



Orange Unified School District Student Assessment and Educational Measurement

2017 Executive Summary

California Accountability Model & School Dashboard

California's new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures. (Information taken from <http://www.cde.ca.gov/ta/ac/cm/>)

Background

Based on the Local Control Funding Formula (LCFF), which was passed in 2013, California has a new accountability system that is based on multiple measures. These measures are used to determine local educational agency (LEA) and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (EL) progress, suspension rates, and parent engagement.

The sweeping overhaul of California's Accountability and Continuous Improvement System, ushered in with the 2013 passage of the LCFF, not only gives California a chance to address historical inequities, but provides the CDE an opportunity to address and update the way we engage and work with one another to better support California's schools and the students they serve.

Performance on these multiple measures will be reported through the new California School Dashboard (<https://www.caschooldashboard.org/#/Home>) The new accountability system reflects a clear expectation that all LEAs and schools can and should improve and emphasizes equity by focusing on student group performance. This new multiple measures system replaces the former Academic Performance Index (API), which was based solely on testing results, and the federal requirement to calculate Adequate Yearly Progress (AYP).

LEA and school performance in the ten LCFF priority areas are measured using a combination of state and local indicators.

State Indicators in the New State and Federal Accountability System

The criteria established for state indicators include: (1) being valid and reliable measures, (2) having comparable, state-level data, and (3) the ability to disaggregate data by student groups. These criteria ensure a common and comparable way of measuring performance on the indicators across the state.

The state indicators apply to all LEAs, schools, student groups (e.g., race/ethnicity, socioeconomically disadvantaged, ELs, and students with disabilities [SWD]), and progress on the indicators is reported through the Dashboard.

Local Indicators in the New State and Federal Accountability System

There are several LCFF priority areas that do not meet the criteria established for the state indicators. These remaining priority areas are considered local indicators and will require LEAs to determine whether they have Met, Not Met, or Not Met for Two or More Years for each applicable local indicator. The local indicators only apply at the LEA level. LEAs will use the local indicators to evaluate and report their progress on priority areas. The local indicators will only appear on the LEA Dashboard.

Table 1: The State and Local Indicators for Each Local Control Funding Formula Priority Area

Local Control Funding Formula Priority Area	State Indicators	Local Indicators
Basic Services and Conditions at schools (Priority 1)	N/A	Access to textbook, adequate facilities, and appropriately assigned teachers
Implementation of State Academic Standards (Priority 2)	N/A	Annual report on progress in implementing the standards for all content areas
Parent Engagement (Priority 3)	N/A	Annual report on progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs
Student Achievement (Priority 4)	Academic Indicator	N/A
Student Achievement (Priority 4)	English Learner Progress Indicator	N/A
Student Engagement (Priority 5)	Graduation Rate Indicator	N/A
Student Engagement (Priority 5)	Chronic Absenteeism Indicator (not available until Fall 2018)	N/A
School Climate (Priority 6)	Suspension Rate Indicator	Administer a Local Climate Survey every other year
Access to a Broad Course of Study (Priority 7)	College/Career Indicator (Status Only) for the initial release	
Outcomes in a Broad Course of Study (Priority 8)	College/Career Indicator (Status Only) for the initial release	

California's integrated accountability system meets both state and federal requirements. The multiple measures system for state indicators is based on percentiles to create a five-by-five grid that produces 25 results and 5 performance levels (Blue, Green, Yellow, Orange, and Red). This five-by-five grid combines **Status** and **Change** to make an overall determination for each indicator and provides equal weight to both **Status** and **Change**.

Status is based on the most recent year of data for that indicator. The five Status levels are:

- Very high
- High
- Medium
- Low
- Very low

Change is the difference between performance from the most recent year of data and the prior year data. The five Change levels are:

- Increased significantly
- Increased
- Maintained
- Declined
- Declined significantly

The performance levels (i.e., the cut scores for Status and Change) serve as the performance standards for the state indicators. The California State Board of Education (SBE) approved separate performance standards for each state indicator based on the current distribution of statewide performance for Status and Change (much like

grading on a curve). Therefore, the performance standards are different for each indicator. The performance standards will generally remain fixed for several years.

Combining Status and Change results in a color-coded performance level for each state indicator for LEAs, schools, and student groups with 30 or more students. The five color-coded performance levels in order are: blue (highest), green, yellow, orange, and red (lowest). The circles on the left-hand side of the chart are used in the Dashboard to graphically display the performance levels for LEAs, schools, and student groups. Each circle has a different number of segments that corresponds to a specific color. For example, the red performance level has one colored segment and the blue performance level has five colored segments. Having different numbers of colored segments allows the viewer to distinguish the performance levels, or colors, if the report is printed in black and white.

Table 3 provides an example of how the Status and Change are combined on the five-by-five color table (<http://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortable.asp>) to determine the performance level.

Table 3: Five-by-Five Color Coded Table

Level	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange	Yellow	Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow

Suspension Rate Indicator (Priority 6)

Multiple data simulations revealed that suspension data varies widely among LEA and school type. For example, suspension rates were higher at the middle school level than the elementary school level. As a result, the Suspension Rate Indicator has a distribution for each LEA type (elementary, high, and unified) and each school type (elementary, middle, and high). Therefore, multiple suspension cut scores were set for both LEAs and schools, based on their type. This resulted in six different sets of cut scores for Status and Change:

- Three sets based on LEA type distributions
- Three sets based on school type distributions

Another difference between the Suspension Rate Indicator and other state indicators is that the goal is reversed. For all other state indicators, the desired outcome and goal is to achieve a high percent in Status and Change. However, for the Suspension Rate Indicator, the desired outcome and goal is to have a low suspension rate and, thus, a low percent for Status and Change.

The Suspension Rate Indicator calculations are based on the unduplicated number of students suspended in an academic year.

Graduation Rate Indicator (Priority 5)

This indicator is based on the four-year cohort graduation rates. It applies to LEAs and schools that have 30 or more students in the four-year cohort. A graduation cohort is a group of high school students who could potentially graduate with a regular high school diploma within four years of entering grade nine. Students who earn a Special Education Certificate of Completion or a California High School Equivalency Certificate are not counted as receiving a regular high school diploma.

English Learner Progress Indicator

The English Learner Progress Indicator measures the percent of EL students who are making progress toward language proficiency from one year to the next on the California English Language Development Test (CELDT) and the number of ELs who were reclassified from EL to fluent English proficient in the prior year.

The CELDT has five performance levels:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

For purposes of the English Learner Progress Indicator, the **Intermediate** performance level is divided into **two** levels, Intermediate and High Intermediate.

ELs who advance at least one CELDT performance level from prior year to current year (e.g., Early Intermediate to Intermediate; High Intermediate to Advanced) will be included in the numerator of the English Learner Progress Indicator calculation. ELs who performed Early Advanced/Advanced English Proficient in the prior year and scores Early Advanced/Advanced English Proficient in the current year will also be included in the numerator of the English Learner Progress Indicator calculation.

College/Career Indicator (Priority 7 and 8)

The College/Career Indicator (CCI) measures the percentage of students in the four-year graduation cohort who are "Prepared", "Approaching Prepared", and "Not Prepared" for postsecondary education.

The data used in the initial release is from the 2013–14 school year, prior to the administration of the Smarter Balanced Summative Assessment. As a result, for the initial release of the Dashboard, the CCI will be reported as a **local indicator** and only the Status level will be reported. The Dashboard will report data on the percentage of students who are "Prepared", "Approaching Prepared", and "Not Prepared" for postsecondary education.

When the updated Dashboard is released in fall 2017, the CCI will be reported as a state indicator using the first year of Smarter Balanced Summative Assessment data and only the Status level will be reported. The first time both Status and Change will be reported is in the fall of 2018.

The CCI is calculated using the following measures:

- The Early Assessment Program results for the initial release and the Smarter Balanced Summative Assessment results for the fall 2017 release
- Test results from the Advanced Placement (AP) exams
- Test results from the International Baccalaureate (IB) exams
- Completion of courses that meet the University of California admissions requirements (e.g., a-g)
- Completion of a Career Technical Education (CTE) pathway
- Completion of dual enrollment courses

Find out more detailed information regarding the criteria for the three performance levels of the CCI can be found in the Resources section (<http://www.cde.ca.gov/ta/ac/cm/index.asp?tabsection=2#R1>).

Academic Indicator (Priority 4)

The Academic Indicator is based on the California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy (ELA) and mathematics results and applies to LEAs and schools with **grades three through eight**. Performance will be calculated and reported separately for ELA and mathematics. (Note: Grade 11 assessment results are included in the CCI.)

At the January 2017 SBE meeting, the SBE approved the "Distance from Level 3 (DF3)" methodology which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level. All the "distances" are then used to calculate the average distance for each LEA, school, or student group. Once all students' scores are compared to Level 3, the distance results are averaged to produce a school-level average scale score and an average scale score for each student group. The results will show, on average, the needed improvement to bring the average student score to Level 3 or the extent to which the average student score exceeds Level 3.

Using scale scores, rather than a percentage of students performing at or above Standard Met, provides a more precise measure on how far students are from Level 3 on the Smarter Balanced scale.

Local Indicators

This section provides additional details regarding the local indicators (<http://www.cde.ca.gov/ta/ac/cm/localindicators.asp>).

Methodology for Measuring Performance

The SBE approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

Self-Reflection Tools

LEAs determine if they meet the adopted performance standards using self-reflection tools. This section provides a brief overview of the self-reflection tools available to LEAs.

Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities) (Priority 1):

Information is already collected through the School Accountability Report Card (SARC). If LEAs use the SARC template, their data will automatically be loaded into the Dashboard. LEAs that do not use the SARC template will use locally available information, including data reported through the SARC, to provide evidence of progress on this local indicator.

Implementation of State Academic Standards (Priority 2):

LEAs have two options for the self-reflection tool. The first option allows LEAs to provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools. The second option is to complete the SBE approved self-reflection tool survey

(<http://www.cde.ca.gov/ta/ac/cm/localindicators.asp#li20>).

Parent Engagement (Priority 3):

LEAs provide a narrative summary of their progress toward: (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs. The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other priorities in its Local Control and Accountability Plan (LCAP).

School Climate (Priority 6):

LEAs provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12). Specifically, LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey that is particularly relevant to school safety and connectedness.

LEA: Orange Unified
 County: Orange
 CDS Code: 30-66621-0000000

Type: Unified District

Date: 10/31/2016

Participation Rate: Goal

For details on how the participation rate was calculated, please see the [2016 Participation Rate Web page](#).

Content Area	Goal
English Language Arts/Literacy (ELA)	95%
Mathematics	95%

Participation Rate: LEA-wide and Student Groups

Student Groups	ELA Enrollment	ELA Number of Students Tested	ELA Rate	Math Enrollment	Math Number of Students Tested	Math Rate
LEA-Wide	13,083	12,885	98%	13111	12,851	98%
Black or African American	169	165	98%	169	164	97%
American Indian or Alaska Native	34	33	98%	35	33	95%
Asian	1,262	1,248	99%	1262	1,245	99%
Filipino	242	239	99%	242	238	98%
Hispanic or Latino	7,284	7,206	99%	7303	7,197	99%
Native Hawaiian or Pacific Islander	41	41	100%	41	41	100%
White	3,727	3,632	97%	3733	3,608	97%
Two or More Races	218	217	100%	219	219	100%
Socioeconomically Disadvantaged	6,377	6,305	99%	6389	6,297	99%
English Learners	4,551	4,522	99%	4580	4,538	99%
Students with Disabilities	1,446	1,383	96%	1447	1,378	95%

“-” indicates student group is less than 11 or data are not available.

2014–15 Local Control Funding Formula (LCFF) Graduation Rate Results (California School Dashboard)
2015–16 Data is tentatively scheduled to be release on November 28th, 2017.

<u>Student Groups</u>	<u>Class of 2015 Graduation Rate</u>
LEA-wide	95.26%
Black or African American	88.24%
American Indian or Alaska Native	--
Asian	98.24%
Filipino	93.48%
Hispanic or Latino	95.80%
Native Hawaiian or Pacific Islander	--
White	94.05%
Two or More Races	94.59%
Socioeconomically Disadvantaged	94.47%
English Learners	92.39%
Students with Disabilities	87.39%

“--” indicates student group is less than 11 or data are not available

Note: The graduation results provided above exclude charter and alternative school's graduation rates. Therefore, the above results *may not* match DataQuest Cohort Graduation Reports.

**California Assessment of Student Performance and Progress (CAASPP)
Smarter Balanced (SBAC) Results for 2016 – 2017**

District	ELA % Standard Met and Standard Exceeded	Mathematics % Standard Met and Standard Exceeded
Orange Unified School District	54.48%	41.64%

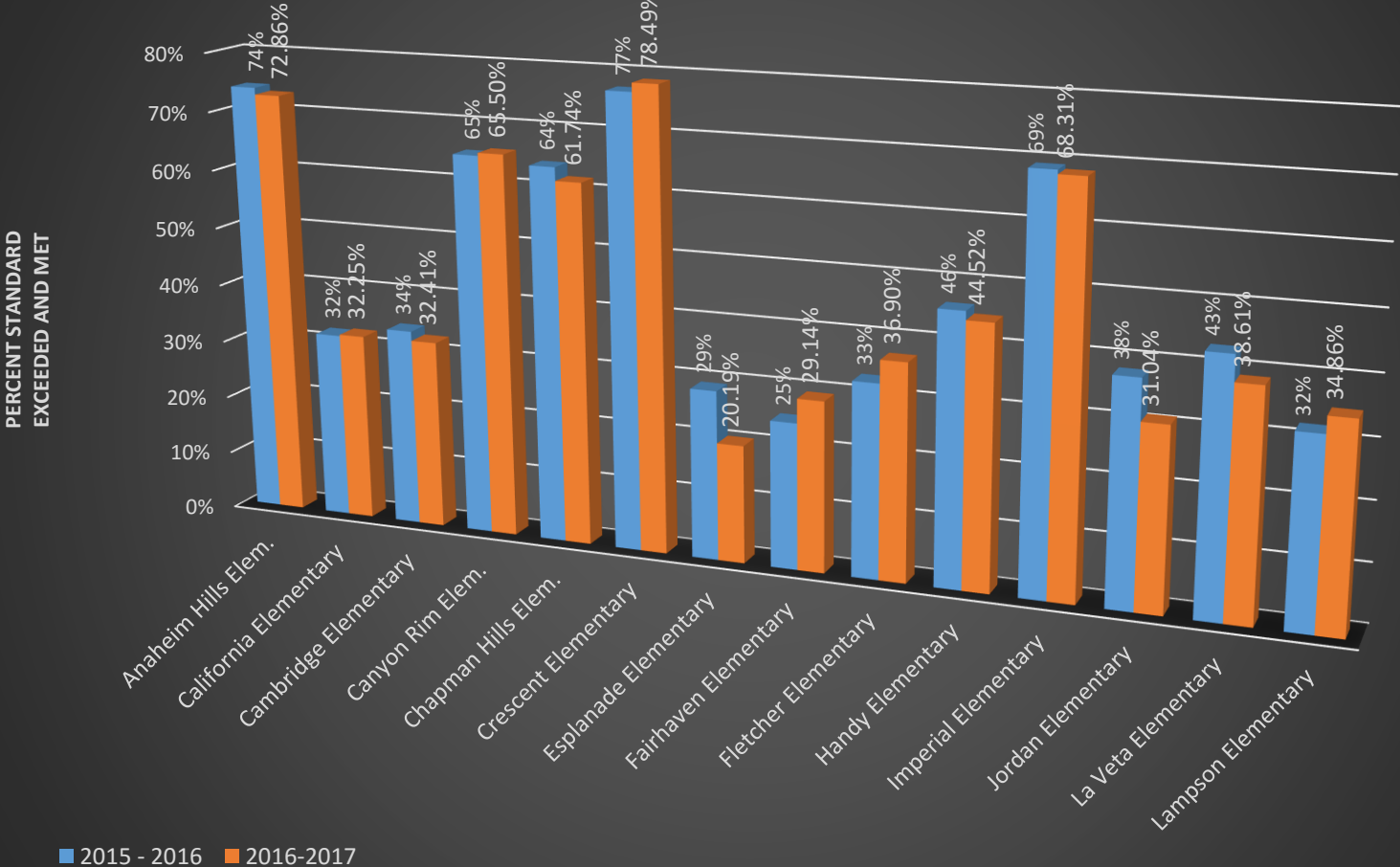
Elementary School	ELA % Standard Met and Standard Exceeded	Math % Standard Met and Standard Exceeded
Anaheim Hills Elem.	72.86%	67.14%
California Elementary	32.25%	16.49%
Cambridge Elementary	32.41%	17.07%
Canyon Rim Elem.	65.5%	60.65%
Chapman Hills Elem.	61.74%	52.09%
Crescent Elementary	78.49%	75.5%
Esplanade Elementary	20.19%	17.24%
Fairhaven Elementary	29.14%	16.88%
Fletcher Elementary	36.9%	39.79%
Handy Elementary	44.52%	35.66%
Imperial Elementary	68.31%	55.56%
Jordan Elementary	31.04%	21.55%
La Veta Elementary	38.61%	34.59%
Lampson Elementary	34.86%	33.35%

Elementary School	ELA % Standard Met and Standard Exceeded	Math % Standard Met and Standard Exceeded
Linda Vista Elementary	59.92%	54.69%
McPherson Magnet	64.72%	56.03%
Nohl Canyon Elem.	75%	73.77%
Olive Elementary	40.54%	26.43%
Palmyra Elementary	49.41%	31.91%
Panorama Elementary	76.34%	69.51%
Prospect Elementary	47.11%	33.33%
Running Springs Elem.	75.52%	66.93%
Serrano Elementary	54.78%	50.32%
Sycamore Elementary	30.29%	24.38%
Taft Elementary	32.47%	20.47%
Villa Park Elementary	75.99%	72.89%
West Orange Elem.	43.15%	30.66%

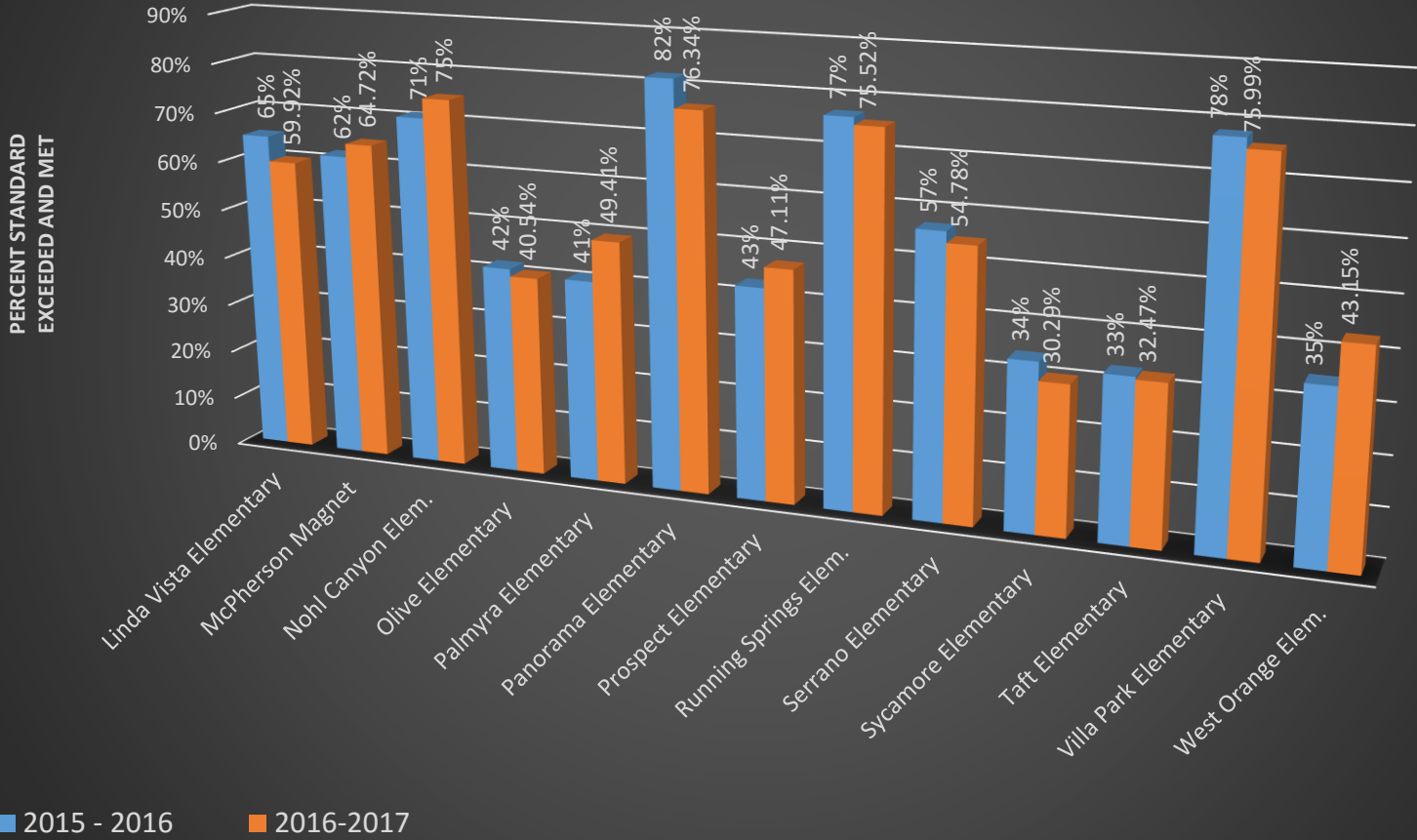
Middle Schools	ELA % Standard Met and Standard Exceeded	Mathematics % Standard Met and Standard Exceeded
Cerro Villa Middle	54.95%	39.43%
El Rancho Charter	72.26%	60.45%
Portola Middle	34.2%	21.64%
Santiago Middle	51.37%	30.18%
Yorba Middle	38.5%	28.52%

High Schools/Special Schools	ELA % Standard Met and Standard Exceeded	Mathematics % Standard Met and Standard Exceeded
Canyon High	71.83%	42.22%
Canyon Hills		
El Modena High	62.08%	30.6%
Orange High	56.11%	17.34%
OUSD Community Day	0%	0%
OUSD Home Sch	64%	8.33%
Richland Continuation High	6.9%	0%
Villa Park High	68.04%	33.15%

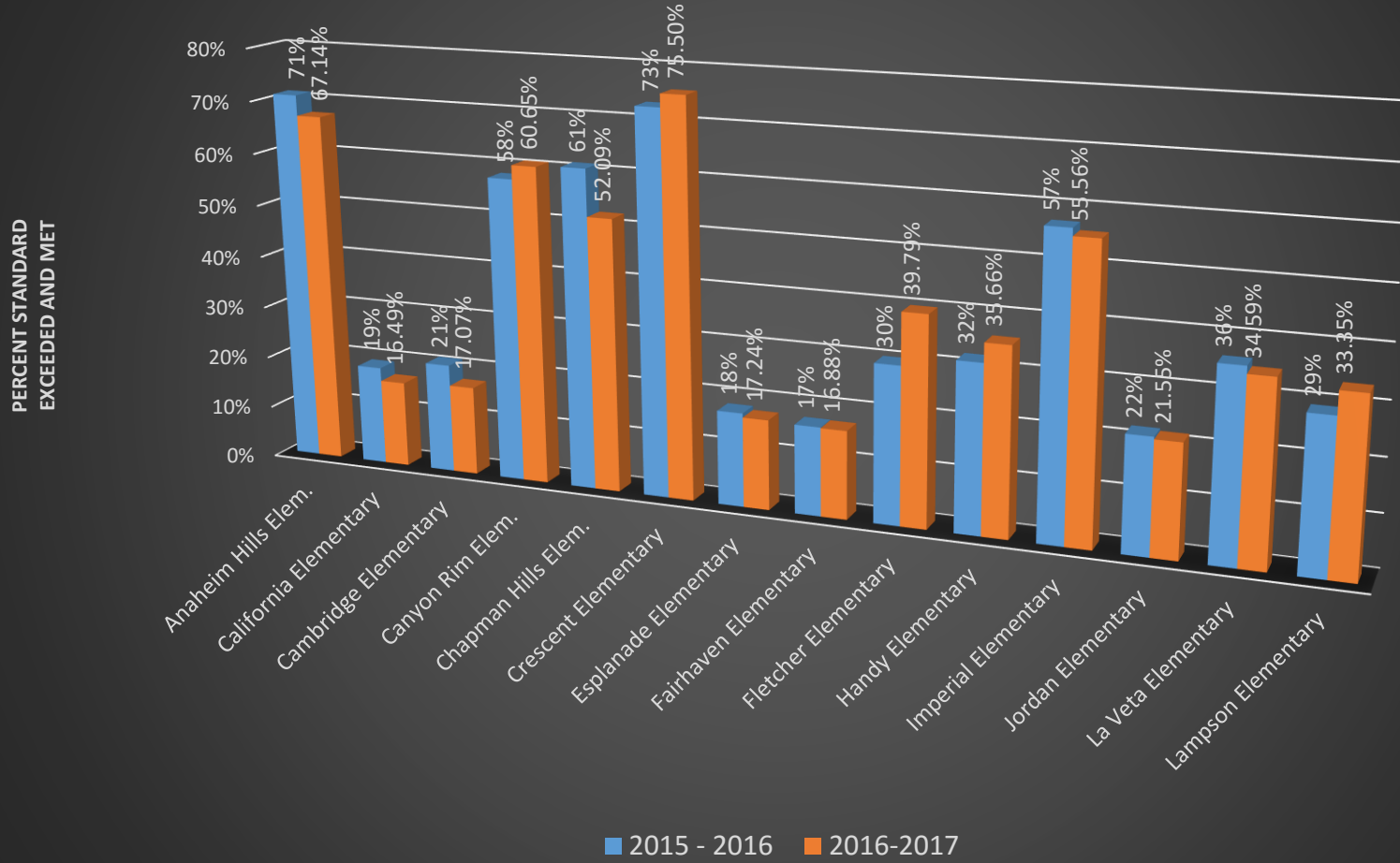
Elementary ELA SBAC



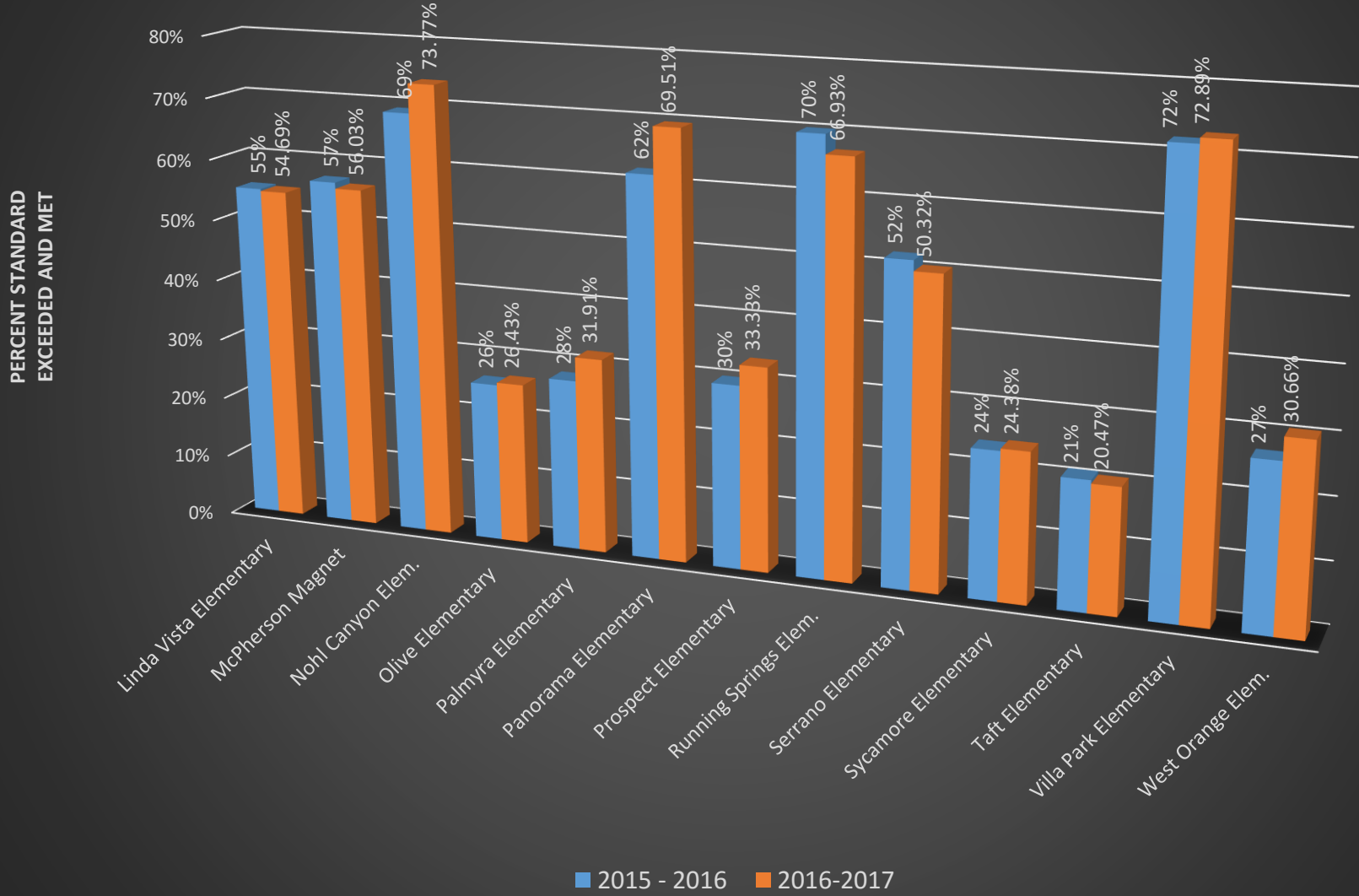
Elementary ELA SBAC



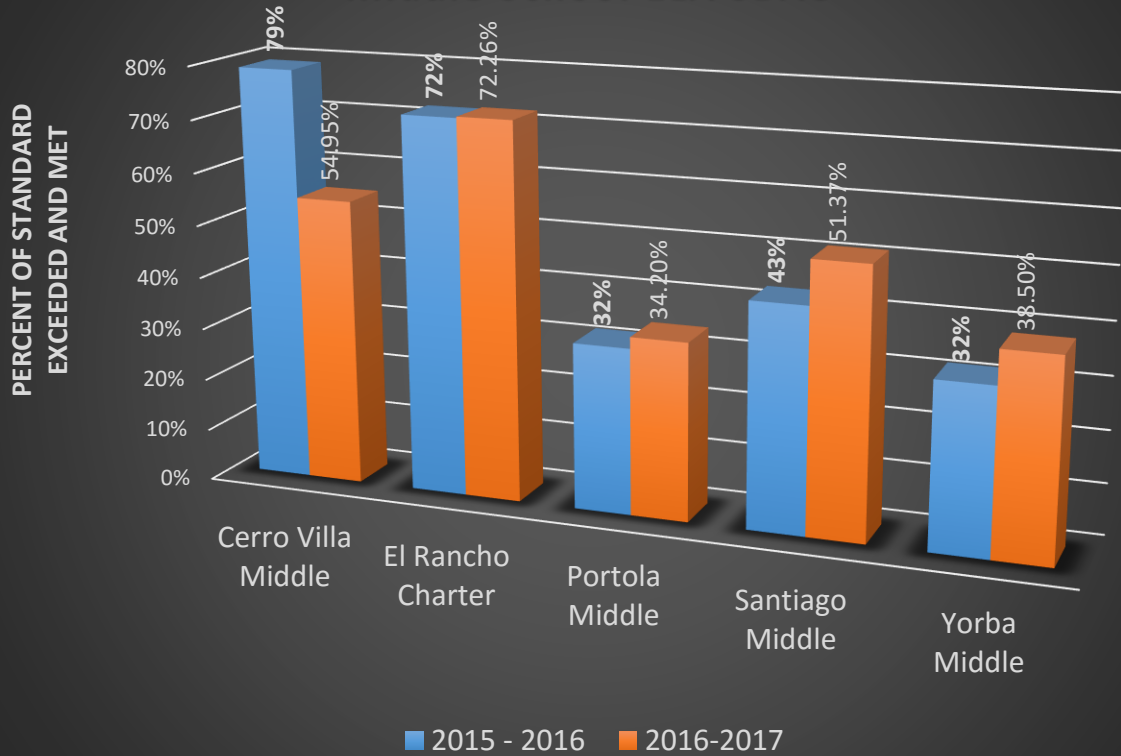
Elementary Math SBAC



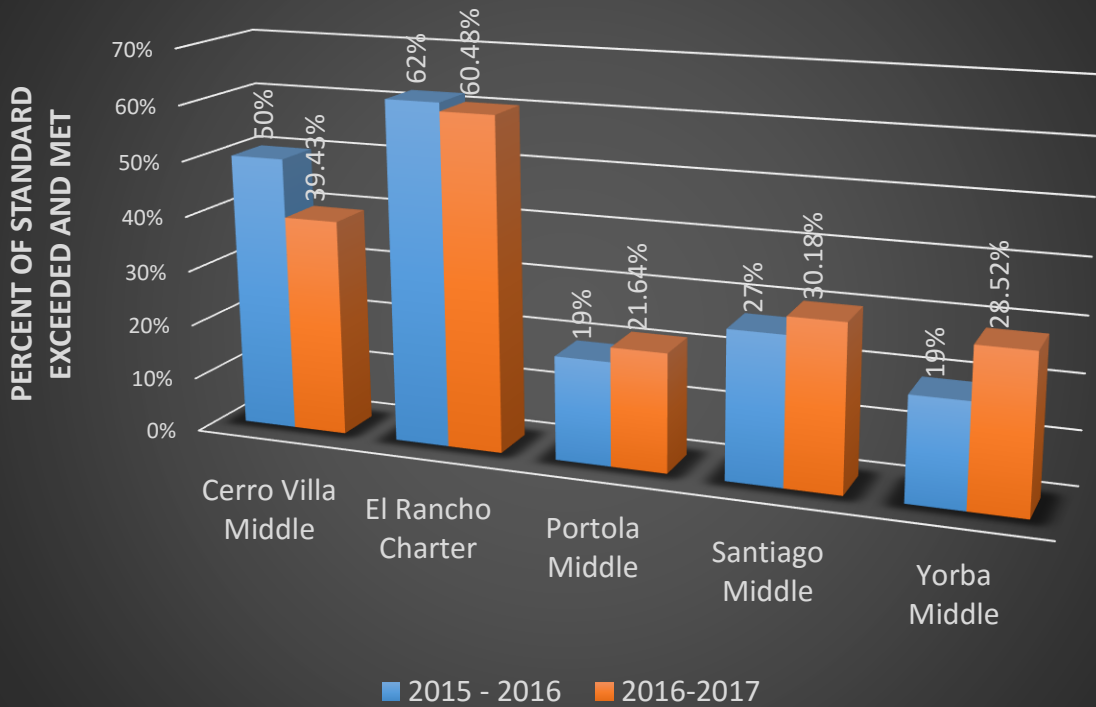
Elementary Math SBAC



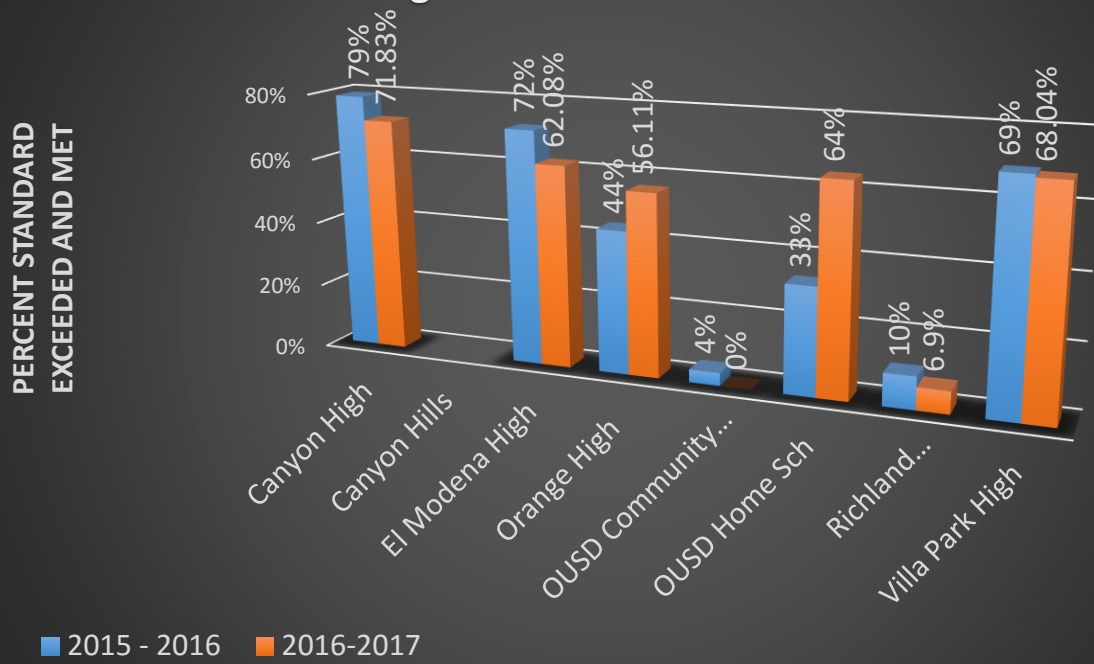
Middle School ELA SBAC



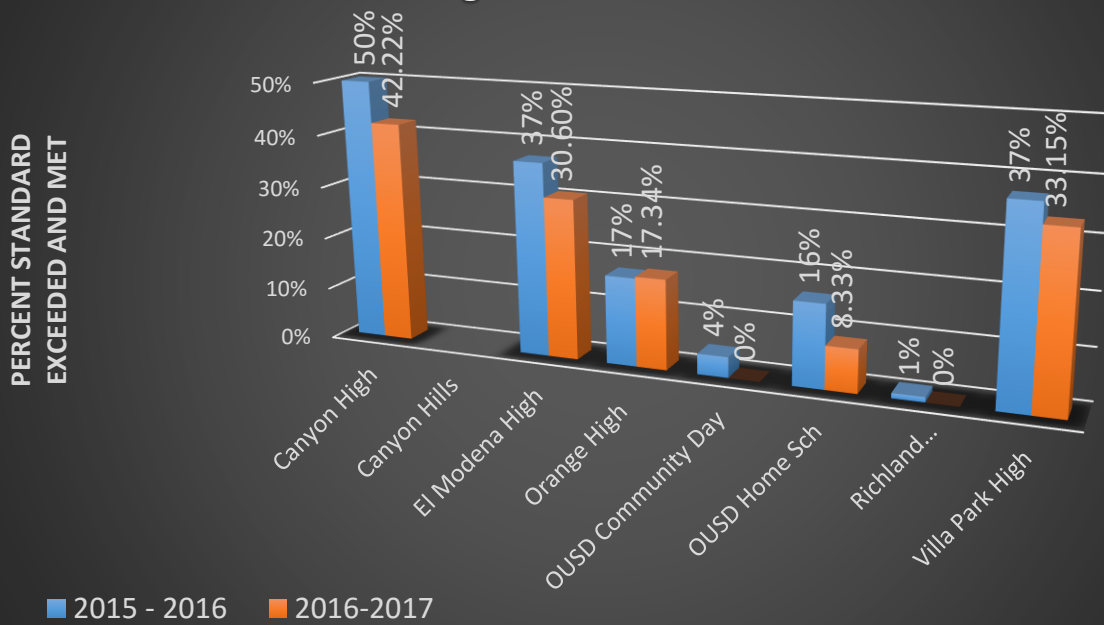
Middle School Math SBAC



High School ELA SBAC



High School Math SBAC

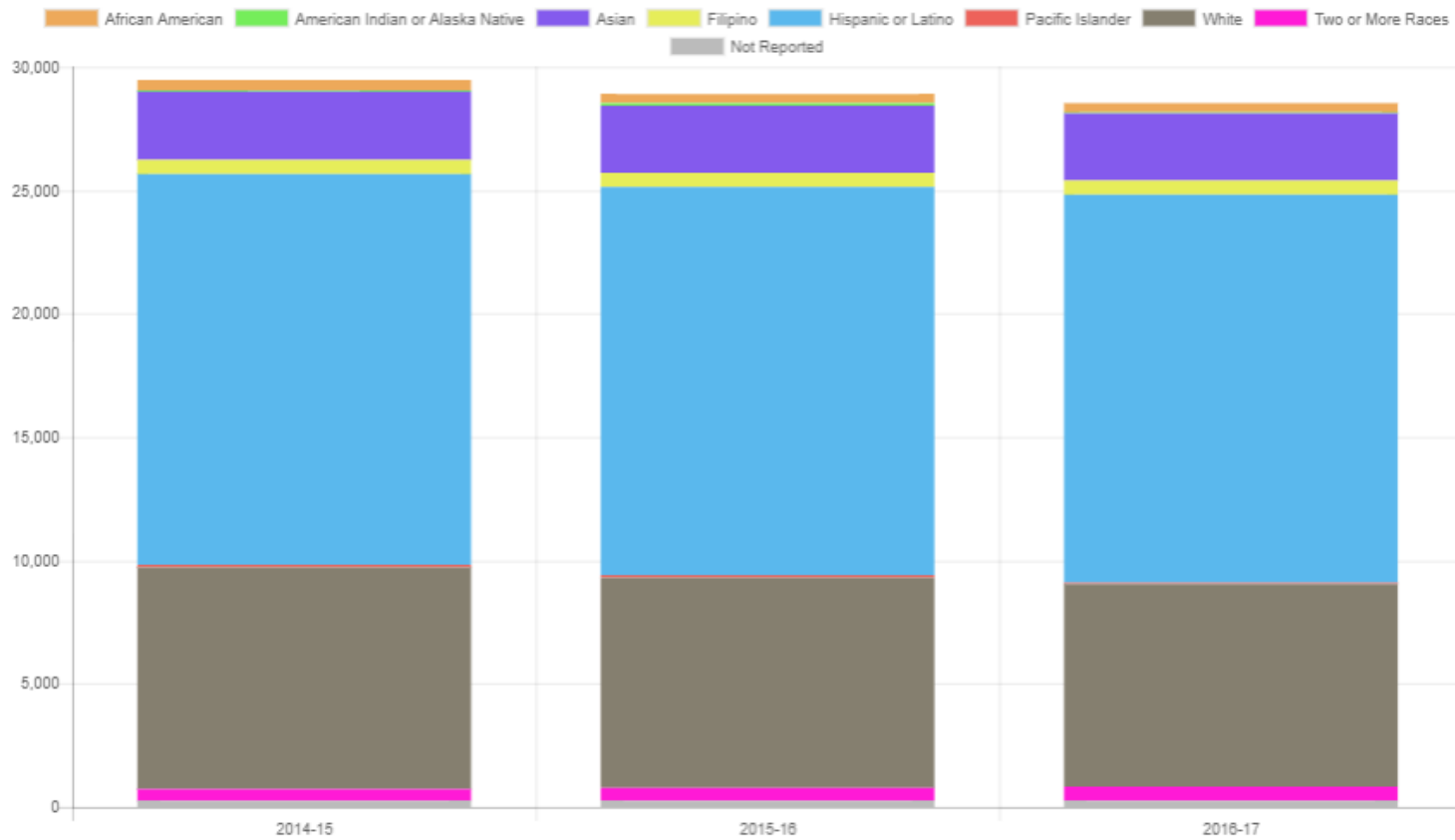


Other Important OUSD Data

Demographic Data

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2016-17	28,522	1.3%	0.2%	9.5%	2.0%	55.0%	0.3%	28.7%	2.0%	1.0%
2015-16	28,899	1.3%	0.2%	9.4%	2.0%	54.4%	0.3%	29.5%	1.8%	0.9%
2014-15	29,473	1.3%	0.3%	9.4%	2.0%	53.8%	0.3%	30.4%	1.6%	0.9%

Enrollment by Ethnicity



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.

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.

The AP Program recognizes high school students who have demonstrated outstanding college-level achievement through their performance on AP Exams. There are various award levels tied to criteria.

AP Scholar is granted to students who receive a score of 3 or higher on three or more AP Exams.

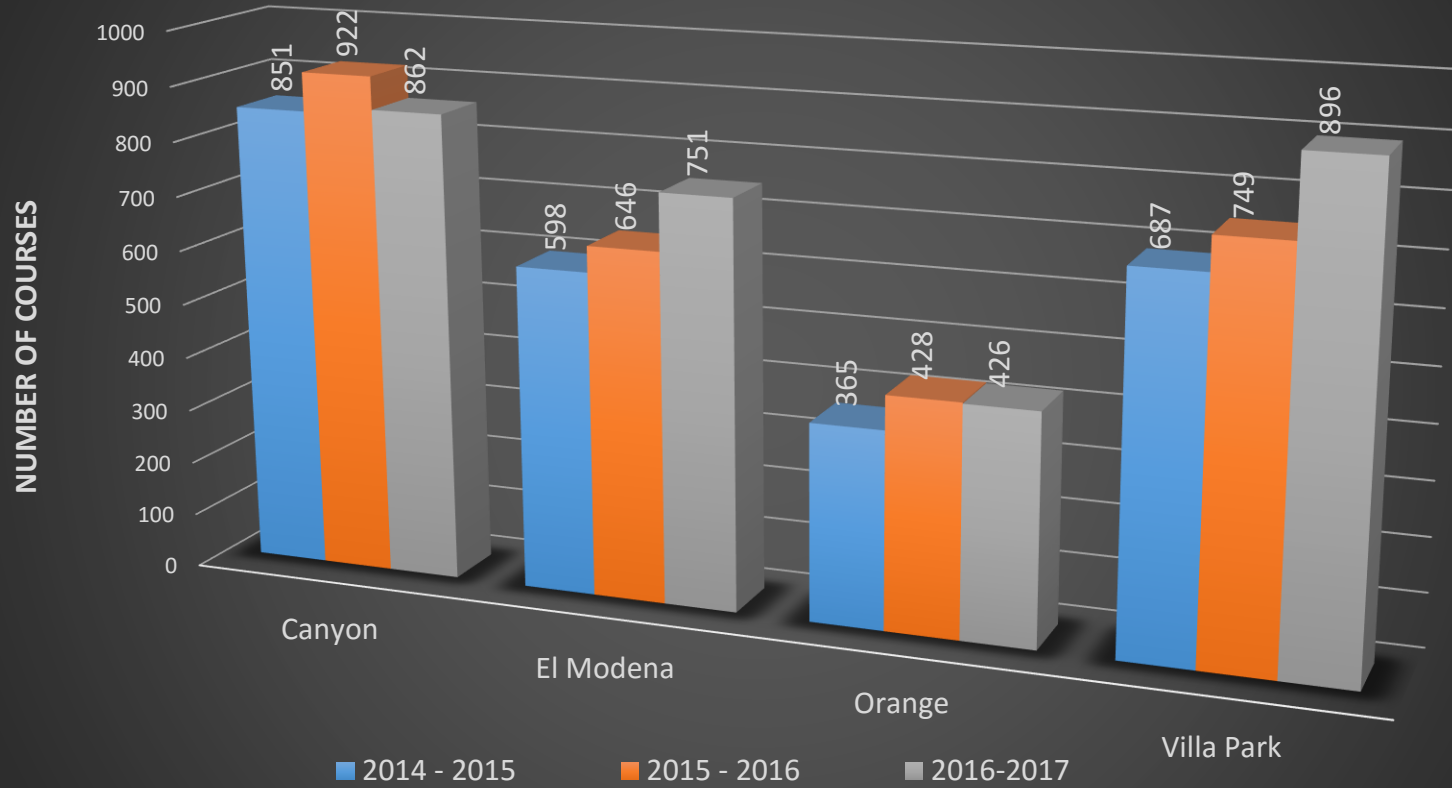
AP Scholar with Honor is granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

AP Scholar with Distinction is granted to students who receive an average score of at least 3.5 on all AP exams taken, and scores of 3 or higher on five or more of these exams.

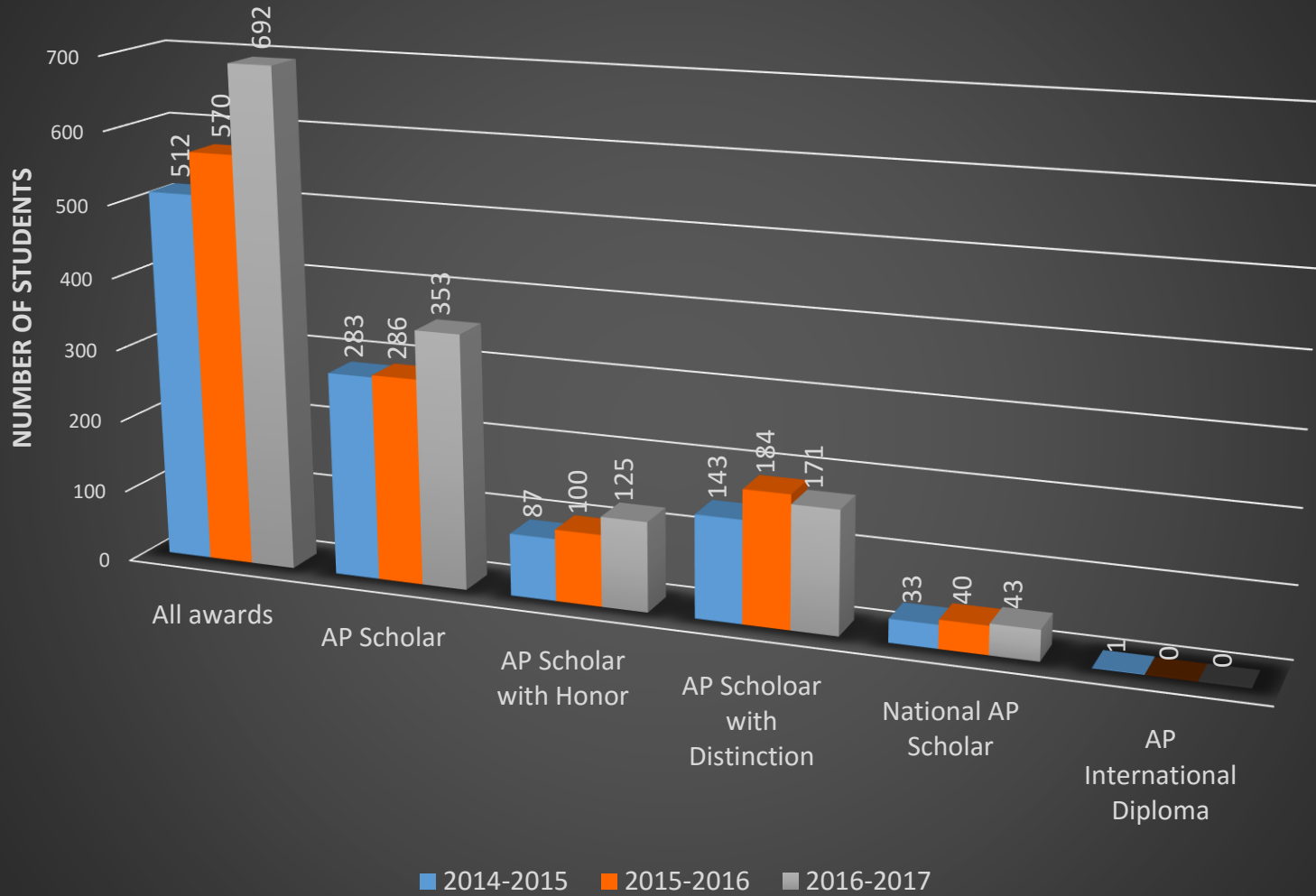
National AP Scholar is granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.

AP International Diploma is awarded to students who display exceptional achievement across a variety of disciplines.

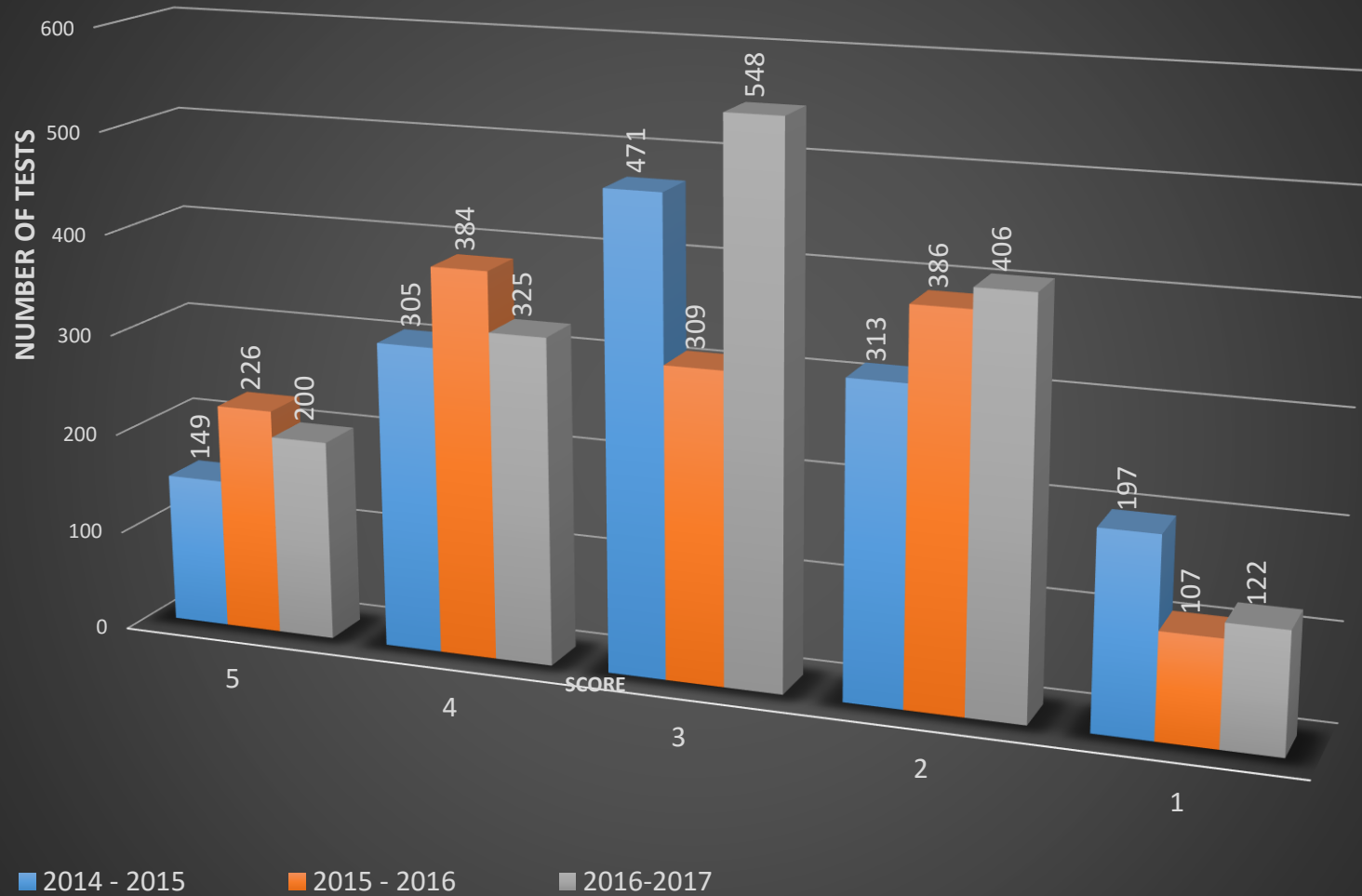
AP Course Enrollment



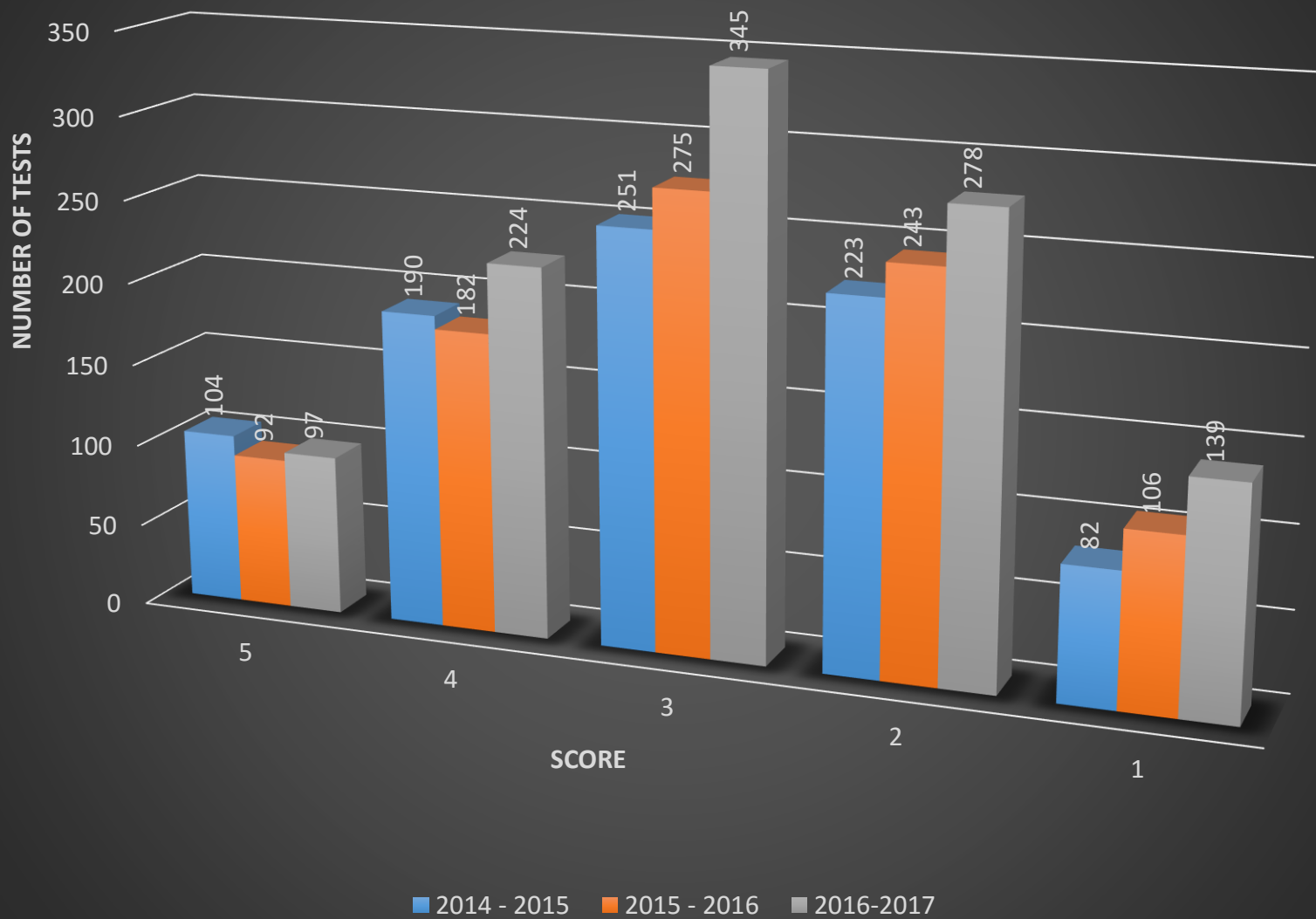
OUSD AP Scholars



Canyon - AP Score Distribution



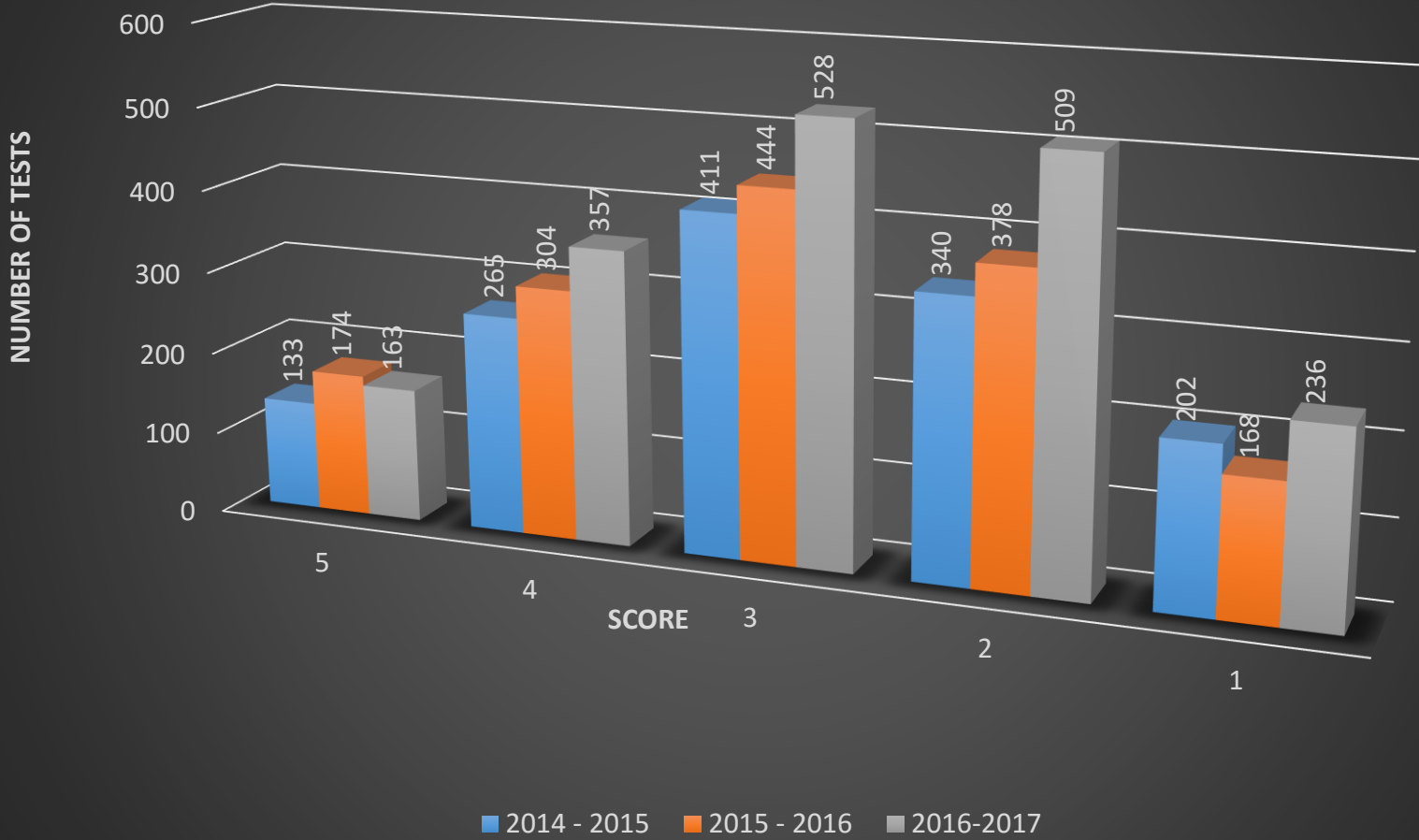
El Modena - AP Score Distribution



Orange - AP Score Distribution

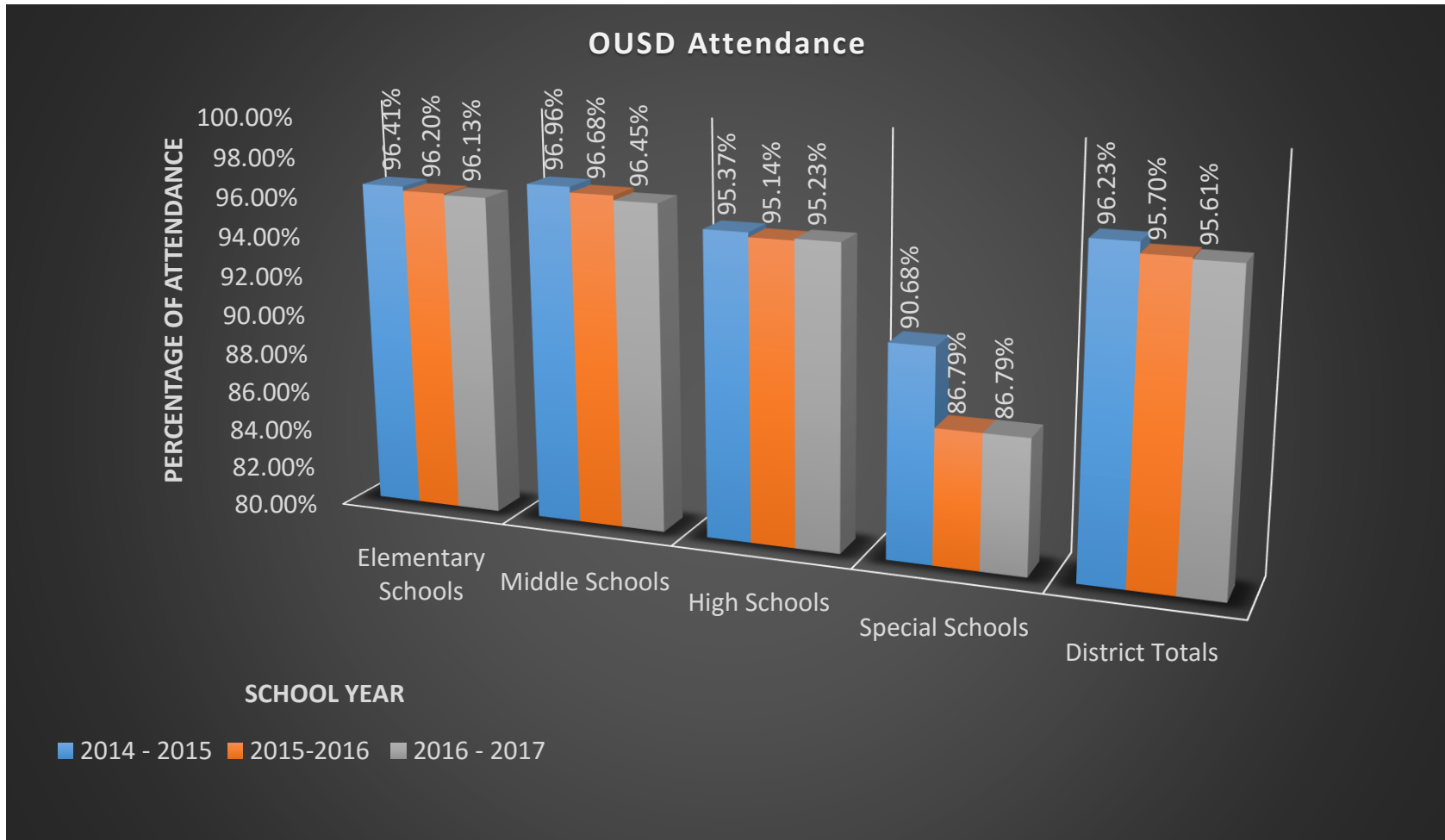


Villa Park - AP Score Distribution



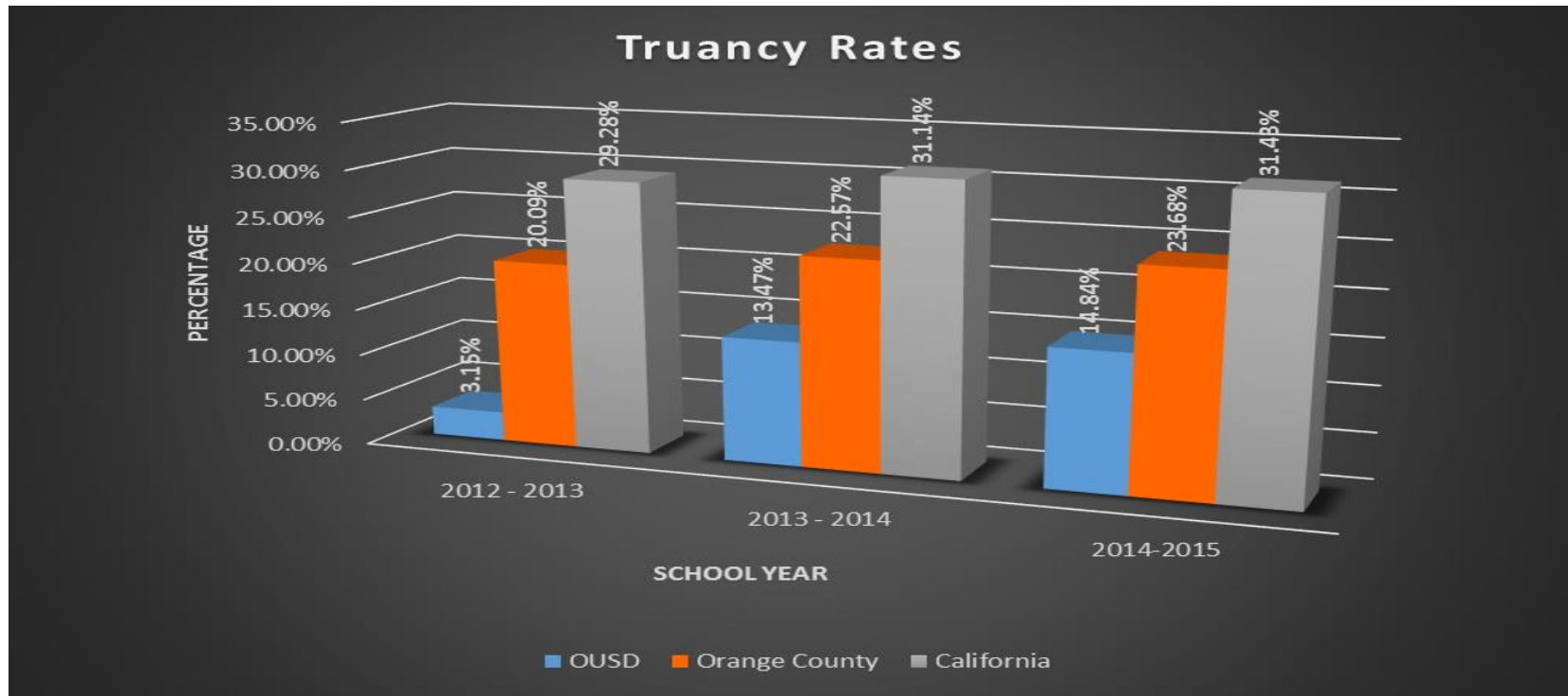
Attendance Rates

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 truanancies (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."

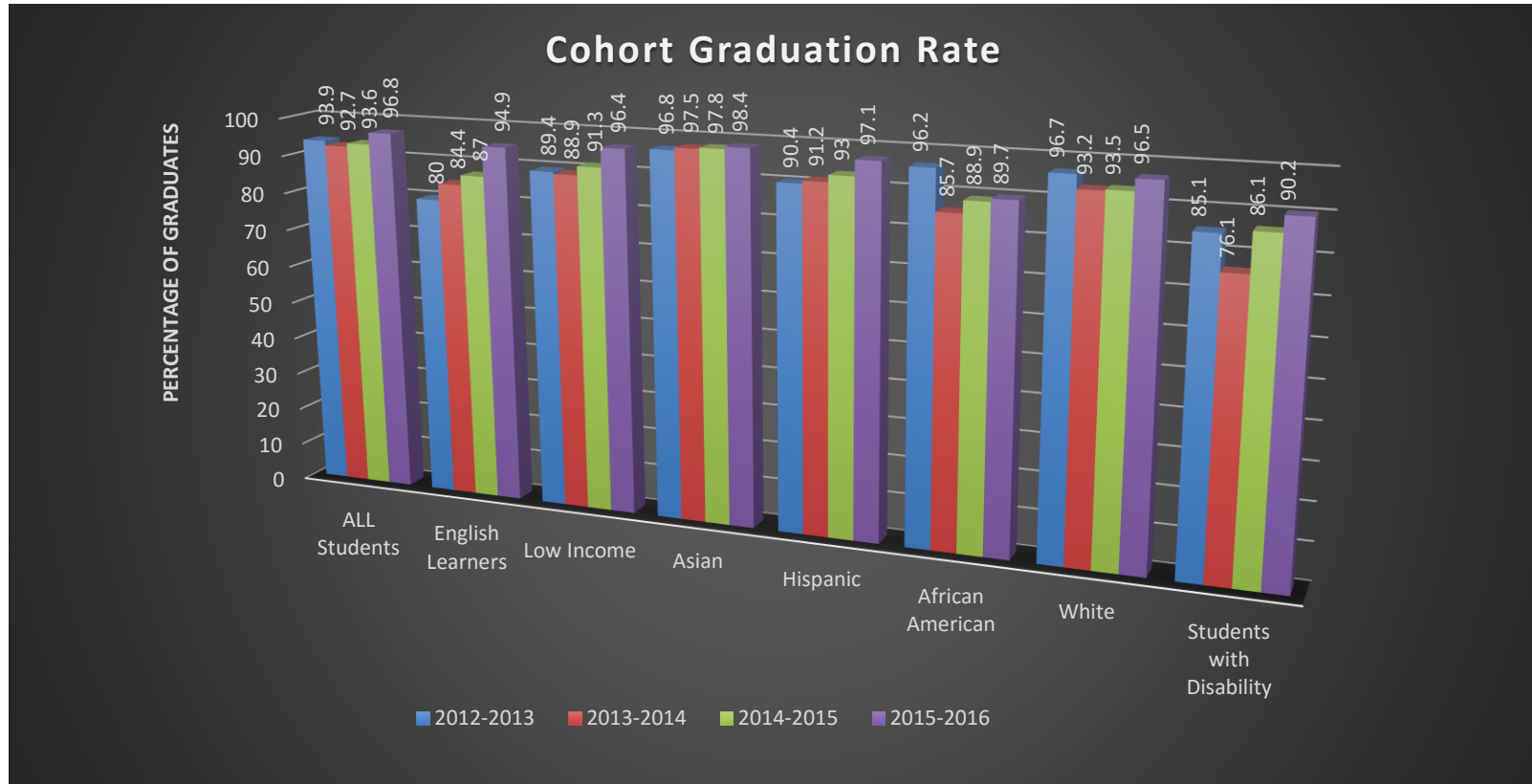


Suspension Rates

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



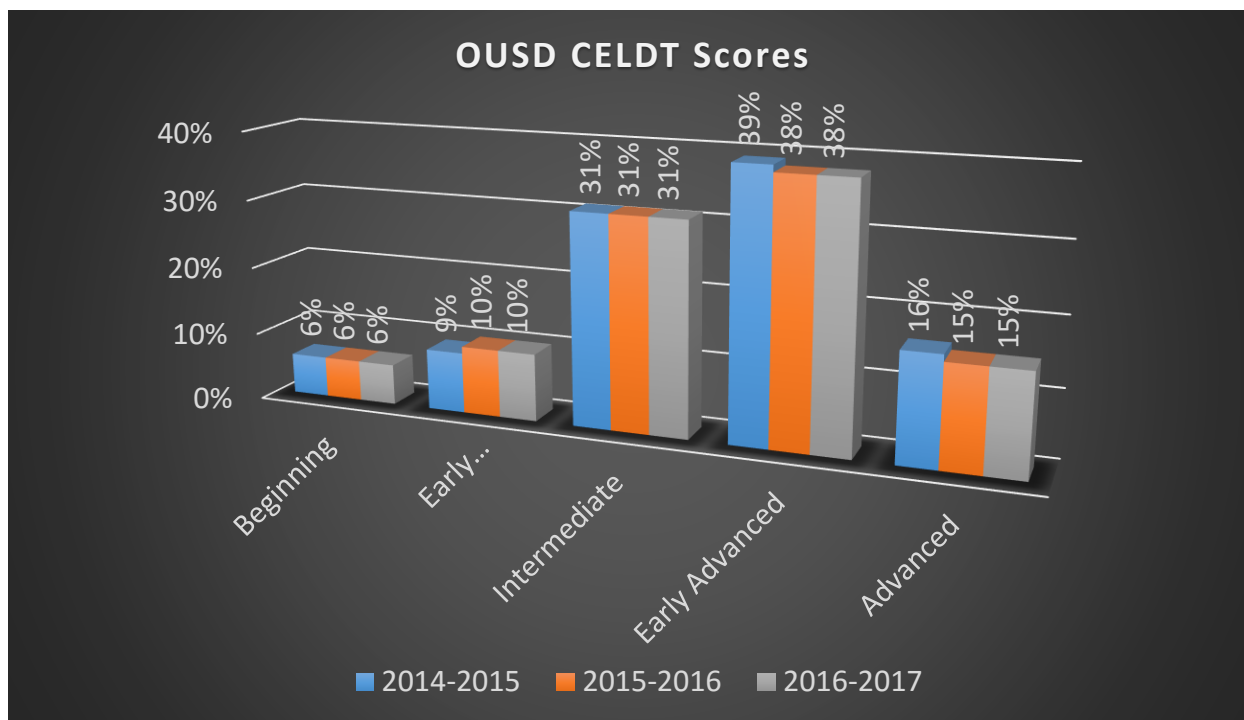
Graduation Rate



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.



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 100 additional students. Reclassifying students provides them greater opportunity to access curriculum at or above grade level.

