

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

California State Board of Education Meeting

September 13, 2017



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State Superintendent of Public Instruction

Overview of Item Attachments

- Attachment 1:** English Learner Progress Indicator: Inclusion of Long-term English Learners
- Attachment 2:** Academic Indicator: Update and Consideration of the Incorporation of the California Alternate Assessment Results
- Attachment 3:** College/Career Indicator: Update and Changes to Status Cut Scores
- Attachment 4:** College/Career Indicator: Three-Year Implementation Plan
- Attachment 5:** Small Student Population N-Size
- Attachment 6:** Chronic Absenteeism Indicator: Update on Data Collection
- Attachment 7:** Dashboard Alternative School Status: Removal of Criterion from Eligibility Criteria
- Attachment 8:** Local Indicators Update
- Attachment 9:** Update on the California School Dashboard

Recommendation

The CDE recommends that the SBE approve the following:

1. For the English Learner Progress Indicator (ELPI), add a full count (i.e., an additional 100 percent weight) to the ELPI status numerator for each long-term English learner (LTEL) student who advanced at least one level on the annual California English Language Development Test (CELDT) (as detailed in Attachment 1).
2. For the Academic Indicator, delay the incorporation of the California Alternate Assessment (CAA) in the Academic Indicator and direct CDE staff to report CAA data (for transparency purposes) in the Dashboard (as detailed in Attachment 2).

Recommendation (Cont.)

3. For the College/Career Indicator (CCI), revise the cut scores for Status based on 2016–17 Smarter Balanced assessment results for grade eleven students (as detailed in Attachment 3).
4. For small populations, apply the three-by-five grid at the indicator level based on the number of students included in each specific indicator rather than at the school level, based on the number of students enrolled. The CDE further recommends the use of an *n*-size of 150 due to the statistical validity and reliability of the data analysis (as detailed in Attachment 5).
5. For the Dashboard Alternative School Status, remove criterion seven—emotionally disturbed students—from the eligibility criteria (as detailed in Attachment 7).

November 2017 SBE Meeting Topics

Academic Indicator (Attachment 2)

- Inclusion of the 2016–17 Smarter Balanced Summative Assessment Results

Chronic Absenteeism (Attachment 6)

- Results of the analysis from first year of the attendance data collection and recommendations on the calculation methodology and reporting options.

Attachment 1: English Learner Progress Indicator

July 2016

SBE approved methodology for the ELPI and directed CDE to convene a Work Group of experts to discuss options for reporting LTEL data for accountability purposes.

October 2016 to March 2017

ELPI Work Group meetings to discuss data simulations and challenges of incorporating LTEL data into the ELPI.

May 2017

Overview of ELPI Work Group recommendations presented to the SBE.

Attachment 1: Stakeholder Input

ELPI Work Group

- Recommended a method to provide “extra credit” for LTELs in the ELPI who advance at least one level on the California English Language Development Test (CELDT).
- Supported providing additional EL and LTEL data reports in DataQuest and the Dashboard.

California Practitioners Advisory Group (CPAG)

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

Technical Design Group (TDG)

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

Attachment 1: Proposed Revised ELPI Formula

Annual CELDT Test Takers Who Increased at least 1 CELDT Level

Plus

Annual CELDT Test Takers Who Maintained English Proficiency in the Early Advanced/ Advanced CELDT Levels

Plus

ELs Who Were Reclassified in the Prior Year

Plus

*LTEL CELDT Test Takers Who Increased at Least 1 CELDT Level
(new criteria)*

Divided by

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

ELs Who Were Reclassified in the Prior Year

Attachment 1: Adding Full Weight for LTELs Who Increased 1+ CELDT Level

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

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

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

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

Attachment 2:

California Alternate Assessment Results

- The CAAs are administered to students with the most significant cognitive disabilities (~1% of students) for English language arts (ELA) and mathematics.
- With approval of the Academic Indicator, CDE committed to reviewing how to incorporate the CAA scores into the Academic Indicator.
- The TDG recommended postponing the incorporation of the CAA results in the Academic Indicator until additional years of operational data are available due and the multi-year rollout of the CAA test design is complete.
- The TDG also noted there are technical challenges that will need to be addressed due to reporting structures between the CAA and Smarter Balanced Summative Assessments.

Attachment 3: College/Career Indicator Update and Changes to Status Cut Scores

- At its September 2016 meeting, the SBE approved Status cut scores for the CCI based on data available for the graduating Class of 2014. The Standardized Testing and Reporting (STAR) Early Assessment Program (EAP) was used to fulfill the assessment criteria in the CCI model.
- The SBE requested the CDE complete further development work on the CCI, including reviewing the Status cut scores for incorporation of the first year of operational Smarter Balanced assessment results in Grade 11 for the graduating Class of 2016.

Attachment 3: Key Differences Between the Assessments Used in the CCI

STAR EAP

- Optional
- STAR EAP in Math was only available to students in advanced math courses
- Only students who elected to complete the EAP section receive a determination as to whether they are ready for college.

Smarter Balanced

- Required for all students
- Smarter Balanced Math is available to all students
- All students receive a determination as to whether they are ready for college

Attachment 3: Proposed Status Cut Scores

The TDG recommended adjusting the Status cut scores to reflect the first year of students who took the Smarter Balanced assessments.

Level	Percent of Prepared Students
Very High	70% or more
High	55% to less than 70%
Median	35% to less than 55%
Low	10% to less than 35%
Very Low	Less than 10%

Attachment 3: CCI and the Dashboard

Fall 2017

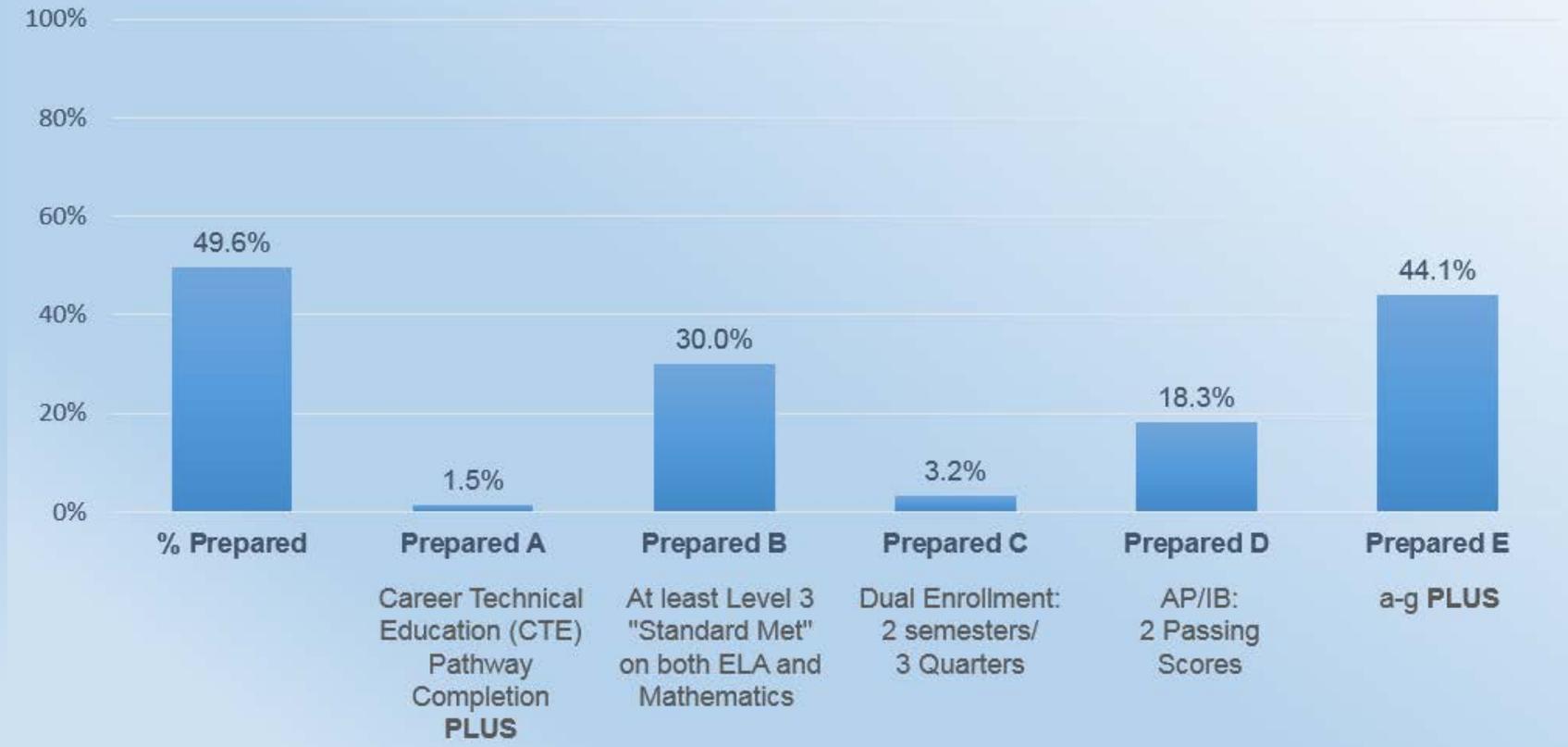
- Data for Class of 2016
- Status Only—no performance level (i.e., color)
- Breakdown by Number/Percent:
 - **Prepared** By Student Group, Measures Met
 - **Approaching Prepared**, By Student Group, Measures Met
 - **Not Prepared**, By Student Group

Fall 2018

- Status for Class of 2018 compared to the Class of 2017 for Change
- Status and Change — performance level (i.e., color) will be assigned

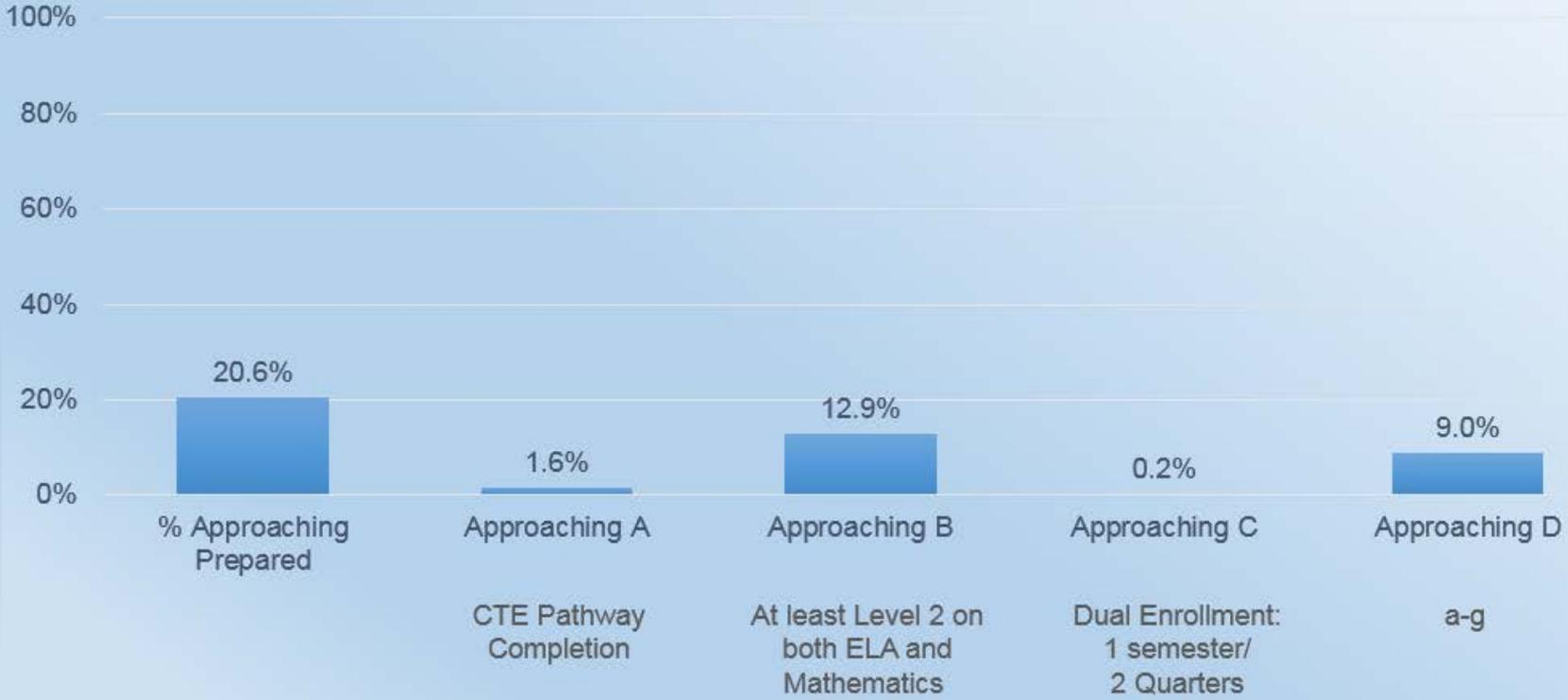
Attachment 3: Sample CCI Report

SAMPLE DISTRICT Criteria Met: Prepared Students



Attachment 3: Sample CCI Report (Cont.)

SAMPLE DISTRICT Criteria Met: Approaching Prepared Students



Attachment 4: Three-Year Implementation Plan and Recommendations for Future Career Measures

Collection of Additional Career Measures:

- Work-based Learning
- Internships
- Industry Certifications

Approved for inclusion or for further exploration:

- Articulated Courses (approved for inclusion)
- State Seal of Biliteracy (approved for inclusion)
- Stand-alone Courses (further exploration)
- Reserve Officers' Training Corps (further exploration)
- Military Courses (further exploration)
- Acceptance to Military (further exploration)

Attachment 5:

Schools with Small Populations

- Due to stakeholder concerns that many schools with a small n -size were being over identified in the **Red** performance level, the CDE reviewed multiple methodologies that could be applied to schools with a small population.
- Because schools with a small population were also over identified in the **Blue** performance level, a methodology to limit extreme changes was recommended, which is being referred to as the “Safety Net”.

Attachment 5: Limiting Change Impact for Small Populations

- The “Safety Net” methodology removes the “increased significantly” or “decreased significantly” change levels. Therefore, these schools can only receive a “increased” level, “maintained” level, or “decreased” level.
 - The Five-by-Five grid becomes a Three-by-Five
 - Schools and districts can still receive any of the five colors, however, their placement in the Five-by-Five grid is limited (see example on the next slide).

Attachment 5: Proposed Adjusted Five-by-Five for Small Population

Change

Level	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Very Low	Gray	Green	Blue	Blue	Blue
Low	Gray	Yellow	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green
High	Red	Orange	Orange	Yellow	Yellow
Very High	Red	Red	Red	Orange	Yellow

Status

Attachment 5: Analyses

- Analyses were conducted to determine if schools with small populations were being over identified in the Red and Blue performance levels on all state indicators.
- For informational purposes, the Three-by-Five grid was applied to all indicators at the request of the small school representatives and the TDG to determine if the Safety Net model was an appropriate solution, where applicable
- The analyses used two sets of *n*-sizes: (1) 150 and (2) 250 to accommodate the request of the TDG and representatives of small schools and districts.

Attachment 5: Defining *N*-Size

The *n*-size for each indicator is determined differently:

- Graduation: Number of students in the cohort
- ELPI: Number of CELDT test takers
- ELA/MATH: Number of valid test scores*
- Suspension: Number of students cumulatively enrolled

*A student record is considered valid if the student was “continuously enrolled” or was enrolled at the same school (or district) from Fall Census through testing without a break in enrollment of more than 30 consecutive calendar days.

Attachment 5: Stakeholder Feedback

The Small School Stakeholder Group and the California Practitioners Advisory Group provided the following feedback on the Safety Net methodology:

- Use the three-by-five grid **only** for the Suspension and Graduation Rate Indicators.
- Use this methodology in the Fall 2017 Dashboard release and monitor the impact of the Safety Net over time.
- Use an *n*-size of 250

The TDG concurred with the feedback provided in the first two bullets, but recommended setting the *n*-size at 150 based on statistical analyses.

Attachment 7: Removal of Criterion from DASS Eligibility Criteria

- At the July 2017 SBE meeting, the SBE approved the updated criteria for the DASS, which now replaces the former Alternative Accountability School Model (ASAM).
- One of the new definitions, "emotionally disturbed students," is the only disability category included in the criteria.
- In August 2017, the SBE Advisory Commission on Special Education recommended removal of the specific disability category of students from DASS.

Attachment 8: Local Indicator Update

LCFF Priority 7 – Access to a Broad Course of Study

Development Timeline:

- November 2017 SBE Meeting:
 - SBE action on the inclusion of a local indicator for LCFF Priority 7
 - Approval of a standard for the local indicator
 - Draft self-reflection tool for the proposed local indicator for discussion purposes only
- November 2017 – February 2018; solicit stakeholder feedback and refine draft self-reflection tool
- March 2018 SBE Meeting:
 - Proposed approval of final self-reflection tool for inclusion in the Fall 2018 Dashboard

Attachment 9: Tentative Release Schedule for the Fall 2017 Dashboard

Early November 2017

- Local educational agency private preview begins
- Rolling weekly release of indicators

November 8 and 9, 2017

- SBE meeting – Potential action on Academic and Chronic Absenteeism Indicators

Week of November 27, 2017

- Tentative public launch of the Dashboard

Recommendation

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