



**Orange Unified School District**  
**Student Assessment & Educational Measurement**  
 1401 North Handy Street  
 (714) 628-5457

## Executive Summary

### 2013-2014 Accountability

#### Accountability Progress Reporting (APR)

With the absence of many California standardized tests utilized to calculate APR in past years, there have been changes made in the APR system for 2014. Prior to 2013–14, the California Department of Education (CDE) reported results for both state and federal accountability requirements, which included information about the state, local educational agencies (LEAs), schools (including charter schools), and numerically significant student groups using an integrated approach system called the APR. For 2013–14, the APR will reflect Adequate Yearly Progress (AYP) results for high schools and high school LEAs, Program Improvement (PI) results for all Title I-funded schools and LEAs, and cohort graduation rate results for all schools and LEAs that had grade twelve enrollment or at least one graduate in the 2012–13 graduation cohort.

#### Academic Performance Index Report (API)

On March 13, 2014, the State Board of Education (SBE) approved the State Superintendent of Public Instruction’s (SSPI’s) recommendation to not calculate the 2014 Growth and Base Academic Performance Indexes (APIs) and the 2015 Growth APIs for elementary, middle, and high schools, and LEAs. The SBE also approved the removal of the API as an additional indicator for high schools within the AYP. The first Smarter Balanced assessment results will be available after the spring 2015 administration of the assessments, therefore Base to Growth comparisons will be reported in 2015–16. Specifically, the 2016 Smarter Balanced assessment results will be used to calculate the 2016 Growth API for comparison to the 2015 Base API.

In light of no recent API calculations, each site has been provided with a 3-Year Average API to reference for accountability purposes throughout the 2014-2015 year.

#### **OUSD 3-Year Average API (Weighted)**

Elementary School	3-Yr Ave. API
Anaheim Hills Elementary	904
California Elementary	764
Cambridge Elementary	779
Canyon Rim Elementary	899
Chapman Hills Elementary	921
Crescent Elementary	918
Esplanade Elementary	819
Fairhaven Elementary	778
Fletcher Elementary	768
Handy Elementary	794
Imperial Elementary	899
Jordan Elementary	806
La Veta Elementary	818
Lampson Elementary	759

Elementary School	3-Yr Ave. API
Linda Vista Elementary	891
McPherson Magnet	909
Nohl Canyon Elementary	946
Olive Elementary	788
Palmyra Elementary	812
Panorama Elementary	930
Prospect Elementary	787
Running Springs Elementary	912
Serrano Elementary	910
Sycamore Elementary	790
Taft Elementary	786
Villa Park Elementary	962
West Orange Elementary	811

Middle/High School	3-Yr Ave. API
Cerro Villa Middle School	855
El Rancho Charter	939
Portola Middle School	757
Santiago Middle School	828
Yorba Middle School	766
Canyon High School	853
El Modena High School	823
Orange High School	724
OUSD Community Day School	NA
OUSD Home School	720
Richland High School	574
Villa Park High School	825
Canyon Hills	NA

Weighted API Equation:

$$\frac{(2011 \text{ API} \times 2011 \text{ Valid Scores}) + (2012 \text{ API} \times 2012 \text{ Valid Scores}) + (2013 \text{ API} \times 2013 \text{ Valid Scores})}{2011 \text{ Valid Scores} + 2012 \text{ Valid Scores} + 2013 \text{ Valid Scores}}$$

## Adequate Yearly Progress Report (AYP)

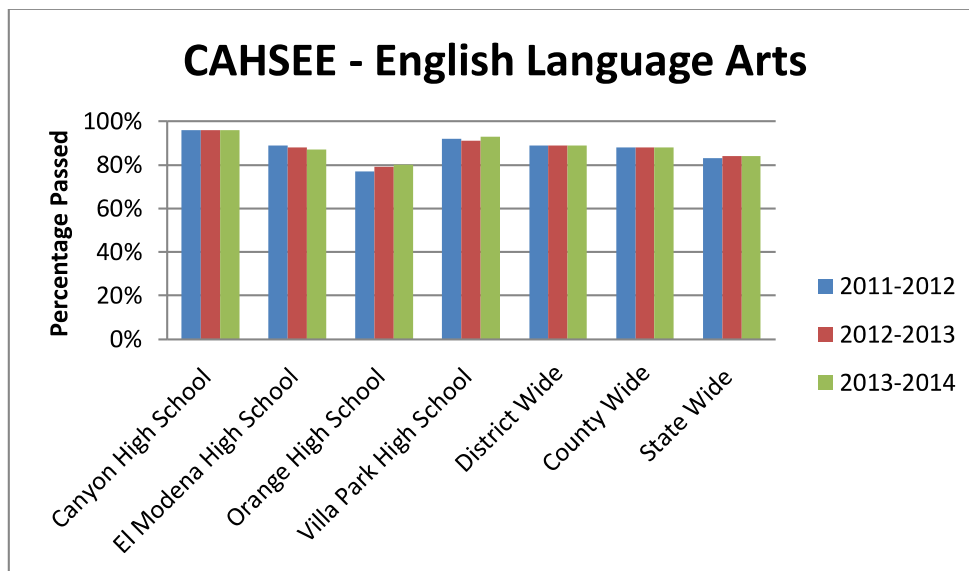
On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements of Title I, Part A of the Elementary and Secondary Education Act (ESEA) of 1965, as amended. Specifically, a one-year waiver was granted that allows flexibility in making AYP determinations for schools and LEAs participating in the Smarter Balanced Field Test.

- For the 2013–14 school year, the Smarter Balanced Field Test was administered to students in grades three through eight and eleven. As a result of the Smarter Balanced Field Test, no sufficient assessment results are available for the CDE to produce a 2014 AYP determination for elementary and middle schools and elementary and unified school districts. However, the CDE will make 2014 AYP determinations for high schools serving grades nine through twelve and high school districts. The 2014 AYP determination will be based on grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) assessment results and the cohort Graduation Rate.

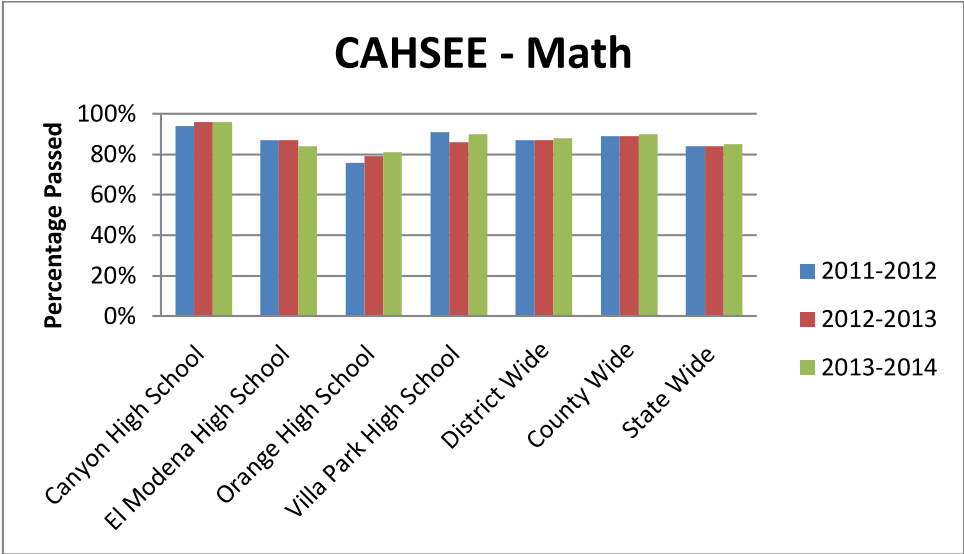
### OUSD AYP Determination

High Schools	CDS Code	All Components	English-Language Arts	Mathematics	Graduation Rate	Graduation Report**	PI Status
<a href="#">Canyon High</a>	30-66621-3030046	No	No	No	Yes	Yes	Not Title 1
<a href="#">El Modena High</a>	30-66621-3031952	No	No	No	Yes	Yes	Not Title 1
<a href="#">Orange High</a>	30-66621-3035409	No	No	No	Yes	Yes	Year 5
<a href="#">Richland Continuation High</a>	30-66621-3035748	No	No	No	Yes	Yes	Not Title 1
<a href="#">Villa Park High</a>	30-66621-3038098	No	No	Yes	No	Yes	Not Title 1

### OUSD CAHSEE Data (3 Yr reflection)

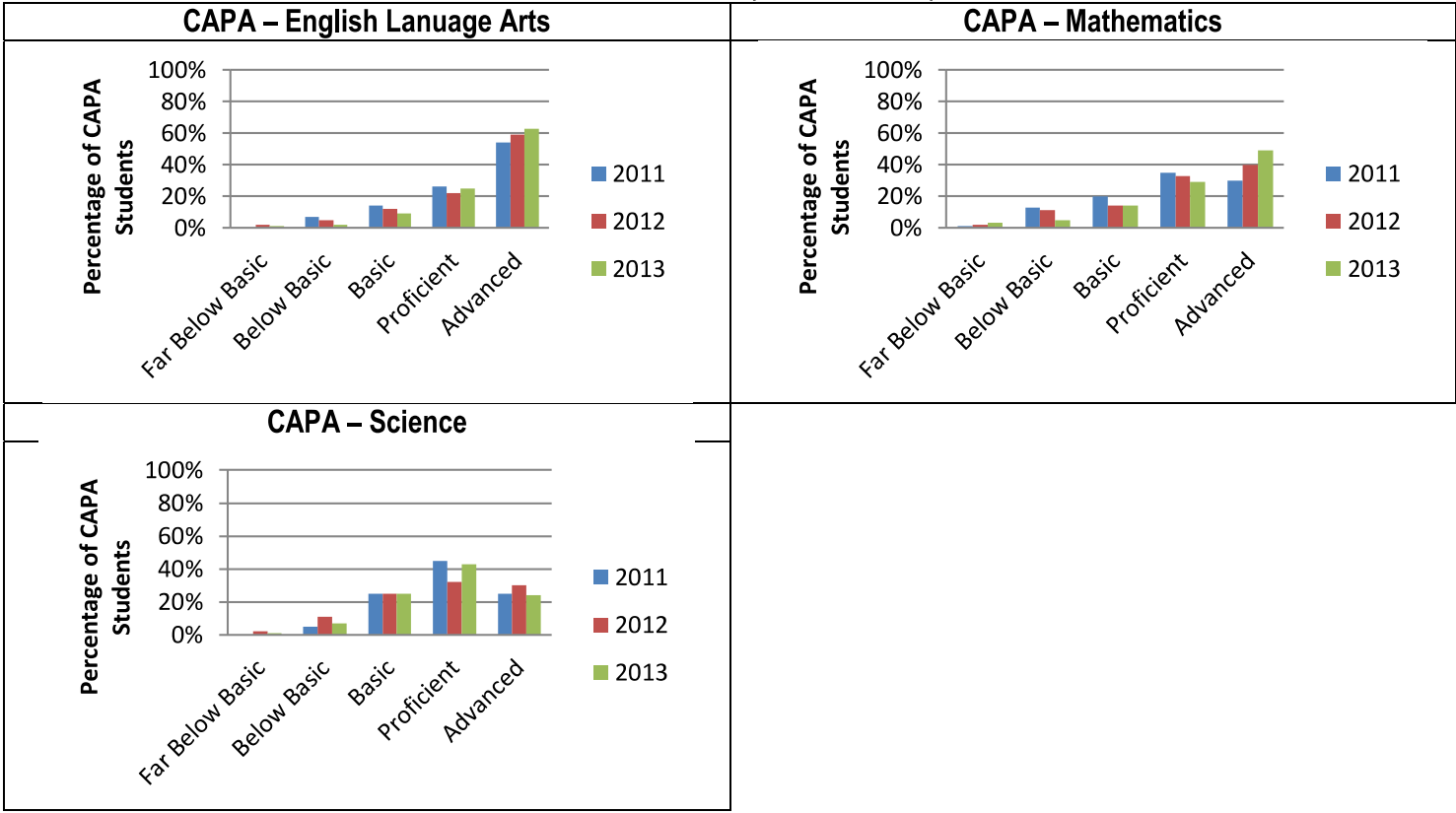


CAHSEE ELA Scores	2011-2012	2012-2013	2013-2014
Canyon High School	96%	96%	96%
El Modena High School	89%	88%	87%
Orange High School	77%	79%	80%
Villa Park High School	92%	91%	93%
OUSD	89%	89%	89%
Orange County	88%	88%	88%
California	83%	84%	84%

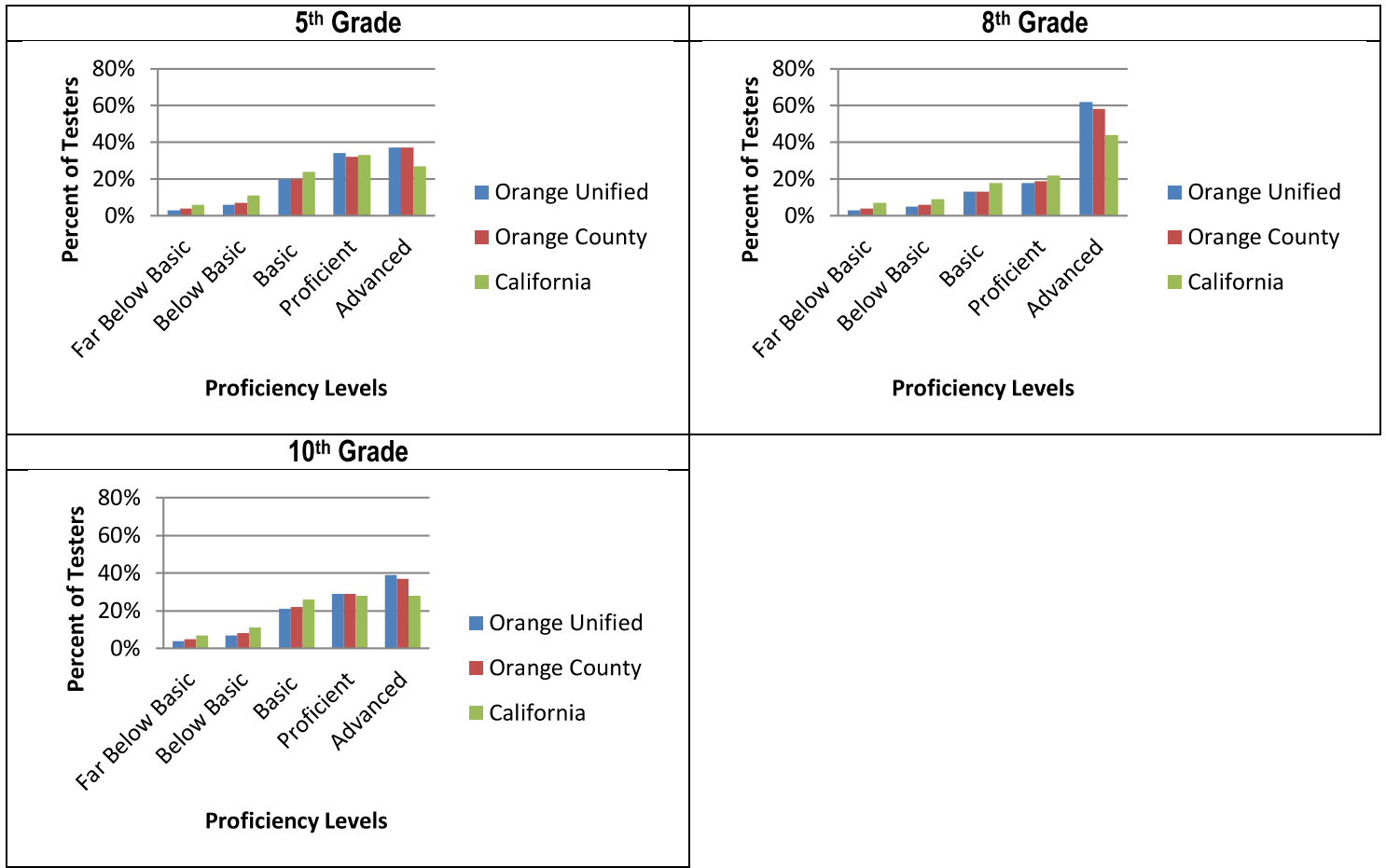


CAHSEE Math Scores	2011-2012	2012-2013	2013-2014
Canyon High School	94%	96%	96%
El Modena High School	87%	87%	84%
Orange High School	76%	79%	81%
Villa Park High School	91%	86%	90%
OSD	87%	87%	88%
Orange County	89%	89%	90%
California	84%	84%	85%

### OSD CAPA Data (3 Yr reflection)



**OUSD Science CST Data 2013-2014**



**Program Improvement (PI)**

Because the CDE did not produce an AYP determination for elementary and middle schools and elementary and unified school districts, the PI status for elementary and middle schools and districts will not change for 2014–15. Essentially, their PI status reflected on the 2014–15 PI Report will be transferred over from 2013–14. Therefore, elementary and middle schools and elementary and unified school districts will not enter, exit, or advance in PI and will continue to implement the PI requirements associated with their PI status reflected on the 2014–15 PI Report. (PI Year 1 must continue to offer school choice, e.g.). Title I-funded high schools and LEAs that are receiving an AYP determination (based on the criteria mentioned above) will receive a PI status determination. Consequently, only high schools and LEAs can enter, exit, or advance in PI for 2014–15.

**OUSD Site PI Status**

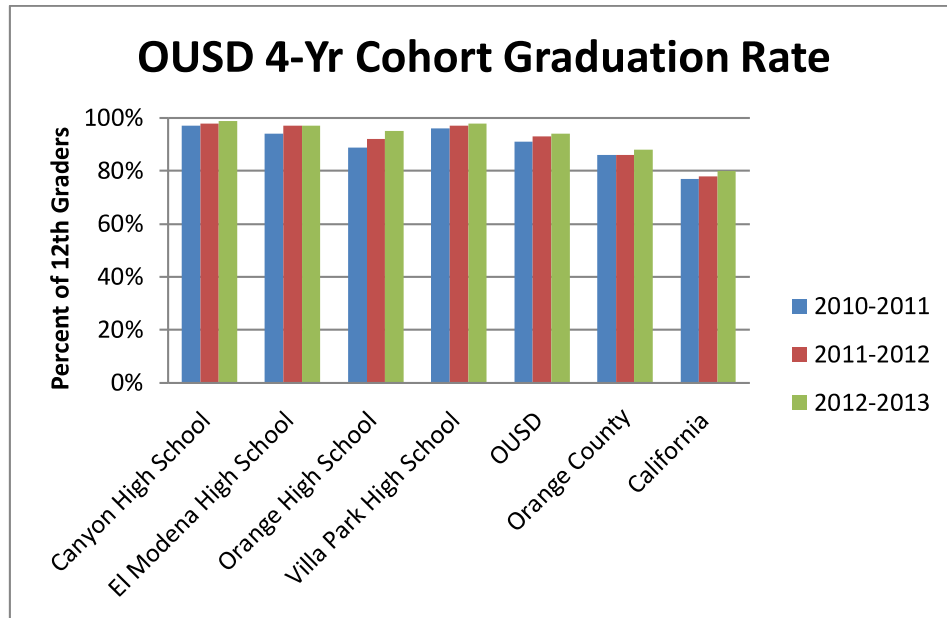
Elementary School	PI Status
Anaheim Hills Elementary	Not Title 1
California Elementary	Year 3
Cambridge Elementary	Year 4
Canyon Rim Elementary	Not Title 1
Chapman Hills Elementary	Not Title 1
Crescent Elementary	Not Title 1
Esplanade Elementary	Year 5
Fairhaven Elementary	Not in PI
Fletcher Elementary	Not Title 1
Handy Elementary	Year 5
Imperial Elementary	Not Title 1
Jordan Elementary	Year 4
La Veta Elementary	Not Title 1
Lampson Elementary	Year 5

Elementary School	PI Status
Linda Vista Elementary	Not Title 1
McPherson Magnet	Not Title 1
Nohl Canyon Elementary	Not Title 1
Olive Elementary	Not Title 1
Palmyra Elementary	Year 3
Panorama Elementary	Not Title 1
Prospect Elementary	Not in PI
Running Springs Elementary	Not Title 1
Serrano Elementary	Not Title 1
Sycamore Elementary	Not in PI
Taft Elementary	Not in PI
Villa Park Elementary	Not Title 1
West Orange Elementary	Year 4

Middle/High School	PI Status
Cerro Villa Middle School	Not Title 1
El Rancho Charter	Not Title 1
Portola Middle School	Year 5
Santiago Middle School	Not Title 1
Yorba Middle School	Year 5
Canyon High School	Not Title 1
El Modena High School	Not Title 1
Orange High School	Year 5
OUSD Community Day School	Not Title 1
OUSD Home School	Not Title 1
Richland High School	Not Title 1
Villa Park High School	Not Title 1
Canyon Hills	Not Title 1

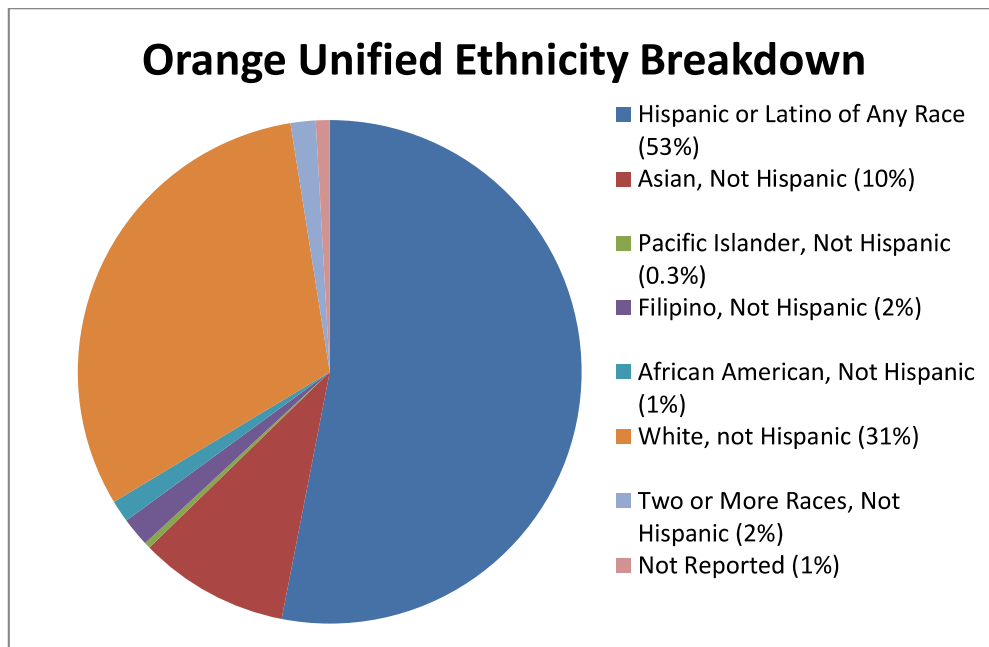
## Graduation Rate

All schools and LEAs that had grade twelve enrollment or at least one graduate in the 2012–13 graduation cohort will receive a 2012–13 Cohort Graduation Rate Report.



## Other Important OUSD Data

### Demographic Data

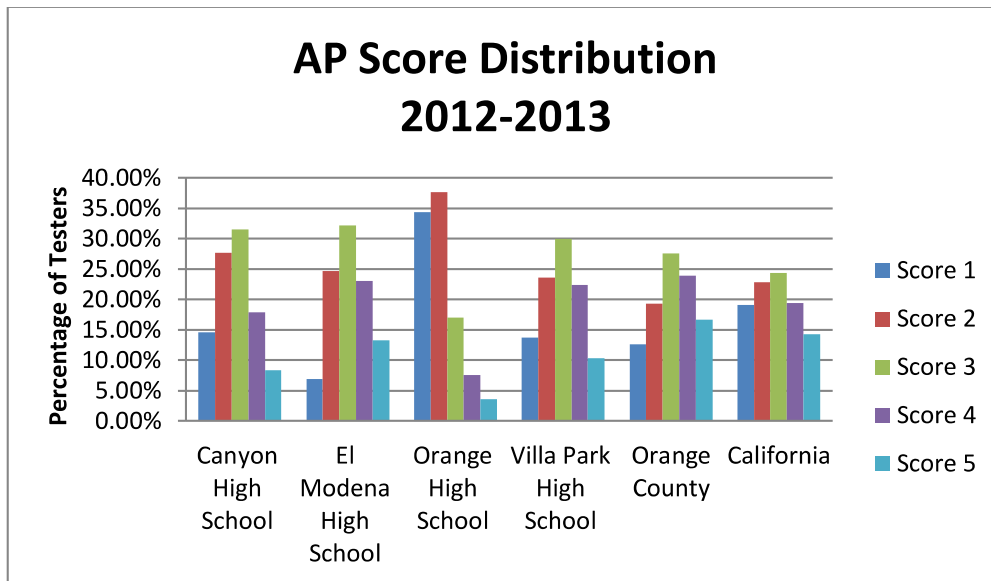


## AP Pass/Participation Rate

The AP, or Advanced Placement, Program currently offers 34 courses across multiple subject areas. Each course is developed by a committee composed of college faculty and AP teachers, and covers the breadth of information, skills, and assignments found in the corresponding college course. AP courses are taught by highly qualified high school teachers.

The AP Examinations are administered each year in May and represent the culmination of college-level work in a given discipline in a secondary school setting. Rigorously developed by committees of college and AP high school faculty, the AP Exams test students' ability to perform at a college level. Students have the choice of taking the AP Exam or opting out.

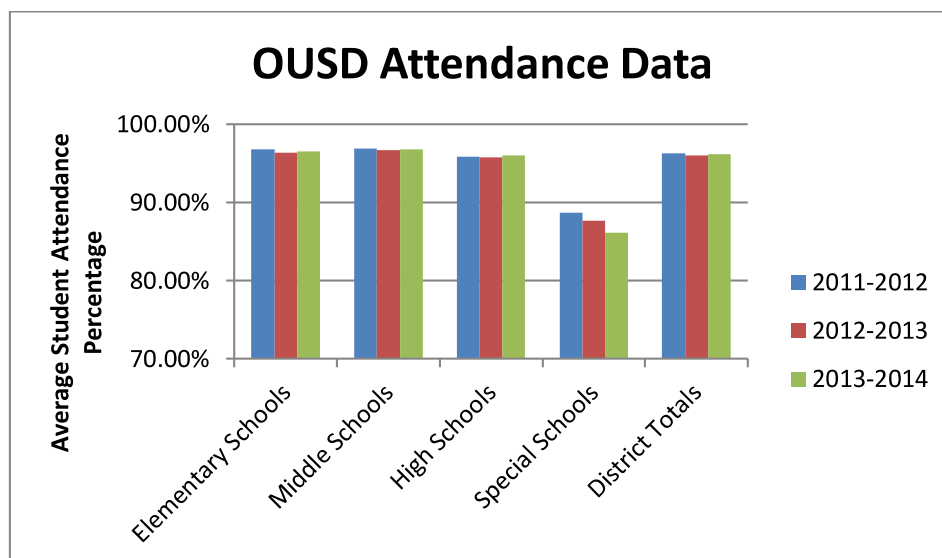
Most four-year colleges in the United States and colleges in more than 60 other countries give students credit, advanced placement in college courses, or both on the basis of AP Exam scores.



The Advanced Placement test is scored on a 1-5 scale. Passing scores include a 3, 4, or 5 and many colleges will award credit for a 4 or 5 on an AP test.

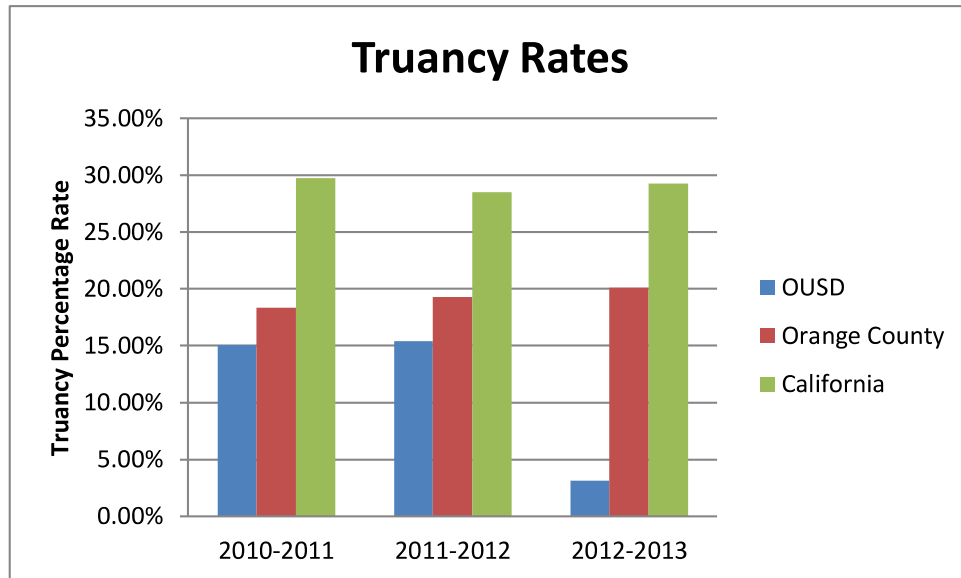
## Attendance Rates

Daily attendance at school is mandated by California State Law until the age of eighteen. Attendance is calculated in the district by actual physical presence by the pupil. No pupil is permitted to leave school at recess or any other time before the regular hour of closing without the approval of the school principal or designee. Violations will be handled in the same manner as truancies (EC 48200). The graph below shows three years' worth of OUSD Average student attendance by grade band.



## Truancy Rates

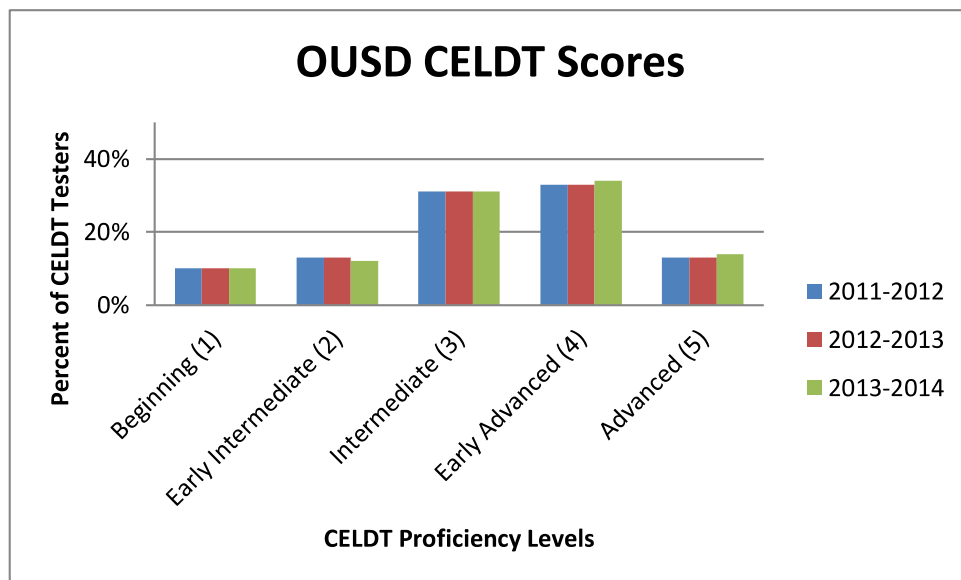
This report provides a count of students who were reported as being truant at least one time during the academic year. Per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant."



## CELDT

Students in kindergarten through grade twelve whose home language is not English are required by law to be assessed in English language proficiency (ELP). In California, the ELP assessment is the CELDT.

The CELDT allows schools to identify students who need to improve their skills in listening, speaking, reading, and writing in English. Schools also give the test each year to students who are still learning English.



## **EL Reclassification Rates**

English language learners shall be reclassified to fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of pupils of the same age or grade whose primary language is English. The proficiency shall be assessed by means of the following criteria (EC §52164.6):

1. Teacher evaluation of the pupil's English language proficiency and curriculum mastery;
2. Objective assessment of the pupil's English listening comprehension, speaking, reading and writing skills;
3. Objective data on the pupil's academic performance in English; and
4. Parent opinion and consultation;

For the last three years the goal of OUSD has been to reclassify just around 600 students and we have exceeded that goal each year by over 200 additional students. Reclassifying students provides them greater opportunity to access curriculum at or above grade level.

