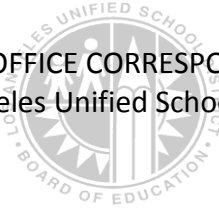


INTER-OFFICE CORRESPONDENCE  
Los Angeles Unified School District



INFORMATIVE  
September 26, 2014

TO: Members, Board of Education  
John E. Deasy, Superintendent

FROM: *Cynthia*  
Cynthia Lim  
Office of Data and Accountability

SUBJECT: 2014 ACCOUNTABILITY PROGRESS REPORT (APR)

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Each year, the California Department of Education (CDE) releases Accountability Progress Reports on the state Academic Performance Index (API) and the federal Adequate Yearly Progress (AYP), as well as Title III Annual Measureable Achievement Objectives (AMAOs) for English Learners. For the school year 2013-14, there were several changes to these accountability reports:

1. There was no Academic Performance Index score (API) for schools or districts due to the Field Test of the Smarter Balanced Assessments. No results were available for calculation of the API.
2. Federal Adequate Yearly Progress (AYP) reports were calculated for high schools and high school districts only based on 10<sup>th</sup> Grade results on the California High School Exit Exam (CAHSEE) and CAPA for students with disabilities and the four year cohort graduation rate.
3. Changes in Program Improvement (PI) status were applicable to high schools only. Elementary and middle schools retained their PI status from the 13-14 school year. LAUSD is not required to fulfill PI interventions due to the No Child Left Behind Waiver (NCLB) awarded to member districts of the California Office to Reform Education (CORE).
4. There were no changes to objectives 1 and 2 of the Title III Annual Measureable Achievement Objectives (AMAOs) for English Learners which was based on the California English Language Development Test (CELDT) administered in the 2013-14 school year. However, objective 3, which measures academic proficiency, used testing data from the 2012-13 school year to determine whether LAUSD met targets.

### **ACADEMIC PERFORMANCE INDEX (API) -- STATE ACCOUNTABILITY**

In spring 2014, all districts in California participated in the Smarter Balanced Field Tests. No test results were available from the Field Test. The CDE did not calculate the 2014 Growth and Base Academic Performance Indexes (APIs) and the 2015 Growth APIs for elementary, middle, and high schools, and school districts. The API was also removed as an additional indicator for high schools within the AYP.

The first Smarter Balanced assessment results will be available after the spring 2015 administration of the assessments, therefore Base to Growth comparisons will be reported in 2015–16. Specifically, the 2016 Smarter Balanced assessment results will be used to calculate the 2016 Growth API for comparison to the 2015 Base API.

### **ADEQUATE YEARLY PROGRESS (AYP) -- FEDERAL ACCOUNTABILITY**

Due to the lack of test results for elementary and middle schools, AYP reports were calculated for high schools and high school districts only. High school AYP was based on participation and performance on the 10<sup>th</sup> Grade results on the California High School Exit Exam (CAHSEE) and CAPA for students with disabilities and the four year (Class of 2013) cohort graduation rate. A five-year (Class of 2012) and six-year (Class of 2011) cohort graduation rate was calculated for high schools and districts.

### **PROGRAM IMPROVEMENT STATUS**

Because the CDE did not produce an AYP determination for elementary and middle schools, the PI status for elementary and middle schools did not change for 2014-15. High schools received a PI status determination for 2014-15.

However, with the approval of the CORE waiver by the United States Department of Education, the District will not be required to fulfill PI interventions. Under the waiver, the District must continue to identify schools for improvement and the waiver outlines a system for identification and subsequent processes.

### **ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES FOR TITLE III ACCOUNTABILITY (AMAO)**

All school districts that receive Title III-Limited English Proficient (LEP) funds are required to meet English language proficiency AMAOs, as well as an academic achievement AMAO based on Adequate Yearly Progress (AYP) information. The three annual measurable achievement objectives are:

1. increase the percentage of English learners making progress in learning English,
2. increase the percentage of English learners attaining proficiency in English,
3. meet all AYP requirements for English learners.

**LAUSD met one of the AMAO 2 targets: increasing the percentage of English learners that attained proficiency in English.** The percentage of English learners with less than five years of instruction attaining English proficiency was 26.6%, higher than the state target of 21.4%.

Table 1  
 AMAO Targets Met by LAUSD

	Title III AMAOs	State Target	LAUSD	Target Met
AMAO 1	Percentage of ELs Making Annual Progress in Learning English	59	56	No
AMAO 2	Percentage of ELs with less than 5 years of instruction attaining the English Proficient Level	22.8	27.7	Yes
	Percentage of ELs with 5 or More Years of Instruction Attaining English Proficient Level	49	36.8	No
AMAO 3	Met AYP Requirements for English Learners			No

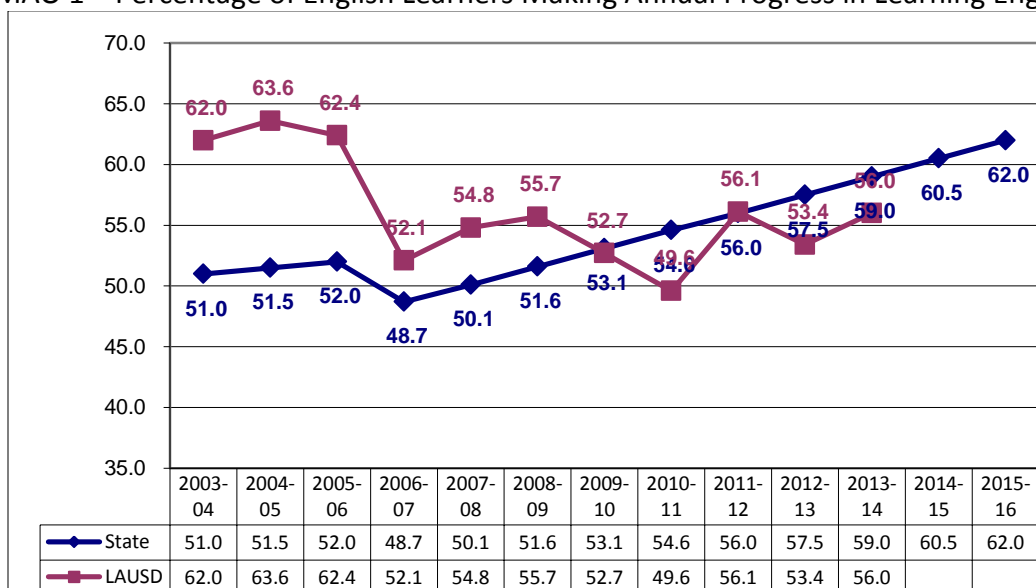
### AMAO 1 – Progress in Learning English

To measure progress in learning English, AMAO 1 uses the percentage of ELs that improve one or more performance levels on CELDT each year. The growth target is dependent upon the overall performance level from the previous CELDT. ELs at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one performance level per year. ELs at the Early Advanced or Advanced level, who are not yet English proficient, are expected to achieve the English proficient level on the CELDT in the following year. ELs at the English proficient level are expected to maintain that level.

The statewide target for AMAO 1 in 2013-14 was 59%. In LAUSD, 56% of English learners made progress on CELDT which was short of the state target.

Figure 2

AMAO 1 – Percentage of English Learners Making Annual Progress in Learning English



## AMAO 2 – Attaining Proficiency in English

AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. A student is defined as meeting the English proficient level on the CELDT if **both** of the following criteria are met:

- Overall performance level of Early Advanced or Advanced, **and**
- Domain performance level scores of Intermediate or above in listening, speaking, reading and writing.
  - For K–1, only the listening and speaking domains need to be at the Intermediate level or above
  - For grades two through twelve, all four domains need to be at the Intermediate level or above

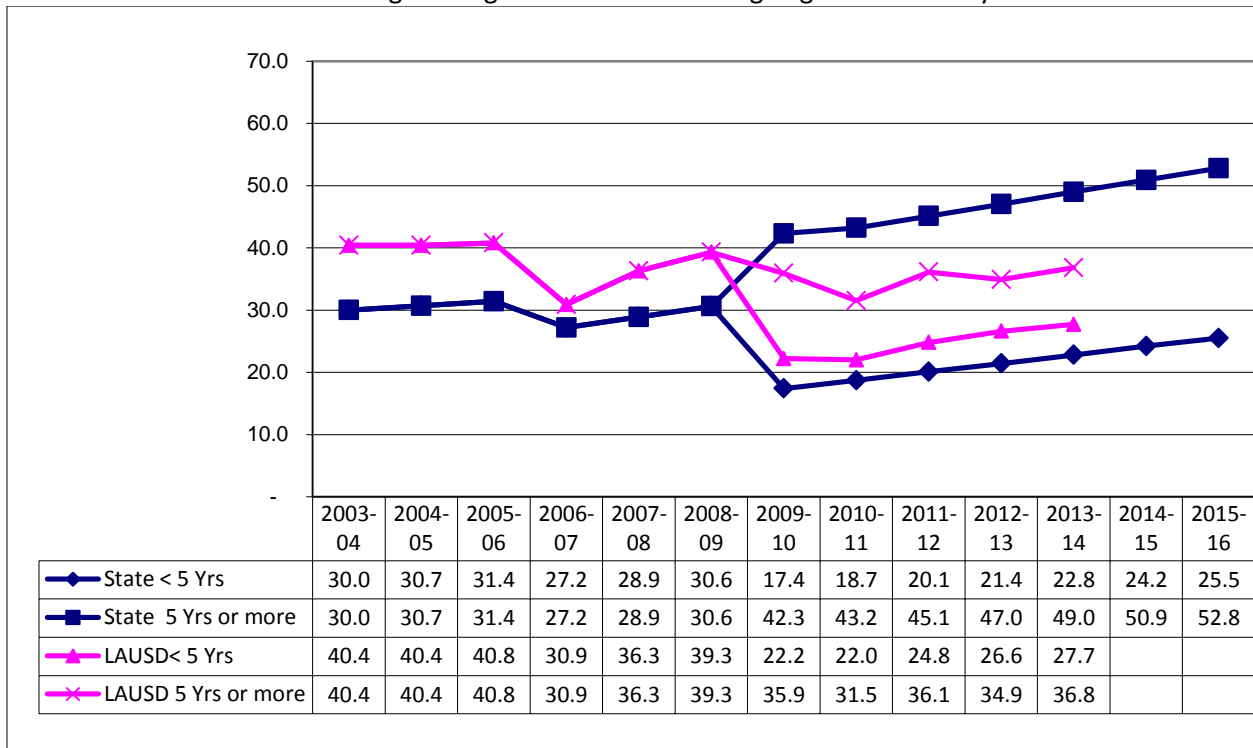
AMAO 2 has different targets for different cohorts:

- English learners who have been in language instruction educational programs for less than five years. The target for CELDT proficiency in 2013-14 was 22.8.
- English learners who have been in language instruction educational programs for five years or more. The target for CELDT proficiency for this group was 49.0 in 2013-14.

**In LAUSD, 27.7% of English learners with less than five years of language instruction were proficient on CELDT, exceeding the state target of 22.8%. Among English learners with more than five years of language instruction, 36.8% met the CELDT proficiency criteria, which was below the state target of 49%.**

Figure 3

AMAO 2 -- Percentage of English Learners Attaining English Proficiency on CELDT



### AMAO 3 –Meeting AYP Requirements for the English Learner Subgroup

The Adequate Yearly Progress requirements for English learners includes participation rates in English language arts and Mathematics, proficiency rates in English language arts and Mathematics and graduation rates for English learners. For AYP proficiency purposes, the English learner subgroup includes reclassified English learners who have not scored proficient or above for three years. LAUSD did not meet the proficiency targets for English learners in English language arts or Mathematics so not all targets were met for AMAO 3.

Table 4  
AMAO 3 -- AYP Requirements for English Learners

	AYP Requirements for English Learners	Target Met
AMAO 3	Participation Rate in English language Arts	Yes
	Proficiency Rate in English language Arts	No
	Participation Rate in Mathematics	Yes
	Proficiency Rate in Mathematics	No
	Met Graduation Rate Target for EL subgroup	Yes
	Met all AMAO 3 targets	No

### School Lists

Attachment A provides a school list with Program Improvement status even though LAUSD is not required to fulfill PI interventions. Attachment B provides a school list with AMAO data.

If there are any questions, please call me at 213/241-2460. Additional information may be found at the state’s website at <http://www.cde.ca.gov/apr>.

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