

## **Data Sources**

- 2016-17 California Assessment of Student Performance and Progress (CAASPP) English language arts/ literacy (English) and mathematics results
- California Department of Education (CDE) cohort graduation rate data files, class of 2015-16
- The CDE's Public School Directory database
- Student Enrollment in School Year 2016-17 through CDE's website
- Student Enrollment Breakdown by Racial/Ethnic Group and Economic Status for School Year 2015-16 (obtained through a data request to CDE)
- California Office of Administrative Hearings (2010-11 through 2016-17)

## **Criteria for Inclusion**

### *School Districts*

All Bay Area school districts included in the analysis and rankings met the following criteria: (1) had at least 30 or more students with disabilities take the Smarter Balanced CAASPP assessment in 2016-17 in English and math (the California state legislature set this subgroup size as the minimum cut off for accountability purposes in 2013 under the Local Control Funding Formula and Local Control and Accountability plans); and (2) are not a county office of education, county benefit charter, state special school or district, State Board of Education local education agency (LEA), are not a directly funded charter school LEA.

### *Schools*

All Bay Area schools included in the analysis and rankings met the following criteria: (1) had students with disabilities that took the CAASPP in 2016-17 (no individual results or individual schools are named in the report if they do not have a 20 or more students with disabilities taking state exams); and (2) are traditional public schools, which excludes alternative schools, state special schools, magnet schools and any county-run schools.

### *San Jose Unified versus San Jose schools*

All of the analyses that refer to San Jose Unified (or SJUSD) use district-level data and measure the proficiency rates and/or graduation rates of students enrolled in schools in SJUSD. The charter school analysis was expanded to include all charter schools within the City of San Jose. This was done to create a more balanced sample and ensure a more accurate comparison of district and charter performance.

## **Income Quartile Analysis**

### *Definition of Socioeconomically disadvantaged*

Districts and schools were compared to others in the Bay Area that serve similar communities as measured by income status and/or parent education levels through a measure labeled

“socioeconomically disadvantaged.” The socioeconomically disadvantaged (SED) categorization includes students for whom (1) neither of the student’s parents has received a high school diploma, (2) the student is eligible for the free or reduced-price lunch program or (3) the student is homeless, migrant or foster youth.<sup>1</sup> This measure is created and used by CDE in 2016-17 and used for accountability purposes under the Elementary and Secondary Education Act.

*Breakdown of Income Quartiles*

All districts and schools fall into one of four SED-based quartiles: “Wealthy Districts,” “Mixed-Income Districts,” “Poor Districts,” “High-Poverty Districts.” Districts that serve communities with low levels of socioeconomically-disadvantaged families are labeled “Wealthy” and “Mixed-income,” depending on the number of low-SED families in that district. Within each income quartile, districts were ranked based on their CAASPP English and mathematics results in 2016-17 and the cohort graduation rate for the class of 2015-16.

*CAASPP Thresholds*

All Bay Area school districts included in the analysis that following criteria: (1) had students with disabilities that took the CAASPP in 2016-17 (no individual results or individual schools are named in the report if they do not have a 30 or more students with disabilities taking state exams); and (2) are traditional public schools, which excludes alternative schools, state special schools, magnet schools and any county-run schools. Ten Bay Area school districts were excluded for having less than 30 students tested in 2016-17.

<b>Thresholds for Socioeconomically Disadvantaged (SED) Income Quartiles for District CAASPP Analysis</b>			
<b>Wealthy *n=34</b>	<b>Mixed-Income n=28</b>	<b>Poor n=14</b>	<b>High-Poverty n=9</b>
0 - 24.9% SED	25 - 49.9% SED	50 - 74.9% SED	75 - 100% SED

\*“n” indicates the total number of Bay Area school districts in each income quartile

*Cohort Graduation Rate Thresholds*

All Bay Area school districts included in the analysis that following criteria: (1) had at least 30 or more students with disabilities in the 2015-16 cohort graduates file; and (2) are not a c.75 & County office of education, county benefit charter, state special school or district, State Board of Education local education agency (LEA), or are not a directly funded charter school LEA. Nine Bay Area school districts were excluded for having less than 30 students with disabilities in the 2015-16 cohort.

<b>Thresholds for Socioeconomically Disadvantaged (SED) Income Quartiles for District</b>
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<sup>1</sup> Source: California Department of Education, Overview of the California Longitudinal Pupil Achievement Data System Adequate Yearly Progress Reports for Data Corrections  
<https://www.cde.ca.gov/ta/ac/ay/datacorrections.asp>

<b>Graduation Rate** Analysis</b>			
<b>Wealthy *n=14</b>	<b>Mixed-Income n=13</b>	<b>Poor n=8</b>	<b>High-Poverty n=3</b>
0 - 24.9% SED	25 - 49.9% SED	50 - 74.9% SED	75 - 100% SED

\*"n" indicates the total number of Bay Area school districts in each income quartile

\*\*The number of school districts included in the cohort grade analysis is smaller than the number of school districts included in the CAASPP analysis because only high school and unified districts with graduating classes can be included in this analysis.

### ***SJUSD School Level Thresholds***

All San Jose Unified School District schools were included in the analysis that met the following criteria: (1) had students with disabilities that took the Smarter Balanced CAASPP assessment in 2016-17 (no individual results or individual schools are named in the report if they do not have 30 or more students with disabilities taking state exams); and (2) are traditional public schools, which excludes alternative schools, state special schools, magnet schools and any county-run schools. Four schools were excluded for having less than 30 students tested in English and math in 2016-17.

<b>Thresholds for Socioeconomically Disadvantaged (SED) Income Quartiles for School Level CAASPP Analysis</b>			
<b>Wealthy *n=8</b>	<b>Mixed-Income n=12</b>	<b>Poor n=6</b>	<b>High-Poverty n=12</b>
0 - 24.9% SED	25 - 49.9% SED	50 - 74.9% SED	75 - 100% SED

\*"n" indicates the total number of schools in each income quartile

### **Ranking Analysis**

#### ***Criteria for Ranking - Overall Graduation Rates***

All Bay Area school districts were broken out by income quartile and then ranked using a "standard competition" rank based on their 2015-16 cohort graduation rate for students with disabilities. In the case of a tie, the tied districts were ranked in alphabetical order.

#### ***Criteria for Ranking - Income Quartile Proficiency Rate***

All Bay Area school districts were broken out by income quartile and then ranked using a "standard competition" rank based on their average ELA and math proficiency rates for 2016-17. In the case of a tie, the second criteria for ranking was ELA proficiency rate; any district with a tied average rate was ranked based on their ELA score in descending order. In the case of a tie at the ELA level, tied districts were ranked in alphabetical order.

### **Administrative Hearings Analysis**

The Individual with Disabilities Education Act guarantees that a parent can request a special education evaluation and that a district must respond within a certain time frame. Districts are allowed to reject the request within 15 days, and provide alternative ways to support the student who is struggling prior to evaluating whether the students has a disability. If the district does not deny the request, they have 60 days to complete the evaluation process from the day it was requested/agreed upon that an evaluation is needed.

A big concern many parents of students with disabilities have is that districts are not proactive in identifying students that are struggling, trying early interventions in the general education classroom, properly evaluating students that are not improving based on these interventions, and potentially diagnosing a student of having a disability that requires an individualized education plan.

When this process fails, parents have the right to seek the help of an attorney at their own expense. Or they have the right to have someone with specialized knowledge work with them throughout the due process hearing.<sup>2</sup>

The CDE contracts with OAH, who oversees and completes all special education due process hearings. OAH keeps records on the number of cases they see in each school districts. We pulled data from the 2010-17 quarterly reports for our analysis. The total number of cases are shown in OAH reports ([link here](#)).

We used OAH reports to determine the number of special education cases held by San Jose Unified from June of 2013 to December of 2015. This data was supplemented by data requested by the NBC Bay Area Investigative Unit in 2013. It includes data for all districts in California from 2010 to 2013. We used this data to compare San Jose Unified to similarly-sized school districts.

*Criteria for Comparative Analysis Inclusion - School Districts*

We define similarly-sized school districts as districts that have from 20,930 to 40,930 enrolled (10,000 students above and below San Jose Unified enrollment). We used CDE-provided enrollment numbers for the 2016-17 school year.

**Office of Administrative Hearings: Number of Special Education Cases by Similarly-Sized School Districts**

*January 2010 to June 2017*

*Districts included range from 20,930 to 40,930 students enrolled*

Included in Analysis	Number Included	Average Number of Cases
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<sup>2</sup> [OAH Guide for parents](#)

All similarly-sized school districts included in sample	48	52
School districts larger than San Jose Unified included in sample	12	75
School districts smaller than San Jose Unified included in sample	30	57

*OAH Charter School Data Not Available*

OAH reports only include charter schools that are designated as their own “Local Education Agency” for special education purposes and those that have been named as a party in a special education due process case. A charter in our region may be its own LEA for special education purposes, but would not be included in OAH reports if a suit was never brought against the LEA.