	700	200
Below Basic	20-39th NPR	500	300
Far Below Basic	1-19th NPR	200	N/A

*** Progressively weighted to encourage low performing schools to improve**

NPR= National Percentile Rank



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Calculating the API

Step 1: Determine indicator score for each test

Example: CST ELA

CST Performance Bands	Weighting Factors	Percent Test Scores	Weighted Scores
Advanced	1000	15%	150
Proficient	875	28%	245
Basic	700	27%	189
Below Basic	500	18%	90
Far Below Basic	200	12%	24
INDICATOR SCORE, CST ELA =			698



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Calculating the API

Step 2: Sum weighted indicators

Example: Elementary or Middle School

Indicator	Indicator Scores	Indicator Weights	Weighted Indicators
CST ELA	698	48%	335
CST Math	697	32%	223
NRT Reading	700	6%	42
NRT Language	705	3%	21
NRT Spelling	800	3%	24
NRT Math	688	8%	55

API = 700



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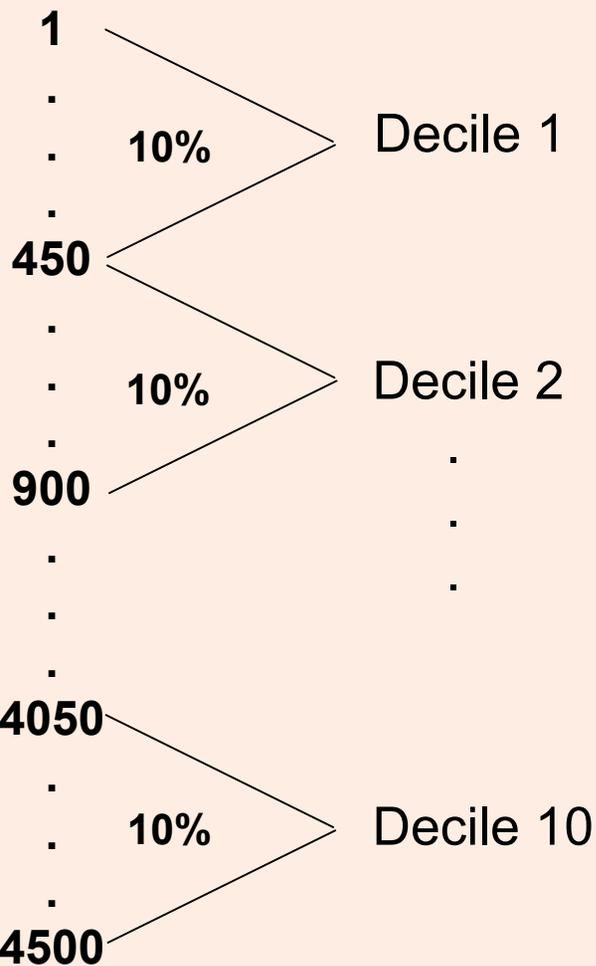
What Are the Ranks?



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Statewide Decile Ranks

Lowest scoring
elementary school



Highest scoring
elementary school



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Similar Schools Ranks

- Each school's API score is compared to 100 other schools with similar demographic characteristics, and the schools are ranked by deciles
- Demographic characteristics (required by law)
 - Student
 - Mobility, ethnicity, socioeconomic status, English learners
 - Teachers
 - Fully credentialed
 - With emergency credentials
 - School
 - Average class size
 - Whether school is a multi-track year-round school



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What Are the Targets?



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API: Performance Target

- The SBE is responsible for setting an API statewide performance target
- The SBE has set an API score of 800 as the target to which all schools should aspire



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Statewide API Performance Target

Maximum

1000

800

**800 adopted
by State Board
as statewide
target**

Minimum

200

0



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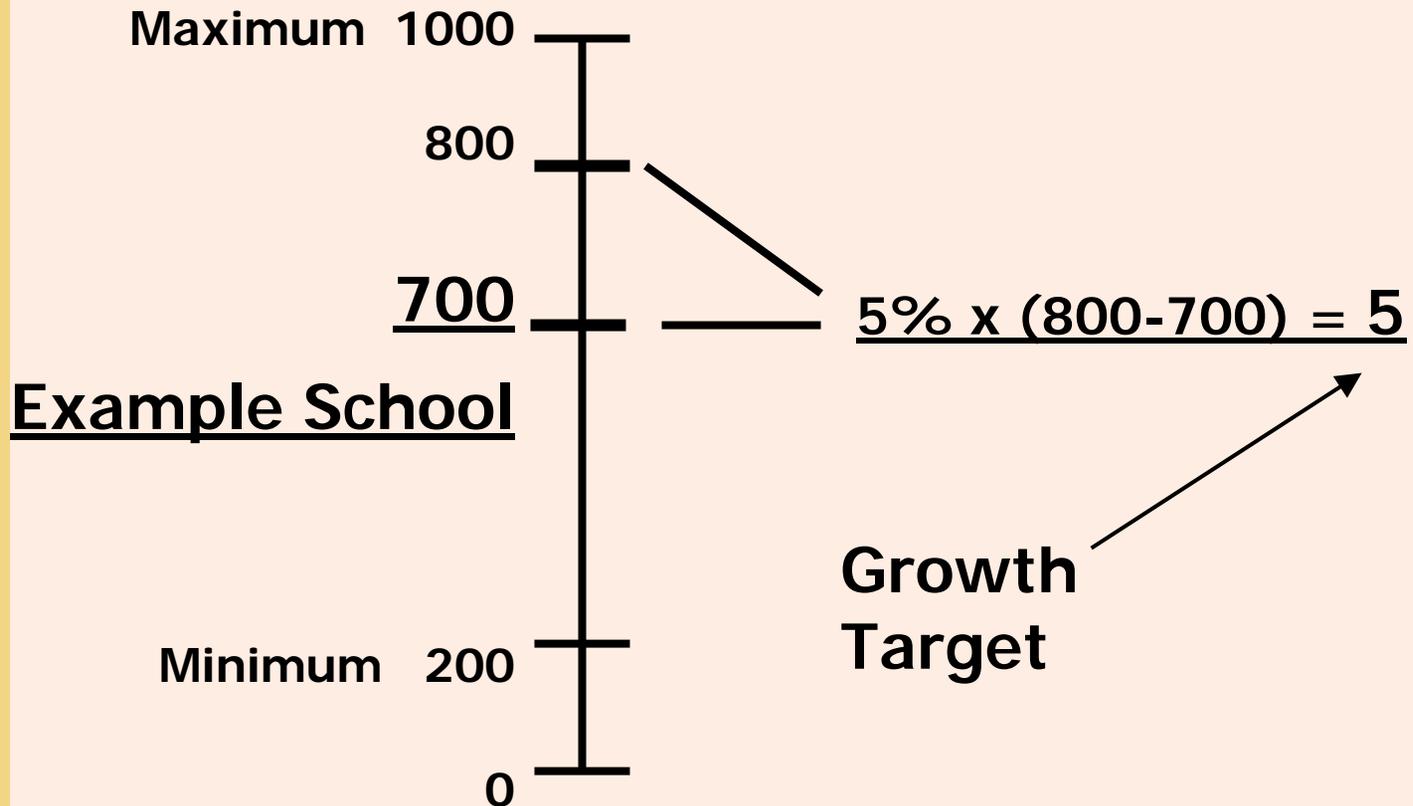
The Annual API Growth Target

- 5% of the distance to 800
- Minimum of 1 point



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5% Distance to Statewide Performance Target





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What is Comparable Improvement?



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Comparable Improvement

- The law is silent on exactly what this means
- The SBE defines this concept
- It applies to ethnic and socioeconomically disadvantaged student subgroups
- Currently each numerically significant student subgroup must achieve at least 80% of the schoolwide annual growth target



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Numerically Significant Subgroup

- 100 students or more

or

- 30 or more students who make up at least 15% of the total number of students tested



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Example: Comparable Improvement

Step 1: Determine if Subgroup is Numerically Significant

School Populations	Valid STAR Student Test Scores	Percent of Total	Is the Subgroup Numerically Significant?
Schoolwide	310	100%	N/A
Subgroups			
African American	47	15%	yes
American Indian	0	0%	no
Asian	26	8%	no
Filipino	3	1%	no
Hispanic or Latino	126	41%	yes
Pacific Islander	0	0%	no
White	108	35%	yes
Socioeconomically Disadvantaged	190	61%	yes



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Example: Comparable Improvement

Step 2: Determine Subgroup APIs

School Populations	API Base	School-wide Target: 5% Distance to 800	Growth Target: 80% of Schoolwide Target	Per- formance Target for API Growth
Schoolwide	700	5		
Numerically Significant Subgroups				
African American	730		4	734
Hispanic or Latino	680		4	684
White	705		4	709
Socioeconomically Disadvantaged	690		4	694



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How Can You Measure Annual Improvement?



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API: Stability and Change

- If we continue to introduce new tests, how can we incorporate them into the API and still measure growth from year to year?



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API Reporting Cycle

- Establish a base API
- Measure growth for the next year based on the same components and weights from year to year
- Re-establish the base API with the new components and new weights

API Reporting Cycle



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2003 API Base

Schoolwide/Subgroup APIs

STAR Indicators

- NRT CAT/6 Results
- California Standards Test

English-lang. arts, math, science (9-11), history-social science (10-11)

- CAPA

CAHSEE (10)

Statewide Rank

Similar Schools Rank

2004 API Growth

Schoolwide/Subgroup APIs

STAR Indicators

- NRT CAT/6 Results
- California Standards Test

English-lang. arts, math, science (9-11), history-social science (10-11)

- CAPA

CAHSEE (10)

- Similar schools comparison

Same indicators for base and growth



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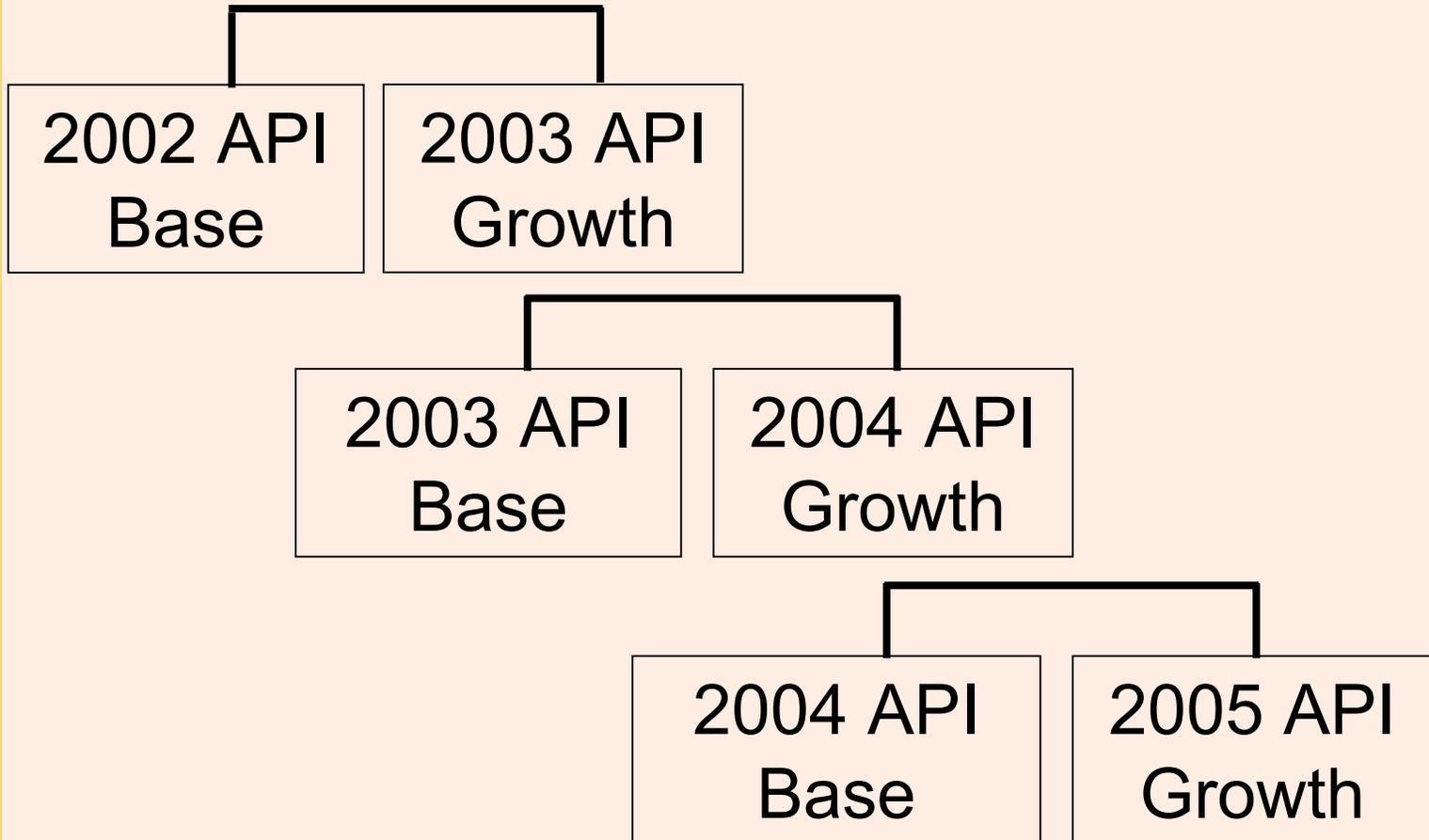
API Reporting Cycles

2002

2003

2004

2005





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Sample API Base Internet Report

2003 Academic Performance Index (API) Base Report School Report

School: **Big Dipper Elementary**

District: Polaris Unified

County: Orion

CDS Code: 98-98765-9876543

School Type: Elementary

Number of Students Included in the <u>2003 API</u>	2003 API (<u>Base</u>)	Ranks		Targets	
		2003 State- wide <u>Rank</u>	2003 Similar Schools <u>Rank</u>	2003- 2004 Growth <u>Target</u>	2004 API <u>Target</u>
310	700	4	7	5	705



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Sample API Base Internet Report

Subgroup Information

2003 Academic Performance Index (API) Base Report School Report

Subgroups

Ethnic/Racial	Number of Students Included in the <u>2003 API</u>	Numerically <u>Significant</u>	2003 Subgroup <u>API Base</u>	2003-2004 Subgroup Growth <u>Target</u>	2004 Subgroup API <u>Target</u>
African American	47	yes	730	4	734
American Indian	0	no			
Asian	26	no			
Filipino	3	no			
Hispanic or Latino	126	yes	680	4	684
Pacific Islander	0	no			
White	108	yes	705	4	709
Socioeconomically Disadvantaged	190	yes	690	4	694



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Sample API Growth Internet Report

2003-2004 Academic Performance Index (API) Growth Report School Report

School: **Big Dipper Elementary**

District: Polaris Unified

County: Orion

CDS Code: 98-98765-9876543

School Type: Elementary

STAR 2004 Percent <u>Tested</u>	Number of Students Included in the 2004 API <u>(Growth)</u>	2004 API <u>(Growth)</u>	2003 API <u>(Base)</u>	2003- 2004 Growth <u>Target</u>	2003- 2004 Growth <u>Growth</u>	Met Growth Target			Awards <u>Eligible</u>
						School- <u>wide</u>	Improve- <u>ment (CI)</u>	Both Schoolwide <u>and CI</u>	
95	310	710	700	5	10	Yes	Yes	Yes	Yes



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API Future Issues



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Future Issues

- API components and weights
- Performance target of 800
- 5% annual growth target
- Comparable improvement



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The API Components

- The SBE is responsible for determining what is in each year's base API and the weight of each component
- Establishment of 2004 base API projected for September 2004



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The Performance Target of 800

- The SBE is responsible for setting the API performance target.
- Should the performance target be increased?



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The 5% Growth Target

- The SBE may set differential growth targets based on grade level of instruction and may set higher growth targets for the lowest performing schools.
- Should the lowest performing schools have higher growth targets than 5%?



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Comparable Improvement

- The SBE is responsible for defining “comparable improvement.”
- Should lower-scoring subgroups in the same school have higher annual API growth targets?



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No Child Left Behind (NCLB)



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Adequate Yearly Progress (AYP) Before NCLB



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Before NCLB

- Improving America's Schools Act (IASA) of 1994
- AYP applied only to Title I schools
- AYP determined through statewide accountability system



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AYP After NCLB



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NCLB Accountability Requirements

- 100% of students proficient or above in English-language arts and mathematics by 2013-2014
- Annual status targets
- Apply to all districts, schools, and student subgroups



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NCLB Accountability Requirements

- LEP and students with disabilities included as subgroups
- 95% of students required to take assessments used for AYP



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California System Features

- Academic Performance Index (API)
- Growth model
- Compensatory
 - Advanced level
 - Content area



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California System Features

- Performance target of 800
- LEP and students with disabilities not included in “comparable improvement”



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Status Model vs. Growth Model: Key Difference in AYP and API

- Federal AYP criteria based on Status Model
 - Doesn't matter whether you go up or down, only whether you met the status target
 - All schools have the same target
- API based on Growth Model
 - Matters only how much you improve
 - Each school has its own specific target



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Compliance with NCLB



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Three Possible Approaches

- Continue to use API to determine AYP
- “Adjust” the state system to comply with federal criteria
- Run the two systems in tandem



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Use API to Determine AYP

- Conformed to past practice
- Unacceptable to the federal government



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“Adjust” the API

- When does adjustment become “deconstruction?”
- When is the API no longer an API?



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Solution

- Adopt the third approach and link the two systems together with the API as an additional indicator



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Advantage

- Maintain an API system that is accepted by districts and schools as legitimate

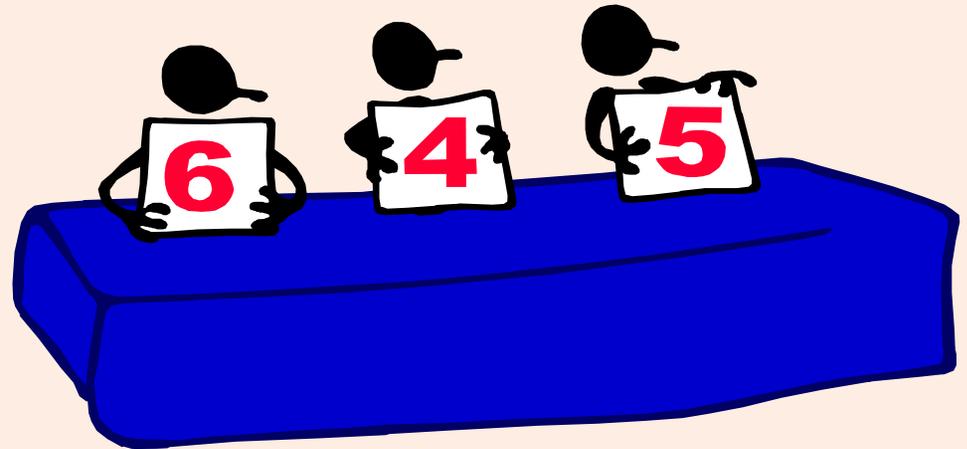




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Disadvantage

- Incongruous results
- Different systems of measuring performance may yield different results





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Accountability Workbook



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Significant Issues

- Proficiency level
- Participation rate—parent exemptions
- Graduation rate
- English Learner (EL) Subgroup



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California's Definition of AYP



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AYP: Components

- Achievement of the Annual Measurable Objectives (AMO's) in both English-language arts (ELA) and math
 - Percent proficient or above
- Achievement of a 95% participation rate on all applicable assessments
- Progress on another indicator(s)
 - API for all schools, and
 - Graduation rate for high schools



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Annual Measurable Objectives (AMOs)

Based on test results in ELA and Math

- **Elementary and Middle Schools**
 - CSTs
 - CAPA
- **High Schools**
 - CAHSEE, gr. 10
 - CAPA, gr. 10

CAPA = California Alternate Performance Assessment



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2003 and 2004 AMOs for Schools

	ELA	Math
Elementary or Middle School	13.6%	16.0%
High School	11.2%	9.6%



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Defining the Starting Points

- Rank all schools by % proficient or above
- Count from bottom up to reach 20% of total enrollment
- Percent of students at proficient or above at the 20th percentile school is the starting point for all schools
- Guarantees at least 20% of all schools fail



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Schedule of AMOs

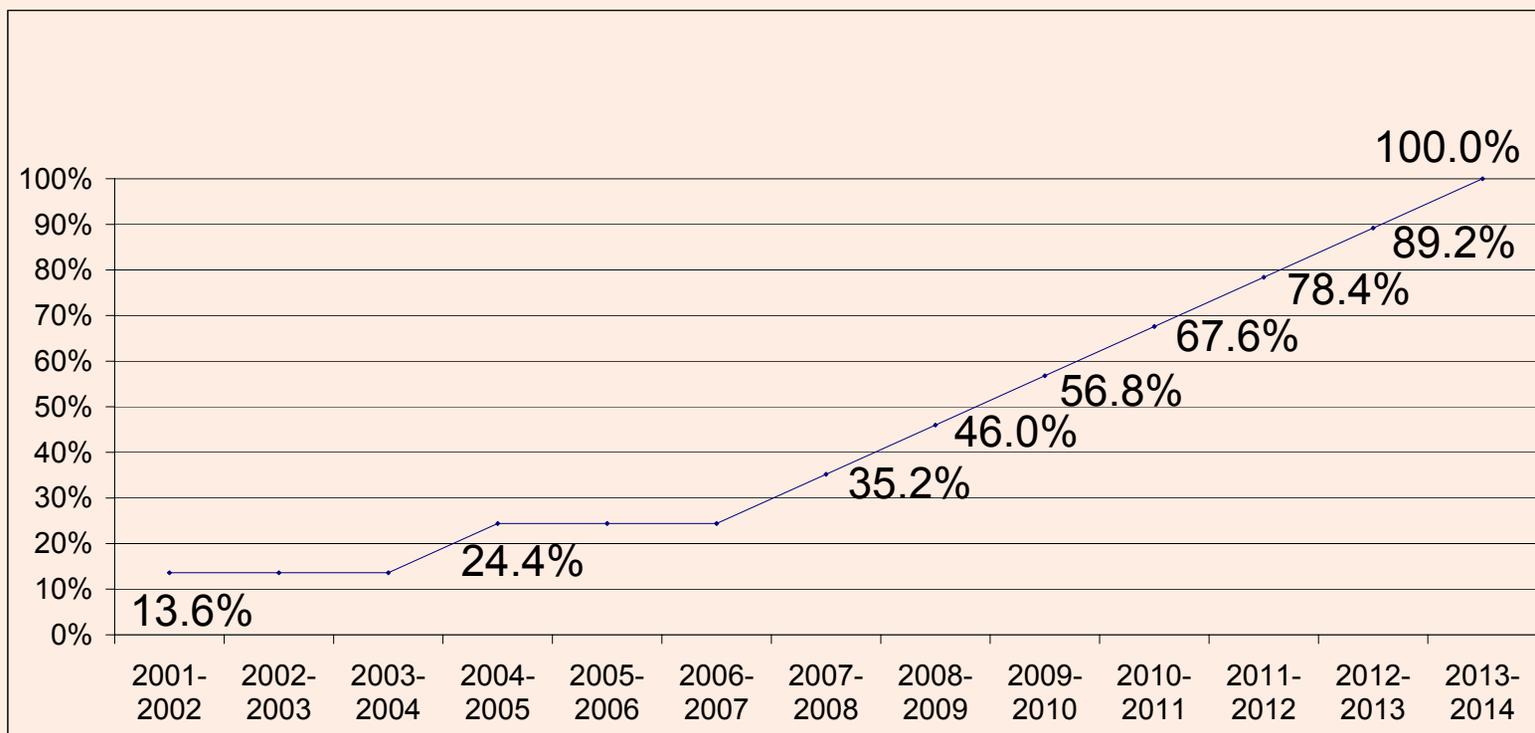




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AMO's: English-Language Arts

Elementary and Middle Schools





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Participation Rates

- 95% required on any assessment used for AYP under NCLB
- The remaining 5% is the maximum allowable percentage of non-participants, **including students who are exempted from testing at parental request**



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Other Elements



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Additional Indicators

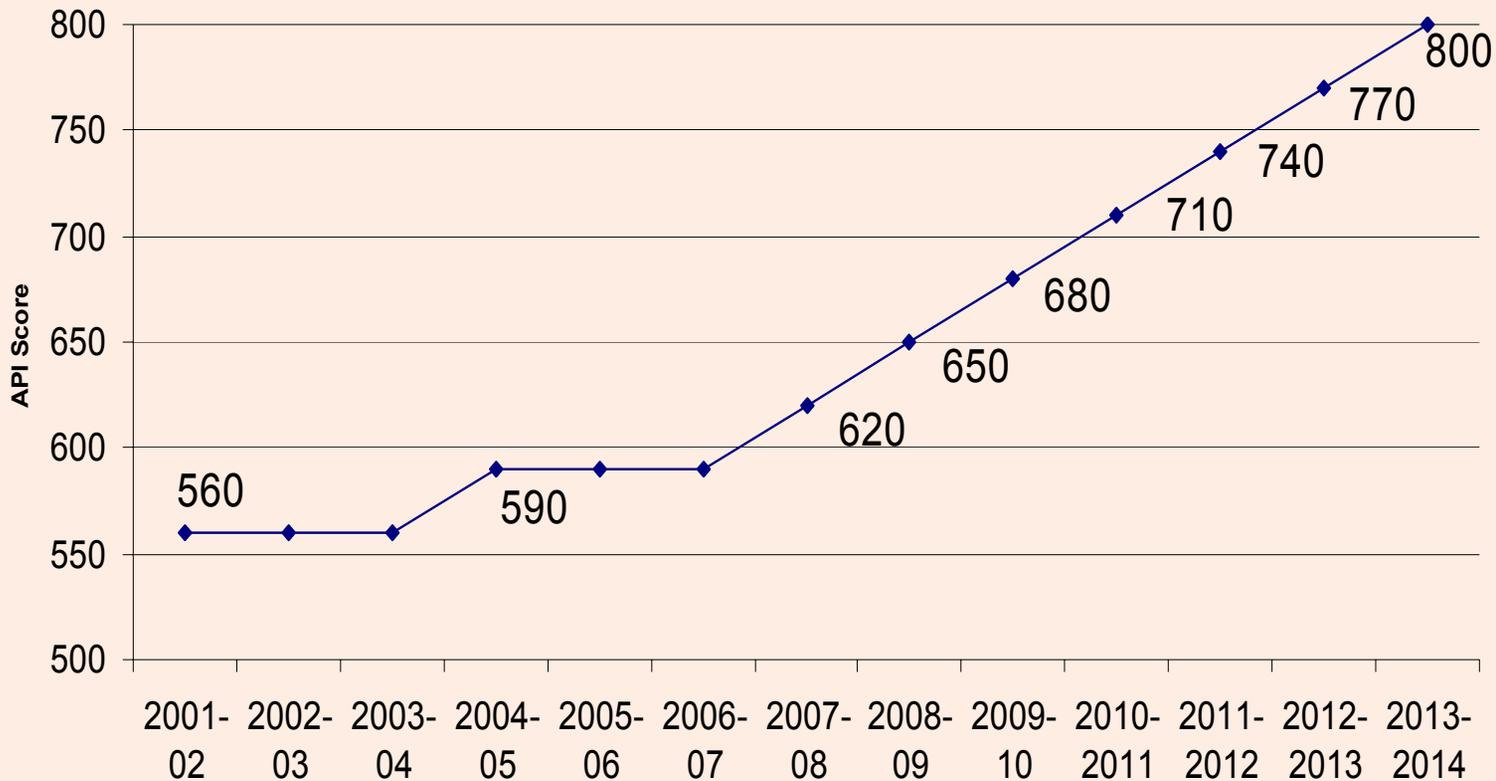
- The API will serve as the “other” indicator for all grades
 - How would a school meet the “other” indicator?
 - API above the “status bar”, OR
 - Show growth of at least one point
- Graduation rate will be an additional indicator for high schools



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The API "Status Bar"

Defining Progress on the API as the "Other" Indicator of AYP





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Graduation Rate

- National Center for Educational Statistics (NCES) four year completion rate
- Progress on graduation rate
 - Demonstrate an increase in the graduation rate
 - OR**
 - Meet an annual status target, similar to progress on the API



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Graduation Rate

Four year graduation rate as required by
NCLB:

High School Graduates, year 4

[High School Graduates, year 4
+ (Grade 9 Dropouts, year 1 +
Grade 10 Dropouts, year 2 +
Grade 11 Dropouts, year 3+
Grade 12 Dropouts, year 4)]



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English Learners

- Re-designated Fluent English Proficient (RFEP) students will continue to be included in the English learner subgroup until they have attained the proficient level on the CST in ELA for three years



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AYP: Most Important Point

- If you miss any one criterion (participation rate, AMO, or additional indicator), you do not make AYP and could be identified as a Program Improvement (PI) school
- Potentially, a school may have up to 46 ways not to make AYP



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District Accountability

- Held to same AYP criteria as schools
- The first year a district will be identified for Program Improvement is 2004–2005



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AYP Reporting



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Sample AYP Internet Report

2003 Adequate Yearly Progress (AYP) Report School Report

School: **Starlight Elementary**
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876544

School Met All 2003 Adequate Yearly Progress (AYP) Criteria? No

ENGLISH LANGUAGE ARTS

GROUPS	Enrollment First Day of Testing	Number of Students Tested	Participation			Proficient or Above		
			Rate	Met 2003 AYP Criteria	Valid Scores	Number	Percent	Met 2003 AYP Criteria
Schoolwide	490	472	96.3	Yes	428	115	26.8	Yes
African American	38	32	84.2	N/A	25	4	16.0	N/A
American Indian	4	3	75.0	N/A	3	N/A	N/A	N/A
Asian	61	60	98.3	N/A	59	17	28.8	N/A
Filipino	5	5	100	N/A	5	N/A	N/A	N/A
Hispanic or Latin	212	208	98.1	Yes	191	32	16.7	Yes
Pacific Islander	0	0	0.0	N/A	0	N/A	N/A	N/A
White	159	155	97.4	Yes	145	58	40.0	Yes
Socioeconomically Disadvantaged	323	309	95.6	Yes	280	51	18.2	Yes
English Learner	126	125	99.2	Yes	116	9	7.7	No
Students with Disabilities	68	54	79.4	N/A	52	7	13.4	N/A



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AYP Issues



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AYP Issues

1. What amendments should be made to our accountability workbook?
2. What are the implications of the projected number of schools not making AYP?



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AYP Issues

3. Should we maintain our current definition of proficiency for federal reporting purposes?
4. Should NCLB be amended to accommodate a growth model such as the API?



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Workbook Amendments

- In its March meeting, the SBE approved the submission of amendments to the current workbook
- These amendments are currently under review by the USED



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Projections

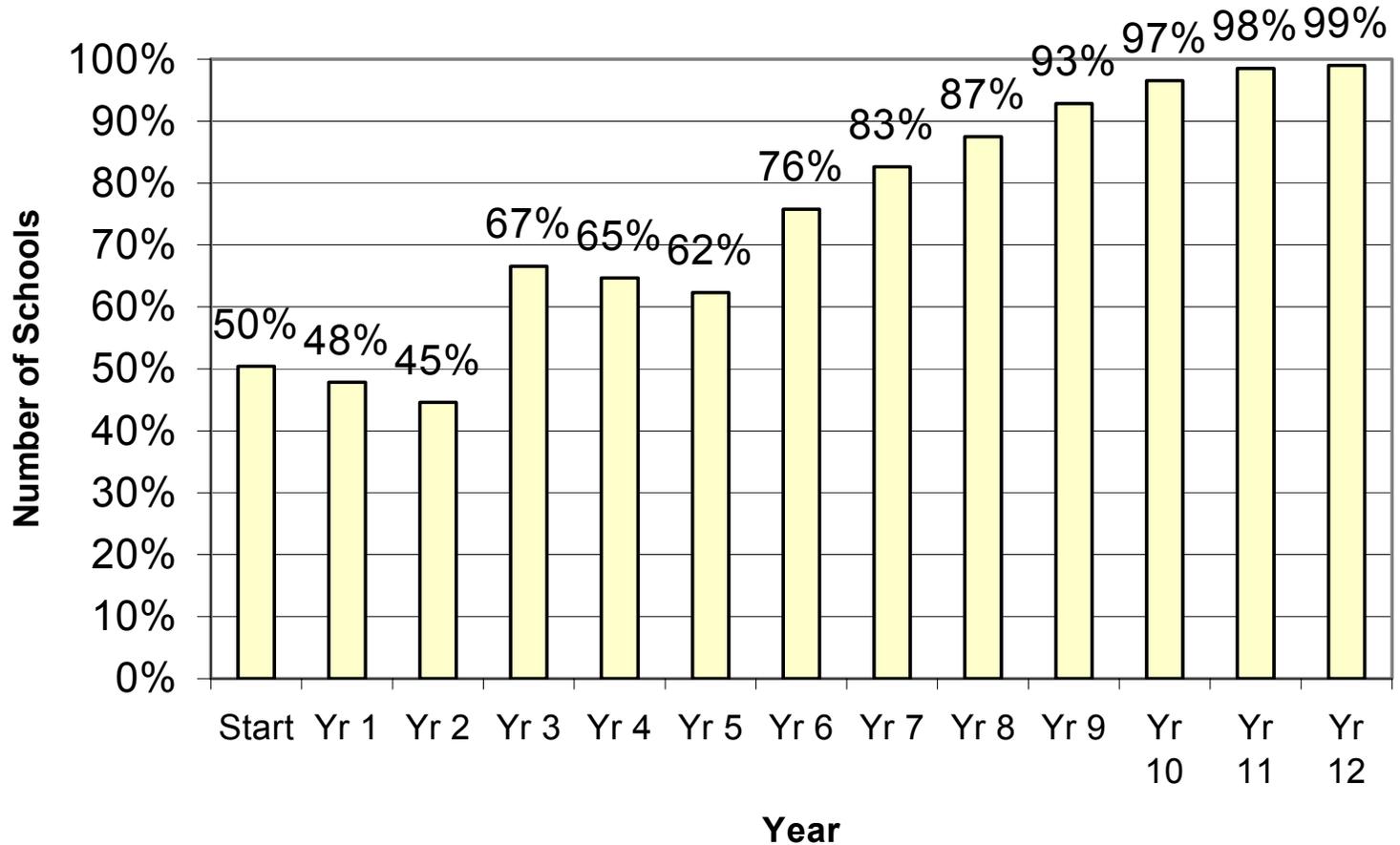
- By 2004–2005 (Year 3), two-thirds of California schools will not make AYP, according to the current definition
- By 2013–2014 (Year 12), virtually every school in California will not make AYP, according to the current definition



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Projections

California NCLB Projections
Single-Year Percent of Schools Below Target





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“Needs Improvement” versus “Failure”

- A school that does not meet one of the more than 40 criteria may be identified as a PI school, requiring the implementation of choice and supplemental service provisions
- The media tend to characterize this school as a failure



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“Needs Improvement” versus “Failure”

- If we cast our net so wide that every school needs improvement, choice becomes meaningless
- An accountability system is credible only as long as it makes valid distinctions between schools



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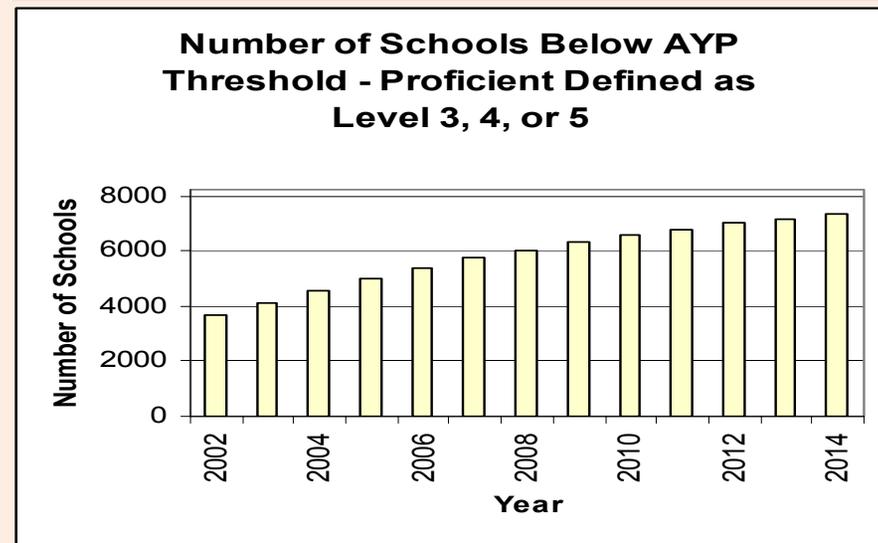
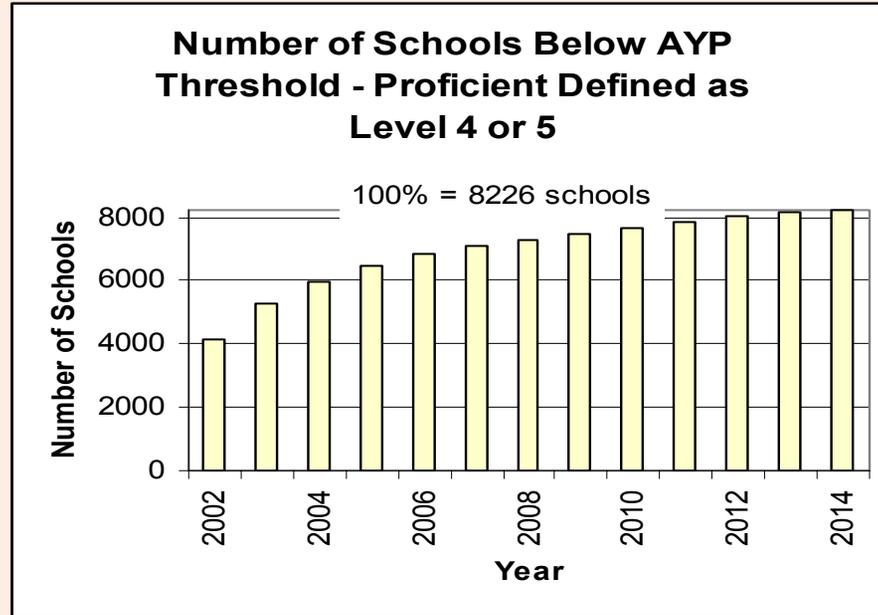
“Proficient?”

- Would a change in the definition make a difference in the AYP projections?



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Proficient Versus Basic





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Growth Model:

- A better way to determine AYP?
- In 2003, 403 schools had doubled their API growth target for two consecutive years, yet did not make AYP.



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2003 Results: AYP vs. API

School Type	Made API Growth Target	Met AYP Criteria
Elementary	82%	67%
Middle	69%	33%
High	67%	45%



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NCLB and a Growth Model: State Activities

- Superintendent O'Connell at the CCSSO meeting
- The Chiefs' Letter (Superintendent O'Connell and 14 other chiefs)
- The White Paper



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NCLB and a Growth Model: Federal Level

- Legislative Activity at the Federal Level
- Reauthorization



No Child Left Behind (NCLB) Accountability Requirements

Program Overview May 13, 2004



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NCLB: Results for English Learners

1. How are the English learners doing academically?
 - AYP subgroup reports:
 - Mathematics
 - English-language arts

2. How well are English learners progressing in English?
 - Making annual progress
 - Attaining proficiency over time



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NCLB Title III: State Requirements

- Establish English language proficiency standards
- Conduct an annual assessment of English language proficiency
- Define annual measurable achievement objectives (AMAOs) for increasing the level of an English learner's **development** and **attainment** of English proficiency
- Hold local education agencies (LEAs) accountable for meeting the AMAOs



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NCLB Title III: English Language Proficiency AMAOs

- AMAO 1:
 - Annual increases in the percentage of children making progress in learning English
- AMAO 2:
 - Annual increases in the percentage of children attaining English proficiency



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NCLB Title III: AMAOS

- AMAO 1:
 - Annual increases in the percentage of children making progress in learning English
- Key Concepts:
 - Annual growth expectation
 - Starting target for 2003-04
 - Annual LEA target



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NCLB Title III: Annual Growth Target

- Students are expected to gain one proficiency level annually until they reach the proficient level and then maintain that level until they are redesignated.



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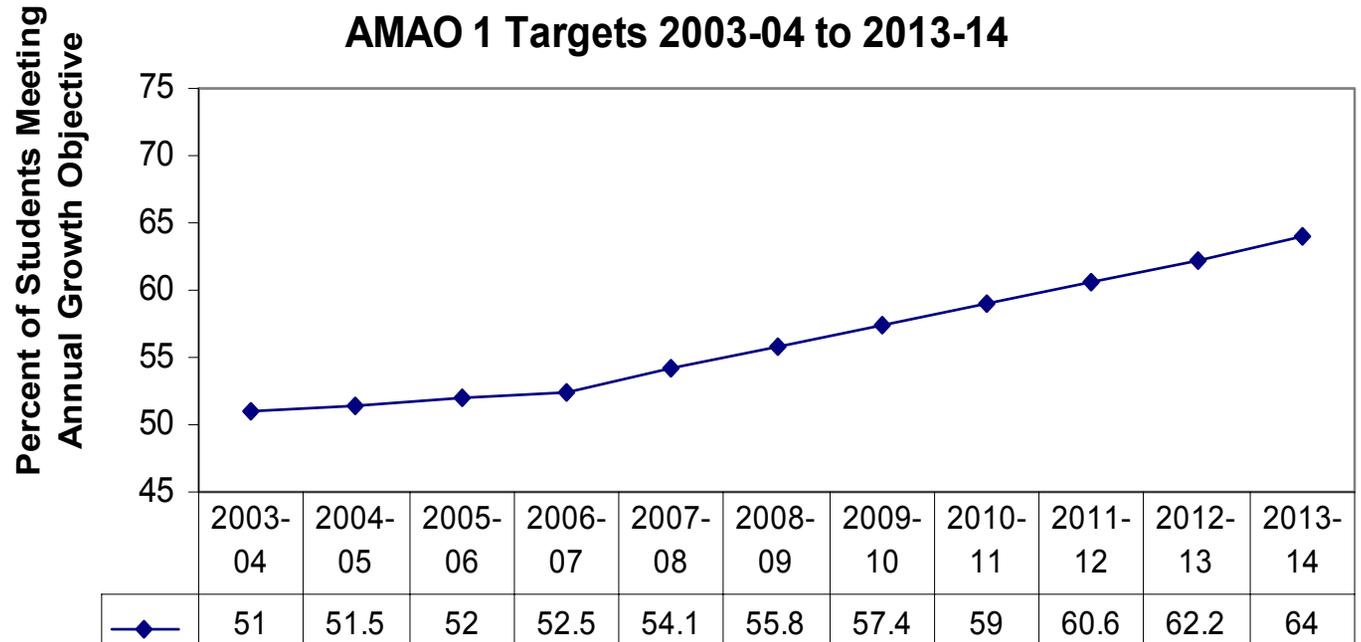
NCLB Title III: Annual Growth Target

- Students at the beginning, early intermediate, or intermediate level are expected to gain one level.
- Students at the early advanced level are expected to bring all subskills up to Intermediate level.
- Students at the level required for redesignation are expected to maintain that level.



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NCLB Title III: AMAO 1 Targets for LEAs



- The starting target for 2003-04 is 51 percent of the students in the LEA, meeting the annual growth objective.
- The ending target is 64 percent of the students in the LEA, meeting the annual growth objective.



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NCLB Title III: AMAOs

- AMAO 2:
 - Annual increases in the percentage of children attaining English proficiency
- Key Concepts:
 - Definition of “English proficiency”
 - Cohort for analysis
 - Student target for 2003-2004
 - Annual targets for LEAs



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NCLB Title III: AMAO 2

Definition of English Proficiency

English proficiency is defined as:

- A CELDT score of early advanced overall, with all skill areas at the intermediate level or above.



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NCLB Title III: Determining Cohort for Analysis

Students who reach
English Proficiency

Which students can
reasonably be expected to
reach English proficiency

Note: All students in numerator must also be in denominator.



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NCLB Title III: Cohort for Analysis

The cohort analysis includes students:

- With two years of CELDT scores, who have been in US schools for four or more years
- At the intermediate level or above, who did not reach English proficiency the prior year
- Below the intermediate level the prior year, who met the English proficient level in the current year