

2003

ACADEMIC PERFORMANCE INDEX

BASE REPORT

Information Guide



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ACADEMIC PERFORMANCE INDEX UPDATE

The Public Schools Accountability Act of 1999 (PSAA) was enacted into law in April 1999 (Chapter 3 of 1999). It has three main components: the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program. The PSAA also calls for an alternative accountability system for schools serving non-traditional populations. Other programs that relate to the API also have been added legislatively.

Highlights of API Changes

The 2003 API Base adds two new indicators, the California Science Standards Test (Science CST) and the California Alternate Performance Assessment (CAPA). As a result, the indicator weights change slightly from the previous API reporting cycle for grades nine through eleven. Another change from the previous API cycle is that the California High School Exit Examination (CAHSEE) indicator includes only grade ten results. In addition, the inclusion/exclusion rules for calculating the 2003 API Base have been changed from the previous API reporting cycle to reflect the most current definitions for mobility, out-of-level testing, accommodations, and modifications. Also, a change from the 2003 API Growth is that the results of the California Achievement Test, Sixth Edition Survey (CAT/6 Survey), indicator are not "linked" prior to inclusion in the 2003 API Base.¹ Finally, the schoolwide 2004 API Growth will be reported in August 2004; the full 2003–04 API Growth report, including subgroup APIs, will be reported in October 2004.

2003 API Base

- The 2003 API Base is a numeric index (or score) between 200 and 1000 that reflects a school's or school district's performance on statewide student assessments administered in 2003. Results of three test components of the Standardized Testing and Reporting (STAR) Program, as well as the CAHSEE, were used in calculating the 2003 API Base. The STAR tests included the California Standards Tests (CSTs), the CAPA, and the CAT/6 Survey. See "Content Areas and Grade Levels of State Assessments Used in the API" on page 4 for a complete listing of the assessments used in the API.

¹ Because California's norm-referenced test changed from the Stanford Achievement Test, Ninth Edition (Stanford 9), in 2002 to the CAT/6 survey in 2003, a linking table was used in incorporating the CAT/6 Survey results in the 2003 API Growth. This process was done so that the CAT/6 Survey results would be aligned with the Stanford 9 results in terms of content validity, a process that was necessary to ensure that the Base and Growth norm-referenced tests within a reporting cycle were aligned.

- Each assessment used in calculating the API is assigned an indicator weight. The assessment results are weighted differently by content area, grade level, and test type in the calculation. Generally, the indicator weights change from one API reporting cycle to another if new tests are added to the API. The 2003 API Base indicator weights changed slightly from the prior API reporting cycle due to the inclusion of the high school Science CST, which received a weight of 5 percent in the API for grades nine through eleven. The indicator weight for the California English-Language Arts Standards Test (ELA CST) was reduced by 3 percent and for the California Mathematics Standards Test (Mathematics CST) by 2 percent to accommodate the inclusion of the Science CST. See “API Indicator Weights” on page 5 for a complete listing of the weights.
- The Science CST is administered to students in grades nine through eleven, who have completed a science course in biology/life sciences, earth science, chemistry, physics, integrated/coordinated science 1, 2, 3, or 4, or a specialized science course that meets specific requirements. The CAPA is an alternate assessment to the CST in English-language arts (ELA) and mathematics for students with significant cognitive disabilities who are unable to take the CSTs and the CAT/6 Survey tests even with accommodations or modifications. Because it is an alternate to the CST, its inclusion in the 2003 API Base does not change the API indicator weights. Detailed descriptions about the integration of the Science CST and the CAPA into the API are provided in the “New API Indicators” section beginning on page 6.
- Other performance indicators will be added to the API when data are available and adopted by the State Board of Education (SBE). Those additional indicators will include graduation and attendance rates. The law requires that test results constitute at least 60 percent of the API.
- Schools and school districts receive APIs. Most schools receiving a “base” API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school’s API Base score is used to determine a rank compared to schools statewide and to schools with similar demographic characteristics. All school districts and those schools in the Alternative Schools Accountability Model (ASAM) receive APIs but do not receive ranks.
- Schools and school districts also receive API Base scores for each numerically significant ethnic and the socioeconomically disadvantaged subgroup in the school.
- Growth targets are set for the school as a whole and for each numerically significant subgroup, except for ASAM schools and school districts. School districts and schools in the ASAM do not receive API targets.
- The annual growth target for a school is five percent of the distance between a school’s API Base and the statewide performance target of 800. For any school with an API below 800, the minimum growth target is at least one point. Any school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. In most cases, the growth target for each numerically significant subgroup is 80 percent of the schoolwide target.

2003 API Base Reports

- Generally, API results are reported twice a year: (1) base year reports after the first of the calendar year and (2) growth reports each fall (see “API Reporting Cycles” on page 16). This pair of reports is based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.
- The 2003 API Base score should not be compared with the 2003 API Growth score, which was reported in October of last year. The 2003 API Base includes new California standards-based test results and, therefore, is calculated differently from the 2003 API Growth.
- The 2003 API Base reports are provided for all schools and school districts with at least 11 valid STAR Program test scores. County offices of education also are provided a district API report if they have schools that they directly administer, such as alternative, county community, community day, juvenile hall, special education, or traditional schools. The county office of education “district” API report is calculated using the results of the schools directly administered by the county office of education. Schools or school districts with between 11 and 99 STAR Program test scores receive an API with an asterisk to denote the greater statistical uncertainty of an API that is based upon a small number of test scores. The API for a school district is calculated in exactly the same way as for a school.
- For most schools with 100 or more valid STAR Program test scores, the 2003 API Base reports contain: the number of students included in the 2003 API Base score (also referred to as number of valid test scores), the 2003 API Base, 2003 statewide and similar schools ranks, the 2003–04 growth target, and the 2004 API target (2003 API Base plus 2003–04 growth target). An API Base report for numerically significant subgroups also is included. For small schools with between 11 and 99 valid STAR Program test scores, the 2003 API Base reports include the same information with the exception of similar schools ranks.
- API Base reports for school districts and schools in the ASAM report the number of students included in the 2003 API Base score, the 2003 API Base, and subgroup information. They do not include growth targets or ranks. API scores for school districts and ASAM schools are reported in order to comply with requirements of the federal No Child Left Behind Act of 2001 (NCLB).
- The 2003 API Base results are scheduled to be posted on the California Department of Education (CDE) API Web site at <http://api.cde.ca.gov> on March 9, 2004.
- The PSAA requires schools to report API results in their local School Accountability Report Cards annually. Each school district’s governing board also must discuss the API results and school rankings at its next regularly scheduled public meeting, following the annual publication of the API.

SUMMARY OF THE 2003 API BASE

Content Areas and Grade Levels of State Assessments Used in the API

The content areas and grade levels of the assessments used in calculating the 2003 API Base are as follows:

2003 Standardized Testing and Reporting (STAR) Program

- California Standards Tests (CSTs)
 - The California English-Language Arts Standards Test (ELA CST) was included for all grade levels assessed: grades two through eleven, including a writing assessment at grades four and seven.
 - The California Mathematics Standards Test (Mathematics CST) was included for all grade levels assessed: grades two through seven, and grades eight through eleven for the following course-specific tests:
 - General mathematics (grades eight and nine only)
 - Algebra I
 - Geometry
 - Algebra II
 - Integrated mathematics 1, 2, or 3
 - High School Summative Math Test
 - The California History-Social Science Standards Test (History-Social Science CST) was included for grade ten (world history) and eleven (U.S. history).
 - **NEW:** The California Science Standards Test (Science CST) was included for grades nine through eleven for the following course-specific tests:
 - Biology/life sciences
 - Earth science
 - Chemistry
 - Physics
 - Integrated/coordinated science 1, 2, 3, or 4
- **NEW:** The California Alternate Performance Assessment (CAPA) in English-language arts and mathematics was included for grades two through eleven.
- Norm-referenced test (NRT)

The California Achievement Test, Sixth Edition Survey (CAT/6 Survey), was included for all content areas and grade levels assessed: grades two through eleven. The content areas for grades two through eight included reading, language, spelling, and mathematics. The content areas for grades nine through eleven included reading, language, mathematics, and science.

2003 California High School Exit Examination (CAHSEE)

- The CAHSEE, administered in March 2003 (and May for make ups), was included for grade ten. The CAHSEE covers English-language arts and mathematics.

API Indicator Weights

The Academic Performance Index (API) Base is reported after the first of the calendar year and is used to generate statewide and similar schools rankings as well as API growth targets. The API Growth (reported in the fall each year) is used to determine whether or not a school met its targets. The API Growth has the same indicator weights and is calculated in exactly the same manner as its corresponding API Base. The State Board of Education adopted the indicator weights for the 2002–03 API reporting cycle on January 8, 2003 and for the 2003–04 API reporting cycle on June 11, 2003.

Elementary and Middle Schools (Grades Two through Eight)

Content Area	2000–01 API Cycle	2001–02 API Cycle		2002–03 API Cycle		2003–04 API Cycle	
	2000 API Base and 2001 API Growth	2001 API Base and 2002 API Growth		2002 API Base and 2003 API Growth		2003 API Base and 2004 API Growth	
	NRT	NRT	CST	NRT	CST	NRT	CST and CAPA
English-Language Arts (ELA)							
NRT		24%		12%		12%	
(Reading)	30%	(12%)		(6%)		(6%)	
(Language)	15%	(6%)		(3%)		(3%)	
(Spelling)	15%	(6%)		(3%)		(3%)	
CST			36%		48%		48%
Mathematics							
NRT	40%	40%		8%		8%	
CST					32%		32%
TOTAL	100%	64%	36%	20%	80%	20%	80%

High Schools (Grades Nine through Eleven)

Content Area	2000–01 API Cycle	2001–02 API Cycle		2002–03 API Cycle			2003–04 API Cycle		
	2000 API Base and 2001 API Growth	2001 API Base and 2002 API Growth		2002 API Base and 2003 API Growth			2003 API Base and 2004 API Growth		
	NRT	NRT	CST	NRT	CST	CAHSEE	NRT	CST and CAPA	CAHSEE
English-Language Arts (ELA)									
NRT		16%		6%			6%		
(Reading)	20%	(8%)		(3%)			(3%)		
(Language)	20%	(8%)		(3%)			(3%)		
CST			24%		35%			32%	
CAHSEE						10%			10%
Mathematics									
NRT	20%	20%		3%			3%		
CST					18%			16%	
CAHSEE						5%			5%
Science									
NRT	20%	20%		3%			3%		
CST								5%	
Social Science									
NRT	20%	20%							
CST					20%			20%	
TOTAL	100%	76%	24%	12%	73%	15%	12%	73%	15%

NRT = Norm-referenced test (Stanford 9 through 2002; CAT/6 Survey beginning in 2003)

CST = California Standards Test

CAPA = California Alternate Performance Assessment

CAHSEE = California High School Exit Examination

New API Indicators

In 2003, the SBE approved the inclusion of two new API indicators, the high school Science CST and the CAPA, beginning with the 2003 API Base calculations. The methodology for inclusion of the Science CST in the API was adopted by the SBE in June 2003. Inclusion of the CAPA in California's accountability system also was adopted in June 2003 to meet federal NCLB requirements.

California Science Standards Test

The Science CSTs, grades nine through eleven, are end-of-course tests. They are not universally administered (i.e., not administered to all students within a grade level).

In establishing the indicator weight for the high school Science CSTs, the SBE gave careful consideration to minimizing any fluctuation in the API that could be caused by an indicator that is not a universally administered test. Accordingly, the SBE adopted an indicator weight of 5 percent for the Science CST. In order to accommodate the integration of the high school Science CST into the API, the indicator weight for the ELA CST was reduced by 3 percent and for the Mathematics CST by 2 percent.

The SBE also decided that the issue of non-tested students in end-of-course science tests would be handled in the same manner as non-tested students in end-of-course mathematics tests. **Specifically, a student record showing the student did not take a Science CST will be assigned a minimal score of 200 in calculating a high school's science component for the API.** This consistency of practice will provide an incentive for high schools to enroll more students in vigorous, standards-based science courses.

Three standards based, universally administered core knowledge science tests are currently under development to meet NCLB requirements. The grade five Science CST was field tested in 2003 and will become operational in 2004. It meets the NCLB requirement to administer a test in grades three through five. A science test for grades six through nine, to be administered at grade eight, and a science test for grades ten through twelve, to be administered at grade ten, are also under development. They are scheduled to be field tested in 2005 and administered in 2006. The SBE will reevaluate the total weight of science in the API when results from these tests are available.

California Alternate Performance Assessment

In response to the federal requirements of the Individuals with Disabilities Education Act (IDEA 97) and, subsequently, the NCLB, California developed an alternate assessment for students with significant cognitive disabilities who cannot participate in the general STAR Program assessments, even with accommodations or modifications. A student's Individualized Education Program (IEP) specifies whether the student should take the CAPA. The CAPA was administered statewide for the first time in spring 2003 as part of the STAR Program. The alternate assessment population represents a relatively small

number of students with significant cognitive disabilities. In California, less than one percent of the total student population take the CAPA.

In July 2003, performance levels of advanced, proficient, basic, below basic, and far below basic were adopted by the SBE. Those performance levels were used in reporting CAPA results in August 2003 as part of the STAR Program reporting. Students taking CAPA work toward achieving a subset of the state academic standards using alternate student learning expectations to measure their progress.

CAPA is not treated as a separate indicator for accountability because students who take the CAPA take an “alternate” to the CSTs. For API calculations, the CAPA performance level value the student receives is the value that is used. That value essentially replaces a CST performance level value for the student who has a CAPA score. This is why the addition of CAPA into the API does not change the API indicator weights. The same indicator weights and calculation rules used for the CST also apply to the CAPA.

Continuing API Indicators

California English-Language Arts Standards Test

The indicator weight for the ELA CST was reduced from 35 percent to 32 percent in grades nine through eleven to accommodate the inclusion of the Science CST into the 2003 API Base.

California Mathematics Standards Test

The indicator weight for the Mathematics CST was reduced from 18 percent to 16 percent in grades nine through eleven to accommodate the inclusion of the Science CST into the 2003 API Base.

The calculation rule for assigning a performance level weight of 200 for student records that show no Mathematics CST score was expanded to include grades eight through eleven. (In the prior API reporting cycle, the calculation rule was for grades ten through eleven only.)

The California General Mathematics Standards Test (GM CST) calculation rule is the same rule used in the prior API reporting cycle. The GM CST is given to any student in grade eight or nine who does not take one of the course-specific mathematics standards tests (Algebra I, Geometry, Algebra II, or Integrated 1, 2, or 3). The GM CST is based on grade six and seven state content standards. To adjust for the difference in grade-level standards, the API performance level weights for results from the GM CST were calculated by mapping grade eight and nine performance on the GM CST to the grade seven Mathematics CST performance levels. This was done by lowering the API credit by **one performance level for a grade eight student record and two performance levels**

for a grade nine student record. This limits the top performance level weight of the grade eight student record to 875 and of the grade nine student record to 700.

California History-Social Science Standards Test

Only results of the History-Social Science CST in grades ten and eleven are used in the 2003 API Base. These are the same grade levels used in the prior API reporting cycle. The grade eight cumulative History-Social Science CST will be included in the API, beginning with the 2004 API Base. The indicator weight for the History-Social Science CST remains the same for the 2003 API Base as the weight used in the prior year (20 percent).

Norm-Referenced Test: CAT/6 Survey

The CAT/6 Survey was designated as the statewide NRT, beginning with the 2003 administration. The 2003 API Base indicator weights for the CAT/6 Survey remain the same as the prior API reporting cycle. However, unlike the calculation for the 2003 API Growth, the CAT/6 Survey results were not “linked” prior to inclusion in the 2003 API Base. (Because California’s norm-referenced test changed from the Stanford Achievement Test, Ninth Edition (Stanford 9), in 2002 to the CAT/6 survey in 2003, a linking table was used in incorporating the CAT/6 Survey results in the 2003 API Growth. This process was done so that the CAT/6 Survey results would be aligned with the Stanford 9 results in terms of content validity and so that the Base and Growth norm-referenced test indicators within a reporting cycle would be aligned.)

California High School Exit Examination

The same basic calculation rules and indicator weights used in the prior year are used for the CAHSEE in the 2003 API Base. However, only grade ten results are included in the 2003 API Base. Students in grade ten who **passed** in March or May 2003 are assigned a performance level weight of 1000. Students in grade ten who **did not pass** in March or May 2003 are assigned a performance level weight of 200. Students in grade ten with **no score** (modification, absent, irregularities, pending, or blank) are assigned a weight of 200. Students in grade ten with a code of “previously passed” will not be included in the API.

The use of the CAHSEE, as one of the ongoing indicators for the API, is for school and school district accountability only and does not apply to passing the CAHSEE as an individual requirement for graduation. The SBE approved a motion in July 2003 that students in the classes of 2004 and 2005 are no longer required to pass the CAHSEE as a condition for earning a high school diploma and that the class of 2006 will be the first class required to pass the CAHSEE. The law still requires, however, that all students in grade ten take the CAHSEE and that the CAHSEE be included in the API. As a result, the 2003–04 administration of the CAHSEE included grade ten results only. The SBE action caused a revision in the phase-in of the CAHSEE results for the API. See “API Reporting Cycles” on page 16 for more details.

Continuing API Processes and Criteria

Scale Calibration Factor (SCF)

A Scale Calibration Factor (SCF) was applied to the API, beginning with the 2001 API Base, in order to avoid fluctuations between the statewide average Growth and Base APIs, which were calculated from the same year's test results. The SCF continues for the 2003 API Base. The SCF for each numerically significant subgroup at a school or school district is the same as the schoolwide or districtwide SCF.

**2003–04 API Reporting Cycle
Scale Calibration Factors (SCFs)**

Grade Levels	SCF
Grades 2-6	37.50
Grades 7-8	43.77
Grades 9-11	19.12

The SCF for a school or school district with grade configurations that include combinations of grades two through six, seven through eight, and/or nine through eleven is the average of the SCFs for the grade configuration segments weighted by the number of pupils with valid STAR scores in the segments. For example, for a kindergarten through grade twelve school district, the SCF is the weighted average of the SCFs for grades two through six, seven through eight, and nine through eleven.

Title 5 Regulations

The California Code of Regulations, Title 5, Division 1, Chapter 2, Subchapter 4, Article 1.7, "Awards Programs Linked to the API," adopted by the SBE in November 2001, currently remains unchanged for the 2003 API Base. The regulations specify what constitutes a valid API, criteria for API awards programs, and deadlines for submitting data corrections for the API demographic data review process. Current regulations can be accessed on the Internet at <http://www.calregs.com>.

The regulations specify that an API Base is considered invalid if:

- A local education agency notifies the California Department of Education (CDE) that there were adult testing irregularities affecting 5 percent or more of the pupils tested.
- A local education agency notifies the CDE that the API is not representative of the pupil population at the school.

- The school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent. However, if the proportion is equal to or greater than 10 percent but less than 20 percent and statistical tests show that the pupils tested represent the school's pupils, the API is considered valid. If the tests show the pupils tested are not representative, the API is considered invalid.
- The school's proportion tested in a content area of a test used in the API is less than 85 percent.

APIs that are considered invalid are not reported.

Early Reporting of 2004 API Growth

In January 2004, the SBE agreed that the API Growth should be released earlier than October and directed CDE staff to take the necessary action for an August release of the schoolwide 2004 API Growth. To accomplish this, one action will be to revise the current API regulations that specify timelines for the data review process. Instead of 30 calendar days for data review, regulations will be proposed to give local education agencies (LEAs) 20 calendar days for data review. CDE will take steps to conduct an early data review in May for LEAs using the pre-identification process and a later data review in September for all other LEAs.

Relationship with Adequate Yearly Progress (AYP) Requirements

AYP Requirements: API as Additional Indicator

The No Child Left Behind Act of 2001 (NCLB) requires that each state adopt an "additional indicator" for Adequate Yearly Progress (AYP) calculations. California has chosen to use the API as an additional indicator for all schools and school districts. Progress on the API is defined differently for federal AYP requirements than for the state API requirements.

API Requirements for 2004 AYP

The API requirements for the 2004 AYP are the same as for the 2003 AYP. To make progress on the API for the 2004 AYP, a school or school district must either (1) show growth of at least one point for 2003–04 or (2) have a 2004 API Growth score of at least 560. These requirements apply schoolwide and districtwide but not to numerically significant subgroups.

API Essentially Unchanged

The API continues to be calculated and reported annually in accordance with state requirements under the PSAA. Growth in the API is the focus of the PSAA requirements. Annual API growth targets for schools continue to be calculated as 5 percent of the

distance to the statewide performance goal of 800. State school ranks and similar schools ranks also continue to be provided with each API Base. School districts and schools in the ASAM do not receive rankings because APIs only are reported for school districts and ASAM schools in order to comply with federal NCLB requirements and are not required to be reported under state law.

Earlier posting of 2004 AYP reports

The CDE has scheduled August 26, 2004 as the tentative date for release of the 2004 AYP reports.

More information about NCLB and AYP can be found on the CDE Web site at:

- <http://www.cde.ca.gov/pr/nclb>
- <http://ayp.cde.ca.gov>
- <http://www.cde.ca.gov/ayp>

A parent's guide to NCLB can be found at:

- <http://www.ed.gov/parents/academic/involve/nclbguide/parentsguide.html>

Inclusions/Exclusions

Prior to calculating the API, decisions are necessary about how to include, exclude, or account for test scores or records to be used in the calculations. These inclusion/exclusion rules are applied prior to calculating the API score and do not affect the score a student receives. They are used solely in the calculation of the API reports at the school, school district, and state levels. The rules for API reports may not always match the rules for Adequate Yearly Progress (AYP) reports, Standardized Testing and Reporting (STAR) Program reports, or California High School Exit Examination (CAHSEE) reports.

The inclusion/exclusion rules for the calculation of the API change from year to year when changes occur to the demographic data fields and to codes of the statewide tests used in the API. A significant area of change in the fields between the 2002 and 2003 test administrations was in the definitions for accommodations, modifications, and below grade level testing. Another area of change was in how student records with no scores are treated in the API. As a result, the inclusion/exclusion rules for the 2003 API Base differ from the 2003 API Growth according to the type of inclusion or exclusion. The 2003 API Growth rules match the 2002 definitions and 2002 API Base rules because the two comprise the same 2002–03 API reporting cycle. However, the 2003 API Base rules reflect the new definitions and data fields from the 2003 tests. The 2004 API Growth inclusion/exclusion rules will match the 2003 API Base rules because the two comprise the same 2003–04 API reporting cycle.

The new definitions for accommodations and modifications reflected on the 2003 tests were adopted by the SBE in November 2002. The policies are posted on the CDE Web site at <http://www.cde.ca.gov/spbranch/sed/resource.htm> under the heading “Accommodation-Modification Terminology and Matrix.” The Web site also provides information about out-of-level testing policies under the heading “Guidance for STAR Out-of-Level Testing.”

A complete description of the new inclusion/exclusion rules for the 2003 API Base are located in the Appendix of this document on page 46.

2003 BASE ACADEMIC PERFORMANCE INDEX

TALKING POINTS FOR SCHOOL DISTRICTS

- Academic growth on the Academic Performance Index (API) continues to be the central focus of the Public Schools Accountability Act (PSAA) of 1999.
- The API Base and Growth reports describe each school's academic performance, set annual growth targets, determine if growth targets have been met, and identify eligibility for awards.
- The 2003 API Base reflects the state's continuing emphasis on the California Standards Tests (CSTs) and other standards-based assessments as primary measures of students' academic achievement. API calculations also include results of the California Achievement Test, Sixth Edition Survey (CAT/6 Survey) and results of the California High School Exit Examination (CAHSEE) for tenth grade students.
- Two new indicators for calculating the 2003 API Base are the high school Science CST and the California Alternate Performance Assessment (CAPA). The CAPA is a standards-based assessment for students with significant cognitive disabilities, who are unable to take the regular CSTs.
- The CSTs, the CAPA, and the CAHSEE are closely aligned to state academic standards for each subject tested. Our schools have worked hard to incorporate state standards into the curriculum and classroom instruction, with textbooks that address the same standards.
- Because new indicators were added to the 2003 API Base, comparisons should not be made between the 2003 API Base and the 2003 API Growth.
- The 2003 API Base Report also shows how each of our schools is performing academically in comparison to other schools in the state that are similar in size and in the student population served. This additional information is particularly helpful as school staffs review their school plans and begin planning for next year.
- We have many English learners who are required to take tests in the STAR Program in English, and their results are included in each school's API. As these students become more proficient in English, they also will improve their performance on these important tests.
- The goal for each of our schools is to ensure that all students master the knowledge and skills they need to succeed. Our staffs, students, parents, and community leaders will continue working together to make sure this goal is reached.

2003 BASE ACADEMIC PERFORMANCE INDEX

SAMPLE PRESS RELEASE FOR SCHOOL DISTRICTS

“The 2003 Academic Performance Index (API) Base continues the growing emphasis on standards-based tests for accountability and provides our schools and community with a more complete picture of how well our students are learning,” (district) Superintendent said today as he/she reported the Internet posting of the 2003 API Base for each school in the school district. “It also continues to challenge our schools to incorporate fully the state-adopted academic standards in the instruction that every student receives.”

The release of the 2003 API Base begins the fifth year of reporting the API, the foundation of the California school accountability system, since the API’s inception in 1999. Its purpose is to measure the academic performance and progress of schools. It is a numeric index that ranges from a low of 200 to a high of 1000. The API Base establishes this year’s baseline for a school’s academic performance and sets an annual target for growth. The state has set 800 as the API score that schools should strive to meet.

The API summarizes results of various indicators (i.e., statewide assessments used in the API). The indicators used in the API have included the California Standards Tests in English-language arts, mathematics, and history-social science and the California Achievement Test, Sixth Edition Survey, (CAT/6 Survey) that are part of the Standardized Testing and Reporting (STAR) Program as well as the California High School Exit Examination (CAHSEE).

The 2003 API Base adds two more indicators. These are the California Science Standards Test and the California Alternate Performance Assessment (CAPA), given as part of the STAR Program. The CAPA is a standards-based assessment in English-language arts and mathematics for students with significant cognitive disabilities who are unable to take the regular STAR Program tests. The 2003 API Base determines the targets for the spring 2004 testing and provides new school rankings.

“The CSTs, which are an important part of the state’s annual STAR Program, are aligned to state academic standards for all subjects tested,” (Superintendent) noted. “It is extremely important that these standards-based results and other indicators of student achievement be used in API calculations to provide a more comprehensive picture of the academic performance of our students.”

While not a finished product, the API will become more predictable once all of the intended indicators are included in the calculations. The API baseline now contains almost all major indicators. Over the next few years, the API will continue to add several more indicators, including the standards-based grade five science test and the grade eight history-social science test. Eventually, the API will include graduation and attendance rates.

The new baseline continues to place the majority of emphasis on tests specifically geared toward California's high standards. Eighty percent of the API for elementary and middle schools rests on the results of the CSTs, while almost 90 percent of the API for high schools rests on the results of the CSTs and the CAHSEE. The remainder of the API rests on the results of the CAT/6 Survey.

"Our school staffs have worked hard to fully implement a standards-based instructional program that addresses the needs of all students," _____ said. "The state's continuing emphasis on standards-based test results in the API support this goal."

Superintendent _____ noted that comparisons between the 2003 Growth API, released last fall, and the 2003 Base API cannot be made. "With the addition of new test results in the calculations, any comparisons would be totally inappropriate," he/she said.

In fall 2003, schools that met their 2002–03 API Growth targets and made at least five points growth schoolwide (and four points for all numerically significant subgroups) became eligible for consideration for API-based awards programs. Currently, no funding is available in the state budget for the awards program.

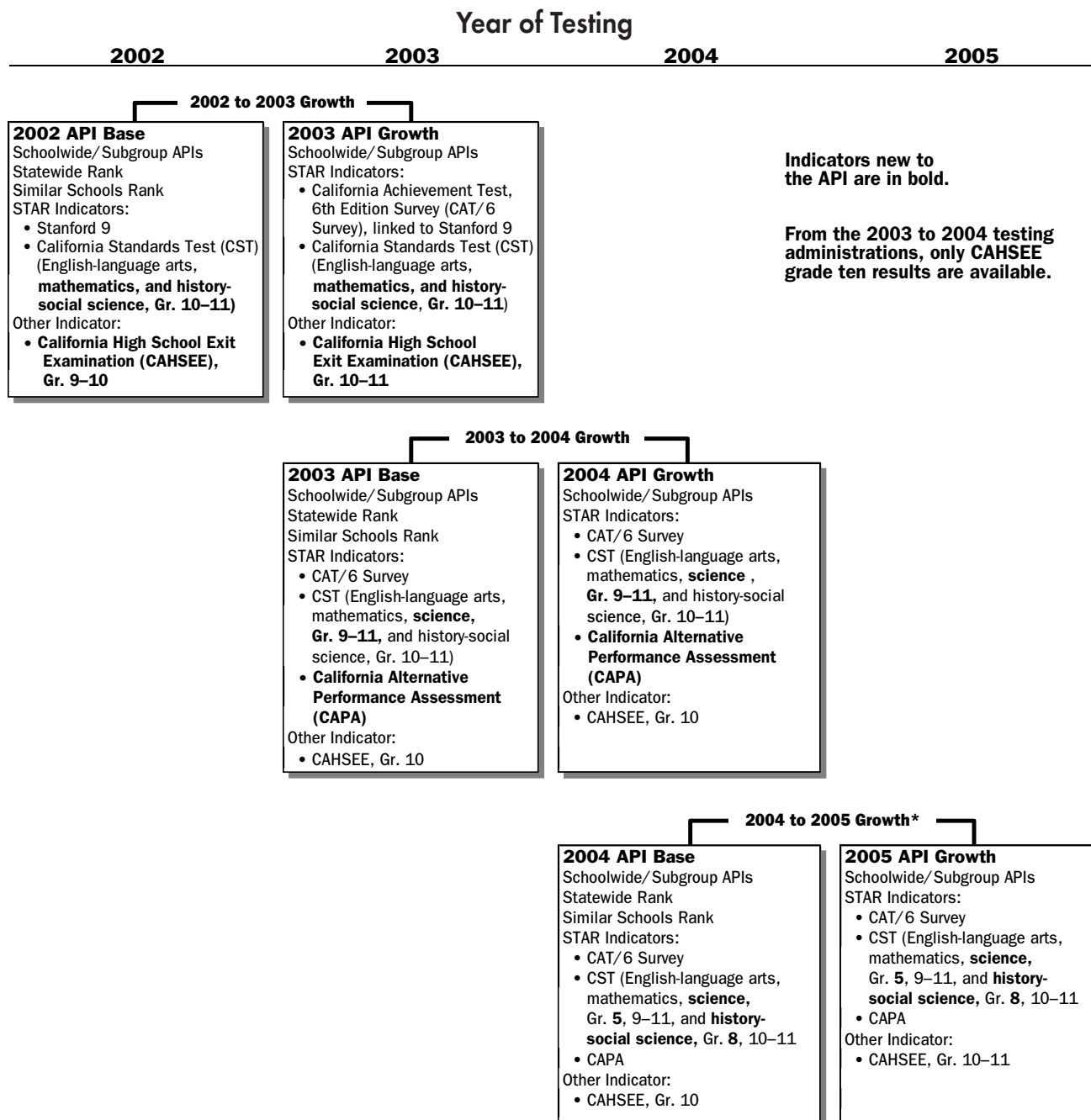
"Schools in our school district have an estimated _____ English learners whose primary language is other than English," _____ explained. "These students must take the STAR Program tests and the CAHSEE in English, and these results also are included in API calculations. As our English learners become more proficient in English, they will improve their performance on these tests. This, in turn, will help raise the academic performance of the schools where they attend," _____ said.

The API was authorized by the Public Schools Accountability Act (PSAA-Senate Bill 1X), signed into law in April 1999. This law established the first statewide accountability system for California public schools. The system includes three major components: the API, the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award program. In addition to the state accountability system, the API is used in California's plan for meeting federal No Child Left Behind (NCLB) requirements.

The 2003 Base API results are posted at the California Department of Education Web site at <http://api.cde.ca.gov>.

API REPORTING CYCLES

An Academic Performance Index (API) reporting cycle consists of two components: (1) base information and (2) growth information. The base reports are provided after the first of the calendar year and the growth reports are provided each fall.



* Pending adoption by the State Board of Education.

API TIMELINE

- March 2004**
- API Reports for 2003 API Base posted on the California Department of Education (CDE) Web site at <http://api.cde.ca.gov>. These reports include the 2003 API Base, growth targets, subgroup data, and statewide and similar schools ranks. Assessments used in the API include the California Standards Tests in English-language arts, mathematics, history-social science, and science; the California Alternate Performance Assessment (CAPA); the California High School Exit Examination (CAHSEE); and the California Achievement Test, Sixth Edition Survey (CAT/6 Survey).
- May 2004**
- Data review for school districts participating in the STAR pre-identification process.
- August 2004**
- Schoolwide 2004 API Growth posted on the CDE Web site at <http://api.cde.ca.gov>.
 - 2004 Adequate Yearly Progress (AYP) reports posted on the CDE Web site at <http://ayp.cde.ca.gov>.
- September 2004**
- Data review for all school districts.
- October 2004**
- Complete API reports for 2003–04 Growth (including subgroup APIs) posted on the CDE Web site at <http://api.cde.ca.gov>.
- December 2004**
- Final 2003–04 API Growth reports and final 2004 AYP reports posted on the CDE Web sites.
- February/March 2005**
- 2004 API Base reports posted on the CDE Web site at <http://api.cde.ca.gov>.

2003 ACADEMIC PERFORMANCE INDEX (API) BASE

Questions and Answers

This section provides answers to frequently asked questions about the 2003 API Base. The first part provides answers to general API questions. The second part provides answers to questions specific to the new 2003 API Base.

General API Questions and Answers

What is the Academic Performance Index (API)?

The Academic Performance Index (API) is the cornerstone of California's accountability system. The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward (or past) that goal.

What is the API reporting cycle?

An API reporting cycle consists of two components: (1) base information and (2) growth information. In a reporting cycle, an API Base is compared with a corresponding API Growth in order to determine a growth score for a school. Generally, base reports are provided after the first of the calendar year, and the growth reports are provided each fall. These reports are based on APIs that are calculated in exactly the same fashion with the same indicators but using test results from two different years.

What is included in the 2003–04 API reporting cycle?

The 2003–04 API reporting cycle consists of the following information:

- **2003 API Base reports** (reported in March 2004)
 - 2003 API Base—calculated from 2003 results of the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE)
 - State and similar schools decile ranks

- School and subgroup growth targets
- **2003–04 API Growth reports** (reported in August and October 2004 and finalized in December 2004)
 - 2004 API—calculated from 2004 STAR and CAHSEE results
 - 2003 to 2004 API growth
 - Whether or not the school met its growth targets and is eligible for the Governor's Performance Awards

The API Growth is calculated in exactly the same fashion with the same indicators and weights as the API Base.

When will the 2003 API Base Reports be available?

Public reporting of the 2003 API Base results is scheduled to be posted on March 9, 2004 on the California Department of Education (CDE) Web site at <http://api.cde.ca.gov>.

Do schools and school districts receive API reports?

Yes. Schools and school districts receive API reports. County offices of education also are provided a district API report if they have schools that they directly administer, (e.g., alternative, county community, community day, juvenile hall, special education, or traditional schools). The county office of education "district" API report is calculated using the results of the schools directly administered by that county office.

What does the 2003 API Base report specifically include for each school and school district?

- Most schools with 100 or more valid scores receive:
- Number of students included in the 2003 API Base
 - 2003 API Base
 - 2003 statewide rank
 - 2003 similar schools rank
 - 2003–04 growth target
 - 2004 target (2003 API Base plus target)
 - Subgroup information

Most schools with 11–99 valid scores receive all of the above with the exception of similar schools rank. On the

2003 ACADEMIC PERFORMANCE INDEX (API) BASE

Questions and Answers

report for schools with 11–99 valid scores, the API and rank are designated with an asterisk to indicate the greater statistical uncertainty of an API or rank based on a small number of test scores.

Schools in the Alternative Schools Accountability Model (ASAM) and school districts with 100 or more valid scores receive:

- Number of students included in the 2003 API Base
- 2003 API Base
- Subgroup information

ASAM schools and school districts with 11–99 valid scores receive:

- Number of students included in the 2003 API Base
- 2003 API Base, designated with an asterisk
- Subgroup information; APIs designated with an asterisk

Is the “Number of students included in the 2003 API Base” the same as the “Number of valid STAR test scores?”

Yes. The “Number of students included in the 2003 API Base” is the same as the “number of valid STAR test scores.” This number is used to determine whether a school is small (i.e., 11 to 99 valid test scores) or very small (i.e., less than 11 valid test scores). It is also used to determine whether a subgroup is numerically significant.

What is meant by a “numerically significant student subgroup?”

To be considered numerically significant, a subgroup must:

- Have at least 30 students with valid STAR scores, who make up at least 15 percent of the school’s valid STAR scores, or
- Have at least 100 students with valid STAR scores.

This definition may change in the future.

What are categories for the numerically significant subgroups?

Subgroup APIs are calculated for the following categories:

- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically disadvantaged

Additional subgroups may be added in the future.

What is meant by “socioeconomically disadvantaged?”

A socioeconomically disadvantaged student is defined as 1) a student whose parents both have not received a high school diploma or 2) a student who participates in the free or reduced price lunch program, also known as the National School Lunch Program (NSLP).

Are English learners considered a subgroup for API calculations?

English learners (formerly called limited-English proficient students) are currently not considered a subgroup for API calculations. They may be added in the future.

What are the state and similar schools decile ranks?

Schools’ API scores are ranked separately within school type: elementary, middle, and high schools. For each of the three categories, schools’ API scores are first sorted from lowest to highest statewide and then divided into ten equal groups (or deciles) ranked from lowest (one) to highest (ten). This first process produces the state ranks. A second decile ranking compares each school’s API score to those of 100 other schools that have “similar characteristics.” This second process produces the similar schools ranks. School districts and schools in the ASAM do not receive ranks.

2003 ACADEMIC PERFORMANCE INDEX (API) BASE

Questions and Answers

What are the characteristics used for similar schools ranks?

By law, these characteristics must be considered:

- Student mobility
- Student socioeconomic status
- Student ethnicity
- Percentage of teachers with full credentials
- Percentage of teachers holding emergency permits
- Average class size per grade level
- Percentage of students who are English learners
- Whether schools operate multi-track, year-round programs

What is meant by a school's "growth targets?"

Growth targets include:

- **Schoolwide growth target** – the amount of improvement a school is expected to make beyond its API base score in a year. A school meets its 2003–04 schoolwide target if (1) it meets or exceeds 5 percent of the distance between its 2003 API Base score and the statewide performance of 800, or (2) its 2004 API Growth score is at or above 800.
- **Comparable improvement target** – the amount of growth each numerically significant subgroup in the school is expected to make in a year. In most cases, a subgroup in a school meets its 2003–04 subgroup target if it meets or exceeds 80 percent of the school's 2003–04 growth target. A subgroup in a school with an API Base between 781 and 799 will have a growth target of one point. Regardless of the schoolwide API, a subgroup with an API Base of 800 or more must maintain an API of at least 800 in order to meet its subgroup growth target. In a school with an API Base of 800 or more, any numerically significant subgroup with an API Base of less than 800 must improve by at least one point in order to meet its subgroup growth target. If 80 percent of the schoolwide target results in a subgroup target that is greater than the distance from the subgroup API to 800, the subgroup target equals the distance of the subgroup API to 800.

How is a school's API "growth" calculated?

The growth is determined by subtracting the school's API Base from its API Growth in an API reporting cycle. For example, the 2003–04 growth for a school is determined by subtracting its 2003 API Base (reported in March 2004) from its 2004 API Growth (reported in October 2004). For each numerically significant subgroup in the school, the 2003 API Base for the subgroup is subtracted from its 2004 API Growth.

What is No Child Left Behind (NCLB) and how does it impact the API?

Under its accountability section, the No Child Left Behind (NCLB) establishes federal requirements for school, local education agency (LEA), and state education agency academic accountability. In accordance with these federal requirements, California in 2003 adopted methodologies for determining Adequate Yearly Progress (AYP) for schools, LEAs, and the state. Under these new methodologies, schools, LEAs, and the state must meet or exceed AYP criteria, one of which is to meet or exceed the API additional indicator requirement. The API additional indicator criteria for meeting federal AYP requirements are different from state API criteria. More information about NCLB is located on the federal Web site at <http://www.nclb.gov> and on the CDE Web site at <http://www.cde.ca.gov/pr/nclb/>. For more information on California's accountability provisions under NCLB, go to <http://www.cde.ca.gov/ayp> or contact the CDE Evaluation Unit in the Policy and Evaluation Division at (916) 319-0875.

How is a school's or school district's API information used?

API data are used to meet state and federal requirements. Under state PSAA requirements, if a school meets participation and growth awards criteria, it may be eligible to receive monetary awards if funding is available or be eligible to become a California Distinguished School. Currently, no funding is appropriated in the state budget for monetary awards. If a school does not meet or exceed its growth targets and is in deciles 1 to 5 on the API Base, it may be identified for participation in an interventions program. Under federal NCLB requirements, a school must meet AYP requirements, which includes meeting API additional indicator criteria.

2003 ACADEMIC PERFORMANCE INDEX (API) BASE

Questions and Answers

What is the SCF and why is it used?

The Scale Calibration Factor (SCF) provides a positive or negative adjustment to a school's API Base each year in order to maintain consistency in the statewide API scale from one API reporting cycle to the next. In general, the calculation of the SCF for the 2003–04 API reporting cycle is the difference between the statewide average 2003 API Growth and the statewide average 2003 API Base. SCFs are calculated separately for elementary schools (grades two through six), middle schools (grades seven and eight), and high schools (grades nine through eleven). The SCF is calculated as a weighted average for a school with grade levels in more than one of these categories.

What is the SCF for subgroups?

The SCF for each numerically significant subgroup API at a school is the same as the schoolwide SCF.

2003 API Base Questions and Answers

What are the new indicators for the 2003 API Base?

Two new indicators from the Standardized Testing and Reporting (STAR) Program are added to the calculation of the 2003 API Base:

- California Science Standards Test (Science CST), grades nine through eleven
- California Alternate Performance Assessment (CAPA) in English-language arts and mathematics, grades two through eleven

How will the new indicators impact a school's 2003 API Base compared to its 2003 API Growth?

Most schools' APIs are not likely to change significantly as a specific result of the inclusion of new indicators. However, other calculation revisions in the API from the 2003 Growth to the 2003 Base may result in large fluctuations in some schools' APIs, particularly for some high schools. The introduction of the Science CST into

the 2003 API Base also resulted in a slight revision in indicator weights for the API. For grades nine through eleven, the Science CST was included with a weight of 5 percent in the API. The ELA CST was reduced from 35 to 32 percent and the Mathematics CST was reduced from 18 to 16 percent to accommodate the inclusion of the Science CST. The introduction of the CAPA into the API could impact a school's 2003 API Base, depending upon the number of CAPA student test results included in its API and the extent to which students scored well on the CAPA.

Why doesn't the inclusion of CAPA results affect the API indicator weights?

CAPA is not treated as a separate indicator for accountability because the students who take the CAPA take an "alternate" to the CSTs. For API calculations, the CAPA performance level values are used in place of CST performance level values for those students who have a CAPA score; therefore, the same indicator weights and calculation rules used for the CSTs also apply to the CAPA.

Why aren't CAPA scores assigned a performance level weight of 200?

The methodology of using alternate standards for including the CAPA scores in the API is consistent with federal NCLB requirements that permit the use of alternate achievement standards in the AYP calculations (up to 1.0 percent for school districts), beginning with the 2004 AYP (which uses 2003 test results). This makes it possible for schools and school districts to achieve a 100 percent proficiency goal required for AYP by 2014. In addition, using this methodology can increase rather than decrease overall ratings and growth scores for schools and school districts.

What has happened to the API awards programs?

Due to budget constraints, the Governor's Performance Award (GPA) program and Certificated Staff Performance Incentive Act funding for eligible schools, based on 2002–03 API Growth, was not appropriated in the 2003–04 state budget. Although funding may be appropriated in the future, it does not appear likely at this time.

2003 ACADEMIC PERFORMANCE INDEX (API) BASE

Questions and Answers

Are students with disabilities a subgroup in the 2003 API Base?

No. Students with disabilities currently are not defined as a subgroup for the 2003 API Base state requirements. This may change in the future.

Will the API change as a result of NCLB?

State legislation to align several API provisions with NCLB requirements was pursued in 2003 but was not passed. In order to maintain compliance with current state legal requirements, the CDE reports the 2003 API Base as currently defined in legislation and regulations.

Information about the PSAA and the API can be found on the CDE Web site at <http://www.cde.ca.gov/psaa/api>.

SPREADSHEET EXAMPLES FOR CALCULATING THE 2003 API BASE

Examples

- Elementary School (Grades Two through Six)
- Middle School (Grades Seven through Eight)
- High School (Grades Nine through Eleven)

NOTES

- The inclusion/exclusion rules, located in the “Appendix” of this document, are applied prior to calculating the API score.
- The API for a school district is calculated in the same way as the API for a school.
- APIs are calculated according to grade spans (grades two through six, seven through eight, and nine through eleven).
- The API for a school or school district with a configuration that includes grade levels in both grades two through eight and nine through eleven is the average of the APIs for the grade configuration segments, weighted by the number of pupils with valid STAR scores in the segments. For example, for a school district with kindergarten through grade twelve, the API is the weighted average of the APIs for grades two through six, seven through eight, and nine through eleven.
- The following SCFs for the 2003 API Base should be used:

2003–04 API Reporting Cycle Scale Calibration Factors (SCFs)

Grade Levels	SCF
Grades 2–6	37.50
Grades 7–8	43.77
Grades 9–11	19.12

- For more details about the calculation of the 2003 API Base reports, see the *Explanatory Notes for the 2003 API Base Report* on the CDE Web site at <http://www.cde.ca.gov/psaa/api>.

Example: 2003 API Base for an Elementary School (Grades Two through Six)

California Standards Test (CST) and California Alternate Performance Assessment (CAPA)

A	B
Performance Levels	Weighting Factors
5 Advanced	1000
4 Proficient	875
3 Basic	700
2 Below Basic	500
1 Far Below Basic	200

English-Language Arts

C	D
Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)
8%	80.00
23%	201.25
35%	245.00
21%	105.00
13%	26.00

Mathematics

E	F
Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)
9%	90.00
22%	192.50
33%	231.00
22%	110.00
14%	28.00

a Indicator Score

a	657.25
x	48%
=	315.48
b	
c	208.48

b Indicator Weight

c Total Weighted Score for Indicator

+

	ELA	Math
Content area weights CST and CAPA	48%	32%
Content area weights CAT/6 Survey	12%	8%
Portion of API	60%	40%

California Achievement Test, 6th Edition Survey (CAT/6 Survey)

English-Language Arts (ELA)

Reading

A	B
Performance Levels	Weighting Factors
5 80-99th NPR	1000
4 60-79th NPR	875
3 40-59th NPR	700
2 20-39th NPR	500
1 1-19th NPR	200

C	D
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
13%	130.00
20%	175.00
29%	203.00
20%	100.00
18%	36.00

Language

E	F
Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)
17%	170.00
20%	175.00
30%	210.00
19%	95.00
14%	28.00

Spelling

G	H
Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)
12%	120.00
19%	166.25
32%	224.00
24%	120.00
13%	26.00

Mathematics

I	J
Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
19%	190.00
30%	262.50
22%	154.00
16%	80.00
13%	26.00

a Indicator Score

a	644.00
x	6%
=	38.64
b	
c	20.34

b Indicator Weight

c Total Weighted Score for Indicator

+

Scale Calibration Factor

712.50
8%
57.00

+

37.50

2003 API Base = 697

NPR = National Percentile Rank

Example: 2003 API Base for a Middle School (Grades Seven through Eight)

California Standards Test (CST) and California Alternate Performance Assessment (CAPA)

A		B	
Performance Levels	Weighting Factors	Performance Levels	Weighting Factors
5	Advanced	1000	
4	Proficient	875	
3	Basic	700	
2	Below Basic	500	
1	Far Below Basic	200	
1	Untested*	200	

C		D		E		F	
Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x D)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x F)
8%	80.00	9%	90.00	23%	201.25	23%	201.25
23%	201.25	34%	238.00	34%	238.00	20%	100.00
35%	245.00	20%	100.00	10%	20.00	4%	8.00
21%	105.00	10%	20.00				
13%	26.00						
N/A	N/A						

English-Language Arts		Mathematics	
Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)
8%	80.00	9%	90.00
23%	201.25	23%	201.25
35%	245.00	34%	238.00
21%	105.00	20%	100.00
13%	26.00	10%	20.00
N/A	N/A	4%	8.00

Indicator Score	Indicator Weight	Total Weighted Score for Indicator
a	657.25	657.25
b	48%	32%
c	315.48	210.32

Content area weights CST and CAPA	ELA	Math
Content area weights CST and CAPA	48%	32%
Content area weights CAT/6 Survey	12%	8%
Portion of API	60%	40%

a Indicator Score
 b Indicator Weight
 c Total Weighted Score for Indicator

* Untested applies to grades eight CST in Mathematics only

California Achievement Test, 6th Edition Survey (CAT/6 Survey)

A		B	
Performance Bands	Weighting Factors	Performance Bands	Weighting Factors
5	80-99th NPR	1000	
4	60-79th NPR	875	
3	40-59th NPR	700	
2	20-39th NPR	500	
1	1-19th NPR	200	

C		D		E		F	
Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x D)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x F)
6%	60.00	17%	170.00	23%	201.25	23%	201.25
26%	227.50	28%	196.00	28%	196.00	20%	100.00
33%	231.00	19%	95.00	19%	95.00	13%	26.00
20%	100.00	13%	26.00				
15%	30.00						

Indicator Score	Indicator Weight	Total Weighted Score for Indicator
a	648.50	648.50
b	6%	3%
c	38.91	20.65

a Indicator Score
 b Indicator Weight
 c Total Weighted Score for Indicator

G		H		I		J	
Percent of Pupils in Each Level	Weighted Score in Each Level (B x G)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x H)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x I)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x J)
11%	110.00	11%	110.00	16%	160.00	25%	218.75
23%	201.25	24%	168.00	22%	154.00	22%	154.00
24%	168.00	20%	100.00	21%	105.00	21%	105.00
20%	100.00	22%	44.00	16%	32.00		
22%	44.00						

Indicator Score	Indicator Weight	Total Weighted Score for Indicator
a	623.25	623.25
b	3%	3%
c	18.70	18.70

a Indicator Score
 b Indicator Weight
 c Total Weighted Score for Indicator

K		L		M		N	
Percent of Pupils in Each Level	Weighted Score in Each Level (B x K)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x L)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x M)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x N)
16%	160.00	16%	160.00	16%	160.00	16%	160.00
25%	218.75	25%	218.75	25%	218.75	25%	218.75
22%	154.00	22%	154.00	22%	154.00	22%	154.00
21%	105.00	21%	105.00	21%	105.00	21%	105.00
16%	32.00	16%	32.00	16%	32.00	16%	32.00

Indicator Score	Indicator Weight	Total Weighted Score for Indicator
a	669.75	669.75
b	8%	3%
c	53.58	20.65

2003 API Base
 Scale Calibration Factor
 + 43.77
 - 701

NPR = National Percentile Rank

Example: 2003 API Base for a High School (Grades Nine through Eleven)

California Standards Test (CST)

California Standards Test (CST)

CST and California Alternate Performance Assessment (CAPA)

Performance Levels	English-Language Arts			Mathematics			Science			Social Science			English-Language Arts			Mathematics									
	A	B	Weighting Factors	C	D	Weighted Score in Each Level (B x C)	E	F	Weighted Score in Each Level (B x E)	G	H	Weighted Score in Each Level (B x G)	I	J	Weighted Score in Each Level (B x I)	A	B	Weighting Factors	C	D	Weighted Score in Each Level (B x C)	E	F	Weighted Score in Each Level (B x E)	
5	Advanced	1000		8%	80.00		9%	90.00		2%	20.00		5%	50.00		Pass	1000		54%	540.00		43%	430.00		
4	Proficient	875		23%	201.25		20%	175.00		5%	43.75		17%	148.75		No Pass	200		46%	46%		57%	114.00		
3	Basic	700		35%	245.00		32%	224.00		28%	196.00		35%	245.00											
2	Below Basic	500		21%	105.00		23%	115.00		28%	140.00		28%	140.00											
1	Far Below Basic	200		13%	26.00		10%	20.00		25%	50.00		15%	30.00											
1	Untested*	200		N/A	N/A		6%	12.00		12%	24.00		N/A	N/A											
a	Indicator Score				657.25			636.00			473.75			613.75											
b	Indicator Weight				32%			16%			5%			20%											
c	Total Weighted Score for Indicator				210.32			101.76			23.69			122.75											

* "Untested" applies to grades eight through eleven CST in Mathematics and grades nine through eleven CST in Science only

California Achievement Test, 6th Edition Survey (CAT/6 Survey)

English-Language Arts (ELA)

Performance Bands	Reading			Language			Mathematics			Science					
	A	B	Weighting Factors	C	D	Weighted Score in Each Band (B x C)	E	F	Weighted Score in Each Level (B x E)	G	H	Weighted Score in Each Level (B x G)	I	J	Weighted Score in Each Level (B x I)
5	80-99th NPR	1000		9%	90.00		12%	120.00		21%	210.00		14%	140.00	
4	60-79th NPR	875		17%	148.75		26%	227.50		21%	183.75		22%	192.50	
3	40-59th NPR	700		23%	161.00		23%	161.00		20%	140.00		22%	154.00	
2	20-39th NPR	500		23%	115.00		22%	110.00		19%	95.00		21%	105.00	
1	1-19th NPR	200		28%	56.00		17%	34.00		19%	38.00		21%	42.00	
a	Indicator Score				570.75			652.50			666.75			633.50	
b	Indicator Weight				3%			3%			3%			3%	
c	Total Weighted Score for Indicator				17.12			19.58			20.00			19.01	

NPR = National Percentile Rank

California High School Exit Examination (CAHSEE)

Performance Levels	English-Language Arts			Mathematics					
	A	B	Weighting Factors	C	D	Weighted Score in Each Level (B x C)	E	F	Weighted Score in Each Level (B x E)
Pass		1000		54%	540.00		43%	430.00	
No Pass		200		46%	92.00		57%	114.00	
a	Indicator Score				632.00			544.00	
b	Indicator Weight				10%			5%	
c	Total Weighted Score for Indicator				63.20			27.20	

	ELA	Math	Sci	Soc Sci
CST/CAPA	32%	16%	5%	20%
CAHSEE	10%	5%	3%	
CAT/6 Survey	6%	3%	8%	20%
Portion of API	48%	24%	8%	20%

2003
Scale Calibration Factor
API
Base
19.12 = 644

CALCULATING SCHOOLWIDE AND SUBGROUP GROWTH TARGETS

Schoolwide Growth Target

The schoolwide growth target is calculated as five percent of the distance between a school's API Base and the statewide interim performance target of 800, rounded to the nearest whole number.

School Scores			
A	B	C	D
School's 2003 API Base	Distance Between 2003 API Base and Statewide Target of 800 $(800 - A)$	2003-04 Growth Target: 5% of Distance to Statewide Target $(B \times 5\%)$	Performance Target for 2004 $(A + C)$
679	121	6	685

Note: For any school with an API Base below 800, the minimum growth target is at least one point. Any school with an API Base of 800 or more must maintain an API of at least 800 in order to meet its growth target.

REFERENCE GUIDE TO THE INTERNET AND CDE CONTACTS

The 2003 Academic Performance Index (API) Base results will be released to the public on March 9, 2004 on the California Department of Education (CDE) Web site at <http://api.cde.ca.gov>. The following list provides CDE Internet sites and contact offices related to the Public Schools Accountability Act (PSAA), the API, No Child Left Behind (NCLB), and Adequate Yearly Progress (AYP).

Topic	CDE Contact Offices	CDE Web Site
<p>PSAA and NCLB Title I Accountability</p> <ul style="list-style-type: none"> • NCLB Title I Accountability requirements • Calculation of API and AYP reports 	<p>Policy and Evaluation Division (916) 319-0869 psaa@cde.ca.gov</p> <p>Evaluation, Research, and Analysis Office (916) 319-0875 research@cde.ca.gov</p> <p>Educational Planning and Information Center (EPIC) (916) 319-0863 epic@cde.ca.gov</p>	<p>http://www.cde.ca.gov/psaa</p> <p>http://api.cde.ca.gov</p> <p>http://www.cde.ca.gov/psaa/api</p> <p>http://ayp.cde.ca.gov</p> <p>http://www.cde.ca.gov/ayp</p>
<p>NCLB Title I, and Program Improvement (PI)</p> <ul style="list-style-type: none"> • NCLB Corrective Actions for Program Improvement 	<p>School and District Accountability Division Title I Policy and Partnerships Office (916) 319-0854 pi@cde.ca.gov</p>	<p>http://www.cde.ca.gov/pr/nclb/programs.html</p>
<p>Statewide Assessments</p> <ul style="list-style-type: none"> • STAR - CST and CAT/6 Survey • STAR - CAPA • CAHSEE 	<p>Standards and Assessment Division (916) 445-9441</p> <p>Testing and Reporting Office (916) 445-8765 star@cde.ca.gov</p> <p>Special Education Division, Assessment, Evaluation, and Support Office (916) 327-3702</p> <p>High School Exit Exam Office (916) 445-9449</p>	<p>http://www.cde.ca.gov/statetests/</p> <p>http://www.cde.ca.gov/statetests/star/index.html</p> <p>http://www.cde.ca.gov/spbranch/sed/capa/</p> <p>http://www.cde.ca.gov/statetests/cahsee/index.html</p>

REFERENCE GUIDE TO THE INTERNET AND CDE CONTACTS

Topic	CDE Contact Offices	CDE Web Site
<p>Low Performing Schools</p> <ul style="list-style-type: none"> • High Priority Schools Grant Program (HPSG) • Immediate Intervention/Underperforming Schools Program (II/USP) • Comprehensive School Reform (CSR) • Intervention Assistance 	<p>School Improvement Division (916) 319-0830</p> <p>High Priority Schools Office (916) 324-3236</p> <p>Intervention Assistance Office (916) 319-0836</p>	<p>http://www.cde.ca.gov/iiusp</p>
<p>API Awards Programs:</p> <ul style="list-style-type: none"> • Governor's Performance Award (GPA) Program • Certificated Staff Performance Incentive Act 	<p>Awards Unit, Policy and Evaluation Division (916) 319-0866 awards@cde.ca.gov</p>	<p>http://www.cde.ca.gov/psaa/awards</p>
<p>Alternative Accountability System, Alternative Schools Accountability Model (ASAM)</p>	<p>Secondary, Postsecondary and Adult Leadership Division Educational Options Office, (916) 322-5012 (916) 445-7746 (Robert Bakke) rbakke@cde.ca.gov (916) 323-2564</p>	<p>http://www.cde.ca.gov/psaa/asam/</p>

Appendix

Inclusion/Exclusion Rules for Calculating the 2003 API Base PSAA Chronology

Inclusion/Exclusion Rules for Calculating the 2003 API Base

The inclusion/exclusion rules in this chart are applied prior to calculating the Academic Performance Index (API). They do not affect the score a student receives. They are used solely in the calculation of the API reports at the school, school district, and state levels. The rules for API reports may not always match the rules for Adequate Yearly Progress (AYP) reports, Standardized Testing and Reporting (STAR) Program reports, or California High School Exit Examination (CAHSEE) reports.

Definitions for accommodations and modifications changed between 2002 and 2003. As a result, the inclusion/exclusion rules for the 2003 API Growth and Base differ according to the type of inclusion or exclusion. The 2003 API Growth rules match the 2002 API Base rules because the two comprise the same 2002-03 API reporting cycle. The 2003 API Base rules reflect the new 2003 definitions.¹

"Score" in the chart below refers to a performance level of Advanced, Proficient, Basic, Below Basic, or Far Below Basic on the California Standards Tests (CSTs) or the California Alternate Performance Assessment (CAPA); a National Percentile Rank (NPR) on the California Achievement Tests, Sixth Edition, Survey (CAT/6) Survey; or Pass or Fail on the California High School Exit Examination (CAHSEE). The API Base report does not include a participation rate.

Generally, the stepwise process used in applying these inclusion/exclusion rules occurs in the order listed in this chart. Some variations may occur for student records where multiple inclusion/exclusion rules apply.

Inclusion/Exclusion	Rules
Mobility	<p>CST, CAT/6 Survey, CAPA, or CAHSEE</p> <p>If a student has been continuously enrolled in a school district from the 2002 October California Basic Educational Data Systems (CBEDS) date to the testing date, the student is counted in the school API and in the school district API.</p>
Completely Blank Test	<p>CST, CAT/6 Survey, or CAPA</p> <p>The entire STAR student record IS NOT included in the API if the record shows no scores or items attempted on any part of the CST, CAT/6 Survey, and CAPA used in the API.</p> <p>CAHSEE</p> <p>The CAHSEE grade ten student record showing "Blank/Not Attempted" for one or both content areas IS included and assigned a weight of 200 for the content area(s).</p>
Irregularity	<p>A student record showing a student or adult test irregularity IS included in the API Base but is not included in the API Growth.</p> <p>CST, CAT/6 Survey, or CAPA</p> <p>The entire student record IS included in the API Base. (Other inclusion/exclusion rules may also apply.)</p> <p>CAHSEE</p> <p>A CAHSEE grade ten student record showing "Score invalidated (irregularities)" IS included in the API Base and assigned a weight of 200.</p>
Unmatched Score	<p>CST or CAT/6 Survey only</p> <p>Grade Four and Seven Writing</p> <ul style="list-style-type: none"> ■ If the student record shows "Writing Test Only" or "Unmatched Writing Test (Test Grade Level 4 and 7)," the entire record IS NOT included. <p>Grade Two and Three CST and CAT/6 Survey</p> <ul style="list-style-type: none"> ■ If the CST and CAT/6 Survey records are unmatched for a student, the records ARE included and treated separately, except for determining the number tested and enrollment. To determine the number tested and enrollment, only the CST is counted (to avoid double-counting in summary results).

¹ The new definitions were adopted by the State Board of Education in November 2002. These new policies are posted on the CDE Web site at <http://www.cde.ca.gov/spbranch/sed/resource.htm>.

<p>Below Grade Level</p>	<p>If the student record shows zero attempted on all parts of the STAR test that was administered below grade level, it IS NOT included in the API.</p> <p>If the student answered one or more questions on any part of a below grade level STAR test, the following applies:</p> <p>CST only</p> <ul style="list-style-type: none"> ■ For any below grade level, the record IS included but assigned a weight of 200 for all content areas of the CSTs used in the API, except for: <ul style="list-style-type: none"> • Grade level 8–10 Mathematics CST tests, which use “Grades 8–11 Mathematics CST Rules” (see page 50) • Grade level 9–10 Science CST tests, which use “Grades 9–11 Science CST rules” (see page 50) • Grade 10–11 Social Science CST scores which are not adjusted • Unmatched grade level 3 tests for students in grade 5, which are treated separately <p>CAT/6 Survey only</p> <p>One or two grades below grade level</p> <ul style="list-style-type: none"> ■ The score of no more than two levels below IS included for the content area. If there is no score, the record is assigned a weight of 200 for the content area² <p>Inappropriate below grade level³</p> <ul style="list-style-type: none"> ■ The score IS included but assigned a weight of 200 for all content areas of the CAT/6 Survey used in the API.
<p>Accommodations (see page 49 for list of accommodations)</p>	<p>CST, CAT/6 Survey, or CAHSEE only</p> <ul style="list-style-type: none"> ■ The score IS included for the content area.
<p>Modifications (see page 49 for list of modifications)</p>	<p>CST, CAT/6 Survey, or CAHSEE only</p> <ul style="list-style-type: none"> ■ The score IS included for the content area and assigned a weight of 200.
<p>Not Tested, Parent Exemption, and Zero or Some Items Attempted</p> <p>1. Student Not Tested (all content areas)</p> <p>Choices:</p> <ul style="list-style-type: none"> • Assessed with CAPA • Exempt by parent request • Absent • Multiple marks 	<p>NOTE: Some records marked with codes that indicate the student did not take the test also show a score or items attempted for one or more content areas of a test. In these instances, the score or items attempted is considered in the API calculation.</p> <p>CST, CAT/6 Survey, or CAPA only</p> <ul style="list-style-type: none"> ■ If one or more of the choices for “Student Not Tested” field is marked, the entire student record is NOT included, with the following exceptions: <ul style="list-style-type: none"> • The student record has a score for a content area, in which case the score is included for the content area. • The student record has one or more items attempted (but no score) for a content area, in which case the content area is assigned a weight of 200.

² National percentile rank (NPR) scores of one or two levels out are adjusted to the appropriate grade level by the testing contractor.

³ Inappropriate below grade level includes students tested below grade level in grades two through four or students in grades five through eleven tested more than two grade levels below. Above level is not included because these records are not scored.

<p>2. Parent/Guardian Exemption (by content area)</p> <p>3. No Score, Not Tested, Zero Attempted (by content area)</p> <p>4. No Score, Incomplete, Some Attempted (by content area)</p> <p>5. Invalid Mathematics CST Test Taken (Gr. 8-11) or Invalid Science CST Test Taken (Gr. 9-11)</p>	<p>CST or CAT/6 Survey only</p> <ul style="list-style-type: none"> ■ The student record is NOT included for the content area, with the following exceptions: <ul style="list-style-type: none"> • The student record has a score for the content area, in which case the score is included. • The student record has one or more items attempted (but no score) for a content area, in which case the content area is assigned a weight of 200. <p>CST, CAT/6 Survey, or CAPA only</p> <p>Record does not have scores on other STAR tests</p> <ul style="list-style-type: none"> ■ A student record with a blank test showing no scores or items attempted on any part of the STAR content areas used in the API IS NOT included for the content areas. <p>Record has scores on other STAR tests</p> <ul style="list-style-type: none"> ■ A student record with no score and no items attempted in a content area but with one or more scores on other STAR content areas used in the API IS NOT included for that content area, with the exception of the following: <ul style="list-style-type: none"> • Grades 8-11 Mathematics CST, which will be assigned a weight of 200 • Grades 9-11 Science CST, which will be assigned a weight of 200 • The student tested below grade level (see "Below Grade Level" described on page 47) <p>CST, CAT/6 Survey, or CAPA only</p> <ul style="list-style-type: none"> ■ The content area IS included and assigned a weight of 200. <p>CST only</p> <ul style="list-style-type: none"> ■ If "Unknown", "Multiple Marks", or Blank for "CST Mathematics Test Taken" or "CST Science Test Taken" are shown on the student record, the content area IS included and assigned a weight of 200. 																
<p>6. CAHSEE Performance Level Weights</p>	<p>CAHSEE only</p> <p style="text-align: center;">Mathematics or ELA Passed/Not Passed Indicator Codes 2003 API Base 10th Grade Only</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">P = Passed</td> <td style="text-align: right;">1000</td> </tr> <tr> <td>N = Not Passed</td> <td style="text-align: right;">200</td> </tr> <tr> <td>I = Not Valid (modification used)</td> <td style="text-align: right;">200</td> </tr> <tr> <td>A = Absent</td> <td style="text-align: right;">200</td> </tr> <tr> <td>C = Score Invalidated (irregularities)</td> <td style="text-align: right;">200</td> </tr> <tr> <td>H = Pending</td> <td style="text-align: right;">200</td> </tr> <tr> <td>Blank = Not Attempted</td> <td style="text-align: right;">200</td> </tr> <tr> <td>T = Previously passed (per district records)</td> <td style="text-align: right;">Not included</td> </tr> </table> <p>Note: For the 2004 API Growth and Base, make-up tests will be tracked so that a student that was absent would be counted only for the make-up score. This will be done using subtotals by category (schoolwide and each subgroup).</p>	P = Passed	1000	N = Not Passed	200	I = Not Valid (modification used)	200	A = Absent	200	C = Score Invalidated (irregularities)	200	H = Pending	200	Blank = Not Attempted	200	T = Previously passed (per district records)	Not included
P = Passed	1000																
N = Not Passed	200																
I = Not Valid (modification used)	200																
A = Absent	200																
C = Score Invalidated (irregularities)	200																
H = Pending	200																
Blank = Not Attempted	200																
T = Previously passed (per district records)	Not included																

Accommodations and Modifications Categories

Collected from 2003 STAR Testing Program and CAHSEE

Accommodations

CST and CAT/6 Survey accommodations include the following:

All Content Areas

- Student is an English learner enrolled in the school district fewer than 12 months, who used accommodations for the test
- Student was tested in Braille
- Student was tested with accommodations specified in a 504 Plan.
- Student was tested with accommodations specified in an Individualized Education Plan (IEP)
- Student used extended time for one or more of the CAT/6 Survey tests

CAHSEE accommodations include the following:

English-language arts (ELA) and Mathematics

- Braille
- Large Print
- Directions Read Aloud or Signed
- Other (Presentation)
- Marked Answers in Test Booklet
- Scribe Marked Answer Document
- Other (Response)
- Additional Time (beyond the school day)
- Additional Breaks
- Other (Scheduling)

Mathematics

- Audio presentation for Mathematics

Modifications

CST and CAT/6 Survey modifications include the following:

CST ELA; CAT/6 Survey Reading and Language

- Reading/English-language arts—test examiner read passages or questions aloud or signed them for the deaf

Mathematics CST; CAT/6 Survey in Mathematics

- Math tests—student used a calculator, arithmetic tables, or math manipulatives

ELA CST; CAT/6 Survey in Reading, Language, and Spelling

- Reading/Language/Spelling tests—student used a dictionary, glossary, word book or word list

CSTs and CAT/6 Survey in all content areas

- Student used unique modifications not listed

CAHSEE modifications include the following:

Mathematics

- Use of a calculator

ELA

- Audio presentation for English-language arts

ELA and Mathematics

- Other

Grades 8-11 Mathematics CST Rules, 2003 API Base

- **Students in grade 8 or 9 who took the California General Mathematics Standards Test (GM CST):** The GM CST is based on grade 6 and 7 state content standards. To adjust for the difference in grade level standards, the API performance level weights for results from the GM CST are adjusted for the API calculation. For grade 8, the performance level of the student record is lowered by one performance level. For grade 9, the performance level of the student record is lowered by two performance levels.
- **Mathematics CST:** To account for students who take no Mathematics CST (including those in grades 8 and 9), a credit of 200 is assigned for the performance level weight for any student record without a Mathematics CST performance level in grades 8 through 11.

Grades 9-11 Science CST Rules, 2003 API Base

- To account for students in grades 9 through 11 who take no Science CST, a credit of 200 is assigned for the performance level weight for any student record without a Science CST performance level in grades 9 through 11.

PSAA CHRONOLOGY

April 1999	Public Schools Accountability Act of 1999 (PSAA) legislation (Chapter 3 of 1999) enacted		are eligible for awards from the Governor's Performance Award (GPA) Program, School Site Employee Performance Bonus, and Certificated Staff performance Incentive Act
July 1999	<i>Framework for the Academic Performance Index (API)</i> approved by the State Board of Education (SBE)		
August 1999	Schools scoring in the lower half of the statewide distribution on the norm-referenced portion of the Standardized Testing and Reporting (STAR) Program test for both 1998 and 1999 invited to participate in the Immediate Intervention/Underperforming Schools Program (II/USP)	January 2001	2000 API Base scores, rankings, and growth targets reported; small schools received 2000 API Base (asterisk) but no ranks
September 1999	Eligible schools selected for II/USP (first cohort schools)	March 2001	Indicators for the Alternative Schools Accountability Model (ASAM) approved by the SBE
November 1999	<i>The 1999 Base Year Academic Performance Index (API)</i> approved by SBE	Fall 2001	Schools' 2000–01 API Growth report released; 430 additional school selected for II/USP (third cohort); schools that met criteria are eligible for GPA and/or Certificated Staff Performance Incentive Act
January 2000	1999 API Base scores, rankings, and growth targets established and disseminated to schools		Schools participating in the ASAM selected indicators for data collection in school year 2001–02.
July 2000	Alternative Accountability System framework adopted by State Board	September 2001	Method and indicators for 2001 API Base to include standards-based English-language arts test approved by the SBE
July 2000	Method and indicators for 2000 API Base to be the same as the 1999 API Base approved by the SBE	October 2001	Senate Bill 735, Assembly Bill 961, and Assembly Bill 1295 chaptered, amending the PSAA
September 2000	Senate Bill 1552 (Alpert) enacted, amending the PSAA	January 2002	2001 API Base scores, rankings, and growth targets reported; small schools received 2001 API Base (asterisk) but no similar schools ranks
Fall 2000	Schools' 1999–00 API Growth report released; 430 additional schools selected for II/USP (second cohort); schools that met criteria		No Child Left Behind Act of 2001 (NCLB) signed by President Bush

June 2002	Methodology for 2002 API Base adopted by SBE	July 2003	2002 API Base reports for school districts and ASAM schools released; growth targets not provided for these reports.
July 2002	Schools participating in the ASAM reported indicator data for school year 2001–02		2002 Base Adequate Yearly Progress (AYP) report released
September 2002	Senate Bill 1310 (Alpert) signed, amending the PSAA	August 2003	2003 AYP Phase I report released
Fall 2002	Schools' 2001–02 API Growth report released; schools that met criteria are eligible for GPA and/or Certificated Staff Performance Incentive Act; neither award program is funded in 2002–2003 to recognize academic growth that occurred in 2001–2002	October 2003	2002–03 API Growth report released, including APIs for school districts and ASAM schools
January 2003	California's NCLB proposal submitted to U.S. Department of Education	November 2003	AYP Phase II report released
	Methodology for 2002 API Base revised by SBE		Regulations approved for using pre-post assessments as ASAM indicators
February 2003	Consistent with current state requirements, 2002 API Base scores, rankings, and growth targets reported; small schools received 2002 API Base (asterisked) but no similar schools ranks	December 2003	Final 2002-03 API Growth report released
	Eight pre-post assessments for voluntary use as ASAM indicators approved by SBE		First-year ASAM school reports posted for review
June 2003	California's NCLB proposal, the Accountability Workbook, approved by U.S. Department of Education	January 2004	2003 AYP Phase III report released
	Methodology for 2003 API Base approved by SBE	March 2004	2003 API Base report released
	Schools participating in the ASAM reported baseline indicator data for school year 2002–03	June 2004	Schools participating in the ASAM report indicator data for school year 2003–04