



2010–11 Accountability Progress Reporting System

2010–11 Academic Performance Index Reports

Information Guide

May 2011

Prepared by the
California Department of Education

Available online at:
<http://www.cde.ca.gov/ta/ac/ap/>

Table of Contents

Preface 1

Highlights of the 2010–11 API Reports.....2

API Background

What is the API? 4

 Assessment Results Used in the API.....4

 Relative Emphases of Assessments Used in the API.....6

 School Content Area Weights for the Most Common Grade Spans, K–8.....6

 School Content Area Weights for Grades 9–12.....6

 Considerations Regarding Assessment Results7

 Variations, Accommodations, and Modifications7

 CAPA in the API7

 CMA in the API8

 Adjustment for the CMA9

Base API and Growth API..... 10

 Comparability and Changes to the API.....11

 Why Two API Reports Are Needed.....11

 API Reporting Cycles.....12

 Appropriate Comparisons of the API.....13

What is Included in API Reports? 15

 County and LEA Lists of Schools.....15

 School and LEA Reports15

 Statewide Data Files17

Accountability Reporting Timeline 18

Who Receives an API Report? 20

 Schools and LEAs Defined for API Reporting.....20

 Schools and LEAs That Receive an API Report.....20

 Chart of API Elements Reported22

 Schools and LEAs That Do Not Receive an API Report.....22

Table of Contents (continued)

Subgroups	24
Definitions of Subgroups Used in the API	24
Reclassified Fluent-English-Proficient Students	25
Students with Disabilities	25
English Learners First Enrolled in U.S. Schools.....	25
Race and Ethnicity Categories.....	25
 API Calculation	
Basic Steps	27
Inclusion/Exclusion and Adjustment Rules	28
Tools for Using the Flow Chart	28
Inclusion/Exclusion and Adjustment Rules Flow Chart	30
Testing Codes Considered in API Calculations	35
CAHSEE Matching Rules	37
Mathematics and Science Rules.....	37
CST in General Mathematics.....	37
Assignment of 200.....	38
California General Mathematics Standards Test Mapping Chart.....	39
CMA Adjustment Steps.....	40
Valid API Criteria	48
API Regulations for Determining a Valid API	48
<i>Education Code</i> Provisions for Invalidating an API	49
Performance Level Weighting Factors	50
Test Scores and Performance Level Weighting Factors	50
Progressive Weighting	50
Test Weights	52
Test Weights, Grades 2–8	52
Test Weights, Grades 9–12	52
Test Weights and Content Area Weights	53
Comparison of Test Weights and Content Area Weights	53

Table of Contents (continued)

Scale Calibration Factors	54
2010–11 API Scale Calibration Factors	54
Purpose of the SCF	54
Bridge Schools or LEAs	55
API Targets	56
Statewide API Performance Target.....	56
School and Subgroup API Growth Targets.....	56
Example of API Growth Target.....	56
Chart of School and Subgroup Growth Target Requirements.....	57
Differences in State and Federal Accountability Target Criteria.....	57
API Growth	58
Example of 2010–11 API Growth	58
Meeting or Not Meeting State API Growth Targets	59
Interventions	59
Awards	59
API Ranks	61
School Type for API Purposes.....	61
How School Type is Determined	62
Other School Type Issues	64
Statewide Decile Rank.....	64
Similar Schools Decile Rank.....	65
Steps to Calculate Similar Schools Rank	65
Schools Characteristics Index.....	66
Similar Schools Demographic Characteristics Definitions.....	67
General Description of Similar Schools Rankings.....	68
API References	
California Department of Education Contacts and Related Internet Pages	70
Acronyms	72

Preface

This information guide provides technical information about the Academic Performance Index (API) reports for the 2010–11 reporting cycle. The guide is intended for accountability coordinators at local educational agencies (LEAs) to use in administering their academic accountability programs to meet the requirements of California’s Public Schools Accountability Act (PSAA) of 1999.

The California Department of Education (CDE) provides API reports as part of its Accountability Progress Reporting (APR) system. The APR system provides an integrated approach to reporting results for state and federal accountability requirements and includes information about the state, LEAs, schools (including charter schools), and numerically significant subgroups.

2010–11 APR System

State Accountability Requirements (Public Schools Accountability Act of 1999)	Federal Accountability Requirements (No Child Left Behind Act of 2001)
<ul style="list-style-type: none"> ■ 2010 Base API Reports (release May 2011) ■ 2011 Growth API Reports (release August 2011) 	<ul style="list-style-type: none"> ■ 2011 Adequate Yearly Progress (AYP) Reports (release August 2011) ■ 2011–12 Program Improvement (PI) Reports (release August 2011)

This guide is not intended to serve as a substitute for state and federal laws or regulations or to detail all of an accountability coordinator’s responsibilities in applying accountability requirements to an LEA or a school. The guide should be used in conjunction with academic accountability information provided through the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/> and from e-mail and correspondence disseminated by the CDE to accountability coordinators. For information about being included on the CDE accountability coordinators listing, contact the Academic Accountability and Psychometrics (AAP) Unit at 916-319-0863 or by e-mail at aau@cde.ca.gov.

This guide is produced by the AAP Unit of the Assessment and Accountability Division (AAD) of the CDE. Questions about API or AYP calculations should be addressed to the AAP at the phone number or e-mail address listed above. Questions about the Elementary and Secondary Education Act (ESEA), PI determinations, and AYP appeals should be addressed to the Evaluation, Research, and Analysis (ERA) Unit by phone at 916-319-0869 or by e-mail at evaluation@cde.ca.gov.

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Highlights of the 2010–11 API Reports

The 2010 Base API reports, released in May 2011, and the 2011 Growth API reports, scheduled for release in the fall of 2011, comprise the 2010–11 API reporting cycle. In January 2011, the State Board of Education (SBE) adopted the following changes to the API, beginning with the 2010–11 API cycle:

- Include results from the California Modified Assessment (CMA) for English-language arts (ELA) in grade nine; mathematics (Algebra I) in grades seven through eleven; and science in grade ten.
- Adjust the 2010 Base API for LEAs and schools that administer the CMA for ELA in grades ten and eleven and Geometry in grades eight through eleven in 2011.

■ Inclusion of the CMA for ELA in Grade Nine and Algebra I in Grades Seven through Eleven

CMA results for ELA in grade nine; mathematics (Algebra I) in grades seven through eleven; and science in grade ten will be included in the 2010 Base API. The SBE adopted performance levels on these assessments in March 2011. The CMA was first administered to students in ELA and mathematics in grades three through five, and science in grade five in 2008. In 2009, the CMA was extended to students for ELA in grades six through eight, mathematics in grades six and seven, and science in grade eight. The SBE set performance levels for these assessments in November 2008 and 2009, and results were included in the 2008 and 2009 Base APIs, respectively.

■ Adjust the 2010 Base API for the CMA in Grades Eight through Eleven in 2011

In the spring of 2011, the CMA will be expanded to include Geometry in grades eight through eleven and ELA in grades ten and eleven. It is anticipated that the SBE will establish CMA performance levels for those tests in November 2011. Therefore, CMA results from these assessments will not be included in the 2011 Growth API that will be released in the fall of 2011.

To accommodate this situation, the 2010 Base API is adjusted to account for the absence of CMA results in 2011 for schools with CMA test takers of Geometry in grades eight through eleven and CMA test takers of ELA in grades ten and eleven. This process will be comparable to what occurred for the 2007, 2008, and 2009 Base APIs when the CMA was introduced in other grade levels. The adjustment procedure is necessary to preserve comparability between the 2010 Base and 2011 Growth APIs. The adjustment will be limited to LEAs and schools that will administer the CMA Geometry to students in grades eight through eleven or the CMA ELA to students in grades ten and eleven in the spring of 2011.

■ API Targets Increase for 2011 AYP

The API is not only used in meeting state requirements under the PSAA, as described in this information guide, but also is used in meeting one of the federal AYP requirements under the ESEA. The AYP targets will increase in 2011. The API target under 2011 AYP requirements will be a 2011 Growth API of at least 710 or growth in the API of at least one point from 2010 to 2011. AYP targets for all years are displayed on pages 22 through 27 of the *2010 Adequate Yearly Progress Report Information Guide, September 2010* on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

What is the API?

The API is a single number, ranging from a low of 200 to a high of 1000, which reflects a school's, an LEA's, or a subgroup's performance level, based on the results of statewide testing. Its purpose is to measure the academic performance and growth of schools. The API was established by the PSAA, a landmark state law passed in 1999 that created a new academic accountability system for K-12 public education in California.

The API is calculated by converting a student's performance on statewide assessments across multiple content areas into points on the API scale. These points are then averaged across all students and all tests. The result is the API. An API is calculated for schools, LEAs, and for each numerically significant subgroup of students at a school or an LEA.

The key features of the API include the following:

- The API is based on an improvement model. The API from one year is compared to the API from the prior year to measure improvement. Each school has an annual target, and all numerically significant subgroups at a school also have targets.
- The API requires subgroup accountability to address the achievement gaps that exist between traditionally higher- and lower-scoring student subgroups.
- The API is a cross-sectional look at student achievement. It does not track individual student progress across years but rather compares snapshots of school or LEA level achievement results from one year to the next.
- The API is used to rank schools. A school is compared to other schools statewide and to 100 other schools that have similar opportunities and challenges.
- The API is currently a school-based requirement only under state law. However, API reports are provided for LEAs in order to meet federal requirements under ESEA.

Assessment Results Used In the API

The information that forms the basis for calculating the API comes from the results of the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE). More information about these testing programs is located on the CDE Testing and Accountability Web page at <http://www.cde.ca.gov/ta/>. The PSAA requires that test results constitute at least 60 percent of the API. The chart on the next page shows the assessment results that are used in API calculations.

Assessment Results Used in the API 2010–11

Standardized Testing and Reporting (STAR) Program

California Standards Tests (CSTs)

- California English–language arts Standards Test (CST in ELA)
Grades two through eleven, including a writing assessment in grade seven
- California Mathematics Standards Test (CST in mathematics)
Grades two through seven and grades eight through eleven for the following course-specific tests:
 - General mathematics (grades eight and nine only)
 - Algebra I
 - Geometry
 - Algebra II
 - Integrated mathematics 1, 2, or 3
 - High School Summative Mathematics Test
 Students in grade seven may take the Algebra I test if they completed an Algebra I course.
- California History–social science Standards Test (CST in HSS)
Grade eight
Grade eleven (U.S. history)
Grades nine through eleven (world history)
- California Science Standards Test (CST in science)
Grades five, eight, and ten and grades nine through eleven for the following course-specific tests:
 - Biology/life sciences
 - Earth science
 - Chemistry
 - Physics
 - Integrated/coordinated science 1, 2, 3, or 4

California Modified Assessment (CMA)

- English–language arts
Grades three through nine
- Mathematics
Grades three through eleven (grade tests for grades three through seven, Algebra I for grades seven through eleven)
- Science
Grades five, eight, and ten

California Alternate Performance Assessment (CAPA)

- English–language arts and mathematics
Grades two through eleven
- Science
Grades five, eight, and ten

California High School Exit Examination (CAHSEE)

CAHSEE (administered in February, March, and May [make-ups])

- English–language arts, including a writing assessment, and mathematics
Grade ten, also grade eleven or twelve CAHSEE results are included in the API if the student passed the CAHSEE anytime during the school year.

Relative Emphases of Assessments Used in the API

The test results used in calculating a school's API have different relative emphases. The amount of emphasis each content area has in the API for a particular school or LEA (called the content area weights) is determined by statewide test weights and by the number of students taking each type of test. The tables below show the relative emphases of different content areas in the API for the most common grade spans of schools. The first table shows 2010–11 for kindergarten through grade eight. The second table shows 2010–11 for grades nine through twelve.

School Content Area Weights for the Most Common Grade Spans, K–8

Content Area	2010–11 API Test Weights		
	K–5	6–8	K–8
CST/CMA/CAPA in ELA	56.5%	51.4%	54.2%
CST/CMA/CAPA in Mathematics	37.6%	34.3%	36.1%
CST/CMA/CAPA in Science, Grades 5 and 8	5.9%	7.1%	6.5%
CST in History–Social Science, Grade 8	--	7.1%	3.2%

School Content Area Weights for Grades 9–12

Content Area	2010–11 API Test Weights
	9–12
CST/CMA/CAPA in ELA, Grades 9–11	27.1%
CST/CMA/CAPA in Mathematics, Grades 9–11	18.1%
CST/CMA/CAPA in Science, Grades 9–11	22.9%
CST in History–Social Science, Grades 9–11	13.9%
CAHSEE ELA, Grades 10–12	9.0%
CAHSEE Mathematics, Grades 10–12	9.0%

Note: Data in these tables assume an equal number of valid scores at each grade level and no missing data. If some students at a school do not take one or more tests, the indicator weights would be different than those shown above.

Considerations Regarding Assessment Results

Adjustments are made to the API for statewide assessment results of students who take the tests using modified test administrations.

■ Variations, Accommodations, and Modifications

Students who take exams in the STAR Program and CAHSEE may be provided certain test variations, accommodations, and/or modifications. A description of these varied test administrations are provided in the "Testing Variations, Accommodations, and Modifications" located on the CDE STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>. Test administration variations and accommodations do not result in changes to API calculations. Modifications, however, do result in changes. Scores for students tested with modifications are assigned 200 (far below basic) in the API calculations. These changes are made to accountability reporting only and do not affect the individual student's score report. The student receives an individual score report with his or her actual score.

■ CAPA in the API

In response to federal requirements of the Individuals with Disabilities Education Act (IDEA), Amendments of 1997, and the ESEA, California developed the CAPA, an alternate assessment for students with significant cognitive disabilities who cannot participate in the general STAR Program assessments, even with accommodations or modifications. A student's individualized education program (IEP) specifies whether the student should take the CAPA. Students taking the CAPA work toward achieving selected state academic standards using alternate achievement standards to measure their progress.

The alternate assessment population is made up of a relatively small number of students with significant cognitive disabilities. In California, approximately less than one percent of the total number of students statewide takes the CAPA. Since examiners may adapt the CAPA based on students' instruction mode, accommodations and modifications do not apply to the CAPA. Further information is located on the CDE CAPA Web page at <http://www.cde.ca.gov/ta/tg/sr/capa.asp>.

For API reporting, the CAPA performance level the student receives (advanced, proficient, basic, below basic, or far below basic) is the level that is included in the API calculations. The CAPA is not treated as a separate test for accountability, because the CAPA is an "alternate" to the CSTs. The addition of CAPA into the API does not change the API test weights, and the same basic test weights and calculation rules used for the CST also apply to the CAPA. Also, if a student took

a CAPA test, the results are counted in the students with disabilities (SWDs) subgroup, even if the record shows no valid disability code.

■ CMA in the API

In April 2007, the U.S. Department of Education (ED) enacted regulations for an alternate assessment based on modified achievement standards. The CDE, in response to the federal regulations, developed the CMA, an alternate assessment of the California content standards based on modified achievement standards for students with an IEP who meet the SBE adopted eligibility criteria. The purpose of the CMA is to allow students to demonstrate achievement of the content standards in ELA, mathematics, and science. Further information about CMA participation criteria is located on the CDE CMA Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

The CMA was administered statewide beginning in 2008 in grades three through five in ELA and mathematics and grade five in science. The SBE approved performance levels for the CMA in grades three through five in November 2008, and the CMA results for these grade levels were included in the API beginning with the 2008 Base API.

In November 2009, the SBE adopted the performance levels for CMA in grades six through eight in ELA, grades six and seven in mathematics, and grade eight in science. CMA results for these grade levels were included in the API beginning with the 2009 Base API.

In March 2011, the SBE adopted performance levels for ELA in grade nine, Algebra I in grades seven through eleven, and science in grade ten. The CMA results for these grade levels are included in the API beginning with the 2010 Base API.

As with CAPA results in API reporting, the performance level a student received on the CMA (far below basic, below basic, basic, proficient, or advanced) was the level that was included in the API calculations. The addition of CMA into the API does not change the API test weights, and the same test weights and calculation rules used for the CST also apply to the CMA. Also, if a student took a CMA test, the results are counted in the SWD subgroup, even if the record shows no valid disability code.

■ Adjustment for the CMA (Grades Eight through Eleven)

In the spring of 2011, the CMA was further expanded to include Geometry in grades eight through eleven and ELA in grades ten and eleven. It is anticipated that the SBE will establish CMA performance levels for those tests in November 2011. Therefore, CMA results from these assessments will not be included in the 2011 Growth API that will be released in the fall of 2011.

To accommodate this situation, the 2010 Base API is adjusted to account for the absence of CMA results in 2011. This process will be comparable to what occurred for the 2007, 2008, and 2009 Base APIs. The adjustment procedure is necessary to preserve comparability between the 2010 Base and 2011 Growth APIs. The adjustment will be limited to LEAs and schools that will administer the CMA Geometry to students in grades eight through eleven or CMA ELA to students in grades ten and eleven in the spring of 2011. The CMA adjustment procedure for the 2010 Base API is described on pages 40 through 47.

Base API and Growth API

In order to measure the academic improvement of a school, academic results in the form of the API are compared from year to year. Growth (or change) in the API is the difference between the Base API and Growth API within a reporting cycle.

Each reporting cycle begins with a Base API. The Base API is calculated using the test results of the previous year and the Growth API is calculated using the test results of the current year. For example, the 2010 Base API is calculated using results of statewide testing from spring 2010 and the 2011 Growth API is calculated using results of statewide testing from spring 2011. Any changes in the API calculations, such as adding a new assessment, in a year begin with the Base API. Therefore, the calculation methods for the Base API might not be the same across years. However, the Base API and Growth API within a reporting cycle must use the same calculation method. The following graphic shows the 2010–11 API reporting cycle.

2010 Base API

<p>Schoolwide/Subgroup APIs Use spring 2010 test results</p> <p>STAR Indicators</p> <ul style="list-style-type: none"> • CSTs in ELA¹, math, science (Gr. 5 and 8-11), and history social-science (Gr. 8-11) • CMA in ELA (Gr. 3-9), math (Gr. 3-7 and Algebra I) and science (Gr. 5, 8, 10) • CAPA in ELA, math, and science (Gr. 5, 8, and 10) <p>Other Indicator:</p> <ul style="list-style-type: none"> • CAHSEE (Gr. 10-12) <p>API Targets Statewide Rank Similar Schools Rank</p>

2011 Growth API

<p>Schoolwide/Subgroups APIs Use spring 2011 test results</p> <p>STAR Indicators:</p> <ul style="list-style-type: none"> • CSTs in ELA, math, science (Gr. 5 and 8-11), and history, social-science (Gr. 8-11) • CMA in ELA (Gr. 3-9), math (Gr. 3-7, Algebra I), and science (Gr. 5, 8, 10) • CAPA in ELA, math, and science (Gr. 5, 8, and 10) <p>Other Indicator:</p> <ul style="list-style-type: none"> • CAHSEE (Gr. 10-12) <p>API Growth Achieved Whether API Targets Were Met</p>

¹Grade levels of assessments are 2-11 unless otherwise noted.

The indicators are the same for the Base and Growth APIs, but the 2010 Base includes 2010 test results whereas the 2011 Growth includes 2011 test results. The 2010 Base API is subtracted from the 2011 Growth API to show how much a school's API changed from 2010 to 2011 (referred to as 2010–11 API growth). This determines whether a school meets its API growth target. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes the Growth API, growth achieved, and whether or not targets were met.

Comparability and Changes to the API

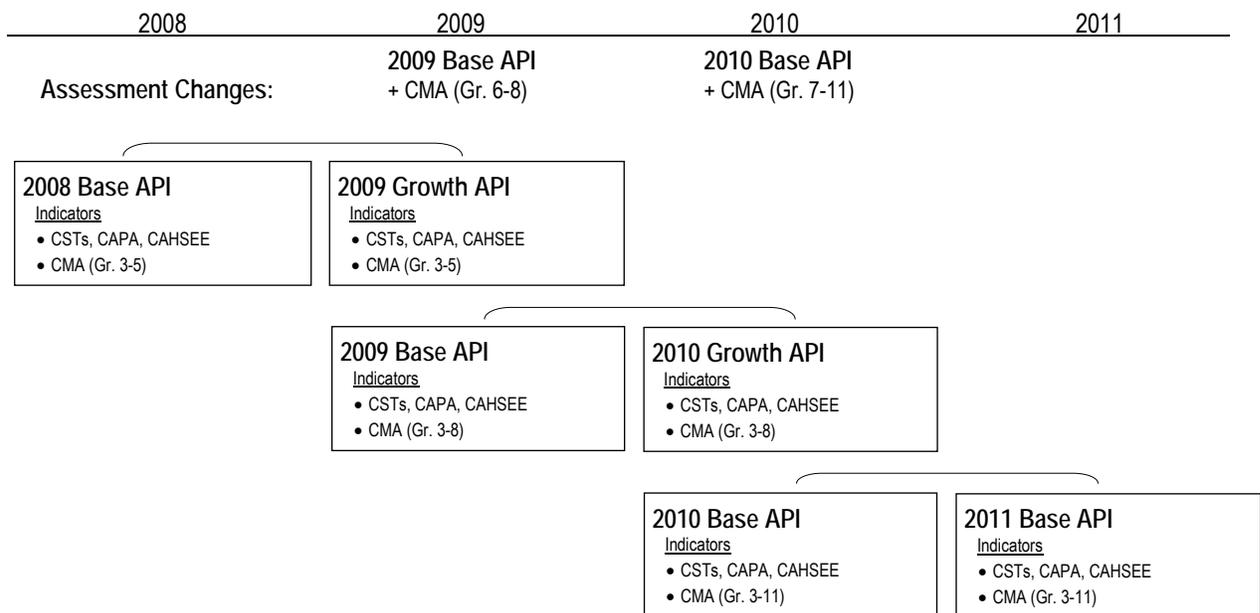
In order to make comparisons, the APIs being compared must be based on the same tests with the same test weights. If the API indicators and methodology remained the same from year to year, there would be no need for two API reports. However, complication arises in year-to-year comparisons of the API when changes to the API must be made. From one year to the next, assessments may be added or taken away from the set of API indicators. For example, in the 2010–11 API cycle, the CMA ELA in grade nine, CMA science grade ten, and CMA Algebra I in grades seven through eleven were added to the API. Also, the test weights (relative emphasis on each test) or rules for inclusions/exclusions in the API can also change.

Why Two API Reports Are Needed

In order to measure growth as well as incorporate new changes into the API, two API reports are produced. When changes occur in the API, the Base API at the start of a new API cycle is adjusted to reflect the changes. The Base API, including all new indicators and methodological changes, becomes the baseline against which to compare the next year’s Growth API. The Growth API must match the Base API in order to compare the two.

The graphic below illustrates why two API reports are needed. In order to reflect the incorporation of the additional assessments, the Base API is adjusted, and the Growth API for that cycle is calculated in the same way.

Two API Reports to Maintain Comparability and Allow Changes



API Reporting Cycles

An API reporting cycle consists of two components: (1) base information and (2) growth information. The base reports are provided in the spring, and the growth reports are provided in September.

Year of Testing

2008

2009

2010

2011

2008 Base API

Schoolwide/Subgroup APIs

- CSTs in ELA¹, math, science (Gr. 5 and 8-11), and history social-science (Gr. 8-11)
- CMA in ELA, math (Gr. 3-5), and science (Gr.5)
- CAPA
- CAHSEE (Gr.10-12)

API Targets

Statewide Rank

Similar Schools Rank

- The Base API was adjusted for grades 6-8

(May 2009 release)

2009 Growth API

Schoolwide/Subgroup APIs

- CSTs in ELA, math, science (Gr. 5 and 8-11), and history social-science (Gr. 8-11)
- CMA in ELA, math (Gr. 3-5), and science (Gr. 5)
- CAPA
- CAHSEE (Gr. 10-12)

API Growth Achieved

Whether API Targets Were Met

(September 2009 release)

2009 Base API

Schoolwide/Subgroup APIs

- CSTs in ELA, math, science (Gr. 5 and 8-11), and history social-science (Gr. 8-11)
- CMA in ELA (Gr. 3-8), math (Gr. 3-7), and science (Gr. 5 and 8)
- CAPA in ELA, math, and science (Gr. 5, 8 and 10)
- CAHSEE (Gr. 10-12)

API Targets

Statewide Rank

Similar Schools Rank

- The Base API was adjusted for ELA grade 9, Algebra I grades 7-11, and Life science grade 10

(May 2010 release)

2010 Growth API

Schoolwide/Subgroup APIs

- CSTs in ELA, math, science (Gr. 5 and 8-11), and history social-science (Gr. 8-11)
- CMA in ELA (Gr. 3-8), math (Gr. 3-7), and science (Gr. 5 and 8)
- CAPA in ELA, math, and science (Gr. 5, 8 and 10)
- CAHSEE (Gr. 10-12)

API Growth Achieved

Whether API Targets Were Met

(September 2010 release)

2010 Base API

Schoolwide/Subgroup APIs

- CSTs in ELA, math, science (Gr. 5 and 8-11), and history social-science (Gr. 8-11)
- CMA in ELA (Gr. 3-9), math (Gr. 3-7), and science (Gr. 5 and 8), Algebra I (Gr. 7-11), Life science (Gr. 10)
- CAPA in ELA, math, and science (Gr. 5, 8 and 10)
- CAHSEE (Gr. 10-12)

API Targets

Statewide Rank

Similar Schools Rank

- The Base API was adjusted for ELA grades 10-11 and Geometry grades

(May 2011 release)

2011 Growth API

Schoolwide/Subgroup APIs

- CSTs in ELA, math, science (Gr. 5 and 8-11), and history social-science (Gr. 8-11)
- CMA in ELA (Gr. 3-9), math (Gr. 3-7), and science (Gr. 5 and 8), Algebra I (Gr. 7-11), Life science (Gr. 10)
- CAPA in ELA, math, and science (Gr. 5, 8 and 10)
- CAHSEE (Gr. 10-12)

API Growth Achieved

Whether API Targets Were Met

(September 2011 release)

¹Grade levels of assessments are 2-11 unless otherwise noted.

Appropriate Comparisons of the API

Because new indicators are added to the API and test weights may change from one cycle to the next, it is inappropriate to compare APIs across reporting cycles. It is appropriate, however, to compare the Base and Growth APIs within a reporting cycle as well as to compare the amount of API growth (i.e., change in the API) of different reporting cycles.

■ Examples of Invalid and Valid Comparisons of the API

Invalid comparisons of the API

The following examples are invalid comparisons because the APIs are compared across reporting cycles. The reporting cycles may differ in the assessments (indicators) included in the APIs, and that type of comparison would not be a valid comparison.

- 2003 Base API and 2004 Base API

In this example, the 2003 Base API is in the 2003–04 reporting cycle, and the 2004 Base API is in the 2004–05 reporting cycle. The comparison is not valid because different indicators were used in each cycle (i.e., the CST in science, grade five, and CST in history-social science, grade eight, were not in the 2003–04 cycle but were in the 2004–05 cycle).

- 2002 Base API and 2007 Growth API

In this example, the 2002 Base API is in the 2002–03 reporting cycle, and the 2007 Growth API is in the 2006–07 reporting cycle. Again, the comparison is not valid because different indicators were used in each cycle (i.e., the 2006–07 cycle included many more indicators than the 2002–03 cycle).

- 2006 Base API and 2006 Growth API

In this example, the 2006 Base API is in the 2006–07 reporting cycle, and the 2006 Growth API is in the 2005–06 reporting cycle. The APIs were calculated from the same year's test data (2006). However, the 2006 Base API includes the grade eight CST in science and the grade ten CST in life science, and the 2006 Growth API does not include these indicators. This comparison is not valid.

Valid comparisons of the API

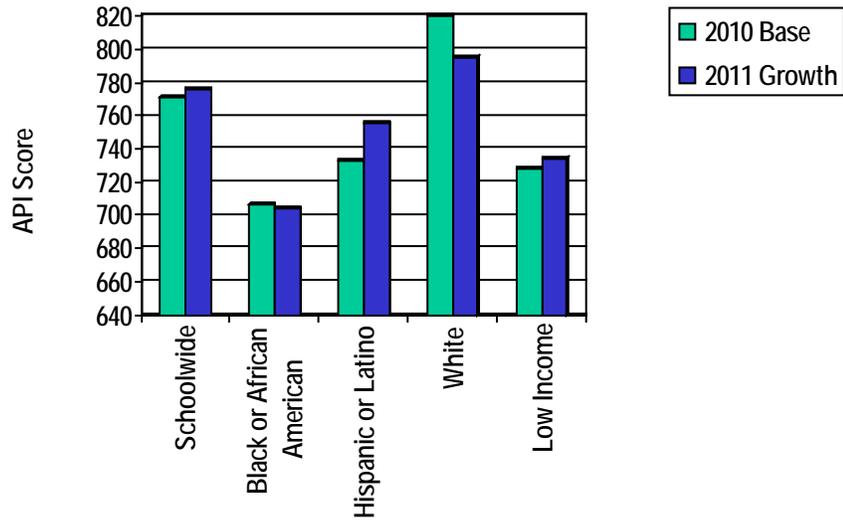
The following examples are valid comparisons because (1) the Base and Growth APIs are compared within the same reporting cycle, **or** (2) the amount of growth (change) in the API from different reporting cycles is compared.

The first example compares APIs that are calculated based upon the same assessments (indicators). The second example compares the amount of change in the API across reporting cycles.

- 2010 Base API and 2011 Growth API Within a Reporting Cycle

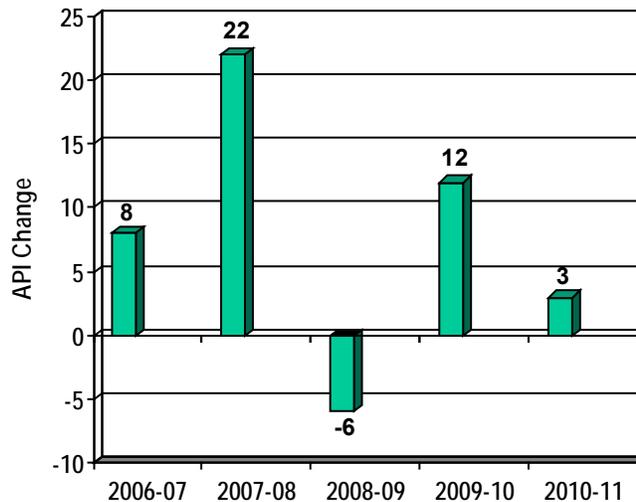
This example shows the amount of API change from 2010 to 2011 for the school and for each numerically significant subgroup. It also shows the school and subgroup API scores compared to the statewide target of 800.

Example of 2010–11 API Results



- The following example shows API growth (change) from 2006–07, 2007–08, 2008–09, 2009–10, and 2010–11 for a school site while preserving the validity of API comparisons because growth within API cycles over five years is shown.

Example of Growth in the API, 2006–07 to 2010–11



What is Included in API Reports?

The Base and Growth API reports provide accountability information about schools, LEAs, and the state. These reports are accessed on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>. This section describes the types of information included in API reports.

County and LEA Lists of Schools

The County List of Schools and LEA List of Schools provide summaries of selected API information for each school and LEA. The reports for 2010–11 have the same basic structure as the prior year reports. Both the County and LEA List of Schools contain the following information about each school or LEA:

County or LEA List of Schools

2010 Base API Report (May 2011 release)	2011 Growth API Report (August 2011 release)
<ul style="list-style-type: none"> • Number of Students Included in the Base API • 2010 Base API • 2010 Statewide Rank • 2010 Similar Schools Rank • 2010–11 Growth Target • 2011 API Target (2010 Base API plus 2010–11 Growth Target) 	<ul style="list-style-type: none"> • Number of Students Included in the Growth API • 2011 Growth API • 2010 Base API (same as in 2010 Base API Report) • 2010–11 Growth Target (same as in 2010 Base API Report) • 2010–11 API Growth (2011 Growth API minus 2010 Base API) • Met Growth Target <ul style="list-style-type: none"> - Schoolwide - Subgroups - Both Schoolwide and Subgroups

School and LEA Reports

The school and LEA reports for 2010–11 have the same basic structure as the prior year reports. The navigation bar across the top of the page allows users to easily move between results for the state API, federal AYP, and federal PI requirements. The selection bar at the top right side of the reports allows users to navigate different sections of the reports.

■ **School Reports**

The school reports are divided into five sections described below. The summary and API reports are accessed through the navigation bar (across top of page), and the remaining sections are accessed through the selection bar (top right of page).

Summary Report

2010 Base API Report (May 2011 release)	2011 Growth API Report (August 2011 release)
Contains the key state and federal overall results for the API and AYP. The API results include the 2010 Base API, the 2011 Growth API, and growth in the API from 2010 to 2011.	

API Report

2010 Base API Report (May 2011 release)	2011 Growth API Report (August 2011 release)
<ul style="list-style-type: none"> • Number of Students Included in the Base API • 2010 Base API • 2010 Statewide Rank • 2010 Similar Schools Rank • 2010–11 Growth Target • 2011 API Target (2010 Base API plus 2010–11 Growth Target) • Number of CST records excluded for SWDs, related to the CMA adjustment • List of Similar Schools • Subgroup Information 	<ul style="list-style-type: none"> • Number of Students Included in the Growth API • 2011 Growth API • 2010 Base API (same as in 2010 Base API Report) • 2010–11 Growth Target (same as in 2010 Base API Report) • 2010–11 API Growth (2011 Growth API minus 2010 Base API) • Met Growth Target <ul style="list-style-type: none"> - Schoolwide - Subgroups - Both Schoolwide and Subgroups • Similar Schools Median 2011 Growth API • Similar Schools Median 2010 Base API • Subgroup Information

API Chart

2010 Base API Report (May 2011 release)	2011 Growth API Report (August 2011 release)
Not available	Provides basic API results in chart form, including comparisons with district/county and statewide results.

Demographic Characteristics

2010 Base API Report (May 2011 release)	2011 Growth API Report (August 2011 release)
Provides detailed demographic data from 2009 California Basic Educational Data System (CBEDS) and 2010 STAR.	Provides detailed demographic data from 2010 CBEDS and 2011 STAR.

Content Area Weights

2010 Base API Report (May 2011 release)	2011 Growth API Report (August 2011 release)
Shows the unique content area weights for calculating the Base API.	Shows the unique content area weights for calculating the Growth API.

Dropout Report

2010 Base API Report (May 2011 release)	2011 Growth API Report (August 2011 release)
Shows 2008–09 grade eight dropout data. These data are for informational purposes only and are not used in the Base API calculation.	Shows 2009–10 grade eight dropout data. These data are for informational purposes only and are not used in the Growth API calculation.

■ LEA Reports

The LEA reports include the same six sections as the school reports but contain fewer elements in the API Report section, as shown below.

API Report

Base API	Growth API
2010 Base API Report (May 2011 release) <ul style="list-style-type: none"> • Number of Students Included in the Base API • 2010 Base API • Subgroup Information 	2011 Growth API Report (August 2011 release) <ul style="list-style-type: none"> • Number of Students Included in the Growth API • 2011 Growth API • 2010 Base API (same as in 2010 Base API Report) • 2010–11 API Growth (2011 Growth API minus 2010 Base API) • Subgroup Information

Statewide Data Files

The data files of statewide API results are provided in both DBF and ASCII text formats and are downloadable from the CDE API Data Files Web page at <http://www.cde.ca.gov/ta/ac/ap/apidatafiles.asp>. Record layout, flag definitions, and download instructions are also provided.

Accountability Reporting Timeline

- May 2011** *The 2010–11 Academic Performance Index Reports Information Guide* is posted on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.
- The 2010 Base API reports are released on the CDE APR Web page at <http://www.cde.ca.gov/ta/ac/ar/>. These reports include the 2010 Base API, growth targets, subgroup data, demographic data, statewide ranks, similar schools ranks, and school content area weights.
- July 2011** Updated 2010 Base API reports are released for those few districts with late data corrections.
- August 2011** *The 2011 Adequate Yearly Progress Report Information Guide* is posted on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.
- The 2011 Growth API, 2011 AYP, and 2011–12 PI reports are released on the CDE APR Web page at <http://www.cde.ca.gov/ta/ac/ar/>.
- The data review process for LEAs to examine STAR Program data occurs. LEAs have the opportunity to make changes to demographic data through Educational Testing Service (ETS), the test contractor, during August through October.
- September 2011** The appeals deadline for the 2011 AYP results occurs.
- November 2011** The SBE is scheduled to determine performance levels for the CMA ELA in grades ten and eleven and Geometry in grades eight through eleven.
- Updated 2011 Growth API, 2011 AYP, and 2011– ?? PI reports are released. These updated reports will incorporate the appropriate CMA results, for AYP appeal decisions, and reassignments related to the CAPA and CMA caps for LEAs for AYP.
- (More information about AYP appeals and exceptions and about AYP, CAPA and CMA reallocation is located on pages 53 through 58 of the *2010 Adequate Yearly Progress Report Information Guide, September 2010* on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>).

January 2012 Updated 2011 Growth API, 2011 AYP, and 2011–12 PI reports are released on the CDE APR Web page. These reports will reflect final data corrections made through the test contractor.

For more information about API and AYP reports, trainings, data reviews, and correction processes, contact the AAP Unit by phone at 916-319-0863 or by e-mail at aaucde@cdede.ca.gov.

For more information about PI determinations and AYP appeals, contact the ERA Unit by phone at 916-319-0869 or by e-mail at evaluation@cdede.ca.gov.

Who Receives an API Report?

Schools and LEAs Defined for API Reporting

A school must have a county-district-school (CDS) code, and an LEA must have a county-district (CD) code at the time of testing to receive an API. An LEA, for API reporting, is defined as a school district or a county office of education.

Schools and LEAs That Receive an API Report

Most schools and LEAs receive an API report. Numerically significant subgroups receive APIs as part of a school's or LEA's report.

■ Traditional Schools

All traditional schools, including year-round schools, receive an API, API ranks, and targets.

■ Charter Schools

Charter schools, both direct-funded and locally-funded, receive an API, API ranks, and targets in a school report only. API results from direct funded charter schools are not counted in the API results of the sponsoring school district or county office of education.

■ Small Schools

Small schools receive an API with an asterisk, a statewide API rank with an asterisk, and targets. They do not receive a similar schools rank.

Small schools are defined as having between 11 and 99 valid STAR Program scores. Small schools receive an API with an asterisk to denote the greater statistical uncertainty of an API based on a small number of student scores. Small schools also receive a statewide rank with an asterisk to indicate the decile rank into which their APIs would have fallen if they had been included in the ranking system. Although they are small, these schools still can have numerically significant subgroups if they have a sub-group with 50 or more students that comprise at least 15 percent of the student population.

■ Alternative Schools Accountability Model Schools

California's *Education Code* (EC) Section 52052(h), requires that:

jurisdiction of a county board of education or a county superintendent of schools, community day schools, . . . and

The ASAM was adopted by the SBE in 2000 as the alternative accountability system. The ASAM includes schools that serve students at risk of dropping out and who tend to be highly mobile. ASAM schools have previously received an API report for AYP purposes but did not receive growth targets or rankings (statewide and similar schools).

In October 2010, the Governor signed the state budget and in doing so vetoed for the data collection and reporting of the ASAM program as well as for identifying and disseminating best practices of alternative schools. Due to the lack of funding, the CDE eliminated reporting for the 2009-10 ASAM cycle.

Starting with the 2010 Base API, the CDE will:

- Continue designating schools as ASAM if the school meets the established SBE criteria. This includes:
 - Posting the ASAM application on the CDE ASAM Web pages and accepting applications from eligible schools.
 - Continuing to review applications for compliance with SBE criteria and notifying the schools of their ASAM status.
 - Maintaining a database of all ASAM schools and updating it annually.
- Provide all ASAM schools API reports under the API system.
 - ASAM schools will receive 2010 Base API reports with growth targets.
 - ASAM schools will not receive statewide ranks or similar schools ranks.

These activities are consistent with existing state and federal law as it relates to accountability for alternative schools and are appropriate for existing resources. More information about the ASAM is located on the CDE ASAM Web page at <http://www.cde.ca.gov/ta/ac/am/>.

■ Special Education Schools

Special education schools receive an API. They do not receive API ranks or targets.

■ LEAs

LEAs responsible for schools receive an API in order to meet federal ESEA requirements. LEAs do not receive API ranks or targets.

The following chart shows the API elements that are reported for different types of schools and LEAs that receive an API report.

Chart of API Elements Reported

Type of School or LEA	Base API	State-wide Rank	Similar Schools Rank	Growth API	Growth/Change in the API	API Targets	Whether Targets Were Met	Sub-group Information
Schools with 100 or more valid scores (includes charter schools)	✓	✓	✓	✓	✓	✓	✓	✓
Schools with 11 to 99 valid scores	✓ with asterisk	✓ with asterisk	--	✓ with asterisk	✓	✓	✓	✓
ASAM schools	✓	--	--	✓	✓	✓	✓	✓
LEAs (school districts and county offices of education)	✓	--	--	✓	✓	--	--	✓

Schools and LEAs That Do Not Receive an API Report

The *California Code of Regulations*, Title 5, (5 CCR) requires that the API meet requirements related to validity. A small number of schools and LEAs do not receive an API report as a result of failing to meet validity requirements.

- The LEA notifies the CDE and the CDE approves the LEA's request that a significant change in the student population has taken place. A change in population is considered significant if the proportion of students in a given sub-group changes by ten or more percentage points.
- The LEA notifies the CDE and the AAD confirms that there were testing irregularities at a school affecting 5 percent or more of students tested.
- The school's proportion of parental waivers compared to its STAR Program enrollment is greater than 20 percent **or** is between 10 and 20 percent and the school's tested population is not representative of its total school population.

Under state law, all students must participate in STAR Program testing unless their parents or guardians have submitted written requests (referred to here as parental opt-outs) to exempt them from the testing California *EC* Section 60615). However, regulations provide for invalidating a school's API if its proportion of parental opt-outs compared to its STAR Program enrollment is equal to or greater than 10 percent, except if the number of parental opt-outs compared to its STAR Program enrollment is equal to or greater than 10 percent but less than

20 percent. In these cases, the CDE will conduct standard statistical tests to see if the school's tested population is representative of the total school population. The school's API is considered invalid if it does not pass the statistical check. Alternatively, the school's API is considered valid if it passes the statistical check, and, in this case, the school would receive an API.

- The school's proportion of the number of test takers in any test used in the API (except end-of-course exams) compared with the total number of test takers is less than 85 percent. This only applies to schools with at least 100 students enrolled in a content area.
- Information is made available to the CDE, and the CDE determines that the integrity of the API has been jeopardized.

Summaries of the 5 *CCR* and the *EC* relating to what constitutes a valid API are provided on pages 48 and 49. A school or an LEA with an invalid Growth API does not meet the API criteria under AYP requirements.

An API report is not produced if the school has fewer than 11 valid scores. The APIs for these schools are calculated for federal AYP purposes but are not shown on the API or AYP report due to privacy considerations.

An API report is not produced if a school or an LEA does not have a CDS or CD code for the year of testing. For example, a new school beginning in the 2010–11 school year will not receive a 2010 Base API because it did not have a CDS code at the time of spring 2010 testing. However, it will receive a 2011 Growth API and a 2011 Base API because it would have a CDS code at the time of spring 2011 testing. Information about CDS code assignment is located on the CDE Schools and Districts Web page at <http://www.cde.ca.gov/ds/si/ds/>.

Subgroups

Subgroups for API reporting refer to ethnic/racial, socioeconomically disadvantaged, EL, and SWD subgroups.

Definitions of Subgroups Used in the API

Terms	Definition
A “numerically significant subgroup” for the API is defined as:	<ul style="list-style-type: none"> • 100 or more students with valid STAR Program scores OR <ul style="list-style-type: none"> • 50 or more students with valid STAR Program scores who make up at least 15 percent of the total valid STAR Program scores <p>A subgroup must be numerically significant in both the Base year and Growth year in an API reporting cycle to have subgroup growth and target information.</p>
Subgroups used in API calculations include:	<ul style="list-style-type: none"> • Black or African American • American Indian or Alaska Native • Asian • Filipino • Hispanic or Latino • Native Hawaiian or Pacific Islander • White • Two or More Races • Socioeconomically Disadvantaged • English Learners • Students with Disabilities
“Socioeconomically Disadvantaged” is defined as:	<ul style="list-style-type: none"> • A student neither of whose parents have received a high school diploma OR <ul style="list-style-type: none"> • A student who is eligible for the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)
“English Learner” is defined as:	<ul style="list-style-type: none"> • An English learner (EL), a student who is identified as EL based on results of the California English Language Development Test (CELDT) OR <ul style="list-style-type: none"> • A reclassified fluent-English-proficient (RFEP) student who has not scored at the proficient level or above on the CST or CMA in ELA three times after being reclassified
“Student with Disabilities” is defined as:	<ul style="list-style-type: none"> • A student who receives special education services, has a valid disability code OR <ul style="list-style-type: none"> • A student who was previously identified as special education but who is no longer receiving special education services for two years after exiting special education*

*These students are not counted in determining numerical significance for the SWD subgroup.

Reclassified Fluent-English-Proficient Students

In calculating the API for the EL subgroup for a school or an LEA, RFEP students who have not scored proficient or above on the CST or CMA in ELA, or a combination of the CST or CMA, three times since reclassification are included in the subgroup API. Beginning in 2009–10, RFEP students who have not scored proficient or above on the CST in ELA three times after being reclassified are counted to determine whether the EL subgroup meets the minimum subgroup size to be numerically significant. This rule matches the rule used in AYP calculations.

Students with Disabilities

The CDE includes in the SWD subgroup the scores of students who were previously identified under Section 602(3) of the IDEA but who are no longer receiving special education services for two years after exiting these services. For the 2010 Base API Report, any student record with a special education exit date after March 15, 2008, and for the 2011 Growth API Report, any student record with a special education exit date after March 15, 2009, is considered to have received special education services within the past two years and is included in the SWD subgroup. These students, however, are not counted when determining whether the SWD subgroup meets the minimum group size to be numerically significant. This rule matches the rule used in AYP calculations. Also, if a student took a CMA or CAPA, the results are counted in the SWD subgroup, even if the record shows no valid disability code.

English Learners First Enrolled in U.S. Schools

The results of ELs who were first enrolled in U.S. schools for less than a year are not included in the API count of valid scores or in a school's, LEA's, or subgroup's API. For the 2010 Base API Report, any EL with an enrolled date after March 15, 2009, and for the 2011 Growth API Report, any EL with an enrolled date after March 15, 2010, are considered as enrolled in a U.S. school less than a year at STAR Program or CAHSEE testing. This API exclusion rule for ELs matches the exclusion rule used in calculating percent proficient for AYP under ESEA requirements. (These students, however, are not excluded from the AYP participation rate.)

Race and Ethnicity Categories

In October 2007, U.S. Department of Education (ED) published new guidance to states on maintaining, collecting, and reporting race and ethnicity data. The guidance requires states to ask respondents a two-part question. The first question addresses ethnicity and asks whether the respondent is Hispanic or Latino. The second question addresses race, which all respondents (including Hispanic/Latino respondents) are required to answer. It requests the respondent to select one or more races from a list of racial categories.

Respondents who indicate they are Hispanic or Latino are reported as Hispanic or Latino, regardless of their response to the race question.

Beginning with the 2009 Base API, race/ethnicity subgroups are reported on the API report as subgroups in eight categories: Black or African American, American Indian/Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian/Pacific Islander, White, and Two or More Races. The subcategories for Asian (i.e., Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Other Asian, or Hmong) default to Asian. The subcategories for Native Hawaiian/Pacific Islander (i.e., Native Hawaiian, Guamanian, Samoan, Tahitian, or Other Native Hawaiian/Pacific Islander) default to Native Hawaiian/Pacific Islander. If multiple subcategories are marked in the same racial category (e.g., Chinese and Korean) the student is classified as that category (e.g., Asian), not Two or More Races.

The following steps determine in which race/ethnicity subgroup API a student's test results are included:

1. If the student record shows Hispanic or Latino in any field, the student's results are included in the Hispanic or Latino subgroup API.
2. If the student record shows non-Hispanic or Latino and only one race, the student's results are included in the subgroup API of that racial category.
3. If the student record shows non-Hispanic or Latino and more than one race, the student's results are included in the Two or More Races subgroup API.
4. If the student record shows blank in all fields or declined to state, the student's results are included in the schoolwide and districtwide APIs.

For step 4, the CDE will match against California Longitudinal Pupil Achievement Data System (CALPADS) to investigate if the race/ethnicity category can be determined. If the race/ethnicity can be determined from CALPADS, the student's results will be included in the subgroup API of that race/ethnicity category.

API Calculation

The next seven sections outline the basic steps for calculating an API and describe the calculation rules and policies. Calculation spreadsheets are provided on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/> to show the details of the calculation and provide a way for users to estimate an API. The spreadsheets on the CDE API Web page allow users to input their own data and have their API estimated automatically from that data. The spreadsheet results are estimates only as many detailed rules are applied to student results in order to accurately calculate an API.

Basic Steps

The following list describes the basic steps to calculate a school, an LEA, or a subgroup API using STAR Program and CAHSEE results. Follow steps 1 and 2 to determine the appropriate scores to input into the calculation spreadsheets on the CDE API Web page. The spreadsheets will then automatically calculate steps 3 through 7.

1. Apply inclusion/exclusion and adjustment rules to each student test result.
2. Apply API validity criteria (5 CCR and EC requirements).
3. Convert each test result into a score on the API scale using statewide performance level weighting factors:
 - Advanced = 1000 points
 - Proficient = 875 points
 - Basic = 700 points
 - Below Basic = 500 points
 - Far Below Basic = 200 points
4. Calculate a weighted average of the scores using statewide test weights.
5. Add in the Scale Calibration Factor (SCF).
6. Sum the weighted average of the scores and the SCF to produce the API.
7. For schools or LEAs with grade spans that overlap the SCF categories, a weighted average of the APIs of the grade span/disability segments is used to produce the final API.

Inclusion/Exclusion and Adjustment Rules

The SBE and the CDE have established inclusion/exclusion and adjustment rules in order to treat student data as fairly and consistently as possible in API calculations. These rules are applied to the STAR Program and CAHSEE results as the first preliminary step to calculating an API. In this process, some student records are excluded, and some performance levels are adjusted in order to account for differences that affect test results, such as student mobility, student absence from testing, test administration, and test type. The rules are applied in API calculations for a school, an LEA, or a subgroup only and do not affect the score report an individual student receives.

An “Inclusion/Exclusion and Adjustment Rules Flow Chart” is provided on pages 30 through 34 to describe the rules and to illustrate the procedures used in applying the rules. The rules encompass three main steps:

1. Using STAR Program student answer documents, determine enrollment on the first day of testing, the number of students tested, and the number of valid scores. **This is done for each school or LEA.**
2. From the valid scores determined in Step 1, apply API adjustments to the STAR Program scores used in the API. **This is done for each content area.**
3. Using CAHSEE student answer documents, determine which records are valid and apply API adjustments to the scores used in the API. **This is done for each content area.**

Tools for Using the Flow Chart

The flow chart includes references to testing codes, CAHSEE census/makeup matching, and mathematics and science adjustments that are considered when applying inclusion/exclusion rules. Reference information is located in separate sections:

- “Testing Codes Considered in API Calculations” is provided on pages 35 and 36.
- “CAHSEE Matching Rules” is provided on page 37.
- “Mathematics and Science Rules” for CSTs is provided on pages 37 through 39.

“Score” in the flow chart refers to a performance level of advanced, proficient, basic, below basic, or far below basic on the CSTs or the CAPA or pass or not pass on the CAHSEE. Inclusion/exclusion and adjustment rules for the API may not always match

the procedures for determining AYP or generating the STAR Program or CAHSEE summary reports.

The CMA adjustment was an additional type of inclusion/exclusion requirement applied in the 2010 Base API reports only. The CMA adjustment steps are not included in the flow chart, but an overview of the adjustment procedures is located on pages 40 through 47.

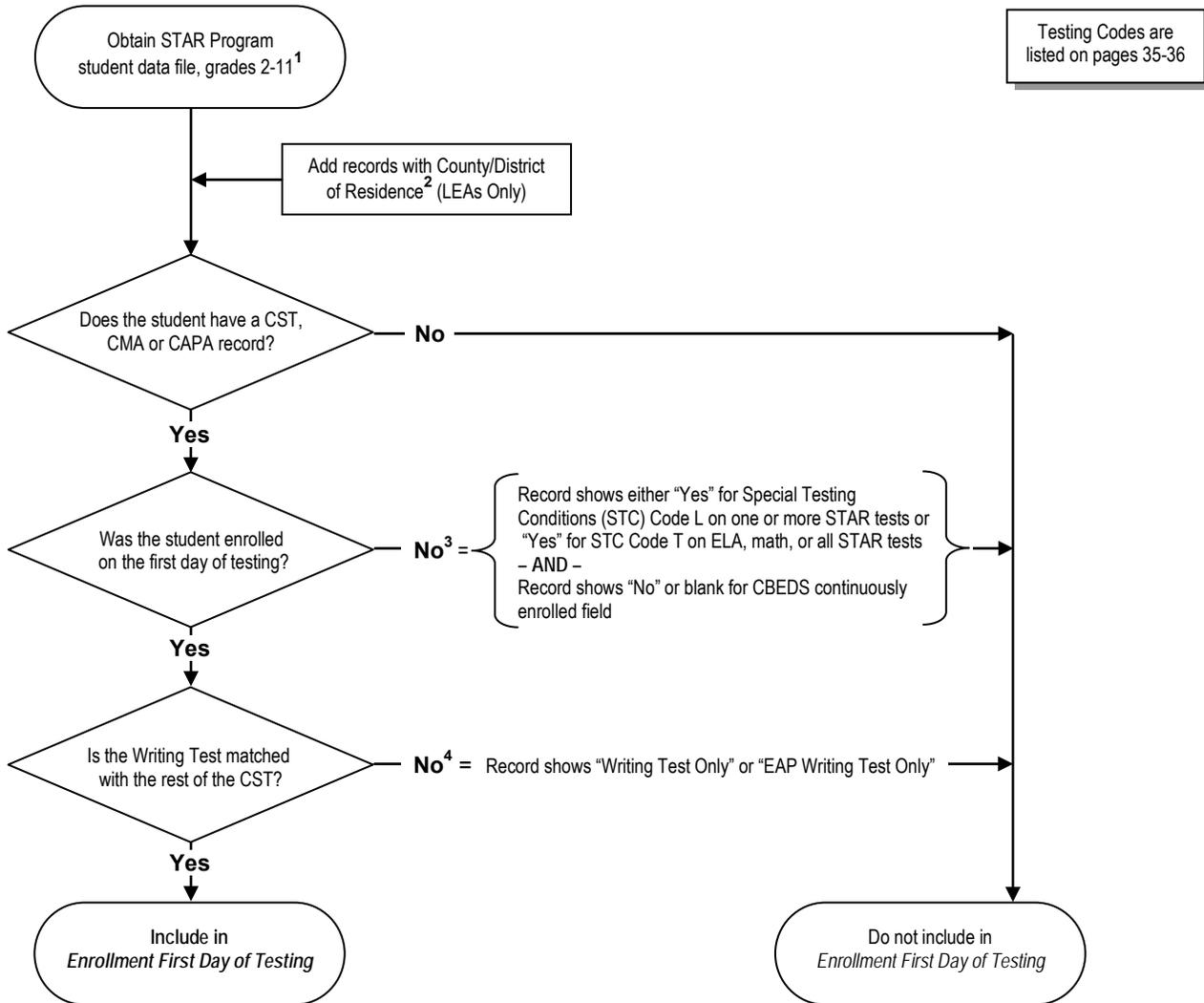
Inclusion/Exclusion and Adjustment Rules Flow Chart

Step 1

STAR Program, Grades Two Through Eleven

Enrollment First Day of Testing

Calculate for each school or LEA.

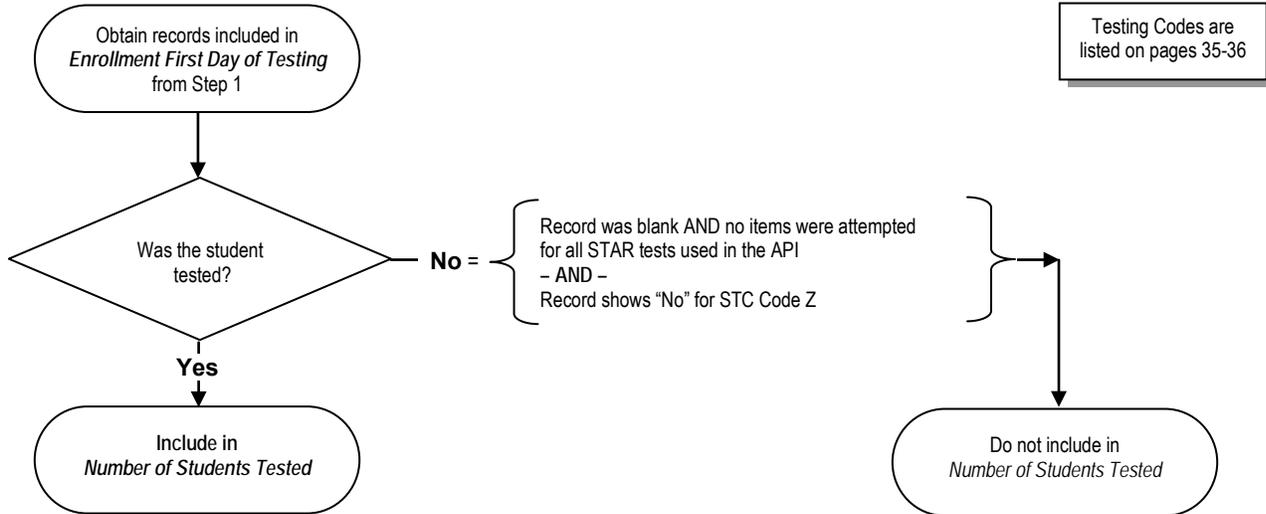


- 1 Inclusion/exclusion of a student record for enrollment, tested, and valid scores is based on STAR Program records only. Enrollment from CAHSEE is not necessary because STAR Program results normally include an answer document for each student who takes the CAHSEE.
- 2 For LEAs only, a student record with a valid County/District of Residence code and a valid Primary Disability code (other than 000) is included in the county/district of residence for the LEA report if the student's school of attendance (normal CDS code) is a special education school. The record is also included in the student's school of attendance.
- 3 Records with "Yes" for STC Code T on CST in science or history-social science are included in enrollment on the first day of testing regardless of the CBEDS continuously enrolled field. ("Continuously enrolled" means the student was enrolled from the October CBEDS date through the first day of STAR Program testing.)
- 4 If the record shows grades four or seven or eleven EAP "Writing Test Only" and is not matched with the rest of the CST, the unmatched Writing Test is not counted.

Inclusion/Exclusion and Adjustment Rules Flow Chart Step 1 (continued) STAR Program, Grades Two Through Eleven

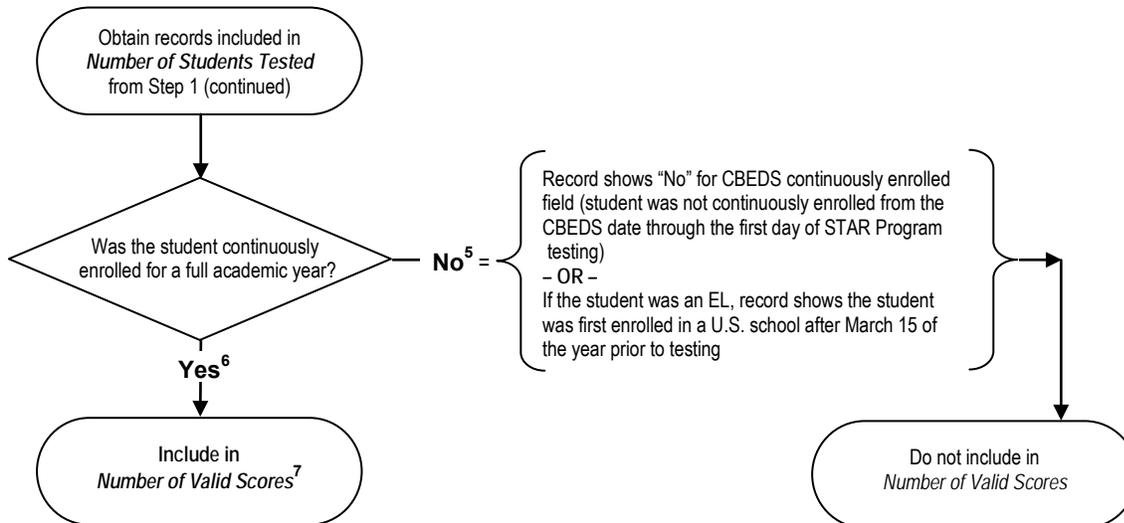
Number of Students Tested

Calculate for each school or LEA.



Number of Valid Scores

Calculate for each school or LEA.

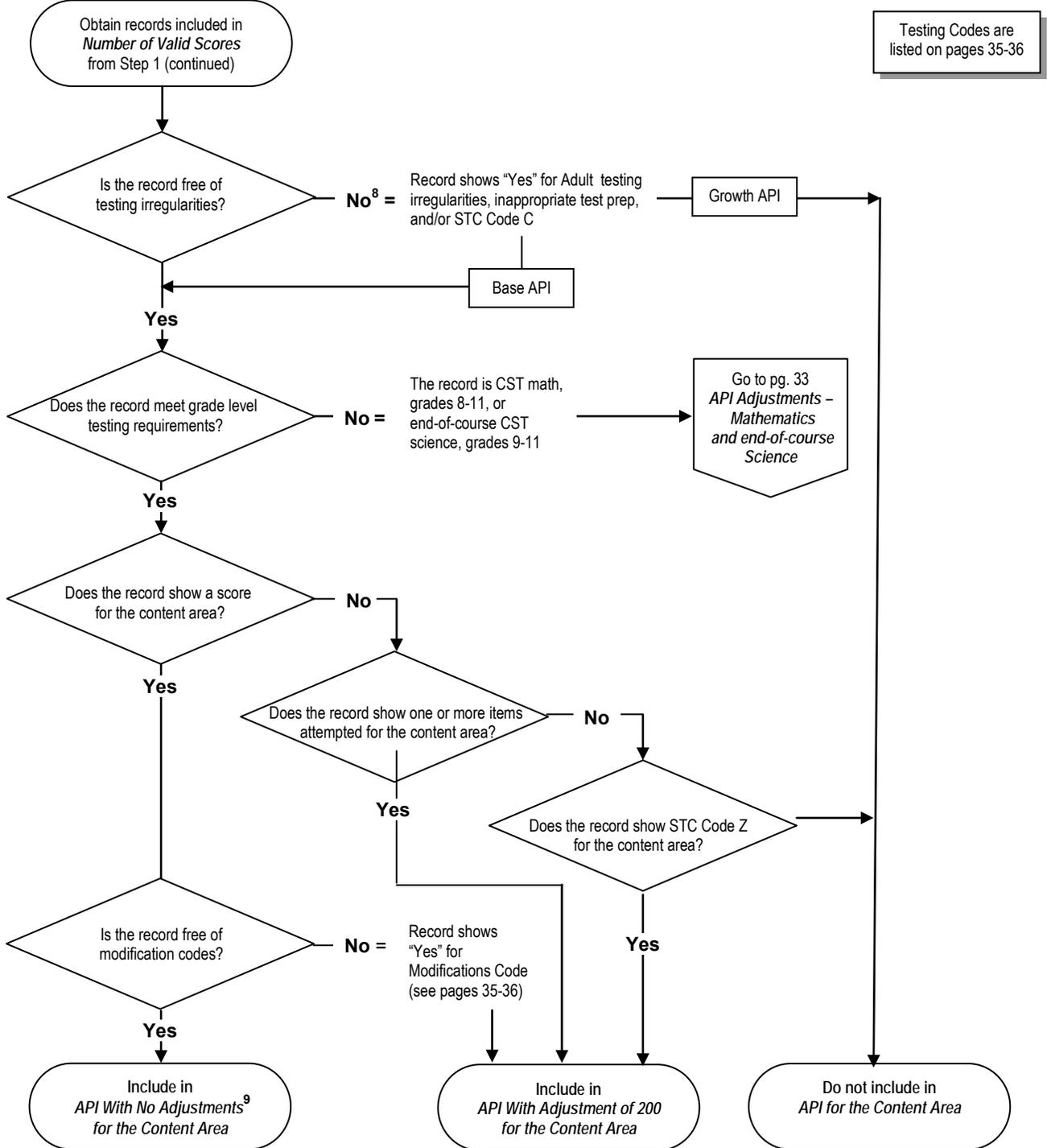


- 5 If the record shows a blank for continuously enrolled in this instance, the record is counted. Only records marked as "No" are not counted as continuously enrolled for the number of valid scores.
- 6 Mobility Rule: If the student has been continuously enrolled in a school from the October CBEDS date to the testing date, the student is counted in the school API. If the student has been continuously enrolled in the LEA from the October CBEDS date to the testing date, the student is counted in the LEA API. If the record shows a blank for continuously enrolled in this instance, the record is counted.
- 7 The number of valid scores is the same as the "Number of Students Included in the API" on the school's or LEA's API report.

Inclusion/Exclusion and Adjustment Rules Flow Chart Step 2 STAR Program, Grades Two Through Eleven

API Adjustments – STAR Program

Calculate for each CST, CMA, or CAPA Content Area.



8 If the record shows a testing irregularity, it is included in the Base API but is not included in the Growth API.

9 "No Adjustments" means a weight of 200, 500, 700, 875, or 1000 is assigned in the API based upon the score on the student record for the content area.

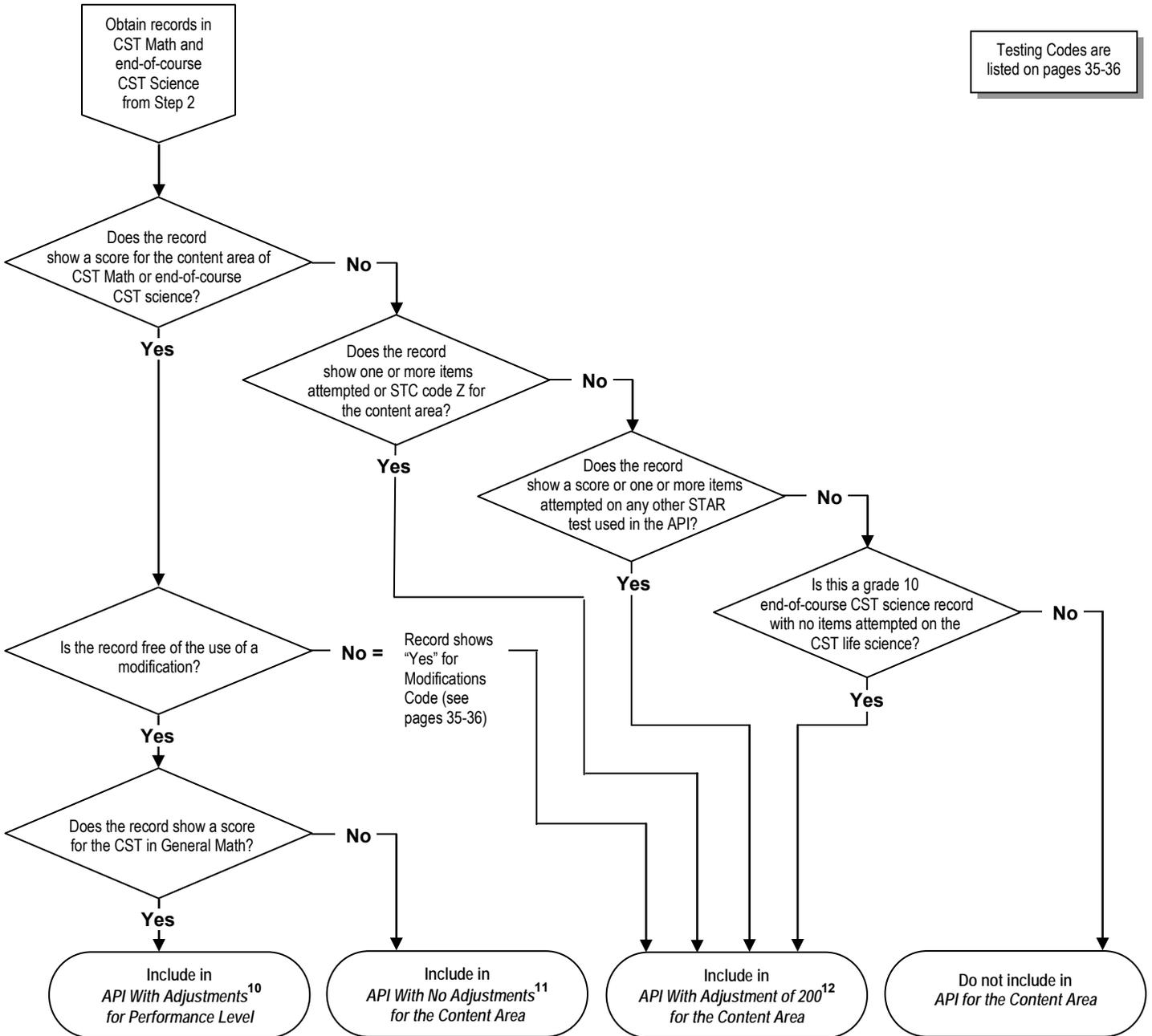
Note: Out-of-level testing is not allowed. However, if a student record shows out-of-level, the results are counted in the API with a weight of 200.

Inclusion/Exclusion and Adjustment Rules Flow Chart Step 2 (continued) STAR Program, Grades Eight Through Eleven

API Adjustments – Mathematics and Science

Calculate for each CST in math, grades 8–11, and end-of-course CST in science, grades 9–11.

Testing Codes are listed on pages 35-36



- 10 "Adjustments for Performance Level" means if the student took the CST in General Math, the API weight is lowered by one performance level for a grade eight record and two performance levels for a grade nine record. (A 200 weight is assigned if the record shows the student took the test in grade 10 or grade 11.)
- 11 "No Adjustments" means a weight of 200, 500, 700, 875, or 1000 is assigned in the API based upon the score on the student record for the content area.
- 12 If the record shows the student did not take an end-of-course CST in math or science, the record is assigned a 200 weight, called the "assignment of 200," for the content area. A record is also assigned 200 if the student was tested with modifications.

Inclusion/Exclusion and Adjustment Rules Flow Chart

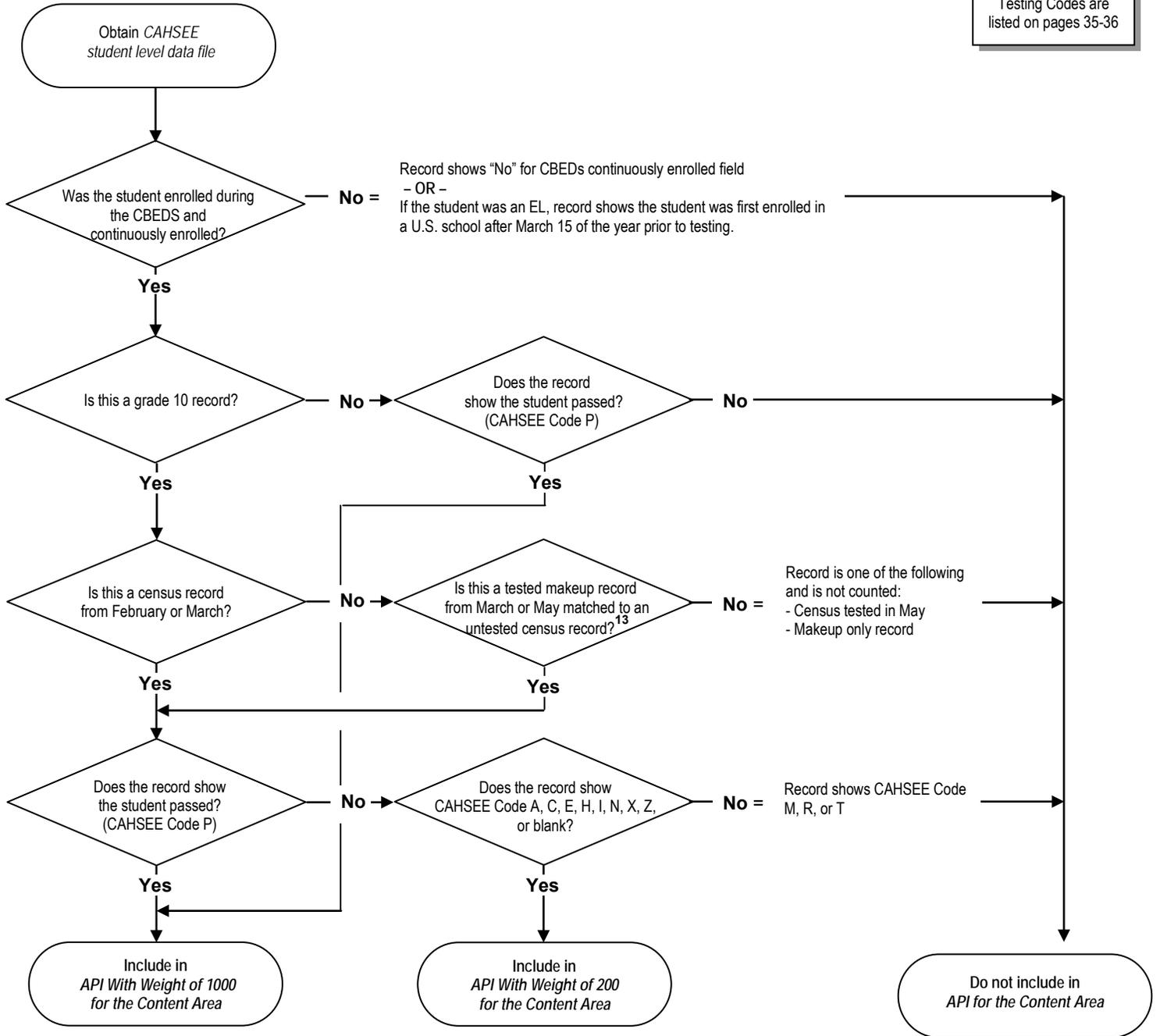
Step 3

CAHSEE, Grades Ten Through Twelve

Valid Records and API Weights – CAHSEE

Calculate for each CAHSEE Content Area.

Testing Codes are listed on pages 35-36



13 The tested makeup record takes the place of the untested census record when they are matched by statewide student identifier (SSID). A tested makeup record does not show CAHSEE Code A, E, R, T, or M. An untested census record shows CAHSEE Code A or E. If the student passes on a matched makeup record, the 1000 replaces the 200 given to the absent census record. A March makeup record that does not match a February census record is treated as a March census record for the SSID.

Testing Codes Considered in API Calculations

The following listing shows the STAR Program and CAHSEE testing codes that are considered in API calculations. STAR Program accommodations codes are not listed because records with those codes would have no API adjustments.

■ STAR Program Special Conditions Codes

- (C) Student observed cheating
- (L) Enrolled after first day and was tested
- (M) Took some tests but moved before these tests were administered
- (P) Not tested by parent/guardian request
- (T) Enrolled during testing and tested at previous school
- (Z) Tested but marked no answers
- (Y) Document replaces a lost or destroyed answer document

■ STAR Program Modifications Codes

- (N) Student used a dictionary
- (O) Test examiner used Manually Coded English or American Sign Language (ASL) to present test questions to student
- (Q) Student used a calculator
- (R) Student used an arithmetic table
- (S) Student used math manipulatives
- (T) Student used word processing software with spell and grammar check tools enabled
- (U) Student dictated responses to a scribe that provided all spelling and language conventions
- (V) Student used assistive device that interfered with the independent work of the student
- (W) Student used an unlisted modification
- (Z) Student heard test examiner read test questions or text in Writing Prompt aloud

The “Testing Variations, Accommodations, and Modifications” is provided on the CDE STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>.

The following shows the codes considered for each content area.

ELA = N, O, V, W, Z

Mathematics = N, Q, R, S, V, W

Science = N, Q, R, S, V, W

History–Social Science = N, V, W

■ **Irregularities**

- There were adult testing irregularities (Box A1-Scoring Use Only-Row 1)
- There was inappropriate test preparation (Box A1-Scoring Use Only-Row 1)
- **Special Testing Conditions Code (C)** Student observed cheating

■ **CAHSEE Codes (Grade 10 census only)**

	Code	API Weight
(A)	Absent	200
(C)	Score invalidated (cheating)	200
(E)	Not tested due to significant medical emergency	200
(H)	Pending (on hold or cancelled)	200
(I)	Modified (modification used)	200
(M)	Moved in	Not included in API
(N)	Not passed	200
(P)	Passed	1000
(R)	Previously satisfied requirement	Not included in API
(X)	Not attempted	200
(T)	Tested before	Not included in API
(Z)	Not attempted (0 responses)	200

CAHSEE Matching Rules

CAHSEE census and makeup records have the following matching rules.

- **Rule 1: Same CDS Code; No Matching SSID**

A make-up record with no matching census record for the same CDS code is treated as a census record at the school level.

- **Rule 2: Same District; Different School; No Matching SSID**

A make-up record with no matching census record for the same district is treated as a census record at the district level.

- **Rule 3: Same District; Two Different Schools; Same SSID**

A tested make-up record from School B is matched with an untested census record at School A in the same district. The untested census record is dropped from School A and the make-up record is counted as March census at School B. No district adjustment is needed.

- **Rule 4: Two Different Districts; Same SSID**

A make-up record from District E is matched with an untested census record at a District F. The untested census record is dropped from District F (and from the District F school) and the make-up record is counted as March census at District E (and at the District E school). Both district and school level adjustments are made.

Mathematics and Science Rules

The following rules apply to the CSTs in mathematics and science. These rules do not apply to AYP calculations.

- **CST in General Mathematics**

- **Students in grade eight or nine who took the CST in general mathematics**

- The CST in general mathematics is based on grades six and seven state content standards. To adjust for the difference in grade level standards, the API performance level for results from the CST in general mathematics is adjusted for the API calculation. For grade eight, the performance level of the student record is lowered by one. For grade nine, the performance level of the student record is lowered by two. This rule is illustrated in the mapping chart on page 38 and 39.

■ Assignment of 200

The SBE adopted a methodology to account for students who do not take end-of-course CSTs in mathematics and science. The methodology, the “assignment of 200,” assigns the lowest value of 200 points (far below basic level) when calculating a school’s API in instances where the student did not take one of these tests. These rules do not apply to students who take the CMA or CAPA.

Rules for CSTs in Mathematics in Grades Eight through Eleven

To account for students who take no end-of-course CST in mathematics, a 200 is assigned as the performance level weight for any student record without a performance level for CST in mathematics, grades eight through eleven. In this case, a test weight of 0.10 is used in the calculation instead of a test weight of 0.32 (grade eight) or 0.20 (grades nine through eleven) that is otherwise used for a student record showing the student took a CST in mathematics. If “Unknown,” “Multiple Marks,” or blank for “CST Mathematics Test Taken” is shown on the student record, the content area of the record is included in the API and assigned a weight of 200 using the normal test weight of 0.32 for grade eight or 0.20 for grades nine through eleven.

Rules for CSTs in Science in Grades Nine Through Eleven

To account for students who take no end-of-course CST in science, a 200 is assigned for the performance level weight for any student record without a performance level for any CST in science for grades nine through eleven, which includes the end-of-course CST in science in grades nine through eleven or the CST in life science in grade ten. In this case, a test weight of 0.05 is used in the end-of-course CST in the science part of the API calculation instead of a test weight of 0.22 (CST in science, grades nine through eleven) that is otherwise used for a student record showing the student took a CST in science. However, this assignment of 200 rule does not apply to results of a student in grade ten who takes the CST in life science.

If “Unknown,” “Multiple Marks,” or blank for “CST Science Test Taken” is shown on the student record, the content area of the record is included in the API and assigned a weight of 200 using the normal test weight of 0.22.

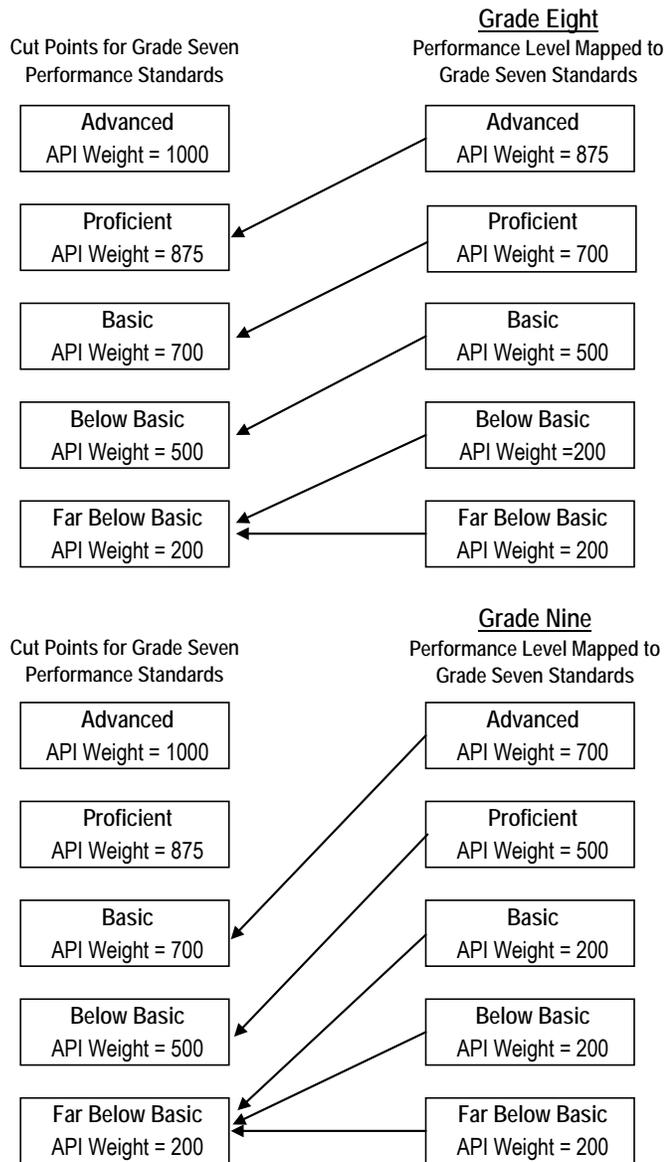
California General Mathematics Standards Test Mapping Chart

The California General Mathematics Standards Test (CST in general mathematics) is given to any student in grade eight or nine who does not take one of the other mathematics standards tests. The CST in general mathematics is based on state content standards for grades six and seven. To adjust for the difference in grade-level standards, the API performance level weights for results from the CST in general

mathematics were calculated by mapping grades eight and nine performance levels on the CST in general mathematics to the grade seven CST in mathematics performance levels. This was done by lowering the API credit by one performance level for a grade eight student record and two performance levels for a grade nine student record. This limits the top performance level weight of the grade eight student record to 875 and of the grade nine student record to 700. **These rules do not apply to AYP calculations.**

California General Mathematics Standards Test

Grades Eight and Nine Performance Levels Mapped to Grade Seven Performance Standards With Corresponding API Weights



Note: If the student record shows a grade ten or eleven student took the CST in General Mathematics, the performance level is lowered to the lowest level (Far Below Basic, API weight = 200).

CMA Adjustment Steps

This section explains the CMA adjustment procedures that the CDE used when calculating the 2010 Base API. The adjustments were made only for schools and LEAs that administered the CMA in 2011 to their SWD in grades seven through eleven.

■ Why the Adjustment is Needed

In spring 2011, SWDs in grades eight through eleven started to take the CMA Geometry and grades ten and eleven began to take the CMA ELA. Scores of these students who took these CMA tests in 2011, however, are not scheduled to be included in the 2011 Growth API because performance levels will not be available in time for the release in the fall of 2011. This means that if the CDE included all SWDs who took the CST in spring 2010 in the 2010 Base API, more SWDs would be reflected in the 2010 Base API than in the 2011 Growth API. An adjustment was needed to account for this difference.

■ Overview of Adjustment Procedures

To improve the comparability between the 2010 Base API and the 2011 Growth API, the CDE adjusted the 2010 Base API by removing records of SWDs in grades ten and eleven estimated to take the CMA ELA and SWDs in grades eight through eleven estimated to take the CMA Geometry in 2011. Two different methods were used for the CMA adjustment based upon the information the CDE received regarding the estimate of CMA test takers:

Method 1

This method was used if LEAs provided an online revision to the number of CMA test booklet orders. This adjustment was based on the revised estimate of CMA test takers by grade level **and content area**, if LEAs submitted revisions to the CDE via an online system by March 14, 2011.

OR

Method 2

If LEAs did not submit revisions to the CDE via an online system by March 14, 2011, method 2 was used. This adjustment was based on the number of CMA test booklet orders by grade level submitted to the Educational Testing Service (ETS) by LEAs as of February 1, 2011.

Either method provided a CMA estimate of test takers, which was used by the CDE to determine the maximum number of student records for exclusion from the 2010 Base API. Accurate CMA estimates helped to ensure that an over- or under-adjustment of the 2010 Base API was not made for schools.

■ Step-by-Step CMA Adjustment Process

This adjustment method is the same as the procedure that was used for the 2007, 2008, and 2009 Base API and is based on the number of CMA test booklets or test takers in each grade level. Regardless of how many content specific CMA tests an individual student took, the individual student was counted as one test taker for 2010 Base API adjustment purposes.

A five-step process was required to determine the number of student records to exclude from the 2010 Base API. **Each step of the process was done for each grade level at each school.**

Step 1: Using 2010 CST information in ELA for grades ten and eleven and Geometry for grades eight through eleven, identify SWDs for possible exclusion.

Identify student records for possible exclusion based on the following rules:

- First, identify SWDs who took the CST in ELA/Math (Geometry) with modifications and scored far below basic or below basic.
- Next identify SWDs who took the CST in ELA/Math (Geometry) without modifications and scored far below basic or below basic.

SWDs for this purpose is defined as student records showing a valid Primary Disability code (other than 000). SWDs who are no longer receiving special education services are not included in the CMA adjustment calculations. This definition is different from the definition used in determining numerically significant subgroups for API and AYP.

Step 2: Rank order each record for ELA and Geometry, separately.

Within each group (i.e., SWDs who took the CST with modifications and SWDs who took the CST without modifications), order records from lowest to highest scale score. This is done separately for ELA and Geometry. SWDs who took the test with modifications are ordered first, followed by SWDs who took the test without modifications.

The table on the next page shows an example for grades ten and eleven in ELA and grades eight through eleven in Geometry of how student records are ordered from lowest to highest scale score with or without modifications.

Example of Ordering Records from Lowest to Highest Scale Score Grades 10 and 11

CST in ELA			
Student	Scale Score	Modifications Status	
		With	With-out
A	151	✓	
B	175	✓	
C	202	✓	
D	149		✓
E	163		✓
G	172		✓
H	195		✓
F	201		✓

CST in Geometry			
Student	Scale Score	Modifications Status	
		With	With-out
C	152	✓	
B	182	✓	
A	215	✓	
E	138		✓
G	147		✓
F	163		✓
H	203		✓
D	No score		✓

Although student C has a higher scale score than students D through F in ELA, student C is ordered first because student C took the CST with modifications, and students D through F took the CST without modifications.

If two students within the same modification status have the same scale score, the older student is ranked first. If a student is missing a birth date, the student is treated as the youngest student. The table below shows an example of “breaking ties.” Students I and J are ranked before student K because students I and J are older. Students with missing or incomplete birth dates are ranked last. In the event that two students have the same scale scores and the same date of birth, the student with the lowest SSID is ranked first. Student I would be ranked before student J, because student I has a lower SSID. Students with missing (not invalid) SSIDs are ranked last, if needed, to break a tie.

Example of “Breaking Ties” Grade 10

Student	SSID	Birth Date	Scale Score
I	1234	1/18/1998	299
J	1235	1/18/1998	299
K	1236	10/11/1998	299

Next, apply rank orders to each student record identified for possible exclusion, one for ELA, and one for Geometry. For example, the table on the following page shows an example of eight students in grade ten. If the eight students are identified for possible exclusion at a particular school, the rank orders are applied to each record, as shown in the table.

Example of Applying Rank Orders

Grade 10

CST in ELA					CST in Geometry				
Student	Rank Order	Scale Score	Modifications Status		Student	Rank Order	Scale Score	Modifications Status	
			With	Without				With	Without
A	1	151	✓		C	1	152	✓	
B	2	175	✓		B	2	182	✓	
C	3	202	✓		A	3	215	✓	
D	4	149		✓	E	4	138		✓
E	5	163		✓	G	5	147		✓
G	6	172		✓	F	6	163		✓
H	7	195		✓	H	7	203		✓
F	8	201		✓	D	No rank	No score		✓

For Method 1 proceed to Step 5. For Method 2 proceed to Step 3.

Step 3: Merge the ELA and Geometry Rank files by CDS code, grade, and SSID.

This step is necessary to have a complete file with ELA and Geometry rankings. Step 3 simply merges the ELA and Geometry files by CDS Code, Grade, and SSID. It is important to note that not every student will have an ELA and Geometry rank. Some students have a rank for ELA only, some students have a rank for Geometry only, and some students have a rank for both ELA and Geometry. The table below shows an example of a merged file, which includes ELA and Geometry information in SSID order.

Example of a Merged File

Grade 10

Student	SSID	ELA Rank Order	Geometry Rank Order
C	1231	3	1
G	1232	6	5
F	1234	8	6
B	1235	2	2
H	1236	7	7
A	1237	1	3
D	1238	4	No Rank
E	1239	5	4

Step 4: Order the student records using ELA and Geometry rankings.

The student records are put in rank order taking into account the ranks of each student in ELA and Geometry. The table below shows an example of how grade ten student records are ordered using both ELA and Geometry rankings.

Example of Ordering Using ELA and Geometry Ranks Grade 10

Student	ELA Rank Order	Geometry Rank Order	Lowest Rank
A	1	3	1
C	3	1	2
B	2	2	3
E	5	4	4
D	4	No Rank	5
G	6	5	6
F	8	6	7
H	7	7	8

Records with the lowest rank numbers in either content area are ordered first. For example, records with a rank number of 1 in either content area come first in the ordering process, followed by records with a rank of 2, then 3 and so on. In the previous table, students A and C both have a rank of 1 in at least one content area. Student A has a rank of 1 in ELA, and student C has a rank of 1 in Geometry. Therefore, these two student records are ordered before the others. Student A is ranked first because ELA is ranked first in a tie between ELA and Geometry.

Specifically, students A and C have the same rank order combination between ELA and Geometry (i.e., a 1:3 combination) although in different content areas. This is another example of “breaking ties.” To determine the record order, the record with the lower rank number in ELA is ranked first. In the above example, student A’s record is ordered before student C’s record because student A has a rank of 1 in ELA.

If two records have the same rank, but only one of the records has ranks in both content areas, the record with ranks in both content areas is ordered first. For example, examine the records of students E and D from the table above. In this case, student E has a rank of 4 in Geometry, and student D has a rank of 4 in ELA. Student E is ranked before student D because student E also has a rank in ELA.

Step 5: Exclude student records up to the CMA Test booklet orders.

Method 1 excludes students records based on the number of CMA test booklets provided to the CDE online by March 14, 2011.

The CDE identifies the student records up to the number of CMA booklet orders for each grade level and **content area** to determine which test scores are excluded. For example, if an LEA ordered nine test booklets for grade 10 ELA and seven test booklets for grade 11 Geometry, then nine test takers would be excluded for grade 10 ELA and seven test takers would be excluded for grade 11 Geometry. The following tables provide examples of how test scores are determined for exclusion by grade and content area.

Example of Identifying Records for Exclusion

Grade 10

Number of Test Takers	Student	ELA Rank Order
1	E	1
2	A	2
3	B	3
4	J	4
5	I	5
6	G	6
7	F	7
8	H	8
9	D	9
10	C	10

Records Excluded (n = 9)

Grade 11

Number of Test Takers	Student	Geometry Rank Order
1	A	1
2	C	2
3	B	3
4	E	4
5	D	5
6	G	6
7	F	7
8	H	No Rank

Records Excluded (n = 7)

Method 2 excludes students records based on the number of CMA test booklet orders submitted to ETS as of February 1, 2011.

Identify the student records up to the CMA estimate for each grade level (grades eight through eleven) to determine which test scores are excluded. For example, if a school CMA estimate in a particular grade level equals seven, then only seven test takers are identified for exclusion.

Once all test takers for a grade are identified for possible exclusion, examine each record by content area. While at least one content area is excluded for each

test taker, the exclusion of the second content area will only take place if the rank number for that content area is equal to or less than the number of test takers excluded for that grade. For example, examine the records in the table below.

Example of Identifying Records for Exclusion Grade 10

Number of Test Takers	Student	ELA Rank Order	Geometry Rank Order
1	A	1	3
2	C	3	1
3	B	2	2
4	E	5	4
5	D	4	No Rank
6	G	6	5
7	F	8	6
8	H	7	7

Records Excluded (n = 7)

Seven test takers are examined for possible exclusion. Among these seven records, only students A, C, B, E, and G have both ELA and Geometry records excluded because the ranks for those content areas are 7 or less. Student D has only the ELA record excluded because Geometry has no rank. Student F has only the Geometry record excluded because ELA has a rank of 8 (which is greater than the number of test takers excluded). Student H has no records excluded because the cutoff is seven test takers, and student H is the eighth test taker in this process. This method reflects a conservative approach in identifying records for exclusion.

■ CMA Adjustment Contacts

Further assistance regarding the CMA adjustment can be obtained through the following contacts.

- Questions about the CMA adjustments to the 2010 Base API should be addressed to the AAP by phone at 916-319-0863 or by e-mail at aaucde@cdede.ca.gov.
- Questions about the CMA test blueprints and CMA participation criteria should be addressed to the STAR Program Office by phone at 916-445-8765 or by e-mail at star@cdede.ca.gov.
- Questions regarding CMA guidance for IEP teams should be addressed to Meredith Cathcart, Consultant, Assessment, Evaluation, and Support Unit, Special Education Division, by phone at 916-327-3702 or by e-mail at mcathcar@cdede.ca.gov.

- Questions about CMA test booklet orders should be addressed to the STAR Technical Assistance Center by phone at 800-955-2954 or by e-mail at star@ets.org (Outside Source).

Valid API Criteria

In addition to the inclusion/exclusion and adjustment rules, the API also must meet regulations related to validity. If the criteria listed below are not met, the API is not reported. A section of the 5 CCR is summarized below and lists the reasons for invalidating an API. These regulations were adopted by the SBE in November 2001.

API Regulations for Determining a Valid API

Summary of Selected Subsections of <i>EC</i> Section 1032 <i>5 CCR</i> , Division 1, Chapter 2, Subchapter 4, Article 1.7		Number of Years Invalid API
Section 1032 (d)	<p>A school's API shall be considered invalid under any of the following circumstances:</p> <p>(1) The LEA notifies the CDE that there were adult testing irregularities at the school affecting 5 percent or more of pupils tested.</p> <p>(2) The LEA notifies the CDE that the API is not representative of the pupil population at the school.</p> <p>(3) The LEA notifies the CDE that the school has experienced a significant demographic change in pupil population between the base year and growth year, and that the API between years is not comparable.</p> <p>(4) The school's proportion of parental waivers compared to its STAR Program enrollment is equal to or greater than 10 percent, except when the school's proportion of parental waivers compared to its STAR Program enrollment is equal to or greater than 10 percent but less than 20 percent. In this case, the CDE will conduct standard statistical tests to check the representativeness of the school's tested population and review the representatives of the tested population by grade level. If the school passes the check of representativeness, the school's API shall be considered valid. If the school does not pass the check of representativeness, the school's API shall be considered invalid. There shall be no rounding in determining this minimum parental waiver proportion (i.e., 9.99 percent is not 10 percent).</p> <p>(5) In any content area tested pursuant to <i>EC</i> sections 60642 and 60642.5 and included in the API, the school's proportion of the number of test takers in that content area compared with the total numbers of test takers is less than 85 percent. There shall be no rounding in determining the proportion of test takers in each content area (i.e., 84.99 percent is not 85 percent).</p> <p>Note: This rule applies only if the school has 100 or more students enrolled in each content area prior to or on the CBEDS data collection date. This rule applies to the following content areas and grade levels:</p>	<p></p> <p>2</p> <p>2</p> <p>1</p> <p>2</p> <p>2</p>

Summary of Selected Subsections of <i>EC</i> Section 1032 (continued)		Number of Years Invalid API
<i>5 CCR</i>		
Division 1, Chapter 2, Subchapter 4, Article 1.7		
<ul style="list-style-type: none"> ■ English–language arts <ul style="list-style-type: none"> • CST and CAPA (grades two through eleven) • CMA (grades three through eight) ■ Mathematics <ul style="list-style-type: none"> • CST and CAPA (grades two through nine) • CMA (grades three through seven) ■ Science* <ul style="list-style-type: none"> • CST, and CAPA (grades five, eight, and ten [life science]) • CMA (grades five and eight) ■ History–social science* <ul style="list-style-type: none"> • CST (grades eight and eleven) <p>*This rule does not apply to end-of-course tests such as end-of-course science and world history.</p>	2	
<p>(6) If, at any time, information is made available to or obtained by the CDE that would lead a reasonable person to conclude that one or more of the preceding circumstances occurred. If after reviewing the information, the CDE determines that further investigation is warranted, the CDE may conduct an investigation to determine if the integrity of the API has been jeopardized. The CDE may invalidate or withhold the school’s API until such time that the CDE has satisfied itself that the integrity of the API has not been jeopardized.</p>	—	

Education Code Provisions for Invalidating an API

In addition to state regulations, California *EC* Section 52052 (f)(2), also allows the State Superintendent of Public Instruction to invalidate an API for specific reasons.

Performance Level Weighting Factors

The performance level weighting factors are applied after the inclusion/exclusion, adjustment, and validity rules have been applied. Performance level weighting factors are used to assign an API unit of measure across all test results used in the API calculations.

Students' performance levels on the CST, CMA, or CAPA and pass/no pass scores on the CAHSEE are assigned a performance level weighting factor, as shown in the table below. A scale score of 350 or more on the CAHSEE is considered passing. The weights are assigned in API calculations for a school, an LEA, or a subgroup only and do not affect the score report an individual student receives.

Test Scores and Performance Level Weighting Factors

CST, CMA, or CAPA Performance Level	CAHSEE Score	Performance Level Weighting Factor Assigned
Advanced	Pass	1000
Proficient	N/A	875
Basic	N/A	700
Below Basic	N/A	500
Far Below Basic	No Pass	200

The performance level weighting factors were established as a progressive weighting method to encourage schools to provide additional support to low-performing students. The follow table illustrates the effects of progressive weighting.

Progressive Weighting

CST, CMA, or CAPA Performance Level	Performance Level Weighting Factor Assigned	Point Gain for Movement
Advanced	1000	$1000 - 875 = 125$
Proficient	875	$875 - 700 = 175$
Basic	700	$700 - 500 = 200$
Below Basic	500	$500 - 200 = 300$
Far Below Basic	200	N/A

The "Point Gain for Movement" column shows that moving students from the far below basic performance level to the below basic performance level will result in greater API

growth than moving students from below basic to basic. This is because the weighting factor for the API increases by a greater increment (shown as point gain for movement) between the far below basic level and the below basic level (i.e., an increase of 300 points) than for any other increase (i.e., 200, 175, and 125). This suggests that a greater API gain can occur through the improvement of the lowest performing students in the school.

Test Weights

Test weights are applied after the API weighting factors are assigned. Test weights are fixed, statewide weights applied according to the type of test included in the API and according to grade span: two through eight and nine through eleven. Because they are fixed, test weights are the same for all school, LEA, or subgroup APIs and are the same for the Base and Growth APIs within a reporting cycle. The SBE is responsible for adopting test weights. Test weights are applied to each student test record in the calculation rather than to total test results of a school, an LEA, or a subgroup. The weights are applied in API calculations only and do not affect the score report an individual student receives. The table below shows the test weights for grades two through eight and grades nine through twelve for 2010–11.

Test Weights, Grades 2–8

Content Area	2010–11 API Test Weights
CST/CMA, Grade 9/CAPA in ELA, Grades 2–8	0.48
CST/CMA Algebra I/CAPA in Mathematics, Grades 2–8	0.32
CST/CMA/CAPA in Science, Grades 5 and 8	0.20
CST in History–Social Science, Grade 8	0.20
Assignment of 200, CST in Mathematics, Grade 8	0.10

Note: Test weights are not shown as percentages and do not total 1.00.

Test Weights, Grades 9–12

Content Area	2010–11 API Test Weights
CST/CMA/CAPA in ELA, Grades 9–11	0.30
CST/CMA/CAPA in Mathematics, Grades 9–11	0.20
CST/CMA/CAPA in Science, Grades 9–11	0.22
CST/CAPA in Life Science, Grade 10	0.10
CST in History–Social Science, Grades 9–11	0.23
CAHSEE ELA, Grades 10–12	0.30
CAHSEE Mathematics, Grades 10–12	0.30
Assignment of 200, CST in Mathematics, Grades 9–11	0.10
Assignment of 200, CST in Science, Grades 9–11	0.05

Note: For CAHSEE, grades eleven and twelve are counted only if the student passed. Test weights are not shown as percentages and do not total 1.00.

Test Weights and Content Area Weights

The test results used in calculating an API have different relative emphases for each school or LEA. The amount of schoolwide or LEA-wide emphasis each content area has in the API is called the content area weight. Content area weights are determined according to the statewide test weights applied and the number of valid scores included in the API for each type of test. A school's or LEA's content area weights are not needed in calculating the API, but they are provided on the API reports for information only so that each school and LEA can view the overall emphases specific to their school or LEA. Content area weights do not affect the score report an individual student receives.

The table below describes the key differences between test weights and content area weights used in calculating an API for a school, an LEA, or a subgroup.

Comparison of Test Weights and Content Area Weights

Question	Test Weights	Content Area Weights
Same weights for school, LEA, or subgroup APIs?	Yes. The test weights were set by the SBE and are the same for all school, LEA, and subgroup APIs. Test weights are applied according to the grade levels tested. Grades 2–8 have one set of weights, and grades 9–12 have a different set of weights.	No. The content area weights may vary among school, LEA, and subgroup APIs depending upon the grade levels tested, number of tests taken, number of valid scores, and degree of missing test data. Subgroup content area weights are not included in API reports.
Same weights for 2010 Base API and 2011 Growth API?	Yes. The test weights are the same in an API reporting cycle. The weights for the 2010 Base API are the same weights that are used for the 2011 Growth API.	No. The content area weights may vary slightly between the 2010 Base API and 2011 Growth API for the same reasons as the first answer above.
Do the weights total 100 percent?	No. The test weights are not shown as percentages and do not total 1.00.	Yes. The content area weights for a school or an LEA total 100 percent.

Scale Calibration Factors

Below are the 2010-11 SCFs.

2010–11 API Scale Calibration Factors

Grade Span Categories	SCF
Grade 2	28.39
Grades 3–5 Students with Disabilities Only	-33.81
Grades 3–5 Students with No Disabilities	22.31
Grade 6 Students with Disabilities Only	-44.76
Grade 6 Students with No Disabilities	28.37
Grades 7–8 Students with Disabilities Only	-26.48
Grades 7–8 Students with No Disabilities	37.57
Grades 9–11 Students with Disabilities Only	-12.75
Grades 9–11 Students with No Disabilities	16.94

SWDs for the SCF is defined as student records that show a valid Primary Disability code (other than 000). SWDs who are no longer receiving special education services are not included in the SCF calculations. This definition is different from the definition used in determining numerically significant subgroups for API and AYP.

SCFs are the same within each API reporting cycle; therefore, the SCFs for the 2010 Base API are the same as the SCFs for the 2011 Growth API.

Purpose of the SCF

The purpose of the SCF is to preserve the API scale and maintain consistency in the statewide average API from one reporting cycle to the next. The SCF provides a positive or negative adjustment to each API each year.

The SCF for a grade span is the difference between the statewide average Growth and Base APIs for that grade span for the same year's test data. For example, the SCF for grade two is calculated by subtracting the statewide 2010 Base API for grade two from the statewide 2010 Growth API for grade two, which results in 28.39 in this case. This SCF would be added to a school's, an LEA's, or a subgroup's API calculation for grade two. The other SCFs would be calculated and used in the same way for the other grade span categories. When calculating the SCFs shown above, however, the CDE excludes some schools (i.e., those in the ASAM, small schools, and schools with data problems). Although the SCF maintains the consistency in the statewide average API, it does not preserve comparability across reporting cycles. As a result, the SCF does not allow for comparisons of school, LEA, or subgroup APIs across reporting cycles.

Bridge Schools or LEAs

Some schools or LEAs (referred to as “bridge schools or LEAs”) have grade spans that overlap the SCF categories. In these cases, the API is the weighted average of the APIs for the grade span segments, weighted by the total test weight for students with valid STAR Program scores in the segments. For example, the API for an LEA with kindergarten through grade twelve is the weighted average of the APIs of all of the SCF grade span segments. The API for a school with kindergarten through grade five is the weighted average of the APIs of the applicable SCF grade span segments: grade two, grades three through five (SWD only), and grades three through five (SWD not included).

API Targets

Growth targets are established in the Base API report for schools and for numerically significant subgroups in the school. Although API reports are provided for LEAs in order to meet federal requirements under ESEA, LEAs do not have API growth targets.

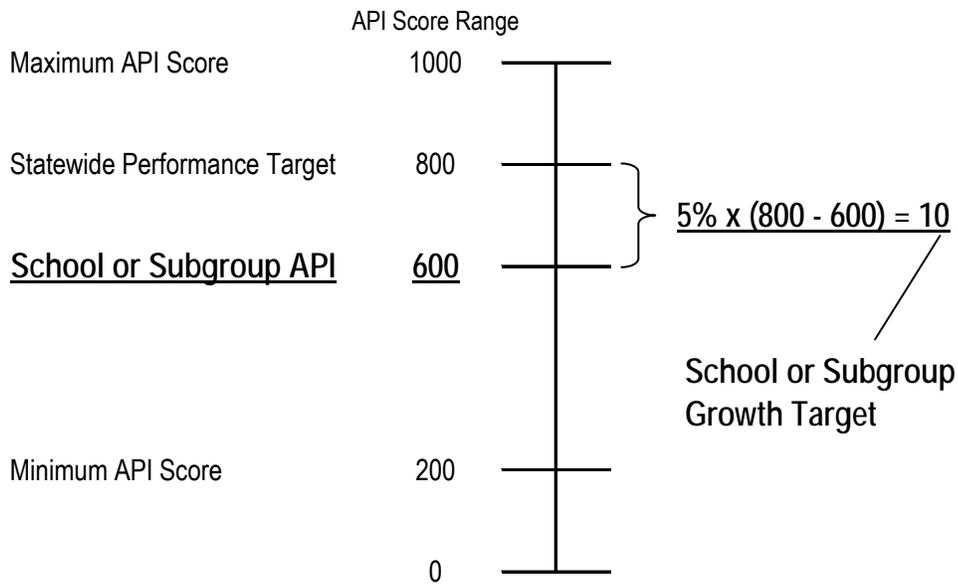
Statewide API Performance Target

The SBE is responsible for establishing an API statewide performance target. The SBE has established an API score of 800 as the target to which all schools should aspire. The scale for the API ranges from 200 to 1000.

School and Subgroup API Growth Targets

To meet all state API growth target requirements, a school and each numerically significant subgroup in the school must meet its growth target each year. The annual API growth target is calculated in the same way for a school or for a subgroup. The minimum target is 5 percent of the difference between the school's or subgroup's Base API and the statewide performance target of 800 until the API approaches 800.

Example of API Growth Target



The specific API growth target requirement for a school or numerically significant subgroup is defined as follows:

Chart of School and Subgroup Growth Target Requirements

Growth Target	Schoolwide or Subgroup Base API			
	200 to 690	691 to 795	796 to 799	800 or more
Schoolwide or Subgroup	5% difference between Base API and 800	5-point gain	796 4-point gain 797 3-point gain 798 2-point gain 799 1-point gain	Maintain 800 or more

Growth targets are rounded to the nearest whole number. API growth targets under state requirements are different from targets for meeting federal AYP requirements.

A subgroup must be numerically significant in both the Base year and Growth year in an API reporting cycle to have subgroup growth and target information. A subgroup Growth API, however, is posted even if a subgroup had no prior year Base API or was not numerically significant for the prior year in order to meet ESEA requirements. In this case, growth targets and actual growth are not appropriate and, therefore, are omitted from the reports.

Differences in State and Federal Accountability Target Criteria

The API is used in both state and federal accountability criteria, but the requirements for the API vary. In order to meet its API growth target under current state requirements, a school must increase its API score by 5 percent of the difference between the school API and 800 or maintain its API score at or above 800. In order to meet the API indicator in AYP, however, a school or an LEA must attain a minimum API or API growth of at least one point.

API Growth

Growth in the API is calculated by subtracting the Base API from the Growth API within a reporting cycle. The following example shows this calculation for the school overall and for each numerically significant subgroup at the school for the 2010–11 API reporting cycle.

Example of 2010–11 API Growth

Groups	2010 Base API	2011 Growth API	2010–11 API Growth	2010–11 Growth Target	Met Growth Target?
Schoolwide	700	720	20	5	Yes
Subgroups					
Black or African American	730	740	10	5	Yes
Asian	810	800	–10	A	Yes
Hispanic or Latino	680	686	6	6	Yes
White	750	754	4	5	No

The “2010–11 API Growth” column shows the amount of actual growth in the API from 2010 to 2011. The “2010–11 Growth Target” column shows the target goal for the API to grow between 2010 and 2011 testing. An “A” in this column means the school or subgroup had a 2010 Base API at or above the statewide performance target of 800. In these cases, the school or subgroup target is to maintain an API of 800 or above. The growth target for the Black or African American subgroup and for the white subgroup is 5 points because the minimum growth target is 5 points until the Base API approaches 800. The last column shows whether or not the school and subgroups met their growth targets.

To meet all of its API targets, a school must meet or exceed its schoolwide growth target and each numerically significant subgroup at the school must meet or exceed its subgroup growth target.

Meeting or Not Meeting State API Growth Targets

The API is used in meeting state requirements under the PSAA and federal AYP requirements under ESEA. Under state requirements, if a school meets certain API participation and growth criteria, it may be eligible to become a California Distinguished School, National Blue Ribbon School, or Title I Academic Achievement Award School. If a school does not meet or exceed its growth targets and is ranked in the lower part of the statewide distribution of the Base API, it may be identified for participation in state intervention programs, which are designed to help the school improve its academic performance. Under federal ESEA requirements, the API is one of the indicators for AYP.

Interventions

Schools that do not meet state API growth target requirements may be subject to new or continued intervention programs. For more information about requirements and programs, contact the District and School Improvement Division of the CDE by phone at 916-324-3278 or refer to the CDE District and School Interventions Web page at <http://www.cde.ca.gov/ta/lp/>.

Awards

Schools or teachers teaching in schools that meet certain API requirements can apply for various recognition or awards programs. For more information on these programs, contact the following offices:

■ Schools

California Distinguished Schools Program

Office of the State Superintendent of Public Instruction
California Department of Education
916-319-0800
<http://www.cde.ca.gov/ta/sr/cs/>

ESEA National Blue Ribbon Schools Program

Office of the State Superintendent of Public Instruction
California Department of Education
916-319-0800
<http://www.cde.ca.gov/ta/sr/br/>

Title I Academic Achievement Awards Program

Office of the State Superintendent of Public Instruction
California Department of Education
916-319-0800
<http://www.cde.ca.gov/ta/sr/aa/>

California Schools To Watch—Taking Center Stage Model Middle School Program

Middle Grades Improvement Office
California Department of Education
916-322-1892
<http://www.cde.ca.gov/ci/gs/mg/>

API Ranks

California's *EC* Section 52056(a) requires API ranking of schools. Key features of API ranks include the following:

- Ranks are established by deciles. Deciles are ten categories of equal size from ten (highest) to one (lowest).
- Two types of API ranks are reported, a statewide rank and a similar schools rank. A school's Base API is used to determine its rank. This is done separately for elementary, middle, and high schools.
- API ranks are reported in the Base API reports.
- A school's rank may improve when it's API score increases, depending upon whether the APIs of all other schools increase.
- All LEAs, special education centers, and ASAM schools receive APIs but do not receive ranks.
- Small schools having between 11 and 99 valid STAR Program scores receive a statewide rank with an asterisk only. These small schools are not included in calculating ranks for non-small schools but receive statewide ranks with an asterisk to indicate the rank into which their APIs would have fallen if they had been included in the ranking system. These schools do not receive similar schools ranks.

The following table summarizes the API ranking system:

Statewide API Ranks Compared with Similar Schools API Ranks

Statewide Ranks	Similar Schools Ranks
<ul style="list-style-type: none"> ■ Calculated separately by school type (elementary, middle, high school) ■ School's API compared to all other schools in the state of the same type 	<ul style="list-style-type: none"> ■ Calculated separately by school type (elementary, middle, high school) ■ School's API compared to 100 other schools of the same type with a mix of similar demographic characteristics

School Type for API Purposes

State law requires that the statewide and similar schools ranking for the API include three categories: elementary, middle, and high. As a result, school type designations of elementary, middle, and high impact the calculations of the decile ranks. They do not

impact the calculation of a school's API score for the Base or the Growth since that is determined according to test weights rather than school type.

■ How School Type is Determined

This section describes the basic steps the CDE uses in determining school type for API reporting.

Step 1: Grade span is used to assign school type.

In the California Public School Directory database, the CDE lists a school's grade span according to the lowest and highest grade in which student enrollment was reported in the most recent certified CBEDS data collection. For most schools assigned a grade span, the API school type can be determined according to the following table.

**Grade Span Criteria
for API School Type Classification**

School Type Assigned for API	Grade Span Served
Elementary	K-K, K-1, K-2, K-3, K-4, K-5, K-6, K-7, K-8 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8 2-2, 2-3, 2-4, 2-5, 2-6, 2-7, 2-8 3-3, 3-4, 3-5, 3-6, 3-7, 3-8 4-4, 4-5, 4-6, 4-7 5-5, 5-6 6-6
Middle	4-8 5-7, 5-8 6-7, 6-8, 6-9 7-7, 7-8, 7-9 8-8, 8-9
High	7-10, 7-11, 7-12 8-10, 8-11, 8-12 9-9, 9-10, 9-11, 9-12 10-10, 10-11, 10-12 11-11, 11-12 12-12

Step 2: Enrollment is used to assign school type.

Some schools have grade spans that are much broader than those listed in Step 1. For example, a kindergarten through grade twelve school serves elementary, middle, and high school students.

School Type Determined by Enrollment

School Type Assigned for API	Grade Span Served
Determined by Enrollment	K-9, K-10, K-11, K-12 1-9, 1-10, 1-11, 1-12 2-9, 2-10, 2-11, 2-12 3-9, 3-10, 3-11, 3-12 4-9, 4-10, 4-11, 4-12 5-9, 5-10, 5-11, 5-12 6-10, 6-11, 6-12

In these cases, school type is determined according to the school's enrollment pattern. School type based on enrollment is determined according to "core" grade spans:

Core Grade Spans for Determining API School Type

School Type	Core Grade Span Served
Elementary	K-5
Middle	7-8
High	9-12

Note: Grade six is left out of the core grade span designations. Because some schools view grade six as "elementary" while others view it as "middle," the process remains neutral on whether grade six is considered one or the other.

Schools with a grade span that crosses three core spans (e.g., kindergarten through grade twelve or kindergarten through grade ten) are assigned a school type according to the largest enrollment in a core grade span. For example, a school with grades four through twelve has enrollment of 106 students in the kindergarten through grade five span; 192 students in the seven and eight span; and 52 students in the nine through twelve span. Since the enrollment in grades seven and eight is the largest of the three core grade spans, the school is assigned a "middle" school type. If the enrollment for two core grade spans is equal, the school type is equal to the previous year's API school type.

"Enrollment" under Step 2 is defined as the number of students enrolled in kindergarten through grade twelve, as reported in the most recent certified CBEDS data collection. (Enrollment and/or testing counts by grade level from the most recent STAR Program reports may be used if CBEDS information is unavailable.)

Step 3: School name or characteristics is used to assign school type.

In a very small number of cases, a school may not have a current grade span or enrollment on file at the CDE. In these situations, the school type may be

assigned based on the name or characteristics of the school. Absent the pertinent indicators used to determine a school’s type, a school type of elementary will be assigned for API purposes. If the school is new and has no test results for the year of the API, the school does not receive an API.

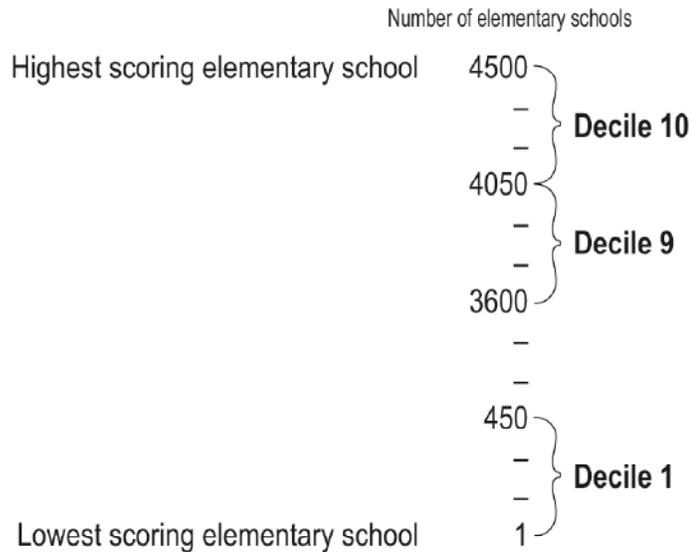
■ **Other School Type Issues**

The school type for the Base API is determined from the prior year CBEDS data. The school type for the Growth API in the reporting cycle is determined from the next year’s CBEDS data in order that the Growth API school type match the AYP school type. As a result, the Base API school type may differ from the Growth API school type for some schools. For more information about school type, contact the AAP Unit by phone at 916-319-0863 or by e-mail at aauc@cde.ca.gov.

Statewide Decile Rank

To calculate the statewide ranks, schools are first sorted by type: elementary, middle, and high. For each of the three categories, schools’ API scores (except small schools) are sorted from highest to lowest. Next, the list of API scores is divided into ten equal groups (deciles) ranked from highest (ten) to lowest (one). A school’s statewide rank is determined by which of the ten deciles it’s API falls within. In the following example, there are a total of 4,500 elementary school APIs, and 450 elementary school APIs are in each decile. An elementary school ranked in decile 10 would have an API that is in the top 10 percent of elementary school APIs in the state.

Example of Statewide Decile Ranking



A statewide rank shows a school’s relative API placement statewide by school type. It is a quick way of recognizing where a school’s API fits in a statewide distribution of API scores of schools of the same type.

Similar Schools Decile Rank

A similar schools rank is like the statewide rank except that the distribution is smaller because it only includes 100 schools. A similar schools rank shows a school's relative placement compared to 100 other schools with similar opportunities and challenges. The 100 similar schools are selected based on a number of demographic characteristics.

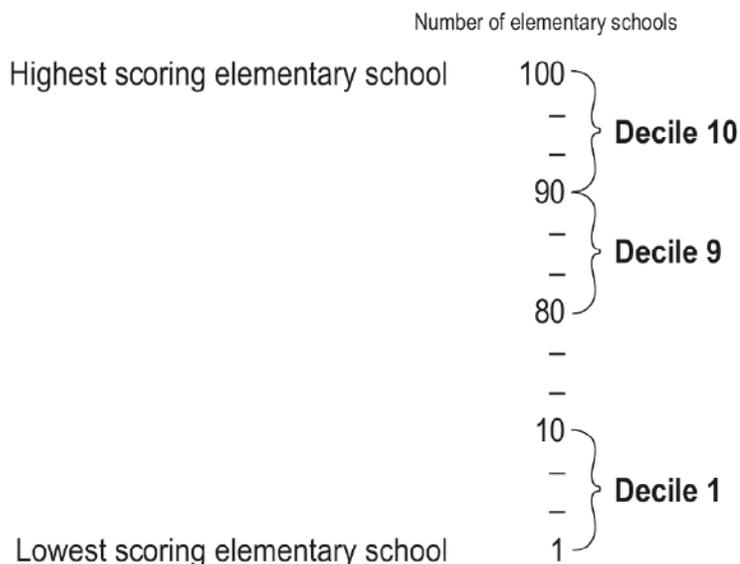
To calculate similar schools ranks, four basic steps are used:

Steps to Calculate Similar Schools Rank

Step	Description
1	Obtain demographic variables and Base APIs and categorize by school type: elementary, middle, and high.
2	Calculate the Schools Characteristics Index (SCI) for each school. An SCI is a composite number between 100 and 200 representing the school's demographic characteristics. (The characteristics are listed on pages 68 through 69.) It is calculated through a statistical procedure based on all of the factors included.
3	Find each school's 100 similar schools. A comparison group of 100 similar schools is formed for the school, based on SCIs that are close in numerical value. The SCIs are sorted from highest to lowest. The comparison group is formed by taking the 50 schools with SCIs just above the school's SCI and the 50 just below. If the SCI is in the top or bottom 50 of the statewide distribution, the group becomes the top or bottom 100.
4	Sort by APIs and determine the similar schools rank. The school's similar schools rank is calculated by sorting from highest to lowest the Base APIs of the comparison group of 100 similar schools and then dividing the sorted APIs into ten equal groups (or deciles), from highest (ten) to lowest (one). A school's similar schools rank is determined by which of the ten deciles its API falls within.

In the example on the next page, there are a total of 100 elementary schools, and 10 elementary schools are in each decile. An elementary school with a similar schools rank of 10 would have an API that is in the top 10 percent of the 100 other elementary schools with similar opportunities and challenges.

Example of Similar Schools Decile Ranking



Each school that receives a similar schools rank has its own unique similar schools comparison group. A detailed description of the calculation of similar schools ranks is described in *Construction of California's 1999 Schools Characteristics Index and Similar Schools Ranks* located on the CDE 1999 Base API and 1999-00 Growth API Web page at <http://www.cde.ca.gov/ta/ac/ap/api9900.asp>. Descriptive statistics and correlation tables for each year's similar schools calculations can be accessed within each Base and Growth reporting cycle link, shown under "Previous API Documentation" on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Schools Characteristics Index

The SCI is the API adjusted by the demographic characteristics of a school. It is calculated through a statistical procedure called multiple regression that produces a single index based on all of the factors included. In order to avoid confusion with the API, the SCI score range is between 100 and 200.

Schools with SCIs that are close in numerical value tend to face similar educational challenges and opportunities and are considered similar for API similar schools ranks purposes. Nevertheless, SCIs are calculated using many demographic characteristics. Each school has a unique combination of demographic characteristics. Even if schools appear quite similar in some characteristics, they may differ with respect to others. Small differences in two schools' demographic characteristics can result in different SCIs and, therefore, in different comparison groups and ranks.

Similar Schools Demographic Characteristics Definitions

Characteristic	Operational Definition	Data Source
Pupil mobility	Pupil mobility is defined as the percentage of students who were not continuously enrolled from the October 2009 CBEDS data collection date through the first day of STAR Program testing.	2010 STAR Program answer document
Pupil ethnicity (8 variables)	<p>Percentage of students in the school in each race and ethnicity category.</p> <ul style="list-style-type: none"> • Black or African American • American Indian or Alaska Native • Asian • Filipino • Hispanic or Latino • Native Hawaiian or Pacific Islander • White • Two or More Races <p>Percentages for race and ethnicity categories may not total 100 due to responses of “Other” or “Decline to State” and rounding.</p>	2010 STAR Program answer document
Pupil socioeconomic status (2 variables)	<ul style="list-style-type: none"> • Average of all parent educational level responses for the school where the following scale is used: “1” = “Not high school graduate” “2” = “High school graduate” “3” = “Some college” “4” = “College graduate” “5” = “Graduate school/post graduate training” • Percentage of students in the school who are eligible for the free or reduced-price lunch program, also known as the NSLP 	2010 STAR Program answer document
Percentage of pupils who are ELs	Percentage of students in the school who are classified as ELs	2010 STAR Program answer document
Whether the school operates a multi-track year-round education (MTYRE) program	<p>The school is categorized as follows:</p> “0” = “Does not operate a MTYRE program” or “1” = “Operates a MTYRE program”	October 2009 CBEDS School Information Form

Similar Schools Demographic Characteristics Definitions

Characteristic	Operational Definition	Data Source
Percentage of grade span enrollments (3 or 4 variables)	Percentage of the following: Elementary Schools <ul style="list-style-type: none"> • Grade 2 enrollment • Grade 6 enrollment • Grades 7 and 8 enrollment • Grades 9–11 enrollment Middle Schools <ul style="list-style-type: none"> • Grade 2 enrollment • Grades 3–5 enrollment • Grade 6 enrollment • Grades 9–11 enrollment High Schools <ul style="list-style-type: none"> • Grade 2 enrollment • Grades 3–5 enrollment • Grade 6 enrollment • Grades 7 and 8 enrollment 	2010 STAR Program answer document
Percentage of students in gifted and talented education (GATE) program	Percentage of student participation in specially funded GATE program	2010 STAR Program answer document
Percentage of SWD	Percentage of students with a valid disability code	2010 STAR Program answer document
Percentage of RFEP students	Percentage of student's English proficiency shown as RFEP	2010 STAR Program answer document
Percentage of migrant education students	Percentage of students participating in specially funded migrant education program	2010 STAR Program answer document

Note: Data on the percentage of teachers who are fully credentialed, percentage of teachers who hold emergency credentials, and average class size per grade level are not available for 2010.

General Description of Similar Schools Rankings

California public schools serve students with many different backgrounds and needs. As a result, schools operate within different educational environments. The similar schools ranks allow schools to look at their academic performance compared to other schools with some of the same opportunities and challenges.

General Description of Similar Schools Rankings

Rank	General Description
	This school's API is:
9 or 10	Well-above average for elementary, middle, or high schools with a comparable mix of demographic characteristics
7 or 8	Above average for elementary, middle, or high schools with a comparable mix of demographic characteristics
5 or 6	About average for elementary, middle, or high schools with a comparable mix of demographic characteristics
3 or 4	Below average for elementary, middle, or high schools with a comparable mix of demographic characteristics
1 or 2	Well-below average for elementary, middle, or high schools with a comparable mix of demographic characteristics

California Department of Education Contacts and Related Internet Pages

Topics	Contact Office	Web Page
	Assessment and Accountability Division 916-319-0869	
• ESEA Title I Accountability Requirements, AYP Appeals, Accountability Workbook, and Alternative Schools Accountability Model (ASAM)	Evaluation, Research, and Analysis Unit 916-319-0875 evaluation@cde.ca.gov asam@cde.ca.gov	http://www.cde.ca.gov/ta/ac/ay/ http://www.cde.ca.gov/nclb/sr/sa/wb.asp http://www.cde.ca.gov/ta/ac/am/
• API and AYP Calculations	Academic Accountability and Psychometrics Unit 916-319-0863 aau@cde.ca.gov	http://www.cde.ca.gov/ta/ac/ap/ http://www.cde.ca.gov/ta/ac/ay/
• ESEA Title III Accountability	CELDT and Title III Accountability 916-319-0784 amao@cde.ca.gov	http://www.cde.ca.gov/ta/ac/t3/
• STAR Program – CST, CMA, CAPA, and STS	STAR Program Office 916-445-8765 star@cde.ca.gov	http://www.cde.ca.gov/ta/tg/sr/ http://www.cde.ca.gov/ta/tg/sr/cmastar.asp http://www.startest.org/sts.html
• CAHSEE	CAHSEE Office 916-445-9449 cahsee@cde.ca.gov	http://www.cde.ca.gov/ta/tg/hs/
	District and School Improvement Division	
• ESEA Requirements for PI and Technical Assistance for Schools in PI	School Support and Title I Basic Office 916-319-0854	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
• Technical Assistance for LEAs in PI LEAs in Years 1 and 2 of PI	District Improvement Office Shela Seaton 916-319-0492	
• LEAs in Year 3 of PI		
• Quality Education Investment Act (QEIA)	Bob Storelli 916-319-0482	http://www.cde.ca.gov/ta/lp/qe/

Topics	Contact Office	Web Page
• Educational Options	Learning Support and Partnerships Division Educational Options Office 916-322-5012	http://www.cde.ca.gov/sp/eo/
• Special Education Programmatic Issues Related to Assessment	Special Education Division Assessment, Evaluation, and Support Office 916-445-4628	http://www.cde.ca.gov/sp/se/
• Graduation Rate for ESEA and Corrections of Graduation Rate and Dropout Data	Data Management Division Educational Demographics Unit 916-327-0219 eddemo@cde.ca.gov	http://dq.cde.ca.gov/dataquest/ http://www.cde.ca.gov/ds/si/ds/certpolicy.asp
• Charter Schools	Charter Schools Division 916-322-6029 charters@cde.ca.gov	http://www.cde.ca.gov/sp/cs/

Acronyms

AAD	Assessment and Accountability Division
AAP	Academic Accountability and Psychometrics Unit
API	Academic Performance Index
APR	Accountability Progress Reporting
ASAM	Alternative Schools Accountability Model
ASL	American Sign Language
AYP	Adequate Yearly Progress
CAHSEE	California High School Exit Examination
CALPADS	California Longitudinal Pupil Achievement Data System
CAPA	California Alternate Performance Assessment
CBEDS	California Basic Educational Data System
CDE	California Department of Education
CD	County-District Code
CDS	County-District-School Code
CELDT	California English Language Development Test
CMA	California Modified Assessment
CST	California Standards Test
EC	<i>Education Code</i>
ED	U.S. Department of Education
EL	English learner
ELA	English–language arts
ERA	Evaluation, Research, and Analysis Unit
ESEA	Elementary and Secondary Education Act
ETS	Educational Testing Service
5 CCR	<i>California Code of Regulations, Title 5</i>
GATE	Gifted and Talented Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
II/USP	Immediate Intervention/Underperforming Schools Program
LEA	Local Educational Agency

MTYRE	Multi-Track Year-Round Education
NPR	National Percentile Rank
NSLP	National School Lunch Program
PI	Program Improvement
PSAA	Public Schools Accountability Act
QEIA	Quality Education Investment Act
RFEP	Reclassified Fluent-English-Proficient
SBE	State Board of Education
SCF	Scale Calibration Factor
SCI	School Characteristics Index
SSID	Statewide Student Identifier
STAR	Standardized Testing and Reporting Program
STC	Special Testing Conditions
SWD	Students with Disabilities