

Item 4: Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System

State Board of Education

November 8, 2018

Attachments 1–3

- **Attachment 1:** Proposed Status and Change Cut Scores and Five-by-Five Grid for the Chronic Absenteeism Indicator
- **Attachment 2:** Revised Cut Scores for the Graduation Rate Indicator
- **Attachment 3:** Adjustment to the Graduation Rate Methodology for Schools with Dashboard Alternative School Status

Attachments 4–6

- **Attachment 4:** Proposed Change Cut Scores and Five-by-Five Grid for the College/Career Indicator
- **Attachment 5:** Proposed Change and Status Cut Scores and Five-by-Five Grid for the High School Academic Indicator
- **Attachment 6:** Proposed Update of the Differentiated Assistance Criteria for Access to a Broad Course of Study

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- **Attachment 7:** Proposed Technical Revision to the Self-Reflection Tool for the Local Indicator for Implementation of State Academic Standards
- **Attachment 8:** California School Dashboard Educational Outreach Activities
- **Attachment 9:** Timeline of Activities Relating to the Implementation of California's Accountability System

Recommended Action 1–3

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve:

1. Status and Change cut scores and the five-by-five grid for the Chronic Absenteeism Indicator and the application of the three-by-five grid for LEAs, schools, and student groups with fewer than 150 students,
2. Revised Status cut scores for the Graduation Rate Indicator,
3. Modification of the criteria to count students earning the special education certificate of completion as graduates for purposes of the alternative school graduation rate,

Recommended Action 4–7

4. Change cut scores and the five-by-five grid for the CCI,
5. Status and Change cut scores and five-by-five grid for the high school Academic Indicator,
6. Updating of the criteria for identifying local educational agencies for differentiated assistance under the Local Control Funding Formula to incorporate the new local indicator for Access to a Broad Course of Study, and
7. Technical revisions to the local indicator self-reflection tool for Implementation of Academic Standards.

Background

California's Accountability and Continuous Improvement System

- The Local Control Funding Formula (LCFF) is the foundation for California's accountability and continuous improvement system, with three components:
 - Local Control and Accountability Plan (LCAP)
 - California School Dashboard (Dashboard)
 - System of Support for local educational agencies (LEAs) and schools.

Statutory Purpose for the California School Dashboard

- To support LEAs in identifying strengths, weaknesses, and areas for improvement
- To assist in determining whether LEAs are eligible for technical assistance
- To assist the State Superintendent of Public Instruction in determining whether LEAs are eligible for more intensive state support/intervention.

Statewide Implications

- Not only should a strong accountability system assist with identifying strengths and weaknesses at the local level, but it should also help to inform policy decisions at the state level.
- Statewide, there are measures where California is performing well and showing progress. There are also measures where improvement is needed statewide.

2016: Proposed Elements for Inclusion in the Dashboard

Proposed Design Features for Top-Level Summary Data Display.

	LEA/SCHOOL INFO HERE (could include basic demographic info)							
Navigation pane, with tabs pointing to sub-pages with detailed reports, model practices and resources.	LCFF Priority	Indicators	All Student Performance			Equity Report ¹		Narrative
			Status	Change		Red~	Orange^	
	4	ELA Assessment (K-8)	High	Improved Significantly	#	1, 5~	2^	(Optional for State Indicators)
		Math Assessment (K-8)	High	Improved	+	2,3~	6^	
	4	English Learner Proficiency	Intermediate	Maintained	-	N/A (indicator applies only to English Learners)		
	5	Graduation Rate (9-12)	Low	Improved	-	1~	None	
	5	Chronic Absenteeism (K-8)	Very Low	Maintained	~	1, 4, 8, 9~	7, 10, 12^	
	6	Suspension Rate & Local Climate Survey	Low	Maintained	^	6,9~	10^	
	7, 8	College & Career Readiness (9-12)	High	Improved Significantly	#	None	1^	
	1	Basics (Teachers, Instructional Materials, Facilities)	Met		+	N/A		
	2	Implementation of Academic Standards	Not Met for One Year		^	N/A		
	3	Parent Engagement	Met		+	N/A		

Note: The following symbols correspond to the Performance Category noted in parentheses for All Student Performance and within the Equity Report: # (Blue); + (Green); - (Yellow); ^ (Orange); ~ (Red).






¹ The Equity Report identifies any student subgroup, with valid n-size, that is in the Red or Orange level of performance on the indicator. Users can generate more detailed reports showing performance for all student subgroups. The Equity Report would include the specific student subgroups listed in Education Code 52052: Socioeconomically disadvantaged pupils; English learners; Foster youth; Pupils with disabilities; Homeless youth; and racial/ethnic student subgroups currently reflected in standard reporting (American Indian/Native Alaskan; Asian; Black/African-American; Filipino; Hispanic/Latino; Native Hawaiian/Pacific Islander; Two or more races; and White). This mock-up identifies student subgroups by number for illustrative purposes only.

2016 Proposed Design Features Display: Image Description

Image in above slide is the Proposed Design Features for Top-Level Summary Data Display. Image shows a sample of the LEA/School Information as follows(Displayed in a table format for reading purposes):

LCFF Priority	Indicators	All student Performance Status	All Student Performance Change	Equity Report Red	Equity Report Orange	Narrative
4	ELA Assessment (K-8)	High	Improved Significantly	1,5~	2^	(Optional for State Indicators)
4	Math Assessment (K-8)	High	Improved	2,3~	6^	(Optional for State Indicators)
4	English Learner Proficiency	Intermediate	Maintained	N/A (Indicator applies only to English Learners)	N/A (Indicator applies only to English Learners)	(Optional for State Indicators)
5	Graduation Rate (9-12)	Low	Improved	1~	None	(Optional for State Indicators)
5	Chronic Absenteeism (K-8)	Very Low	Maintained	1,4,8,9~	7,10,12^	(Optional for State Indicators)
6	Suspension Rate & Local Climate Survey	Low	Maintained	6,9~	10^	(Optional for State Indicators)
7,8	College & Career Readiness (9-12)	High	Improved Significantly	None	1^	(Optional for State Indicators)
1	Basics (Teachers, Instructional Materials, Facilities)	Met	Met	N/A	N/A	(Summarize Self-Assessment Results)
2	Implementation of Academic Standards	Not Met for one Year	Not Met for one Year	N/A	N/A	(Summarize Self-Assessment Results)
3	Parent Engagement	Met	Met	N/A	N/A	(Summarize Self-Assessment Results)

Spring 2017 Dashboard

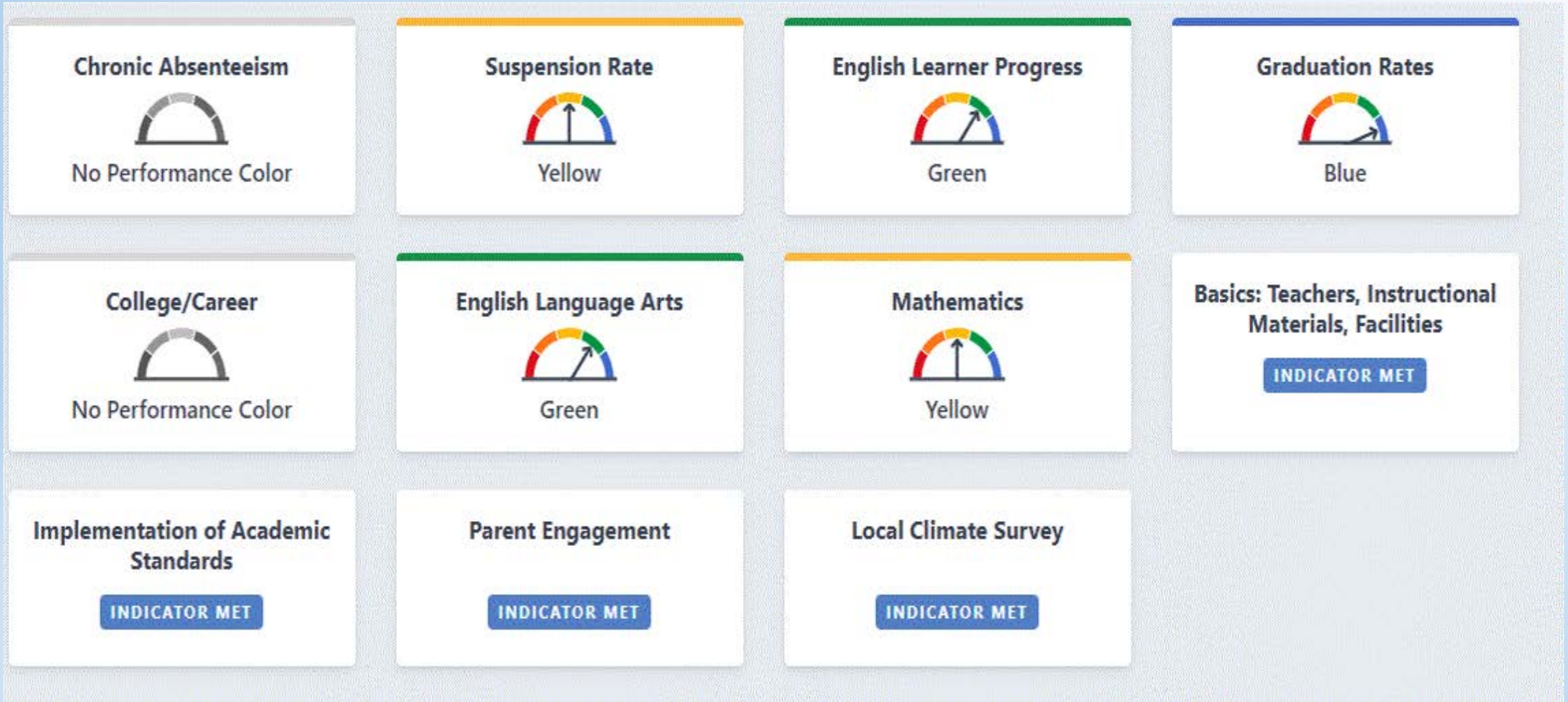
Equity Report	Status and Change Report	Detailed Reports	Student Group Report
<p>The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.</p>			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		9	2
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		6	4
College/Career <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
English Language Arts (3-8)		8	0
Mathematics (3-8)		8	1

The image is of the Spring 2017 Dashboard. Information displayed is Equity Report. The Equity Report shows the performance levels of all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Information displayed from left to right:

- State Indicator - All Students Performance, Total Student Groups, Student Groups in Red/Orange
- Chronic Absenteeism - N/A N/A N/A
- Suspension Rate (K-12) - Pie chart 3/5 highlighted in Orange 9 2
- English Learner Progress (K-12) - Pie chart 5/5 highlighted in Blue 1 0
- Graduation Rate (9-12) - Pie chart 3/5 highlighted in Orange 6 4
- College/Career (Available Fall 2017. Select for Grade 11 assessment results) - N/A, N/A, N/A
- English Language Arts (3-8) - Pie chart 5/5 highlighted in Blue 8 0
- Mathematics (3-8) - Pie chart 4/5 highlighted in green 8 1

2018 Dashboard: Landing Page



Dashboard Landing Page Image Description

Image is the display of the Dashboard 2018 landing page showing the available tabs from left to right:

- Chronic Absenteeism – Gage Indicator has no performance color
- Suspension Rate – Gage Indicator pointing to yellow
- English Learner Progress – Gage Indicator pointing to green
- Graduation Rates – Gage Indicator pointing to Blue
- College/Career – Gage Indicator has no performance color
- English Language Arts – Gage Indicator pointing to green
- Mathematics – Gage Indicator pointing to yellow
- Basic Teachers Instructional Materials, Facilities – Indicator Met
- Implementation of Academic Standards – Indicator Met
- Parent Engagement – Indicator Met
- Local Climate Survey – Indicator Met

2018 Dashboard: Indicator In-Depth Display

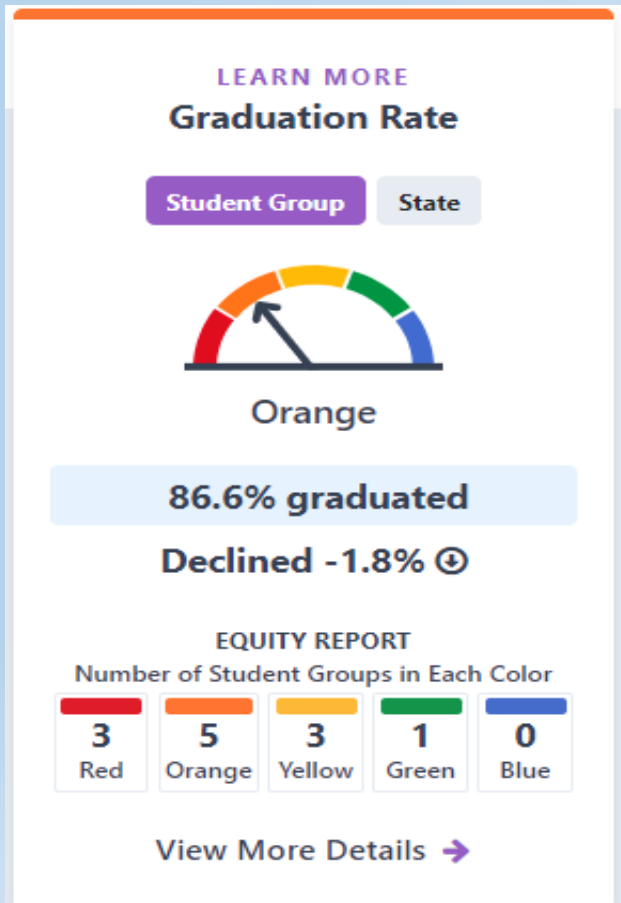


Image is of the 2018 Dashboard web page. Indicator In-Depth Display. Information Displayed is as below:

- Learn More – Graduation Rate
- Student Group Tab
- State Tab
- Gage Indicator image pointing to Orange
- 86.6% graduated
- Declined – 1.8% (Arrow pointing down)
- Equity Report – Number of Student Groups in Each Color
- 3 – Red, 5 – Orange, 3- Yellow, 1 – Green, 0 - Blue

Overview of Methodology to Establish State Indicator Cut Scores

Cut Score Methodology

- In May 2016, the SBE approved the cut score methodology which uses equally weighted percentile cut scores for status and change to determine a performance category for each state indicator.
- The approved methodology is based on distributions established using LEAs' results for each indicator (i.e., districts and charter schools).

Example of Initial Distributions

- Note: Schools participating in the Dashboard Alternative Schools Status (DASS) Program were not included in the distributions that were used to set cut scores for the Fall 2017 Dashboard.

Percentile	Percent	Status Level
5	2.1	Very Low
10	5.6	Very Low
14.8	10.0	Low
15	10.9	Low
17.3	14.1	Low
20	17.6	Low
25	25.5	Low
30	29.3	Low
35	32.5	Low
40	35.0	Medium
41.8	35.1	Medium
45	37.1	Medium
50	39.8	Medium
55	42.4	Medium
60	45.2	Medium
65	47.8	Medium
70	51.2	Medium
75	54.4	Medium
75.5	55.0	High
80	58.0	High
83.4	61.4	High
85	63.0	High
90	68.3	High
91.4	70.0	Very High

Attachment 1: Proposed Status and Change Cut Scores for Chronic Absenteeism Indicator

- In May 2016, the SBE adopted Chronic Absenteeism as a State Indicator.
- In November 2017, the SBE approved the inclusion of a link on the Fall 2017 Dashboard to redirect users to the Chronic Absenteeism Reports on DataQuest.
- In September 2018 the SBE approved the methodology for calculating the Chronic Absenteeism Indicator.

Chronic Absenteeism: Application of the 3x5 Grid

- In addition to approving the proposed cut scores, the CDE is recommending the application of the 3x5 grid to the Chronic Absenteeism Indicator:
 - For all LEAs, schools, and student groups with fewer than 150 students who meet the chronic absenteeism eligible enrollment requirements
 - To prevent extreme changes in small student populations.

3x5 Grid

Eliminates two Change levels: Declined Significantly and Increased Significantly

Levels	Change Declined Significantly	Change Declined	Change Maintained	Change Increased	Change Increased Significantly
Status Very High	N/A	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	Red

Impact of Applying the 3x5 Grid

- Applying the 3x5 grid had the following impact:
 - **Charter Schools:** The impact is minimal.
 - **Dashboard Alternative School Status (DASS) Schools:** A significant number of schools (22 percent) moved from Yellow to an Orange.
 - **Small Schools:** There is a decrease in the number of schools receiving Red (-9.5 percent) and Yellow (-11.5 percent), with an increase of schools receiving an Orange (20.7 percent).

Chronic Absenteeism Recommendation

- The CDE recommends that the SBE approve the proposed cut scores and performance levels for the Chronic Absenteeism Indicator.
- The CDE also recommends that the three-by-five grid be applied to the Chronic Absenteeism Indicator for both the all students and student group levels, whenever there are fewer than 150 students.

Attachment 2: Revised Cut Scores for the Graduation Rate Indicator

- In September 2016, the SBE approved Status and Change Cut Scores for the Graduation Rate Indicator for districts and comprehensive high schools (i.e., four-year cohort rate).
- In June 2018, the SBE received an Information Memorandum on the revisions to the calculation of the four-year cohort rate to address audit findings from the U.S. Department of Education (ED) Office of Inspector General.
 - Note: These findings resulted in the implementation of new business rules that reduced statewide graduation rate by about 2 percent.

Additional Changes to the Graduation Rate Indicator for the 2018 Dashboard

- All DASS schools with 30 or more students in the Status and Change years will receive a Graduation Rate Indicator
- “Change” will be calculated using prior year’s graduation rate (rather than a three-year average)

Changes to Calculation of the District Graduation Rate

- The DASS graduation data will be included in districts' Graduation Rate Indicator
 - Exception: DASS charter schools will not be included in their authorizer's graduation rate.

On-Going Monitoring of Enrollment at DASS Schools

- Beginning with the 2018–19 school year, the CDE will monitor DASS schools to determine if any significant increases or swings in enrollment occur at the school and/or student group levels (e.g., English learners and students with disabilities), including the grade in which they are enrolled.

Proposed Revisions to Status Cut Scores

- Due to the changes to the Graduation Rate Indicator, new Status cut scores are being proposed.
- The revised Status cut scores will be applied to:
 - Comprehensive high schools (i.e., schools with a four-year graduation cohort rate), and
 - LEAs that have both comprehensive high schools and DASS schools (These LEAs will have a combined graduation rate consisting of the four-year cohort and DASS graduation rate.)

How Cut Scores Were Established for the Current Status Levels

- The “Very Low” Status cut score was established based on the Every Student Succeeds Act (ESSA) requirement that all high schools with a graduation rate below 67 percent be identified for comprehensive support.
- The “High Status” cut score was established based on the approved 90 percent graduation goal for all high schools.

Proposed Status Cut Scores

Status Level	Status Cut Scores
Very Low	Graduation rate is 66.9% or lower
Low	Graduation rate is 67.0% to 79.9% (previously 67% to 84.9%)
Medium	Graduation rate is 80.0% to 89.9% (previously 85% to 89.9%)
High	Graduation rate is 90.0% 94.9%
Very High	Graduation rate is 95.0% or higher

Graduation Rate Recommendation

- The CDE recommends that the SBE approve the revised Status cut scores for the Graduation Rate Indicator that is applied to districts and comprehensive high schools.

Attachment 3: Adjustment to the Graduation Rate Methodology for DASS Schools

- In May 2018, the SBE approved the methodology to calculate the DASS (one-year) graduation rate.
- In September 2018, the SBE approved the Status and Change cut scores for the DASS graduation rate.

Re-Evaluation of the Certificate of Completion Criteria

- In May 2018, the SBE approved including students earning a Special Education Certificate of Completion as graduates for the DASS graduation rate.
- However, special education stakeholders requested a re-evaluation of this criterion because there is no consistent statewide criteria for awarding the Certificate of Completion.
- As a result, the CDE determined that a long-term and short-term solution was required.

Long-Term Solution: Alternate Diploma

- The CDE will pursue legislation to develop a State-Defined Alternate Diploma (which is an option in ESSA).
- If approved, ESSA allows students with disabilities who earn an alternate diploma to be counted as graduates in both the DASS graduation rate and in the four-year cohort graduation rate.

Short-Term Solution: Revise Criteria

- The CDE is proposing that the criteria for counting students who earn a Certificate of Completion as graduates in DASS graduation rate be revised as follows:
 1. If students are under the age of 20, they must be eligible to take the California Alternate Assessments (CAAs)
 2. If students are 20 or older, they will automatically be counted as graduates
- These criteria are being proposed on a short term basis.

DASS Criterion Recommendation

- The CDE recommends that the SBE approve the revised eligibility criteria for counting students who earn the Special Education Certificate of Completion as graduates in the DASS graduation rate.

Attachment 4: Proposed Change Cut Scores and Five-by-Five for the College/Career Indicator

- In July 2016, the SBE approved the CCI as a state indicator.
- In September 2017, the SBE approved the Status cut scores based on the graduating class of 2016, the first graduating class with Smarter Balanced Assessment results.
- In September 2017, the SBE reviewed a three-year implementation plan for the CCI.

CCI: Prior SBE Action

- In February 2018, the SBE received an Information Memorandum on the implementation of the CCI and an update to the three-plan.
- In April 2018, the SBE received an Information Memorandum that provided an overview of the research conducted in the development of the CCI.
- In May 2018, the SBE received a presentation from an LEA on their local use of the CCI.

CCI: Prior SBE Action, Slide 2

- In September 2018, the SBE approved including two new measures in the CCI:
 - The State Seal of Biliteracy
 - Leadership/Military Science

CCI Distributions: Class 2016 vs. Class 2017

Fall 2017 Dashboard
(Class of 2016)

Percentile	Percent Prepared	Status Level
5	2.1	Very Low
10	5.6	Very Low
14.8	10.0	Low
15	10.9	Low
17.3	14.1	Low
20	17.6	Low
25	25.5	Low
30	29.3	Low
35	32.5	Low
40	35.0	Medium
41.8	35.1	Medium
45	37.1	Medium
50	39.8	Medium
55	42.4	Medium
60	45.2	Medium
65	47.8	Medium
70	51.2	Medium
75	54.4	Medium
75.5	55.0	High
80	58.0	High
83.4	61.4	High
85	63.0	High
90	68.3	High
91.4	70.0	Very High

2018 Dashboard
(Class of 2018)

Percentile	Percent Prepared (Status)	Status Level
5	0.0	Very Low
10	2.2	Very Low
15	6.8	Very Low
17.1	10.0	Low
20	13.2	Low
25	20.9	Low
30	28.1	Low
35	32.1	Low
40	34.8	Low
40.4	35.0	Medium
45	38.2	Medium
50	41.2	Medium
55	43.8	Medium
60	46.7	Medium
65	49.3	Medium
70	52.3	Medium
73.7	55.0	High
75	56.0	High
80	59.8	High
85	65.5	High
88.4	70.0	Very High
90	71.0	Very High
95	77.2	Very High

Overview: CCI Calculation

- Based on the graduation cohort:
 - Four-year cohort for comprehensive schools (or non-DASS schools)
 - DASS graduation rate for DASS schools (includes Special Education schools)
 - Includes **all students**, including those who take the California Alternate Assessments (CAAs).
- Students will be attributed to the last school in which they were enrolled.

CCI Analysis

- As new measures for DASS schools become available, the number of schools in the Red performance level should drop.
- Small schools are also over represented in the Red performance level. CDE will conduct an analyses on applying the 3x5 to the CCI for the 2019 Dashboard.

Additional CCI Data Provided

- The CDE provides detailed information regarding the percent of students who met each of the measures in the Prepared and Approaching Prepared Level on the Department's California Accountability Model & School Dashboard web site (<https://www6.cde.ca.gov/californiamodel/?indicator=cci>).

CCI Recommendation

- The CDE recommends that the SBE approve the proposed Change cut scores and performance levels for the CCI.

Attachment 5: Proposed Change and Status Cut Scores for the High School Academic Indicator

- In April 2018, the SBE approved the inclusion of Grade 11 Smarter Balanced Assessments in the Academic Indicator based on California's approved ESSA State Plan.

Changes to the Academic Indicator for the 2018 Dashboard

- The ESSA State Plan requires that the following be included in the Academic Indicator:
 - Grade 11 Assessment Results
 - Participation Rate

Applying Grade 3–8 Status Cut Scores to Grade 11

- When the ELA grade 3–8 cut scores were applied to grade 11, many more districts receive a “High” and “Very High” Status level.
- When the mathematics grade 3–8 cut scores were applied to the Grade 11, many more districts received a “Low” and “Very Low” Status level.
- Therefore, it is necessary to develop new cut scores to ensure a distribution consistent with those of the other indicators in the Dashboard.

Application of Status Cut Scores

- The new grade 11 Status cut scores will be applied to high schools (grades 7–12) and high school districts.
- Unified districts and K–12 schools will continue to have the grade 3–8 Status cut scores applied.

Academic Indicator Recommendation

- The CDE recommends that the SBE approve the proposed Status and Change cut scores for the Grade 11 Academic Indicator for ELA and mathematics.

Attachment 6: Differentiated Assistance Criteria for Access to a Broad Course of Study

- In July 2016, the SBE adopted the CCI as a state indicator and included it under two LCFF Priority Areas: Access to a Broad Course of Study (Priority 7) and Outcomes to a Broad Course of Study (Priority 8).
- In November 2017, the SBE approved the adoption of a local indicator for Priority 7.
- In March 2018, the SBE approved the standard and proposed self-reflection tool for the Priority 7.

Differentiated Assistance Criteria

- When the SBE adopted the local indicator for Priority 7, the criteria used to identify districts for differentiated assistance was not updated.
- The self-reflection tool is designed to provide more accurate information on the extent to which students have access to a broad course of student

Differentiated Assistance Recommendation

- The CDE recommends that the SBE update the criteria for differentiated assistance to incorporate the new local indicator for Access to a Broad Course of Study.

Attachment 7: Technical Revision to Implementation of State Academic Standards

- In January 2017, the SBE approved the self-reflection tool for the local indicator for the implementation of state academic standards.

Proposed Revisions

- The current prompt for item five of the optional reflection tool contains a specific reference to the 2015–16 school year, which has led to confusion. Therefore, the CDE is proposing to remove this reference.
- In addition, the reflection tool is not 508 compliant. The proposed revised tool has been updated to meet 508 compliance requirements.

Optional Reflection Tool (Priority 2) Recommendation

- The CDE recommends the SBE approve the technical revisions to the local indicator self-reflection tool for Implementation of Academic Standards.

Attachment 8: California School Dashboard Educational Outreach Activities

- From September 12, 2018 through October 23, 2018, CDE staff presented information regarding the new look and feel of the Dashboard, the state and local indicators, and the ESSA state plan to over 4,300 attendees and participates via in person meetings, statewide conferences, and webinars.

Attachment 9: Timeline of Activities: Implementation of Accountability System

- Attachment 9 provides information on the SBE Items and Memorandums that will be presented to Board through November 2020.

Rollout of 2018 Dashboard

- November 2018: LEA Rolling Private Preview
 - Webinar on each state indicator will occur during week that indicator data are released
- November 16, 2018: Local Indicators Submission Deadline
- Week of December 3, 2018: Public Release

CDE Recommended Action 1–3

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve:

1. Status and Change cut scores and the five-by-five grid for the Chronic Absenteeism Indicator and the application of the three-by-five grid for LEAs, schools, and student groups with fewer than 150 students,
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CDE Recommended Action 4–7

4. Change cut scores and the five-by-five grid for the CCI,
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