

Glossary for Tier I Indicators

Indicator	Definition
<p>A-G Requirements</p>	<p>The sequence of 15 courses required for UC/CSU admissions is known as the “a-g” requirements. The number of twelfth grade graduates, for the year identified, completing all the courses required for UC and/or CSU entrance requirements with a grade of "C" or better are UC-/CSU-eligible graduates. Courses approved by the University of California to satisfy the “a-g” subject matter requirements must contain rigorous subject matter content as well as be academically challenging to ensure that the student attains essential critical thinking and study skills.</p>
<p>Advanced Placement (AP)</p>	<p>The Advanced Placement (AP) program allows high school students to complete college-level course work. Colleges participating in the program may grant college credit or appropriate placement to students who pass the AP examination. Each AP Exam is given an overall grade of 1, 2, 3, 4, or 5, with 5 indicating a student who is extremely well qualified to receive college credit and/or advanced placement based on an AP Exam grade.</p>
<p>API – Academic Performance Index</p>	<p>The API is a state requirement under the Public Schools Accountability Act (PSAA) of 1999. The API is a single number that ranges from 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. The complete explanation of all API criteria is available on the CDE Website at http://www.cde.ca.gov/ta/ac/ap/.</p>
<p>AYP – Adequate Yearly Progress</p>	<p>AYP is a requirement under the federal No Child Left Behind (NCLB) Act of 2001. Under the NCLB criteria, schools and local educational agencies (i.e., school districts, county offices of education, and independent charters) must annually meet or exceed specified criteria in order to make AYP. The goal is to have 100% of students meet proficiency by 2013-14. A complete explanation of all AYP criteria is available on the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.</p>
<p>California Basic Educational Data System (CBEDS)</p>	<p>The California Basic Educational Data System is an annual data collection, distributed in October, that is used by the California Department of Education (CDE) to collect the following categories of data from California public schools (K-12): enrollment, graduates, dropouts, vocational education, alternative education, adult education, course enrollment, classified staff, certificated staff, technology, teacher shortage, and demand. Three separate forms are used to collect these data: the County/District Information Form (CDIF), the School Information Form (SIF), and the Professional Assignment Information Form (PAIF).</p>

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<p>CAHSEE – California High School Exit Examination</p>	<p>The CAHSEE, authorized by state law, is a standards-based test in English-language arts (ELA) and mathematics that students must pass in order to receive a high school diploma. The primary purpose of the California High School Exit Examination (CAHSEE) is to significantly improve student achievement in public high schools and to ensure that students who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE passing score for ELA and math is 350.</p>
<p>CELDT—California English Language Development Test</p>	<p>Federal and state laws require a state test that school districts must give to students whose home language is not English. This test is called the California English Language Development Test (CELDT). The CELDT covers listening, speaking, reading, and writing skills. There are five levels of English proficiency a student can achieve: beginning, early intermediate, intermediate, early advanced, and advanced.</p>
<p>Certificated Staff Attendance</p>	<p>Certificated teacher attendance in classroom is calculated using the formula:</p> $\frac{\text{Sum of attendance days per year of all certificated teachers}}{\text{Total number of certificated teachers in classroom}}$
<p>CSTs – California Standards Tests</p>	<p>The CSTs are the primary component of the Standardized Testing and Reporting (STAR) Program. These tests were developed exclusively for California’s public schools to determine how well students are achieving state-adopted content standards in English-language arts, mathematics, history-social science, and science. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). The goal is to have 100% of students scoring at the proficient and advanced levels.</p>
<p>Dropout Rate</p>	<p>Dropout rates are calculated from data reported for grades nine through twelve. The California Department of Education uses the annual (one-year) dropout rate, which is essentially the same as the event dropout rate that is used by the National Center for Education Statistics (NCES) when comparing states and districts, and a four-year derived rate.</p> <p>By using dropout and enrollment counts from the same year, the annual dropout rate is calculated by dividing the number of dropouts in grades nine through twelve by the total enrollment in those grades. The formulas for both rates are as follows:</p>

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1 Year Rate Formula: The number of dropouts from grades nine through twelve divided by grades nine through twelve enrollment multiplied by 100.

Example: $8/400 \times 100 = 2.0$

Four-Year Derived Rate Formula: $(1 - (1 - \text{dropouts from grade nine} / \text{enrollment in grade nine}) \times (1 - \text{dropouts from grade ten} / \text{enrollment in grade ten}) \times (1 - \text{dropouts from grade eleven} / \text{enrollment in grade eleven}) \times (1 - \text{dropouts from grade twelve} / \text{enrollment in grade twelve})) \times 100 = \text{rate}$

Example: $(1 - (1 - 2/41) \times (1 - 1/20) \times (1 - 1/9) \times (1 - 1/11)) \times 100 = 27.0$

The CDE defines a dropout for the October 2007 CBEDS data collection as a person who meets the following criteria:

- Was enrolled in grades 7, 8, 9, 10, 11, or 12 at some time during the 2006-07 school year AND left school prior to completing the 2006-07 school year

OR

- Successfully completed the 2005-06 school year but did not begin attending the next grade (7, 8, 9, 10, 11, or 12) in the school to which he or she was assigned or in which he or she had pre-registered or was expected to attend during the 2006-07 school year

AND

- Is not enrolled and attending school as of Information Day, 2007

Exclusionary Conditions

The student is not a dropout if he or she meets any of the conditions noted below:

- The student has transferred to and is attending another public or private educational institution leading toward a high school diploma or its equivalent. This definition does not include adult education programs. See “Transfers to Adult Education Programs” for further explanation.
- The student has received a high school diploma or its equivalent (GED, CHSPE, or adult education high school diploma program).
- The student has transferred to and is attending a college offering a baccalaureate or associate’s program.
- The student has moved out of the United States.
- The student has a temporary school-recognized absence due to suspension or illness.
- The school has verified that the student is planning to enroll late (e.g., extended family vacation, seasonal work).
- The student has died.

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<p>English Learner Redesignation as FEP</p>	<p>English Learners (ELs) are reclassified as fluent English proficient (FEP) when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular instructional program and make academic progress at the same level as that of students of the same age or grade whose primary language is English. In reclassifying ELs as FEP, multiple measures/information are used including assessment results on the California English Language Development Test (CELDT), California Standards Test (CST) in English Language Arts and teacher evaluation of curriculum mastery.</p>
<p>Expulsion Rate</p>	<p>Expulsion is defined as removal of a student from a school district for a designated period of time for a violation of Ed Code 48900. Such removal requires board action. Removal of a student is generally from the date of board action through the following school semester. Mandatory expulsion circumstances require a student to be removed from a district for one calendar year. Students removed from a school district due to expulsion are referred to an appropriate educational program operated by the school district or Los Angeles County Office of Education. Data reported are the number of expulsions (i.e., the total number of incidents that result in expulsion). The rate of expulsions is the total number of incidents divided by the district's total enrollment as reported by CBEDS for the given year.</p>
<p>Graduation Rate</p>	<p>A high school graduate is an individual who received a diploma since the last CBEDS by meeting all high school graduation requirements reported in the graduation requirement (including passing the CAHSEE).</p> <p>The graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.</p> <p>*Graduation Rate Formula is based on the NCES definition:</p> $\frac{\text{Number of Graduates (Year 4)}}{\text{Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)}}$ <hr/> <p>Data Sources:</p> <p>Dropouts Gr.9 (02-03) - CBEDS October 2003 Dropouts Gr.10 (03-04) - CBEDS October 2004 Dropouts Gr.11 (04-05) - CBEDS October 2005 Dropouts Gr.12 (05-06) - CBEDS October 2006 Grade 12 Graduates (05-06) - CBEDS October 2006</p>

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<p>IB – International Baccalaureate</p>	<p>The IB is an internationally recognized high school diploma. All IB diploma candidates are required to engage in the study of languages, sciences, mathematics, and humanities in the final two years of high school. Universities may grant college credit or appropriate placement to students who pass the IB examination. IB scores range from 1 to 7 and a score of 4 or higher is considered as passing score. Students earning a total of 24 points from 6 IB exams are eligible to receive an IB diploma.</p>
<p>Organizational Assessment</p>	<p>Developed by the Stupski Foundation, Organizational Assessment (OA) is designed to measure a district’s progress toward the goals of its reform initiatives. The findings of organizational assessments on 7 components provide valuable information which can be used to refine and improve strategies in response to feedback from a variety of stakeholders. Specifically, the purpose of organizational assessment is to:</p> <ul style="list-style-type: none"> • Assess the performance of districts from a systems perspective. • Provide the districts with a written report highlighting strengths and opportunities for improvements to support their work and a continuous improvement journey. • Provide a rigorous, objective, external view of the organization. • Assess district progress towards achieving seven identified core components and provide a diagnosis of the areas needing additional attention. <p>The findings of the OA are reported using a 6-point rubric score ranging from 0 (No Evidence) to 5 (Sustained Results).</p>
<p>Physical Fitness Test</p>	<p>The law requires that students in grades 5, 7 and 9 take the physical performance test designated by the State Board of Education called Fitnessgram. The Fitnessgram assesses six major fitness areas that include aerobic capacity (cardiovascular endurance), body composition (percent of body fat), abdominal strength and endurance, trunk strength and flexibility, upper body strength and endurance, and overall flexibility. Results are reported according to standards that have been established for each area of the test, and students are evaluated using standards appropriate for their age and gender.</p>
<p>SAT– Scholastic Assessment Test</p>	<p>The SAT is the independent, standardized measure of a student's college readiness assessing critical thinking, reasoning, and writing skills that students have developed over time. Each section of the SAT is scored on a scale of 200-800. The SAT is typically taken by high school juniors and seniors.</p>

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<p>STAR – Standardized Testing and Reporting Program</p>	<p>Authorized by law, the STAR Program is administered annually to measure how well California public school students in grades two through eleven are learning the knowledge and skills of the state content standards for English-language arts, mathematics, history-social science, and science. The STAR Program for 2007 has five components:</p> <ul style="list-style-type: none"> ▫ California Standards Tests (CSTs) ▫ California Alternate Performance Assessment (CAPA) ▫ California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) ▫ Standards-based Tests in Spanish (STS) ▫ Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3)
<p>STAR Writing</p>	<p>The California Writing Standards Tests address state Writing Applications content standards for grades four and seven. The writing test in each of these grades may address any of the writing types identified as appropriate for testing at that grade level. Each student response is evaluated and assigned a score ranging from one to four.</p>
<p>Suspension Rate</p>	<p>Suspension is defined as the removal of a student from a school campus for one to five days for a violation of California Ed Code 48900. Data reported are the number of suspensions (i.e., the total number of incidents that result in a suspension). The rate of suspensions is the total number of incidents divided by the school’s total enrollment as reported by CBEDS for the given year.</p>