INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

INFORMATIVE
August 28, 2013

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

FROM: Cynthia Lim
Office of Data and Accountability

SUBJECT: 2013 ACCOUNTABILITY PROGRESS REPORT (APR)

The California Department of Education (CDE) will release the 2013 Accountability Progress Report on Thursday, August 29 on their website at http://www.cde.ca.gov/apr/. There is a media embargo until 11:30 a.m., August 29, 2013.

The Accountability Progress Report provides information on these accountability measures:

I. Academic Performance Index (API) – State Accountability
II. Adequate Yearly Progress (AYP) -- Federal Accountability

I. 2012-13 ACADEMIC PERFORMANCE INDEX (API) -- STATE ACCOUNTABILITY

The API is part of the State accountability system which measures year-to-year improvement in school performance across multiple subject areas. The API is a composite score that combines information across grade levels and content areas to yield a single accountability score for a school site. API scores range from a low of 200 to a high of 1000. The statewide target is 800 for the school and all subgroups.

The 2013 API Growth includes test results from:

- California Standards Tests (CST) in English language arts and mathematics in grades 2-11, science and history-social science in selected grades,
- California Modified Assessments (CMA) for English language arts (grades 3-11), mathematics (grades 3-7, Algebra and Geometry) and science in grades 5, 8, and 10 for students with disabilities,
- California Alternate Performance Assessment (CAPA) for students with significant cognitive disabilities,
- California High School Exit Exam (CAHSEE) for grades 10-12. (Only passing scores for grades 11 and 12 are counted.)

This year's results do not include the Grade 4 and 7 writing tests and does not lower performance bands for students testing in General Mathematics.

LAUSD Districtwide API

The Districtwide API grew by 3 points in 2013, continuing the District's trend of positive API gains. LAUSD's API growth was 749 in 2013, up 3 points from the base of 746.

Table 1: *API Base and Growth for LAUSD*

Year	Base	Growth	Growth Points
2002-03	595	626	31
2003-04	622	634	12
2004-05	633	649	16
2005-06	649	658	9
2006-07	655	664	9
2007-08	662	683	21
2008-09	681	694	13
2009-10	693	709	16
2010-11	709	728	19
2011-12	729	745	16
2012-13	746	749	3

In contrast with the state and other urban districts, LAUSD was one of the few districts with gains in API points this year. Statewide, API points fell by two points. San Diego was the only urban district with gains higher than LAUSD with nine points. San Bernardino gained by two points and most other urban districts had negative growth points.

Table 2: *API Base and Growth for Urban Districts in California*

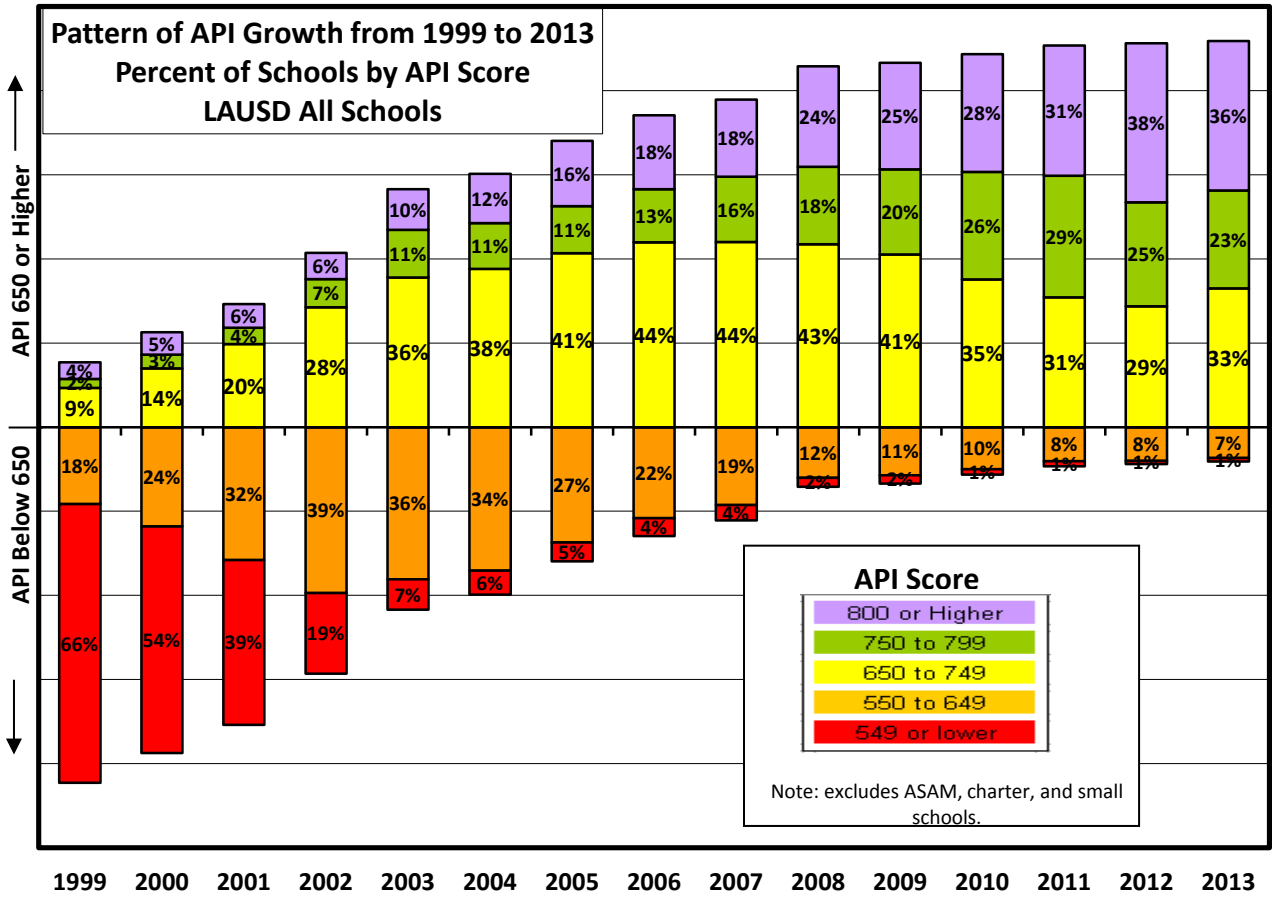
School District	2011 API Base	2012 API Growth	2011-12 Growth Points	2012 API Base	2013 API Growth	2012-13 Growth Points
San Diego	797	808	11	808	817	9
LAUSD	729	745	16	746	749	3
San Bernardino	711	726	15	727	729	2
Long Beach	771	781	10	784	783	-1
San Francisco	796	807	11	807	805	-2
STATE	778	788	10	791	789	-2
Fresno	714	724	10	726	723	-3
Pomona	724	731	7	731	728	-3
San Jose	797	805	8	805	798	-7
Oakland	726	730	4	728	721	-7
Sacramento	760	768	8	770	760	-10
Pasadena	758	761	3	762	751	-11
Santa Ana	742	754	12	755	742	-13

Schools Meeting Statewide Performance Target of 800

The statewide target for API is 800 for all schools. When the API was introduced in 1999, only 4% (22 schools) scored 800 or above. The majority of schools (66%) scored below 550. Since 1999, the API has incorporated the California Standards Tests (CST), assessments for students with disabilities (CMA and CAPA), the California High School Exit Exam (CAHSEE) and expanded subject areas to Science and Social Science.

In 2013, 92% of schools scored above 650 on the API. A third of LAUSD schools scored between 650 and 749 and 23% scored between 750-799. The percentage of schools that scored above 800 decreased from 38% to 36%.

Chart 3: *Distribution of Scores on API since 1999*



The number and percentage of schools scoring over 800 decreased slightly in 2013 for LAUSD schools and charter schools. In 2013, 247 schools had API scores of 800 or above, down from 250 in the prior year. More middle and high schools reached 800 compared to the previous year, there were 16 middle schools with an API over 800 and nine high schools.

Table 4: *Number and Percentage of LAUSD Schools Scoring 800 or Higher*

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Number of Schools												
Elementary	34	51	62	83	96	102	129	141	157	190	229	222
Middle	0	0	1	1	2	3	8	10	12	13	15	16
High School	0	2	3	5	5	5	6	4	4	6	6	9
All Schools	34	53	66	89	103	110	143	155	173	209	250	247
Percent of Schools												
Elementary	8%	12%	14%	19%	21%	22%	28%	31%	34%	40%	47%	46%
Middle	0%	0%	1%	1%	3%	4%	10%	13%	15%	16%	20%	18%
High School	0%	5%	6%	9%	8%	8%	9%	5%	5%	7%	6%	7%
All Schools	6%	10%	12%	16%	18%	18%	24%	25%	28%	32%	37%	36%

*****Does not include small schools, options and independent charter schools.

Among the 171 independent charter schools in 2013 that received API scores and targets, 39% met the statewide performance goal of 800. The majority of the schools were at the elementary level (68%), followed by 24% at the middle school level and 20% at the senior high school level.

Table 5: *Number and Percent of Charter Schools Scoring 800 or Above in 2012 and 2013*

	2011-12			2012-13		
	# of Schools	# 800 or Above	% 800 or Above	# of Schools	# 800 or Above	% 800 or Above
Elementary	68	47	69%	65	44	68%
Middle	45	15	33%	45	11	24%
High School	59	13	22%	61	12	20%
All Schools	172	75	44%	171	67	39%

Subgroup Performance

In LAUSD, Growth API scores decreased for the first time for Asian, Pacific Islander and White students. However, African-American and Latino students gained one and four points, respectively. English learners had the highest gains of all subgroups with an increase of 28 API Growth points. Economically disadvantaged students grew by 8 points and students with disabilities grew by 17 points.

In contrast with subgroup data for the state, all major subgroups except for Asian, Pacific Islander and White students outperformed the state average. API Growth points for all ethnicity groups decreased statewide or remained at zero. LAUSD's growth points for English learners, economically disadvantaged students and students with disabilities exceeded the state average.

Table 6: *API Growth by Subgroup, LAUSD and California*

		LAUSD			California		
	# of Students in LAUSD	2012 Base	2013 Growth	2013 Growth Points	2012 Base	2013 Growth	2013 Growth Points
ALL STUDENTS	407,861	746	749	3	791	789	-2
African American	34,994	697	698	1	709	707	-2
American Indian or Alaska Native	1,557	756	756	0	745	742	-3
Asian	17,001	910	908	-2	906	906	0
Filipino	9,841	864	864	0	870	866	-4
Hispanic or Latino	304,751	724	728	4	743	743	0
Pacific Islander	1,544	792	786	-6	777	773	-4
White (not of Hispanic origin)	36,642	875	871	-4	855	852	-3
Socio-economically Disadvantaged	345,147	728	736	8	740	745	5
English Learners	162,554	678	706	28	719	720	1
Students with Disabilities	52,461	556	573	17	610	615	5

The 28 growth points for English Learners was the highest since 2005-06 when API scores first included this subgroup.

Table 7: *API Growth Points by Subgroup Since 2002-03*

API Growth Points											
Subgroups	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
ALL STUDENTS	31	12	16	9	9	21	13	16	19	16	3
African American	18	14	15	9	8	19	16	21	15	17	1
American Indian or Alaska Native	21	4	30	-5	4	24	10	20	8	7	0
Asian	20	12	17	12	6	14	11	9	9	16	-2
Filipino	24	14	14	11	7	17	11	7	9	15	0
Hispanic or Latino	36	15	17	9	9	22	13	16	20	16	4
Pacific Islander	17	8	11	19	11	5	15	9	26	33	-6
White (not of Hispanic origin)	20	9	18	10	2	17	12	18	13	11	-4
Socio-economically Disadvantaged	35	14	17	8	9	21	14	16	20	16	8
English Learners	n/a	n/a	n/a	0	5	18	8	11	20	13	28
Students with Disabilities	n/a	n/a	n/a	2	11	15	16	20	26	26	17

Growth Targets

The 2013 growth target for a school and each significant subgroup is 5% of the difference between the school's or subgroup's 2012 Base API and 800. The minimum growth target is five points until the school or subgroup reaches 800. Schools with a Base API of 800 or above must maintain a Growth API of at least 800. All significant subgroups at a school must meet their growth targets for a school to meet its API growth target.

Of the schools with API targets and scores, 41% of LAUSD schools met all API targets, both schoolwide and for all significant subgroups, compared to 56% in the previous year. Among elementary schools, 43% met all targets compared to 62% the year before. For middle schools, 29% met all targets compared to 43% the previous year. At high schools, the percentage of schools meeting all targets increased from 37% to 43%.

A smaller percentage of independent charter schools met all API targets this year, decreasing from 52% last year to 48% this year. There were decreases among elementary, middle and high schools.

Table 8: *Number and Percent of Schools that Met All API Targets, LAUSD and Charter Schools, 2008-09 to 2012-13*

	# of Schools with API Targets					% Met All Targets				
LAUSD	2008-09	2009-10	2010-11	2011-12	2012-13	2008-09	2009-10	2010-11	2011-12	**2012-13**
Elementary	460	461	458	471	471	55%	55%	66%	62%	**43%**
Middle	78	80	80	81	84	8%	24%	45%	43%	**29%**
High School	75	77	79	92	106	28%	26%	37%	37%	**43%**
All Schools	613	618	617	644	661	46%	47%	60%	56%	**41%**
Charter										
Elementary	34	48	41	50	61	68%	69%	63%	64%	**59%**
Middle	24	29	35	42	45	58%	55%	60%	45%	**40%**
High School	38	48	47	49	54	39%	50%	47%	47%	**41%**
All Schools	96	125	123	141	160	54%	58%	56%	52%	**48%**

*Excludes small schools, options schools, Special Education centers and schools that did not have API targets.

Over the past five years, the District has introduced a variety of school reform, instructional models and school choice options. Since 2008-09, a subset of schools has been involved with various network partnerships. Additionally, the District has expanded the pilot school model and implemented Public School Choice. School Improvement Grants (SIG) and restructuring efforts have been implemented at various school sites.

Districtwide, 146 schools participated in one or more of the above programs in 2012-13 (including 15 charter schools as part of Public School Choice) and had two years of data to complete an API reporting cycle. The table below summarizes how many schools in each of the intensive support models have met all API targets, both schoolwide and for subgroups and their average API Growth points.

Of the 530 traditional LAUSD schools with no network partners or other school reform models, 43% met all API targets and had API growth points of -4 on average. For the 146 intensive support schools, 36% met all API targets and had an average API point gain of 12. Independent charters had 48% of schools that met targets and had an average gain of one point.

- Among partnership schools, 50% of the schools with PLAS met all API targets and had an average gain of 27 points. Two of the three LA Promise schools met all targets and the average gain was 30 API Growth points. Crenshaw HS did not meet all API targets and had negative 16 growth points.

- Of the 32 pilot schools, 38% met all targets. The average gain was 8 points.

- Forty-three percent of the schools involved in the School Improvement grants (SIG) met all targets. In Cohort 2, 58% met all targets. The average gain among SIG schools was 15 API Growth points.

- For schools in PSC 1.0 through 3.0, 36% met all targets. On average, PSC schools in 1.0 to 3.0 had eight API growth points.

- Of the twelve schools involved in school restructuring or turnaround strategies, (including three charters), 58% met all API targets. The average API point gain among restructured schools was 28.

Table 9: *Schools Meeting All API Targets, Intensive Support Schools*

	# of Schools with API Targets*	# Met All Targets	% Met All Targets	Avg. API Growth Points
Traditional LAUSD Schools	530	228	43%	(4)
Intensive Support Schools*	146	52	36%	12
Independent Charters	160	76	48%	1
Partnership Schools				
PLAS	22	11	50%	27
LA Promise	3	2	67%	30
Greater Crenshaw	1	0	0%	(16)
Pilot Schools	32	12	38%	8
School Improvement Grant (SIG*)	21	9	43%	15
Cohort 1	9	2	22%	10
Cohort 2	12	7	58%	19
Public School Choice*	84	30	36%	8
1.0	38	11	29%	4
2.0	30	15	50%	24
3.0	16	4	25%	3
Restructured Schools*	12	7	58%	28

*Includes independent charter schools in Public School Choice, SIG and Restructured

Schools with No API Scores

No LAUSD schools failed to get an API due to testing irregularities this year. Two charter schools, Annenberg HS and Triumph Charter Academy did not receive API scores due to a potential data error.

II. 2013 ADEQUATE YEARLY PROGRESS (AYP) -- FEDERAL ACCOUNTABILITY

While the API presents a comprehensive composite measure of year-to-year improvements in school performance, the measures for Adequate Yearly Progress (AYP) focus solely on whether students are scoring proficient or advanced on state assessments. At elementary and middle school grades, proficiency is measured using the California Standards Tests (CST) in English language arts and math, as well as assessments for students with disabilities (CAPA and CMA). At the high school level, proficiency is measured by performance of only 10th graders on the California High School Exit Exam (CAHSEE) and CAPA for students with disabilities.

There are four main components to meeting AYP:

1. Participation rate in English language arts and Mathematics of 95% or greater
2. Percent proficient in English language arts and Mathematics
3. API as an additional indicator
4. Graduation rate (high schools only)

In the 2012-13 school year, the targets for percent proficient and the minimum API requirement increased. The Districtwide target for proficiency increased from 78% to 89% in English language arts and from 78.2% to 89.1% in Mathematics. The targets will increase to 100% in 2013-14.

To meet the API requirement for AYP purposes, the school or district must demonstrate growth of at least one point or have a minimum score of at least 770. The graduation rate (based on data for 2011-12) must be at least 90% or the district can meet graduation rate by using a variable growth target or fixed growth target.

A school district may have up to 50 requirements to meet all AYP criteria. In 2013, LAUSD met 24 of its 50 AYP criteria. The following criteria were not met:

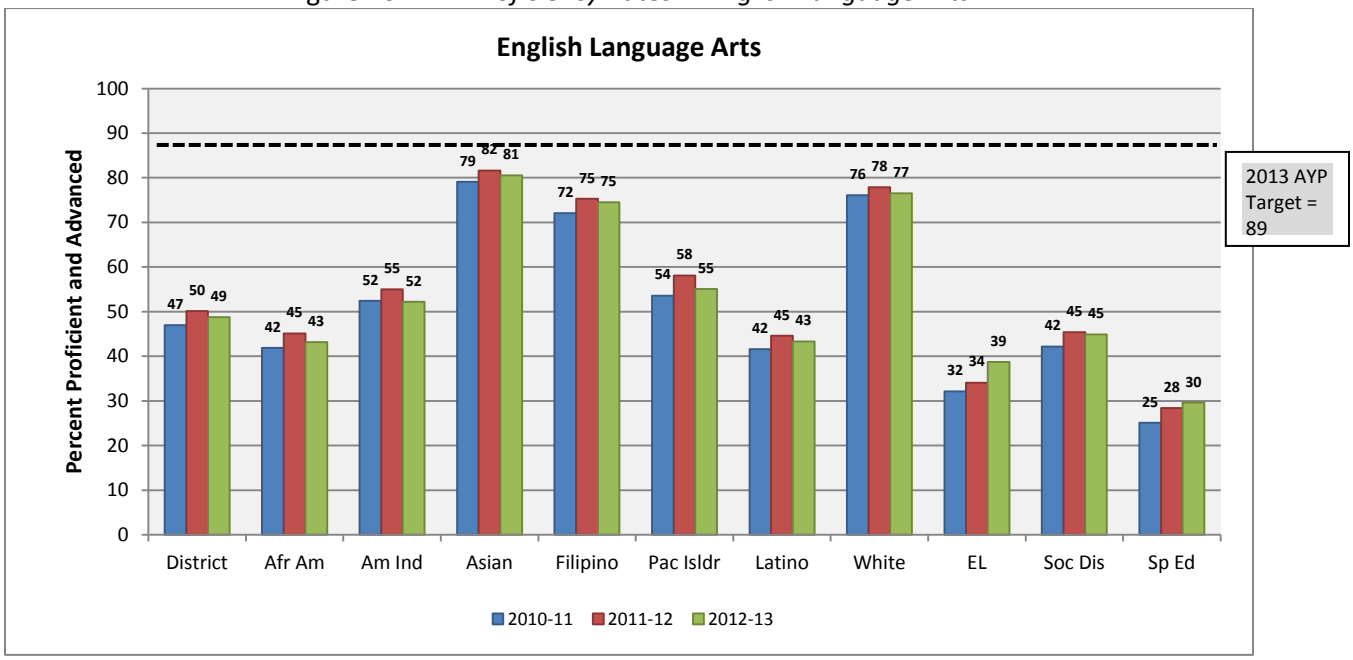
- AYP target of 89% proficient in English language arts -- The District did not meet this criterion across all students or for any subgroup.

- AYP target of 89.1% proficient in Mathematics – The District did not meet this criterion. The only subgroup that met this criterion was English learners through the Safe Harbor provision. Proficiency in math for English learners increased from 44% in 2012 to 49% in 2013.

- Graduation Rate – The 2013 target graduation rate for District was 68.3%. LAUSD's graduation rate in 11-12 of 66% fell short of this target. The District did not meet this criterion.

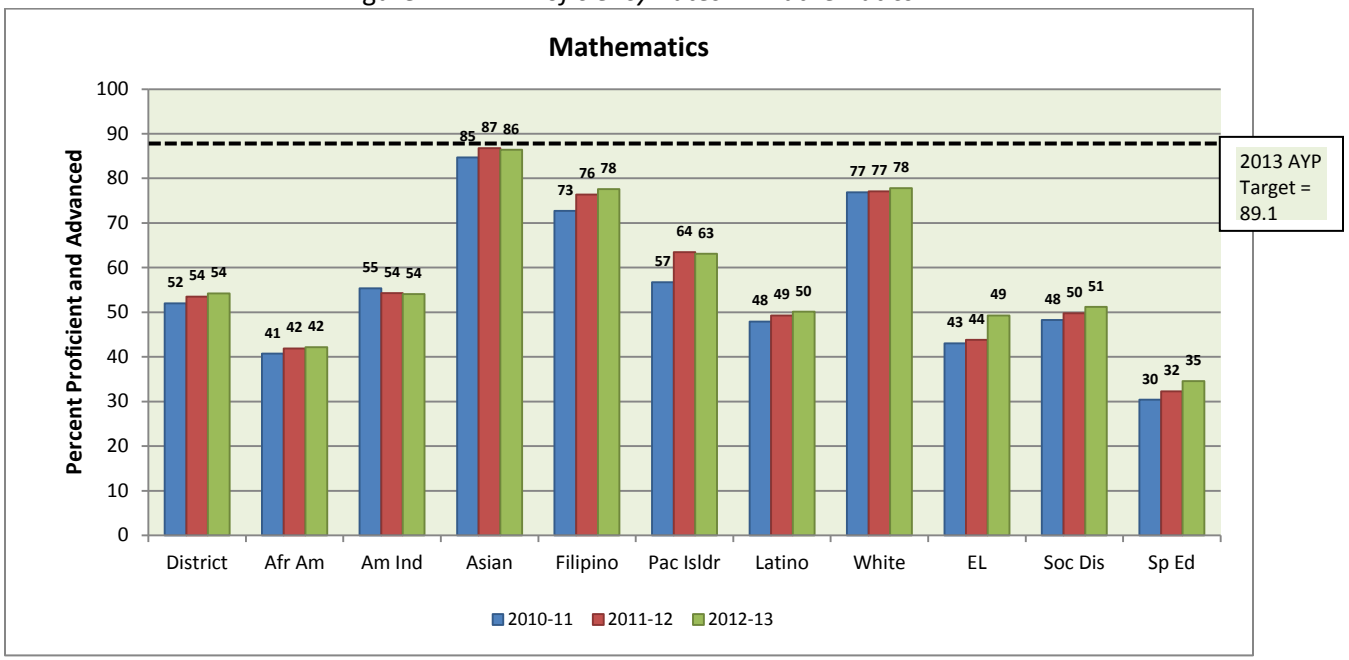
Districtwide, AYP proficiency in English language arts decreased from 50% to 49% in 2013. There were slight decreases in every subgroup except for English learners and students with disabilities. Proficiency in English Language Arts for AYP purposes includes the California Standards Tests (CST) in grades 2-8 and the California High School Exit Exam (CAHSEE) for 10th Grade only. Assessments for students with disabilities (CMA and CAPA) are also included. For AYP purposes, the English Learner subgroup includes reclassified English learners who have not scored proficient or above for three years.

Figure 10: *AYP Proficiency Rates in English Language Arts*



In Mathematics, Districtwide proficiency for AYP purposes remained at 54%. Proficiency increased for most subgroups with the exception of Asian and Pacific Islander students. English learners increased by five percentage points and students with disabilities increased by three percentage points. Proficiency for AYP purposes includes CST, CMA and CAPA scores for grades 2-8. For Grade 8, tests in Algebra, Geometry or any other end-of-course Math test are included. For Grade 10, the Math portion of the CAHSEE and grade 10 CAPA scores are included.

Figure 11: *AYP Proficiency Rates in Mathematics*



All schools, regardless of whether they receive Title I funding, are expected to meet AYP. As the targets for AYP increased, fewer schools met AYP. Across all schools in LAUSD, 10% of the schools met all AYP criteria, compared to 18% last year. No middle school met AYP while 9% of elementary schools did and 17% of high schools did.

Among charter schools, the percentage of schools meeting AYP decreased from 20% to 17% from the previous year. Nineteen percent of elementary charter schools met AYP, while 2% of middle schools and 25% of high schools met AYP.

Table 12: *Schools that Met AYP, LAUSD and Charter*

	2011-12			2012-13		
	# of Schools	# Met AYP	% Met AYP	# of Schools	# Met AYP	% Met AYP
LAUSD						
Elementary	500	116	23%	511	44	9%
Middle	84	5	6%	88	0	0%
High School	173	17	10%	186	31	17%
All Schools	757	138	18%	785	75	10%
Charter						
Elementary	75	20	27%	75	14	19%
Middle	45	10	22%	46	1	2%
High School	59	5	8%	64	16	25%
All Schools	179	35	20%	185	31	17%

III. PROGRAM IMPROVEMENT STATUS

With the approval of the CORE waiver by the United States Department of Education, the District is allowed to immediately implement an alternative accountability system. This new accountability system will give participating districts more flexibility and accountability in how they measure student performance and raise academic performance at the district level.

However, the waiver will not relieve the District of the obligation to identify schools for improvement, corrective action, or restructuring. By continuing to identify schools for improvement, corrective action and restructuring, schools will remain eligible to receive funds that are contingent upon identification. It will however relieve districts and schools of the obligation to take required actions associated with those identifications. A subsequent informative will provide the detail of the waiver and its relationship to Program Improvement.

School Lists

Attachment A provides a school list with 2013 API and AYP measures, sorted by alphabetical order.

If there are any questions about the Accountability Progress Report, please call me or Grace Pang Bovy 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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