

ASSEMBLY BILL

No. 180

Introduced by Assembly Member Carter

January 24, 2011

An act to add Section 52052.3 to the Education Code, relating to academic performance.

LEGISLATIVE COUNSEL'S DIGEST

AB 180, as introduced, Carter. Education: academic performance.

Existing law requires the Superintendent of Public Instruction, with approval of the State Board of Education, to develop an Academic Performance Index (API) and as part of the Public School Performance Accountability Program, to measure the performance of schools, especially the academic performance of pupils. The API consists of a variety of indicators including specified achievement test schools, attendance rates, and graduation rates. Existing law requires the Superintendent, with approval of the state board, to develop an alternative accountability system for specified types of schools, including, among others, community day schools and continuation schools. Existing law allows these schools to receive an API score, but prohibits them from being included in the API rankings of schools.

This bill would require the Superintendent and the state board, as part of the Public School Performance Accountability Program, to allow a dropout recovery high school, as defined, to report the results of an individual pupil growth model that is proposed by the school and certified by the Superintendent pursuant to specified criteria instead of reporting other indicators.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. The Legislature finds and declares all of the
2 following:

3 (a) Dropout recovery high schools provide significant social,
4 economic, and academic benefits to their pupils and to California’s
5 population as a whole.

6 (b) Research by the Alliance for Excellent Education
7 demonstrates that if only one-half of the dropouts were recovered
8 in California’s six largest metropolitan areas, the economic benefits
9 to California would be staggering: those recovered dropouts would
10 invest an additional \$247 million a year; increase home sales by
11 \$2.92 billion during their careers; support an additional 6,800 jobs
12 to the midpoint of their careers; and increase state and local tax
13 revenues by \$129 million every year.

14 (c) Research further demonstrates that reengaged learners
15 demonstrate higher civic engagement, contribute to the cultural
16 strengths of their communities, and are significantly less likely to
17 be unemployed, on public assistance, or arrested for a violent
18 crime.

19 (d) Research further demonstrates that dropout recovery high
20 schools face a number of challenges in reengaging students into
21 academic endeavors, including:

22 (1) Dropouts who reenter high school are significantly below
23 grade level.

24 (2) Students who drop out display a gradual process of
25 disengagement from school that encompasses years of academic
26 and behavioral difficulties, absenteeism, and stressful life
27 circumstances.

28 (3) Reengagement into a high school setting can be difficult
29 and take a significant amount of time.

30 (4) Students who have dropped out once are significantly more
31 likely to drop out again. Research by WestEd found that one-half
32 of the dropouts who return to school stay for one year or less and
33 that one-third of returning dropouts fail to complete even one
34 course after they reenroll. The school district WestEd studied had
35 a graduate rate of 18 percent for recovered dropouts.

36 (e) Successful dropout recovery high schools utilize multiple
37 strategies including state-of-the-art technology and career technical

1 education to reach the variety of learning modalities of the
2 population that they serve.

3 (f) Successful dropout recovery schools typically enroll students
4 for less than four years, provide competency-based rather than seat
5 time-based instruction, and operate with open entry or open exit
6 enrollment.

7 (g) Standardized testing depends on all students being present
8 on a fixed schedule with learning competencies within a narrower
9 band of averages than represented by dropouts. Research by the
10 National Governor’s Association recognizes that seat time
11 education in the dropout recovery context is a substantial and
12 unnecessary barrier. The use of competency-based and open entry
13 strategies result in dropout recovery students not being in school
14 at the time that standardized tests are administered.

15 (h) Support for successful dropout recovery high schools should
16 include an alternative assessment mechanism that measures the
17 individual growth in students which can be administered at the
18 school level when students are available.

19 SEC. 2. Section 52052.3 is added to the Education Code, to
20 read:

21 52052.3. (a) As part of the Public School Performance
22 Accountability Program, the Superintendent and the state board
23 shall allow a dropout recovery high school, as defined in
24 subdivision (b), to report, in lieu of other indicators, the results of
25 an individual pupil growth model that is proposed by the school
26 and certified by the Superintendent pursuant to subdivision (c).

27 (b) For purposes of this section, “dropout recovery high school”
28 means a high school in which 50 percent or more of its pupils are
29 designated as dropouts pursuant to the exit and withdrawal codes
30 developed by the department and the school provides instruction
31 in partnership with any of the following:

32 (1) The federal Workforce Investment Act of 1998 (29 U.S.C.
33 Sec. 2801 et seq.).

34 (2) Federally affiliated Youthbuild programs (42 U.S.C. Sec.
35 12899 et seq.).

36 (3) Federal job corps training or instruction provided pursuant
37 to a memorandum of understanding with the federal provider.

38 (4) The California Conservation Corps or local conservation
39 corps certified by the California Conservation Corps pursuant to
40 Section 14406 or 14507.5 of the Public Resources Code.

- 1 (c) The Superintendent shall review the individual pupil growth
2 model proposed by the dropout recovery high school and certify
3 that model if it meets all of the following criteria:
- 4 (1) The model measures learning based on valid and reliable
5 nationally normed or criterion-referenced reading and mathematics
6 tests.
- 7 (2) The model measures skills and knowledge aligned with state
8 standards.
- 9 (3) The model measures the extent to which a pupil scored above
10 an expected amount of growth based on the individual pupil's
11 initial achievement score.
- 12 (4) The model demonstrates the extent to which a school is able
13 to accelerate learning on an annual basis.