

# **Assessment Report and Strategic Plan Goals**

**Palo Alto Unified School District  
Board of Education**

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# **Assessment Report and Strategic Plan Goals**

**This is the first of two reports which will present District assessment and accountability results, and progress on the academic achievement goals of the Strategic Plan.**

- **This first report presents progress on the K-8 academic achievement goals of the Strategic Plan, the API and AYP accountability results for 2009, and the spring 2009 California Standards Test results**
- **The second report will present academic achievement results at the high school level, and progress on the high school academic achievement goals from the Strategic Plan**

# Summary

- **On California's basic measure of academic achievement, the California Standards Tests (CSTs) in English Language Arts (ELA) and Mathematics, for grades 2-8, PAUSD continues to show gains**
  - **85% of PAUSD students scored Advanced or Proficient in ELA and Math**
  - **Over 50% scored Advanced year-over-year**
- **In five years, PAUSD has reduced the percentage of students scoring Basic and below on the CST ELA, grades 2-8, from 21% to 15%**
- **PAUSD is making progress on meeting our ambitious Strategic Plan Goals by spring 2012.**

## **Summary (continued)**

- **On California's accountability measure, the Academic Performance Index (API), PAUSD continues to show gains and to rank among the top four K-12 school districts in the state**
- **With specific populations of students (English Learners, Students with Disabilities, Socioeconomically Disadvantaged and Underrepresented Minorities), there is progress but much remains to be accomplished.**

# **Assessment Report and Strategic Plan Goals**

**This report has three parts:**

- **Part 1 presents District progress on the Strategic Plan's three academic achievement goals for grades 3-8**
- **Part 2 presents the 2008-09 API state accountability results with CST results from the spring 2009 test administration**
- **Part 3 presents the 2009 AYP federal accountability results**

# **Part 1: Strategic Plan Goals for Elementary and Middle Schools**

**Goal 1: By 2012, 95% of all students in grades 3-8 will be on grade level as measured by the CSTs in ELA and Math.**

**Goal 2: By 2012, 85% of all students in grades 3-8 will show a year's progress or more as measured by the CSTs in ELA and Math.**

**Goal 3: By 2012, the percentage of students in grades 4-8 not-yet-proficient on the CSTs in ELA and Math will be reduced by 50%.**

# Goal 1 for Elementary and Middle Schools

**Goal 1: By 2012, 95% of all students in grades 3-8 will be on grade level as measured by the CSTs in ELA and Math.**

**Data (% Advanced or Proficient):**

	<b><u>2007</u></b>	<b><u>2008</u></b>	<b><u>2009</u></b>
<b>ELA</b>	<b>85.2%</b>	<b>84.9%</b>	<b>86.5%</b>
number tested =	4,331	4,467	4,463
<b>Math</b>	<b>83.2%</b>	<b>85.0%</b>	<b>84.5%</b>

# **“Year’s Progress”**

**A “year’s progress in the grade level curriculum,” as measured by the CSTs, refers to those students who have maintained their “Advanced” or “Proficient” status, or have improved by one level or more.**

## **Goal 2 for Elementary and Middle Schools**

**Goal 2: By 2012, 85% of all students in grades 3-8 will show a year's progress or more as measured by the CSTs in ELA and Math.**

**Data (% year's progress):**

	<b><u>2007</u></b>	<b><u>2008</u></b>	<b><u>2009</u></b>
<b>ELA</b>	<b>78.3%</b>	<b>79.1%</b>	<b>81.4%</b>
<b>Math</b>	<b>75.5%</b>	<b>78.3%</b>	<b>79.0%</b>

# **“Not Yet Proficient”**

**Students “not yet proficient” are students who were tested each of the last three years, and scored Basic or below the last two years.**

**Therefore this group is limited to those students who**

- have been in PAUSD for two full years, in most cases three full years, and**
- have scored Basic or below the last two years.**

# Goal 3 for Elementary and Middle Schools

**Goal 3: By 2012, the percentage of students in grades 4-8 not-yet-proficient on the CSTs in ELA and Math will be reduced by 50%.**

**Data (% Basic or below for two years):**

	<u>2008</u>	<u>2009</u>	<u>% Reduction</u>
<b>ELA</b>	<b>9.16%</b>	<b>8.52%</b>	<b>7.0%</b>
number of students =	314/3427	292/3428	
<b>Math</b>	<b>10.95%</b>	<b>10.45%</b>	<b>4.6%</b>
number of students =	372/3397	356/3408	

## **Goal 3 for Elementary and Middle Schools: Not Yet Proficient**

**The 292 students in grades 4-8 not yet proficient on the 2009 CST ELA (previous slide) are approximately 1 out of 12 students (8.52%) at these grade levels.**

- 80% are in 6 schools: JLS (80), Jordan (64), Terman (39), Barron Park (22), Escondido (15), and Hays (13)**
- 66% (192) scored Basic; 22% (65) scored Below Basic; 12% (35) scored Far Below Basic**

# Percent Making a Year's Progress

In those groups of students that are over-represented in the “not-yet-proficient” category (grades 4-8), the % making a year's progress, ELA and Math, are:

<u>ELA</u>	<u>Math</u>	<u>(students assessed)</u>	<u>Group (% of population)</u>
72%	74%	(728)	EL & RFEP* students (19.4%)
58%	54%	(450)	Students with IEPs (12.0%)
50%	45%	(296)	Low income students (7.9%)
56%	54%	(367)	Hispanic students (9.8%)
59%	44%	(122)	African-American students (3.2%)

Many students are in more than one of the above categories. Students in these categories make up 34% of the assessed population, grades 4-8, and 63% of the students not making a year's progress.

\*RFEP = Reclassified Fluent English Proficient, i.e., prior English Learners (ELs)

## Part 2: Academic Performance Index (API) and the California Standards Tests (CSTs)

- **The API is the accountability measure California uses to determine academic progress in all public schools and school districts.**
- **The API is computed from the CSTs (Grades 2-11), with CAHSEE results (grade 10-12) 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.**

***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.***

# The API

- **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 are not yet at 800.**
- **There are no API Growth Targets for school districts.**
- **Failure to meet the API Growth Target only has the potential for state intervention for the lowest scoring schools in the state.**

*Substantial information about the API, including results for all schools and school districts, is available on the CDE website.*

# The API

- **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 “2008-09 API Accountability Cycle” for any given school compares the test scores of all students enrolled in 2007-08 (“2008 Base API”), with all students enrolled in 2008-09 (“2009 Growth API”).**
  - **The largest drawback for the API as a “growth” measure is that it does not measure the same students over time.**

2008-09  
Academic  
Performance  
Index (API)  
Accountability  
Cycle: School  
Results

	2008 Base API	2009 Growth API	2008-2009 API Growth
Palo Alto Unified	915	920	5
<u>Elementary Schools</u>			
Addison	938	940	2
Barron Park	852	861	9
Juana Briones	926	924	-2
Duveneck	963	975	12
El Carmelo	922	939	17
Escondido	907	893	-14
Fairmeadow	916	927	11
Walter Hays	921	925	4
Hoover	973	982	9
Nixon	939	955	16
Ohlone	874	887	13
Palo Verde	912	939	27
<u>Middle Schools</u>			
Jordan	928	937	9
JLS	928	911	-17
Terman	932	941	9
<u>High Schools</u>			
Gunn	904	915	11
Palo Alto	900	899	-1

# 2008-09 API District Results

	<u>2008 Base API</u>	<u>2009 Growth API</u>	<u>Growth</u>	<u>Students</u>
Palo Alto Unified	915	920	5	8,320
<i><u>Numerically Significant Subgroups</u></i>				
African American	700	695	-5	294
Asian	970	973	3	2,541
Hispanic or Latino	743	756	13	730
White not Hispanic	930	934	4	4,325
Socioeconomically Disadvantaged	704	694	-10	639
English Learners	820	820	0	1,030
Students with Disabilities	695	686	-9	924

## API Scores: Top Six K-12 School Districts

	San Marino	La Canada	Piedmont	Palo Alto	Manhattan Beach	San Ramon
District API	952	926	922	920	915	914
<u>Students Tested</u>	2,515	3,148	1,859	8,320	4,785	18,759
African American	<i>na</i>	<i>na</i>	<i>na</i>	695	812	814
Asian	970	954	936	973	949	963
Hispanic or Latino	876	869	<i>na</i>	756	857	853
White not Hispanic	931	918	920	934	920	908
SE Disadvantaged	<i>na</i>	<i>na</i>	<i>na</i>	694	822	793
English Learners	<i>na</i>	850	<i>na</i>	820	<i>na</i>	889
Ss with Disabilities	758	779	756	686	757	770
<i>"na" = not applicable, fewer than 100 students</i>						

## API Demographics: Top Six K-12 School Districts

	San Marino	La Canada	Piedmont	Palo Alto	Manhattan Beach	San Ramon
District API	952	926	922	920	915	914
<i>Students Tested</i>	2,515	3,148	1,859	8,320	4,785	18,759
<u><i>Percentage of each group in the population</i></u>						
African American	1%	1%	2%	3%	3%	3%
Asian	60%	28%	17%	31%	12%	23%
Hispanic or Latino	6%	5%	2%	9%	7%	7%
White not Hispanic	33%	63%	67%	51%	76%	62%
School Lunch Program	1%	1%	0%	7%	2%	2%
English Learners	3%	5%	3%	9%	1%	3%
Students with Disabilities	8%	10%	13%	11%	10%	8%

## 2009 CST Results: Elementary Schools, Grades 3-5, and Middle Schools, Grades 6-8

	<b>Elem Schs ELA</b>	<b>Elem Schs Math</b>	<b>Middle Schs ELA</b>	<b>Middle Schs Math</b>
number of students	2,262	2,262	2,222	2,202
% Advanced both years	49	55	54	50
% Proficient both years	11	10	13	13
% Improved one level or more	23	15	13	15
% Maintained, not proficient	6	6	6	7
% Declined one level or more	12	15	14	15
% Year's Progress	83	80	80	78
% Advanced or Proficient	86	86	87	83

# **Leverage Points to Continue and Accelerate Improvement**

- **Fidelity to Strategic Plan Goals, particularly in Academic Excellence and Learning and in Staff Recruitment and Development**
- **Mathematics Curricular Improvement and increases in organizational capacity**
- **Springboard to Kindergarten program (see upcoming agenda item)**
- **Continued Literacy Work**
- **Execution around 2009-2010 Focused Goals**

# **Part 3: Adequate Yearly Progress (AYP)**

- **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.**

*Substantial information about AYP, including results for all schools and school districts, is available on the CDE website.*

# **Adequate Yearly Progress (AYP)**

- **For 2009, the required proficiency rate (for Unified school districts in ELA) is 45%. Last year the required proficiency rate was 34%.**
  - **This proficiency rate differs by 1 or 2 points depending on subject tested (ELA or Math), and school and district grade spans (elementary, middle and high school).**
- **This proficiency rate will continue to increase by 11 percentage points each year, reaching 100% in 2013-14.**
- **Under NCLB, AYP is required each year for all school districts, for all schools, and for all “numerically significant subgroups” within a district or school.**

# Adequate Yearly Progress (AYP)

**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.***

**PAUSD has seven (7) NSSs:**

- 1. Asian**
- 2. White, not Hispanic**
- 3. Hispanic**
- 4. African American**
- 5. Socioeconomically Disadv.**
- 6. English Learners**
- 7. Students with Disabilities**

# **Adequate Yearly Progress (AYP)**

**Of our 17 regular schools, those with NSSs are:**

- 1. Asian (15 schools, not including Barron Park or Escondido)**
- 2. White, not Hispanic (all 17 schools)**
- 3. Hispanic (Barron Park, Escondido and JLS)**
- 4. African American (no schools)**
- 5. Socioeconomically Disadvantaged (Barron Park and JLS)**
- 6. EL: English Learners (Barron Park, Escondido, Hoover, Nixon and JLS)**
- 7. Students with Disabilities (Hays, Jordan and JLS)**

# Adequate Yearly Progress (AYP)

**Failing to meet AYP last year (for this 2009 reporting cycle, released Sept. 15), school or District wide and for NSSs, were:**

➤ **On the AYP Participation Rate:**

1. **For Students with Disabilities: District (ELA & Math), Hays (ELA), Jordan (ELA) and JLS (Math):**
2. **School wide: Ohlone (Math)**

➤ **On the AYP Proficiency Rate:**

1. **For Socioeconomically Disadvantaged: District (Math) and Barron Park (ELA)**
2. **For African American: District (Math):**
3. **For Hispanic: JLS (ELA and Math) and Barron Park (ELA)**
4. **For English Learners: Barron Park (ELA)**

# Adequate Yearly Progress (AYP)

Although NCLB requires that all schools and school districts annually meet AYP, *only districts and schools receiving Title I funds are subject to the Program Improvement (PI) designation*, and the accompanying PI requirements, for failing to meet AYP.

PI therefore *may* only affect the District, Barron Park, Briones, El Carmelo and Escondido.

PAUSD is not presently subject to PI because a second set of criteria, beyond those resulting in the published 2009 AYP Report, overrides an AYP failure *if the NSS is not numerically significant at all three grade spans*.

Because only CAHSEE (grade 10) is used for AYP at the high school level, PAUSD currently has no NSSs subject to PI.

# **Adequate Yearly Progress (AYP)**

**Because Barron Park, Briones, El Carmelo and Escondido are our only Title I schools, PI may only apply to them.**

**To be designated PI, a district or school must fail to meet AYP for two consecutive years in the same subject area or with the same NSS.**

**The only Title I school failing to meet AYP last year (for this 2009 reporting cycle) was Barron Park. This was their first year failing to meet AYP.**

***The first year of PI (following the second year of failing to meet AYP) requires technical assistance, professional development, revising the school plan, notifying parents of PI status, and notifying parents that they may transfer their students at District expense to another District school.***

# **Barron Park, AYP & College Bound**

**All students can learn given the time and appropriate curriculum and instruction.**

**Over 40 years of educational research (largely stemming from the ESEA, 1965, Title I) agrees on one central point: time on task is the single most important factor in ensuring that all students learn.**

**In 2008-09, Barron Park instituted a College Bound Program extending the school day and the school year, i.e., the time on task, for one fifth grade class of 16 students. The initial results are promising.**

**This year (2009-10) the program has been extended to classes in grades 3 and 4 as well.**

# Adequate Yearly Progress (AYP)

\* below the 2009 AYP  
criterion

^ below the 2010 AYP  
criterion

<u>Percent Proficient</u>	AYP for 2007		AYP for 2008		AYP for 2009		Number of students in 2009 ELA AYP
	ELA	Math	ELA	Math	ELA	Math	
Palo Alto Unified	84.6	84.1	84.8	85.3	86.8	85.6	6,442
<u>Numerically Significant Subgroups</u>							
African American	46.7	39.8	43.7	43.7	51.8 <sup>^</sup>	44.7 <sup>*</sup>	195
Asian	92.5	95.0	93.3	96.4	94.3	95.9	1,987
Hispanic	48.7	48.6	47.8	50.9	53.3 <sup>^</sup>	52.5 <sup>^</sup>	606
White not Hispanic	90.1	88.3	89.9	88.9	91.2	88.9	3,307
Socioeconomically Disadvantaged	40.5	36.8	38.2	43.6	43.6 <sup>*</sup>	40.5 <sup>*</sup>	500
English Learners	65.9	70.8	60.7	69.3	63.9	68.6	846
Students with Disabilities	52.9	53.8	50.7	50.9	55.8 <sup>^</sup>	51.4 <sup>^</sup>	688

# **AYP: Students Scoring Basic & below**

**On the STAR 2009 CST ELA, 15% of all students tested, grades 2-11, scored “Basic” and below.**

**75% of these students belonged to one or more demographic groups that traditionally underperform on the CSTs.**

**These 1,308 students were:**

- 28% (360) English Learners**
- 34% (443) Students with IEPs**
- 28% (371) Low income**
- 29% (384) Hispanic**
- 12% (155) African-American**
- 25% (330) None of the above**

# 2009 CST ELA Basic and below by School, Grades 2-11

- *Fewer than 11 students*
- *High schools are 33% of the population and 33% of students scoring Basic & below.*
- *Middle schools are 30% of the population and 28% of students scoring Basic & below.*
- *Elementary schools are 38% of the population and 39% of students scoring Basic & below.*

	Students Tested	CST ELA Basic & below	Of which: Not EL or Special Ed
Palo Alto Unified	8,582	1,308	560 (43%)
<u>Elementary Schools</u>			
Addison	299	33	14
Barron Park	229	76	23
Juana Briones	240	49	15
Duveneck	331	20	*
El Carmelo	251	34	*
Escondido	328	82	39
Fairmeadow	270	43	20
Walter Hays	349	52	18
Hoover	250	16	*
Nixon	285	34	12
Ohlone	284	40	21
Palo Verde	256	32	17
<u>Middle Schools</u>			
Jordan	917	107	49
JLS	908	191	64
Terman	647	70	29
<u>High Schools</u>			
Gunn	1450	209	77
Paly	1288	220	135

# **Staff Data Activity**

**During August/September, the Director of Assessment and Evaluation meets with each principal at their school to discuss the data in this report as well as substantial additional data, which is specific to the school, including various summaries by specific groups of students and classroom reports listing individual students.**

**The Assistant Superintendents of Educational Services and Administrative Services attended these meetings this year with the principals.**

**These meetings provide the principals with the data for their Single Plan for Student Achievement, Final Report (their evaluation of and needs assessment from last year's program activities and data), and also provide valuable information and ideas to the Superintendent's cabinet.**

# **Assessment Reports**

**The next Assessment Report will present academic achievement results at the high school level and progress on the high school academic achievement goals from the Strategic Plan.**