

# California Practitioners Advisory Committee (CPAG)

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Analysis, Measurement, and  
Accountability Reporting Division  
(AMARD)

December 2016



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State Superintendent of Public Instruction

# Agenda

- Review accountability items from prior meetings
- Update on the November 2016 State Board of Education (SBE) meeting
- Current definition for English learners (ELs) in each of the state indicators
- Proposed definition of the EL student group in the Academic Indicator

# Agenda (Cont.)

- Academic Indicator:
  - Distance From Met
  - Distance From Average
  - Distance From Nearly Met
  - Distance from Lowest Obtainable Scale Score (LOSS)

# Review of Accountability Items from Prior Meetings

- At the June and October meetings, CPAG members expressed concern over using “Standard Met” and “Standard Exceeded” as the basis for determining performance for the Academic Indicator for grades three through eight and suggested that scale scores be used.

# November 2016 SBE Meeting

- At the November 2016 SBE meeting, the SBE decided not to release the Academic Indicator using “Standard Met” or “Standard Exceeded” voicing concern that they closely paralleled the Adequate Yearly Progress (AYP) methodology, which rewarded schools focusing only on those students who were closest to proficient.

# November 2016 SBE Meeting (Cont.)

- Rather, the SBE wants to encourage districts and schools to improve the academic achievement of **all students** in the new accountability system.
- Therefore, the SBE requested that California Department of Education (CDE) staff develop a methodology that uses scale scores.

# November 2016 SBE Meeting (Cont.)

- In addition, the SBE requested that CDE staff review the current definition of the EL student group in the Academic Indicator and make a recommendation for the EL definition at the January 2017 SBE meeting.

# **Current English Learner Definitions**



# Definitions CDE Has Used for Data Simulations for the New Accountability and Continuous Improvement System

State Indicator	EL Inclusion Criteria
English Learner	Current EL annual CELDT* test takers (grades 1–12) plus students reclassified in the prior year
Academic	ELs (grades 3–8) plus students who have been Reclassified fluent English proficient (RFEP**) for four years or less (this is similar to the criteria used in the prior accountability system)
Graduation	Students with an EL status at any time in grades 9–12 (Same criteria since the initial release of the cohort graduation rate)
College/Career	Students with an EL status at any time in grades 9–12
Suspension and Chronic Absenteeism	Current EL students (grades K–12)
Growth Model	ELs (grades 4–8) plus RFEP students (4 years or less)

\*CELDT: California English Language Development Test

\*\*RFEP: Reclassified Fluent-English-Proficient

# **Proposed Definition of the EL Student Group in the Academic Indicator**

# Background on Definition of the EL Student Group

- The definition of the EL student group for AYP from 2002 to 2013 was:
  - Students who are identified as EL based on the results of the CELDT, or
  - Reclassified (or RFEP) students who had not scored at the proficient level or above in English-language arts (ELA) three times after being reclassified.

# Background on Definition of the EL Student Group (Cont.)

- The Every Student Succeeds Act (ESSA) allows states to include RFEP students in the EL student group for no more than four years after reclassification.

# EL Student Group Data Simulations

- AMARD staff ran simulations\* using the following EL student group definitions:
  - Only students identified as EL based on the CELDT
  - Students identified as EL plus students who were RFEP for two years or less
  - Students identified as EL plus students who were RFEP for four years or less

\*Note: simulations were based on the Academic Indicator results that used the “Standard Met” and “Standard Exceeded” methodology. Similar results are expected with the new proposed scale score methodology due to high correlation among methodologies.

# Simulation Results

- The chart below displays the performance results for the ELA Academic Indicator based on the three different EL definitions. (Note: The number of schools that have 30 or more students in the EL student group varies by each EL student group definition.)

EL Student Group Category	Red	Orange	Yellow	Green	Blue	Total	Difference
EL Plus Four Years RFEP	523 (8.9%)	886 (15.1%)	3,602 (61.4%)	422 (7.2%)	431 (7.3%)	5,864	N/A
EL Plus Two Years RFEP	1,175 (21.1%)	973 (17.5%)	2,964 (53.2%)	217 (3.9%)	242 (4.3%)	5,571	-293
EL Only	2,035 (42.4%)	953 (19.8%)	1,705 (35.5%)	58 (1.2%)	42 (0.9%)	4,803	-1,071

# Simulation Results (Cont.)

- The chart below displays the number of schools in the English Learner Indicator (ELI) Red performance category compared to the ELA Academic Indicator performance category for the three EL student group definitions. (Note: Only schools that had a performance category for both the ELI and ELA were included.)

Performance Category	EL Only	EL plus 2 Years RFEP	EL plus 4 Years RFEP
Red ELI and Red ELA Academic Indicator	386	237	127
Red ELI and Not Red ELA Academic Indicator	380	602	730
Red ELI	766	839	857

# Summary of Simulation Results

- Removing the four-year RFEP students from the EL student group in the Academic Indicator:
  - Reduces the number of schools with numerically significant EL student groups by 1,071; thereby, reducing the number of schools being held accountable for the performance of the EL student group in the Academic Indicator
  - Increases the number of schools that would receive a Red Performance Category by nearly 400% (from 523 to 2,305)



# Summary of Simulation Results (Cont.)

- Changing the RFEP inclusion criteria from four years to two years:
  - Reduces the number of schools with numerically significant EL student groups by 768 (versus 1,071)
  - Increases the number of schools that would receive a Red Performance Category by nearly 200% (from 523 to 1,175)

# Summary of Simulation Results (Cont.)

- Removing RFEP students from the EL student group would impact the number of schools that are identified for targeted support under ESSA because the EL student group would always be consistently underperforming due to the reclassification of higher performing students.
- Removing RFEP students could also result in an unintended consequence of fewer students being reclassified.

# Summary of Simulation Results (Cont.)

- Progress for ELs are measured differently within the two indicators:
  - **Academic Indicator:** The ELA assessment focuses on attainment of English language arts/literacy
  - **ELI:** The specific focus is for ELs to attain English proficiency.

# Reporting EL Student Assessment Results

- Remember, because there is a difference between accountability reporting and data reporting, the California Assessment of Student Performance and Progress (CAASPP) Web page separately displays the assessment results for the EL only students (i.e., those students identified as EL based on the CELDT results), and RFEP students.

# CPAG Feedback

- Which EL student group definition do CPAG members prefer for the Academic Indicator?
  - ELs only
  - ELs plus students who were RFEP for 2 years or less
  - ELs plus students who were RFEP for four years or less

# **The Academic Indicator**

# November 2016 SBE Meeting

- At the November 2016 SBE meeting, the proposed performance standards recommended for the Academic Indicator were based on the percent of students who scored “Standard Met” or “Standard Exceeded” on the Smarter Balanced Assessments for grades three through eight.
  - Grade eleven assessment results are captured in the College/Career Indicator.

# November 2016 SBE Meeting (Cont.)

- The SBE decided not to release the Academic Indicator using “Standard Met” or “Standard Exceeded” voicing concern that this methodology too closely paralleled the Adequate Yearly Progress (AYP) methodology, which rewarded schools that focused only on those students who were closest to proficient.



# November 2016 SBE Meeting (Cont.)

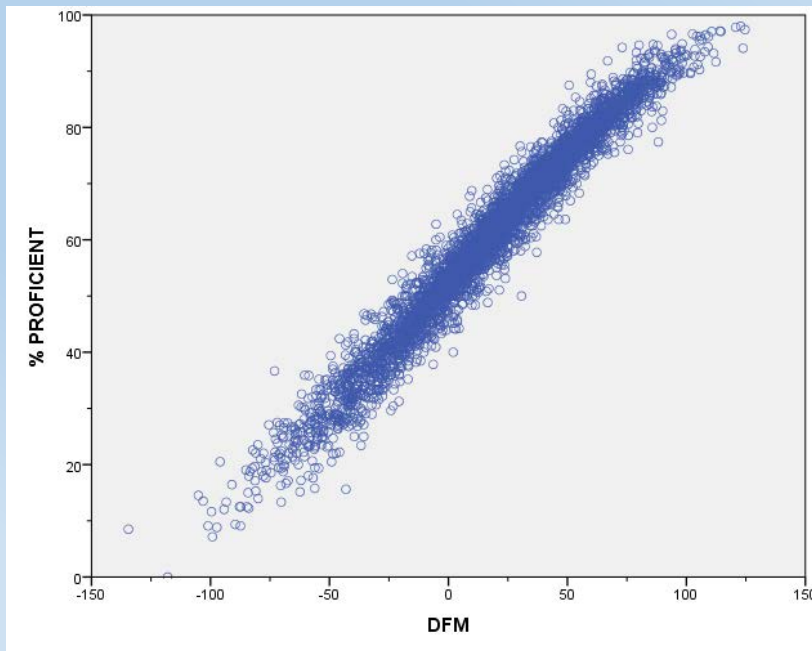
- Rather, the SBE wants to encourage districts and schools to improve the academic achievement of **all students**.
- Therefore, the SBE requested CDE staff to work on a methodology that uses scale scores.

# Tasks Completed to Date

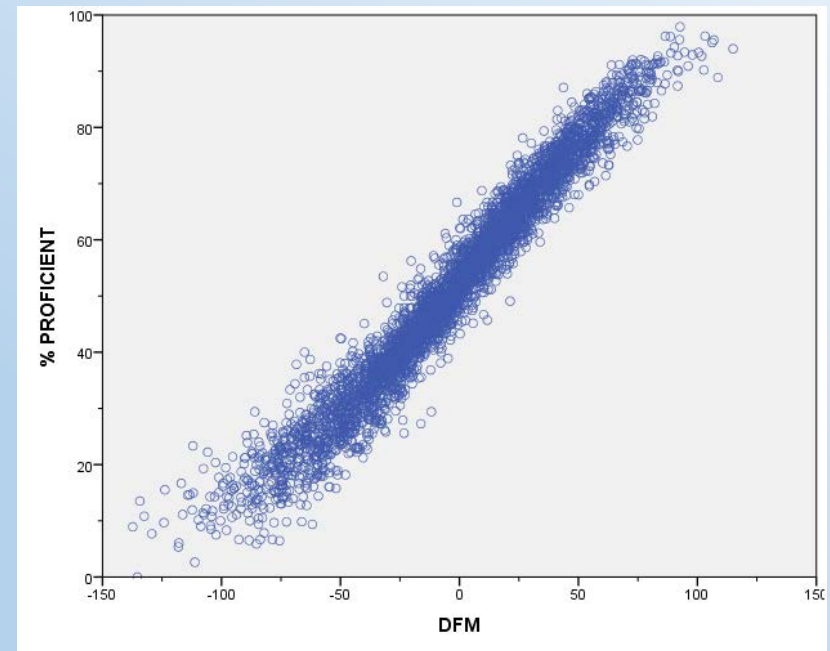
- CDE staff met with the testing vendor, Educational Testing Service (ETS), to ensure the validity of using scale scores to measure distance from a standard point. Based on that conversation, CDE staff ran several simulations for the proposed methodology.

# How Does “Distance from Met” Compare to “Percent Proficient”

ELA (CORRELATION: 0.98)



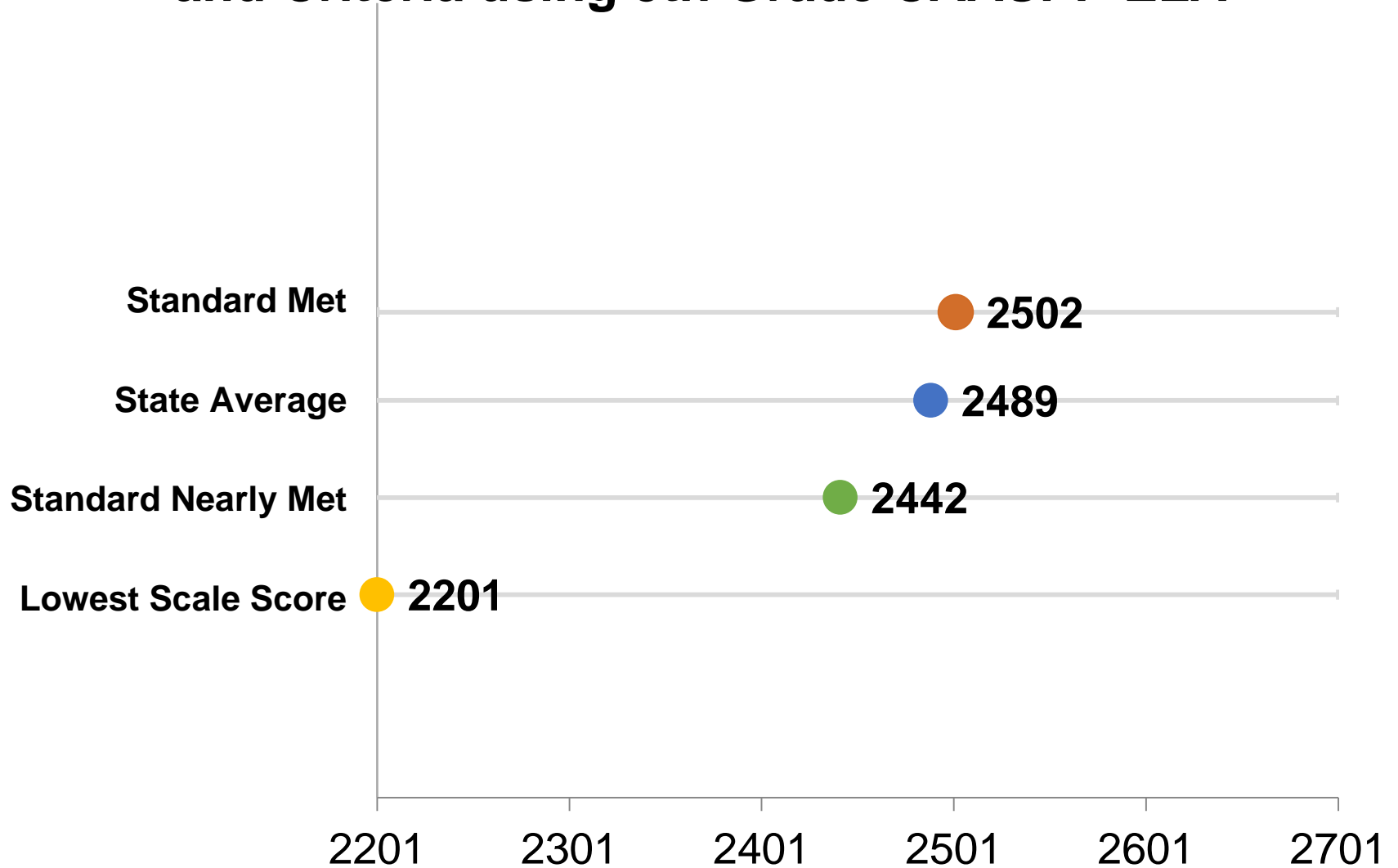
MATH (CORRELATION: 0.953)



# Proposed Methodology and Criteria

- In January 2017, the CDE plans to bring a proposed methodology to the SBE with four possible criteria for the Academic Indicator:
  - Distance from Met
  - Distance from the Statewide Average Score (by grade)
  - Distance from Nearly Met
  - Distance from the Lowest Obtainable Scale Score (LOSS)

# Proposed Academic Indicator Methodology and Criteria using 5th Grade CAASPP ELA



# Group Activity

- Break into four groups (Note: the results for each of the proposed criteria are provided at each table).
- List the “Pros” and “Cons” for each of the proposed criteria on the form provided at each table.
- Report out and group discussion.

# Recommendation

- Does the CPAG want to make a recommendation to the SBE regarding which criteria should be used for the scale score methodology?