INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of Data and Accountability

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

FROM: Cynthia Lim, Executive Director
            Office of Data and Accountability

SUBJECT: RELEASE OF SCHOOL ACADEMIC GROWTH OVER TIME RESULTS

On October 5, 2012 the third year of school level Academic Growth over Time (AGT) results will be released on the following website: http://agt.lausd.net. This memo provides a brief description of the district's AGT model and a summary of the results.

Background

Academic Growth over Time is a statistical method used to identify the individual impact of a school, (school leader or teacher) on student learning. The academic growth over time measure uses a value-added approach where a student's prior year achievement on the CST English language arts and math tests is used to predict future performance on the CST. The difference between the "predicted" and "actual" score is considered the "value-added" score.

Growth estimates are provided for each school and grade level compared to the District average. Results fall into five categories:

1. Far Above Predicted AGT (blue)
2. Above Predicted AGT (green)
3. Within the predicted Range (gray)
4. Below Predicted AGT (yellow)
5. Far Below Predicted AGT (red)

LAUSD's Model

Currently, a variety of value-added models are being used by school districts throughout the nation. LAUSD contracted with the University of Wisconsin's Value-Added Research Center (VARC) to develop the AGT model and calculate scores for schools and teachers. With input from stakeholders and a Technical Advisory Group that includes national and regional experts on these methods, LAUSD incorporated and "controlled for" a variety of factors, as shown in Table 1.

Table 1. Variables Used in LAUSD's Academic Growth over Time Model

Individual Student Control Variables	Classroom Average Control Variables

• Prior year achievement in subjects correlated to the course in question (e.g., ELA, Math, Science, Social Science)
• Ethnicity
• Gender
• Free or reduced priced lunch status
• Special Education status
   – Mild (SLDs and SLIs)
   – Moderate to Severe (All others)
• Homelessness
• ELL status
• Continuous enrollment (continuously enrolled from October to test day)
	• Average prior year math achievement
	• Average prior year ELA achievement
	• Average ethnicity
	• Average gender
	• Average free or reduced priced lunch status
	• Average Special Education status
	   – Mild (SLDs and SLIs)
	   – Moderate to Severe (All others)
	• Average homelessness
	• Average ELL status

Subject Areas Included in AGT

The October 5 release includes the second year and third year of Academic Growth over Time measures at the school level for the following grades/subjects:

- English Language Arts (ELA)
- Mathematics (including General Mathematics for 8th grade)
- 5th Grade Science
- 8th Grade Science
- 8th Grade History and Social Science
- Algebra I
- Algebra II
- Geometry
- Biology
- Chemistry
- Physics
- Integrated Science 1
- US History
- World History

New for this release, the district has calculated results for the California High School Exit Exam (CAHSEE) in ELA and Math for 10th graders taking the exam for the first time. CAHSEE AGT is similar to other AGT measures in that it demonstrates to schools the difference between their average expected pass rate and their actual pass rate. In this way, CAHSEE AGT can demonstrate to schools whether their strategies and interventions are helping students beat the odds with regard to CAHSEE or if uncovered potential to pass additional students remains.

Achievement and Growth

Current state and federal accountability measures, such as Adequate Yearly Progress (AYP) and the Academic Performance Index (API) only look at achievement or attainment scores. For example, the API in an elementary school is calculated by using the distribution of students in different performance bands in grades 2-5. This distribution is compared to the distribution of students in grades 2-5 from the previous year to calculate "growth," but does not follow the same cohort of students from one year to the next. We have also used the term "growth" to indicate percentage point gains in the number of students scoring proficient or advanced from one year to the next. However, when we reference percentage point gain, we are comparing third graders from last year to a different group of third graders in the current year.

Alternatively, Academic Growth over Time or value-added measures follow the progress of the same cohort of students over time. By examining achievement and growth data together, we have a more complete picture of how our students are doing and *how we are doing at improving student learning over time,* as illustrated by Figure 1.

Figure 2. Achievement and Growth
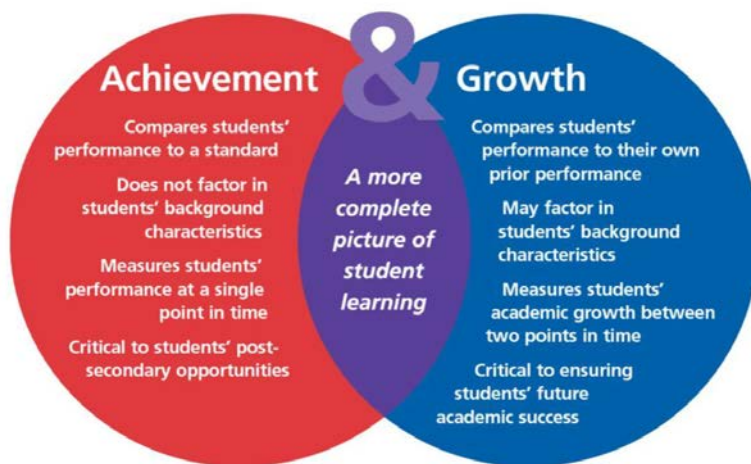
Another way to examine achievement and growth is to plot AGT against proficiency data. The graphics below demonstrate examples of plotting the schools in LAUSD based on their CST proficiency rates as well as AGT, and therefore show both dimensions of performance for Elementary Math and Secondary ELA.

In both Elementary Mathematics and Secondary English Language Arts, we find many schools performing above and below the district average with regard to proficiency. However, we also see a wide variety of growth demonstrated by these high and low achieving schools. This illustrates the way in which AGT measures the substantial growth captured by even relatively low performing schools from students across all of the proficiency bands.

Schools who are "Beating the Odds"

By looking at the data from both the perspectives of achievement and growth, it is possible to identify schools that have sustained student progress despite having achievement results that have not yet reached the district average. These schools show that even if a large proportion of their students start the school year below proficiency, they can still accelerate learning

considerably. These schools might not have been recognized for their performance by looking at proficiency rates alone, but are making extraordinary progress with all students.

Figure 3. Proficiency in Elementary Mathematics and Academic Growth Over Time
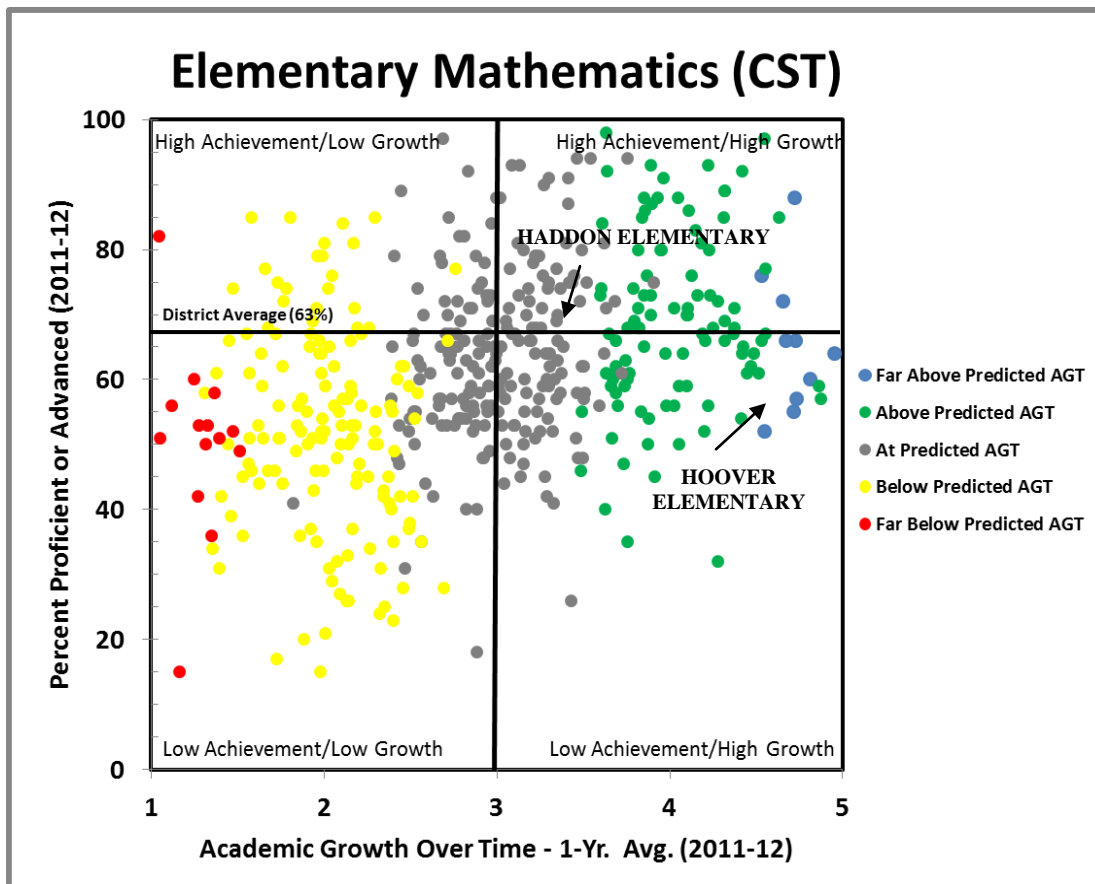
For example, in the Figure 2 we identify two specific schools. Haddon Elementary is a school that was recognized in this year's STAR Board Informative because their Math proficiency rates have been increasing steadily over the past 3 years; putting them almost at the district average in 2011-12 (62% of students were either Proficient or Advanced in Mathematics). On the other hand, Hoover Elementary School's Math proficiency rate was not quite at the district average this year (61% of students were Proficient or Advance in Mathematics). Yet, Hoover Elementary School students scored far above predicted levels on the Math CSTs in 2011-12.

Table 4 lists elementary schools that might not have been recognized for their performance by looking at proficiency rates alone, but are making extraordinary progress with students in terms of AGT scores across all of the proficiency bands.

Table 4: Elementary Schools with English Language Arts and Math Proficiency Rates Below District Average and AGT Results that are Above or Far Above Predicted

Spec. Prog.	School Code	SCHOOL NAME	BD	ESC	ELA % Prof/ Adv 2012	MATH % Prof/ Adv 2012	ELA AGT 3yr Avg	MATH AGT 3yr Avg
	3932	49TH ST EL	7	E	33	50	Above Predicted	Above Predicted
	4959	LORETO EL	5	E	42	59	Above Predicted	Above Predicted
	5137	MARIANNA EL	2	E	44	60	Above Predicted	Above Predicted
	2219	ASCOT EL	5	E	45	56	Far Above Predicted	Above Predicted
	4589	HOOVER EL	2	E	48	61	Far Above Predicted	Far Above Predicted
QEIA	3753	FERNANGELES EL	6	N	42	53	Far Above Predicted	Above Predicted
	4295	GRIDLEY EL	6	N	45	56	Above Predicted	Above Predicted
	3630	ERWIN EL	3	N	52	62	Above Predicted	Far Above Predicted
	4274	GRAPE EL	7	S	46	51	Above Predicted	Above Predicted
QEIA	5096	MANCHESTER EL	1	S	47	58	Above Predicted	Above Predicted
	6158	PURCHE EL	1	S	50	56	Above Predicted	Above Predicted
	5644	NORMONT EL	7	S	51	61	Above Predicted	Above Predicted
	5630	NORMANDIE EL	1	W	38	52	Above Predicted	Above Predicted
	7151	WEEMES EL	1	W	42	51	Above Predicted	Above Predicted
	2082	ALTA LOMA EL	1	W	48	60	Above Predicted	Far Above Predicted
	6179	KINGSLEY EL	5	W	48	59	Above Predicted	Above Predicted
QEIA	2385	GRATTS EL	2	XP	36	55	Far Above Predicted	Far Above Predicted

Similarly, in secondary English Language Arts, King Middle School was recognized in the 2011-12 STAR Board Informative for having consistently increased ELA proficiency rates for the past 3 years; putting them well above the district average (62% of students were either Proficient or Advanced in ELA). In comparison, Audubon Middle School's ELA proficiency rate for this year hovered at the district average (44% of students were Proficient or Advanced), yet their individual students scored far above predicted levels on the ELA CST in 2011-12.

Figure 5. Proficiency in Secondary English Language Arts and Academic Growth Over Time
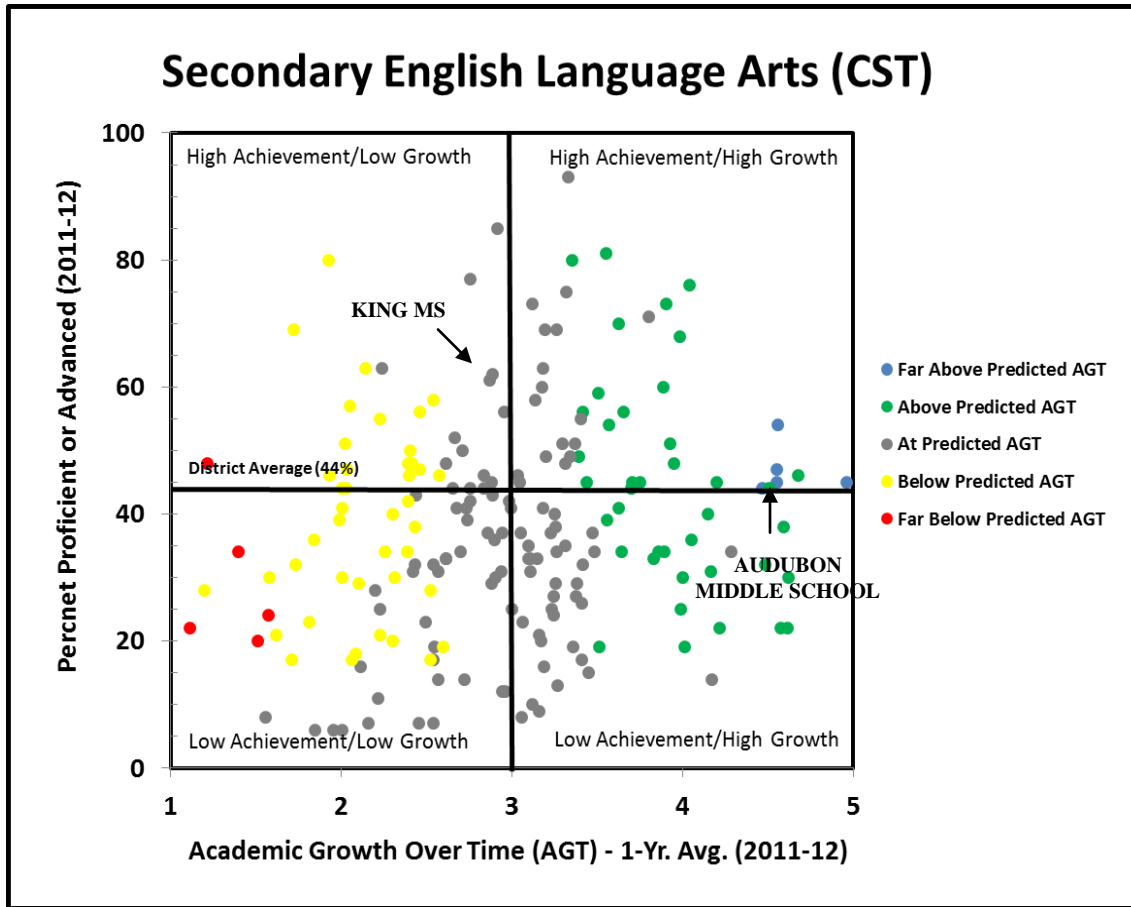

Table 6 lists other middle schools that might not have been recognized for their proficiency rates in English Language Arts or Math but have Above or Far Above Predicted AGT results.

Table 6: Middle Schools with English Language Arts and Math Proficiency Rates Below District Average and AGT Results that are Above or Far Above Predicted

Spec. Prog.	School Code	SCHOOL NAME	BD	ESC	ELA % P/A 2012	MATH % P/A 2012	ELA AGT 3yr Avg	MATH AGT 3yr Avg
PSC2/PILOT 2011	5173	NAVA LA-BUS&TECH SCH	2	XP	25	34	Above Predicted	Far Above Predicted
PSC2/PILOT 2011	8070	NAVA LA-SCH ART&CULT	2	XP	28	21	Far Above Predicted	Above Predicted
QEIA	8058	LIECHTY MS	2	E	31	33	Above Predicted	Above Predicted
QEIA	8228	MACLAY MS	6	XP	34	30	Above Predicted	Above Predicted
	8377	SOUTH GATE MS	5	S	41	37	Above Predicted	Above Predicted
QEIA	8028	AUDUBON MS	1	W	44	34	Far Above Predicted	Far Above Predicted
QEIA	8306	OLIVE VISTA MS	6	N	45	36	Far Above Predicted	Above Predicted

CAHSEE

In Figures 7 and 8 below, 10th Grade CAHSEE pass rates are plotted against CAHSEE AGT for ELA and Math. Some schools whose first time CAHSEE pass rates hover around the District average of 66% demonstrate Below Predicted AGT for CAHSEE ELA or Math while other schools demonstrate Above Predicted AGT for these subjects. Schools represented by the yellow dots that hovered represent schools where students had lower scaled scores on CAHSEE than what was predicted by their 8th grade test scores. Schools represented by the green dots had students who performed higher on the CAHSEE than what was predicted, based on 8th grade scores. Comparing intervention and strategies across these schools might help us to identify best practices with regard to preparing students for the CAHSEE exam.

Figure 7. CAHSEE Pass Rates and CAHSEE English Language Arts AGT Results
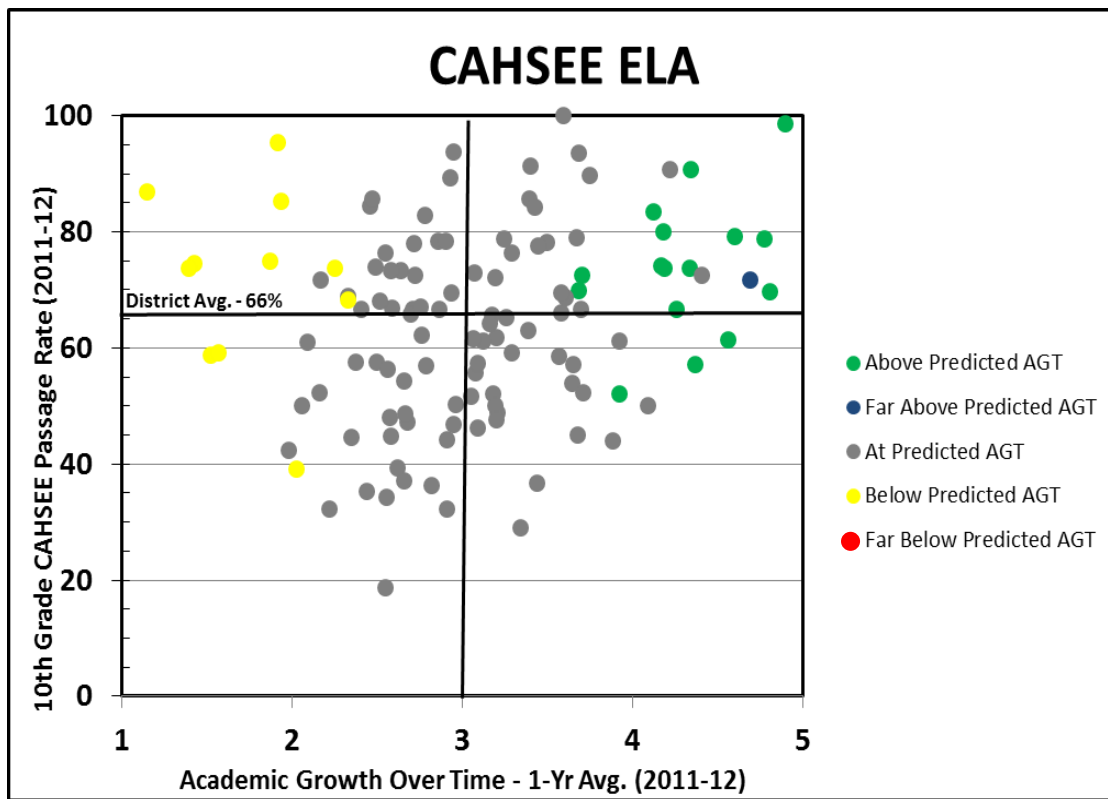
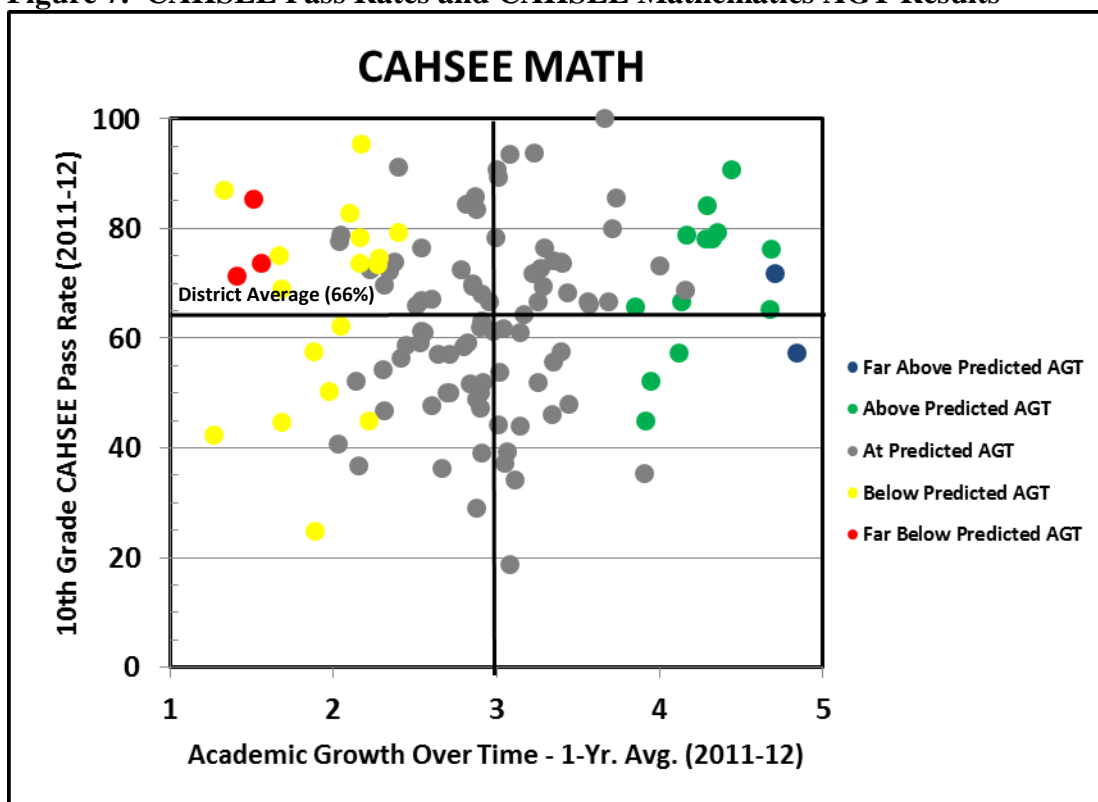**Figure 7. CAHSEE Pass Rates and CAHSEE Mathematics AGT Results**

Table 8 highlights a group of schools whose students have consistently performed above or far above prediction on both the Math and ELA CAHSEE exam. Based on the performance of these students prior to entering senior high (8th Grade), students from these schools have outperformed similar students across the district consistently for the past three years.

Table 8: High Schools with Above Predicted or Far Above Predicted 3 year average AGT results for CAHSEE in both ELA and Math

Spec. Prog.	School Code	School Name	BD	ESC	CAHSEE ELA AGT 3yr Avg.	CAHSEE MATH AGT 3yr AVG
PSC1/ QEIA	8679	GARFIELD SH	2	E	Above Predicted	Above Predicted
	8614	EAGLE ROCK HS	5	E	Above Predicted	Above Predicted
	8571	CANOGA PARK SH	3	N	Above Predicted	Above Predicted
	8513	NORTHRIDGE ACAD SH	3	N	Above Predicted	Above Predicted
	8558	PEARL JOURN/COMM MAG	3	N	Above Predicted	Above Predicted
ESBMM/ 2011	8590	CLEVELAND SH	3	N	Above Predicted	Above Predicted
QEIA	8536	BELL SH	5	S	Above Predicted	Far Above Predicted
	8727	KING-DREW MED MAG	0	S	Above Predicted	Far Above Predicted
	8779	NARBONNE SH	7	S	Above Predicted	Above Predicted
	8741	LACES MAG	1	W	Far Above Predicted	Far Above Predicted
QEIA	8600	DORSEY SH	1	XP	Above Predicted	Above Predicted
PILOT2007/ QEIA	8501	LA HS ARTS @RFK	2	XP	Above Predicted	Above Predicted
PSC2/ PILOT2011	7716	CHAVEZ LA-SJ HUM AC	6	XP	Above Predicted	Above Predicted

Spec. Prog.	School Code	School Name	BD	ESC	CAHSEE ELA AGT 3yr Avg.	CAHSEE MATH AGT 3yr AVG
PLAS/ QEIA	7749	ROOSEVELT HS CNMT	2	XP	Above Predicted	Above Predicted
	8517	CONTRERAS LC	2	XP	Far Above Predicted	Above Predicted
LAP/QEIA	8748	WEST ADAMS PREP SH	2	XP	Above Predicted	Above Predicted
	8843	SAN FERNANDO SH	6	XP	Above Predicted	Far Above Predicted

AGT Results for Subgroups

Academic Growth over Time results can also be used to identify schools making positive progress with specific subgroups of students. The tables below provide the names of schools with Far Above Predicted results for English Learners, African American Students and Students with Disabilities. These schools can serve as examples of successful practices with particular subgroups of students for whom the achievement gap remains.

Table 9: Schools with Far Above Predicted 3 Year Average AGT Results for African American Students

Spec. Prog.	School Code	School Name	ESC	BD	Subject
	6644	74TH ST EL	W	1	ELA
	6644	74TH ST EL	W	1	Math
	5548	92ND ST EL	S	7	Math
	5575	96TH ST EL	S	7	ELA
QEIA	8028	AUDUBON MS	W	1	ELA
	2274	BALDWIN HILLS EL	W	1	Math
	5562	BARRETT EL	S	1	ELA
	8571	CANOGA PARK SH	N	3	ELA
	2802	CAPISTRANO EL	N	3	Math
	2986	CHAPMAN EL	S	7	Math
ESBMM/ 2011	8590	CLEVELAND SH	N	3	CAHSEE_ELA
ESBMM/ 2011	8590	CLEVELAND SH	N	3	CAHSEE_Math
	3340	DARBY EL	N	3	Math
	8110	DODSON MS	S	7	ELA
	8738	DOWNTWN BUSINESS MAG	E	2	Math
	3630	ERWIN EL	N	3	Math
	3640	ESHELMAN EL	S	7	Math
	8137	FROST MS	N	3	Math
	4027	FULLBRIGHT EL	N	4	Math
	8727	KING-DREW MED MAG	S	0	Algebra_I
	8727	KING-DREW MED MAG	S	0	CAHSEE_Math
	8741	LACES MAG	W	1	CAHSEE_ELA
	8741	LACES MAG	W	1	CAHSEE_Math
QEIA	8306	OLIVE VISTA MS	N	6	ELA
	8340	PALMS MS	W	1	Algebra_I

Spec. Prog.	School Code	School Name	ESC	BD	Subject
	4980	PIO PICO MS	W	1	Algebra_I
	4980	PIO PICO MS	W	1	Math
	8842	SOCES MAG	N	3	Algebra_I
	8406	SUTTER MS	N	4	Math
	7422	VAN GOGH EL	N	3	ELA
QEIA	7479	VERMONT EL	E	1	Math
	7712	WESTPORT HTS EL	W	4	ELA
	7712	WESTPORT HTS EL	W	4	Math
QEIA	8490	WILMINGTON MS	S	7	Algebra_I

Table 10: Schools with Far Above Predicted 3 year average AGT results for English Language Learners

Spec. Prog.	School Code	School Name	ESC	BD	Subject
	5740	118TH ST EL	S	7	Math
	6644	74TH ST EL	W	1	ELA
	5548	92ND ST EL	S	7	Math
QEIA	8009	ADAMS MS	E	2	ELA
	8609	ARLETA SH	N	6	CAHSEE_ELA
	2219	ASCOT EL	E	5	ELA
QEIA	8028	AUDUBON MS	W	1	ELA
	5562	BARRETT EL	S	1	ELA
QEIA	8536	BELL SH	S	5	Algebra_I
QEIA	8536	BELL SH	S	5	CAHSEE_Math
QEIA	8057	BERENDO MS	E	2	Algebra_I
	3829	BROADOUS EL	N	6	Math
	2534	BROADWAY EL	W	4	Math
	2562	BROOKLYN AVE EL	E	2	Math
	2802	CAPISTRANO EL	N	3	Math
	2986	CHAPMAN EL	S	7	ELA
	2986	CHAPMAN EL	S	7	Math
	3340	DARBY EL	N	3	Math
QEIA	8113	EDISON MS	S	7	Math
	3640	ESHELMAN EL	S	7	ELA
	3640	ESHELMAN EL	S	7	Math
QEIA	3753	FERNANGELES EL	N	6	ELA
	4027	FULLBRIGHT EL	N	4	Math
PSC1/ QEIA	8679	GARFIELD SH	E	2	ELA
PSC1/ QEIA	8679	GARFIELD SH	E	2	Math
	2385	GRATTS EL	ISIC	2	ELA
PILOT/ 2007/ QEIA	2385	GRATTS EL	ISIC	2	Math
QEIA	4315	GULF EL	S	7	ELA

Spec. Prog.	School Code	School Name	ESC	BD	Subject
	4493	HAZELTINE EL	N	6	ELA
	4589	HOOVER EL	E	2	ELA
PILOT/ 2007/ QEIA	8501	LA HS ARTS @RFK	ISIC	2	ELA
PILOT/ 2008/ QEIA	8210	LA TEACHER PREP ACAD	ISIC	2	Algebra_I
PILOT/ 2008/ QEIA	8210	LA TEACHER PREP ACAD	ISIC	2	CAHSEE_Math
	4680	LIZARRAGA EL	E	7	Math
	4918	LOMA VISTA EL	S	5	ELA
	5315	MILES EL	S	5	ELA
	8240	MOUNT GLEASON MS	N	6	Math
	5479	NEWCASTLE EL	N	6	ELA
	5603	NOBLE EL	N	6	ELA
	5603	NOBLE EL	N	6	Math
QEIA	8283	NORTHRIDGE MS	N	3	ELA
QEIA	6005	PARK AVE EL	S	5	Math
	4980	PIO PICO MS	W	1	Algebra_I
	4980	PIO PICO MS	W	1	Math
PLAS/ QEIA	6301	RITTER EL	ISIC	7	Math
PLAS/ QEIA	7749	ROOSEVELT HS CNMT	ISIC	2	CAHSEE_Math
	6452	SAN FERNANDO EL	N	6	Math
	7425	VAN NESS EL	W	4	Math
	8914	VERDUGO HILLS SH	N	6	CAHSEE_Math
QEIA	7479	VERMONT EL	E	1	ELA
QEIA	7479	VERMONT EL	E	1	Math
	2542	WHITE EL	E	2	Math

Education Service Center Baselines

Given the reorganization of the district, AGT results this year offer a baseline of growth performance for each Education Service Center (ESC) and provide insight into the distribution of results across each ESC. Figure 11 below shows that ESC West has the most schools with Above Predicted and Far Above Predicted 2012 AGT results overall for English Language Arts in 3rd through 11th grade. In Mathematics, ESC South has the most schools with Above Predicted and Far Above Predicted AGT results.

Figure 11. AGT Results for English Language Arts, Distribution of Schools by ESC
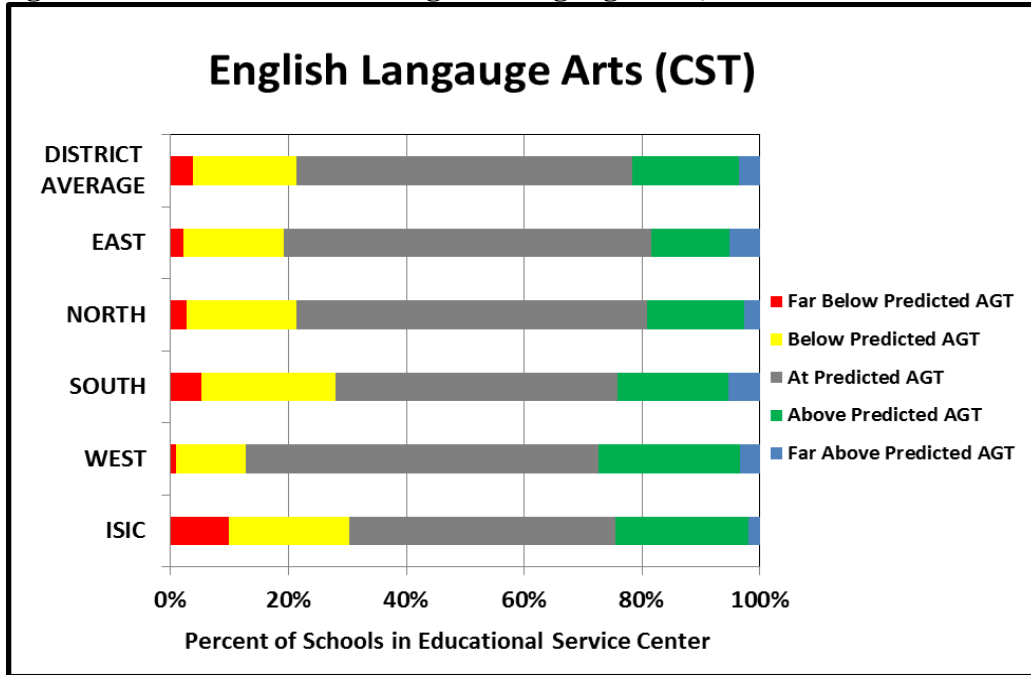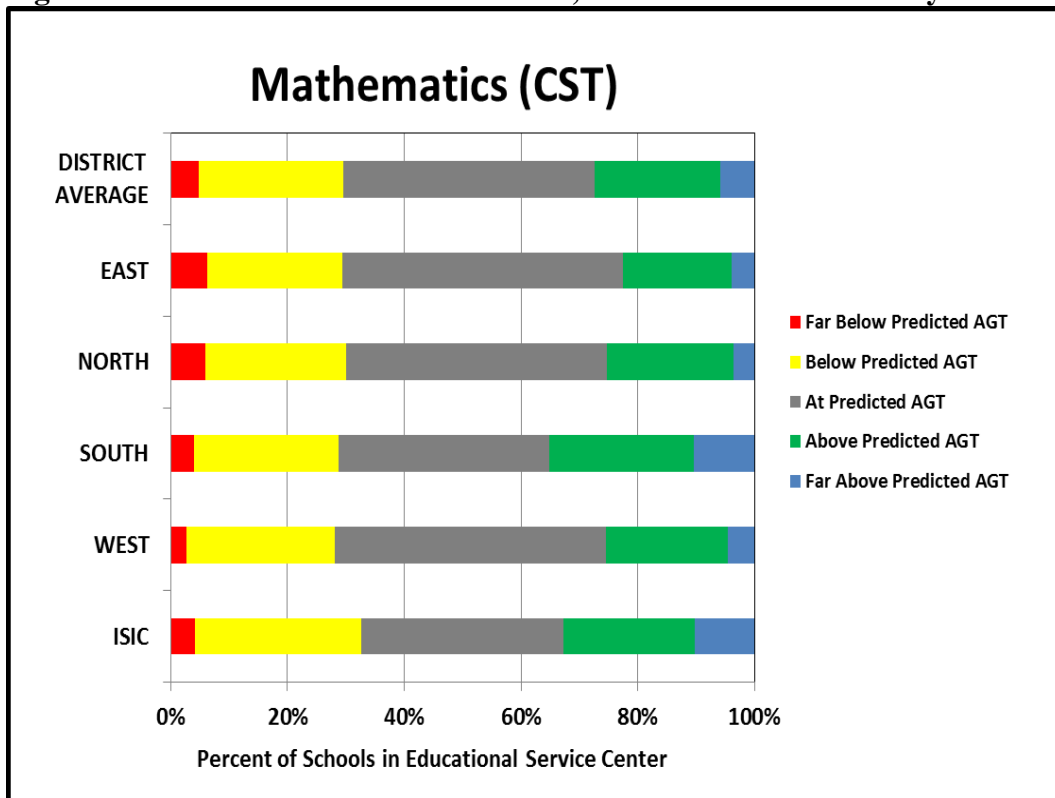

English Langauge Arts (CST)

Percent of Schools in Educational Service Center

Legend:
- Far Below Predicted AGT
- Below Predicted AGT
- At Predicted AGT
- Above Predicted AGT
- Far Above Predicted AGT

Figure 12. AGT Results for Mathematics, Distribution of Schools by ESC

Mathematics (CST)

Percent of Schools in Educational Service Center

Legend:
- Far Below Predicted AGT
- Below Predicted AGT
- At Predicted AGT
- Above Predicted AGT
- Far Above Predicted AGT

Next Steps for AGT

On October 5, 2012, school level reports will be available at http://agt.lausd.net. On October 5, 2012, teachers will receive their individual results confidentially. Principals will have access to their teachers' results on October 15, 2012.

AGT has also been incorporated in the School Performance Framework (SPF) for all school levels, and will but used as another data point to consider when ESCs are conducting performance dialogues with principals. Finally, AGT results will be populated into a "2 x 2 Matrix" tool that will allow the broader community to investigate school data more deeply from the lenses of both achievement and growth.

If there are additional questions, please contact me at (213) 241-2460 or Noah Bookman at (213) 241-2022.

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