Reporting the Academic Performance Index Growth and Awards for 1999–2000

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UPDATE ON THE PSAA

- The Public Schools Accountability Act of 1999 (PSAA) was enacted into law in April 1999.
- The PSAA 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.

Academic Performance Index (API) and Growth

- The 1999 API is a numeric index (or score) between 200 to 1000, reflecting a school's performance on results of the 1999 administration of the Stanford 9, a nationally-normed test that is administered annually to California public school students in grades 2 through 11 as part of the Standardized Testing and Reporting (STAR) program.
- Other performance indicators such as the California Standards Test (STAR augmented) and the high school exit exam and graduation and attendance rates will be added to the API when the data are available. The law requires that test results constitute at least 60 percent of the API.
- Schools receiving an API score between 200 and 1000 are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school's API score and ranking are compared to schools statewide and to schools with similar demographic characteristics. An API score of 800 will serve as the interim growth target for all schools until state performance standards are adopted.
- Schools receiving an API score also receive API scores for each numerically significant ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets also are set for each subgroup and the school as a whole.
- The annual growth target for a school is five percent of the distance between a school's API and the interim statewide performance target of 800. For any school below an API of 800, the minimum annual target is one point. A 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.
- The 1999–2000 API growth reports provided in October 2000 include each school's 2000 STAR percent tested, 1999 API base score, 2000 API growth score, 1999–2000 growth target and actual growth, whether growth targets were met, and the school's eligibility for two awards programs. An API and growth report for numerically significant subgroups are also included. The similar schools growth rank will be reported in December 2000.
- The 1999–2000 API growth results will be posted on the California Department of Education (CDE) API website at http://www.cde.ca.gov/psaa/api on October 4, 2000.

- Schools must report their API results in their local School Accountability Report Cards annually. Each school district's governing board also must discuss these results at a regularly scheduled meeting.
- Generally, API results are reported twice a year: (1) base year reports (each January) and (2) growth reports (each September).

Immediate Intervention/Underperforming Schools Program (II/USP)

- For the 2000–2001 school year, $21.5 million is available to support a second group of 430 schools that did not meet their 1999–2000 growth targets.
- Under II/USP, schools are required to write or revise a school-improvement plan and receive assistance to improve academically.
- Schools already in II/USP that continue to fall below their targets or do not show significant growth may be subject to local interventions or eventually to state sanctions.

1999–2000 API Awards Programs

- For the 2000–2001 school year, the Governor has designated three awards to be given to schools and/or school site employees, based on API growth; (1) the Governor's Performance Award (GPA); (2) the School Site Employee Performance Bonus (Senate Bill 1667); and (3) the Certificated Staff Performance Incentive Award (Assembly Bill 1114).
- The GPA and Certificated Staff Incentive awards are ongoing programs, based on annual API growth results; the School Site Employee Bonus is a one-time award.
- A combined total of $677 million has been allocated for the three awards: $227 million, to schools, for GPA; $350 million, half to schools and half to all staff at site, for School Site Employee Bonus; $100 million, to all certificated staff at site, for Certificated Staff Incentive.
- Schools receiving the GPA and School Site Employee Bonus awards will be notified through their districts in October 2000. The award money will be distributed after the first of the year in 2001. Schools eligible for the Certificated Staff Incentive can apply in December 2000, and funds will be awarded after January 2001.

Alternative Accountability System

- The State Board in July 2000 approved the framework for an Alternative Accountability System. Schools serving traditional student populations with fewer than 100 students with valid test scores; special education schools and centers; and alternative, continuation, community day, court, community, and county schools serving high-risk populations will participate in this system as soon as it is operational.
- The Alternative Accountability System framework identified three separate accountability models to be implemented over a three-year period: the small schools model (schools serving traditional student populations with fewer than 100 valid Stanford 9 scores); the special education schools and centers model; and alternative schools accountability model (alternative, continuation, community day, court, community, and opportunity schools serving high-risk student populations).

1999–2000 Academic Performance Index (API)

Questions and Answers About Growth

The Public Schools Accountability Act (PSAA), signed into law in 1999, authorizes the creation of a new educational accountability system for California public schools. The primary goal is to help schools improve the academic achievement of all students.

The PSAA has three components:

- **Academic Performance Index (API)** – measures school performance, sets academic growth targets, and monitors growth over time
- **Immediate Intervention/Underperforming Schools Program (II/USP)** – offers financial support to schools in need of improvement
- **Governor's Performance Award (GPA) program** – rewards schools that show improvement or high achievement based on the API

Two additional awards programs, based on the API, also have been added:

- **Certificated Staff Performance Incentive Act (AB 1114)** – offers rewards to certificated staff in lower-performing schools that show significant improvement beyond the API growth target
- **School Site Employee Performance Bonus (SB 1667)** – provides one-time financial bonuses to employees of schools that show improvement or high achievement

The PSAA also requires the development and implementation of an Alternative Accountability System for small schools and schools that serve a non-traditional student population. At its July 2000 meeting, the State Board of Education approved the conceptual framework for this system.

Growth in the API is the central focus of the PSAA. In January 2000, schools were provided their 1999 API Base results. In October 2000, schools will receive their 2000 API Growth results. The API results from 1999 and 2000 will be compared to determine a school's growth. A school's growth in the API will determine if a school may be eligible for interventions or awards. Answers to frequently-asked questions about the PSAA, API, and the 1999–2000 API reporting cycle follow.

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 interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward that goal.

What are the API reporting cycles?

An API reporting cycle consists of two components: (1) base year 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, the base year reports are provided in January of each year, and the growth reports are provided each September. A graphic display of the API reporting cycle is located on the CDE API website at http://www.cde.ca.gov/psaa/api.

What is included in the 1999–2000 API reporting cycle?

The 1999–2000 API reporting cycle consists of the following information:

- **1999 API Base reports** (reported in January 2000)
  - 1999 API Base—calculated from 1999 Stanford 9 results
  - State and similar schools decile ranks
  - School and subgroup growth targets

1999–2000 Academic Performance Index (API)

Questions and Answers About Growth

- **1999–2000 API Growth reports** (reported in October 2000)
  - 2000 API Growth—calculated from 2000 Stanford 9 results
  - 1999 to 2000 growth
  - Whether or not the school met its growth targets and is eligible for GPA or School Site Employee Bonus

  The growth decile ranks for similar schools will be available in December 2000. In future years, the API Growth reports will be available in September.

What will be included in the 2000–2001 API reporting cycle?

The 2000–2001 API reporting cycle will consist of the same type of information as the 1999–2000 cycle except that the data will cover the span from 2000–2001. The 2000 API Base reports will be provided in January 2001, and the 2000–2001 API Growth reports will be provided in September 2001. For each reporting cycle, an API Base will be calculated, incorporating any new indicators adopted by the State Board of Education. The API Growth for each cycle will be calculated in the same way as the API Base for the cycle, using the same indicators.

What does the 1999–2000 API Growth Report specifically include for each school?

The 1999–2000 API Growth Report for each school includes:

- percent of students tested in the 2000 administration of the Stanford 9
- school's 2000 API (Growth) (scale 200 to 1000)
- school's 1999 API (Base) (scale 200 to 1000)
- 1999 to 2000 growth target
- 1999 to 2000 actual growth
- 1999 to 2000 similar schools growth rank
- information on whether growth targets were met
- whether the school is eligible for the GPA and School Site Employee Bonus
- school demographic characteristics
- subgroup information

When will the 1999–2000 API Growth Reports be available?

Public reporting of the 1999–2000 API growth results is scheduled to be posted on the California Department of Education (CDE) website on October 4, 2000 at http://www.cde.ca.gov/psaa/api.

In the 1999–2000 API Growth Report, how was "the percent of students tested in the 2000 administration of the Stanford 9" determined?

This percent is calculated as follows:

Percent Tested = (Total Students Tested)

divided by

(Total Enrollment on First Day of Testing, grades 2–11
less
Students with Parent/Guardian Written Waiver Request
less
Students with Individualized Education Program Exemptions)

The percent tested is used as the participation rate for awards eligibility. The source of these data is the STAR 2000 Apportionment Information Report. The percent tested is rounded down to the nearest whole percent.

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 1999–2000 schoolwide target if (1) it meets or exceeds 5% of the distance between its 1999 API and the interim statewide performance of 800, or (2) its 2000 API is at or above 800.

1999–2000 Academic Performance Index (API)

Questions and Answers About Growth

- **Comparable improvement target** – the amount of growth each numerically significant ethnic/racial and socioeconomically disadvantaged subgroup in the school is expected to make in a year. In most cases, a subgroup in a school meets its 1999–2000 subgroup target if it meets or exceeds 80% of the school's 1999–2000 growth target. For exact calculation of growth targets, refer to the *1999–2000 API Growth Explanatory Notes* located on the CDE website at http://www.cde.ca.gov/psaa/api.

How is a school's 2000 API "growth" calculated?

The 1999–2000 growth for a school is determined by subtracting its 1999 API from its 2000 API. For each numerically significant subgroup in the school, the 1999 API for the subgroup is subtracted from its 2000 API.

What was used to calculate the 1999 API and the 2000 API?

The 1999 Stanford 9 scores were used to calculate the 1999 API and the 2000 Stanford 9 scores were used for the 2000 API. Only scores for students enrolled in the district the prior year were included in the calculation for both APIs.

What is meant by a "numerically significant student subgroup"?

To be considered numerically significant, a subgroup must:

- have at least 30 students, with valid Stanford 9 scores, who make up at least 15 percent of the school's tested enrollment, **or**
- have at least 100 students with valid Stanford 9 scores.

What are the categories for the numerically significant subgroup growth?

Subgroup APIs are calculated for the following categories:

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

What is meant by "socioeconomically disadvantaged"?

A socioeconomically disadvantaged student is defined as 1) a student neither of whose parents has received a high school diploma **or** 2) a student who participates in the free or reduced price lunch program.

Are English language learners considered a subgroup for API calculations?

English language learners (formerly called limited-English proficient students) are not considered a subgroup for API calculations.

If a subgroup at a school was numerically significant for the 1999 API but was not numerically significant for the 2000 API, will it receive a subgroup growth score?

If the school has a subgroup that was significant for the 1999 API but was not significant for the 2000 API, it will **not** receive a 1999–2000 subgroup growth score. A school's subgroup must be numerically significant in both years for the subgroup growth to be calculated.

1999–2000 Academic Performance Index (API)

Questions and Answers About Growth

Will all schools receive a 1999 to 2000 growth score?

Most schools that received a 1999 API will receive a 1999 to 2000 growth score and report. In order for a school to receive the growth score and report, it must have both a 1999 and 2000 API. A school that is in the Alternative Accountability System or opened or closed between the 1998–99 and 1999–00 school years would not receive a growth score. New schools starting in September 1999 that did not receive a 1999 API will be included in the 2000–2001 API reporting cycle and will receive a 2000 API base score.

Why would a school not receive a 2000 API Growth, even though it received a 1999 API Base?

There are several reasons:

- the school existed in the 1998–99 school year but closed for the 1999–2000 school year
- the school's number of students with valid Stanford 9 test scores decreased to fewer than 100
- the school's number of students with valid Stanford 9 test scores in any content area decreased to less than 65 percent
- a charter school, classified as traditional school for the 1999 API elected to participate in the Alternative Accountability System
- the student population of the school changed so substantially that calculating a reliable growth score is not possible

What would be considered a "substantial change" in the student population of a school such that growth could not be calculated?

Examples of the types of student population changes that could substantially impact a school's API could include, but are not limited to:

- the opening of a gifted and talented magnet program on a school site
- the opening of a special education center at a school site
- the addition of a large number of students participating in a free or reduced price lunch program at a school site
- the addition of a large number of English language learners at a school site

School districts have been asked to determine whether schools in their district should not receive a growth API due to programmatic or demographic changes between the 1998–1999 and 1999–2000 school years.

Will there be *district* APIs and 1999 to 2000 growth scores?

No, school districts will **not** receive APIs or 1999–2000 growth scores. APIs are calculated at the school level only.

How will schools' 1999 to 2000 growth scores be ranked in December?

In December 2000, schools will be provided a 1999 to 2000 API similar schools growth rank. For this ranking, schools' 1999–2000 growth will be sorted by school type: elementary, middle, and high schools. Within each category, a school's growth will be compared to its 1999 similar schools group. For this comparison, the growth scores of the 1999 similar schools are sorted from lowest to highest and then divided into ten equal groups (or deciles) ranked from lowest (one) to highest (ten). The rank of the individual school is the decile where the school's growth score falls.

How are the school's growth targets and growth used?

Generally, if a school meets participation and growth awards criteria, it may be eligible to receive monetary or non-monetary awards through the Governor's Performance Award, Certificated Staff Performance Incentive Award, or School Site Employee Performance Bonus programs. If a school does not meet or exceed its growth targets, it may be identified for participation in the Immediate Intervention/Underperforming Schools Program (II/USP).

Information about the PSAA, the API, and growth can be found on the CDE website at http://www.cde.ca.gov/psaa/api.

1999–2000 Academic Performance Index (API)

Questions and Answers About Awards

What awards are available for schools that have met their API targets?

The Governor has designated three awards programs for schools and/or school site employees during the 2000–2001 school year as part of the state's new accountability system:

- Governor's Performance Award (GPA) Program (Senate Bill 1X)
- School Site Employee Performance Bonus (Senate Bill 1667)
- Certificated Staff Performance Incentive Act (Assembly Bill 1114)

How much money has been allocated for the three API-based awards?

The state has allocated funding for the three awards as follows: GPA, $227 million; School Site Employee Bonus, $350 million; and Certificated Staff Incentive, $100 million. Funding for the GPA and Certificated Staff Incentive awards is ongoing. Funding for the School Site Employee Bonus is for one year only.

What are the participation criteria to qualify for any of the three awards?

To qualify for the three API-based awards:

- Elementary and middle schools must have a 95 percent participation rate on the 2000 Stanford 9 test
- High schools must have a 90 percent participation rate on the 2000 Stanford 9 test

What are the additional eligibility criteria for the GPA and School Site Employee Bonus awards?

To qualify for the GPA and School Site Employee Bonus awards:

- The 1999–2000 growth for a school must meet or exceed its 5% growth target.
- Schools that met the state's interim performance target of 800 on the 1999 API must make at least a one point gain in 2000
- The 1999–2000 growth for each numerically significant subgroup must meet or exceed 80 percent of the school's growth target in most cases. A full description of growth targets can be found in the *1999–2000 API Growth Report Explanatory Notes* on the CDE website at http://www.cde.ca.gov/psaa/api.

What are additional eligibility criteria for the Certificated Staff Incentive awards?

A school must have a 1999 API in the lower half of the statewide rankings (1–5) to be eligible for this award. In addition, to receive this award:

- The school's 1999–2000 API growth must meet or exceed two times the annual five percent growth target, which is a minimum of 10 percent of the distance between the school's 1999 API and 800.
- The 1999–2000 API growth for each numerically significant subgroup must meet or exceed 80 percent of this 10 percent growth target which is a minimum of 8 percent of the distance between the school's 1999 API and 800.
- A school must show growth between the 1998 and 1999 Stanford 9 scores.

What is meant by two times the annual growth target in the Certificated Staff Incentive criteria?

Two times the annual growth target for a school is ten percent of the distance between the school's API and the interim statewide performance target of 800. For example, a school with a 1999 API of 500 would have a 1999–2000 API growth target of 15 points. Two times the growth target would be 30, or ten percent of the distance between 500 and 800.

1999–2000 Academic Performance Index (API)

Questions and Answers About Awards

Who will receive the money for these awards?
Under the GPA, schools could receive up to $150 per student for schoolwide use. Kindergarten through twelfth grade students will be counted.

Under the School Site Employee Bonus, half of the funds are to be distributed to school site employees (certificated and classified) on an FTE basis, who were assigned to the site during the year of testing. The other half of the funds will be given to the school for schoolwide use.

Under the Certificated Staff Incentive, all school certificated staff (all site positions requiring certificated staff such as teachers and principals) will receive money for this award. Teachers with emergency credentials are included in the awards funding.

The governing board of the school district shall negotiate individual teacher and other certificated staff salary award amounts with the exclusive representative of the bargaining unit.

If school staff members have resigned from the district, do they still qualify for the School Site Employee Bonus?
Even though staff members have resigned or retired from the district, they are eligible for award funding if they were assigned to and worked at the eligible site during the year of testing.

Are itinerant staff, hourly part-time certificated teachers, long term substitutes, and non re-elect staff eligible for Certificated Staff Incentive awards?
Yes. Any certificated staff who worked at the school during the year of testing is eligible for the award. The amount that the person receives will be determined through local negotiations between the School Board and the bargaining units of teachers and other certificated staff.

How will the Certificated Staff Incentive awards money be allocated?
Schools will be ranked from highest to lowest gains based on points over their API targets. Awards will be allocated successively until the $100 million allocated for this awards program is gone. Distribution will be as follows:

- 1,000 certificated staff in schools with the largest growth will receive $25,000 each.
- 3,750 certificated staff will receive $10,000 each.
- 7,500 certificated staff will receive $5,000 each.

How and when will the awards money be distributed?
CDE will post on the Internet the API growth data for schools in October 2000. Award eligibility for the Governor's Performance Award and the School Site Employee Performance Bonus will also be announced at this time. In December 2000, the Certificated Staff Performance Incentive Act school eligibility and application process will be sent to districts. The money for the awards will be distributed some time after January 2001.

Why does the Certificated Staff Incentive award have an application process and not the other two awards?
The Certificated Staff Incentive application is required by the legislation.

Will schools be excluded from receiving awards if they have a large number of parent waivers?
Schools with a high percentage of parent waivers on Stanford 9 testing will not be excluded from receiving a reward; however, the amount of funding for the GPA will be reduced in proportion to the number of parent waivers and other students not tested in grades 2 through 11.

How will schools decide on the use of GPA and School Site Employee Bonus funds?
The use of GPA and School Site Employee Bonus funds at the school will be determined by the existing site governance team/council. The use of the funds will be ratified by the local school board.

1999–2000 Academic Performance Index (API)

Questions and Answers About Awards

Can the district keep any of the awards money?
No. Although the money goes to the district, it is the district's responsibility to ensure that all of the awards money reaches each of the eligible schools.

Will the three awards be in place next year?
Currently there is ongoing funding for the GPA and Certificated Staff Incentive awards. It is not known at this time if the funding level for these two awards will remain the same next year. The School Site Employee Bonus award is a one-time bonus based on 1999–2000 growth only.

Will schools be eligible for the current awards if they are part of the Alternative Accountability System?
No. Award funds for these schools need to be appropriated through additional legislation.

Are charter schools eligible for the awards?
Charter schools that meet the criteria for the awards are eligible for all three of the awards.

Are Similar School Ranks part of the awards criteria?
No. Criteria for eligibility is based on whether or not a school meets or exceeds its Academic Performance Index, and if all numerically significant ethnic and socioeconomically disadvantaged subgroups at the schools make at least 80 percent of the school's growth target.

Can a school receive all three awards?
Yes. A school could receive all three awards if it meets all of the eligibility criteria. This could include the Governor's Performance Award, the School Site Employee Performance Bonus and the Certificated Staff Performance Incentive Act. Only schools in 1999 API statewide decile ranks 1 to 5 are potentially eligible for the Certificated Staff Incentive award.

Will schools that are eligible for API-based awards be eligible for the California's Distinguished School Program?
Any school that is eligible for the API-based awards and placed in the top 5 deciles of 1999 API statewide ranking, will be eligible to apply for the California Distinguished Schools Program.

Information about the API awards programs can be found on the CDE website at http://www.cde.ca.gov/psaa/awards.

1999–2000 Academic Performance Index (API)

Questions and Answers About Immediate Intervention/ Underperforming Schools Program (II/USP)

What are the criteria for identification and selection of II/USP schools for 2000?

For the 2000–2001 school year, schools will be identified as eligible to volunteer for II/USP if they meet all of the following criteria:

- The school is not already in II/USP.
- The school placed in the lower five deciles of the 1999 API statewide ranking.
- The school did not meet or exceed its five percent schoolwide target nor all of its numerically significant subgroup growth targets.

What happens to schools selected for II/USP in 1999 that do not meet their 1999 to 2000 API growth target?

Schools selected for II/USP in 1999 (planning year) that do not meet their 1999–2000 growth targets will continue in II/USP for the 2000–2001 school year. If these II/USP schools fail to meet their 2000–01 growth targets the first year of implementing their action plan, they will be subject to local interventions. Under local interventions, the district governing board must hold a public hearing to ensure that the school community is aware of the school's lack of progress. The governing board must then intervene in the school to help it meet its growth target. If these II/USP schools fail to meet their growth targets but show significant growth after two years of implementing their plan, they may continue in the II/USP program for another year. However, if these II/USP schools fail to meet their growth targets and do not show significant growth after two years of implementing their plan, they will be subject to state sanctions.

What happens to schools that are not in II/USP and do not meet their 1999–2000 growth target?

Schools that are not in II/USP and do not meet their 1999–2000 growth target may be eligible for II/USP beginning in the 2000–2001 school year.

Information about the II/USP can be found on the CDE website at http://www.cde.ca.gov/iiusp

1999–2000 Academic Performance Index (API)

Questions and Answers About Alternative Accountability System

What types of schools are included the Alternative Accountability System?
Schools that have fewer than 100 students with valid Stanford 9 scores, along with special education schools and centers and alternative, continuation, community day, court, community, and opportunity schools serving high-risk student populations participate in the Alternative Accountability System. The State Board of Education in July 2000 approved the framework for the Alternative Accountability System.

What does the Alternative Accountability System framework include and when will it be implemented?
The Alternative Accountability System framework identifies three separate accountability models to be implemented over a three-year period:

- Small schools model (schools serving traditional student populations with fewer than 100 valid Stanford 9 scores)
- Special education schools and centers model
- Alternative schools accountability model (schools serving high-risk student populations)

What is the small schools model?
In the small schools model, an API with an asterisk will be provided to schools with 11 to 99 valid Stanford 9 scores. The asterisk is designed to acknowledge the greater statistical uncertainty of an API based on fewer than 100 scores. The API with asterisk will begin with the 2000–2001 API reporting cycle. Small schools with fewer than 11 valid scores will participate in the alternative schools accountability model.

What is the special education schools and centers model?
The special education schools and centers model encompasses the current Quality Assurance Process, the annual Individualized Education Program (IEP) review and three-year evaluation process, and developmental work. Recommendations for this model will be based on review of the new alternative assessment and key Performance Indicators which will go to the State Board in the fall of 2001.

What is the alternative schools accountability model?
The alternative schools accountability model includes alternative schools serving high-risk student populations, continuation schools, disciplinary alternative schools, non-special education residential schools or juvenile detention centers, and schools serving students with fewer than 11 valid Stanford 9 test scores. Under this model, schools will report achievement of goals on STAR and on each of several indicators approved by the State Board in January 2001. This model will be implemented starting with the 2001–02 school year.

Can schools in the Alternative Accountability System opt to participate in the main accountability system?
Beginning with the 2000–2001 reporting cycle, schools that are identified as "alternative" for the purposes of the Alternative Accountability System will have the option of participating in the main accountability system if they have 100 or more valid Stanford 9 scores. They can opt to participate in the small schools model if they have 11 to 99 valid scores.

Can a school identified as "alternative" for the purposes of the Alternative Accountability System opt to participate in the main accountability system for one year and then return to the Alternative Accountability System the next year?
No. Schools that have opted for the main accountability system must stay with that system for three years.

How does a kindergarten only or K–1 school fit in the accountability system?
A kindergarten only or K–1 school is included in the Alternative Accountability System.

Information about the Alternative Accountability System can be found on the CDE website at http://www.cde.ca.gov/psaa/api or by contacting the Educational Options Office at (916) 322-5012.

API REPORTING CYCLES

1999 **2000** **2001** **2002**

1999 to 2000 Growth

1999 API Base
Schoolwide/Subgroup APIs
Statewide Rank
Similar Schools Rank
STAR Indicators
- Stanford 9

2000 API Growth
Schoolwide/Subgroup APIs
Similar Schools Growth Rank
STAR Indicators
- Stanford 9

2000 to 2001 Growth

2000 API Base
Schoolwide/Subgroup APIs
Statewide Rank
Similar Schools Rank
STAR Indicators
- Stanford 9

2001 API Growth
Schoolwide/Subgroup APIs
Similar Schools Growth Rank
STAR Indicators
- Stanford 9

2001 to 2002 Growth

2001 API Base
Schoolwide/Subgroup APIs
Statewide Rank
Similar Schools Rank
Indicators:
STAR
- Stanford 9
- Standards-Based Test (proposed)

2002 API Growth
Schoolwide/Subgroup APIs
Similar Schools Growth Rank
Indicators:
STAR
- Stanford 9
- Standards-Based Test (proposed)

An API reporting cycle consists of two components: (1) base year information and (2) growth information. The base year reports are provided each January, and the growth reports are provided each September. The State Board of Education determined in July 2000 that the 2000 API Base should use the same methodology and indicators as that used for the 1999 API Base. Rules for including students in the 2000 API Base are expected to be revised by pending legislation (Senate Bill 1552).

SCHOOLWIDE AND SUBGROUP GROWTH TARGETS

To meet the Schoolwide Growth Target...

If the school's API (Base) is between 200 and 780 (Column A), the school's growth target is 5% of the distance between a school's API (Base) and the interim statewide performance target of 800. If the school's API (Base) is between 781 and 799 (Column B), the school's growth target is 1 point gain. If the school's API (Base) is 800 or more (Column C), the school must maintain an API of at least 800 in order to meet its schoolwide growth target.

	Schoolwide API (Base)		
	200 to 780	**781 to 799**	**800 or more**
	A	**B**	**C**
Schoolwide Growth Target:	5% distance from the school API to 800	1 point gain	Maintain 800 or more

To meet the Subgroup Growth Targets...

The growth targets for subgroups will depend on what the schoolwide API (Base) is. If the school's API (Base) is between 200 and 780 (Column A) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is 80% of the schoolwide target. If the school's API (Base) is 781 or more (Columns B and C) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is 1 point gain. Regardless of the school's API (Base), if the subgroup API (Base) is 800 or more (Row 2), the subgroup must maintain an API of at least 800 in order to meet its growth target.

			Schoolwide API (Base)		
			200 to 780	**781 to 799**	**800 or more**
			A	**B**	**C**
Subgroup Growth Target:	***Subgroup API (Base)*** **200 to 799**	**1**	80% of schoolwide target[1]	1 point gain	
	Subgroup API (Base) **800 or more**	**2**	Maintain 800 or more		

For Awards Eligibility...

To be eligible for awards, a school must meet or exceed its schoolwide growth target and meet or exceed each subgroup growth target. A school with an API (Base) of 800 or more must make at least 1 point gain in its API.

Note: The minimum growth target is one point. "Subgroup" refers to each numerically significant ethnic and socioeconomically disadvantaged subgroup at the school.

[1] The subgroup growth target is 80% of the schoolwide growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance to 800.

STATE MONETARY AWARDS PROGRAMS BASED ON THE ACADEMIC PERFORMANCE INDEX (API)

	Governor's Performance Awards (GPA) (SB1X, Ch 3 of 1999)	School Site Employee Performance Bonus (SB 1667, Ch 71 of 2000)	Certificated Staff Performance Incentive Act (AB 1114, Ch 52 of 1999)
Amount of Funds Appropriated	$227 million	$350 million	$100 million
Group Receiving Awards	School, for schoolwide use	All staff at school site School, for schoolwide use	School certificated staff (all site positions requiring certificated staff)
Eligibility	Open to all schools with APIs	Open to all schools with APIs	Open to schools with APIs in Deciles 1-5 in 1999
Conditions	✓ 1999–2000 API growth must meet or exceed 5% growth target ✓ 1999–2000 API growth for significant subgroups must meet or exceed 80% of school target ✓ Elementary and middle schools must have 95% Stanford 9 participation rate; high schools must have 90% Stanford 9 participation rate ✓ Schools with 1999 APIs at 800+ must make at least one point gain in 2000.	✓ Eligibility for GPA program will determine eligibility for the performance bonus.	✓ 1998–1999 Stanford 9 growth must be demonstrated ✓ 1999–2000 API growth must meet or exceed 2 times annual growth target ✓ 1999–2000 API growth for subgroups must meet or exceed 80% of 2 times the school target ✓ Elementary and middle schools must have 95% Stanford 9 participation rate; high schools must have 90% Stanford 9 participation rate
Distribution Setup	✓ Intended to be fully funded at up to $150 per student to all schools meeting conditions	✓ All site staff (on FTE basis) will receive the bonus. ✓ An equal amount of money will be given to the school for schoolwide use.	✓ Biggest gains receive the largest awards, based on growth (number of API points by which the school exceeded its target). • 1000 certificated staff in schools with largest growth get $25,000 each. • 3750 certificated staff get $10,000 each. • 7500 certificated staff get $5,000 each.
Distribution Decision	Use of funds at school decided by existing site governance team/school wide council representing major stakeholders; ratified by local board		Inclusion of certificated personnel receiving funds decided by local district in negotiation with teachers' union
Proposed Notification Timeline	December 2000, after state API data have been published on CDE website		December 2000, after state API data have been published on CDE website
Continuation Status	Ongoing	One-time bonus	Ongoing

Policy and Evaluation Division: California Department of Education

CALCULATING THE ACADEMIC PERFORMANCE INDEX

Calculating 1999 to 2000 Schoolwide Growth in the API

A school's growth in the API is the amount of actual gain or loss a school makes in its API score in a year. The 1999-2000 growth for a school is determined by subtracting its 1999 API (Base) from its 2000 API (Growth). If a school does not have a 1999 API Base, it will not receive a growth score.

- **Step 1:** To calculate the schoolwide growth for a school, subtract the 1999 API (Base) from the 2000 API (Growth). In this example, the school's growth is 573 minus 555 = 18.

- **Step 2:** To obtain the growth target for a school below an API of 800, subtract the 1999 API (Base) from 800 and multiply the result by 5%. In this example, 800 minus 555 is 245, and 245 times 5% = 12.

- **Step 3:** If the school's growth is equal to or greater than its schoolwide growth target, it has met or exceeded its growth target. In this example, the school met its growth target because its growth exceeded its target by 6 points.

School Scores				
A	**B**	**C**	**D**	**E**
School's 2000 API (Growth)	School's 1999 API (Base)	1999-2000 Growth (A - B)	Growth Target: 5% of Distance to Statewide Target ((800-B) x 5%)	Met Growth Target?
573	**555**	**18**	**12**	**Yes**

Note: For any school with a 1999 API below 800, the minimum growth target is at least 1 point. Any school with a 1999 API of 800 or more must maintain an API of at least 800 in order to meet its growth target or must make growth of at least 1 point to be eligible for awards.

Determining Comparable Improvement for 1999 to 2000

Subgroup Growth and Growth Targets for Comparable Improvement

The API shall be used to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. "Numerically significant" means (1) at least 30 pupils and at least 15% of a school's tested enrollment or (2) at least 100 pupils (even if less than 15%). A "socioeconomically disadvantaged" pupil is a pupil neither of whose parent has received a high school diploma or one who participates in the free or reduced price lunch program. In most cases, the subgroup growth target will be calculated for each subgroup as 80% of the schoolwide growth target.

- **Step 1:** Determine which subgroups in the school were numerically significant for both the 1999 and 2000 Stanford 9 tests. In this example, the African American, Hispanic, and White ethnic groups and the socioeconomically disadvantaged pupil population were numerically significant subgroups within the school for both 1999 and 2000.

School Populations	Valid 1999 Stanford 9 Pupil Test Scores	Percent of total	Valid 2000 Stanford 9 Pupil Test Scores	Percent of Total	Is the subgroup numerically significant in both 1999 and 2000?
Schoolwide	310	100%	326	100%	n/a
Subgroups					
• African American not Hispanic	47	15%	53	16%	yes
• American Indian or Alaska Native	0	0%	0	0%	no
• Asian	16	5%	19	6%	no
• Filipino	3	1%	10	3%	no
• Hispanic or Latino	126	41%	179	55%	yes
• Pacific Islander	0	0%	0	0%	no
• White not Hispanic	60	19%	62	19%	yes
• Socioeconomically disadvantaged	190	61%	245	75%	yes

Note: A school's subgroup must be numerically significant in both 1999 and 2000 for the subgroup growth to be calculated.

- **Step 2:** Determine the 2000 API Growth for each subgroup that had a 1999 subgroup API. The subgroup APIs are calculated in the same way as the schoolwide APIs. In this example, the 2000 subgroup API Growth for African American is 540, for Hispanic is 530, for White is 603, and for Socioeconomically disadvantaged is 547.

- **Step 3:** To calculate the growth for a subgroup, subtract the 1999 Subgroup API (Base) from the 2000 Subgroup API (Growth). In this example, the African American subgroup's growth was 540 minus 520 = 20.

- **Step 4:** The growth target for each numerically significant subgroup is 80% of the schoolwide target. Multiply 80% by the schoolwide target. In this example the schoolwide target is 12; therefore, 80% x 12 = 10.

- **Step 5:** If the subgroup's growth is equal to or greater than its growth target, it has met or exceeded its growth target. In this example the African American sub-group's growth of 20 is greater than its target of 10 and therefore has exceeded its target by 10 points.

	School and Subgroup Scores						
	A	B	C	D	E	F	G
	2000 API (Growth)	1999 API (Base)	1999-2000 Growth	Schoolwide Target: 5% Distance to Statewide Target ((800 - B) x 5%)	Subgroup Growth Target: 80% of Schoolwide Target (D x 80%)	Met Subgroup Growth Target?	Met Comparable Improvement Target?
Schoolwide	573	555	18	12			
Numerically Significant Subgroups							
• African American not Hispanic	**540**	**520**	**20**		10	**yes**	**yes**
• Hispanic or Latino	**539**	**523**	**16**		10	**yes**	
• White not Hispanic	**603**	**586**	**17**		10	**yes**	
• Socioeconomically disadvantaged	**547**	**528**	**19**		10	**yes**	

Note: All subgroups must meet their respective subgroup targets in order for the school to meet its Comparable Improvement target. A subgroup in a school with a 1999 API between 781 and 799 will have a growth target of 1. Regardless of the schoolwide API, a subgroup with a 1999 API of 800 or more must maintain an API of at least 800 in order to meet its subgroup growth target. In a school with a 1999 API of 800 or more, any numerically significant subgroup with a 1999 API of less than 800 must improve by at least 1 point in order to meet its subgroup growth target. If 80% 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 to 800.

How to Calculate a School's Participation Rate and Funding for the Governor's Performance Award

To be eligible for **any** of the award programs, there must be a **minimum** participation rate of 95% on the Stanford-9 in elementary and middle schools and 90% in high schools, moving to a goal of 95% over time. To find out if a school is eligible for an award, the participation rate must be calculated.

Step 1: Calculating the Participation Rate

Enter your total number of students (grades 2–11), enrolled first day of testing on line **A**. In Example # 1, 300 students were enrolled. Enter the total number of students in grades 2–11 that were actually tested, on line **B**. In Example #1, 280 students were actually tested.

The next step is to subtract the Individualized Education Program (IEP) exemptions and parent waivers from your total enrollment the first day of testing. Enter your school's total IEP exemptions on Line **C**. Enter your school's total parent waivers on Line **D**. Example #1 subtracts five IEP exemptions and seven parent waivers from 300.

To determine your school's percent participation rate take the number in Line **B** (total students tested on Stanford 9) and divide by the result of Line **A** (total enrollment grades 2–11, first day of testing) minus line **C** (IEP exemptions) minus line **D** (parent waivers). In Example #1, 280 divided by 288, (300-5-7) equals 97%. The percent participation is rounded down to the nearest whole percent.

Line **E** of Example #1, illustrates this particular school would be eligible for awards after subtracting out the IEP exemptions and parent waivers because the school shows a 97% participation rate. In Example #2, a high school would be eligible, but an elementary and middle school would not because the rate is 93%. The school in Example #3 would not be eligible because the rate is too low.

		Example #1	Example #2	Example #3	Your School
A	Total enrollment first day of testing (grades 2-11)	300	300	300	
B	Total students tested on STAR (grades 2-11)	280	270	258	
C	Total IEP exemptions	5	5	5	
D	Total parent waivers	7	6	6	
E	Percent participation: *B divided by (**A** less **C** less **D**)*	97%	93%	89%	
			Elementary and Middle Schools Not Eligible	All Schools Not Eligible	

Example #1: 280 ÷ (300 – 5 – 7) = 280 ÷ 288 = .97

Step 2: Percent Participation for Funding

Schools with a high number of parent waivers will not be excluded from the award programs. However, the amount of the funding that goes to the school will be reduced.

To make the percentage calculation, return to Step #1. Take Line **B** (the total number students in tested on Stanford 9 grades 2–11) divided by Line **A** (the total enrollment first day of testing), minus Line **C** (IEP exemptions). This time, **do not** subtract out the parent waivers.

Line **F** (Percent participation for funding) in Example #1, is 280 divided by 300 enrolled students minus 5 IEP exemptions. 280 divided by 295 equals 95%.

In Example # 1, 95% is the percent for funding at that particular school.

		Example #1	Example #2	Example #3	Your School
F	Percent participation for funding: *B divided by (A less C)*	95%	91%	Not Eligible	

Example #1: 280 ÷ (300 – 5) = 280 ÷ 295 = .95

Step 3: Adjusted Student Enrollment for Funding

To determine the adjusted student enrollment for funding, multiply Line **F** (the percentage participation for funding), by Line **G** (CBEDS enrollment grades K–1 & 12 plus the total enrollment first day of testing for students in grades 2–11). Line **H** is your adjusted student enrollment for funding.

In Example #1, 95% multiplied by 400 students is 380.

		Example #1	Example #2	Example #3	Your School
G	CBEDS enrollment (grades K-1 & 12) plus total enrollment first day of testing (grades 2-11)	400	400	Not Eligible	
H	Adjusted student enrollment for funding: *F multiplied by G*	380	364	Not Eligible	

Example #1: .95 x 400 = 380

Step 4: Total Amount of Cash Award

To determine the amount of the award funded to the school, multiply Line **H** (the adjusted student enrollment) by $150. In Example #1, Line **H** (the adjusted student enrollment) 380, multiplied by $150, equals $57,000. Line **I** is the cash award amount. The school in Example #1 would be awarded $57,000.

		Example #1	Example #2	Example #3	Your School
I	Amount of GPA cash award: *H multiplied by $150*	$57,000	$54,600	Not Eligible	

Example #1: 380 x $150 = $57,000

TALKING POINTS FOR SCHOOL DISTRICTS

Talking points with Options 1 or 2 can be adapted to address the progress of individual schools based on the 1999-2000 growth reports. School district personnel responsible for working with the media also can refer to the Questions and Answers in this packet for more information.

- The Academic Performance Index (API) is the cornerstone of the Public Schools Accountability Act (PSAA) of 1999.
- The API measures each school's academic performance, sets annual growth targets, and determines if growth targets have been met. Academic growth on the API is the central focus of the PSAA.

Option 1

- All (most) of our schools met (or exceeded) their growth targets for the school and every student subgroup. Because of their tremendous accomplishment, these schools may be eligible to receive funds through three API-based awards programs: the Governor's Performance Award Program (GPA), the School Site Staff Employee Performance Bonus and the Certificated Staff Performance Incentive Act.
- In addition to reaching their growth targets, schools must show a 95 percent student participation rate on the Stanford 9 for elementary and middle-schools and 90 percent participation rate for high schools to be eligible for any of the award programs.
- Our schools (Most of our schools) continued to surpass the state's goal of 800 on the API and to meet their growth targets. Whether or not they receive money awards from the state, the staffs at every school should be commended for this outstanding achievement.
- Each school's site governance team/council will decide how GPA and schoolwide School Site Employee Bonus funds will be used. The use of these funds also must be ratified by our District Board of Education.

Option 2

- Our schools did not meet their 1999–2000 API growth targets (Our schools met their 1999–2000 school growth targets but some of their student subgroup results missed the mark). Efforts our schools made last year to strengthen their instructional and assessment programs will help them make giant strides toward this year's achievement goals.

- The STAR test results, used to calculate the 1999 API and the 2000 API, show how well our students performed on one test on one day in a school year.

- It is extremely important that other indicators of student achievement, in addition to the STAR results, are used in the future to calculate each school's API and the growth achieved. The State Board of Education is planning to make these additions in the future.

- Requiring all numerically significant student subgroups at our schools to reach 80 percent of their schoolwide growth target makes a strong statement that the achievement of all students is important. No student should be left behind.

- We have many limited-English-proficient students in our schools who are required to take the Stanford 9 test in English, and their results are included in each school's API. As these students increase their proficiency in English, they also will increase their performance on the Stanford 9.

- The staff, students, and parents at our schools will continue to work together to improve the academic performance of all students, and their efforts will receive full district and board support. It takes everyone involved in our student's education to meet the challenges that lie ahead.

INTERNET POSTING OF 1999–2000 API GROWTH RESULTS

The 1999-2000 API growth results will be posted on the California Department of Education's API website on October 4, 2000 at http://www.cde.ca.gov/psaa/api. The Internet posting of 1999-2000 API Growth results:

- Provides *1999-2000 API Growth Explanatory Notes* designed to assist educators and other interested parties in interpreting the 1999-2000 API Growth Reports. The *Notes* provide details with respect to 1999-2000 API (Base) calculations, growth target calculations, and growth calculations beyond the explanations and footnotes that appear on the List of Schools and School Reports.

- Provides a List of Schools for each county and district. The list for a county or district includes summary statistics for each elementary, middle, and high school receiving growth results:
  - STAR 2000 percent tested
  - 2000 API (Growth)
  - 1999 API (Base)
  - 1999-2000 Growth Target
  - 1999-2000 Growth
  - 1999-2000 Similar Schools Growth Rank (available in November 2000)
  - Whether the school met its growth targets
  - Whether the school is eligible for the Governor's Performance Award or School Site Employee Performance Bonus programs

- Provides School Reports for each school receiving growth results. The reports include the following information for each school:
  - Schoolwide summary statistics (same information as provided in the List of Schools)
  - Summary statistics for numerically significant ethnic and socioeconomically disadvantaged subgroups in the school
  - Schoolwide demographic characteristics

- Provides a statewide data file that contains the above information for each school receiving growth results. Instructions for downloading the file can be accessed through the API web site under the heading "statewide data file".

SAMPLE INTERNET REPORTS FOR 1999 TO 2000 GROWTH

Sample Summary School Reports for 1999 to 2000 Growth

• List of Schools—District Level

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California Department of Education
Policy and Evaluation Division

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

October 4, 2000

District: **Polaris Unified**
County: Orion
CD Code: 98-98765

1999-2000 API Growth Report Explanatory Notes contain more details about the displayed information.
Click on the school name for a School Report or the Similar Schools List. (available in December 2000)

Footnotes: Click here.	STAR 2000 Percent Tested[1]	2000 API (Growth)[2]	1999 API (Base)[2]	1999-2000 Growth Target[3]	1999-2000 Growth[4]	1999-2000 Similar Schools Growth Rank[5]	Met Growth Target[6] School-wide	Met Growth Target[6] Comparable Improvement (CI)	Met Growth Target[6] Both Schoolwide and CI	Awards Eligible[7]
Elementary Schools										
Big Dipper Elementary	96	573	555	12	18		Yes	Yes	Yes	Yes
Cassopeia Elementary	97	658	659	7	-1		No	No	No	No
Celestial Elementary	95	601	588	11	13		Yes	No	No	No
Sunrise Elementary	92	653	638	8	15		Yes	Yes	Yes	No
Jupiter Elementary	100	828	823	*	5		Yes	Yes	Yes	Yes
Middle Schools										
Mercury Middle	98	593	572	11	21		Yes	Yes	Yes	Yes
Milky Way Middle	93	639	645	8	-6		No	No	No	No
High Schools										
North Star High	94	586	578	11	8		No	No	No	No
Starlight High	86	589	564	12	25		Yes	Yes	Yes	No

"N/A" means a number is not applicable or not available due to missing data.

"*" means the school scored at or above 800 in 1999.

Missing schools - some schools in the district may not appear on this list because APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores in 1999), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is being developed for these schools.

Data file: Click here to download a data file containing the information displayed above.

This example shows the List of Schools for a district. A List of Schools for each county is also available in a similar format.

Note: 1999–2000 Similar Schools Growth Rank and Similar Schools List will be available in December 2000.

Sample Summary School Reports for 1999 to 2000 Growth

• List of Schools—District Level (continued)

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FOOTNOTES

[1] This percent is calculated by dividing the number of students tested by the number of pupils enrolled on the first day of testing in the grades tested minus the number of students in those grades exempted from testing due to Individualized Education Program (IEP) statement and minus the number of students in those grades exempted from testing due to parent/guardian written request. This number is truncated (e.g., 94.9 = 94). The STAR 2000 Apportionment Information Report is the source of these data.

[2] For both the 2000 API (Growth) and 1999 API (Base), only scores for students in the district the prior year are included in the calculation. For information about the calculation of the 2000 API (Growth), please refer to the 1999-2000 API Growth Report Explanatory Notes.

[3] 1999-2000 Growth Target is 5% of the difference between the 1999 API (Base) and the interim Statewide Performance Target of 800. An asterisk (*) in this column indicates the school scored at or above 800 in 1999.

[4] Growth is calculated by subtracting the 1999 API (Base) from the 2000 API for Growth.

[5] 1999-2000 Similar Schools Growth Ranks are based on the 1999-2000 Growth. Ranks are in deciles, with 10 being the highest and 1 the lowest. For information about the calculation of Similar Schools Growth Ranks, please refer to the 1999-2000 API Growth Report Explanatory Notes.

[6] Growth Targets include two components: Schoolwide and Comparable Improvement (CI) Subgroup Targets. Schools meet the Schoolwide Target if (1) the 2000 API for Growth is 800 or greater, OR (2) they meet the 1999-2000 Growth Target. Schools meet the Comparable Improvement Target if all numerically significant ethnic/racial and socioeconomically disadvantaged subgroups in the school meet their Subgroup Targets, which in most cases is 80% of the 1999-2000 Growth Target. For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes. Subgroup information is contained on the individual School Reports. A subgroup is numerically significant if it (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid test scores. A school's subgroup must be numerically significant in both 1999 and 2000 for the subgroup growth to be calculated.

[7] Schools may be eligible for the Governor's Performance Award and School Site Employee Performance Bonus programs based on meeting the following criteria: 1) the school met its schoolwide target; 2) all numerically significant subgroups met their subgroup targets; 3) elementary and middle schools had 95% Stanford 9 participation and high schools had 90% participation; and 4) schools with 1999 APIs at or above 800 gained at least one point.

Sample Summary School Reports for 1999 to 2000 Growth

• School Report—Elementary School Example

Netscape:

California Department of Education
Policy and Evaluation Division

1999-2000 Academic Performance Index (API) Growth Report
School Report

October 4, 2000

School: **Big Dipper Elementary**
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543

List of Similar Schools (available in December 2000)
District List of Schools

School Type: Elementary

STAR 2000 Percent Tested[1]	2000 API (Growth)[2]	1999 API (Base)[2]	1999-2000 Growth Target[3]	1999-2000 Growth[4]	1999-2000 Similar Schools Growth Rank[5]	Met Growth Target[6] School-wide	Met Growth Target[6] Comparable Improvement (CI)	Met Growth Target[6] Both Schoolwide and CI	Awards Eligible[7]
96	573	555	12	18		Yes	Yes	Yes	Yes

"N/A" means a number is not applicable or not available due to missing data.
"*" means the school scored at or above 800 in 1999.
1999-2000 API Growth Report Explanatory Notes contain more details about the displayed information.

[1] This percent is calculated by dividing the number of students tested by the number of pupils enrolled on the first day of testing in the grades tested minus the number of students in those grades exempted from testing due to Individualized Education Program (IEP) statement and minus the number of students in those grades exempted from testing due to parent/guardian written request. This number is truncated (e.g., 94.9 = 94). The STAR 2000 Apportionment Information Report is the source of these data.

[2] For both the 2000 API (Growth) and 1999 API (Base), only scores for students in the district the prior year are included in the calculation. For information about the calculation of the 2000 API (Growth), please refer to the 1999-2000 API Growth Report Explanatory Notes.

[3] 1999-2000 Growth Target is 5% of the difference between the 1999 API (Base) and the interim Statewide Performance Target of 800. An asterisk (*) in this column indicates the school scored at or above 800 in 1999.

[4] Growth is calculated by subtracting the 1999 API (Base) from the 2000 API for Growth.

[5] 1999-2000 Similar Schools Growth Ranks are based on 1999-2000 Growth. Ranks are in deciles, with 10 being the highest and 1 the lowest. For information about the calculation of Similar Schools Growth Ranks, please refer to the 1999-2000 API Growth Report Explanatory Notes.

[6] Growth Targets include two components: Schoolwide and Comparable Improvement (CI) Subgroup Targets. Schools meet the Schoolwide Target if: (1) the 2000 API for Growth is 800 or greater, OR (2) they meet the 1999-2000 Growth Target. Schools meet the Comparable Improvement Target if all numerically significant ethnic/racial and socioeconomically disadvantaged subgroups in the school meet their Subgroup Targets, which in most cases is 80% of the 1999-2000 Growth Target. For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes. Subgroup information is contained on the individual School Reports. A subgroup is numerically significant if it (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid test scores. A school's subgroup must be numerically significant in both 1999 and 2000 for the subgroup growth to be calculated.

[7] Schools may be eligible for the Governor's Performance Award and School Site Employee Performance Bonus programs based on meeting the following criteria: 1) the school met its schoolwide target; 2) all numerically significant subgroups met their subgroup targets; 3) elementary and middle schools had 95% Stanford 9 participation and high schools had 90% participation; and 4) schools with 1999 APIs at or above 800 gained at least one point.

Note: 1999–2000 Similar Schools Growth Rank and List of Similar Schools will be available in December 2000.

Sample Summary School Reports for 1999 to 2000 Growth

• School Report—Elementary School Example (continued)

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Subgroups

Ethnic/Racial	Number of Pupils Included in 2000 API	Numerically Significant[1] for 2000	2000 Subgroup API for Growth[2]	1999 Subgroup API (Base)[2]	1999-2000 Subgroup Growth Target[2]	1999-2000 Subgroup Growth	Met Subgroup Growth Target[3]
African American not Hispanic	53	Yes	540	520	10	20	Yes
American Indian or Alaska Native	0	No					
Asian	19	No					
Filipino	10	No					
Hispanic or Latino	179	Yes	539	523	10	16	Yes
Pacific Islander	0	No					
White not Hispanic	62	Yes	603	586	10	17	Yes
Socioeconomically Disadvantaged[4]	245	Yes	547	528	10	19	Yes

[1] Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following definition are considered numerically significant if the group: (1) contains at least 100 students with valid test scores, OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid test scores. A school's subgroup must be numerically significant in both 1999 and 2000 for the subgroup growth to be calculated.

[2] The 2000 Subgroup API for Growth, 1999 Subgroup API (Base), and 1999-2000 Subgroup Growth Target are reported only for numerically significant subgroups. In most cases, 1999-2000 Subgroup Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. Exceptions include: 1) for subgroups below 800 within schools with APIs between 771 and 799, the subgroup growth target will be one point; 2) subgroups with a 1999 API at or above 800 must continue to have an API at or above 800 regardless of the 1999 Schoolwide API; 3) in schools with a 1999 API of 800 or more, subgroups with an API of less than 800 must grow at least 1 point; and 4) when 80% of the schoolwide target results in a subgroup target that would exceed the distance from the subgroup API to 800, the subgroup target equals the distance to 800.

[3] A school has demonstrated Comparable Improvement when each numerically significant subgroup has met its 1999-2000 Subgroup Growth Target.

[4] A student is considered socioeconomically disadvantaged if the 2000 Stanford 9 answer document indicates that: (1) the student participated in the Free or Reduced Price Lunch program, OR (2) neither of the student's parents graduated from high school.

Sample Summary School Reports for 1999 to 2000 Growth

• School Report—Elementary School Example (continued)

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School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent
African American not Hispanic	18
American Indian or Alaska Native	0
Asian	5
Filipino	2
Hispanic or Latino	59
Pacific Islander	0
White not Hispanic	16

Participants in Free or Reduced Price Lunch (Stanford 9)	74
English Language Learners (Stanford 9)	24
Multi-track year-round school? (CBEDS)	No
School Mobility (Stanford 9)	28

This is the percent of students who first attended this school in the current year.

Average Class Size (CBEDS)	
Grades	Average
K-3	19
4-6	34
Core academic courses in departmentalized programs	N/A

Parent Education Level (Stanford 9)	Percent
Percent with a Response*	64
Of those with a Response:	
Not a high school graduate	17
High school graduate	30
Some college	31
College graduate	19
Graduate school	3

** This number is the percent of student answer documents with parent education level information.*

	Average
Average Parent Education Level (Stanford 9)	2.63

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

	Percent
Fully credentialed teachers (CBEDS)	75
Teachers w/emergency credentials (CBEDS)	13
	Number
Enrollment on the first day of Testing grades 2-11 (STAR Apportionment)	338
Number of students contributing to the API	326

Sample Summary School Reports for 1999 to 2000 Growth

• School Report—High School Example

Netscape:

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Netsite: What's Related

California Department of Education
Policy and Evaluation Division

1999-2000 Academic Performance Index (API) Growth Report
School Report
October 4, 2000

School: **North Star High**
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543

List of Similar Schools (available in December 2000)
District List of Schools

School Type: High School

STAR 2000 Percent Tested[1]	2000 API (Growth)[2]	1999 API (Base)[2]	1999-2000 Growth Target[3]	1999-2000 Growth[4]	1999-2000 Similar Schools Growth Rank[5]	Met Growth Target[6] School-wide	Met Growth Target[6] Comparable Improvement (CI)	Met Growth Target[6] Both Schoolwide and CI	Awards Eligible[7]
94	586	578	11	8		No	No	No	No

"N/A" means a number is not applicable or not available due to missing data.
"*" means the school scored at or above 800 in 1999.
1999-2000 API Growth Report Explanatory Notes contain more details about the displayed information.

[1] This percent is calculated by dividing the number of students tested by the number of pupils enrolled on the first day of testing in the grades tested minus the number of students in those grades exempted from testing due to Individualized Education Program (IEP) statement and minus the number of students in those grades exempted from testing due to parent/guardian written request. This number is truncated (e.g., 94.9 = 94). The STAR 2000 Apportionment Information Report is the source of these data.

[2] For both the 2000 API (Growth) and 1999 API (Base), only scores for students in the district the prior year are included in the calculation. For information about the calculation of the 2000 API (Growth), please refer to the 1999-2000 API Growth Report Explanatory Notes.

[3] 1999-2000 Growth Target is 5% of the difference between the 1999 API (Base) and the interim Statewide Performance Target of 800. An asterisk (*) in this column indicates the school scored at or above 800 in 1999.

[4] Growth is calculated by subtracting the 1999 API (Base) from the 2000 API for Growth.

[5] 1999-2000 Similar Schools Growth Ranks are based on 1999-2000 Growth. Ranks are in deciles, with 10 being the highest and 1 the lowest. For information about the calculation of Similar Schools Growth Ranks, please refer to the 1999-2000 API Growth Report Explanatory Notes.

[6] Growth Targets include two components: Schoolwide and Comparable Improvement (CI) Subgroup Targets. Schools meet the Schoolwide Target if: (1) the 2000 API for Growth is 800 or greater, OR (2) they meet the 1999-2000 Growth Target. Schools meet the Comparable Improvement Target if all numerically significant ethnic/racial and socioeconomically disadvantaged subgroups in the school meet their Subgroup Targets, which in most cases is 80% of the 1999-2000 Growth Target. For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes. Subgroup information is contained on the individual School Reports. A subgroup is numerically significant if it (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid test scores. A school's subgroup must be numerically significant in both 1999 and 2000 for the subgroup growth to be calculated.

[7] Schools may be eligible for the Governor's Performance Award and School Site Employee Performance Bonus programs based on meeting the following criteria: 1) the school met its schoolwide target; 2) all numerically significant subgroups met their subgroup targets; 3) elementary and middle schools had 95% Stanford 9 participation and high schools had 90% participation; and 4) schools with 1999 APIs at or above 800 gained at least one point.

Note: 1999–2000 Similar Schools Growth Rank and List of Similar Schools will be available in December 2000.

Sample Summary School Reports for 1999 to 2000 Growth

• School Report—High School Example (continued)

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Subgroups

Ethnic/Racial	Number of Pupils Included in 2000 API	Numerically Significant[1]	2000 Subgroup API for Growth[2]	1999 Subgroup API (Base)[2]	1999-2000 Subgroup Growth Target[2]	1999-2000 Subgroup Growth	Met Subgroup Growth Target[3]
African American not Hispanic	265	Yes	516	517	9	-1	No
American Indian or Alaska Native	66	No					
Asian	70	No					
Filipino	97	No					
Hispanic or Latino	495	Yes	504	500	9	4	No
Pacific Islander	11	No					
White not Hispanic	494	Yes	652	646	9	6	No
Socioeconomically Disadvantaged[4]	705	Yes	529	519	9	10	Yes

[1] Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following definition are considered numerically significant if the group: (1) contains at least 100 students with valid test scores, OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid test scores. A school's subgroup must be numerically significant in both 1999 and 2000 for the subgroup growth to be calculated.

[2] The 2000 Subgroup API for Growth, 1999 Subgroup API (Base), and 1999-2000 Subgroup Growth Target are reported only for numerically significant subgroups. In most cases, 1999-2000 Subgroup Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. Exceptions include: 1) for subgroups below 800 within schools with APIs between 771 and 799, the subgroup growth target will be one point; 2) subgroups with a 1999 API at or above 800 must continue to have an API at or above 800 regardless of the 1999 Schoolwide API; 3) in schools with a 1999 API of 800 or more, subgroups with an API of less than 800 must grow at least 1 point; and 4) when 80% of the schoolwide target results in a subgroup target that would exceed the distance from the subgroup API to 800, the subgroup target equals the distance to 800.

[3] A school has demonstrated Comparable Improvement when each numerically significant subgroup has met its 1999-2000 Subgroup Growth Target.

[4] A student is considered socioeconomically disadvantaged if the 2000 Stanford 9 answer document indicates that: (1) the student participated in the Free or Reduced Price Lunch program, OR (2) neither of the student's parents graduated from high school.

Sample Summary School Reports for 1999 to 2000 Growth

• School Report—High School Example (continued)

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School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent
African American not Hispanic	16
American Indian or Alaska Native	3
Asian	4
Filipino	8
Hispanic or Latino	32
Pacific Islander	1
White not Hispanic	32

Participants in Free or Reduced Price Lunch (Stanford 9)	39
English Language Learners (Stanford 9)	10
Multi-track year-round school? (CBEDS)	No
School Mobility (Stanford 9)	14

This is the percent of students who first attended this school in the current year.

Average Class Size (CBEDS)	
Grades	Average
K-3	N/A
4-6	N/A
Core academic courses in departmentalized programs	32

Parent Education Level (Stanford 9)	Percent
Percent with a Response*	91
Of those with a Response:	
Not a high school graduate	13
High school graduate	26
Some college	33
College graduate	23
Graduate school	5

** This number is the percent of student answer documents with parent education level information.*

	Average
Average Parent Education Level (Stanford 9)	2.80

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

	Percent
Fully credentialed teachers (CBEDS)	95
Teachers w/emergency credentials (CBEDS)	9
	Number
Enrollment on the first day of Testing grades 2-11 (STAR Apportionment)	1,719
Number of students contributing to the API	1,615

SAMPLE PRESS RELEASE

Sample Press Release for School Districts

"One (several) of our schools met the Academic Performance Index (API) growth targets set by the state a year ago," Superintendent _____
said today as (he or she) announced results of the 1999–2000 API growth report for every school in the _____ District.

The API is the conerstone of the Public Schools Accountability Act (PSAA) signed into law in 1999. This law authorized the development of a new accountability system for California public schools that includes the API, growth targets, and awards based on API growth.

Results of the Stanford 9 test, given in spring 1999 and spring 2000 as part of the state's Standardized Testing and Reporting (STAR) program, were used to calculate the school's 1999 API and 2000 API. The 1999 API established the base for a school's academic performance and set an annual target for growth. The state established 800 as the interim API score that schools should strive to meet. The 1999–2000 API growth results for all schools are posted at http://www.cde.ca.gov/psaa/api on the Internet.

_____ noted, "Our schools worked very hard to incorporate last year's 1999 Stanford 9 results into their plans for improving student learning, and those efforts paid off. Our schools that met or exceeded their schoolwide and student subgroup targets may be eligible for monetary and non-monetary awards."

"I also wish to commend the efforts of staff, parents, and students at our schools that did not meet all of their targets," _____ said. "Their hard work has made a significant difference in the academic achievement of their students. Hopefully, all of our schools will meet their growth targets for the 2000–01 school year."

"The API for many (some) of our schools include Stanford 9 scores for a large number of limited-English-proficient students who are required to take this test,"
_____said. As these students become more proficient in English, they will increase their performance on the Stanford 9 and help raise the API growth targets for their schools.

We will continue working together to meet this important challenge in future years,"
_____ said. "Our goal is to ensure the academic success of all students."

Parents should direct their questions about the PSAA, school API scores, school plans for continuing to improve their school's academic performance, or API-based awards for their school zxto their students' school office. Every school in the district will be scheduling special parent information meetings. Dates and times for those meetings will be sent home from each school.

COMPARISON OF CALIFORNIA'S PSAA WITH OTHER STATES

With the passage of the Public Schools Accountability Act (PSAA) of 1999 (Senate Bill 1X, Chapter 3 of 1999), California's educational accountability system has become one of the most comprehensive in the nation. California's policies encompass seven areas of an integrated accountability system: statewide standards, statewide assessment, school report cards, school rankings, rewards, interventions, and sanctions.

Statewide Standards

California is one of 44 states that have adopted standards in the core academic subjects of English, mathematics, social studies, and science. California received the highest "grade point average" rating from Fordham Foundation for its 2000 content standards, particularly the mathematics standards.

Statewide Assessment

California is one of 48 states that administer a statewide testing program. In California that assessment, the Stanford 9, is part of the Standardized Testing and Reporting (STAR) program. Currently, California uses the results of the nationally-normed Stanford 9 test to calculate its Academic Performance Index (API). The API is used to measure school performance, set academic growth targets, and monitor progress over time. Over the next several years, results of The California Standards Test (augmented STAR), based on the rigorous statewide academic standards, and results of a high school exit examination are scheduled to be added to the API.

School Report Cards

California is one of 40 states that provide for annual "report cards" on the performance of individual schools. The School Accountability Report Card (SARC), the local component of California's accountability system, requires the governing board of each school district to prepare and issue a SARC addressing 16 indicators for each school annually. Schools must ensure that all parents receive a copy of the report card. Schools must annually report their API rankings in their SARCs, beginning in July 2000.

School Rankings

California joins 21 other states that evaluate and issue public ratings of schools. Under PSAA, schools' API scores and achieved growth scores are reported. These scores are also ranked in deciles (1–10). A school is ranked compared to schools statewide and compared to schools with similar demographic characteristics. California also publicly identifies high-performing schools. All API scores and rankings are reported annually, whether high-performing or low-performing. Further, the California State Board of Education (SBE) has defined a high level of performance on the API to which all schools in California should aspire. This is the interim statewide API performance target.

Rewards

California and 13 other states reward successful schools in some way. The Governor's Performance Award (PSAA) and School Site Employee Performance Bonus (Senate Bill 1667, Chapter 71 of 2000) programs provide monetary awards to schools that meet or exceed their API growth target or the interim statewide API performance target and show comparable improvement for all numerically significant ethnic and socioeconomically disadvantaged subgroups. In addition, the Certificated Staff Performance Incentive Act (Assembly Bill 1114, Chapter 52 of 1999) will provide one-time performance bonuses to teachers and other certificated staff in underachieving schools that significantly improve beyond their annual API growth target.

Interventions

Under the Immediate Intervention/Underperforming Schools Program (II/USP) of PSAA, California joins 20 other states that identify low-performing schools as part of their accountability system. Under the II/USP, schools are required to write or revise a school-improvement plan and receive assistance to improve academically.

Sanctions

Also under the II/USP of PSAA, California joins 18 other states that have the legislative authority to close, take over, or reorganize a school that continues to underperform academically.

Note: Comparative information about states provided in Quality Counts 2000, the fourth annual 50-state report by Education Week: http://www.edweek.org/sreports/qc00.

PSAA TIMELINE FOR SCHOOL YEAR 2000–2001

September 2000

- Reporting the Academic Performance Index (API) Growth and Awards for 1999–2000 to Staff and Parents: Communications Assistance Packet, District Media Assistance Packet, and Press Briefing Packet posted on California Department of Education (CDE) API website at http://www.cde.ca.gov/psaa/api
- Application forms for schools eligible for the next planning grant cycle of the Immediate Intervention/Underperforming Schools Program (II/USP) mailed to districts and a list of eligible schools posted on the CDE API website at http://www.cde.ca.gov/psaa/api
- CDE holds series of press briefings about the release of the 1999–2000 API Growth Reports in northern and southern California

October 2000

- Summary Reports for 1999–2000 API Growth, including growth targets achieved/not achieved, subgroup data determined and Governor's Performance Award and School Site Employee Bonus eligibility, posted on the CDE API website at http://www.cde.ca.gov/psaa/api (**excludes** Similar Schools Growth Ranks and schools conducting Stanford 9 data corrections through test publisher)
- Listing of schools selected for the II/USP planning grants for 2000–2001 mailed to districts
- Detailed Reports for 1999–2000 API Growth posted on the CDE API website (**excludes** Similar Schools Growth Ranks and schools conducting Stanford 9 data corrections through test publisher)

November 2000

- CDE notifies local school boards of State Board-approved definitions for the Alternative Accountability System and determines the schools to be included

December 2000

- Final Summary and Detailed Reports for the 1999–2000 API Growth posted on the CDE API website (**includes** the Similar Schools Growth Ranks for all schools and full reports for schools that corrected data through test publisher)
- Eligible schools for Certificated Staff Performance Incentive Act notified and provided with application

July–December 2000

- Indicators and growth targets appropriate for measuring student progress and recognition/intervention guidelines for small schools developed for the Alternative Accountability System

January 2001

- API Summary Reports for the 2000 API Base posted on the Internet
- 2000 API Base (asterisked APIs*) for small schools posted on the Internet
- Funds for award programs disseminated to eligible schools and individual school personnel
- State Board approves proposed indicators, goals for growth, and other aspects of the Alternative Schools Accountability Model.

March 2001

- Guidelines developed for reporting results and providing recognition and intervention for schools in Alternative Accountability System

April–June 2001

- CDE conducts workshops statewide on Alternative Accountability System requirements and indicators

May–July 2001

- State Board approves II/USP funding requests from planning grant schools and funds disseminated for implementation of school action plans

September 2001

- Schools in the Alternative Schools Accountability Model select indicators and secure local board approval
- Recommendations for the accountability model for special education schools and centers developed and provided to State Board

Note: For updated PSAA information and timelines, regularly check the California Department of Education (CDE) website at http://www.cde.ca.gov/psaa.

* In the Alternative Accountability System small schools model, an API with an asterisk will be provided to schools with 11 to 99 valid Stanford 9 scores. The asterisk is designed to acknowledge the greater statistical uncertainty of an API based on fewer than 100 scores.