

AMENDED IN ASSEMBLY AUGUST 15, 2011

AMENDED IN ASSEMBLY JULY 13, 2011

AMENDED IN ASSEMBLY JUNE 13, 2011

AMENDED IN SENATE MAY 4, 2011

AMENDED IN SENATE MARCH 24, 2011

SENATE BILL

No. 547

Introduced by Senator Steinberg

(Coauthor: Senator Price)

(Coauthors: Assembly Members Furutani and Solorio)

February 17, 2011

An act to amend Section 52052.5 of, to amend and repeal Sections 52052 and 52052.1 of, and to add Sections 52052.8, 52052.81, 52052.82, 52052.83, and 52052.84 to, the Education Code, relating to school accountability.

LEGISLATIVE COUNSEL'S DIGEST

SB 547, as amended, Steinberg. Public school performance accountability.

(1) Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to develop an Academic Performance Index (API), consisting of specified indicators, to measure the performance of schools and pupils.

This bill would make these provisions inoperative on July 1, 2014, and repeal them as of January 1, 2015. The bill would require the Superintendent, in consultation with a specified advisory committee, to develop an Education Quality Index (EQI), which would replace the API and consist of a State Assessment Index, a Graduation Rate Index,

a College Preparedness Index, and a Career Readiness Index. The bill would require that these indices consist of specified criteria. The bill would require the state board to provide opportunities for public input, make changes as necessary, and adopt the EQI no later than August 1, 2014. Commencing with the 2014–15 school year, the bill would require that all schools and school districts be evaluated using an EQI value. The bill would require the Superintendent to report to the Governor and the Legislature by July 1, 2015, and annually thereafter, specified information relating to the creation of additional indices. The bill also would require the Superintendent, in consultation with a specified advisory committee, to report to the Governor and the Legislature, by July 1, 2018, on the effectiveness and reliability of the EQI and any statutory changes needed for improvement. To the extent that this bill would impose new duties on school districts in connection with the establishment of the EQI, including, but not limited to, new reporting duties, it would impose a state-mandated local program.

(2) The bill would also make conforming and clarifying changes relating to the duties of a specified advisory committee. *The bill would require this advisory committee, for purposes of work relating to the EQI, to seek input through the establishment of subcommittees or other methods from persons with expertise in various areas, and, commencing January 1, 2012, through July 1, 2016, inclusive, to hold a public meeting at least once each quarter per year.*

(3) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

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

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

- 1 SECTION 1. (a) The Legislature finds and declares all of the
- 2 following:
- 3 (1) Too many pupils in California face educational challenges
- 4 that could impede their ability to be productive participants in the
- 5 state and national economies.

1 (2) Nearly 100,000 California pupils are dropping out of middle
2 and high school annually, a number equivalent in size to the
3 population of the City of San Mateo or the City of Compton.
4 Gainful employment prospects for dropouts are shrinking given
5 the changing nature of the California economy.

6 (3) Many of those who do graduate from high school find
7 themselves underprepared for the demands of college and the
8 workplace. Nearly half of all freshmen in the California
9 Community Colleges and the California State University system
10 require remediation in either reading or mathematics.

11 (4) A stronger and more integrated approach to learning that
12 combines rigorous academics with career education can engage
13 and motivate pupils who are at risk of dropping out and can create
14 more options for them after high school, whether they choose
15 postsecondary education or a career. Such an approach can better
16 prepare pupils for entry directly into the workforce after high
17 school, without compromising academic goals and preparation for
18 postsecondary education.

19 (5) A large majority of California high school pupils surveyed
20 say they would be more motivated to work hard and do well if
21 they attended schools where they could take courses needed for
22 college and at the same time have the chance to acquire skills and
23 knowledge relevant to future careers.

24 (6) The Public Policy Institute of California projects that by
25 2025, two of every five jobs (41 percent) will require a college
26 degree. Without an increased commitment to college readiness
27 and access, Californians with college degrees will amount to just
28 35 percent of the 2025 workforce, well short of the need. Absent
29 improvements to college and career pathways for pupils, the growth
30 of our emerging economy will be hindered by a lack of highly
31 educated and skilled workers.

32 (b) The Legislature further finds and declares all of the
33 following:

34 (1) The state's primary accountability measure for public
35 schools, the Academic Performance Index, has performed an
36 important function and has served as a compass by which schools
37 have directed their school improvement efforts.

38 (2) The Academic Performance Index has been limited, however,
39 by an overreliance on the Standardized Testing and Reporting
40 Program as the chief indicator of school performance. Statute

1 requires dropout and graduation rates to be included, but those
2 rates are not yet incorporated.

3 (3) California's ongoing transition to new common core
4 academic content standards presents an opportunity for the state
5 to reexamine its system of public school accountability, the goals
6 the state sets for its public schools, and the most appropriate
7 methods for measuring progress toward those goals. The new
8 generation of pupil assessments that will accompany the common
9 core academic content standards may provide better information
10 about pupils' ability to analyze and solve complex problems,
11 communicate clearly, synthesize information, and apply
12 knowledge. These skills and capacities are vital to their success
13 in the global economy of the 21st century.

14 (c) It is the intent of the Legislature that California's system of
15 public school accountability evolve to encompass other valuable
16 metrics in addition to pupil test scores, graduation rates, and
17 dropout rates. It is further the intent of the Legislature that a more
18 comprehensive set of expectations and aspirations for California's
19 public schools be reflected in the accountability system, including
20 measures of pupil preparedness for college and career, and pupil
21 engagement in school.

22 SEC. 2. Section 52052 of the Education Code is amended to
23 read:

24 52052. (a) (1) The Superintendent, with approval of the state
25 board, shall develop an Academic Performance Index (API), to
26 measure the performance of schools, especially the academic
27 performance of pupils.

28 (2) A school shall demonstrate comparable improvement in
29 academic achievement as measured by the API by all numerically
30 significant pupil subgroups at the school, including:

- 31 (A) Ethnic subgroups.
- 32 (B) Socioeconomically disadvantaged pupils.
- 33 (C) English learners.
- 34 (D) Pupils with disabilities.

35 (3) (A) For purposes of this section, a numerically significant
36 pupil subgroup is one that meets both of the following criteria:

37 (i) The subgroup consists of at least 50 pupils each of whom
38 has a valid test score.

39 (ii) The subgroup constitutes at least 15 percent of the total
40 population of pupils at a school who have valid test scores.

1 (B) If a subgroup does not constitute 15 percent of the total
2 population of pupils at a school who have valid test scores, the
3 subgroup may constitute a numerically significant pupil subgroup
4 if it has at least 100 valid test scores.

5 (C) For a school with an API score that is based on no fewer
6 than 11 and no more than 99 pupils with valid test scores,
7 numerically significant subgroups shall be defined by the
8 Superintendent, with approval by the state board.

9 (4) The API shall consist of a variety of indicators currently
10 reported to the department, including, but not limited to, the results
11 of the achievement test administered pursuant to Section 60640,
12 attendance rates for pupils in elementary schools, middle schools,
13 and secondary schools, and the graduation rates for pupils in
14 secondary schools.

15 (A) Graduation rates for pupils in secondary schools shall be
16 calculated for the API as follows:

17 (i) Four-year graduation rates shall be calculated by taking the
18 number of pupils who graduated on time for the current school
19 year, which is considered to be three school years after the pupils
20 entered grade 9 for the first time, and dividing that number by the
21 total calculated in clause (ii).

22 (ii) The number of pupils entering grade 9 for the first time in
23 the school year three school years prior to the current school year,
24 plus the number of pupils who transferred into the class graduating
25 at the end of the current school year between the school year that
26 was three school years prior to the current school year and the date
27 of graduation, less the number of pupils who transferred out of the
28 school between the school year that was three school years prior
29 to the current school year and the date of graduation who were
30 members of the class that is graduating at the end of the current
31 school year.

32 (iii) Five-year graduation rates shall be calculated by taking the
33 number of pupils who graduated on time for the current school
34 year, which is considered to be four school years after the pupils
35 entered grade 9 for the first time, and dividing that number by the
36 total calculated in clause (iv).

37 (iv) The number of pupils entering grade 9 for the first time in
38 the school year four years prior to the current school year, plus the
39 number of pupils who transferred into the class graduating at the
40 end of the current school year between the school year that was

1 four school years prior to the current school year and the date of
2 graduation, less the number of pupils who transferred out of the
3 school between the school year that was four years prior to the
4 current school year and the date of graduation who were members
5 of the class that is graduating at the end of the current school year.

6 (v) Six-year graduation rates shall be calculated by taking the
7 number of pupils who graduated on time for the current school
8 year, which is considered to be five school years after the pupils
9 entered grade 9 for the first time, and dividing that number by the
10 total calculated in clause (vi).

11 (vi) The number of pupils entering grade 9 for the first time in
12 the school year five years prior to the current school year, plus the
13 number of pupils who transferred into the class graduating at the
14 end of the current school year between the school year that was
15 five school years prior to the current school year and the date of
16 graduation, less the number of pupils who transferred out of the
17 school between the school year that was five years prior to the
18 current school year and the date of graduation who were members
19 of the class that is graduating at the end of the current school year.

20 (B) The inclusion of five- and six-year graduation rates for
21 pupils in secondary schools shall meet the following requirements:

22 (i) Schools shall be granted one-half the credit in their API
23 scores for graduating pupils in five years that they are granted for
24 graduating pupils in four years.

25 (ii) Schools shall be granted one-quarter the credit in their API
26 scores for graduating pupils in six years that they are granted for
27 graduating pupils in four years.

28 (iii) Notwithstanding clauses (i) and (ii), schools shall be granted
29 full credit in their API scores for graduating in five or six years a
30 pupil with disabilities who graduates in accordance with his or her
31 individualized education program (IEP).

32 (C) The pupil data collected for the API that comes from the
33 achievement test administered pursuant to Section 60640 and the
34 high school exit examination administered pursuant to Section
35 60851, when fully implemented, shall be disaggregated by special
36 education status, English learners, socioeconomic status, gender,
37 and ethnic group. Only the test scores of pupils who were counted
38 as part of the enrollment in the annual data collection of the
39 California Basic Educational Data System for the current fiscal
40 year and who were continuously enrolled during that year may be

included in the test result reports in the API score of the school. Results of the achievement test and other tests specified in subdivision (b) shall constitute at least 60 percent of the value of the index.

(D) Before including high school graduation rates and attendance rates in the API, the Superintendent shall determine the extent to which the data currently are reported to the state and the accuracy of the data. Notwithstanding any other law, graduation rates for pupils in dropout recovery high schools shall not be included in the API. For purposes of this subparagraph, “dropout recovery high school” means a high school in which 50 percent or more of its pupils have been designated as dropouts pursuant to the exit/withdrawal codes developed by the department.

(E) The Superintendent shall provide an annual report to the Legislature on the graduation and dropout rates in California and shall make the same report available to the public. The report shall be accompanied by the release of publicly accessible data for each school district and school in a manner that provides for disaggregation based upon socioeconomically disadvantaged pupils and numerically significant subgroups scoring below average on statewide standards-aligned assessments. In addition, the data shall be made available in a manner that provides for comparisons of a minimum of three years of data.

(b) Pupil scores from the following tests, when available and when found to be valid and reliable for this purpose, shall be incorporated into the API:

(1) The standards-based achievement tests provided for in Section 60642.5.

(2) The high school exit examination.

(c) Based on the API, the Superintendent shall develop, and the state board shall adopt, expected annual percentage growth targets for all schools based on their API baseline score from the previous year. Schools are expected to meet these growth targets through effective allocation of available resources. For schools below the statewide API performance target adopted by the state board pursuant to subdivision (d), the minimum annual percentage growth target shall be 5 percent of the difference between the actual API score of a school and the statewide API performance target, or one API point, whichever is greater. Schools at or above the statewide API performance target shall have, as their growth target,

1 maintenance of their API score above the statewide API
2 performance target. However, the state board may set differential
3 growth targets based on grade level of instruction and may set
4 higher growth targets for the lowest performing schools because
5 they have the greatest room for improvement. To meet its growth
6 target, a school shall demonstrate that the annual growth in its API
7 is equal to or more than its schoolwide annual percentage growth
8 target and that all numerically significant pupil subgroups, as
9 defined in subdivision (a), are making comparable improvement.

10 (d) Upon adoption of state performance standards by the state
11 board, the Superintendent shall recommend, and the state board
12 shall adopt, a statewide API performance target that includes
13 consideration of performance standards and represents the
14 proficiency level required to meet the state performance target.
15 When the API is fully developed, schools, at a minimum, shall
16 meet their annual API growth targets to be eligible for the
17 Governor's Performance Award Program as set forth in Section
18 52057. The state board may establish additional criteria that schools
19 must meet to be eligible for the Governor's Performance Award
20 Program.

21 (e) The API shall be used for both of the following:

22 (1) Measuring the progress of schools selected for participation
23 in the Immediate Intervention/Underperforming Schools Program
24 pursuant to Section 52053.

25 (2) Ranking all public schools in the state for the purpose of the
26 High Achieving/Improving Schools Program pursuant to Section
27 52056.

28 (f) (1) A school with 11 to 99 pupils with valid test scores shall
29 receive an API score with an asterisk that indicates less statistical
30 certainty than API scores based on 100 or more test scores.

31 (2) A school annually shall receive an API score, unless the
32 Superintendent determines that an API score would be an invalid
33 measure of the performance of the school for one or more of the
34 following reasons:

35 (A) Irregularities in testing procedures occurred.

36 (B) The data used to calculate the API score of the school are
37 not representative of the pupil population at the school.

38 (C) Significant demographic changes in the pupil population
39 render year-to-year comparisons of pupil performance invalid.

1 (D) The department discovers or receives information indicating
2 that the integrity of the API score has been compromised.

3 (E) Insufficient pupil participation in the assessments included
4 in the API.

5 (3) If a school has fewer than 100 pupils with valid test scores,
6 the calculation of the API or adequate yearly progress pursuant to
7 the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301
8 et seq.) and federal regulations may be calculated over more than
9 one annual administration of the tests administered pursuant to
10 Section 60640 and the high school exit examination administered
11 pursuant to Section 60851, consistent with regulations adopted by
12 the state board.

13 (g) Only schools with 100 or more test scores contributing to
14 the API may be included in the API rankings.

15 (h) The Superintendent, with the approval of the state board,
16 shall develop an alternative accountability system for schools under
17 the jurisdiction of a county board of education or a county
18 superintendent of schools, community day schools, nonpublic,
19 nonsectarian schools pursuant to Section 56366, and alternative
20 schools serving high-risk pupils, including continuation high
21 schools and opportunity schools. Schools in the alternative
22 accountability system may receive an API score, but shall not be
23 included in the API rankings.

24 (i) This section shall become inoperative on July 1, 2014, and,
25 as of January 1, 2015, is repealed, unless a later enacted statute,
26 that becomes operative on or before January 1, 2015, deletes or
27 extends the dates on which it becomes inoperative and is repealed.

28 SEC. 3. Section 52052.1 of the Education Code is amended to
29 read:

30 52052.1. (a) Beginning July 1, 2011, in addition to the test
31 scores specified in subparagraph (B) of paragraph (4) of subdivision
32 (a) of Section 52052, the Academic Performance Index (API) for
33 a school or school district shall do all of the following:

34 (1) Include the test scores and other accountability data of
35 enrolled pupils who were referred by the school or school district
36 of residence to an alternative education program, including
37 community, community day, and continuation high schools and
38 independent study, and be calculated by assigning all accountability
39 data on pupils in alternative education programs, including
40 community, community day, and continuation high schools and

1 independent study, to the school and school district of residence
2 to ensure that placement decisions are in the best interests of
3 affected pupils. If a pupil is referred to an alternative education
4 program by a juvenile court judge or other correctional or judicial
5 official, or if the pupil is expelled pursuant to subdivision (a), (b),
6 or (c) of Section 48915, the test scores of that pupil shall remain
7 with the alternative education program and with the school district
8 or county office of education serving that pupil. This section does
9 not prohibit the alternative education program from counting the
10 test scores of those pupils served in their alternative education
11 program. It is the intent of the Legislature that these alternative
12 education programs remain accountable to the pupils they serve.

13 (2) Exclude the test scores or other data of those pupils exempt
14 pursuant to federal statute or federal regulation.

15 (3) Include school and school district dropout rates for pupils
16 who drop out of school while enrolled in grade 8 or 9. If reliable
17 data is not available by July 1, 2011, the Superintendent, on or
18 before that date, shall report to the Legislature the reasons for the
19 delay and date he or she anticipates the specified dropout rates
20 will be included in the API.

21 (b) The advisory committee established pursuant to Section
22 52052.5 shall recommend to the Superintendent and the state board
23 all of the following:

24 (1) The length of time for which the accountability data on
25 pupils in alternative education programs shall be assigned to the
26 school and school district of residence pursuant to paragraph (1)
27 of subdivision (a).

28 (2) Whether it is appropriate to assign accountability data to the
29 school or the school district, pursuant to paragraph (1) of
30 subdivision (a), if the pupil never attended the school of residence
31 or has been absent for more than one year from the school district
32 of residence due to placement in another school or school district
33 or out of state.

34 (c) This section shall become inoperative on July 1, 2014, and,
35 as of January 1, 2015, is repealed, unless a later enacted statute,
36 that becomes operative on or before January 1, 2015, deletes or
37 extends the dates on which it becomes inoperative and is repealed.

38 SEC. 4. Section 52052.5 of the Education Code is amended to
39 read:

52052.5. (a) (1) The Superintendent shall establish a broadly representative and diverse advisory committee to advise the Superintendent and the state board on all appropriate matters relative to the creation of accountability measures developed pursuant to this article. Members of the advisory committee shall serve without compensation for terms not to exceed two years. The department shall provide staff to the advisory panel.

(2) *For the purposes of its work related to the establishment of the Education Quality Index described in Section 52052.8, the advisory committee shall do both of the following:*

(A) *Seek input through the establishment of subcommittees or other methods from persons with expertise in the following areas:*

- (i) *Public school accountability.*
- (ii) *Assessment of English-proficient pupils and English learners.*
- (iii) *School teaching and administration.*
- (iv) *Education of English learners.*
- (v) *High school reform and dropout prevention.*
- (vi) *Special education.*
- (vii) *Business and industry.*
- (viii) *College and career preparedness.*
- (ix) *Equal educational opportunity.*
- (x) *Pupil engagement.*
- (xi) *Areas of study for which academic content standards have been adopted by the state board.*

(B) *Commencing January 1, 2012, through July 1, 2016, inclusive, meet at least once each quarter per year, at the call of the chairperson, at a time and location convenient to the public, as the chairperson deems appropriate. All meetings shall be open to the public in accordance with Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code.*

(b) By January 1, 2011, the Superintendent and the state board, in consultation with the advisory committee established pursuant to subdivision (a), shall make recommendations to the Legislature and the Governor on each of the following:

(1) Approaches to increasing the emphasis of science and mathematics in the calculation of the Academic Performance Index or any successor measure.

(2) Methods to incorporate into the Academic Performance Index, or into other aspects of the state's accountability system, a

1 measure of the degree to which pupils graduate from high school
2 with the skills and knowledge necessary to attain entry-level
3 employment in business or industry, as set forth in subdivision (b)
4 of Section 51228.

5 (3) Methods to incorporate into the Academic Performance
6 Index, or into other aspects of the state's accountability system, a
7 measure of the degree to which pupils graduate from high school
8 with the skills and knowledge necessary to succeed in
9 postsecondary education.

10 (c) By July 1, 2013, the Superintendent and the state board, in
11 consultation with the advisory committee established pursuant to
12 subdivision (a), shall make recommendations to the Legislature
13 and the Governor on the establishment of a methodology for
14 generating a measurement of group and individual academic
15 performance growth by utilizing individual pupil results from a
16 longitudinally valid achievement assessment system. These
17 recommendations should also address any interactions between
18 the Academic Performance Index, or any successor measure, and
19 individual test scores from the state's tests, as well as implications
20 for the reauthorization of the state's assessment system. This
21 paragraph shall not be construed to supersede the provisions of
22 Chapter 273 of the Statutes of 2009.

23 SEC. 5. Section 52052.8 is added to the Education Code, to
24 read:

25 52052.8. (a) (1) The Superintendent, in consultation with the
26 advisory committee established pursuant to Section 52052.5, shall
27 develop an Education Quality Index (EQI) for schools and school
28 districts, to be comprised of multiple valid and reliable indicators,
29 to reflect the overall performance of California's public schools,
30 school districts, and pupils, for adoption by the state board. The
31 state board shall adopt the EQI no later than August 1, 2014. Before
32 adopting the EQI, the state board shall provide opportunities for
33 public input and make changes as necessary.

34 (2) Commencing with the 2014–15 school year and each school
35 year thereafter, all schools and school districts shall be evaluated
36 using an EQI value.

37 (b) It is the intent of the Legislature that the EQI provide a
38 comprehensive and transparent measurement of pupil performance
39 and school quality to better inform parents, pupils, teachers, school
40 administrators, policymakers, and the public about public school

1 performance using multiple indicators of pupil, school, and school
2 district quality and performance.

3 (c) An EQI shall be developed for each school type and school
4 district as follows:

5 (1) For schools and school districts maintaining any of grades
6 9 to 12, inclusive, the EQI shall include, but not necessarily be
7 limited to, the following component indices:

8 (A) The State Assessment Index (SAI), as described in Section
9 52052.81.

10 (B) The Graduation Rate Index (GRI), as described in Section
11 52052.82.

12 (C) The College Preparedness Index (CPI), as described in
13 Section 52052.83.

14 (D) The Career Readiness Index (CRI), as described in Section
15 52052.84.

16 (2) (A) For schools and school districts maintaining grade 8,
17 the EQI shall include, but shall not necessarily be limited to, the
18 SAI, as described in Section 52052.81, and the GRI, as described
19 in Section 52052.82.

20 (B) The Superintendent, in consultation with the advisory
21 committee established pursuant to Section 52052.5, shall consider
22 for inclusion in the EQI for schools and school districts maintaining
23 grade 8 a valid and reliable measure or measures of pupil access
24 to and performance in college and career preparatory and
25 exploratory experiences.

26 (3) (A) For schools and school districts maintaining
27 kindergarten or any of grades 1 to 7, inclusive, the EQI shall
28 include, but shall not necessarily be limited to, the SAI, as
29 described in Section 52052.81.

30 (B) It is the intent of the Legislature that the EQI for schools
31 and school districts maintaining kindergarten or any of grades 1
32 to 7, inclusive, not be limited to the SAI, as described in Section
33 52052.81.

34 (d) The Superintendent, in consultation with the advisory
35 committee established pursuant to Section 52052.5, shall develop
36 and recommend to the state board for adoption all of the following:

37 (1) An alternative accountability system for schools under the
38 jurisdiction of a county board of education or a county
39 superintendent of schools, community day schools, nonpublic,
40 nonsectarian schools operating pursuant to Section 56366, and

1 alternative schools serving high-risk pupils, including continuation
2 high schools, opportunity schools, and dropout recovery high
3 schools.

4 (A) Schools in the alternative accountability system may receive
5 an EQI or any of its component indices, but shall not be included
6 in any rankings or comparisons to other schools based on these
7 indices.

8 (B) For purposes of this section, “dropout recovery high school”
9 means a high school in which 50 percent or more of its pupils are
10 designated as dropouts pursuant to the exit/withdrawal codes
11 developed by the department.

12 (2) The relative weights of the component indices that comprise
13 a school and school district EQI and a total value for a school and
14 school district EQI.

15 (i) For schools and school districts maintaining kindergarten
16 and any of grades 1 to 8, inclusive, the SAI shall comprise no less
17 than 40 percent of the value of the EQI.

18 (ii) For schools and school districts maintaining any of grades
19 9 to 12, inclusive, the SAI shall comprise no more than 40 percent
20 of the value of the EQI.

21 (iii) Within the EQI, the weights assigned to the CPI and CRI
22 shall be equal.

23 (3) No less than one additional component index for schools
24 maintaining kindergarten or any of grades 1 to 7, inclusive.

25 (4) ~~An annual ranking or~~ *Annual school and school district*
26 *scores or other* evaluation system for the EQI.

27 (5) An annual improvement or growth target for the SAI as
28 described in Section 52052.81 and the GRI as described in Section
29 52052.82, including targets for numerically significant pupil
30 subgroups, as defined in subdivision (k).

31 (6) Whether an improvement or growth target should be
32 established for each additional component index, including targets
33 for numerically significant pupil subgroups, as defined in
34 subdivision (k).

35 (7) *A method or methods for providing recognition, additional*
36 *weight, or other measures in any of the EQI’s component indices*
37 *for schools and school districts that can demonstrate that English*
38 *learners are making progress toward English language acquisition,*
39 *graduation, and preparedness for college and career.*

40 (7)

(8) Whether an annual measurement of the narrowing of the achievement gap should be included for each component index, including measurements for numerically significant pupil subgroups, as defined in subdivision (k).

(8)

(9) The relevant indices and indicators necessary to meet and comply with federal law, including, but not limited to, the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.).

(9)

(10) Any additional data elements, and connections between existing data systems, that are needed to develop the indices described in subdivision (c). For purposes of this paragraph, the Superintendent and the advisory committee established pursuant to Section 52052.5 shall consult with the University of California, the California State University, the California Community Colleges, the Employment Development Department, and other appropriate entities.

(e) The Superintendent annually shall release the indices described in this section, including all of the following:

(1) A composite EQI score, made up of any required component indices.

(2) An EQI score, and a score for each component index, at the school and school district level, for each numerically significant pupil subgroup as defined pursuant to subdivision (k).

(3) A transparent and understandable explanation of the score and relative weights for each individual index.

(4) The relative weights of each individual indicator included in each index.

(f) (1) When additional valid and reliable pupil outcome data become available, the Superintendent, in consultation with the advisory committee established pursuant to Section 52052.5, shall develop and recommend to the state board for adoption additional indices to reflect other important elements of school quality, including, but not limited to, the following:

(A) Creativity and innovation.

(B) Pupil engagement in school.

(C) *Group or individual pupil growth in academic performance.*

(2) In the development of any additional indices, the Superintendent shall take into account the appropriateness of particular indices and indicators to grade spans and school types,

1 to ensure that the EQI and all component indices and indicators
2 accurately reflect the state performance expectations under which
3 the school or school district operate.

4 (3) Any additional component index of the EQI adopted by the
5 state board for inclusion in the EQI shall not be incorporated into
6 the EQI until *at least* one full school year after adoption.

7 (g) (1) No later than July 1, 2015, and annually thereafter, the
8 Superintendent shall report to the Governor and the Legislature
9 on all of the following:

10 (A) The status of valid and reliable data to develop and include
11 in each index developed pursuant to this section, including
12 additional indices as required by subdivision (f).

13 (B) The data elements planned for inclusion in each additional
14 index.

15 (C) The timeline for the development and implementation of
16 additional indices.

17 (D) Potential impacts of each additional index on the EQI and
18 on schools and school districts.

19 (E) Potential correlations or interaction between indices,
20 including additional indices.

21 (2) A report to be submitted pursuant to paragraph (1) shall be
22 submitted in compliance with Section 9795 of the Government
23 Code.

24 (h) The Superintendent shall not be limited in the development
25 of the EQI by the scope, at the time of enactment of this section,
26 of the California Longitudinal Pupil Achievement Data System,
27 or any other relevant data system.

28 (i) (1) The Superintendent, in consultation with the advisory
29 committee established pursuant to Section 52052.5, shall report
30 to the Governor and the Legislature no later than July 1, 2018, on
31 the effectiveness and reliability of the EQI and any statutory
32 changes needed for improvement.

33 (2) The requirement for submitting a report imposed under
34 paragraph (1) is inoperative on July 1, 2022, pursuant to Section
35 10231.5 of the Government Code.

36 (3) A report to be submitted pursuant to paragraph (1) shall be
37 submitted in compliance with Section 9795 of the Government
38 Code.

(j) The Superintendent may develop and recommend to the state board for adoption any regulations necessary to implement this section.

(k) (1) For purposes of this chapter, a numerically significant pupil subgroup is one that meets both of the following criteria:

(A) The subgroup consists of at least 50 pupils each of whom has a valid test score.

(B) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.

(2) If a subgroup does not constitute 15 percent of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100 valid test scores.

(3) For a school with no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant pupil subgroups shall be defined by the Superintendent, with approval by the state board.

(4) Numerically significant pupil subgroups shall include, but not be limited to, ethnic subgroups, socioeconomically disadvantaged pupils, English learners, and pupils with disabilities.

SEC. 6. Section 52052.81 is added to the Education Code, to read:

52052.81. (a) The State Assessment Index (SAI) shall be comprised of pupil scores from the standards-based achievement tests provided for in Section 60642.5, or any valid and reliable successor assessments adopted by the state board, and the high school exit examination. The pupil data collected for the SAI that comes from the achievement test administered pursuant to Section 60640 and the high school exit examination administered pursuant to Section 60851, when fully implemented, shall be disaggregated by special education status, English learners, socioeconomic status, gender, and ethnic group. The SAI for a school or school district also shall do all of the following:

(1) Include the test scores of enrolled pupils who were referred by the school or school district of residence to an alternative education program, including community, community day, and continuation high schools and independent study, and be calculated by assigning all data collected for purposes of the SAI on pupils in alternative education programs, including community, community day, and continuation high schools and independent

1 study, to the school and school district of residence to ensure that
2 placement decisions are in the best interests of affected pupils. If
3 a pupil is referred to an alternative education program by a juvenile
4 court judge or other correctional or judicial official, or if the pupil
5 is expelled pursuant to subdivision (a), (b), or (c) of Section 48915,
6 the test scores of that pupil shall remain with the alternative
7 education program and with the school district or county office of
8 education serving that pupil. This section does not prohibit the
9 alternative education program from counting the test scores of
10 those pupils served in their alternative education program. It is the
11 intent of the Legislature that these alternative education programs
12 remain accountable to the pupils they serve.

13 (2) Exclude the test scores or other data of those pupils exempt
14 pursuant to federal statute or federal regulation.

15 (b) The advisory committee established pursuant to Section
16 52052.5 shall recommend to the Superintendent and the state board
17 all of the following:

18 (1) The length of time for which the data collected for purposes
19 of the SAI on pupils in alternative education programs shall be
20 assigned to the school and school district of residence pursuant to
21 paragraph (1) of subdivision (a).

22 (2) Whether it is appropriate to assign data collected for purposes
23 of the SAI to the school or the school district, pursuant to paragraph
24 (1) of subdivision (a), if the pupil never attended a school in the
25 school district of residence or is absent for more than one year
26 from the school district of residence due to placement in another
27 school or school district or out of state.

28 (c) All schools or school districts with at least 11 pupils with
29 valid test scores shall receive an annual SAI score, unless the
30 Superintendent determines that an SAI score would be an invalid
31 measure of the performance of a school or school district for one
32 or more of the following reasons:

33 (1) Irregularities in testing procedures occurred.

34 (2) The data used to calculate the SAI score of the school or
35 school district are not representative of the pupil population at the
36 school or school district.

37 (3) Significant demographic changes in the pupil population
38 render year-to-year comparisons of pupil performance invalid.

39 (4) The department discovers or receives information indicating
40 that the integrity of the SAI score has been compromised.

1 (5) There is insufficient pupil participation in the assessments
2 included in the SAI.

3 (d) The SAI for a school district shall not include test scores
4 from any school within that school district that had its SAI
5 invalidated for any of the reasons specified in paragraph (1) to (5),
6 inclusive, of subdivision (c).

7 (e) A school or school district with 10 or fewer pupils shall not
8 receive an SAI score.

9 (f) If a school has fewer than 100 pupils with valid test scores,
10 the calculation of the SAI or adequate yearly progress pursuant to
11 the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301
12 et seq.) and federal regulations may be calculated over more than
13 one annual administration of the tests administered pursuant to
14 Section 60640 and the high school exit examination administered
15 pursuant to Section 60851, consistent with regulations adopted by
16 the state board.

17 SEC. 7. Section 52052.82 is added to the Education Code, to
18 read:

19 52052.82. (a) The Graduation Rate Index (GRI) shall include
20 one or both of the following, as appropriate to the grade
21 configuration of the school or school district:

22 (1) Four-year, five-year, and six-year graduation rates as defined
23 in Section 200.19(b) of Title 34 of the Code of Federal Regulations.

24 (2) Rates at which pupils successfully promote from one grade
25 to the next in middle school and high school and successfully
26 matriculate from middle school to high school.

27 (b) All schools and school districts shall be granted full value
28 in their GRI for graduating in five or more years a pupil with
29 disabilities who graduates in accordance with his or her
30 individualized education program (IEP).

31 (c) The Superintendent, in consultation with the advisory
32 committee established pursuant to Section 52052.5, shall develop
33 and recommend to the state board for adoption all of the following:

34 (1) The length of time for which the following shall be assigned
35 to the school and school district of residence, pursuant to
36 subdivision (a):

37 (A) The rates at which pupils successfully promote from one
38 grade to the next in middle school and high school.

39 (B) The rates at which pupils successfully matriculate from
40 middle school to high school.

1 (C) Graduation rates of pupils in alternative education programs.

2 (2) Whether it is appropriate to assign the rates at which pupils
3 successfully promote from one grade to the next in middle school
4 and high school, successfully matriculate from middle school to
5 high school, and graduation rates, to the school or the school
6 district, pursuant to subdivision (a), if the pupil never attended a
7 school in the school district of residence or is absent for more than
8 one year from the school district of residence due to placement in
9 another school or school district or out of state.

10 (3) The value graduation rates will have in the GRI for pupils
11 who graduate in four, five, or six years. The recommendation may
12 place less value on five- and six-year graduation rates than on
13 four-year graduation rates.

14 (4) Whether a California public high school that initially enrolls
15 a pupil who is at risk of not graduating on time may be granted
16 full value in their GRI for graduating that pupil in five or six years.

17 (d) The GRI for a school or school district also shall do all of
18 the following:

19 (1) Include the rates at which pupils successfully promote from
20 one grade to the next in middle school and high school, successfully
21 matriculate from middle school to high school, and graduation
22 rates, pursuant to subdivision (a), for enrolled pupils who were
23 referred by the school or school district of residence to an
24 alternative education program, including community, community
25 day, and continuation high schools and independent study, and be
26 calculated by assigning all data collected for purposes of the GRI
27 on pupils in alternative education programs, including community,
28 community day, and continuation high schools and independent
29 study, to the school and school district of residence to ensure that
30 placement decisions are in the best interests of affected pupils. If
31 a pupil is referred to an alternative education program by a juvenile
32 court judge or other correctional or judicial official, or if the pupil
33 is expelled pursuant to subdivision (a), (b), or (c) of Section 48915,
34 the test scores of that pupil shall remain with the alternative
35 education program and with the school district or county office of
36 education serving that pupil. This section does not prohibit the
37 alternative education program from counting the dropout and
38 graduation rates of those pupils served in their alternative education
39 program. It is the intent of the Legislature that these alternative
40 education programs remain accountable to the pupils they serve.

(2) Exclude the rates at which pupils successfully promote from one grade to the next in middle school and high school, successfully matriculate from middle school to high school, and graduation rates of those pupils exempt pursuant to federal statute or federal regulation.

(e) Growth targets and a statewide performance target established for the GRI shall be consistent with those established pursuant to the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) or any successor measure adopted pursuant to the federal Elementary and Secondary Education Act.

SEC. 8. Section 52052.83 is added to the Education Code, to read:

52052.83. (a) The College Preparedness Index (CPI) shall consist of multiple valid, reliable, and stable measures of pupil preparedness for postsecondary education. ~~In~~

(b) *In developing the CPI, the Superintendent, in consultation with the advisory committee established pursuant to Section 52052.5, may consider, but is not necessarily limited to, the following indicators for inclusion in the CPI, or for inclusion in informational reports to educators, policymakers, and the public, as appropriate: necessarily limited to, for pupils in any of grades 9 to 12, inclusive, local and state assessments, course enrollment and completion, academic and extracurricular programs, and advanced or additional learning opportunities, as indicators for inclusion in the CPI.*

~~(1) Rates at which pupils complete a course of study at an achievement level that fulfills the requirements and prerequisites for eligibility of admission to a California four-year public institution of postsecondary education, pursuant to subdivision (a) of Section 51228.~~

~~(2) Rates at which college preparedness assessments, such as the Early Assessment Program established pursuant to Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), and the ACT are administered to high school pupils, and rates at which pupils who complete these assessments can demonstrate they do not need remedial coursework in order to perform college-level work.~~

~~(3) Rates at which high school pupils are enrolled in and perform satisfactorily in college preparatory and accelerated learning~~

1 opportunities, including advanced placement courses and tests,
2 the International Baccalaureate program, postsecondary concurrent
3 enrollment programs, Advancement Via Individual Determination
4 (AVID), Mathematics Engineering Science Achievement (MESA),
5 Early Academic Outreach Program (EAOP), and the Puente
6 Project.

7 (b)

8 (c) In developing the CPI, the Superintendent, in consultation
9 with the advisory committee established pursuant to Section
10 52052.5, shall recommend to the state board for adoption a method
11 for providing additional weight in the index for schools and school
12 districts that demonstrate that pupil subgroups, including
13 economically disadvantaged pupils, *pupils with disabilities*, and
14 *English learners*, are proportionately represented among pupils
15 who are prepared and eligible for enrollment in four-year colleges
16 and universities.

17 SEC. 9. Section 52052.84 is added to the Education Code, to
18 read:

19 52052.84. (a) ~~The Career Readiness Index (CRI) shall consist~~
20 ~~of multiple valid, reliable, and stable measures of pupil readiness~~
21 ~~for career. In the development of the CRI, the Superintendent, in~~
22 ~~consultation with the advisory committee established pursuant to~~
23 ~~Section 52052.5, may consider, but is not necessarily limited to,~~
24 ~~the following indicators for inclusion in the CRI, or for inclusion~~
25 ~~in informational reports to educators, policymakers, and the public,~~
26 ~~as appropriate: for pupils in any of grades 9 to 12, inclusive, course~~
27 ~~enrollment and completion of career pathway and~~
28 ~~standards-aligned career technical education programs,~~
29 ~~industry-validated courses and certifications, intersegmental~~
30 ~~articulation with institutions of higher education, and local and~~
31 ~~state assessments, portfolio assessments, as indicators for inclusion~~
32 ~~in the CRI.~~

33 (1) ~~Rates at which pupils satisfactorily complete a designated~~
34 ~~career pathway, a series of courses that meets the career technical~~
35 ~~education content standards adopted by the state board, courses~~
36 ~~that integrate academic content standards and career technical~~
37 ~~education, or courses meeting United States Department of Labor~~
38 ~~Job Corps industry group standards offered in partnership with a~~
39 ~~high school identified in subdivision (g) of Section 47605.1.~~

1 ~~(2) Rates at which pupils earn an industry validated certificate,~~
2 ~~license, or the equivalent in the designated occupation for which~~
3 ~~it is issued, while enrolled in high school, or rates at which pupils~~
4 ~~are on track to earn such a certificate, license, or equivalent through~~
5 ~~a high school level program that is articulated with a program at~~
6 ~~a postsecondary institution.~~

7 ~~(3) The performance of pupils on valid and reliable assessments,~~
8 ~~including portfolio assessments, that are designed to assess the~~
9 ~~degree to which pupils have acquired the skills and knowledge~~
10 ~~necessary to be successful in a specified occupation or in the~~
11 ~~general workforce.~~

12 ~~(b) The Superintendent, in consultation with the advisory~~
13 ~~committee established pursuant to Section 52052.5, may consider,~~
14 ~~but is not necessarily limited to, the following indicators for~~
15 ~~inclusion in informational reports to educators, policymakers, and~~
16 ~~the public on the CRI, as appropriate:~~

17 ~~(1) Rates at which graduates enroll in a community college~~
18 ~~course of technical study leading to a professional certificate.~~

19 ~~(2) Rates at which graduates enroll in a community college and~~
20 ~~pursue an associates degree in a professional technical field or~~
21 ~~major.~~

22 ~~(3) Rates at which graduates are employed in an occupation~~
23 ~~with a career ladder. For purposes of this paragraph, “career ladder”~~
24 ~~means an opportunity for an entry level employee to attain higher~~
25 ~~levels of pay, skill, and responsibility.~~

26 ~~(4) Rates at which graduates enroll in a four-year college and~~
27 ~~pursue majors in professional fields.~~

28 ~~(5) Rates at which graduates are enrolled in an apprenticeship~~
29 ~~program leading to full-time employment.~~

30 ~~(6) Earnings of graduates.~~

31 ~~(7) Other measures of postsecondary accomplishment, such as~~
32 ~~enlistment in the Armed Forces, California Conservation Corps,~~
33 ~~or other volunteer service organizations.~~

34 SEC. 10. If the Commission on State Mandates determines
35 that this act contains costs mandated by the state, reimbursement
36 to local agencies and school districts for those costs shall be made
37 pursuant to Part 7 (commencing with Section 17500) of Division
38 4 of Title 2 of the Government Code.

O