



Orange Unified School District Student Assessment and Educational Measurement

2016 Executive Summary

California now has the opportunity to develop a system of accountability and continuous improvement that aligns with and extends the provisions outlined in the federal Every Student Succeeds Act (ESSA) to support a world-class education for every student in the Golden State. (Excerpt from the Executive Summary from the plan proposed by the Task Force convened to make recommendations on the new California Accountability and Continuous Improvement Plan.)

The Every Student Succeeds Act (ESSA) 2016–17 School Year Transition Plan outlines how California will facilitate an orderly transition to the new law in the 16–17 school year.

Overview

On December 10, 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA), which reauthorized and updated the Elementary and Secondary Education Act (ESEA). Overall, the new law provides states more authority on standards, assessments, accountability, supports, and interventions while preserving the general structure of the ESEA funding formulas. Most of the new provisions do not take effect until the 2017–18 school year, making the 2016–17 school year a transition year for local educational agencies (LEAs).

California has just started the process of engaging our education community and stakeholders in the development of the ESSA State Plan, which becomes operational in the 2017–18 school year. It is anticipated that the ESSA State Plan will be presented to the California State Board of Education (SBE) by January 2017. This Transition Plan outlines how California will facilitate an orderly transition during the 2016–17 school year to fully implement ESSA in the 2017–18 school year, when the ESSA State Plan becomes operational.

On July 1, 2013, Governor Jerry Brown signed Assembly Bill (AB) 97 (Chapter 47, Statutes of 2013) to establish the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP). The law also requires the SBE to approve LCFF evaluation rubrics to assist LEAs to identify strengths and weaknesses of their LCFF implementation through the analysis of multiple measures. This analysis results in locally established goals, consistent with state performance standards, and the evaluation of those goals for the purpose of continuous improvement. The LCFF evaluation rubrics are an integral part of California's emerging accountability system. California has a unique opportunity, using the LCFF state priorities and three distinct parts of the LCFF—the LCAP and Annual Update, the LCFF evaluation rubrics, and the assistance and support system—to establish a single, integrated state and federal accountability system. California's new accountability system will build on the foundations of the LCFF, consisting of the LCAP, along with the Annual Update, the evaluation rubrics, and the California Collaborative for Educational Excellence (CCEE) support structure to meet both state law and the federal accountability requirements established in ESSA.

With the enactment of the ESSA, California has the opportunity to streamline local, state, and federal requirements into a single, coherent system for planning, accountability, and continuous improvement and support. Each part of the emerging system will align with the LCFF to support continuous learning and improvement, equity, and transparency. This Transition Plan describes how California will use the 2016–17 school year to transition from our current separate state and federal processes for planning, accountability, and support systems into a single, coherent system starting in the 2017–18 school year.

Assessment

English Language Arts/Literacy and Mathematics Summative

In 2016–17, California will continue to administer the Smarter Balanced Summative Assessments in English language arts/literacy (ELA) and mathematics in grades three through eight and eleven. Also, California is administering the California Alternate Assessments in ELA and mathematics to students with significant cognitive disabilities in grades three through eight and eleven (students whose Individualized Education Program [IEP] designates the use of an alternate assessment).

California English Language Development Test

In 2016–17, the California English Language Development Test (CELDT) will continue to be administered. In spring 2017, a sample of school districts will participate in the English Language Proficiency Assessments for California (ELPAC) Summative Assessment field test. The operational ELPAC will replace the CELDT in 2018–19.

Transition to the California Next Generation Science Standards Summative Assessments

Development of the California Next Generation Science Standards (CA NGSS) Summative Assessments is currently in progress, which will replace the California Standards Test, California Modified Assessment, and the California Alternate Performance Assessment in science. In 2016–17, all students in grades five and eight will participate in a full census pilot test. Because of the flexibility in grade administrations in high school, a sample of students in grades ten, eleven, and twelve will participate in the pilot test (sample size will approximate the grade twelve enrollment). The CA NGSS Alternate Summative Assessments are also currently being developed. Eligible students in grades five and eight, and a sample of students in grades ten, eleven, and twelve will participate in the pilot test in 2016–17 (sample size will approximate the grade twelve enrollment).

The 2016–17 student score reports for science will include assessment information for students, parents/guardians, and teachers but not produce individual scores for students. A participation rate will be calculated to include students tested in grades five and eight and a proxy calculation for high school participation will capture a snapshot of grade twelve enrollment for the denominator while including students tested (grades ten, eleven, and twelve) in the numerator. This approach provides universal exposure to innovative item types and provides students, parents/guardians, and teachers assessment information.

Accountability

California is in the process of establishing the LCFF evaluation rubrics, which are anticipated to be approved by the SBE in September 2016. The LCFF evaluation rubrics consist of more than 20 data elements to be analyzed by LEAs annually through their LCAP. The emerging unified state and federal accountability system will be composed of a concise set of indicators that comprise a selected subset of key indicators from the LCFF evaluation rubrics that will also satisfy the ESSA requirements. The accountability system will be described in the ESSA State Plan, which will be operational in the 2017–18 school year.

In the 2015–16 school year, California produced Adequate Yearly Progress (AYP) reports established under the No Child Left Behind (NCLB) Act of 2001 for the last time. Schools and districts identified for Program Improvement (PI) under Title I or Title III are revising their LEA Plan, as needed, to implement corrective actions throughout the 2016–17 school year. LEAs are required to implement these corrective actions or interventions in the 2016–17 school year, except for Supplemental Educational Services or Public School Choice (Choice) as described in the next section of this plan. The separate LEA Plan, as required under NCLB, will be transitioned out at the conclusion of the 2016–17 school year. Beginning with the 2017–18 school year, LEAs will meet state and federal planning requirements through the LCAP and the Consolidated Application Reporting System (CARS). LEAs that have previously addressed areas of improvement through a revised LEA Plan should address areas for improvement to be implemented in the 2017–18 school year using the LCAP.

Title III, English Learners and Immigrant Students

LEAs identified for improvement in the 2014–15 and 2015–16 school years will continue to implement improvement activities in the 2016–17 school year, consistent with the revised LEA plans. For areas of improvement to be implemented in the 2017–18 school year, LEAs should address any areas of improvement through the LCAP for local accountability purposes. There are no more Annual Measurable Achievement Objectives; however, beginning in the 2017–18 school year, accountability for Title III will be incorporated into the accountability system for Title I. The reporting requirements and other program components will continue to be administered by the CDE English Learner Support Division.

<http://www.cde.ca.gov/re/es/essa1617transplan.asp>

OUSD AYP Determination & Results

Minimum Criteria for Participation: 95%

Schools and local educational agencies (LEAs) must meet the 95 percent participation rate for both English-language arts/Literacy (ELA) and Mathematics

Attendance Rate Requirement: 90%

Graduation Rate: 90%

(1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools until 2019 when the target for all LEAs, schools, and the State is 90%.

District Result:**2015-16 PI Status:** In PI**2015-16 PI Placement:** Year 3 (Maintained)**First Year of PI Implementation:** 2009-2010**Prior PI Placement:** Year 3

District	<u>Met All Components</u>	<u>Met English-Language Arts/Literacy</u>	<u>Met Mathematics</u>	<u>Met Attendance Rate</u>	<u>Met Graduation Rate</u>	<u>PI Status</u>
Orange Unified School District	Yes	Yes	Yes	Yes	Yes	Year 3

Elementary Schools	CDS Code	<u>Met All Components</u>	<u>Met English-Language Arts/Literacy</u>	<u>Met Mathematics</u>	<u>Met Attendance Rate</u>	<u>Met Graduation Rate</u>	<u>PI Status</u>
Anaheim Hills Elementary	30-66621-6097364	Yes	Yes	Yes	Yes	N/A	Not Title 1
California Elementary	30-66621-6029748	Yes	Yes	Yes	Yes	N/A	Year 3
Cambridge Elementary	30-66621-6029755	Yes	Yes	Yes	Yes	N/A	Year 4
Canyon Rim Elementary	30-66621-6114565	Yes	Yes	Yes	Yes	N/A	Not Title 1
Chapman Hills Elementary	30-66621-6107767	Yes	Yes	Yes	Yes	N/A	Not Title 1
Crescent Elementary	30-66621-6029763	Yes	Yes	Yes	Yes	N/A	Not Title 1
Esplanade Elementary	30-66621-6029771	Yes	Yes	Yes	Yes	N/A	Year 5
Fairhaven Elementary	30-66621-6029789	Yes	Yes	Yes	Yes	N/A	Not in PI
Fletcher Elementary	30-66621-6029797	Yes	Yes	Yes	Yes	N/A	Not Title 1
Handy Elementary	30-66621-6029805	Yes	Yes	Yes	Yes	N/A	Year 5
Imperial Elementary	30-66621-6096333	Yes	Yes	Yes	Yes	N/A	Not Title 1
Jordan Elementary	30-66621-6029821	Yes	Yes	Yes	Yes	N/A	Year 4
La Veta Elementary	30-66621-6029862	Yes	Yes	Yes	Yes	N/A	Not Title 1
Lampson Elementary	30-66621-6029854	Yes	Yes	Yes	Yes	N/A	Year 5
Linda Vista Elementary	30-66621-6071112	Yes	Yes	Yes	Yes	N/A	Not Title 1
McPherson Magnet	30-66621-6058945	Yes	Yes	Yes	Yes	N/A	Not Title 1
Nohl Canyon Elementary	30-66621-6071120	Yes	Yes	Yes	Yes	N/A	Not Title 1
Olive Elementary	30-66621-6029870	Yes	Yes	Yes	Yes	N/A	Not Title 1
Palmyra Elementary	30-66621-6029888	Yes	Yes	Yes	Yes	N/A	Year 3
Panorama Elementary	30-66621-6029896	No	Yes	No	Yes	N/A	Not Title 1
Prospect Elementary	30-66621-6029912	Yes	Yes	Yes	Yes	N/A	Not in PI
Running Springs Elementary	30-66621-6116586	Yes	Yes	Yes	Yes	N/A	Not Title 1
Serrano Elementary	30-66621-6029938	Yes	Yes	Yes	Yes	N/A	Not Title 1
Sycamore Elementary	30-66621-6029953	Yes	Yes	Yes	Yes	N/A	Not in PI
Taft Elementary	30-66621-6029961	Yes	Yes	Yes	Yes	N/A	Not in PI
Villa Park Elementary	30-66621-6029979	Yes	Yes	Yes	Yes	N/A	Not Title 1
West Orange Elementary	30-66621-6029987	Yes	Yes	Yes	Yes	N/A	Year 4

Middle Schools	CDS Code	<u>Met All Components</u>	<u>Met English-Language Arts/Literacy</u>	<u>Met Mathematics</u>	<u>Met Attendance Rate</u>	<u>Met Graduation Rate</u>	<u>PI Status</u>
Cerro Villa Middle	30-66621-6058937	Yes	Yes	Yes	Yes	N/A	Not Title 1
El Rancho Charter	30-66621-6094874	Yes	Yes	Yes	Yes	N/A	Not Title 1
Portola Middle	30-66621-6061725	Yes	Yes	Yes	Yes	N/A	Year 5
Santiago Middle	30-66621-6085328	Yes	Yes	Yes	Yes	N/A	Not Title 1
Yorba Middle	30-66621-6061733	Yes	Yes	Yes	Yes	N/A	Year 5

High Schools	CDS Code	<u>Met All Components</u>	<u>Met English-Language Arts/Literacy</u>	<u>Met Mathematics</u>	<u>Met Attendance Rate</u>	<u>Met Graduation Rate</u>	<u>PI Status</u>
Canyon High	30-66621-3030046	Yes	Yes	Yes	N/A	Yes	Not Title 1
Canyon Hills	30-66621-6029920	No	Yes	Yes	No	N/A	Not Title 1
El Modena High	30-66621-3031952	Yes	Yes	Yes	N/A	Yes	Not Title 1
Orange High	30-66621-3035409	Yes	Yes	Yes	N/A	Yes	Year 5
OUSD Community Day	30-66621-0114769	Yes	Yes	Yes	N/A	N/A	Not Title 1
OUSD Home Sch	30-66621-0118174	Yes	Yes	Yes	N/A	N/A	Not Title 1
Richland Continuation High	30-66621-3035748	No	No	No	N/A	Yes	Not Title 1
Villa Park High	30-66621-3038098	No	Yes	No	N/A	Yes	Not Title 1

**California Assessment of Student Performance and Progress (CAASPP)
Smarter Balanced (SBAC) Results for 2015 – 2016**

District	ELA % Standard Met and Standard Exceeded	Mathematics % Standard Met and Standard Exceeded
Orange Unified School District	54%	42%

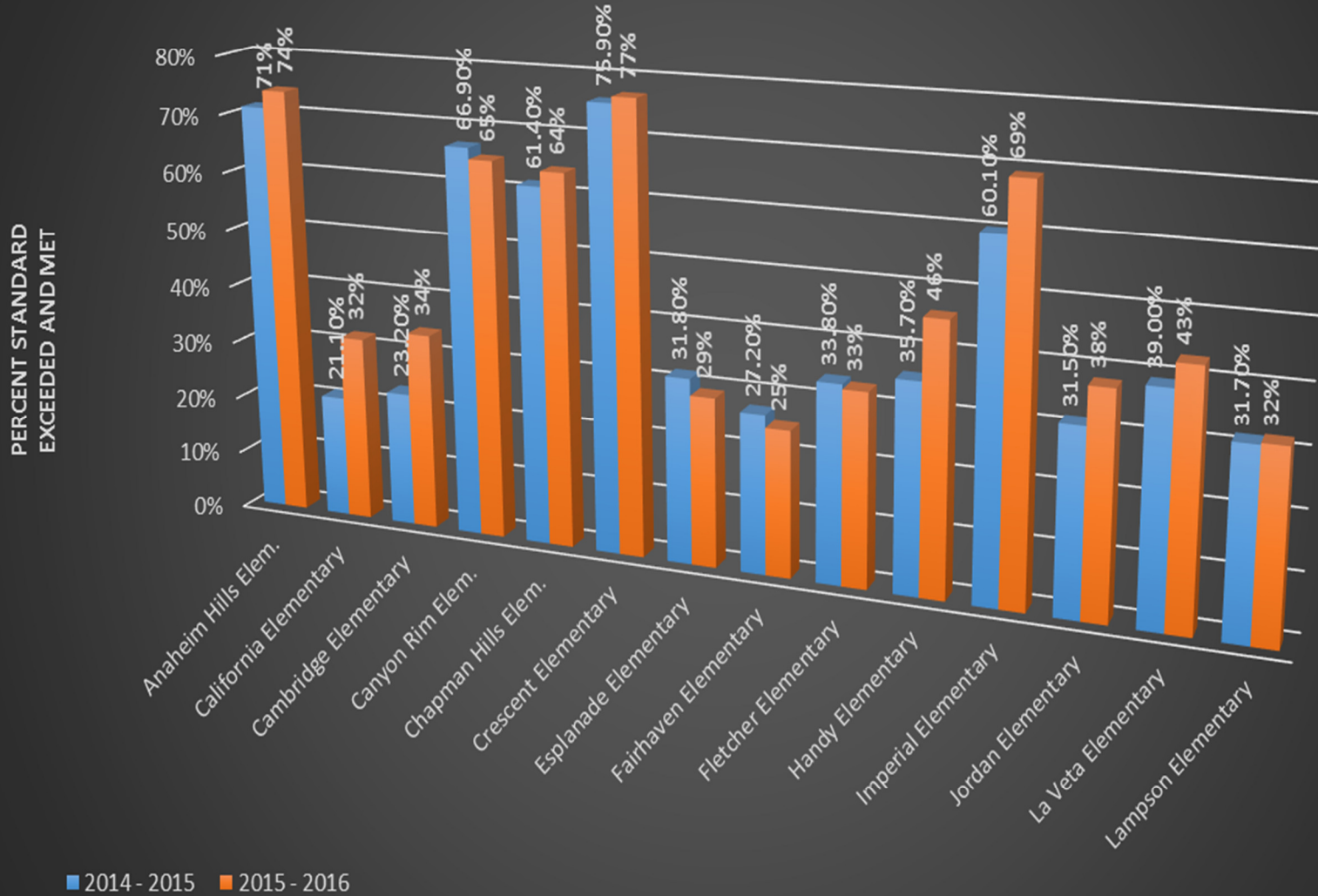
Elementary School	ELA % Standard Met and Standard Exceeded	Math % Standard Met and Standard Exceeded
Anaheim Hills Elem.	74%	71%
California Elementary	32%	19%
Cambridge Elementary	34%	21%
Canyon Rim Elem.	65%	58%
Chapman Hills Elem.	64%	61%
Crescent Elementary	77%	73%
Esplanade Elementary	29%	18%
Fairhaven Elementary	25%	17%
Fletcher Elementary	33%	30%
Handy Elementary	46%	32%
Imperial Elementary	69%	57%
Jordan Elementary	38%	22%
La Veta Elementary	43%	36%
Lampson Elementary	32%	29%

Elementary School	ELA % Standard Met and Standard Exceeded	Math % Standard Met and Standard Exceeded
Linda Vista Elementary	65%	55%
McPherson Magnet	62%	57%
Nohl Canyon Elem.	71%	69%
Olive Elementary	42%	26%
Palmyra Elementary	41%	28%
Panorama Elementary	82%	62%
Prospect Elementary	43%	30%
Running Springs Elem.	77%	70%
Serrano Elementary	57%	52%
Sycamore Elementary	34%	24%
Taft Elementary	33%	21%
Villa Park Elementary	78%	72%
West Orange Elem.	35%	27%

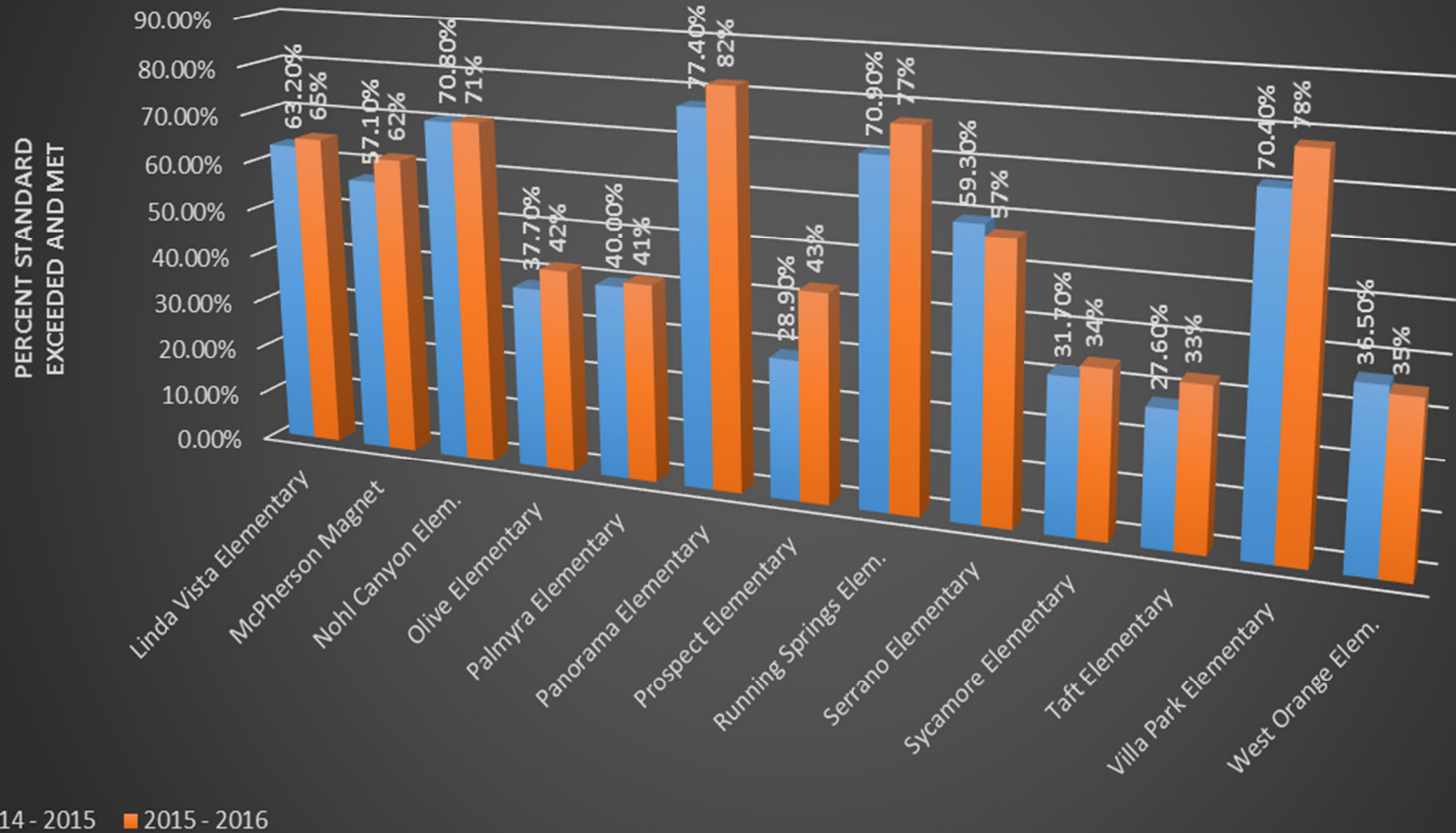
Middle Schools	ELA % Standard Met and Standard Exceeded	Mathematics % Standard Met and Standard Exceeded
Cerro Villa Middle	79%	50%
El Rancho Charter	72%	62%
Portola Middle	32%	19%
Santiago Middle	43%	27%
Yorba Middle	32%	19%

High Schools/Special Schools	ELA % Standard Met and Standard Exceeded	Mathematics % Standard Met and Standard Exceeded
Canyon High	79%	50%
Canyon Hills		
El Modena High	72%	37%
Orange High	44%	17%
OUSD Community Day	4%	4%
OUSD Home Sch	33%	16%
Richland Continuation High	10%	1%
Villa Park High	79%	37%

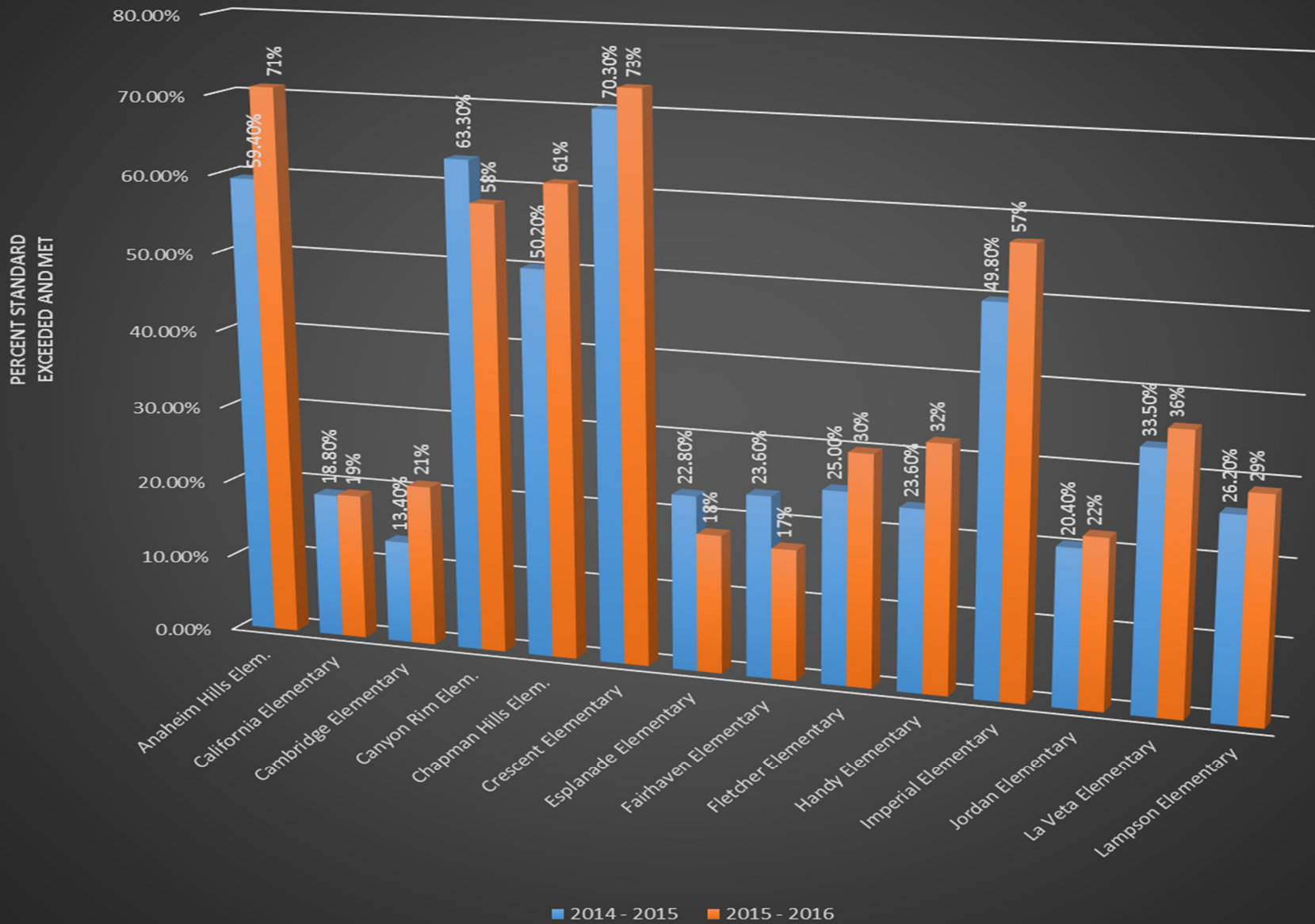
Elementary ELA SBAC



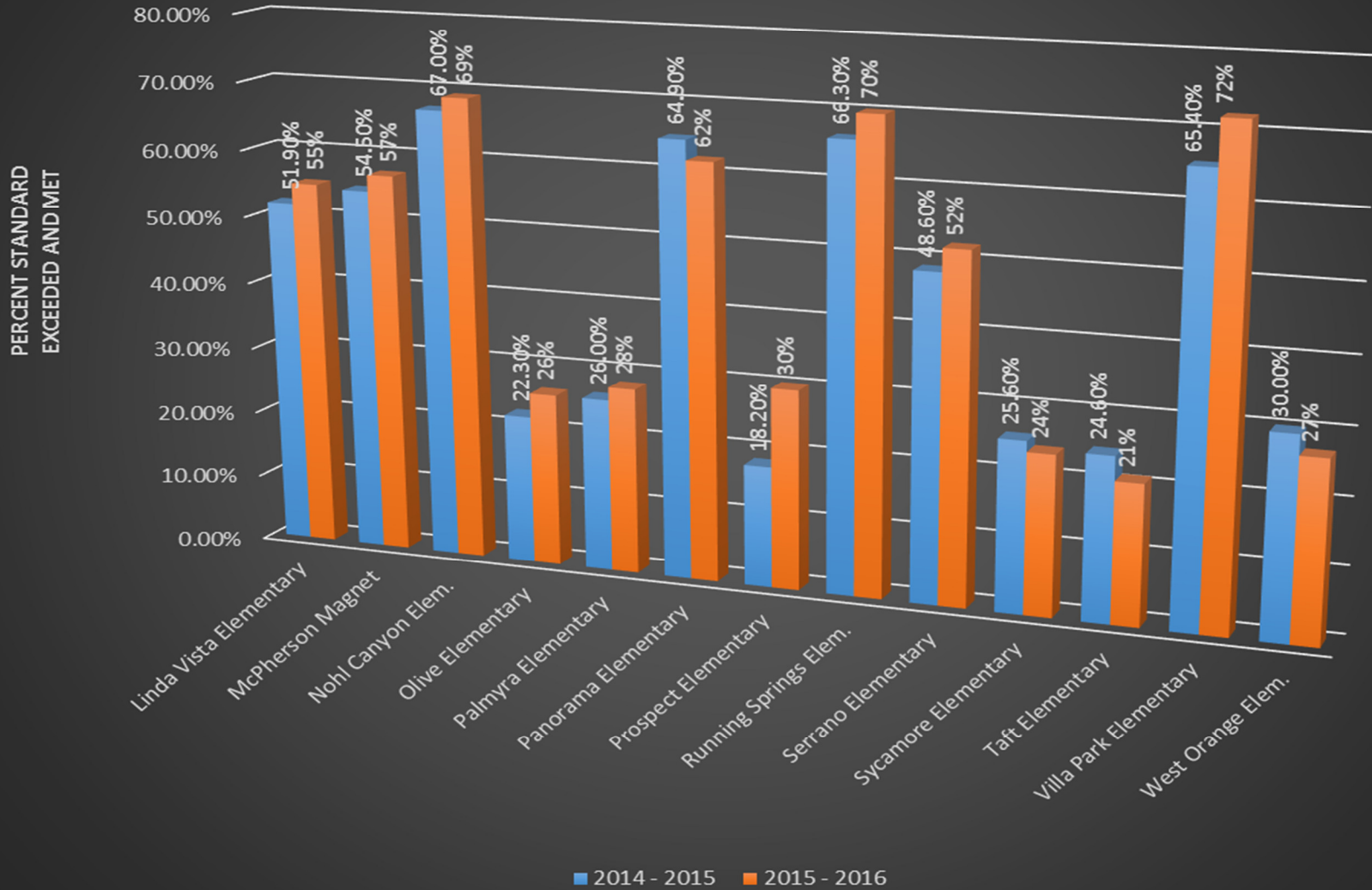
Elementary ELA SBAC



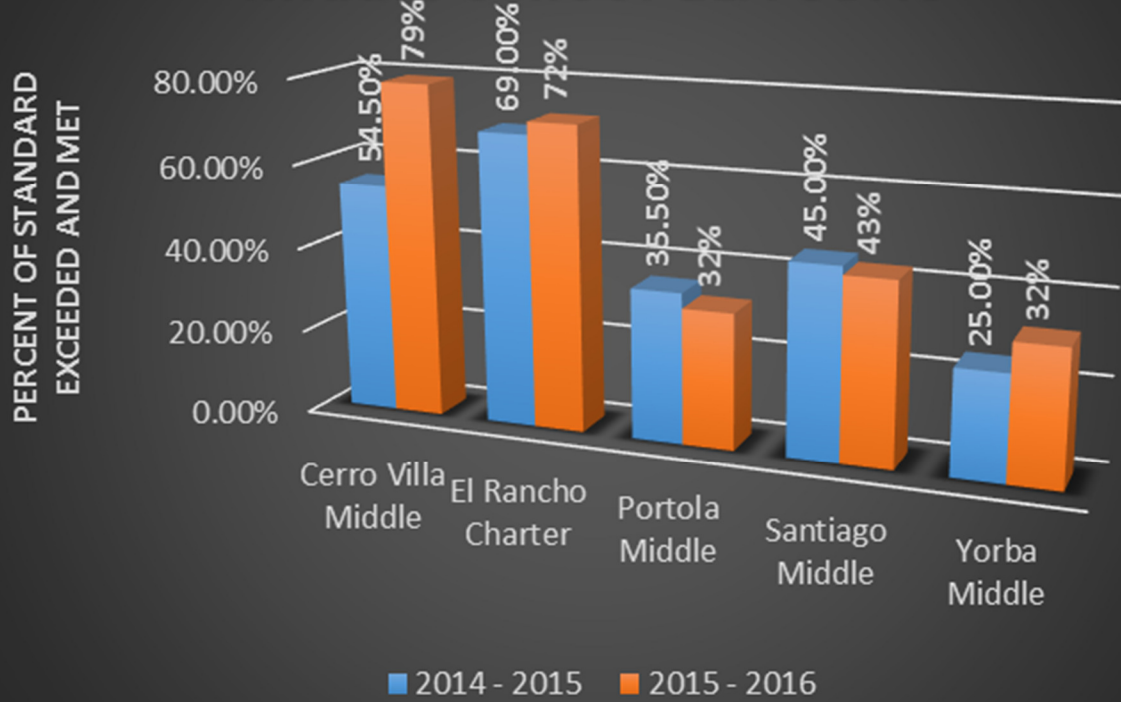
Elementary Math SBAC



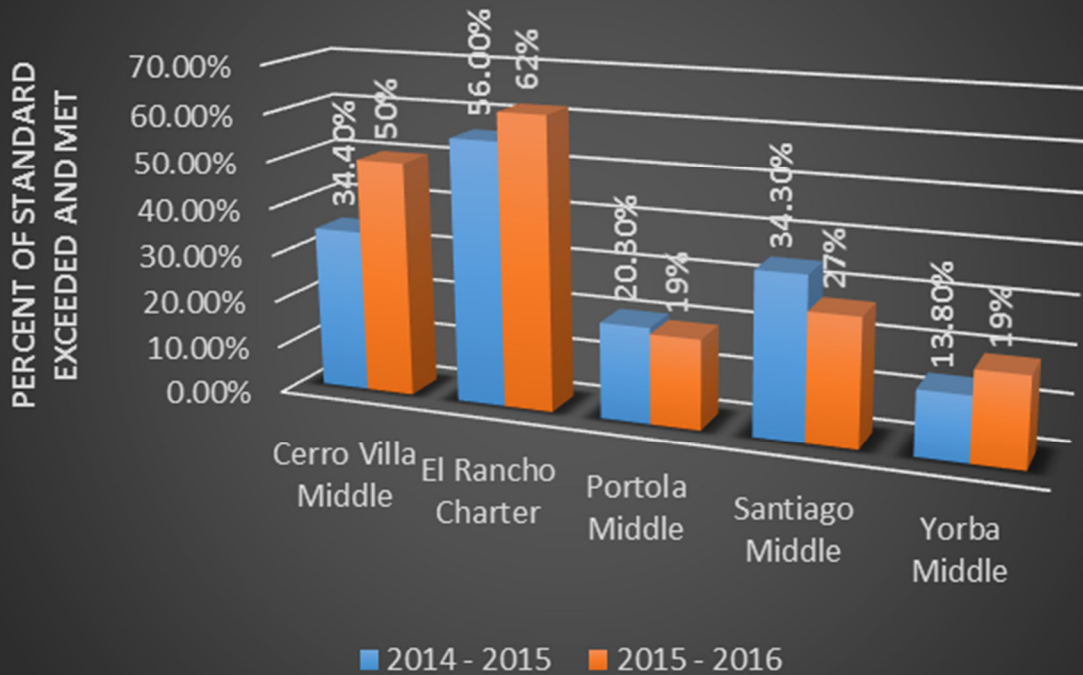
Elementary Math SBAC



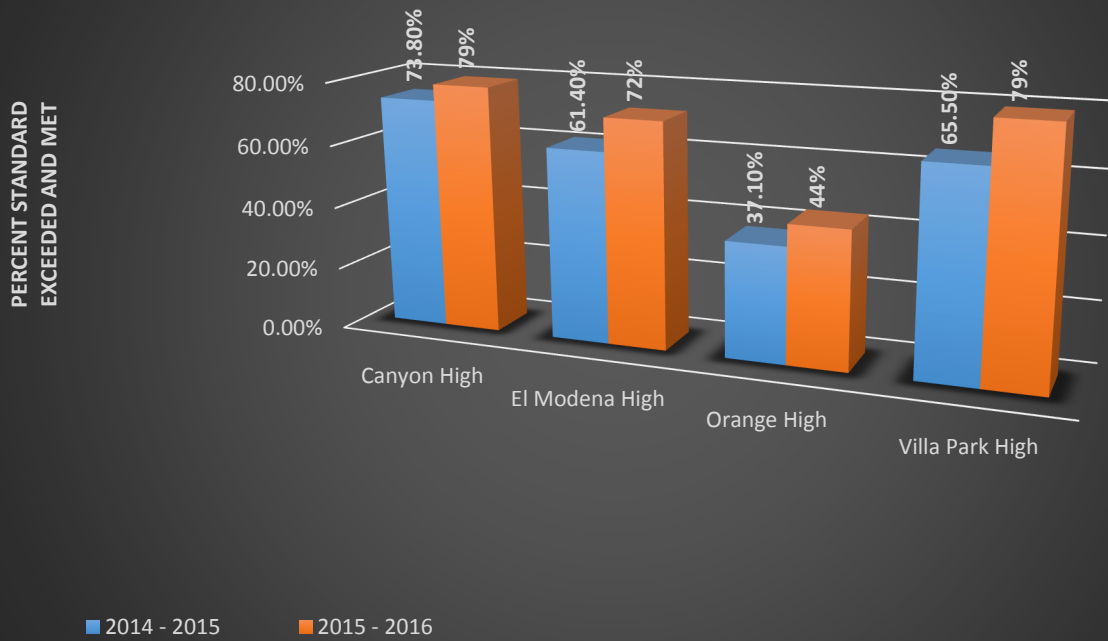
Middle School ELA SBAC



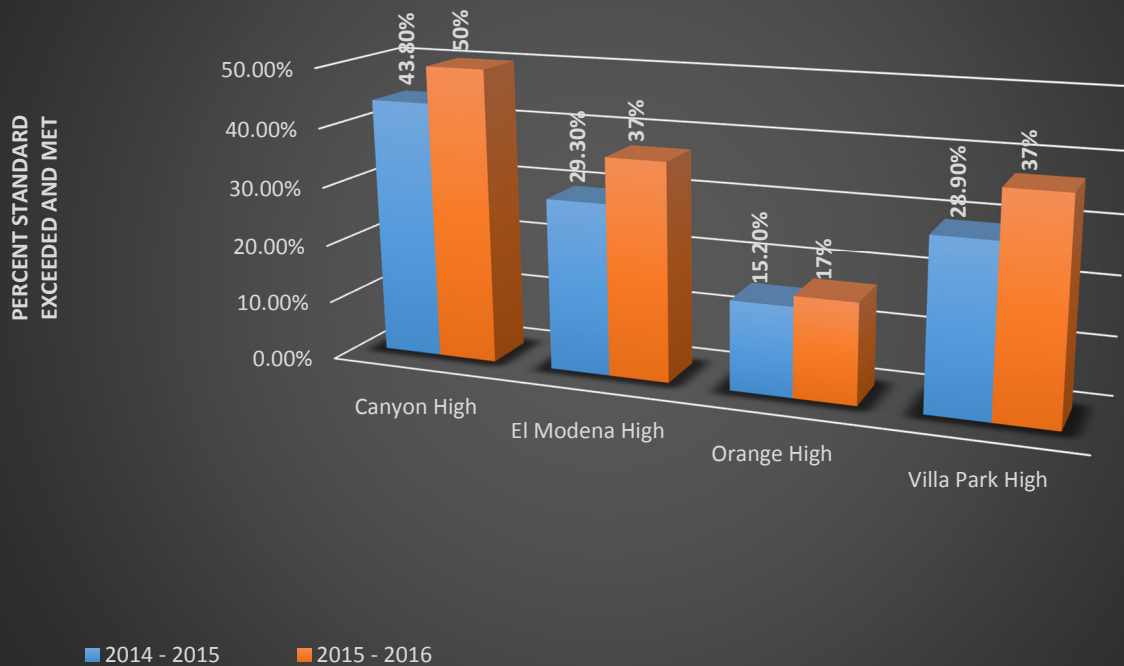
Middle School Math SBAC



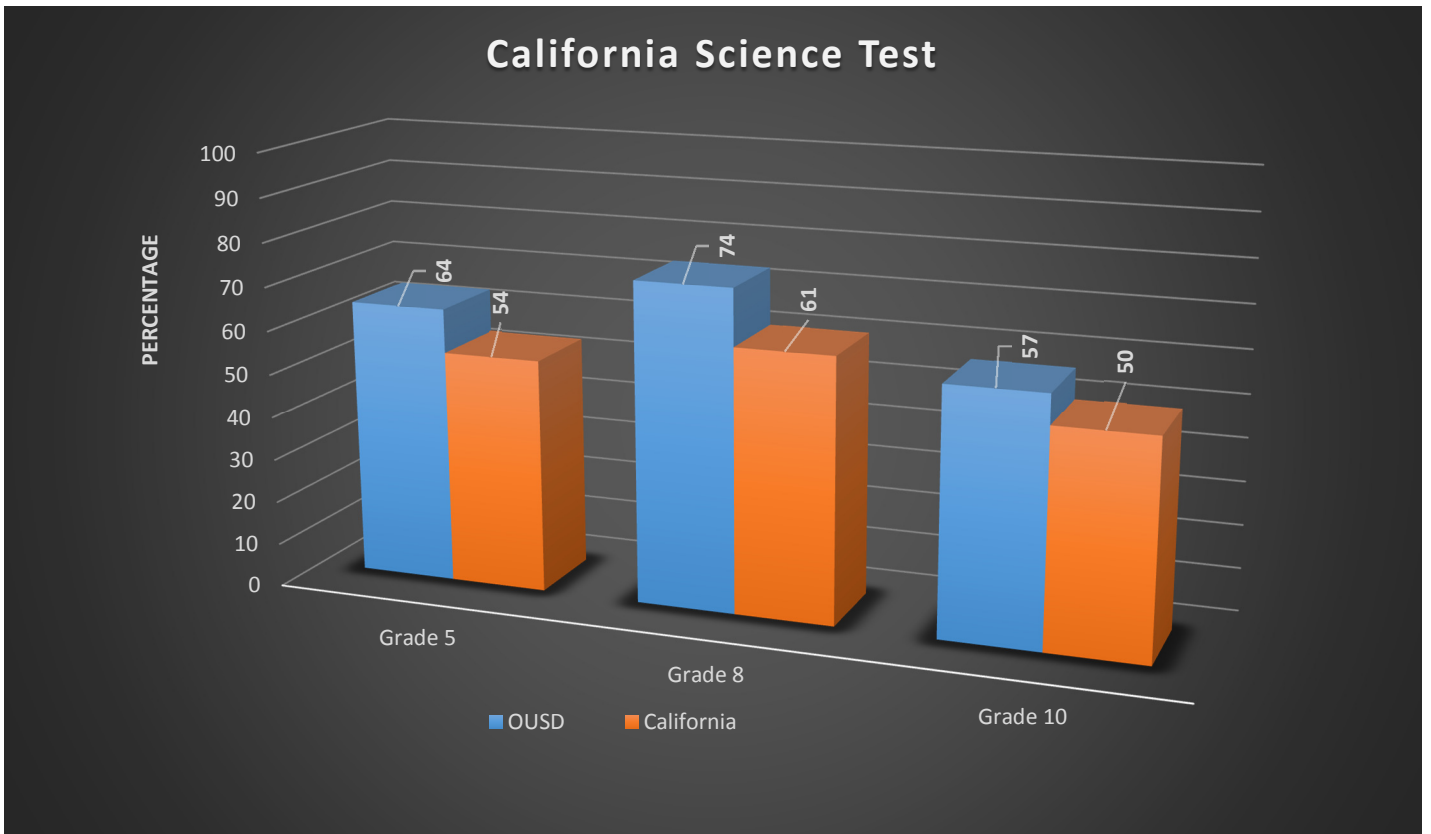
High School ELA SBAC



High School Math SBAC

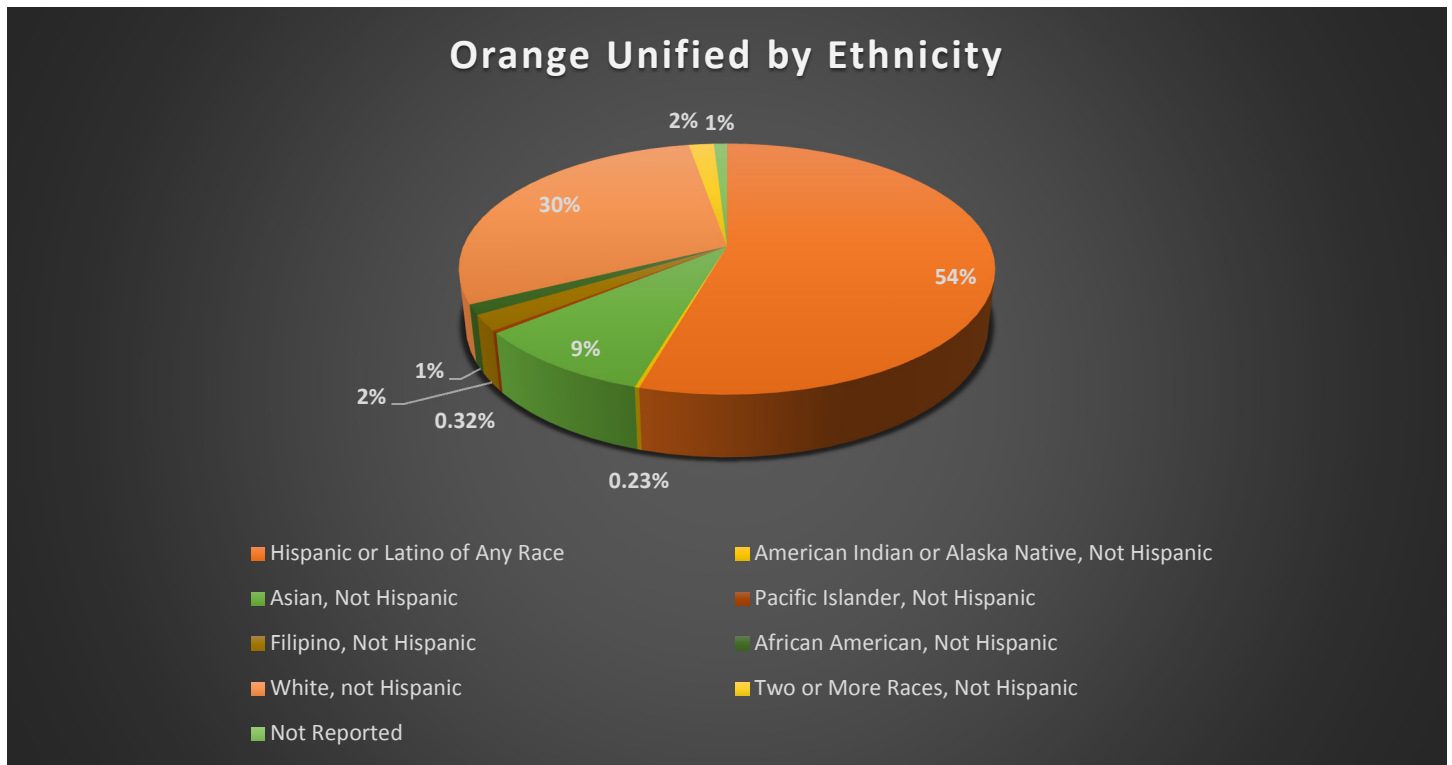


California Science Test



Other Important OUSD Data

Demographic Data



AP Pass/Participation Rate

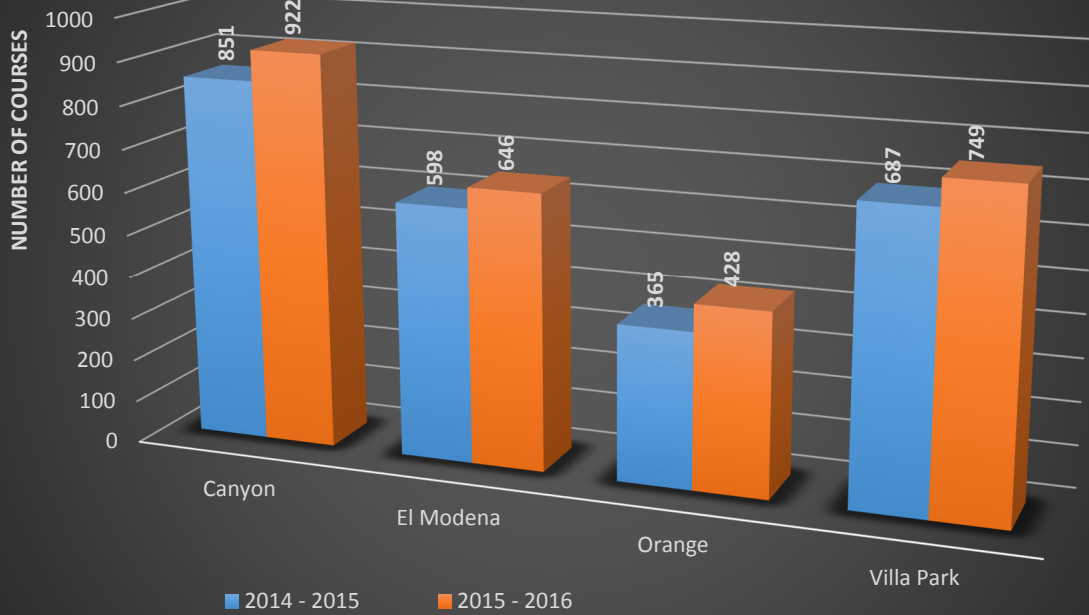
The AP, or Advanced Placement, Program currently offers 34 courses across multiple subject areas. Each course is developed by a committee composed of college faculty and AP teachers, and covers the breadth of information, skills, and assignments found in the corresponding college course. AP courses are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

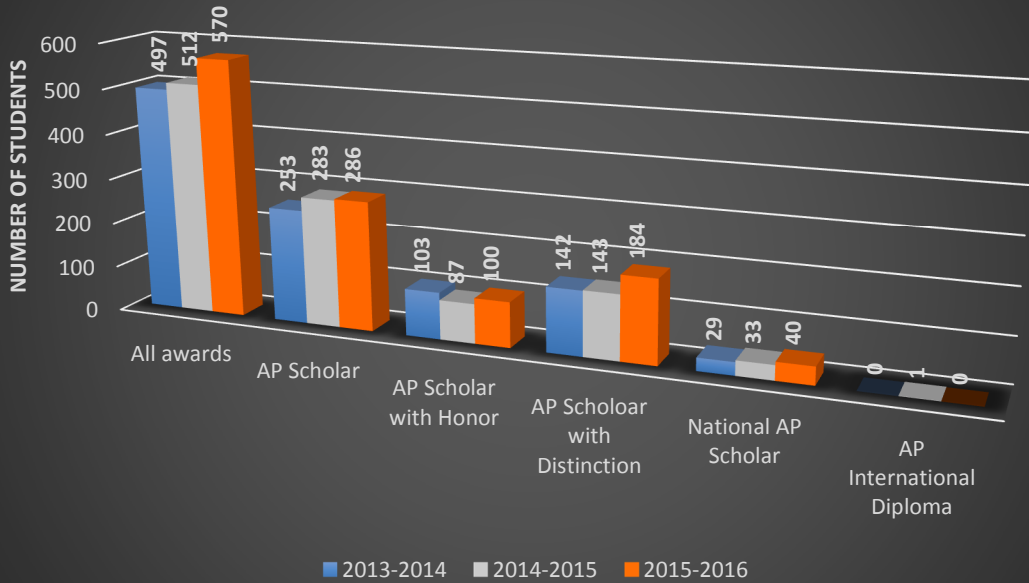
Most four-year colleges in the United States and colleges in more than 60 other countries give students credit, advanced placement in college courses, or both on the basis of AP Exam scores.

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.

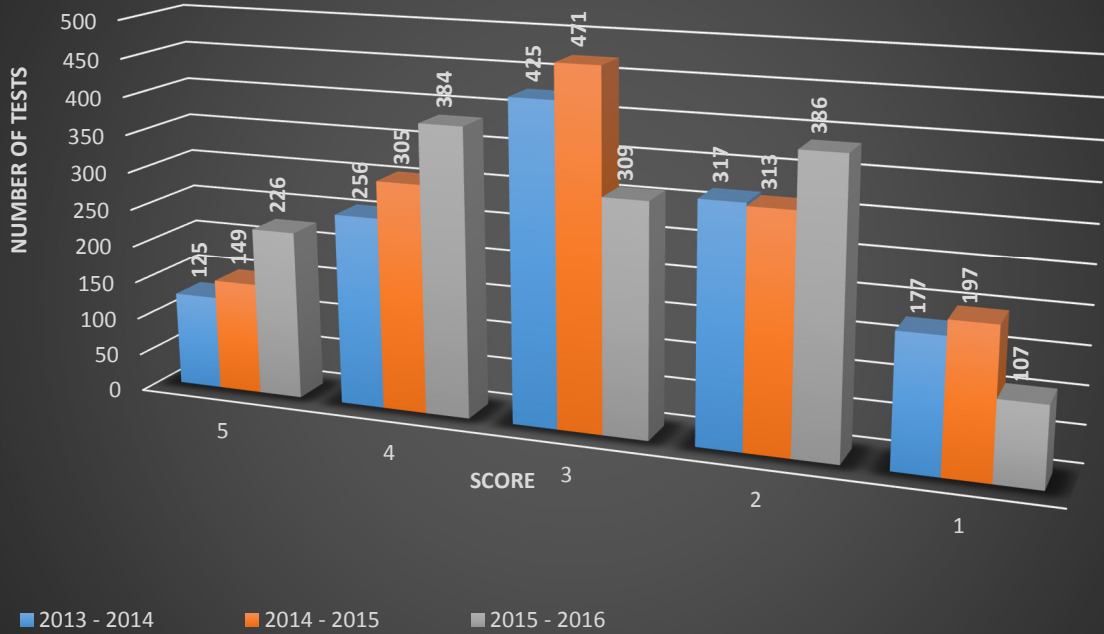
AP Course Enrollment



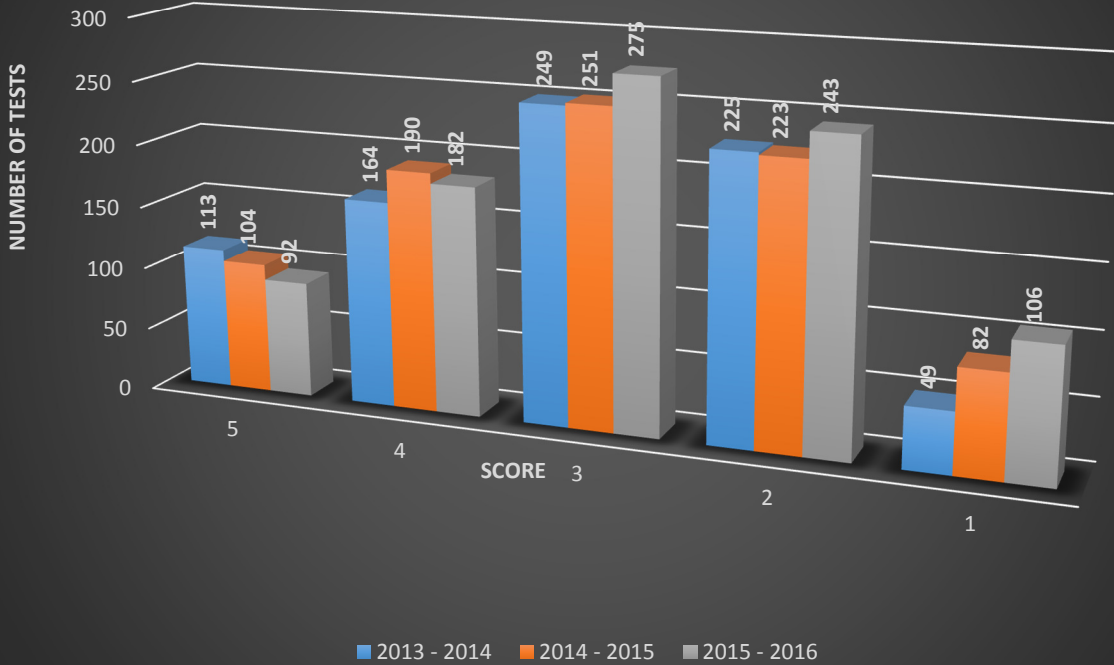
USD AP Scholars



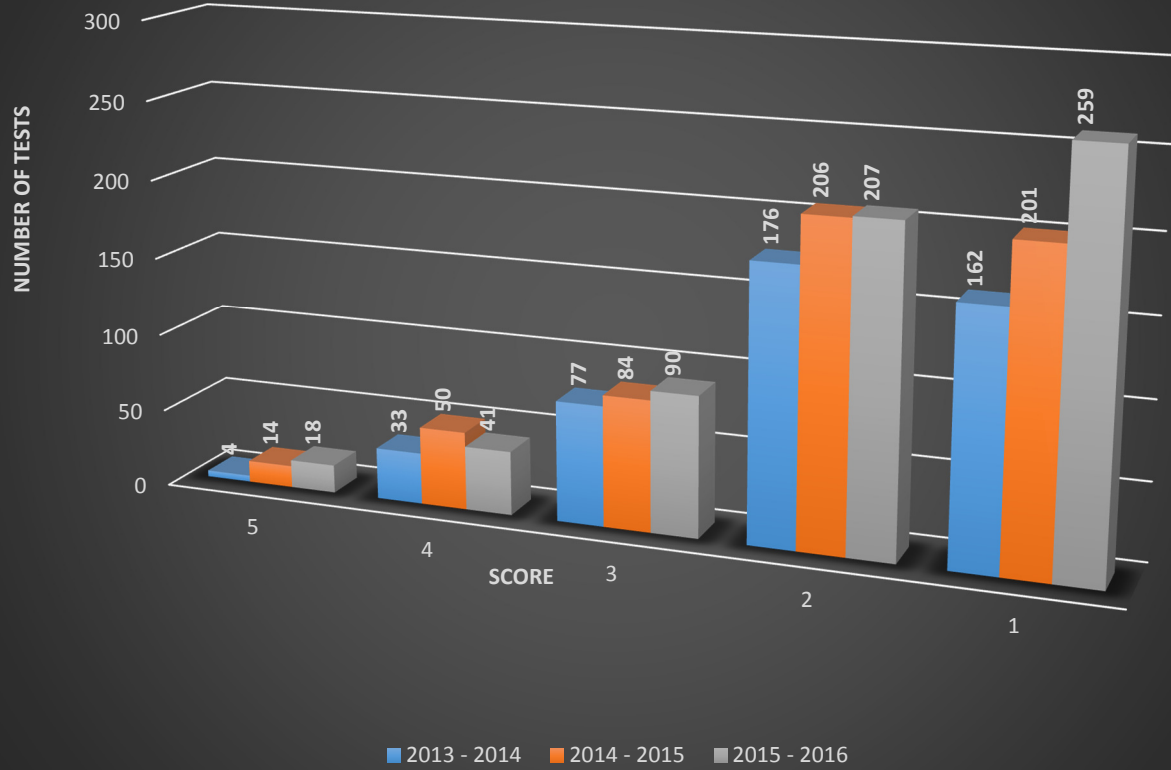
Canyon - AP Score Distribution



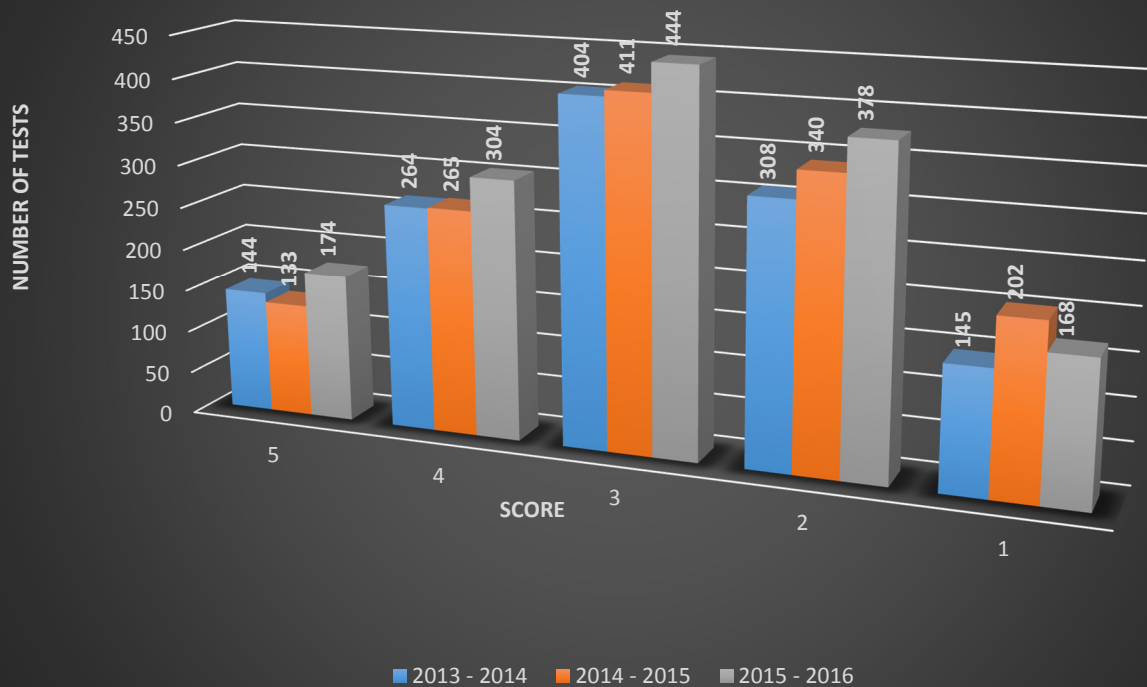
El Modena - AP Score Distribution



Orange - AP Score Distribution

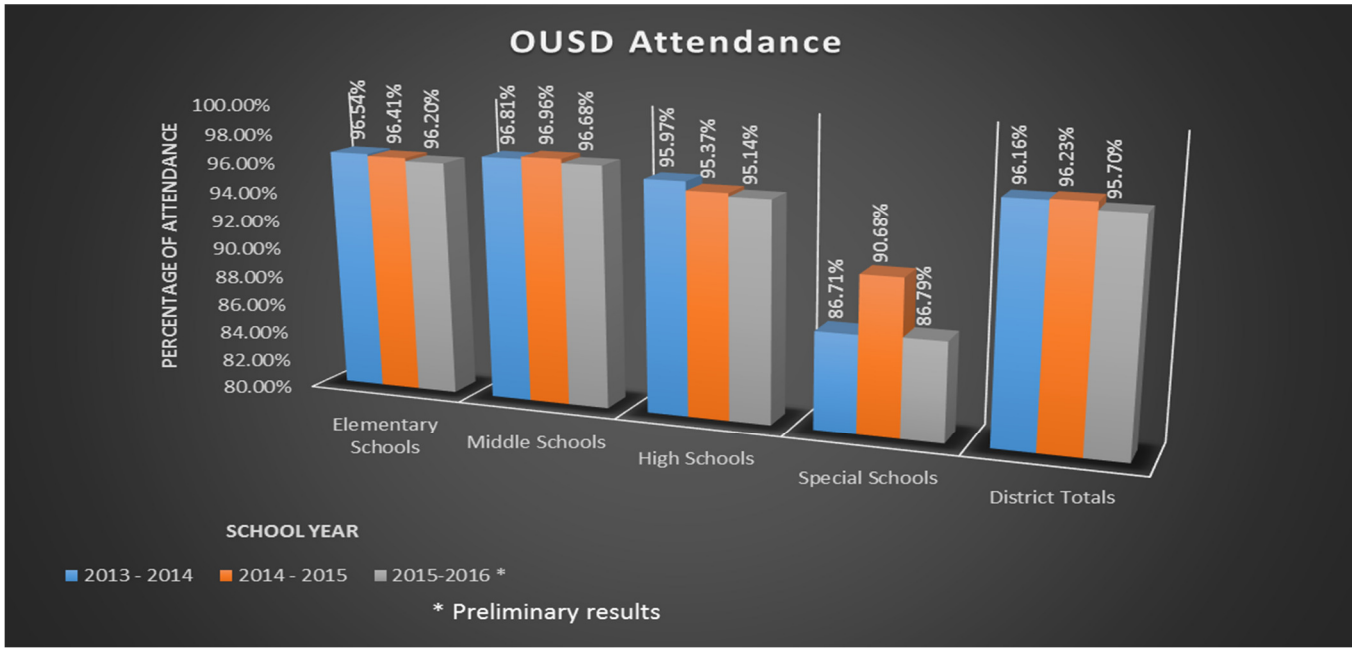


Villa Park - AP Score Distribution



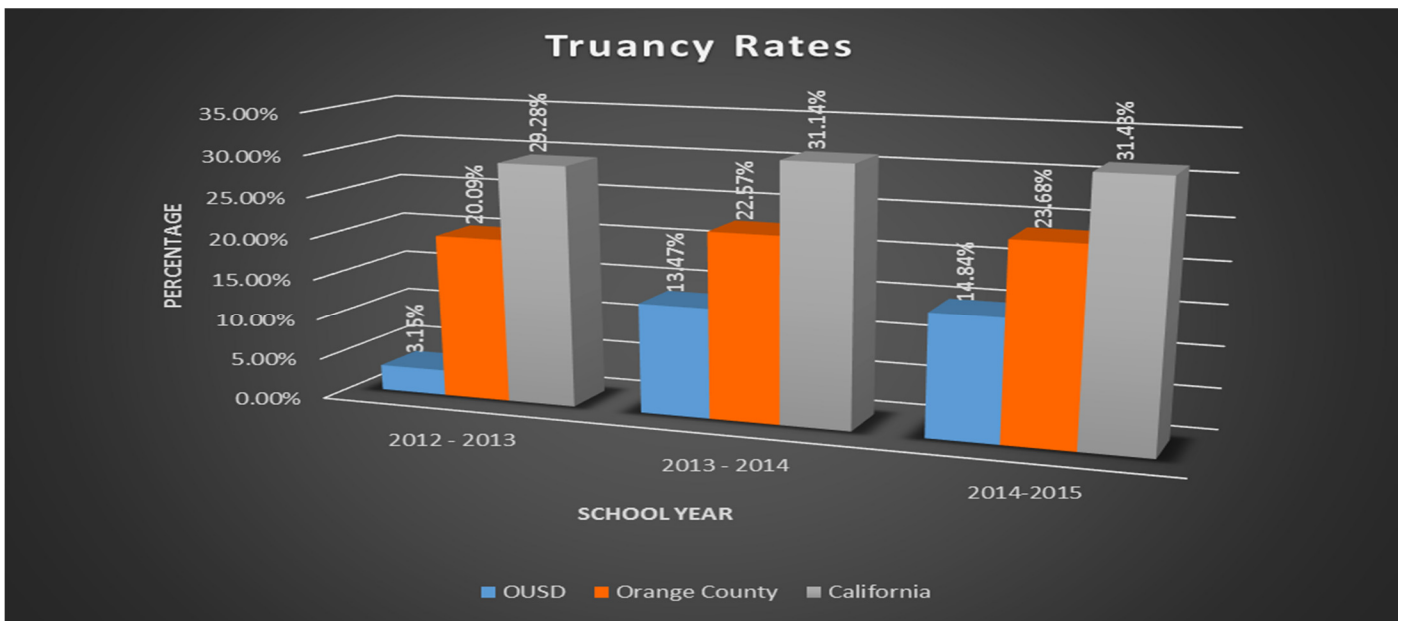
Attendance Rates

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 trancies (EC 48200). The graph below shows three years' worth of OUSD Average student attendance by grade band.



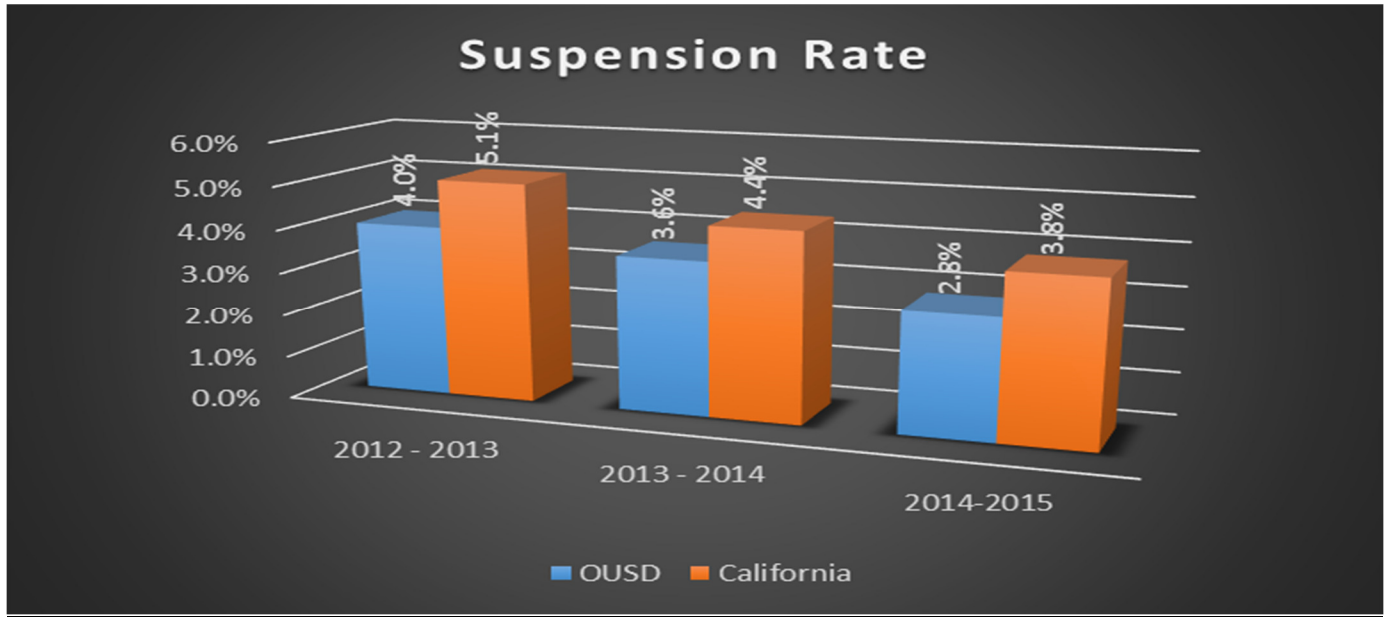
Truancy Rates

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."

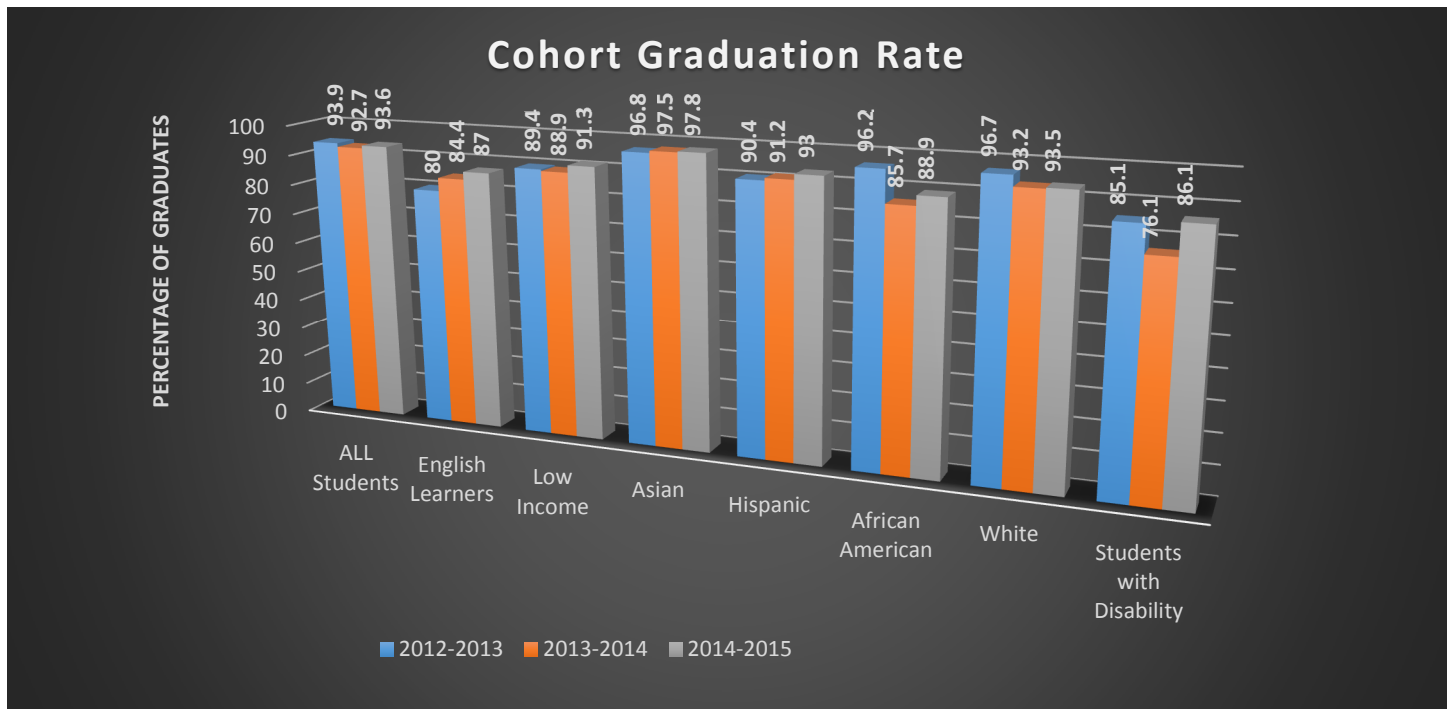


Suspension Rates

This report provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended.



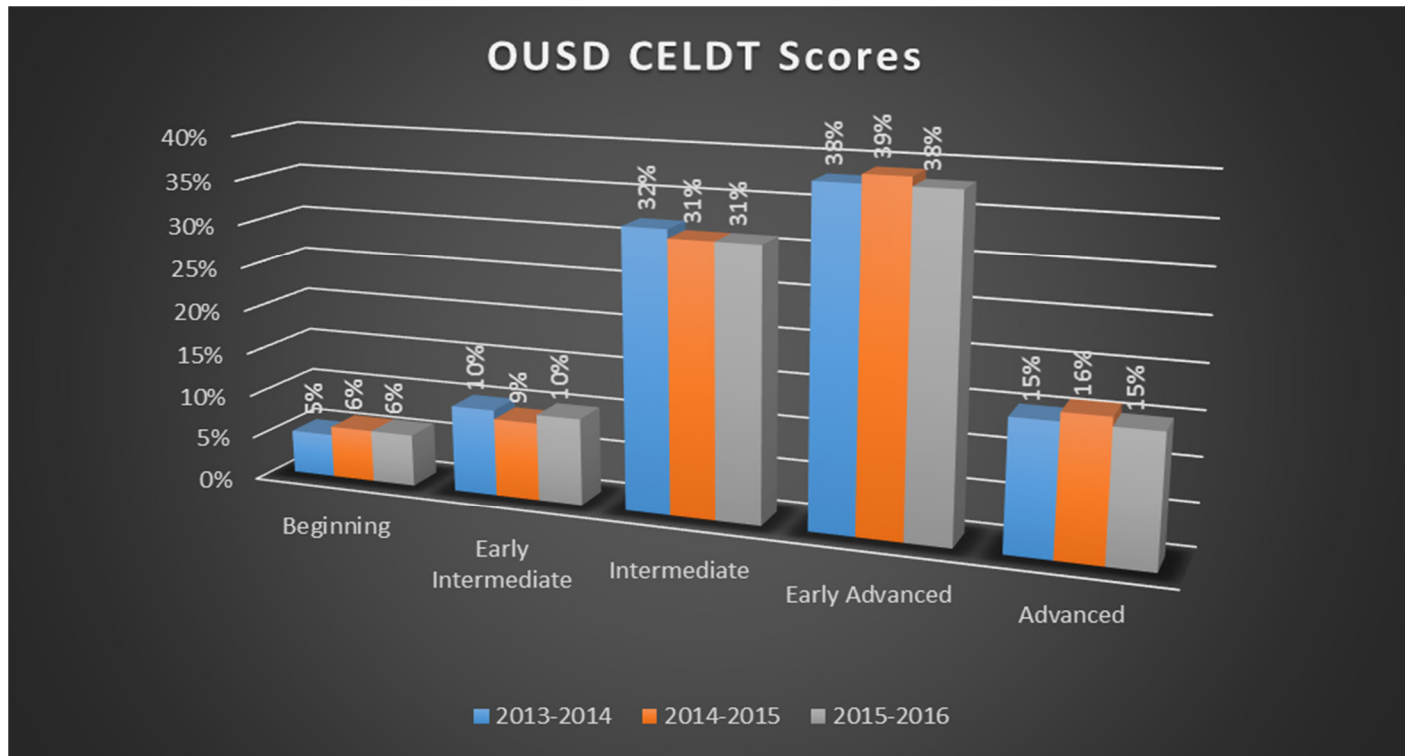
Graduation Rate



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 100 additional students. Reclassifying students provides them greater opportunity to access curriculum at or above grade level.

OUSD Reclassification Numbers

