

San Diego Unified School District
Evaluation Services Department

Report to the Superintendent
November 8, 1979

SUMMARY REPORT
OF CALIFORNIA ASSESSMENT PROGRAM RESULTS
GRADES 3, 6, 12
1978-79

Results of the California Assessment Program (CAP) have been received by the district and are being made public today. This is the program mandated by the state legislature to assess achievement in the basic skills in context with socioeconomic background information.

Description of the California Assessment Program

The CAP is a testing program based on the California curriculum framework. It uses a matrix sampling procedure, such that each student takes one of several short forms of the test. This keeps testing time to a minimum and greatly increases the number of questions and their associated instructional objectives that can be covered. The nature of the matrix sampling procedure makes individual pupil scores unavailable, and so results are reported only for schools and districts.

The grades, subject areas, dates tested, and number of forms are as follows:

<u>Grade</u>	<u>Content Area</u>	<u>Date</u>	<u>No. of Forms</u>
3	Reading	May, 1979	10
6	Reading, Written Expression, Spelling, Mathematics	April, 1979	16
12	Reading, Written Expression, Spelling, Mathematics	December, 1978	18

The results are summarized in the attached displays. Exhibit I is based on the average percent of items correct in the district compared to that of the state derived from 1978-79 test data. The columns on the left show that, at every grade tested, the average in San Diego City Schools is above the state in terms of mean percent of items correct. The column on the right indicates that on all tests, anywhere from 52 to 58 percent of district pupils are performing above the median pupil in the state.

The trends between the district and the state over a four-year period for each of the grades and basic skills tested are displayed in the next several exhibits. Exhibit II plots the trend for Grade 3 Reading. While the state shows a gradual improvement over the four years, the district shows marked improvement for the two middle years, with a decline this past year. Behind both of these observations is the fact that the two years of improvement coincide with the district's

initial emphasis on curriculum framework awareness and the importance of time-on-task. The subsequent decline may reflect a relaxing of attention where these key variables are concerned. A third factor which appears in the district summary labeled Exhibit IX shows that for the last four years the district's entry level performance in the fall of Grade 1 has declined slightly each year. This indicates that the background and reading readiness skills of children entering our system are at a somewhat lower level each year. Other things being equal, one would expect a corresponding decline throughout the subsequent grades. The district is committed to offset this likelihood by its attention to direct instruction and further development of the time-on-task approach in the classroom. The same section of Exhibit IX also indicates an increase of "Percent LES/NES Pupils," i.e., students who are either limited English or Non-English speaking. This is a fourth factor that is associated with lower performance on the CAP.

Exhibits III and IV portray the same trends at Grade 6 for the four basic content areas tested. A look at Exhibit IV indicates these trends graphically. While the district trend lines are higher than the baseline year of 1976-77 and remain consistently above those for the state, the last two years generally have turned downward, perhaps for reasons related to those proposed for Grade 3.

While the results on the California Assessment Program have declined, the performance of the same district students on the Comprehensive Tests of Basic Skills (CTBS) is essentially stable over the same time period. The table below, taken from the report to the Board of Education last May, summarizes this stability in terms of average percentile ranks on national pupil norms.

Comprehensive Tests of Basic Skills - Grade 6

	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>
Vocabulary	57	57	60
Reading Comprehension	53	56	56
Spelling	48	48	44
Language	51	51	51
Mathematics Computation	56	59	56
Mathematics Concepts	57	57	57
Mathematics Applications	54	54	54

Exhibits V and VI present the information for Grade 12 on the California Assessment Program. A glance at Exhibit VI summarizes the performance of the district's seniors over the last four years. The state trends represented by the broken line graph is downward in reading, with slight improvement in the last two years for Written Expression, Spelling, and Mathematics. The performance of the district's Grade 12 students has fluctuated up and down over this period of time, with an across-the-board improvement during 1978-79.

Exhibit VII presents the results for the eight largest urban school districts in California. The scores on each of the tests administered in Grades 3, 6,

and 12 are the smaller numbers at the bottom of each cell. The ranks among the eight districts are the larger numbers above each of the scores, where 1 is high and 8 is low. The same procedure also is used to compare the districts on their respective background factors, such that a rank of 1 corresponds to factors generally associated with higher achievement (e.g., the highest score on the Entry Level Test and the smallest percentage of AFDC recipients), and a rank of 8 with lower achievement (e.g., the lowest score on the Entry Level Test and the largest percentage of AFDC recipients).

It is clear that, among these eight districts, San Diego generally ranks second in achievement and third on background factors, suggesting that we are performing somewhat better than our background factors would predict.

Exhibit VIII compares San Diego to five other urban districts whose background factors are similar. San Diego's achievement now ranks between a 2 and a 3 while its background factors rank fourth. Again, given its particular background characteristics, our district appears to be performing better than ordinarily would be expected. While this is no cause for complacency, it is a meaningful relationship to keep in perspective.

Exhibit IX is a reproduction of the Profile of School District Performance out of the state report. The information in Box A shows the district's percent of items correct at each grade level for the tests administered and the comparison score bands based on the various background factors displayed in Box B. Note that, by the state's calculations, the district is performing within expectancy at all levels except for twelfth grade Mathematics which is above expectancy. Box B contains the values for the various background factors used to develop the comparison score bands. Box C summarizes the district's performance, adjusted for Non-English speaking students, for the last four years. And Box D includes a listing of additional background factors, although the minority information is carried over from 1977-78.

Finally, in spite of the fact that the elementary schools as a whole showed a decline in 1978-79 over the previous year, more elementary schools actually improved their scores between the two years than registered declines. For instance, in Reading at Grade 3, 65 schools performed as well or better than the previous year while 52 declined; for Reading at Grade 6, 61 schools performed as well or better than the previous year while 51 declined. Where declines did occur, they tended to be larger than the gains leading to the overall drop in the average percent of items correct.

Exhibit I

CALIFORNIA ASSESSMENT PROGRAM
STATISTICAL CHARACTERISTICS OF DISTRICT RESULTS AS CONTRASTED TO STATEWIDE DATA
1978-79

MEAN PERCENT OF ITEMS CORRECT FOR STATE AND DISTRICT

	Content Area	Mean Percent of Items Correct		Difference Between State and District Percent Correct*
		State	District	
GRADE 12	Reading	63.2	65.2	+ 2.0
	Written Expression	62.4	64.2	+ 1.8
	Spelling	68.4	70.0	+ 1.6
	Mathematics	66.5	69.9	+ 3.4
GRADE 6	Reading	66.8	67.9	+ 1.1
	Written Expression	64.6	65.8	+ 1.2
	Spelling	64.5	65.1	+ .6
	Mathematics	59.0	60.6	+ 1.6
GRADE 3	Reading	82.4	83.1	+ .7

DISTRICT PUPILS ABOVE AVERAGE

Percent of District Students Above State Median Pupil	
GRADE 12	54%
	53%
	52%
	58%
GRADE 6	52%
	53%
	52%
	54%
GRADE 3	52%

*A plus (+) value indicates the district's mean percent of items correct is greater than the State's mean percent. A minus (-) value indicates the opposite.

Exhibit II
CALIFORNIA ASSESSMENT PROGRAM
MEAN PERCENT OF ITEMS CORRECT
FOR STATE AND DISTRICT, 1975-76 THROUGH 1978-79
GRADE 3 READING

CONTENT AREA	SCHOOL YEAR	PERCENT OF ITEMS CORRECT		DIFFERENCE BETWEEN STATE AND DISTRICT PERCENT OF ITEMS CORRECT
		STATE	DISTRICT	
READING	1975-76	81.4	82.4	+ 1.0 percent
	1976-77	81.7	83.7	+ 2.0 percent
	1977-78	82.2	84.0	+ 1.8 percent
	1978-79	82.4	83.1	+ .7 percent

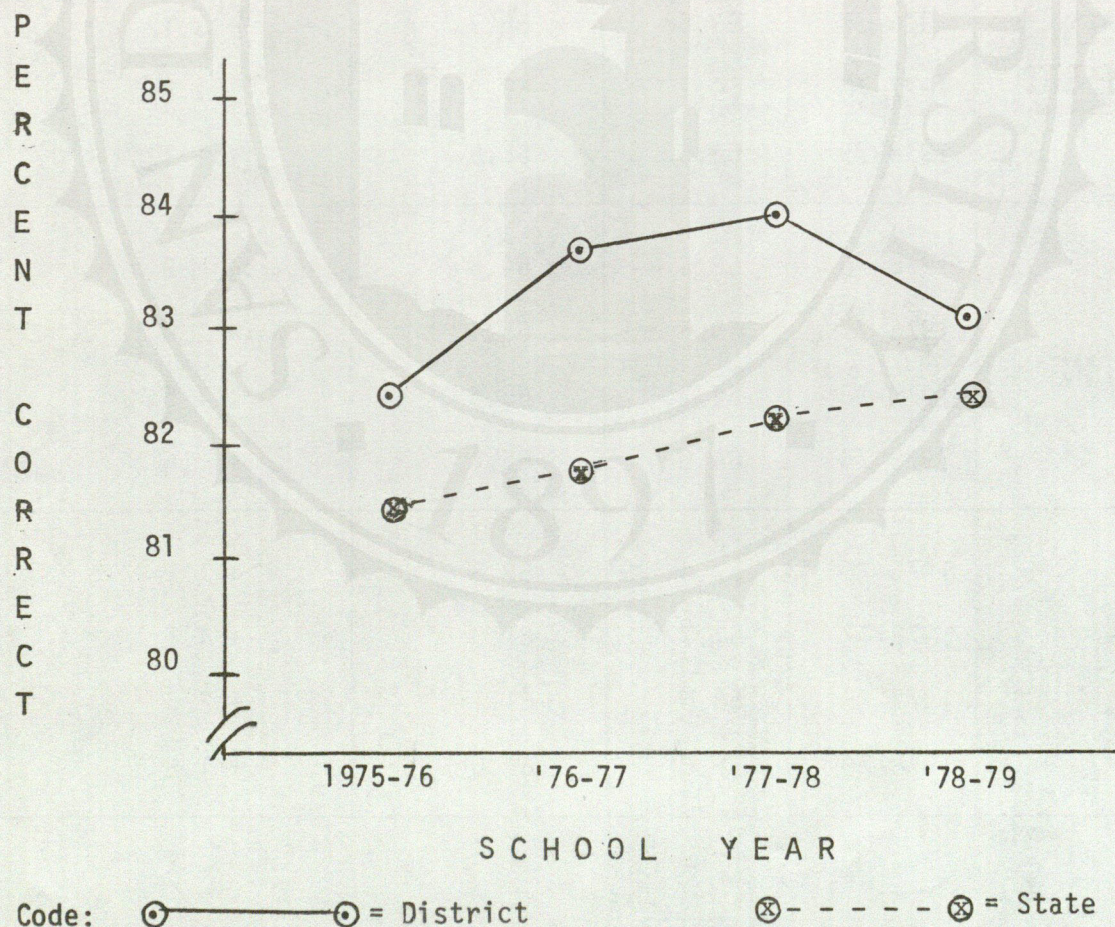
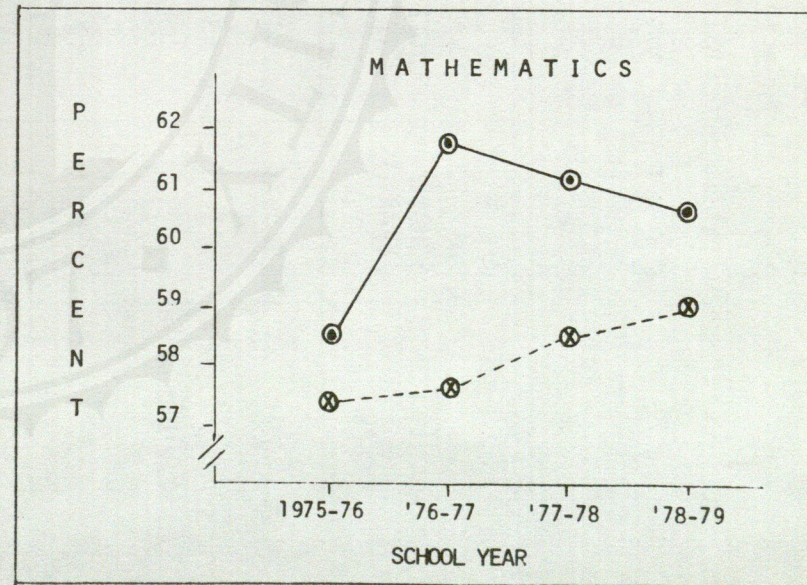
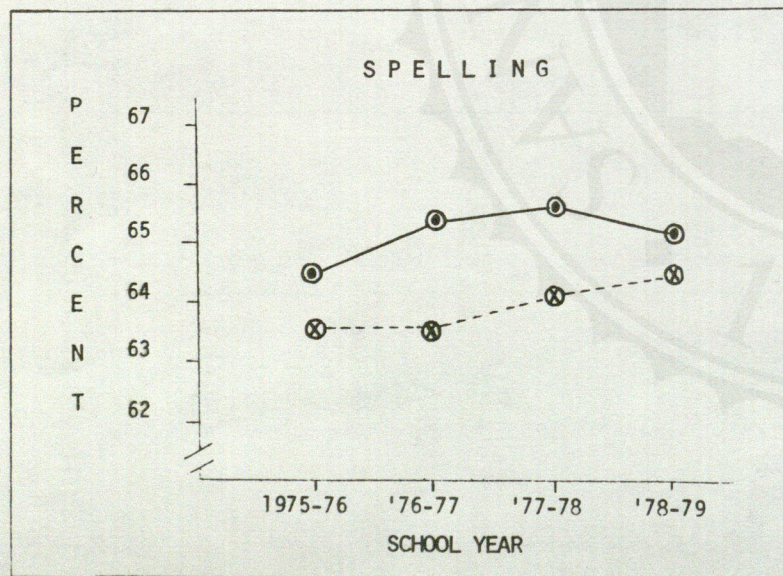
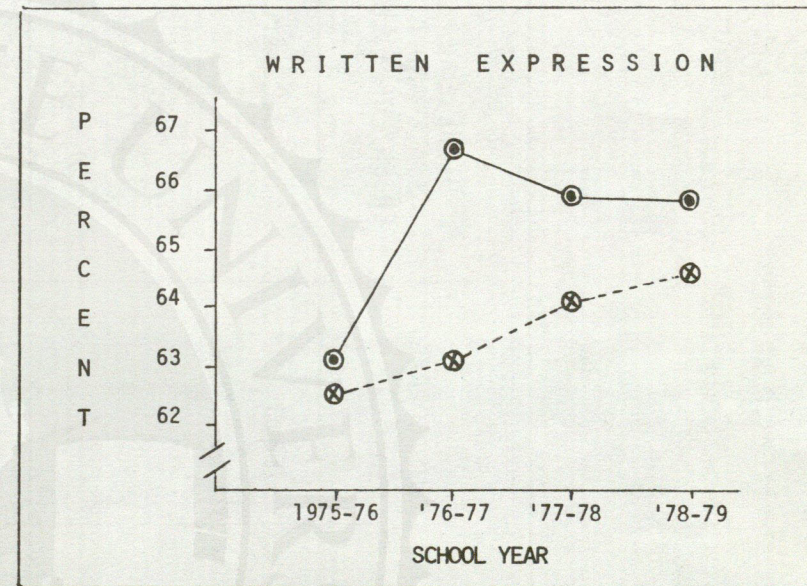
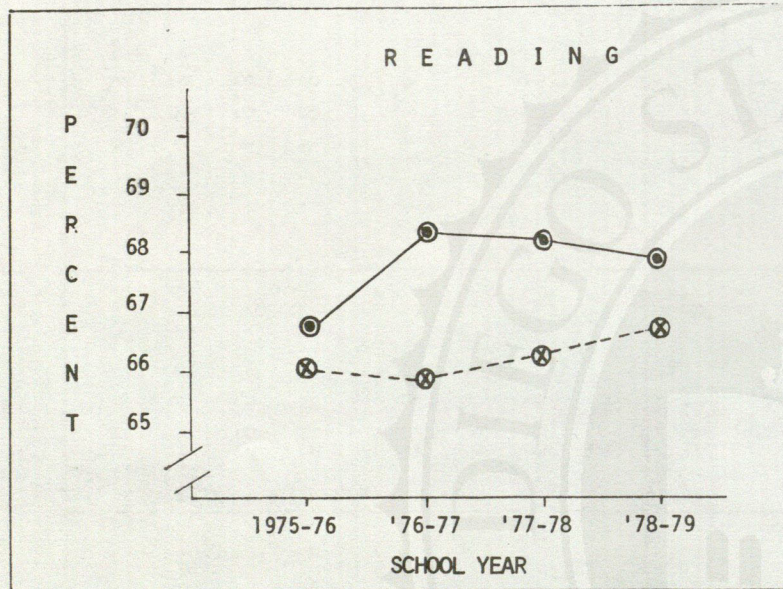


Exhibit III
 CALIFORNIA ASSESSMENT PROGRAM
 MEAN PERCENT OF ITEMS CORRECT
 FOR STATE AND DISTRICT, 1975-76 THROUGH 1978-79
 GRADE 6 BASIC SKILLS

CONTENT AREA	SCHOOL YEAR	PERCENT OF ITEMS CORRECT		DIFFERENCE BETWEEN STATE AND DISTRICT PERCENT OF ITEMS CORRECT
READING	1975-76	66.1	66.7	+ .6 percent
	1976-77	65.9	68.4	+ 2.5
	1977-78	66.3	68.3	+ 2.0
	1978-79	66.8	67.9	+ 1.1
WRITTEN EXPRESSION	1975-76	62.5	63.1	+ .6
	1976-77	63.6	66.7	+ 3.1
	1977-78	64.1	65.9	+ 1.8
	1978-79	64.6	65.8	+ 1.2
SPELLING	1975-76	63.6	64.5	+ .9
	1976-77	63.6	65.4	+ 1.8
	1977-78	64.1	65.6	+ 1.5
	1978-79	64.5	65.1	+ .6
MATHEMATICS	1975-76	57.4	58.5	+ 1.1
	1976-77	57.7	61.8	+ 4.1
	1977-78	58.5	61.1	+ 2.6
	1978-79	59.0	60.6	+ 1.6

Exhibit IV

DISPLAY OF STATE AND DISTRICT PERCENTS OF ITEMS CORRECT 1975 - 76 THROUGH 1978 - 79 GRADE 6 BASIC SKILLS



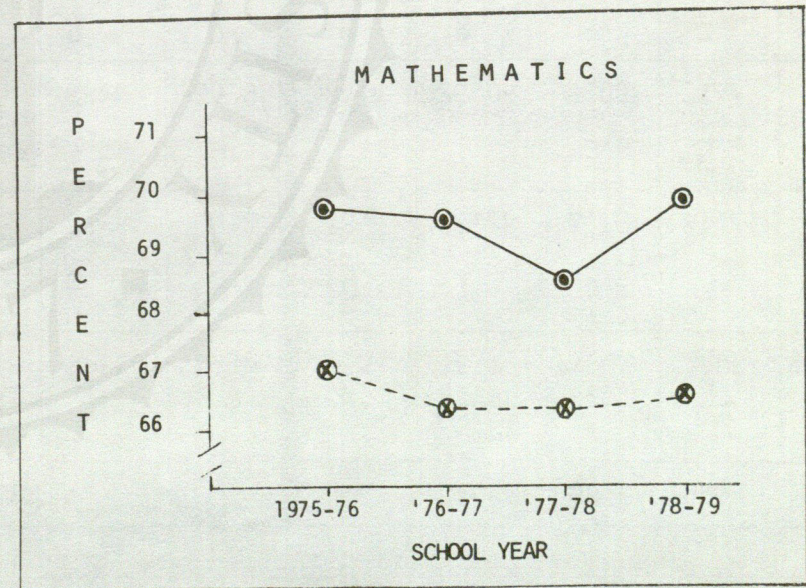
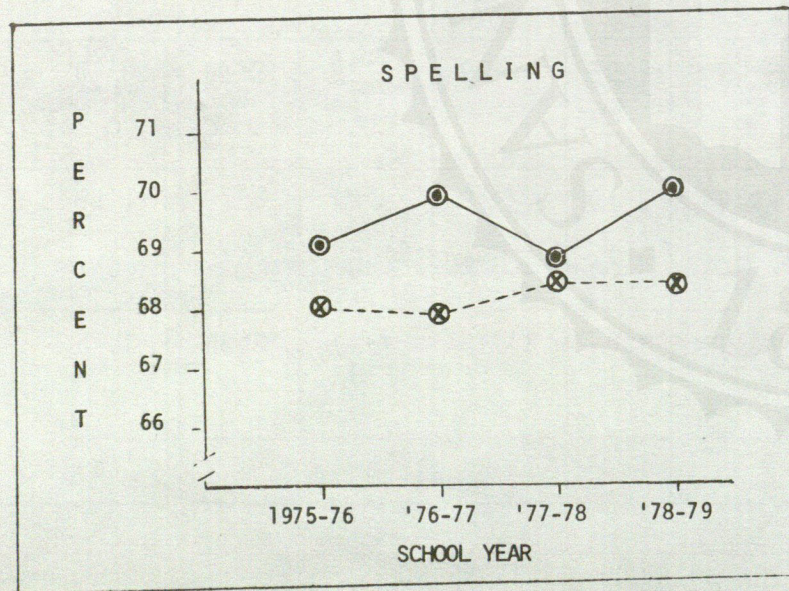
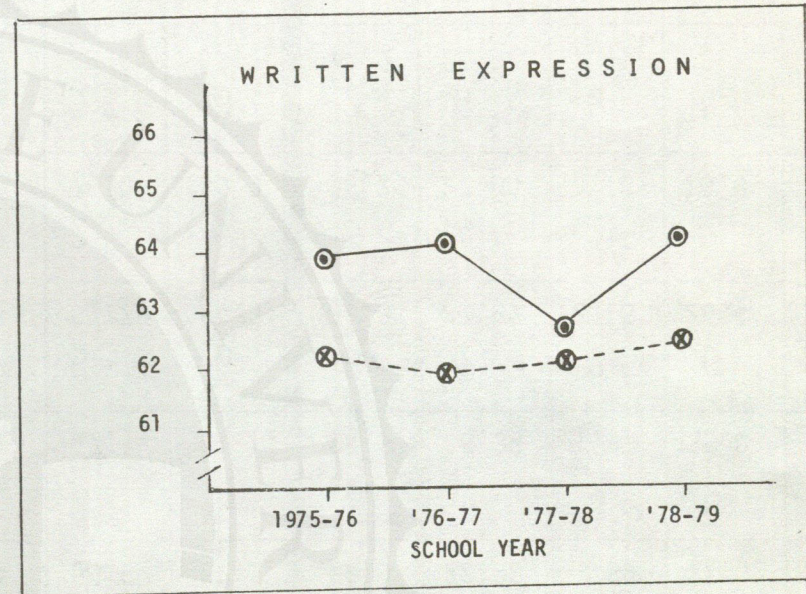
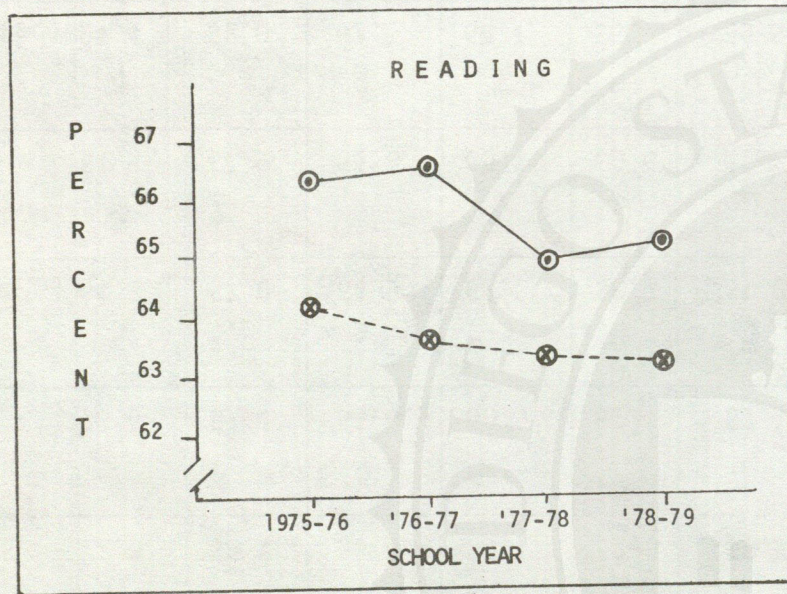
CODE: —●— = District - - - x - - - = State

Exhibit V
 CALIFORNIA ASSESSMENT PROGRAM
 MEAN PERCENT OF ITEMS CORRECT
 FOR STATE AND DISTRICT, 1975-76 THROUGH 1978-79
 GRADE 12 BASIC SKILLS

CONTENT AREA	SCHOOL YEAR	PERCENT OF STATE	PERCENT OF ITEMS CORRECT DISTRICT	DIFFERENCE BETWEEN STATE AND DISTRICT PERCENT OF ITEMS CORRECT
READING	1975-76	64.1	66.3	+ 2.2 percent
	1976-77	63.6	66.5	+ 2.9
	1977-78	63.3	64.9	+ 1.6
	1978-79	63.2	65.2	+ 2.0
WRITTEN EXPRESSION	1975-76	62.3	63.9	+ 1.6
	1976-77	61.9	64.1	+ 2.2
	1977-78	62.1	62.7	+ .6
	1978-79	62.4	64.2	+ 1.8
SPELLING	1975-76	68.0	69.0	+ 1.0
	1976-77	67.9	69.9	+ 2.0
	1977-78	68.4	68.8	+ .4
	1978-79	68.4	70.0	+ 1.6
MATHEMATICS	1975-76	67.0	69.8	+ 2.8
	1976-77	66.3	69.6	+ 3.3
	1977-78	66.3	68.5	+ 2.2
	1978-79	66.5	69.9	+ 3.4

Exhibit VI

DISPLAY OF STATE AND DISTRICT PERCENTS OF ITEMS CORRECT 1975 - 76 THROUGH 1978 - 79 GRADE 12 BASIC SKILLS



CODE: ● — ● = District

⊗ - - - ⊗ = State

Exhibit VII

A COMPARISON OF THE MEMBERS OF THE ASSOCIATION OF CALIFORNIA URBAN SCHOOL DISTRICTS ("BIG EIGHT")
ON SELECTED AREAS OF THE CALIFORNIA ASSESSMENT PROGRAM

DISTRICT	GR. 3	GRADE 6				GRADE 12				BACKGROUND FACTORS				
	READ.	READ.	WRIT. EXPR.	SPELL.	MATH.	READ.	WRIT. EXPR.	SPELL.	MATH.	% MIN.	ENTRY LEVEL TEST	SES INDEX	% AFDC	% LES/NES
Fresno	2 85.1	3.5 67.0	4 63.5	4 64.2	2 61.2	4 62.4	4 61.0	6 67.5	5 66.2	4 38.4	1 28.26	4 2.13	3 21.2	2 4.8
Long Beach	6 81.2	5 64.3	5 62.7	6 62.7	6 56.3	3 63.5	3 62.6	3.5 68.6	4 66.9	2 34.4	7 25.06	5 2.06	5 24.7	5 7.6
Los Angeles	8 72.3	7 58.4	7 55.4	8 59.1	8 52.0	6.5 59.5	7 58.4	8 65.9	7 62.2	6 66.4	8 22.92	7 1.89	7 27.3	8 24.2
Oakland	7 76.6	8 57.4	8 55.0	7 60.5	7 52.1	8 57.1	8 56.4	7 67.4	8 61.1	8 84.6	5 26.38	8 1.87	8 39.8	3 6.6
Sacramento	5 84.3	3.5 67.0	3 64.9	3 64.8	4 58.7	5 61.2	5 60.6	5 67.7	6 64.3	5 49.8	2 27.89	2.5 2.18	6 26.4	1 3.2
SAN DIEGO	3 84.5	2 67.9	2 65.8	2 65.1	3 60.6	2 65.2	2 64.2	2 70.0	1 69.9	3 36.2	4 27.00	2.5 2.18	2 15.9	4 6.8
San Francisco	4 84.4	6 62.0	6 62.5	5 64.1	5 56.7	6.5 59.5	6 59.7	3.5 68.6	3 67.3	7 77.9	6 25.92	6 1.91	4 22.1	7 13.9
San Jose	1 85.2	1 70.8	1 68.6	1 66.9	1 62.2	1 66.1	1 65.9	1 70.5	2 67.8	1 32.6	3 27.57	1 2.38	1 11.3	6 8.1

Note: Small numbers are percent of items correct for the achievement areas and similar raw score information for the background factors. Large numbers are ranks among the districts shown.

Exhibit VIII

A COMPARISON OF SIX URBAN DISTRICTS IN CALIFORNIA HAVING SIMILAR BACKGROUND FACTORS ON SELECTED AREAS OF THE CALIFORNIA ASSESSMENT PROGRAM

DISTRICT	GR. 3	GRADE 6				GRADE 12				BACKGROUND FACTORS				
	READ.	READ.	WRIT EXPR.	SPELL.	MATH.	READ.	WRIT. EXPR.	SPELL.	MATH.	% MIN.	ENTRY LEVEL TEST	SES INDEX	% AFDC	% LES/NES
ABC	3.5 84.5	3 67.5	2 66.3	2 65.9	4 59.8	5.5 62.4	5 62.3	5 67.9	6 65.7	1 27.8	5 26.97	2 2.29	1 8.5	6 8.6
Fresno	2 85.1	4 67.0	5 63.5	5 64.2	2 61.2	5.5 62.4	6 61.0	6 67.5	5 66.2	6 38.4	1 28.26	5 2.13	5 21.2	2 4.8
Long Beach	6 81.2	6 64.3	6 62.7	6 62.7	6 56.3	4 63.5	4 62.6	3.5 68.6	3 66.9	4 34.4	6 25.06	6 2.06	6 24.7	4 7.6
Riverside	5 82.1	5 65.9	4 64.1	4 64.6	5 57.9	3 64.7	3 63.2	3.5 68.6	4 66.3	2 28.6	3 27.23	3 2.24	3 14.4	1 4.5
SAN DIEGO	3.5 84.5	2 67.9	3 65.8	3 65.1	3 60.6	2 65.2	2 64.2	2 70.0	1 69.9	5 36.2	4 27.00	4 2.18	4 15.9	3 6.8
San Jose	1 85.2	1 70.8	1 68.6	1 66.9	1 62.2	1 66.1	1 65.9	1 70.5	2 67.8	3 32.6	2 27.57	1 2.38	2 11.3	5 8.1

Note: Small numbers are percent of items correct for the achievement areas and similar raw score information for the background factors. Large numbers are ranks among the districts shown.

PROFILE OF SCHOOL DISTRICT PERFORMANCE 1978-79

Exhibit IX

County **SAN DIEGO**

District **SAN DIEGO CITY UNIFIED**

Box A

Grade and Content Area Tested		1978-79 Scores	
		District Mean Score	Comparison Score Band
Grade 3	Reading	84.5	83.2-85.4
Grade 6	Reading	67.9	66.4-69.0
	Written Expression	65.8	64.0-67.2
	Spelling	65.1	63.8-65.8
	Mathematics	60.6	57.6-61.8
Grade 12	Reading	65.2	64.0-65.6
	Written Expression	64.2	63.0-65.2
	Spelling	70.0	68.4-70.2
	Mathematics	69.9	67.4-69.4

Year-to-Year Comparisons of District Mean Scores (Including the Score Assigned to Non-English-Speaking Pupils)			
1975-76	1976-77	1977-78	1978-79
82.4	83.7	84.0	83.1
66.4	68.1	68.3	67.2
62.9	66.4	65.9	65.2
64.3	65.2	65.6	64.6
58.3	61.5	61.1	60.0
66.3	66.5	64.9	65.2
63.9	64.1	62.7	64.2
69.0	69.9	68.8	70.0
69.8	69.6	68.5	69.9

Box C

Box B

Background Factors Used to Develop Comparison Score Bands	District Value			
	1975-76	1976-77	1977-78	1978-79
Grade 3				
Entry Level Test	27.55	27.14	27.11	27.00
Socioeconomic Index	2.17	2.17	2.14	2.18
Percent AFDC	16.9	17.0	17.4	15.9
Percent LES/NES Pupils	—	6.3	5.9	6.8
Grade 6				
Socioeconomic Index	—	—	—	2.16
Percent AFDC	15.5	16.2	15.8	14.3
Percent LES/NES Pupils	—	3.5	3.6	4.6
Grade 12				
Parent Education Index	—	—	—	3.22
Percent AFDC	10.0	5.8	9.8	8.3

Box D

Additional Background Factors (Not Used to Develop Comparison Score Bands)	District Value
Average daily attendance	112,668
Percent minority students, total	36.2
Percent American Indian or Alaskan native	0.3
Percent Asian or Pacific Islander	3.9
Percent Filipino	2.3
Percent Black, not of Hispanic origin	14.9
Percent Hispanic	14.7
Average class size, elementary	29.3
Average class size, high school	27.0
Percent student mobility	
Grade 1 to 3	60.5
Grade 4 to 6	48.8
Grade 7 to 12	37.6
Grade 6 students: Where enrolled in grade 3	
Percent this district	68.9
Percent other California district	12.5
Percent outside California	13.3
Percent outside United States	5.3