



Public Schools Accountability Act (PSAA) Advisory Committee Meeting August 5, 2014

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



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Agenda

- California Department of Education (CDE) update and review of the agenda
- Review decisions made at the June 17, 2014 PSAA Advisory Committee meeting
- Presentation by Dr. David Conley, Educational Policy Improvement Center (EPIC)
- SAT/ACT and Advanced Placement (AP) Data Analysis



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Review Decisions Made at the June 17, 2014 PSAA Advisory Committee Meeting

Agenda Item 4



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Decisions Made

- Using SAT, ACT and AP data, the Advisory Committee requested further analyses to include variables such as school size, student group course and exam participation, and exam performance.



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Decisions Made (Cont.)

- For the sixth literature review paper, the Advisory Committee moved to have EPIC evaluate the College and Career Indicator (CCI) Working Model in terms of technical components and multiple models of successful schools.



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EPIC Presentation

Agenda Item 5



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Analyses and Alternative Schools Accountability Model (ASAM) Criteria

Agenda Item 6



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Previous Analysis

- For the June 17 PSAA meeting, the ASAM participation indicator was used to sort schools into traditional and ASAM groups. Schools eligible for ASAM, but not participating in ASAM, were included in the group of traditional schools. (See Handout 1 for ASAM criteria)



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Current Analysis

- The analysis presented in this PowerPoint identified schools as alternative if they were:
 - Eligible to participate in the ASAM as defined by *Education Code (EC)*, which is based on their school ownership code*
 - Participating in ASAM based on State Board of Education (SBE) criteria (e.g., dropout recovery).
- Upon reviewing these analyses at the July 17 Technical Design Group (TDG) meeting, members recommended an additional category based on charter status.

* See Handout 2: Ownership code information



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Methodology

- A master file of 2,471 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 cohort
 - An active school status
- A matching schema* was applied to achieve a high match rate ACT (94.9%), SAT (93.4%), and AP (97.9%).

* See Handout 3: Matching schema



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School Types

- The 2,471 high schools in the master file were categorized into four groups:
 - Traditional schools (1,044)
 - Traditional charter schools (346)
 - Alternative schools (1,012)
 - Alternative charter schools (69)



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Data Group Analysis

- SAT, ACT, and AP data are presented for schools in the master file by school size. School size was determined by the number of:
 - Grade 10 English-language arts (ELA) California Standards Test (CST), if no CST record, then California High School Exit Examination (CAHSEE) record was used,
 - Grade 11 ELA CST, and
 - Grade 12 graduation cohort students.



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Data Group Analysis (Cont.)

- SAT, ACT, and AP participation rates, and percent meeting benchmarks are provided by race, socioeconomically disadvantaged (SED) status, and English learner (EL) identification
- Note: American Indian, Pacific Islander, and Decline to State student groups were omitted from slides due to small N size but are included in totals



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Traditional and Alternative Schools: AP Courses and Subjects Offered by School Size and Type



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Traditional Schools – AP Courses Offered

School Size	Number of Schools	No AP Courses	AP Courses
1 – 29	19	16 (84.2%)	3 (15.8%)
30 – 100	38	20 (52.6%)	18 (47.4%)
101 – 300	104	15 (14.4%)	89 (85.6%)
301 – 550	107	4 (3.7%)	103 (96.3%)
551 – 999	169	5 (3.0%)	164 (97.0%)
1000 – 1499	292	2 (0.7%)	290 (99.3%)
1500 – 1999	230	2 (0.9%)	228 (99.1%)
2000+	85	0 (0.0%)	85 (100%)
Total	1,044	64 (6.1%)	980 (93.9%)



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Traditional Charter Schools – AP Courses Offered

School Size	Number of Schools	No AP Courses	AP Courses
1 – 29	20	16 (80.0%)	4 (20.0%)
30 – 100	76	57 (75.0%)	19 (25.0%)
101 – 300	134	61 (45.5%)	73 (54.5%)
301 – 550	84	19 (22.6%)	65 (77.4%)
551 – 999	18	3 (16.7%)	15 (83.3%)
1000 – 1499	4	1 (25.0%)	3 (75.0%)
1500 – 1999	4	0 (0.0%)	4 (100%)
2000+	6	0 (0.0%)	6 (100%)
Total	346	157 (45.4%)	189 (54.6%)



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Alternative Schools – AP Courses Offered

School Size	Number of Schools	No AP Courses	AP Courses
1 – 29	235	234 (99.6%)	1 (0.4%)
30 – 100	324	313 (96.6%)	11 (3.4%)
101 – 300	352	328 (93.2%)	24 (6.8%)
301 – 550	73	66 (90.4%)	7 (9.6%)
551 – 999	20	14 (70.0%)	6 (30.0%)
1000 – 1499	4	2 (50.0%)	2 (50.0%)
1500 – 1999	2	1 (50.0%)	1 (50.0%)
2000+	2	2 (100%)	0 (0.0%)
Total	1,012	960 (94.9%)	52 (5.1%)



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Alternative Charter Schools – AP Courses Offered

School Size	Number of Schools	No AP Courses	AP Courses
1 – 29	3	3 (100%)	0 (0.0%)
30 – 100	14	12 (85.7%)	2 (14.3%)
101 – 300	31	24 (77.4%)	7 (22.6%)
301 – 550	9	8 (88.9%)	1 (11.1%)
551 – 999	9	8 (88.9%)	1 (11.1%)
1000 – 1499	2	2 (100%)	0 (0.0%)
1500 – 1999	1	1 (100%)	0 (0.0%)
2000+	0	0 (0.0%)	0 (0.0%)
Total	69	58 (84.1%)	11 (15.9%)



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Traditional Schools – AP Subjects Offered

School Size	# of Schools	Arts	ELA	History/ Social Science	Math/ Comp Science	Sciences	Foreign Lang.
1 – 29	3	0	3	1	0	0	0
30 – 100	18	3	13	9	6	3	4
101 – 300	89	14	69	58	58	39	35
301 – 550	103	25	84	89	86	64	57
551 – 999	164	79	155	154	160	133	129
1000 – 1499	290	158	274	276	284	263	249
1500 – 1999	228	158	223	227	225	218	212
2000+	85	69	79	84	85	84	84
Total	980	506	900	898	904	804	770



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Traditional Charter Schools – AP Subjects Offered

School Size	# of Schools	Arts	ELA	History/ Social Science	Math/ Comp Science	Sciences	Foreign Lang.
1 – 29	4	1	1	2	0	1	0
30 – 100	19	5	9	13	10	4	5
101 – 300	73	8	39	45	39	27	26
301 – 550	65	11	52	58	44	37	39
551 – 999	15	2	10	11	10	9	7
1000 – 1499	3	1	3	2	1	1	1
1500 – 1999	4	2	4	4	4	3	1
2000+	6	3	4	5	4	3	4
Total	189	33	122	140	112	85	83



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Alternative Schools – AP Subjects Offered

School Size	# of Schools	Arts	ELA	History/ Social Science	Math/ Comp Science	Sciences	Foreign Lang.
1 – 29	1	0	0	1	0	0	0
30 – 100	11	3	5	6	5	2	3
101 – 300	24	4	11	12	8	7	3
301 – 550	7	2	6	6	3	4	2
551 – 999	6	3	6	5	5	5	3
1000 – 1499	2	1	2	2	2	2	2
1500 – 1999	1	0	1	1	1	1	0
2000+	0	0	0	0	0	0	0
Total	52	13	31	33	24	21	13



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Alternative Charter Schools – AP Subjects Offered

School Size	# of Schools	Arts	ELA	History/ Social Science	Math/ Comp Science	Sciences	Foreign Lang.
1 – 29	0	0	0	0	0	0	0
30 – 100	2	0	0	1	1	1	0
101 – 300	7	2	4	6	3	3	2
301 – 550	1	0	0	1	0	0	0
551 – 999	1	1	0	1	0	0	0
1000 – 1499	0	0	0	0	0	0	0
1500 – 1999	0	0	0	0	0	0	0
2000+	0	0	0	0	0	0	0
Total	11	3	4	9	4	4	2



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Summary of AP Course Analyses

- Traditional schools (93.9%) offered more AP courses than alternative schools (5.1%)
- Traditional charter schools (54.6%) offered more AP courses than alternative charter schools (15.9%)



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Summary of AP Course Analyses (Cont.)

- Larger traditional schools (301-2000+) offered more AP courses (98%) than smaller traditional schools (1-300; 68%).
- Smaller traditional schools (1-300) offered more AP courses (68%) than smaller traditional charter schools (42%).



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Summary of AP Course Analyses (Cont.)

- Regardless of the type of school, ELA, History/Social Science, and Mathematics/Computer Science courses are offered more than other AP courses (e.g., Arts, Sciences, and Foreign Languages)



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Traditional and Alternative Schools: AP, SAT, and ACT Test Takers by School Size and Type



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Traditional Schools – With No AP Test Takers

School Size	Number of Schools	Number of Schools with No Test Takers	% of Schools with No Test Takers
1 – 29	19	18	94.7%
30 – 100	38	24	63.2%
101 – 300	104	18	17.3%
301 – 550	107	3	2.8%
551 – 999	169	3	1.8%
1000 – 1499	292	3	1.0%
1500 – 1999	230	0	0.0%
2000+	85	0	0.0%
Total	1,044	69	6.6%



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Traditional Charter Schools – With No AP Test Takers

School Size	Number of Schools	Number of Schools with No Test Takers	% of Schools with No Test Takers
1 – 29	20	19	95.0%
30 – 100	76	69	90.8%
101 – 300	134	75	56.0%
301 – 550	84	23	27.4%
551 – 999	18	8	44.4%
1000 – 1499	4	2	50.0%
1500 – 1999	4	0	0.0%
2000+	6	1	16.7%
Total	346	197	56.9%



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Alternative Schools – With No AP Test Takers

School Size	Number of Schools	Number of Schools with No Test Takers	% of Schools with No Test Takers
1 – 29	235	233	99.1%
30 – 100	324	316	97.5%
101 – 300	352	328	93.2%
301 – 550	73	63	86.3%
551 – 999	20	15	75.0%
1000 – 1499	4	2	50.0%
1500 – 1999	2	1	50.0%
2000+	2	2	100%
Total	1,012	960	94.9%



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Alternative Charter Schools – With No AP Test Takers

School Size	Number of Schools	Number of Schools with No Test Takers	% of Schools with No Test Takers
1 – 29	3	3	100%
30 – 100	14	14	100%
101 – 300	31	28	90.3%
301 – 550	9	9	100%
551 – 999	9	9	100%
1000 – 1499	2	1	50.0%
1500 – 1999	1	1	100%
2000+	0	0	0.0%
Total	69	65	94.2%



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Traditional Schools – With No AP/SAT/ACT Test Takers

School Size	Number of Schools	Number of Schools with No Test Takers	% of Schools with No Test Takers
1 – 29	19	10	52.6%
30 – 100	38	4	10.5%
101 – 300	104	4	3.8%
301 – 550	107	0	0.0%
551 – 999	169	0	0.0%
1000 – 1499	292	0	0.0%
1500 – 1999	230	0	0.0%
2000+	85	0	0.0%
Total	1,044	18	1.7%



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Traditional Charter Schools – With No AP/SAT/ACT Test Takers

School Size	Number of Schools	Number of Schools with No Test Takers	% of Schools with No Test Takers
1 – 29	20	14	70.0%
30 – 100	76	24	31.6%
101 – 300	134	9	6.7%
301 – 550	84	2	2.4%
551 – 999	18	0	0.0%
1000 – 1499	4	0	0.0%
1500 – 1999	4	0	0.0%
2000+	6	0	0.0%
Total	346	49	14.2%



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Alternative Schools – With No AP/SAT/ACT Test Takers

School Size	Number of Schools	Number of Schools with No Test Takers	% of Schools with No Test Takers
1 – 29	235	220	93.6%
30 – 100	324	227	70.1%
101 – 300	352	157	44.6%
301 – 550	73	20	27.4%
551 – 999	20	5	25.0%
1000 – 1499	4	0	0.0%
1500 – 1999	2	0	0.0%
2000+	2	0	0.0%
Total	1,012	629	62.2%



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Alternative Charter Schools – With No AP/SAT/ACT Test Takers

School Size	Number of Schools	Number of Schools with No Test Takers	% of Schools with No Test Takers
1 – 29	3	2	66.7%
30 – 100	14	8	57.1%
101 – 300	31	14	45.2%
301 – 550	9	3	33.3%
551 – 999	9	0	0.0%
1000 – 1499	2	0	0.0%
1500 – 1999	1	0	0.0%
2000+	0	0	0.0%
Total	69	27	39.1%



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Summary of Analyses

- A substantial portion (~95%) of alternative schools (non-charter and charter) did not have students participate in AP exams
- Participation increased for alternative non-charter (62%) and charter schools (39%) when SAT/ACT were taken into consideration



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Summary of Analyses (Cont.)

- 40% of alternative non-charter schools with a school N size of ≥ 30 had no test takers
- Whereas, only about 1% of traditional non-charter schools with a school N size of ≥ 30 had no test takers
- A small portion ($\sim 2\%$) of traditional non-charter schools did not have any students participating in the exams



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Traditional and Alternative Schools: Percent of Students Enrolled in Schools Without AP Courses by Student Group



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Students Enrolled in Traditional Schools Without AP Courses

Student Group	Students Statewide	Students Enrolled	% of Students Enrolled Statewide	Students Enrolled in Schools with No AP	% of Students Enrolled with No AP
African American	35,113	22,811	65.0%	331	1.5%
Asian	44,629	41,011	91.9%	271	0.7%
Filipino	14,047	12,563	89.4%	144	1.1%
Hispanic or Latino	242,580	177,575	73.2%	2,306	1.3%
White	137,151	110,137	80.3%	1,468	1.3%
Two or More Races	8,781	6,925	78.9%	162	2.3%
SED	322,042	228,953	71.1%	3,214	1.40%
EL	90,549	62,681	69.2%	745	1.2%
Total*	490,735	376,825	76.8%	4,870	1.3%

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



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Students Enrolled in Traditional Charter Schools Without AP Courses

Student Group	Students Statewide	Students Enrolled	% of Students Enrolled Statewide	Students Enrolled in Schools with No AP	% of Students Enrolled with No AP
African American	35,113	3,736	10.6%	1,054	28.2%
Asian	44,629	1,368	3.1%	262	19.2%
Filipino	14,047	566	4.0%	123	21.7%
Hispanic or Latino	242,580	17,688	7.3%	4,842	27.4%
White	137,151	10,642	7.8%	3,250	30.5%
Two or More Races	8,781	628	7.2%	173	27.5%
SED	322,042	26,296	8.2%	7,683	29.2%
EL	90,549	6,317	7.0%	1,898	30.1%
Total*	490,735	35,475	7.2%	10,115	28.5%

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



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Students Enrolled in Alternative Schools Without AP Courses

Student Group	Students Statewide	Students Enrolled	% of Students Enrolled Statewide	Students Enrolled in Schools with No AP	% of Students Enrolled with No AP
African American	35,113	6,986	19.9%	6,318	90.4%
Asian	44,629	1,957	4.4%	1,549	79.2%
Filipino	14,047	840	6.0%	657	78.2%
Hispanic or Latino	242,580	40,955	16.9%	38,039	92.9%
White	137,151	14,082	10.3%	12,678	90.0%
Two or More Races	8,781	1,054	12.0%	963	91.4%
SED	322,042	57,270	17.8%	52,912	92.4%
EL	90,549	18,648	20.6%	17,770	95.3%
Total*	490,735	67,331	13.7%	61,564	91.4%

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



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Students Enrolled in Alternative Charter Schools Without AP Courses

Student Group	Students Statewide	Students Enrolled	% of Students Enrolled Statewide	Students Enrolled in Schools with No AP	% of Students Enrolled with No AP
African American	35,113	1,580	4.5%	1,413	89.4%
Asian	44,629	293	0.7%	219	74.7%
Filipino	14,047	78	0.6%	63	80.8%
Hispanic or Latino	242,580	6,362	2.6%	5,894	92.6%
White	137,151	2,290	1.7%	1,908	83.3%
Two or More Races	8,781	174	2.0%	138	79.3%
SED	322,042	9,523	3.0%	8,534	89.6%
EL	90,549	2,903	3.2%	2,660	91.6%
Total*	490,735	11,104	2.3%	9,919	89.3%

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



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Statewide Percent of Student Group Enrollment by School Type

Student Group	% of Traditional Schools	% of Traditional Charter Schools	% of Alternative Schools	% of Alternative Charter Schools
African American	65.0%	10.6%	19.9%	4.5%
Asian	91.9%	3.1%	4.4%	0.7%
Filipino	89.4%	4.0%	6.0%	0.6%
Hispanic or Latino	73.2%	7.3%	16.9%	2.6%
White	80.3%	7.8%	10.3%	1.7%
Two or More Races	78.9%	7.2%	12.0%	2.0%
SED	71.1%	8.2%	17.8%	3.0%
EL	69.2%	7.0%	20.6%	3.2%
Total*	76.8%	7.2%	13.7%	2.3%

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



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Statewide Summary of Students Enrolled in Schools Without AP Courses

Student Group	Traditional Schools - Students Enrolled with No AP	Traditional Charter Schools - Students Enrolled with No AP	Alternative Schools - Students Enrolled with No AP	Alternative Charter Schools - Students Enrolled with No AP	% of Statewide Students Enrolled with No AP
African American	0.9%	3.0%	18.0%	4.0%	25.9%
Asian	0.6%	0.6%	3.5%	0.5%	5.2%
Filipino	1.0%	0.9%	4.7%	0.4%	7.0%
Hispanic or Latino	1.0%	2.0%	15.7%	2.4%	21.1%
White	1.1%	2.4%	9.2%	1.4%	14.1%
Two or More Races	1.8%	2.0%	1.0%	1.6%	16.4%
SED	1.0%	2.4%	16.4%	2.6%	22.4%
EL	0.8%	2.1%	19.6%	2.9%	25.4%
Total*	1.0%	2.1%	12.5%	2.0%	17.6%

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



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Summary

- Statewide, a higher percentage of African American (25.9%), EL (25.4%), SED (22.4%), and Hispanic students (21.1%) are enrolled in schools that do not offer AP courses
- A higher percentage of these disadvantaged students are enrolled in alternative schools, which do not offer AP courses



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Distribution of AP Exam Participation and Performance by Student Groups and Subject



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AP Exams Taken by Subject

AP Subject	Number of Exams Taken	Number of Exams Passed*	% Exams Passed
History/Social Science	158,202	94,280	60%
ELA	95,577	56,891	60%
Sciences	68,884	41,059	60%
Math/Computer Science	74,610	47,883	64%
Foreign Languages	34,518	27,458	80%
Arts	9,240	6,661	72%
Total	441,031	274,232	62%

* At least one exam within the subject taken was passed.



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Distribution of AP Exam Participation and Performance

Student Group	Number of Test Takers	Average # of Exams per Test Taker	Average Score*	Average Passing Rate (>3)
African American	3,339	3.30	2.11	42%
Asian	22,855	5.20	3.07	73%
Filipino	4,663	4.05	2.45	53%
Hispanic or Latino	39,563	3.42	2.38	44%
White	34,241	4.19	3.02	73%
Two or More Races	2,137	4.20	2.96	70%
SED	52,958	3.61	2.37	46%
EL	8,502	2.50	2.53	47%
Total**	107,956	4.09	2.74	62%

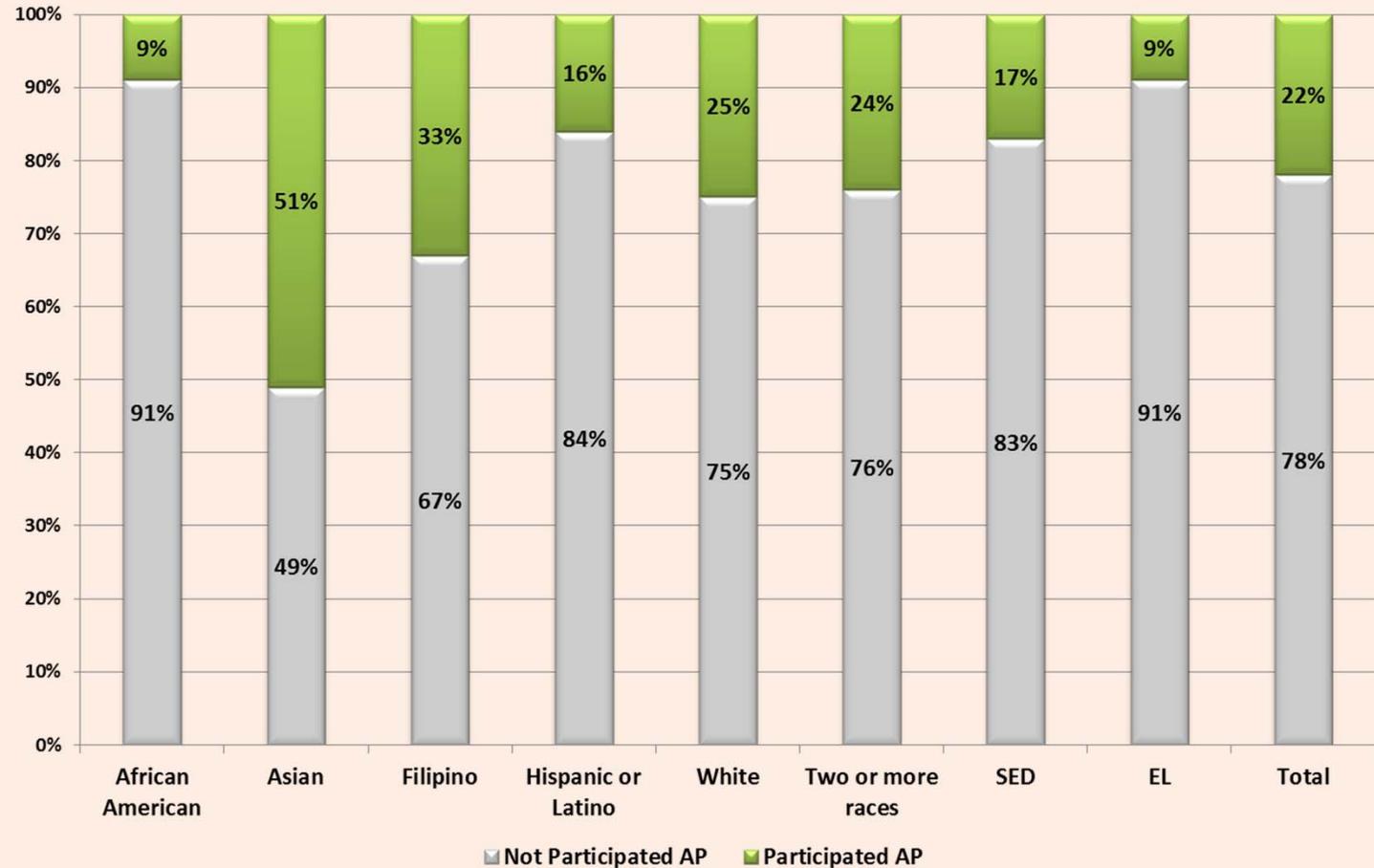
* Each exam is scored on a range of 1 to 5 points.

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



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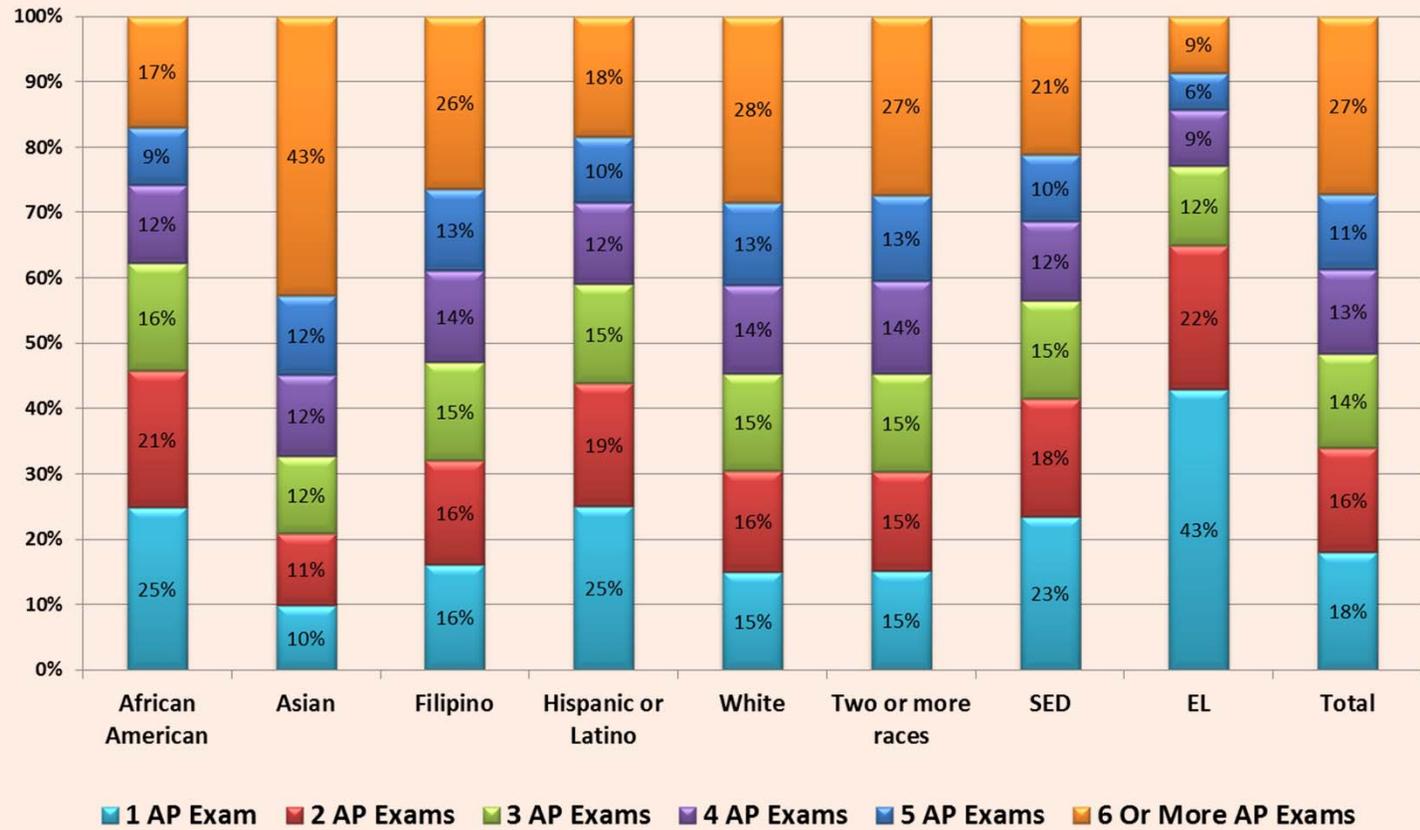
Percent Participation in AP Exams





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Distribution by Number of AP Exams





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Summary of AP Exam Participation and Performance Analyses

- 22% of students from the master file (2,471 schools) took an AP exam
- Asian students had the highest participation rate (51%), followed by Filipino (33%), White (25%), and Two or More Races (24%)



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Summary of AP Exam Participation and Performance Analyses (Cont.)

- African American and EL student groups had the lowest participation rates (9%)
- 43% of Asian students took 6 or more AP exams during high school, as compared to the next highest group (White) at 28%



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Summary of AP Exam Participation and Performance Analyses (Cont.)

- Participation rates are greater for History and Social Science, ELA, Mathematics, and Sciences exams compared to Arts and Foreign Languages
- However, Arts and Foreign Languages had higher average passing rates, 72% and 80%, respectively



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Summary of AP Exam Participation and Performance Analyses (Cont.)

- Asian, White, and Two or More Races student groups had higher average passing rates ($\geq 70\%$)
- African American and Hispanic or Latino student groups had lower average passing rates, 42% and 44%, respectively



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SAT, ACT, and AP Exam Participation By Territory and Disadvantaged Population



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SAT/ACT/AP Demographics

- In response to feedback at the June 17 PSAA meeting, CDE staff refined the definition for traditional and alternative schools, which impacted the charts for SAT, ACT, and AP exams for territories and disadvantaged student groups
- Traditional, charter, and alternative schools are separated, and percentages and totals are provided



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Territory Definition

- The U.S. Department of Education defines territories* as follows:
 - **Urban** – Territory inside an urbanized area and inside a principal city
 - **Suburban** – Territory inside an urbanized area and outside a principal city
 - **Rural** – Territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster

* Finer distinctions exist among territory definitions, however, they were collapsed for data processing purposes.



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Disadvantaged Definition

- A student is counted in the disadvantaged group (unduplicated) if they are eligible to receive Local Control Funding Formula (LCFF) funds. Eligibility is defined as:
 - Eligible to receive Free or Reduced-Price Meals
 - English Learner
 - Foster Youth
 - Homeless
 - Migrant



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of Public Instruction

Traditional Schools – Test Participation by Territory

Territory Type	Schools with at Least One SAT Tester	Schools with at Least One ACT Tester	Schools with at Least One AP Tester	Schools with No Test Takers
Urban (383 Schools)	380 (99.2%)	378 (98.7%)	368 (96.1%)	2 (0.5%)
Suburban (348 Schools)	346 (99.4%)	346 (99.4%)	337 (96.8%)	2 (0.6%)
Rural (305 Schools)	292 (95.7%)	274 (89.8%)	265 (86.9%)	12 (3.9%)
Unlisted (8 Schools*)	6 (75.0%)	3 (37.5%)	5 (62.5%)	2 (25.0%)
1,044 Total	1,024 (98.1%)	1,001 (95.9%)	975 (93.4%)	18 (1.7%)

* Unlisted schools had no Federal territory designation in data file.



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Traditional Charter Schools – Test Participation by Territory

Territory Type	Schools with at Least One SAT Tester	Schools with at Least One ACT Tester	Schools with at Least One AP Tester	Schools with No Test Takers
Urban (158 Schools)	141 (89.2%)	122 (77.2%)	84 (53.2%)	15 (9.5%)
Suburban (88 Schools)	78 (88.6%)	63 (71.6%)	43 (48.9%)	8 (9.0%)
Rural (90 Schools)	66 (73.3%)	48 (53.3%)	22 (24.4%)	22 (24.4%)
Unlisted (10 Schools*)	6 (60.0%)	3 (30.0%)	0 (0.0%)	4 (40.0%)
346 Total	291 (84.1%)	236 (68.2%)	149 (43.1%)	49 (14.2%)

* Unlisted schools had no Federal territory designation in data file.



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Alternative Schools – Test Participation by Territory

Territory Type	Schools with at Least One SAT Tester	Schools with at Least One ACT Tester	Schools with at Least One AP Tester	Schools with No Test Takers
Urban (354 Schools)	175 (49.4%)	95 (26.8%)	30 (8.5%)	172 (48.6%)
Suburban (305 Schools)	123 (40.3%)	72 (23.6%)	16 (5.2%)	173 (56.7%)
Rural (339 Schools)	58 (17.1%)	22 (6.5%)	6 (1.8%)	275 (81.1%)
Unlisted (14 Schools*)	5 (35.7%)	5 (35.7%)	0 (0.0%)	9 (64.3%)
1,012 Total	361 (35.7%)	194 (19.2%)	52 (5.1%)	629 (62.2%)

* Unlisted schools had no Federal territory designation in data file.



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Alternative Charter Schools – Test Participation by Territory

Territory Type	Schools with at Least One SAT Tester	Schools with at Least One ACT Tester	Schools with at Least One AP Tester	Schools with No Test Takers
Urban (29 Schools)	16 (55.2%)	14 (48.3%)	2 (6.9%)	13 (44.8%)
Suburban (23 Schools)	12 (52.2%)	8 (34.8%)	1 (4.3%)	9 (39.1%)
Rural (16 Schools)	10 (62.5%)	8 (50%)	1 (6.3%)	4 (25%)
Unlisted (1 School*)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (100%)
69 Total	38 (55.1%)	30 (43.5%)	4 (5.8%)	27 (39.1%)

* Unlisted schools had no Federal territory designation in data file.



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Traditional Schools – Test Participation by Disadvantaged Population

School Disadvantaged Population	Schools with at Least One SAT Tester	Schools with at Least One ACT Tester	Schools with at Least One AP Tester	Schools with No Test Takers
389 Schools with ≤ 50%	387 (99.5%)	385 (99.0%)	374 (96.1%)	2 (0.5%)
286 Schools with 51% to 74%	283 (99.0%)	271 (94.8%)	266 (93.0%)	2 (0.7%)
362 Schools with ≥ 75%	347 (95.9%)	339 (93.6%)	329 (90.9%)	14 (3.9%)
7 Schools = No Data*	7 (100%)	6 (85.7%)	6 (85.7%)	0 (0.0%)
1,044 Total	1,024 (98.1%)	1,001 (95.9%)	975 (93.4%)	18 (1.7%)

* Schools with no data did not receive LCFF funding.



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Traditional Charter Schools – Test Participation by Disadvantaged Population

School Disadvantaged Population	Schools with at Least One SAT Tester	Schools with at Least One ACT Tester	Schools with at Least One AP Tester	Schools with No Test Takers
114 Schools with <= 50%	103 (90.4%)	87 (76.3%)	47 (41.2%)	11 (9.6%)
92 Schools with 51% to 74%	70 (76.1%)	50 (54.3%)	22 (23.9%)	20 (21.7%)
120 Schools with >= 75%	105 (87.5%)	90 (75.0%)	73 (60.8%)	12 (10.0%)
20 Schools = No Data*	13 (65.0%)	9 (45.0%)	7 (35.0%)	6 (30.0%)
346 Total	291 (84.1%)	236 (68.2%)	149 (43.1%)	49 (14.2%)

* Schools with no data did not receive LCFF funding.



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Alternative Schools – Test Participation by Disadvantaged Population

School Disadvantaged Population	Schools with at Least One SAT Tester	Schools with at Least One ACT Tester	Schools with at Least One AP Tester	Schools with No Test Takers
163 Schools with <= 50%	99 (60.7%)	61 (37.4%)	19 (11.7%)	61 (37.4%)
264 Schools with 51% to 74%	104 (39.4%)	44 (16.7%)	14 (5.3%)	157 (59.5%)
543 Schools with >= 75%	153 (28.2%)	85 (15.7%)	17 (3.1%)	376 (69.2%)
42 Schools = No Data*	5 (11.9%)	4 (9.5%)	2 (4.8%)	35 (83.3%)
1,012 Total	361 (35.7%)	194 (19.2%)	52 (5.1%)	629 (62.2%)

* Schools with no data did not receive LCFF funding.



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Alternative Charter Schools – Test Participation by Disadvantaged Population

School Disadvantaged Population	Schools with at Least One SAT Tester	Schools with at Least One ACT Tester	Schools with at Least One AP Tester	Schools with No Test Takers
9 Schools with <= 50%	5 (55.6%)	4 (44.4%)	2 (22.2%)	4 (44.4%)
19 Schools with 51% to 74%	14 (73.7%)	11 (57.9%)	0 (0.0%)	3 (15.8%)
39 Schools with >= 75%	18 (46.2)	14 (35.9%)	2 (5.1%)	19 (48.7%)
2 Schools = No Data*	1 (50.0%)	1 (50.0%)	0 (0.0%)	1 (50.0%)
69 Total	38 (55.1%)	30 (43.5%)	4 (5.8%)	27 (39.1%)

* Schools with no data did not receive LCFF funding.



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Summary of Analyses

- By territory, a substantial portion of alternative non-charter (62%) and alternative charter (39%) schools did not have any students participating in the exams as compared to traditional non-charter (~2%) and traditional charter (14%) schools
- With the exception of alternative charter schools, more rural schools had no students participating in the exams



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Summary of Analyses (Cont.)

- With the exception of traditional charter schools, as the population of disadvantaged students increased, test taking participation decreased
- Regardless of school disadvantaged population, SAT and ACT participation were greater than AP participation



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Questions/Comments