

2009-2010 Accountability Progress Report (APR)

EXECUTIVE SUMMARY

*Orange Unified School District
Educational Services
Research and Assessment Office*



Presentation Agenda

- Review of the Accountability Progress Report (APR)
- State Academic Performance Index (API)
- No Child Left Behind (NCLB)
- Federal Adequate Yearly Progress (AYP)
- OUSD State Testing and Reporting Results and Accountability Progress Report
- Strategies for Exiting Program Improvement
- District Achievement Plans

APR OVERVIEW

- The California Department of Education (CDE) provides AYP and PI reports as part of its Accountability Progress Reporting (APR) system. The APR system provides an integrated approach to reporting results for state and federal accountability requirements and includes information about the state, Local Education Agencies (LEA), schools (including charter schools), and numerically significant subgroups.

2009-2010 APR System

State Accountability Requirements

Public Schools Accountability Act of 1999

- 2009 Base Academic Performance Index (API) Reports (released May 2010)
- 2010 Growth API Reports (released September 2010)

Federal Accountability Requirements

No Child Left Behind Act of 2001

- 2010 AYP Reports (released September 2010)
- 2010-11 PI Reports (released September 2010)
- Program Improvement Status

API: Academic Performance Index

- The API is an accountability measure California uses to determine academic progress in all public schools and school districts.
- The API is computed from the California Standards Tests (CST) in grades 2-11, California High School Exit Exam (CAHSEE) results in grade 10-12 are also included at the high school level.
- The API is a single number computed for each school and school district, and each numerically significant subgroup within schools and school districts. This single number is used to measure growth.

A “numerically significant subgroup” (NSS) is defined as at least 50 students who account for 15% or more of the population, or a minimum of 100 students.

API: Academic Performance Index

- The California State Board of Education has set an API goal of 800 for all schools, and all numerically significant subgroups (NSSs) within schools.
- In order to meet this goal, annual API “Growth Targets” are set for all schools and NSSs within schools that have not met the 800 target.

API: Academic Performance Index

- The annual API growth target for a school is 5% of the difference between the school's API and the statewide performance target of 800 with a 5-pt minimum increase. Schools that meet and/or exceed an 800 API are expected to maintain that level of achievement and to continue working to improve the academic performance of all students.

API: Academic Performance Index

- On the CSTs, API points are assigned as follows:
Advanced = 1000, Proficient = 875, Basic = 700
Below Basic = 500, Far Below Basic = 200.
- An API of 875, therefore, means that the average student scored “Proficient” on the CSTs.
- *The largest drawback for the API as a “growth” measure is that it does not measure the same students over time.*

API: Academic Performance Index

Individual student scores determine the API – Scale Score

- The scale score is the range of scores possible for an assessment. Scale scores occur when examinees' responses to any number of items are combined and used to establish and place students on a single scale of achievement.

API: Academic Performance Index

Performance Bands

- The performance levels for each grade and subject area are based on scaled scores that range between 150 and 600. The score dividing the basic scores from below basic is 300 for every grade and subject area. The score dividing basic scores from **proficient scores is 350** for every grade and subject area.

API: Academic Performance Index

Performance Bands

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–261	262–299	300–349	350–401	402–600
3	150–258	259–299	300–349	350–401	402–600
4	150–268	269–299	300–349	350–392	393–600
5	150–270	271–299	300–349	350–394	395–600
6	150–267	268–299	300–349	350–393	394–600
7	150–262	263–299	300–349	350–400	401–600
8	150–265	266–299	300–349	350–394	395–600
9	150–264	265–299	300–349	350–396	397–600
10	150–262	263–299	300–349	350–391	392–600
11	150–258	259–299	300–349	350–395	396–600

API: Academic Performance Index Performance Bands

Mathematics

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–235	236–299	300–349	350–413	414–600
3	150–235	236–299	300–349	350–413	414–600
4	150–244	245–299	300–349	350–400	401–600
5	150–247	248–299	300–349	350–429	430–600
6	150–252	253–299	300–349	350–414	415–600
7	150–256	257–299	300–349	350–413	414–600
General Mathematics*	150–256	257–299	300–349	350–413	414–600
Algebra I	150–252	253–299	300–349	350–427	428–600

NCLB (No Child Left Behind) Introduction

- January 8, 2002, ***No Child Left Behind Act of 2001***,
- Education Reform Plan
 - Stronger accountability for results
 - Increased flexibility and local control
 - Expanded options for parents
 - Emphasis on teaching methods proven to work

NCLB

State of California Performance Goals for Accountability

- All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
- All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- All students will be taught by highly qualified teachers.
- All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- All students will graduate from high school.

NCLB

AYP - Adequate Yearly Progress

- By 2013-2014 Academic Year

All schools must have made AYP by having students meet or exceed standards in reading, math, and science.

All schools, districts, and numerically significant subgroups are required to make AYP each year.

NCLB

AYP - Adequate Yearly Progress

- AYP is the measure used for the federal accountability model under the NCLB Act of 2001.
- AYP requires that a percentage of students show proficiency on the state's standards-based tests in ELA and Math ("Proficiency Rate").
- AYP also requires that a minimum of 95% of all students enrolled be tested ("Participation Rate").
- AYP also includes two additional indicators: the API score and the graduation rate.

NCLB

AYP - Adequate Yearly Progress

- 2010 Unified school District AYP targets: **ELA 56%** and **Math 56.4%**
- **Each year, schools and school districts must meet four sets of requirements to make AYP. The requirements include:**
 - ❑ Student Participation Rate on statewide tests (Participation Rate minimum of 95%);
 - ❑ Percentage of students scoring at the proficient or above level in English-Language Arts (ELA) and Mathematics on statewide tests;
 - ❑ API Growth; (meet or exceed Growth Target) and,
 - ❑ Graduation Rate if HS students are enrolled.

NCLB

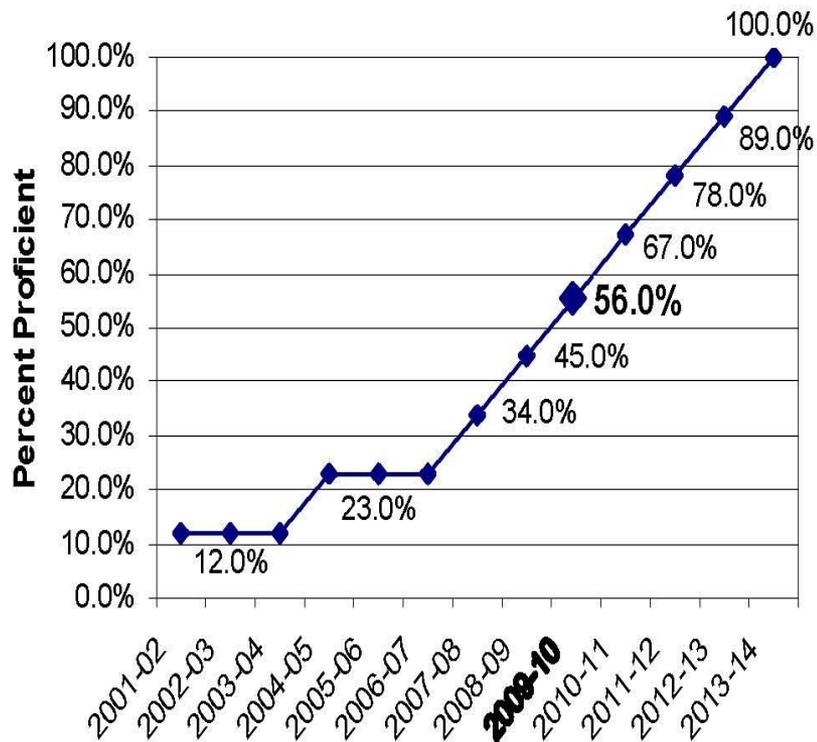
AYP - Adequate Yearly Progress

- AYP in California is based on the percentage of students scoring Proficient or Advanced on the CSTs in grades 2-8, and the percentage of grade 10 students scoring 380 or better on the CAHSEE (350 is a passing score for the CAHSEE).
- ***A “numerically significant subgroup” (NSS) is defined as at least 50 students who account for 15% or more of the population, or a minimum of 100 students.***

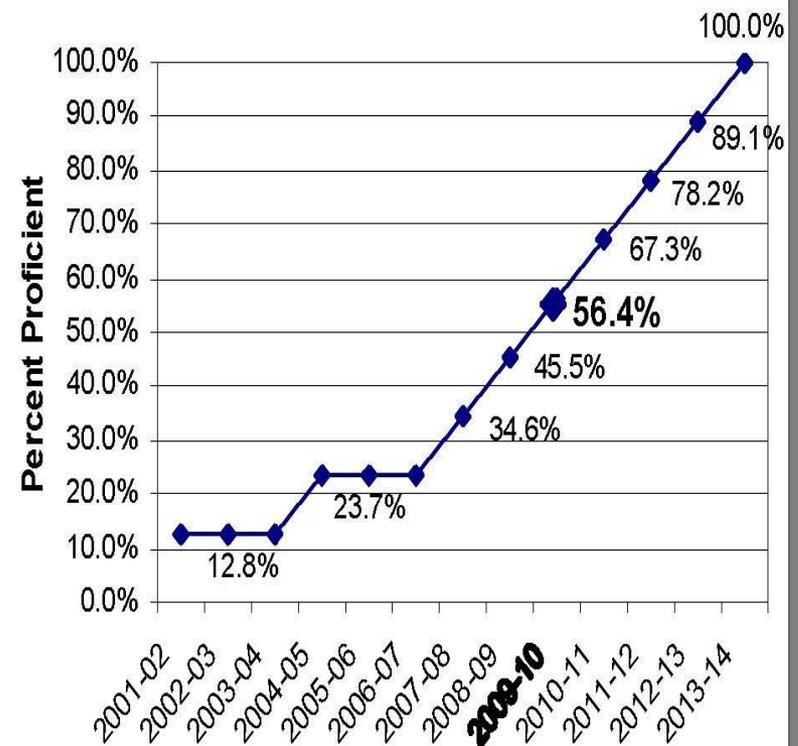
AYP Targets 2002-2014

Unified School District

English-Language Arts

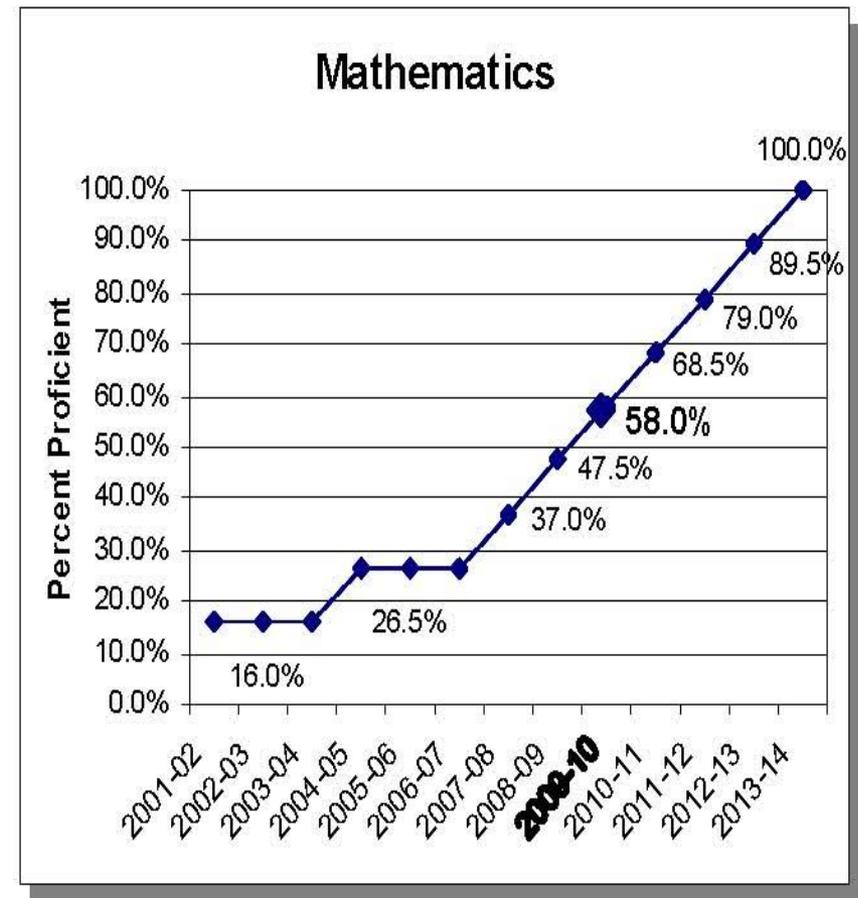
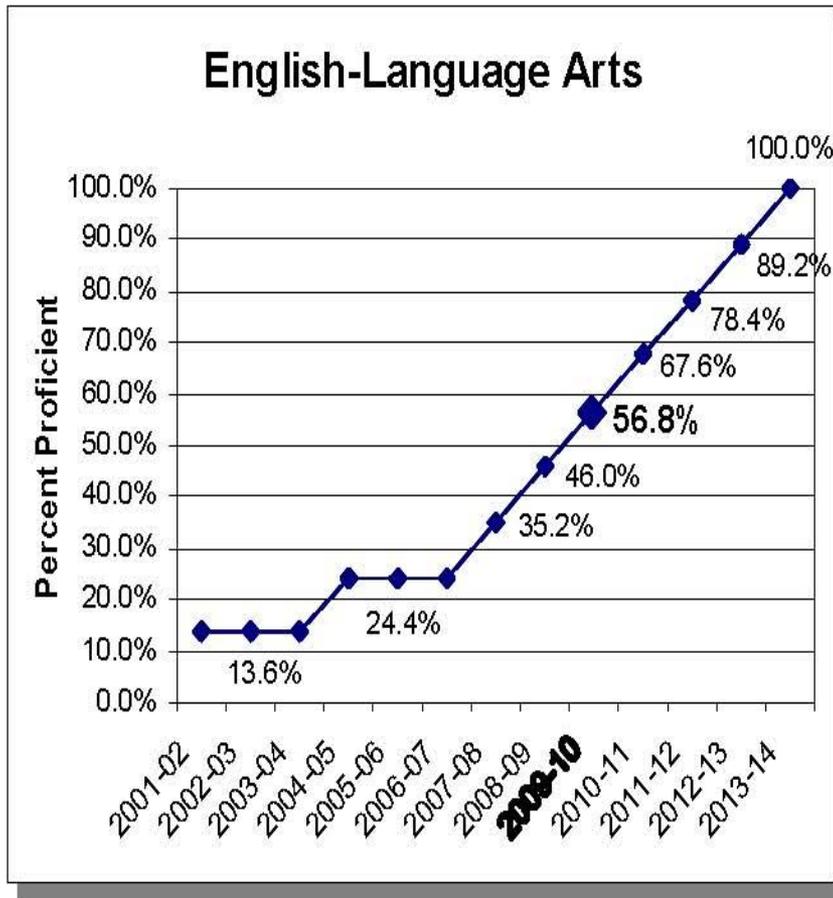


Mathematics



AYP Targets 2002-2014

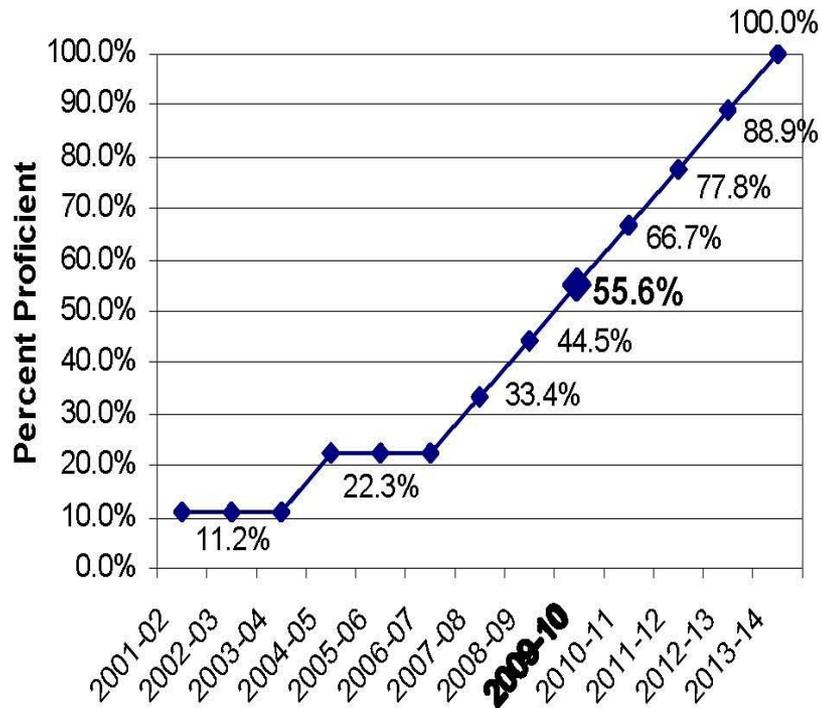
Elementary and Middle Schools



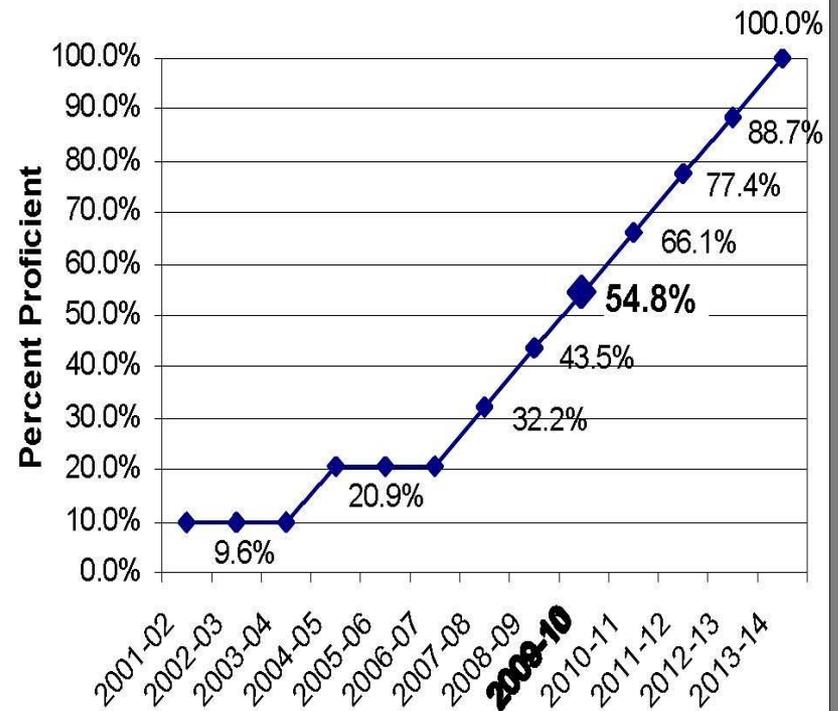
AYP Targets 2002-2014

High Schools

English-Language Arts



Mathematics



NCLB

AYP - Adequate Yearly Progress

- Program Improvement
 - ❑ Title I schools not making AYP for two consecutive years will be identified Program Improvement
 - ❑ There are increasingly tough consequences for Title I schools not making AYP

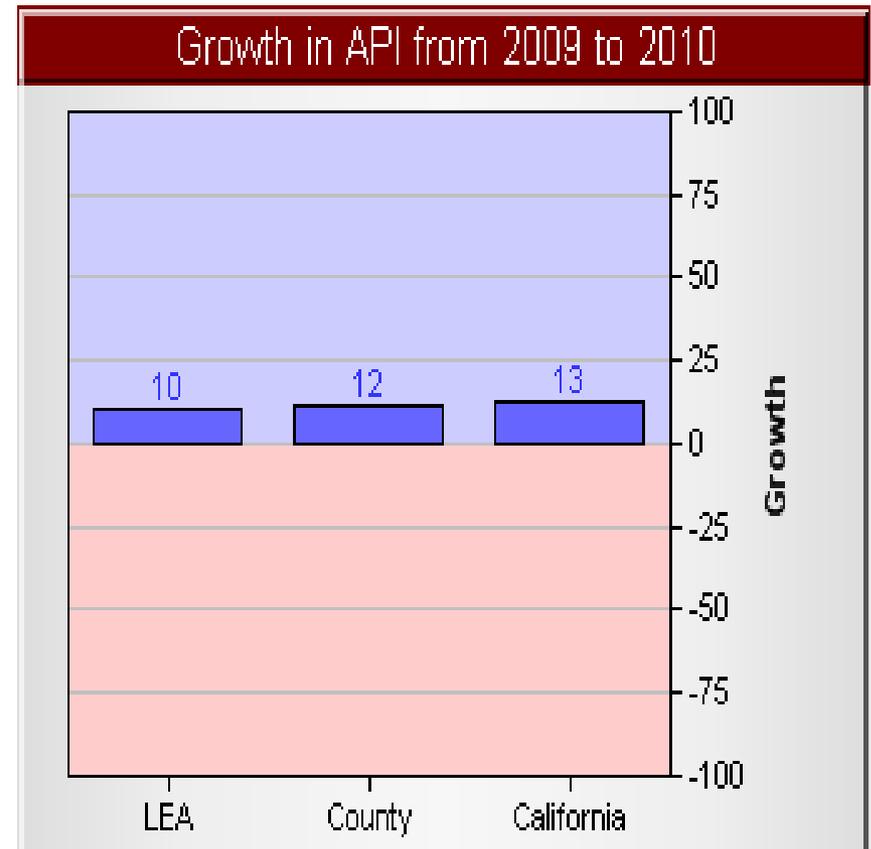
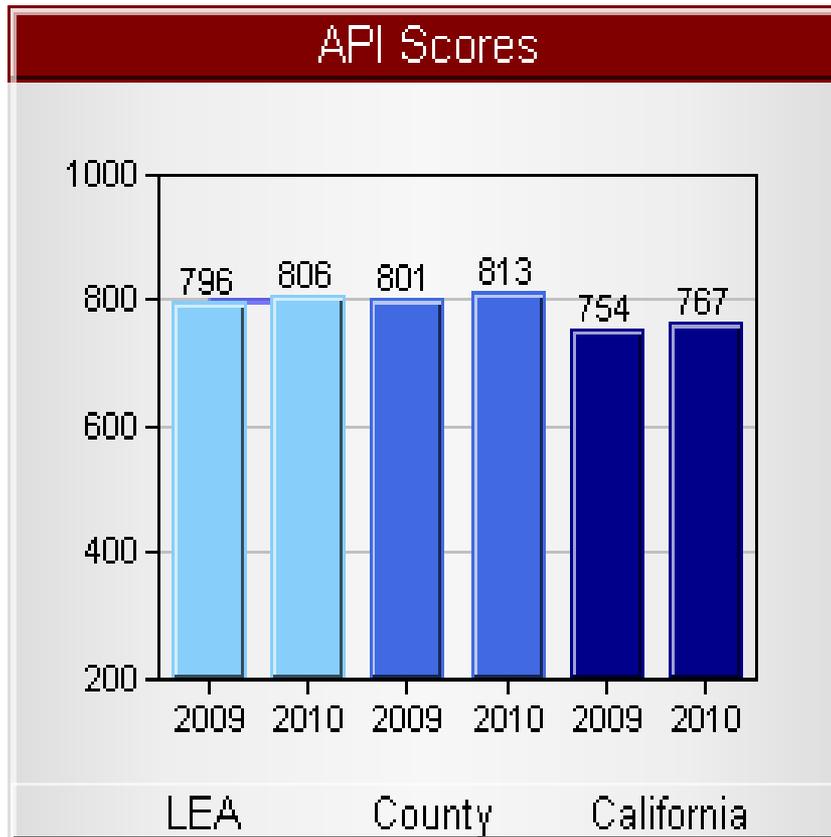
NCLB

AYP - Adequate Yearly Progress

- Program Improvement Consequences – depends on number of years in PI
 1. New curriculum with technical assistance
 2. Replace relevant personnel
 3. Arrange for alternative governance
 4. Restructure the school and LEA
 5. Authorize transfer to another school in LEA with paid transportation

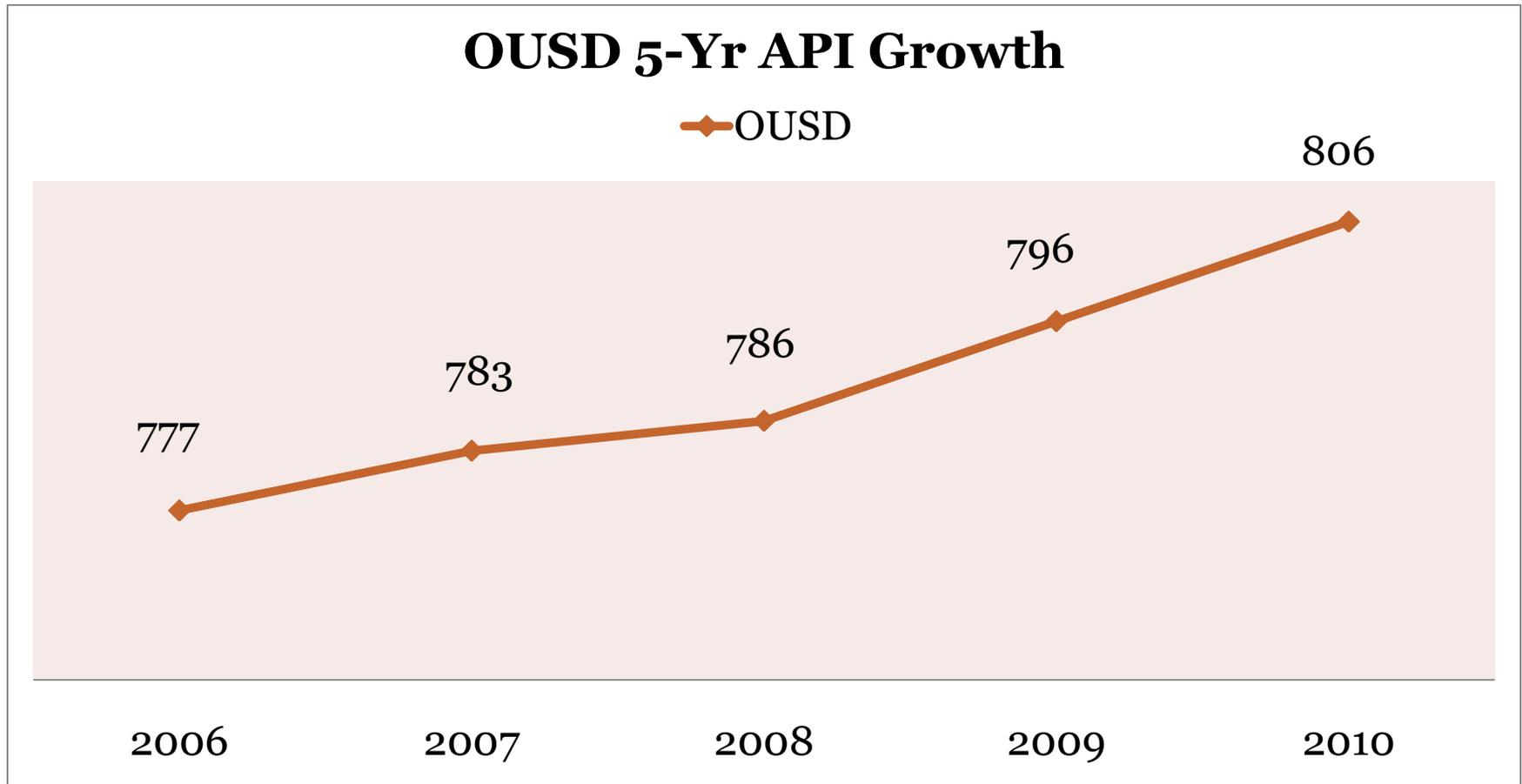
**2009-2010 OUSD Standardized
Testing and Reporting Results
(STAR) and Accountability
Progress Report (APR) Data**

District Results – API (District/County/State)

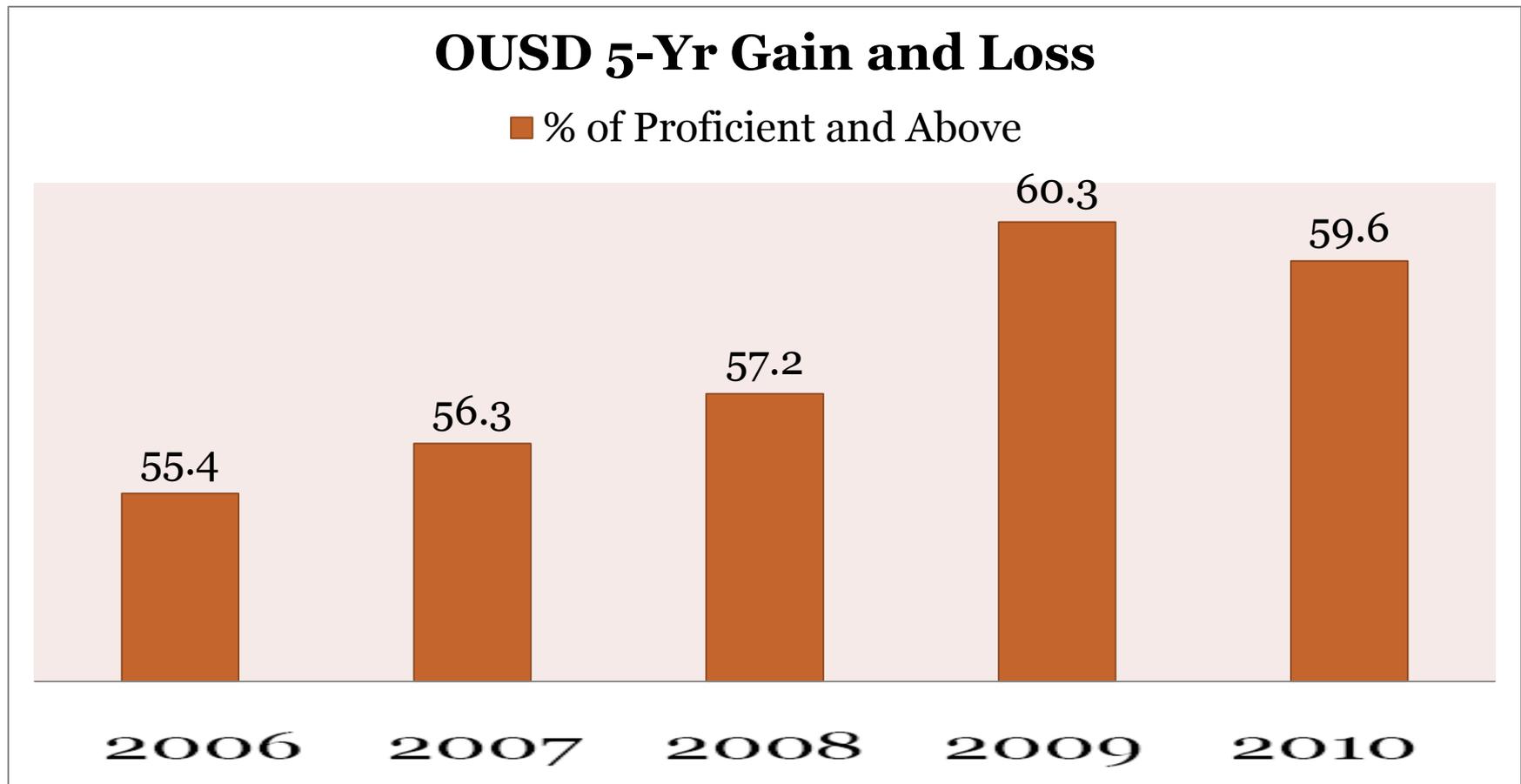


District Results – API

5-Yr Growth



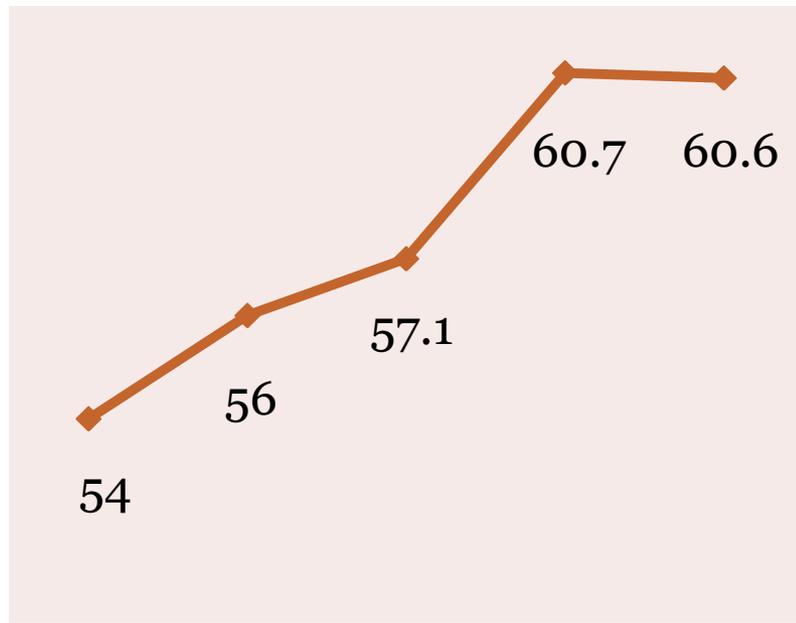
District Results (Proficient & Advanced) 5-Yr Gain and Loss: Ave. Growth Gain 7.25%



District Results – AYP 5-Yr Growth (ELA/MATH)

English Language Arts

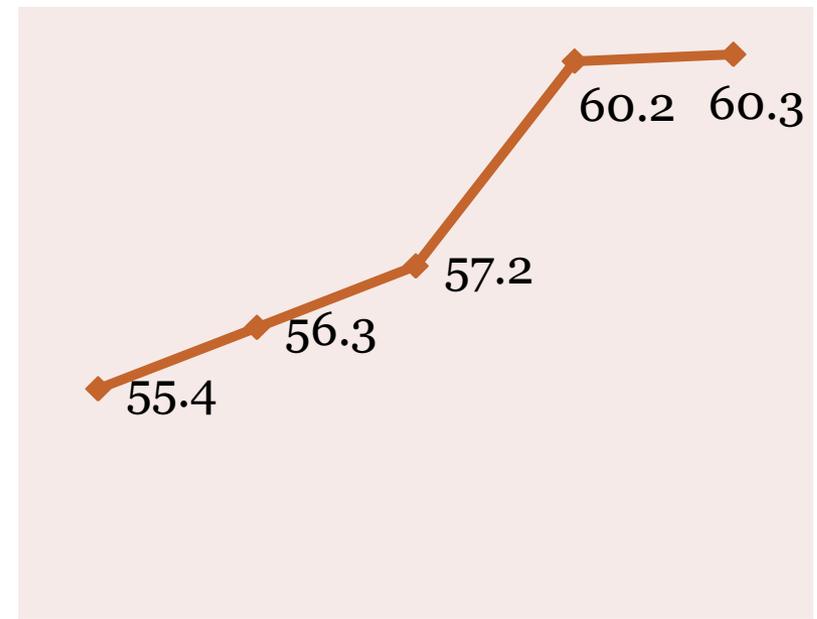
◆ % of Proficient and Above



2006 2007 2008 2009 2010

Math

◆ % of Proficient and Above

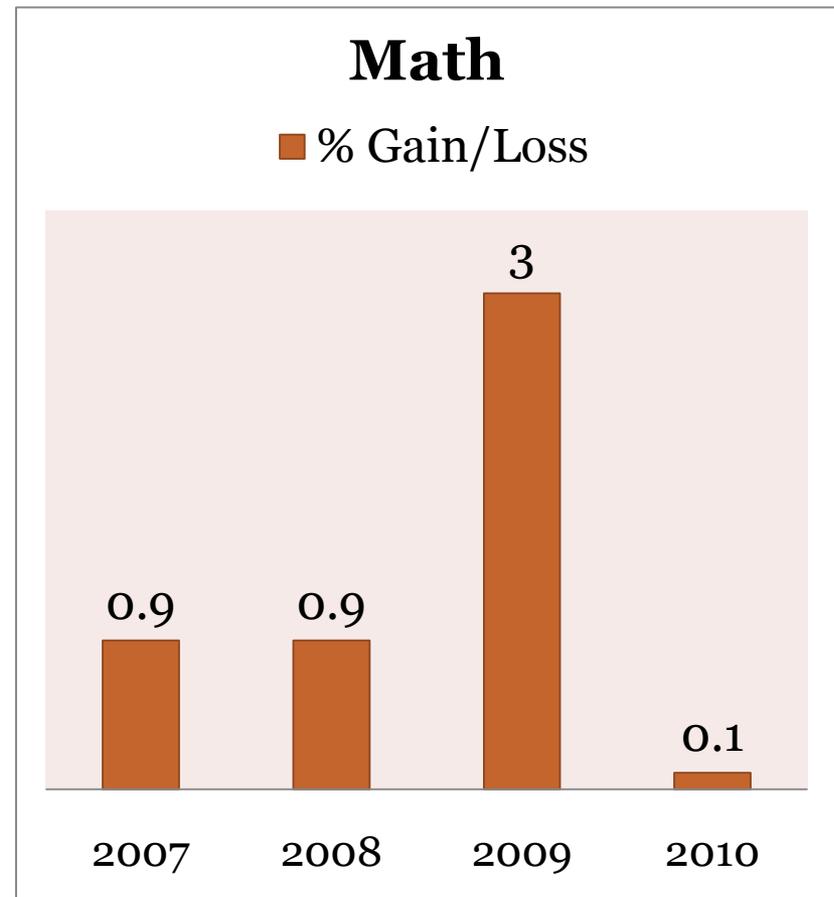
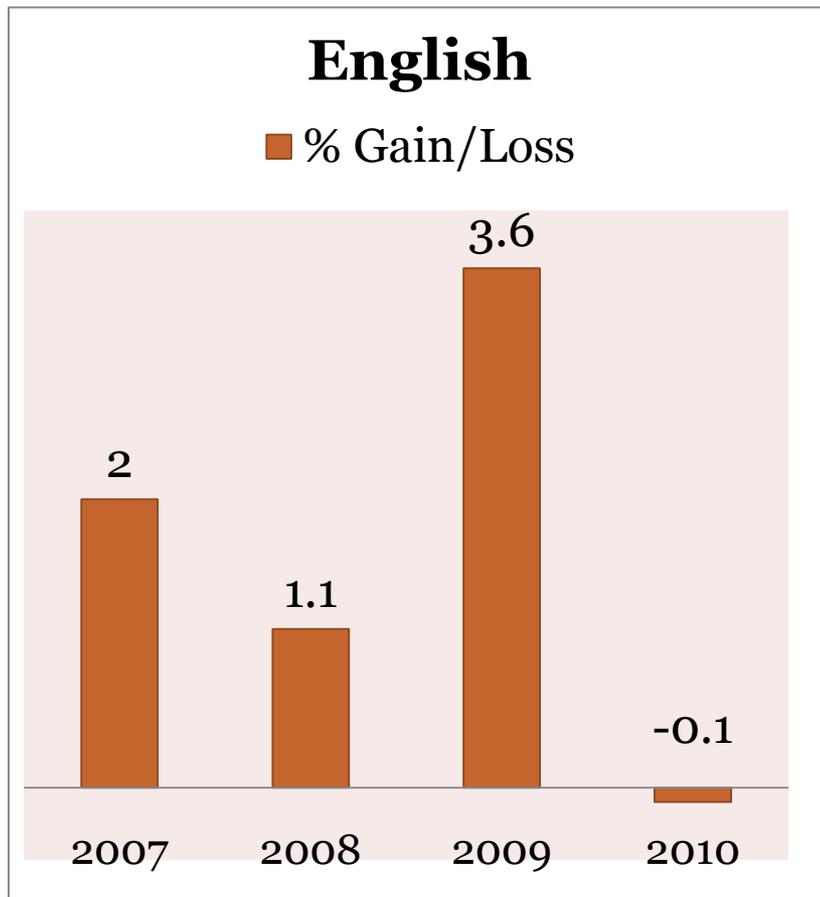


2006 2007 2008 2009 2010

District Results – AYP

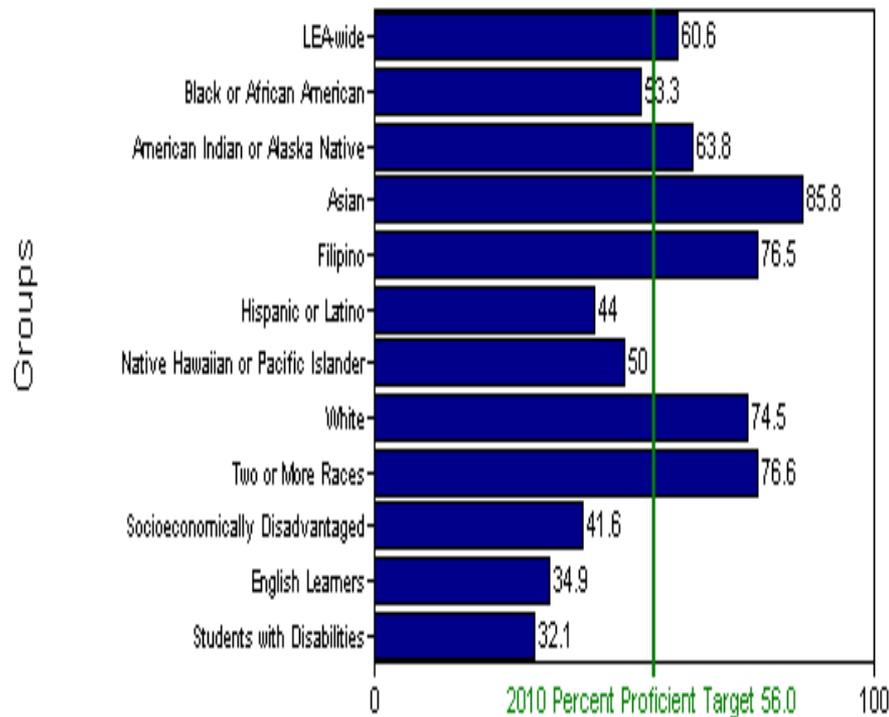
4-Yr Trend (ELA/MATH): ELA Ave. Gain 1.65%

Math Ave. Gain 1.23%

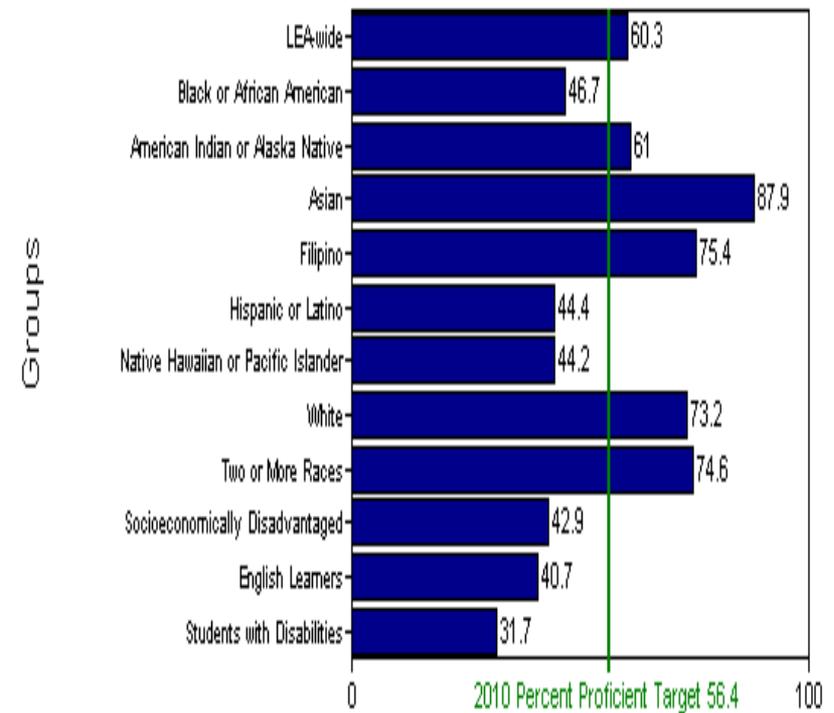


District Results – AYP Subgroups

English-Language Arts - Percent At or Above Proficient

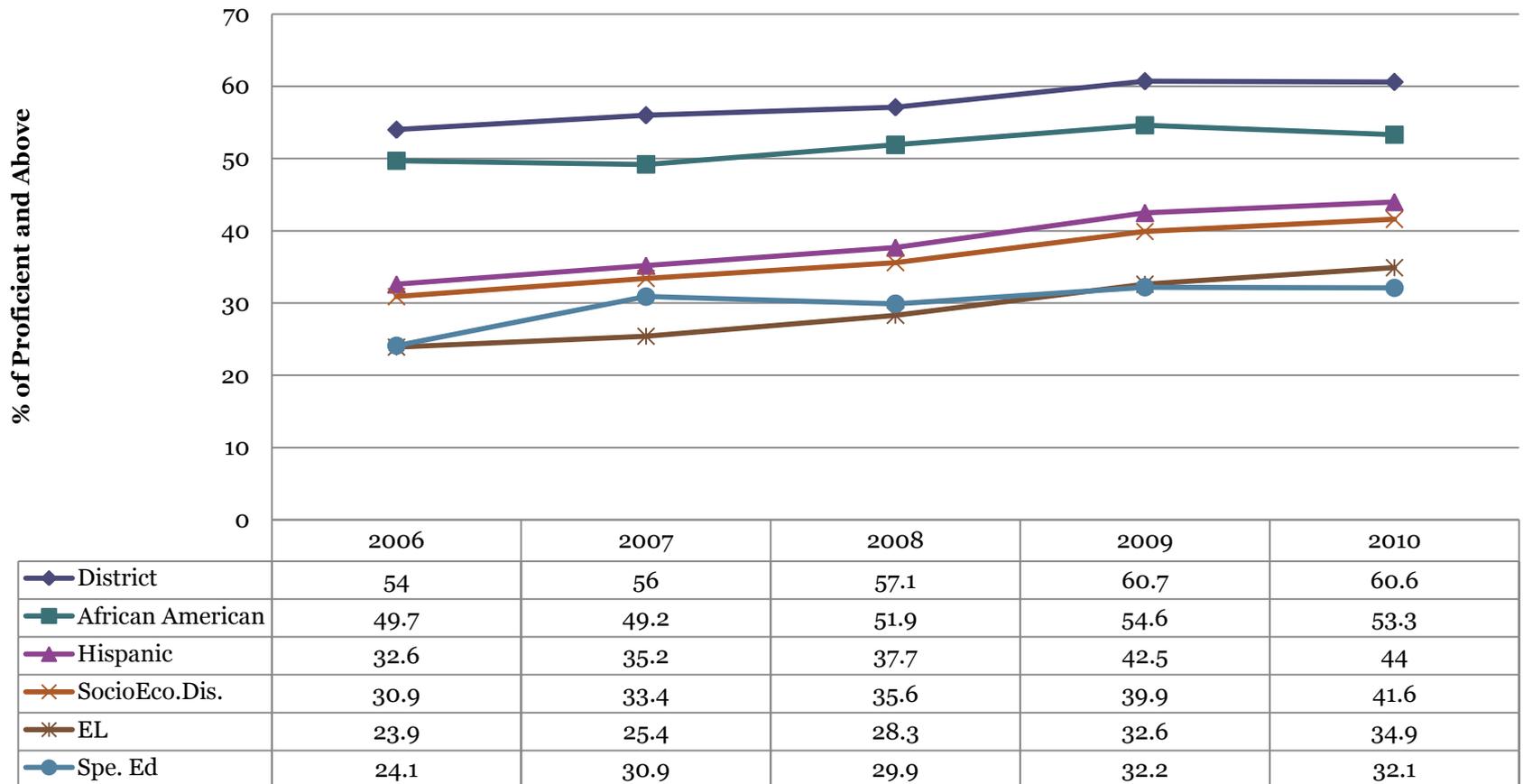


Mathematics - Percent At or Above Proficient



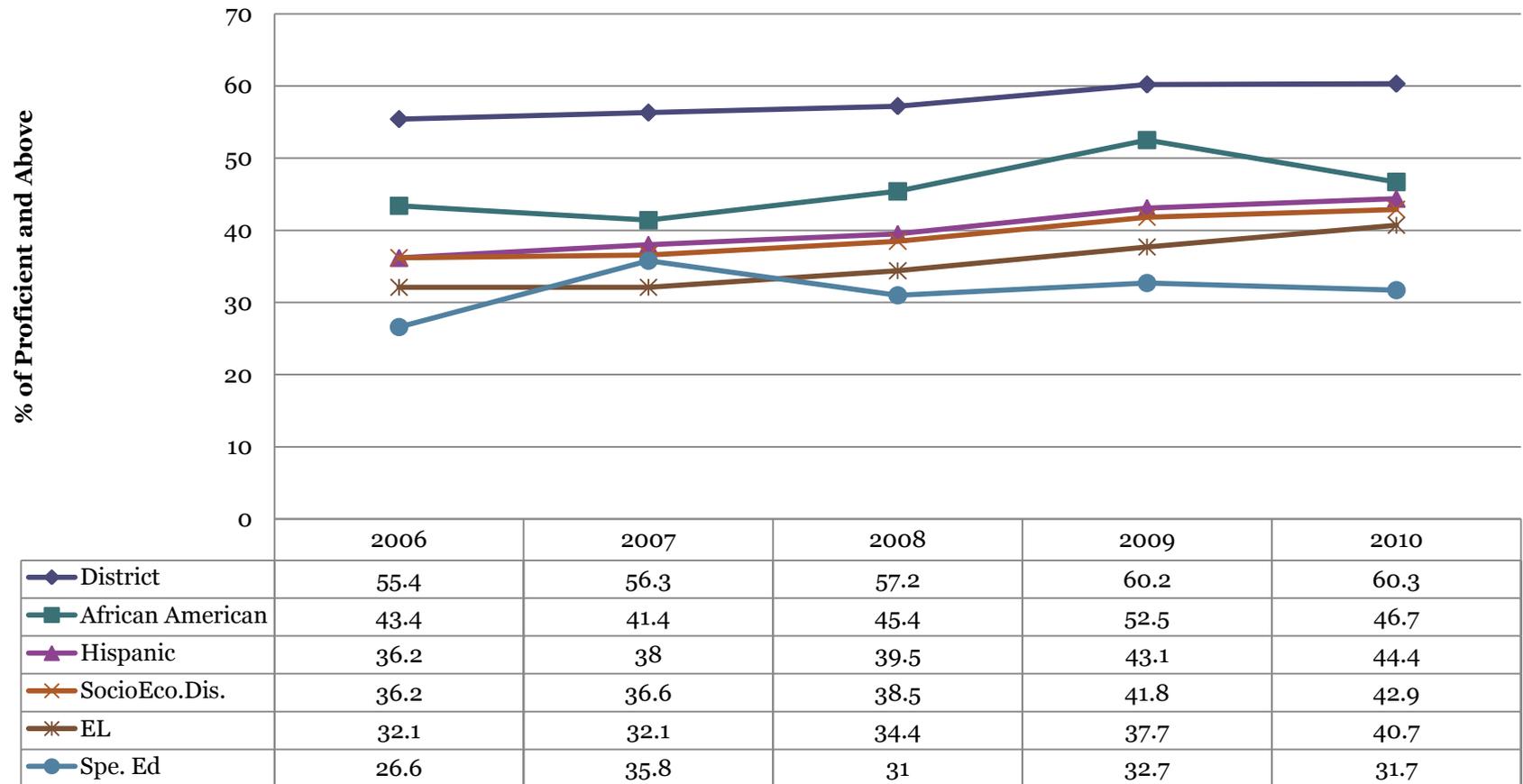
District Results – AYP

Subgroups 5-Yr Trend (ELA)



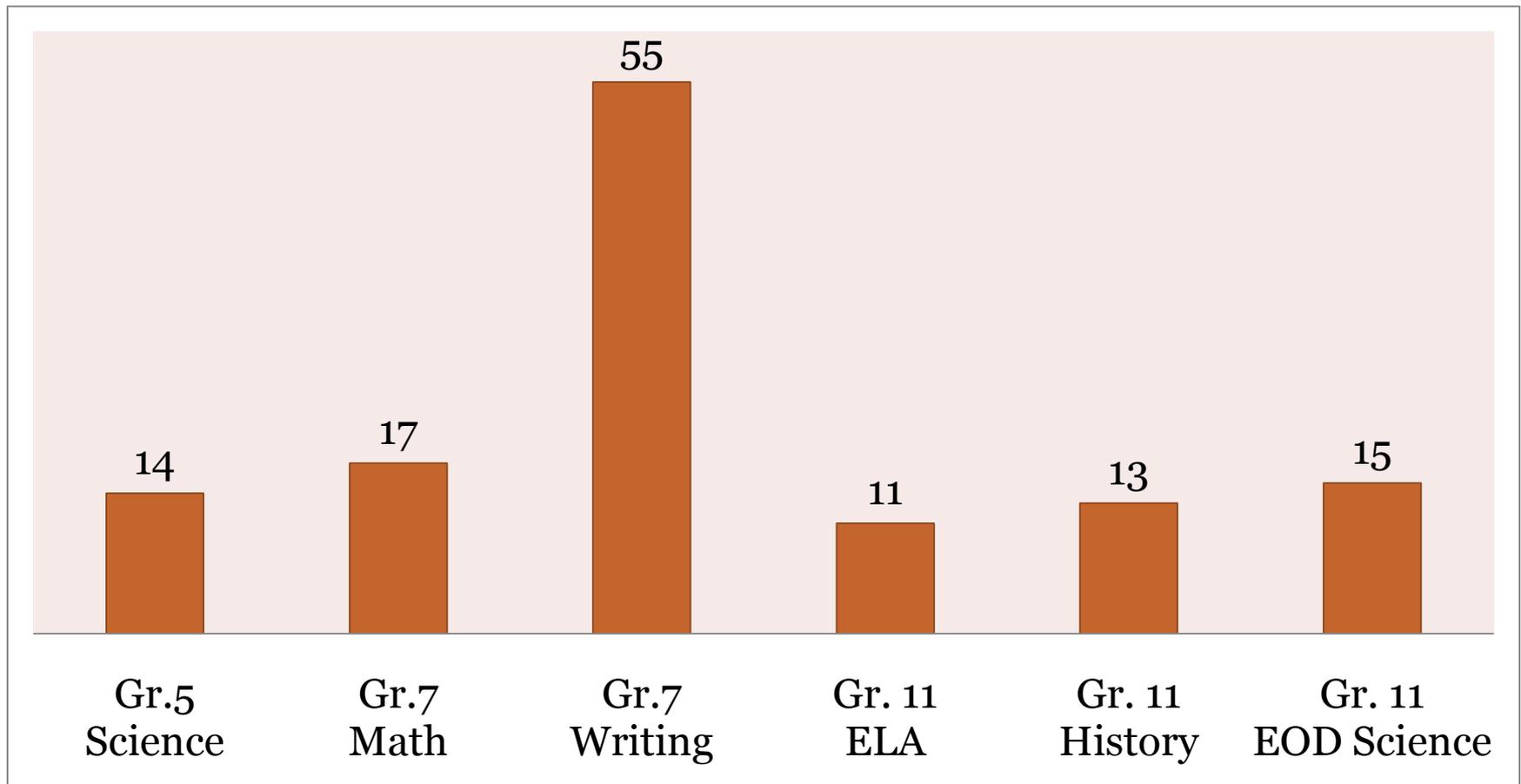
District Results – AYP

Subgroups 5-Yr Trend (Math)



Subject Results – AYP 2009-2010

% of Proficient and Above Growth



API Summary Results

- The District-wide 2010 API score of **806** demonstrates a gain of **+10** points from the 2009 base of 796.
- The Secondary schools average for School-Wide API base to growth change was **24.3** API points.
- **20** schools in OUSD showed an API score above 800 in 2010 compared to 17 schools in 2009.
- **8** secondary schools showed a growth in API from 2009 to 2010, compared to 6 schools from 2008 to 2009.
- **7** secondary schools showed a double digit API growth from 2009 to 2010, compared to 4 schools from 2008 to 2009.
- **8** of 9 secondary schools posted a positive API gain (89%).

API Summary Results (Continued)

- Among elementary schools, **Fairhaven ES** showed the highest 2-yr API score gain (+86).
- Among middle schools, **Portola MS** showed the highest 2-yr API score gain (+39).
- Among high schools, **El Modena HS** showed the highest 2-yr API score gain (+42).
- Among elementary schools, **Cambridge ES** showed the highest 1-yr API score gain (+41).
- Among middle schools, **Santiago MS** showed the highest 1-yr API score gain (+46).
- Among high schools, **Richland HS** showed the highest 1-yr API score gain (+102).

API Summary Results High-Performing Schools

- **900 Club: 6 schools** - Nohl Canyon ES (937), Panorama ES (928), Chapman Hills ES (925), Crescent ES (917), Villa Park ES (916), Serrano ES (911).
- **800 Club: 14 schools** - Linda Vista ES (897), Imperial ES (896), Running Spring ES (894), Anaheim Hills ES (893), McPherson ES (883), Canyon Rim ES (882), La Veta ES (809), West Orange ES (806); El Rancho MS (895), Cerro Villa MS (833), Santiago MS (806); Canyon HS (847), Villa Park HS (807) and El Modena HS (806).
- *4 new schools posted an API score above 800 in 2010. These schools are **West Orange ES, Santiago MS, El Modena HS and Villa Park HS.***
- *1 new school posted an API score above 700 in 2010. This school is **Lampson ES.***

AYP Summary Results

- **16 schools: Anaheim Hills ES; Cambridge ES; Canyon Rim ES; Chapman Hills ES; Crescent ES; Fairhaven ES; Imperial ES; Linda Vista ES; McPherson ES; Nohl Canyon ES; Panorama ES; Running Springs ES; Villa Park ES; West Orange ES; El Rancho MS ; Santiago MS met all 2010 federal AYP criteria.**
- **13 elementary and middle schools : Anaheim Hills ES; Canyon Rim ES; Chapman Hills ES; Crescent ES; Fairhaven ES; Imperial ES; Linda Vista ES; McPherson ES; Nohl Canyon ES; Panorama ES; Running Springs ES; Villa Park ES; El Rancho MS met the AYP criteria for two consecutive years, 2009 and 2010.**

AYP Summary Results

- **3** of 4 (**75%**) high schools posted a positive AYP gain in ELA.
- The AYP results in ELA for elementary schools highlight **Cambridge** with highest 1-yr AYP score gain (**8.4**).
- The AYP results in ELA for middle schools highlight **Santiago** with highest 1-yr AYP score gain (**7.0**).
- The AYP results in ELA for high schools highlight **Orange** with highest 1-yr AYP score gain (**4.6**).
- The AYP results in Math for elementary schools highlight **Fairhaven** with highest 1-yr AYP score gain (**11.7**).
- The AYP results in Math for middle schools highlight **Santiago** with highest 1-yr AYP score gain (**9.7**).

Program Improvement (PI) Status Summary

PI Status:	In PI
Prior PI Placement:	Year 2
First Year of PI Implementation:	2008-2009

Met Adequate Yearly Progress (AYP) Criteria

Year	English-language Arts	Mathematics	API	Graduation Rate
2009	No	No	Yes	Yes
2010	No	No	Yes	Pending

•Graduation data for the class of 2008-09 is not currently available; therefore where graduation data is necessary to make an AYP determination, including safe harbor at the subgroup level, the report will indicate "Pending." AYP reports will be updated when the certified graduation data becomes available.

Program Improvement (PI) Status

Congratulations!

- **1 school: Fairhaven ES** exit PI Status.
- **2 schools: Cambridge ES and West Orange ES** met all components of AYP Criteria for the 2009-10 school year. They will maintain the PI status and will be eligible to exit PI if they make AYP for 2010-11.



Fairhaven Elementary School
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Phone: 714-997-6178 · Fax: 714-532-8073

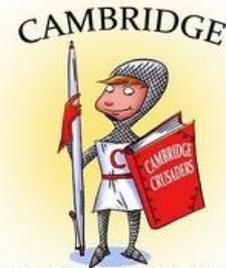
OUSD Home
Principal's Page
Calendar
Staff Directory
General Information
Achievement Binders

Welcome To Fairhaven School
Where Nothing Less Than 100% Is Acceptable

Please click for more information



"Students, parents & educators work as partners to ensure that all students meet their educational goals."



ELEMENTARY SCHOOL



West Orange Elementary

Exiting Program Improvement All Students Achieving

- **Safe Harbor** - A sub-group can make AYP by reducing the percentage of non-proficient students by 10% from 2010 to 2011 (NCLB's safe harbor provision).
- **Watch Groups** – specific student groups to monitor academic achievement through regular formative assessments and individual intervention plans.
- **Achievement Data Conferences K-12** – articulated support to schools through careful analysis of data and accountability plans all schools (PI and Non-Title 1).
- **English Learner and Special Education** program and services audit to monitor support to these subgroups.

District Achievement Goals & Action Plans

Focus on District Strategic Plan

- Alignment of the curriculum and monitoring by paced (formative) standards assessments
- Professional learning plans for schools
- Teacher collaboration and support
- Response to intervention and instruction – utilizing the cycle of effective instruction
- Principal leadership coaching and on-going network for accountability
- District support visitations