



Item 1

California's ESSA State Plan

April 12, 2018



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State Superintendent
of Public Instruction

Background

The Every Student Succeeds Act (ESSA)

- Signed into law by President Obama
December 2015
- Reauthorization of the federal Elementary and Secondary Education Act (ESEA)
- Replaces the No Child Left Behind Act
- Purpose: to ensure educational equity and opportunity for disadvantaged and high-needs students
- Supplements state programs



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Fiscal Analysis

California's total kindergarten through grade twelve funding from the 2017–18 California Budget Act is \$92.5 billion:

State \$55.4 billion

Local \$29.0 billion

Federal \$8.1 billion

ESSA represents 3 percent of California's education budget, approximately \$2.4 billion



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California's ESSA State Plan

- Committed to ensuring ESSA State Plan meets federal requirements while allowing California to fully implement the LCFF
- California has been working to develop an integrated state, federal and local accountability system grounded in the principles of LCFF, which empowers local communities to make local decisions to address local needs



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State Plan Revision Timeline, Part 1

- State Plan submitted to the U.S. Department of Education (ED) September 15, 2017
- Peer Reviews on Title I, Title III, and McKinney-Vento sections took place October 30–November 3, 2017
- ED had 120 days from the date of submission to review State Plan



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State Plan Revision Timeline, Part 2

December 2017: ED provided interim feedback and peer review notes

January 9, 2018: ESSA Stakeholder Meeting (accountability)

January 18, 2018: SBE approves revised State Plan, with revisions

January 25, 2018: California resubmitted State Plan



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State Plan Revision Timeline, Part 3

February 2018: State Board of Education (SBE) and California Department of Education (CDE) staff met with ED staff to discuss areas of feedback

March 2, 2018: SBE published Board item related to proposed revisions for March meeting

March 7, 2018: ESSA Stakeholder Meeting (accountability)



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State Plan Revision Timeline, Part 4

March 14, 2018: SBE approved revisions to State Plan sections: A.5, E.1, and I.7.g

March 29, 2018: ESSA Stakeholder Meeting (accountability)

April 4, 2018: Joint Legislative Hearing

April 12, 2018: Additional SBE meeting

Week of April 16, 2018: California will resubmit ESSA State Plan, pending SBE action



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Recommendation, Part 1

The CDE and SBE staff recommend that the SBE approve the revised State Plan for submission to the ED, pending the SBE Executive Director approval of final revisions requested by the SBE and correction of any typographical errors.

Recommendation, Part 2

The CDE further recommends that the SBE delegate authority to CDE, subject to approval of the SBE Executive Director, to pursue, as expeditiously as possible so they can be resolved prior to release of the 2018 California School Dashboard, a waiver of ESSA statute for the English learner proficiency indicator (ESSA, Section 1111(c)(4)(C)(iv)) to allow California to maintain the current calculation that includes reclassified students and long-term English learners.



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Attachments 1, 2

- Attachment 1: Overview of Accountability Items and Matrix of the U.S. Department of Education's Resubmission Elements Cross-Referenced with California's Consolidated ESSA State Plan
- Attachment 2: Every Student Succeeds Act Accountability Issues: Summary of Impact on Existing State Accountability System



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Attachments 3, 4, and 5

- Attachment 3: Proposed Revisions to California's Consolidated ESSA State Plan
- Attachment 4: Requirements and Timeline for Approval of State Plans and Waivers Under the Every Student Succeeds Act
- Attachment 5: Statute Excerpts from the Title I Accountability Sections of the Every Student Succeeds Act



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Attachment 2

- Status and Change (Long-Term Goals and Indicators)
- Grade 11 Assessments and College/Career Indicator
- English Language Proficiency Indicator
- Weighting of Indicators
- School Identification
- Exit Criteria
- Measurements of Interim Progress
- N-Size



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Status and Change: Background

- Under ESSA, there are three required indicators for which states must set goals:
 - Academic Achievement (ELA and Math assessments)
 - Graduation Rate
 - English Language Proficiency
- ED's statutory interpretation is that these indicators must be based only on current year data



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Status and Change: Proposed Revisions

- Treat “Status” and “Change” components of the Dashboard Indicators as separate indicators for federal purposes
 - Status is the required indicator
 - Change is an additional indicator
- Set the goal relative to Status



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Status and Change: Example

Table 2: High School Graduation Rate Indicator

Levels	Change Declined Significantly Declined by greater than 5%	Change Declined Declined by 1% to 5%	Change Maintained Declined or increased by less than 1%	Change Increased Increased by 1% to 5%	Change Increased Significantly Increased by 5% or greater
Status Very High 95% or more	N/A	39 (2.9%) Blue	203 (14.9%) Blue	224 (16.4%) Blue	54 (4.0%) Blue
Status High 90% to less than 95%	5 (0.4%) Orange	65 (4.8%) Yellow	71 (5.2%) Green	142 (10.4%) Green	71 (5.2%) Blue
Status Medium 85% to less than 90%	6 (0.4%) Orange	29 (2.1%) Orange	28 (2.1%) Yellow	55 (4.0%) Green	46 (3.4%) Green
Status Low 67% to less than 85%	28 (2.1%) Red	33 (2.4%) Orange	21 (1.5%) Orange	52 (3.8%) Yellow	70 (5.1%) Yellow
Status Very Low Less than 67%	34 (2.5%) Red	24 (1.8%) Red	10 (0.7%) Red	20 (1.5%) Red	34 (2.5%) Red



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Status and Change: Implications

- No changes to the five-by-five color-coded grids that the SBE approved for the Dashboard Indicators
- Color-coded performance levels on the Dashboard Indicators (based on Status and Change) are used for school identification
 - Identification of schools is not based on Status only
- The goals for these indicators are not materially different *in practice*

Grade 11 Assessments and College/Career Indicator



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- Incorporates Grade 11 Smarter Balanced Assessment Consortium (SBAC) results in the Academic Achievement indicator for English language arts (ELA) and mathematics (which currently includes only grades 3–8)
- Retain the College/Career Indicator (CCI), which includes Grade 11 SBAC results, as an additional indicator

Grade 11 Assessments: Impact on California School Dashboard



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- Expands the Academic Indicator (ELA and mathematics) to include Grade 11 assessment results
- The SBE could limit the use of this indicator only for school identification under ESSA, which would require no change to the Academic Indicator on the Dashboard



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English Language Proficiency Indicator

- ED's statutory interpretation is that this indicator may only include students who are English learners in the current school year
- Requires the removal of reclassified students and weighting factor for long-term English learners (LTEs) from the Dashboard's English Language Progress Indicator (ELPI)



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English Language Proficiency Indicator: Impact on the Dashboard

- The CDE recommends that a waiver be submitted to ED on this issue
- If California does not obtain a waiver on this issue, the ELPI would be calculated differently in the Dashboard
- The SBE could instead use a modified calculation only for school identification under ESSA



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School Identification: Overview

ESSA requires states to identify multiple categories of schools for different types of support:

1. At least the lowest performing 5 percent of Title I schools (comprehensive support)
2. High schools with graduation rates below 67 percent (comprehensive support)
3. Schools with “consistently underperforming” student groups (targeted support)
4. Schools identified under #3 where a student group on its own is performing at or below the level of schools identified under 1 (additional targeted support)



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School Identification: Lowest Performing Schools, Part 1

- Proposed revisions specify performance criteria that select at least 5 percent of Title I schools
 - Schools with all Red indicators
 - Schools with all Red but one indicator of any other color
 - Schools with all Red and Orange indicators
 - Schools with more than five indicators where the majority are Red



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School Identification: Lowest Performing Schools, Part 2

- Support for schools receiving comprehensive support can be incorporated into the local accountability plan process
 - LEA remains locus of responsibility for supporting school improvement
 - No separate, bureaucratic school improvement plan
 - School improvement strategies would align with overall goals and actions/services for the LEA



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School Identification: Graduation Rate

- Proposed revisions specify that this will be based on a weighted three-year average
 - Prior versions of the State Plan based this on being below 67 percent in three consecutive years
- Support for schools receiving comprehensive support can be incorporated into the local accountability plan process
 - LEA remains locus of responsibility for supporting school improvement
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 - School improvement strategies would align with overall goals and actions/services for the LEA



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School Identification: Targeted Support

- “Consistently underperforming”
 - Defined as student group that meets performance criteria for lowest performing Title I schools in three out of four consecutive years
 - Mirrors timeline under LCFF
- Additional targeted support
 - All schools that have one or more “consistently underperforming” student group will receive additional targeted support
- LEA is responsible for planning and improvement for schools receiving additional targeted support

Measurements of Interim Progress



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- The proposed change requires the CDE to populate two measures outlined in the September 2017 submission of the ESSA State Plan:
 - Average annual progress needed to meet the long-term goal
 - Status check at the mid-point (after 3 years) if on track to meet the goal



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Measurements of Interim Progress: Example

Table 3: State Level Graduation Rate by Student Group

Student Group	Status	Change	Color	<i>New Column:</i> Average Annual Improvement to Meet Goal	<i>New Column:</i> Approximate Status After Year 3
All Students	88.4	1.7	Green	0.2%	89.0
American Indian	82.9	0.6	Orange	1.0%	85.9
Asian	94.1	0.6	Green	Increased from Baseline	94.2
Black or African American	81.5	3.1	Yellow	1.2%	85.1
Filipino	94.7	1.2	Green	Increased from Baseline	94.8
Hispanic or Latino	86.3	2.6	Green	0.5%	87.8
Pacific Islander	88.8	2.9	Green	0.2%	89.4
Two or More Races	90.6	0.6	Green	Increased from Baseline	90.7
White	92.0	0.5	Green	Increased from Baseline	92.1
English Learner	77.7	5.5	Yellow	1.8%	83.1
Socioeconomically Disadvantaged	85.3	2.5	Green	0.7%	87.4
Students with Disabilities	69.0	2.3	Yellow	3.0%	78.0



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N-size

- Requires identification and oversight to small schools that have fewer than 30 students for any Dashboard indicator (and therefore receive no color-coded performance levels)
- Also removes the reference to the alternative school model, which is under development



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