California Department of Education
Executive Office
SBE-002 (REV. 01/2011)

## MEMORANDUM

**DATE:**      August 25, 2016

**TO:**        MEMBERS, State Board of Education

**FROM:**      TOM TORLAKSON, State Superintendent of Public Instruction

**SUBJECT:**   Proposed Percentile Cut Scores for State Indicators

### Summary of Key Issues

At the May 2016 State Board of Education (SBE) meeting, the SBE approved the methodology for calculating performance for state indicators within California's accountability and continuous improvement system. This memorandum is a review of the recommended cut scores that will be used to determine a performance category for the five state indicators that were approved as part of the Local Control Funding Formula (LCFF) evaluation rubrics design.

### Background

The California Model uses equally weighted percentile cut scores for "Status" and "Change" to make an overall determination for each of the indicators. Combining the five "Status" levels and five "Change" levels creates a five-by-five grid (producing 25 results). To provide the SBE and the California Practitioners Advisory Group (CPAG) with recommended cut scores for the California Model, California Department of Education (CDE) staff conducted multiple simulations using various methodologies to set cut scores for each state indicator with expert guidance from the Technical Design Group (TDG). The five state indicators, with proposed cut scores, discussed in this memorandum are:

1. Graduation Rate Indicator
2. Suspension Rate Indicator
3. Academic Indicator
4. College/Career Indicator (CCI)
5. English Learner Indicator (ELI)

### Status Levels, Change Levels, and Performance Categories

A unique set of cut scores were determined separately for each indicator by using distributions based on local educational agency (LEA)-level data and applying the LEA cut scores to all schools, where appropriate. The two exceptions to this rule are the: (1) Suspension Rate Indicator and (2) Academic Indicator. Each set of cut scores will remain in place for a select number of years (e.g., three to five years), to be determined by the SBE.

- **Status** was determined using the current year performance (i.e., current year graduation rate). The results for all LEAs or schools were ordered from highest to lowest, and four cut scores were selected based on the distribution. These cut points created five "Status" levels which are:

  o Very High
  o High
  o Median
  o Low
  o Very Low

- **Change** is the difference between performance from the current year and the prior year, or the difference between the current year and a multi-year average (e.g., the difference between the current year graduation rate and the three-year average). The results for all LEAs or schools were ordered separately from highest to lowest for positive change and lowest to highest for negative change. Four cut scores were set, two for positive change and two for negative change, which created the following five "Change" levels:

  o Increased Significantly
  o Increased
  o Maintained
  o Declined
  o Declined Significantly

- **Performance Category:** The combination of an LEA's or school's "Status" and "Change" determines the performance category, which are represented by a color (i.e., red, orange, yellow, green, and blue).

The CDE presented the recommended "Status" and "Change" cut scores for each state indicator, along with the designated performance categories, to the CPAG in June 2016. The CPAG was supportive of the recommended cut scores and the approach to calculating "Status" and "Change." At the time of the June 2016 CPAG meeting, the school-level cut scores for the Suspension Rate Indicator were presented, but cut scores for the LEA level were still being developed. Additionally, in light of the SBE decision made at their July 2016 meeting to move grade eleven assessment results to the CCI, the LEA-level cut scores for the Academic Indicator have since been revised.

The data simulations used to inform the proposed cut points for the CCI status and change were established by modeling former Early Assessment Program (EAP) results (i.e., enhanced STAR Program assessment) in the 2013–14 four-year graduation cohort (Attachment 4). Therefore, these simulations are ***presented for illustrative purposes only*** to demonstrate the performance categories and standards for the CCI. The September 2016 State Board of Education (SBE) item will provide an update on the CCI standards.

Similarly, the data simulations for the Academic Indicator are ***presented for illustrative purposes only*** to demonstrate the performance categories and standards for the

English language arts (ELA) and Mathematics Academic Indicator. The data simulations used to inform the proposed cut points for status on the Academic Indicator were established using the first year of the Smarter Balanced Summative Assessments (Attachment 3). The Academic Indicator simulations will be revised to use the second year of Smarter Balanced Summative Assessment and the updated Academic Indicator standards will be presented to the SBE at its November 2016 meeting.

The cut scores for each of the five state indicators, including the new LEA-level cut scores for the Suspension Rate and Academic Indicators, will be presented for approval to the SBE at the September 2016 meeting.

The attachments in this memorandum separately reviews each state indicator and covers the following information:

- A brief description of the state indicator

- A table displaying the proposed cut scores and a distribution table for "Status"

- A table displaying the proposed cut scores and a distribution table for "Change"

- A five-by-five color chart and statewide summary tables, which display the number and percent of LEAs and schools in each of the five performance categories

- A set of tables displaying the number and percent of student groups in each of the five performance categories for LEAs and schools

Note: Because a separate accountability system is being developed for alternative schools, data from alternative schools were excluded from the analyses conducted for each measure.

**Attachment(s)**

Attachment 1: Graduation Rate Indicator (7 pages)

Attachment 2: Suspension Rate Indicator (15 pages)

Attachment 3: Academic Indicator (11 pages)

Attachment 4: College/Career Indicator (8 pages)

Attachment 5: English Learner Indicator (5 pages)

# Graduation Rate Indicator

The Graduation Rate Indicator is based on the four-year cohort graduation rates. A graduation cohort is a group of high school students who could potentially graduate during a four-year time period (grade nine through grade twelve). The formula to calculate the four-year graduation cohort is provided in the example below:

**2015 Four-Year Cohort Graduation Rate Formula**

> Number of students who earn a regular high school diploma
> by the end of 2014–15 cohort
>
> **divided by**
>
> Number of first-time grade nine students in 2011–12 plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2011–12, 2012–13, 2013–14, and 2014–15.

Statewide, the graduating class of 2014–15 had a four-year cohort consisting of 488,612 students. Of those students, 401,957 graduated with a regular high school diploma by the end of 2014–15[1]. The calculation of the graduation rate is:

401,957 **divided by** 488,612 = **82.3 percent Graduation Rate**

Note: Students who earn a Special Education Certificate of Completion or a general equivalency diploma are not counted as high school graduates but are included in the denominator.

**Status**

For this indicator, "Status" is the current four-year cohort graduation rate (i.e., 2014–15). Because the Every Student Succeeds Act (ESSA) requires states to identify high schools with a graduation rate of less than 67 percent for support, the cut score for the "Very Low" level was set at less than 67 percent. Table 1 displays the proposed cut scores for each "Status" level:

**Table 1**

| Status Level | Status Cut Score |
|---|---|
| Very Low | Graduation rate is less than 67%. |
| Low | Graduation rate is 67% to less than 85%. |
| Median | Graduation rate is 85% to less than 90%. |
| High | Graduation rate is 90% to less than 95%. |
| Very High | Graduation rate is 95% or greater. |

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[1] Source: CDE DataQuest Web page (http://dq.cde.ca.gov/dataquest/)

Table 2 displays the "Status" cut scores based on the statewide LEA-level distribution.

**Table 2**

| Percentile | Graduation Rate | Status Level |
|------------|-----------------|--------------|
| 5 | 61.8760 | Very Low |
| 6.2 | 67.0000 | Low |
| 10 | 77.1140 | |
| 15 | 81.8700 | |
| 20 | 84.7200 | |
| 20.2 | 85.0000 | Median |
| 25 | 86.8200 | |
| 30 | 88.2880 | |
| 35 | 89.4880 | |
| 37.1 | 90.0000 | High |
| 40 | 90.5800 | |
| 45 | 91.3240 | |
| 50 | 92.1500 | |
| 55 | 92.9100 | |
| 60 | 93.5240 | |
| 65 | 94.2000 | |
| 70 | 94.8020 | |
| 72 | 95.0000 | Very High |
| 75 | 95.3500 | |
| 80 | 96.0560 | |
| 85 | 96.7740 | |
| 90 | 97.3280 | |
| 95 | 98.0120 | |

Total number of LEAs = 515

## Change

"Change" is the difference between the current four-year cohort graduation rate and a three-year average (e.g., 2011–12, 2012–13, and 2013–14). Table 3 displays the proposed cut scores for each "Change" level:

**Table 3**

| Change Level | Change Cut Score |
|---|---|
| Declined Significantly | Graduation rate declined by more than 5%. |
| Declined | Graduation rate declined by 1% to 5%. |
| Maintained | Graduation rate is 95%, or declined or increased by less than 1%. |
| Increased | Graduation rate increased by 1% to less than 5%. |
| Increased Significantly | Graduation rate increased by 5% or more. |

Table 4 displays the "Change" cut scores based on the statewide LEA-level distribution.

**Table 4**

| Percentile | Graduation Rate Change | Change Level |
|---|---|---|
| 5 | -9.4200 | Declined Significantly |
| 10 | -6.7400 | |
| 15 | -5.3000 | |
| 16.5 | -5.0000 | Declined |
| 20 | -4.4000 | |
| 25 | -3.6000 | |
| 30 | -3.0000 | |
| 35 | -2.4000 | |
| 40 | -1.9000 | |
| 45 | -1.6000 | |
| 50 | -1.2000 | |
| 52 | -1.0000 | |
| 55 | -0.7000 | Maintained |
| 60 | -0.3000 | |
| 65 | 0.4000 | |
| 69.5 | 1.0000 | Increased |
| 70 | 1.1000 | |
| 75 | 1.6000 | |
| 80 | 2.5800 | |
| 85 | 3.9000 | |
| 89.5 | 5.0000 | Increased Significantly |
| 90 | 5.3400 | |
| 95 | 8.3000 | |

Total number of LEAs = 515

**Performance Categories for LEAs, Schools, and Student Groups**

Table 5 identifies the "Status" and "Change" cut scores presented earlier. It also reflects the performance categories that LEAs and schools would earn based on their "Status" and "Change" results. Tables 6 through 10 reflect the number and percent of LEAs, schools, and student groups in each of the five performance categories.

**Table 5**

## Graduation Change

| Graduation Status | Level | Declined Significantly by more than 5% | Declined by 1% to 5% | Maintained Declined or improved by less than 1% | Increased by 1% to less than 5% | Increased Significantly by 5% or more |
|---|---|---|---|---|---|---|
| | Very High 95% or greater | Gray | Blue | Blue | Blue | Blue |
| | High 90% to less than 95% | Orange | Yellow | Green | Green | Blue |
| | Median 85% to less than 90% | Orange | Orange | Yellow | Green | Green |
| | Low 67% to less than 85% | Red | Orange | Orange | Yellow | Yellow |
| | Very Low Less than 67% | Red | Red | Red | Red | Red |

Gray colored cell=Not applicable

### Table 6: Statewide LEAs' Performance

| # of LEAs | N/A | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| 515 | N/A | 70 (13.6%) | 122 (23.7%) | 106 (20.6%) | 81 (15.7%) | 136 (26.4%) |

### Table 7: Statewide Schools' Performance

| # of Schools | N/A | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| 1,221 | N/A | 99 (8.1%) | 85 (7.0%) | 186 (15.2%) | 298 (24.4%) | 553 (45.3%) |

**Table 8: Performance by School Type (Graduation Rate)**

| School Type | # of Schools | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| Non Charter | 1,026 | 56 (5.5%) | 69 (6.7%) | 153 (14.9%) | 263 (25.6%) | 485 (47.3%) |
| Charter | 195 | 43 (22.1%) | 16 (8.2%) | 33 (16.9%) | 35 (17.9%) | 68 (34.9%) |
| Small Schools* | 19 | 9 (47.4%) | 0 (0.0%) | 3 (15.8%) | 4 (21.1%) | 3 (15.8%) |
| Non Small Schools | 1,202 | 90 (7.5%) | 85 (7.1%) | 183 (15.2%) | 294 (24.5%) | 550 (45.8%) |

*Small schools have 30 to 99 students enrolled.

Note:

- **Red Performance Category:** The "Red Performance Category" is different for the Graduation Rate Indicator compared to the other indicators. All LEAs and schools with a graduation rate below 67 percent will be placed in the red performance category.

- **Blue Performance Category:** Any LEA or school with a graduation rate at or above 95 percent will be categorized in the "Blue Performance Category" regardless of their "Change" results. For example, a school with a graduation rate of 98 percent in their prior year and a graduation rate of 96 percent in the current year will be placed in the blue performance category.

**Table 9: Statewide LEAs' Student Group Performance (Graduation Rate)**

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| All LEAs | 515 | 70 (13.6%) | 122 (23.7%) | 106 (20.6%) | 81 (15.7%) | 136 (26.4%) |
| African American | 160 | 46 (8.9%) | 40 (7.8%) | 28 (5.4%) | 25 (4.9%) | 21 (4.1%) |
| Asian | 174 | 3 (0.6%) | 16 (3.1%) | 24 (4.7%) | 31 (6.0%) | 100 (19.4%) |
| Filipino | 105 | 2 (0.4%) | 10 (1.9%) | 14 (2.7%) | 13 (2.5%) | 66 (12.8%) |
| Hispanic/Latino | 431 | 80 (15.5%) | 111 (21.6%) | 82 (15.9%) | 73 (14.2%) | 85 (16.5%) |
| Native American | 13 | 4 (0.8%) | 2 (0.4%) | 3 (0.6%) | 2 (0.4%) | 2 (0.4%) |
| Pacific Islander | 17 | 4 (0.8%) | 6 (1.2%) | 1 (0.2%) | 5 (1.0%) | 1 (0.2%) |
| Two or More Races | 93 | 8 (1.6%) | 23 (4.5%) | 17 (3.3%) | 13 (2.5%) | 32 (6.2%) |
| White | 372 | 48 (9.3%) | 74 (14.4%) | 90 (17.5%) | 51 (9.9%) | 109 (21.2%) |
| Socioeconomically Disadvantaged | 492 | 106 (20.6%) | 135 (26.2%) | 83 (16.1%) | 82 (15.9%) | 86 (16.7%) |
| English Learners | 308 | 73 (14.2%) | 78 (15.1%) | 75 (14.6%) | 56 (10.9%) | 26 (5.0%) |
| Students with Disabilities | 268 | 133 (25.8%) | 65 (12.6%) | 44 (8.5%) | 16 (3.1%) | 10 (1.9%) |

*Total = Number of LEAs with 30 or more students at the schoolwide level and student group level.
NOTE: For all percentages calculated above, the total number of LEAs (515) was used for the denominator.

**Table 10: Statewide Schools' Student Group Performance (Graduation Rate)**

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| All Schools | 1,221 | 99 (8.1%) | 85 (7.0%) | 186 (15.2%) | 298 (24.4%) | 553 (45.3%) |
| African American | 249 | 31 (2.5%) | 34 (2.8%) | 47 (3.9) | 71 (5.8%) | 66 (5.4%) |
| Asian | 324 | 6 (0.5%) | 19 (1.6%) | 36 (2.9%) | 33 (2.7%) | 230 (18.8%) |
| Filipino | 117 | 2 (0.2%) | 3 (0.2%) | 13 (1.1%) | 18 (1.5%) | 81 (6.6%) |
| Hispanic/Latino | 1,017 | 87 (7.1%) | 98 (8.0%) | 170 (13.9%) | 244 (20.0%) | 418 (34.2%) |
| Native American | 5 | 0 (0.0%) | 1 (0.1%) | 1 (0.1%) | 0 (0.0%) | 3 (0.2%) |
| Pacific Islander | 1 | 1 (0.1%) | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| Two or More Races | 54 | 3 (0.2%) | 7 (0.6%) | 9 (0.7%) | 5 (0.4%) | 30 (2.5%) |
| White | 764 | 50 (4.1%) | 51 (4.2%) | 103 (8.4%) | 126 (10.3%) | 434 (35.5%) |
| Socioeconomically Disadvantaged | 1,133 | 103 (8.4%) | 128 (10.5%) | 192 (15.6%) | 307 (25.1%) | 403 (33.0%) |
| English learners | 710 | 131 (10.7%) | 83 (6.8%) | 173 (14.2%) | 149 (12.2%) | 176 (14.4%) |
| Students with Disabilities | 648 | 223 (18.3%) | 116 (9.5%) | 172 (14.1%) | 78 (6.4%) | 59 (4.8%) |

*Total = Number of schools with 30 or more students at the schoolwide level and student group level.
NOTE: For all percentages calculated above, the total number of schools (1,221) was used for the denominator.

# Suspension Rate Indicator

The Suspension Rate Indicator is based on multiple distributions. The preference for setting the cut scores is to use local educational agency (LEA)-level distributions and apply the LEA cut points to all schools. However, the suspension data varies widely among LEA type (elementary, high, and unified) and school type (elementary, middle, and high). The Technical Design Group (TDG) reviewed multiple data simulations based on several methodologies and determined it was more appropriate to set multiple suspension cut scores based on LEA type distributions as well as school type distributions. Therefore, the suspension indicator has six different sets of cut points for "Status" and "Change": (1) three sets based on LEA type distributions and (2) three sets based on school type distributions.

The school type cut scores were shared with California Practitioners Advisory Group (CPAG) at their June 2016 meeting. Unfortunately, the methodology for setting the LEA type cut scores was not finalized until the August 3, 2016, TDG meeting, which did not allow sufficient time to obtain feedback from the CPAG. This attachment contains all six sets of cut scores.

For the Local Control and Accountability Plan (LCAP), charter schools are treated as LEAs. Under the Every Student Succeeds Act (ESSA), single school districts are treated as schools. Therefore, charter schools and single school districts will receive two accountability reports (LEA-level and school-level). Because distributions were set separately for LEAs and schools, charter schools and single school districts could potentially receive two inconsistent determinations, which is in conflict with the goal of developing one integrated local-state-federal accountability system. The California Department of Education (CDE) is recommending that charter schools and single school districts be held accountable for the cut scores established using the school-level distributions, and that both the LEA and school reports reflect the results based on the school-level cut scores, allowing for an integrated accountability system.

## Suspension Rate Formula

The suspension rate calculations are based on the unduplicated number of students suspended in an academic year. The formula is:

| |
|:---:|
| Number of Students Suspended |
| **divided by** |
| Cumulative Enrollment Multiplied by 100 |

## LEA-Level Status

"Status" is the current year suspension rate. Table 1 displays the proposed cut scores for each "Status" level by LEA type: elementary, high, and unified school districts.

**Table 1**

| Status Level | Elementary School District | High School District | Unified School District |
|---|---|---|---|
| Very Low | Suspension rate is 0.5% or less. | Suspension rate is 1.5% or less. | Suspension rate is 1.0% or less. |
| Low | Suspension rate is greater than 0.5% to 1.5%. | Suspension rate is greater than 1.5% to 3.5%. | Suspension rate is greater than 1.0% to 2.5%. |
| Median | Suspension rate is greater than 1.5% to 3.0%. | Suspension rate is greater than 3.5% to 6.0%. | Suspension rate is greater than 2.5% to 4.5%. |
| High | Suspension rate is greater than 3.0% to 6.0%. | Suspension rate is greater than 6.0% to 9.0%. | Suspension rate is greater than 4.5% to 8.0%. |
| Very High | Suspension rate is greater than 6.0%. | Suspension rate is greater than 9.0%. | Suspension rate is greater than 8.0%. |

Tables 2 through 4 display the "Status" cut scores based on the statewide LEA distributions.

### Table 2: Elementary School Districts

| Percentile | Suspension Rate | Status Level |
|---|---|---|
| 5 | 8.8000 | Very High |
| 10 | 6.4000 | Very High |
| 11.2 | 6.0000 | High |
| 15 | 5.3500 | High |
| 20 | 4.6000 | High |
| 25 | 4.0000 | High |
| 30 | 3.5000 | High |
| 35 | 3.1000 | High |
| 36.1 | 3.0000 | Median |
| 40 | 2.8000 | Median |
| 45 | 2.6000 | Median |
| 50 | 2.1000 | Median |
| 55 | 1.9000 | Median |
| 60 | 1.6000 | Median |
| 61 | 1.5000 | Low |
| 65 | 1.3000 | Low |
| 70 | 1.1000 | Low |
| 75 | 0.7000 | Low |
| 80 | 0.5000 | Very Low |
| 85 | 0.3000 | Very Low |
| 90 | 0.0000 | Very Low |
| 95 | 0.0000 | Very Low |

Total number of elementary school districts = 349

### Table 3: High School Districts

| Percentile | Suspension Rate | Status Level |
|---|---|---|
| 5 | 12.0 | Very High |
| 10 | 11.3 | Very High |
| 15 | 9.5 | Very High |
| 16 | 9.0 | High |
| 20 | 8.6 | High |
| 25 | 7.9 | High |
| 30 | 7.4 | High |
| 35 | 7.0 | High |
| 40 | 6.6 | High |
| 44 | 6.0 | Median |
| 45 | 5.9 | Median |
| 50 | 5.6 | Median |
| 55 | 5.2 | Median |
| 60 | 4.7 | Median |
| 65 | 4.6 | Median |
| 70 | 4.2 | Median |
| 75 | 3.7 | Median |
| 80 | 3.5 | Low |
| 85 | 2.6 | Low |
| 90 | 1.8 | Low |
| 93.3 | 1.5 | Very Low |
| 95 | 1.4 | Very Low |

Total number of high school districts = 75

## Table 4: Unified School Districts

| Percentile | Suspension Rate | Status Level |
|---|---|---|
| 5 | 9.5000 | Very High |
| 10 | 8.2000 | |
| 10.4 | 8.0000 | High |
| 15 | 7.2000 | |
| 20 | 6.5000 | |
| 25 | 5.9000 | |
| 30 | 5.6000 | |
| 35 | 5.1000 | |
| 40 | 4.7000 | |
| 42 | 4.5000 | Median |
| 45 | 4.3000 | |
| 50 | 4.000 | |
| 55 | 3.7000 | |
| 60 | 3.3000 | |
| 65 | 3.0000 | |
| 70 | 2.8000 | |
| 73.1 | 2.5000 | Low |
| 75 | 2.4000 | |
| 80 | 2.2000 | |
| 85 | 1.8000 | |
| 90 | 1.4000 | |
| 92.8 | 1.0000 | Very Low |
| 95 | 0.9000 | |

Total number of unified school districts = 337

**LEA-Level Change**

"Change" is the difference between the current year suspension rate and the prior year suspension rate. Table 5 displays the proposed cut scores for each "Change" level by LEA type:

**Table 5**

| Change Level | Elementary School District | High School District | Unified School District |
|---|---|---|---|
| Declined Significantly | Suspension rate declined by 2% or greater. | Suspension rate declined by 3% or greater. | Suspension rate declined by 2% or greater. |
| Declined | Suspension rate declined by 0.3% to less than 2%. | Suspension rate declined by 0.5% to less than 3%. | Suspension rate declined by 0.3% to less than 2% |
| Maintained | Suspension rate declined or increased by less than 0.3%. | Suspension rate declined or increased by less than 0.5%. | Suspension rate declined or increased by less than 0.3%. |
| Increased | Suspension rate increased by 0.3% to 2%. | Suspension rate increased by 0.5% to 3%. | Suspension rate increased by 0.3% to 2%. |
| Increased Significantly | Suspension rate increased by greater than 2%. | Suspension rate increased by greater than 3%. | Suspension rate increased greater than 2%. |

Tables 6 through 8 displays the "Change" cut scores based on the statewide LEA distributions by type.

**Table 6: Elementary School Districts (Suspension)**

| Percentile | % Change from Prior Year to Current Year | Change Level |
|---|---|---|
| 5 | 2.2500 | Increased Significantly |
| 6.7 | 2.0000 | Increased |
| 10 | 0.9000 | |
| 15 | 0.6000 | |
| 20 | 0.3000 | |
| 25 | 0.2000 | Maintained |
| 30 | 0.1000 | |
| 35 | 0.0000 | |
| 40 | 0.0000 | |
| 45 | -0.1000 | |
| 50 | -0.2000 | |
| 55 | -0.3000 | Declined |
| 60 | -0.4000 | |
| 65 | -0.5000 | |
| 70 | -0.8000 | |
| 75 | -0.9000 | |
| 80 | -1.1000 | |
| 85 | -1.5000 | |
| 90 | -2.0000 | Declined Significantly |
| 95 | -3.1500 | |

Total number of elementary school districts = 349

**Table 7: High School Districts (Suspension)**

| Percentile | % Change from Prior Year to Current Year | Change Level |
|---|---|---|
| 5 | 4.2000 | Increased Significantly |
| 5.3 | 3.0000 | Increased |
| 10 | 0.9000 | |
| 15 | 0.6000 | |
| 16 | 0.5000 | |
| 20 | 0.3000 | Maintained |
| 25 | 0.1000 | |
| 30 | -0.1000 | |
| 35 | -0.1000 | |
| 40 | -0.2000 | |
| 45 | -0.5000 | Declined |
| 50 | -0.7000 | |
| 55 | -0.8000 | |
| 60 | -1.0000 | |
| 65 | -1.2000 | |
| 70 | -1.4000 | |
| 75 | -1.6000 | |
| 80 | -1.9000 | |
| 85 | -2.3000 | |
| 90 | -2.6000 | |
| 92 | -3.0000 | Declined Significantly |
| 95 | -4.6000 | |

Total number of high school districts = 75

**Table 8: Unified School Districts (Suspension)**

| Percentile | % Change from Prior Year to Current Year | Change Level |
|:---:|:---:|:---:|
| 3 | 2.1000 | Increased Significantly |
| 3.6 | 2.0000 | Increased |
| 5 | 1.4000 | |
| 10 | 0.9000 | |
| 15 | 0.5000 | |
| 20 | 0.3000 | |
| 25 | 0.1000 | Maintained |
| 30 | 0.0000 | |
| 35 | -0.2000 | |
| 40 | -0.2000 | |
| 40.2 | -0.3000 | Declined |
| 45 | -0.4000 | |
| 50 | -0.5000 | |
| 55 | -0.6000 | |
| 60 | -0.9000 | |
| 65 | -1.0000 | |
| 70 | -1.2000 | |
| 75 | -1.3000 | |
| 80 | -1.7000 | |
| 83.7 | -2.0000 | Declined Significantly |
| 85 | -2.1000 | |
| 90 | -2.5000 | |
| 95 | -3.2000 | |

Total number of unified school districts = 337

**School-Level Status**

"Status" at the school-level uses the current year suspension rate. Table 9 displays the proposed cut scores for each "Status" level by school type (i.e., elementary, middle, and high schools):

**Table 9**

| Status Level | Elementary School | Middle School | High School |
|---|---|---|---|
| Very Low | Suspension rate is 0.5% or less. | Suspension rate is 0.5% or less. | Suspension rate is 0.5% or less. |
| Low | Suspension rate is greater than 0.5% to 1.0%. | Suspension rate is greater than 0.5% to 2%. | Suspension rate is greater than 0.5% to 1.5%. |
| Median | Suspension rate is greater than 1% to 3%. | Suspension rate is greater than 2% to 8%. | Suspension rate is greater than 1.5% to 6%. |
| High | Suspension rate is greater than 3% to 6%. | Suspension rate is greater than 8% to 12%. | Suspension rate is greater than 6% to 10%. |
| Very High | Suspension rate is greater than 6%. | Suspension rate is greater than 12%. | Suspension rate is greater than 10%. |

Tables 10 through 12 display the "Status" cut scores based on the statewide distributions for elementary, middle, and high schools.

**Table 10: Elementary Schools**

| Percentile | Suspension Rate | Status Level |
|---|---|---|
| 5 | 6.7000 | Very High |
| 6 | 6.0000 | High |
| 10 | 4.7000 | High |
| 15 | 3.7000 | High |
| 20 | 3.0000 | Median |
| 25 | 2.4000 | Median |
| 30 | 2.0000 | Median |
| 35 | 1.7000 | Median |
| 40 | 1.4000 | Median |
| 45 | 1.2000 | Median |
| 50 | 1.0000 | Low |
| 55 | 0.8000 | Low |
| 60 | 0.7000 | Low |
| 65 | 0.5000 | Very Low |
| 70 | 0.4000 | Very Low |
| 75 | 0.2000 | Very Low |
| 80 | 0.2000 | Very Low |
| 85 | 0.0000 | Very Low |
| 90 | 0.0000 | Very Low |
| 95 | 0.0000 | Very Low |

Total number of elementary schools = 5,776

**Table 11: Middle Schools**

| Percentile | Suspension Rate | Status Level |
|---|---|---|
| 5 | 18.3000 | Very High |
| 10 | 14.3400 | Very High |
| 15 | 12.1000 | Very High |
| 15.1 | 12.0000 | High |
| 20 | 10.6800 | High |
| 25 | 9.5000 | High |
| 30 | 8.6000 | High |
| 32.9 | 8.0000 | Median |
| 35 | 7.6000 | Median |
| 40 | 6.9000 | Median |
| 45 | 6.1000 | Median |
| 50 | 5.5000 | Median |
| 55 | 4.8000 | Median |
| 60 | 4.3000 | Median |
| 65 | 3.7000 | Median |
| 70 | 3.1000 | Median |
| 75 | 2.6000 | Median |
| 80 | 2.0000 | Low |
| 85 | 1.5000 | Low |
| 90 | 0.9000 | Low |
| 93.3 | 0.5000 | Very Low |
| 95 | 0.3000 | Very Low |

Total number of middle schools = 1,335

**Table 12: High Schools**

| Percentile | Suspension Rate | Status Level |
|:---:|:---:|:---:|
| 5 | 14.1000 | Very High |
| 10 | 10.5800 | |
| 11.2 | 10.0000 | High |
| 15 | 8.7000 | |
| 20 | 7.3000 | |
| 25 | 6.5000 | |
| 27.8 | 6.0000 | Median |
| 30 | 5.7000 | |
| 35 | 5.0000 | |
| 40 | 4.4200 | |
| 45 | 3.8000 | |
| 50 | 3.3000 | |
| 54.6 | 2.8000 | |
| 60 | 2.4000 | |
| 65 | 1.9000 | |
| 68.4 | 1.5000 | Low |
| 70 | 1.4000 | |
| 75 | 0.9000 | |
| 80 | 0.5000 | Very Low |
| 85 | 0.1000 | |
| 90 | 0.0000 | |
| 95 | 0.0000 | |

Total number of high schools = 1,481

**School-Level Change**

"Change" at the school-level is the difference between the current year suspension rate and the prior year suspension rate. Table 13 displays the proposed cut scores for each "Change" level by school type:

**Table 13**

| Change Level | Elementary School | Middle School | High School |
|---|---|---|---|
| Declined Significantly | Suspension rate declined by 1% or greater. | Suspension rate declined by 3% or greater. | Suspension rate declined by 2% or greater. |
| Declined | Suspension rate declined by 0.3% to less than 1%. | Suspension rate declined by 0.3% to less than 3%. | Suspension rate declined by 0.3% to less than 2%. |
| Maintained | Suspension rate declined or increased by less than 0.3%. | Suspension rate declined or increased by less than 0.3%. | Suspension rate declined or increased by less than 0.3%. |
| Increased | Suspension rate increased by 0.3% to less than 2%. | Suspension rate increased by 0.3% to less than 4%. | Suspension rate increased by 0.3% to less than 3%. |
| Increased Significantly | Suspension rate increased by more than 2%. | Suspension rate increased by more than 4%. | Suspension rate increased by more than 3%. |

Tables 14 through 16 display the "Change" cut scores based on the statewide distributions for elementary, middle, and high schools.

### Table 14: Elementary Schools (Suspension)

| Percentile | % Change from Prior Year to Current Year | Change Level |
|---|---|---|
| 4 | 2.3000 | Increased Significantly |
| 5 | 2.0000 | Increased |
| 10 | 1.2000 | |
| 15 | 0.7000 | |
| 20 | 0.5000 | |
| 25 | 0.3000 | |
| 30 | 0.2000 | Maintained |
| 35 | 0.0000 | |
| 40 | 0.0000 | |
| 45 | 0.0000 | |
| 50 | -0.1000 | |
| 55 | -0.2000 | |
| 60 | -0.3000 | Declined |
| 65 | -0.5000 | |
| 70 | -0.6000 | |
| 75 | -0.8000 | |
| 76.9 | -1.0000 | Declined Significantly |
| 80 | -1.1000 | |
| 85 | -1.5000 | |
| 90 | -2.1000 | |
| 95 | -3.0000 | |

Total number of elementary schools = 5,776

### Table 15: Middle Schools (Suspension)

| Percentile | % Change from Prior Year to Current Year | Change Level |
|---|---|---|
| 5 | 4.2200 | Increased Significantly |
| 5.5 | 4.0000 | Increased |
| 10 | 2.3000 | |
| 15 | 1.5000 | |
| 20 | 0.9000 | |
| 25 | 0.5000 | |
| 26.8 | 0.3000 | |
| 30 | 0.1000 | Maintained |
| 35 | 0.0000 | |
| 40 | -0.2000 | |
| 40.4 | -0.3000 | Declined |
| 45 | -0.5000 | |
| 50 | -0.8000 | |
| 55 | -1.0000 | |
| 60 | -1.3000 | |
| 65 | -1.7000 | |
| 70 | -2.2000 | |
| 75 | -2.7000 | |
| 77.6 | -3.0000 | Declined Significantly |
| 80 | -3.2000 | |
| 85 | -4.3000 | |
| 90 | -5.2400 | |
| 95 | -7.6000 | |

Total number of middle schools = 1,335

## Table 16: High Schools (Suspension)

| Percentile | % Change from Prior Year to Current Year | Change Level |
|:---:|:---:|:---:|
| 5 | 4.2900 | Increased Significantly |
| 6.7 | 3.0000 | Increased |
| 10 | 2.0000 | |
| 15 | 1.2000 | |
| 20 | 0.6600 | |
| 25 | 0.4000 | |
| 25.7 | 0.3000 | |
| 30 | 0.2000 | Maintained |
| 35 | 0.0000 | |
| 40 | 0.0000 | |
| 45 | 0.0000 | |
| 50 | -0.2000 | |
| 51 | -0.3000 | Declined |
| 55 | -0.4000 | |
| 60 | -0.6000 | |
| 65 | -0.9000 | |
| 70 | -1.2000 | |
| 75 | -1.5000 | |
| 80 | -1.9000 | |
| 80.6 | -2.0000 | Declined Significantly |
| 85 | -2.5000 | |
| 90 | -3.4000 | |
| 95 | -5.3900 | |

Total number of high schools = 1,481

**Performance Categories for LEAs, Schools, and Student Groups**

Although the cut scores determined for the Suspension Rate Indicator were different for LEAs and schools by type, the 25 grid performance categories are the same for all LEAs, schools, and student groups (see Table 17). Since low suspension rates are more desirable than high suspension rates, the scale for suspension is opposite from the other indicators (e.g., a significant increase in suspension rates will result in an overall performance category of red, yellow, or orange). Tables 18 through 22 display the number and percent of LEAs, schools, and student groups in each of the five performance categories.

**Table 17**

### Suspension Change

| Level | Increased Significantly | Increased | Maintained | Declined | Declined Significantly |
|---|---|---|---|---|---|
| Very Low | Gray | Green | Blue | Blue | Blue |
| Low | Orange | Yellow | Green | Green | Blue |
| Median | Orange | Orange | Yellow | Green | Green |
| High | Red | Orange | Orange | Yellow | Yellow |
| Very High | Red | Red | Red | Orange | Yellow |

Gray colored cell=Not applicable

*(Row labels Very Low, Low, Median, High, Very High grouped under side label: **Suspension Status**)*

**Table 18: Statewide LEAs' Performance (Suspension)**

| District Type | # of LEAs | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| Elementary School Districts | 349 | 28 (8.0%) | 59 (16.9%) | 88 (25.2%) | 97 (27.8%) | 77 (22.1%) |
| Unified School Districts | 337 | 24 (7.1%) | 51 (15.1%) | 108 (32.1%) | 130 (38.6%) | 24 (7.1%) |
| High School Districts | 75 | 10 (13.3%) | 9 (12.0%) | 33 (44.0%) | 17 (22.7%) | 6 (8.0%) |
| All LEAs | 761 | 61 (8.1%) | 120 (15.8%) | 223 (29.3%) | 250 (32.9%) | 107 (14.1%) |

**Table 19: Statewide Schools' Performance (Suspension)**

| School Type | # of Schools | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| Elementary | 5,776 | 343 (5.9%) | 982 (17.0%) | 930 (16.1%) | 1,345 (23.3%) | 2,176 (37.7%) |
| Middle | 1,335 | 115 (8.6%) | 307 (23.0%) | 286 (21.4%) | 517 (38.7%) | 110 (8.2%) |
| High | 1,481 | 128 (8.6%) | 287 (19.3%) | 291 (19.6%) | 461 (31.1%) | 314 (21.2%) |
| All Schools | 8,592 | 586 (6.8%) | 1,576 (18.3%) | 1,507 (17.5%) | 2,323 (27.0%) | 2,600 (30.3%) |

**Table 20: Performance by School Type (Suspension)**

| School Type | # of Schools | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| Non Charter | 7,605 | 518 (6.8%) | 1,412 (18.6%) | 1,375 (18.1%) | 2,107 (27.7%) | 2,193 (28.8%) |
| Charter | 987 | 68 (6.9%) | 164 (16.6%) | 132 (13.4%) | 216 (21.9%) | 407 (41.2%) |
| Small Schools* | 278 | 34 (12.2%) | 32 (11.5%) | 30 (10.8%) | 25 (9.0%) | 157 (56.5%) |
| Non Small Schools | 8,314 | 552 (6.6%) | 1,544 (18.6%) | 1,477 (17.8%) | 2,298 (27.6%) | 2,443 (29.4%) |

*Small schools have 30 to 99 students enrolled.

**Table 21: Statewide LEAs' Student Groups Performance (Suspension)**

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| All LEAs | 1,980 | 149 (7.9%) | 307 (16.2%) | 374 (19.8%) | 495 (26.2%) | 565 (29.9%) |
| African American | 795 | 174 (8.8%) | 137 (6.9%) | 193 (9.7%) | 95 (4.8%) | 196 (9.9%) |
| Asian | 692 | 16 (0.8%) | 71 (3.6%) | 66 (3.3%) | 160 (8.1%) | 379 (19.1%) |
| Filipino | 454 | 13 (0.7%) | 56 (2.8%) | 66 (3.3%) | 97 (4.9%) | 222 (11.2%) |
| Hispanic/Latino | 1,694 | 119 (6.0%) | 325 (16.4%) | 321 (16.2%) | 414 (20.9%) | 515 (26.0%) |
| Native American | 335 | 92 (4.6%) | 54 (2.7%) | 87 (4.4%) | 34 (1.7%) | 68 (3.4%) |
| Pacific Islander | 228 | 42 (2.1%) | 41 (2.1%) | 37 (1.9%) | 46 (2.3%) | 62 (3.1%) |
| Two or More Races | 647 | 79 (4.0%) | 105 (5.3%) | 125 (6.3%) | 142 (7.2%) | 196 (9.9%) |
| White | 1,490 | 128 (6.5%) | 252 (12.7%) | 263 (13.3%) | 360 (18.2%) | 487 (24.6%) |
| Socioeconomically Disadvantaged | 1,809 | 193 (9.7%) | 351 (17.7%) | 385 (19.4%) | 365 (18.4%) | 515 (26.0%) |
| English learners | 1,280 | 122 (6.2%) | 222 (11.2%) | 240 (12.1%) | 302 (15.3%) | 394 (19.9%) |
| Students with Disabilities | 1,287 | 304 (15.4%) | 257 (13.0%) | 291 (14.7%) | 154 (7.8%) | 281 (14.2%) |

*Total = Number of schools with 30 or more students enrolled
Note: For all percentages calculated above, the total number of LEAs (1,980) includes single school districts and charter school and was used for the denominator.

**Table 22: Statewide Schools' Student Groups Performance (Suspension)**

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| All Schools | 8,592 | 586 (6.8%) | 1,576 (18.3%) | 1,507 (17.5%) | 2,323 (27.0%) | 2,600 (30.3%) |
| African American | 3,232 | 811 (9.4%) | 469 (5.5%) | 862 (10.0%) | 407 (4.7%) | 683 (7.9%) |
| Asian | 3,389 | 85 (1.0%) | 474 (5.5%) | 319 (3.7%) | 480 (5.6%) | 2,031 (23.6%) |
| Filipino | 1,467 | 62 (0.7%) | 260 (3.0%) | 92 (1.1%) | 194 (2.3%) | 859 (10.0%) |
| Hispanic/Latino | 8,133 | 546 (6.4%) | 1,577 (18.4%) | 1,258 (14.6%) | 2,044 (23.8%) | 2,708 (31.5%) |
| Native American | 158 | 45 (0.5%) | 21 (0.2%) | 38 (0.4%) | 19 (0.2%) | 35 (0.4%) |
| Pacific Islander | 126 | 21 (0.2%) | 24 (0.3%) | 21 (0.2%) | 23 (0.3%) | 37 (0.4%) |
| Two or More Races | 2,104 | 269 (3.1%) | 355 (4.1%) | 248 (2.9%) | 282 (3.3%) | 950 (11.1%) |
| White | 6,349 | 673 (7.8%) | 1,198 (13.9%) | 1,028 (12.0%) | 1,430 (16.6%) | 2,020 (23.5%) |
| Socioeconomically Disadvantaged | 8,296 | 796 (9.3%) | 1,668 (19.4%) | 1,565 (18.2%) | 1,944 (22.6%) | 2,323 (27.0%) |
| English learners | 7,078 | 638 (7.4%) | 1,231 (14.3%) | 1,082 (12.6%) | 1,393 (16.2%) | 2,734 (31.8%) |
| Students with Disabilities | 7,259 | 1,749 (20.4%) | 1,171 (13.6%) | 1,601 (18.6%) | 987 (11.5%) | 1,751 (20.4%) |

*Total = Number of schools with 30 or more students enrolled
Note: For all percentages calculated above, the total number of schools (8,592) includes single school districts and charter schools and was used for the denominator.

# Academic Indicator

The Academic Indicator cut score determinations were made separately for English language arts/literacy (ELA) and mathematics proficiency results from the statewide assessments (Smarter Balanced Summative Assessments). Students who score "Standard Exceeded" and "Standard Met" are captured as "proficient."

Because there is only one year of Smarter Balanced Summative Assessment results, decisions for the "Change" levels cannot be considered at this time. Only the "Status" levels will be used to determine the performance categories, based on 2015 assessment results.

Because the Smarter Balanced Summative Assessment results varied significantly between grades three through eight and grade eleven, the TDG recommended setting separate cut scores for schools and separate cut scores for local educational agencies (LEAs). Therefore, at the June 2016 California Practitioners Advisory Group (CPAG) meeting, proposed cut scores set by school-level grade spans (i.e., elementary, middle, and high schools) by ELA and mathematics were presented. Also presented were the proposed ELA and mathematics cut scores set for all LEAs using the assessment results for grades three through eight and grade eleven.

At the July 2016 State Board of Education (SBE) meeting, the SBE made a decision to move the grade eleven assessment results from the Academic Indicator to the College/Career Indicator (CCI). As a result, the following three updates occurred:

1. High schools will not receive a determination on the Academic Indicator. The grade eleven assessment results for these schools will be captured in the CCI,

2. High school districts also will not receive a determination on the Academic Indicator. The grade eleven assessment results for these districts will be captured in the CCI, and

3. New LEA-level distributions were run using only grades three through eight assessment results and new LEA-level cut scores were established. The LEA-level cut scores reflected in this attachment will be used for elementary and unified school districts. Because changes to the construction of this indicator were made after the June 2016 CPAG meeting, the new LEA-level cut scores were not shared with the CPAG.

In addition, as with the Suspension Rate Indicator, because distributions were set separately for LEAs and schools, the California Department of Education is recommending that charter schools and single school districts be held accountable for the school-level cut scores.

**LEA-Level Status for English Language Arts/Literacy**

The ELA "Status" for LEAs is based on the 2015 Smarter Balanced Summative Assessment results. Table 1 displays the proposed LEA-level cut scores for each "Status" level:

**Table 1**

| ELA Status Level | ELA Status Cut Points for LEAs |
|---|---|
| Very Low | Proficiency rate is less than 20%. |
| Low | Proficiency rate is 20% to less than 35%. |
| Median | Proficiency rate is 35% to less than 55%. |
| High | Proficiency rate is 55% to less than 75%. |
| Very High | Proficiency rate is 75% or greater. |

**School-Level Status for English Language Arts/Literacy**

Parallel to the "Status" for LEAs, the ELA "Status" for schools uses the 2015 Smarter Balanced Summative Assessment results. Table 2 displays the proposed school-level cut scores (for elementary and middle schools) for each "Status" level:

**Table 2**

| ELA Status Level | ELA Status Cut Points for Elementary and Middle Schools |
|---|---|
| Very Low | Proficiency rate is less than 15%. |
| Low | Proficiency rate is 15% to less than 35%. |
| Median | Proficiency rate is 35% to less than 60%. |
| High | Proficiency rate is 60% to less than 75%. |
| Very High | Proficiency rate is 75% or greater. |

Tables 3 and 4 display the "Status" cut scores for ELA based on the statewide distributions for: (1) LEAs and (2) elementary and middle schools.

**Table 3: LEAs (ELA)**

| Percentile | % Proficient | Status Level |
|---|---|---|
| 5 | 19.2632 | Very Low |
| 6.3 | 20.0000 | Low |
| 10 | 22.9371 | Low |
| 15 | 25.7616 | Low |
| 20 | 27.3975 | Low |
| 25 | 29.9609 | Low |
| 30 | 32.0996 | Low |
| 35 | 33.9240 | Low |
| 37.4 | 35.0000 | Median |
| 40 | 36.3550 | Median |
| 45 | 38.5490 | Median |
| 50 | 40.4669 | Median |
| 55 | 42.0572 | Median |
| 60 | 44.7560 | Median |
| 65 | 47.1804 | Median |
| 70 | 49.3720 | Median |
| 75 | 53.3480 | Median |
| 77.8 | 55.0000 | High |
| 80 | 56.4246 | High |
| 85 | 60.7079 | High |
| 90 | 67.9829 | High |
| 94.5 | 75.0000 | Very High |
| 95 | 75.5198 | Very High |

Total number of LEAs = 1,866

**Table 4: Elementary and Middle Schools (ELA)**

| Percentile | % Proficient | Status Level |
|---|---|---|
| 3 | 13.20 | Very Low |
| 5 | 15.10 | Low |
| 10 | 18.60 | Low |
| 15 | 21.10 | Low |
| 20 | 23.50 | Low |
| 25 | 25.70 | Low |
| 30 | 28.00 | Low |
| 35 | 30.50 | Low |
| 40 | 32.90 | Low |
| 44.2 | 35.00 | Median |
| 45 | 35.60 | Median |
| 50 | 38.50 | Median |
| 55 | 41.40 | Median |
| 60 | 44.70 | Median |
| 65 | 47.80 | Median |
| 70 | 51.50 | Median |
| 75 | 55.40 | Median |
| 80 | 59.90 | Median |
| 80.1 | 60.00 | High |
| 85 | 65.07 | High |
| 90 | 70.90 | High |
| 93.4 | 75.20 | Very High |
| 95 | 77.75 | Very High |

Total number of schools = 7,068

## LEA-Level Status for Mathematics

The mathematics "Status" for LEAs is based on the 2015 Smarter Balanced Summative Assessment results. Table 5 displays the proposed LEA-level cut scores for each "Status" level:

**Table 5**

| Math Status Level | Math Status Cut Points for LEAs |
|---|---|
| Very Low | Proficiency rate is less than 15%. |
| Low | Proficiency rate is 15% to less than 25%. |
| Median | Proficiency rate is 25% to less than 45%. |
| High | Proficiency rate is 45% to less than 70%. |
| Very High | Proficiency rate is 70% or greater. |

## School-Level Status for Mathematics

The mathematics "Status" for schools is also based on the 2015 Smarter Balanced Summative Assessment results. Table 6 displays the proposed school-level cut scores (for elementary and middle schools) for each "Status" level:

**Table 6**

| Math Status Level | Math Status Cut Points for Elementary and Middle Schools |
|---|---|
| Very Low | Proficiency rate is less than 10%. |
| Low | Proficiency rate is 10% to less than 25%. |
| Median | Proficiency rate is 25% to less than 55%. |
| High | Proficiency rate is 55% to less than 75%. |
| Very High | Proficiency rate is 75% or greater. |

Tables 7 and 8 display the "Status" cut scores for mathematics based on the statewide distributions for: (1) LEAs and (2) elementary and middle schools.

**Table 7: LEAs (Mathematics)**

| Percentile | % Proficient | Status Level |
|---|---|---|
| 5 | 12.8000 | Very Low |
| 9.5 | 15.0000 | Low |
| 10 | 15.3000 | Low |
| 15 | 17.8000 | Low |
| 20 | 19.8000 | Low |
| 25 | 21.3000 | Low |
| 30 | 22.9000 | Low |
| 35 | 24.6000 | Low |
| 36.6 | 25.0000 | Median |
| 40 | 26.4000 | Median |
| 45 | 28.6000 | Median |
| 50 | 30.7000 | Median |
| 55 | 33.4000 | Median |
| 60 | 35.5000 | Median |
| 65 | 37.6000 | Median |
| 70 | 40.5000 | Median |
| 75 | 43.9000 | Median |
| 76.2 | 45.0000 | High |
| 80 | 47.5000 | High |
| 85 | 52.7000 | High |
| 90 | 59.8000 | High |
| 94.8 | 70.0000 | Very High |
| 95 | 70.1000 | Very High |

Total number of LEAs = 1,863

**Table 8: Elementary and Middle Schools (Mathematics)**

| Percentile | % Proficient | Status Level |
|---|---|---|
| 5 | 9.80 | Very Low |
| 5.5 | 10.10 | Low |
| 10 | 12.60 | Low |
| 15 | 14.79 | Low |
| 20 | 16.70 | Low |
| 25 | 18.60 | Low |
| 30 | 20.50 | Low |
| 35 | 22.50 | Low |
| 40 | 24.70 | Low |
| 40.8 | 25.09 | Median |
| 45 | 27.20 | Median |
| 50 | 29.90 | Median |
| 55 | 32.70 | Median |
| 60 | 35.70 | Median |
| 65 | 38.90 | Median |
| 70 | 42.90 | Median |
| 75 | 47.40 | Median |
| 80 | 52.60 | Median |
| 82.2 | 55.00 | High |
| 85 | 58.00 | High |
| 90 | 64.80 | High |
| 95 | 74.20 | High |
| 95.4 | 75.10 | Very High |
| 98 | 82.50 | Very High |

Total number of schools = 7,065

The data simulations used to inform the proposed cut points for status on the Academic Indicator were established using the first year of the Smarter Balanced Summative Assessments. Therefore, these data simulations are ***presented for illustrative purposes only*** to demonstrate the performance categories and standards for the English language arts (ELA) and Mathematics Academic Indicator. The Academic Indicator simulations will be revised to use the second year of Smarter Balanced Summative Assessment and the updated Academic Indicator standards will be presented to the SBE at its November 2016 meeting.

**Performance Categories for LEAs, Schools, and Student Groups for English Language Arts/Literacy**

Tables 9 through 12 identify the number (and percent) of LEAs, schools, and student groups in each of the five performance categories.

**Table 9: Statewide LEA and School Performance**

**STATUS ONLY (Reflects 2015 Assessment Results for Grades 3 through 8)**

| Type | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|
| LEAs (1,503) | 57 (3.8%) | 343 (22.8%) | 711 (47.3%) | 312 (20.8%) | 80 (5.3%) |
| Schools (7,068) | 347 (4.9%) | 2,767 (39.1%) | 2,543 (36.0%) | 938 (13.3%) | 473 (6.7%) |

**Table 10: Performance by School Type**

| School Type | # of Schools | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| **Non Charter** | 6,359 | 313 (4.9%) | 2,560 (40.3%) | 2,230 (35.1%) | 820 (12.9%) | 436 (6.9%) |
| **Charter** | 709 | 34 (4.8%) | 207 (29.2%) | 313 (44.2%) | 118 (16.6%) | 37 (5.2%) |
| **Small Schools\*** | 100 | 14 (14.0%) | 27 (27.0%) | 42 (42.0%) | 9 (9.0%) | 8 (8.0%) |
| **Non Small Schools** | 6,968 | 333 (4.8%) | 2,740 (39.3%) | 2,501 (35.9%) | 929 (13.3%) | 465 (6.7%) |

\*Small schools have 30 to 99 students enrolled.

**Table 11: Statewide LEAs' Student Group Performance (ELA Grades 3 through 8)**

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| All LEAs | 1,503 | 57 (3.8%) | 343 (22.8%) | 711 (47.3%) | 312 (20.8%) | 80 (5.3%) |
| African American | 442 | 79 (5.3%) | 186 (12.4%) | 153 (10.2%) | 22 (1.5%) | 2 (0.1%) |
| Asian | 424 | 3 (0.2%) | 17 (1.1%) | 83 (5.5%) | 154 (10.2%) | 167 (11.1%) |
| Filipino | 250 | 0 (0.0%) | 1 (0.1%) | 44 (2.9%) | 151 (10.0%) | 54 (3.6%) |
| Hispanic/Latino | 1,280 | 123 (8.2%) | 634 (42.2%) | 442 (29.4%) | 69 (4.6%) | 12 (0.8%) |
| Native American | 95 | 28 (1.9%) | 41 (2.7%) | 22 (1.5%) | 4 (0.3%) | 0 (0.0%) |
| Pacific Islander | 95 | 19 (1.3%) | 37 (2.5%) | 38 (2.5%) | 1 (0.1%) | 0 (0.0%) |
| Two or More Races | 362 | 3 (0.2%) | 34 (2.3%) | 121 (8.1%) | 136 (9.0%) | 68 (4.5%) |
| White | 1,141 | 13 (0.9%) | 135 (9.0%) | 497 (33.1%) | 354 (23.6%) | 142 (9.4%) |
| Socioeconomically Disadvantaged | 1,415 | 153 (10.2%) | 741 (49.3%) | 473 (31.5%) | 39 (2.6%) | 9 (0.6%) |
| English learners | 1,042 | 357 (23.8%) | 466 (31.0%) | 173 (11.5%) | 40 (2.7%) | 6 (0.4%) |
| Students with Disabilities | 859 | 574 (38.2%) | 213 (14.2%) | 62 (4.1%) | 9 (0.6%) | 1 (0.1%) |

*Total=Number of LEAs with 30 or more students at the school level and student group level taking the Smarter Balanced Summative Assessments.
Note: For all percentages calculated above, the total number of LEAs (1,503) includes single school districts and charter schools and was used for the denominator.

**Table 12: Statewide Schools' Student Group Performance (ELA Grades 3 through 8)**

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| All Schools | 7,068 | 347 (4.9%) | 2,767 (39.1%) | 2,543 (36.0%) | 938 (13.3%) | 473 (6.7%) |
| African American | 1,422 | 378 (5.4%) | 699 (9.9%) | 313 (4.4%) | 29 (0.4%) | 3 (0.04%) |
| Asian | 1,781 | 11 (0.2%) | 107 (1.5%) | 363 (5.1%) | 439 (6.2%) | 861 (12.2%) |
| Filipino | 503 | 0 (0.0%) | 10 (0.1%) | 172 (2.4%) | 179 (2.5%) | 142 (2.0%) |
| Hispanic/Latino | 6,282 | 419 (5.9%) | 3,453 (48.9%) | 2,073 (29.3%) | 291 (4.1%) | 46 (0.7%) |
| Native American | 33 | 12 (0.17%) | 18 (0.3%) | 3 (0.04%) | 0 (0.0%) | 0 (0.0%) |
| Pacific Islander | 14 | 3 (0.04%) | 7 (0.1%) | 4 (0.1%) | 0 (0.0%) | 0 (0.0%) |
| Two or More Races | 634 | 0 (0.0%) | 32 (0.5%) | 162 (2.3%) | 216 (3.1%) | 224 (3.2%) |
| White | 4,152 | 32 (0.5%) | 495 (7.0%) | 1,698 (24.0%) | 1,216 (17.2%) | 711 (10.1%) |
| Socioeconomically Disadvantaged | 6,550 | 451 (6.4%) | 3,734 (52.8%) | 2,170 (30.7%) | 172 (2.4%) | 23 (0.3%) |
| English learners | 5,686 | 1,341 (19.0%) | 2,908 (41.1%) | 1100 (15.6%) | 246 (3.5%) | 91 (1.3%) |
| Students with Disabilities | 4,282 | 2,729 (38.6%) | 1,153 (16.3%) | 356 (5.0%) | 38 (0.5%) | 6 (0.1%) |

*Total=Number of schools with 30 or more students at the school level and student group level taking the Smarter Balanced Summative Assessments.
Note: For all percentages calculated above, the total number of schools (7,068) includes single school districts and charter schools and was used for the denominator.

**Performance Categories for LEAs, Schools, and Student Groups for Mathematics**

Tables 13 through 16 identify the number (and percent) of LEAs, schools, and student groups in each of the five performance categories.

**Table 13: Statewide LEA and School Performance**

**STATUS ONLY (Reflects 2015 Assessment Results Only for Grades 3 through 8)**

| Type | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|
| LEAs (1,503) | 113 (7.5%) | 416 (27.7%) | 673 (44.8%) | 244 (16.2%) | 57 (3.8%) |
| Schools (7,065) | 376 (5.3%) | 2,476 (35.1%) | 2,953 (41.8%) | 930 (13.2%) | 330 (4.7%) |

**Table 14: Performance by School Type**

| School Type | # of Schools | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| Non Charter | 6,357 | 336 (5.3%) | 2,283 (35.9%) | 2,600 (40.9%) | 828 (13.0%) | 310 (4.9%) |
| Charter | 708 | 40 (5.7%) | 193 (27.3%) | 353 (49.9%) | 102 (14.4%) | 20 (2.8%) |
| Small Schools* | 98 | 13 (13.3%) | 22 (22.5%) | 53 (54.1%) | 8 (8.2%) | 2 (2.0%) |
| Non Small Schools | 6,967 | 363 (5.2%) | 2,454 (35.2%) | 2,900 (41.6%) | 922 (13.2%) | 328 (4.7%) |

*Small schools have 30 to 99 students enrolled.

**Table 15: Statewide LEAs' Student Group Performance (Math Grades 3 through 8)**

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| All LEAs | 1,503 | 113 (7.5%) | 416 (27.7%) | 673 (44.8%) | 244 (16.2%) | 57 (3.8%) |
| African American | 440 | 116 (7.7%) | 174 (11.6%) | 138 (9.2%) | 12 (0.8%) | 0 (0.0%) |
| Asian | 424 | 3 (0.2%) | 11 (0.7%) | 75 (5.0%) | 150 (10.0%) | 185 (12.3%) |
| Filipino | 249 | 0 (0.0%) | 2 (0.1%) | 51 (3.4%) | 171 (11.4%) | 25 (1.7%) |
| Hispanic/Latino | 1,283 | 164 (10.9%) | 569 (37.9%) | 473 (31.5%) | 72 (4.8%) | 5 (0.3%) |
| Native American | 96 | 32 (2.1%) | 31 (2.1%) | 29 (1.9%) | 4 (0.3%) | 0 (0.0%) |
| Pacific Islander | 95 | 29 (1.9%) | 34 (2.3%) | 30 (2.0%) | 2 (0.1%) | 0 (0.0%) |
| Two or More Races | 361 | 6 (0.4%) | 26 (1.7%) | 125 (8.3%) | 147 (9.8%) | 57 (3.8%) |
| White | 1,139 | 16 (1.1%) | 108 (7.2%) | 566 (37.7%) | 367 (24.4%) | 82 (5.5%) |
| Socioeconomically Disadvantaged | 1,416 | 191 (12.7%) | 643 (42.8%) | 528 (35.1%) | 48 (3.2%) | 6 (0.4%) |
| English learners | 1,043 | 336 (22.4%) | 396 (26.3%) | 248 (16.5%) | 52 (3.5%) | 11 (0.7%) |
| Students with Disabilities | 859 | 500 (33.3%) | 228 (15.2%) | 112 (7.5%) | 18 (1.2%) | 1 (0.0%) |

*Total=Number of LEAs with 30 or more students at the school level and student group level taking the Smarter Balanced Summative Assessments.
Note: For all percentages calculated above, the total number of LEAs (1,503) includes single school districts and charter schools and was used for the denominator.

## Table 16: Statewide Schools' Student Group Performance (Math Grades 3 through 8)

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| All Schools | 7,065 | 376 (5.3%) | 2,476 (35.1%) | 2,953 (41.8%) | 930 (13.2%) | 330 (4.7%) |
| African American | 1,415 | 472 (6.7%) | 644 (9.1%) | 293 (4.2%) | 6 (0.1%) | 0 (0.0%) |
| Asian | 1,780 | 14 (0.2%) | 84 (1.2%) | 373 (5.3%) | 526 (7.5%) | 783 (11.1%) |
| Filipino | 502 | 0 (0.0%) | 9 (0.1%) | 246 (3.5%) | 203 (2.9%) | 44 (0.6%) |
| Hispanic/Latino | 6,279 | 492 (7.0%) | 3,125 (44.2%) | 2,454 (34.7%) | 190 (2.7%) | 18 (0.3%) |
| Native American | 33 | 13 (0.2%) | 14 (0.2%) | 6 (0.1%) | 0 (0.0%) | 0 (0.0%) |
| Pacific Islander | 14 | 2 (0.03%) | 8 (0.1%) | 4 (0.1%) | 0 (0.0%) | 0 (0.0%) |
| Two or More Races | 631 | 4 (0.1%) | 25 (0.4%) | 219 (3.1%) | 252 (3.6%) | 131 (1.9%) |
| White | 4,143 | 44 (0.6%) | 437 (6.2%) | 2,041 (28.9%) | 1,268 (18.0%) | 353 (5.0%) |
| Socioeconomically Disadvantaged | 6,544 | 508 (7.2%) | 3,261 (46.2%) | 2,615 (37.0%) | 142 (2.0%) | 18 (0.3%) |
| English learners | 5,684 | 1,186 (16.8%) | 2,587 (36.6%) | 1,482 (21.0%) | 302 (4.3%) | 127 (1.8%) |
| Students with Disabilities | 4,269 | 2,316 (32.8%) | 1,273 (18.0%) | 611 (8.7%) | 62 (0.9%) | 7 (0.1%) |

*Total=Number of schools with 30 or more students at the school level and student group level taking the Smarter Balanced Summative Assessments.
Note: For all percentages calculated above, the total number of schools (7,065) includes single school districts and charter schools and was used for the denominator.

# College/Career Indicator

At the July 2016 State Board of Education (SBE) meeting, the SBE approved the College/Career Indicator (CCI) as a state indicator and requested California Department of Education (CDE) staff to prepare a recommendation for the September 2016 SBE meeting on the technical specifications for the CCI.

A February 2016 SBE Information Memorandum (http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-feb16item02.doc) presented the initial feedback obtained from a variety of educational stakeholders as well as the Technical Design Group (TDG) on the CCI. The specific features of the CCI, along with recent stakeholder input and rationale, are detailed in an August 2016 SBE Memorandum.

Since the July 2016 SBE meeting, significant changes were made to the CCI and the CCI was re-calculated to incorporate the recommended changes. As a result, new distributions were run and new cut scores for "Status" and "Change" were selected. Because changes were made to the CCI after the August 3, 2016, TDG meeting, there was no opportunity to share the results of these new CCI cut scores with the TDG or the California Practitioners Advisory Group (CPAG).

The CCI indicator uses multiple college and/or career measures to evaluate a student's preparedness for postsecondary. These measures range from the Early Assessment Program (EAP) as part of the Smarter Balanced Summative Assessments; Career Technical Education (CTE) Pathway completion; a-g completion; and college-level courses/exams. Graduates in the four-year graduation cohort are placed in one of the following three CCI performance levels based on meeting the highest benchmark:

- Prepared
- Approaching Prepared
- Not Prepared

The following is the formula for the CCI:

| Graduates Who Meet the CCI Benchmark for "Prepared" |
| :---: |
| **divided by** |
| Current Graduation Cohort Minus Students Who Take the California Alternate Assessment |

**Status**

For this indicator, "Status" is the percent of graduates in the four-year graduation cohort who met the CCI benchmark for "Prepared." Table 1 identifies the recommended cut scores for each of the "Status" levels.

**Table 1**

| Status Level | Status Cut Score |
|---|---|
| Very Low | CCI is less than 10%. |
| Low | CCI is 10% to less than 25%. |
| Median | CCI is 25% to less than 45%. |
| High | CCI is 45% to less than 60%. |
| Very High | CCI is 60% or greater. |

Table 2 displays the "Status" cut scores based on the statewide LEA distribution.

**Table 2**

| Percentile | %Prepared For College or Career | Status Level |
|---|---|---|
| 5 | 0.8 | Very Low |
| 10 | 2.8 | |
| 15 | 6.9 | |
| 17.3 | 10.0 | Low |
| 20 | 13.3 | |
| 22.3 | 15.0 | |
| 25 | 17.0 | |
| 30 | 20.2 | |
| 35 | 23.0 | |
| 40 | 24.8 | |
| 40.4 | 25.0 | Median |
| 45 | 27.3 | |
| 50 | 29.0 | |
| 55 | 31.0 | |
| 60 | 33.1 | |
| 65 | 34.8 | |
| 70 | 37.3 | |
| 75 | 41.1 | |
| 80 | 43.8 | |
| 82.3 | 45.0 | High |
| 85 | 47.1 | |
| 90 | 53.8 | |
| 93.3 | 60.0 | Very High |
| 95 | 63.4 | |

Total number of schools = 608

**Change**

"Change" is based on the difference in "Status" from current year to prior year. Table 3 displays the proposed cut scores for the "Change" levels:

**Table 3**

| Change Level | Change Cut Score |
|---|---|
| Declined Significantly | CCI declined by more than 10%. |
| Declined | CCI declined 1.5% to 10%. |
| Maintained | CCI declined or increased by less than 1.5%. |
| Increased | CCI increased by 1.5% to less than 10%. |
| Increased Significantly | CCI increased by 10% or more. |

The data simulations used to inform the proposed cut points for the CCI status and change were established by modeling former Early Assessment Program (EAP) results (i.e., enhanced STAR Program assessment) in the 2013–14 four-year graduation cohort. Therefore, these simulations are *presented for illustrative purposes only* to demonstrate the performance categories and standards for the CCI. The September 2016 State Board of Education (SBE) item will provide an update on the CCI standards.

Table 4 displays the CCI "Change" cut scores based on the statewide LEA distribution.

**Table 4**

| Percentile | % Change from Prior Year to Current Year | Change Level |
|---|---|---|
| 3 | -18.1 | Declined Significantly |
| 5 | -15.1 | Declined Significantly |
| 7.2 | -11.8 | Declined Significantly |
| 9.5 | -10.0 | Declined |
| 10 | -9.7 | Declined |
| 15 | -6.1 | Declined |
| 20 | -4.2 | Declined |
| 25 | -3.1 | Declined |
| 30 | -1.9 | Declined |
| 33.6 | -1.5 | Declined |
| 35 | -1.2 | Maintained |
| 40 | -0.6 | Maintained |
| 40.5 | -0.5 | Maintained |
| 45 | -0.1 | Maintained |
| 50 | 0.2 | Maintained |
| 55 | 0.7 | Maintained |
| 60 | 1.1 | Maintained |
| 62.5 | 1.5 | Increased |
| 65 | 1.8 | Increased |
| 70 | 2.6 | Increased |
| 75 | 3.8 | Increased |
| 80 | 4.8 | Increased |
| 85 | 6.4 | Increased |
| 87.9 | 7.7 | Increased |
| 90 | 8.8 | Increased |
| 92.4 | 10.0 | Increased Significantly |
| 95 | 11.5 | Increased Significantly |
| 98 | 17.1 | Increased Significantly |

Total number of schools = 608

**Performance Categories for LEAs, Schools, and Student Groups**

Table 5 displays the "Status" and "Change" cut scores presented earlier and displays the criteria for the 25 performance categories based on "Status" and "Change." Tables 6 through 8 reflect the number and percent of LEAs, schools, and student groups in each of the five performance categories.

**Table 5**

# College/Career Change

| Level | Declined Significantly by more 10% | Declined by 1.5% to 10% | Maintained Declined or increased by less than 1.5% | Increased by 1.5% to less than 10% | Increased Significantly by 10% or more |
|---|---|---|---|---|---|
| **Very High** 60% or more | Yellow | Blue | Blue | Blue | Blue |
| **High** 45% to less than 60% | Orange | Yellow | Green | Green | Blue |
| **Median** 25% to less than 45% | Orange | Orange | Yellow | Green | Green |
| **Low** 10% to less than 25% | Red | Orange | Orange | Yellow | Yellow |
| **Very Low** Less than 10% | Red | Red | Red | Orange | Yellow |

(Row labels under "College/Career Status")

**Table 6: Statewide Districts' Performance**

| # of LEAs | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|
| 608 | 102 (16.8%) | 173 (28.5%) | 148 (24.3%) | 151 (24.8%) | 34 (5.6%) |

**Table 7: Statewide Schools' Performance**

| # of Schools | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|
| 1,300 | 188 (14.5%) | 382 (29.3%) | 278 (21.4%) | 368 (28.3%) | 84 (6.5%) |

**Table 8: Performance by School Type (CCI)**

| School Type | # of Schools | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| **Non Charter** | 1,074 | 102 (9.5%) | 328 (30.5%) | 241 (22.4%) | 339 (31.6%) | 64 (6.0%) |
| **Charter** | 226 | 86 (38.1%) | 54 (23.9%) | 37 (16.4%) | 29 (12.8%) | 20 (8.8%) |
| **Small Schools\*** | 25 | 17 (68.0%) | 8 (32.0%) | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| **Non Small Schools** | 1,275 | 171 (13.4%) | 374 (29.3%) | 278 (21.8%) | 368 (28.9%) | 84 (6.6%) |

\*Small schools have 30 to 99 students enrolled.

**Table 9: Statewide LEAs' Student Group Performance (CCI)**

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| All Districts | 608 | 102 (16.8%) | 173 (28.5%) | 148 (24.3%) | 151 (24.8%) | 34 (5.6%) |
| African American | 148 | 27 (4.4%) | 56 (9.2%) | 40 (6.6%) | 22 (3.6%) | 3 (0.5%) |
| Asian | 169 | 1 (0.2%) | 7 (1.2%) | 23 (3.8%) | 52 (8.6%) | 86 (14.1%) |
| Filipino | 90 | 0 (0.0%) | 19 (3.1%) | 16 (2.6%) | 29 (4.8%) | 26 (4.3%) |
| Hispanic/Latino | 463 | 75 (12.3%) | 168 (27.6%) | 107 (17.6%) | 97 (16.0%) | 16 (2.6%) |
| Native American | 7 | 1 (0.2%) | 5 (0.8%) | 1 (0.2%) | 0 (0.0%) | 0 (0.0%) |
| Pacific Islander | 14 | 4 (0.7%) | 4 (0.7%) | 3 (0.5%) | 2 (0.3%) | 1 (0.2%) |
| Two or More Races | 54 | 1 (0.2%) | 11 (1.8%) | 10 (1.6%) | 19 (3.1%) | 13 (2.1%) |
| White | 400 | 53 (8.7%) | 98 (16.1%) | 89 (14.6%) | 121 (19.9%) | 39 (6.4%) |
| Socioeconomically Disadvantaged | 545 | 104 (17.1%) | 180 (29.6%) | 138 (22.7%) | 108 (17.8%) | 15 (2.5%) |
| English Learners | 289 | 101 (16.6%) | 91 (15.0%) | 72 (11.8%) | 23 (3.8%) | 2 (0.3%) |
| Students with Disabilities | 236 | 166 (27.3%) | 52 (8.6%) | 16 (2.6%) | 2 (0.3%) | 0 (0.0%) |

*Total = Number of LEAs with 30 or more students at the schoolwide level and student group level.
For all percentages calculated above, the total number of LEAs (608) includes single school districts and charter schools and was used for the denominator.

**Table 10: Statewide Schools' Student Group Performance (CCI)**

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| All Schools | 1,300 | 188 (14.5%) | 382 (29.4%) | 278 (21.4%) | 368 (28.3%) | 84 (6.5%) |
| African American | 228 | 56 (4.3%) | 70 (5.4%) | 66 (5.1%) | 31 (2.4%) | 5 (0.4%) |
| Asian | 309 | 2 (0.2%) | 25 (1.9%) | 34 (2.6%) | 104 (8.0%) | 144 (11.1%) |
| Filipino | 104 | 0 (0.0%) | 24 (1.8%) | 9 (0.7%) | 37 (2.8%) | 34 (2.6%) |
| Hispanic/Latino | 1,041 | 125 (9.6%) | 410 (31.5%) | 229 (17.6%) | 248 (19.1%) | 29 (2.2%) |
| Native American | 5 | 1 (0.1%) | 2 (0.2 %) | 0 (0.0%) | 0 (0.0%) | 2 (0.2%) |
| Pacific Islander | 3 | 0 (0.0%) | 0 (0.0%) | 2 (0.2%) | 1 (0.0%) | 0 (0.0%) |
| Two or More Races | 34 | 0 (0.0%) | 6 (0.5%) | 4 (0.3%) | 15 (1.2%) | 9 (0.7%) |
| White | 772 | 90 (6.9%) | 189 (14.5%) | 141 (10.8%) | 243 (18.7%) | 109 (8.4%) |
| Socioeconomically Disadvantaged | 1,175 | 169 (13.0%) | 405 (31.2%) | 289 (22.2%) | 276 (21.2%) | 36 (2.8%) |
| English learners | 662 | 243 (18.7%) | 196 (15.1%) | 165 (12.7%) | 55 (4.2%) | 3 (0.2%) |
| Students with Disabilities | 530 | 319 (24.5%) | 144 (11.1%) | 61 (4.7%) | 6 (0.5%) | 0 (0.0%) |

*Total = Number of schools with 30 or more students at the schoolwide level and student group level.
For all percentages calculated above, the total number of schools (1,300) includes single school districts and charter schools and was used for the denominator.

# English Learner Indicator

The Local Control Funding Formula (LCFF) and the Every Student Succeeds Act (ESSA) require English learners (ELs) to make progress towards English proficiency. As detailed in the July 2016 State Board of Education Memorandum (http://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item02.doc), progress is determined through the use of two data sources: (1) the California English Language Development Test (CELDT) and (2) reclassification data.

## Status

For the English learner Indicator (ELI), "Status" is the percent of ELs that moved up at least one performance level on the CELDT from prior year to current year and the percent of EL students who were reclassified in the prior year. Table 1 displays the proposed cut scores for each of the "Status" levels.

**Table 1**

| Status Level | Status Cut Score |
|---|---|
| Very Low | Less than 60% of EL students increased at least one CELDT level or were reclassified. |
| Low | 60% to less than 67% of EL students increased at least one CELDT level or were reclassified. |
| Median | 67% to less than 75%, of EL students increased at least one CELDT level or were reclassified. |
| High | 75% to less than 85% EL students increased at least one CELDT level or were reclassified. |
| Very High | 85% or more EL students increased at least one CELDT level or were reclassified. |

Table 2 displays the ELI "Status" cut scores based on the statewide LEA distribution.

**Table 2**

| Percentile | Moved Up at Least One Performance Level in Current Year Plus Reclassified in Prior Year | Status Level |
|---|---|---|
| 5 | 52.81 | Very Low |
| 10 | 57.40 | |
| 14.6 | 60.00 | Low |
| 15 | 60.23 | |
| 20 | 62.30 | |
| 25 | 63.85 | |
| 30 | 65.40 | |
| 35 | 66.70 | |
| 37.3 | 67.00 | Median |
| 40 | 67.70 | |
| 45 | 68.60 | |
| 50 | 69.70 | |
| 55 | 70.70 | |
| 60 | 71.90 | |
| 65 | 73.10 | |
| 70 | 74.60 | |
| 71.7 | 75.00 | High |
| 75 | 76.05 | |
| 80 | 77.96 | |
| 85 | 80.17 | |
| 90 | 83.58 | |
| 91.5 | 85.00 | Very High |
| 95 | 88.28 | |

Total number of LEAs = 1,181

**Change**

"Change" is based on the difference in "Status" from current year to prior year. Table 3 displays the cut scores determined for the ELI "Change" levels:

**Table 3**

| Change Level | Change Cut Score |
|---|---|
| Declined Significantly | ELI declined by more than 10%. |
| Declined | ELI declined 1.5% to 10%. |
| Maintained | ELI declined or increased by less than 1.5%. |
| Increased | ELI increased by 1.5% to less than 10%. |
| Increased Significantly | ELI increased by 10% or more. |

Table 4 displays the ELI "Change" cut scores based on the statewide LEA distribution.

**Table 4**

| Percentile | % Change from Prior Year to Current Year | Change Level |
|---|---|---|
| 5 | -18.88 | Declined |
| 10 | -11.60 | Significantly |
| 12.4 | -10.00 | |
| 15 | -8.54 | |
| 20 | -6.20 | |
| 25 | -4.75 | Declined |
| 30 | -3.54 | |
| 35 | -2.40 | |
| 39.7 | -1.50 | |
| 40 | -1.42 | |
| 45 | -0.70 | |
| 50 | 0.00 | Maintained |
| 55 | 0.71 | |
| 60 | 1.40 | |
| 62.3 | 1.50 | |
| 65 | 2.30 | |
| 70 | 3.20 | |
| 75 | 4.70 | Increased |
| 80 | 5.90 | |
| 85 | 8.40 | |
| 88.1 | 10.00 | |
| 90 | 12.00 | Increased |
| 95 | 18.30 | Significantly |

Total number of LEAs = 1,181

**Performance Categories for LEAs and Schools**

Table 5 identifies the "Status" and "Change" cut scores presented earlier. It also reflects the performance categories that LEAs and schools would earn based on their "Status" and "Change" results. Tables 6 through 8 reflect the number and percent of LEAs and schools in each of the five performance categories.

**Table 5**

## English Learner Change
### (Change in Percent Progressing Plus Reclassified Students)

| Level | Declined Significantly by more than 10% | Declined by 1.5% to 10% | Maintained Declined or improved by less than 1.5% | Increased by 1.5% to less than 10% | Increased Significantly by 10% or more |
|---|---|---|---|---|---|
| **Very High** 85% or more | Yellow | Green | Blue | Blue | Blue |
| **High** 75% to less than 85% | Orange | Yellow | Green | Green | Blue |
| **Median** 67% to less than 75% | Orange | Orange | Yellow | Green | Green |
| **Low** 60% to less than 67% | Red | Orange | Orange | Yellow | Yellow |
| **Very Low** Less than 60% | Red | Red | Red | Orange | Yellow |

*English Learner Status (Percent Progressing Plus Reclassified Students)*

### Table 6: Statewide Districts' Performance

| # of LEAs | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|
| 1,076 | 150 (13.9%) | 314 (29.2%) | 231 (21.5%) | 283 (26.3%) | 98 (9.1%) |

### Table 7: Statewide Schools' Performance

| # of Schools | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|
| 6,598 | 1,057 (16.0%) | 1,851 (28.1%) | 1,262 (19.1%) | 1,755 (26.6%) | 673 (10.2%) |

**Table 8: Performance by School Type (ELI)**

| School Type | # of Schools | Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|---|---|
| **Non Charter** | 6,177 | 968 (15.7%) | 1,748 (28.3%) | 1,193 (19.3%) | 1,655 (26.8%) | 613 (9.9%) |
| **Charter** | 421 | 89 (21.1%) | 103 (24.5%) | 69 (16.4%) | 100 (23.8%) | 60 (14.3%) |
| **Small Schools*** | 7 | 3 (42.9%) | 0 (0%) | 0 (0%) | 3 (42.9%) | 1 (14.3%) |
| **Non Small Schools** | 6,591 | 1,054 (16%) | 1,851 (28.1%) | 1,262 (19.1%) | 1,752 (26.6%) | 769 (11.7%) |

*Small schools have 30 to 99 students enrolled.