

Standardized Assessment and School Accountability

Students in California are given standardized assessments annually in the spring. High school students can take the exit exam multiple times during the year. The results of these tests are reported to students individually and to the state to show the school's and district's progress under the state's mandated accountability programs. The results are also available to the public (www.cde.ca.gov).

California Accountability Programs:

	California State	Federal – California adopted
Background	The state program is governed by the California <u>Public School Accountability Act (PSAA)</u> of 1999 and Senate Bill 1552 (Sept 2000). These laws established the concept of the Academic Performance Index (API) to measure school performance. They also established state ranking of schools based on API.	In 2001, the federal government passed <u>No Child Left Behind (NCLB)</u> , an update to the Elementary and Secondary Education Act of 1965. California had to develop a statewide accountability program that met the requirements of NCLB. All schools in California need to demonstrate that they are making Adequate Yearly Progress (AYP). In addition, schools accepting Federal Title I funds can face corrective actions for not meeting AYP.
Main Features	The API has a scale from 200 to 1000. The statewide performance target for all schools is 800. The annual growth target for each school is 5% of the distance between the school's current API (Base) and the goal of 800. Schools with 800 and over must maintain an API of at least 800. In addition, each significant subgroup in a school must grow using the same formula. The minimum growth target is now 5 points. Student participation must be 85% or above.	AYP is made up of 4 components: Annual Measurable Objectives (AMOs) in both the English Language Arts (ELA) and Math California Standards Tests (CST) or California High School Exit Exam (CAHSEE), student testing participation of 95% or above, API improvement of 1 point and, for high schools only, graduation percentage. The AMOs measure the percentage of students who are at or above the proficient level. The AMO targets are the same for every school in CA and have been set for each year until 2014 when the target is 100% proficient or above. The AMOs must be met school-wide as well as by each significant subgroup of students.
Calculation	The API score is calculated using results from all standards-based tests given at a school weighted in different amounts.	There are five levels of performance in the CSTs: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. Only students in the top two levels are considered to have met the AMO.
Sanctions	Schools which participated in the Intermediate Intervention/ Underperforming Schools Program (II/USP) or High Priority Schools Grant Program (HPSG) can be subject to State Monitoring if their API does not show significant growth over time.	Schools become Program Improvement (PI) schools if, for two years in a row, they do not meet their AYP in the same subject or if they do not meet any one of the other components (graduation % or API). For each year a school is a NCLB PI school there are different required corrective actions.

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State Ranking:

Schools in CA are given a state rank based on their API. A school is placed in one of ten deciles where 1 is the lowest and 10 is the highest. Each school is ranked relative to all the other schools in the state, not against an absolute standard. By itself, this rank is a general indicator of a school's performance. In addition, the state gives each school a similar schools rank. This number (also on a scale of 1 to 10) shows how a school is doing compared to a group of 100 other schools with similar student and teacher demographics.

Types of Assessments:

	Standards Based Tests
Background	Students' performance is compared to the California Curriculum Standards. All students can achieve proficiency on these tests if they meet the standards for their grade level.
Tests	<p>The <u>California Standards Tests (CSTs)</u> are given in 5 areas: English Language Arts (ELA) (2nd –11th grade), Mathematics (2nd –9th grade), Written Composition (4th and 7th grades only), Science (5th, 8th and 10th grades only) and History/Social Science (8th, 10th and 11th grades only).</p> <p>Additional end-of-course CSTs are offered for Mathematics and Science for grades 9 to 11 (ie. Algebra I, Earth Science).</p> <p>The <u>California High School Exit Exam (CAHSEE)</u> is given for both English Language Arts and Mathematics to all 10th graders and can be retaken by 11th and 12th graders who have not passed both sections.</p>
Specialized Tests	<p>The <u>California Alternate Performance Assessment (CAPA)</u> is given to students with significant disabilities.</p> <p>The <u>California Modified Assessment (CMA)</u> is an alternate assessment of California standards for students with IEPs. The CMA is currently being given to 3rd to 8th graders.</p> <p>The <u>Standards-based Tests in Spanish (STS)</u> are given to non-English speakers who have been in the US for less than 12 months. These students take the CSTs as well.</p>