# **Attachment 1: Overview of the Amendments to California’s ESSA State Plan**

As part of the ongoing development of the Every Student Success Act (ESSA) State Plan and the California School Dashboard (Dashboard), the State Board of Education (SBE) took several actions to prepare for the release of the 2019 Dashboard. The California Department of Education (CDE) is requesting the adoption of the following amendments to California’s State Plan (State Plan) to reflect the SBE’s actions in 2019 and technical edits to the ESSA state plan:

* Updated the long-term goal and revised Status cut scores for the Graduation Rate Indicator.
* Approved the methodology for using the English Learner Progress Indicator (ELPI) for school identification.
* Approved status cut scores for the ELPI.
* Clarified the definitions of “ineffective teacher” and “out of field” teacher.
* Raised the low graduation threshold to “below 68 percent.”
* Refined a combined (also known as an extended rate) four- and five-year graduation rate for the Graduation Rate Indicator.
* Reinsert the Academic Indicator State Level Data by Student Group tables

Below are summaries of the amendments to the State Plan. Each summary includes the amendments to the ESSA State Plan, and a corresponding reference to the relevant State Plan section.

## November 2019

### Summary: Status Cut Scores for the Graduation Rate Indicator

At the November 2019 meeting, the SBE adopted the long-term goal for the extended graduation rate be set at 90.5 percent, as compared to 90 percent goal that was established for the four-year cohort graduation rate. (Note: the annual targets were revised to reflect the revised goal.

#### ESSA State Plan

Title I, Part A: Sections 4.iii.b.1-4, Appendix A, B

Pages 45, 47-49, 52-54, 161

### Summary: Status Cut Scores and Methodology for Rate English Learner Progress Indicator

In November 2019, the SBE approved (1) the methodology for using the ELPI for school identification, and (2) Status cut scores for the ELPI.

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Title I, Part A: Sections 4.iii.c.1, 4.iv.c, 4.vi.d,f, Title III, Part A, Subpart 1: Section 1, Appendix A, C

Pages 163-164, 166

### Summary: Clarified the Definitions of “Ineffective Teacher” and “Out of Field” Teacher

The SBE clarified during their November 2019 meeting revisions to the current definitions of “ineffective” and “out-of-field” teacher in efforts to provide the most accurate data to improve technical assistance and support to the field and to ensure equitable access and positive outcomes for students. These amendments in the State Plan capture the full range of credential and authorization statuses that teachers can hold.

#### ESSA State Plan

Title I, Part A: Section 5

Pages 91-92

## September 2019

### Summary: Raised the Low Graduation Threshold

At the September 2019 meeting the SBE approved raising the low graduation threshold to “below 68 percent.” This action was in response to adopting the combined graduation rate methodology at the July 2019 SBE meeting.

#### ESSA State Plan

Title I, Part A: Sections 4.iii.b.1, 4.iv.b.i and iii

Pages 45-49, 62, 76

## July 2019

### Summary: Extended Rate for the Graduation Rate Indicator

At the July 2019 meeting the SBE approved a combined (also known as an extended rate) four- and five-year graduation rate for the Graduation Rate Indicator.

#### ESSA State Plan

Title I, Part A: Section 1111(c)(4)(A)(1)(BB)

Pages 45

## Additional Technical Edits

The 2018 Amended State Plan included a clerical error in the tables provided in the Academic Achievement Sections for English Language Arts and Math for grades 3 -8 (Tables 2 and 3). The corrected State Level Data by Student Group (Tables 6 through 9) are being reinserted into the Plan.

Title I, Part A: Sections 4.iii.a, Appendix A,

Pages 25, 26, 29-33, 40-44, 154-157

To comply with the requirements outlined in the U.S. Department of Education’s approval letter for California’s 2018 State Plan Amendments received on November 8, 2019 (<https://www.cde.ca.gov/be/pn/im/documents/dec19memogad01.docx> ), the following sections reflect the modification of the calculation of the incorporation of the participation rate into the Academic Achievement indicator beginning with the 2020 Dashboard.

Title I, Part A: Sections 4.vi.d and f, vii

Pages 77, 79