California Department of Education

Executive Office

SBE-002 (REV. 11/2017)

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# **MEMORANDUM**

**DATE:** August 14, 2018

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

**FROM:** TOM TORLAKSON, State Superintendent of Public Instruction

**SUBJECT:** Ongoing Development of California’s New Accountability System: Overview of the State Indicator Development Process for the California School Dashboard, Topics for Consideration at the September and November 2018 State Board of Education Meetings, and Remaining Development Work for the California School Dashboard.

## Summary of Key Issues

This Information Memorandum details the California School Dashboard indicator development process that is undertaken prior to the California Department of Education’s (CDE’s) submission of recommendations to the State Board of Education (SBE), including both technical work and stakeholder input gathering; provides an update of Dashboard-related agenda items scheduled for September and November 2018; and identifies key remaining Dashboard development work.

At the July 2018 SBE meeting, several SBE members requested an update to the future work on the ongoing development of the Dashboard, including a general overview of when future recommendations on new indicators and any changes to existing indicators will be made available. Other SBE members also inquired about the CDE’s process for conducting the technical review and data runs, soliciting technical review from outside experts, and consulting with a broad range of stakeholders. This memorandum addresses these questions.

### Summary of the Process to Develop and Vet New Dashboard Indicators

Prior to submitting any recommendations to the SBE on the Dashboard indicators (including methodology, Status and Change cut points, and performance levels), the CDE engages in an extensive review process that encompasses multiple data simulations, vetting by key policy advisory groups for technical soundness, and broad stakeholder engagement.

To illustrate the details of this process, this memorandum reviews the development of the one-year graduation rate for schools with Dashboard Alternative School Status (DASS), which was approved by the SBE in May 2018 (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02.docx>).The SBE approval of the one-year graduation rate represents the culmination of technical and stakeholder engagement that began in May 2017 and concluded in May 2018, as detailed below. The work is divided into two phases: (1) the development of eligibility criteria for DASS schools, and (2) the development of the one-year graduation rate as a modified method for DASS schools.

#### Phase 1: Development of Eligibility Criteria for DASS Schools

The one-year graduation rate is a modified method available only to schools with DASS. The identification of eligibility criteria for DASS schools began in May 2017, when the California Advisory Task Force on Alternative Schools (Task Force) first met. The Task Force is a project of the John W. Gardner Center for Youth and their Communities at Stanford University. The Task Force members include staff of the CDE, the California Legislature, school administrators and educators drawn from a cross section of county offices of education, school districts, and charter school leaders, including current and former principals and teachers. To facilitate the work of the Task Force, three subcommittees were formed: (1) Modified Academic Indicators, (2) Local Indicators of Student Progress, and (3) Emerging Best Practices. The Modified Academic Indicators subcommittee was tasked with developing recommendations for modified measures for DASS schools, including a one-year graduation rate for the Graduation Rate Indicator.

Following the May 2017 Task Force review of the proposed DASS eligibility criteria, the CDE actively sought feedback from a broad array of stakeholder groups, including:

* Technical Design Group (TDG)
* Regional Assessment Network (RAN)
* Advisory Commission on Special Education (ACSE)
* Local Control Funding Formula (LCFF) Stakeholder Group

Following this comprehensive review and feedback process, the CDE then recommended a set of eligibility criteria to the SBE. In July 2017, the SBE approved the eligibility criteria (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jul17item01.doc>). One month later, in August 2017, the CDE released a DASS application process for schools that were not automatically qualified to participate in DASS based on California *Education Code* *(EC)* Section 52052(g). The application approval process allowed schools that met the SBE-approved criteria to be exempted from receiving a Dashboard in fall 2017 while the work to consider incorporation of modified methods for the 2018 Dashboard was being completed.

#### Phase 2: Development of the One-Year Graduation Rate as a Modified Method for DASS Schools

Once the eligibility criteria were approved and the application process for DASS schools was underway, the next step was to develop modified methods for DASS schools, including a one-year graduation rate. Over the course of one year, and in response to feedback and requests from the Modified Academic Indicators subcommittee, CDE staff conducted seven simulations on the one-year graduation rate, each time examining the data by school size, charter/non-charter school status, and age of students served. This required that the CDE draw from multiple California Longitudinal Pupil Achievement Data System (CALPADS) files, including the 2016–18 DASS and Charter School List, and multiple CALPADS data files, including three end-of-year cumulative enrollment files. All seven simulations were parallel processed, meaning that two staff members independently wrote their own programs, based on the established business rules, and ran the simulations. The files produced by each staff member are compared to ensure that each field in both data files match. Inconsistency in results usually occurs due to differences in the interpretation of business rules, which leads to the refinement and in-depth documentation of those rules.

During this 12-month period, the CDE held four full-day in-person meetings with the Task Force subcommittee and one webinar to review the data simulations. Once the group agreed upon a recommended methodology, the CDE met with the TDG to ensure that the proposed calculation of the one-year graduation rate was statistically sound. At various steps of the process, the CDE also met with a broad, diverse, and geographically representative group of stakeholders to: (1) present the recommended methodology, along with an overview of the various simulations, and (2) receive input on the approaches to communicating this information to LEAs, schools, and parents. The stakeholder groups included:

* ACSE
* LCFF Stakeholder Group
* California Practitioners Advisory Group
* Capital Regional Assessment Network
* RAN
* Special Education Local Plan Area Directors
* Reaching At-Promise Students Association webinar, which included the participation of accountability coordinators

The CDE incorporated feedback and recommendations from the respective stakeholder groups into the final set of recommendations brought to the SBE.

Table 1 reflects topics scheduled to be presented to the SBE at the September and November 2018 meetings, based on feedback from SBE members at the March 2018 SBE meeting (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>) as part of the annual review process of state and local indicators, and subsequent feedback at the May 2018 and July 2018 SBE meetings (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02.docx> and <https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item01.docx>).

### Table 1: September and November 2018 SBE Meeting Topics

| Meeting Date | Topics of Discussion |
| --- | --- |
| September 2018 | * Chronic Absenteeism: Approval of proposed methodology
* Five-Year Graduation Rate: Approval of proposed methodology and Status and Change cut scores
* College/Career Indicator (CCI): Approval of three new career measures (State Seal of Biliteracy, Golden State Merit Diploma, and Leadership/Military Service) and the method to incorporate these measures
* Impact analyses of the inclusion of DASS data in district performance determinations, which may require revisions to cut scores for select indicators. If applicable, new proposed cut scores will be included for consideration
* Update on the Dashboard redesign
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| November 2018 | * CCI: Approval of proposed cut scores for Change
* Chronic Absenteeism Indicator: Approval of proposed Status and Change cut scores
* Grade 11 Academic Indicator: Approval of proposed Status and Change cut scores
* Update on the Dashboard redesign and 2018 release
* Direct staff to submit five-by-five grids for the College/Career Indicator and the Chronic Absenteeism Indicator to the U.S. Department of Education for inclusion in the California Every Student Succeeds Act State Plan
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### Remaining Developmental Work on the Dashboard

Following the release of the 2018 Dashboard, the CDE is committed to the following developmental work:

* Inclusion of the English Learner Progress Indicator based on the new English Language Proficiency Assessments for California
* Development of the Student Growth Model/Closure Gap Model
* Development of additional modified methods for DASS schools, including for the CCI and other select indicators
* Development of a proposed Science Indicator on the Dashboard, which will be based on the California Science Test results
* Development of a proposed High School Readiness Indicator

## Attachment(s)

None.