Orange Unified School District
Student Assessment and Educational Measurement

Executive Summary

2014-15 Accountability Progress Reporting (APR)

Accountability Progress Reporting (APR) is California's integrated accountability system that reports both the state Academic Performance index (API), and the federal Adequate Yearly Progress (AYP) and Program Improvement (PI).

API

Pursuant to California *Education Code* Section 52052 (as amended by Assembly Bill 484, Chapter 489, Statutes of 2013), the State Superintendent of Public Instruction (SSPI), with the approval of the State Board of Education (SBE), is authorized to suspend the API for the 2013–14 and 2014–15 school years. At the March 2015 SBE meeting, the SBE approved the recommendation by the SSPI, with the input of the Public Schools Accountability Act Advisory Committee, to suspend the API for the 2014–15 school year. Therefore, no API will be calculated and posted during the 2015–16 school year.

In addition, the SBE and the CDE have been working on the development of a new state accountability system that compliments the Local Control Funding Formula (LCFF) state   priorities and will focus on a broader set of outcomes than in the past. Given that the transition to the new state accountability system will be a long-term process, the earliest the CDE will be able to produce a new state accountability report is in the fall of 2016.

2015 Federal Accountability Reporting Requirements

At the January 2015 SBE meeting, the CDE brought forth seven recommended changes to the federal accountability workbook, which were approved unanimously and will impact the 2015 Adequate Yearly Progress (AYP). In a February 25, 2015 letter sent to all states, the U.S. Department of Education (ED) invited states to apply for a waiver that would allow Program Improvement (PI) schools to maintain their current PI status for the 2015–16 school year, under certain conditions. On May 19, 2015, the California Department of Education (CDE) and the State Board of Education (SBE) received a letter from the U.S. Department of Education (ED) on California's one-year waiver request for Program Improvement (PI) determinations and the use of the grade eleven Smarter Balanced Summative Assessments for the 2015 AYP. Please note that the CDE and the SBE are continuing conversations with the ED on the remaining accountability workbook amendments. Once a final decision has been reached on these amendments, the CDE will send another notification informing District accountability coordinators on all changes impacting the 2015 AYP. For 2014 – 2015 the APR, which includes the 2015 Adequately Yearly Progress (AYP) and 2015–16 Program Improvement (PI) Reports, are scheduled to be released in mid-December.
 (http://www.cde.ca.gov/ta/ac/ay/letter061615.asp)

Program Improvement

This one-year waiver allows PI determinations to be made using **only** the participation rate, attendance rate, and graduation rate for the 2015–16 school year. As a result, only Title I-funded schools and local educational agencies (LEAs) that **fail the 2015 AYP based on participation rate, attendance rate, or graduation rate** will advance in PI, or become newly identified for PI. (Please note that any school or LEA that enrolls students in Transitional Kindergarten through grade eight will need to meet the attendance rate.)
(http://www.cde.ca.gov/ta/ac/ay/letter061615.asp)

Data and Explanations from *California Department of Education: http://data1.cde.ca.gov/dataquest/*

OUSD AYP Determination & Results

Minimum Criteria for Participation: 95%
Schools and local educational agencies (LEAs) must meet the 95 percent participation rate for both English-language arts/Literacy (ELA) and Mathematics

Attendance Rate Requirement: 90%

Graduation Rate: 90%
>   (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools until 2019 when the target for all LEAs, schools, and the State is 90%.

District Result:
2015-16 PI Status: In PI
2015-16 PI Placement: Year 3 (Maintained)
First Year of PI Implementation: 2009-2010
Prior PI Placement: Year 3

District	Met All Components	Met English-Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status
Orange Unified School District	Yes	Yes	Yes	Yes	Yes	Year 3

Elementary Schools	Met All Components	Met English-Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status
Anaheim Hills Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
California Elementary	Yes	Yes	Yes	Yes	N/A	Year 3
Cambridge Elementary	Yes	Yes	Yes	Yes	N/A	Year 4
Canyon Rim Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Chapman Hills Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Crescent Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Esplanade Elementary	Yes	Yes	Yes	Yes	N/A	Year 5
Fairhaven Elementary	Yes	Yes	Yes	Yes	N/A	Not in PI
Fletcher Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Handy Elementary	Yes	Yes	Yes	Yes	N/A	Year 5
Imperial Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Jordan Elementary	Yes	Yes	Yes	Yes	N/A	Year 4
La Veta Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Lampson Elementary	Yes	Yes	Yes	Yes	N/A	Year 5
Linda Vista Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
McPherson Magnet	Yes	Yes	Yes	Yes	N/A	Not Title 1
Nohl Canyon Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Olive Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Palmyra Elementary	Yes	Yes	Yes	Yes	N/A	Year 3

Data and Explanations from *California Department of Education:* http://data1.cde.ca.gov/dataquest/

	Met All Components	Met English-Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status
Panorama Elementary *	No	Yes	No	Yes	N/A	Not Title 1
Prospect Elementary	Yes	Yes	Yes	Yes	N/A	Not in PI
Running Springs Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Serrano Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Sycamore Elementary	Yes	Yes	Yes	Yes	N/A	Not in PI
Taft Elementary	Yes	Yes	Yes	Yes	N/A	Not in PI
Villa Park Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
West Orange Elementary	Yes	Yes	Yes	Yes	N/A	Year 4

*Under Review Due to Data Error

Middle Schools	Met All Components	Met English-Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status
Cerro Villa Middle	Yes	Yes	Yes	Yes	N/A	Not Title 1
El Rancho Charter	Yes	Yes	Yes	Yes	N/A	Not Title 1
Portola Middle	Yes	Yes	Yes	Yes	N/A	Year 5
Santiago Middle	Yes	Yes	Yes	Yes	N/A	Not Title 1
Yorba Middle	Yes	Yes	Yes	Yes	N/A	Year 5

High Schools/Special Schools	Met All Components	Met English-Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status
Canyon High	Yes	Yes	Yes	N/A	Yes	Not Title 1
Canyon Hills	No	Yes	Yes	No	N/A	Not Title 1
El Modena High	Yes	Yes	Yes	N/A	Yes	Not Title 1
Orange High	Yes	Yes	Yes	N/A	Yes	Year 5
OUSD Community Day	Yes	Yes	Yes	N/A	N/A	Not Title 1
OUSD Home Sch	Yes	Yes	Yes	N/A	N/A	Not Title 1
Richland Continuation High	No	No	No	N/A	Yes	Not Title 1
Villa Park High *	No	Yes	No	N/A	No	Not Title 1

*Students Opted Out of testing which resulted in less than 95% participation

Data and Explanations from *California Department of Education:* http://data1.cde.ca.gov/dataquest/

California Assessment of Student Performance and Progress (CAASPP)

Smarter Balanced (SBAC) Results for 2014 – 2015

District	ELA % At or Above Proficient	Mathematics % At or Above Proficient
Orange Unified School District	51%	38.4%

Elementary School	ELA % At or Above Proficient	Math % At or Above Proficient
Anaheim Hills Elem.	71%	59.4%
California Elementary	21.1%	18.8%
Cambridge Elementary	23.2%	13.4%
Canyon Rim Elem.	66.9%	63.3%
Chapman Hills Elem.	61.4%	50.2%
Crescent Elementary	75.9%	70.3%
Esplanade Elementary	31.8%	22.8%
Fairhaven Elementary	27.2%	23.6%
Fletcher Elementary	33.8%	25.0%
Handy Elementary	35.7%	23.6%
Imperial Elementary	60.1%	49.8%
Jordan Elementary	31.5%	20.4%
La Veta Elementary	39.0%	33.5%
Lampson Elementary	31.7%	26.2%

Elementary School	ELA % At or Above Proficient	Math % At or Above Proficient
Linda Vista Elementary	63.2%	51.9%
McPherson Magnet	57.1%	54.5%
Nohl Canyon Elem.	70.8%	67.0%
Olive Elementary	37.7%	22.3%
Palmyra Elementary	40.0%	26.0%
Panorama Elementary	77.4%	64.9%
Prospect Elementary	28.9%	18.2%
Running Springs Elem.	70.9%	66.3%
Serrano Elementary	59.3%	48.6%
Sycamore Elementary	31.7%	25.6%
Taft Elementary	27.6%	24.6%
Villa Park Elementary	70.4%	65.4%
West Orange Elem.	36.5%	30.0%

Middle Schools	ELA % At or Above Proficient	Mathematics % At or Above Proficient
Cerro Villa Middle	54.5%	34.4%
El Rancho Charter	69.0%	56.0%
Portola Middle	35.5%	20.3%
Santiago Middle	45.0%	34.3%
Yorba Middle	25.0%	13.8%

High Schools/Special Schools	ELA % At or Above Proficient	Mathematics % At or Above Proficient
Canyon High	73.8%	43.8%
Canyon Hills	-	-
El Modena High	61.4%	29.3%
Orange High	37.1%	15.2%
OUSD Community Day	-	-
OUSD Home Sch	76.0%	20.0%
Richland Continuation High	9.7%	0.0%
Villa Park High	65.5%	28.9%

Data and Explanations from *California Department of Education: http://data1.cde.ca.gov/dataquest/*

California Science Test – Science

5th Grade

Legend: OUSD, Orange County, California

8th Grade

Legend: OUSD, Orange County, California

10th Grade

Legend: OUSD, Orange County, California
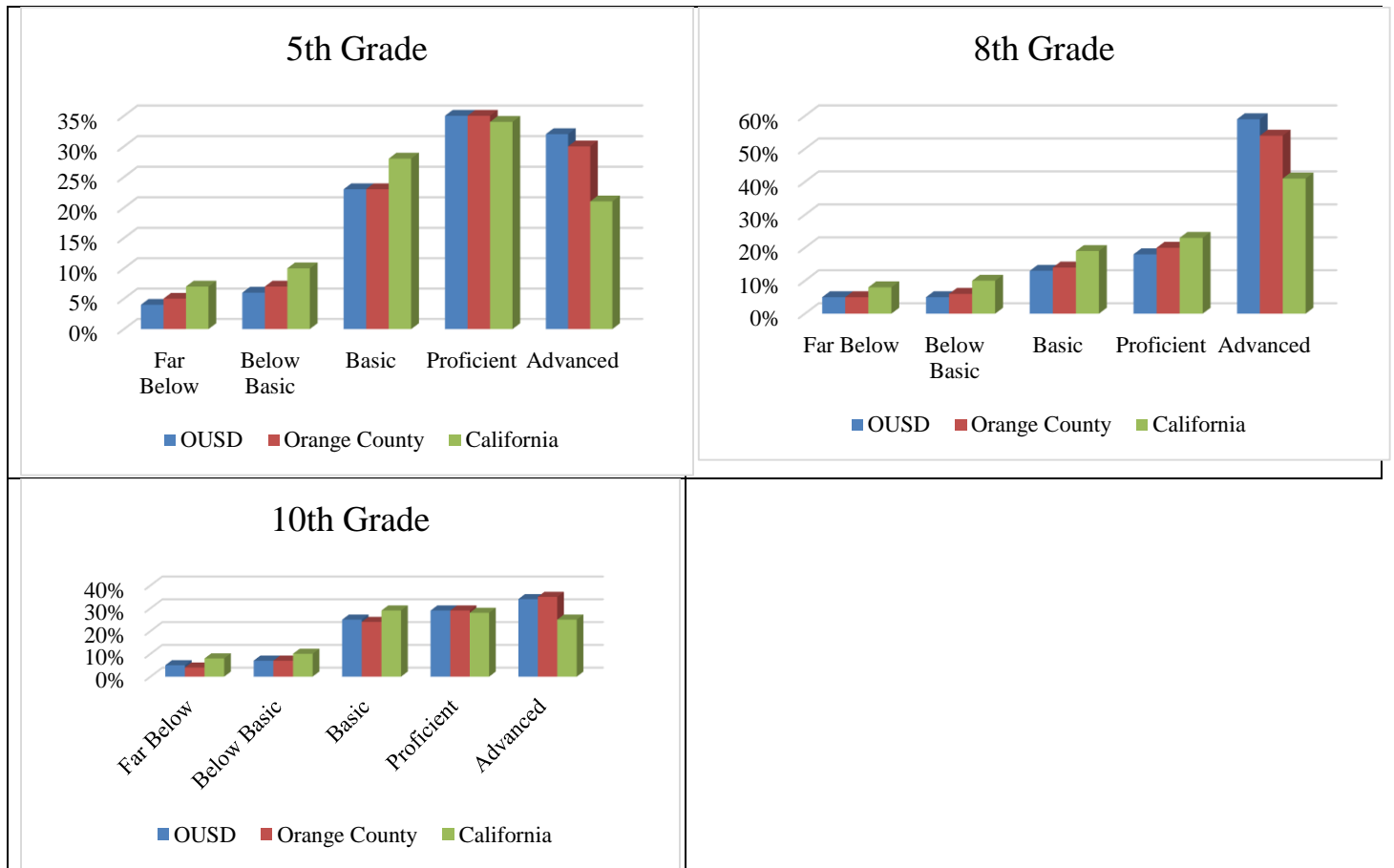
Other Important OUSD Data

Graduation Rate

Groups	2014 Cohort Graduation Rate (class of 2012-13)	2015 Cohort Graduation Rate (class of 2013-14)	2015 Target Graduation Rate	2015 Graduation Rate Criteria Met	2016 Target Graduation Rate Class of 2014-15)	Exclusion/ Alternative Method
LEA-wide	93.92	92.71	90.00	Yes	90.00	--
Black or African American	--	--	N/A	N/A	N/A	U50
American Indian or Alaska Native	--	--	N/A	N/A	N/A	U50
Asian	96.84	97.54	90.00	Yes	90.00	--
Filipino	--	--	N/A	N/A	N/A	U50
Hispanic or Latino	90.37	91.19	88.35	Yes	88.76	--
Native Hawaiian or Pacific Islander	--	--	N/A	N/A	N/A	U50
White	96.71	93.23	90.00	Yes	90.00	--
Two or More Races	--	--	N/A	N/A	N/A	U50
Socioeconomically Disadvantaged	89.38	88.86	88.63	Yes	88.97	--
English Learners	80.00	84.38	82.00	Yes	85.25	--
Students with Disabilities	85.14	76.11	86.11	Yes	79.58	5Y

Data and Explanations from *California Department of Education:* http://data1.cde.ca.gov/dataquest/

Site Graduation Rate

Schools	2014 Cohort Graduation Rate (class of 2012-13)	2015 Cohort Graduation Rate (class of 2013-14)	2015 Target Graduation Rate	2015 Schoolwide Graduation Rate Criteria Met	2016 Target Graduation Rate Class of 2014-15)
Canyon High	98.47	97.32	90.00	Yes	90.00
El Modena High	97.02	94.91	90.00	Yes	90.00
Orange High	94.46	92.91	90.00	Yes	90.00
Villa Park	97.88	96.71	90.00	Yes	90.00

Demographic Data

Orange Unified Ethnicity Breakdown
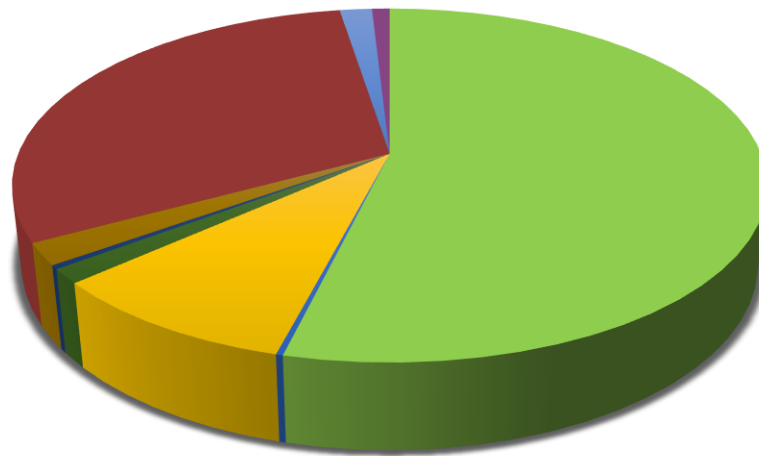
- Hispanic 53.81%
- American Indian/Alaskan Native 0.25%
- Asian, Not Hispanic 9.36%
- African American, Not Hispanic 1.33%
- Pacific Islander, Not Hispanic 0.35%
- Filipino, Not Hispanic 2.00%
- White, Not Hispanic 30.37%
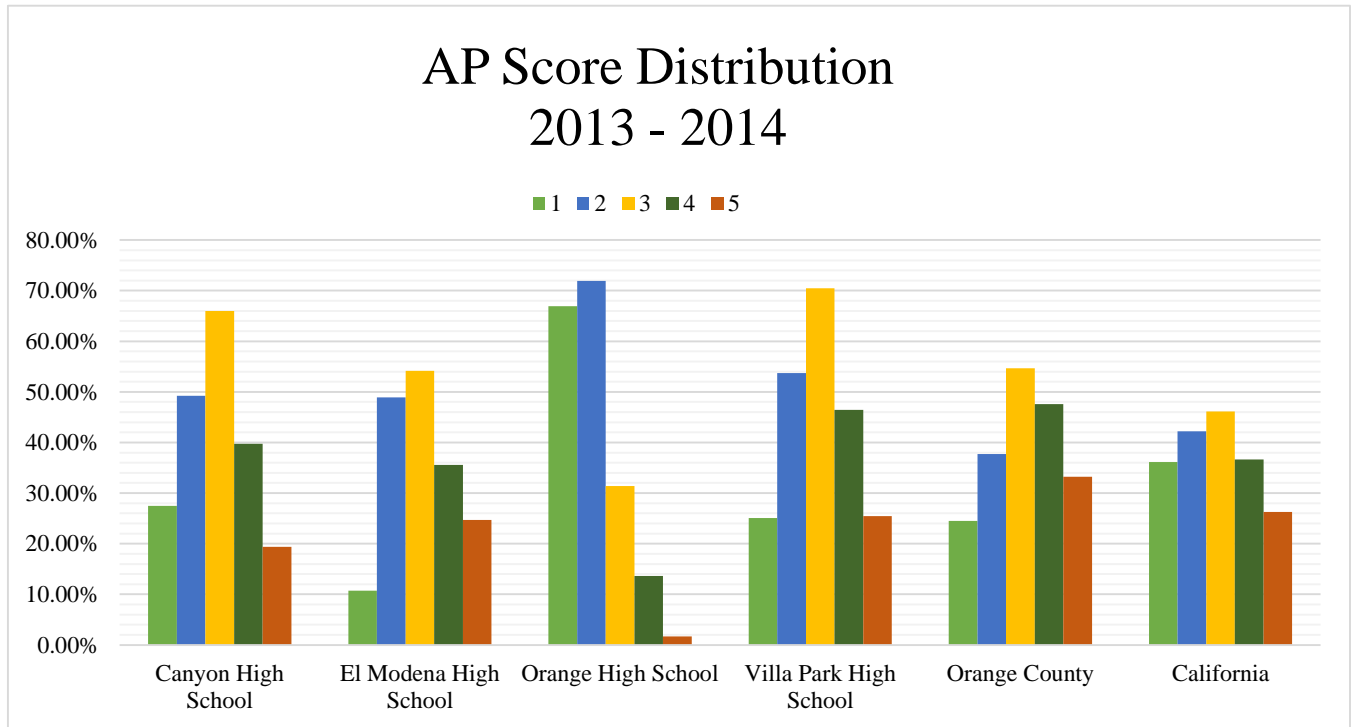- Two or More Races, Not Hispanic 1.64%
- Not Reported 0.90%

AP Pass/Participation Rate

The AP, or Advanced Placement, Program currently offers 34 courses across multiple subject areas. Each course is developed by a committee composed of college faculty and AP teachers, and covers the breadth of information, skills, and assignments found in the corresponding college course. AP courses are taught by highly qualified high school teachers.

The AP Examinations are administered each year in May and represent the culmination of college-level work in a given discipline in a secondary school setting. Rigorously developed by committees of college and AP high school faculty, the AP Exams test students' ability to perform at a college level. Students have the choice of taking the AP Exam or opting out.

Data and Explanations from *California Department of Education: http://data1.cde.ca.gov/dataquest/*

Most four-year colleges in the United States and colleges in more than 60 other countries give students credit, advanced placement in college courses, or both on the basis of AP Exam scores.

The Advanced Placement test is scored on a 1-5 scale. Passing scores include a 3, 4, or 5 and many colleges will award credit for a 4 or 5 on an AP test.

AP Score Distribution
2013 - 2014

Legend: ■ 1 ■ 2 ■ 3 ■ 4 ■ 5

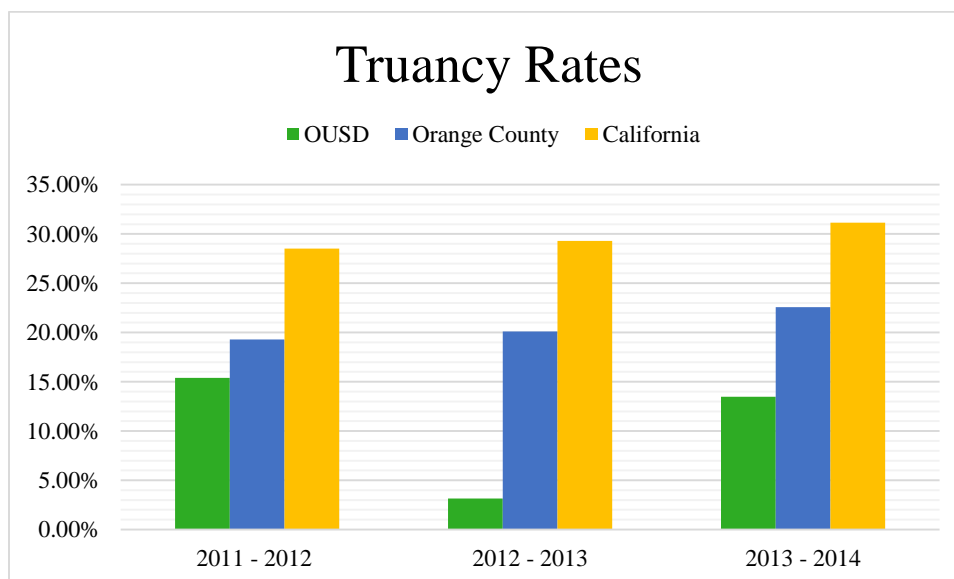| School	1	2	3	4	5
Canyon High School	~27%	~49%	~66%	~40%	~19%
El Modena High School	~11%	~49%	~54%	~36%	~25%
Orange High School	~67%	~72%	~31%	~14%	~2%
Villa Park High School	~25%	~54%	~70%	~46%	~25%
Orange County	~24%	~38%	~55%	~48%	~33%
California	~36%	~42%	~46%	~37%	~26%

Attendance Rates

Daily attendance at school is mandated by California State Law until the age of eighteen. Attendance is calculated in the district by actual physical presence by the pupil. No pupil is permitted to leave school at recess or any other time before the regular hour of closing without the approval of the school principal or designee. Violations will be handled in the same manner as truancies (EC 48200). The graph below shows three years' worth of OUSD Average student attendance by grade band.
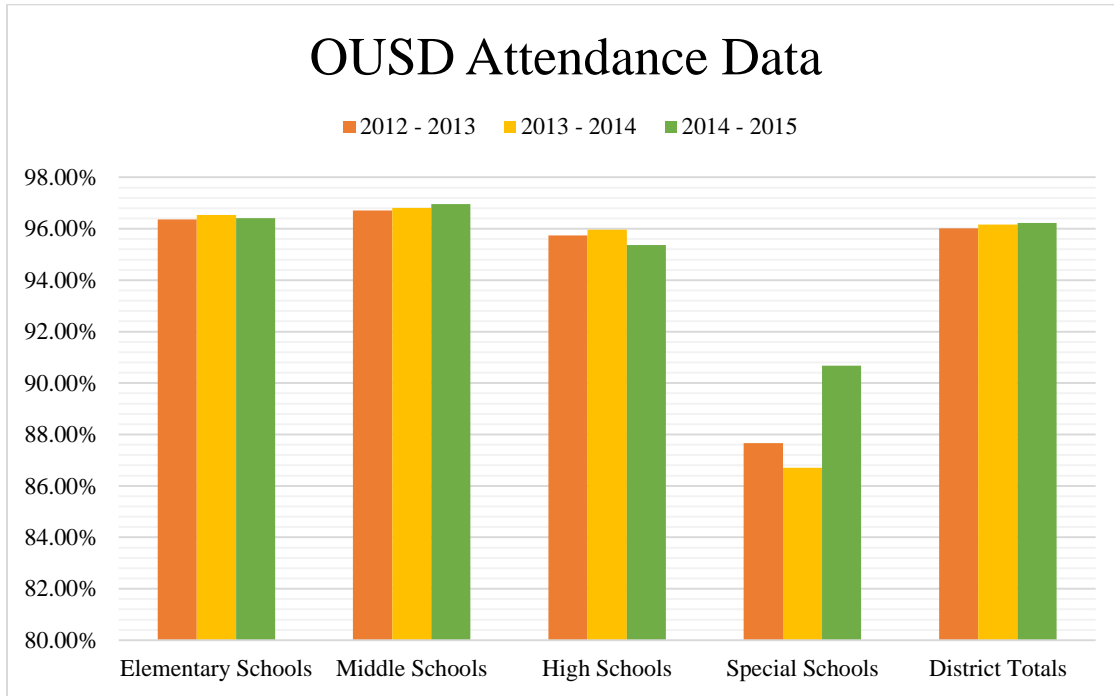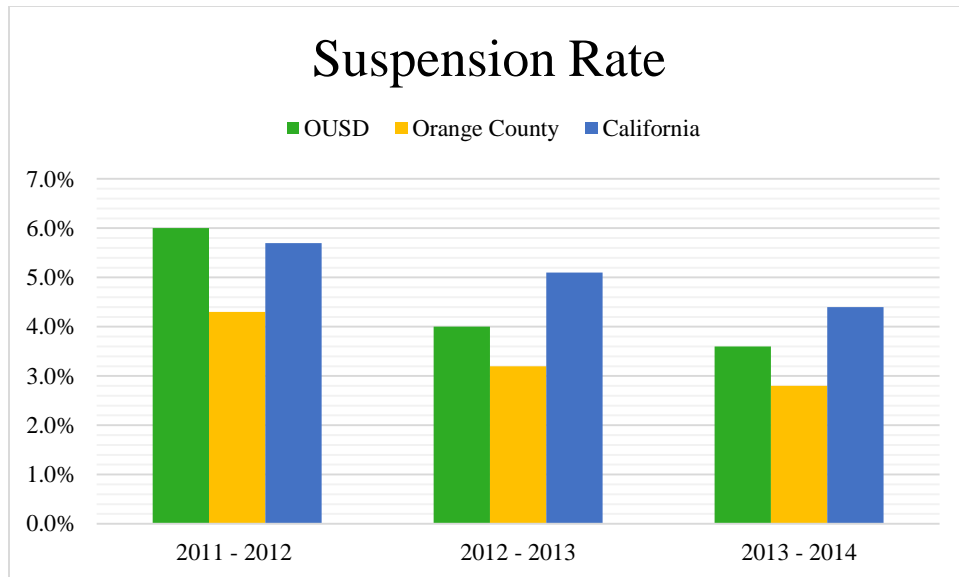

Truancy Rates

This report provides a count of students who were reported as being truant at least one time during the academic year. Per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant."

Data and Explanations from *California Department of Education:* http://data1.cde.ca.gov/dataquest/

Suspension Rates

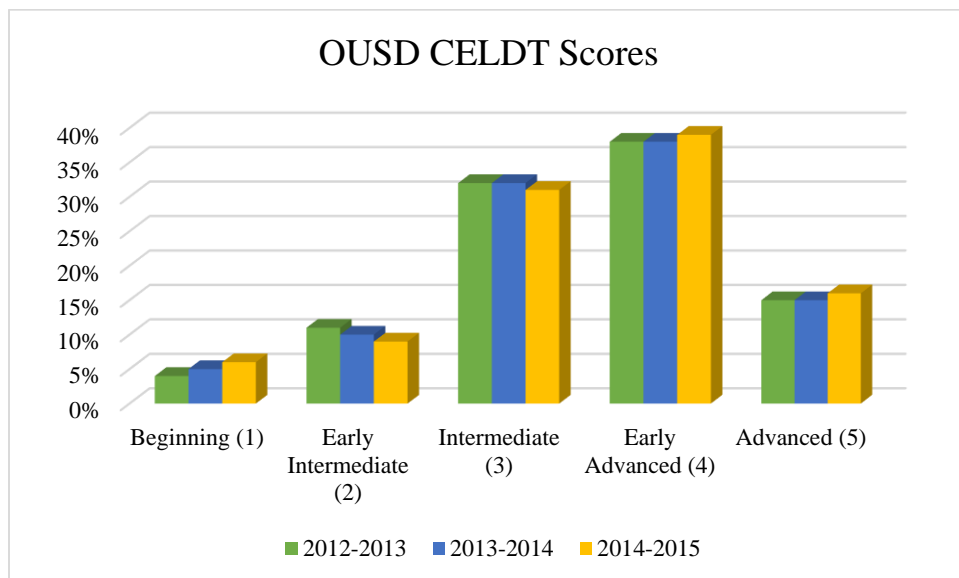This report provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended.

Suspension Rate

Legend: ■ OUSD ■ Orange County ■ California

Year	OUSD	Orange County	California
2011 - 2012	6.0%	4.3%	5.7%
2012 - 2013	4.0%	3.2%	5.1%
2013 - 2014	3.6%	2.8%	4.4%

CELDT

Students in kindergarten through grade twelve whose home language is not English are required by law to be assessed in English language proficiency (ELP). In California, the ELP assessment is the CELDT.

The CELDT allows schools to identify students who need to improve their skills in listening, speaking, reading, and writing in English. Schools also give the test each year to students who are still learning English.

OUSD CELDT Scores

Legend: ■ 2012-2013 ■ 2013-2014 ■ 2014-2015

Categories: Beginning (1), Early Intermediate (2), Intermediate (3), Early Advanced (4), Advanced (5)

Data and Explanations from *California Department of Education:* http://data1.cde.ca.gov/dataquest/

EL Reclassification Rates

English language learners shall be reclassified to fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of pupils of the same age or grade whose primary language is English. The proficiency shall be assessed by means of the following criteria (EC §52164.6):

1. Teacher evaluation of the pupil's English language proficiency and curriculum mastery;
2. Objective assessment of the pupil's English listening comprehension, speaking, reading and writing skills;
3. Objective data on the pupil's academic performance in English; and
4. Parent opinion and consultation;

For the last three years the goal of OUSD has been to reclassify just around 600 students and we have exceeded that goal each year by over 200 additional students. Reclassifying students provides them greater opportunity to access curriculum at or above grade level.