



Advisory Commission on Special Education (ACSE)

The California Model

August 2016



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State and Federal Accountability

- The Every Student Succeeds Act (ESSA) requires a new accountability system by 2017–18.
- The State Board of Education (SBE) and State Superintendent of Public Instruction have indicated their intent to have one accountability system that is based on the local control funding formula (LCFF) state priorities that meet the federal ESSA requirements.



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May SBE Meeting

- At the May 2016 SBE meeting, the SBE approved the following state indicators:
 - Student test scores on English Language Arts and mathematics, including a measure of individual student growth for grades 3-8, when feasible, and results on the Next Generation Science Standards assessment, when available;



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May SBE Meeting (Cont.)

- Progress of English learners toward English language proficiency;
- High school graduation rate; and
- Suspension rates by grade span and chronic absence, when available.



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July SBE Meeting

- At the July 2016 meeting, the SBE unanimously approved the motion to include a measure of college and career readiness as a state indicator.
- The SBE approved the motion to remove Grade 11 Smarter Balanced Assessment scores from the State Academic Indicator and add the Grade 11 Early Assessment Program to the College/Career Indicator (CCI).



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July SBE Meeting (Cont.)

- The SBE directed staff to prepare recommendations for the September 2016 meeting on the placement of each CCI measure across the four performance levels and any other technical issues.



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Overview of the California Model



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Overview of the California Model (Cont.)

- The California Model uses percentiles to create a 5 by 5 grid (giving 25 results) that combine “Status” and “Change” to make an overall determination for each of the indicators.
- The model provides equal weight to both Status and Change.



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Overview of the California Model (Cont.)

- The model will be applied to all local educational agencies (LEAs), schools, and student groups with 30 or more students.



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Overview of the California Model (Cont.)

- **Status** has five levels and is based on the *current* year performance.
- **Change** has five levels and is the difference between performance from the *prior* year and *current* year, or between the current year and a multi-year average—if available.



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Overview of the California Model (Cont.)

The combination of **Status** and **Change** results in a **Performance Category** that is assigned a color for each indicator:

- Blue
- Green
- Yellow
- Orange
- Red

Overview of the California Model (Cont.)



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Example:

An LEA or school with a “High” **Status** and an “Increased” in **Change** will receive an overall performance of **Green** for most indicators.

		Change				
Levels		Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Status	Very High	Yellow	Blue	Blue	Blue	Blue
	High	Orange	Yellow	Green	Green	Blue
	Median	Orange	Orange	Yellow	Green	Green
	Low	Red	Orange	Orange	Yellow	Yellow
	Very Low	Red	Red	Red	Orange	Yellow



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Graduation Rate Indicator



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Graduation Rate Indicator

- ESSA requires states to use the four-year cohort graduation rate, and the extended cohort rate, at the state's discretion, to make accountability determinations for the graduation rate indicator.



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Performance Categories

Red Performance Category:

- ESSA requires all schools with a graduation rate below 67% to be identified for support. Therefore, all schools with a graduation rate below 67% will be placed in the Red performance category.



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Performance Categories (Cont.)

Blue Performance Category:

- Any LEA or school with a graduation rate at or above 95% will be categorized in the Blue Performance Category regardless of their “Change” level (e.g., a school with a graduation rate of 98% in the prior year and a graduation rate of 96% in the current year would be classified as Blue).



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Calculation of the Graduation Rate

- ESSA defines the four-year cohort graduation rate **denominator** as follows:
 - The number of students who form the original cohort of entering first-time grade nine students
 - Plus the students who joined the cohort
 - Minus the students who left the cohort



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Calculation of the Graduation Rate (Cont.)

- ESSA defines the four-year cohort graduation rate **numerator** as follows:
 - The number of students who earn a regular high school diploma within 4 years
 - All students assessed using the alternate assessment and awarded a state-defined alternate diploma



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Alternate Diploma

- The state-defined alternate diploma must be:
 - Standards-based,
 - Aligned with the state requirements for the regular high school diploma, and
 - Obtained within the time period for which the state ensures the availability of a free public education under IDEA



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Alternate Diploma (Cont.)

- Students taking the alternate assessment who are awarded an equivalent diploma, such as general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential cannot be included in the numerator.



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Discussion Questions

- Are there any efforts to develop an alternate diploma that meet the ESSA definition?
- If so, when will it be available and how will the data be collected?
- How do we resolve the issues of having to make a determination based on the four-year cohort when students may receive until the age of 21?



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The College/Career Indicator (CCI)



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College/Career Measures

- The Standards CCI Model currently contains the following measures:
 - Career Technical Education (CTE) pathway completion
 - a-g completion
 - Dual Enrollment
 - AP exam results
 - International Baccalaureate (IB)
 - Early Assessment Program (EAP) results for English language arts/literacy (ELA) and mathematics



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College/Career Measures (Cont.)

- The following measures will be available in 2017 (for the 2016–17 graduation cohort):
 - State Seal of Biliteracy
 - Golden State Seal Merit Diploma
 - IB Career–related Programme
 - Articulated CTE Pathway



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Formula

- Based on the benchmarks determined by the TDG and stakeholders, schools and LEAs will receive credit for students who meet specific benchmarks on college and/or career measures.
- The calculation formula is:

Students Who Meet the CCI Benchmark
of “Prepared” or “Well Prepared”
Current Year Graduation Cohort



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Special Education Students and the CCI

- When we presented the CCI to the California Practitioners Advisory Group (CPAG) in May, 2016, they voiced a concern that the CCI may not allow special education students to demonstrate progress, specifically those with the most severe cognitive disabilities.



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Technical Design Group Recommendations

- At the August 3, 2016 Technical Design Group (TDG) meeting, we asked the members if they had any recommendations on how to incorporate measures (or adjust any current CCI measures) to address the CPAG's concern regarding special education students.



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Technical Design Group Recommendations (Cont.)

- The TDG recommended that students who take the alternate assessment be removed from the CCI.
- However, they indicated the importance of measuring these students success (e.g., can we measure the successful of the IEP transition plan?).



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Discussion Questions

- Does ACSE members support the TDG's recommendation to remove students who take the alternate assessment from the CCI?
- If so, what are other measures can be used to determine the postsecondary success of these students?