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Action

Educator Preparation Committee

Revisiting CalAPA Standard Setting Study Findings and Passing Score Recommendations

Executive Summary: This agenda item provides (a) an update on the development and implementation of the California Administrator Performance Assessment (CalAPA); (b) foundational information about the standard setting process for Commission examinations and assessments with recommendations for revising the passing score standard for the CalAPA, including an implementation date for any changes made to the passing standard scores; (c) information and timeline describing how the Commission and its technical contractor Evaluation Systems group of Pearson (ES) will continue supporting Preliminary Administrative Services Credential (PASC) programs in the fifth year of operational administration, 2022-23.

Recommended Action: That the Commission review and set passing score standards for the CalAPA.

Presenters: Gay Roby, Consultant, Professional Services Division, Amy Reising, Chief Deputy Director, and Heather Klesch, Vice President, Educator Solutions for Licensing and Learning at Evaluation Systems group of Pearson.

Strategic Plan Goal

I. Educator Quality
   b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

Revisiting CalAPA Standard Setting Study Findings and Passing Score Recommendations

Introduction

This agenda item presents an update on the first four years of implementation of the California Administrator Performance Assessment (CalAPA) as well as a summary of the development process of the performance assessment. This item is organized into three components, followed by Commission action and description of next steps:

- Component 1 provides an update on the development and first four years of implementation of the CalAPA;
- Component 2 provides foundational information about the standard setting process for Commission examinations and assessments with recommendations for revising the passing score standard for the CalAPA;
- Component 3 provides information and a timeline describing how the Commission and its technical contractor Evaluation Systems group of Pearson (ES) will continue supporting Preliminary Administrative Services Credential (PASC) programs in the fifth year of operational administration, 2022-23, and beyond.

Background

Preliminary Administrator Services Credential (PASC) programs, in partnership with the Commission, and an appointed CalAPA Design Team, and Evaluation Systems group of Pearson (ES) have been engaged in the development and implementation of CalAPA for the past 7 years, from 2015-present. The Commission began discussing the development of a performance assessment for administrative services credential candidates in August 2012, passing an action item in September 2013, approving new PASC program standards which included the idea of a performance assessment. Appendix A provides information all prior Commission items on the development of the CalAPA (2012-2021).

The CalAPA model was developed, pilot- and field-tested, and then implemented as a non-consequential assessment during the 2018-19 year where candidates did not pay an assessment fee and were not required to meet a passing standard but were required to register, complete, and submit each of the three leadership cycles for scoring. The assessment became consequential with an established passing standard, throughout the state for candidates entering a PASC program on or after June 1, 2019.

In August 2019 a passing standard with applied Standard Error of Measurement (SEM) was set by the Commission with the intent to revisit that passing score for each of the three cycles within one year's time; however, due to the COVID-19 pandemic Commission staff delayed revisiting the passing score in order to support candidates and programs as they acclimated to the pandemic. An item was brought to the Commission in June 2021 for reconsideration of the original passing scores recommended without the applied Standard Error of Measurement

(SEM), however the Commission moved to not change the passing score standard for the CalAPA at that time and directed staff to reconvene the standard setting panel to review, analyze, and discuss four years of CalAPA data in spring 2022. This item provides an analysis of the data and recommendations by the reconvened standard setting panel for the Commission to consider and potentially determine a revision to the 2019 passing score.

Component I: CalAPA Development and First Years of Implementation

Pilot (2016-2017) and Field-Testing Phases (2017-2018)
The Commission issues, on average, approximately 4,000 Administrative Services Credentials prepared each year by 61 program sponsors. The CalAPA was piloted by 23 institutions and 304 candidates in the 2016-17 academic year, then revised during the summer of 2017 based on the pilot test findings, and subsequently field tested during the 2017-18 academic year by 23 programs and 438 candidates. The results of the field test led to another round of revisions of the CalAPA leadership cycles and rubrics prior to statewide, non-consequential operational administration of the assessment in the 2018-19 year.

CalAPA First Non-Consequential Operational Year (2018-2019) Data Leading to a 2019 Standard Setting Study
Following the field test conducted in 2017-18, the CalAPA became operational for the 61 PASC programs in fall 2018. The first year of operational administration was non-consequential for candidates and programs. Candidates were required to fully complete and submit all three leadership cycles of the CalAPA, however in this first year of operational administration, candidates were not required to pay for the assessment or to meet a passing standard in order to be recommended for the preliminary Administrative Services Credential or Certificate of Eligibility. Program level data was reported to programs, candidates, and the Commission. Starting June 1, 2019, candidates entering a PASC program were required to meet the passing standard for all three leadership cycles of the CalAPA as a program requirement. Data from this initial operational year was used to inform the first standard setting study and led to the Commission adoption of the passing standard that has been applied from 2019-2022.

Description of Three Equity Leadership Cycles of the CalAPA
The CalAPA consists of three leadership cycles that PASC candidates complete during their preliminary preparation program. The leadership cycles require candidates to engage in a recursive four-step process that requires them to **investigate** the context of their school and current practices, to develop a **plan**, **act** upon the plan, and **reflect** on their growth toward becoming an equitable leader.

Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity
Leadership Cycle 1 focuses on analyzing multiple sources of school level data for the purpose of identifying equity gaps to inform an initial draft plan for equitable improvement in line with the school's vision, mission, and goals. Within the cycle of investigate, plan, act, and reflect, candidates engage in the following tasks:
- collect and analyze multiple sources of longitudinal quantitative and qualitative data

- conduct an equity gap analysis
- identify potential factors, institutional and/or structural factors that may contribute to the equity gap
- develop a problem statement defining a specific area of educational need related to equity
- propose a specific strategy to address the problem
- seek input from an administrator at the school site on the strategy
- adjust their proposed strategy based upon the feedback of the administrator
- reflect on their learning and growth in equitable leadership during the leadership cycle

Leadership Cycle 2: Facilitating Communities of Practice
Leadership Cycle 2 focuses on facilitating collaborative professional learning within a community of practice for the purpose of improving teaching and student learning and/or well-being. Within the cycle of investigate, plan, act, and reflect, candidates engage in the following tasks:
- examine current collegial school practices to increase student learning or well-being
- choose a small group of educators to lead in a collaborative project
- identify an educational need and a problem of practice to address
- select an evidence-based instructional strategy to address the problem of practice
- facilitate meetings with the group, collaboratively leading their professional learning
- implement the selected strategy
- analyze initial implementation results
- reflect on their facilitation skills throughout the project
- describe how they responded to the group's feedback on their facilitation leadership

Leadership Cycle 3: Supporting Teacher Growth
Leadership Cycle 3 focuses on coaching an individual teacher to strengthen their classroom teaching practices and improve asset-based student learning and/or well-being. Within the cycle of investigate, plan, act, and reflect, candidates engage in the following tasks:
- familiarize themselves with coaching and current observation practices at the school
- identify a volunteer teacher to coach
- engage in a pre-observation meeting with the volunteer teacher
- conduct a classroom teaching observation
- collect evidence of practice relevant to the California Standards for the Teaching Profession
- conduct a post-observation meeting
- reflect on the practice of coaching teachers, identify their strengths and areas for professional growth as a mentor and an equity minded leader

Use of Analytic Rubrics
The CalAPA analytic rubrics outline the criteria of each CalAPA step and provide a focus for the candidate's actions throughout the leadership cycle. For each rubric, an essential question is asked regarding the candidate's actions, framing the knowledge, skills, and abilities described in

that rubric, as measured by the [California Administrators' Performance Expectations (CAPE)](#) a parallel, foundational document to the [California Professional Standards for Education Leaders (CPSEL)](#) which are used by the vast majority of Clear Administrative Services Credential (CASC) programs and California districts as an evaluation tool for their education administrators. Rubrics provide five qualitative descriptions, ranging from a score Level 1 to a score Level 5, with score Level 1 representing a response for which no evidence is provided, or practice is not supportive and score Level 2 representing an inconsistent or limited response. Score Level 3 mirrors the essential question wording for that rubric, with no additional information or research. To reach a score Level 4, the candidate must provide evidence for all of score Level 3 plus the additional elements of level 4. To reach a score Level 5, the candidate must provide evidence for all of Levels 3, 4, and the additional elements of level 5. Rubrics for the cycles can be found in the Assessment Guides of [Cycle 1](#), [Cycle 2,](#) and [Cycle 3,](#) while additional implementation information can be found in the [Program Guide](#).

To guarantee scoring reliability, the CalAPA is centrally managed and scored by calibrated assessors to ensure that detailed, analytic feedback is provided to candidates and programs in a timely manner to guide both candidate development and program improvement. In addition to scorer training, assessors are also required to participate annually in Implicit Bias training. As a result of training, support and monitoring of inter-rater reliability, candidate data is consistent, reliable, and aligns with the needs of the Commission's Accreditation Data System (ADS) providing an outcomes-based set of quality indicators to guide review within and across administrator preparation programs.

Assessor Training and Calibration for the CalAPA
Qualified assessors are prepared and calibrated by the Commission's approved technical contractor, Evaluation Systems group of Pearson, under the guidance and direction of the Commission's performance assessment staff. Assessor training processes were first developed and implemented during spring 2019, and training was provided throughout the state in face-to-face experiences until the pandemic caused trainings to move to an online format. Lead assessors and supervising assessors were selected during the 2019-20 year; they provide leadership in scoring, training, and calibration of the assessors in their assigned leadership cycle.

During assessor training, participants are provided with an orientation facilitated by Commission and ES staff that includes an overview of the leadership cycles, the evidence to be collected, and associated analytic rubrics. Each participant is assigned one CalAPA leadership cycle to assess and are then led through a series of actual submissions, learning assessment skills and gradually relying more on their own skills and less on the training skills. At the end of the two-day training, participants are given two opportunities to competently score a submission on their own. Once assessors meet the criteria for training and calibration, they are notified by ES that they can begin scoring submissions through a centralized distributed scoring process. Each submission is independently scored by assessors who have met the calibration criteria. Assessors who do not meet the calibration requirement are provided coaching by lead

assessors and given the opportunity to competently score additional submissions. Commission staff attend and assist each assessor training held.

In addition to assessor skills training, in 2020-21 assessors participated a 90-minute training on implicit bias and its potential effects on scoring. This implicit bias module was developed by Commission staff and lead assessors. The training is presented by lead assessors and facilitated by Commission staff, assisting CalAPA assessors to identify their own biases, encouraging assessors to be aware of a scoring bias in order to minimize this issue when scoring submissions. A second, more detailed session on implicit bias was developed and shared during the 2021-22 school year with a third planned for the upcoming 2022-23 year.

Commission Adoption of a Passing Score in 2019
In June 2019, a standard setting panel was convened to conduct a review of the 2018-19 candidate score data and determine a passing standard to recommend to the Commission for the 2019-20 administration of the assessment. The panel recommended a passing score of 19 for Cycle 1, and 17 each for Cycles 2 and 3. At the August 2019 Commission meeting, staff recommended that the Commission adopt the recommended passing scores and apply a Standard Error of Measurement (SEM) of -1.5 for each of the three leadership cycles, effectively reducing the passing scores to 14 points for Cycle 1, and 12 points for both Cycle 2 and Cycle 3. The rationale for the proposed SEM was to avoid any unintended impact on subgroup performance and provide programs with time to support faculty, instructors, field supervisors, and candidates with the new CalAPA. The adopted passing standard for each cycle, with the – 1.5 SEM is currently in use.

As a result of the June 2021 Commission meeting, Commission staff, Evaluation Systems personnel, and a Standard Setting panel engaged in a second standard setting study in spring of 2022. The original membership of the 2019 CalAPA Standard Setting panel who were eligible to continue on the panel were augmented with seven new members to create the 2022 CalAPA standard setting panel whose membership is provided in Appendix B.

Component II: The Standard Setting Process

Summary Overview of the Standard Setting Process
"Standard setting" is the common term used in the large-scale assessment industry to describe the process of establishing a minimum passing score for new or revised assessments. The term "standard" as it is used in "standard setting" refers to a performance standard, or minimum level of acceptable performance on an assessment.

Standard setting is a common and established process for determining valid and defensible minimum passing scores for standardized assessments. Standard setting allows an authoritative body, in this case the Commission, to make an informed decision when establishing passing scores instead of arbitrarily selecting a minimum passing standard.

For criterion-referenced assessments such as the CalAPA, standard setting is a content-focused, structured process in which a panel of education experts reviews the content of the assessment, carefully considers the performance expectations being measured as well as relevant data and potential pass rates at various passing scores to make an informed judgment about the minimum performance level that candidates would need to demonstrate to "pass" the assessment.

There have been many different methods for standard setting developed, researched and published in the field of large-scale assessment over the last 50 years. These standard setting methods are in use today for various types of assessments all over the world. However, all of the most common standard setting methods for educational assessments involve the informed judgments of qualified "raters," or content-specific pedagogical experts.

As with the standard setting study method used for all other Commission examinations (e.g., CSET, CTEL, RICA, CPACE), the process employed for the CalAPA was consistent with recognized psychometric principles and procedures. The standard setting study for the CalAPA was conducted over a two-day period, May 17-18, 2022, with pre-conference preparatory activities for the expert panel taking place prior to the meeting. The standard setting process conducted by the Evaluation Systems group of Pearson resulted in a revised recommended passing score from the expert panel to the Commission for each of the three leadership cycles of the CalAPA. The specific standard setting process used during the meeting for the CalAPA is described in full detail in Appendix C.

All of the expert panel's standard setting discussions for the initial and final passing score recommendations, made at the conclusion of the second day's standard setting activities, were framed by the following contextual statement and guiding question:
- Think about an administrator candidate who is just at the level of knowledge and skills required to perform effectively the job of a new administrator in California public schools.
- What score (the sum of all the rubric scores in the cycle) represents the level of performance that would be achieved by this individual?

The guiding questions addressed candidate performance across all rubrics in each cycle. Leadership Cycle 1 has eight rubrics while Leadership Cycles 2 and 3 have seven rubrics. Discussion was also conducted to allow for panel recommendations concerning any "side conditions" such as, for example, placing a limitation on the number of rubric scores of "1" that would ultimately be allowed for a leadership cycle under the final recommended passing score.

CalAPA Rubric Level Scores to Date (Fall 2018-May 2022)
The table below provides a distribution of total scores, including the candidate numbers, rubric level means, standard deviation (SD), median, minimum and maximum scores achieved, for all leadership cycles during the first four years of implementation. Rubric scores are shown for candidates' first attempt at passing each leadership cycle.

Table 1. Cycle Rubric Scores: First Attempt

CalAPA Cycle (Total Points Possible)	N*	Mean	SD	Median	Min	Max
Leadership Cycle 1 (40)	4211	22.8	3.92	23.0	8	39
Leadership Cycle 2 (35)	2848	19.4	3.54	19.0	8	35
Leadership Cycle 3 (35)	2873	19.7	3.13	20.0	7	31

*Total N in Table 1 for each leadership cycle is different because data was identified for use for the standard setting study as of April 7, 2022. The N's in Table 1 represent the total number of scored leadership cycles available at the May date. In early May, fewer candidates had submitted leadership cycles 2 and 3 but would go on to submit in June and July. Candidates do not need to complete leadership cycles in any order, but these numbers do reflect an implementation order of cycles started with completion of Cycle 1, and then 2, and then 3.

Initial Passing Score Recommendation of Expert Panel

Through a facilitated discussion, panelists were presented with CalAPA descriptive data, the activities described in Appendix C were conducted, and each panelist recommended an initial passing standard. Table 2 presents panelists' initial passing score recommendations:

Table 2. Panelists' Initial Passing Score Recommendations (Panel Median)

CalAPA Cycle (Total Points Possible)	Total Score Panel Recommendation	N Panelists Recommending Side Condition of 1 rubric score of "1"
Leadership Cycle 1 (40)	16	5 of 15
Leadership Cycle 2 (35)	14	5 of 15
Leadership Cycle 3 (35**)**	14	5 of 15

Through group activities and discussion, and after examining the initial recommendations, panelists were presented with CalAPA impact data, presented in Appendix D, reflecting the number and percent of candidates who would theoretically pass at each potential recommended level.

The cell representing the panel's median score for initial passing recommendation is highlighted in orange fill.

Table 3. Leadership Cycle 1--Overall Modeled Passing Rates by Passing Score and Number of Candidate Scores of 1 Allowed

Cycle 1		No side conditions		At most three 1s		At most two 1s		At most one 1	
Passing Score	**Total N**	**N Pass**	**% Pass**	**N Pass**	**% Pass**	**N Pass**	**% Pass**	**N Pass**	**% Pass**
10	4,211	4,195	1.00	4,147	0.98	4,077	0.97	3,853	0.91
11	4,211	4,183	0.99	4,147	0.98	4,077	0.97	3,853	0.91
12	4,211	4,171	0.99	4,147	0.98	4,077	0.97	3,853	0.91
13	4,211	4,158	0.99	4,147	0.98	4,077	0.97	3,853	0.91

14	4,211	4,141	0.98	4,133	0.98	4,077	0.97	3,853	0.91
15	4,211	4,125	0.98	4,120	0.98	4,071	0.97	3,853	0.91
16	4,211	4,109	0.98	4,107	0.98	4,062	0.96	3,850	0.91
17	4,211	4,080	0.97	4,079	0.97	4,041	0.96	3,842	0.91
18	4,211	3,914	0.93	3,914	0.93	3,890	0.92	3,742	0.89
19	4,211	3,725	0.88	3,725	0.88	3,719	0.88	3,618	0.86
20	4,211	3,454	0.82	3,454	0.82	3,453	0.82	3,400	0.81
21	4,211	3,146	0.75	3,146	0.75	3,146	0.75	3,119	0.74
22	4,211	2,739	0.65	2,739	0.65	2,739	0.65	2,730	0.65
23	4,211	2,258	0.54	2,258	0.54	2,258	0.54	2,255	0.54

Table 4. Leadership Cycle 2--Overall Modeled Passing Rates by Passing Score and Number of Candidate Scores of 1 Allowed

Cycle 2		No side conditions		At most three 1s		At most two 1s		At most one 1	
Passing Score	Total N	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
10	2,848	2,846	1.00	2,837	1.00	2,800	0.98	2,599	0.91
11	2,848	2,841	1.00	2,837	1.00	2,800	0.98	2,599	0.91
12	2,848	2,836	1.00	2,835	1.00	2,800	0.98	2,599	0.91
13	2,848	2,829	0.99	2,829	0.99	2,798	0.98	2,599	0.91
14	2,848	2,797	0.98	2,797	0.98	2,776	0.97	2,594	0.91
15	2,848	2,755	0.97	2,755	0.97	2,738	0.96	2,572	0.90
16	2,848	2,522	0.89	2,522	0.89	2,517	0.88	2,407	0.85
17	2,848	2,232	0.78	2,232	0.78	2,230	0.78	2,173	0.76
18	2,848	1,909	0.67	1,909	0.67	1,909	0.67	1,874	0.66
19	2,848	1,571	0.55	1,571	0.55	1,571	0.55	1,557	0.55

Table 5. Leadership Cycle 3--Overall Modeled Passing Rates by Passing Score and Number of Candidate Scores of 1 Allowed

Cycle 3		No Side Conditions		At most three 1s		At most two 1s		At most one 1	
Passing Score	Total N	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
12	2,873	2,866	1.00	2,866	1.00	2,864	1.00	2,843	0.99
13	2,873	2,857	0.99	2,857	0.99	2,855	0.99	2,843	0.99
14	2,873	2,842	0.99	2,842	0.99	2,841	0.99	2,832	0.99
15	2,873	2,799	0.97	2,799	0.97	2,799	0.97	2,794	0.97
16	2,873	2,621	0.91	2,621	0.91	2,621	0.91	2,619	0.91
17	2,873	2,409	0.84	2,409	0.84	2,409	0.84	2,409	0.84
18	2,873	2,119	0.74	2,119	0.74	2,119	0.74	2,119	0.74
19	2,873	1,812	0.63	1,812	0.63	1,812	0.63	1,812	0.63
20	2,873	1,490	0.52	1,490	0.52	1,490	0.52	1,490	0.52

Review of Data Regarding CalAPA Leadership Cycle 1, Cycle 2, Cycle 3 Scores

To arrive at the final passing standard recommendations to be presented to the Commission, panelists were provided descriptive and summary data, as shown in Appendix E, to help guide their recommendations. Descriptive and summary data included the number of submissions scored in each CalAPA leadership cycle, a summary of the aggregate rubric, step (location) of the leadership cycle, and total CalAPA performance (mean, standard deviation, median, minimum, maximum) for all candidates. These performance descriptive statistics were provided both in aggregate and broken out by rubric for each CalAPA leadership cycle. Demographic and total score descriptive performance statistics (number, percent, mean, standard deviation, median, minimum, maximum) were provided by gender, ethnicity, placement setting, and candidate primary language. Finally, a distribution of total scores was provided for the complete data set.

Panelists were also shown a summary of the side condition recommendations initially proposed by panelists and their impact on candidate pass rates. Tables 3-5 provide the impact data on scores and passing rates for the three leadership cycles given the panel recommendations. After the panelists discussed potential side conditions, such as the number for rubric scores of 1 that would be allowed, the panel recommended no side conditions be adopted. Rubric level descriptions can be found in each of the CalAPA Assessment Guides for Leadership Cycle 1, Leadership Cycle 2, and Leadership Cycle 3.

To further explore the data and candidate performance, panelists were also shown modeled pass rates for a passing score for each demographic group. Appendix D Tables 15, 21, and 27 provide the percentage of submissions that would pass at a variety of passing scores, for each individual leadership cycle, and by demographic group with 15 or more submissions while Tables 7, 8, and 9 below display selected passing score excerpts from those tables.

Panelists' Final Passing Score Recommendations

After reviewing impact data, including the reporting of the modeled passing rate that would have been obtained based on a range of possible passing scores and viewing this information through various demographic variables, the whole group discussed the inferences of the impact data on their initial thoughts on a revised passing standard recommendation. Following this discussion, panelists were asked to make an individual final recommendation for a passing standard score.

Table 6. Final Passing Score Recommendations (Panel Median)

CalAPA Cycle (Total Points Possible)	Total Score Panel Recommendation	N Panelists Recommending Side Condition of 1 rubric score of "1"
Leadership Cycle 1 (40)	15*	2 of 15
Leadership Cycle 2 (35)	14	3 of 15
Leadership Cycle 3 (35)	14	4 of 15

* Five recommended a score of 14, three recommended a score of 15, five recommended a score of 16, and one recommended a score of 17.

Passing Score Recommendations and Side Condition Commission Discussion

The standard setting panel recommends that the Commission adopt passing scores of 15 on Leadership Cycle 1, 14 on Leadership Cycle 2, and 14 on Leadership Cycle 3 and that no side conditions be applied at this time. The panel further recommends that the Commission implement this passing score standard beginning in the 2023-24 academic year on July 1.

The following tables provide data on the impact of these passing scores on candidates who completed preparation over the last four years. Staff recommends that the Commission review these data and the panel's recommendations, determine what passing standard to adopt for the CalAPA and the date the revised scores would be implemented.

Tables 7-9 provide passing scores and percentages from self-identified race/ethnic groups for a limited range of scores; complete data tables can be found in Appendix E.

For Leadership Cycle 1, the passing range is between 100% passing at the score point of 14 to 91% passing at 18. The largest gap in performance is reflected between the scores of 17 and 18. Figure 1 in Appendix E provides a graphic representation of the distribution of scores. Figure 1 in Appendix E provides a graphic depiction of the distribution of scores.

Table 7. Leadership Cycle 1 Candidate Scores by Race/Ethnicity

Leadership Cycle 1	N/A		Black		Asian		SE Asian		Pac. Islander	
Pass Score	**N pass**	**% pass**	**N pass**	**% pass**	**N pass**	**% pass**	**N pass**	**% pass**	**N pass**	**% pass**
14	204	0.97	298	0.98	219	1.00	136	1.00	17	1.00
15	203	0.97	296	0.97	217	0.99	136	1.00	17	1.00
16	203	0.97	295	0.97	217	0.99	136	1.00	17	1.00
17	202	0.96	291	0.96	216	0.98	136	1.00	17	1.00
18	194	0.92	278	0.91	209	0.95	130	0.96	17	1.00

Table 7. Leadership Cycle 1 Candidate Scores by Race/Ethnicity (continued)

Leadership Cycle 1	Hispanic		Native American		White		Other	
Pass Score	**N pass**	**% pass**	**N pass**	**% pass**	**N pass**	**% pass**	**N pass**	**% pass**
14	1,171	0.98	21	1.00	1,942	0.98	133	0.99
15	1,166	0.97	21	1.00	1,937	0.98	132	0.98
16	1,160	0.97	21	1.00	1,928	0.98	132	0.98
17	1,157	0.97	21	1.00	1,908	0.97	132	0.98
18	1,118	0.93	21	1.00	1,819	0.92	128	0.95

For Leadership Cycle 2, the passing range is between 100% passing at the score point of 12 to 83% passing at 16. The largest gap in performance is reflected between the scores of 15 and 16. Figure 2 in Appendix E provides a graphic depiction of the distribution of scores.

Table 8. Leadership Cycle 2 Candidate Scores by Race/Ethnicity

Leadership Cycle 2	N/A		Black		Asian		SE Asian		Pac. Islander	
Pass Score	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass
12	150	1.00	183	0.98	155	1.00	95	1.00	0	NA
13	149	0.99	182	0.98	155	1.00	95	1.00	0	NA
14	146	0.97	181	0.97	152	0.98	93	0.98	0	NA
15	143	0.95	176	0.95	149	0.96	90	0.95	0	NA
16	124	0.83	163	0.88	139	0.90	84	0.88	0	NA

Table 8. Leadership Cycle 2 Candidate Scores by Race/Ethnicity (continued)

Leadership Cycle 2	Hispanic		Native American		White		Other	
Pass Score	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass
12	793	0.99	0	NA	1,347	1.00	92	1.00
13	791	0.99	0	NA	1,344	0.99	92	1.00
14	786	0.99	0	NA	1,326	0.98	92	1.00
15	770	0.97	0	NA	1,316	0.97	90	0.98
16	714	0.90	0	NA	1,198	0.89	83	0.90

For Leadership Cycle 3, the passing range is between 100% passing at the score point of 12 to 86% passing at 16. The largest gap in performance is reflected between the scores of 15 and 16. Figure 3 in Appendix E provides a graphic depiction of the distribution of scores.

Table 9. Leadership Cycle 3 Candidate Scores by Race/Ethnicity

Leadership Cycle 3	N/A		Black		Asian		SE Asian		Pacific Islander	
Pass Score	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass
12	147	1.00	198	1.00	163	0.99	96	0.99	0	NA
13	147	1.00	197	0.99	163	0.99	96	0.99	0	NA
14	146	0.99	197	0.99	161	0.98	95	0.98	0	NA
15	141	0.96	194	0.98	160	0.97	92	0.95	0	NA
16	127	0.86	173	0.87	153	0.93	89	0.92	0	NA

Table 9. Leadership Cycle 3 Candidate Scores by Race/Ethnicity (continued)

Leadership Cycle 3	Hispanic		Native Amer.		White		Other	
Pass Score	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass
12	811	1.00	0	NA	1,328	1.00	98	1.00
13	807	0.99	0	NA	1,326	1.00	96	0.98
14	801	0.98	0	NA	1,322	0.99	95	0.97
15	792	0.97	0	NA	1,302	0.98	94	0.96
16	739	0.92	0	NA	1,221	0.92	87	0.89

Data related to passing scores, race/ethnicity, gender, school setting, languages spoken and overall passages are presented in Appendix E.

Component III: How the Commission and Evaluation Systems group of Pearson will continue to Support Programs in Implementation

It has been the Commission's practice since the inception of the CalAPA to provide support to the field to better enable them to understand and implement the CalAPA Leadership Cycles. A variety of support is delivered to various parities engaged in the CalAPA, from candidate to program director. Scheduled 2022-23 support events for programs and candidates include the following:

Table 10. 2022-23 Support for Programs and Candidates

Type of Support	Date(s)
Candidate Weekly Office Hours	Every Wednesday 5:00-5:30 pm
PASC Weekly Office Hours	1st & 3rd Thursdays 11:00 – 11:30 am
CASC Weekly Office Hours (supporting COVID-19 candidates completing CalAPA during induction)	1st & 3rd Thursdays 8:00 – 8:30 am
Deep Dives (an in-depth walk-through of the three leadership cycles, guides, and templates)	Sept. 26th CalAPA Leadership Cycle 1 Sept. 28th CalAPA Leadership Cycle 2 Sept. 30th CalAPA Leadership Cycle 3 All sessions are 10:00 – 11:30 am
New Coordinator Orientation	September 30, 2022
Meredith Fellows Implementation Conference (highlighting the sharing of best practices)	September 16-17, 2022
Semi-Annual CalAPA Coordinator Meetings	Fall/Winter 2022 Spring/Summer 2023
Digging Deeper Series for all CTC Performance Assessments (investigating a global component in each assessment)	Fall 2022 Winter 2023 Spring 2023
CalAPA Faculty Workshops	Fall 2022 through Winter 2023

Staff Recommendation

Staff recommends that the Commission

1. Discuss and determine passing scores for CalAPA Leadership Cycle 1, Leadership Cycle 2, and Leadership Cycle 3, with a consideration of side-conditions.
2. Determine an enactment date for the new scores to go into effect.
3. Direct staff to continue to collect and study candidate data and return in two years to consider future revisions to the passing standards and potential side conditions.

Next Steps

Should the Commission adopt new revised CalAPA passing scores for Leadership Cycle 1, Leadership Cycle 2, and Leadership Cycle 3, this information will be posted on the CalAPA websites (www.ctcexams.nesinc.com) and communicated to the field. In addition, the revised passing standard adopted by the Commission will be applied to all leadership cycle submissions at the adopted date.

Appendix A

Table 11. Past Commission Agenda Items Regarding the Development of the CalAPA (2012 through 2021)

Month Presented	Item	Title	Action or *Next Steps*
August 2012	4B Info	Exploration of the Concept of a Preliminary Administrative Credential Candidate Performance Assessment	*Proceed with the idea*
September 2013	4E Action	Update on Administrator Performance Assessments	Established the existence of APA; listed some parameters
	4F Action	Proposed Adoption of Standards and Preconditions for Preliminary Administrative Services Credential Preparation Programs	Adopted revised Program Standards, Preconditions, Content Expectations (CACE)
February 2016	3F Action	Update on the Alignment of the CAPEs and CPSEL and Proposed Adoption of Administrator Performance Assessment Design Standards **Insert:** displaying additional text for Design Standard 1 **Appendix A Table** showing the alignment of the CACE, CAPE an CPSEL	• Approved reorganized of CAPE, send for field review, edit and return • Adopted Design Standards & gave approval to design PA • Approved Implementation Standards
April 2016	3A Action	Approval of Contract for Administrator Performance Assessment	Approved contract to Evaluation Systems group of Pearson
June 2016	2C Action	Adoption of Revised California Administrator Performance Expectations **Table** showing CAPE reformatted to a bulleted list **Insert** displaying changes resulting from field survey	Adoption of CAPE
October 2016	2F Info	Update on the Development of the California Administrator Performance Assessment	*Technical assistance plan. Programs align to new CAPE Design team prep Pilot APA*
June 2017	3E Info/ Action	Update on the Development of the California Administrator Performance Assessment	Approved a non-consequential year of implementation

Month Presented	Item	Title	Action or *Next Steps*
		(CalAPA) and Pilot Study and Request for a Non-consequential Administration Year (2018-19)	
June 2017	3F Info	Realignment of the Preliminary Administrative Services Content and Performance Expectations	*Gather Commission input and return with an action item in September 2017*
September 2017	4E Action	Realignment of the Preliminary Administrative Services Content and Performance Expectations **Insert** Addition of a preamble to CAPE	Adopted the realignment of the CACE and CAPE as outlined in Appendix B of the item
April 2018	3D info	Proposed Preliminary Administrative Services Credential Program Standards Additions	*Staff took notes on Commission discussion and brought an action item in June 2018*
June 2018	4C Action	Proposed Preliminary Administrative Services Credential Program Standards Additions	Adopted the revisions to PASC program standards as outlined in Appendix A of item
September 2018	3C Info	Update on the Development of the California Administrator Performance Assessment	*Preparation for the non-consequential administration year of CalAPA (October-June)*
August 2019	2A Action	Proposed Adoption of the Passing Score Standard for the California Administrator Performance Assessment	Commission applied an SEM of -1.5 to the panel's recommended passing score for each of the three leadership cycles, resulting in passing scores of 14, 12, and 12.
June 2021	4C Action	Revising the Passing Score Standard for the California Administrator Performance Assessment	Staff recommended to adjust the SEM from -1.5 to -.75 starting January 2022, (passing scores of 16, 14, 14) Commission voted to postpone any change and to reconvene the standard setting panel

Appendix B

Table 12. 2022 Standards Setting Panel Membership

Name	Institution
Dana Coleman* (unable to attend)	Loyola Marymount University
Ardella Dailey*	California State University, East Bay
Danielle Daubin	Teachers College of San Joaquin
Ellen Edeburn* (unable to attend)	California State University, Northridge
Ursula Estrada-Reveles*	Riverside County Office of Education
Charles Flores*	California State University, Los Angeles
Joe Frescatore*	San Diego County Office of Education
Julie Jhun	California State University, Dominguez Hills
Carol Johnson	REACH Institute
Jason Lea*	Sonoma County Office of Education
Maria Montgomery*	San Diego Unified School District
Tonikkia Orange*	University of California, Los Angeles
Reilly, Elizabth C	Loyola Marymount University
Glenn Sewell*	National University
Tamarind Tooker	University of Massachusetts, Global
Nichole Walsh*	California State University, Fresno
Steven Winlock	Sacramento County Office of Education

*Members of both the 2019 and 2022 standards setting panel

Appendix C

Detailed Description of the Standard Setting Process for the Redeveloped CalAPA

The CalAPA Standard Setting Study Process

The purpose of standard setting studies is to provide the Commission with recommendations, based on the informed judgments of California educators, relevant to the determination of the initial passing threshold, or "passing standard." The expert educators on the Standard Setting Panel represented CalAPA assessors, CalAPA Design Team members, County Office of Education administrators, district administrators, mentors/coaches, and preliminary administration preparation program faculty who had previously worked with the CalAPA. The names and affiliations of educators who served on the standard setting panels is provided in Appendix B.

As with the standard setting study method used for all other Commission examinations (e.g. CBEST, CSET, CTEL, RICA, CPACE), the process employed for the CalAPA was consistent with recognized psychometric principles and procedures. The 2022 standard setting study for the CalAPA was conducted on May 17-18, 2022, with pre-conference activities occurring prior to the meeting.

Prior to the meeting, each invited panelist received CalAPA assessment guides, rubrics, and nine previously scored sample submissions (three from each leadership cycle) representing different performance levels. Panelists were asked to review materials submitted by candidates and the scoring information for the submissions that were assigned to them prior to arriving at the standard setting meeting. The purpose of the pre-work was to ensure that participants were able to 1) gain some exposure to a range of candidate responses and 2) apply that information in the policy capture activities (activities drawing upon the panelists' experience and discussion) at the meeting.

The CalAPA standard setting meeting began with an orientation and training session. Panelists were informed of the purpose of the assessment and provided with briefing documents to guide their activities.

Throughout the standard setting event, both a context statement and a guiding question were used and revisited to frame all discussions. This statement and question provided a common framework in which all participants could anchor their decisions:

- Think about an administrator credential candidate who is just at the level of knowledge, skills, and abilities required to perform effectively the job of a new administrator in California public schools.
- Guiding question: What total score (the sum of all rubric scores in the leadership cycle) represents the level of performance achieved by this individual?

Panel members used this concept of what a minimally competent beginning administrator would know and be able to demonstrate in determining their recommended acceptable score for Leadership Cycles 1, 2, and 3. Although a number of candidates may exceed the level of

acceptable knowledge, skills, and abilities, none receiving a passing score should fall below this minimally competent level. The panel also reviewed the rubrics used to evaluate the leadership cycle steps in the CalAPA.

After this extensive training and the assessment review, panel members completed the following standard setting activities, as described below. These activities focused on arriving at an informed judgment as to what the potential passing score should be that reflects the minimum level of knowledge, skills, and abilities necessary for a beginning practitioner just competent to begin professional practice as a public-school administrator.

During the facilitated session, panelists familiarized themselves with the assessment and with the information contained in the briefing website. After a series of policy capture activities, panelists recommended an initial passing score (which may also be referred to as a "passing standard") for each leadership cycle, which was then reviewed and discussed. Following that, panelists individually recommended a final passing score for each leadership cycle.

Policy Capture 1 Activity Overview/Instructions
In this activity, individuals were assigned to table groups with panelists who had reviewed the same submission for the pre-work assignment. To begin, each panelist individually spent some time recalling the specific submission that they reviewed for the pre-work and then provided an individual rating for that leadership cycle submission (see ratings description that follows), completing an individual rating form for the leadership cycle submission reviewed.

Then, the panelists discussed their ratings with other panelists with the goal of arriving at a consensus table rating. Upon reaching consensus, each table completed one consensus rating form for the leadership cycle submission discussed.

After each table completed the table form, panelists moved to the next table assignment and repeated the process two more times for the other submissions they reviewed for pre-work. By the end of the three leadership cycles, individual ratings and table ratings were generated for each of the leadership cycle submissions reviewed by each individual and group.

This process was completed once for Leadership Cycle 1, and again for Leadership Cycle 2, and again for Leadership Cycle 3, with nine submissions reviewed and discussed by each panelist. The activities previously described included a rating form (provided below) with four rating levels from which to select.

Table 13. Submissions' Ratings Levels Used by Panel Members

Rating Levels	Definitions of Each Rating Level
Clearly below the passing standard	CLEARLY NOT performing effectively the job of a new administrator. This candidate has demonstrated one or more *major* problems in administrative knowledge, skills, or abilities that require remediation and may need additional time and opportunity for learning and improvement.
Just below the passing standard	APPROACHING but NOT YET effective in performing the job of a new administrator. This candidate has demonstrated some strengths but has one too many issues in administrative knowledge, skills, or abilities that will keep him/her from being effective.
Just meets the passing standard	JUST MEETS your definition of performing effectively the job of a new administrator. This candidate has demonstrated some consistent strengths in administrative knowledge, skills, or abilities and has a foundation on which to build. The candidate may have shown one or more minor flaws in administrative knowledge, skills, or abilities that will likely improve with more time and experience.
Clearly above the passing standard	CLEARLY MEETS your definition of performing effectively the job of a new administrator. This candidate has demonstrated clear strengths in administrative knowledge, skills, and abilities, and a strong foundation for effective administration.

All individual and table ratings were tabulated. Data from the individual ratings of the policy capture activity were then presented to the panel. After some discussion of the individual and table ratings, each table discussed a score range (e.g., a lower and upper bound total score) that may include the potential passing score.

The panel's ratings and review determined that score profiles with a range as follows were appropriate for review and discussion.
- Leadership Cycle 1: Total scores between 16-18
- Leadership Cycle 2: Total scores between 14-19
- Leadership Cycle 3: Total scores between 14-18

Given this range, a set of "Candidate Score Profiles" was reviewed by the panelists. Through Standard Setting Policy Capture 1 and the subsequent discussions, panelists began to come to consensus around a common range within which the passing standard would likely be recommended (from widely divergent to less divergent).

Score Profile Review and Discussion Activity
As part of this activity, panelists reviewed a set of "Candidate Score Profiles" within the total score range identified. The Candidate Score Profiles represented a sample of candidate scores (individual rubric scores and total scores), and the rubric descriptors that correspond to each rubric score. Using only the score profiles and rubric descriptors (i.e., not considering the submission itself), panelists evaluated the score profiles against the common framing of "an

administrative services credential candidate who is just at the level of knowledge and skills required to perform effectively the job of a new administrator in California public schools."

All panelists reviewed the same set of Candidate Score Profiles as a group, for each leadership cycle. The group was asked to review the information to confirm the range of scores within which the passing standard would likely be recommended. Panelists discussed the score profiles and reported out their perception of candidate performance within the upper and lower limits of the score range. Through the Score Profile review and the subsequent discussions, panelists continued to come to consensus around a common range within which the passing standard would likely occur.

Appendix D

Modeled Passing Rates: Impact Data

LEADERSHIP CYCLE 1

Table 14. 2019-22 Modeled Passing Rates for Leadership Cycle 1 N=4,211

Passing Score	N Pass	% Pass
10	4,195	1.00
11	4,183	0.99
12	4,171	0.99
13	4,158	0.99
14	4,141	0.98
15	4,125	0.98
16	4,109	0.98
17	4,080	0.97
18	3,914	0.93
19	3,725	0.88
20	3,454	0.82
21	3,146	0.75
22	2,739	0.65
23	2,258	0.54

Table 15. Leadership Cycle 1 Modeled Passing Rate for Race/Ethnicity

Pass Score	N/A		Black		Asian		SE Asian		Pacific Islander	
	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass
10	208	0.99	303	1.00	220	1.00	136	1.00	17	1.00
11	207	0.99	302	0.99	220	1.00	136	1.00	17	1.00
12	207	0.99	301	0.99	220	1.00	136	1.00	17	1.00
13	205	0.98	300	0.99	219	1.00	136	1.00	17	1.00
14	204	0.97	298	0.98	219	1.00	136	1.00	17	1.00
15	203	0.97	296	0.97	217	0.99	136	1.00	17	1.00
16	203	0.97	295	0.97	217	0.99	136	1.00	17	1.00
17	202	0.96	291	0.96	216	0.98	136	1.00	17	1.00
18	194	0.92	278	0.91	209	0.95	130	0.96	17	1.00
19	182	0.87	262	0.86	201	0.91	122	0.90	17	1.00
20	170	0.82	240	0.79	191	0.87	112	0.82	14	0.82
21	153	0.73	210	0.69	180	0.82	107	0.79	14	0.82
22	136	0.65	182	0.60	160	0.73	89	0.65	12	0.71
23	113	0.54	145	0.48	131	0.60	71	0.52	9	0.53

Table 15. Leadership Cycle 1 Modeled Passing Rate for Race/Ethnicity (continued)

Pass Score	Hispanic		Native American		White		Other	
	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass
10	1,191	1.00	21	1.00	1,964	1.00	135	1.00
11	1,187	0.99	21	1.00	1,958	0.99	135	1.00
12	1,181	0.99	21	1.00	1,954	0.99	134	0.99
13	1,180	0.99	21	1.00	1,947	0.99	133	0.99
14	1,171	0.98	21	1.00	1,942	0.98	133	0.99
15	1,166	0.97	21	1.00	1,937	0.98	132	0.98
16	1,160	0.97	21	1.00	1,928	0.98	132	0.98
17	1,157	0.97	21	1.00	1,908	0.97	132	0.98
18	1,118	0.93	21	1.00	1,819	0.92	128	0.95
19	1,059	0.89	18	0.86	1,739	0.88	125	0.93
20	988	0.83	16	0.76	1,610	0.82	113	0.84
21	900	0.75	15	0.71	1,465	0.74	102	0.76
22	778	0.65	15	0.71	1,280	0.65	87	0.64
23	658	0.55	10	0.48	1,046	0.53	75	0.56

Table 16. Leadership Cycle 1 - Modeled Passing Rate by Gender

Gender*	Male		Female		Undeclared	
Pass Score	N pass	% pass	N pass	% pass	N pass	% pass
10	1,016	0.99	3,100	1.00	72	1.00
11	1.015	0.99	3,090	0.99	71	0.99
12	1,012	0.99	3,081	0.99	71	0.99
13	1,010	0.98	3,070	0.99	71	0.99
14	1,005	0.98	3,058	0.98	71	0.99
15	988	0.97	3,049	0.98	71	0.99
16	994	0.97	3,037	0.98	71	0.99
17	987	0.96	3,016	0.97	70	0.97
18	935	0.91	2,906	0.94	66	0.92
19	888	0.87	2,765	0.89	65	0.90
20	823	0.80	2,565	0.83	60	0.83
21	746	0.73	2,338	0.75	57	0.79
22	633	0.62	2,056	0.66	46	0.64
23	513	0.50	1,702	0.55	39	0.54

* While nonbinary was an option, an insufficient number of candidates chose this option for it to be included in this report.

Table 17. Leadership Cycle 1 - Modeled Passing Rate by Language

Language	English Only		English + 1 or		1 or more other than English	
Pass Score	N pass	% pass	N pass	% pass	N pass	% pass
10	2,899	1.00	1,049	1.00	247	1.00
11	2,891	0.99	1,045	0.99	247	1.00
12	2,883	0.99	1,041	0.99	247	1.00
13	2,873	0.99	1,038	0.99	247	1.00
14	2,859	0.98	1,035	0.98	247	1.00
15	2,850	0.98	1,028	0.98	247	1.00
16	2,840	0.98	1,025	0.97	244	0.98
17	2,815	0.97	1,022	0.97	243	0.98
18	2,687	0.92	994	0.94	233	0.94
19	2,556	0.88	994	0.90	225	0.91
20	2,364	0.81	881	0.84	209	0.84
21	2,151	0.74	797	0.76	198	0.80
22	1,871	0.64	692	0.66	176	0.71
23	1,530	0.53	584	0.56	144	0.58

Table 18. Leadership Cycle 1 - Modeled Passing Rate by School Setting

School Setting	City		Rural		Suburban		Town	
Pass Score	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass
10	2,139	0.99	334	0.99	1,386	1.00	336	1.00
11	2,134	0.99	331	0.99	1,383	1.00	335	1.00
12	2,125	0.99	331	0.99	1,380	0.99	335	1.00
13	2,118	0.99	329	0.98	1,376	0.99	335	1.00
14	2,108	0.98	327	0.97	1,373	0.99	333	0.99
15	2,103	0.98	325	0.97	1,367	0.98	330	0.98
16	2,097	0.98	322	0.96	1,361	0.98	329	0.98
17	2,087	0.97	317	0.94	1,348	0.97	328	0.98
18	2,006	0.93	305	0.91	1,292	0.93	311	0.93
19	1,917	0.89	289	0.86	1,228	0.88	291	0.87
20	1,779	0.83	257	0.76	1,150	0.83	268	0.80
21	1,616	0.75	223	0.66	1,070	0.77	237	0.71
22	1,412	0.66	190	0.57	925	0.67	212	0.63
23	1,149	0.53	157	0.47	776	0.56	176	0.52

Table 19. Leadership Cycle 1: Overall Passing Rates by Passing Score and Number of Candidate Scores of 1 Allowed. Total N = 4,211

Overall Pass Score	No Side Conditions		3 1s or less		2 1s or less		1 or no 1s	
	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass
10	4,195	1.00	4,147	0.98	4,077	0.97	3,853	0.91
11	4,183	0.99	4,147	0.98	4,077	0.97	3,853	0.91
12	4,171	0.99	4,147	0.98	4,077	0.97	3,853	0.91
13	4,158	0.99	4,147	0.98	4,077	0.97	3,853	0.91
14	4,141	0.98	4,133	0.98	4,077	0.97	3,853	0.91
15	4,125	0.98	4,120	0.98	4,071	0.97	3,853	0.91
16	4,109	0.98	4,107	0.98	4,062	0.96	3,850	0.91
17	4,080	0.97	4,079	0.98	4,041	0.96	3,842	0.91
18	3,914	0.93	3,914	0.97	3,890	0.92	3,742	0.89
19	3,725	0.88	3,725	0.93	3,719	0.88	3,618	0.86
20	3,454	0.82	3,454	0.82	3,453	0.82	3,400	0.81
21	3,146	0.75	3,146	0.75	3,146	0.75	3,119	0.74
22	2,739	0.65	2,739	0.65	2,739	0.65	2,730	0.65
23	2,258	0.54	2.258	0.54	2,258	0.54	2,255	0.54

LEADERSHIP CYCLE 2

Table 20. 2019-22 Modeled Passing Rates for Leadership Cycle 2

Passing Score	N	N Pass	% Pass
10	2,848	2,846	1.00
11	2,848	2,841	1.00
12	2,848	2,836	1.00
13	2,848	2,829	0.99
14	2,848	2,797	0.98
15	2,848	2,755	0.97
16	2,848	2,522	0.89
17	2,848	2,232	0.78
18	2,848	1,909	0.67
19	2,848	1,571	0.55
20	2,848	1,254	0.44
21	2,848	962	0.34
22	2,848	733	0.26
23	2,848	516	0.18

Table 21. Leadership Cycle 2 Modeled Passing Rate for Race/Ethnicity

Pass Score	N/A N pass	N/A % pass	Black N pass	Black % pass	Asian N pass	Asian % pass	SE Asian N pass	SE Asian % pass	Pac Islander N pass	Pac Islander % pass
10	150	1.00	186	1.00	155	1.00	95	1.00	0	NA
11	150	1.00	185	0.99	155	1.00	95	1.00	0	NA
12	150	1.00	183	0.98	155	1.00	95	1.00	0	NA
13	149	0.99	182	0.98	155	1.00	95	1.00	0	NA
14	146	0.97	181	0.97	152	0.98	93	0.98	0	NA
15	143	0.95	176	0.95	149	0.96	90	0.95	0	NA
16	124	0.83	163	0.88	139	0.90	84	0.88	0	NA
17	107	0.71	138	0.74	118	0.76	73	0.77	0	NA
18	90	0.60	119	0.64	104	0.67	62	0.65	0	NA
19	69	0.46	87	0.47	90	0.58	51	0.54	0	NA
20	54	0.36	75	0.40	71	0.46	41	0.43	0	NA
21	40	0.27	53	0.38	54	0.35	29	0.31	0	NA
22	30	0.20	36	0.19	42	0.27	25	0.26	0	NA
23	18	0.12	28	0.15	31	0.20	18	0.19	0	NA

Table 21. Leadership Cycle 2 Modeled Passing Rate for Race/Ethnicity (continued)

Pass Score	Hispanic N pass	Hispanic % pass	Native American N pass	Native American % pass	White N pass	White % pass	Other N pass	Other % pass
10	797	1.00	0	NA	1,350	1.00	92	1.00
11	794	1.00	0	NA	1,349	1.00	92	1.00
12	793	0.99	0	NA	1,347	1.00	92	1.00
13	791	0.99	0	NA	1,344	0.99	92	1.00
14	786	0.99	0	NA	1,326	0.98	92	1.00
15	770	0.97	0	NA	1,316	0.97	90	0.98
16	714	0.90	0	NA	1,198	0.89	83	0.90
17	644	0.81	0	NA	1,062	0.79	74	0.80
18	546	0.69	0	NA	905	0.67	69	0.75
19	459	0.58	0	NA	745	0.55	58	0.63
20	356	0.45	0	NA	602	0.45	45	0.49
21	262	0.33	0	NA	482	0.36	35	0.38
22	206	0.26	0	NA	361	0.27	28	0.30
23	136	0.17	0	NA	262	0.19	20	0.22

Table 22. Leadership Cycle 2 - Modeled Passing Rate by Gender

Gender*	Male		Female		Undeclared	
Pass Score	N pass	% pass	N pass	% pass	N pass	% pass
10	646	1.00	2,150	1.00	46	1.00
11	645	1.00	2,146	1.00	46	1.00
12	645	1.00	2,141	1.00	46	1.00
13	644	1.00	2,135	0.99	46	1.00
14	633	0.98	2,115	0.98	45	0.98
15	621	0.96	2,086	0.97	44	0.96
16	559	0.86	1,920	0.89	39	0.85
17	491	0.76	1,705	0.79	32	0.70
18	405	0.63	1,472	0.68	28	0.61
19	322	0.50	1,219	0.57	28	0.61
20	257	0.40	971	0.45	24	0.52
21	178	0.28	765	0.36	17	0.37
22	139	0.21	580	0.27	12	0.26
23	97	0.15	408	0.19	10	0.22

* While nonbinary was an option, an insufficient number of candidates chose this option for it to be included in this report.

Table 23. Leadership Cycle 2 - Modeled Passing Rate by Language

Language	English Only		English + 1 or		1 or more other than English	
Pass Score	N pass	% pass	N pass	% pass	N pass	% pass
10	1,980	1.00	706	1.00	160	1.00
11	1,977	1.00	704	1.00	160	1.00
12	1,972	0.99	704	1.00	160	1.00
13	1,065	0.99	704	1.00	160	1.00
14	1,944	0.99	693	0.98	160	1.00
15	1,922	0.97	674	0.95	159	0.99
16	1,748	0.88	625	0.89	149	0.93
17	1,541	0.78	556	0.79	135	0.84
18	1,314	0.66	473	0.67	122	0.76
19	1,072	0.54	398	0.56	101	0.63
20	860	0.43	311	0.44	83	0.52
21	665	0.34	231	0.33	66	0.41
22	502	0.25	178	0.25	53	0.33
23	351	0.18	128	0.18	37	0.23

Table 24: Leadership Cycle 2 - Modeled Passing Rate by School Setting

School Setting	City		Rural		Suburban		Town	
Pass Score	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass
10	1,432	1.00	193	1.00	963	1.00	258	1.00
11	1,428	1.00	193	1.00	962	1.00	258	1.00
12	1,424	0.99	193	1.00	961	1.00	258	1.00
13	1,422	0.99	193	1.00	958	0.99	256	0.99
14	1,409	0.98	189	0.98	945	0.98	254	0.98
15	1,389	0.97	187	0.97	930	0.96	249	0.97
16	1,266	0.88	172	0.89	856	0.89	228	0.88
17	1,123	0.78	153	0.79	757	0.79	199	0.77
18	964	0.67	121	0.63	653	0.68	171	0.66
19	796	0.56	99	0.51	532	0.55	144	0.56
20	631	0.44	83	0.43	421	0.44	119	0.46
21	482	0.34	60	0.31	328	0.34	92	0.36
22	358	0.25	49	0.25	252	0.26	74	0.29
23	250	0.17	34	0.18	189	0.20	43	0.17

Table 25. Leadership Cycle 2: Overall Passing Rates by Passing Score and Number of Candidate Scores of 1 Allowed. Total N = 2,848

Overall Pass Score	No Side Conditions		3 1s or less		2 1s or less		1 or no 1s	
	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass
10	2,846	1.00	2,837	1.00	2,800	0.98	2,599	0.91
11	2,841	1.00	2,837	1.00	2,800	0.98	2,599	0.91
12	2,836	1.00	2,835	1.00	2,800	0.98	2,599	0.91
13	2,829	0.99	2,829	0.99	2,798	0.98	2,599	0.91
14	2,797	0.98	2,797	0.98	2,776	0.97	2,594	0.91
15	2,755	0.97	2,755	0.97	2,738	0.96	2,572	0.90
16	2,522	0.89	2,522	0.89	2,517	0.88	2,407	0.85
17	2,232	0.78	2,232	0.78	2,230	0.78	2,173	0.76
18	1,909	0.67	1,909	0.67	1,909	0.67	1,874	0.66
19	1,571	0.55	1,571	0.55	1,571	0.55	1,557	0.55

LEADERSHIP CYCLE 3

Table 26. 2019-22 Modeled Passing Rates for Leadership Cycle 3

Passing Score	N	N Pass	% Pass
10	2,873	2,871	1.00
11	2,873	2,871	1.00
12	2,873	2,866	1.00
13	2,873	2,857	0.99
14	2,873	2,842	0.99
15	2,873	2,799	0.97
16	2,873	2,621	0.91
17	2,873	2,409	0.84
18	2,873	2,119	0.74
19	2,873	1,812	0.63
20	2,873	1,490	0.52
21	2,873	1,121	0.39
22	2,873	763	0.27
23	2,873	517	0.18

Table 27. Leadership Cycle 3 Modeled Passing Rate for Race/Ethnicity

Pass Score	N/A		Black		Asian		SE Asian		Pac. Islander	
	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass
10	147	1.00	198	1.00	165	1.00	97	1.00	0	NA
11	147	1.00	198	1.00	165	1.00	97	1.00	0	NA
12	147	1.00	198	1.00	163	0.99	96	0.99	0	NA
13	147	1.00	197	0.99	163	0.99	96	0.99	0	NA
14	146	0.99	197	0.99	161	0.98	95	0.98	0	NA
15	141	0.96	194	0.98	160	0.97	92	0.95	0	NA
16	127	0.86	173	0.87	153	0.93	89	0.92	0	NA
17	118	0.80	155	0.78	142	0.86	84	0.87	0	NA
18	100	0.68	138	0.76	132	0.80	74	0.76	0	NA
19	89	0.61	117	0.59	109	0.66	62	0.64	0	NA
20	73	0.50	90	0.45	93	0.56	56	0.58	0	NA
21	48	0.33	71	0.36	70	0.42	41	0.42	0	NA
22	32	0.22	46	0.23	46	0.28	29	0.30	0	NA
23	19	0.13	31	0.16	34	0.21	20	0.21	0	NA

Table 27. Leadership Cycle 3 Modeled Passing Rate for Race/Ethnicity (continued)

Pass Score	Hispanic		Native American		White		Other	
	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass
10	813	1.00	0	NA	1,328	1.00	98	1.00
11	813	1.00	0	NA	1,328	1.00	98	1.00
12	811	1.00	0	NA	1,328	1.00	98	1.00
13	807	0.99	0	NA	1,326	1.00	96	0.98
14	801	0.98	0	NA	1,322	0.99	95	0.97
15	792	0.97	0	NA	1,302	0.98	94	0.96
16	739	0.92	0	NA	1,221	0.92	87	0.89
17	700	0.86	0	NA	1,109	0.83	80	0.82
18	617	0.76	0	NA	967	0.73	73	0.74
19	533	0.65	0	NA	823	0.62	62	0.63
20	429	0.53	0	NA	685	0.52	48	0.49
21	330	0.41	0	NA	512	0.39	36	0.37
22	214	0.26	0	NA	361	0.27	27	0.28
23	139	0.17	0	NA	248	0.19	21	0.21

Table 28. Leadership Cycle 3 - Modeled Passing Rate by Gender

Gender*	Male		Female		Undeclared	
Pass Score	N pass	% pass	N pass	% pass	N pass	% pass
10	665	1.00	2,161	1.00	40	1.00
11	665	1.00	2,161	1.00	40	1.00
12	664	1.00	2,157	1.00	40	1.00
13	661	0.99	2,151	0.99	40	1.00
14	656	0.99	2,141	0.99	40	1.00
15	646	0.97	2,109	0.98	39	0.98
16	593	0.89	1,984	0.92	39	0.98
17	532	0.80	1836	0.85	37	0.93
18	459	0.69	1,623	0.75	34	0.85
19	384	0.58	1,395	0.64	30	0.75
20	297	0.45	1,168	0.54	24	0.60
21	221	0.33	881	0.41	19	0.48
22	145	0.22	606	0.28	12	0.30
23	99	0.15	414	0.19	4	0.10

* While nonbinary was an option, an insufficient number of candidates chose this option for it to be included in this report.

Table 29. Leadership Cycle 3 - Modeled Passing Rate by Language

Language	English Only		English + 1 or		1 or more other than English	
Pass Score	N pass	% pass	N pass	% pass	N pass	% pass
10	1,963	1.00	747	1.00	161	1.00
11	1,963	1.00	747	1.00	161	1.00
12	1,960	1.00	746	1.00	160	0.99
13	1,954	0.99	744	1.00	159	0.99
14	1,946	0.99	738	0.99	158	0.98
15	1,914	0.97	731	0.98	154	0.96
16	1,786	0.91	691	0.93	144	0.89
17	1,631	0.83	637	0.85	141	0.88
18	1,429	0.73	557	0.75	133	0.83
19	1,225	0.62	467	0.63	120	0.75
20	1,016	0.52	378	0.51	96	0.60
21	748	0.38	303	0.41	70	0.43
22	513	0.26	209	0.28	41	0.25
23	352	0.18	141	0.19	24	0.15

Table 30. Leadership Cycle 3 - Modeled Passing Rate by School Setting

School Setting	City		Rural		Suburban		Town	
Pass Score	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass
10	1,482	1.00	196	0.99	976	1.00	217	1.00
11	1,482	1.00	196	0.99	976	1.00	217	1.00
12	1,477	1.00	196	0.99	976	1.00	217	1.00
13	1,472	0.99	195	0.99	974	1.00	216	1.00
14	1,465	0.99	193	0.98	969	0.99	215	0.99
15	1,443	0.97	189	0.96	955	0.98	212	0.98
16	1,352	0.91	178	0.90	892	0.91	199	0.92
17	1,239	0.84	167	0.85	823	0.84	180	0.83
18	1,093	0.74	151	0.77	716	0.73	159	0.73
19	932	0.63	126	0.64	615	0.63	139	0.64
20	765	0.52	104	0.53	510	0.52	111	0.51
21	584	0.39	79	0.40	379	0.39	79	0.36
22	389	0.26	57	0.29	264	0.27	53	0.24
23	254	0.17	40	0.20	189	0.19	34	0.16

Table 31. Leadership Cycle 3: Overall Passing Rates by Passing Score and Number of Candidate Scores of 1 Allowed. Total N= 2,873

Pass Score	No Side Conditions		At most 3 1s		At most 2 1s		At most one 1	
	N pass	% pass	N pass	% pass	N pass	% pass	N pass	% pass
12	2,866	1.00	2,866	1.00	2,864	1.00	2,843	0.99
13	2,857	0.99	2,857	0.99	2,855	0.99	2,843	0.99
14	2,842	0.99	2,842	0.99	2,841	0.99	2,842	0.99
15	2,799	0.97	2,799	0.97	2,799	0.97	2,794	0.97
16	2,621	0.91	2,621	0.91	2,621	0.91	2,619	0.91
17	2,409	0.84	2,409	0.84	2,409	0.84	2,409	0.84
18	2,119	0.74	2,119	0.74	2,119	0.74	2,119	0.74
19	1,812	0.63	1,812	0.63	1,812	0.63	1,812	0.63
20	1,490	0.52	1,490	0.52	1,490	0.52	1,490	0.52

Appendix E

CalAPA Leadership Cycle Descriptive Statistics

Table 32. Number of Submissions by Leadership Cycle 2019-2022

Leadership Cycle 1: Analyzing Data to Inform School Improvement & Promote Equity	4,211
Leadership Cycle 2: Facilitating Communities of Practice	2,848
Leadership Cycle 3: Supporting Teacher Growth	2,873
Total Submissions	**9.932**

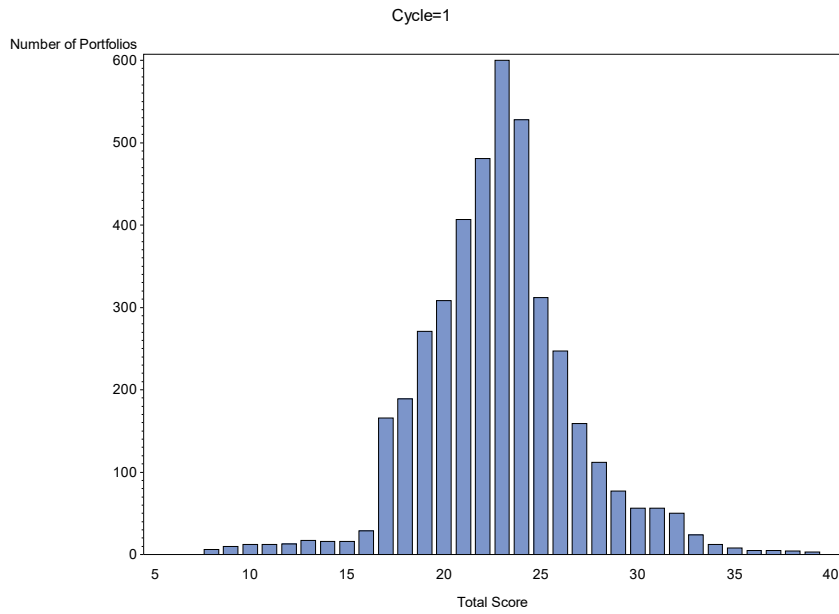### Figure 1. Distribution of Leadership Cycle 1 Scores

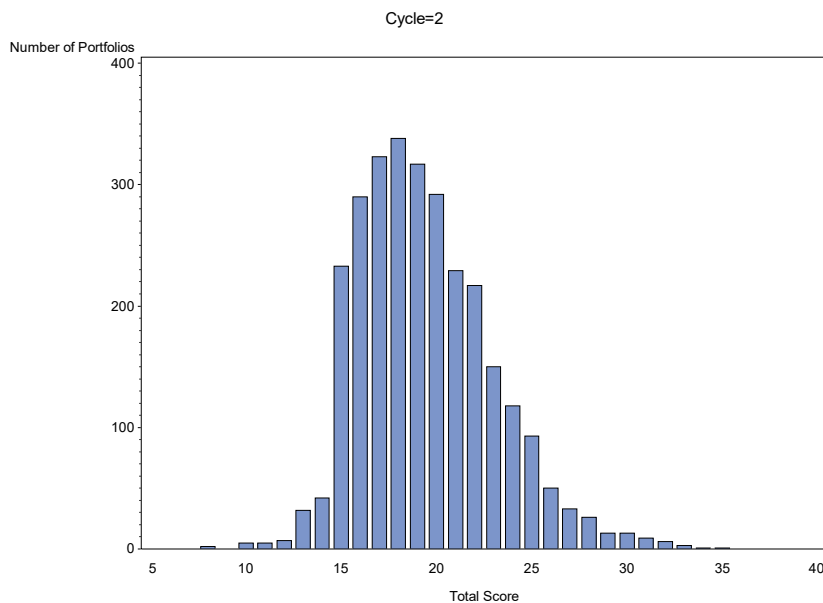### Figure 2. Distribution on Leadership Cycle 2 Scores
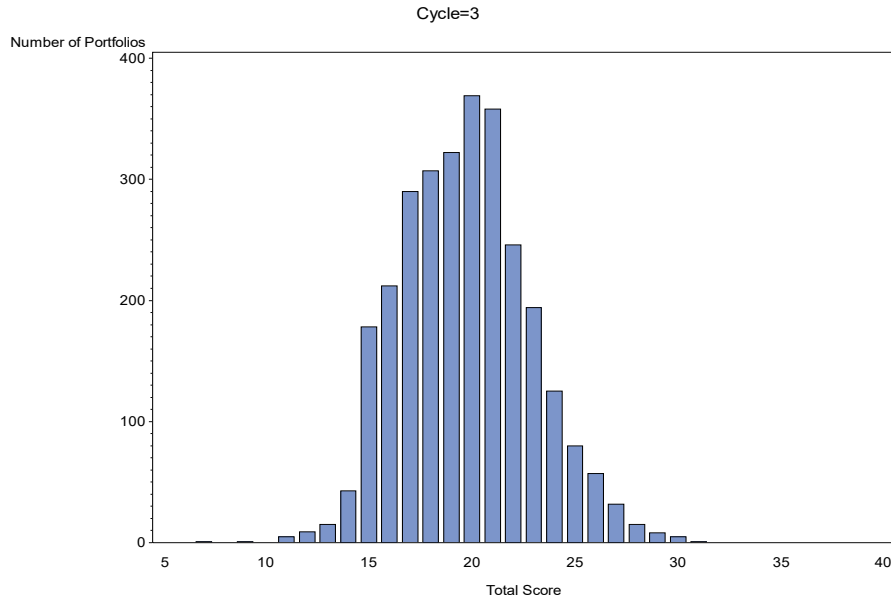
Figure 3. Distribution of Leadership Cycle 3 Scores

Table 33. Leadership Cycle 1 Rubric, Task, and Total Score

Leadership Cycle 1 Steps & Rubrics	N	Mean	SD	Median	Min	Max
Step 1: Investigate Rubric 1.1	4,211	3.2	0.68	3.0	1	5
Step 1: Investigate Rubric 1.2	4,211	2.9	0.62	3.0	1	5
Step 1: Investigate Rubric 1.3	4,211	2.9	0.65	3.0	1	5
Step 2: Plan Rubric 1.4	4,211	3.0	0.74	3.0	1	5
Step 2: Plan Rubric 1.5	4,211	2.8	0.67	3.0	1	5
Step 3: Act Rubric 1.6	4,211	3.1	0.72	3.0	1	5
Step 3: Act Rubric 1.7	4,211	2.5	0.82	3.0	1	5
Step 4: Reflect Rubric 1.8	4,211	2.4	0.82	2.0	1	5
Total Score	4,211	228	3.92	23.0	8	39

Table 34. Leadership Cycle 2 Rubric, Task, and Total Score

Leadership Cycle 2 Steps and Rubrics	N	Mean	SD	Median	Min	Max
Step 1: Investigate Rubric 2.1	2,848	3.1	0.65	3.0	1	5
Step 1: Investigate Rubric 2.2	2,848	2.9	0.67	3.0	1	5
Step 2: Plan Rubric 2.3	2,848	2.6	0.84	3.0	1	5
Step 2: Plan Rubric 2.4	2,848	2.8	0.66	3.0	1	5
Step 3: Act Rubric 2.5	2,848	3.0	0.87	3.0	1	5
Step 3: Act Rubric 2.6	2,848	2.6	0.83	3.0	1	5
Step 4: Reflect Rubric 2.7	2,848	2.4	1.06	2.0	1	5
Total Score	2,848	19.4	3.54	19.0	8	35

Table 35. Leadership Cycle 3 Rubric, Task, and Total Score

Leadership Cycle 2 Steps and Rubrics	N	Mean	SD	Median	Min	Max
Step 1: Investigate Rubric 3.1	2,873	2.9	0.67	3.0	1	5
Step 2: Plan Rubric 3.2	2,873	2.8	0.64	3.0	1	5
Step 3: Act Rubric 3.3	2,873	2.9	0.75	3.0	1	5
Step 3: Act Rubric 3.4	2,873	2.9	0.64	3.0	1	5
Step 3: Act Rubric 3.5	2,873	2.6	0.64	3.0	1	5
Step 4: Reflect Rubric 3.6	2,873	2.8	0.71	3.0	1	5
Step 4: Reflect Rubric 3.7	2,873	2.7	0.69	3.0	1	5
Total Score	2,873	19.7	3.13	20.0	7	31

Table 36. Leadership Cycle 1 Ethnicity Demographics with Total Score Statistics

Ethnicity	N	Percent	Mean	SD	Median	Min.	Max.
No Selection	210	5	22.7	4.20	23.0	8	36
Black	304	7	22.1	3.66	22.0	9	39
Asian	220	5	23.2	3.51	23.0	12	27
SE Asian	136	3	23.2	3.92	23.0	17	38
Pac Island	17	0	24.5	52.5	23.0	19	38
Hispanic	1,196	28	22.7	3.85	23.0	8	39
Nat Amer	21	0	22.6	3.63	22.0	18	33
White	1,972	47	22.8	3.99	23.0	8	39
Other	135	3	23.1	3.91	23.0	11	33

Table 37. Leadership Cycle 2 Ethnicity Demographics with Total Score Statistics

Ethnicity	N	Percent	Mean	SD	Median	Min.	Max.
No Selection	150	5	18.7	3.33	18.0	12	31
Black	186	7	18.8	3.23	18.0	10	27
Asian	155	5	19.5	3.45	19.0	13	30
SE Asian	95	3	19.3	3.38	19.0	13	29
Pac Island	8	0	NA	NA	NA	NA	NA
Hispanic	797	28	19.4	3.41	19.0	10	33
Nat Amer	13	0	NA	NA	NA	NA	NA
White	1,352	47	19.5	3.71	19.0	9	35
Other	92	31	19.8	3.31	19.0	14	32

Table 38. Leadership Cycle 3 Ethnicity Demographics with Total Score Statistics

Ethnicity	N	Percent	Mean	SD	Median	Min.	Max.
No Selection	147	5	19.2	2.95	19.0	13	29
Black	198	7	19.4	320	19.0	`12	30
Asian	165	6	20.0	3.21	20.0	11	29
SE Asian	97	3	20.0	3.49	20.0	11	30
Pac Island	11	0	NA	NA	NA	NA	NA
Hispanic	814	28	19.8	3.08	20.0	7	29
Nat Amer	14	0	NA	NA	NA	NA	NA
White	1,329	46	19.7	3.13	20.0	9	31
Other	98	3	19.6	3.29	19.0	12	29