Item 1: Developing an Integrated Local, State, and Federal Accountability and Continuous Improvement System

California State Board of Education Meeting

May 10, 2017

California DEPARTMENT OF EDUCATION

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State Board of Education: Accountability Related Prior Actions

- **March 2016** – Architecture of Accountability and Continuous Improvement System

- **May 2016** – Determination of a balance of local and state measures and plans for a single, coherent local, state, federal system

- **July 2016** – Standards and performance expectations

- **September 2016** – Approval of Evaluation Rubrics

- **November 2016** – Approval of revised Local Control and Accountability Plan Template

- **January 2017** – Approval of remaining state and local indicators

- **March 2017** – Overview of Alternative Schools

State Board of Education: Accountability Related Future Actions

June 2017
- Information Memorandum on the progress toward a growth model
- Information Memorandum on the emerging state system of support for local educational agencies (LEAs) and schools

July 2017

- Emerging state system of support for LEAs and schools

- Update on inclusion of California Alternate Assessment results in the Academic Indicator

- Revisions to eligibility criteria for alternative schools

- Methodology for identifying schools for support as required under the Every Student Succeeds Act

September 2017

- Review changes to the state and local indicators for the Local Control Funding Formula (LCFF) evaluation rubrics for inclusion in the 2017 Fall Dashboard Release

November 2017

- Hold for additional changes to the state indicators for the LCFF evaluation rubrics for inclusion in the Fall 2017 Dashboard release

Overview of Item Attachments

Attachment 1: Update on the California School Dashboard

Attachment 2: Application Process for Alternative Schools

Attachment 3: Update on the English Learner Progress Indicator

Attachment 4: Draft Timeline and Outreach with Stakeholders

Attachment 5: Related California *Education Code* sections

Attachment 1: California School Dashboard Overview

Spring 2017 Dashboard:
Local Educational Agency Support

- Data Reference Tables:
    – Spring 2017 Release
    – Fall 2017 Release
- Links to External Videos/Materials
- Ongoing Stakeholder Input Sessions
- California Collaborative on Education Excellence
- California County Superintendents Educational Services Association
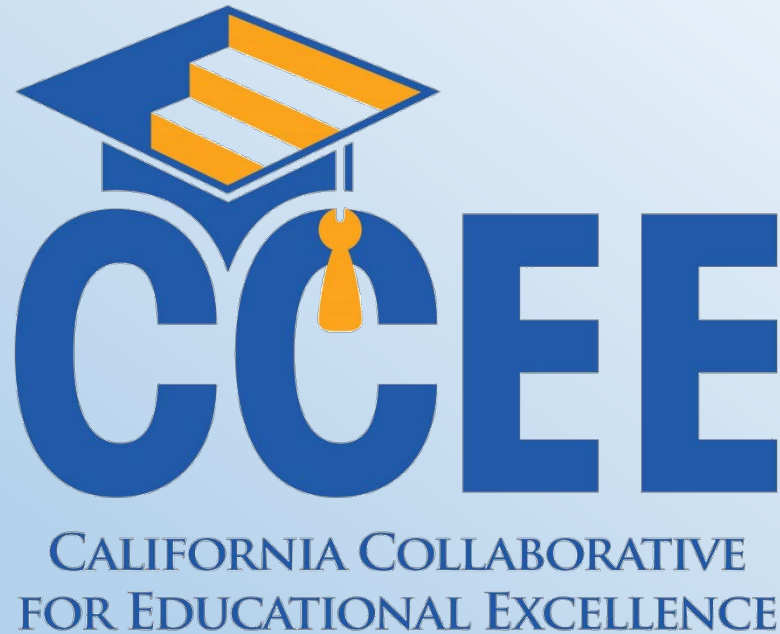
Professional Development Training Update

State Board of Education

Wednesday, May 10, 2017

Background

- Legislature provided $20 million in one-time funds for CCEE to establish statewide process to provide professional development training
  - Training must focus on how to use Dashboard and LCAP to support continuous improvement
- CCEE Governing Board approved Professional Development Training Implementation Plan on October 6, 2016
  - Department of Finance approved plan on October 12, 2016

Background

Training must be provided in each region of state, be available to all LEAs, and address:

- How Dashboard may be used for development and implementation of LCAPs

- How Dashboard may be used to improve pupil outcomes, close achievement gap

- How Dashboard may be used to communicate with stakeholders

- How Dashboard and LCAP template may be used to establish system of continuous improvement

2016–17 Professional Development Opportunities

	Purpose	Depth of Content	Breadth of Content	Interactive	Individualized
Component I: Workshops	Establish common baseline for using Dashboard/LCAP as tools for continuous improvement	Shallow	Broad	Partly	No
Component II: Aligned Local Trainings	Support aligned local trainings on using Dashboard/LCAP as tools for continuous improvement	Deep	Narrow	No	Partly
Component III: Networks	Support deep learning for using Dashboard/LCAP as tools for continuous improvement	Deep	Broad	Fully	Partly

Additional Professional Development Work

In addition to 3 components, Professional Development work has included customized trainings on request from LEAs

- Opportunity to respond to substantive inquiries on using Dashboard and LCAP as tools for continuous improvement

California County Superintendents Educational Services Association Trainings

- Five-part training series (October, November, and December of 2016, January and February of 2017)

- Purpose was to:
  - build capacity of county office of education (COE) staff to know and lead this work
  - develop greater consistency across the state for COEs related to the state accountability system and new LCAP template

- Every COE that reviews LCAPs participated in the training (Note: Single district COEs submit their LCAP to the CDE for approval)

- A overwhelming majority of COEs that review LCAPs were involved in development/review of materials

California County Superintendents Educational Services Association Training Content

- Overview of accountability system and components and implications for LCAP development

- Focus on the development of a strategic approach to multi-year LCAP Planning

- Nexus between the Dashboard and LCAP

- Stakeholder engagement and how to support districts to increase quality

- Differential Assistance and Intensive Intervention

- Reflection on calibration and ongoing support across COEs

- Work with LEAs toward LCAP Approval

Fall 2017 Dashboard Release: Work Plan for Functionality Improvements

Data Years

- English Learner Progress and Suspension Rate Indicators will use more up to date information (2016–17 data)
- Four-year graduation cohort report is under development for CALPADS for the 2017–18 collection cycle for inclusion in Fall 2018 Dashboard

Mobile Friendly

- In development

Search/Printing Functionality

- Improve search function (all schools in district) and allow for a comparison across schools in a district
- Adding PDF print option

Note: The California Model Five-by-Five Placement Reports (http://www6.cde.ca.gov/californiamodel/) allow for comparison between all schools in a district on a single indicator.

Attachment 2: Application Process for Alternative Schools

- Alternative schools (as defined by California *Education Code* and SBE policy) were excluded from the Spring 2017 Dashboard in order to allow the development of indicators specific to alternative schools

- In preparation for the Fall 2017 Dashboard release, CDE needs to define the universe of schools

- SBE approval needed to make changes to the application process

- Alternate Accountability Task Force will meet for the first time in May 2017 and will provide feedback on the expanded eligibility criteria

Number of Schools by School Type and Grade Span Identified as Alternative Schools in the Spring 2017 Dashboard Release

Eligibility Criteria	Elementary	Intermediate	K–12	High School	Total
Statutory Defined Alternative Schools *EC* Section 520529(g)	101 (9.3%)	55 (5.0%)	109 (10%)	825 (75.7%)	1,090
Special Education Schools (county and district schools)	28 (20.6%)	1 (1.5%)	76 (55.9%)	31 (22.8%)	136
Schools of Choice (Meeting the Current SBE Criteria)*	0	0	12 (33.3%)	24 (66.6%)	36
Charter Schools (Meeting the Current SBE Criteria)*	1 (1.4%)	0	21 (30.4%)	47 (68.1%)	69
Total Alternative Schools	130 (9.8%)	56 (4.2%)	218 (16.4%)	927 (69.7%)	1,331
Total Non-Alternative Schools	5,902 (65.8%)	1,358 (15.1%)	317 (3.5%)	1,388 (15.5%)	8,965

*These alternative schools were not explicitly identified in *EC* Section 52052(g) but met the SBE- adopted eligibility criteria of having at least 70 percent of the school's total enrollment comprised of high-risk groups.

Alternative Schools Definition
Per *Education Code*

- *Education Code* (*EC*) Section 52052(g) requires the Superintendent of Public Instruction, with approval of the SBE, to develop an alternative accountability system for schools that serve a large percentage of high-risk students.

- The *EC* also identifies specific types of schools as alternative (e.g., juvenile court, county community day, etc.) that would automatically be eligible to participate in alternative school accountability.

Alternative Schools Not Included in California *Education Code*

- In 2003, the SBE last updated the definition of alternative schools eligible for inclusion in the alternative schools system.

- This definition includes alternative schools of choice and charter schools in which 70 percent of the school's total enrollment is composed of the following high-risk groups:

  - Expelled
  - Suspended
  - Wards of the court
  - Pregnant and/or parenting
  - Recovered dropouts
  - Habitually truant or habitually insubordinate and disorderly
  - Retained more than once in kindergarten through grade eight

Changes to the Alternative Schools Application Process

- The alternative school application process should include a process to verify over time that schools continue to serve a large percentage (i.e., 70 percent) of high-risk students, as defined in the SBE eligibility criteria.

- **The CDE is recommending that these schools (not explicitly defined as alternative in *EC)* be required to re-certify before the Fall 2017 Dashboard release, and every three years thereafter, for alternative school status.**

Future Considerations for Alternative Schools Eligibility Criteria

- In July, the CDE will bring additional eligibility criteria to the SBE for consideration. This will allow schools that serve a large percentage of high-risk students, that are not currently eligible for alternative school status, the opportunity to be held accountable to alternative indicators that would more fairly evaluate their success and progress.

Item 3: Update on the English Learner Progress Indicator

In June 2016, the SBE recommended that the CDE convene a Work Group of experts to:

1. Explore the use of the English Language Proficiency Assessments for California (ELPAC), Long Term English Learners (LTELs), and Reclassified Fluent English Proficient (RFEP) criteria to capture a fuller picture of student performance; and to

2. Advise on the development of the English Learner Progress Indicator to include in the new accountability system.

Summary of the Group's Work

The ELPI Work Group first met by phone in October 2016 and convened three subsequent times in person.

October 2016:

• ELPI Work Group asked for simulations to be run using both the California *Education Code* 313.1 LTEL definition and students identified as English learners (EL) for 6+ years in school.

Summary of the Group's Work (cont.)

December 2016:

- Provided feedback on presenting information on the EL student group for the Academic Indicator, detailed in the January 2017 SBE Item #2.

- Reviewed whether LTEL data could appropriately and viably be incorporated into the current ELPI.

Summary of the Group's Work (cont.)

January 2017:

- Reviewed and provided feedback on draft LTEL reports for posting on the CDE's DataQuest site that further disaggregates the LTEL student population.

- Reviewed the LTEL data simulations and agreed not to include the data into the existing ELPI formula for status and change due to:

  - difficultly in interpreting the results; and
  - data unfairly penalizes middle and high schools.

Summary of the Group's Work (cont.)

March 2017 (cont.):

- The ELPI Work Group recommended a method to provide "extra credit" for LTELs in the ELPI who advance at least one level on the California English Language Development Test (CELDT).

- The ELPI Work Group supported providing additional EL and LTEL data reports in DataQuest and the Dashboard.

Proposal to Include LTELs in the ELPI Formula

Annual CELDT Test Takers Who Increased at least 1 CELDT Level

Plus

Annual CELDT Test Takers Who Maintained Early Advanced/ Advanced English Proficient on the CELDT

Plus

ELs Who Were Reclassified in the Prior Year

Plus

LTEL CELDT Test Takers Who Increased at Least 1 CELDT Level

Divided by

Total Number of Annual CELDT Test Takers in the Current Year ***plus***

ELs Who Were Reclassified in the Prior Year

Adding Full Weight for LTELs Who Increased 1+ CELDT Level

Results of adding an additional full weight to all LTEL students who increased at least one performance level on the CEDLT, using the ELPI data released in the Spring 2017 Dashboard.

Schools with an ELPI Color	Schools with LTEL Students	Schools with at least one LTEL Student that Increased a Performance Level	Schools with an Improved Status Adding Full Weight	Schools with a Change in Color Adding Full Weight
6,437	4,902	853	89	63*

(Note: The information presented here is just a simulation and will not change the Spring 2017 Dashboard report.)

* These 63 schools were located in 46 different local educational agencies (LEAs).

Stakeholder Input on Work Group Recommendations

California Practitioners Advisory Group
- Affirmed the ELPI Work Group's recommendation
- Stated that this would encourage schools to more closely focus on this student group

Technical Design Group
- Affirmed the recommendation provides positive incentives for improving LTEL students
- Agreed there are no significant technical issues or concerns with the recommendation

Recommended Action

- To allow for changes to the ELPI be made in concert with the other state indicators, the CDE recommends that the SBE consider this as information only and take action, as appropriate, at their September 2017 meeting.

- **The CDE recommends that schools not explicitly defined as alternative in *EC* be required to re-certify before the Fall 2017 Dashboard release, and every three years thereafter, for alternative school status.**