**Statewide Results**

Preliminary analyses of the partial CAASPP results made public by the CDE today revealed that all students statewide showed some improvement in the second administration of the assessment.

Figure 1 below shows that both charters and traditional schools increased the percent of students meeting and exceeding standards in both ELA and math. Charter schools achieved a growth of 4 percentage points in ELA such that half of their students are now meeting or exceeding the standard, while 35% of charter students met or exceeded the standard in math.

**Figure 1: 2016 Performance Levels**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met | Standard Met or Exceeded | Change over 2015 |
| Charter – Math | 14% | 21% | 30% | 35% | 35% | +3% |
| Traditional – Math | 16% | 21% | 29% | 35% | 37% | +3% |
| Charter – ELA | 20% | 30% | 25% | 25% | 50% | +4% |
| Traditional – ELA | 20% | 27% | 23% | 29% | 47% | +4% |

*\*Percentages reflect rounding and may not sum across rows.*

As shown in Figure 2, charter schools have achieved a higher percentage of students meeting and exceeding standards in ELA, maintaining a 3% higher rate than traditional schools statewide. In contrast, traditional schools have achieved slightly higher growth in math with 37% of students meeting or exceeding standards compared to 35% of charter schools.

**Figure 2: Change in Percent Met or Exceeding Standards**

CCSA also examined how the average student in charter and traditional schools progressed toward meeting standards, which provides more information on all students’ improvement, including those that are below grade level standards. Using the CCSA [Average Point Difference (APD)](http://www.ccsa.org/advocacy/accountability/apd.html) measure, we found that students in both charters and traditional schools statewide averaged about 8 scale score points closer to meeting grade level standards than in 2015.  Charter school students rose to 21 points below meeting standards on average (from 30 points below in 2015) while traditional school students now average 23 scale score points below meeting standards (from 31 points below in 2015).

Charter schools accomplish these results while continuing to serve a highly diverse student population:

**Figure 3: 2015-16 Enrollment**

|  |  |  |
| --- | --- | --- |
|  | Charters | Non-Charters |
| Latino-- | 50% | 54% |
| African-American-- | 8% | 6% |
| White-- | 29% | 24% |
| Asian-- | 5% | 9% |
| Other\*-- | 8% | 7% |
| English Learners-- | 17% | 23% |
| Students with Disabilities\*\*-- | 9% | 10% |
| Free and reduced lunch-- | 57% | 59% |
|  |  |  |

***Subgroup Results***

Statewide, charter schools have increased the percent of students meeting and exceeding the standards in both ELA and math. For Latino and low income students in particular, there has been a greater increase in students meeting and exceeding ELA standards since 2015 than the overall average for all students (see Figure 4).

**Figure 4: Percent Met/Exceeded, by subgroups**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | All Students | Latino | African American | Low Income |
| ELA | 2016 | 50% | 45% | 38% | 43% |
| 2015 | 46% | 40% | 35% | 38% |
| Change | 4% | 5% | 3% | 5% |
|  |  |  |  |  |  |
| Math | 2016 | 35% | 29% | 22% | 28% |
| 2015 | 33% | 26% | 21% | 25% |
| Change | 3% | 3% | 2% | 3% |

Additionally, charter schools continue to perform at or above the average performance of traditional schools, including subgroups:

**Figure 5: Percent Met/Exceeded, charters and traditional schools**

**Regional Findings**

***Los Angeles Unified School District***

Autonomous charter schools in LAUSD maintained their lead on traditional school average performance, increasing the percent meeting and exceeding standards by 7 percentage points in ELA and 4 percentage points in math.

**Figure 6: LAUSD Growth in Percent Met/Exceeded**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | ELA | Math |
| Autonomous Charters | 2016 | 46% | 30% |
| 2015 | 39% | 26% |
| Change | 7% | 4% |
|  |  |  |  |
| Non-Autonomous Charters | 2016 | 63% | 56% |
| 2015 | 58% | 51% |
| Change | 5% | 5% |
|  |  |  |  |
| Traditional | 2016 | 37% | 26% |
| 2015 | 31% | 22% |
| Change | 6% | 4% |

LAUSD charter schools are also outperforming with historically disadvantaged subgroups. All students at LA charters, as well as student subgroups, achieved higher percentages of students meeting and exceeding the standards than the overall traditional school average.

**Figure 7: LAUSD Charter Subgroups Outperform Traditional School Average**

er

*\*Includes autonomous charter schools only*

***Oakland Unified School District***

Charter schools in Oakland continue to achieve higher levels of students meeting and exceeding standards in both ELA and math as compared to traditional schools.

**Figure 8: OUSD Performance Levels**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded | Standard Met or Exceeded |
| Charter - ELA | 33% | 24% | 26% | 16% | 42% |
| Traditional - ELA | 49% | 23% | 18% | 10% | 28% |
| Charter - Math | 40% | 29% | 18% | 14% | 31% |
| Traditional - Math | 52% | 25% | 14% | 9% | 23% |

OUSD charter schools are also outperforming with historically disadvantaged subgroups. All students at Oakland charters, as well as student subgroups, achieved higher percentages of students meeting and exceeding the standards than the overall traditional school average.

**Figure 9: OUSD Charter Subgroups Outperform Traditional School Average**

|  |
| --- |
| \*Other includes American Indian, Pacific Islander, Filipino and Multi-Racial groups and nonresponses*.* |
| \*\*Reported number is percent of test-takers on 2016 CAASPP and may not necessarily reflect actual enrollment (Source: California Department of Education)  †All analyses exclude Alternative, ASAM, and small schools (fewer than 11 test-takers).  LAUSD and OUSD analyses include charter schools located within the district. |

Note: Data above were calculated on August 24, 2016. The initial file made public by the California Department of Education was a partial file including test records processed as of July 7, 2016. CCSA will update the analyses when the final results file is issued by the state.