

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imb-amard-jul20item02

# California State Board of Education July 2020 Agenda Item #02

## Subject

Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Update on the California School Dashboard, the Possible Student-Growth Models to Communicate Smarter Balanced Results, and the Release of the Five-Year Graduation Rate Detailed Report.

## Type of Action

Action, Information

## Summary of the Issue(s)

The California Department of Education (CDE) will provide a verbal update to the State Board of Education (SBE) on any legislative action related to accountability; specifically, the California School Dashboard (Dashboard) and the Local Control and Accountability Plan.

Additionally, at the March 2020 meeting, the SBE directed the CDE to provide a presentation on the work conducted to date on the development of a student-level growth model. Accordingly, this item, along with its accompanying presentation by CDE and Educational Testing Service (ETS) staff, provides:

* A chronical review of the student-level growth model decisions and work
* An overview of a proposed new Residual Gain (RG) methodology that the ETS has developed to help stabilize the proposed student-growth model.

The presentation will provide SBE members an overview of the California’s growth model journey, which included a thorough review and vetting of multiple growth models before selecting three growth models for in-depth review. Staff from the California Comprehensive Center will share the outcome of the growth model stakeholder group that was convened at the request of the SBE. In addition, staff from ETS will review what questions the RG model can and cannot answer, provide an overview on the proposed methodology to stabilize the growth model, and discuss the impact of suspending standardized testing. The presentation is intended to prepare the SBE for a more in-depth growth model conversation at the September, and possibly, the November 2020 SBE meetings. CDE is requesting that the SBE provide guidance and/or share their concerns on the proposed direction to implement a growth model for California.

Details on the chronology of the student growth model work, and of the development of the RG model in particular, was provided in a SBE June 2020 Information Memorandum (<https://www.cde.ca.gov/be/pn/im/documents/memo-imb-amard-june20item01.docx>).

## New Graduation Detailed Report

In June 2020, a new graduation rate detailed report was released on the Dashboard for traditional high schools. The report was developed in partnership with the San Joaquin County Office of Education (SJCOE), and their contractor, Collaborative Communications, and displays the percent of students in the Dashboard graduation rate that graduated in four years, and the percent and number of students that graduated in five years. The new detailed report can be viewed by selecting “View More Details” on the Graduation Rate Indicator card on the Dashboard at <https://caschooldashboard.org/>.

Schools with Dashboard Alternative Schools Status (DASS) receive a graduation rate based on grade twelve students, and districts’ graduation rates incorporate both traditional and DASS graduation data. Therefore, the new report is not available for districts or DASS schools.

## Recommendation

The CDE recommends that the SBE provide guidance, as appropriate, on the proposed student growth model methodology.

## Brief History of Key Issues

Since March of 2015, when the SBE began work on the development and implementation of a new integrated system, the SBE has expressed an interest in the inclusion of a growth model. At its January 2016 SBE meeting, the SBE requested that the CDE provide information on the options for a student-level growth model. The CDE engaged the ETS to assist with this work. ETS conducted simulations and analyses on three growth models:

(1) “Change-in-distance-to-met” measures absolute growth of each student from the prior year to the current year using Distance from Level 3 as the measurement threshold.

1. “Conditional percentile rank of the gain” ranks the growth of students who are grouped together, as a result of having the same prior year test scores, in the same subject and grade.
2. “Residual gain” is the difference between a student’s predicted test score and actual test score. Note: The predicted test score is based on both prior English Language Arts/Literature (ELA) and mathematics test scores, as well as the scores of all other students in the same grade.

The SBE directed the CDE to further explore the RG model. The CDE engaged the CCC to conduct this research and to facilitate a stakeholder process on the future direction of this work. The CCC contracted with the National Center for Improvement of Education Assessment for Joseph Martineau to facilitate the discussion on various growth models and the issues that each of these models raises. The CDE is committed to continuing to advance the development of the student growth model, even as in-person meetings have been temporarily been suspended. Since it last reported to the SBE, in May 2020, it has facilitated in-depth conversations with the Growth Model Stakeholder group, via virtual meetings, on the newly proposed methodology to improve the stability of the RG model.

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

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>).

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>).

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>).

Following the SBE discussion in January 2017, the CDE further consulted with ETS, the Technical Advisory Group (TDG), 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>).

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>).

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 RG model for possible inclusion in the Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02.docx>).

At its July 2018 meeting, the SBE directed the CDE to conduct further analyses on the RG 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>).

The CDE engaged the CCC 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>).

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>).

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>).

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 (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx>). Due to the complexities of growth models, it can be difficult to conduct a meaningful virtual conversation. As a result, the CDE postponed the presentation until the July 2020 SBE meeting.

In June 2020, the SBE received an Information Memorandum, providing a summary of the work completed to date on the student growth model, the major decision milestones that have advanced this work, and the work that the CDE and ETS are jointly engaged in as they move forward to refine the methodology. (<https://www.cde.ca.gov/be/pn/im/documents/memo-imb-amard-june20item01.docx>)

## Fiscal Analysis (as appropriate)

The 2019–2020 state budget funds the Proposition 98 Minimum Guarantee at $81.1 billion. This reflects state funding of $55.9 billion and local funding of $25.2 billion, accounting for $11,993 in transitional kindergarten through grade twelve per-pupil funding. Additionally, the budget appropriated $178,000 for the CDE to contract with the SJCOE in the 2019–2020 fiscal year and $154,000 in each fiscal year thereafter for the maintenance and support of the Dashboard and the School Accountability Report Card.

## Attachment(s)

None.