



Public Schools Accountability Act (PSAA) Advisory Committee Meeting October 3, 2014



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Agenda

- Present California Department of Education (CDE) update and review agenda
- Review requests made at the August 5, 2014 PSAA Advisory Committee meeting



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Agenda (Cont.)

- Discuss a-g completers, Career Technical Education (CTE) completers, and overlap among ACT, SAT, and Advanced Placement (AP) test takers



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Agenda (Cont.)

- Discuss Early Assessment Program (EAP) student performance and student enrollment in grade 12 mathematics
- Define intent of the College and Career Indicator (CCI)



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Review Requests Made at the August 5, 2014 PSAA Advisory Committee Meeting



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Requests Made

- Identify California Longitudinal Pupil Achievement Data System (CALPADS) data available for accountability purposes
- Provide an update on availability of California Seal of Biliteracy (CSB) data for accountability purposes



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Additional Information Provided by the CDE

- Data on a-g and CTE completers and overlap among ACT, SAT, and AP test takers
- Initial data on EAP student performance and grade 12 mathematics enrollment



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Methodology

- The following analyses were completed using a methodology similar to prior analyses:
- Recall a master file* of high schools was created to match against the ACT, SAT, and AP data files.
- Schools in the master file had all of the following:
 - A 2013 Growth Academic Performance Index (API)
 - Grade 12 students in the 2012-13 graduation cohort
 - An active school status

* This master file included 490,735 students.



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School Types

- The master file* was recently updated to reflect the final 2012-13 cohort data, resulting in one less alternative school.
- The 2,470 high schools in the master file were categorized into four types:
 - Traditional schools (1,044)
 - Traditional charter schools (346)
 - Alternative schools (1,011)
 - Alternative charter schools (69)

* The revised master file includes 490,732 students.



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School Types (Cont.)

- School types paralleled previous analyses
- Schools were identified *alternative* if they were:
 - Eligible to participate in the Alternative Schools Accountability Model (ASAM) as defined by *Education Code (EC) 52052(g)*, which is based on their school ownership code
 - Participating in ASAM based on State Board of Education (SBE) criteria (e.g., dropout recovery)
- Schools were identified as *charter* based on their 2013 API charter status



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a-g Background



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a-g Courses*

High School Subject Area	State Mandated Requirements for High School Graduation	a-g Requirements for Freshman Admissions
English	Three years	Four years
Mathematics	Two years, including Algebra I	Three years, Algebra I and above
Social Studies/Science	Three years	Two years
Science	Two years	Two years, with a lab
Foreign Language	One year	Two years
Visual and Performing Arts	One year	One year
Physical Education	Two years	Not Applicable
Electives	Not Applicable	One year
Total	13	15

* See Handout 1 for complete the list of a-g admission requirements



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a-g Data Collection

- The determination for a-g completion status is made upon graduation for high school.
- Local educational agencies (LEAs) self-report a-g data to CALPADS, no verification of course work is done by the CDE.



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CTE Background



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CTE Reporting Requirements

- CTE enrollment and program completion data is collected annually as mandated by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) and *EC* sections 8006 and 8007
- Each LEA participating in the Perkins IV funds is required to submit data for students
- LEAs not participating in the Perkins IV funds are not required to report CTE enrollment and program completion data



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CTE Data Collection

- LEAs submit district-level CTE data to the Perkins Data System which is maintained by the Career and College Transition Division within the CDE.
- Currently, LEAs voluntarily submit student-level data to CALPADS. The transition from using the Perkins Data System for federal reporting to using CALPADS is not expected to be fully implemented for another two years.



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CTE Student-level Definitions

- **Participant:** A student who has been enrolled in any CTE course
- **Concentrator:** A student who has completed 50 percent of a planned program sequence and is enrolled in the next course in that sequence; or, has completed 50 percent of a single multi-hour course and is enrolled in the second half of that course

CTE Student-level Definitions (Cont.)



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- **Completer:** A student who has completed a CTE pathway
- **Capstone Course:** The last course in a planned sequence of CTE courses necessary for employment in an identified occupation. A student who completes this course may exit the program for employment or continue enrollment in the program to prepare for higher level employment or advanced education in the same career path.



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CTE Data Analyses

- For analyses in this presentation, staff used 2011-12 and 2012-13 CTE completer data from CALPADS



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Statewide Summary Data Analyses by School Type

Statewide Student Group Enrollment by School Type



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Student Group	Traditional Schools	Traditional Charter Schools	Alternative Schools	Alternative Charter Schools
African American	22,811 (65.0%)	3,736 (10.6%)	6,986 (19.9%)	1,580 (4.5%)
Asian	41,011 (91.9%)	1,368 (3.1%)	1,957 (4.4%)	293 (0.7%)
Filipino	12,563 (89.4%)	566 (4.0%)	840 (6.0%)	78 (0.6%)
Hispanic or Latino	177,575 (73.2%)	17,688 (7.3%)	40,955 (16.9%)	6,362 (2.6%)
White	110,137 (80.3%)	10,642 (7.8%)	14,079 (10.3%)	2,290 (1.7%)
Two or More Races	6,925 (78.9%)	628 (7.2%)	1,054 (12.0%)	174 (2.0%)
Socioeconomically Disadvantaged (SED)	228,953 (71.1%)	26,296 (8.2%)	57,268 (17.8%)	9,523 (3.0%)
EL	62,681 (69.2%)	6,317 (7.0%)	18,648 (20.6%)	2,903 (3.2%)
Total*	376,825 (76.8%)	35,475 (7.2%)	67,328 (13.7%)	11,104 (2.3%)

* Totals include American Indian, Pacific Islander, and Decline to State student groups.
Note: The denominator for each percentage is the respective students in cohort total.

Schools Statewide With No AP/SAT/ACT Test Takers Reported



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Type of School	Number of Schools with No Test Takers Reported	Percentage of Schools with No Test Takers Reported
Traditional (N=1,044)	18	1.7%
Traditional Charter (N=346)	49	14.2%
Alternative (N=1,011)	628	62.1%
Alternative Charter (N=69)	27	39.1%
Total (N= 2,470)	722	29.2%

Note: The denominator for the percentages is the respective school type total.

Schools Statewide With No a-g Courses Reported



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Type of School	Number of Schools with No a-g Courses Reported	Percentage of Schools with No a-g Courses Reported
Traditional (N=1,043)	9	0.9%
Traditional Charter (N=344)	15	4.4%
Alternative (N=1,000)	431	43.1%
Alternative Charter (N=69)	11	15.9%
Total* (N= 2,456)	466	19.0%

* 14 of the total 2,470 schools in the master file did not submit course data.
Note: The denominator for the percentages is the respective school type total.

Statewide Schools With No CTE Courses Reported



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Type of School	Number of Schools with No CTE Courses Reported	Percentage of Schools with No CTE Courses Reported
Traditional (N=1,043)	42	4.0%
Traditional Charter (N=344)	180	52.3%
Alternative (N=1,000)	500	50.0%
Alternative Charter (N=69)	25	36.2%
Total* (N= 2,456)	747	30.4%

* 14 of the total 2,470 schools in the master file did not submit course data.
Note: The denominator for the percentages is the respective school type total.



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Statewide Student Group Data Analyses (a-g by ACT/SAT/AP and CTE by ACT/SAT/AP)

a-g Completers Not Meeting ACT/SAT/AP Benchmarks Included By Adding a-g Measure



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Student Group	Students in Cohort	a-g Completers in Cohort	Completed a-g & Met ACT (21) or SAT (1550) or AP (3) Benchmarks	Completed a-g & Did Not Take Tests or Meet Benchmarks
African American	35,113	7,932 (22.6%)	2,454 (7.0%)	5,478 (15.6%)
Asian	44,629	28,323 (63.5%)	21,137 (47.4%)	7,186 (16.1%)
Filipino	14,047	7,184 (51.1%)	3,697 (26.3%)	3,487 (24.8%)
Hispanic or Latino	242,580	58,387 (24.1%)	24,944 (10.3%)	33,443 (13.8%)
White	137,148	58,867 (42.9%)	39,522 (28.8%)	19,345 (14.1%)
Two or More Races	8,781	3,678 (41.9%)	2,323 (26.5%)	1,355 (15.4%)
SED	322,040	78,167 (24.3%)	34,214 (10.6%)	43,953 (13.6%)
EL	90,549	11,782 (13.0%)	3,498 (3.9%)	8,284 (9.1%)
Total*	490,732	166,499 (33.9%)	95,081 (19.4%)	71,418 (14.6%)

* Totals include American Indian, Pacific Islander, and Decline to State student groups.

Note: The denominator for each percentage is the respective students in cohort total.

CTE Completers Not Meeting ACT/SAT/AP Benchmarks Included By Adding CTE Measure



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Student Group	Students in Cohort	CTE Completers in Cohort	Completed CTE & Met ACT (21) or SAT (1550) or AP (3) Benchmarks	Completed CTE & Did Not Take Tests or Meet Benchmarks
African American	35,113	3,707 (10.6%)	373 (1.1%)	3,334 (9.5%)
Asian	44,629	7,536 (16.9%)	3,671 (8.2%)	3,865 (8.7%)
Filipino	14,047	2,095 (14.9%)	537 (3.8%)	1,558 (11.1%)
Hispanic or Latino	242,580	34,366 (14.2%)	4,502 (1.9%)	29,864 (12.3%)
White	137,148	21,125 (15.4%)	6,374 (4.6%)	14,751 (10.8%)
Two or More Races	8,781	1,156 (13.2%)	347 (4.0%)	809 (9.2%)
SED	322,040	44,895 (13.9%)	6,345 (2.0%)	38,550 (12.0%)
EL	90,549	11,412 (12.6%)	839 (0.9%)	10,573 (11.7%)
Total*	490,732	71,030 (14.5%)	15,982 (3.3%)	55,048 (11.2%)

* Totals include American Indian, Pacific Islander, and Decline to State student groups.

Note: The denominator for each percentage is the respective students in cohort total.

a-g & CTE Completers Not Meeting ACT/SAT/AP Benchmarks Included By Adding a-g and CTE



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Student Group	Students in Cohort	a-g & CTE Completers	Completed a-g & CTE & Met ACT (21), SAT (1550), or AP (3) Benchmarks	Completed a-g & CTE, & Did Not Take Tests or Meet Benchmarks
African American	35,113	10,674 (30.4%)	2,532 (7.2%)	8,142 (23.2%)
Asian	44,629	31,028 (69.5%)	21,526 (48.2%)	9,502 (21.3%)
Filipino	14,047	8,239 (58.7%)	3,767 (26.8%)	4,472 (31.8%)
Hispanic or Latino	242,580	84,077 (34.7%)	26,116 (10.8%)	57,961 (23.9%)
White	137,148	71,185 (51.9%)	40,479 (29.5%)	30,706 (22.4%)
Two or More Races	8,781	4,337 (49.4%)	2,373 (27.0%)	1,964 (22.4%)
SED	322,040	110,857 (34.4%)	35,719 (11.1%)	75,138 (23.3%)
EL	90,549	21,432 (23.7%)	3,826 (4.2%)	17,606 (19.4%)
Total*	490,732	212,398 (43.3%)	97,836 (19.9%)	114,562 (23.3%)

* Totals include American Indian, Pacific Islander, and Decline to State student groups.
Note: The denominator for each percentage is the respective students in cohort total.



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Summary of a-g and CTE Data Analyses

- Approximately 14.6% (71,418) of students in the cohort completed a-g but did not meet ACT, SAT, or AP benchmarks and could contribute above minimum point values if a-g was included as a CCI measure.
- Approximately 11.2% (55,048) of students in the cohort completed CTE but did not meet ACT, SAT, or AP benchmarks and could contribute above minimum point values if CTE was included as a CCI measure.



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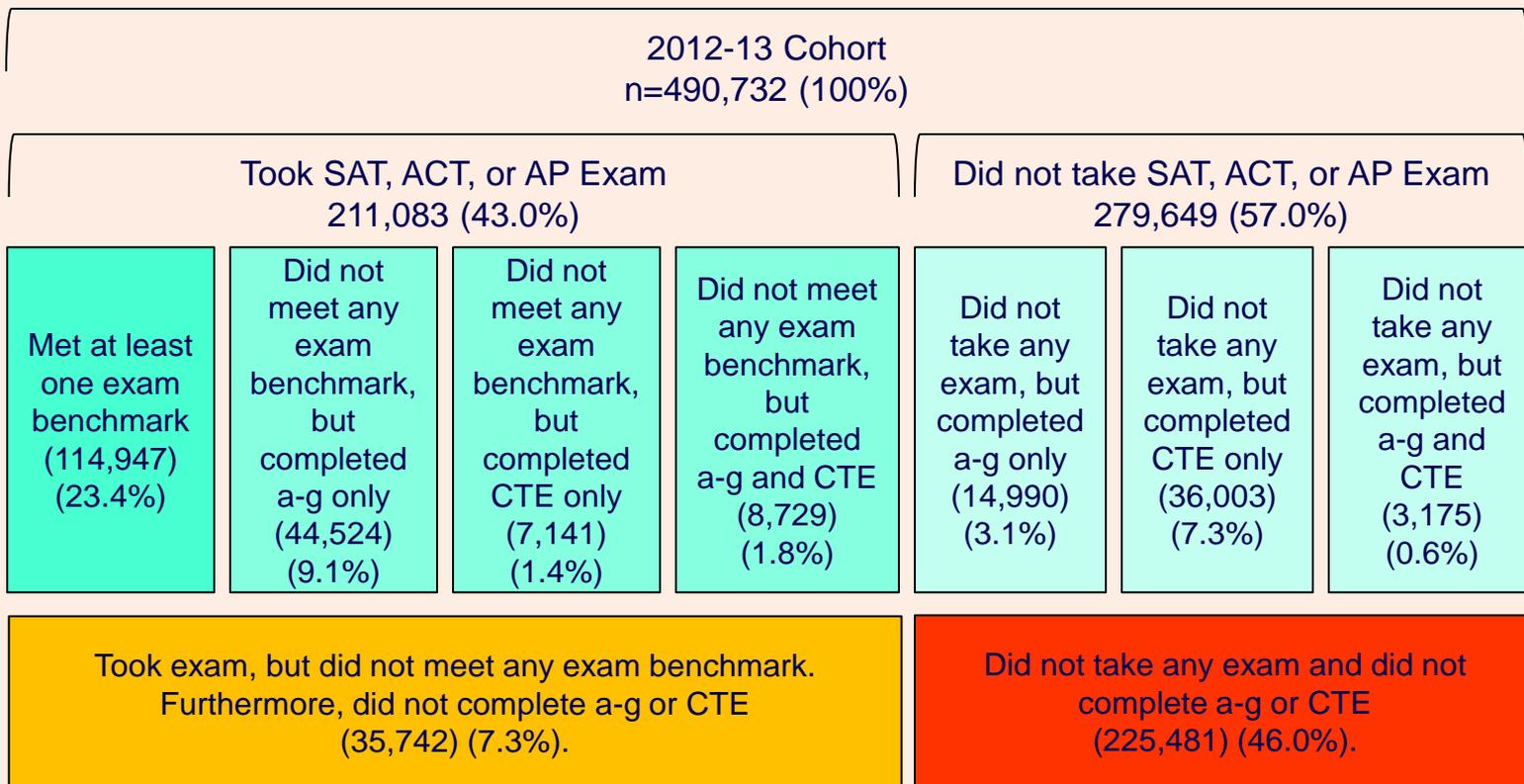
Summary of a-g and CTE Data Analyses (Cont.)

- Overall, approximately 23.3% (114,562) of students in the cohort completing a-g or completing CTE, but not meeting ACT, SAT, or AP benchmarks, could contribute above minimum point values if a-g and CTE were included as CCI measures.



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2012-13 Cohort CCI Coverage





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**Does the PSAA Advisory
Committee want to include
a-g and/or CTE on the list
of possible measures in
the CCI?**



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Early Assessment Program



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EAP Background Information

- **What is the Early Assessment Program?**

“The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their **junior year of high school**, and to facilitate opportunities for them to improve their skills during their senior year.”

EAP Background Information (Cont.)



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- **Standardized Testing and Reporting (STAR) Program and the EAP**

Students who took the grade 11 STAR English-language arts (ELA) test were eligible to participate in the EAP ELA test. However, only students who took the STAR test in Algebra II or High School Summative Math were eligible to participate in the EAP Math test.

- **Smarter Balanced Assessments and the EAP**

The EAP is evolving and will be a component of the Smarter Balanced Assessments. Beginning in 2015, the Smarter Balanced Assessment results will provide all grade 11 students with information on whether or not they are prepared to take college credit-bearing courses.



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EAP Background Information (Cont.)

- At the August 5, 2014 PSAA Advisory Committee meeting, members inquired about whether the EAP could be included as part of the CCI.
- *EC 52052 (a)(2)(F)(i)* specifies results of achievement test shall constitute no more than 60 percent of the high school API.
- When the intent of *EC 52052 (a)(2)(F)(i)* is clarified and the Smarter Balanced EAP becomes available, the PSAA Advisory Committee can determine how to proceed.



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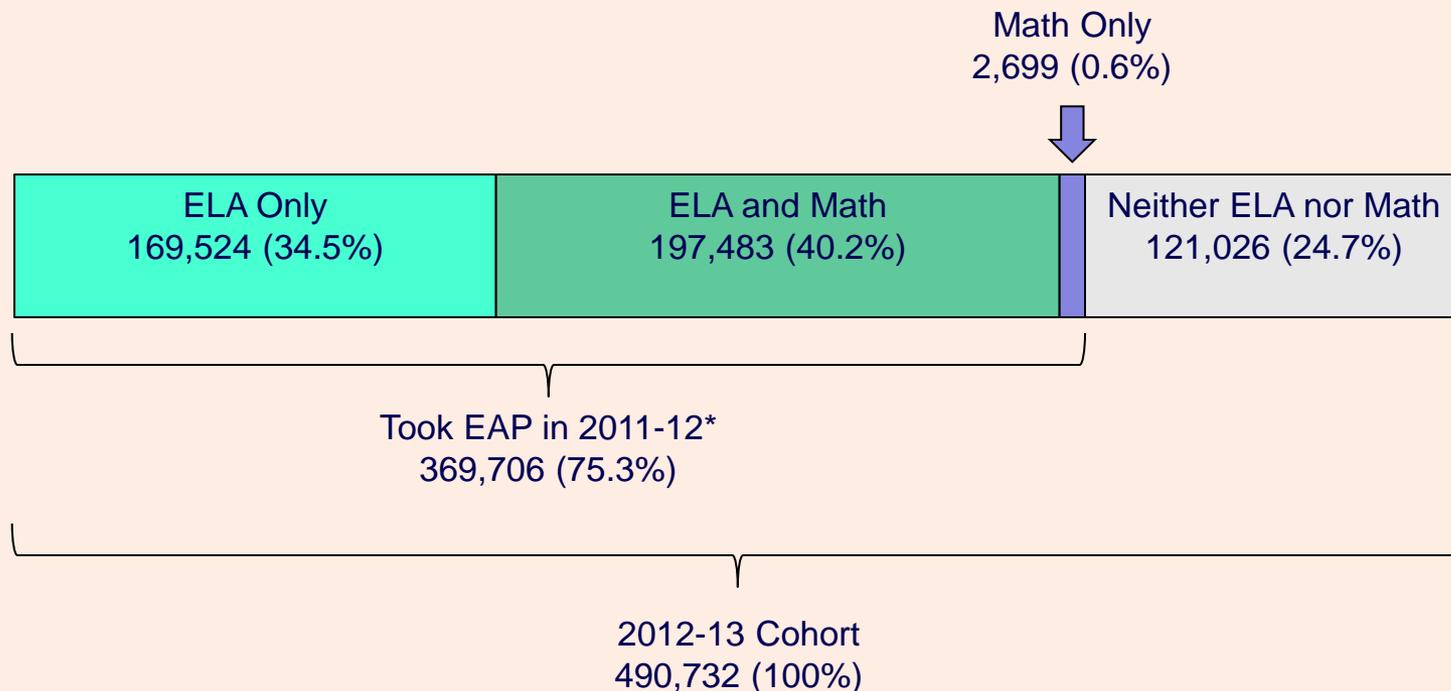
EAP Math Readiness

- **Ready** – The student has met the CSU entry-level math (ELM) requirement.
- **Conditionally Ready** – The student is ready for CSU/California Community Colleges (CCC) college-level math courses, but will need to take Algebra II or higher in their senior year to ensure they continue to be ready.*
- **Not Ready** – The student does not yet have sufficiently strong math skills to succeed in many required college math courses. The student must take the ELM exam and may be required to take remedial math before they can take math courses that count toward their degree.

2012-13 Cohort EAP Participation



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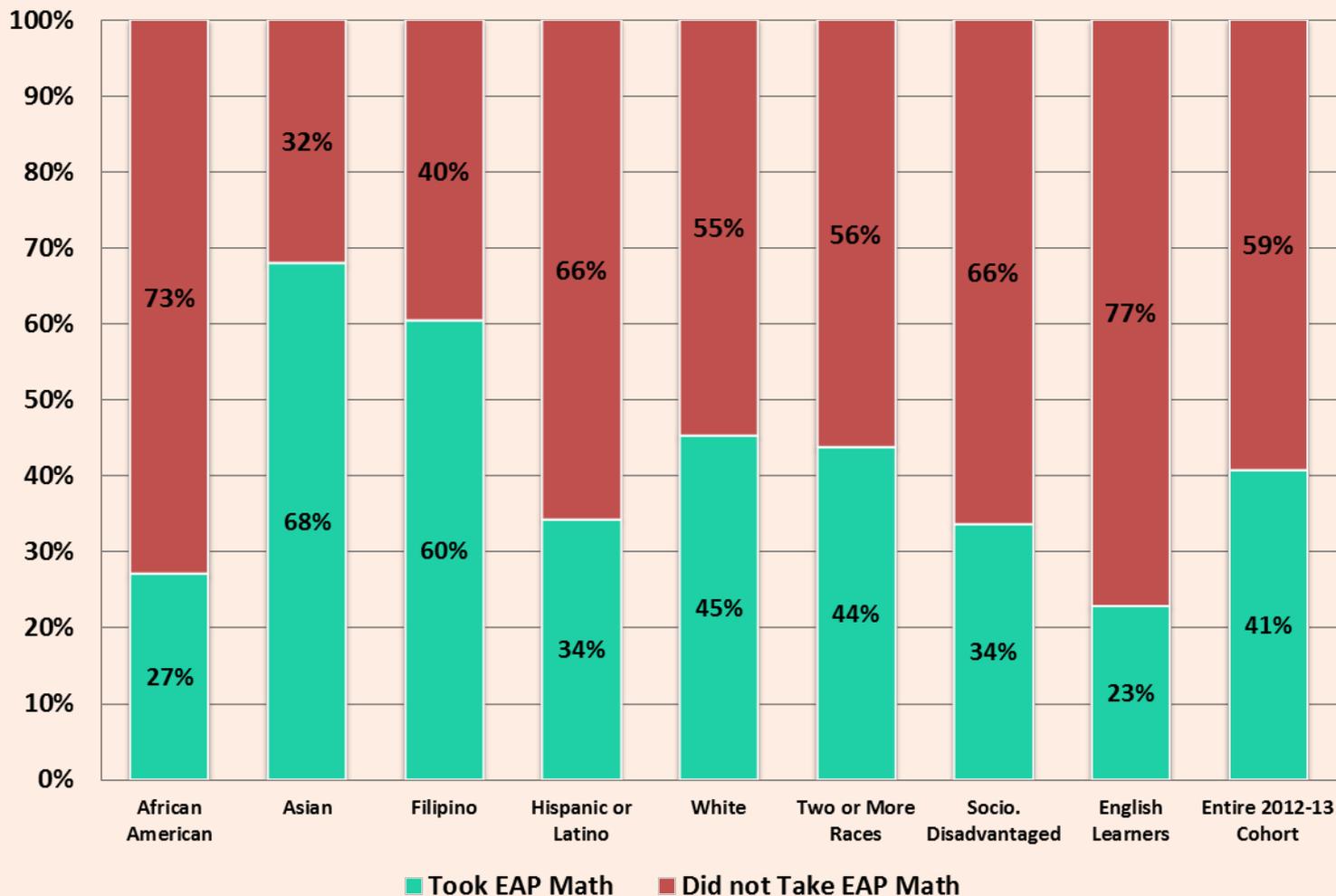


* For the 2012-13 cohort, their opportunity to take the EAP was during the 2011-12 school year, when they were in grade 11.

2012-13 Cohort Participation in 2011-12 EAP Math by Student Group



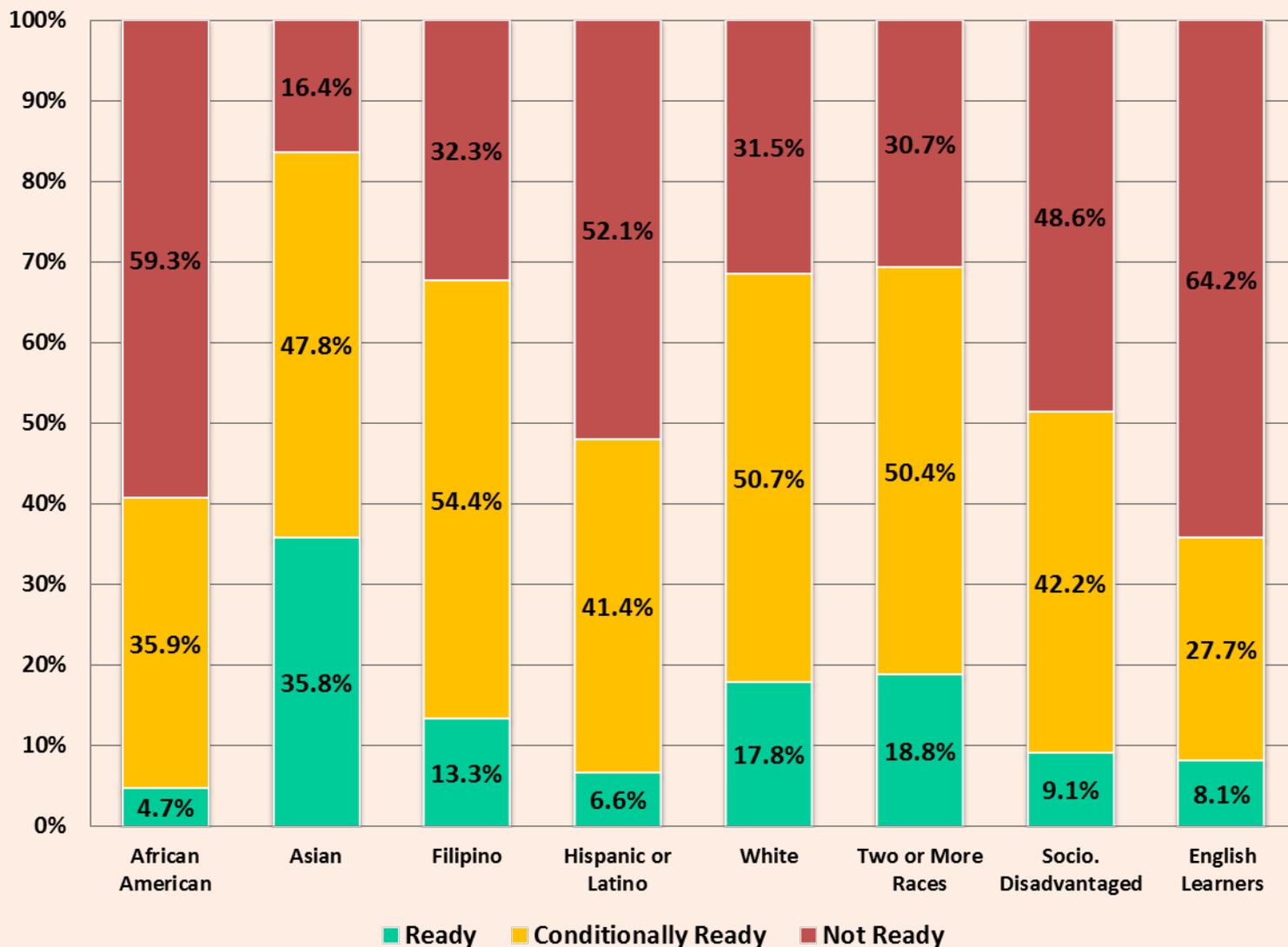
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2011-12 EAP Math Score by Student Group



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2011-12 EAP Math Score by Student Group



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Student Group	Ready	Conditionally Ready	Not Ready	Total
African American	449 (4.7%)	3,421 (35.9%)	5,649 (59.3%)	9,519 (4.8%)
Asian	10,873 (35.8%)	14,517 (47.8%)	4,990 (16.4%)	30,380 (15.2%)
Filipino	1,126 (13.3%)	4,616 (54.4%)	2,744 (32.3%)	8,486 (4.2%)
Hispanic or Latino	5,454 (6.6%)	34,404 (41.4%)	43,326 (52.1%)	83,184 (41.6%)
White	11,076 (17.8%)	31,548 (50.7%)	19,556 (31.5%)	62,180 (31.1%)
Two or More Races	724 (18.8%)	1,938 (50.4%)	1,181 (30.7%)	3,843 (1.9%)
SED	9,928 (9.1%)	45,892 (42.2%)	52,832 (48.6%)	108,652 (54.3%)
EL	1,684 (8.1%)	5,752 (27.7%)	13,331 (64.2%)	20,767 (10.4%)
Total*	30,013	91,605	78,564	200,182

* Totals include American Indian, Pacific Islander, and Decline to State student groups.
Note: The denominator for the percentages is the respective row total.



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Defining the Intent of the College and Career Indicator



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Because the data shows . . .

- 46% of the 2012-13 graduation cohort did not take any a-g, CTE or an admission exam (i.e., ACT, SAT, AP).



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How can accountability policy . . .

- motivate California schools to prepare students for college and career?
- likewise, motivate students to prepare for college and/or career?



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Findings Presented at Previous PSAA Meetings

- “The majority of students who achieved at least Proficient on their math [California Standards Tests] CSTs are those who took algebra 1 in grade 8, geometry in grade 9, and algebra 2 in grade 10.”*

* See Handout 3 “Rethinking Math Course Sequences under the Common Core State Standards,” Finkelstein, February 2014.



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Findings Presented at Previous PSAA Meetings (Cont.)

- “Irrespective of students’ math performance, taking four years of high-school math strengthens their postsecondary and employment opportunities in STEM-related fields.”*

* See Handout 3 “Rethinking Math Course Sequences under the Common Core State Standards,” Finkelstein, February 2014.

Note: STEM refers to Science, Technology, Engineering and Mathematics



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Findings Presented at Previous PSAA Meetings (Cont.)

- 61% of students testing Proficient on the California High School Exit Examination (CAHSEE) entered community college not prepared to take college-level mathematics.*
- By not taking mathematics in grade 12, students in the Jaffe study diminished their chances for postsecondary success.*

* See Handout 4 “Using the API to Increase College Readiness in Mathematics,” Jaffe, February 2014.



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Findings Presented at Previous PSAA Meetings (Cont.)

- Kurlaender and Jackson reported that 57% of first-time freshman students required remediation at CSU system in 2010.*
- “Consistent with existing research, California juniors who have a more rigorous academic background experience higher likelihoods of being college ready when enter CSU or CC.”*

* See Handout 5 “Identifying Indicators of College Readiness & Success,” Kurlaender & Jackson, September 2013.



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Additional Research

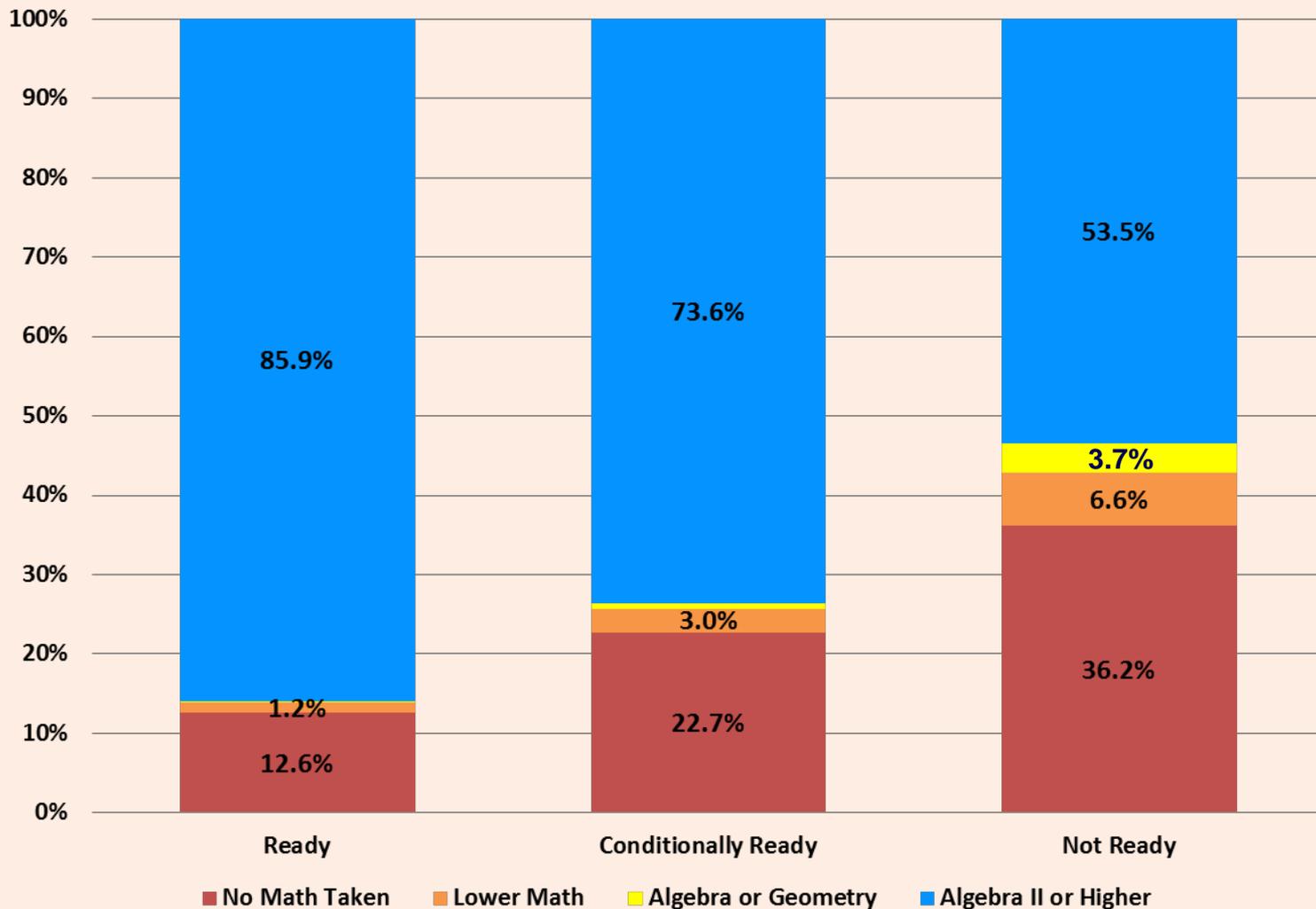
- Research* has found that remediation rates for first-time freshman entering community college campuses range from 75% to 90% in ELA, mathematics, or both.

For example, Kirst, M. W. (November, 2006). "Failure to Complete College: Implications for California's Grim Economic Future." and The National Center for Public Policy and Higher Education. (2010). "Beyond Rhetoric: Improving College Readiness Through Coherent State Policy"

12th Grade Math Courses Taken based on Grade 11 EAP Math Scores



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Questions Revisited

- Based on data and research presented, how do we motivate schools and students to prepare for college and career?



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Questions/Comments