California Department of Education

Executive Office

SBE-004 (REV. 11/2017)

addendum02-mar18item04

# **ITEM ADDENDUM**

**DATE:** March 9, 2018

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

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

**SUBJECT:** Item 4 – Update on the Development of the California State Plan for the Every Student Succeeds Act: Approval of the Revisions to the State Plan for Resubmission to the U.S. Department of Education.

## Summary of Key Issues

This Item Addendum provides additional data tables that will be submitted in the revised Every Student Succeeds Act (ESSA) State Plan that the State Board of Education will consider for approval at the March 2018 meeting.

## Baseline Data for the Grade Eleven Academic Indicator

To meet the U.S. Department of Education’s (ED’s) interpretation of the federal statute, the California Department of Education (CDE) proposes to adjust the academic achievement indicator to include grade eleven for high schools. The addition of a grade eleven Academic Indicator requires that the CDE provide the base line data for grade eleven English language arts and mathematics in the State Plan.

Tables 1 and 2 provide the state level data by student group for the grade 11 Smarter Balanced Assessment Results. It is important to note that the color determination is based on the cut scores established for grades three through eight. Technical work is necessary to determine if new cut score should be established for the grade 11 assessments.

ESSA State Plan Sections A.4.iii.a.1:

Attachment 3 item number 1

**Table 1. State Level English Language Arts Data by Student Groups (Grade 11) Based on Spring 2016 and 2017 Assessment Results**

| **Student Group** | **Status** | **Change** | **Color** | **Average Annual Improvement to Meet Goal** | **Approximate Status after three years** |
| --- | --- | --- | --- | --- | --- |
| All Students | 18.1 | 5.1 | Green | Increase From Baseline | 18.2 |
| American Indian | -14.3 | -0.7 | Orange | 3.5 | -3.8 |
| Asian | 83.9 | 7.4 | Blue | Increase From Baseline | 84.0 |
| Black or African American | -35.8 | 3 | Orange | 6.5 | -16.3 |
| Filipino | 64.3 | 4.8 | Blue | Increase From Baseline | 64.4 |
| Hispanic | -6.7 | 1.7 | Orange | 2.4 | 0.5 |
| Pacific Islander | -10.1 | -2 | Orange | 2.9 | -1.4 |
| Two or More Races | 46.3 | 9.7 | Blue | Increase From Baseline | 46.4 |
| White | 44.1 | 9.3 | Green | Increase From Baseline | 44.2 |
| English Learner | -78.6 | -5.2 | Red | 12.7 | -40.5 |
| Foster | -100.5 | 5.1 | Orange | 15.8 | -53.1 |
| Homeless | -36 | -8.3 | Orange | 6.6 | -16.2 |
| Socioeconomically Disadvantaged | -10.1 | 2.2 | Orange | 2.9 | -1.4 |
| Students With Disabilities | -112.5 | 0 | Red | 17.5 | -60.0 |

Note: Goal is 10 points above Distance from Level 3

**Table 2. State Level Mathematics Data by Student Group (Grade 11) Based on Spring 2016 and 2017 Assessment Results**

| **Student Group** | **Status** | **Change** | **Color** | **Average Annual Improvement to Meet Goal** | **Approximate Status after three years** |
| --- | --- | --- | --- | --- | --- |
| All Students | -64.5 | -0.7 | Orange | 9.2 | -36.9 |
| American Indian | -102.7 | -7.3 | Red | 14.7 | -58.6 |
| Asian  | 46 | 1.9 | Blue | Increase From Baseline | 46.1 |
| Black or African American  | -129.8 | -3.6 | Red | 18.5 | -74.3 |
| Filipino  | -15.2 | -3.9 | Yellow | 2.2 | -8.6 |
| Hispanic | -99.7 | -4.3 | Red | 14.2 | -57.1 |
| Pacific Islander  | -92.4 | -7.2 | Orange | 13.2 | -52.8 |
| Two or More Races | -34.1 | 2.8 | Orange | 4.9 | -19.4 |
| White | -34.4 | 3.3 | Yellow | 4.9 | -19.7 |
| English Learner  | -153 | -8.2 | Red | 21.9 | -87.3 |
| Foster | -193.6 | -3.5 | Red | 27.7 | -110.5 |
| Homeless | -124.7 | -13.4 | Red | 17.8 | -71.3 |
| Socioeconomically Disadvantaged  | -99 | -3.4 | Red | 14.1 | -56.7 |
| Students With Disabilities | -200.9 | -4.3 | Red | 28.7 | -114.8 |

Note: Goal is zero (Level 3/proficiency)

## English Learner Progress Indicator

To meet the ED’s interpretation of the federal statute, the CDE is recommending to modify the English Learner Progress Indicator (ELPI) to include only those students who are English learners (EL) in the current year. As a result, new baseline data for the ELPI is required for inclusion in the State Plan. Table 3 provides the state level color (performance level) for the ELPI after the removal of reclassified students, and the weighting factor provided to long-term ELs.

Technical work is needed to determine if the cut scores should be revised to account for the removal of reclassified students.

ESSA State Plan Section: A.4.iii.c.1

Attachment 3 item number: 5

**Table 3. State Level ELPI Performance Level**

| **Student Group** | **2013-14 ELPI Status** | **2014-15 ELPI Status** | **Change** | **Color** | **Average Annual Improvement to Meet Goal** | **Approximate Status after three years** |
| --- | --- | --- | --- | --- | --- | --- |
| English Learner | 64.0% | 63.5% | -0.5% | Orange | 1.6% | 68.3% |

Note: Goal is 75% of EL students make progress.

## Disproportionate Rates of Access to Educations

The CDE is recommending that the ESSA State Plan be updated to provide data on the most recent year of analyzed teacher data, disaggregated by Title I and non-Title I schools.

ESSA State Plan Section: A.5

Attachment 3 item number: 19

**Table 4. 2014–15 Title I Schools vs. Non-Title I Schools Comparison for the State of California Educator Equity Plan**

| **School Type** | **Number of Schools** | **Total Enrollment** | **Total Teachers** | **Number of Inexperienced Teachers** | **Number of Unqualified Teachers** | **Number of Out of Field Teachers** | **Percent of Inexperienced Teachers** | **Percent of Unqualified Teachers** | **Percent of Out of Field Teachers** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I | 6,454 | 3,878,454 | 188,116 | 23,004 | 2,940 | 1,234 | 12.2% | 1.6% | 0.7% |
| Non-Title I | 3,574 | 2,345,979 | 112,881 | 12,521 | 1,555 | 719 | 11.1% | 1.4% | 0.6% |
| Statewide Total | 10,028 | 6,224,433 | 300,997 | 35,525 | 4,495 | 1,953 | 11.8% | 1.5% | 0.6% |

## Attachment(s)

None.