

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

itb-amard-sep23item01

# California State Board of Education September 2023 Agenda Item #08

## Subject

Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Action to Implement the 2023 Dashboard Workplan and ESSA Amendments and Updates on Continuing Work for Future Dashboards.

## Type of Action

Action, Information

## Summary of the Issue(s)

This item is a follow up to the annual workplan that was presented to the State Board of Education (SBE) at their March 2023 meeting for consideration in the 2023 California School Dashboard (Dashboard). The annual workplan included proposals related to establishing change cut points, a five-by-five color scheme, and methodology to include the Summative Alternate English Language Proficiency Assessments for California (ELPAC) into the English Learner Progress Indicator (ELPI). The workplan for the College/Career Indicator (CCI) included a review of the Non-Registered Pre-Apprenticeship measure and use of modified criteria for Differentiated Assistance to incorporate the inclusion of CCI status only for the 2023 Dashboard. Additionally, this item provides information related to the Chronic Absenteeism Indicator, setting objective criteria for Priority 1 Teacher Data, and the reporting of the Science assessment and Least Restrictive Environment data for informational purposes.

Attachment 1 summarizes the workplan progress in preparation of the release of the 2023 Dashboard. Following a review of an extended-year graduation rate, the CDE is not recommending changes to the current combined graduation rate on the Dashboard. The attachment describes the work conducted on the new and existing career measures developed for the CCI and provides an update on the continued work on the student level growth model with the development of visualizations that will accompany the release of the 2024 student level growth data.

Attachment 2 provides an overview of the amendments proposed to California’s Elementary and Secondary Education Act (ESEA) Consolidated State Plan (State Plan) under the Every Student Succeeds Act (ESSA).

Attachment 3 is the amended State Plan which conforms to previous action from the March 2022 meeting in which the SBE approved the flexibilities offered by the 2021–22 Addendum Template for the Consolidated State Plan due to COVID-19 in the following ways: 1) revising the state’s long-term goals and interim progress by shifting the timeline forward by two years for measurements of interim progress; 2) shifting forward timelines by one year for identifying schools; and 3) revising the exit criteria for schools identified for support. Additionally, the State Plan includes the proposed updates for the ELPI change cut scores, adoption of the five-by-five grid, and incorporation of the alternative ELPAC into the indicator.

Attachment 4 provides a summary of outreach work conducted to support the Dashboard.

## Recommendation

The CDE recommends that the SBE approves: (1) cut points for ELPI Change, (2) re-establishing five-by-five color scheme for ELPI performance colors on the 2023 Dashboard, (3) the inclusion of Summative Alternate ELPAC in the ELPI, (4) removal of the Non-Registered Pre-Apprenticeship measure from the CCI beginning with the 2023–24 school year, (5) the eligibility criteria for Differentiated Assistance based on the 2023 Dashboard, and (6) objective criteria for the 2021–22 Teacher Assignment Outcomes within Priority 1, and (7) links to additional data outside of the Dashboard for the Chronic Absenteeism, the Science assessment, and Least Restrictive Environment data. Additionally, the CDE recommends that the SBE approve the amendments to the State Plan, pending the SBE Executive Director approval of final revisions requested by the SBE, correction of any typographical errors, and necessary, non-substantive clarifying edits.

## Brief History of Key Issues

### Background

Following the SBE’s approval of the annual workplan at the March 2023 meeting, CDE has worked to complete the analysis and educational partner engagement necessary to bring recommendations to the SBE at their September 2023 meeting. Approval of the components of the 2023 workplan must be made at the SBE September meeting to allow for implementation on the 2023 Dashboard by the newly established December 15, 2023, reporting deadline pursuant to Senate Bill 114 (Chapter 48, Statutes of 2023) and to use for inclusion in the designation of schools for federal support under both Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI).

The Dashboard was released in 2017, 2018, and 2019, and paused in 2020 and 2021 due to the 2019 novel coronavirus disease (COVID-19) pandemic. The requirements of federal and state accountability returned with the release of the 2022 Dashboard and was limited to current year performance under the provisions of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021).

The 2023 Dashboard includes “Status” (current student performance) and “Change” (difference of student performance from prior year) for most indicators. This includes the return of “Performance Levels” in the form of colors for five indicators: Academic Indicators (English Language Arts/Literacy (ELA) and Math), Suspension Rate Indicator, ELPI, Graduation Rate Indicator, and Chronic Absenteeism Indicator. The only indicator that will report “Status” only on the 2023 Dashboard is the CCI. The CCI was not able to be included on the 2022 Dashboard because of limited results from the 2021 statewide summative assessments for grade eleven students.

**English Learner Progress Indicator**

At its July 2018 meeting, the SBE adopted the three-year plan and methodology for the ELPI. ELPI Status was reported using two years of ELPAC Summative Assessment results on the 2019 Dashboard based on the SBE’s action in November 2019 to approve the Status cut scores. Due to the COVID-19 pandemic and provisions of AB 130, all state indicators for the Dashboard were suspended. For the 2022 Dashboard, the ELPI, along with the other state indicators, again reported Status only.

The 2023 workplan proposed the completion of the ELPI by establishing both Change cut scores and the five-by-five color grid. The indicator uses 2020–21, 2021–22, and 2022–23 Summative ELPAC results to report Status, Change, and overall Performance color for the ELPI on the 2023 Dashboard. Additionally, the CDE proposes to incorporate the performance of students who take the Summative Alternate ELPAC into the ELPI for the 2023 Dashboard as required by the ESSA.

**Graduation Rate**

In July 2022, California received a letter from the U.S. Department of Education (ED) that denied the state's waiver request to continue the use of modified methods for Dashboard Alternative School Status (DASS) schools. The ED letter described options that could be considered in lieu of using modified methods, such as a multi-year adjusted cohort graduation rate which would give credit to schools when students receive a regular high school diploma within six years or more. The letter further described that any application of a multi-year adjusted cohort graduation rate would need to be universally applied across all high schools and could be used to identify any high school for Comprehensive Support and Improvement (CSI). In September 2022, the CDE presented to the SBE short-term and long-term options. One short-term option that the CDE explored is the use of a multi-year adjusted cohort graduation rate.

The elimination of the DASS one year graduation rate resulted in an overidentification of DASS schools for CSI – Low Graduation on the 2022 Dashboard. In light of these results, and considering the SBE’s feedback from September 2022, the 2023 workplan included a proposal to review the impact of a multi-year graduation rate. Simulations were conducted to broaden the current combined methodology, as seen on the Dashboard in the four-and five-year combination rate, to include graduations completed within six or seven years. The results of the data simulations were provided in a June 2023 Information Memorandum to the SBE. Attachment 1 provides a summary of the work completed and the feedback received from educational partners.

**College/Career Indicator**

For the past several years the SBE and CDE have worked to expand the CCI to incorporate more career measures into the indicator. In September 2020, the SBE approved the following career measures for inclusion into the CCI: (1) registered pre-apprenticeships; (2) non-registered pre-apprenticeships; (3) State or Federal Job Program; (4) Transition Program: Classroom-Based Learning Experiences; and (5) Transition Program: Work-Based Learning Experiences. In September 2020, while adopting State Seal of Civic Engagement (SSCE) statewide criteria, the SBE directed the CDE to incorporate the SSCE into the CCI. The CDE began exploring the incorporation of this metric and convened a Civic Engagement Work Group starting in 2020. The work to include this metric in a future Dashboard continues to the present day. Beginning in 2020–21, after developing additional career measures with our educational partners, the CDE began collecting data on the following four new career measures: (1) internships; (2) student-led enterprise; (3) simulated work-based learning; and (4) Armed Services Vocational Aptitude Battery (ASVAB).

The 2023 workplan included the: (1) review of data for the four new career measures mentioned above, (2) the continued work on exploring the development of a civic engagement measure as well as an industry certification measure, and (3) the review of existing CCI measures, especially on how schools have been able to implement career programs in light of the COVID-19 pandemic and the ever-evolving changes to work-based learning activities. Attachment 1 contains an update on these activities.

**Chronic Absenteeism Indicator**

At the July 2023 SBE meeting, the 2023 workplan was re-opened to discuss options for modifying the Chronic Absenteeism Indicator. Currently, the Chronic Absenteeism Indicator is defined as the percentage of students who were absent for 10 percent or more of the instructional days they were expected to attend for any reason. The SBE directed the CDE to explore the disaggregation of reasons for student absences collected by CALPADS and in the short term, to place a link on the Dashboard to the Absenteeism by Reason report on CDE’s data reporting website, DataQuest.

The CDE solicited feedback from the California Practitioners Advisory Group at their August 2023 meeting regarding the link to the Absenteeism by Reason report on DataQuest. The proposal on adding the DataQuest report and link are presented in Attachment 1.

**Every Student Succeeds Act**

ESSA was signed into law by President Barack Obama on December 10, 2015, and went into effect in the 2017–18 school year. The ESSA reauthorized the ESEA, the nation’s federal education law, and replaces the No Child Left Behind Act (NCLB). The SBE most recently submitted an amendment for California’s ESSA State Plan in November 2021. The ESSA State Plan was subsequently approved by the U.S. Department of Education in January 2022 and is available on the ESSA webpage at <https://www.cde.ca.gov/essa>.

In December 2021, ED released the 2021–22 Addendum Template for the Consolidated State Plan due to COVID-19 to provide states a streamlined process to modify state plans for the 2021–22 school year as they implement accountability and school identification requirements under section 1111 of the ESEA to make accountability determinations and identify schools in Fall 2022.

On March 9, 2022, the SBE approved California’s submission to ED of the 2021–22 Addendum Template for the Consolidated State Plan due to COVID-19. The purpose of the addendum was to provide states a streamlined process to modify state plans for the 2021–22 school year as they implemented accountability and school identification requirements under the ESEA in Fall 2022. ED formally approved California’s submission of the 2021–22 Addendum Template for the Consolidated State Plan due to COVID-19 on August 12, 2022. The overview of the proposed amendments is provided in Attachment 2 and the full State Plan is included in Attachment 3.

## Summary of Previous State Board of Education Discussion and Action

### California Science Test Results

In March 2020, the SBE received the annual Dashboard update, which included potential revisions that the CDE was considering for the Dashboard beyond 2020, including the inclusion of the science assessment results ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx](about:blank)).

In March 2022, the CDE provided an update on the feasibility of when the science results could be incorporated into the Dashboard given the low participation on the science test during 2020–21, the use of the revised blueprint for the 2021–22 administration of the California Science Test (CAST), and the gaps in implementing the science instructional materials due to the challenges that schools faced because of COVID-19. ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item04.docx](about:blank)).

### Student Growth Model

In a June 2016 Information Memorandum, the CDE provided a progress update and clarified key issues related to the design of a school- and district-level accountability model, as opposed to reporting individual student-level growth and performance ([https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-jun16item01.doc](about:blank)).

In February 2016, the SBE received an Information Memorandum that provided an overview of student-level growth models that can be used to communicate Smarter Balanced Summative Assessment results ([https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-feb16item01.doc](about:blank)).

In January 2017, the SBE discussed criteria for selecting a growth model used for school and district accountability ([https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02.doc](about:blank)).

Following the SBE discussion in January 2017, the CDE further consulted with Educational Testing Service (ETS), the Technical Design Group, the California Assessment of Student Performance and Progress (CAASPP) Technical Advisory Group (TAG), and the Statewide Assessment Stakeholder Group, regarding potential growth models. Three models were selected for simulation. The discussion and recommendations of the groups were summarized and presented to the SBE in a June 2017 Information Memorandum ([https://www.cde.ca.gov/be/pn/im/documents/memo-asb-adad-jun17item03.doc](about:blank)).

In February 2018, the SBE received an Information Memorandum with the results of the ETS Growth Study, which provided a statistical analysis of three proposed growth models ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item01.docx](about:blank)).

In May 2018, the SBE reviewed analyses of the three student-level growth models conducted by ETS and directed the CDE to further explore the Residual Gain model for possible inclusion in the Dashboard ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02.docx](about:blank)).

At its July 2018 meeting, the SBE directed the CDE to conduct further analyses on the Residual Growth model, including the impact of future years of assessment data, changes in the model to reduce year-to-year volatility, consideration of additional growth models or options, and an examination of growth models implemented in other states ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item01.docx](about:blank)).

The CDE engaged the California Comprehensive Center to conduct this research and facilitate a stakeholder process on the future direction of this work. In February 2019, the SBE received an Information Memorandum, providing a summary of the first student growth model stakeholder meeting ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb19item03.docx](about:blank)).

In April 2019, the SBE received an Information Memorandum, providing a summary of the second growth model stakeholder feedback group meeting ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr19item02.docx](about:blank)).

In November 2019, the SBE received an Information Memorandum, providing a summary of the growth model stakeholder feedback group process ([https://www.cde.ca.gov/be/pn/im/documents/nov19memoamard01.docx](about:blank)).

At the March 2020 meeting, the SBE directed the CDE to provide a presentation at the May 2020 meeting regarding the work conducted to date on the development of a student-level growth model. Due to the national health crisis, this presentation was postponed until the July 2020 SBE meeting ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx](about:blank)).

In June 2020, the SBE received an Information Memorandum, providing the history and background on the student growth model work to date ([https://www.cde.ca.gov/be/pn/im/documents/memo-imb-amard-june20item01.docx](about:blank)).

At the July 2020 SBE meeting, the CDE provided a presentation regarding the work conducted to data on the development of a student-level growth model ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/jul20item02.docx](about:blank)).

In September 2020, the CDE presented an update on the progress by the CDE on refining the statistical methodology used to develop a student growth model. In addition, the ETS presented the results of its study on the potential of the EBLP method to estimate aggregate growth measures for LEAs and schools ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item02.docx](about:blank)).

In November 2020, the CDE presented an item recommending that the SBE adopt a single subject Empirical Best Linear Prediction (EBLP) methodology to improve growth model communication ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item06.docx](about:blank)).

In February 2021, the SBE received an Information Memorandum, providing the final ETS report on the student growth model and recommendations for criteria for determining the assignment of the EBLP or simple average ([https://www.cde.ca.gov/be/pn/im/documents/feb21memoamard02.docx](about:blank)).

In May 2021, the SBE adopted the student growth model methodology, which includes using residual gain (RG) scores and the EBLP hybrid approach to report aggregated student growth ([https://www.cde.ca.gov/be/ag/ag/yr21/documents/may21item03.docx](about:blank)).

In October 2021, the SBE received an Information Memorandum with information on CDE’s September 2021 release of historical growth scores from 2016–19, as well as a timeline for next release of growth scores from 2021–24 ([https://www.cde.ca.gov/be/pn/im/documents/oct21memoamard01.docx](about:blank)).

In January 2022, the SBE was provided a December 2021 Information Memorandum on data reporting for the 2020–21 school year

([https://www.cde.ca.gov/be/pn/im/documents/dec21memoamard01.docx](about:blank))

In February 2022, the SBE received an update on the exploration into reporting academic student growth by English Language Proficiency Assessments for California Achievement Level ([https://www.cde.ca.gov/be/pn/im/infomemofeb2022.asp](about:blank)).

In March 2022, the SBE received an annual update on items that were being considered by the CDE for the 2022 Dashboard ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item04.docx](about:blank)).

In July 2022, the CDE presented an update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System

([https://www.cde.ca.gov/be/ag/ag/yr22/documents/jul22item02.docx](about:blank)).

### College/Career Indicator

In July 2016, the SBE reviewed and approved the College/Career Indicator (CCI) as a state indicator. ([https://www.cde.ca.gov/be/mt/ms/documents/finalminutes1314jul2016.doc](about:blank)).

In September 2016, the SBE reviewed and approved Status performance levels for the CCI based on the 2013–14 cohort data file and approved the re-evaluation of the performance levels in September 2017 once the first year of results of Smarter Balanced assessment were included in the CCI. The SBE also directed the removal of the “Well Prepared” category until additional data on career readiness becomes available ([https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc](about:blank)).

In September 2017, the SBE reviewed a three-year implementation plan for the CCI. In addition, the SBE reviewed a clarification to one of the CCI criterion in the “Approaching Prepared” level within the CCI and the recommended revised Status cut scores based on the Class of 2016. The SBE approved the revised cut scores for Status. The SBE also reviewed the three-year plan timeline for fully building out this indicator to include additional career and college measures ([https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc](about:blank)).

In February 2018, the SBE received an Information Memorandum that provided an update on the status of the three-year CCI timeline and the development of new career measures, including Leadership/Military Science ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item02.docx](about:blank)).

In March 2018, the SBE was informed of the revisions made to the Fall 2017 Dashboard, including items that were being prepared for the 2018 Dashboard release, such as the potential use of the following three CCI measures: State Seal of Biliteracy, Golden State Seal Merit Diploma, and Articulated Career Technical Education Courses ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx](about:blank)).

In April 2018, the SBE received an Information Memorandum that provided an overview of the research conducted in the development of the CCI and the rigorous vetting criteria and processes that were applied to select CCI measures ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr18item02.docx](about:blank)).

In May 2018, the SBE held a Study Session on the CCI and received an overview of the indicator and presentation from an LEA on their local use of the CCI ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02slides.pdf](about:blank)).

In August 2018, the SBE received an Information Memorandum on the additional measures proposed for the CCI for the 2019 Dashboard  
([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx](about:blank)).

In September 2018, the SBE approved the State Seal of Biliteracy and Leadership/Military Science for inclusion in the CCI. In addition, the SBE approved placement criteria for the two new measures ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item01.docx](about:blank)).

In November 2018, the SBE approved Status and Change cut scores for the CCI ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx](about:blank)).

In April 2019, the CDE provided an Information Memorandum on the history, implementation, and purpose of the CCI in the Accountability System which was used for the May Study Session ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr19item01.docx](about:blank)).

In May 2019, the SBE held a study session on the CCI ([https://www.cde.ca.gov/be/ag/ag/yr19/documents/may19item01studysession.docx](about:blank)).

In June 2019, the SBE received an Information Memorandum providing an update on the definitions used in California Longitudinal Pupil Achievement Data System (CALPADS) and California Special Education Management Information System (CASEMIS) for career measures collected in 2018–19 and 2019–2020 for possible inclusion in the CCI ([https://www.cde.ca.gov/be/pn/im/infomemojun2019.asp](about:blank)).

As shared with the SBE in an August 2019 Information Memorandum, the CDE is examining the inclusion of civic engagement as a potential career measure in the CCI ([https://www.cde.ca.gov/be/pn/im/documents/memo-branch-eeed-aug19item02.docx](about:blank)).

In September 2020, the SBE adopted four career measures for inclusion in the CCI: Pre-Apprenticeships, State or Federal Job Programs, Transition Work-Based Learning Experiences, and Transition Classroom-Based Learning Experiences ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item02.docx](about:blank)).

At the March 2020 SBE meeting, the CDE reviewed the career measures collected in 2018–19 and its plans to conduct simulations for each of these measures to determine if the measures are valid and reliable and to set criteria that graduates must meet to be placed in the Prepared or Approaching Prepared CCI levels ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx](about:blank)).

At the May 2020 SBE meeting, the CDE shared its data analyses on several new career measures currently being collected in CALPADS for future incorporation into the CCI. ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/may20item02.docx](about:blank)).

In September 2020, the SBE adopted the State Seal of Civic Engagement (SSCE), and the SBE directed the CDE to determine how to incorporate civic engagement into the CCI. ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item05rev.docx](about:blank)).

At the January 2021 SBE meeting, the CDE submitted revisions to the ESSA Consolidated State Plan (via the COVID-19 State Plan Addendum) to request that the CCI not be reported on the 2021 Dashboard due to the suspension of the CAASPP in March 2020, which is one of the key measures in the CCI. ([https://www.cde.ca.gov/be/ag/ag/yr21/documents/jan21item04.docx](about:blank)).

At the May 2021 SBE meeting, the CDE reviewed the work conducted thus far on two new measures for possible inclusion in the CCI: civic engagement and industry certifications. The CDE also proposed the production of student-level data files for the CCI that can be shared with authorized LEA staff ([https://www.cde.ca.gov/be/ag/ag/yr21/documents/may21item04.docx](about:blank)).

In March 2022, the SBE received a status update on two new career measures–civic engagement and industry certifications–that are being developed for future potential inclusion in the CCI ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item04.docx](about:blank)).

In March 2023, the CDE shared with the SBE the accountability workplan for the 2022–23 school year, which included, for the CCI, the: (1) review and analysis of data collected on four new career measures, (2) review of current measures approved by the SBE, and (3) continuation of conversations and development of two new career measures (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item03.docx>).

### English Learner Progress Indicator

In July 2018, the SBE adopted the CDE’s recommendation for the ELPI three-year plan ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item01.docx](about:blank)).

In September 2016, the SBE adopted the methodology for the ELPI using the results of the California English Language Development Test ([https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc](about:blank)).

In November, 2018, the SBE approved the use of the ELPI Status for 2019 LCFF differentiated assistance and ESSA school assistance eligibility determinations ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx](about:blank)).

In August 2019, the CDE provided the SBE with an Information Memorandum on the inclusion of English Learners (ELs) in the Academic Indicator, availability of At-Risk and Long-Term English Learner Reports in DataQuest, and the incorporation of the ELPI Status into school and LEA assistance eligibility determinations ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug19item02.docx](about:blank)).

In September 2019, the CDE updated the SBE on the progress and status of developing the ELPI Status methodology for the 2019 Dashboard ([https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx](about:blank)).

In November 2019, the SBE approved: (1) the methodology and cut scores for ELPI Status by splitting levels 2 and 3 of the English Learner Proficiency Assessments for California (ELPAC) Summative Assessment thereby creating six ELPI levels based on the ELPAC, and (2) use the “Very Low” Status to determine LEA and school eligibility for support ([https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item04.docx](about:blank)).

In March 2023, the CDE presented the 2023 Dashboard Workplan that included the completion of the ELPI with the setting of change cut points and adoption of a color scheme for the five-by-five color grid. Additionally, the workplan included the incorporation of the Summative Alternate ELPAC (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item03.docx>).

### Graduation Rate Indicator

In May 2016, the SBE approved the Graduation Rate as a state indicator ([https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc](about:blank)).

In September 2016, the SBE approved Status and Change cut scores for the Graduation Rate Indicator, based on the four-year graduation cohort ([https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc](about:blank)).

In March 2018, the SBE reviewed proposed revisions for the 2018 Dashboard, including the incorporation of modified methods for schools with Dashboard Alternative School Status ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx](about:blank)).

In May 2018, the SBE approved the methodology for calculating the one-year DASS graduation rate ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02.docx](about:blank)).

In June 2018, the SBE received an Information Memorandum on the revisions made to the calculation of the four-year cohort graduation rate to address audit findings from the (ED) Office of Inspector General (OIG) (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-jun18item02.docx>).

In August 2018, the SBE received an Information Memorandum on the proposed Status and Change Cut scores for the one-year graduation rate for DASS schools  
([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx](about:blank)).

In September 2018, the SBE approved Status and Change cut scores for the one-year graduation rate for DASS schools ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item01.docx](about:blank)).

In November 2018, the SBE approved modification to the Status cut scores for the Graduation Rate Indicator based on the inclusion of DASS schools for the first time within the calculation of the indicator and business rule changes to the calculation of the four-year cohort graduation rate based on audit findings from the ED OIG ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx](about:blank)).

In July 2019, the SBE approved the implementation of the combined graduation rate for all comprehensive non-DASS high schools ([https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item01.docx](about:blank)).

In September 2019, the SBE approved raising the Very Low Status level from “below 67 percent” to “below 68 percent” due to the addition of fifth-year graduates increasing the graduation rates ([https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx](about:blank)).

In November 2019, with the long-term goal increasing to 90.5 percent from 90 percent as required via the federal ESSA State Plan, the SBE approved the revisions to the High and Medium Status cut scores for comprehensive non-DASS high schools and the High and Very High Status cut scores for DASS schools ([https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item05rev.docx](about:blank)).

In January 2021, the SBE approved an update to California’s ESSA Plan to use modified methods for DASS for the Academic and Graduation Rate Indicators. The item also provided an overview of the COVID-19 State Plan Addendum, which is a streamlined process offered by ED for use in the 2020–21 school year in response to the COVID-19 waivers approved by ED in March 2020 ([https://www.cde.ca.gov/be/ag/ag/yr21/documents/jan21item04.docx](about:blank)).

In February 2022, the CDE presented the SBE with an Information Memorandum, which provided information on the letter from ED that denied the State Plan amendments related to clarifying the DASS program ([https://www.cde.ca.gov/be/pn/im/documents/feb22memogad01.docx](about:blank)).

In March 2022, the SBE approved the submission of a waiver to the ED to allow the application of the DASS modified methods to continue for the Academic and Graduation Rate Indicators ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item04.docx](about:blank)).

In August 2022, the CDE presented the SBE with an Information Memorandum which provided information on the letter from ED that denied the waiver request to maintain DASS modified methods business rules for calculating the Academic and Graduation Rate Indicators ([https://www.cde.ca.gov/be/pn/im/documents/aug22memogad01.docx](about:blank)).

In September 2022, the SBE was provided short-term and long-term options on how California can continue implementing DASS for the 2022 Dashboard and beyond ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item03.docx](about:blank)).

In March 2023, the CDE presented the 2023 Dashboard Workplan that included the development of a multi-year graduation rate (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item03.docx>).

In June 2023, the SBE was provided with an Information Memorandum on the calculation and analysis of a multi-year extended graduation rate and its impact on Dashboard Alternative School Status (DASS) and non-DASS schools (<https://www.cde.ca.gov/be/pn/im/documents/jun23memoamard02.docx>).

### Chronic Absenteeism Indicator

In November 2014, the SBE adopted the LCAP template, which included the formula for calculating the Chronic Absenteeism rate. (<https://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item14.doc>)

In May 2016, the SBE adopted Chronic Absenteeism as a state indicator. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>)

At the September 2017 SBE meeting, the CDE provided an update on the Chronic Absenteeism Indicator and the collection of chronic absenteeism data. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>)

At the November 2017 SBE meeting, the CDE provided extensive background on the Chronic Absenteeism Indicator and requested that the SBE: (1) include information in the Fall 2017 Dashboard to redirect users to the Chronic Absenteeism reports on DataQuest; (2) direct CDE staff to develop a recommendation for the March 2018 SBE meeting on proposed Status cut scores that will subsequently be used to update the Fall 2017 Dashboard Chronic Absenteeism Indicator; and (3) direct CDE staff to develop a recommendation for the September or November 2018 SBE meeting on proposed Change cut scores. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03.doc>)

In March 2018, the SBE was provided an update on proposed changes to the Dashboard for the 2018 Dashboard release, including an update on the development of the Chronic Absenteeism Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>)

In August 2018, the SBE received an Information Memorandum on the proposed methodology for calculating the chronic absenteeism rate. (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx>)

In September 2018, the SBE approved the methodology for calculating the Chronic Absenteeism Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item01.docx>)

In November 2018, the SBE approved Status and Change cut scores for the Chronic Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>)

In July 2023, the SBE reopened the 2023 workplan to add Chronic Absenteeism to this year’s work and discuss short- and long-term options for modifications to the Chronic Absenteeism Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/jul23item02.docx>)

### Priority 1 Assignment of Teachers

In November 2019, the SBE adopted updated teacher equity definitions under Every Student Succeeds Act and state reporting requirements based on feedback from LEAs ([https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item05rev.docx](about:blank)).

In August 2020, the SBE received an Information Memorandum which provided background information and an implementation plan for *Education Code* 52064.5 related to the Standards for Local Indicators ([https://www.cde.ca.gov/be/pn/im/documents/aug20amard01.docx](about:blank)).

In September 2020, the CDE presented an update on the implementation of *Education Code* (*EC*) Section 52064.5, related to local indicators. ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item02.docx](about:blank)).

In November 2021, the CDE presented an update on ESSA state plan amendments and proposed changes to data tables related to ineffective teachers. ([https://www.cde.ca.gov/be/ag/ag/yr21/documents/nov21item06.docx](about:blank)).

In June 2022, the SBE received an Information Memorandum that announced the release of the Teaching Assignment Monitoring Outcome (AMO) by Full-Time Equivalency (FTE) reports on DataQuest. ([https://www.cde.ca.gov/be/pn/im/documents/jun22memoamard01.docx](about:blank))

In September 2022, the SBE adopted the inclusion of a link to the Teacher Assignment Monitoring Outcomes data on the Dashboard

(<https://www.cde.ca.gov/be/pn/im/documents/jun22memoamard01.docx>) (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item02rev.docx>)

### Eligibility Criteria for Differentiated Assistance

In August 2016, an information memorandum provided a proposal for how the proposed performance levels on state indicators and local performance indicators will assist in identifying LEAs eligible for differentiated assistance and intensive intervention. ([http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item02.doc](about:blank)).

In September 2016, the SBE adopts the Local Control Funding Formula Evaluation Rubrics and Update on Local Control and Accountability Plan and Annual Update Template Revisions and Progress on the Every Student Succeeds Act State Plan. ([https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc](about:blank))

In November 2016, the SBE further clarified the applicability of the criteria to charter schools. ([https://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item03.doc)](about:blank)

In December 2017, the California Department of Education identified, in an Information Memorandum for the SBE, 228 LEAs that were eligible for differentiated assistance based on the Fall 2017 California School Dashboard (Dashboard) release. ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-dec17item02rev.docx](about:blank))

In March 2018, the CDE provided an update on the Implementation of the Local, State and Federal Accountability and Continuous Improvement System: Local Control Funding Formula Identification of Local Educational Agencies for Differentiated Assistance. ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx](about:blank))

In November 2018, the SBE approved the use of the ELPI Status for 2019 Local Control Funding Formula differentiated assistance and Every Student Succeeds Act (ESSA) school assistance eligibility determinations ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx](about:blank)).

In September 2019, the SBE approved the criteria for determining LEA eligibility for differentiated assistance at its September 2016 meeting. ([https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc](about:blank))

In December 2019, the CDE provided an update regarding LEAs that were eligible for differentiated assistance under Local Control Funding Formula (LCFF) in 2019 ([https://www.cde.ca.gov/be/pn/im/documents/apr20memoamard01.docx](about:blank)).

In March 2020, the CDE provided an update on the Implementation of the Local, State and Federal Accountability and Continuous Improvement System: Local Control Funding Formula Eligibility for Differentiated Assistance for Districts, County Offices of Education, and Charter Schools ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx](about:blank))

In October 2021, the CDE Consistently Low-Performing Student Groups Per California Education Code Section 52064(e)(6)(A) and Consistently Low-Performing Schools Per California *Education Code* Section 52064(e)(6)(B)

([https://www.cde.ca.gov/be/pn/im/documents/oct21memoamard01.docx](about:blank))

In September 2022, the SBE adopted the use of the lowest Status level as a proxy for Red as reported on the 2022 Dashboard to determine county offices of education and districts eligible for Differentiated Assistance ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item03.docx](about:blank)).

In December 2022, the CDE provided an update regarding LEAs that were eligible for differentiated assistance under LCFF in 2022. A revised update to this memo was provided to the SBE in February 2023 (<https://www.cde.ca.gov/be/pn/im/documents/feb23memoamard01revb.docx>).

### Every Student Succeeds Act

In March 2022, the SBE approved California’s submission to ED of the 2021–22 Addendum Template for the Consolidated State Plan due to COVID-19. The Addendum included: 1) revising the state’s long-term goals and interim progress by shifting the timeline forward by two years for measurements of interim progress; 2) excluding the College/Career Indicator from the state’s accountability system for the 2021–22 school year due to the limitations of 2021 statewide grade eleven assessment data; 3) shifting forward timelines by one year for identifying schools; and 4) revising the entrance and exit criteria for schools identified for support. (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item03rev.docx>)

In November 2021, the SBE adopted a new definition that allowed Local Assignment Options (LAOs) authorized in *California Code of Regulations* Title 5 (*5 CCR*) Section 80005(b) which allow kindergarten through grade twelve staff to teach electives within their grade level authorization to be exempt from the out-of-field designation. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/nov21item06.docx>)

In June 2021, the CDE provided the SBE with an Information Memorandum that provided an overview of LAOs. (<https://www.cde.ca.gov/be/pn/im/documents/jun21memoeeed01.docx>)

In December 2020, the CDE provided the SBE with an Information Memorandum that provided information on the October 5, 2020, letter from the ED which raised concerns that using modified methods to calculate state indicators for Dashboard Alternative School Status schools is not permissible under the ESSA. The Information Memorandum also included the response from the CDE asking for more time to bring the issue before the SBE. (<https://www.cde.ca.gov/be/pn/im/documents/dec20gad01.docx>)

In January 2020, the SBE approved the adoption of the amended State Plan which (1) updated the long-term goal and revised status cut scores for the Graduation Rate Indicator, (2) approved the methodology for using the English Learner Progress Indicator (ELPI) for school identification, (3) approved status cut scores for the ELPI, (4) clarified the definitions of ineffective teacher and out of field teacher, (5) raised the low graduation threshold to below 68 percent, (6) refined a combined four-and five-year graduation rate for the Graduation Rate Indicator, and (7) reinserted the Academic Indicator State Level Data by Student Group Tables. The plan was submitted to the ED on January 31, 2020. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item07.docx>)

In November 2019, The SBE (1) clarified the definitions of ineffective teacher and out-of-field teacher, (2) updated long-term goal and revised status cut scores for the Graduation Rate Indicator, (3) approved status cut scores for the ELPI, and (4) approved the methodology for using the ELPI for school and LEA identification. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item05rev.docx>)

In July 2018, the revised version of the State Plan based on the June 11, 2018, feedback from ED was posted as a part of the item. The SBE approved a revised State Plan. The revised State Plan was submitted to the ED on July 11, 2018. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item02.docx>)

In April 2018, the revised version of the State Plan based on the February 14, 2018, feedback from the ED was posted as a part of the item. The SBE approved a revised State Plan and directed the CDE to pursue a waiver related to the ELPI. The revised State Plan was resubmitted to the ED the week of April 16, 2018, and the waiver request was submitted on May 16, 2018. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/apr18item01.docx>)

In March 2018, the revised version of the State Plan based on the February 14, 2018, feedback from the ED was posted as a part of the item, and the SBE was asked to take action on the full revised version. However, due to ongoing negotiations with the ED, the full item was posted only days prior to the March 2018 SBE meeting. Due to this fact, the CDE staff presented, and the SBE approved, the following sections of the State Plan: A.5, E.1, and I.7.g. The SBE announced plans to hold an additional meeting to take action on the remaining Title I accountability sections of the revised State Plan. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item04.docx>)

In January 2018, the CDE staff presented to the SBE a revised version of the State Plan based on the content of the interim feedback letter from the ED. The SBE discussed and approved the revised State Plan for submission to the ED, with a revision to replace the proposal related to the identification of the lowest performing schools with revised language indicating the SBE will consider a proposed State Plan supplement at its March 2018 meeting for submission to the ED that further describes the approach. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item05.docx>)

In September 2017, the CDE staff presented to the SBE a summary of the feedback from stakeholders and a set of proposed revisions to the draft August 2017 State Plan. The SBE discussed and approved the State Plan for submission to the ED. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item04.doc>)

In July 2017, The CDE staff presented to the SBE a summary of feedback from the California Practitioners Advisory Group and feedback collected during the 30-day public comment period for the draft State Plan. Based on this feedback and new information regarding ED’s application of the State Plan Peer Review Criteria, staff presented a set of proposed revisions to the draft plan. The SBE discussed and approved most staff recommendations, directing staff to make additional adjustments to the State Plan. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jul17item03rev.doc>)

In May 2017, the CDE staff presented to the SBE the first complete draft of the State Plan. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/may17item03.doc>)

In March 2017, the CDE staff presented to the SBE an update on the development of the State Plan including a status update on issues that need to be addressed in the State Plan and stakeholder feedback regarding State Plan policy decisions. Additionally, the SBE unanimously approved the CDE recommendation to authorize the SBE President to sign and submit any required ESSA assurances to the ED by the due date established by the ED. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item04.doc>)

In January 2017, the CDE staff presented to the SBE an update on the development of the State Plan including proposed guiding principles and recommended approach for the State Plan development. The SBE unanimously approved the guiding principles. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item04.doc>)

In November 2016, the CDE staff presented to the SBE an update on the development of the State Plan including the ESSA Consolidated State Plan Development Draft Timeline; the first draft sections of the State Plan; and the communication, outreach, and consultation CDE staff conducted in September and October 2016. SBE members approved CDE staff recommendations to authorize the SBE President to submit a joint letter with the State Superintendent of Public Instruction (SSPI) in response to ESSA regulations for supplement, not supplant under Title I, Part A. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item05.doc>)

In September 2016, the CDE staff presented to the SBE an update on the development of the State Plan including an overview of ESSA programs, an overview of State Plan requirements and related decision points, a preliminary status of various decisions, and areas where final regulations will be needed to address plan requirements. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item02.doc>)

In July 2016, the CDE staff presented to the SBE an update on the development of the State Plan including opportunities in the ESSA to support California’s accountability and continuous improvement system, an update on proposed ESSA regulations, and a description of stakeholder outreach and communications activities. SBE members approved CDE staff recommendations to authorize the SBE President to submit joint letters with the SSPI in response to ESSA regulations for accountability, data reporting, submission of state plans, and assessments. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item04.doc>)

In May 2016, the CDE staff presented to the SBE an update on the development of the State Plan including Title I State Plan requirements described in the ESSA, outreach and consultation with stakeholders, and a draft State Plan development timeline. The SBE also approved the ESSA 2016–17 School Year Transition Plan and two federal ESSA waiver requests to address double testing in science and speaking and listening assessment requirements. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item05.doc>)

In January 2016, the CDE staff presented to the SBE an update on issues related to California’s implementation of the ESEA, including information regarding ESSA, and the implications for state accountability and state plans. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/jan16item01.doc>)

## Fiscal Analysis (as appropriate)

California’s total kindergarten through grade twelve funding within the 2023–24 California Budget Act is $127.8 billion from the following sources:

* State: $80.0 billion (62.6 percent)
* Federal: $8.4 billion (6.6 percent)
* Local: $38.0 billion (29.7 percent)
* Lottery $1.4 (1.1 percent)

The Every Student Succeeds Act funds are also typically a portion of the total federal funding amount.

## Attachment(s)

* Attachment 1: Revisions Under Consideration for the 2023 California School Dashboard (38 Pages)
* Attachment 2: Overview of the Proposed Amendments to California’s Every Student Succeeds Act Consolidated State Plan (2 Pages)
* Attachment 3: Amendments to California’s Every Student Succeeds Act State Plan (174 Pages)
* Attachment 4: California School Dashboard Educational Outreach Activities (9 Pages)

# Attachment 1

## Revisions Under Consideration for the 2023 California School Dashboard

The State Board of Education (SBE) annually reviews the California School Dashboard (Dashboard) indicators and performance standards to consider whether changes or improvements are needed based on newly available data, recent research, and feedback from educational partners. The annual review process requires that the California Department of Education (CDE) update the SBE at their March meeting on which indicators are under consideration for review and/or revisions for action by the SBE. The CDE proposed and the SBE approved the following indicators and topics for the annual workplan for inclusion on the 2023 Dashboard:

* English Learner Progress Indicator (ELPI)
* Graduation Rate Indicator
* College/Career Indicator (CCI)
* Chronic Absenteeism
* Priority 1: Teacher Data
* Development of student level growth model visualizations
* Uniformity of data quality and participation issues

### English Learner Progress Indicator

The CDE worked to complete the ELPI in 2023 through the development of both Change cut points and a five-by-five color scheme. Additionally, a proposed methodology was developed to incorporate the performance of students who take the Alt-English Language Proficiency Assessments for California (ELPAC) into the ELPI.

### Dashboard Principles

The work on this state indicator aligns with the following Dashboard Principles:

* Principle 2: Promotes coherence between data reporting and support/improvement programs.
* Principle 3: Reports each indicator separately.
* Principle 5: Values high performance and growth equally.
* Principle 8: Reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.

### 2023 Workplan for ELPI

**ELPI Change Cut Points**

ELPI Change measures the year-to-year change in the rate that schools and local educational agencies (LEAs) move English learners (ELs) toward English Language Progress (ELP). Establishing Change on the ELPI requires a minimum of three consecutive years of Summative ELPACresults.

Initially, the CDE planned to use Summative ELPAC results from 2019–20

2020–21, and 2021–22 to conduct data simulations on ELPI Change. The 2019–20 Summative ELPAC was administered under unique circumstances due the COVID-19 pandemic, as 2019–20 Summative ELPAC testing began in February 2020 but was abruptly halted in March 2020. The 2019–20 Summative ELPAC file contained 457,410 test records, but they were limited to only 805 LEAs, and more than 300 LEAs did not have any results. Additionally, the CDE was only able to match 344,846 student records between the 2019–20 and 2020–21 Summative ELPACrecords.

In June 2023, the CDE received preliminary 2022–23 Summative ELPAC results from students who took the assessment between February 1, and May 9, 2023. Overall, the preliminary 2022–23 Summative ELPAC file contained 746,544 test records. Out of these test records, the CDE matched 654,571 test records to 2022 Summative ELPAC results. The CDE presented this data, along with the partial 2019–20 Summative ELPAC results discussed above, to the TDG in June 2023. The TDG supported the CDE’s recommendation to use 2020–21, 2021–22 and 2022–23 Summative ELPAC results to conduct the data simulations for ELPI Change cut points.

**Distributions of Change**

The SBE previously approved all components for the ELPI inclusive of status, change and a five-by-five color scheme; however, these were based on the prior California English Language Development Test (CELDT). At the time of the SBE’s adoption of the ELPI Change cut points in September 2016, students who advanced from being ELs to being reclassified as Fluent English Proficient (RFEPs) were included as making progress the ELPI calculation methodology. In the 2017–18 school year, the state transitioned to using the English Language Proficiency Assessment for California (ELPAC) as its state ELP assessment, and, as a result, the ELPI needed to be reconstructed for future Dashboard using the results from the new assessments.

Table 1 provides the percentile statewide LEA distribution used to set the ELPI Change cut points used on the 2017 Dashboard.

**Table 1: 2017 Dashboard ELPI Change Distribution, Including RFEPs (LEAs)**

| **Percentile** | **2017 ELPI Change** |
| --- | --- |
| **5** | -18.88 |
| **10** | -11.60 |
| **15** | -8.54 |
| **20** | -6.20 |
| **25** | -4.75 |
| **30** | -3.54 |
| **35** | -2.40 |
| **40** | -1.42 |
| **45** | -0.70 |
| **50** | 0.00 |
| **55** | 0.71 |
| **60** | 1.40 |
| **65** | 2.30 |
| **70** | 3.20 |
| **75** | 4.70 |
| **80** | .5.90 |
| **85** | 8.40 |
| **90** | 12.00 |
| **95** | 18.30 |

Based on Statewide LEA Distribution outlined in Table 1, the SBE approved the ELPI Change cut points as outlined in Table 2.

**Table 2:** **2017 Change Cut Points Approved by the SBE**

| **Change Level** | **Change Cut Score** |
| --- | --- |
| Declined Significantly | ELPI status declined by more than 10%. |
| Declined | ELPI status declined 1.5% to 10%. |
| Maintained | ELPI status declined or increased by less than 1.5%. |
| Increased | ELPI status increased by 1.5% to less than 10%. |
| Increased Significantly | ELPI status increased by 10% or more. |

At the September 2017 SBE meeting (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>), the SBE approved an additional bonus criteria to the calculation methodology for schools and LEAs moving LTEL students towards ELP. The SBE approved revisions to the Every Student Succeeds Act (ESSA) State Plan in April 2018 and subsequently submitted the State Plan to the U.S. Department of Education (ED) for review and approval. The ED rejected California’s amended ESSA State Plan, pointing to issues specifically with the inclusion of RFEPs and the Long-term English Learners (LTEL) bonus criteria into the calculation methodology. At the request of the ED, the SBE and the CDE submitted a waiver to the ED to include RFEPs and LTEL criteria bonus into the ELPI (<https://www.cde.ca.gov/be/pn/im/memo-pptb-amard-apr18item01a1.asp)>. The ED rejected the waiver, and as a result, RFEPs and the LTEL bonus criteria could not be included in the ELPI in subsequent years.

Due to these changes in the calculation methodology, it was important to revisit and revise the 2017 Dashboard distribution to allow an accurate comparison between the 2017 ELPI distribution and the 2023 ELPI Distribution. Therefore, the CDE removed the RFEPs that made progress from the 2017 calculation to revise the distribution using methodology parallel to the current ELPI methodology. Table 3 shows this revised statewide LEA distribution without RFEPs.

**Table 3: ELPI Change Distribution in 2017 Excluding RFEPs (LEAs)**

| **Percentile** | **2017 Change (excluding RFEPs and LTELs)** |
| --- | --- |
| **5** | -15.50 |
| **10** | -10.45 |
| **15** | -7.52 |
| **20** | -5.90 |
| **25** | -4.10 |
| **30** | -3.00 |
| **35** | -2.10 |
| **40** | -1.10 |
| **45** | -.0.50 |
| **50** | -0.40 |
| **55** | 1.08 |
| **60** | 2.00 |
| **65** | 2.70 |
| **70** | 3.70 |
| **75** | 5.10 |
| **80** | 6.60 |
| **85** | 8.53 |
| **90** | 12.25 |
| **95** | 16.68 |

As discussed above, the CDE used 2020–21, 2021–22, and 2022–23 Summative ELPAC assessments to determine the statewide LEA distribution for the ELPI Change cut points. Table 4 provides the results of the state LEA distribution of ELPI Change.

**Table 4: 2023 ELPI Change Simulation Distribution (LEAs)**

| **Percentile** | **2023 ELPI Simulation** |
| --- | --- |
| **5** | -20.200 |
| **10** | -14.600 |
| **15** | -10.600 |
| **20** | -8.300 |
| **25** | -6.350 |
| **30** | -4.700 |
| **35** | -3.300 |
| **40** | -1.900 |
| **45** | -0.900 |
| **50** | 0.000 |
| **55** | 1.050 |
| **60** | 2.400 |
| **65** | 3.600 |
| **70** | 4.800 |
| **75** | 6.100 |
| **80** | 8.300 |
| **85** | 9.950 |
| **90** | 13.200 |
| **95** | 19.950 |

*Feedback from Educational Partners*

These distributions were presented to the Technical Design Group (TDG) to solicit feedback. The TDG recommended that the methodology for setting cut points be based on the 2023 data for accountability purposes and supported ELPI Change cut points be set as shown in Table 5.

Additionally, the CDE presented these distributions to the ELPI Workgroup to solicit their feedback. Overall, the ELPI Workgroup could not reach a consensus on the methodology for setting cut points; however, they noted it did follow the established methodology for setting the cut points for the other state indicators on the Dashboard. Lastly, the CDE also presented this methodology to the California Practitioners Advisory Group (CPAG) whose feedback was positive overall for the proposed methodology.

Based on 2023 data and simulations presented above, the CDE recommends setting Change cut points for ELPI as shown in Table 5:

**Table 5:** **Proposed** **Change Cut points for the ELPI**

| **Change Level** | **Change Cut Score** |
| --- | --- |
| Declined Significantly | ELPI status declined by more than 10%. |
| Declined | ELPI status declined 2% to 10%. |
| Maintained | ELPI status declined or increased by less than 2%. |
| Increased | ELPI status increased by 2% to less than 10%. |
| Increased Significantly | ELPI status increased by 10% or more. |

**Dashboard Five-by-Five Color Scheme**

California’s ESSA State Plan adopted by the SBE established an expectation that the performance levels for state indicators would be revised every seven years based on new distributions and established an annual review process to assess progress on all indicators statewide. This timeframe allows for stability in the Dashboard calculations and assists LEAs and schools in meeting their year-over-year growth expectations for their students. During the adoption of the ESSA State Plan, the SBE expressed that constantly resetting the cut points could cause confusion in the field as to what the objectives are for success across all indicators on the Dashboard. Additionally, resetting the cut scores too often makes it challenging for LEAs and schools to determine if their work to improve student outcomes is having an impact and moving them toward the goals established by the Dashboard.

**How Performance Levels are Determined**

The combination of an LEA’s or school’s “Status” and “Change” determines the performance category, which are represented by five ranked colors or Performance Levels:

* Blue (highest)
* Green
* Yellow
* Orange
* Red (lowest)

Similar to other state indicators, the CDE is proposing a distinct five-by-five color scheme for the ELPI.

**Revisiting the Adoption of the ELPI Five-by-Five Color Scheme**

The SBE previously adopted the ELPI five-by-five color scheme shown in Table 6 for use on the 2017 Dashboard. Based on this scheme, the SBE made the requirements for LEAs, schools and student groups to receive a blue Performance Level either a status of very high and a change level of maintained, increased or increased significantly, or a status of high and a change level of increased significantly. Conversely, an LEA, school or student group would receive a red Performance Level with a status level of low and a change level of decreased significantly, or a status level of very low and change level of maintained, declined or declined significantly.

**Table 6: Traditional Five-by-Five Color Scheme (Used for the ELPI on the 2017 Dashboard)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Performance Level** | **Change: Significantly Declined** | **Change: Declined** | **Change: Maintained** | **Change: Increased** | **Change: Significantly Increased** |
| **Status:**  **Very High** | Yellow | Green | Blue | Blue | Blue |
| **Status:**  **High** | Orange | Yellow | Green | Green | Blue |
| **Status:**  **Medium** | Orange | Orange | Yellow | Green | Green |
| **Status:**  **Low** | Red | Orange | Orange | Yellow | Yellow |
| **Status:**  **Very Low** | Red | Red | Red | Orange | Yellow |

Following the implementation of the Traditional color scheme, LEAs and schools observed year over year instability in the change metric. The CDE and SBE took action to adopt the Balanced color scheme for the Academic Indicators to negate this instability, and also adopted a “Three by Five” amendment to the “Five by Five” for small n-size populations.

Based on the Balanced color scheme, the SBE made the requirements for LEAs, schools and student groups to receive a blue Performance Level either a status of very high and a change level of maintained, increased or increased significantly, or a status of high and a change level of increased significantly. Conversely, an LEA, school or student group would receive a red Performance Level with a status level of very low and a change level of maintained, declined, or declined significantly.

**Table 7: Balanced Five-by-Five Color Scheme**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Performance Level | Change:  Declined Significantly | Change:  Declined | Change:  Maintained | Change:  Increased | Change:  Increased Significantly |
| Status: Very High | Green | Green | Blue | Blue | Blue |
| Status:  High | Green | Green | Green | Green | Blue |
| Status:  Medium | Yellow | Yellow | Yellow | Green | Green |
| Status:  Low | Orange | Orange | Orange | Yellow | Yellow |
| Status:  Very Low | Red | Red | Red | Orange | Orange |

*Feedback from Educational Partners*

The CDE presented the simulation results for the traditional and balanced color scheme to the TDG, the ELPI Workgroup, and the CPAG. The ELPI Workgroup could not come to consensus on the preferred color scheme; however, they discussed that the balanced color scheme provided more stability for smaller LEAs and schools while the traditional color scheme gives more weight to the impact of change on the overall performance color. Conversely, the TDG supported the use of the balanced color scheme because it provided greater stability for small LEAs and schools. Lastly, the CPAG supported the use of the traditional color scheme because it gives more weight to Change on the overall performance color.

Based on the discussion from the TDG, ELPI Workgroup, and the CPAG, the CDE recommends the SBE adopt the Traditional color scheme.

**Summative Alternate ELPAC**

The Summative Alternate ELPAC provides information on student annual progress toward ELP and support decisions for students to be RFEP. It is aligned with 2012 California English Language Development Standards via the English Language Development Connectors (<https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx>) which are reduced in depth, breadth, and complexity for this population.

The Alternate ELPAC (both Initial and Summative) replaces all locally determined alternate assessments and provides a consistent, standardized measurement of ELP across the state for students with the most significant cognitive disabilities.

The 2021–22 and 2022–23 administrations of the Summative Alternate ELPAC Assessment provided CDE with two years of results for the technical analysis necessary for evaluating the inclusion of the assessment into the ELPI indicator. As previously noted, two years of results for the ELPAC are required for Status and three years are required for Change for both the Summative ELPAC and the Summative Alternate ELPAC. Three years of Summative Alternate ELPAC results will be available with the release of the 2024 Dashboard.

In preparation for the September 2023 SBE meeting, the CDE conducted preliminary data simulations to evaluate the progress of students taking the Summative Alternate ELPAC utilizing a full data set from 2022 and a partial data set from 2023. Unfortunately, outside of this early look at the data, CDE has limited information regarding the growth trajectory for California EL students with severe cognitive disabilities on the Summative Alternate ELPAC.

*Progress Methodology for Summative Alternate ELPAC*

Differing characteristics of the Summative ELPAC and Summative Alternate ELPAC require that CDE establish a new methodology of how to measure progress with the ELPI for these students. Most notably, the two assessments have different categories of performance levels.

The Summative ELPAC has four performance levels:

1. Minimally Developed
2. Somewhat Developed
3. Moderately Developed
4. Well Developed

The Summative Alternate ELPAC is limited to only three performance levels, which are also narrower than those of the Summative ELPAC:

1. Novice
2. Intermediate
3. Fluent English Proficient

At the November 2019 SBE meeting, the SBE adopted a progress methodology for the Summative ELPAC that defined progress on the ELPI as advancing at least one performance level or maintaining level 4. The SBE also approved splitting Summative ELPAC levels 2 and 3 to create levels 2L (Low), 2H (High), 3L, and 3H for use in determining progress towards ELP for the ELPI. The splitting of ELPAC levels 2 and 3 allowed the CDE to measure progress mirror the vast body of research on the five to seven years it takes an EL student to become proficient in English.

*Option 1: Performance Level Methodology*

For the Summative Alternate ELPAC, CDE evaluated the number of students who made progress by advancing at least performance level or remained at Level 3. Based on the narrow bands of the Summative Alternate ELPAC and limited research for the growth trajectories of this EL population, the ELPI Workgroup and the TDG recommend against splitting the Summative Alternate ELPAC levels in the same way that was previously established with the Summative ELPAC.

*Option 2: Scale Score Point Methodology*

Given the limited opportunities to show progress through the performance level methodology, CDE worked with the Assessment Development and Administration Division (ADAD) to explore how scale score point change on the Summative Alternate ELPAC from the prior year to the current year could be incorporated as a measure of progress towards ELP. The CDE evaluated multiple options and recommended simulations using a ten-point scale score change on the Summative Alternate ELPAC from the prior year’s assessment. This change could take place at any point along the scale. Ten points were selected as a minimum threshold, as it decreases the likelihood that the change is due to measurement error.

*Option 3: Combination of Performance Level and Scale Score Point Methodology*

After looking at preliminary simulations, CDE noticed that certain students were excluded from making progress when using either methodology. Most markedly, there were a number of students that would advance a performance level but did not show growth of 10 scale score points to get marked as making progress in the scale score methodology. Therefore, the CDE explored a joint methodology that would recognize progress through either a performance level increase or a 10-point scale score change.

The results of the simulations for all three of the above options are shown in Table A below.

Table A: Summative Alternate ELPAC Progress Methodology Simulation Results

| **Option** | **Number of Summative Alt-ELPAC Students That Progressed** | **Number of Students That Did Not Progress** |
| --- | --- | --- |
| Option 1: Performance Level Increase | 3,926 (35.6%) | 7,095 (64.4%) |
| Option 2: Scale Score Point Change | 3,815 (34.6%) | 7,206 (65.4%) |
| Option 3:  Combination of Performance Level Increase and Scale Score Point Change | 4,641 (42.1%) | 6,380 (57.9%) |

*Feedback from Educational Partners*

In August 2023, the CDE presented these options, outlines in Table A above, to the ELPI Workgroup, the TDG, and the CPAG. The ELPI Workgroup did not come to a consensus on which of the three options to recommend for inclusion into the ELPI. Conversely, the TDG supported the Option 3 because this methodology allowed two paths for this EL population to demonstrate progress towards English language proficiency. Lastly, the CPAG did not provide feedback on the three options to include Summative Alternate ELPAC results into the ELPI.

The CDE recommends the SBE adopt the following formula for the ELPI to incorporate the Summative Alternate ELPAC results into the ELPI:

Annual ELPAC Test Takers Who Increased at least 1 ELPI Level

*plus*

Annual ELPAC Test Takers Who Maintained Level 4 on the ELPAC

***plus***

**Annual Summative Alternate ELPAC Test Takers Who Had a Scale Score Change of Ten or More Points or Who Increase at least 1 Summative Alternate ELPAC Performance Level or Who Maintained Level 3 on the Summative Alternate ELPAC**

divided by

The Number of Annual ELPAC Test Takers **and Summative Alternate ELPAC** Test Takers with Scores in both the Current and Prior Year

### Graduation Rate Indicator

Beginning with the 2022 Dashboard, all schools receive the combined four-and five-year graduation rate for the Graduation Rate Indicator. As noted in the March 2023 SBE Item and the June 2023 SBE Information Memorandum, the CDE ran data simulations on a multi-year extended graduation rate that could be used to extend the current combined four- and five-year graduation rate. This work was conducted after ED required the removal of the one-year Dashboard Alternative Status School (DASS) rate from the Graduation Rate Indicator for DASS schools which resulted in an overidentification of DASS schools eligible for Comprehensive Support and Improvement (CSI) – Low Graduation.

### Dashboard Principles

The work on this state indicator aligns with the following Dashboard Principles:

* Principle 2: Reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.
* Principle 3: Reports each indicator separately.
* Principle 4: Values each indicator equally.

#### 2023 Workplan for the Graduation Rate Indicator

In July 2022, California received a letter from the ED denying the state's waiver request to continue the use of modified methods for DASS schools thus removing the use of the DASS one-year graduation rate. The letter from the ED described options that could be considered in lieu of using the one-year graduation rate, such as a multi-year adjusted cohort graduation rate which would give credit to schools when students receive a regular high school diploma within six years or more. The letter further explained that this multi-year adjusted cohort graduation rate can be universally applied across all high schools and be used to identify any high school for CSI.

Provided with the option of using a multi-year adjusted cohort graduation rate, the CDE ran simulations that were designed to respond to two specific questions, which are noted below along with the simulation results:

1. *What improvement does an extended-year rate make to the Graduation Rate for DASS and non-DASS schools?*

For DASShigh schools, the application of an extended-year graduation rate improved graduation rates in 285 (35 percent) out of 808 DASS high schools and had no effect on 523 (65 percent) schools.

For *non-DASS high schools,* the application of an extended-year graduation rate improved graduation rates in 125 (7 percent) out of 1,729 non-DASS high schools and had no effect on 1,604 (93 percent) schools.

1. *For schools with a 2022 Four and Five-Year Combined Graduation Rate of less than 68 percent, does adding six- and seven-year graduates raise their rate above 68 percent? (i.e., potentially removing them from qualifying for CSI – Low Graduation Rate)*

The simulations did not reveal that there is potential for a large reduction in the overidentification of DASS schools for CSI-Low Graduation. While the simulations show that 15 high schools would have a 2022 graduation rate above 68 percent, CSI-Low Graduation requires the average rate over three years to exceed 68 percent. Therefore, it is likely that the number of schools removed from CSI-Low Graduation with an extended-year rate would be less than 15.

*Feedback from Educational Partners*

The data simulations were conducted by CDE staff in consultation with the Technical Design Group (TDG). Because the extended-year rate resulted in such small gains, at the April 2023 TDG meeting, members recommended not to move forward with this option.

At the August 2023 California Practitioners Advisory Group (CPAG) meeting, members did not voice any opposition to this action.

Although a multi-year adjusted cohort graduation rate would provide the opportunity for some schools to receive credit for students who graduated within six or seven years, the CDE does not recommend moving forward with this option as it does not significantly decrease the number of DASS schools that could be eligible for CSI-Low Graduation.

### College/Career Indicator

The CDE is committed to continuous improvement on the Dashboard, especially when adapting to the evolving nature of college and career preparation in California’s schools. Over the past several months, the CDE has reviewed the data for new career measures that could potentially be included in the CCI. The CDE has also continued conversations on the exploration of two new measures, as well as investigating any needed adjustments to existing measures.

### Dashboard Principles

The work on this state indicator aligns with the following Dashboard Principles:

* Principle 2: Reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.
* Principle 3: Reports each indicator separately.
* Principle 4: Values each indicator equally.

### 2023 Workplan for the CCI

In 2021–22, the CCI was not reported on the 2022 Dashboard due to limited results from the 2021 statewide summative assessments for grade eleven students. The CDE also received approval from the ED to temporarily pause the use of the CCI as an additional indicator of ‘school quality or student success’. The reporting of the suspension rate fulfills the ED’s requirement under this category. However, with the requirement to resume the reporting of the CCI on the 2023 Dashboard, this state indicator will be displayed as “Status only”. Change and Performance Levels (colors) will not be determined as no prior year data is available.

The CDE has also continued working toward the expansion of CCI with new career measures and the Seal of Civic Engagement, based on the SBE’s direction. After defining and developing four new career measures with several interest groups in 2019–20, the CDE has been collecting data on these new measures to conduct a thorough review and analysis of whether any of these measures should be included or excluded from the CCI. The CDE also explored the addition of two new measures: civic engagement and industry certifications. Furthermore, with the changing landscape of implementing career activities in high schools, the CDE reviewed the current CCI career measures to determine if any adjustments were needed. The following provides the latest updates on this work.

*Review and Analysis of Four New Career Measures*

In 2020–21, the CDE began collecting data on four new career measures that could potentially be included in the CCI. The following career measures were developed with feedback from the public and educational partners including the CCI Work Group, Alternative Schools Task Force, TDG, and CPAG:

* Internships
* Student-led enterprise
* Simulated work-based learning (Simulated WBL)
* Armed Services Vocational Aptitude Battery (ASVAB)

With two years of data (i.e., 2020–21 and 2021–22) now collected for these measures, the CDE was prepared, as common practice, to review and analyze these data with the above-mentioned groups to receive feedback as to whether: (1) these new career measures should be included in the CCI and (2) what the “prepared” and “approaching prepared” criteria should be for graduates.

However, an examination of the general statewide completion data for each career measure revealed low counts for the initial data collection (2020–21 school year) compared to the second-year data collection (2021–22) as shown in Table 8 below. This may be due to the challenges of implementing work-based learning activities during the COVID-19 pandemic or of the collection of a new data set. (Note that for ASVAB, three years of data were collected [i.e., 2019–20, 2020–21, and 2021–22] as LEAs were provided the opportunity to submit two years of data in the first year.)

**Table 8: Statewide Completion on Four New Career Measures**

| **Year** | **ASVAB** | **Internships** | **Student-Led Enterprise** | **Simulated WBL** |
| --- | --- | --- | --- | --- |
| 2019–20 | 8,628 | N/A | N/A | N/A |
| 2020–21 | 607 | 9,187 | 5,040 | 14,023 |
| 2021–22 | 6,071 | 18,333 | 6,140 | 21,967 |
| **Total** | **15,306** | **27,520** | **11,180** | **35,990** |

While the above table shows general statewide completion counts, the CDE also reviewed the data as part of the 2021–22 four-year cohort since students included in the CCI consist of those in the Graduation Rate Indicator. Tables 9 through 32 identify the completion between graduates and non-graduates for the Class of 2022 within the following school types:

* DASS and Non-DASS schools
* Charter and non-charter schools
* Small and non-small schools (Note: a “small” student population size consists of less than 150 students.)

***Class of 2022 Completion of Internships***

**Table 9: DASS Schools**

| **Year** | **Graduates**  **(n=33,031)** | **Non-**  **Graduates**  **(n=33,903)** |
| --- | --- | --- |
| 2020-21 | 76 (0.23%) | 30 (0.09%) |
| 2021-22 | 241 (0.73%) | 62 (0.20%) |
| **Total** | **317 (1.00%)** | **92 (0.29%)** |

**Table 10:** **Non-DASS Schools**

|  |  |  |
| --- | --- | --- |
| **Year** | **Graduates**  **(n=400,324)** | **Non-Graduates**  **(n=57,147)** |
| 2020-21 | 2,797 (0.70%) | 64 (0.01%) |
| 2021-22 | 8,368 (2.10%) | 82 (0.14%) |
| **Total** | **11,165 (2.8%)** | **146 (0.15%)** |

**Table 11 Charter Schools**

| **Year** | **Graduates**  **(n=47,161)** | **Non-Graduates**  **(n=27,253)** |
| --- | --- | --- |
| 2020-21 | 356 (0.75%) | 31 (0.11%) |
| 2021-22 | 934 (1.98%) | 43 (0.20%) |
| **Total** | **1,290 (2.73%)** | **74 (0.31%)** |

**Table 12 Non-Charter Schools**

| **Year** | **Graduates**  **(n=386,194)** | **Non-Graduates**  **(n=63,797)** |
| --- | --- | --- |
| 2020-21 | 2,517 (0.65%) | 63 (0.09%) |
| 2021-22 | 7,675 (1.98%) | 101 (0.16%) |
| **Total** | **10,192 (2.63)** | **164 (0.25%)** |

**Table 13 Small Schools**

| **Year** | **Graduates**  **(n=13,832)** | **Non-Graduates**  **(n=7,986)** |
| --- | --- | --- |
| 2020-21 | 55 (0.39%) | 16 (0.20%) |
| 2021-22 | 141 (1.01%) | 41 (0.51%) |
| **Total** | **196 (1.4%)** | **57 (0.71%)** |

**Table 14 Non-Small Schools**

| **Year** | **Graduates**  **(n=419,523)** | **Non-Graduates**  **(n=83,064)** |
| --- | --- | --- |
| 2020-21 | 2,818 (0.67%) | 78 (0.09%) |
| 2021-22 | 8,468 (2.02%) | 103 (0.12%) |
| **Total** | **11,286 (2.69%)** | **181 (0.21%)** |

***Class of 2022 Completion of Student-Led Enterprise***

**Table 15 DASS Schools**

| **Year** | **Graduates**  **(n=33,031)** | **Non-Graduates**  **(n=33,903)** |
| --- | --- | --- |
| 2020-21 | 65 (0.20%) | 12 (0.04%) |
| 2021-22 | 75 (0.23%) | 7 (0.02%) |
| **Total** | **140 (0.43%)** | **19 (0.06%)** |

**Table 16** **Non-DASS Schools**

| **Year** | **Graduates**  **(n=400,324)** | **Non-Graduates**  **(n=57,147)** |
| --- | --- | --- |
| 2020-21 | 1,468 (0.37%) | 55 (0.10%) |
| 2021-22 | 2,143 (0.54%) | 31 (0.05%) |
| **Total** | **3,611 (0.91%)** | **86 (0.15%)** |

**Table 17 Charter Schools**

| **Year** | **Graduates**  **(n=47,161)** | **Non-Graduates**  **(n=27,253)** |
| --- | --- | --- |
| 2020-21 | 28 (0.06%) | 6 (0.02%) |
| 2021-22 | 81 (0.17%) | 4 (0.01%) |
| **Total** | **109 (0.23%)** | **10 (0.03%)** |

**Table 18 Non-Charter Schools**

| **Year** | **Graduates**  **(n=386,194)** | **Non-Graduates**  **(n=63,797)** |
| --- | --- | --- |
| 2020-21 | 155 (0.04%) | 61 (0.10%) |
| 2021-22 | 2,137 (0.60%) | 34 (0.05%) |
| **Total** | **2,292 (0.64%)** | **95 (0.15%)** |

**Table 19 Small Schools**

| **Year** | **Graduates**  **(n=13,832)** | **Non-Graduates**  **(n=7,986)** |
| --- | --- | --- |
| 2020-21 | 28 (0.20%) | 3 (0.04%) |
| 2021-22 | 4 (0.03%) | 0 (0.00%) |
| **Total** | **32 (0.23%)** | **3 (0.04%)** |

**Table 20** **Non-Small Schools**

| **Year** | **Graduates**  **(n=419,523)** | **Non-Graduates**  **(n=83,064)** |
| --- | --- | --- |
| 2020-21 | 1,505 (0.36%) | 64 (0.08%) |
| 2021-22 | 2,214 (0.53%) | 38 (0.05%) |
| **Total** | **3,719 (0.89%)** | **102 (0.13%)** |

***Class of 2022 Completion of Simulated Work-Based Learning (WBL)***

**Table 21 DASS Schools**

| **Year** | **Graduates**  **(n=33,031)** | **Non-Graduates**  **(n=33,903)** |
| --- | --- | --- |
| 2020-21 | 83 (0.25%) | 12 (0.04%) |
| 2021-22 | 198 (0.60%) | 58 (0.17%) |
| **Total** | **281 (0.85%)** | **70 (0.21%)** |

**Table 22 Non-DASS Schools**

| **Year** | **Graduates**  **(n=400,324)** | **Non-Graduates**  **(n=57,147)** |
| --- | --- | --- |
| 2020-21 | 7,027 (1.76%) | 127 (0.22%) |
| 2021-22 | 4,113 (1.03%) | 137 (0.24%) |
| **Total** | **11,140 (2.79%)** | **264 (0.46%)** |

**Table 23 Charter Schools**

| **Year** | **Graduates**  **(n=47,161)** | **Non-Graduates**  **(n=27,253)** |
| --- | --- | --- |
| 2020-21 | 151 (0.32%) | 3 (0.01%) |
| 2021-22 | 151 (0.32%) | 32 (0.12%) |
| **Total** | **302 (0.64%)** | **35 (0.13%)** |

**Table 24 Non-Charter Schools**

| **Year** | **Graduates**  **(n=386,194)** | **Non-Graduates**  **(n=63,797)** |
| --- | --- | --- |
| 2020-21 | 6,959 (1.80%) | 136 (0.21%) |
| 2021-22 | 4,160 (1.08%) | 163 (0.26%) |
| **Total** | **11,119 (2.88%)** | **299 (0.47%)** |

**Table 25 Small Schools**

| **Year** | **Graduates**  **(n=13,832)** | **Non-Graduates**  **(n=7,986)** |
| --- | --- | --- |
| 2020-21 | 66 (0.5%) | 14 (0.20%) |
| 2021-22 | 21 (0.2%) | 5 (0.06%) |
| **Total** | **87 (0.7%)** | **19 (0.26%)** |

**Table 26 Non-Small Schools**

| **Year** | **Graduates**  **(n=419,523)** | **Non-Graduates**  **(n=83,064)** |
| --- | --- | --- |
| 2020-21 | 4,245 (1.0%) | 181 (0.2%) |
| 2021-22 | 7,089 (1.7%) | 134 (0.2%) |
| **Total** | **11,334 (2.7%)** | **315 (0.4%)** |

***Class of 2022 Completion of the ASVAB***

**Table 27 DASS Schools**

| **Year** | **Graduates**  **(n=33,031)** | **Non-Graduates**  **(n=33,903)** |
| --- | --- | --- |
| 2019-20 | 84 (0.25%) | 24 (0.07%) |
| 2020-21 | 20 (0.06%) | 6 (0.02%) |
| 2021-22 | 89 (0.27%) | 18 (0.05%) |
| **Total** | **193 (0.58%)** | **48 (0.14%)** |

**Table 28 Non-DASS Schools**

| **Year** | **Graduates**  **(n=400,324)** | **Non-Graduates**  **(n=57,147)** |
| --- | --- | --- |
| 2019-20 | 1,322 (0.33%) | 73 (0.13%) |
| 2020-21 | 291 (0.07%) | 11 (0.02%) |
| 2021-22 | 1,412 (0.40%) | 30 (0.05%) |
| **Total** | **3,025 (0.80%)** | **114 (0.20%)** |

**Table 29 Charter Schools**

| **Year** | **Graduates**  **(n=47,161)** | **Non-Graduates**  **(n=27,253)** |
| --- | --- | --- |
| 2019-20 | 157 (0.33%) | 18 (0.07%) |
| 2020-21 | 38 (0.08%) | 5 (0.02%) |
| 2021-22 | 162 (0.34%) | 10 (0.04%) |
| **Total** | **357 (0.75%)** | **33 (0.13%)** |

**Table 30 Non-Charter Schools**

| **Year** | **Graduates**  **(n=386,194)** | **Non-Graduates**  **(n=63,797)** |
| --- | --- | --- |
| 2019-20 | 1,249 (0.32%) | 79 (0.12%) |
| 2020-21 | 273 (0.07%) | 12 (0.02%) |
| 2021-22 | 1,339 (0.35%) | 38 (0.06%) |
| **Total** | **2,861 (0.74%)** | **129 (0.2%)** |

**Table 31 Small Schools**

| **Year** | **Graduates**  **(n=13,832)** | **Non-Graduates**  **(n=7,986)** |
| --- | --- | --- |
| 2019-20 | 42 (0.03%) | 6 (0.08%) |
| 2020-21 | 30 (0.21%) | 7 (0.09%) |
| 2021-22 | 83 (0.60%) | 9 (0.11%) |
| **Total** | **155 (0.84%)** | **22 (0.28%)** |

**Table 32 Non-Small Schools**

| **Year** | **Graduates**  **(n=419,523)** | **Non-Graduates**  **(n=83,064)** |
| --- | --- | --- |
| 2019-20 | 1,364 (0.33%) | 91 (0.11%) |
| 2020-21 | 281 (0.07%) | 10 (0.01%) |
| 2021-22 | 1,418 (0.34%) | 39 (0.05%) |
| **Total** | **3,063 (0.74%)** | **140 (0.17%)** |

The data for the four-year cohort also showed overall similar patterns of smaller completion counts for 2020–21 compared to the figures for 2021–22. The data did show for Simulated WBL that the pattern is reversed with a higher count in the first-year data collection compared to the second.

Because the combined four-and five-year rate that is calculated for the Graduation Rate Indicator is also used as the base of students for the CCI, the CDE also ran the completion data for fifth-year graduates. The results, as referenced in Table 33, revealed only a few fifth-year graduates from the Class of 2021 (who graduated in 2021–22) completed these career activities. It also shows similar trends as seen with the four-year cohort data.

**Table 33: Completion of Measures for Class of 2021 Fifth-Year Graduates**

| **Year** | **ASVAB** | **Internship** | **Student-Led Enterprise** | **Simulated WBL** |
| --- | --- | --- | --- | --- |
| 2019–20  (Total Fifth-Year Graduates=4,413) | 59 | N/A | N/A | N/A |
| 2020–21  (Total Fifth-Year Graduates=3,823) | 3 | 13 | 22 | 56 |
| 2021–22  (Total Fifth-Year Graduates =14,640) | 13 | 46 | 7 | 14 |
| **Total** | **75** | **59** | **29** | **70** |

*Feedback from Educational Partners*

With general low completion counts in 2020–21 and with the data collection occurring primarily during the pandemic, the first question that the CDE asked of educational partners was whether another year of data (i.e., 2022–23) should be reviewed and analyzed *before* proceeding with the analysis of whether these new measures should be included in the CCI. (Note, the 2022–23 data collection closed on August 25, 2023.)

At the June 2023 TDG meeting, members agreed that due to the overall small n-sizes, it would be beneficial to wait and review the 2022–23 data prior to making any recommendations. At the July 2023 CCI Work Group meeting, members addressed the hardships that schools have faced since the pandemic, such as teacher shortages, staff turnover, and the need to rebuild relationships with industries that were paused during the pandemic. One member articulated that the new legislative requirement for later school start times has impacted their internship programs. Students are now released from schools later and therefore not able to reach their internships before these job locations close at 5 p.m. As a result, it has become difficult to place students in internships.

The CCI Work Group also voiced concern that it does not seem appropriate to review prior year data when it does not reflect the current conditions where LEAs are struggling to fulfill the existing career measures within the CCI and that we should not be considering new career measures as if the COVID-19 pandemic did not occur. Additionally, members commented that some of the data being submitted by LEAs may not be accurate and that a re-examination of the data collection guidance and definitions may be warranted. In conclusion, the members advised that we stay the course rather than adding in new career measures and examine what the data reveals for the 2022–23 school year.

In August 2023, the CPAG members agreed that the 2022–23 school year data should be reviewed prior to making any further decisions on these measures.

With low completion counts in the first year of data collection along with the feedback from the CCI Work Group, the CDE recommends that now is not the time to include new measures in the CCI. Rather, additional data along with continued conversations with these groups and LEAs are needed to learn more about the impacts of the COVID-19 pandemic on implementing work-based learning endeavors.

*Continued Exploration of Two New Career Measures*

For the past several years, the CDE has also continued to explore two new career measures for the CCI: civic engagement and industry certifications. For civic engagement, during the January 2023 CCI Work Group and February 2023 TDG meetings, the CDE engaged in conversations as to what data should be collected. The CDE will continue to evaluate the best methods to collect this new student level data and communicate with the SBE on the progress of the initial data collections. Furthermore, the CDE will also continue to inform the SBE on the work toward evaluating industry certifications for inclusion in the CCI. Considering the conversations with educational partners on the challenges schools have recently faced with staff shortages, declining enrollment, and the struggles with implementing work-based learning activities in schools, the CDE will be taking this feedback into consideration as we move forward on exploring this measure.

*Review of Career Measures Currently in the CCI: Recommendation to Remove Non-Registered Pre-Apprenticeship*

With the ongoing effort to continuously improve the accountability system, the CDE sought feedback on the current CCI measures after receiving input during the last year on the changing landscape of work-based learning activities. The goal was to determine if any of the existing definitions within the current CCI measures needed to be updated or if more significant changes should occur.

A review of the data and conversations with educational partners surfaced non-registered pre-apprenticeships as a place for further review. In September 2020, the SBE approved the inclusion of two types of pre-apprenticeships into the CCI: registered and non-registered. The SBE also approved specific preparedness criteria for both, which are noted in Table 34.

**Table 34: Registered and Pre-Apprenticeship Preparedness Criteria for DASS and Non-DASS Schools**

| **CCI Measure** | **School Type** | **Prepared Criteria** | **Approaching Prepared Criteria** |
| --- | --- | --- | --- |
| Registered  Pre-Apprenticeship | Non-DASS | Completion of Program | N/A |
| Registered  Pre-Apprenticeship | DASS | Completion of Program | N/A |
| Non-Registered  Pre-Apprenticeship | Non-DASS | Completion of Program plus completion of a CTE Pathway | Completion of Program |
| Non-Registered  Pre-Apprenticeship | DASS | Completion of program **plus** completion of one semester/two quarters/two trimesters of a CTE course with a C- or better | Completion of Program |

As background, in 2019, when the pre-apprenticeship measures were being developed with the CCI Work Group, they were new work-based learning opportunities being implemented by schools. In 2018–19, formal pre-apprenticeships could not be registered through the California Department of Industrial Relations or even at the national level. It was not until a new state law that took effect on January 1, 2019, the Division of Apprenticeship Standards (within the California Department of Industrial Relations) could recognize pre-apprenticeship programs that have formal linkage agreements with existing state registered apprenticeship programs. This registration with the Division of Apprenticeship Standards is what distinguishes registered pre-apprenticeships from non-registered pre-apprenticeships.

With registered pre-apprenticeships now fully in place, there has been a push to move away from non-registered pre-apprenticeships. The following specifies the reasons for removing this measure:

* The State has an initiative to expand registered apprenticeships in California. Continuing to allow for non-registered pre-apprenticeships undermines this goal.
* Non-registered pre-apprenticeships are not recognized by the Department of Industrial Relations, Division of Apprenticeship Standards.
* The CDE cannot verify if pre-apprenticeships are directly connected to apprenticeship programs unless they are registered.

Considering this information, the CDE asked educational partners whether this measure should continue to be included in the CCI or if it should be removed. The CDE also reviewed the data for the 2019–20, 2020–21, and 2021–22 school years to identify the number of students completing this measure. Table 35 shows this data along with the total enrollment of students in grades nine through twelve in parentheses for context.

**Table 35: Student Completion of Non-Registered Pre-Apprenticeships: DASS compared to Non-DASS Schools**

| **School Type** | **# of Students Completed in 2019–20** | **# of Students Completed in 2020–21** | **# of Students Completed in 2021–22** |
| --- | --- | --- | --- |
| Non-DASS | 2,229  (1,814,992) | 289  (1,827,353) | 415  (1,817,791) |
| DASS | 254  (138,706) | **0**  (133,714) | **0**  (128,612) |
| **Total** | **2,483**  **(1,953,698)** | **289**  **(1,961,067)** | **415**  **(1,946,403)** |

*Feedback from Educational Partners*

In January 2023, the CCI Work Group recommended the removal of non-registered pre-apprenticeships. However, they suggested that the CDE provide guidance that would assist LEAs in how they can transfer their non-registered program to a registered pre-apprenticeship or to another work-based learning activity that they can receive credit for on the CCI. In June 2023, the TDG recommended that another year of data (i.e., 2022–23) should be examined given the decrease in the number of students completing this measure. At the August 2023 CPAG meeting, a few members voiced concern that removing this measure removes opportunities for schools, especially DASS schools. They also expressed the need for support and guidance by the CDE so that schools that currently oversee non-registered pre-apprenticeships can transfer over to a registered pre-apprenticeship. The Alternative Schools Task Force was also asked for input; however, no members provided feedback on this topic.

The CDE recommends the removal of the non-registered pre-apprenticeship measure from the CCI based on the reasons expressed earlier. Given the decrease in the number of students completing this measure, especially zero students in DASS schools in the 2020–21 and 2021–22 school years, removing this measure is unlikely to have a negative impact to LEAs and DASS schools. In addition, it is recommended that the removal of this measure from the CCI begin in the 2023–24 school year. This will provide time for the CDE to announce this change to LEAs and provide any support needed for schools that are currently operating non-registered pre-apprenticeships. Furthermore, delaying the removal to the 2023–24 school year will give LEAs time to prepare for this change.

**Chronic Absenteeism Indicator**

The SBE has discussed the high increase in chronic absenteeism rates due to the COVID-19 pandemic (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item03.docx>). At the May SBE meeting, the SBE requested that the Dashboard workplan be opened to allow for a discussion on potential changes to the Chronic Absenteeism Indicator at their July 2023. (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/jul23item02.docx>).

**Dashboard Principles**

The work on this state indicator aligns with the following Dashboard Principles:

* Principle 10: Is subject to continuous revision and improvement.

#### 2023 Workplan for the Chronic Absenteeism Indicator

At the July 2023 SBE meeting, SBE members reopened the 2023 workplan for the Chronic Absenteeism Indicator to provide guidance and direction for short- and long-term changes to the Chronic Absenteeism Indicator.

Currently, the Chronic Absenteeism Indicator is defined as the percentage of students who were absent for 10 percent or more of the instructional days they were expected to attend. The indicator does not differentiate the type of absence a student can receive in the calculation. The SBE requested that the CDE explore a long-term option of exploring the granularity of data collected on the reasons a student is absent.

The SBE also suggested that the Dashboard link to the Absenteeism by Reason report on CDE’s data reporting website, DataQuest. The link to the report allows users to view disaggregated data on a student’s reason for an absence. The Absenteeism by Reason report provides a breakdown of the following CALPADS fields:

* Days Absent Excused (In-Person): Total number of days the student was absent for in-person instruction for the entire school day with a valid excuse, per California *Education Code* (*EC*) Section 48260(c). (Field # 13.19)
* Days Absent Unexcused (In-Person): Total number of days the student was absent from in-person instruction for the entire school day without a valid excuse. (Field # 13.20)
* Out-of-School Suspension Days: Total number of days the student was absent from the regular classroom for the entire school day due to an out-of-school suspension pursuant to *EC* Section 48911. (Field # 13.17)
* Non-ADA Generating Independent Study Days: Total number of days the student did not satisfy statutory and regulatory requirements necessary to generate a day attendance for either traditional (*EC* Section 51747.5) or course-based (*EC* Section 51749.5) independent study. (Field # 13.21)

*Feedback from Educational Partners*

Since the July 2023 SBE meeting, the CDE solicited feedback from CPAG members at their August 2023 meeting. CPAG members provided feedback on the placement, wording of instructions for the link, and destination of the link to the Absenteeism by Reason report on DataQuest for schools and LEAs. Based on feedback from CPAG members the CDE recommends that the link be placed within the introduction text on the expanded Chronic Absenteeism section, and link to DataQuest’s “Absenteeism by Reason” report for the specified LEA or school.

### 2023 Workplan for Aligning the Dashboard with Additional Data

In 2023, the CDE also evaluated and is providing recommendations to the SBE on the following:

* The addition of data on least restrictive environment
* Establishing objective criteria for Priority 1 teacher assignments
* Reporting science assessment data on the Dashboard.

### Dashboard Principles

This work aligns with the following Dashboard Principles:

* Principle 2: Reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.
* Principle 3: Reports each indicator separately.
* Principle 4: Values each indicator equally.
* Principle 7: Focuses on elements that express the commitment to a well-rounded, well-supported education and makes space for what is valued locally.
* Principle 9: Leverages the expertise and perspectives of a broad set of educational partners and community members.
* Principle 10: Is subject to continuous revision and improvement.

#### Least Restrictive Environment

*EC* Section 56049.1 requires that, on or before November 30, 2023, the CDE shall publish data related to federal measures of least restrictive environment (LRE) for pupils with disabilities on its internet website and shall include it as a resource on the Dashboard, established pursuant to subdivision (f) of Section 52064.5. LEAs currently submit information about LRE to the CDE through the California Longitudinal Pupil Achievement Data System (CALPADS). The data published on the CDE website will utilize data from the CALPADS Fall 1 submission (Census Day) and this information will be disaggregated by race or ethnicity and LEA.

The CDE explored options for linking these data on the 2023 Dashboard and recommends directly linking to the DataQuest report on the main menu page structure of the Dashboard.

#### Develop Objective Criteria for Reporting the Teacher Component of Priority 1

The SBE is required to adopt local indicators for the Dashboard for the Local Control Funding Formula (LCFF) priority areas where statewide data is not available. The SBE-adopted local indicators include performance standards for LEAs and self-reflection tools that LEAs use to report progress. LEAs are responsible for annually completing the local indicator self-reflection tools based on an assessment of locally collected data and input from educational partners, reporting progress to the local governing board or body of the LEA and uploading the results to the Dashboard. Senate Bill (SB) 75 (Chapter 51, Statutes of 2019) requires that “local indicators shall reflect school-level data to the extent the department collects or otherwise has access to relevant and reliable school-level data for all schools statewide.” Based on this language, one data point from Priority 1, related to the assignment of teachers, meets the criteria outlined in SB 75.

In 2023, with two years of Teacher Assignment Monitoring Outcome (TAMO) data available, the CDE explored opportunities to set objective criteria using this data set. In preparation for this transition, for the 2022–23 Local Control and Accountability Plan year, local educational agencies were directed to review the TAMO data at the next regularly scheduled meeting of the local governing board/body following the availability of these data.

The TAMO reports include seven assignment monitoring outcomes: Clear, Out-of-Field, Intern, Ineffective, Incomplete, Unknown, Not Applicable. The definitions for these outcomes are available on the Information about the Teaching AMO Report web page at [https://www.cde.ca.gov/ds/ad/tamoinfo.asp#amodefinitions](https://www.cde.ca.gov/ds/ad/tamoinfo.asp). In reviewing these definitions, the CDE determined that the **clear** outcome aligns most closely with the Priority 1 Local Indicator *EC* Section 52060(d)(1); however, solely using this definition does not include individuals in the educator pipeline, such as interns and out-of-field educators. Additional considerations related to educators who are **out-of-field** have a credential and need to demonstrate subject matter competency in a new subject area assignment. Also, educators who are **interns** have a bachelor’s degree, subject matter competency, and are working towards obtaining a credential.

Based on these considerations, three options were developed to include on the 2023 Dashboard based on the clear definition, and included the following:

**Option 1: LEA/County/Statewide Comparisons in Chart Form and Narrative Box**

| **Name** | **Total Teaching**  **Full-time Equivalent (FTE)** | **Clear**  **(% of teaching FTE)** |
| --- | --- | --- |
| Sacramento City Unified | 1,688.4 | 87.3% |
| Sacramento | 9,887.7 | 88.3% |
| Statewide | 246,966.4 | 85.8% |

Optional Narrative (Limited to 1,500 characters): Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress towards this measure.

**Option 2: Teacher Data in a Narrative**

In the 2021–22 school year, **87.3 percent** of teacher assignments were authorized by a clear or preliminary credential or authorized by a local assignment option made pursuant to the California Code of Regulations [T5 §80005(b)] for specific state course codes where a credential or permit does not exist to authorize the indicated teaching assignment (e.g., student government or study hall). This compares to **88.3 percent** of assignments being clear at the county level and **85.8 percent** of assignments being clear at the state level.

**Option 3: Teacher Data in a Narrative with Above/At/Below**

In the 2021–22 school year, **87.3 percent** of teacher assignments were authorized by a clear or preliminary credential or authorized by a local assignment option made pursuant to the California Code of Regulations [T5 §80005(b)] for specific state course codes where a credential or permit does not exist to authorize the indicated teaching assignment (e.g., student government or study hall). This is **below** the county average of **88.3 percent** and **above** the state average of **85.8 percent**.

*Feedback from Educational Partners*

To assist with bringing this metric onto the Dashboard, the CDE convened an Ad-Hoc Priority 1 Teacher Assignment Data Workgroup (Workgroup) to solicit feedback on the reporting of these data in 2022. The Workgroup is comprised of representatives from the Association of California School Administrators, California County Superintendents Educational Services Association, charter school practitioners, California Teachers Association, and the Equity Coalition. In 2022, the Workgroup supported adding a link to the Dashboard to connect users directly to the Teaching Assignment Monitoring Outcome (TAMO) reports available on DataQuest.

The CDE re-convened the Workgroup in July 2023 to review the second year of TAMO reports and solicit options for setting objective criteria. The Workgroup members were surveyed on the three options and Option 1 was overwhelmingly favored by the Workgroup members.

Additionally, at the August 2023 CPAG meeting, CPAG members supported Option 1 citing the ease of display and appreciated the narrative box which will allow LEAs (specifically county offices of education and rural districts) to provide their local context. Members also requested a narrative column about a comparison to the statewide average and information on school data within an LEA.

In response to this feedback, the CDE developed Option 1a and recommends that the SBE adopt this report for inclusion on the 2023 Dashboard.

**Option 1a: LEA/County/Statewide Comparisons in Chart Form and Narrative Box**

| **Name** | **Total Teaching**  **Full-time Equivalent (FTE)** | **Clear**  **(% of teaching FTE)** | **Comparison to Statewide Average** |
| --- | --- | --- | --- |
| Sacramento City Unified | 1,688.4 | 87.3% | Above |
| Sacramento | 9,887.7 | 88.3% | Above |
| Statewide | 246,966.4 | 85.8% | N/A |

Optional (Text is limited to 1,500 characters): Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for this measure.

For additional information about schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?cds=3467439&agglevel=District&year=2021-22&initrow=Yr&ro=y&ro=y>.

#### Connecting the Dashboard to the California Science Test Results

The SBE approved the reporting of the California Science Test (CAST) results in the Dashboard at their September 2022 meeting. The link to these data acknowledges the importance of science and the assessments and allows users to directly connect to the CAST results. For the 2023 Dashboard, the CDE will once again provide the link to each school/LEA’s CAASPP science results.

Beginning in the Fall of 2023, the CDE will have access to two years of results from the 2021–22 and 2022–23 CAST assessments that were based on the revised blueprint. The 2024 workplan will include the exploration of the inclusion of the CAST results within the 2024 Dashboard.

## Update on the Student Level Growth Model

Since 2017, the CDE, the Educational Testing Services (ETS), and the SBE have engaged in developing a student growth model for California’s schools and LEAs. To prepare for the release of the initial set of growth data in 2024, CDE and ETS worked together to develop prototypes for visual communication displays and tools.

### Dashboard Principles

This work aligns with the following Dashboard Principles:

* Principle 2: Reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.
* Principle 4: Values each indicator equally.
* Principle 5: Values high performance and growth equally.
* Principle 7: Reflects technical quality through measures that are valid and reliable.
* Principle 10: Is subject to continuous revision and improvement.

### 2023 Workplan for the Student Level Growth Model

The California Department of Education (CDE) has collaborated with Educational Testing Service (ETS) to develop an academic growth model, aggregate measures of student academic growth, and growth model reporting prototypes on behalf of the California State Board of Education (SBE) since 2015. To support educators, families, and the public, the CDE continued to develop communication materials to assist the public with the interpretations and purpose of the student level growth data. CDE initiated this work in the Fall of 2021 when it created a communications toolkit and hosted an informational webinar on the growth model to coincide with the release of historical student growth scores from 2016–17, 2017–18, and 2018–19 in 2021 at the LEA, school, and student group levels.

In June 2021, the CDE released an informational aggregate growth score data file to schools and LEAs based on Smarter Balanced data from the 2016–17, 2017–18, and 2018–19 school years. The goal of the data release was to familiarize school and LEA staff with growth scores on historical data without any consequential use. In July 2021, the CDE and ETS began work on a growth model reporting communication plan, the first step of which was to identify key audiences for growth model reporting. Those audiences are as follows:

**Audience 1: Parents, guardians, teachers, policymakers, general public.**

The primary design principle adopted in developing prototypes for this audience was to provide non-technical visual and textual interpretations of aggregate scores to avoid misinterpretation.

**Audience 2: School and LEA data administrators.**

This audience was assumed to be composed of those responsible for data analysis and data interpretation to support school and LEA leaders. The primary design principle adopted in developing prototypes for this audience was to assume some quantitative background, expressly providing interpretive language for more technical concepts.

**Audience 3: Data professionals**

This audience is assumed to be composed of researchers, analysts, and quantitative methodologists with advanced statistical training. The primary design principle for this audience is to assume significant quantitative training only up to polynomial regression models in the linear modeling framework.

*Focus Groups and Visualizations*

Beginning in July 2021 and continuing into the present, the CDE has collaborated with ETS and C2 (ETS’s focus group subcontractor) to iteratively develop, solicit feedback on, and refine prototype growth reports for all three audiences.

In preparation for the focus group process, the TDG initially reviewed and provided feedback on the preliminary prototypes for audiences 1 and 2 in February 2023 and ETS then made modifications suggested by the TDG.

In early March 2023, C2 facilitated a focus group of parents, guardians, and teachers (conducted in English) who were presented with a variety of elements of growth reports and a variety of options for presenting each element. Focus group members expressed a strong desire for including each proposed element of growth reports:

* Average growth scores for each student group,
* Confidence intervals associated with average growth scores (labeled *possible ranges* to avoid technical statistical jargon and presented as additional explanatory information if requested by the user),
* Location of the average score and its associated confidence interval within the range of scores commonly observed,
* Categories associated with average growth scores given as

▼ below typical growth on average,

◀︎▶︎ similar to typical growth on average, and

▲ above typical growth, on average; and

* The percent of schoolwide (or LEA-wide) growth scores the average growth score exceeded (i.e., the percentile rank of the average growth score).
* A summary of average growth scores for all student groups in a school or LEA showing the growth category each group falls into.

In addition, the focus groups provided feedback about its preferred presentation of each growth report element (for example, preferring a horizontally-running number line over a vertically running number line and preferring a mouseover or popup for further explanation rather than including a wordy explanation on the main report page).

ETS revised the audience-1 prototype reports based on the group’s feedback, and determined with the CDE that the percentile rank would be removed from audience-1 prototypes to avoid misinterpretations related to comparisons among school and/or LEAs.

In late March 2023, C2 facilitated another audience-1 focus group, this time in Spanish, using the updated prototypes with the first audience-1 focus group’s preferred presentations of each report element being given as the first option. This focus group validated the feedback of the first focus group.

In mid-March 2023, C2 facilitated a focus group of data administrators from California schools and LEAs to review the audience-2 growth report prototypes. This focus group likewise expressed a strong desire for each reporting element, with three major recommendations:

* Give the ability to show or hide confidence intervals to avoid having to explain confidence intervals to school and/or LEA leaders and staff for whom they may be confusing.
* Eliminate the numeric presentation of confidence intervals, relying instead on the visual representation.
* Show percentile ranks of student groups’ average growth scores in two ways: relative to whole-LEA or whole-school student groups across California and relative to the same/peer student group from all LEAs or all schools across California.

In addition, this focus group had strong preferences on the display of report elements. For example, they recommended the following:

* The growth category be presented directly after the average growth score itself to highlight that this is the most important interpretation.
* The percentile rank relative to peer student groups be presented before the percentile rank relative to whole-school or whole-LEA student groups.

ETS then revised the audience-2 prototype reports to be consistent with focus group feedback and revisions to the audience-1 prototype reports.

In April 2023, ETS presented the feedback and revised audience-1 and audience-2 prototypes to the TDG in addition to presenting draft audience-3 prototypes. The TDE concurred with the revisions and had little feedback about the audience-3 prototype.

In May 2023, ETS presented and solicited feedback on the audience-1 prototypes in a meeting with the CDE Assessment Interest-holders group and the Regional Assessment Network (RAN).

One key issue that arose in meetings, particularly the audience-1 focus groups with the parents and teachers, was that the choice of scale was potentially problematic and remained unresolved even after all meetings where feedback was elicited. The original growth score scale was centered at 0, which represents that students’ growth equals the typical growth of students with the same test scores in the previous year. In addition on the original scale, each point represented a single scale score point on the Smarter Balanced scale, negative average growth scores represented that students in the group generally exhibited lower than typical growth compared to students with the same test scores in the previous grade level, and positive scores represented that students in the group generally exhibited higher than typical growth for students with the same test scores in the previous grade level.

There was considerable concern regarding the presentation of negative average growth scores due to the focus group’s observed interpretation that negative scores indicated no growth. Therefore, scores were rescaled by adding 100 such that scores lower than 100 are below typical and scores above 100 are above typical.

However, rescaling by adding 100 resulted in different, but problematic misinterpretations. For example, an average growth score of 100 (exactly at typical growth) was instead interpreted by several audience-1 focus group participants to mean the group had achieved 100 percent of possible growth. Based on these misinterpretations, ETS developed and presented several options for rescaling growth scores to avoid these misinterpretations. These were taken to selected members of previous focus groups for ad hoc feedback and reduced to a small number of options.

In June 2023, ETS presented each of the options for rescaling the growth scores along with associated pros and cons to the TDG for feedback and a recommendation. The TDG recommended the scale recommended by ETS and shown in Figure 2.

Figure 2. *Growth reporting scale recommended by the TDG.*

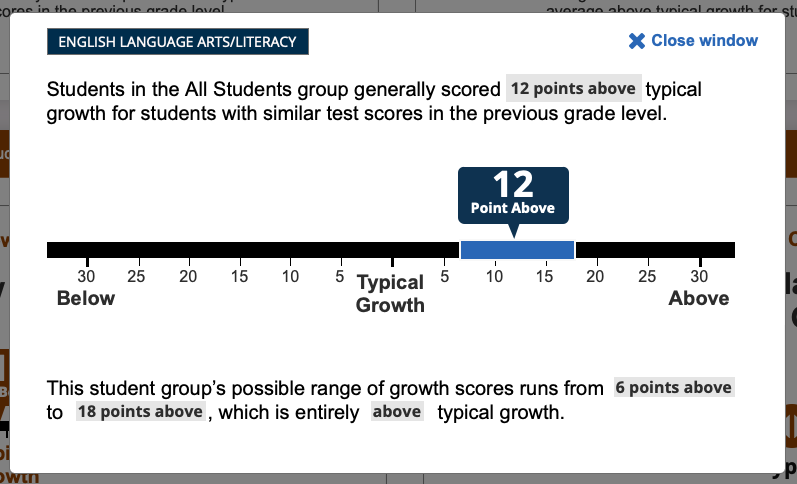
Figure 2. Growth reporting scale recommended by the TDG

This growth reporting scale is identical to the original growth reporting scale centered on zero with the following stylistic differences:

* Negative average growth scores are reported as **below** (e.g., an average growth score of **–19** is reported as **19 below** to avoid the misinterpretation that students lost ground).
* Positive average growth scores are reported as **above** (e.g., an average growth score of **+2** is reported as **2 above** to mirror the wording used for negative average growth scores).
* Average growth scores of **0** are reported as **typical** to avoid the misinterpretation that groups with such scores showed no growth.

A group’s average growth score is then linked to the growth category in a popup window as shown in Figure 3:

Figure 3. *Growth category popup.*



*Continuing Work on the Growth Model through 2024*

Between late March 2023 and August 2023, the CDE and ETS have met weekly to discuss and revise the audience-1 prototypes. CDE and ETS will continue to refine the audience-1 prototyped through the remainder of 2023 based on any additional feedback. Any refinements will be incorporated into future items in 2024, along with any necessary prototypes, as the SBE makes decisions about where and how the growth data will be incorporated into the Dashboard.

CPAG members were presented the various prototypes for multiple scenarios of growth and provided feedback on improving the clarity of messaging to Audience 1. Members felt these visualizations were clear and coherent, and a large improvement in messaging over prior attempts to describe growth. Additional requests were made for communication flyers to connect any visualizations with the data files prior to the next release of growth data.

The first anticipated date at which average growth scores can be officially reported is December 2024. Three consecutive years of assessment data are required for reporting growth using the hybrid simple-average/EBLP score aggregation approach and the first assessment cycle for which three consecutive years of data can be obtained is the 2023–24 assessment cycle (using 2021–22, 2022–23, and 2023–24 assessment data) given the pandemic disruption of the 2019–20 and 2020–21 assessment cycles.

### Address Data Quality and Participation Issues in a Uniform Way throughout the Dashboard

### Dashboard Principles

This work aligns with the following Dashboard Principles:

* Principle 2: Reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.
* Principle 4: Values each indicator equally.
* Principle 5: Values high performance and growth equally.
* Principle 7: Reflects technical quality through measures that are valid and reliable.
* Principle 10: Is subject to continuous revision and improvement.

### 2023 Workplan for Addressing Data Quality Issues

The CDE continues to work to improve the quality of the data displayed on the Dashboard. The Budget Act of 2023 requires LEAs that miss the certification deadline for any CALPADS report to be eligible for one year of technical assistance. The technical assistance will be focused on addressing data issues that impact CALPADS submission.

#### ELPI Participation Rate

Additionally, the CDE explored aligning the ELPI participation rate with the participation rate of the Academic Indicators on the Dashboard.

In 2017 and 2019, any school or LEA with a participation rate on the ELPAC below 95 percent received an “automatic orange” on their ELPI reflected on the Dashboard. This method is displayed below in Option 1:

**Option 1: Assignment of Orange Color - Current Method**

LEAs and schools with an ELPI Color other than Red that failed to meet the ELPAC Summative Assessment participation rate criteria by not testing at least 95 percent of their K–12 EL population on the current year ELPAC Summative Assessment are automatically assigned an ELPI color of Orange. The SBE has also considered assigning a color of Red to schools not testing at least 95 percent of their K–12 EL population.

**Methodology:** Calculate the ELPAC participation rate (i.e. 17 tested/22 enrolled = 78%). If it’s less than 95 percent, assign a Performance Level of Orange

This method results in a consistent and predictable outcome, as schools and LEAs not meeting the 95 percent threshold are assigned a Performance Level of Orange. However, the assignment of an Orange has no impact on LEA eligibility for assistance determinations because for this indicator only red is counted toward Differentiated Assistance eligibility. The Orange Performance Level does, however, impact school eligibility under ESSA, as schools with all red/orange indicators can become eligible for assistance.

**Option 2: Assignment of No Progress**

Distance to 95 Percent ELPAC Summative Assessment Participation Rate Methodology:

For each LEA and school with at least 30 EL students enrolled in the current Dashboard year based on ETS enrollment, calculate the minimum number of students needed to reach equal to or greater than a 94.1 percent participation rate. The resulting number of students will be counted as not making progress on the current ELPI Status calculation.

**Methodology:** Calculate the ELPAC participation rate (i.e. 21 tested/35 enrolled = 60 percent). Calculate the number of students needed to meet a “95 percent Participation Rate” (95 percent x 35 = 33 students). Subtract the number of tested students from those needed to meet 95 percent (33-21= 12 students). Add that number of students to the denominator of the ELPI progress calculation for status.

Using this methodology, the ELPI status will be depressed for any school or LEA that has fewer than 95 percent of its English Learner students tested on the annual ELPAC. While the color change may not be as severe as reduction to an Orange Performance Level, the resulting status will more accurately reflect the percentage of students making progress annually.

*Feedback from Education Partners*

The TDG and the ELPI Workgroup both supported changing the ELPI participation rate to the new “Assignment of No Progress” methodology.

### 2023 Differentiated Assistance Criteria

Under the Local Control Funding Formula (LCFF), LEAs including districts, county offices of education (COEs), and charter schools are eligible for differentiated assistance (DA) based on their performance on the Dashboard. As described in Table 36, there are three methods that are used to determine DA eligibility.

Specifically, the 2022 DA eligibility determinations were based on Method 1, also known as State Indicators only, due to only having one year of local indicator data. In 2023, DA eligibility determinations will include Methods 2 and 3. Additionally, in 2023, charter schools will again be eligible for DA. The eligibility criteria for charters are identical to districts/COEs eligibility criteria, except for charter schools are required to meet the criteria **in two or more years.**

**Table 36: Eligibility Criteria by Method**

| **Method** | **Description** |
| --- | --- |
| Method 1: State Indicators Only | One student group meets the criteria in at least two priority areas (e.g., Hispanic student group is Red for Chronic Absenteeism and Suspension—priority areas 5 and 6). |
| Method 2: Local Indicators Only | “Not Met for Two or More Years” in at least two priority areas (e.g., priority areas 1 and 2). |
| Method 3: A Combination of State and Local Indicators | One or more student group(s) meets(s) the criteria in one priority area (e.g., Students with disabilities receives Red for graduation rate—5), and the LEA or COE meets the “Not Met for Two or More Years” on only one local indicator in a different priority area (e.g., Parent Engagement—3) |

The College/Career indicator will be available as Status only on the 2023 Dashboard. The CDE proposes to utilize the following criteria for eligibility determinations for differentiated assistance as described in Table 37.

## Table 37: Proposed 2023 Differentiated Assistance Eligibility Criteria by Priority Area

| **Priority Number** | **Priority Area** | **Criteria** |
| --- | --- | --- |
| 1 | Basics | * Not Met for Two or More Years on Local Performance |
| 2 | Implementation of State Academic Standards | * Not Met for Two or More Years on Local Performance |
| 3 | Parent and Family Engagement | * Not Met for Two or More Years on Local Performance |
| 4 | Pupil Achievement | * Red on both English language arts and math Indicators, or * Red on English language arts or math Indicators and Orange on the other Academic Indicator, or * Red on the English Learner Progress Indicator (ELPI) (English Learner student group only) |
| 5 | Pupil Engagement | * Red on Graduation Rate Indicator, or * Red on Chronic Absence Indicator |
| 6 | School Climate | * Red on Suspension Rate Indicator, or * Not Met for Two or More Years on Local Performance |
| 7 | Access to a Broad Course of Study | * Not Met for Two or More Years on Local Performance |
| 8 | Outcomes to a Broad Course of Study | * *Very Low Status on CCI* |
| 9 | Coordination of Services for Expelled Pupils – COEs ONLY | * Not Met for Two or More Years on Local Performance |
| 10 | Coordination of Services for Foster Youth – COEs ONLY | * Not Met for Two or More Years on Local Performance |

# Attachment 2

## Overview of the Proposed Amendments to California’s Every Student Succeeds Act Consolidated State Plan

As part of the ongoing development of the Every Student Succeeds Act (ESSA) Consolidated State Plan (State Plan) and the California School Dashboard, the California Department of Education (CDE) is requesting the adoption of the following amendments.

### Previous Action Under the 2021–22 Addendum for the Consolidated State Plan due to COVID-19

At the March 2022 State Board of Education (SBE) meeting, the SBE requested the following changes as permitted by the COVID-19 State Plan Addendum Process from the U.S. Department of Education (ED):

1. Shift timelines forward by one or two years for measurements of interim progress and long-term goals, and
2. Modify the exit criteria for schools identified in fall 2022, including the number of years such schools have to meet exit criteria in order to exit status.

States who requested changes through the COVID-19 State Plan Addendum are required to submit an updated State Plan that incorporated the changes at a later date. Additionally, the ED stated that all other amendments submitted through the COVID-19 State Plan Addendum process (i.e., amendments that limited to the 2021–22 school year), did not require the submission of an updated State Plan. California’s COVID-19 State Plan Addendum was approved by the ED in August 2022. The proposed amendments in Attachment 3 conform with this requirement from ED.

**Summary: Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A))**

In response to the flexibilities provided the 2021–22 Addendum by ED, the SBE approved the shifting the timeline forward by two years for the long-term goal(s) for:

* 1. Academic Achievement
  2. Graduation Rate
  3. Progress in Achieving English Language Proficiency (ELP)

The proposed amendments also clarify for each indicator by academic year the impact of the shift in years to meet the new long-term goal timeline.

**Summary: Identification of Schools (ESEA section 1111(c)(4)(D))**

In response to the flexibilities provided by the 2021–22 Addendum by ED, the SBE approved the revising the timeline for frequency of school identification. Specifically, following the 2022 determinations, schools will be identified once every three years effective in fall 2023.

**Summary: Exit Criteria for Comprehensive Support and Improvement Schools. (ESEA section 1111(d)(3)(A))**

In response to the flexibilities provided by the 2021–22 Addendum by ED, the SBE approved revising the timeline and statewide exit criteria for schools identified for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) by:

* Adjusting the timeline and not counting the 2019–20 or 2021–21 school years toward the number of years in which a school must meet the criteria in order to exit CSI and ATSI status.
* Modifying the exit criteria for schools identified for CSI and ATSI that will be eligible to exit status in fall 2022 to use the status performance level rather than the performance color that is based on both status and change. The school or student subgroup in the school must (1) no longer meet the criteria for identification and (2) have improved performance on the indicators (including an increase in the status portion of each indicator) compared to when the school was initially identified.
* Modify the State-determined number of a years that a school identified for ATSI has to meet the exit criteria; ATSI schools identified in the fall of 2018, 2019, 2022, and 2023 will all have until fall 2026 to meet the exit criteria.

**Summary: English Learner Progress Indicator**

The proposed amendments detail the incorporation of the new methodology that incorporates performance from the Alternate English Language Proficiency Assessments for California (ELPAC). The amendments include the inclusion of the proposed change cut scores, five-by-five grid, and updates the following tables:

* Table 18: 2023 Simulated English Learner Progress Status and Change Levels with School Performance
* Table 19: State Level English Learner Progress Performance Level
* Table 20x: English Learner Progress Status and Changes Levels
* Table 43: State Level English Learner Progress by Performance Level
* Table 44: English Learner Progress Indicator

# Attachment 3:

## Amendments to California’s Every Student Succeeds Act State Plan

Note: Attachment 3 is provided as a separate link that can be found on the State Board of Education Agenda for September 2023 web page at <https://www.cde.ca.gov/be/ag/ag/yr23/agenda202309.asp>.

# Attachment 4

## California School Dashboard Educational Outreach Activities

### Table 1: California Department of Education Policy Work Group Meetings

| **Date** | **Title** | **Topics** |
| --- | --- | --- |
| February 17, 2023 | California Practitioners Advisory Group (CPAG) | * Overview of 2022 Dashboard * Review 2023 Accountability Workplan * Resources for 2023 in development |
| March 14, 2023 | English Learner Progress Indicator (ELPI) Workgroup | * ELPI Change * English Language Proficiency Assessments for California (ELPAC) Participation Rate, * Alternate ELPAC Summative |
| March 23, 2023 | College/Career Indicator (CCI) Workgroup | * Review of January 2023 Meeting * Feedback and Inquiries Received on the CCI * How the CCI is Connected to the Local Control Funding Formula (LCFF), * Discuss the Future of the CCI and Collecting Feedback and Next Steps |
| April 20, 2023 | Technical Design Group (TDG) | * Update on March 2023 State Board of Education (SBE) Meeting * ELPI: Participation Rate and Alt-ELPAC Incorporation * CCI: Original Intent and Current Direction * Educational Testing Service Review of Growth Model Focus Groups * Graduation Rate Indicator: Extended-Year Graduation Rate |
| June 6, 2023 | ELPI Workgroup | * ELPI Change * ELPAC Participation Rate |
| June 15, 2023 | TDG | * 2023 California School Dashboard Workplan * Growth Model * ELPI   + ELPI Change, ELPAC Participation Rate * Priority 1: Teacher Data and Objective Criteria Discussion * CCI: Data Review: Work Based Learning, Internships, Student-Led Enterprise, ASVAB |
| July 19, 2023 | CCI Workgroup | * Dashboard Update * Review of Career Technical Education Pathway Data * Review and Analysis of Four New Career Measures |
| August 10, 2023 | TDG | * Completion of the ELPI * Change Cut Points * Color Scheme for 5x5 * Summative Alternate ELPAC Incorporation * Priority 1: Teacher Data * Science Assessments and the Dashboard * Updating Change Language: Percent vs Percentage Points |
| August 15, 2023 | ELPI Workgroup | * Completion of the ELPI   + Change Cut Points   + Color Scheme for 5x5   + Summative Alternate ELPAC Incorporation |
| August 25, 2023 | CPAG | * CCI * Graduation Rate Indicator * Chronic Absenteeism and DataQuest * Student Level Growth Model * Completion of the ELPI * Aligning the Dashboard with Additional Data * Address Data Quality and Participation Issues in a Uniform Way throughout the Dashboard * Differentiated Assistance Criteria for 2023 |

### Table 2: Presentations at In-person Meetings/Conferences

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| March 15, 2023 | Regional Assessment Network (RAN) | 20 | * Review of SBE March 2023 actions, * Feedback on 2022 Dashboard Toolkit |
| March 16, 2023 | California County Superintendents - Curriculum and Instruction Steering Committee (CISC) | 100 | * Review of SBE March 2023 actions * Resource development for 2023 Dashboard |
| March 16, 2023 | Association of California School Administrators - Secondary Education Council | 15 | * Review of SBE March 2023 actions * Resource development for 2023 Dashboard |
| March 23, 2023 | CABE Conference | 30 | * Review of the English learner results on the 2022 Dashboard and System of Support * Accountability workplan for ELPI on the 2023 Dashboard |
| May 5, 2023 | County Operated Student Programs Committee | 35 | * Update on March 2023 SBE Meeting * Overview of Extended Year Graduation Rate |
| May 12, 2023 | Bilingual Coordinators Network (BCN) | 100 | * Analysis, Measurement, and Accountability Reporting Division Data Releases * Updated CALPADS deadlines * ELPAC Participation Rate |
| May 24, 2023 | CISC - Accountability Sub-Group Meeting | 20 | * Newly released data * SBE item overview * CALPADS Updates |
| May 24, 2023 | RAN | 25 | * Overview of Growth Model Display Work |
| June 13, 2023 | California Learning Collaborative on Alternative Education | 50 | * Review of DASS programs * 2022 Dashboard * Extended year graduation rate analysis |

### Table 3: Presentations/Virtual Meetings

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| March 14, 2023 | Association of California School Administrators - Middle Grades Education Council | 18 | * Review of SBE March 2023 actions * Resource development for 2023 Dashboard |
| March 14, 2023 | California Assessment of Student Performance and Progress Coffee Session | 332 | * 2023 Accountability Update * General Overview and Frequently Asked Questions (FAQs), * Resources for the Academic and English Learner Progress Indicators |
| March 16, 2023 | Association of California School Administrators (ACSA) | 50 | * Review of SBE March 2023 actions * Resource development for 2023 Dashboard |
| March 30, 2023 | California Association of Supervisors of Child Welfare and Attendance: Phil Kauble Topical Forum 2023 | 133 | * Review of California School Dashboard and DataQuest reports on Chronic Absenteeism * Eligibility for Local Control Funding Formula supports and Every Student Succeeds Act supports |
| March 30, 2023 | Student Achievement and Support Division: Additional Targeted Support and Improvement (ATSI) Webinar | 705 | * Information on planning requirements for schools eligible for ATSI * Review of the entry and exit criteria for ATSI. |
| April 20, 2023 | State School Attendance Review Board Meeting | 50 | * Updated on annual enrollment trends for 2022–23 school year |
| May 18, 2023 | Assessment Interest Holder Meeting | 20 | * Overview of Growth Model Display Work |
| May 25, 2023 | WestEd Accountability SEA Convening | 40 | * College/Career Indicator and Chronic Absenteeism Indicator |
| May 25, 2023 | California Association of Administrators of State and Federal Education Programs (CAASFEP) Office Hours | 46 | * Respond to questions relating to the Dashboard. |
| June 6, 2023 | WASC Train the Trainers Meeting | 20 | * Overview of the Dashboard * A review of state indicators and how performance is determined and used for LEA and school support. * Overview of additional reports and resources. |
| June 23, 2023 | State and Federal Program Directors Meeting | 201 | * Recent data releases * CALPADS updates * Pending state budget actions |
| July 31, 2023 | Council of Chief State School Officers - Accountability Systems and Reporting Collaborative Session with Attendance Works | 23 | * Review of Chronic Absenteeism Reporting and Functionality |
| August 17, 2023 | Assessment and Accountability Information Meeting | 857 | * 2023 and the California School Dashboard (Dashboard) * Improvement Makes You Shine! * A Few More Tools in Your Toolkit * Dashboard Coordinators * 2022–23 School Accountability Report Cards (SARCs) * How to Be a Dashboard Superstar! |