INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: Members, Board of Education
            John E. Deasy, Superintendent

FROM: Cynthia Lim
            Office of Data and Accountability

SUBJECT: 2012 ACCOUNTABILITY PROGRESS REPORT (APR)

The California Department of Education (CDE) will release the 2012 Accountability Progress Report on Thursday, October 11 on their website at http://www.cde.ca.gov/apr/. There is a media embargo until 10:00 a.m., October 11, 2012.

The Accountability Progress Report provides information on three accountability measures:
   I.   Academic Performance Index (API) – State Accountability
   II.   Adequate Yearly Progress (AYP) -- Federal Accountability
   III.   Program Improvement status and schools, based on Federal Accountability

I. 2011-12 ACADEMIC PERFORMANCE INDEX (API) -- STATE ACCOUNTABILITY

The API is part of the State accountability system which measures year-to-year improvement in school performance across multiple subject areas. The API is a composite score that combines information across grade levels and content areas to yield a single accountability score for a school site. API scores range from a low of 200 to a high of 1000. The statewide target is 800 for the school and all subgroups.

The 2012 API Growth includes test results from:

- California Standards Tests (CST) in English language arts and mathematics in grades 2-11, science and history-social science in selected grades,
- California Modified Assessments (CMA) for English language arts (grades 3-11), mathematics (grades 3-7, Algebra and Geometry) and science in grades 5, 8, and 10 for students with disabilities,
- California Alternate Performance Assessment (CAPA) for students with significant cognitive disabilities,
- California High School Exit Exam (CAHSEE) for grades 10-12. (Only passing scores for grades 11 and 12 are counted.)

LAUSD Districtwide API

The Districtwide API grew by 16 points in 2012, the fifth consecutive year of double digit growth. LAUSD's API growth was 745 in 2012, up 16 points from the base of 729.

Table 1: *API Base and Growth for LAUSD*

Year	Base	Growth	Growth Points
2002-03	595	626	31
2003-04	622	634	12
2004-05	633	649	16
2005-06	649	658	9
2006-07	655	664	9
2007-08	662	683	21
2008-09	681	694	13
2009-10	693	709	16
2010-11	709	728	19
2011-12	729	745	16

LAUSD's 16 growth points exceeded the state average of 10 points and was the highest among other urban school districts in California for the second year in a row. San Bernardino had the next highest gains at 15 points followed by Santa Ana at 12 points.

Table 2: *API Base and Growth for Urban Districts in California*

School District	2010 API Base	2011 API Growth	2010-11 Growth Points	2011 API Base	2012 API Growth	2011-12 Growth Points
LAUSD	709	728	19	729	745	16
San Bernardino	699	713	14	711	726	15
Santa Ana	724	740	16	742	754	12
San Diego	785	798	13	797	808	11
San Francisco	791	796	5	796	807	11
STATE	768	778	10	778	788	10
Long Beach	759	766	7	771	781	10
Fresno	711	717	6	714	724	10
San Jose	792	798	6	797	805	8
Sacramento	753	759	6	760	768	8
Pomona	722	727	5	724	731	7
Oakland	718	726	8	726	730	4
Pasadena	758	759	1	758	761	3

Figure 3: *2012 API Growth Points for Urban School Districts in California*
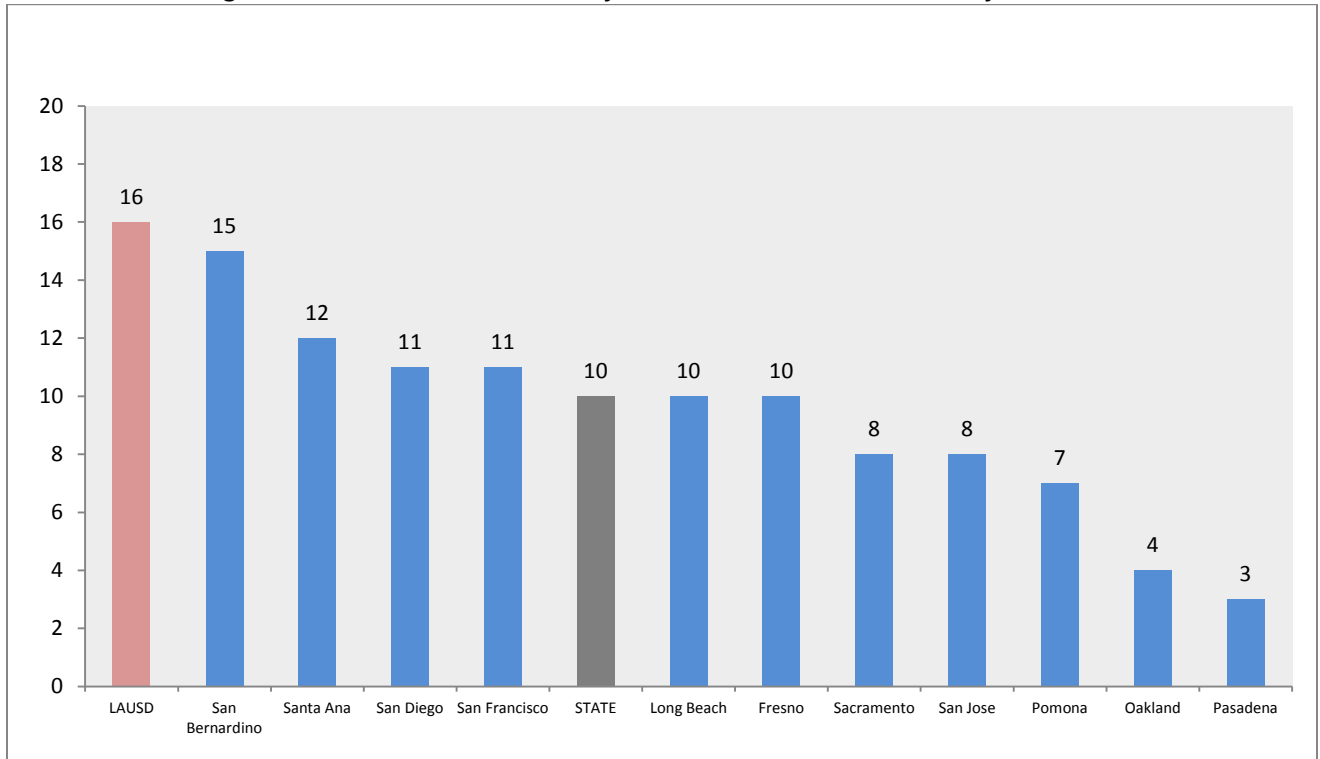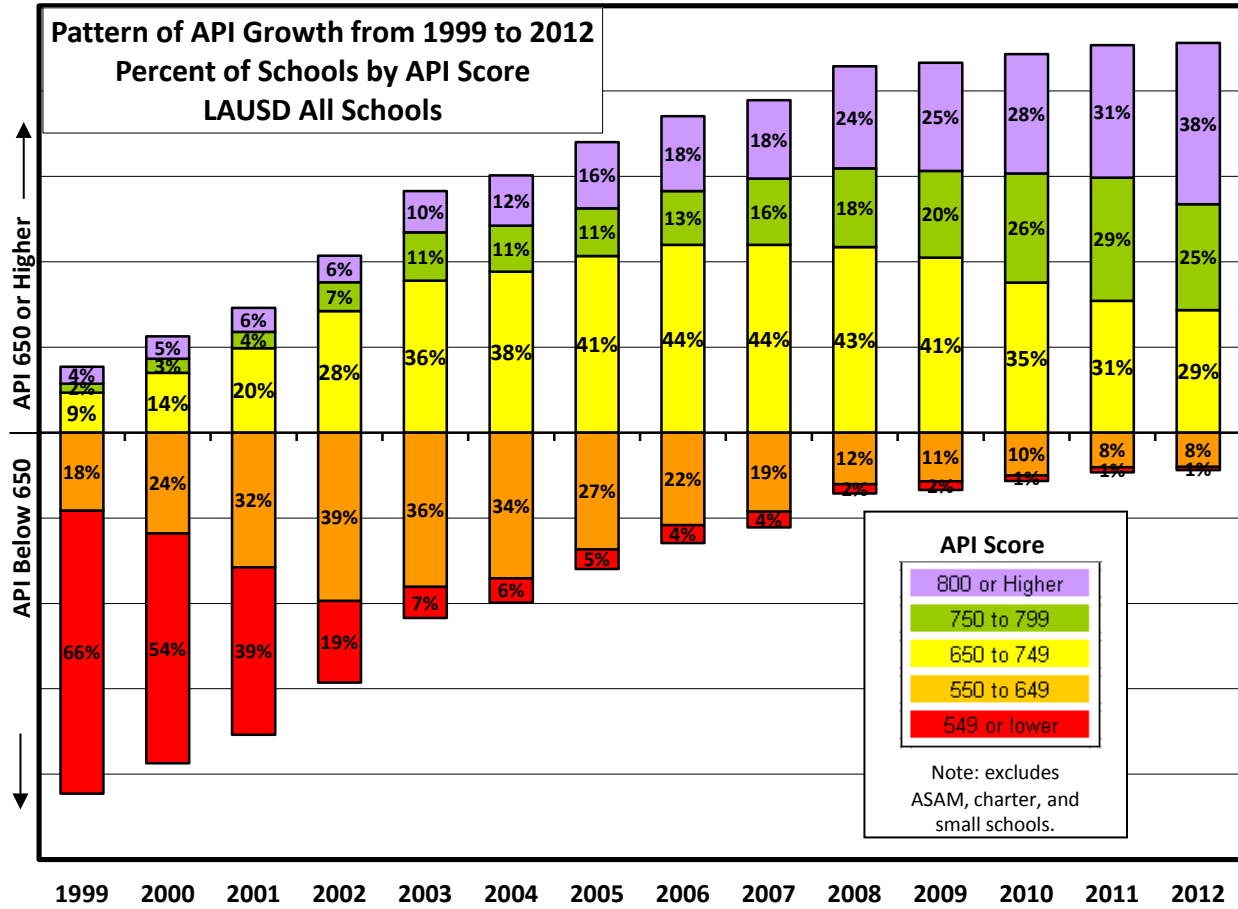

Schools Meeting Statewide Performance Target of 800

The statewide target for API is 800 for all schools. When the API was introduced in 1999, only 4% (22 schools) scored 800 or above. The majority of schools (66%) scored below 550. Since 1999, the API has incorporated the California Standards Tests (CST), assessments for students with disabilities (CMA and CAPA), the California High School Exit Exam (CAHSEE) and expanded subject areas to Science and Social Science.

In 2012, the majority of schools scored above 750 on the API. A quarter of the District's schools scored between 750 and 799, and 37% scored 800 or above. Nine percent of schools (58 schools) scored below 650.

Figure 4: *Distribution of Scores on API since 1999*

Pattern of API Growth from 1999 to 2012
Percent of Schools by API Score
LAUSD All Schools

API 650 or Higher

API Below 650

API Score	
■	800 or Higher
■	750 to 799
■	650 to 749
■	550 to 649
■	549 or lower

Note: excludes ASAM, charter, and small schools.

Percentages by year (top to bottom: 800 or Higher / 750 to 799 / 650 to 749 / 550 to 649 / 549 or lower):

- 1999: 4% / 2% / 9% / 18% / 66%
- 2000: 5% / 3% / 14% / 24% / 54%
- 2001: 6% / 4% / 20% / 32% / 39%
- 2002: 6% / 7% / 28% / 39% / 19%
- 2003: 10% / 11% / 36% / 36% / 7%
- 2004: 12% / 11% / 38% / 34% / 6%
- 2005: 16% / 11% / 41% / 27% / 5%
- 2006: 18% / 13% / 44% / 22% / 4%
- 2007: 18% / 16% / 44% / 19% / 4%
- 2008: 24% / 18% / 43% / 12% / 2%
- 2009: 25% / 20% / 41% / 11% / 2%
- 2010: 28% / 26% / 35% / 10% / 1%
- 2011: 31% / 29% / 31% / 8% / 1%
- 2012: 38% / 25% / 29% / 8% / 1%

Years: 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012

Over 250 LAUSD schools attained API scores of 800 or above in 2012, with the majority of the schools at the elementary level. Fifteen middle schools had API scores of 800 or higher and six high schools reached 800 or higher.

Table 5: *Number and Percentage of LAUSD Schools Scoring 800 or Higher*

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Number of Schools											
Elementary	34	51	62	83	96	102	129	141	157	190	229
Middle	0	0	1	1	2	3	8	10	12	13	15
High School	0	2	3	5	5	5	6	4	4	6	6
All Schools	34	53	66	89	103	110	143	155	173	209	250
Percent of Schools											
Elementary	8%	12%	14%	19%	21%	22%	28%	31%	34%	40%	47%
Middle	0%	0%	1%	1%	3%	4%	10%	13%	15%	16%	20%
High School	0%	5%	6%	9%	8%	8%	9%	5%	5%	7%	6%
All Schools	6%	10%	12%	16%	18%	18%	24%	25%	28%	32%	37%

*Does not include small schools, options and independent charter schools.

Among the 172 independent charter schools in 2012 that received API scores and targets, 44% met the statewide performance goal of 800. The majority of the schools were at the elementary level (69%), followed by 33% at the middle school level and 22% at the senior high school level.

Table 6: *Number and Percent of Charter Schools Scoring 800 or Above in 2012*

	# of Charter Schools with API Scores	# 800 or Above	% 800 or Above
Elementary	68	47	69%
Middle	45	15	33%
High School	59	13	22%
All Schools	172	75	44%

Subgroup Performance

Growth API scores increased by double digits for all major subgroups except for American Indian or Alaska Native students which numbered less than 1,400 Districtwide. **Subgroup growth points exceeded the state average for all groups with the exception of American Indian and Alaska Native students.** African American students increased by 17 points, Latino students increased by 16 points, Asian students increased by 16 points and White students increased by 11 points. English learners also increased by 13 points, compared to 10 points statewide. Students with disabilities increased by 26 points compared to 14 points statewide.

Table 7: *API Growth by Subgroup, LAUSD and California*

	LAUSD				California		
	# of Students in LAUSD	2011 Base	2012 Growth	2012 Growth Points	2011 Base	2012 Growth	2012 Growth Points
ALL STUDENTS	416,460	729	745	**16**	778	788	**10**
African American	36,627	679	696	**17**	696	710	**14**
American Indian or Alaska Native	1,395	747	754	**7**	733	742	**9**
Asian	16,488	893	909	**16**	898	905	**7**
Filipino	10,318	848	863	**15**	859	869	**10**
Hispanic or Latino	312,515	707	723	**16**	729	740	**11**
Pacific Islander	1,443	759	792	**33**	763	775	**12**
White (not of Hispanic origin)	36,849	863	874	**11**	845	853	**8**
Two or More Races	600	786	805	**19**	836	849	**13**
Socio-economically Disadvantaged	344,647	712	728	**16**	726	737	**11**
English Learners	197,134	664	677	**13**	706	716	**10**
Students with Disabilities	53,956	528	554	**26**	593	607	**14**

The 26 growth points for students with disabilities was the highest since 2005-06 when API scores first included this subgroup.

Table 8: *API Growth Points by Subgroup Since 2002-03*

Subgroups	API Growth Points									
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ALL STUDENTS	31	12	16	9	9	21	13	16	19	**16**
African American	18	14	15	9	8	19	16	21	15	**17**
American Indian or Alaska Native	21	4	30	-5	4	24	10	20	8	**7**
Asian	20	12	17	12	6	14	11	9	9	**16**
Filipino	24	14	14	11	7	17	11	7	9	**15**
Hispanic or Latino	36	15	17	9	9	22	13	16	20	**16**
Pacific Islander	17	8	11	19	11	5	15	9	26	**33**
White (not of Hispanic origin)	20	9	18	10	2	17	12	18	13	**11**
Socio-economically Disadvantaged	35	14	17	8	9	21	14	16	20	**16**
English Learners	n/a	n/a	n/a	0	5	18	8	11	20	**13**
Students with Disabilities	n/a	n/a	n/a	2	11	15	16	20	26	**26**

Five schools had API gains of 65 points or more in a single year. The school with the highest gain (excluding small schools and options schools) was Burbank Middle School with 100 points.

Table 9: *Top Five Schools with Highest API Growth Points*

LOC	School Name	ESC	BD	Config.	# Valid Scores	2011 API Base	2012 API Growth	2011-12 Growth Target	**2011-12 Growth Points**
8066	BURBANK MS	E	5	7-8	789	694	794	5	**100**
8721	JORDAN SH	XP	7	9-12	500	515	608	14	**93**
6665	SHARP EL	N	6	K-5	500	724	791	5	**67**
7750	ROOSEVELT HS ESP	XP	2	9-12	226	581	648	11	**67**
8501	LA HS ARTS @RFK	XP	2	9-12	290	659	724	7	**65**

Growth Targets

The 2012 growth target for the school and each significant subgroup is 5% of the difference between the school's or subgroup's 2011 Base API and 800. The minimum growth target is five points until the school or subgroup reaches 800. Schools with a Base API of 800 or above must maintain a Growth API of at least 800. All significant subgroups at a school must meet their growth targets for a school to meet its API growth target.

Of the schools with API targets and scores, 56% of LAUSD schools met all API targets, both schoolwide and for all significant subgroups, compared to 52% for independent charter schools. Among elementary schools, 62% of LAUSD schools met all targets, 43% of middle schools and 37% of high schools met all targets. Among charter schools, 64% of elementary met all targets, 45% of middle schools and 52% of high schools met all targets.

Table 10: *Number and Percent of Schools that Met All API Targets,*
LAUSD and Charter Schools

	# of schools	# Met All Targets	% Met All Targets
LAUSD			
Elementary	471	291	**62%**
Middle	81	35	**43%**
High School	92	34	**37%**
All Schools	644	360	**56%**
Charter			
Elementary	50	32	**64%**
Middle	42	19	**45%**
High School	49	23	**47%**
All Schools	141	74	**52%**

*Excludes small schools, options schools, Special Education centers and schools that did not have API targets.

Compared to last year, the percentage of LAUSD schools meeting all API targets decreased among elementary and middle schools and remained the same at high schools. Overall districtwide, the percentage of schools that met all targets declined from 60% to 56%.

Among charter schools, the percentage of schools meeting all targets decreased from 56% to 52%, with the largest percentage decrease among middle schools.

Table 11: *Number and Percent of Schools that Met All API Targets, 2008-09 to 2011-12*

	# of Schools				% Met All Targets			
LAUSD	2008-09	2009-10	2010-11	2011-12	2008-09	2009-10	2010-11	2011-12
Elementary	460	461	458	471	55%	55%	66%	**62%**
Middle	78	80	80	81	8%	24%	45%	**43%**
High School	75	77	79	92	28%	26%	37%	**37%**
All Schools	613	618	617	644	46%	47%	60%	**56%**
Charter								
Elementary	34	48	41	50	68%	69%	63%	**64%**
Middle	24	29	35	42	58%	55%	60%	**45%**
High School	38	48	47	49	39%	50%	47%	**47%**
All Schools	96	125	123	141	54%	58%	56%	**52%**

Over the past five years, the District has introduced a variety of school reform, instructional models and school choice options. Since 2008-09, a subset of schools has been involved with various network partnerships. Additionally, the District has expanded the pilot school model and implemented Public School Choice. School Improvement Grants (SIG) and QEIA funds have been provided to low performing schools. The District has also implemented various school restructuring strategies.

Districtwide, 164 schools participated in one or more of the above programs in 2011-12. Of those 164 schools, 147 have two years of data to complete an API reporting cycle. The table below summarizes how many schools in each of the intensive support models have met all API targets, both schoolwide and for subgroups.

Compared to traditional LAUSD schools with no network partners or other school reform models, 52% of intensive support schools met all API targets while 57% of traditional schools met all targets.

- Among partnership schools, 55% of the schools with PLAS met all API targets, while one of the three LA Promise schools met all targets. Crenshaw HS did not meet all API targets.

- Among pilot schools, 63% met all API targets.

- Fifty-six percent of the schools involved in Cohort 1 of the School Improvement grants (SIG) met all targets.

- Of the 34 schools involved in Public School Choice 1.0, 71% met all targets and all three of the PSC 2.0 schools with two years of data met API targets.

- Of the eight schools involved in school restructuring or turnaround strategies, 75% met all API targets.

- Of the 102 schools receiving QEIA funds, 47% met all API targets.

Table 12: *Schools Meeting All API Targets, Intensive Support Schools*

	# of Schools	# Met All Targets	% Met All Targets
Traditional LAUSD Schools*	497	284	57%
Intensive Support Schools	147	76	52%
Partnership Schools			
PLAS	22	12	55%
LA Promise	3	1	33%
Greater Crenshaw	1	0	0%
Pilot Schools	16	10	63%
School Improvement Grant (SIG)	9	5	56%
Public School Choice			
1.0	34	24	71%
2.0	3	3	100%
Restructured Schools	8	6	75%
QEIA Schools	102	48	47%

Schools with No API Scores

Two elementary schools, Short Ave. and Capistrano did not receive an API Growth score due to testing irregularities that affected more than 5% of the student population. Open Charter Magnet did not receive an API due to demographic changes that are being corrected with CDE.

II. 2012 ADEQUATE YEARLY PROGRESS (AYP) -- FEDERAL ACCOUNTABILITY

While the API presents a comprehensive composite measure of year-to-year improvements in school performance, the measures for Adequate Yearly Progress (AYP) focus solely on whether students are scoring proficient or advanced on state assessments. At elementary and middle school grades, proficiency is measured using the California Standards Tests (CST) in English language arts and math, as well as assessments for students with disabilities (CAPA and CMA). At the high school level, proficiency is measured by performance of only 10th graders on the California High School Exit Exam (CAHSEE) and CAPA for students with disabilities.

There are four main components to meeting AYP:
1. Participation rate in English language arts and Mathematics of 95% or greater
2. Percent proficient in English language arts and Mathematics
3. API as an additional indicator
4. Graduation rate (high schools only)

In the 2011-12 school year, the targets for percent proficient and the minimum API requirement increased. The Districtwide target for proficiency increased from 67.0% to 78% in English language arts and from 67.3% to 78.2% in Mathematics. The targets will continue to increase yearly until they reach 100% in 2013-14.

To meet the API requirement for AYP purposes, the school or district must demonstrate growth of at least one point or have a minimum score of at least 740, an increase from 710 last year.

Another component to meeting Adequate Yearly Progress is the graduation rate. The graduation rate for 2010-11 must be at least 90% or the district can meet graduation rate by using a variable growth target or fixed growth target.

A school district may have up to 50 requirements to meet all AYP criteria. In 2012, LAUSD met 33 of its 50 AYP criteria. The following criteria were not met:

- AYP target of 78% proficient in English language arts -- The District did not meet this criterion. The only subgroups that met the proficiency criteria were Asian, Filipino, Pacific Islander and students with Two or More Races. While each subgroup has increased the percent of students scoring proficient and advanced in the past four years, the growth was not high enough to reach the increased target.

- AYP target of 78.2% proficient in Mathematics – The District did not meet this criterion. Asian, Filipino, Pacific Islander and students with Two or More Races were the only subgroups that exceeded the proficiency target. Although every subgroup increased the percentage of students scoring proficient and advanced, these subgroups did not reach the targeted proficiency rate.

- Graduation Rate – The 2012 AYP includes the four-year graduation rate for the first time, based on CDE calculations from the California Longitudinal Pupil Achievement Data System (CALPADS). The AYP goal for graduation is 90%. However, schools and districts can also meet the graduation rate based on a fixed growth target rate or a variable growth target rate. LAUSD's four-year cohort graduation rate for 2010-11 of 61% (as calculated by CDE) did not meet the graduation rate criterion.

Districtwide, AYP proficiency in English language arts increased to 50% in 2012. Every subgroup increased proficiency rates, however, the increases were not high enough for all subgroups to meet the AYP target of 78%. Proficiency in English Language Arts for AYP purposes includes the California Standards Tests (CST) in grades 2-8 and the California High School Exit Exam (CAHSEE) for 10th Grade only. Assessments for students with disabilities (CMA and CAPA) are also included. For AYP purposes, the English Learner subgroup includes reclassified English learners who have not scored proficient or above for three years.

Figure 13: *AYP Proficiency Rates in English Language Arts*

English Language Arts
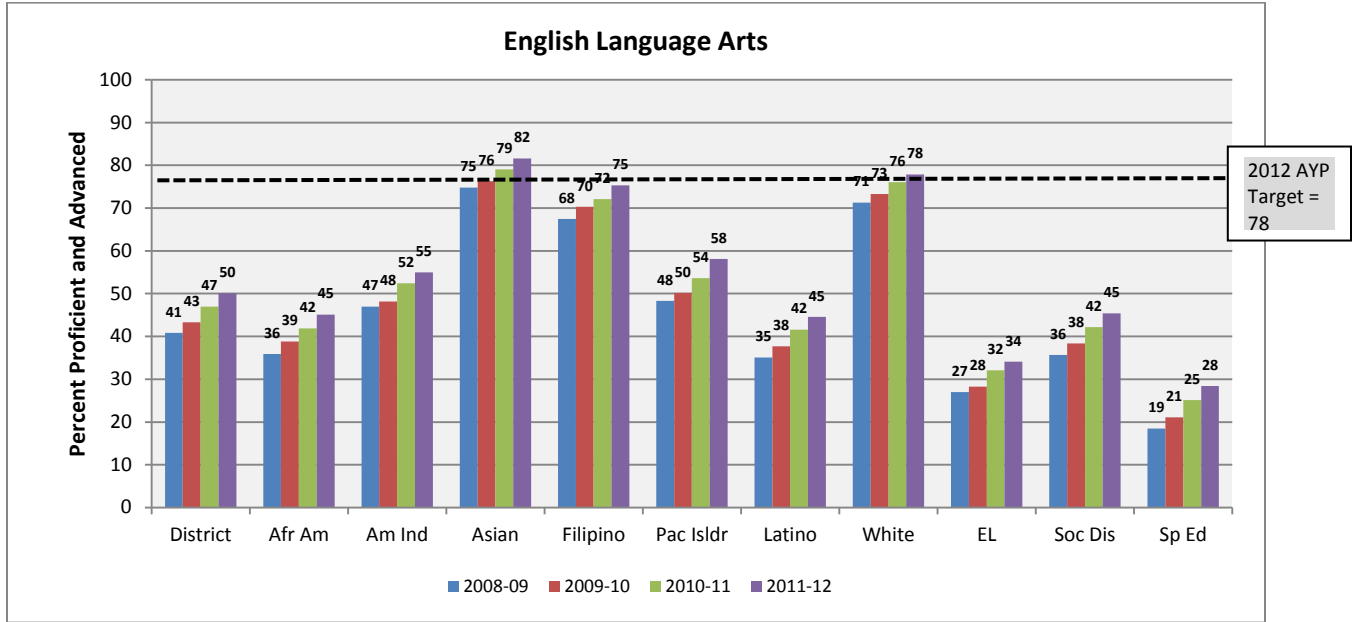
In Mathematics, Districtwide proficiency for AYP purposes reached 52%. As in English Language Arts, all subgroups increased proficiency rates but the gains were not high enough for all subgroups to meet the AYP target of 67.3. Proficiency for AYP purposes includes CST, CMA and CAPA scores for grades 2-8. For Grade 8, tests in Algebra, Geometry or any other end-of-course Math test are included. For Grade 10, the Math portion of the CAHSEE and grade 10 CAPA scores are included.

Figure 14: *AYP Proficiency Rates in Mathematics*

Mathematics
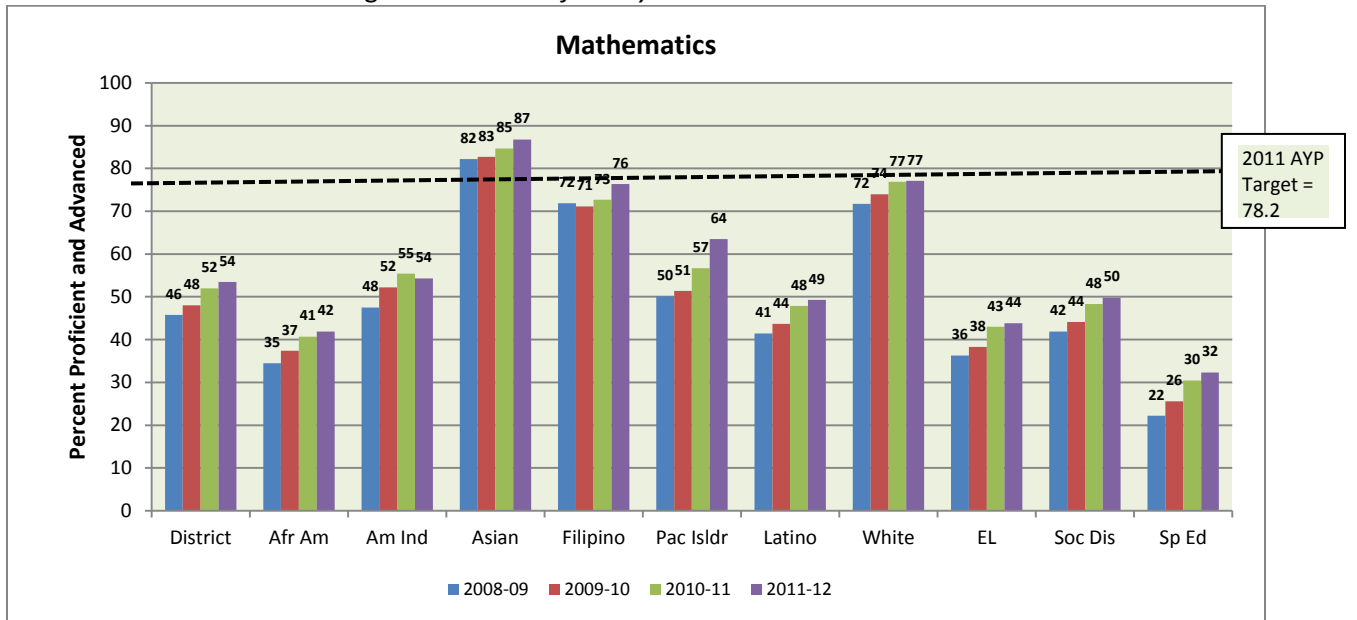
All schools, regardless of whether they receive Title I funding, are expected to meet AYP. Across all schools in LAUSD, 18% of the schools met all AYP criteria, with 23% at the elementary level. Among charter schools, 20% met AYP criteria, with the highest percentage at the elementary level.

Table 15: *Schools that Met AYP, LAUSD and Charter*

	# of Schools	# Met AYP	% Met AYP
LAUSD			
Elementary	500	116	23%
Middle	84	5	6%
High School	173	17	10%
All Schools	757	138	18%
Charter			
Elementary	75	20	27%
Middle	45	10	22%
High School	59	5	8%
All Schools	179	35	20%

III. PROGRAM IMPROVEMENT STATUS

Schools that receive federal Title I funds and do not make AYP criteria for two consecutive years are subject to identification for Program Improvement (PI). With the increase in the AYP target this year, more schools entered PI status. In the 2012-13 school year, 516 Title I schools are in Program Improvement status. Seventy-seven schools entered into Program Improvement status this year because they did not meet the same AYP criteria for two consecutive years. Additionally, 186 schools did not meet AYP criteria and advanced another year in Program Improvement status. Among PI Year 5 schools, 200 schools did not meet AYP targets and will continue in Program Improvement Year 5 status.

However, 53 PI schools met all AYP targets and will be eligible to exit PI in 2012-13 if targets are met next year or if the schools meet safe harbor provisions. Eight schools met all AYP targets for two consecutive years and exited Program Improvement.

Table 16: *LAUSD Program Improvement Schools and Status*

Year in PI	New to PI	Did Not Meet AYP & Advanced in PI Status	Continuing PI Year 5 Schools	Made AYP & Eligible to Exit 2012-13	Total # of PI Schools	Exited PI Status
Year 1	77	--	--	12	89	3
Year 2	--	63	--	10	73	1
Year 3	--	43	--	10	53	1
Year 4	--	37	--	5	42	
Year 5	--	43	200	16	259	3
Total PI Schools	77	186	200	53	516	8

Charter Schools

Among charter schools, 87 are in Program Improvement. Thirty-seven charter schools entered Program Improvement this year. Thirty-six charter schools did not meet AYP targets and advanced another year in Program Improvement status. Eight charter schools in PI Year 5 did not meet AYP and advanced another year in PI Year 5 status. Six charters made AYP and are eligible to exit Program Improvement in 2012-13 if all targets are met. Two charter schools, Community Charter and Para Los Ninos, exited PI status.

Table 17: *Charter Program Improvement Schools and Status*

Year in PI	New to PI	Did Not Meet AYP & Advanced in PI Status	Continuing PI Year 5 Schools	Made AYP & Eligible to Exit 2012-13	Total # of PI Schools	Exited PI Status
Year 1	37	--	--	3	40	1
Year 2	--	22	--	2	24	
Year 3	--	4	--	1	5	
Year 4	--	8	--	--	8	
Year 5	--	2	8	--	10	1
Total PI Schools	37	36	8	6	87	2

Although proficiency targets increased for AYP, **ten** schools exited Program Improvement by meeting targets for two consecutive years. These ten schools met AYP under the Safe Harbor provisions schoolwide and for many of the subgroups. The Safe Harbor provision allows AYP criteria to be met if the school shows progress in moving students from scoring below the proficient level to the proficient level or above on the assessments, in addition to meeting the API criteria and participation rates. The ten schools met AYP criteria by decreasing the percentage of students below proficiency by 10 percent.

Table 18: *Schools That Met AYP Criteria and Exited Program Improvement*

LOC	Type	ESC	BD	School Name	Previous PI Year
8453	M	XR	6	Community Charter Middle	Year 5
2615	E	XR	2	Para Los Ninos Charter	Year 1
2438	E	N	6	Bertrand Avenue Elementary	Year 3
2386	E	E	2	Frank del Olmo Elementary	Year 1
4027	E	N	4	Fullbright Avenue Elementary	Year 1
4192	E	N	6	Glenwood Elementary	Year 2
4315	E	S	7	Gulf Avenue Elementary	Year 5
5247	E	W	1	Menlo Avenue Elementary	Year 5
6301	E	XP	7	Ritter Elementary	Year 5
6767	E	E	5	Sierra Vista Elementary	Year 1

Additional Information

Attachment A provides a list of Program Improvement schools and Schools at-risk for Program Improvement. Attachment B provides school lists with 2012 API and AYP measures. The lists are sorted by alpha and list charters at the bottom.

If there are any questions about the Accountability Progress Report, please call me or Grace Pang Bovy at 213/241-2460. Additional information may be found at the state's website at http://www.cde.ca.gov/apr.

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