Item 1: Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System

State Board of Education

September 11, 2019

California DEPARTMENT OF EDUCATION

TONY THURMOND
State Superintendent of Public Instruction

Attachments

- **Attachment 1:** Incorporating the California Alternate Assessments into the Academic Indicator

- **Attachment 2**: Modified Method for the Academic Indicator for Schools with Dashboard Alternative School Status

- **Attachment 3:** Revised Cut Scores for the Graduation Rate Indicator

- **Attachment 4**: English Learner Progress Indicator Status Methodology Considerations and Use in Local Educational Agency and School Eligibility Assistance Determinations

- **Attachment 5:** California School Dashboard Educational Outreach Activities

Recommended SBE Action

- The CDE recommends that the SBE approve:

    1. The "Top of the Scale Range" methodology for incorporating the CAA into the Academic Indicator.

    2. Modified Status cut scores for the Academic Indicator for DASS schools.

    3. Revised Status cut scores for the Graduation Rate Indicator.

Attachment 1: Incorporating the California Alternate Assessments into the Academic Indicator

California Alternative Assessment: Background

- Students with the most significant cognitive disabilities are administered the California Alternate Assessment (CAA) for English language arts/literacy (ELA) and mathematics.

- Approximately one percent of all students statewide take the CAA. The first operational CAA was administered in spring of 2016.
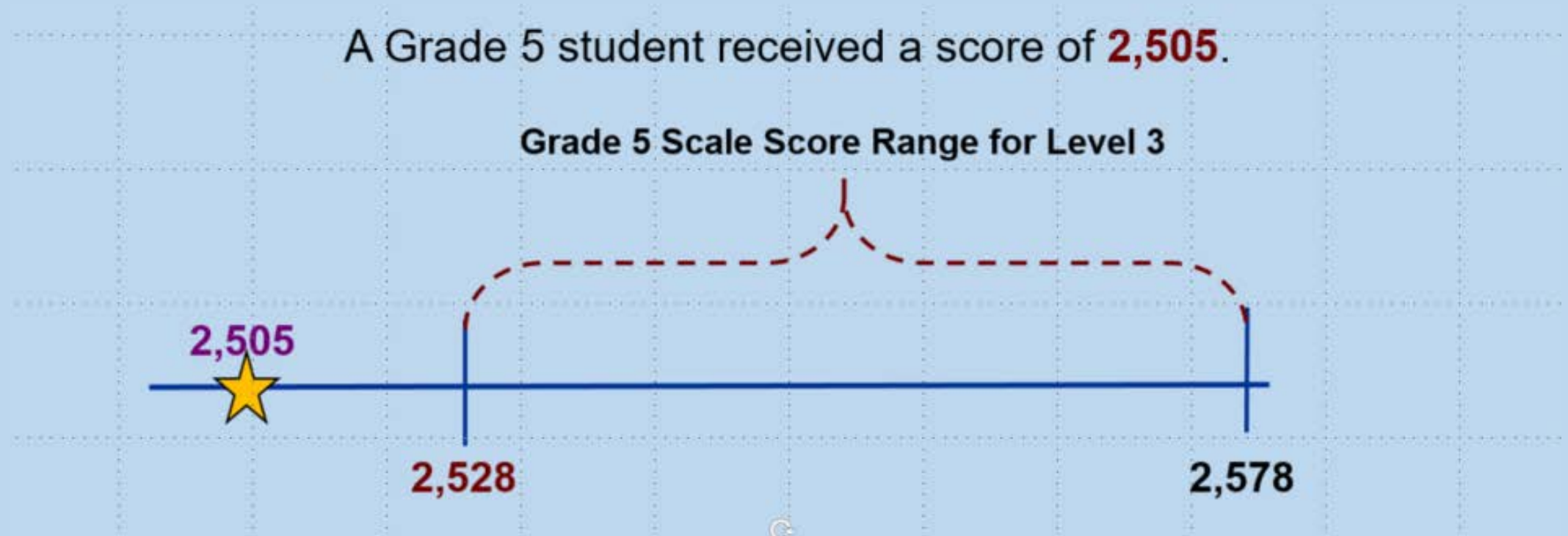
Incorporating the CAA into the Dashboard

- In the 2017 and 2018 Dashboards, CAA data (the percent of students who achieved Levels 1, 2, and 3) were displayed for informational purposes only.

- Beginning with the 2019 Dashboard, the CAA results will be included in the calculations and performance colors for the Academic Indicator.

Current Methodology for Academic Indicator

- Based on "Distance from Standard" (DFS) on the Smarter Balanced Summative Assessments (SBAC).

  - SBAC is aligned to the California Common Core State Standards and has **four achievement levels.**

    - Distance between student's score on the SBAC and the "Standard Met" Achievement Level threshold (i.e., the lower threshold of the SBAC scale score range for **Level 3**).

California Department of Education

7

DFS Example: Grade 5 Smarter Balanced Summative Assessments in Mathematics

A Grade 5 student received a score of **2,505**.

Grade 5 Scale Score Range for Level 3

2,505

2,528

2,578

Student scored 2,505. This is 23 points below the lowest possible score for Level 3. The student's DFS for mathematics is -23 points.

(**2,505** – **2,528** = -23 points)

Challenges for Incorporating CAA Results into Academic Indicator

- The CAA is based on different set of standards than those used for SBAC:

  – Common Core Alternate Standards

- Students are evaluated against their level of "understanding" (rather than meeting the standard, as in the case for the SBAC).

- The SBAC and CAA have different reporting scales with distinct distributions.

Additional Challenges for Incorporating CAA Results into Academic Indicator

- Students taking the CAA are placed in **one of three levels of understanding** (in contrast to one of four levels for the SBAC).

  - Level 1 is "limited understanding"

  - Level 2 is "foundational understanding"'

  - Level 3 is "understanding" of alternate standards

- Sample sizes vary between the two assessments.

Developing a Methodology for Incorporating CAA Results into the Academic Indicator

- The CDE worked with various policy stakeholder groups, including the Advisory Commission on Special Education, California Practitioners Advisory Group, and the Technical Design Group (TDG), to develop a methodology for incorporating the CAA results into the Academic Indicator.

- The goal was to represent the students abilities, as best as possible, and incorporate their assessment results into the overall accountability system.

Options for Incorporating the CAA into the Academic Indicator

1. Effect-Size Approach

2. Middle-of-the-Scale-Range Approach

3. Top-of-the-Scale-Range Approach

Each of these options converts student CAA results into SBAC scores so that they can be included in the calculations for the Academic Indicator.
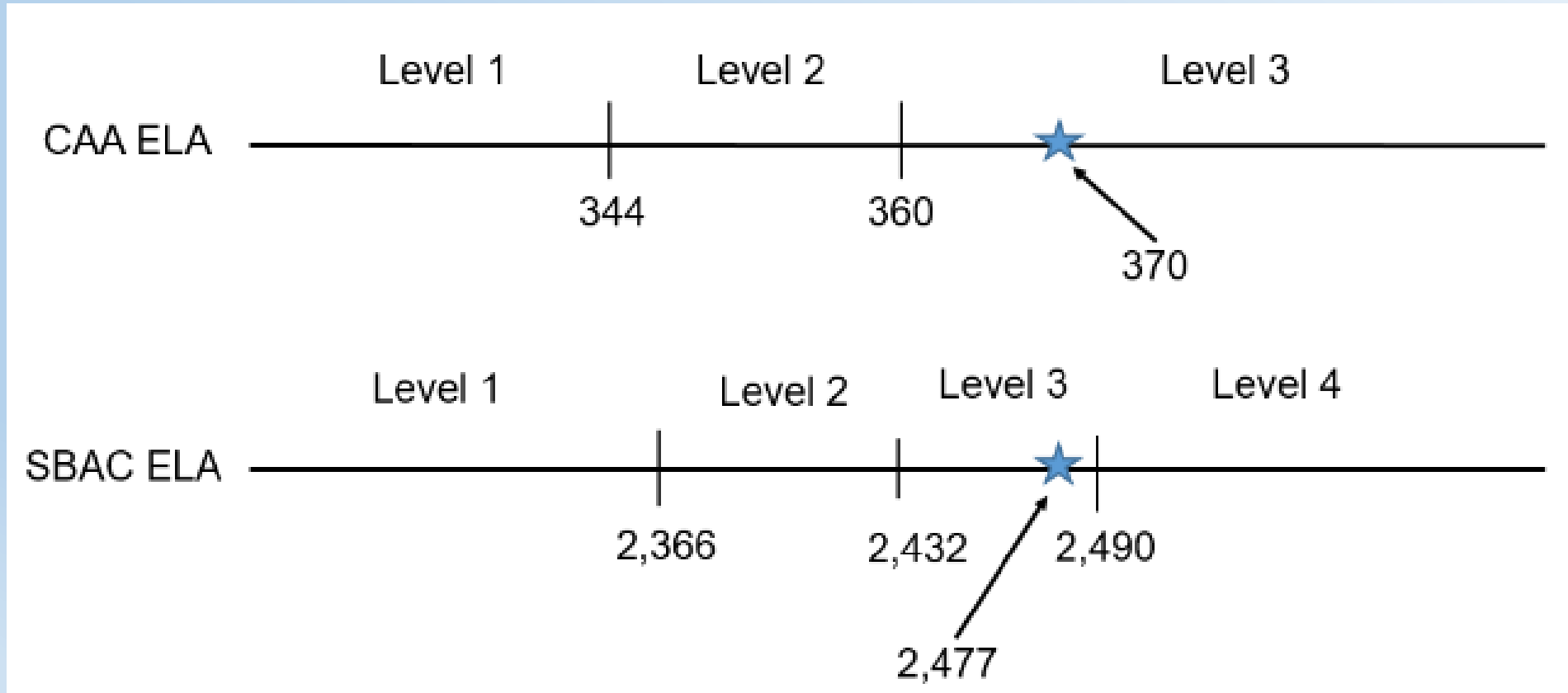
Effect-Size Methodology

- Apply the DFS methodology to the CAA, where "Standard" represents "understanding of alternate standards" (Level 3).

- Convert CAA scores using the standard deviations for each of the two assessments.

  - For example, if a CAA score is 0.5 standard deviations from Level 3 that CAA score is converted to the SBAC score that is 0.5 standard deviations from Level 3, as shown on next slide.

Example of Effect-Size Methodology

Grade 3 English Language Arts
Student 0.5 Standard Deviation Above Level 3 Threshold Score on CAA (370)
Translated to 0.5 Standard Deviation Above Level 3 Threshold Score on SBAC (2,477)

Middle-of-the-Scale-Range Approach

- For levels 1–3 on the CAA, a student's CAA score would be substituted with the mid-range score point of the same SBAC achievement level.

  - Example: Grade three student scoring anywhere in Level 2 on the CAA for ELA would receive the midpoint score of the Level 2 range on the SBAC ELA, which is 2399 (SBAC scale range is 2367–2431).

Top-of-the-Scale-Range Approach

- For levels 1–3 on the CAA, a student's CAA score would be substituted with the top score point of the same SBAC achievement level.

  – Example: Grade three student scoring anywhere in Level 2 on the CAA for ELA would receive the highest score of the Level 2 range on the SBAC ELA, which is 2431.

Analyses Conducted

- For each of these methodologies, DFS results were presented in two ways in the agenda item:
  - Including students who received the lowest obtainable scale score (LOSS) on the CAA.
    - LOSS is the lowest scale score for Level 1.
    - Varies by grade level and content area.
  - Excluding students who received the LOSS.

Results of Analyses

- Removing students who received a LOSS improved outcomes.

- DFS for students with disabilities student group improved, under all three methodologies, when the CAA was incorporated.

  – Scores of students who take the CAA are generally closer to Level 3 (for that test) than those who take the SBAC.

- Top-of-the-scale range methodology, excluding LOSS scores, resulted in smallest difference between DFS scores for SBAC and CAA.

Statewide Impact of Effect Size on English Language Arts

Grade	Number of SBAC Scores	Number of CAA Scores	Distance from Standard (DFS) with Only SBAC	DFS with SBAC & CAA Scores	Difference
3	434,207	4,396	-8.0	-8.4	-0.4
4	453,491	4,696	-9.3	-9.9	-0.6
5	459,209	4,636	-5.7	-6.3	-0.6
6	472,102	4,792	-12.1	-12.8	-0.7
7	461,081	4,812	-8.1	-8.8	-0.7
8	458,196	4,592	-8.0	-8.7	-0.7
11	439,134	3,985	9.4	8.8	-0.6

Note: LOSS scores were excluded

Statewide Impact of Middle Scale Range on English Language Arts

Grade	Number of SBAC Scores	Number of CAA Scores	Distance from Standard (DFS) with Only SBAC	DFS with SBAC & CAA Scores	Difference
3	434,207	4,396	-8.0	-8.6	-0.6
4	453,491	4,696	-9.3	-10.1	-0.8
5	459,209	4,636	-5.7	-6.3	-0.6
6	472,102	4,792	-12.1	-12.9	-0.8
7	461,081	4,812	-8.1	-8.9	-0.8
8	458,196	4,592	-8.0	-8.7	-0.7
11	439,134	3,985	9.4	8.8	-0.6

Note: LOSS scores were excluded

Statewide Impact of Top Scale Range on English Language Arts

Grade	Number of SBAC Scores	Number of CAA Scores	Distance from Standard (DFS) with Only SBAC	DFS with SBAC & CAA Scores	Difference
3	434,207	4,396	-8.0	-8.0	0.0
4	453,491	4,696	-9.3	-9.4	-0.1
5	459,209	4,636	-5.7	-5.7	0.0
6	472,102	4,792	-12.1	-12.2	-0.1
7	461,081	4,812	-8.1	-8.2	-0.1
8	458,196	4,592	-8.0	-8.1	-0.1
11	439,134	3,985	9.4	9.2	-0.2

Note: LOSS scores were excluded

Recommendation: Incorporating CAA into the Academic Indicator

- CDE recommends that Option 3 (Top-of-Range) be used to incorporate CAA results into the Academic Indicator.

  – Supported by TDG, Advisory Commission for Special Education (unanimous vote), California Practitioners Advisory Group (CPAG), and State Special Education Local Plan Area Association.

  – Easier to communicate and understand than the Effect Size.

  – Effect Size cannot be replicated at the local level, while Top of Range can be replicated.

  – Middle of Range lowers some students earned scores, while the Top of Range does not.

Attachment 2: Modified Method for the Academic Indicator for Schools with Dashboard Alternative School Status

Modified Method for Academic Indicator

- CDE is proposing a modified set of **Status** cut scores for the Academic Indicator.

- No new cut scores for Change are being proposed.
  - Change distributions for DASS schools are not markedly different than the current LEA distributions.
  - In addition, the CDE believes that maintaining high Change cut scores for DASS schools reflects the expectations for continuous improvement model under California's accountability system.

Rationale for Modified Status Cut Scores

- DFS scores for DASS schools were not included in the distributions that were used to set cut scores.

- Comparison between the current distributions for non-DASS and DASS schools reveal significant differences at the 50th percentile.

- Depending on the grade level and content area, 65 percent to 95 percent of DASS schools are in the Very Low Status compared to 5 percent to 20 percent of non-DASS schools.

Proposed DASS Status Cut Scores Grade Three Through Eight

Grade and Content Area	Status Level	Current Cut Scores for All LEAs and Schools	Proposed Cut Scores for DASS Schools
ELA Grades 3-8	Very Low	-70.1 points or lower	-125.1 points or lower
ELA Grade 3-8	Low	-5.1 to -70 points	-5.1 to -125.0 points
Math Grade 3-8	Very Low	-95.1 points or lower	-175.1 points or lower
Math Grade 3-8	Low	-25.1 to -95 points	-25.1 to -175.0 points

Note: Proposed changes are for the "Low" and "Very Low" Status cut scores only.

Proposed DASS Status Cut Scores for Grade 11

Grade and Content Area	Status Level	Current Cut Scores for All LEAs and Schools	Proposed Cut Scores for DASS Schools
ELA Grade 11	Very Low	-45.1 points or lower	-110.1 points or lower
ELA Grade 11	Low	-0.1 to -45 points	-0.1 to -110.0 points
Math Grade 11	Very Low	-115.1 points or lower	-185.1 points or lower
Math Grade 11	Low	-60.1 to -115 points	-60.1 to -185.0 points

Note: Proposed changes are for the "Low" and "Very Low" Status cut scores only.

Impact Analysis of Revised Cut Scores

Grade and Content Area	Number of Schools that Move From "Very Low" to "Low" Status
ELA Grades 3-8	12
ELA Grade 11	56
Mathematics Grades 3-8	19
Mathematics Grade 11	45

Recommendation: DASS Academic Indicator

- The CDE recommends the SBE adopt the proposed ELA and mathematics "Very Low" and "Low" Status cut scores for DASS schools.
  - Supported by the Alternative Schools Task Force, CPAG, LCFF Stakeholder Group, and TDG.

Attachment 3: Revised Cut Scores for the Graduation Rate Indicator

Background on the Graduation Rate Indicator

- At its July 2019 meeting, the SBE adopted a combined four- and five-year graduation rate for the Graduation Rate Indicator.

- Since the new methodology only increases graduation rates, the SBE requested that CDE staff explore raising the Graduation Rate "threshold" status score to determine eligibility of schools for Comprehensive Support and Improvement (CSI) under ESSA.

Resetting Threshold for Low Graduation Rate

- Currently set at less than 67 percent.

  - Schools with graduation rates below 67 percent are identified for CSI.

- Although ESSA does not require a new threshold score be established, CDE staff conducted simulations on two possible thresholds for consideration—68 percent and 70 percent.

Recommendation: Graduation Rate Threshold Cut Score

- Based on the simulation results, and the fact that the combined graduation rate only minimally increases the overall graduation rate for the state, the CDE recommends that the low graduation threshold for CSI be raised to "below 68 percent."

- This change will result in new Status cut scores for both the non-DASS schools and DASS schools to ensure consistency in LEA and school eligibility for support.

Impact of the "Below 68 Percent" Threshold Score

- If the "Below 68 Percent" criteria were applied to the 2018 Dashboard results 41 additional schools would have been identified for CSI under "Low Graduation" rate.

  - 16 DASS Schools

  - 25 Non-DASS Schools

Attachment 4: English Learner Progress Indicator Status Methodology Considerations and Use in Local Educational Agency and School Eligibility Assistance Determinations

Setting ELPI Status Levels: Methodology Considerations

- ELPI Status is unique

  - For other state indicators, Status is based on one year of data (current performance).

  - For the ELPI, Status is based on two years of data.

    - Needed to identify students who increase at least one ELPI level or maintain top performance level.

Current Work Underway

- CDE is conducting simulations using results from the English Language Proficiency Assessments for California (ELPAC) to determine:
  - Splitting the ELPAC Performance Levels 2 and 3
  - Options for setting Status cut scores

Six ELPI Levels

- ELPI Level 1 (ELPAC Summative Assessment Level 1)

- ELPI Level 2L (ELPAC Summative Assessment Low Level 2)

- ELPI Level 2H (ELPAC Summative Assessment High Level 2)

- ELPI Level 3L (ELPAC Summative Assessment Low Level 3)

- ELPI Level 3H (ELPAC Summative Assessment High Level 3)

- ELPI Level 4 (ELPAC Summative Assessment Level 4)

Setting Status Cut Scores by Grade Span

- Analyses of 2018 ELPAC results show that as grade level increases, the percentage of students in Overall proficiency level 1 increases.
  - Trend particularly noticeable in grades nine through twelve

- CDE is considering developing two sets of ELPI Status cut scores.
  - Grades one through eight
  - Grades nine through twelve

Using ELPI Status for Differentiated Assistance

- For the 2019 Dashboard only, the CDE will provide a recommendation to the SBE at the November 2019 meeting on how to use the ELPI Status for:
  - LCFF differentiated assistance
  - ESSA school assistance determinations

Example Including ELPI Status for LCFF District Eligibility for Assistance Determination

Example 1: Crystal Unified School District

Performance levels achieved by **EL student group** in all applicable indicators:

LCFF State Priority Area	State Indicator	2019 Dashboard
Priority 4	ELA	Orange
Priority 4	Math	Yellow
Priority 4	**ELPI Status**	**Very Low**
Priority 5	**Chronic Absenteeism**	**Red**
Priority 5	Graduation Rate	Yellow
Priority 6	Suspension Rate	Green
Priority 8	CCI	Orange
Priority 1, 2, 3, 6, & 7	Local Indicators	Met

Eligibility Criteria for School Support

• Color combinations based on school level performance

–All **red** indicators

–All **red** but one indicator of **any other color**

–Five or more indicators where **majority** are **red**

–All **red** and **orange** indicators

Example Including ELPI Status for Eligibility in the Comprehensive Support and Improvement (CSI)

Example 2: Amethyst Elementary School

Amethyst received Title I funds for the 2018–19 school year and would be eligible for CSI because it met the criterion of having five or more indicators where the majority are Red or the ELPI Status is "Very Low".

State Indicators	2019 Dashboard
ELA	**Red**
Math	**Red**
ELPI Status	**Very Low**
Chronic Absenteeism	Orange
Suspension Rate	Yellow

Upcoming ELPI Outreach Sessions

- **ELPI Workgroup:** September and October

- **Bilingual Coordinators Network:** September and November

- **Every Student Succeeds Act Stakeholders:** October 18, 2019

- **California Practitioners Advisory Group:** October 24, 2019

- **LCFF Stakeholders:** October 14, 2019

Attachment 5: California School Dashboard Educational Outreach Activities

- Between June 12 and August 23, 2019, the CDE delivered:
  - 19 in-person presentations with a total of 767 participants
  - 3 webinars with a total of 1,178 participants

SBE Action

- The CDE recommends that the SBE approve:

  1. The "Top of the Scale Range" methodology for incorporating the CAA into the Academic Indicator.

  2. Modified Status cut scores for the Academic Indicator for DASS schools.

  3. Revised Status cut scores for the Graduation Rate Indicator.