# 2010 AGT School Report

This report provides 2010 Academic Growth over Time (AGT) data. The results reported here measure your school's impact on the academic growth of students at both the school and grade levels for English Language Arts (ELA) and Math. In addition to the overall results, AGT Estimates are also provided for specific groups of students. For each student group, the AGT Estimate compares the actual achievement of students in your school to the predicted achievement of those students. All AGT results account for prior California Standards Tests (CST) score, and with the aim to make the results regarding your school's impact as fair and accurate as possible a number of demographic variables are also included in the calculation. For more information on the demographic variables, please see the last page of this report.

Report Contents

How to Read the School AGT Results
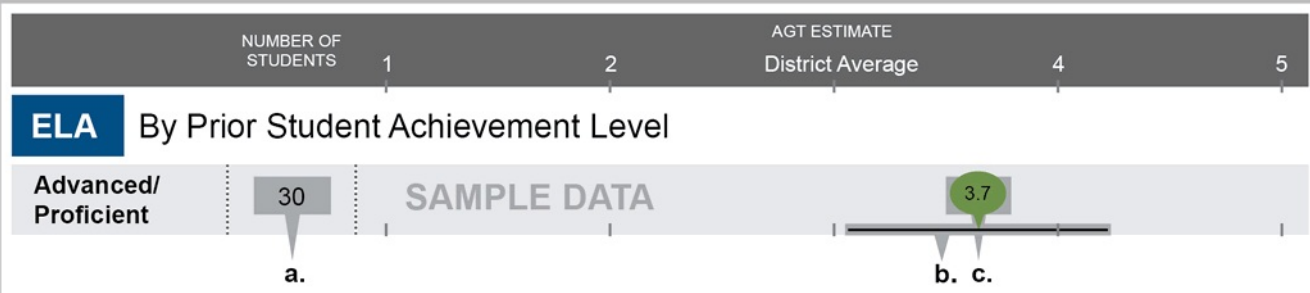
a. Number of Students: This is the number of students included in the calculation. If too few students are available for calculations, results may not reported.

b. Confidence Interval Range: The line under the bubble is the statistical confidence interval for that Estimate. We are 95% confident that the AGT results fall within the confidence interval.

c. AGT Estimate: On each line, the red, yellow, gray, green and blue bubbles include your standardized AGT Estimate between 1 through 5. The District Average has been set to 3.

Important Note: When looking at AGT Estimates it is important to consider the confidence interval around the Estimate. While the AGT Estimate is the best approximation of your AGT, it is possible that your AGT could fall anywhere along the line of the confidence interval, with the probability diminishing as you move farther from the AGT Estimate.

Blue - Far Above Predicted AGT: AGT Estimate is significantly more than 4.

Green - Above Predicted AGT: AGT Estimate is significantly above the District Average (3).

Gray - Within the range of Predicted AGT: AGT Estimate is not significantly different from the District Average (3).

Yellow - Below Predicted AGT: AGT Estimate is significantly below the District Average (3).

Red - Far Below Predicted AGT: AGT Estimate is significantly less than 2.

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Academic Growth over Time:
School-Level Results

The tables below provide School-Level AGT results for English Language Arts (ELA) and Math. Results are provided both for the past academic year and for an average of the last 3 years.

	Past Academic Year 2009-2010						3 Year Average 2007-2010					
	NUMBER OF STUDENTS	1	2	AGT ESTIMATE District Average	4	5	NUMBER OF STUDENTS	1	2	AGT ESTIMATE District Average	4	5
ELA School-Level AGT												
Overall	269			3.8			791			3.0		
MATH School-Level AGT												
Overall	269			3.5			791			3.4		

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Academic Growth over Time:
Grade-Level Results

The tables below provide Grade-Level AGT results for English Language Arts (ELA) and Math. Results are provided both for the past academic year and for an average of the last 3 years.

	Past Academic Year 2009-2010		3 Year Average 2007-2010	
	NUMBER OF STUDENTS	AGT ESTIMATE District Average	NUMBER OF STUDENTS	AGT ESTIMATE District Average

ELA Grade-Level AGT

Grade 3	90	4.3	274	4.0
Grade 4	97	3.2	265	2.1
Grade 5	82	3.7	252	3.0

MATH Grade-Level AGT

Grade 3	90	4.8	274	4.4
Grade 4	97	2.1	265	2.0
Grade 5	82	3.8	252	3.7

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Academic Growth over Time:
School-Level Results with Specific Groups of Students

The tables below provide School-Level AGT results for specific groups of students. Results are provided both for the past academic year and for an average of the last 3 years.

By Prior Student Achievement Level: Each student is placed into a group based on the student's CST score within the overall distribution of scores in the LAUSD

By ELL Status: Results are based on English Language Learner (ELL) status of students.

By SPED Status: Results are based on Special Education (SPED) status of students.

	Past Academic Year 2009-2010			3 Year Average 2007-2010		
	NUMBER OF STUDENTS	AGT ESTIMATE District Average		NUMBER OF STUDENTS	AGT ESTIMATE District Average	

ELA — By Prior Student Achievement Level

	Number of Students	AGT Estimate	Number of Students	AGT Estimate
Advanced / Proficient	67	3.9	174	3.1
Basic	90	3.6	286	2.9
Below Basic / Far Below Basic	112	3.7	331	3.1

ELA — By ELL Status

	Number of Students	AGT Estimate	Number of Students	AGT Estimate
ELL	122	3.6	364	3.0
Non-ELL	147	3.9	427	3.0

ELA — By SPED Status

	Number of Students	AGT Estimate	Number of Students	AGT Estimate
SPED	33	3.8	124	3.2
Non-SPED	236	3.7	667	3.0

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Academic Growth over Time:
School-Level Results with Specific Groups of Students

The tables below provide School-Level AGT results for specific groups of students. Results are provided both for the past academic year and for an average of the last 3 years.

By Gender: Results are based on gender of students.

By Race: Results are based on race of students.

By Free or Reduced Price Lunch Status: Results are based on Free or Reduced price Lunch (FRL) status of students.

	Past Academic Year 2009-2010		3 Year Average 2007-2010	
	NUMBER OF STUDENTS	AGT ESTIMATE District Average	NUMBER OF STUDENTS	AGT ESTIMATE District Average

ELA **By Gender**

	NUMBER OF STUDENTS	AGT ESTIMATE	NUMBER OF STUDENTS	AGT ESTIMATE
Male	93	3.8	316	3.0
Female	86	3.8	329	3.0

ELA **By Race**

	NUMBER OF STUDENTS	AGT ESTIMATE	NUMBER OF STUDENTS	AGT ESTIMATE
African American	**	Insufficient Data	11	2.9
Asian	14	3.7	33	3.0
Latino	251	3.8	743	3.0
White	**	Insufficient Data	**	Insufficient Data

ELA **By Free or Reduced Price Lunch Status**

	NUMBER OF STUDENTS	AGT ESTIMATE	NUMBER OF STUDENTS	AGT ESTIMATE
FRL	**	Insufficient Data	379	3.0
Non-FRL	**	Insufficient Data	87	3.1

Academic Growth over Time:
School-Level Results with Specific Groups of Students

The tables below provide School-Level AGT results for specific groups of students. Results are provided both for the past academic year and for an average of the last 3 years.

By Prior Student Achievement Level: Each student is placed into a group based on the student's CST score within the overall distribution of scores in the LAUSD

By ELL Status: Results are based on English Language Learner (ELL) status of students.

By SPED Status: Results are based on Special Education (SPED) status of students.

	Past Academic Year 2009-2010			3 Year Average 2007-2010		
	NUMBER OF STUDENTS	AGT ESTIMATE District Average		NUMBER OF STUDENTS	AGT ESTIMATE District Average	

MATH By Prior Student Achievement Level

	NUMBER OF STUDENTS	AGT ESTIMATE	NUMBER OF STUDENTS	AGT ESTIMATE
Advanced / Proficient	118	3.6	352	3.5
Basic	68	3.4	204	3.3
Below Basic / Far Below Basic	83	3.5	235	3.3

MATH By ELL Status

	NUMBER OF STUDENTS	AGT ESTIMATE	NUMBER OF STUDENTS	AGT ESTIMATE
ELL	122	3.6	364	3.4
Non-ELL	147	3.5	427	3.4

MATH By SPED Status

	NUMBER OF STUDENTS	AGT ESTIMATE	NUMBER OF STUDENTS	AGT ESTIMATE
SPED	33	3.4	124	3.1
Non-SPED	236	3.5	667	3.4

Academic Growth over Time:
School-Level Results with Specific Groups of Students

The tables below provide School-Level AGT results for specific groups of students. Results are provided both for the past academic year and for an average of the last 3 years.

By Gender: Results are based on gender of students.

By Race: Results are based on race of students.

By Free or Reduced Price Lunch Status: Results are based on Free or Reduced price Lunch (FRL) status of students.

	Past Academic Year 2009-2010		3 Year Average 2007-2010	
	NUMBER OF STUDENTS	AGT ESTIMATE District Average	NUMBER OF STUDENTS	AGT ESTIMATE District Average

MATH By Gender

Male	148	3.5	399	3.4
Female	121	3.5	392	3.4

MATH By Race

African American	**	Insufficient Data	**	Insufficient Data
Asian	14	3.4	30	3.5
Latino	251	3.5	659	3.4
White	**	Insufficient Data	**	Insufficient Data

MATH By Free or Reduced Price Lunch Status

FRL	**	Insufficient Data	433	3.4
Non-FRL	**	Insufficient Data	89	3.4

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Achievement Results

This achievement information is being included on the Academic Growth over Time (AGT) report because in LAUSD, we will be considering the power of two: achievement (API and Percent Proficient/Advanced) and growth (AGT). **Achievement levels provide a snapshot of how students performed relative to state goals.** AGT results provide an indicator of the impact of schools and educators in moving students toward these goals. Employing the multiple measures approach provides a more complete picture of the student learning environment. In the future, school-level AGT results will be provided as part of the School Report Card. Below, as a reference, we provide some key achievement results: API and percentages of proficient/advanced students.

Academic Performance Index (API)

API is a score California gives each school based on student test scores. 800 is the target API score; 1000 is the maximum.

API SCORE	2009 Base API	**659**	Growth Points	▲ **+ 58**	2010 Growth API	**717**

Percent Proficient and Advanced

Students in grade 2-11 are tested annually to assess their achievement of state content standards. CST scores fall into 1 of 5 performance levels. The state's goal is for all students to score proficient or advanced, the top 2 performance levels. The charts below show how your students compare to the LAUSD average both at school-level and for all grade levels for which AGT data available.

	ELA CST Achievement		**MATH** CST Achievement	
	LAUSD AVERAGE	YOUR PERCENT PROFICIENT/ADVANCED	LAUSD AVERAGE	YOUR PERCENT PROFICIENT/ADVANCED
School-Level	**	36%	**	48%
Grade 3	35	33%	59	53.8%
Grade 4	54	37.9%	63	44.1%
Grade 5	48	33.7%	55	53.9%

More Information on Student Group AGT

Differences Between Specific Groups of Students

Readers may want to compare two student groups to each other. For example, let's say you see the following on your report:

In the case above, it is not necessarily true that students in the "Below Basic/Far Below Basic" grouping grew more than students in the "Advanced/Proficient" grouping. Instead the table above indicates that your "Below Basic/Far Below Basic" students grew more, on average, than similar "Below Basic/Far Below Basic" students from across the LAUSD. Your "Advanced/Proficient" students grew, on average, about the same as similar, "Advanced/Proficient" students from across the LAUSD.

Prior Achievement Level for Student Groups

The prior achievement level groupings in this report are "Advanced/Proficient," "Basic" and "Below Basic/Far Below Basic." These groups are based on where the students pretest score (CST scale score from the prior year) fell in relation to other students within the LAUSD. These groupings do not mean that one-third of the students will be in each group. The purpose of this calculation is to measure the impact of teachers on students from across the achievement spectrum.

The groupings were created using the cut points below. Students were placed into one of the three groups based on their CST scale score from the prior year.

Below/FarBelow	Basic	Advanced/Proficient
150 to 299	300 to 349	350 to 600

Control Variables Used in the AGT Model

The AGT Model uses statistical techniques to separate the impact of schooling from other factors that may influence growth; the following variables are controlled for in the AGT Model:

1. Prior CST scores
2. Grade Level
3. Gender
4. Race/Ethnicity
5. Low-Income Status
6. ELL Status
7. SPED Status
8. Continuous Enrollment
9. Homelessness

It is important to note that controlling for demographic characteristics does not mean a lowering of expectations for any grouping of students addressed by a control variable.

For more information on Academic Growth over Time (AGT), please refer to the companion professional development piece titled, "Understanding and using Academic Growth over Time (AGT) Results."

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