

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

itb-amard-mar22item01

California State Board of Education  
**March 2022 Agenda**  
**Item #04**

## Subject

Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: 2020–21 Data Release, 2022 Accountability Considerations, Continuing Development Work for Future California School Dashboards, California’s Dashboard Alternative School Status Program, and the 2021–2022 Addendum Template for the Elementary and Secondary Education Act Consolidated State Plan.

## Type of Action

Information, Action

## Summary of the Issue(s)

For the past two school years, many state and federal accountability requirements were waived or adjusted due to the impact of the 2019 novel coronavirus disease (COVID-19) pandemic on local educational agencies (LEAs), schools, and students. Beginning with the 2021–22 school year, the requirements to hold schools and districts accountable for student outcomes is being restarted. With this restart, the State Board of Education (SBE) is being asked to take into consideration the limitations of available statewide data, requirements outlined in state law, and the 2021 waiver of accountability requirements from the U.S. Department of Education (ED).

Attachment 1 provides an update on accountability related work and seeks guidance from the SBE on activities under consideration. Specifically, this item provides an overview of the 2020–21 Data Release, items for considerations for the accountability work plan for 2022, and considerations for work beyond 2022. Also, a summary of recent outreach activities related to accountability are provided in Attachment 2.

Additionally, this item discusses the recent letter from the ED denying the January 2021 SBE approved amendments to California’s Every Student Succeeds Act (ESSA) State Plan. These amendments sought to bring the Dashboard Alternative School Status (DASS) modified methods business rules for calculating the Academic Achievement and Graduation Rate Indicators into compliance with Elementary and Secondary Education Act (ESEA) requirements. Given the denial from ED, the CDE is proposing to pursue a waiver to allow California to maintain DASS modified methods business rules for calculating the Academic Achievement and Graduation Rate Indicators. This information is detailed in Attachment 3.

Attachment 4 provides California’s draft of the 2021–22 Addendum Template for the Consolidated State Plan due to COVID-19. The purpose of this addendum is to provide states a streamlined process to modify state plans for the 2021–22 school year as they implement accountability and school identification requirements under the ESEA in Fall 2022. The CDE is proposing to take advantage of the flexibilities offered by the template in the following ways: 1) revising the state’s long-term goals and interim progress by shifting the timeline forward by two years for measurements of interim progress; 2) excluding the College/Career Indicator from the state’s accountability system for the 2021–22 school year due to the limitations of 2021 statewide grade eleven assessment data; 3) shifting forward timelines by one year for identifying schools; and 4) revising the entrance and exit criteria for schools identified for support.

## Recommendation

The California Department of Education (CDE) recommends that the SBE take action related to the 2022 accountability workplan as deemed necessary and appropriate, that the SBE delegate authority to CDE, subject to approval of the SBE Executive Director, to pursue, as expeditiously as possible, a waiver to allow California to maintain DASS modified methods business rules for calculating the Academic Achievement and Graduation Rate Indicators, and that the SBE approve California’s submission of the 2021–22 Addendum for the Consolidated State Plan due to COVID-19 to ED.

## Brief History of Key Issues

### Annual Review Process

The annual review process of the California School Dashboard (Dashboard) includes the review of state and local indicators and performance standards to consider necessary changes or improvements based on newly available data, recent research, and/or stakeholder feedback. Under this process, the CDE includes state and local indicators that need revisions or updates in the accountability work plan. This process allows for a gradual and deliberate approach to improving the state and local indicators and incorporating changes prior to the annual release of the Dashboard in December.

This item provides updates on the plan to restart reporting of state indicators beginning with the 2022 Dashboard using current school year data (i.e., Status only). Additionally, Attachment 1 provides brief descriptions of the six state indicators, including recent updates (if applicable), information on a rule applied to students with disabilities (SWDs), as well as information on alternative schools, local indicators, eligibility for support, resources, and next steps for future Dashboards.

### 2020–21 Data Release

On January 7, 2022, the CDE released student outcome data for the 2020-21 school year. This data provide baseline information on how the COVID-19 pandemic has impacted schools and students. The release provided results from the 2020–21 administration of the California Assessment of Student Performance and Progress (CAASPP), which includes Smarter Balanced Summative Assessments for English language arts and mathematics; the California Science Test; the California Alternate Assessments for English language arts, mathematics, and science; and the California Spanish Assessment as well as the English Language Proficiency Assessments for California (ELPAC). It also included information on high-quality interim and diagnostic assessments, chronic absenteeism, discipline data, and graduation rates.

While Assembly Bill 130 (Chapter 44, Statutes of 2021) suspended the reporting of state indicators on the 2021 Dashboard, the statute requires that available data that would have been included in the Dashboard are reported if they are determined to be valid and reliable. Additionally, on April 6, 2021, the ED approved California’s wavier from the following accountability requirements for the 2020–21 school year:

* Removal of the 95 percent participation rate penalty for the Academic Indicator,
* Removal of the requirement to identify schools for support based on 2020–21 data,
* Requirement for schools that are currently identified for support to continue to receive support in the 2021–22 school year,
* Allow states to exit Comprehensive Support and Improvement (CSI) schools based on the graduation rate, if exit criteria are met, and
* Requires states to resume identification of schools based on 2021–22 data.

In response, the CDE provided the following data which can be accessed within the CDE Accessing Educational Data web page (<https://www.cde.ca.gov/ds/ad>):

* 2020–21 Data Summary, this page provides a quick reference of the most recent two-years of key data points with the percentage point difference between school years,
* Graduation and Dropout Data, including the Four-Year Adjusted Cohort Graduation Rate and Five-Year Cohort Graduation Rate data reports and downloadable data files,
* Discipline Data, including the Suspension and Expulsion data reports and downloadable data files, along with the Restraint and Seclusion data (downloadable data file only),
* Absenteeism Data, including the Chronic Absenteeism Rate and Absenteeism by Reason reports and downloadable files,
* Stability Rate Data, including the Stability Rate data reports and a downloadable data file, and
* Cumulative Enrollment Data (downloadable data file only).

In addition, the CDE released the 2021 Dashboard which contained LEA and school contact information and enrollment data. It also displayed local indicators that LEAs reported onto the Dashboard. In lieu of reporting state indicators, the CDE also provided LEAs additional data that would have been included in the 2021 Dashboard for local planning purposes and for the development of their Local Control and Accountability Plans. These data, identified below, were published on the School Dashboard Additional Reports and Data web page (<https://www6.cde.ca.gov/californiamodel/>):

* Combined Four-and Five-Year Graduation Rate,
* Dashboard Alternative School Status Graduation Rate (i.e., one-year graduation rate), and
* College/Career Indicator-Related Data.

### Dashboard Alternative School Status

At the May 2018 SBE meeting, the SBE approved using a grade 12 graduation rate for all DASS schools instead of the four-year cohort rate. During the September 2019 meeting, the SBE approved modified Academic Indicator Status cut scores for two levels only: “Very Low” and “Low” for DASS schools.

On October 5, 2020, the ED provided an update on the high-risk status of California’s Title I, Part A grant. During a review of the amendments submitted to ED in January 2020, the ED reviewed the DASS modified methods and indicated that the ESEA does not permit different accountability systems for DASS schools.

In January 2021, the SBE approved amendments to California’s ESSA Consolidated State Plan to bring the DASS modified methods business rules for calculating the Academic Achievement and Graduation Rate Indicators into compliance with ESEA requirements.

On January 12, 2022, ED sent a letter denying the amendments approved by the SBE in January 2021 regarding the DASS modified methods.

### 2021–22 Addendum Template for the Consolidated State Plan Due to COVID-19

On March 20, 2020, pursuant to authority under section 8401(b) of the ESEA, ED invited states to request a waiver, for the 2019–20 school year, of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

Through these waivers, states would not need to administer statewide assessments to all students, to make annual accountability determinations, to identify schools for support and improvement, or to provide data on its State and local report cards for assessment and accountability information.

On March 26, 2020, State Superintendent of Public Instruction (SSPI) Tony Thurmond and SBE President Linda Darling-Hammond submitted, on behalf of the CDE and SBE, the Assessment and Accountability Waiver for the 2019–20 school year of the following sections under ESEA Section 8401(b):

* Assessment requirements in section 1111(b)(2);
* Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D); and
* Reporting requirements related to assessments and accountability in section 1111(h).

This waiver request was approved by the SBE on May 7, 2020.

On January 13, 2021, the SBE approved California’s submission of the COVID-19 State Plan Addendum for the following accountability requirements for the 2020–21 school year:

* Removal of the 95 percent participation rate penalty for the Academic Indicator,
* Removal of the requirement to identify schools for support based on 2020–21 data,
* Requirement for schools that are currently identified for support to continue to receive support in the 2021–22 school year,
* Allow states to exit Comprehensive Support and Improvement (CSI) schools based on the graduation rate, if exit criteria are met, and
* Requires states to resume identification of schools based on 2021–22 data.

California’s COVID-19 State Plan Addendum for the 2020–21 school year was approved by ED on April 6, 2021.

In December 2021, ED released the 2021–22 Addendum Template for the Consolidated State Plan due to COVID-19 to provide states a streamlined process to modify state plans for the 2021–22 school year as they implement accountability and school identification requirements under section 1111 of the ESEA to make accountability determinations and identify schools in Fall 2022.

## Summary of Previous State Board of Education Discussion and Action

In November 2014, the SBE adopted the LCAP template. (<https://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item14.doc> )

In September 2016, the SBE approved the performance standards for all local indicators and the state indicators (except for the Academic Indicator), and the annual process for the SBE to review the rubrics to determine if updates or revisions are necessary. (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>)

In November 2016 meeting, the SBE approved tools for LEAs to determine progress on the local performance indicators for specific priorities within the LCFF statute. The self-reflection tools are for: Priority 1—Basic Services and Conditions at schools; Priority 6—School Climate; Priority 9—Coordination of Services for Expelled Students; and Priority 10—Coordination of Services for Foster Youth. (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item03.doc>)

In January 2017, the SBE received the following Information Memorandum:

* Update on School Conditions and Climate Workgroup (<http://www.cde.ca.gov/be/pn/im/documents/memo-exe-jan17item01.doc>)

In February 2017, the SBE received the following Information Memoranda:

* Updated Summary of SBE Actions Related to Adopting the LCFF Evaluation Rubrics ([http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb17item01v2.doc](https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item02.docx))
* Update on the LCFF Evaluation Rubrics Components: Statements of Model Practices (<http://www.cde.ca.gov/be/pn/im/documents/memo-exe-jan17item02.doc>)

In March 2017, the SBE heard an update on the development of the new accountability system; an overview of alternative schools in preparation for the development of applicable indicators; a work plan for state indicator development; and an update on the local indicators—specifically, the work by the School Conditions and Climate Work Group. ([http://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item02.doc](http://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-jun17item01.doc))

In May 2017, the SBE heard an update on the Dashboard, and received an overview of the recommendations of the English Learner Progress Indicator (ELPI) Workgroup. The SBE took action to approve the development of an application process to require alternative schools of choice and charter schools to re-certify—every three years—that at least 70 percent of their enrollment is comprised of high-risk students (as defined in the SBE-approved eligibility criteria) in order to continue participating as an alternative school in the accountability system. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/may17item01.doc>)

Also in November 2017, the SBE received a summary report of the work of the School Conditions and Climate Work Group (CCWG). The report included a synopsis of the framework recommendations including state- and LEA-level recommendations. The CCWG’s recommendations comprise both those that can be acted on with existing resources and authority and those for which additional resources and authority will be necessary to implement. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03rev.doc>)

In February 2018, the SBE received the following Information Memoranda:

* Update on the Development of a Revised Self-Reflection Tool for the Local Performance Indicator for Local Control Funding Formula Priority 6, School Climate (<https://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-feb18item01.docx>)

In January 2018, the SBE received an update on the outreach activities related to the Fall 2017 Dashboard release and two presentations from LEAs on their work with the Dashboard. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item01.docx>)

In February 2018, the SBE received the following Information Memoranda:

* Developing a New State Accountability System: Update on the Implementation of the College/Career Indicator; Including the Expansion of Career Measures and Performance Comparisons for Academic Measures (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item02.docx>)
* Developing a New State Accountability System: Update on the Development of a Student-Level Growth Model (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item01.docx>)

In March 2018, the SBE heard an update on the continuing development work of the Dashboard, including revisions under consideration for the 2018 Dashboard, and an update on the local indicators—specifically, the proposed revision to the self-reflection tool for Priority 6: School Climate; in addition, the SBE approved the tool for LEAs to determine progress on the local performance indicators for LCFF Priority 7: Access to a Broad Course of Study. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>)

In April 2018, the SBE approved revisions to California’s Every School Succeeds Act (ESSA) Plan for resubmission to the ED (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/apr18item01.docx>)

Also in April 2018, the SBE received the following Information Memoranda:

* Request to the U.S. Department of Education to Waive the Every Student Succeeds Act Statute for the English Learner Proficiency Indicator. (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr18item01.docx>)
* Ongoing Development of California’s New Accountability System: Timeline of State Board of Education Agenda Items and Information Memoranda Regarding the California School Dashboard. (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-mar18item01.docx>)

In June 2018, the SBE received an Information Memorandum on the ongoing Development of California’s New Accountability System: Update on Revisions to Calculating the Graduation Rate and Impact on the California School Dashboard. (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-jun18item02.docx>)

In March 2019, the SBE received and approved an update to the continuing developmental work on the Dashboard and revisions that were being considered by the CDE for the 2019 Dashboard. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item17.docx>)

In March 2020, the SBE an annual update to the continuing developmental work on the Dashboard and revisions that were being considered by the CDE for the 2020 Dashboard. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx>) COVID-19 Accountability Waiver Requests

In January 2022, the CDE provided the SBE an December 2021 Information Memorandum on data reporting for the 2020–21 school year.

(<https://www.cde.ca.gov/be/pn/im/documents/dec21memoamard01.docx>)

### Academic Indicator

In May 2016, the SBE approved the Academic Indicator as a state indicator to be part of the design of the local control funding formula (LCFF) evaluation rubrics (which is currently reported through the Dashboard). (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>)

In January 2017, the SBE approved the Academic Indicator, based on student test scores on English language arts/literacy (ELA) and mathematics for grades three through eight that includes results from the second year of Smarter Balanced tests, as well as the definition of the English Learner (EL) student group for the Academic Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02.doc>)

In November 2017, the SBE adopted new Status cut scores for the Academic Indicator (for both ELA and mathematics) and the Change cut scores for mathematics only. In addition, the SBE adopted new five-by-five colored grids for the Academic Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03.doc>)

In April 2018, the SBE approved the inclusion of grade eleven Smarter Balanced Summative Results for ELA and mathematics in the Academic Indicator, based on feedback received from the U.S. Department of Education (ED) on California’s Every Student Succeeds Act (ESSA) Plan. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/apr18item01.docx>)

In November 2018, the SBE approved separate Status cut scores for high schools and high school districts for the Academic Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>)

In September 2019, the SBE approved a modified set of Status cut scores for DASS schools and approved the incorporation of the California Alternate Assessment for the Academic Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx>)

### Chronic Absenteeism Indicator

In November 2014, the SBE adopted the Local Control and Accountability Plan (LCAP) template, which included the formula for calculating the Chronic Absenteeism rate. (<https://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item14.doc>)

In May 2016, the SBE adopted Chronic Absenteeism as a state indicator. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>)

At the September 2017 SBE meeting, the CDE provided an update on the Chronic Absenteeism Indicator and the collection of chronic absenteeism data. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>)

At the November 2017 SBE meeting, the CDE provided extensive background on the Chronic Absenteeism Indicator and requested that the SBE: (1) include information in the Fall 2017 Dashboard to redirect users to the Chronic Absenteeism reports on DataQuest; (2) direct CDE staff to develop a recommendation for the March 2018 SBE meeting on proposed Status cut scores that will subsequently be used to update the Fall 2017 Dashboard Chronic Absenteeism Indicator; and (3) direct CDE staff to develop a recommendation for the September or November 2018 SBE meeting on proposed Change cut scores. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03.doc>)

In March 2018, the SBE was provided an update on proposed changes to the Dashboard for the 2018 Dashboard release, including an update on the development of the Chronic Absenteeism Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>)

In August 2018, the SBE received an Information Memorandum on the proposed methodology for calculating the chronic absenteeism rate. (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx>)

In September 2018, the SBE approved the methodology for calculating the Chronic Absenteeism Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item01.docx>)

In November 2018, the SBE approved Status and Change cut scores for the Chronic Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>)

### College/Career Indicator

In July 2016, the SBE reviewed and approved the College/Career Indicator (CCI) as a state indicator. (<https://www.cde.ca.gov/be/mt/ms/documents/finalminutes1314jul2016.doc>).

In September 2016, the SBE reviewed and approved Status performance levels for the CCI based on the 2013–14 cohort data file, and approved the re-evaluation of the performance levels in September 2017 once the first year of results of Smarter Balanced assessment were included in the CCI. The SBE also directed the removal of the “Well Prepared” category until additional data on career readiness becomes available (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>).

In September 2017, the SBE reviewed a three-year implementation plan for the CCI. In addition, the SBE reviewed a clarification to one of the CCI criterion in the “Approaching Prepared” level within the CCI and the recommended revised Status cut scores based on the Class of 2016. The SBE approved the revised cut scores for Status. The SBE also reviewed the three-year plan timeline for fully building out this indicator to include additional career and college measures (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>)

In February 2018, the SBE received an Information Memorandum that provided an update on the status of the three-year CCI timeline and the development of new career measures, including Leadership/Military Science (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item02.docx>).

In March 2018, the SBE was informed of the revisions made to the Fall 2017 Dashboard, including items that were being prepared for the 2018 Dashboard release, such as the potential use of the following three CCI measures: State Seal of Biliteracy, Golden State Seal Merit Diploma, and Articulated Career Technical Education Courses (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>).

In April 2018, the SBE received an Information Memorandum that provided an overview of the research conducted in the development of the CCI and the rigorous vetting criteria and processes that were applied to select CCI measures (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr18item02.docx>)

In May 2018, the SBE held a Study Session on the CCI and received an overview of the indicator and presentation from an LEA on their local use of the CCI (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02slides.pdf>)

In August 2018, the SBE received an Information Memorandum on the additional measures proposed for the CCI for the 2019 Dashboard  
(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx>)

In September 2018, the SBE approved the State Seal of Biliteracy and Leadership/Military Science for inclusion in the CCI. In addition, the SBE approved placement criteria for the two new measures (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item01.docx>).

In November 2018, the SBE approved Status and Change cut scores for the CCI. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>)

In April 2019, the CDE provided an Information Memorandum on the history, implementation, and purpose of the CCI in the Accountability System which was used for the May Study Session (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr19item01.docx>).

In May 2019, the SBE held a study session on the CCI (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/may19item01studysession.docx>).

In June 2019, the SBE received an Information Memorandum providing an update on the definitions used in California Longitudinal Pupil Achievement Data System (CALPADS) and California Special Education Management Information System (CASEMIS) for career measures collected in 2018–19 and 2019–2020 for possible inclusion in the CCI (<https://www.cde.ca.gov/be/pn/im/infomemojun2019.asp>).

As shared with the SBE in an August 2019 Information Memorandum, the CDE is examining the inclusion of civic engagement as a potential career measure in the CCI (<https://www.cde.ca.gov/be/pn/im/documents/memo-branch-eeed-aug19item02.docx>).

At the March 2020 SBE meeting, the CDE reviewed the career measures collected in 2018–19 and its plans to conduct simulations for each of these measures to determine if the measures are valid and reliable and to set criteria that graduates must meet to be placed in the Prepared or Approaching Prepared CCI levels (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx>).

At the May 2020 SBE meeting, the CDE shared its data analyses on several new career measures currently being collected in CALPADS for future incorporation into the CCI. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/may20item02.docx>).

In September 2020, the SBE adopted four career measures for inclusion in the CCI: Pre-Apprenticeships, State or Federal Job Programs, Transition Work-Based Learning Experiences, and Transition Classroom-Based Learning Experiences (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item02.docx>).

In September 2020, the SBE adopted the State Seal of Civic Engagement (SSCE), and the SBE directed the CDE to determine how to incorporate civic engagement into the CCI. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item05rev.docx>).

At the January 2021 SBE meeting, the CDE submitted revisions to the ESSA Consolidated State Plan (via the COVID-19 State Plan Addendum) to request that the CCI not be reported on the 2021 Dashboard due to the suspension of the CAASPP in March 2020, which is one of the key measures in the CCI. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/jan21item04.docx>).

At the May 2021 SBE meeting, the CDE reviewed the work conducted thus far on two new measures for possible inclusion in the CCI: civic engagement and industry certifications. The CDE also proposed the production of student-level data files for the CCI that can be shared with authorized LEA staff. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/may21item04.docx>).

### English Learner Progress Indicator

In September 2016, the SBE adopted the methodology for the English Learner Progress Indicator (ELPI) using the results of the California English Language Development Test (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>).

In July 2018, the SBE adopted the CDE’s recommendation for the ELPI three-year plan (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item01.docx>).

In November, 2018, the SBE approved the use of the ELPI Status for 2019 Local Control Funding Formula differentiated assistance and Every Student Succeeds Act (ESSA) school assistance eligibility determinations (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>).

In August 2019, the CDE provided the SBE with an Information Memorandum on the inclusion of English Learners (ELs) in the Academic Indicator, availability of At-Risk and Long-Term English Learner Reports in DataQuest, and the incorporation of the ELPI Status into school and LEA assistance eligibility determinations (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug19item02.docx>).

In September 2019, the CDE updated the SBE on the progress and status of developing the ELPI Status methodology for the 2019 Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx>).

In November 2019, the SBE approved: (1) the methodology and cut scores for ELPI Status by splitting levels 2 and 3 of the English Learner Proficiency Assessments for California (ELPAC) Summative Assessment thereby creating six ELPI levels based on the ELPAC, and (2) use the “Very Low” Status to determine LEA and school eligibility for support (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item04.docx>).

### Graduation Rate Indicator

In May 2016, the SBE approved the Graduation Rate as a state indicator. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>)

In September 2016, the SBE approved Status and Change cut scores for the Graduation Rate Indicator, based on the four-year graduation cohort. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>)

In March 2018, the SBE reviewed proposed revisions for the 2018 Dashboard, including the incorporation of modified methods for schools with Dashboard Alternative School Status. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>)

In May 2018, the SBE approved methodology for calculating the one-year graduation rate. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02.docx>)

In June 2018, the SBE received an Information Memorandum on the revisions made to the calculation of the four-year cohort graduation rate to address audit findings from the U.S. Department of Education (ED) Office of Inspector General (OIG). (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-jun18item02.docx>)

In August 2018, the SBE received an Information Memorandum on the proposed Status and Change Cut scores for the one-year graduation rate for DASS schools.   
(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx>)

In September 2018, the SBE approved Status and Change cut scores for the one-year graduation rate for DASS schools. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item01.docx>)

In November 2018, the SBE approved modification to the Status cut scores for the Graduation Rate Indicator based on the inclusion of DASS schools for the first time within the calculation of the indicator and business rule changes to the calculation of the four-year cohort graduation rate based on audit findings from the ED OIG. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>)

In July 2019, the SBE approved the implementation of the combined graduation rate for all comprehensive non-DASS high schools. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item01.docx>)

In September 2019, the SBE approved raising the Very Low Status level from “below 67 percent” to “below 68 percent” due to the addition of fifth-year graduates increasing the graduation rates. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx>)

In November 2019, with the long-term goal increasing to 90.5 percent from 90 percent as required via the federal ESSA State Plan, the SBE approved the revisions to the High and Medium Status cut scores for comprehensive non-DASS high schools and the High and Very High Status cut scores for DASS schools. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item05rev.docx>)

### Suspension Rate Indicator

In May 2016, the SBE approved the Suspension Rate Indicator as a state indicator. This indicator will be differentiated through grade spans as the rates vary significantly by elementary, middle, and high levels. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>)

In September 2016, the SBE approved the cut scores for Status and Change based on LEA type (elementary, high, and unified), and by school type (elementary, middle, and high). (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>)

### Dashboard Alternative School Status

In January 2021, the SBE approved and update to California’s ESSA Plan to use modified methods for DASS for the Academic and Graduation Rate Indicators. The item also provided an overview of the COVID-19 State Plan Addendum, which is a streamlined process offered by ED for use in the 2020–21 school year in response to the COVID-19 waivers approved by ED in March 2020. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/jan21item04.docx>)

In February 2022, the CDE presented the SBE with an Information Memorandum, which provided information on the letter from ED that denied the State Plan amendments related to clarifying the DASS program (<https://www.cde.ca.gov/be/pn/im/documents/feb22memogad01.docx>).

#### Reporting of Enrollment Data

In July 2017, the SBE approved criteria for schools to apply for Dashboard Alternative School Status (DASS) (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jul17item01.doc>).

In March 2018, the SBE reviewed proposed revisions for the 2018 Dashboard, including the incorporation of modified methods for DASS schools (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>).

In May 2018, the SBE approved methodology for calculating the one-year graduation rate and directed the CDE to conduct analyses of enrollment data when it became available (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02.docx>).

In August 2019, the CDE presented the SBE with an Information Memorandum, identifying the enrollment data for DASS and non-DASS schools and the rates of transition from non-DASS to DASS schools during the 2017–18 and 2018–19 school years (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug19item01.docx>).

In April 2021, the CDE provided a second analysis on the transfer patterns between non-DASS schools and DASS schools and reviewed the impact of the DASS graduation rate on school transfer patterns during the 2017–18, 2018–19, and 2019–20 school years (<https://www.cde.ca.gov/be/pn/im/documents/apr21memoamard01.docx>).

#### Positive Transition Rate

In November 2020, the SBE received the California Advisory Task Force on Alternative Schools Report and Recommendations, which included the incorporation of a new local indicator into California’s accountability system: positive transition rate. This indicator would apply to DASS schools only and focus on students’ continued path to education in their post-secondary years (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item06.docx>).

### Student Growth Model

In a June 2016 Information Memorandum, the CDE provided a progress update and clarified key issues related to the design of a school- and district-level accountability model, as opposed to reporting individual student-level growth and performance (<https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-jun16item01.doc>).

In February 2016, the SBE received an Information Memorandum that provided an overview of student-level growth models that can be used to communicate Smarter Balanced Summative Assessment results (<https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-feb16item01.doc>).

In January 2017, the SBE discussed criteria for selecting a growth model used for school and district accountability (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02.doc>).

Following the SBE discussion in January 2017, the CDE further consulted with Educational Testing Service (ETS), the Technical Design Group, the California Assessment of Student Performance and Progress (CAASPP) Technical Advisory Group (TAG), and the Statewide Assessment Stakeholder Group, regarding potential growth models. Three models were selected for simulation. The discussion and recommendations of the groups were summarized and presented to the SBE in a June 2017 Information Memorandum (<https://www.cde.ca.gov/be/pn/im/documents/memo-asb-adad-jun17item03.doc>).

In February 2018, the SBE received an Information Memorandum with the results of the ETS Growth Study, which provided a statistical analysis of three proposed growth models (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item01.docx>).

In May 2018, the SBE reviewed analyses of the three student-level growth models conducted by ETS and directed the CDE to further explore the Residual Gain model for possible inclusion in the Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02.docx>).

At its July 2018 meeting, the SBE directed the CDE to conduct further analyses on the Residual Growth model, including the impact of future years of assessment data, changes in the model to reduce year-to-year volatility, consideration of additional growth models or options, and an examination of growth models implemented in other states (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item01.docx>).

The CDE engaged the California Comprehensive Center to conduct this research and facilitate a stakeholder process on the future direction of this work. In February 2019, the SBE received an Information Memorandum, providing a summary of the first student growth model stakeholder meeting (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb19item03.docx>).

In April 2019, the SBE received an Information Memorandum, providing a summary of the second growth model stakeholder feedback group meeting (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr19item02.docx>).

In November 2019, the SBE received an Information Memorandum, providing a summary of the growth model stakeholder feedback group process (<https://www.cde.ca.gov/be/pn/im/documents/nov19memoamard01.docx>).

At the March 2020 meeting, the SBE directed the CDE to provide a presentation at the May 2020 meeting regarding the work conducted to date on the development of a student-level growth model. Due to the national health crisis, this presentation was postponed until the July 2020 SBE meeting (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx>).

In June 2020, the SBE received an Information Memorandum, providing the history and background on the student growth model work to date (<https://www.cde.ca.gov/be/pn/im/documents/memo-imb-amard-june20item01.docx>).

At the July 2020 SBE meeting, the CDE provided a presentation regarding the work conducted to data on the development of a student-level growth model (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jul20item02.docx>).

In September 2020, the CDE presented an update on the progress by the CDE on refining the statistical methodology used to develop a student growth model. In addition, the ETS presented the results of its study on the potential of the EBLP method to estimate aggregate growth measures for LEAs and schools (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item02.docx>).

In November 2020, the CDE presented an item recommending that the SBE adopt a single subject Empirical Best Linear Prediction (EBLP) methodology to improve growth model communication (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item06.docx>).

In February 2021, the SBE received an Information Memorandum, providing the final ETS report on the student growth model and recommendations for criteria for determining the assignment of the EBLP or simple average. (<https://www.cde.ca.gov/be/pn/im/documents/feb21memoamard02.docx>).

In May 2021, the SBE adopted the student growth model methodology, which includes using residual gain (RG) scores and the EBLP hybrid approach to report aggregated student growth. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/may21item03.docx>).

In October 2021, the SBE received an Information Memorandum with information on CDE’s September 2021 release of historical growth scores from 2016–19, as well as a timeline for next release of growth scores from 2021–24.

(<https://www.cde.ca.gov/be/pn/im/documents/oct21memoamard01.docx>).

In February 2022, the SBE received an update on the exploration into reporting academic student growth by English Language Proficiency Assessments for California Achievement Level. (<https://www.cde.ca.gov/be/pn/im/infomemofeb2022.asp>)

### Ineffective and Out-of-Field Teachers

In November 2019, the SBE adopted updated teacher equity definitions under Every Student Succeeds Act and state reporting requirements based on feedback from LEAs (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item05rev.docx>).

In August 2020, the SBE received an Information Memorandum which provided background information and an implementation plan for *Education Code* 52064.5 related to the Standards for Local Indicators (<https://www.cde.ca.gov/be/pn/im/documents/aug20amard01.docx>).

In September 2020, the CDE presented an update on the implementation of *Education Code* (*EC*) Section 52064.5, related to local indicators. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item02.docx>).

In November 2021, the CDE presented an update on ESSA state plan amendments and proposed changes to data tables related to ineffective teachers. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/nov21item06.docx>).

### Eligibility for Support

#### Differentiated Assistance

In December 2019, the CDE provided an update regarding LEAs that were eligible for differentiated assistance under Local Control Funding Formula (LCFF) in 2019 (<https://www.cde.ca.gov/be/pn/im/documents/apr20memoamard01.docx>).

#### Comprehensive Support and Improvement

In January 2020, the CDE provided an update regarding schools that were eligible for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) (<https://www.cde.ca.gov/be/pn/im/documents/apr20memoamard02.docx>).

In February 2022, the SBE received an update on schools eligible to exit Comprehensive Support and Improvement (CSI) - Low Graduation Rate Schools category. (<https://www.cde.ca.gov/be/pn/im/infomemofeb2022.asp>)

### Elementary and Secondary Education Act COVID-19 Waivers

In May 2020, the SBE approved the submission of an Assessment and Accountability Waiver for the 2019–20 school year of certain sections under the Elementary and Secondary Education Act Section 8401(b)

(<https://www.cde.ca.gov/be/ag/ag/yr20/documents/may20item03.docx>).

In January 2021, the SBE approved the submission of the COVID-19 State Plan Addendum waiver for the 2020-21 school year of certain sections under the Elementary and Secondary Education Act Section 8401(b) (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/jan21item04.docx>).

In February 2021, the SBE directed CDE to prepare a waiver, which includes decoupling accountability from this year’s assessments. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/feb2124item02addendum.docx>).

In March 2021, the SBE approved that for the 2020–21 school year LEAs be allowed to use the most viable option for assessment in their local context, including the Smarter Balanced Summative Assessments and California Alternative Assessments for English Language Arts and mathematics, or other diagnostic, benchmark, or interim assessments that meet specified criteria.

(<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).

## Fiscal Analysis (as appropriate)

California’s total kindergarten through grade twelve funding from the 2021–22 California Budget Act is $123 billion:

* State: $67.6 billion (54.9 percent)
* Local: $36.6 billion (29.8 percent)
* Federal: $18.8 billion (15.3 percent)

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

## Attachment(s)

* Attachment 1: Updated California School Dashboard Workplan (15 Pages)
* Attachment 2: California School Dashboard Educational Outreach Activities   
  (7 Pages)
* Attachment 3: Dashboard Alternative School Status Waiver (2 Pages)
* Attachment 4: California’s 2021–22 Addendum Template for the Consolidated State Plan due to COVID-19 (11 Pages)

## Attachment 1

### 2022 California School Dashboard Workplan

This attachment provides an overview of the accountability workplan for 2022 and issues to consider for future years.

With the continuance of the COVID-19 pandemic over the past two years, California’s accountability system was paused in response to the federal waiver of accountability requirements and accompanying state law that provided relief from these requirements. In 2020 and 2021, the U.S. Department of Education (ED) allowed flexibility of certain accountability requirements under the Elementary and Secondary Education Act (ESEA) through streamlined waivers. In 2022, the ED is allowing for one-year and longer-term changes of certain accountability requirements through the “2021–22 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency Accordingly, the 2022 California School Dashboard (Dashboard) Workplan may need to be adjusted based on action from ED. The California Department of Education (CDE) will follow up with the SBE at future meetings as needed to prepare for the 2022 Dashboard release in December 2022.

At the state level, Assembly Bill 130 (Chapter 44, Statutes of 2021) restricts the CDE to only use performance data on the state (i.e., Status only) and local indicators using data from the 2021–22 school year for purposes of identifying local educational agencies (LEAs) for technical assistance or intervention (note: this is also referred to as eligibility for support). While the Dashboard typically also reports Change (i.e., the difference from prior year data) and performance level colors, these data will not be reported on the Dashboard due to the restrictions imposed by AB 130. In absence of performance level colors on the Dashboard, the CDE’s public data reporting website, DataQuest, will continue to allow for multi-year comparisons of state data.

With the reporting of Status only, the Dashboard will display, for each state indicator, five Status levels of performance (i.e., Very High, High, Medium, Low, and Very Low). These five levels are based on the cut scores that were set and approved by the SBE for each state indicator. The CDE engaged in a discussion with the Technical Design Group (TDG) on October 14, 2021, as to whether it would be appropriate to consider making adjustments to the Status cut scores for the 2022 Dashboard. After a robust discussion, the TDG members did not support adjusting the cut scores and indicated that doing so in light of the pandemic may cause the system to lose credibility. The TDG members remained firm that cut points be changed as infrequently as possible. On February 18, 2022, the California Practitioners Advisory Group (CPAG) also reviewed the question of re-setting Status cut scores. Many CPAG members noted that cut scores should not be re-set, and that lowering standards may not provide an accurate picture of what is occurring at schools. They also suggested that if re-setting does not occur, then the CDE should communicate how to interpret the Dashboard results in light of the ever-changing education landscape caused by COVID-19. However, other CPAG members expressed concern that if cut scores are not re-set, LEAs and schools may no longer view the Dashboard as a system that reports relevant data.

The following sections provide brief descriptions of the six state indicators, including recent updates (if applicable), information on a rule applied to students with disabilities (SWDs), as well as information on work specialized for alternative schools, local indicators, eligibility for support, resources, and next steps for future Dashboards.

### State Indicators

#### Academic Indicator

The Academic Indicator is based on student performance on the Smarter Balanced Summative Assessments and the California Alternate Assessments in English language arts/literacy (ELA) and mathematics, which are administered each spring to students in grades three through eight and grade eleven. In September 2021, the SBE approved the continued use of adjusted form blueprints for the Smarter Balanced Summative Assessments in ELA and mathematics for the 2021–22 administration. Due to the uncertainties brought on by the COVID-19 pandemic, these adjusted form blueprints reduce student testing time and provide flexibility to LEAs. Although these standardized tests are shorter, they still cover all academic standards at each grade level and provide essential data. As noted by the Assessment and Development Administration Division in their September 2021 SBE Item 2, the adjusted form blueprint is valid (compared to the longer form) as it has comparable proportional allocation of content across the claims while also maintaining the same proportion of depth of knowledge. The CDE will continue to perform analyses to evaluate the comparability of forms over time and ensure that they continued to be appropriate measures for use in California’s accountability system. The Smarter Balanced Assessment Consortium, of which California is a member, will continue to evaluate the content validity of the adjusted blueprints throughout the 2021–2022 administration and will propose further adjustments as needed for 2022–2023 and future years.

For the purposes of the Dashboard, the results for ELA and mathematics are reported separately using the data obtained from the testing vendor, Educational Testing Service. The results are calculated using two factors: (1) meeting the federal 95 percent participation rate target and (2) calculating the distance in student scale scores from Level 3 (Standard Met), which is also known as the Distance from Standard (DFS). The Academic Indicator was last reported as part of the 2019 Dashboard, which included performance colors.

While no updates have been made to this indicator since it was last released in 2019, it is important to note that the calculations will change this year to reflect the new participation rate penalty required by the ED. Specifically, the ED required that the Lowest Obtainable Scale Score (LOSS) be assigned for each student needed to bring the participate rate of each school, district, and student group up to 95 percent. Since this new methodology could result in LEAs and schools receiving a much lower Status level than in prior years, the CDE had begun notifying stakeholders and LEAs on this new ED directive. Over the next few months, the CDE will actively reach out to LEAs so that they can appropriately plan for the spring 2022 testing administration. Additionally, a resource that details the impact of this change to the participation rate calculation is available on the CDE Dashboard Flyers web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardflyers.asp>.

#### Chronic Absenteeism Rate

This indicator is reported for students in kindergarten through grade eight and is based on the number of students who were absent for 10 percent or more of the total instructional school days. Per approval of the state’s ESSA State Plan by the ED, this indicator serves as the “Other Academic Indicator” for kindergarten through grade eight schools. Given that attendance already factors heavily into graduation rates and performance on the CCI, the SBE excluded high schools from receiving this indicator. The Chronic Absenteeism Rate Indicator was last reported as part of the 2019 Dashboard, which included performance colors.

Given the school closures and the distance learning that occurred in schools across the state during the 2019–20 school year, the CDE determined that the 2019–20 chronic absenteeism data were not valid and reliable to be reported. In the following year in 2020–21, these data were reported in DataQuest and a direct link to this report was provided via the School Dashboard Additional Reports.

#### College/Career Indicator

The College/Career Indicator (CCI) is a high school indicator that reflects how many students graduate from high school prepared for college or a career. It includes a variety of college and career preparedness measures, such as course completion, college-level exams, and pre-apprenticeships. It was designed to encourage high schools to provide all students with a rigorous broad course of study that prepares them to leave high school with the ability to pursue college or a career. The college and career information used to calculate this indicator are sourced from data that LEAs and schools submit and certify in the California Longitudinal Pupil Achievement Data System (CALPADS) or are received from testing vendors. The CCI was last reported as part of the 2019 Dashboard, which included performance colors.

Over the past several years, due to the lack of career measures within the CCI, the CDE has been working on the development of new career measures with specific interest groups, such as CCI Work Group, the Alternative Schools Task Force, the California Practitioners Advisory Group, and the Technical Design Group. At the end of the 2020–21 school year, the CDE collected (for the first time) data on four new measures: student internship, student-led enterprise, simulated work-based learning, and the Armed Services Vocational Aptitude Battery (ASVAB). At this stage in the development of new career measures for the CCI, the collected data are typically reviewed and analyzed with the aforementioned groups. These groups then: (1) make recommendations if the measures should be included in the CCI and (2) propose criteria that graduates must meet to be placed in the Prepared or Approaching Prepared CCI levels. However, with the continued challenges and disruptions schools have faced due to the COVID-19 health crisis, these factors will be need to be considered when the 2020–21 data are reviewed with these groups.

In the past year, the CDE also continued to meet virtually with the Civic Engagement Work Group to work on the development of a civic engagement measure. Possible placement criteria (i.e., Prepared and Approaching Prepared) has been discussed with the Work Group along with the data collection. During this time, the Analysis, Measure, and Accountability Reporting Division and the Career and College Transition Division also held conversations on the development of industry certifications as a potential measure for the CCI.

While the data collection for both the civic engagement measure and the industry certification measure were planned for the 2021–22 school year, this was suspended to allow CALPADS to undergo a re-architecture of its infrastructure. This re-architecture has provided the CDE a unique opportunity to explore other modes of data collection. For instance, having a dedicated data collection for CCI career measures could help LEAs and the CDE better track and assess progress and outcomes of coursework, exams, and seals. Building a dedicated data collection could also allow the CDE to tighten the descriptions of the data being collected and ensuring that only essential data are being collected. The CDE will use this year to discuss the various data collection options, leveraging the architecture of CALPADS, and its resources, as well as meet with the interest groups to discuss next steps for the civic engagement and industry certification measures.

When the 2022 Dashboard is released this fall, the CDE proposes to not report the CCI on the Dashboard. During the 2020-21 school year, when the administration of the state assessments was not the most viable option, LEAs were required to administer local assessments. While the results of these local assessment were reported to the public via School Accountability Report Cards (SARC), they cannot be used for accountability. Because the Smarter Balanced Assessments is both a standalone measure and a part of other compound measures in the CCI, determinations for Prepared, Approaching Prepared, and Not Prepared cannot be made and a CCI cannot be calculated. This proposal to not report on the CCI or use it to identify schools for support is included in the March 2022 SBE Item on the ESSA State Plan/COVID-19 Addendum. When the CPAG was asked (at their February 18, 2022 meeting) if the CCI should be removed from accountability for the 2022 Dashboard reporting, the members were supportive of the CDE’s proposal.

##### College/Career Additional Report

During the past two years of the COVID-19 pandemic, the CDE has continued to publish the CCI Additional Report (available through the CDE School Dashboard Additional Reports web page) to provide LEAs CCI-related data that would have been reported on the Dashboard. The 2020 report reflected the full features that this report has to offer, such as heat maps to help viewers quickly identify which CCI measure has high or low percentages of students meeting the specific placement criteria. In 2021, even though Prepared and Approaching Prepared data could not be reported due to the suspension of the Smarter Balanced Summative Assessments in 2019–20, the CDE provided data on other specific CCI-related measures.

#### English Learner Progress Indicator

The English Learner Progress Indicator (ELPI) measures the rate English Learner (EL) students are progressing towards English language proficiency. The ELPI is based on results from the English Language Proficiency Assessments for California (ELPAC) and at least two years of ELPAC Summative results are required to create Status. In 2019, the ELPI reported on Status using two years of ELPAC data. This data was also used to identify schools eligible for support under federal ESSA requirements.

The CDE anticipates using the 2021 and 2022 ELPAC Summative results to validate the current ELPI Status cut scores and report ELPI Status on the 2022 Dashboard. The following year, with the 2023 ELPAC Summative results, the CDE anticipates reporting ELPI Status, Change, and Performance Level on the 2023 Dashboard.

Following the close of the administration of the 2022 ELPAC, the CDE will work closely with the ELPI Workgroup, who advises the CDE on this indicator, and the TDG in planning, developing, and reporting the ELPI Status for the 2022 Dashboard.

#### Graduation Rate

LEAs and schools that serve grade twelve students receive a Graduation Rate Indicator. For comprehensive high schools, a combined four- and five-year graduation rate is calculated based on the number of students who graduate with a regular high school diploma in either four or five years. For DASS schools, a modified one-year graduation rate is calculated using students who are enrolled in grade twelve. The graduation rate data are sourced from the data that LEAs and schools submit and certify in the CALPADS. The Graduation Rate Indicator was last reported as part of the 2019 Dashboard, which included performance colors.

##### Graduation Rate Additional Report

Similar to publishing the CCI Additional Report in 2020 and 2021, the CDE also reported the graduation rate for all LEAs, schools, and student groups for informational purposes through the Graduation Rate Additional Report. This report specifies the number of students who graduated within the combined four-and five year graduation rate for comprehensive non-DASS schools, as well as the number of students who graduated within the DASS graduation rate. As these rates are calculated using the same business rules to calculate the Graduation Rate Indicator for the Dashboard, providing this data gives LEAs some continuity when reporting their graduation rates either through their LCAP or for local purposes.

Further information on all the reports available under the School Dashboard Additional Report is covered in the Resources section below.

#### Suspension Rate

The Suspension Rate Indicator is reported for students in kindergarten through grade twelve who were cumulatively enrolled and suspended at least once. The data used for this indicator are sourced from the data that LEAs and schools submit to the CALPADS. The Suspension Rate Indicator was last reported as part of the 2019 Dashboard, which included performance colors.

Due to statewide physical school closures in early 2020 followed by the implementation of distance learning in many schools across the state, the 2019–20 suspension data were reported for informational purposes only on DataQuest. The 2020–21 suspension rates were also reported on DataQuest and a direct link to this report was provided via the CDE School Dashboard Additional Reports.

### Additional Dashboard State Indicator Considerations

#### District of Special Education Accountability

With the release of the 2022 Dashboard, the CDE will apply the district of special education accountability (DSEA) rule to all available state indicators. Originally applied to the Academic Indicator since the release of the 2017 Dashboard, this rule “sends back” SWDs who receive special education services at another district or county office of education to the sending LEA (i.e., district of special education accountability). This ensures that the LEA that receives federal funding for a student—under the Individuals with Disabilities Education Act—will be held accountable for the outcomes of that student. (Note that this rule only applies to LEAs. Schools that serve SWDs are held accountable for all their SWDs, regardless if they were sent by another institution.)

In 2020, the DSEA rule was expanded (for the first time) to the graduation rates and the CCI data that were reported for informational purposes on the CDE School Dashboard Additional Reports web page. This year, the rule will be factored in for the first time to the Suspension Rate Indicator, the Chronic Absenteeism Indicator, and the English Learner Progress Indicator, and it will continue to be applied to the Academic Indicator, the Graduation Rate Indicator, and the CCI. Thus, from the 2022 Dashboard onward, the DSEA rule will be incorporated for all state indicators. Details on this rule has been made available online as an informational flyer on the CDE Dashboard Flyers web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardflyers.asp>.

#### Dashboard Alternative School Status Program

##### Amendments to the Every Student Succeeds Act State Plan

Due to the ED’s denial of the amendments to California’s ESSA Consolidated State Plan on the DASS modified methods, the CDE is proposing to submit a waiver to the ED to request the continued use of modified methods for DASS schools. This information is detailed in Attachment 3.

##### Enrollment Patterns

In May 2018, the SBE raised concerns that the modified one-year DASS graduation rate could potentially impact students’ mobility between non-alternative and DASS schools. Specifically, the concern was the potential increase of student transfers from non-alternative high schools into DASS high schools and whether the patterns warranted any changes to the calculation of the one-year DASS graduation rate. Due to these concerns, the SBE directed the CDE to conduct analyses of the enrollment data, which has been provided annually to the SBE through Information Memoranda covering the 2017–18, 2018–19, and 2020–21 years of data. To date, the trend data in student transfers remain relatively stable (except during the months immediately following the COVID-19 school closures). Although there is uncertainty as to whether California can continue the use of the one-year DASS graduation rate in the Dashboard, the CDE is committed to reviewing the enrollment patterns and providing this information to the SBE.

##### Positive Transition Rate

In November 2020, the Alternative Schools Task Force, which advises the CDE on the DASS program, presented a report to the SBE that included a recommendation to develop a positive transition rate as a local indicator for DASS schools. While the one-year DASS graduation rate informs which students graduated from a DASS school, the positive transition rate would provide information on those students who did not graduate and whether they had a “positive transition,” such as:

* Returning to a traditional comprehensive high school,
* Enrolling in a non-DASS General Education Diploma program or Adult Education program,
* Enrolling in a community college,
* Joining the military, or
* Participating in the Job Corps or Youth Build Program

Reporting this rate would also signify whether students were dropping out from school altogether.

Because the inclusion of a new local indicator on the Dashboard would require a change in current statute, an alternative option is for the CDE to report this data through the School Dashboard Additional Reports. This proposed work was shared with the California Practitioners Advisory Group in February 2021, and the CDE will continue to meet with the Alternative Schools Task Force and other stakeholders to fine-tune the business rules used to calculate this rate.

Regardless of the ED’s decision on the DASS, reporting this data for informational purposes within the School Dashboard Additional Reports may provide valuable insight in the efforts made by DASS schools to these vulnerable youth. It could also provide additional data that may not always be available for these schools on the Dashboard due to small *n-*sizes and the limits placed on reporting small numbers for student privacy reasons.

### Local Indicators

The SBE adopted local indicators for those Local Control Funding Formula (LCFF) state priority areas where statewide data is not available. The SBE-adopted local indicators include performance standards for LEAs and self-reflection tools that LEAs use to report progress. LEAs are responsible for annually completing the local indicator self-reflection tools based on an assessment of locally collected data and input from educational partners, reporting progress to the local governing board or body of the LEA and uploading the results to the Dashboard. An LEA that meets the SBE-adopted performance standards will receive a status of Met in the Dashboard; an LEA that does not meet the SBE-adopted performance standards will receive a status of Not Met or Not Met for Two or More Years, as applicable.

The SBE adopted local indicators for the following state priorities:

* Basic Services and Conditions – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)
* Implementation of State Academic Standards (Priority 2)
* Parent Involvement and Family Engagement (Priority 3)
* School Climate, specifically the sense of safety and school connectedness of students, parents, and teachers (Priority 6)
* Access to a Broad Course of Study (Priority 7)
* Coordination of Services for Expelled Students (Priority 9; for COEs only)
* Coordination of Services for Foster Youth (Priority 10; for COEs only)

LEAs last reported performance levels for local indicators in 2019. In 2020, state legislation suspended the requirement to report local indicators and in 2021, the requirement to report on local indicators resumed for informational purposes on the 2021 Dashboard.

#### Overview and **Implementation of Senate Bill 75**

Senate Bill (SB) 75 (Chapter 51, Statutes of 2019) requires that “no later than January 31, 2021, local indicators shall reflect school-level data to the extent the department collects or otherwise has access to relevant and reliable school-level data for all schools statewide.” Based on this language, the CDE reviewed the local indicators and one data point from Priority 1, related to the assignment of teachers, met the criteria outlined in SB 75.

The CDE annually collects staffing information through CALPADS. This data is matched with data collected by the Commission on Teacher Credentialing, which allows the CDE to meet the necessary reporting requirements in California’s ESSA State Plan. In 2018, the CDE and the CTC signed a data sharing memorandum of understanding (MOU) to formally exchange teacher and credential data. Since that time, the parties have worked on developing an expanded data exchange to allow the CDE to begin reporting on misassignment data at the state, LEA, and school levels. The CDE is working on completing the processing of these data with the appropriate definitions applied for reporting in Spring 2022.

Accordingly, for the first time the CDE will prepopulate the 2022 Dashboard with teacher assignment data for Priority Area 1 of the local indicators for informational purposes from the most recent matched set of data from CTC. Additionally, the CDE plans to work with educational partners to develop objective criteria. Additional work will be done to determine the feasibility of these criteria considering that teacher assignment data represent only one of the three component pieces included within Priority Area 1 in order to accurately and appropriately report these data in future Dashboards.

### Eligibility for Support

#### Comprehensive Support and Improvement

On an annual basis, states are required under the ESSA to determine which schools were eligible for Comprehensive Support and Improvement (CSI) based on the criteria in their State Plan. Such determinations typically must occur at least once every three years. However, in a letter dated November 8, 2019, approving the amendments to the 2018 ESSA State Plan, the U.S. Department of Education (ED) required California to determine school eligibility for CSI again in 2019–2020, to allow for the inclusion of the ELPI. ESSA also requires that states determine which schools are eligible for Targeted Support and Improvement (TSI), based on student group performance. Under California’s ESSA Plan, schools that are not eligible for CSI will be eligible for TSI regardless of their Title I funding status if they have one or more student groups(s) that, for two consecutive years, meet the criteria applied to determine at least the lowest performing 5 percent of Title I schools. The last time schools were identified for CSI and ATSI was based on data from the 2019 Dashboard.

Due to the COVID-19 pandemic, California received a federal accountability waiver of identification of schools in 2019 and 2020. As a result, schools designated as eligible for CSI and ATSI in 2018–19 remained in place through 2020–21 with the exception of those schools with a three-year school-wide average graduation rate at or above 68 percent for the 2017–18, 2018–19, and 2019–20 school years which exited the CSI – Low Graduation Rate Schools category. For the upcoming ESSA assistance file based on results from the 2022 Dashboard, schools with a three-year school-wide (i.e., 2018–19, 2019–20, and 2020–21 school years) average graduation rate at or above 68 percent will be exited from the CSI – Low Graduation Rate Schools category.

The CDE is required to determine eligibility for CSI and ATSI based on 2022 Dashboard results. Additionally, through the Consolidated State Plan Addendum due to COVID-19 (Attachment 4) the CDE is asking the SBE to approve the modification for both entry and exit criteria based on the 2022 Dashboard results. The CDE tentatively plans to resume the three-year cycle for 2023–24 ESSA assistance determinations. This will also allow the CDE to align ESSA eligibility determinations with the LCFF cycle.

#### Differentiated Assistance

Under the LCFF, LEAs including districts, county offices of education (COEs), and charter schools are eligible for differentiated assistance (DA) based on their performance on the Dashboard. The last time LEAs were determined eligible for differentiated assistance was based on results from the 2019 Dashboard. Due to the COVID-19 pandemic, LEAs that were determined eligible for based on the 2019 Dashboard have remained in DA due to the lack of state indicators on the 2020 and 2021 Dashboards.

AB 130 requires the restart of DA eligibility based on data from the 2022 Dashboard. Additionally, per AB 130, prior year Dashboard data (i.e., 2018, 2019, 2022) will be used to determine those LEAs eligible for level 3 support. Moving forward, the CDE will work closely the SBE and various educational partners to determine, if needed, modifications to the differentiated assistance criteria.

### 2023 Dashboard and Beyond

While it is difficult to predict future reporting due to continuation of the pandemic, the CDE anticipates reporting Status, Change, and performance colors for all the state indicators, except for the CCI, in the 2023 Dashboard. We also anticipate reporting Status only for the CCI in the 2023 Dashboard, and reporting Status, Change and performance colors for the CCI beginning with the 2024 Dashboard. The following are other metrics that the CDE is actively monitoring for potential inclusion in future Dashboards.

#### California Science Test

In 2018–19, the first operational California Science Test (CAST) was administered to students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve). In 2019–20, a limited number of students completed the CAST prior to the Governor’s Executive Order to suspend the administration of the California Assessment of Student Performance and Progress (CAASPP) due to the COVID-19 pandemic. In 2020–21, the administration of the CAST resulted in 16.4 percent of eligible students taking the test and 35 percent of eligible students taking the California Alternate Assessment for Science.

This year, the 2021–22 administration of the CAST is based on a revised blueprint that the SBE approved in January 2020. With the revised blueprint in place, students will receive a shortened-test, which will contain fewer test questions and at least three Performance Tasks, one from each science domain (i.e., Earth and Space Sciences, Life Sciences, and Physical Science). Each Performance Task will have at least one constructed-response item, which was not a requirement under the former blueprint that was administered in the last three years (i.e., 2018–19, 2019–20, and 2020–21). If no other changes to the CAST blueprint are made in the future, the 2021–22 administration may be the first data point that could potentially be used for accountability purposes.

However, prior to incorporating this test in the Dashboard and making any accountability judgements, the CDE must consider the following factors:

* The lasting impacts of COVID-19 on student learning and continued shifts in pedagogy has created a break in the momentum of implementing the science instructional materials, which were adopted by the SBE in November 2018. Because of this, full implementation of the California Next Generation Science Standards (CA NGSS) has not yet occurred across the state. In fact, the NGSS Collaborative is still continuing their rollout of professional learning workshops (known as CA NGSS Rollout Symposia) to support teachers, principals, and other school leaders. Due to the gap in implementation and the changes to the blueprint, the CDE believes that the baseline year to begin using this data for the setting of cut scores for the implementation of the high stakes accountability for science should be no earlier than the 2021–22 administration.
* To determine Status and Change cut scores for state indicators, two years of data are used to ensure that the cuts are established based on smooth trends in data. Having these data patterns help inform whether the cut scores will remain stable over multiple years. The results used to set the cut scores are based on full statewide population of students (and not a small portion) to ensure that the standards are fairly set. Given the low participation rate of the CAST in 2020–21, along with the continued uncertainty of the COVID-19 pandemic, it remains to be seen if test participation will increase for the 2021–22 administration so that it can potentially be used as the first data point.
* Prior to including the CAST into the Dashboard, which is California’s high-stakes accountability tool, the CDE will need to discuss with the ED the inclusion of this new state indicator in California’s ESSA Consolidated State Plan. ED’s approval of the accountability system is contingent on maintaining a balance between academic and non-academic indicators. It is important to verify with the ED that the inclusion of CAST will not generate an imbalance of indicators.

Because of the difficulty to predict the participation rates of the CAST, the CDE will continue to carefully assess when this test may be used for accountability and will continue to apprise the SBE of this work.

#### Student-Level Growth Model

The SBE approved a student growth model methodology in May 2021 to measure the academic growth for students in grade four through eight. The methodology for these aggregated growth scores requires assessment results from three consecutive years of Smarter Balanced Assessments in ELA and Mathematics. With the resumption of statewide Smarter Balanced testing in Spring 2022, CDE anticipates that the next set of aggregated student growth data will be available in late Fall 2024. This set of growth data will be based on the 2021–22, 2022–23, 2023–24 Smarter Balanced Assessments administrations.

Prior to the next release of data in 2024, CDE intends to continue to build on the foundation of understanding established with the release of the historical student growth data in September 2021. CDE will work with LEAs and the public to develop best practices for communication, data use and data visualization strategies with regards to student growth and the aggregate student growth data scores. Additionally, CDE will report on the reliability, validity and comparability of the growth scores as the calculations are completed. At a minimum, CDE will update the SBE and CPAG annually, through 2024, on the progress and status of these additional tasks.

The SBE has not taken any action as to include upcoming student growth data, when available, either on the Dashboard or within the accountability system. If the SBE has a desire to incorporate the growth scores into an existing indicator, or add it as an additional indicator to the Dashboard, this change may require additional SBE decisions to modify either the ESSA State Plan, the eligibility determinations for differentiated assistance under LCFF, or both.

### Resources

The CDE continues to offer new resources and improvements on existing resources to increase LEA and public engagement and understanding of the Dashboard. The information below identifies several notable resources.

Dashboard Reference Guide

When the 2021 Dashboard was released, the CDE published a Dashboard Reference Guide to help readers establish a foundational understanding of the release. The guide included an overview of each state and local indicator, and it also detailed:

* What data and information are included in the 2021 Dashboard,
* Where viewers can find state and local data associated with each state indicator, and how to access and navigate through the reports that publish these data, and
* What critical information LEAs can access in relation to local indicators.

This reference guide is available through the following web address: <https://www.cde.ca.gov/ta/ac/cm/documents/refguidedashboard.docx>.

#### Student Online Accountability Record Status System

In fall 2021, the CDE developed a new web portal to securely share student-level data files with LEAs. The Student Online Accountability Record Status (SOARS) system will allow the CDE to customize the results for each LEA and share it in a secure manner. Prior to the SOARS system, the CDE was limited to posting a statewide downloadable file on the CDE website.

The SOARS system will also provide the CDE opportunities to share student-level Dashboard results with LEAs, which has been a continued request. While LEAs can connect to specific student-level CALPADS reports for some of the Dashboard state indicators, it is not always streamlined and not available for all state indicators. Therefore, the data files made available on the SOARS system will allow LEAs to identify how their students met various inclusion and exclusion criteria for specific Dashboard indicators.

#### School Dashboard Additional Reports

Since 2018, the CDE has published the School Dashboard Additional Reports to provide data beyond what is reported on the Dashboard. During the years when state indicators are published on the Dashboard, LEAs and the public can access eleven separate reports and gain additional details and insight regarding the Dashboard results. These eleven “additional reports” range from the:

* **Five-by-Five Placement Reports,** which identifies which one of the 25 performance results an LEA, school, or student group achieved on a specific state indicator. There are six five-by-five placement reports, one for each Dashboard indicator.
* **Participation Rate Report** that displays the number of students included in the calculation of the participation rates. This report also informs if any adjustments were made to the DFS due to not meeting the federal 95 percent participation rate target and how much of a penalty was applied.
* **CCI Additional Report,** as noted earlier, contains details of the number of students who achieved each CCI preparedness level for each measure.
* **Graduation Rate Additional Report**, as mentioned previously, reflects students who graduated as fourth- or fifth-year graduates or was included as part of the one-year DASS graduation rate.
* **Student Group Report** displays at-a-glance, the performance color for all student groups across all state indicators. This report may be helpful for LEAs to use when reviewing the data for Differentiated Assistance for LEAs under LCFF since the criteria is based on student group performance.
* **District Performance/Charter Performance by County**, which is a fairly new report that allows users to view a list of all districts/charters in their county and the performance colors achieved for each state indicator. The report can also be viewed by student group data.

#### Accountability Listserv

To strengthen the communication with LEAs, the CDE has redesigned the existing Accountability Coordinator listserv, which serves as the connecting channel between the state and local levels. LEA staff who sign up on the listserv receive critical Dashboard updates, information on upcoming activities, changes to accountability, and access to private previews of the Dashboard data prior to the public release. By releasing these email notifications, the goal is to promote transparency and more exchanges between the CDE and LEAs.

#### Reconnecting through Social Media

To reach a wider audience and raise more awareness of data releases, the CDE has reinvigorated outreach efforts by actively posting “tweets” again through the Dashboard Twitter handle @*CDEdashboard*. With the 2021 releases of the Dashboard, DataQuest, and School Dashboard Additional Reports, the CDE will post over 20 tweets to inform viewers of the broad range of information and data that are readily available. As we look forward to future reporting, the CDE will continue to use this social media tool as an effective communication method to announce resources, reports, and updates.

### Next Steps

The CDE will monitor the progress of the COVID-19 State Plan Addendum and wavier related to the DASS program and provide updates as needed to the SBE on the impact of these issues to the Dashboard.

## Attachment 2

### California School Dashboard Educational Outreach Activities

#### Table 1: California Department of Education Policy Work Group Meetings

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| April 15, 2021 | Technical Design Group | 8 | * Accountability Waiver Request to U.S. Department of Education * Future Dashboard Reporting and Modified 2021 Dashboard Report * Reporting for 2020-21 * Modified Dashboard Report * Student Growth Model * Reporting Growth Results with English Language Proficiency Assessments for California (ELPAC) Performance Levels |
| June 16, 2021 | English Learner Progress Indicator (ELPI) Workgroup Meeting | 36 | * 2020–21 English Learner Reports on DataQuest * Growth Model and Accountability Update * Supporting English Learners through California’s System of Support * San Diego County Office of Education Best Practices during COVID-19 * ELPAC Update * Next Steps and Questions |
| May 25, 2021 | Alternative Schools Task Force | 10 | * Dashboard Alternative School Status Positive Transition Rate |
| August 19, 2021 | Civic Engagement Work Group | 25 | * Civic Engagement Work Group Review of Progress * State Seal of Civic Engagement Updates * Accountability Update * Review of Proposed Civic Engagement Criteria |
| October 14, 2021 | Technical Design Group | 8 | * Student Growth Model Data Release * Accountability Update * 2021 Accountability and Data Reporting * Accountability in 2022 and 2023 * Brainstorming: 2022 Dashboard (Status) |
| February 10, 2022 | Technical Design Group | 5 | * 2021 Data Release * 2022 School Support Identification * DASS Updates * Chronic Absenteeism and Independent Study |

#### Table 2: In-person Meetings/Conferences

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| October 20, 2021 | Education Commission of the States Virtual Forum: Leveraging State-Level Data for Equitable Education Outcomes | 98 | * Overview of the Dashboard * Review of how to use Dashboard data * Review of districts identified for support |
| November 16, 2021 | California Education Research Association Annual Conference: Accountability and Data Reporting Session | 75 | * Accountability and Data Reporting for the 2020–21 School Year * Seeing into the Future: 2022 and beyond |
| November 16, 2021 | California Education Research Association Annual Conference: College and Career Indicator: Accountability and Improvement | 25 | * History of accountability in California * Overview of the Dashboard and state and local indicators * Overview of the College Career Readiness Indicator and review of the pathways students take in order to be considered prepared |

#### Table 3: Virtual Meetings

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| January 15, 2021 | State and Federal Program Directors (SFSD) Meeting | 391 | * Update on the Dashboard and Accountability Reporting * Opportunity to Submit One-Year Amendments to State Every Student Succeeds Act (ESSA) Plan * Update on the Student Growth Model |
| February 3, 2021 | San Diego Career Technical Education (CTE) Leaders Network Meeting | 37 | * Update on CCI Measures |
| February 12, 2021 | State and Federal Program Directors (SFSD) Meeting | 361 | * Update on the 2021 Dashboard |
| March 2, 2021 | Sacramento County Office of Education CTE Group | 22 | * Update on CCI Measures |
| March 19, 2021 | SFSD Meeting | 384 | * February and May 2021 SBE Meetings and Accountability Waiver Request to U.S. Department of Education (ED) * Future Dashboard Reporting * What Data Could We Report in 2021–22? * Review of Modified Dashboard Reports * Feedback from RAN Members |
| March 24, 2021 | RAN Meeting | 25 | * February and May State Board of Education (SBE) Meetings and Waiver Request to ED * Future Dashboard Reporting * What Data Could We Report in December 2021? |
| March 30, 2021 | Bilingual Coordinators Network (BCN) | 128 | * Accountability Update * 2021–22 Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) Options in the ESSA Flexibility Waiver * 2020–21 ELPI Work Plan |
| April 28, 2021 | Armed Services Vocational Aptitude Battery (ASVAB) Reporting System Training | 557 | * Background on the CCI * ASVAB Reporting System |
| May 6, 2021 | Student Programs and Services Steering Committee Meeting | 45 | * Update on Accountability * Work Conducted with Alternative Schools Task Force * Update on the CCI |
| May 19, 2021 | RAN Meeting | 30 | Growth Model:   * May 2021 SBE * Review of the Estimated Best Linear Prediction (EBLP) * Release of Data Files and Webinar   2021 Modified Dashboard:   * Overview of Data that Will Be Released * State and Local Indicators   Teacher Assignment Monitoring Data |
| May 21, 2021 | SFSD Meeting | 356 | * Growth Model: * May 2021 SBE * Release of Data Files and Webinar * May Revise * Teacher Assignment Monitoring Data |
| August 26, 2021 | BCN Meeting | 122 | * Accountability Update * 2020–21 EL reports on DataQuest * 2020–21 Long-Term English Learner (LTEL) and At Risk of Long-Term English Learner (AR-LTEL) Reports * ELPI Workgroup June 2021 Meeting |
| September 23-24, 2021 | California Coalition of Early and Middle Colleges (CCEMC) Dual Enrollment Summit | 88 | * CALPADS Data Now and in the Future * Information on the CCI * District Approaches |
| November 18, 2021 | BCN Meeting | 127 | * 2021 State and Federal Accountability Updates * CSI and ATSI Updates * 2020–21 LTEL and AR-LTEL DataQuest Reports * Update on the EL Students in California Schools Webpage |
| September 2, 2021 | 2021 Assessment and Accountability Meeting: Accountability and Data Reporting | 588 | * 2021 Accountability and Data Reporting * 2022 and 2023 Accountability * New Reports in Development * Resources |
| September 14, 2021 | Tuesday @ 2: 2021–22 Differentiated Assistance Requirements | 432 | * Overview of the new requirements for 2021–22 Differentiated Assistance as part of Section 122 of Assembly Bill 130 |
| September 15, 2021 | Regional Assessment Network (RAN) Meeting | 30 | * Overview of data process for the 2020–21 School Year |
| September 16, 2021 | American Indian Education Oversight Committee Meeting | 25 | * Overview of data collections and reporting of student group information on the Dashboard and DataQuest |
| September 17, 2021 | SFSD Meeting | 393 | * 2021 Accountability Update |
| November 9, 2021 | The One-Year Graduation Rate for Continuation and Community Day Schools webinar | 100 | * Overview of the DASS Graduation Rate * Covering the Business Rules * Reviewing Commonly Asked Questions * Connection to CALPADS * 2021 Data Reporting |
| December 8, 2021 | RAN Meeting | 30 | * Accountability and Data Reporting for the 2020–21 School Year * Seeing into the Future: 2022 and beyond |
| December 10, 2021 | California Collaborative on Education Excellence Advisory Council Meeting | 25 | * California Cradle-to-Career Data System * Stability Rate Reports |
| January 11, 2022 | Tuesday @ 2: Dashboard Local Indicators Process | 537 | * Review of Data Reporting for the 2020–21 School Year * Overview of the Data Reference Guide |
| February 9, 2022 | Advisory Commission on Special Education | 10 | * 2021 Data Reporting and Accountability * 2022 Accountability * 2023 Accountability |
| February 11, 2022 | SFSD Meeting | 308 | * 2021 DataQuest and California School Dashboard, including Additional Reports * 2022 Accountability |
| February 17, 2022 | BCN Meeting | 125 | * Accountability and Data Reporting for the 2020–21 School Year * 2022–23 CSI and ATSI * Williams List Update |

## Attachment 3

### Dashboard Alternative School Status Waiver

In October 2020, the California Department of Education (CDE) received a letter from the U.S. Department of Education (ED) that raised concerns about California’s use of the Dashboard Alternative School Status (DASS) “modified” measures on the Academic Indicator and the Graduation Rate Indicator. The CDE developed these modifications to fairly evaluate the more than 1,000 alternative schools that mainly serve the state’s “at risk” or vulnerable populations, such as students who have been expelled, incarcerated, on probation, habitually truant, behaviorally challenged, or severely credit deficient. Without modified measures that directly address the needs of this unique population, DASS schools may be over-identified when compiling the list of schools eligible for support.

The modification made to the Academic Indicator is through the application of a different set of cut scores for measuring academic achievement. In September 2019, the State Board of Education (SBE) approved an adjustment to the cut scores for the Low and Very Low Status levels, thus increasing the number of DASS schools in the Low level and decreasing the number in the Very Low level.

The modification to the Graduation Rate Indicator is through the development of a one-year DASS graduation rate that is based on students in grade twelve. In this rate, students are counted as graduates if they earned a traditional high school diploma, received a high school equivalency certificate, passed the California High School Proficiency Exam, or earned a Special Education Certificate of Completion. Additionally, students must also meet specific enrollment requirements to be included in the denominator of this rate. Because most students who enroll at DASS schools are not on track to graduate within four years after entering grade nine, continued production of a modified graduation rate would fairly and appropriately evaluate a DASS school’s impact on their students.

In response to ED’s October 2020 letter, in January 2021, the SBE adopted amendments to the Every Student Succeeds Act (ESSA) State Plan, which included a description of the proposed modifications made to the Academic Indicator cut scores for DASS schools and the one-year graduation rate that was developed for DASS schools. In January 2022, the ED denied the proposed amendments to California’s Consolidated State Plan. As a result, the next proposed step is to submit a waiver to the ED to request the continued use of an alternative accountability system for DASS schools.

### Educational Partner Feedback

The CDE reviewed the denial from the ED, along with the proposed next step to submit a waiver, to various interest groups. On February 9, 2022, the Advisory Commission on Special Education (ACSE) was supportive of the SBE moving forward on a waiver and/or hybrid reporting of DASS modified methods should the waiver be denied by ED. Specifically, the ACSE acknowledged the importance of reporting on DASS schools to compare with like populations of students.

On February 10, 2022, the CDE’s Technical Design Group was also supportive of keeping DASS as part of the state’s accountability system. However, prior to making any recommendations to the SBE, the group requested specific data simulations to review at their next meeting in April 2022.

On February 18, 2022, the California Practitioners Advisory Group (CPAG) unanimously agreed that the CDE should submit a waiver to the ED to allow for the continued use of modified methods for DASS schools. The members specified that the standards set for traditional schools do not reflect the progress achieved in DASS schools and are not meaningful to DASS educators. Members also stressed that if the one-year DASS graduation rate is no longer used in accountability, DASS schools will automatically be negatively affected on both the Graduation Rate Indicator and the CCI as credit on the CCI is only granted if a student graduates.

## Attachment 4

Note: Attachment 4 is provided as a separate pdf link that can be found on the State Board of Education Agenda for March 2022 web page at <https://www.cde.ca.gov/be/ag/ag/yr22/agenda202203.asp>.