California Department of Education
Executive Office
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# MEMORANDUM

**DATE:** April 18, 2025

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

**FROM:** TONY THURMOND, State Superintendent of Public Instruction

**SUBJECT:** Update on the State Level Growth Data and Incorporating a Growth Model into the California Accountability System: Summary of Student Growth Data Results from the 2024 Dashboard

## Summary of Key Issues

In December 2024, the California Department of Education (CDE) released the initial set of English Language Arts (ELA) and Mathematics (Math) growth data using assessment data for schools/districts with students in grades four through eight for the 2021–22, 2022–23 and 2023–24 school years. The information release is based on the growth model calculations adopted by the State Board of Education (SBE) at their May 2021 meeting. The release of these results is for informational purposes on the 2024 California School Dashboard (Dashboard).

In accordance with the 2025 Accountability Workplan, the CDE provided an update to the SBE on the release of the growth scores at their March 2025 meeting. The SBE provided feedback as part of the presentation and directed the CDE to conduct analysis on these data. Attachment 1 provides the requested technical analysis of the growth data. This analysis provides a foundation for the SBE to discuss options for setting performance standards and/or incorporating growth into the Local Control Funding Formula (LCFF) eligibility criteria at their May 2025 meeting. Based on the SBE feedback at the May 2025 meeting, the CDE will make recommendations for the SBE to adopt performance standards and consider the incorporation of these data as part of the LCFF eligibility criteria at their July 2025 meeting.

Attachment 1 provides an in-depth technical analysis of the growth data through 28 distinct data tables and 2 figures that summarize the distribution of growth scores across schools/districts for each assessment and by student group.

## Fiscal Analysis (as appropriate)

California’s total kindergarten through grade twelve funding within the 2024–25 California Budget Act is $133.8 billion from the following sources:

* State: $81.8 billion (61.1 percent)
* Federal: $8.1 billion (6.1 percent)
* Local: $42.5 billion (31.8 percent)
* Lottery $1.4 (1.0 percent)

The Every Student Succeeds Act funds are also typically a portion of the total federal funding amount.

## Attachment(s)

* Attachment 1: Summary of Student Growth Data Results from the 2024 Dashboard (19 Pages)

# Attachment 1Summary of Student Growth Data Results from the 2024 Dashboard

## Overview of the Data Release

In December 2024, California released its initial set of student growth data on the 2024 California School Dashboard (Dashboard). The results were based on Smarter Balanced assessment scores from the 2021–22, 2022–23 and 2023–24 school years for students in grades 4 through 8. This is a significantly different population of students than are reflected within the Academic Indicators for English Language Arts (ELA) and Mathematics (Math) on the Dashboard. In contrast to the student growth data, the Dashboard Academic Indicators include performance from students in grades 3 through 8 and grade 11 and include the performance of students on the California Alternative Assessment (CAA).

To support educators, families, and the public, the California Department of Education (CDE) developed communication materials to assist with the interpretations and purpose of the student level growth data. This work was initiated in the Fall of 2021 with the creation of a communications toolkit and informational webinar. The CDE continued to collaborate with California’s assessment contractor, ETS, to consult with multiple focus groups throughout 2023 to guide the use of the language, scales and visualizations to ensure the information was clear and easy for parents, guardians, teachers, policymakers and the general public to understand. CDE provided the State Board of Education (SBE) a summary of the engagement work with these audiences their September 2023 Meeting (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/sep23item08a3.docx>).

Based on the body of work done between 2021 and 2024, the CDE updated the 2024 Dashboard with full visualizations and growth score data for schools, districts and student group levels on January 31, 2025. This release included the full graphical display of aggregate school, local educational agency (LEA), and student group outcomes based on the focus group feedback. The data were published directly to each school/district Dashboard in a section labeled, “For Informational Purposes” on the details page of the Dashboard.

**Note**: The language used to support this release, specifically the terminology, Below Typical Growth, Typical Growth, and Above Typical Growth, are solely intended for this first data release. As the SBE moves toward setting performance standards and establishes performance categories at the May and July 2025 meetings, these terms will shift accordingly.

## Description of Growth Results

The growth model is a way of measuring students' growth between the current year assessment scores and the previous year assessment scores. The individual growth score looks at the difference between the students' expected test score and their actual test score. Aggregate growth scores for schools, districts and student groups provide a picture of average growth for students. California’s growth model was developed specifically to be used for accountability purposes only, and not at the individual student level, and therefore is focused on producing reliable and valid aggregate growth scores.

California’s overall average growth score for all students, labeled as “Typical” is represented by the score of zero. Therefore, all school, district and student group aggregate scores have scores above, at or below zero.

Below typical describes a growth score that has a score below zero, and the standard error of the score is also entirely below zero. Above typical describes a growth score that has an overall score above zero, and the standard error of the score is also entirely above zero. Typical scores are any score where the standard error includes a score of zero.

The SBE has not determined performance standards based on the growth scores. The categories used with the release of the growth data on the 2024 Dashboard were intended to be temporary pending direction from the SBE on the next steps on the use of the growth data.

Based on this initial release of data, the range of aggregate growth score performance for districts in ELA is 41.1 below to 34.2 above typical, and 87.8 below to 51.9 above typical for schools. The range of aggregate growth score performance for districts in Mathematics (Math) is 29.8 below to 39.8 above typical, and 52.7 below to 70.2 above typical for schools.

Tables 1 and 2 provide the distribution of aggregate growth scores for LEAs in both ELA and Math.

### Table 1: 2024 Growth Score Distributions for ELA for LEAs with at least 30 student scores in the current year

| Percentile | LEA Growth Scores | School Growth Scores |
| --- | --- | --- |
| 5 | -17.7 | -19.2 |
| 10 | -12.4 | -14.3 |
| 15 | -9.3 | -11.0 |
| 20 | -7.1 | -8.5 |
| 25 | -5.2 | -6.4 |
| 30 | -3.7 | -4.6 |
| 35 | -2.4 | -2.9 |
| 40 | -1.0 | -1.4 |
| 45 | 0.2 | 0.0 |
| 50 | 1.5 | 1.5 |
| 55 | 2.8 | 2.9 |
| 60 | 3.8 | 4.4 |
| 65 | 5.2 | 5.8 |
| 70 | 6.5 | 7.3 |
| 75 | 8.0 | 8.8 |
| 80 | 9.6 | 10.7 |
| 85 | 11.8 | 12.9 |
| 90 | 14.6 | 15.5 |
| 95 | 19.1 | 19.4 |

### Table 2: 2024 Growth Score Distributions for Math for LEAs with at least 30 student scores in the current year

| Percentile | LEA Growth Scores | School Growth Scores |
| --- | --- | --- |
| 5 | -18.4 | -19.7 |
| 10 | -14.2 | -15.1 |
| 15 | -11.5 | -12.2 |
| 20 | -9.1 | -9.9 |
| 25 | -7.3 | -7.8 |
| 30 | -5.8 | -5.8 |
| 35 | -4.3 | -3.9 |
| 40 | -3.0 | -2.3 |
| 45 | -1.4 | 0.5 |
| 50 | 0.2 | 1.1 |
| 55 | 1.4 | 2.6 |
| 60 | 3.0 | 4.3 |
| 65 | 4.4 | 6.1 |
| 70 | 6.5 | 7.9 |
| 75 | 8.2 | 9.8 |
| 80 | 10.4 | 11.9 |
| 85 | 13.4 | 14.6 |
| 90 | 16.1 | 17.6 |
| 95 | 21.1 | 22.2 |

To provide a simple categorization of student growth performance, California’s assessment contractor, ETS, assisted with the development and field testing of three performance categories: below typical, typical, and above typical. In addition to the overall growth score, schools, districts and student groups received a growth category on the Dashboard to describe their overall growth performance.

Tables 3 and 4 display the growth categories received by school types for both ELA and Math.

### Table 3: 2024 Growth Categories for ELA by School Level for schools with at least 30 student scores in the current year

| School Type | Below Typical Growth | TypicalGrowth | Above Typical Growth |
| --- | --- | --- | --- |
| Elementary Schools | 1,486(26.6%) | 1,821(32.6%) | 2,285(40.9%) |
| High Schools (that also serve students below grade 9) | 32(51.6%) | 18(29.0%) | 12(19.4%) |
| Middle Schools | 585(44.4%) | 284(21.6%) | 449(34.1%) |
| K-12 Schools | 104(29.1%) | 122(34.1%) | 132(36.9%) |

### Table 4: 2024 Growth Categories for Math by School Level for schools with at least 30 student scores in the current year

| School Type | Below Typical Growth | TypicalGrowth | Above Typical Growth |
| --- | --- | --- | --- |
| Elementary Schools | 1,629(29.1%) | 1,530(27.4%) | 2,432(43.5%) |
| High Schools (that also serve students below grade 9) | 39(62.9%) | 13(21.0%) | 10(16.1%) |
| Middle Schools | 643(48.8%) | 223(16.9%) | 452(34.3%) |
| K-12 Schools | 183(51.1%) | 111(31.0%) | 64(17.9%) |

Tables 5 and 6 display the growth categories received by additional school types for both ELA and Math: Charter and non-Charter schools, Dashboard Alternative School Status (DASS) schools and non-DASS schools, as well as small schools and non-small schools.

### Table 5: 2024 Growth Categories for ELA by School Type for schools with at least 30 student scores in the current year

| School Type | Below Typical Growth | Typical Growth | Above Typical Growth | Total |
| --- | --- | --- | --- | --- |
| Charter | 208(22.4%) | 296(31.9%) | 424(45.7%) | 928 |
| Non-Charter | 1,999(31.2%) | 1,949(30.4%) | 2,454(38.3%) | 6,402 |
| DASS | 17(46.0%) | 15(40.5%) | 5(13.5%) | 37 |
| Non-DASS | 2,190(30.0%) | 2,230(30.6%) | 2,873(40.0%) | 7,293 |
| Small School | 324(28.9%) | 436(38.8%) | 363(32.3%) | 1,123 |
| Non-Small School | 1,883(30.3%) | 1,809(29.1%) | 2,515(40.5%) | 6,207 |

### Table 6: 2024 Growth Categories for Math by School Type for schools with at least 30 student scores in the current year

| School Type | Below Typical Growth | Typical Growth | Above Typical Growth | Total |
| --- | --- | --- | --- | --- |
| Charter | 303(32.7%) | 259(27.9%) | 366(39.4%) | 928 |
| Non-Charter | 2,191(34.2%) | 1,618(25.3%) | 2,592(40.5%) | 6,401 |
| DASS | 22(59.5%) | 13(35.1%) | 2(5.4%) | 37 |
| Non-DASS | 2,472(33.9%) | 1,864(25.6%) | 2,956(40.5%) | 7,292 |
| Small School | 348(31.6%) | 396(36.0%) | 356(32.4%) | 1,100 |
| Non-Small School | 2,146(34.5%) | 1,481(23.8%) | 2,602(41.7%) | 6,229 |

Tables 7 through 10 display the growth categories received by student groups at the school and district level for both ELA and Math. Note that the percentages displayed are from all students receiving a growth score and are not intended to add up to 100 percent.

### Table 7: 2024 Growth Categories for ELA by Student Group for schools with at least 30 student scores in the current year

| Student Group | Below Typical Growth | Typical Growth | Above Typical Growth | Total |
| --- | --- | --- | --- | --- |
| ALL | 2,207(30.1%) | 2,245(30.6%) | 2,878(39.3%) | 7,330 |
| African American | 323(4.4%) | 320(4.4%) | 149(2%) | 792 |
| American Indian | 8(0.1%) | 3(0%) | 3(0%) | 14 |
| Asian | 112(1.5%) | 485(6.6%) | 895(12.2%) | 1,492 |
| Filipino | 12(0.2%) | 105(1.4%) | 183(2.5%) | 300 |
| Hispanic | 2,038(27.8%) | 2,314(31.6%) | 1,866(25.5%) | 6,218 |
| Pacific Islander | 3(0.04%) | 5(0.1%) | 0(0.0%) | 8 |
| Two or More Races | 103(1.4%) | 309(4.2%) | 269(3.7%) | 681 |
| White | 688(9.4%) | 1,326(18.1%) | 1,250(17.1%) | 3,264 |
| English Learner | 1,866(25.5%) | 1,969(26.9%) | 949(12.9%) | 4,784 |
| Foster | 0(0.0%) | 0(0.0%) | 0(0.0%) | 0 |
| Homeless | 221(3.0%) | 212(2.9%) | 60(0.8%) | 493 |
| Long-Term English Learners | 588(8%) | 354(4.8%) | 111(1.5%) | 1,053 |
| Socioeconomically Disadvantaged | 2,303(31.4%) | 2,463(33.6%) | 1,937(26.4%) | 6,703 |
| Students with Disabilities | 2,007(27.4%) | 1,055(14.4%) | 157(2.1%) | 3,219 |

### Table 8: 2024 Growth Categories for ELA by Student Group for districts with at least 30 student scores in the current year

| Student Group | Below Typical Growth | Typical Growth | Above Typical Growth | Total |
| --- | --- | --- | --- | --- |
| ALL | 302(38.6%) | 226(28.9%) | 255(32.6%) | 783 |
| African American | 96(12.3%) | 116(14.8%) | 34(4.3%) | 246 |
| American Indian | 29(3.7%) | 19(2.4%) | 4(0.5%) | 52 |
| Asian | 13(1.7%) | 75(9.6%) | 227(29%) | 315 |
| Filipino | 1(0.1%) | 45(5.7%) | 169(21.6%) | 215 |
| Hispanic | 318(40.6%) | 205(26.2%) | 152(19.4%) | 675 |
| Pacific Islander | 17(2.2%) | 29(3.7%) | 9(1.1%) | 55 |
| Two or More Races | 52(6.6%) | 166(21.2%) | 141(18.0%) | 359 |
| White | 191(24.4%) | 230(29.4%) | 201(25.7%) | 622 |
| English Learner | 300(38.3%) | 208(26.6%) | 72(9.2%) | 580 |
| Foster | 24(3.1%) | 32(4.1%) | 2(0.3%) | 58 |
| Homeless | 154(19.7%) | 118(15.1%) | 22(2.8%) | 294 |
| Long-Term English Learners | 240(30.7%) | 114(14.6%) | 39(5.0%) | 393 |
| Socioeconomically Disadvantaged | 358(45.7%) | 224(28.6%) | 146(18.6%) | 728 |
| Students with Disabilities | 468(59.8%) | 88(11.2%) | 7(0.9%) | 563 |

### Table 9: 2024 Growth Categories for Math by Student Group for schools with at least 30 student scores in the current year

| Student Group | Below Typical Growth | Typical Growth | Above Typical Growth | Total |
| --- | --- | --- | --- | --- |
| ALL | 2,494(34.0%) | 1,877(25.6%) | 2,958(40.4%) | 7,329 |
| African American | 440(6.0%) | 284(3.9%) | 63(0.9%) | 787 |
| American Indian | 9(0.1%) | 4(0.1%) | 1(0.01%) | 14 |
| Asian | 65(0.9%) | 211(2.9%) | 1,215(16.6%) | 1,491 |
| Filipino | 27(0.4%) | 98(1.3%) | 176(2.4%) | 301 |
| Hispanic | 2,550(34.8%) | 2,083(28.4%) | 1,580(21.6%) | 6,213 |
| Pacific Islander | 5(0.1%) | 3(0.04%) | 0(0.0%) | 8 |
| Two or More Races | 96(1.3%) | 269(3.7%) | 316(4.3%) | 681 |
| White | 647(8.8%) | 1,109(15.1%) | 1,508(20.6%) | 3,264 |
| English Learner | 1,520(20.7%) | 1731(23.6%) | 1,533(20.9%) | 4,784 |
| Foster | 0(0.0%) | 0(0.0%) | 0(0.0%) | 0 |
| Homeless | 194(2.6%) | 216(2.9%) | 78(1.1%) | 488 |
| Long-Term English Learners | 502(6.8%) | 399(5.4%) | 147(2.0%) | 1,048 |
| Socioeconomically Disadvantaged | 2,626(35.8%) | 2,121(28.9%) | 1,952(26.6%) | 6,699 |
| Students with Disabilities | 1,382(18.9%) | 1,440(19.6%) | 386(5.3%) | 3,208 |

### Table 10: 2024 Growth Categories for Math by Student Group for districts with at least 30 student scores in the current year

| Student Group | Below Typical Growth | Typical Growth | Above Typical Growth | Total |
| --- | --- | --- | --- | --- |
| ALL | 328(41.9%) | 177(22.6%) | 278(35.5%) | 783 |
| African American | 163(20.8%) | 72(9.2%) | 11(1.4%) | 246 |
| American Indian | 24(3.1%) | 26(3.3%) | 2(0.3%) | 52 |
| Asian | 12(1.5%) | 38(4.9%) | 265(33.8%) | 315 |
| Filipino | 9(1.1%) | 60(7.7%) | 146(18.6%) | 215 |
| Hispanic | 368(47.0%) | 182(23.2%) | 124(15.8%) | 674 |
| Pacific Islander | 25(3.2%) | 26(3.3%) | 4(0.5%) | 55 |
| Two or More Races | 68(8.7%) | 141(18%) | 152(19.4%) | 361 |
| White | 165(21.1%) | 194(24.8%) | 263(33.6%) | 622 |
| English Learner | 236(30.1%) | 184(23.5%) | 161(20.6%) | 581 |
| Foster | 31(4.0%) | 27(3.4%) | 2(0.3%) | 60 |
| Homeless | 136(17.4%) | 131(16.7%) | 26(3.3%) | 293 |
| Long-Term English Learners | 213(27.2%) | 128(16.3%) | 52(6.6%) | 393 |
| Socioeconomically Disadvantaged | 363(46.4%) | 208(26.6%) | 157(20.1%) | 728 |
| Students with Disabilities | 328(41.9%) | 180(23.0%) | 54(6.9%) | 562 |

## Comparing Growth Results to Dashboard Academic Indicators

As the SBE considers how to integrate Growth data into the Dashboard, many questions have arisen around how the current Academic Indicator outcomes for status, change and colors compare to growth scores.

Tables 11 through 14 compare outcomes across the 2024 Dashboard Academic Indicator: ELA and Academic Indicator: Math status levels and 2024 growth data. The data showed that status and growth data were generally aligned across districts and schools.

### Table 11: Comparison of 2024 Dashboard Growth Categories and Academic Indicator: ELA Status Level for schools with at least 30 student scores in the current year

| School Status Level | Below Typical Growth | TypicalGrowth | Above Typical Growth |
| --- | --- | --- | --- |
| Very Low | 704(9.6%) | 244(3.3%) | 56(0.8%) |
| Low | 1,221(16.7%) | 1,264(17.2%) | 1,192(16.3%) |
| Medium | 99(1.4%) | 214(2.9%) | 316(4.3%) |
| High | 132(1.8%) | 322(4.4%) | 667(9.1%) |
| Very High | 51(0.7%) | 201(2.7%) | 647(8.8%) |

### Table 12: Comparison of 2024 Dashboard Growth Categories and Academic Indicator: ELA Status Level for districts with at least 30 student scores in the current year

| District Status Level | Below Typical Growth | TypicalGrowth | Above Typical Growth |
| --- | --- | --- | --- |
| Very Low | 59(7.5%) | 8(1.0%) | 1(0.1%) |
| Low | 214(27.3%) | 146(18.7%) | 88(11.2%) |
| Medium | 15(1.9%) | 28(3.6%) | 44(5.6%) |
| High | 10(1.3%) | 31(4.0%) | 65(8.3%) |
| Very High | 4(0.5%) | 13(1.7%) | 57(7.3%) |

### Table 13: Comparison of 2024 Dashboard Growth Categories and Academic Indicator: Math Status for schools with at least 30 student scores in the current year

| School Status Level | Below Typical Growth | TypicalGrowth | Above Typical Growth |
| --- | --- | --- | --- |
| Very Low | 785(10.7%) | 159(2.2%) | 50(0.7%) |
| Low | 1,454(19.8%) | 1,166(15.9%) | 1,045(14.3%) |
| Medium | 170(2.3%) | 291(4%) | 487(6.6%) |
| High | 76(1.0%) | 191(2.6%) | 625(8.5%) |
| Very High | 9(0.1%) | 70(1.0%) | 751(10.3%) |

### Table 14: Comparison of 2024 Dashboard Growth Categories and Academic Indicator: Math Status Level for districts with at least 30 student scores in the current year

| District Status Level | Below Typical Growth | TypicalGrowth | Above Typical Growth |
| --- | --- | --- | --- |
| Very Low | 83(10.6%) | 13(1.7%) | 7(0.9%) |
| Low | 233(29.8%) | 126(16.1%) | 89(11.4%) |
| Medium | 9(1.2%) | 24(3.1%) | 59(7.5%) |
| High | 3(0.4%) | 13(1.7%) | 64(8.2%) |
| Very High | 0(0.0%) | 1(0.1%) | 59(7.5%) |

Tables 15 through 18 compare outcomes across the 2024 Dashboard Academic Indicator: ELA and Academic Indicator: Math change levels and 2024 growth data. The data showed that change and growth data were generally aligned across districts and schools.

### Table 15: Comparison of 2024 Dashboard Growth Categories and Academic Indicator: ELA Change Levels for Schools with at least 30 student scores in the current year

| School Change Level | Below Typical Growth | TypicalGrowth | Above Typical Growth |
| --- | --- | --- | --- |
| Declined Significantly | 378(5.2%) | 140(1.9%) | 61(0.8%) |
| Declined | 927(12.7%) | 734(10%) | 565(7.7%) |
| Maintained | 452(6.2%) | 537(7.3%) | 661(9.0%) |
| Increased | 377(5.1%) | 666(9.1%) | 1,188(16.2%) |
| Increased Significantly | 73(1.0%) | 168(2.3%) | 403(5.5%) |

### Table 16: Comparison of 2024 Dashboard Growth Categories and Academic Indicator: ELA Change Levels for Districts with at least 30 student scores in the current year

| District Change Level | Below Typical Growth | TypicalGrowth | Above Typical Growth |
| --- | --- | --- | --- |
| Declined Significantly | 22(2.8%) | 9(1.2%) | 2(0.3%) |
| Declined | 118(15.1%) | 64(8.2%) | 44(5.6%) |
| Maintained | 117(14.9%) | 77(9.8%) | 101(12.9%) |
| Increased | 39(5.0%) | 64(8.2%) | 97(12.4%) |
| Increased Significantly | 6(0.8%) | 12(1.5%) | 11(1.4%) |

### Table 17: Comparison of 2024 Dashboard Growth Categories and Academic Indicator: Math Change Levels for Schools with at least 30 student scores in the current year

| School Change Level | Below Typical Growth | TypicalGrowth | Above Typical Growth |
| --- | --- | --- | --- |
| Declined Significantly | 251(3.4%) | 93(1.3%) | 48(0.7%) |
| Declined | 932(12.7%) | 470(6.4%) | 522(7.1%) |
| Maintained | 596(8.1%) | 463(6.3%) | 677(9.2%) |
| Increased | 618(8.4%) | 679(9.3%) | 1,209(16.5%) |
| Increased Significantly | 97(1.3%) | 172(2.4%) | 502(6.9%) |

### Table 18: Comparison of 2024 Dashboard Growth Categories and Academic Indicator: Math Change Levels for Districts with at least 30 student scores in the current year

| District Change Level | Below Typical Growth | TypicalGrowth | Above Typical Growth |
| --- | --- | --- | --- |
| Declined Significantly | 16(2.0%) | 8(1.0%) | 0(0.0%) |
| Declined | 88(11.2%) | 44(5.6%) | 22(2.8%) |
| Maintained | 132(16.9%) | 56(7.2%) | 118(15.1%) |
| Increased | 85(10.9%) | 62(7.9%) | 120(15.3%) |
| Increased Significantly | 7(0.9%) | 7(0.9%) | 18(2.3%) |

Tables 19 through 22 compare outcomes across the 2024 Dashboard Academic Indicator: ELA and Academic Indicator: Math performance levels/colors and 2024 growth data. The data showed that color and growth data were generally aligned across districts and schools**.**

### Table 19: Comparison of 2024 Dashboard Growth Categories and Academic Indicator: ELA Performance Levels/Colors for Schools with at least 30 student scores in the current year

| School Performance Level/Color | Below Typical Growth | TypicalGrowth | Above Typical Growth |
| --- | --- | --- | --- |
| Red | 565(7.7%) | 138(1.9%) | 22(0.3%) |
| Orange | 1,087(14.8%) | 858(11.7%) | 492(6.7%) |
| Yellow | 352(4.8%) | 654(8.9%) | 867(11.8%) |
| Green | 184(2.5%) | 483(6.6%) | 955(13.0%) |
| Blue | 19(0.3%) | 112(1.5%) | 542(7.4%) |

### Table 20: Comparison of 2024 Dashboard Growth Categories and Academic Indicator: ELA Performance Levels/Colors for Districts with at least 30 student scores in the current year

| District Performance Level/Color | Below Typical Growth | TypicalGrowth | Above Typical Growth |
| --- | --- | --- | --- |
| Red | 51(6.5%) | 2(0.3%) | 0(0.0%) |
| Orange | 190(24.3%) | 101(12.9%) | 43(5.5%) |
| Yellow | 43(5.5%) | 67(8.6%) | 71(9.1%) |
| Green | 17(2.2%) | 47(6.0%) | 94(12%) |
| Blue | 1(0.1%) | 9(1.2%) | 47(6.0%) |

### Table 21: Comparison of 2024 Dashboard Growth Categories and Academic Indicator: Math Performance Levels/Colors for Schools with at least 30 student scores in the current year

| School Performance Level/Color | Below Typical Growth | TypicalGrowth | Above Typical Growth |
| --- | --- | --- | --- |
| Red | 548(7.5%) | 67(0.9%) | 9(0.1%) |
| Orange | 1,270(17.3%) | 689(9.4%) | 386(5.3%) |
| Yellow | 549(7.5%) | 748(10.2%) | 895(12.2%) |
| Green | 117(1.6%) | 328(4.5%) | 1,019(13.9%) |
| Blue | 10(0.1%) | 45(0.6%) | 649(8.9%) |

### Table 22: Comparison of 2024 Dashboard Growth Categories and Academic Indicator: Math Performance Levels/Colors for Districts with at least 30 student scores in the current year

| District Performance Level/Color | Below Typical Growth | TypicalGrowth | Above Typical Growth |
| --- | --- | --- | --- |
| Red | 55(7.0%) | 7(0.9%) | 2(0.3%) |
| Orange | 199(25.4%) | 79(10.1%) | 34(4.3%) |
| Yellow | 69(8.8%) | 71(9.1%) | 94(12.0%) |
| Green | 5(0.6%) | 20(2.6%) | 93(11.9%) |
| Blue | 0(0.0%) | 0(0.0%) | 55(7.0%) |

Figures 1 and 2 show the relationship between the overall Distance from Standard, or status, and change for schools on the 2024 Dashboard for Academic Indicator: ELA and Academic Indicator: Math with the 2024 growth categories.

### Figure 1: Relationship between Academic Indicator: ELA Status, Change and Growth Category for Schools



### Figure 2: Relationship between Academic Indicator: Math Status, Change and Growth Category for Schools



Growth scores only include a subset of student scores from the annually tested students. Growth reflects students in grades 4 through 8 with a valid assessment score in the current year and an assessment score in the prior year. The Academic Indicators for both ELA and Math reflect the current year scores for all students with a valid score in grades 3 through 8 and grade 11. Therefore, there are a smaller number of schools, districts and student groups that receive a growth score than those that receive an Academic Indicator. Tables 23 through 28 provide a comparison of the number of schools and districts with 30 or more students that received a growth score on the Dashboard versus those that received an Academic Indicator on the Dashboard.

### Table 23: Comparison of Schools that Received an Academic Indicator – ELA and those that Received a Growth Score for ELA on the 2024 Dashboard

| School Type | Schools with an Academic – ELA Indicator | Schools with a Growth Score for ELA |
| --- | --- | --- |
| Charter | 1,177 | 928 |
| Non-Charter | 7,737 | 6,402 |
| DASS | 257 | 37 |
| Non-DASS | 8,657 | 7,293 |
| Small School | 1,845 | 1,123 |
| Non-Small School | 7,069 | 6,207 |

### Table 24: Comparison of Schools that Received an Academic Indicator – Math and those that Received a Growth Score for Math on the 2024 Dashboard

| School Type | Schools with an Academic – Math Indicator | Schools with a Growth Score for Math |
| --- | --- | --- |
| Charter | 1,177 | 928 |
| Non-Charter | 7,739 | 6,401 |
| DASS | 257 | 37 |
| Non-DASS | 8,659 | 7,292 |
| Small School | 1,822 | 1,100 |
| Non-Small School | 7,094 | 6,229 |

### Table 25: Comparison of Student Groups at the School Level that Received an Academic Indicator – ELA and those that Received a Growth Score for ELA on the 2024 Dashboard

| Student Groups | Schools with an Academic – ELA Indicator | Schools with a Growth Score for ELA |
| --- | --- | --- |
| Overall School (All) | 8,914 | 7,330 |
| African American | 1,227 | 792 |
| American Indian | 20 | 14 |
| Asian | 2,048 | 1,492 |
| Filipino | 445 | 300 |
| Hispanic | 7,842 | 6,218 |
| Pacific Islander | 8 | 8 |
| Two or More Races | 1,093 | 681 |
| White | 4,354 | 3,264 |
| English Learner | 6,086 | 4,784 |
| Foster | 1 | 0 |
| Homeless | 703 | 493 |
| Socioeconomically Disadvantaged | 8,255 | 6,703 |
| Students with Disabilities | 5,604 | 3,219 |
| Long-Term English Learner | 1,446 | 1,053 |

### Table 26: Comparison of Student Groups at the District Level that Received an Academic Indicator – ELA and those that Received a Growth Score for ELA on the 2024 Dashboard

| Student Groups | Districts with an Academic – ELA Indicator | Districts with a Growth Score for ELA |
| --- | --- | --- |
| Overall District (All) | 884 | 783 |
| African American | 289 | 246 |
| American Indian | 79 | 52 |
| Asian | 364 | 315 |
| Filipino | 260 | 215 |
| Hispanic | 773 | 675 |
| Pacific Islander | 82 | 55 |
| Two or More Races | 411 | 359 |
| White | 725 | 622 |
| English Learner | 658 | 580 |
| Foster | 173 | 58 |
| Homeless | 430 | 294 |
| Socioeconomically Disadvantaged | 821 | 728 |
| Students with Disabilities | 664 | 563 |
| Long-Term English Learner | 554 | 393 |

### Table 27: Comparison of Student Groups at the School Level that Received an Academic Indicator – Math and those that Received a Growth Score for Math on the 2024 Dashboard

| Student Groups | Schools with an Academic – Math Indicator | Schools with a Growth Score for Math |
| --- | --- | --- |
| Overall School (All) | 8,916 | 7,329 |
| African American | 1,227 | 787 |
| American Indian | 20 | 14 |
| Asian | 2,055 | 1,491 |
| Filipino | 447 | 301 |
| Hispanic | 7,842 | 6,213 |
| Pacific Islander | 8 | 8 |
| Two or More Races | 1,094 | 681 |
| White | 4,356 | 3,264 |
| English Learner | 6,104 | 4,784 |
| Foster | 1 | 0 |
| Homeless | 709 | 488 |
| Socioeconomically Disadvantaged | 8,261 | 6,699 |
| Students with Disabilities | 5,591 | 3,208 |
| Long-Term English Learner | 1,409 | 1,048 |

### Table 28: Comparison of Student Groups at the District Level that Received an Academic Indicator – Math and those that Received a Growth Score for Math on the 2024 Dashboard

| Student Groups | Districts with an Academic – Math Indicator | Districts with a Growth Score for Math |
| --- | --- | --- |
| Overall District (All) | 884 | 783 |
| African American | 289 | 246 |
| American Indian | 80 | 52 |
| Asian | 364 | 315 |
| Filipino | 260 | 215 |
| Hispanic | 773 | 674 |
| Pacific Islander | 82 | 55 |
| Two or More Races | 411 | 361 |
| White | 726 | 622 |
| English Learner | 660 | 581 |
| Foster | 173 | 60 |
| Homeless | 429 | 293 |
| Socioeconomically Disadvantaged | 821 | 728 |
| Students with Disabilities | 664 | 562 |
| Long-Term English Learner | 553 | 393 |

The SBE will discuss the contents of this memo and the process they will use to set performance standards and establish performance categories at their May 2025 meeting. In accordance with 2025 Accountability Workplan, the SBE will be asked to formally adopt performance standards at their July 2025 meeting.