Item 2: Developing an Integrated Local, State, and Federal Accountability and Continuous Improvement System

State Board of Education

May 9, 2018

California DEPARTMENT OF EDUCATION

TOM TORLAKSON
State Superintendent of Public Instruction

California School Dashboard College and Career Readiness in San Juan Unified

Rick Messer, Assistant Superintendent, Secondary Education
Susan Green, Director Assessment, Evaluation and Planning
Brett Wolfe, Director CTE, K-12 Counseling and College and Career Readiness

San Juan Unified School District

SJUSD - Equity for All Groups

- **Before making major decisions, always ask:**
  - Who are the specific **populations affected** and what are the **potential impacts** on these specific populations?
  - In what ways does this **ignore or worsen existing disparities** or produce other **unintended consequences**? What political implications need to be considered?
  - How have we **intentionally involved** the specific population affected using **input and feedback loops**?
  - What are the **barriers** to reducing the predictability of which students fail with this policy, practice, program or decision? How will **we mitigate the negative impacts** to address these barriers?

SJUSD - College & Career Readiness

- Equity, Opportunity and Access for ALL
  - New Graduation Requirements (class of 2023)
  - Career Technical Education Opportunities
  - Alternative Learning Opportunities
  - Dual Enrollment in College Programs
  - Promoting College Readiness

- Supporting ALL students to succeed and be college/career ready.

College and Career Indicator District Preparation

A-G

AP-IB

Dual

Grade 11 CAASPP

CTE Pathways

College and Career Indicator

California School DASHBOARD

College/Career Indicator

The College/Career Indicator measures how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state indicator, high school graduates must meet at least one of the measures in the prepared level.

PREPARED

- **Smarter Balanced Summative Assessments:** Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
- **Advanced Placement (AP) Exams:** Score of 3 or higher on two AP exams
- **International Baccalaureate (IB) Exams:** Score of 4 or higher on two IB exams
- **Completion of Dual Enrollment:** Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **University of California (UC) and California State University (CSU) a-g requirements:** Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below
- **Career Technical Education (CTE) Pathway:** Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below

Additional Criteria

- Smarter Balanced Summative Assessment Scores:
  - Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics, or
  - Level 3 or higher on mathematics and at least a Level 2 in ELA
- One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
- Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)
- Completion of CTE Pathway (for a-g requirement only)

APPROACHING PREPARED

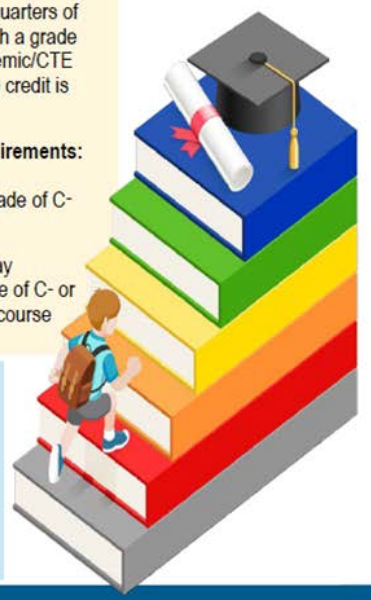
- **Smarter Balanced Summative Assessments:** Score of Level 2 "Standard Nearly Met" on both ELA and mathematics
- **Completion of Dual Enrollment:** One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **UC and CSU a-g requirements:** Complete a-g course requirements with a grade of C- or better
- **CTE Pathway:** Pathway completion with a grade of C- or better in the capstone course

NOT PREPARED

Did not meet any of the measures or did not graduate.

Criteria Key

- Assessment
- Coursework



For more information, please visit the California Accountability Model & School Dashboard Web page at http://www.cde.ca.gov/ta/ac/cm/index.asp.

November 2017

San Juan Unified School District

District Goal for College and Career Indicator

- Every student will have multiple pathways to achieve college and career readiness.
  - Assessment Results Alone (Grade 11 CAASPP or AP or IB)
  - Dual Enrollment
  - A-G or CTE along with Assessment Results

College and Career Indicator Accountability - Baseline Results

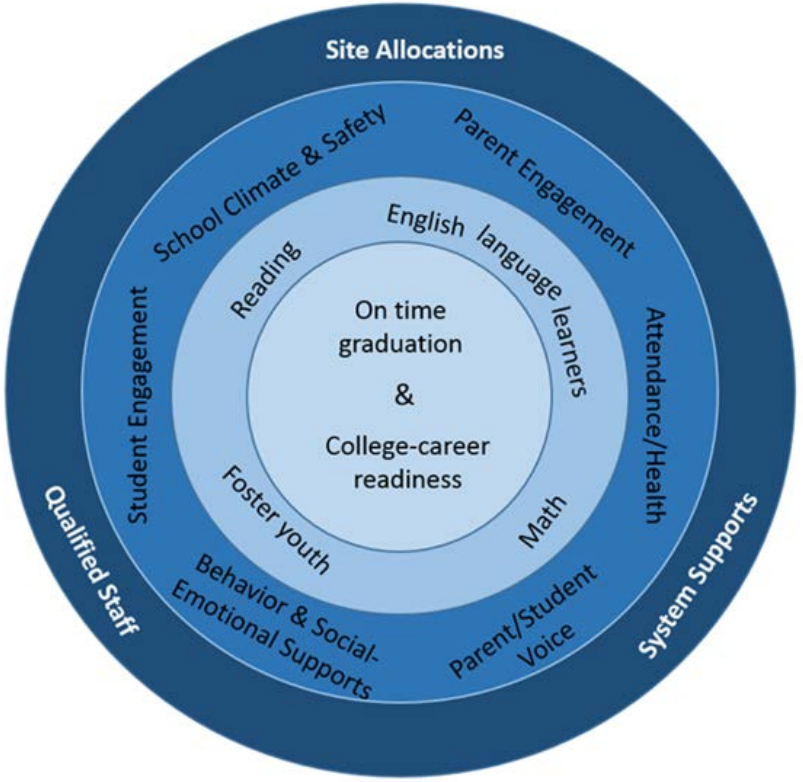
- Digging into the data and the connections
  - Relationships between Indicators
    - College and Career Indicator
    - Graduation Rate
    - ELA & Math CAASPP Test Results for Grade 11
  - Special Populations
    - Foster Youth and Homeless
    - English Learners
    - Students with Disabilities

College and Career
Exploring How Students Performed

- District and School Results Overall/Groups
  - 40.6% Prepared and 22.4% Approaching
  - Question – What measure qualified them?

- CCI Reports – Explore
  - Prepared by which Measure
  - Approaching by which Measure

Developing College and Career Readiness Next Steps



- Increasing communication
- Closing the gaps
- Increasing opportunities
- Providing supports
- Building partnerships
- Developing yearly benchmarks for grades 9-11 to monitor progress

Attachments

Attachment 1: Proposed Student-Level Growth Model

Attachment 2: Proposed One-Year Graduation Rate for Schools with Dashboard Alternative School Status

Attachment 3: California School Dashboard Educational Outreach Activities

Recommendation

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve: (1) the "Residual Gain" student growth model for further exploration and modeling to be considered for possible inclusion in the 2018 California School Dashboard (Dashboard), and (2) the recommended methodology for calculating the one-year graduation rate for Dashboard Alternative School Status (DASS) schools.

Attachment 1: Growth Model Exploration

2015

September 2015:

- SBE Meeting: Explore growth models
- CDE and Technical Design Group (TDG) begin work on growth models

2016

February 2016:

- SBE Memo

March 2016:

- Collaboration with Educational Testing Service (ETS) begins

May 2016:

- SBE Meeting: Seek additional information

June 2016:

- SBE Memo

2017

January 2017:

- SBE Meeting: Discuss criteria

April 2017:

- CDE contracts with ETS for evaluation

June 2017:

- SBE Memo

2018

February 2018:

- SBE Memo

May 2018:

- SBE Meeting: Selection of a model for further exploration

Growth Model Exploration—Step 1

September 2015:

- The SBE requested that the CDE explore the development of a growth model for inclusion in the new accountability system.

Fall 2015-Winter 2016:

- CDE staff and the TDG work begins:
  - Reviewed “A Practitioner’s Guide to Growth Models” written by national growth model experts Katherine E. Castellano and Andrew D. Ho.
  - Explored various growth models.

Growth Model Exploration—Step 2

- **February 2016 Information Memorandum**
  - Based on information provided in the *Practitioner's Guide to Growth Models* and the properties of the Smarter Balanced vertical scales, the TDG explored various growth models at their September 2015 and February 2016 meetings.
  - Provided the SBE with an overview of student-level growth models that could be used to communicate Smarter Balanced Summative Assessment results.

Growth Model Exploration—Step 3

March – December 2016

- CDE and ETS begin collaboration on growth model work.
- SBE members requested additional information on the student-level growth models at the May 2016 SBE meeting.
- **A June 2016 Information Memorandum** provided a progress update related to the design of a school- and district-level accountability model, as opposed to reporting individual student-level growth and performance.

Growth Model Exploration—Step 4

January – March 2017

- **At the January 2017 SBE Meeting,** the SBE discussed criteria for selecting a growth model to be used for school and district accountability.
- The criteria was shared with the stakeholder groups, the California Assessment of Student Performance and Progress (CAASPP) Technical Advisory Group (TAG), and the TDG to aid in the selection of growth models for further exploration.

Growth Model Exploration—Step 5

April – December 2017

- **In April 2017** ETS began simulations on the three proposed growth models that were selected based on criteria discussed at the January SBE meeting.
- **June 2017 Information Memorandum**: Update on the continued work toward a growth model, including three potential student growth models to be considered for simulations.

Growth Model Exploration—Step 6

January 2018–Present

- In February 2018, ETS shared the results of the growth model simulations with the TDG and the Local Control Funding Formula (LCFF) stakeholder group.
- Simulation results for three potential student-level growth models were provided to the SBE in a **February 2018 Memorandum.**

Growth Model Process Timeline

- **May 2018 SBE Meeting**: Selection of growth model for further exploration and modeling.
- **July 2018 SBE Meeting**: Discussion on placement of the growth model in the accountability system, possible metrics, technical refinements, and feedback from stakeholders.
- **September 2018 Meeting**: Decision on the inclusion and placement of the growth model in the accountability system.

Growth Model Selection Criteria #1

1. **Conform to rigorous technical standards**
   - Should measure academic progress over time for:
     - schools,
     - local educational agencies (LEAs),
     - and the state
   - Produce precise information that is valid for its purpose
   - Have the capacity to produce reliable results for student groups as small as 30

Growth Model Selection Criteria #2

2. **Capable of being included in accountability systems**

   - Should fit into a multiple measures approach of looking at state and district academic progress over time
   - Information should be consumable and usable by LEAs for the purpose of establishing local goals and evaluating local programs

Growth Model Selection Criteria #3

3. **Provide a measure of academic growth across the continuum of performance that:**

   - Allows for progress to be measured across the continuum of academic achievement
   - Has the capacity to be used to evaluate academic achievement gaps between student groups
   - Is consistent from year to year and reflects how students performed in terms of where they started in the previous year

Growth Model Selection Criteria #4

4. Provide for inclusion of all students:

- Can be applied to all students who earn a valid score on the English language arts/literacy (ELA) and mathematics statewide assessments
- Is based only on student test scores and not on any other school or student characteristics

Growth Model Selection Criteria #5

5. **Provide information on academic progress that is easily communicated to educators and the public:**
   - Should be able to be displayed in a manner that stakeholder groups can understand when applied to schools, LEAs, and the state

What is a Student-Level Growth Model?

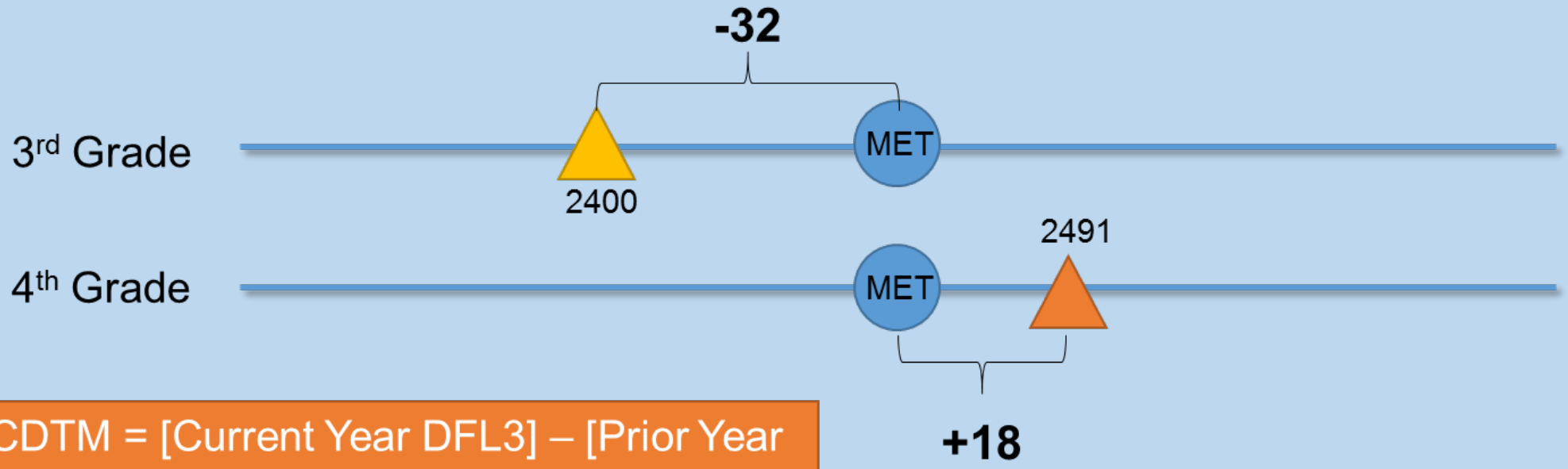
- A way to measure an individual student's growth from **year to year** on their annual California Assessment of Student Performance and Progress (CAASPP) in ELA and mathematics. For example, measure growth annually from:
  - Grade three to grade four
  - Grade four to grade five
  - Grade five to grade six
  - Grade six to grade seven
  - Grade seven to grade eight

Models Selected Based on Criteria

- ETS conducted simulations on the following models using Grades 3-8 CAASPP results:
  - Change in Distance to Met (CDTM)
  - Conditional Percentile Rank—CPR
  - Residual Gain (RG)

Change in Distance to Met (CDTM)

- CDTM determines if a student is scoring higher relative to the proficiency threshold (“Met”) in the current year than in the previous year.

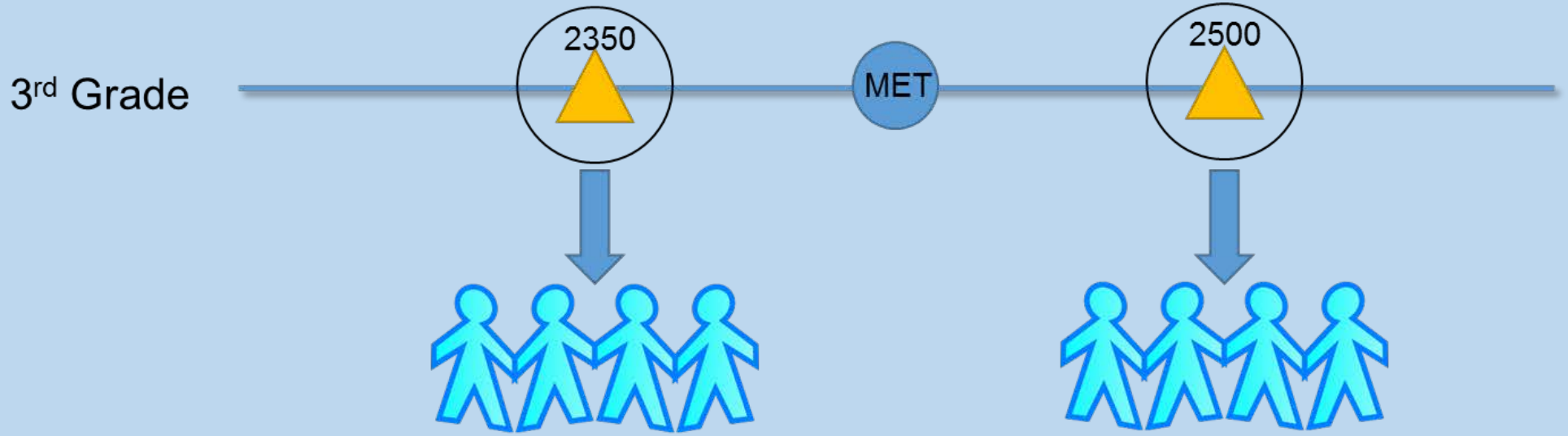


CDTM = [Current Year DFL3] – [Prior Year DFL3]

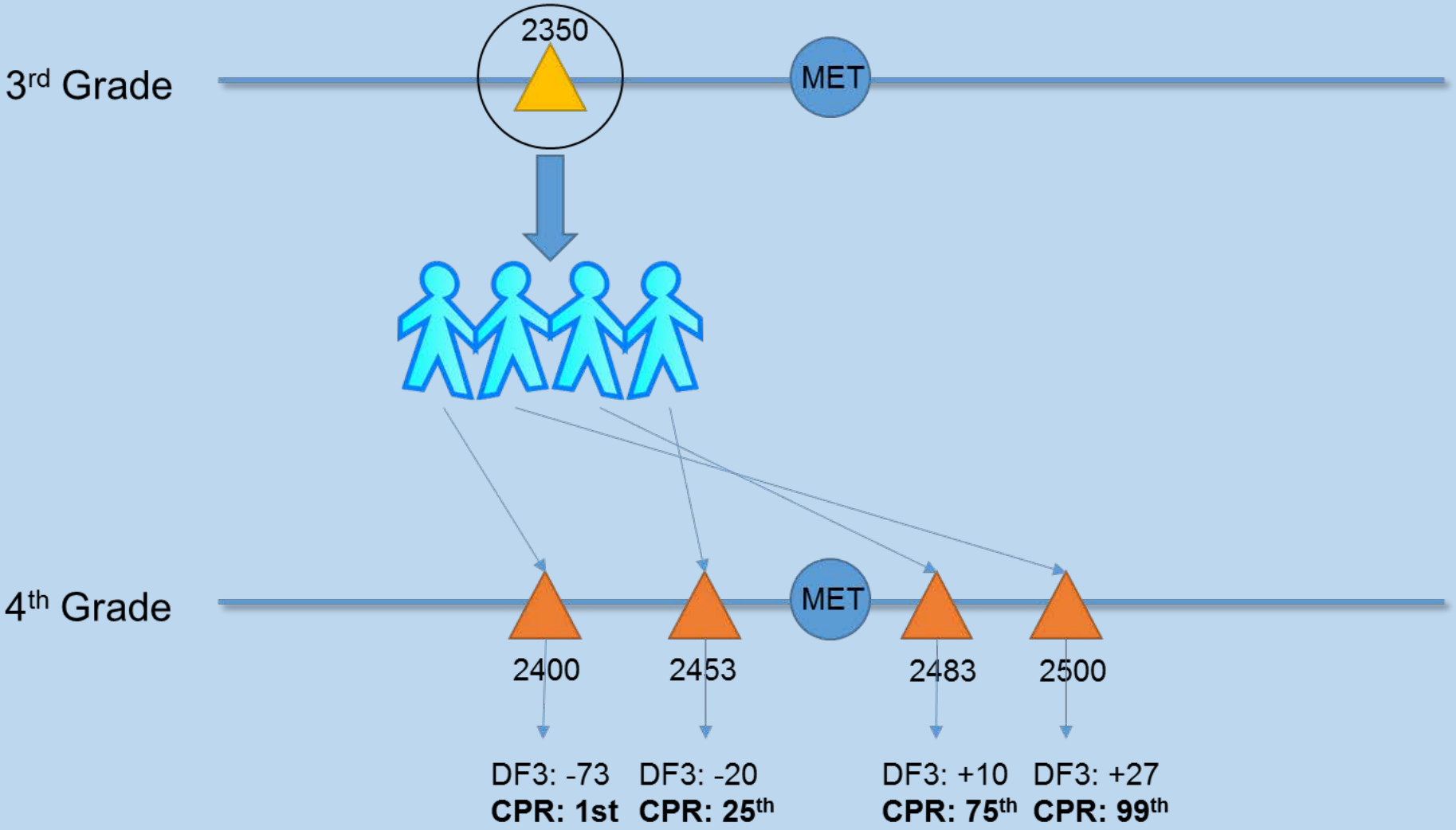
[18] – [-32] = +50

Conditional Percentile Rank—CPR

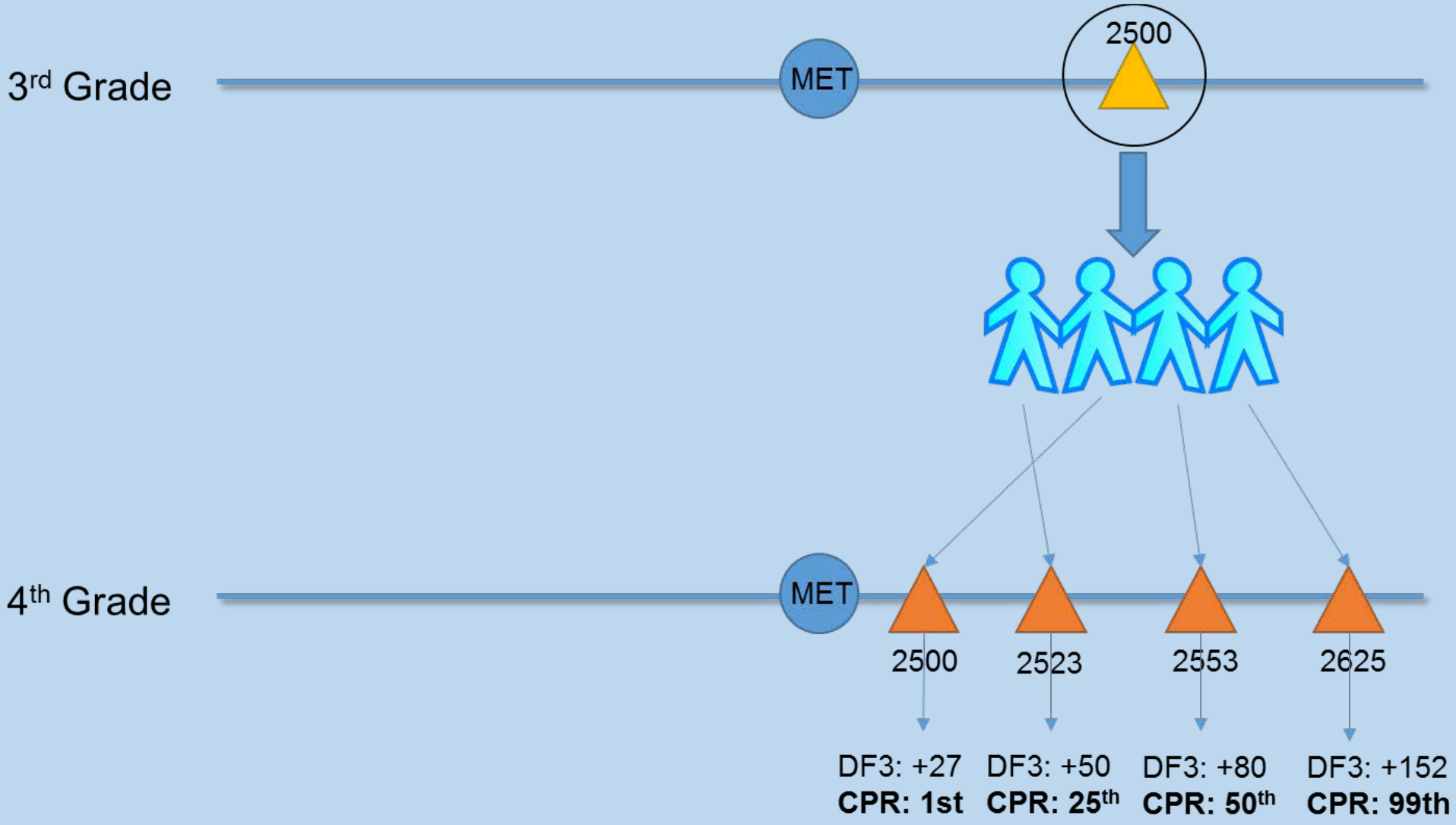
- CPR provides a relative measure of student growth on the percentile rank scale.
  - Ranking students who scored X in 3rd grade within percentiles based on their 4th grade test scores



CPR for Students with Grade 3 Score of 2350



CPR for Students with Grade 3 Score of 2500



Comparing CPR – 99th Percentile

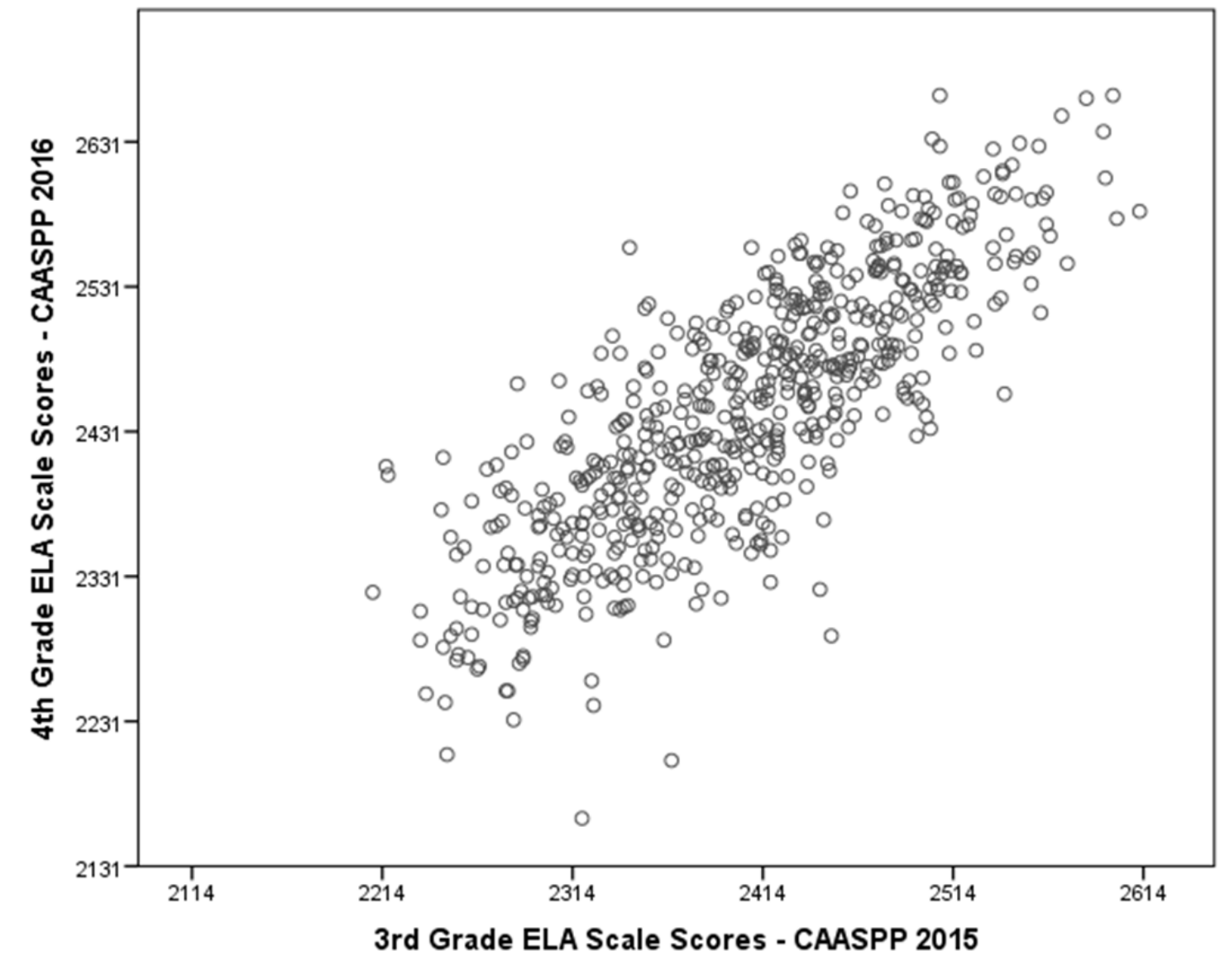
- CPR Example of a student with a DF3 of +27 in 4th grade:
  - Scored 2350 in 3rd Grade: 99th Percentile
  - Scored 2500 in 3rd Grade: 1st Percentile

Residual Gain (RG)

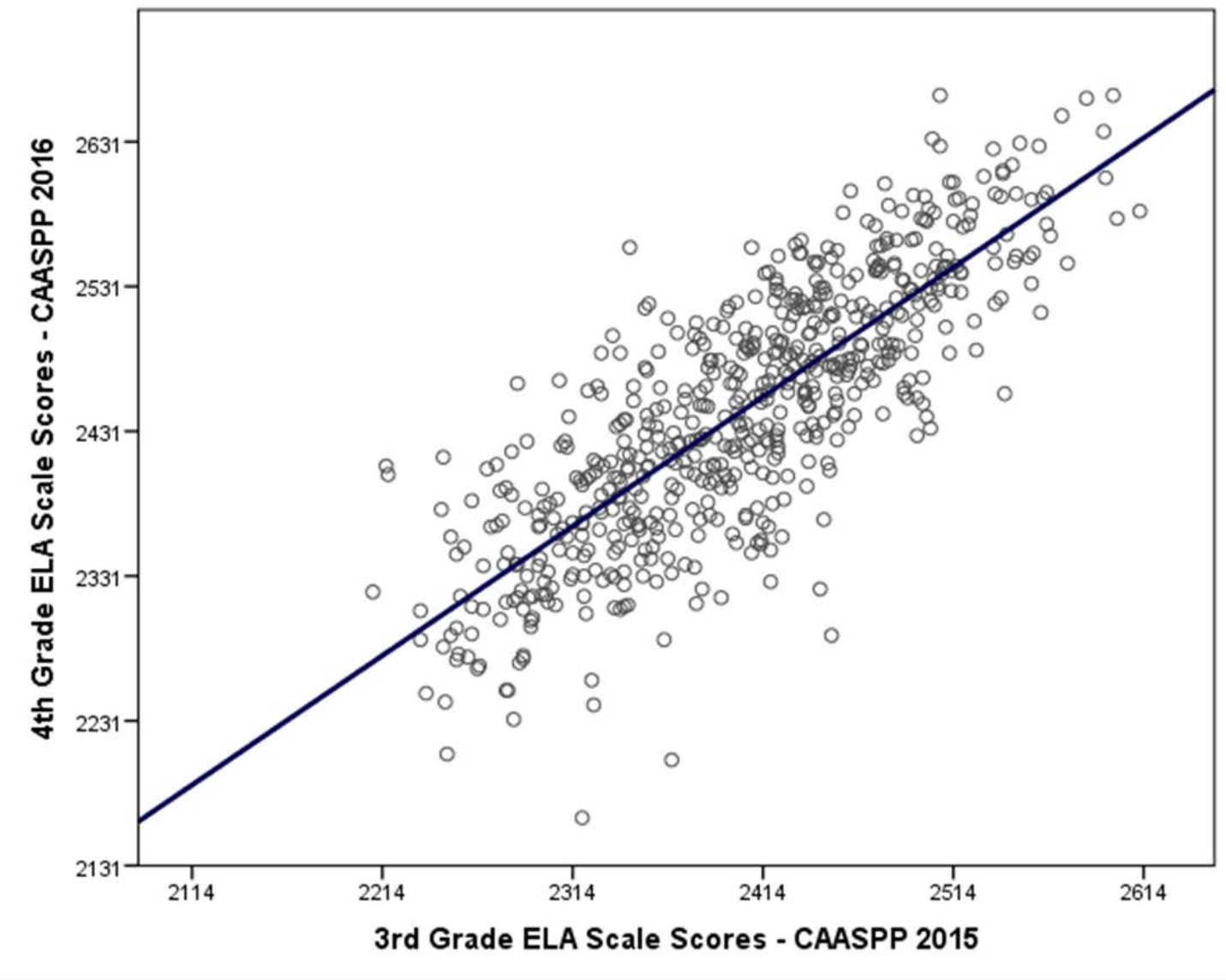
- RG provides a relative measure of student growth on the current test scale.
  - **Predict** the student's current-year score in either mathematics or ELA using the student's prior-year mathematics *and* ELA scores.

Student's current year score – **predicted score** = RG

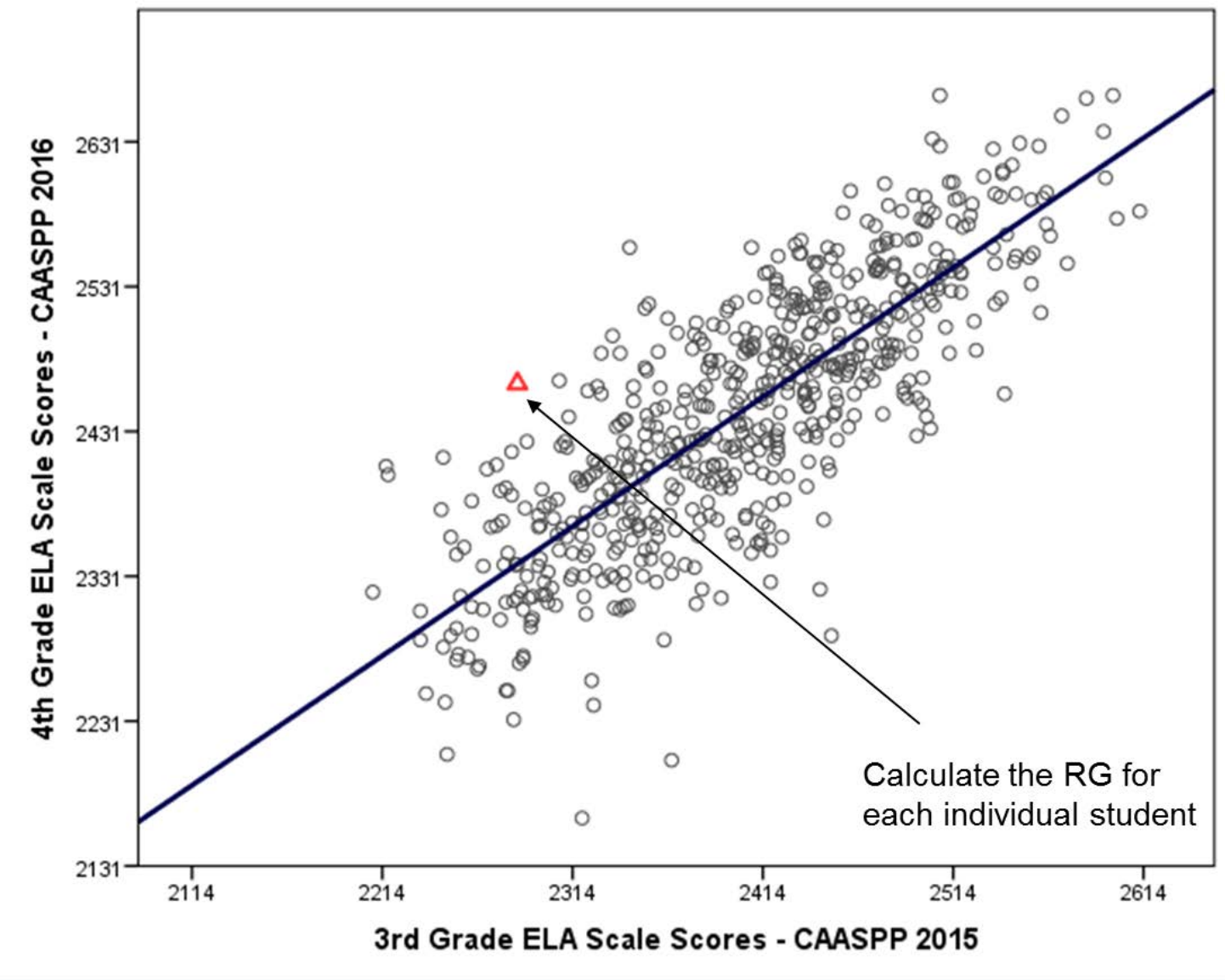
How Does RG Work: Scatter Plot of Scores



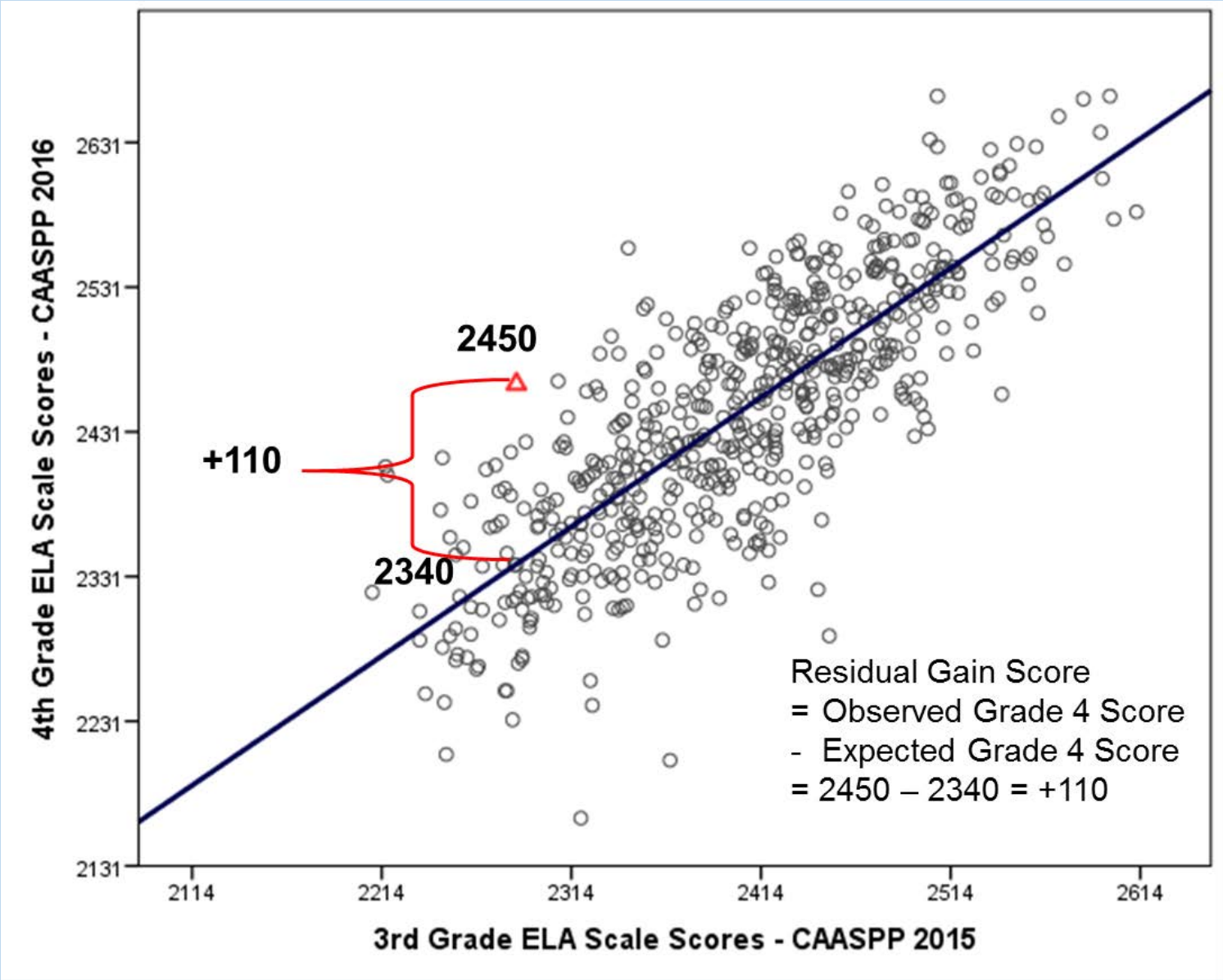
How Does RG Work: Line of Best Fit



How Does RG Work: Calculate RG for Each Student



How Does RG Work: Results for One Student



Conclusion of ETS Analysis

- Of the three considered aggregated student growth statistics under consideration for use in aggregate accountability, **RG appears to have the most promising statistical attributes.**

Criteria	CDTM	CPR	RG
Strength or relationship with background characteristics	Blank	X	Blank
Sensitivity to school configuration and assessment content area	X	Blank	Blank
Statistical precision	X	Blank	Blank

X Indicates growth measure performed the worst

California Practitioners Advisory Group (CPAG)

- During the presentation at the CPAG, there was a question regarding the statistical significance of the growth models. All three models were shown to have statistical precision.
- In addition, it is important to note that the CDTM growth model simulated by ETS is different than the Distance from Met calculations displayed in the Dashboard.
- Overall, CPAG members indicated that a growth model provides more information about a cohort's growth vs. a school's growth.

SBE Guidance On The Growth Model

- Selection of a model today will allow the CDE to continue the exploration of incorporating a growth model in the accountability system. To prepare for upcoming decisions, based on the model selected:
  - Are there questions that the SBE would like CDE staff to address at the July SBE meeting?
  - What specific analyses, if any, would the SBE like to see regarding the growth model, or the use of the growth model in the Dashboard, at the July SBE meeting?

Attachment 2:
Modified Methods for DASS Schools

DASS Background

- The SBE directed the CDE to develop **indicators** for alternative schools that evaluate the success and progress of these schools based on the LCFF state priorities and accountability requirements in ESSA.
- The intent was ***not*** *to* develop a separate Dashboard for alternative schools, but rather to ensure that the indicators fairly evaluate alternative schools.

Number of DASS Schools

Grade Spans	Number of Schools
K-12	193
Elementary	83
Middle	10
Middle/High	254
High	533
Adult	1
Total	**1,074**

Dashboard Reports for DASS Schools

- Beginning in 2018, all DASS schools will receive a Dashboard report.
  - DASS schools did not receive a 2017 Spring or Fall Dashboard.
- DASS school information will be included in their LEA Dashboard report.

Alternative Schools Taskforce

- In collaboration with the John W. Gardner Center at Stanford University, the California Advisory Task Force for Alternative Schools (Task Force) was convened in 2017 and met several times throughout the year.
  - Members include representatives from school districts, county offices of education, juvenile court schools, special education local plan area, DASS charter schools.

July 2017 SBE Meeting

- Based on feedback from the Task Force the SBE approved the following DASS process:
  - Schools with a “school type” identified in *Education Code* (*EC*) Section 52052(g) are automatically defined as DASS schools. These schools are not required to apply for DASS status.
  - Alternative schools of choice and charter schools may apply for DASS status if at least 70 percent of the school's total enrollment is comprised of high-risk student groups, as defined by SBE.
    - These schools must re-apply once every three years.

Modified Methods for DASS Schools

- DASS schools will be held accountable for **all** state indicators currently reported in the Dashboard.
  - However, “modified methods” will be used to calculate select state indicators.
- The work of the Task Force over the past year was focused on the developing modified methods for the graduation rate and the college/career indicator.

One-Year Graduation Rate

Graduation Rate Indicator

- The Dashboard currently uses a **four-year** cohort graduation rate for the Graduation Rate Indicator for non-alternative schools.
  - This measurement is not appropriate to use for DASS schools who serve highly mobile and credit deficient students.
- The Task Force proposed using a **one-year** graduation rate for DASS schools. Results from seven simulations were analyzed before a methodology was selected for consideration by the SBE.

Four-Year vs. One-Year

Students who are counted as **graduates** differ:

4-Year Graduation Rate (Used for Graduation Rate Indicator)	1-Year Graduation Rate (Modified Method)
• Standard diploma	• Standard diploma • High school equivalency certificate (e.g., *GED) • Special education certificate • Early graduates (grade eleven students graduate by end of year) *GED: General Educational Development

Which Students Are Included in Numerator for One-Year Rates?

Students in DASS schools must meet **all** of the following requirements:

1. Grade requirement
2. Certificate requirement
3. Enrollment days requirement

Grade Requirement

To meet this requirement, a student must:

Be in grade eleven or twelve (Note: only grade eleven students are counted as early graduates)

OR

Have an adult status in CALPADS

OR

Have an un-graded secondary status in CALPADS (Note: ungraded will no longer be a CALPADS option for the 2018-19 school year)

Certificate Requirements: DASS One-Year Graduation Rate

To meet this requirement, a student must:

Receive a standard diploma

OR

Receive a high school equivalency certificate (e.g., GED)

OR

Receive a special education certificate of completion

OR

Receive an adult education high school diploma

Enrollment Days Requirement: DASS One-Year Graduation Rate

To meet this requirement, a student must:

Grade twelve students must be enrolled for at least 90 consecutive calendar days, with an enrollment gap ≤ 30 days.

OR

Be a graduate in July, August, or September

- No enrollment requirement

OR

Be an adult, ungraded secondary, Foster Youth, grade 11 graduates and be enrolled at least 30 consecutive calendar days.

Which Students Are Included in Denominator for One-Year Rates?

Students in DASS schools that are:

- **Graduates** (including summer graduates)
- Grade twelve **non-graduates** enrolled for at least 90 consecutive calendar days between July 1 to June 30, **and**:
  - Did not receive an approved certificate
  - Dropped out
  - Lost transfer (transferred to another CA school but did not show)

Eligible DASS Schools

- Because DASS schools have smaller student populations, the Task Force recommended an *n* size of 15. Therefore, one-year rates were produced for any DASS school with a cohort of 15 or more students.

Graduation Cohort Year	# High Schools	# DASS Schools	# DASS Schools with One-Year Rate Calculations
2015–16	2,782	849	596
2016–17	2,686	846	583

Statewide Graduation Rates: One-Year vs. Four-Year

Subject	Four-Year 2015-16 (#Schls=605)	One-Year 2015-16 (#Schls=596)	Four-Year 2016-17 (#Schls=614)	One-Year 2016-17 (#Schls=583)
Graduation Rate	41.1%	53.8%	42.3%	55.2%
# Students in Cohort	63,008	68,377	63,702	64, 097
# Graduates	25,919	36,819	26,913	34,465

Stakeholder Engagement

- CDE presented the one-year graduation rate at the following meetings:
  - Advisory Commission on Special Education (ACSE)
  - Special Education Local Plan Area (SELPA)
  - Regional Assessment Network (RAN)
  - Capitol Regional Assessment Network (CRAN)
  - LCFF stakeholder group
  - CPAG

Stakeholder Feedback

- Overall the stakeholder groups supported the one-year graduation rate. However, all groups voiced a concern regarding unintended consequences. Specifically, that it may increase the number of students that are transferred to DASS schools.
- In response, the CDE will monitor the enrollment of DASS schools annually to determine if enrollment increases substantially (including specific student groups).
- If a problem is identified, business rules will be developed to address the issue.

Attachment 3: California School Dashboard Educational Outreach Activities

- Overview of select engagement activities
- Update on User Interface Design
- Upcoming stakeholder meetings

CDE Recommendation

The CDE recommends that the SBE approve: (1) the "Residual Gain" student growth model for further exploration and modeling to be considered for possible inclusion in the 2018 Dashboard, and (2) the recommended methodology for calculating the one-year graduation rate for DASS schools.