



Public Schools Accountability Act Advisory Committee Meeting

February 12, 2013

**Transitioning to Smarter Balanced
Assessments and
Incorporating the Graduation Rate and
College and Career Indicators into the
Academic Performance Index**



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Agenda

- Overview of the State Superintendent of Public Instruction's (SPPI's) recommendations for transitioning to Smarter Balanced Assessments.



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Agenda (Cont.)

- California Standards Test (CST) in General Mathematics:
 - Review current requirement that lowers performance levels for grade eight and nine



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Agenda (Cont.)

- Options for incorporating the graduation rate into the Academic Performance Index (API).
- Methodology for incorporating a college and career indicator (CCI) into the API.



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Changes in Mathematics Standards: Review API Rules for Grades 8 and 9 General Mathematics CST Results



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Grades Eight and Nine General Mathematics Standards

In January 2013, the SBE rescinded actions made by the prior SBE in 2010, which adopted two sets of standards in grade eight Mathematics. The SBE approved a single set of standards—the grade eight Common Core State Standards (CCSS) for Mathematics.



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Grades Eight and Nine General Mathematics API Rules

In light of this adoption, the California Department of Education (CDE) is requesting that the PSAA Advisory Committee review the current API rule which lowers the performance level for grade eight and grade nine students taking the CST in General Mathematics.



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Grades Eight and Nine General Mathematics API Rules (Cont.)

- Current grade eight and nine CST General Mathematics API rules:
 - Lower the performance level by **one** for grade eight students taking the CST in General Mathematics.
 - Lower the performance level by **two** for grade nine students taking the CST in General Mathematics.
- Eliminating this penalty would assist schools in their transition to the CCSS.



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Grades Eight and Nine General Mathematics API Rules (Cont.)

Impact on statewide API averages if the API rule changed:

Type	Current Growth API With General Math Penalty	New Base API Without the General Math Penalty	Difference
Statewide Average	788	790	2
Grades 2-7 Average	815	815	0
Grades 7-8 Average	792	802	10
Grades 9-12 Average	752	753	1



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Grades Eight and Nine General Mathematics API Rules (Cont.)

Impact of changing the API rule for the 3,759 schools with grades eight and nine:

Negative Impact	No Impact	Positive Impact					
-2 to -1 pts.	0 pts.	1 to 5 pts.	6 to 10 pts.	11 to 15 pts.	16 to 20 pts.	21 to 25 pts.	26 to 52 pts.
0.4% (14)	39.6% (1,488)	30.1% (1,132)	16.3% (614)	8.6% (324)	3.7% (138)	1.0% (40)	0.3% (9)

Percentages rounded to the nearest tenth



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Grades Eight and Nine General Mathematics Standards

The TDG recommends eliminating the current API rule which reduces the performance level for grade 8 and grade 9 CST General Mathematics results beginning with the 2012 Base API.



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Timeline for Implementing New Indicators into the API



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Timeline for Implementing New Indicators

- Conduct regional meetings to obtain feedback on new indicators in spring 2013.
- Conduct a Web-based survey on the new indicators in spring 2013.
- Conduct TDG meetings, as necessary, for technical design input.



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Timeline for Implementing New Indicators (Cont.)

- Conduct Public Schools Accountability Act (PSAA) Advisory Committee meeting on April 23, 2013.
- Bring recommendations to the State Board of Education (SBE) in May 2013.
- SBE considers adopting new indicator(s) at the May and/or July 2013 meeting.



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Incorporation of Graduation Rate into the API



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March 15 PSAA Advisory Committee Decisions

- Create three sub-indices (assessment, graduation, dropout) and calculate an Overall API score.
- Create tables to convert graduation and dropout rates into API points.
- Establish a graduation target of 90% and a dropout target of .5%.

Detailed information regarding these decisions are provided in the paper entitled *2013 Base Academic Performance Index: Integrating the Graduation Rate*.



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Concerns Raised at March 30, 2012 Meeting

- Complexity of the conversion tables.
- Difficulties with combining three sub-indices due to:
 - Difference of numerically significant student groups in each sub-index
 - Difference in sub-indices from year to year (e.g., school receives graduation rate in 2012 but not 2013)



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Concerns Raised at March 30, 2012 Meeting

- Combining indices based on two different methodologies (i.e., school level vs. student level data)
- Different target structures for each sub-index vs. the Overall API score
- Changing the meaning of the 800 performance goal.
- Reporting consistency for dropouts.



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Incorporating Graduation Rates into the API

- The TDG met on January 15 and 29, 2013, to discuss options for incorporating the graduation rate into the API.
- The TDG recommends that the PSAA Advisory Committee reconsider using a single API student level calculation to add new indicators into the API.
- Four options for using individual student-level data is being presented.



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Incorporating Graduation Rates into the API (Cont.)

- All options presented are based on the following criteria:
 - All students in the four-year cohort graduation rate are included in the API graduate rate indicator
 - Disadvantaged student groups are defined as English learners (ELs), Students with Disabilities (SWD), and/or Socioeconomically Disadvantaged (SED)



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Incorporating Graduation Rates into the API (Cont.)

- Students who are classified as disadvantaged (i.e., EL, SWD or SED) any time in grades nine through twelve remain in that student group for calculation of the four-year cohort graduation rate
- SWD student who do not graduate in four years and are still enrolled will be removed from the cohort



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Incorporating Graduation Rates into the API (Cont.)

Four Options:

- 1. 1000 with Bonus Points:** All graduates contribute 1000 points and graduates in one or more of the three disadvantaged groups contribute more than 1000 API points.
- 2. 875 No Bonus Points:** A graduate would contribute 875 API points with no bonus points available.



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Incorporating Graduation Rates into the API (Cont.)

- 3. 875 with Bonus Points:** A graduate would contribute 875 API points and students classified in one or more of the three disadvantaged groups could contribute up to 995 points.
- 4. 850 with Bonus Points:** A graduate would contribute 850 points and up to 1000 points if the student: (1) completed a-g requirements, or (2) was classified in one or more of the three disadvantaged groups.



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Option 1: 1000 with Bonus Points

- Graduates contribute 1000 points.
- Completers (passed the general educational development [GED] test or received special education certificate) contribute 700 points.
- Non-graduates contribute 200 points.



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Option 1: 1000 with Bonus Points (Cont.)

- A set number of bonus points (e.g., 50 points) are provided to a four-year graduate who is classified as disadvantaged (EL, SWD and/or SED).
 - For example, if a graduate is classified as EL and SED, the student would contribute 100 additional points for a total of 1100 points



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Option 1: 1000 with Bonus Points (Cont.)

- Because an individual graduate could contribute more than 1000 points, schoolwide and student group API scores would be capped at 1000 points.
- This option produces a statewide Graduation Rate API of **851**.

Grades 9-12 statewide average 2011 Base API = 742



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Option 2: 875 No Bonus Points

- Graduates contribute 875 points.
- Completers contribute 700 points.
- Non-graduates contribute 200 points.
- No bonus points are available.
- This option produces a statewide Graduation Rate API of **725**.

Grades 9-12 statewide average 2011 Base API = 742



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Option 3: 875 with Bonus Points

- Graduates contribute 875 points.
- Completers contribute 700 points.
- Non-graduates contribute 200 points.
- Graduates classified as disadvantaged could contribute up to 995 points if 40 bonus points were available for each group.
- This option produces a statewide Graduation Rate API of **749**.

Grades 9-12 statewide average 2011 Base API = 742



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Option 4: 850 with Bonus Points

- Graduates contribute 850 points.
- Students receiving a special education certificate contribute 850 points.
- Students passing a GED test contribute 800 points.
- Non-graduates contribute 200 points.



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Option 4: 850 with Bonus Points (Cont.)

- Graduates can contribute bonus points in one of two ways:
 - A-G completers contribute an additional 150 points
- OR**
- EL, SWD, and/or SED contribute an additional 50 points each for a maximum of 150 points
- This option produces a statewide Graduation Rate API of **773**.

Grades 9-12 statewide average 2011 Base API = 742



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TDG's Design Principles for Graduation Rate Indicator

- Recognize different levels of graduate achievement.
- Recognize that not all SWD students are on track to earn a high school diploma and schools should not be penalized for serving these students.



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TDG's Design Principles for Graduation Rate Indicator (Cont.)

- Recognize that passing the GED is not currently equivalent to earning a high school diploma.
- Provide incentives for schools to invest in students classified as disadvantages, which is consistent with the current progressive scoring model.



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TDG Recommendations

- The TDG recommends:
 - Using a single API student-level calculation.
 - Selecting Option 4 (Graduates receive 850 points; bonus points available for students completing a-g and for disadvantage student groups).
 - Raising the point value for passing the GED from 800 to 850 after the new GED test is made available statewide.



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Data Simulation Results

Option 4: 850 with Bonus Points

Current 2012 Statewide API Without Grads (Grades 9-12)	Revised 2012 Statewide API With Grads Weighted at 20% (Grades 9-12)
751	758

Category	API Points	Percent/Number of Students
4-year graduate w/diploma + Completed a-g requirements	1000	29.8% (149,086)
4-year graduate w/ diploma + Classified in all 3 disadvantaged categories	1000	1.3% (6,393)
4-year graduate w/diploma + Classified in 2 of 3 disadvantaged categories	950	9.4% (46,828)
4-year graduate w/diploma + Classified in 1 of 3 disadvantaged categories	900	20.7% (103,555)
4-year graduate w/diploma	850	16.2% (80,813)
Special Education Certificate	850	.4% (2,222)
GED	800	.2% (1,133)
Non-Grad	200	22.0% (110,123)
Total number of students in 4-year cohort rate		500,153



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Impact of Option 4 on the API

Negative Impact

-544 to -1 pts.	
ASAM & Special Ed	Traditional Schools
14.8% (327)	11.5% (254)

No Impact

0 pts.	
ASAM & Special Ed	Traditional Schools
1.0% (23)	6.5% (143)

Positive Impact

1 to 366 pts.	
ASAM & Special Ed	Traditional Schools
12.0% (264)	54.1% (1193)

Percentages rounded to the nearest tenth



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Detailed Data: Impact of Option 4 on the API for Schools with Grades 9-12

Change in API Points	Traditional Schools	ASAM Schools	Special Education Schools	Total
-300 to -544	2	2	1	5
-200 to -299	7	13	2	22
-199 to -100	17	66	7	90
-99 to -1	228	173	63	464
0	143	19	4	166
1 to 25	897	54	7	958
26 to 50	249	41	2	292
51 to 99	33	91	3	127
100 to 199	13	58	0	71
200 to 366	1	8	0	9
Total	1590	525	89	2204

Note: This table does not reflect the removal of SWD students from the 4-year cohort graduation rate denominator for students still enrolled.



Methodology for Incorporating a College and Career Indicator into the API



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College and Career Indicator

- The TDG met on January 15 and 29, 2013, to discuss possible approaches for integrating a CCI into the API for secondary schools.



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College and Career Indicator (Cont.)

- The TDG concluded that combining college and career into one indicator that provides multiple ways for students to contribute to the API would provide the most advantages.



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College and Career Indicator (Cont.)

- All students in the four-year cohort graduation rate would be included in the CCI.
- Each measure under the indicator would have five levels of criteria and API points (i.e., 1000, 800, 600, 400, and 200).



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College and Career Indicator (Cont.)

- API points would be assigned only once according to the highest criterion the student achieved across the multiple measures.



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College and Career Indicator (Cont.)

- Advantages:
 - Maintains the current single API structure
 - Incorporates a CCI into the API in the same way that tests are now included
 - Maintains the current API scale
 - Maintains the same growth target structure



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College and Career Indicator (Cont.)

- Provides multiple ways for students to contribute to the CCI portion of the API and values both college and career
- Avoids redundancy of separate indicators because each student only contributes once to the CCI
- Does not separate college from career, which avoids redundancy because some measures can be indicators for both college and career



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College and Career Indicator (Cont.)

- Allows flexibility in changes to the measures in the indicator. If new measures become available, they can be easily added. If measures become obsolete, it can be easily dropped.