

**CST Performance Results and Participation for Students with Disabilities:
2010-2011 school Year**

The results are based on the December, 2011, STAR files provided by the district. Table one presents the total number of records included in the relevant file. The original STAR file contains 519,115 student records available for analysis (which is about 5.7% more than 2009-2010 and reverses the trend of fewer students over the past few years). However, this file contains several duplicate records and invalid student IDs. After aggregating the data so that no student ID is duplicated the number of student records decreases to 468,053¹ (which is virtually identical to the September dataset – 3 student difference). Table one summarizes the analyzed dataset in terms of SWD and non-SWD students.

Table 1: Identified Students with Disabilities

	<u>Frequency</u>	<u>Percent</u>
Non-Disabled Students	411,768	88.0
Student with Disabilities	56,194	12.0
Unknown	91	0.02
Total	468,053	

The reduction in students without disabilities is approximately twice the number of students with disabilities, but the proportional representation before and after eliminating duplicate IDs remains approximately the same, providing some evidence that the duplicate records do not systematically come from one set of students. This provides some evidence for a tenable assumption that the remaining data are representative in the disability dimension.

The results in table 2a summarize the CST performance by non-disabled and disabled students. It is important to bear in mind that the total number of students in the (non-duplicate ID) file does not equal the number of test scores available due to missing data^{2,3}. Further, it is important to note that not all scores of Basic or above count towards meeting the outcome. This is determined by the inclusion code. Including only valid scores that

¹ This reduction in file sizes includes approximately 44,500 cases that had no LAUSD ID and hence were excluded from the analysis.

² Approximate missing: Non-SWD 0.0% and 0.4% for ELA and Mathematics; and for SWD 2.5% and 0.9% % for ELA and Mathematics test results, respectively. It is unlikely that this would have a substantive impact on performance results.

³ The percent missing is reduced from the September dataset.

Table 2a: Performance by disability status: CST STAR results

CST ELA	Include Indicator					Percent Basic or above ¹
	Not	Recode	Invalid	Score		
Performance Level	<u>Tested</u>	<u>FBB</u>	<u>Score</u>	<u>OK</u>	<u>Total</u>	
Non-Disabled Students						
Far Below Basic	0	7	0	31,919	31,926	
Below Basic	1	12	0	59,908	59,921	
Basic	0	8	0	123,405	123,413	
Proficient	0	0	0	108,816	108,816	
Advanced	2	2	0	79,342	79,346	
Did not attempt	<u>7,706</u>	<u>0</u>	<u>572</u>	<u>27</u>	<u>8,305</u>	
Total	7,709	29	572	403,417	411,727	77.23%
Students with Disabilities						
Far Below Basic	0	394	0	12,127	12,521	
Below Basic	0	277	0	9,734	10,011	
Basic	0	170	0	7,974	8,144	
Proficient	0	37	0	3,231	3,268	
Advanced	0	3	0	1,443	1,446	
Did not attempt	<u>1,160</u>	<u>0</u>	<u>252</u>	<u>0</u>	<u>1,412</u>	
Total	1,160	881	252	34,509	36,802	35.74%
CST Mathematics						
Performance Level	<u>Tested</u>	<u>FBB</u>	<u>Score</u>	<u>OK</u>	<u>Total</u>	Percent Basic or above ¹
Non-Disabled Students						
Far Below Basic	0	9	0	40,358	40,367	
Below Basic	0	4	0	88,136	88,140	
Basic	0	3	0	86,971	86,974	
Proficient	0	0	0	92,620	92,620	
Advanced	0	0	0	85,413	85,413	
Did not attempt	<u>14,511</u>	<u>0</u>	<u>1,453</u>	<u>496</u>	<u>16,460</u>	
Total	14,511	16	1,453	393,994	409,974	67.34%
Students with Disabilities						
Far Below Basic	0	403	0	10,913	11,316	
Below Basic	0	308	0	12,072	12,380	
Basic	0	64	0	6,164	6,228	
Proficient	0	27	0	4,164	4,191	
Advanced	0	6	0	2,463	2,469	
Did not attempt	<u>2,412</u>	<u>3</u>	<u>433</u>	<u>55</u>	<u>2,903</u>	
Total	2,412	811	433	35,831	39,487	34.96%

Notes:

1) Numerator excludes all N, R, and T coded score. Excludes "Did not attempt".
Denominator excludes "Did not attempt."

do not need to be recoded and excluding scores that are coded as “did not attempt,” the percentage of SWD meeting the Basic or above requirement in ELA is 35.74% and in Mathematics is 34.96%. For both ELA and Mathematics, the basic or above percent is substantively improved over 2009-2010. It is important to note that the results in table 2a are based on CST performance only. There was a significant increase in the number of SWD taking

the CMA instead of the CST. About twice as many students took the CMA in 2011 than in 2010. The number of students shifting, in and of itself, does not present a problem in interpreting the improved CST performance by SWD; rather, the selection mechanism that was used to administer the CMA instead of the CST. Given the large number of SWD taking the CMA⁴, CMA results are presented in table 2b. These results exist for SWD only, and students fair better on the CMA than on the CST.

Table 2b: Performance by SWD: CMA STAR results

<u>ELA</u>	<u>N: Not Tested</u>	T: Num OK <u>score invalid</u>	Y: Num Ok <u>score valid</u>	<u>Total</u>	<u>Pct Basic & Above</u>	<u>Pct Proficient & Above</u>
(unknown)				1275		
1 Far below Basic	0	0	2451	2451		
2 Below Basic	0	0	4235	4235		
3 Basic	0	0	2537	2537	40.47%	
4 Proficient	0	0	1812	1812		21.50%
5 Advanced	0	0	1064	1064		
9 Did not Attempt	0	167	0	167		
Total	0	167	12099	13541		

<u>Math</u>	<u>N: Not Tested</u>	T: Num OK <u>score invalid</u>	Y: Num Ok <u>score valid</u>	<u>Total</u>	<u>Pct Basic & Above</u>	<u>Pct Proficient & Above</u>
(unknown)				860		
1 Far below Basic	0	0	1665	1665		
2 Below Basic	0	0	3453	3453		
3 Basic	0	0	2097	2097	46.49%	
4 Proficient	0	0	2170	2170		27.71%
5 Advanced	0	0	926	926		
9 Did not Attempt	0	92	0	92		
Total	0	92	10311	11263		

Table three summarizes the participation rates for SWD and non-SWD students. The results in table three are based on the number of students in the working dataset (denominator) and the number of cases with valid include codes (numerator). Part A includes only CST results, while Part B adds to the numerator the number of SWD that took the CAPA. Part C adds to Part B the CMA results. Part D indicates the number and percent of students who took either the CST or the CMA, but excludes CAPA.

⁴ This has ramifications for participation presented below in table 3.

Table 3: SWD Participation in Assessment

	<u>Part A</u>		<u>Part B</u>		<u>Part C</u>		<u>Part D</u>	
	<u>Non-SWD</u>	<u>SWD</u>	<u>Non-SWD</u>	<u>SWD</u>	<u>Non-SWD</u>	<u>SWD</u>	<u>Non-SWD</u>	<u>SWD</u>
ELA								
Numerator	404,018	35,642	404,018	41,490	404,018	54,881	404,018	49,033
Denominator	411,656	56,191	411,656	56,191	411,656	56,191	411,656	56,191
Percent	98.1	63.4	98.1	73.8	98.1	97.7	98.1	87.3
Mathematics								
Numerator	396,051	36,483	396,051	42,331	396,054	53,480	396,054	47,632
Denominator	411,656	56,191	411,656	56,191	411,656	56,191	411,656	56,191
Percent	96.2	64.9	96.2	75.3	96.2	95.2	96.2	84.8

All parts exclude STS (n= 3)
 Part A includes only CST results
 Part B includes CST and CAPA
 Part C includes CST, CAPA, and CMA.
 Part D includes CST and CMA only.

As noted above, participation in CST by SWD shifted substantially in 2011. As the results in table three indicate SWD participation CST was 63.4% and 64.9% in ELA and Mathematics, respectively; including only CMA participation is 87.3% and 84.8%, in ELA and Mathematics, respectively.

If inferences related to district performance on CST by SWD remains an important performance outcome, it is recommended that the this year’s performance be linked to prior year’s performance (for SWD) in order to examine whether the students taking the CST in 2011 are a representative subset of students taking the CST in 2010.