

Similar English Learner Students, Different Results: Why Do Some Schools Do Better?

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APPENDIX A

Research Methodology and Analysis

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Background

Similar English Learner Students, Different Results is based upon the *Similar Students, Different Results* (SSDR) data file developed in the spring of 2005, which includes principal and teacher survey results from a representative sample of 257 elementary schools in California serving large percentages of low-income, minority, and English learner students. These schools represent over half the schools in the 25th to 35th percentile bandwidth of the School Characteristics Index (SCI), which are located in 145 different school districts across the state. All schools in the sample returned a principal survey and the bulk of them returned at least 80% of their K-5 classroom teacher surveys. The surveys, combined with whole school Academic Performance Index (API) and California Standards Tests (CST) data, were designed in an effort to identify schoolwide practices and policies that most strongly differentiated the highest from the lowest performing schools, which varied by over 250 points on their schoolwide API. The results of the SSDR study were released in October 2005.

EdSource took on the task of recruiting schools for the study because of its 28-year history in the state and its strong reputation and relationship with districts. The goal was to recruit a large number of schools within the 25th to 35th percentile SCI bandwidth to participate, which proved challenging because of the time burden on staff required by participating in the study; the principal and K-5 classroom teachers at each school were asked to complete an hour-long survey containing over 300 items that covered seven broad domains of effective schooling practices: implementing a coherent, standards-based instructional program; involving and supporting parents; using assessment data to improve student achievement and instruction; encouraging teacher collaboration and professional development; ensuring instructional resources; enforcing high expectations for student behavior; and prioritizing student achievement. Schools were offered an incentive of \$100 if at least 80 percent of the surveyed teachers and the principal completed and returned their surveys.

After data cleaning, teacher survey items were screened to ensure that within-school consistency of responses was sufficient to provide useful measurements of school characteristics. Using the teacher level data file, intraclass correlations for teachers within schools and corresponding reliabilities were calculated for each item, and 15 teacher survey items (roughly 5 percent of all items on the teacher survey) were dropped from further consideration because their reliabilities fell below a threshold of 0.25. Information from the teacher surveys was aggregated to the school level and then merged with principal survey responses as well as demographic and achievement data from the California Department of Education (CDE) to create the final school-level analysis file.

The next step involved employing factor analytic techniques in order to create groups of statistically reliable composite measures or “sub-domains” within each of the seven domains listed above. For each domain, we fitted a parsimonious regression model that included school demographic characteristics and a subset of those sub-domains that collectively accounted for a majority of the variation in API scores that was explained by the entire set of sub-domains.

The research team purposively excluded items explicitly related to English Learner (EL) practices from the original analysis because the main dependent variable, Growth API, measured school-wide performance rather than that specific to the EL population of students.¹ The EL Base API, which is an aggregate index of text scores for English learners and those who have been redesignated as fully English proficient, was calculated and released by California for the first time in the spring of 2006. The EL Base API score was based upon the Spring 2005 California Standards Tests results; our survey responses were also collected in the spring of 2005.

Because the focus of this study is on outcomes for English Learners, a small number of the schools in our original SSDR analysis were excluded from this study due to insufficient EL representation. More precisely, schools with less than 15 percent of their enrollment designated as English learners were dropped from the sample, as it was deemed that these schools did not confront the same sort of challenges in meeting the needs of their EL students compared to the more typical low-income California schools in the SCI range under scrutiny. Eliminating these low EL percentage schools brought the number of schools used in the analysis to 237, which are located in 138 different districts across the state.

Data file construction and analysis was carried out primarily by Jesse Levin, principal data analyst, under the direction of Ed Haertel, the study’s senior technical consultant.

EL Sub-domains

Following the same procedure used in the SSDR study, we combined teacher and principal survey items to create composite variables (scales) representing EL-related school qualities, policies and practices. These EL sub-domains were organized into the same seven domains defined in the original study. Items used to form the sub-domains included questions in the EL section of the survey and items found in other sections of the survey that are explicitly related to EL, none of which were used in the SSDR study. Items already placed into an SSDR sub-domain were left in their original sub-domains. An in-depth analysis of the sub-domains was performed to ensure included items were positively correlated with achievement and that the groups of items showed adequate internal-consistency reliability.²

Sub-domains were constructed so as to be mutually exclusive; no item was included in more than one sub-domain. While most sub-domains contained only one question, a few included a cluster of related questions. Several sub-domains were dropped primarily because a review of the response patterns indicated that their constituent survey item(s) had not functioned as intended. In addition, items from a few sub-domains were merged together because they were found to be more reliable and consistent when combined. With one exception, sub-domains contained solely principal or teacher survey items.

¹ For more information on the API, go to <http://www.cde.ca.gov/ta/ac/ay/documents/overview07.pdf>.

² This was done by calculating zero-order and partial correlations (partialling out all school demographic variables) on all outcomes of interest, checking interitem correlations within sub-domain and checking internal consistency by evaluating Cronbach’s alpha, item-rest correlations, and using factor analytic techniques.

Performance Variables³

The primary performance measure is the 2005 EL Base API. The following outcomes were also examined:

- Enrollment-weighted average of 2004-05 mean scale scores for EL and Re-designated Fluent English Proficient (RFEP) students in grades 2-5 on the Math and English Language Arts (ELA) CST.
- Percent scoring proficient or above and basic or above for EL and RFEP students in grades 2-5 on the 2004-05 Math and ELA CST.⁴
- 2005 Annual Measurable Achievement Objectives (AMAO) 1 and 2
 - AMAO 1: percentage of students testing at a higher level on the California English Language Development Test (CELDT) than they did the previous year.
 - AMAO 2: annual increase in the percentage of children attaining English proficiency as demonstrated by CELDT.

The EL Base API and the AMAOs are school-level outcomes. CST scores were averaged across students in grades 2-5 to create school-level variables. The EL Base API and CST outcomes are static measures representing performance at given points in time, while the AMAOs measure change in performance over time. We included AMAOs in the analysis because they measure English language development, which is a schooling outcome distinct from mastery of academic content. In addition, as student-level change measures, they are more sensitive than the static cross-sectional API and CST measures.

There were 14 schools missing an EL Base API because they did not have a significant number and/or percent of EL students. A numerically significant subgroup for the API is defined as 100 or more students with valid Standardized Testing and Reporting (STAR) test results or 50 or more students with STAR scores who make up at least 15 percent of the total valid STAR scores.

The CST outcomes for EL and RFEP students were pooled together due to the fact that re-designation occurs after students gain a degree of English fluency. Because English Language Development (ELD) is something schools are supposed to provide, the transition to RFEP is itself an outcome measure. Thus, focusing solely on EL and not RFEP would provide a measure that in part reflects the efficacy (or lack of efficacy) of the school's instructional program. Pooling EL and RFEP also circumvents the problem of inconsistency across schools' implementation of policies guiding re-designation.⁵

The outcomes expressed as percentages underwent two transformations in order to avoid the violations of linear regression assumptions that otherwise ensue when using a proportion as the dependent variable.

The first transformation uses a method proposed by Agresti and Coull.⁶ Define D and N as the denominator and numerator of your original proportion p . The Agresti/Coull transformation is given by:

³ API data were downloaded from databases available at <http://api.cde.ca.gov/datafiles.asp>. CST data were either downloaded from <http://star.cde.ca.gov/> or furnished directly from the California Department of Education. School-level AMAO data are available at <http://dq.cde.ca.gov/dataquest/>.

⁴ The percent of students scoring far below basic on the math and ELA CSTs were considered as additional outcomes but were dropped because the CSTs do not measure accurately in this region and they were largely redundant with the at or above basic measures.

⁵ For a detailed account of how redesignation practices vary across California districts see Chapter 5 in the report by Parrish et al. (2006).

⁶ Agresti, A., & Coull, B. A. (1998). Approximate is better than "exact" for interval estimation of binomial proportions. *American Statistician*, 52, 119-126.

$$p_1 = (N + 2)/(D + 4)$$

The Agresti/Coull transformation avoids extrapolation beyond the boundaries of the possible range of p (below 0 and above 1).

The second transformation multiplies the arcsine of the square root of p_1 by 2:

$$p_2 = 2 * \arcsin(\sqrt{p_1})$$

The proportion p_1 can be made nearly normal if the square root of p_1 is used with the arcsine transformation. This transformation addresses the violation of variance conditions inherent in using a proportion as the dependent variable in a linear regression model. The variance of an observed proportion p is a function of p itself:

$$\text{var}(p) = \frac{p(1-p)}{n-1}$$

The fact that the variance of p depends on its particular value violates the homogeneity of variance condition across subjects required for the dependent variable in linear regression. The arcsine transformation virtually eliminates the association between the value of the variable and its sampling variation, and greatly reduces heteroscedasticity.

Table 1 shows zero order correlations between the EL outcomes for schools in the analysis. It is important to note that the AMAOs are not highly correlated with the other outcome variables, almost surely in part because they are change, not status, measures.

Table 1: Zero Order Outcome Correlation Matrix

	elapi05b	wmnmath	wmnela	adjmatadjus	adjelaadjus	adjpb258	adjpb257	adjpmet1	adjpmet2
elapi05b	1.00								
wmnmath	0.87	1.00							
wmnela	0.89	0.82	1.00						
adjmatadjus	0.86	0.97	0.77	1.00					
adjelaadjus	0.85	0.78	0.91	0.76	1.00				
adjpb258	0.87	0.92	0.76	0.90	0.70	1.00			
adjpb257	0.87	0.77	0.95	0.73	0.82	0.77	1.00		
adjpmet1	0.25	0.19	0.30	0.17	0.23	0.20	0.30	1.00	
adjpmet2	0.37	0.31	0.40	0.28	0.34	0.29	0.37	0.78	1.00

Legend

Label	Description
elapi05b	2005 Base EL API
adjpp258	Percent Scoring Proficient and Above for EL/RFEP Students in Grades 2-5 on the 2005 Math CST
adjpp257	Percent Scoring Proficient and Above for EL/RFEP Students in Grades 2-5 on the 2005 ELA CST
wmmmath	Enrollment-weighted Average of Mean Scale Score for EL/RFEP Students in Grades 2-5 on the 2005 Math CST
wmnela	Enrollment-weighted Average of Mean Scale Score for EL/RFEP Students in Grades 2-5 on the 2005 ELA CST
adjpmet1	2005 AMAO 1
adjpmet2	2005 AMAO 2
adjpb258	Percent Scoring Basic and Above for EL/RFEP Students in Grades 2-5 on the 2005 Math CST
adjpb257	Percent Scoring Basic and Above for EL/RFEP Students in Grades 2-5 on the 2005 ELA CST

Demographic Control Variables⁷

By virtue of the study design (i.e., limiting the sampling frame to those schools within the 25th to 35th percentile bandwidth of the SCI), variation in the socioeconomic characteristics of the schools in the study sample was greatly limited, but not entirely eliminated. To this end, the regression analysis used the following set of demographic variables to control for any remaining variation in student socioeconomic characteristics still present within the narrow SCI bandwidth of schools:

- Enrollment
- Percent African American
- Percent Asian
- Percent Hispanic
- Percent enrolled in Free and Reduced Price Meals (FRPM) Program
- Percent of students new to the school
- Percent of students enrolled in migrant education
- Indicator of percent EL between 33 and 50 percent
- Indicator of percent EL greater than 50 percent
- Percent of students with at least one parent with a high school degree or some college
- Percent of students with at least one parent with a bachelors degree or higher
- Ratio of initial CELDT test takers to EL CST test takers in grades 2-5

The ratio of initial CELDT test takers to EL CST test takers is defined as the number of students in grades 2-5 scoring in the first two initial CELDT levels in 2004-05 divided by the number of

⁷ School demographic characteristics were downloaded from databases available at <http://api.cde.ca.gov/datafiles.asp>, <http://star.cde.ca.gov/>, <http://celdt.cde.ca.gov/datafiles.asp> and <http://www.cde.ca.gov/ds/sd/cb/>.

EL and RFEP students in grades 2-5 taking the 2004-05 CST.⁸ The variable gauges the stability of a school's EL population by measuring the percent of its EL students that are low achieving and newly enrolled in a California public school.

There were six schools that had no parental education data reported. Rather than excluding these schools from the analysis, within-district mean percentages of the parental education controls were used to impute the missing values.

The analysis experimented with using the mean scale scores of the annual administration of the 2003-04 CELDT reading test for grades 2-5 as a control variable. The regression analyses were performed with and without the CELDT measure as an additional control to determine its effect on the results. When included in the model, the CELDT measure proved to be a powerful predictor of outcomes. But, the CELDT score is problematic since it not only can be viewed as strictly exogenous (i.e., solely a measure of the characteristics of the population a school serves) but also endogenous (i.e., at least partially measuring the effectiveness of ELD in a school). If one controls for an endogenous variable then one risks "adjusting away" part or all of the school practice effects one is trying to capture. We then explored the use of an arguably more exogenous CELDT measure, the initial listening/speaking scores in grades K-1. The CELDT scores of students that have just entered school are clearly more exogenous than the mean scale scores of students in grades 2-5 in that they are more indicative of a student's background rather than a school's effect on a student's performance. The regression results using the K-1 CELDT measure were similar to the results when no CELDT measure was included as a control and quite different from those that emerged when the grade 2-5 CELDT score was included. In turn, it was decided that no CELDT measure should be used as a control.

Fitting the Final Model

The first step in the analysis was to replicate the regression models constructed in the SSSR study, replacing the 2005 schoolwide Growth API with the 2005 EL Base API as the main dependent variable. The purpose of this first step was to determine whether the schoolwide results found in the SSSR study translated to the EL population. It should be noted that this analysis was not an exact replication because of the following:

- The continuous EL variable (percent of EL students in school) used in the SSSR study was replaced by two discrete indicators denoting a school's EL percent being 33 to 50 and greater than 50, respectively.
- The ratio of initial CELDT test takers to EL CST test takers in grades 2-5 was added as an additional control variable.
- The population of schools was restricted to only those with greater than 15 percent of their students designated as English learners.

Results were also examined for the EL/RFEP mean scale scores of the ELA and Math CSTs. Analyses of these separate outcome measures showed little difference in the performance of the SSSR sub-domains in predicting schoolwide outcomes versus those specific to the EL population.

The next step in the analysis was to determine if any of the specific EL instructional strategies queried in the survey had a significant correlation with EL academic achievement. For each domain, we used a stepwise regression procedure to fit parsimonious models that included school demographic characteristics, the sub-domains used in the final models from the SSSR study, and only a subset of EL composite measures whose coefficients met a certain level of statistical significance. Stepwise regression is an automatic variable selection procedure that fits a model

⁸ The CELDT test is required for all EL students that have not been reclassified to fluent English proficient. There are five levels of English language proficiency that a student can attain: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

with covariates that individually or collectively meet a certain statistical criterion. The algorithm starts with the simplest model and adds and/or subtracts variables as necessary. For this study, the algorithm proceeded as follows:

1.) Lock in the domain specific SSSR sub-domains and student demographic variables. With q potential covariates, fit the q models with a single EL sub-domain,

$$y = \beta_0 + \beta_1 x_1 + SSSR + student_demographics + \varepsilon, k = 1, \dots, q$$

Set $x_1 = v_k$, where v_k is the EL sub-domain that has the most significant regression coefficient based on the t ratio for testing $\beta_1 = 0$. If the most significant regressor is not significant enough (i.e. its probability value is larger than the prespecified significance level of $\alpha = 0.10$), the algorithm stops. If the smallest probability value is smaller than 0.10, we include this variable in the model and proceed to step 2.

2.) Lock in the EL sub-domain found in step 1, and repeat the procedure in step 1 with models that include two EL sub-domains

$$y = \beta_0 + \beta_1 x_1 + \beta_2 v_2 + SSSR + student_demographics + \varepsilon, k = 1, \dots, q, v_k \neq x_1$$

Set $x_2 = v_k$, where v_k is the EL sub-domain that is most significant based on the partial t test of $\beta_2 = 0$. If the probability value associated with the partial test is larger than 0.10, the procedure stops; otherwise, the sub-domain is added to the model.

3.) At each stage, after a variable has been included in the model, check all other EL sub-domains in this model for their partial significance. Remove the EL sub-domains for which their probability value for testing $\beta_k = 0$ is greater than 0.10.

4.) Continue until no EL sub-domains can be added and none removed.

The algorithm was applied to all domains using EL Base API and AMAO 1 as the dependent variables. For each domain, the procedure provided a set of retained EL sub-domains that collectively accounted for a majority of the additional variation in EL Base API explained by the full set of newly introduced EL-specific sub-domains (i.e., that was not already captured by student demographics and the SSSR sub-domains). F-tests were also conducted to evaluate the joint significance of the resulting set of EL-specific sub-domains added to the models.

Similar to the SSSR study, estimates from the domain-specific EL API regression models were used to predict the EL API for each school in the sample holding demographic characteristics constant to the within sample school averages. The extent to which these predicted EL API distributions vary across schools (as measured by the standard deviation of each predicted distribution) provides a measure of the extent to which the composite variables from each domain accounts for variation in EL API scores. Table 2 presents these domain-specific measures while Figure 1 graphically displays them.

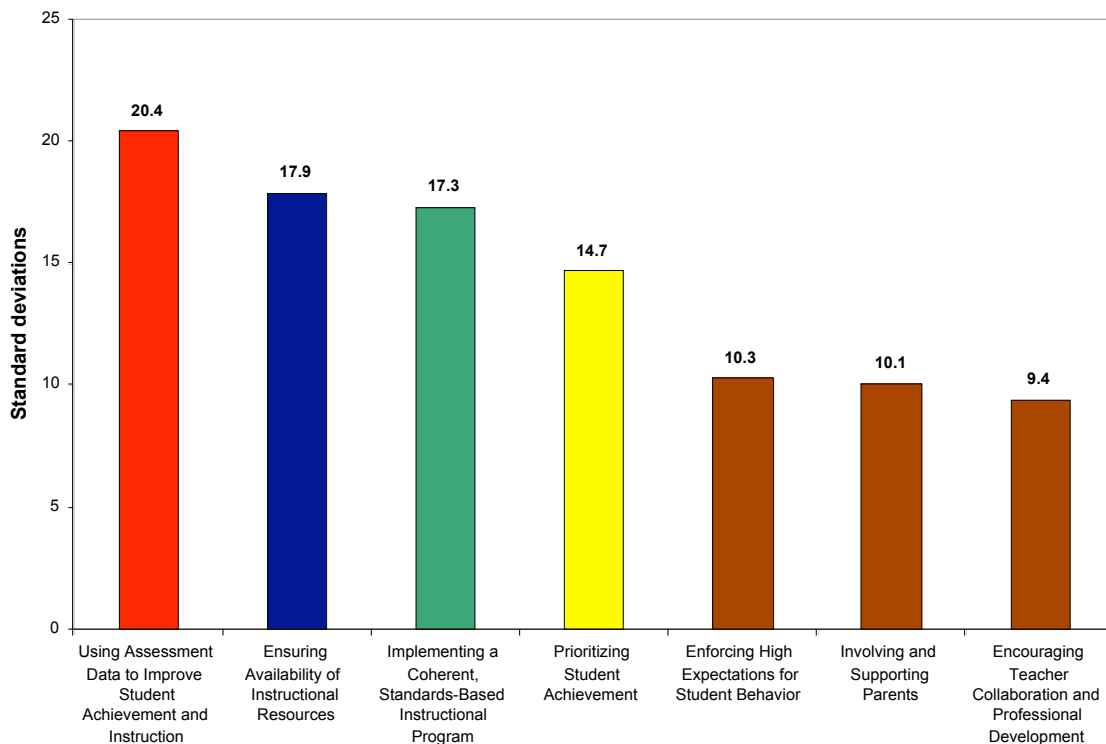
Table 2: Standard Deviation of Domain-Specific Predicted Distributions of EL API

Domain	EL API Using New Data
Using Assessment Data to Improve Student Achievement and Instruction	20.4
Ensuring Availability of Instructional Resources	17.9
Implementing a Coherent, Standards-Based Instructional Program	17.3

Prioritizing Student Achievement	14.7
Enforcing High Expectations for Student Behavior	10.3
Involving and Supporting Parents	10.1
Encouraging Teacher Collaboration and Professional Development	9.4

It is important to keep in mind that, because the practices associated with different domains may tend to occur together (i.e., schools that are high in one domain may be high on others), these effects are not additive. Therefore, any expected increase in EL API associated with higher values in two or more domains will be substantially less than the sum of the separate effects for the same domains.

Figure 1: The Top 4 Domains Strongly Differentiate the Lowest Performing Schools from the Highest in the Sample on the EL API



Robustness Checks

The analysis next tested whether the estimated relationships between EL Base API, AMAO1 and the respective EL sub-domains retained in the two stepwise procedures extended to other EL outcomes. The retained sub-domain resulting from the EL Base API stepwise procedure were included in regressions using the CST outcomes as dependent variables, while the set of retained sub-domains from the AMAO 1 stepwise procedure were entered into regressions with AMAO 2 as the dependent outcome. Each regression also included the familiar SSDR sub-domains and student demographics as controls. Large differences in the regression results, specifically in the adjusted R-squared and the magnitude, sign, and statistical significance of the covariates, using the primary and additional outcomes were noted. Analyses of these separate outcome measures

showed small differences, indicating that results are robust across different measures of EL performance.

An additional robustness check of the results was to further restrict the sample of schools. While Spanish first-language (Spanish L1) students constitute the bulk of California's EL population, there are some schools where non-Spanish speaking EL students predominate. In the sample, these non-Spanish EL schools are likely to be “outliers,” and as such, may exert disproportionate influence on regression results. For that reason, a more restricted school sample was defined that was limited to high-incidence Spanish-speaking EL schools. The 176 schools in this more-highly restricted sample all have at least 80 percent of EL students as Spanish L1 and less than 10 percent of all students in the school are non-Spanish EL. Therefore, it was of interest to see if the original results held using this new highly restricted sample of schools (remember the original SDR sample was slightly restricted by limiting the number of schools only to those with more than 15 percent of their students designated as English learners). To this end, regressions of the outcome sets (EL Base API/CST measures and AMAO1/AMAO2) on the respective retained sub-domains identified in the first analysis were replicated using the more highly restricted sample.

In several cases, results that were statistically significant using the full set of 237 schools were not statistically significant using the more highly restricted set of 176 schools. In each such case, scatterplots were examined to rule out the possibility that outlying observations (included among the 237 but not among the 176 schools) accounted for the discrepancy. In all such cases, it appeared that the loss of statistical power associated with the smaller sample size, rather than outlying observations or different patterns of covariation between Spanish-L1 versus other schools, was the most likely explanation. In summary, this robustness check did not lead to any revisions to the conclusions of the main analyses.

Clearly, the purpose of running models using different specifications and/or sample is to test if the initial results are robust across different conditions. If there is little difference in the results across the different specifications, then there is more confidence in the generalizability of the results.

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APPENDIX B

Descriptive Statistics of the Schools in Our Restricted EL Sample and Their Student Populations¹

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Overall Demographics and Performance of Schools

In 2003, when the study's sample was derived, 547 noncharter elementary schools were in the 25th-35th percentile of the school characteristics index (SCI). Out of the 269 schools identified from this group for the study's sample, 257 agreed to participate in the study and returned the principal's survey and at least some teacher surveys, with the overwhelming majority returning at least 80% of the teacher surveys. These 257 schools are referred to below as the "*Similar Students* sample" schools.

For the analysis of English learners (ELs), this study focused on schools in the *Similar Students* sample with an EL population greater than 15%. These 237 schools are referred to below as the "restricted EL sample" schools. An analysis was also done on an even more restricted EL sample, consisting of 176 schools. These were schools where at least 80% of their EL students were Spanish L1s² and less than 10% of their total students are non-Spanish ELs.

Schools in 138 school districts remained in the restricted EL sample. Fifty-one of these districts had more than one school in the study. According to 2004-05 data, the median³ school enrollment was 588 students. Of the 237 schools:

- 33% were situated in elementary school districts and the remaining 67% in unified school districts.
- 8% of the schools operate on a year-round calendar.
- 99% received Title I funding and 35% participated in Program Improvement (PI)—meaning that these Title I schools had not met the federal Adequate Yearly Progress (AYP) benchmark for at least two consecutive years.

Student Demographics

¹ Data used in this section is from 2004-05 unless otherwise noted.

² LI is also referred to as a student's primary language as identified by the Home Language Survey. LI is the language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home.

³ Median shows the percentage for a "typical" school—one at the 50th percentile for a given characteristic. Equal numbers of schools have higher and lower percentages. The median is used because extreme values can skew an average.

The student population attending the restricted EL sample schools was diverse and faced particular challenges. The median value of a few variables illustrates these challenges. At the median restricted EL sample school, 42% did not speak English as their primary language. Among all sample schools, the percent of English learners ranged from 17% to 80%.

The median percentage of students by ethnicity at the restricted EL sample schools was as follows: 68% Hispanic, 13% white, 4% African American, and 3% Asian. The median value for the combination of American Indian, Filipino, Pacific Islander, and multiethnic students, along with those who did not indicate an ethnicity, was 4%. In most, but not all, schools the majority population was Hispanic.

In the median restricted EL sample school, 32% of students had parents who were not high school graduates, 14% were EL students redesignated as Fluent English Proficient (RFEP), 78% were eligible for free/reduced price meals, and 98% of the teachers were fully credentialed.

School Performance

The median 2005 Base API for ELs in the restricted EL sample was 667. The lowest-performing school scored 555 on EL Base API, and the highest performing school scored 811.

The state also assigns a rank from 1 to 10 to each school in the state at the start of each Academic Performance Index (API) cycle, with a 10 identifying the 10% of schools that are the highest performing. For the 2005 Base API, none of the schools in the study was ranked a 10. Only 6% ranked at seven or higher, meaning within the top 40% of elementary schools. Conversely, 7% were ranked at 1, the bottom decile. The remaining 88% of schools ranked from 2 to 6, with the majority having either a statewide rank of 2 or 3.

Comparing Restricted EL Sample Schools to Similar Student Sample and to All California Elementary Schools

School Characteristics

Restricted EL sample schools, *Similar Students* sample schools, and 25th-35th SCI percentile schools had a similar percentage of schools in unified and elementary districts.

The average enrollment in our restricted EL sample schools was slightly larger (598 students) than that of the *Similar Students* sample (588) and all California elementary (567) schools. Class sizes, however, were similar for all three categories. While 8% of the restricted EL sample schools operated year-round, the same proportion from the *Similar Students* sample schools operated year-round as well. This is compared to 20% of all California elementary schools.

Student Demographics

Schools in the restricted EL and *Similar Students* samples had similar ethnic compositions as well as similar percentages of English learners and students from low-income families. As Table 1 shows, the median percentages of student ethnicities among the restricted EL sample, the *Similar Students* sample, and 25th-35th SCI percentile schools paralleled each other quite closely.

Table I: School Characteristics of Restricted EL Sample, *Similar Students* Sample, 25th-35th SCI Percentile Bandwidth, and All Elementary Schools

	Median Values for:			
	Restricted EL Sample (237)	<i>Similar Students</i> Sample (257)	25 th -35 th SCI Percentile Schools (547)	All California Elementary Schools (5,138)
African American	4%	4%	5%	3%
Asian	3%	3%	2%	3%
Hispanic	68%	68%	68%	41%
White	13%	14%	11%	28%
Free/Reduced-Price Meal	78%	78%	78%	58%
English Learner	42%	40%	41%	24%
Redesignated Fluent English Proficient (RFEP)	14%	14%	14%	4%
Teachers Fully Credentialed	98%	98%	98%	100%

In terms of English learners and students from low-income families, restricted EL sample schools were very similar to the 25th-35th percentile schools but quite different from the statewide set of elementary schools. The median English learner population was 42% in the restricted EL school sample, 41% in the 25th-35th percentile school in the band, but only 24% in the statewide distribution of schools. Similarly, for free/reduced-price meals, the median for the restricted EL, *Similar Students*, and 25th-35th SCI school samples all had 78% of students participating in the program, whereas this figure was only 58% for all California elementary schools.

The median redesignation rate as measured by RFEP of both samples and the 25th-35th SCI percentile schools was identical at 14%. This was ten percentage points higher than the median redesignation rate for all California elementary schools.

In the restricted EL sample, the median for teachers fully credentialed was 98%; the same was true for the *Similar Students* sample schools and 25th-35th percentile schools. Statewide, the median was 100%.

Regarding parental education levels, the restricted EL schools and *Similar Students* sample schools had a very similar proportion of students with parents who did not have a college degree. In the restricted EL sample the median was 88% while in the *Similar Students* sample, the median was 89%.

Table 2: Parental Education at Schools in Restricted EL Sample, *Similar Students* Sample, 25th-35th SCI Percentile Bandwidth, and All Elementary Schools

	Restricted EL Sample (237)	<i>Similar Students</i> Sample (257)	25th-35th SCI Percentile Schools (547)	All California Elementary Schools (5,138)
Not High School Graduate	32%	31%	30%	15%
High School Graduate	32%	33%	33%	26%
Some College	21%	21%	21%	23%
College Graduate	8%	8%	8%	15%
Graduate School	3%	3%	3%	5%

The distribution of English learners by language for the restricted EL schools, the *Similar Student* schools, and the 25th-35th percentile schools were very similar. Spanish was overwhelmingly the most common language spoken in California regardless of how the data is considered.

Table 3: Median Percent of EL Students by Primary Language at Schools in Restricted EL Sample, *Similar Students* Sample, 25th-35th SCI Percentile Bandwidth, and All Elementary Schools

	Restricted EL Sample (237)	<i>Similar Students</i> Sample (257)	25th-35th SCI Percentile Schools (547)	All California Elementary Schools (5,138)
Spanish	88%	88%	88%	85%
Hmong	3%	3%	3%	1%
Vietnamese	2%	2%	2%	2%
Filipino (Tagalog)	1%	1%	1%	1%
Khmer (Cambodian)	1%	1%	1%	1%
Cantonese	1%	1%	1%	1%
Armenian	0.4%	0.4%	1%	1%
Other non-English	4%	4%	4%	7%

School Performance

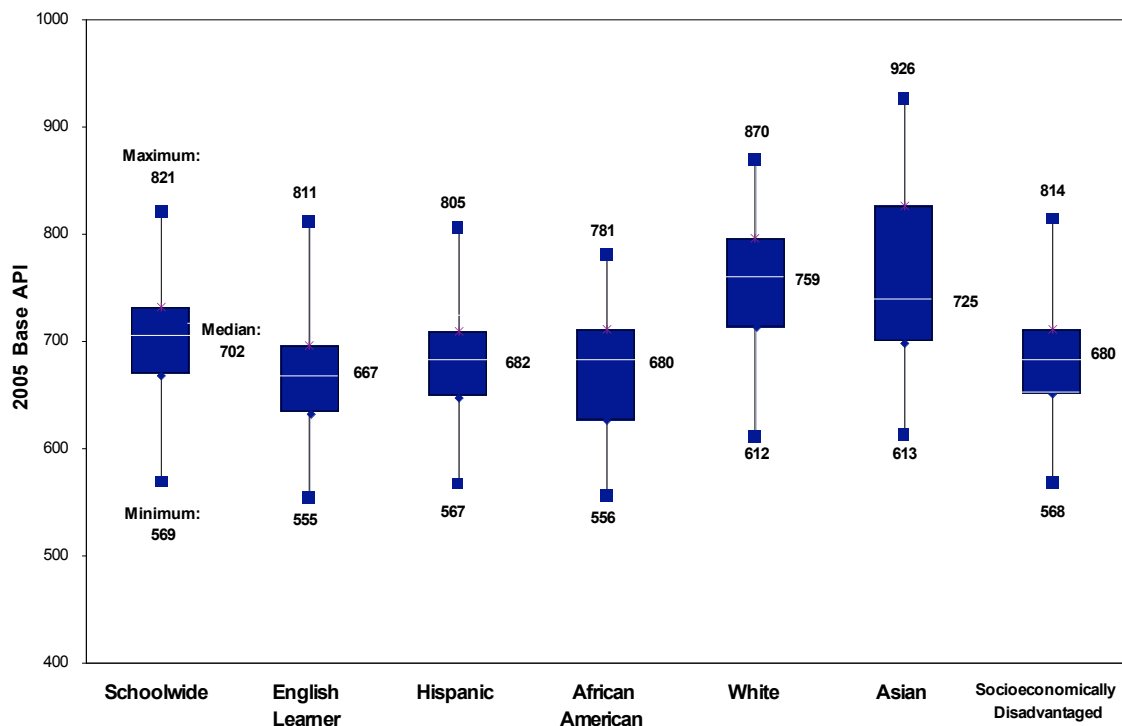
The restricted EL sample schools had slightly higher median 2005 Base API scores than schools in the 25th-35th percentile bandwidth, as indicated in Table 4. The 2005 EL API for the restricted EL sample was only four points higher than that of all schools in the 25th-35th SCI percentile. However, among Hispanics, who make up the majority of EL students, there was no difference in the median 2005 Base API between schools in the restricted EL sample and those in the 25th-35th SCI percentile sample.

Table 4: Median 2005 Base API in Restricted EL Sample, *Similar Students* Sample, 25th-35th SCI Percentile Bandwidth, and All Elementary Schools

	Restricted EL Sample ⁴	<i>Similar Students</i> Sample	25 th -35 th SCI Percentile Schools (547)	All California Elementary Schools
Schoolwide API	702	704	698	750
African American	680	674	665	665
Asian	725	725	723	883
Hispanic	682	685	682	693
White	759	759	751	832
Socioeconomically Disadvantaged	680	681	679	695
English Learner	667	667	663	666

As Figure 1 shows, the schoolwide API scores in the restricted EL sample had a higher maximum, median, and minimum than the EL Base API scores. The white (non-Hispanic) subgroup had the highest median 2005 Base API score (759) for the restricted EL sample.

Figure 1: Distribution of 2005 Base API scores for restricted EL Sample⁴



⁴ Only 13% (31) of schools have an African American or Asian API.

English Language Proficiency Annual Measurable Achievement Objectives (AMAOs)

The study looked at two additional EL outcomes, AMAO 1 and AMAO 2. AMAO 1 measures the percent of English learners making annual progress in learning English. AMAO 2 measures the percent of English learners attaining English proficiency. At the median EL restricted sample school, 56% of the students met AMAO 1 targets, with the percent meeting the AMAO 1 target ranging from 35% to 74%. The median percentage of students meeting AMAO 2 was 35% and ranged from 15% to 58%.

Summary

The above analysis shows that all schools in the study shared a relatively high level of challenge compared to other elementary schools in the state. In addition, the restricted EL sample schools were generally representative of the set of schools of interest—those in the 25th-35th percentile of the SCI with an EL population greater than 15%. The original *Similar Students, Different Results* study sample, as well as the subsample of schools with significant EL representation used in the present study, were largely representative of the population of California schools in the 25th-35th percentile bandwidth on the SCI. Compared to all elementary schools in the state as a whole, the schools in this study had fewer white students, more Hispanic students, and more students eligible for free/reduced-price meals. They also had somewhat lower percentages of fully credentialed teachers.

Similar English Learner Students, Different Results: Why Do Some Schools Do Better?

EdSource May 2007

APPENDIX C

Prepared by Noli Brazil, EdSource Research Analyst; Jesse Levin, AIR Senior Research Scientist; Edward Haertel, Senior Technical Consultant to the project, Professor of Education, Stanford University.

Professional Development in Schools Participating in Study

Under the premise that professional development can be an important tool in improving schools, the *Similar Students, Different Results* study surveys asked questions of teachers and principals about their professional development needs.

Information on their responses to these questions is detailed in the charts that follow.

Teacher and Principal Professional Development Priorities

Both principals and teachers were asked the following survey question: “From the list below, please select your top three priorities for your own additional professional development.” The options differed between the principal and teacher surveys.

We looked at teacher and principal responses in high-performing, low-performing, and Program Improvement (PI) schools. For this descriptive analysis only, high-performing schools are defined as those that had a 2005 EL Base API score that was one standard deviation or more above the average of the restricted EL sample schools. Mirroring this criterion, low-performing schools were defined as those scoring at least one standard deviation below the average. The following tables represent the 33 high-performing and 36 low-performing schools in our restricted EL sample. PI is an intervention program under the No Child Left Behind (NCLB) Act. There were 82 schools in the restricted EL sample that were in PI in 2004-05. We further looked at teacher responses disaggregated by whether they held a Bilingual, Crosscultural, Language and Academic Development (CLAD/B-CLAD) certificate or not.

The professional development needs were ranked according to the percentage of teachers who indicated that need as a top three priority. The top ranked professional development need had the most teachers reporting it as a top three priority while the lowest ranked need had the least number of teachers selecting it.

Principals from high-performing schools tend to report addressing multicultural/diversity as a top three priority more frequently than principals from lower performing schools. Conversely, principals from low-performing schools tend to rank implementing a standards-based curriculum, implementing a specific instructional program, and training and instructional strategies for EL students higher in their list of professional development priorities than principals from higher performing schools. The rankings from schools in PI are similar to those from low-performing schools.

Teachers from low-performing, high-performing, and PI schools rank their professional development priorities similarly. Teachers from low-performing and PI schools reported professional development related to Language Arts curriculum program as a top three priority most frequently while teachers from high-performing schools selected instructional strategies for multiple learning styles most frequently.

Rankings for teachers with and without a CLAD/B-CLAD certificate are similar, but teachers with a CLAD/B-CLAD certificate reported professional development in EL-related topics as a top three priority more frequently.

Principals Rank Their Professional Development Needs – Ordered by High-Performing Schools’ Rank

Professional Development Topic	High-Performing Schools	Low-Performing Schools	Program Improvement Schools
	Rank	Rank	Rank
Using assessment data	1	2	1
Involving and providing support to parents	2*	4	3
Addressing multicultural/diversity issues	2*	8*	8
Training and instructional strategies for EL students	4	1	2
Developing a school plan or shared vision	5*	5*	5
Evaluating teachers’ instruction	5*	5*	7
Implementing a standards-based curriculum	5*	3	4
Fundraising/grant writing	8	12	12
Implementing a specific instructional program	9	5*	6
Financial management	10	8*	10
Promoting shared decision-making	11	10	9
Changes in state/federal accountability requirements	12	11	11

*indicates a tie

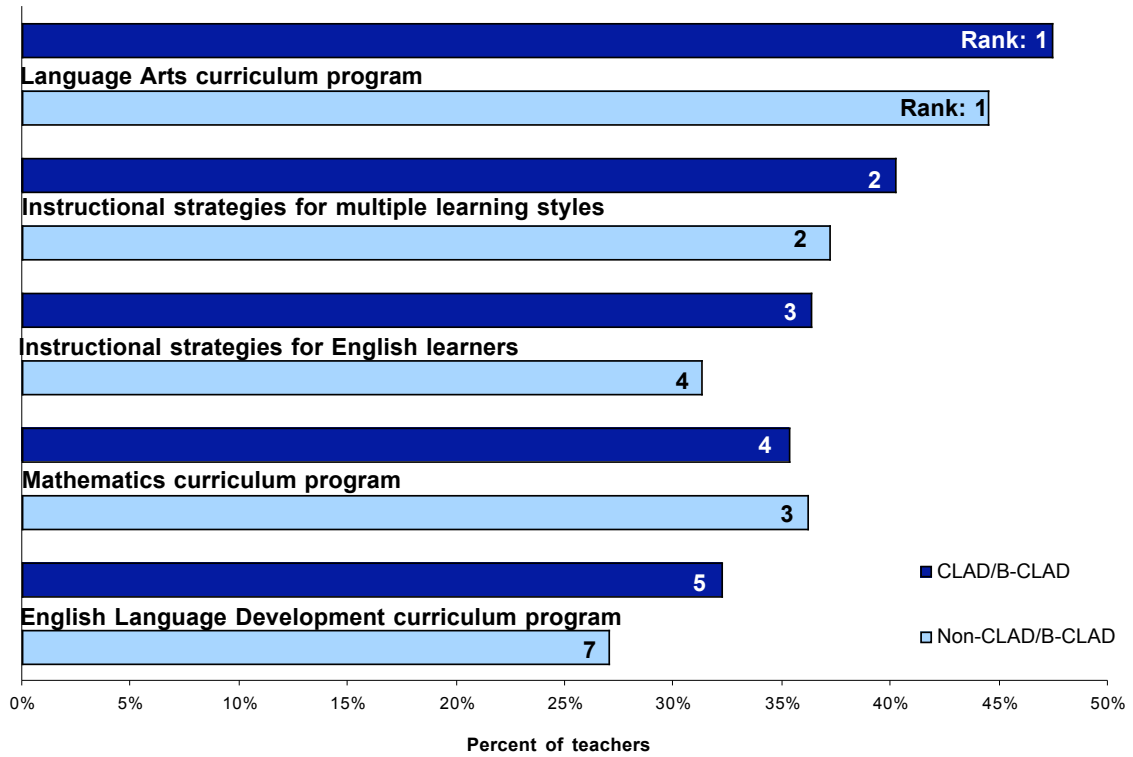
Teacher Rank Their Professional Development Needs – Ordered by High-Performing Schools’ Rank

Professional Development Topic	High-Performing Schools	Low-Performing Schools	Program Improvement Schools
	Rank	Rank	Rank
Instructional strategies for multiple learning styles	1	3	3
Language Arts curriculum program	2	1	1
Mathematics curriculum program	3	4	2
Instructional strategies for English Learners	4	2	4
English Language Development curriculum program	5	5	5
Classroom management and student discipline	6	7	7
Curriculum standards	7	6	6
Understanding and using data from assessments to inform instruction	8	8	8
Multicultural or diversity issues	9	9	10
School improvement planning	10	10	9

Teacher Rank Their Professional Development Needs – Ordered by CLAD/B-CLAD Rank

Professional Development Topic	CLAD/B-CLAD	Non CLAD/B-CLAD
	Rank	Rank
Language Arts curriculum program	1	1
Instructional strategies for multiple learning styles	2	2
Instructional strategies for English learners	3	4
Mathematics curriculum program	4	3
English Language Development curriculum program	5	7
Curriculum standards (AB 466)	6	5
Classroom management and student discipline	7	6
Understanding and using data from assessments to inform instruction	8	8
Multicultural or diversity issues	9	9
School improvement planning	10	10

Top Five Professional Development Priorities for Teachers With CLAD/B-CLAD (and how those same PD priorities ranked for non-CLAD/B-CLAD certificated teachers)



Similar English Learner Students, Different Results: Why Do Some Schools Do Better?

EdSource May 2007

Appendix D

Prepared by Noli Brazil, EdSource Research Analyst and Edward Haertel, Senior Technical Consultant to the project, Professor of Education, Stanford University.

Domains and Retained Sub-domains with Items

Using research literature on effective schools, high-performing high-poverty schools, and standards-based school reforms, the research team constructed survey questions for principals and teachers that were grounded in research and written to inquire about specific, concrete practices relevant to California's current standards-based education policy environment. The team grouped these specific survey items into composite variables (sets of related items), which were referred to as "sub-domains." Sub-domains, in turn, formed seven broad effective schools domains. This grouping process was informed both by a conceptual framework and statistical analyses, primarily factor analytic techniques. It should be noted that some sub-domains consist of only one survey item.

Each domain contains both teacher-survey and principal-survey composite variables (sub-domains) representing school qualities, policies, or practices potentially related to academic success. In the *Similar Students, Different Results* (SSDR) study, we used regression analysis procedures to determine the sub-domains in each domain that collectively accounted for a substantial portion of variation in schoolwide Growth API scores that was captured using the entire domain.

In this study, we used a stepwise regression procedure to retain a set of EL sub-domains that collectively accounted for a majority of the additional variation in EL Base API scores explained by the full set of newly introduced EL-specific sub-domains (i.e., that was not already captured by student demographics and the retained SSDR sub-domains). Only EL-specific sub-domains from the domains covering use of "Coherent, Standards-Based Instructional Program" and "Assessment Data to Improve Student Achievement and Instruction" were retained.

Below are the set of retained SSDR and EL-specific sub-domains (both in italics) with specific survey items (verbatim, with their survey number) organized under one of the general domains. One domain does not appear in the list below because no SSDR or EL-specific sub-domains were retained for that domain.

Similar English Learner Students, Different Results: Domains and Retained Sub-Domains with Survey Items

Coherent Standards-Based Instructional Program

The school's curriculum and instruction are coherent and aligned with state standards.

Similar Student, Different Results Sub-domains

Teacher Survey

Math and Language Arts are integrated with other subjects.

(14ba.) This subject (Language Arts) is integrated with other subjects

(14bb.) This subject (Math) is integrated with other subjects

Teachers report alignment and consistency in curriculum and instruction.

(4c.) Teachers examine the scope or sequence of curriculum topics

(4d.) Teachers review a grade-level pacing calendar

(5c.) There is consistency in curriculum and instruction at the same grade level

(5d.) There is alignment in curriculum and instruction across different grade levels

District, principals, and teachers utilize state standards to guide curriculum and instruction.

(3a.) My classroom instruction is guided by state standards

(3b.) Our school has identified essential/key standards

(9c.) Our principal is a knowledgeable source concerning standards and curriculum

(10c.) Our district provides information about curriculum standards

(14da.) The curriculum materials are aligned with state standards (Language Arts)

(14db.) The curriculum materials are aligned with state standards (Math)

(15ea.) Frequency of map state curriculum standards onto my lesson plans (Language Arts)

(15eb.) Frequency of map state curriculum standards onto my lesson plans (Math)

(34g.) I use standards to guide what I teach (Kindergarten only)

Use of which specific Language Arts curriculum program?

(12d.) Open Court

Use of which specific Math curriculum program?

(13h.) Scott Foresman

District addresses instructional needs of EL students

(10f.) Our district addresses the instructional needs of English Language Learner students at our school

Principal Survey

Principal and district have clear and shared expectations that guide coherence around the curriculum.

(13d.) I ensure that teachers use adopted curriculum packages

(21a.) I understand my district's expectations- Implementation of our Language Arts curriculum program

(21b.) I understand my district's expectations- Implementation of our Math curriculum program

(24b.) Our district has a coherent grade-by-grade curriculum it uses for all schools

(24d.) Our district has a clear expectation for student performance aligned with the curriculum

(24e.) Our district evaluates me as a principal based on the extent to which instruction in my school aligns with the curriculum

EL-Specific Sub-domains

Teacher Survey

How are your EL students taught mathematics?

(28c.) Using ESL or immersion techniques (SDAIE)

How are your EL students taught mathematics?

(28d.) With primary language assistance from an instructional aide

How are your EL students taught mathematics?

(28e.) With primary language assistance from the teacher

How is explicit English Language Development instruction delivered to your EL students?

(24c.) By ELD level through teaming

How is explicit English Language Development instruction delivered to your EL students?

(24d.) Pull-out program

Who teaches your EL students their explicit English Language Development instruction?

(26a.) Myself

Principal Survey

In the last four years, school has implemented a new program for EL students

(9i.) In the last four years, my school has implemented a new program for EL students

Parental Involvement

The school actively engages with and supports parents.

Similar Student, Different Results Sub-domains

Teacher Survey

District builds community confidence in the school

(10l.) Our district builds the community's confidence in our school

Principal builds strong relationship with parents

(9k.) Our principal builds strong relationship with parents

Principal Survey

School involves parents in students' education

(5a.) Frequency of parent-teacher conferences

(5b.) Frequency of special subject area events

(5c.) Frequency with which parents provide instructional support in classrooms

(5d.) Frequency of workshops or courses for parents

(6g.) Our school has a translator for parents at school meetings

(6h.) Our school has a translator for parent-teacher conferences

(6i.) Our school has group meetings with parents to explain academic expectations

(22f.) Our district provides support for assistance communicating with parents regarding academic expectations

Data and Assessment

School uses assessments and data to inform efforts to improve student achievement.

Similar Student, Different Results Sub-domains

Teacher Survey

Teachers receive CAT-6/CST assessment data.

(35aa.) I receive CAT-6/CST data- Individually for all students in my classroom

(35ab.) I receive CAT-6/CST data- Summary for all students across my grade level

(35ac.) I receive CAT-6/CST data- Disaggregated by specific skill/academic content for all students in my classroom

(35ad.) I receive CAT-6/CST data- Disaggregated by student subgroup for all students in my classroom

Teachers use other commercial assessment data to monitor performance and inform instruction.

(39bb.) I use other commercial assessments to adjust my curriculum in areas where students encountered problems

(39bc.) I use other commercial assessments to inform parents of student progress

(39bd.) I use other commercial assessments to place students into instructional groups by achievement level

District provides student achievement data.

(10d.) Our district provides student achievement data

Principal Survey

District expectations for improving student achievement influence the principal in setting school-wide priorities.

(12c.) Influence school-wide instructional priorities- Benchmark assessments conducted by teachers

(12e.) Influence school-wide instructional priorities- Student grades and report cards

(21i.) I understand my district's expectations- My performance as a school leader

(22h.) Our district provides support for site-level planning related to improving achievement

(24f.) Our district evaluates me as a principal based upon student achievement

(24j.) Our district expects that all schools in the district improve student achievement

Principals review and use assessment data to address the academic needs of individual students.

(31a.) I review assessment data independently

(31d.) I review assessment data with individual teachers

(32b.) I use assessment data to set goals for individual student achievement

(32c.) I use assessment data to develop strategies to help selected students reach goals

(32d.) I use assessment data to follow up on progress of selected students

Principals are provided with CAT-6/CST assessment data.

(25a.) I receive CAT-6/CST data- Individually for all students

(25b.) I receive CAT-6/CST data- Summary for all students across grade levels

(25c.) I receive CAT/6-CST data- Disaggregated by specific skill/academic content

(25d.) I receive CAT/6-CST data- Disaggregated by student subgroup

Principal uses CAT-6/CST assessment data to monitor achievement, address student progress, and inform school-wide instructional strategies.

(12a.) Influence school-wide instructional priorities- Results from the CAT-6/CST

(25aa.) I use CAT-6/CST to evaluate the progress of my students

(25ab.) I use CAT-6/CST to inform and communicate with parents

(25ac.) I use CAT-6/CST to identify struggling students

(25ad.) I use CAT-6/CST to develop strategies to move students from below basic and basic into proficiency

(25ae.) I use CAT-6/CST to compare grades within the school

(25af.) I use CAT-6/CST to examine school-wide instructional issues

District and principals use data from various student assessments to monitor and evaluate teacher performance.

- (25ag.) I use CAT-6/CST data to identify teachers who need instructional improvement
- (25bc.) District uses CAT-6/CST data to evaluate teachers' practices
- (27cg.) I use curriculum program assessment data to identify teachers who need instructional improvement
- (28cg.) District uses curriculum program assessment data to evaluate teachers' practices
- (29cg.) I use district developed assessment data to identify teachers who need instructional improvement
- (29dc.) District uses district developed assessment data to evaluate teachers' practices
- (30cg.) I use other commercial assessment data to identify teachers who need instructional improvement
- (30dc.) District uses other commercial assessment data to evaluate teachers' practices
- (32e.) I use assessment data to determine what professional development teachers need to improve in a particular area

EL-Specific Sub-domains

Teacher Survey

In what form do you receive CELDT assessment data?

- (36aa.) CELDT Individually for all students
- (36ab.) CELDT Summary for all students in my grade level
- (36ac.) CELDT Disaggregated by specific skill/academic content for all students in my classroom
- (36ad.) CELDT Disaggregated by student subgroup for all students in my classroom

How do you use CELDT assessment data?

- (36ba.) Use of CELDT to evaluate the progress of students
- (36bb.) Use of CELDT to adjust my curriculum in areas where students encountered problems
- (36bc.) Use of CELDT to inform parents of student progress
- (36bd.) Use of CELDT to place students into instructional groups by achievement level
- (36be.) Use of CELDT to identify struggling students
- (36bf.) Use of CELDT to develop strategies to move students from below basic and basic into proficiency

In addition to the CELDT, what types of assessment do you use for EL students?

- (29) For EL students, none chosen

Principal Survey

To what extent do the following influence your school-wide instructional priorities?

- (12b) Influence school-wide instructional priorities- Results from the CELDT

Professional Learning Community

The district and school encourage teacher collaboration and build educator capacity to improve student learning.

Similar Student, Different Results Sub-domains

Teacher Survey

Teachers have influence over hiring decisions.

(7e.) Teachers' influence – Hiring of new teachers

(7f.) Teachers' influence – Hiring of new principal

Teachers collaborate around curriculum and instruction.

(4a.) Teachers share and discuss teaching methods

(4b.) Teachers discuss particular lessons that were not very successful

(4e.) Teachers share and discuss student work

(5a.) I have detailed knowledge of content covered by other teachers

(5b.) I have detailed knowledge of instructional methods by other teachers

Principal Survey

District provides professional development opportunities for principals.

(22e.) Our district provides support for professional development for me as a principal

(23k.) Our district has a rigorous principal selection process

(23l.) Our district provides AB 75 training to all principals

(23m.) Our district provides ongoing professional development to all principals

(23n.) Our district provides opportunities for principals to collaborate together

Resources

The school has access to qualified educators and support personnel, classroom materials, and supplemental financial resources.

Similar Student, Different Results Sub-domains

Teacher Survey

Teachers have adequate classroom materials.

(9i.) Our principal provides teachers with adequate classroom materials

(14ia.) My classroom has the current version of the textbook (Language Arts)

(14ib.) My classroom has the current version of the textbook (Math)

(14ja.) Every student in my classroom has a copy of the textbook (Language Arts)

(14jb.) Every student in my classroom has a copy of the textbook (Math)

Teacher has regular or standard certificate for California.

(57a.) I have regular or standard certificate for California

Teaching full-time for over 5 years.

(50a.) Including this school year, have you been teaching full-time for over 5 years

Principal Survey

School's teaching staff is skilled, knowledgeable, and enthusiastic.

- (16a.) Proportion of current teaching staff with training in our curriculum program(s)
- (16b.) Proportion of current teaching staff with the ability to speak the home language of EL students
- (16c.) Proportion of current teaching staff with the ability to use data from student assessments
- (16d.) Proportion of current teaching staff with familiarity with California state standards
- (16e.) Proportion of current teaching staff with familiarity with the school community
- (16f.) Proportion of current teaching staff that is excited about teaching
- (16g.) Proportion of current teaching staff that fits well into our school culture
- (16h.) Proportion of current teaching staff with a demonstrated ability to raise student achievement
- (16i.) Proportion of current teaching staff with strong content knowledge
- (16j.) Proportion of current teaching staff with the ability to map curriculum standards to instruction
- (16k.) Proportion of current teaching staff struggling in the classroom (reverse-coded)
- (16l.) Proportion of current teaching staff likely to leave teaching in the next year or two (reverse-coded)
- (16m.) Proportion of current teaching staff that supports colleague's learning and improvement

District provides support for facilities and adequate instructional materials.

- (21g.) I understand my district's expectations- Facilities upkeep/conditions
- (22g.) Our district provides support for facilities management
- (22i.) Our district provides support for resources for supplementary instruction for struggling students
- (23i.) Our district provides up-to-date instructional materials
- (23j.) Our district provides enough instructional materials for all students

Including this school year, how many years have you been a principal?

(37a.) Including this school year, how many years have you been a principal?

Prioritizing Student Achievement

School and district set goals and expectations for student achievement.

Similar Student, Different Results Sub-domains

Teacher Survey

School and district communicate high expectations and take responsibility for student achievement.

- (1a.) Our school has a vision that is focused on student learning outcomes
- (1b.) Our school has well defined plans for instructional improvement
- (6a.) Teachers take responsibility for student achievement
- (6b.) Teachers are committed to improving student achievement
- (9a.) Our principal communicates a clear vision for our school
- (9b.) Our principal makes expectations clear to teachers for meeting academic achievement goals
- (9d.) Our principal sets high standards for student learning
- (10a.) Our district supports our school in achieving its mission
- (10b.) Our district prioritizes student learning and achievement

School prioritizes meeting API and AYP growth and subgroup targets.

- (3d.) Meeting our API growth target is a priority
- (3e.) Meeting our API subgroup targets is a priority
- (3f.) Meeting our AYP subgroup targets is a priority
- (3g.) Our school sets measurable goals for exceeding the mandated API subgroup growth targets

Principal Survey

School and district communicate high expectations and take responsibility for student achievement.

- (1a.) Our school has a clear vision that is focused on student learning outcomes
- (1b.) Our school has well defined plans for instructional improvement
- (4a.) Teachers take responsibility for student achievement
- (4b.) Teachers are committed to improving student achievement
- (11a.) I communicate a clear vision for our school
- (11b.) I make expectations clear to teachers for meeting academic achievement goals
- (11d.) I set high standards for student learning

School prioritizes meeting API and AYP growth and subgroup targets.

- (3d.) Meeting our API growth target is a priority
- (3e.) Meeting our API subgroup target is a priority
- (3f.) Meeting our AYP subgroup target is a priority
- (3g.) Our school sets measurable goals for exceeding the mandated API subgroup growth targets.
- (12g.) Influence school-wide instructional priorities- School statewide ranking on API
- (12h.) Influence school-wide instructional priorities- Similar school ranking on API

Principal understands district expectations for meeting API and AYP growth and subgroup targets.

(21k.) I understand my district's expectations- Meeting our API growth target

(21l.) I understand my district's expectations- Meeting our API subgroup target

(21m.) I understand my district's expectations- Meeting our AYP subgroup target