

**Item 2: Update on the Implementation of the
Integrated Local, State, and Federal Accountability
and Continuous Improvement System:
Recommended Action on the New Color Schemes for
Select Five-by-Five Color Grids and Updates on the
Revisions Under Consideration for the College/Career
Indicator for the California School Dashboard**

State Board of Education

May 2020



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Attachments

- **Attachment 1:** Updated California School Dashboard Workplan
- **Attachment 2:** Analysis and Recommendations for a Revised Color Scheme for the State Indicators
- **Attachment 3:** Update on the Development of Additional Career Measures for the College/Career Indicator
- **Attachment 4:** California School Dashboard Educational Outreach Activities

Appendix

- Appendix: Comparisons and Analysis of State Indicator Data Using Current and Limited Color Schemes

Revised Item Recommendation

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

- Provide guidance on the updated workplan, as needed.
- Provide guidance on work to expand the CCI with new career measures.

Original Item Recommendation

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

- Provide guidance on the updated workplan, as needed
- Approve new color schemes for five-by-five color grids for the College/Career Indicator (CCI), the Chronic Absenteeism Indicator, the Graduation Rate Indicator, and the Suspension Rate Indicator
- Approve replacement of all three-by-five color grids with newly proposed five-by-five color grids
- Provide guidance on work to expand the CCI with new career measures.

Executive Orders and Federal Waivers

- On March 17, 2020, Governor Newsom suspended the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) assessment for the 2019–2020 school year.
- On March 27, 2020, CDE received approval from the U.S. Department of Education (ED) to waive the Every Student Succeeds Act (ESSA) assessment and accountability requirements for the 2019–2020 school year.

Impact of the Federal Waiver

- Under the federal waiver, the CDE is not required to produce a Dashboard in 2020.
 - Note: This waiver applies at the federal level only. It does not waive requirements at the state level.
- The federal waiver will also apply to other reporting requirements, including the State Accountability Report Card, the Local Educational Agency Report Card, and **some data elements** on the School Accountability Report Card.
- As a result of the federal waiver, schools will not be identified for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) in 2020.

Existing State Law

- The California *Education Code* (*EC*) sections 52064.5 (e)(2) and 52064.5 (f), requires the CDE to produce the California School Dashboard (Dashboard) to publicly report state and local indicator data.
- Additionally, *EC* sections 52071 and 47606.3 (a) require the identification of districts and charter schools for differentiated assistance, under the Local Control Funding Formula (LCFF).

2019–2020 Data Collection

- Local educational agencies will report student-level data in the California Longitudinal Pupil Achievement Data System (CALPADS) between May 11 and August 28, 2020.
- These collections include data elements such as:
 - Student Discipline (Suspensions and Expulsions)
 - Student Absence Summary (Chronic Absenteeism)
 - Four-Year Adjusted Cohort Graduation Rate
 - One-Year Graduate Counts
- The CDE intends to publish this data on DataQuest with a footnote about comparability between school years .

Attachment 1: Updated California School Dashboard Workplan

Updated Workplan: Student Growth Model

- Educational Testing Services (ETS) is conducting simulations on the Residual Gain model to make technical adjustments to increase the model's stability.
 - The technical adjustments were shared with the Technical Design Group (TDG) at its April 2020 meeting.
- CDE will virtually convene the Growth Model Stakeholder Group to provide a progress update and receive feedback.
 - The Group is comprised of researchers, advocacy groups, and county and district staff.

Student Growth Model and SBE Action

- In June 2020, the CDE will prepare an Information Memorandum for the SBE, which will provide background on the work done to date on the development of a student level growth model.
- CDE will bring proposed methodology for SBE action at the September, and possibly the November 2020 meeting.
- CDE will report the student-level growth model results from prior years for informational purposes in December 2020.

Updated Workplan: The CCI

- The CDE will bring new career measures for SBE consideration in September 2020. Possible measures are:
 - Pre-Apprenticeship Program Completion
 - State or Federal Job Program Completion
 - Transition Program: Classroom-Based Learning Experiences
 - Transition Program: Work-Based Learning Experiences

Next Steps: Collection of New Measures for the CCI

- The CDE will collect new career measures in CALPADS starting with the 2020–21 school year:
 - Student Internships
 - Student-Led Enterprise
 - Virtual/Simulated Work-based Learning
 - Armed Services Vocational Aptitude Battery (ASVAB)

Updated Workplan: The English Learner Progress Indicator (ELPI)

- The 2021 English Language Proficiency Assessments for California (ELPAC) results will be available in August 2021.
- CDE staff will:
 - Validate the current status cut scores
 - Create distributions to proposed Change cut scores
 - Obtain feedback regarding proposed Change cut scores from the ELPI Work Group, the TDG, and stakeholder groups
 - Bring proposed cut score(s) to SBE for consideration in November 2021 to produce a color for the 2021 Dashboard.

Analyses Using 2020 ELPAC Results

While there are incomplete ELPAC results for 2020, the CDE plans on conducting analyses using these results, with the following outcomes and benefits:

1. Track the overall validity and stability of the English Learner Progress Indicator (ELPI) Status over three years and help highlight any trends over three years of ELPAC Summative Assessment results.
2. Help explain changes in the composition and size of the English Learner, Long Term English Learner, and Reclassified Fluent English proficient populations in California.
3. Provide the CDE with preliminary information on what to expect in terms of student increases in ELPI levels between the 2019 and 2021 ELPAC administrations.

Updated Workplan: Produce Graphic Displays

- CDE will work with the California Collaborative for Educational Excellence (CCEE) to:
 - Develop and make publicly available graphic displays of data that are easy to read and understand that will support districts in developing their improvement plans.

Updated Workplan: Produce 2021 Dashboard

- The CDE anticipates that for the 2021 Dashboard:
 - Status will be based on the most current year data (i.e., data from the 2020–21 school year).
 - However, since no data will be reported for the 2019–2020 school year, the data from the 2019 Dashboard will be used to determine Change and performance levels.

Attachment 2: Analysis and Recommendations for a Revised Color Scheme for the State Indicators

Additional Analysis

The CDE is withdrawing this issue to allow for further analysis at the student group impact of this proposal.

Attachment 3: Update on the Development of Additional Career Measures for the College/Career Indicator

Collection of CCI Measures

- CCI measures are collected at the student level through the California Longitudinal Pupil Achievement Data System (CALPADS).
 - College/career activities completed throughout a student's four (or five) years of high school are included when determining the preparedness level of the student.

Career Measures Collected in 2018–19

- Completion of a Pre-Apprenticeship
 - For both Dashboard Alternative School Status (DASS) and non-DASS schools
- Completion of a State or Federal Job Program
 - Limited to DASS schools
- Workforce Readiness Certificate
 - Limited to DASS schools
- Completion of Food Handler Certification Program
 - Limited to DASS schools

Sharing Data with Two Stakeholder Groups

- In February 2020, the CDE, along with the Alternative Schools Taskforce and the CCI Subcommittee, reviewed these measures and discussed their appropriateness for the CCI model.
 - The data shared with the two groups appears in Appendix 2 of the item
- Based on their feedback, the CDE determined whether further simulations needed to be produced.

Feedback from the Stakeholder Groups: Measures for Further Simulations

- Both groups requested CDE to conduct further simulations on the following measures and share the results at their next scheduled meetings, in May 2020:
 - Pre-Apprenticeships
 - State and Federal Job Programs

Feedback from Stakeholders: Measures To Not Include

- Workforce Readiness Certificate
 - Both groups expressed concerns with this measure and recommended that it not be included in the CCI.
- Food Handler Certificate
 - Both groups agreed that this measure is not sufficiently rigorous for the CCI.

Career Measures Collected in the California Special Education Management Information System (CASEMIS)

- In 2018–19, two measures, available for students with Individualized Education Plans (IEPs) only, were collected in CASEMIS:
 - Completion of Workability Courses and Work-Based Learning
 - Completion of Department of Rehabilitation (DOR) Work-Based Learning

Challenges and New Direction

- Collection of service hours presented several challenges.
- In addition, Workability and DOR programs do not encompass the full range of work-based learning experiences provided by districts.
- The CDE, in consultation with its program experts in the Special Education Division, has recommended that districts should be given flexibility to report all work-based learning opportunities (i.e., transitional services) they provide.

Revised Two Measures Collected for Students with IEPs

- Beginning in 2019–2020 the data definition of the measures for students with IEPs were revised to be more inclusive and will be collected in CALPADS:
 - Transition Work-Based Learning Experiences
 - Transition Classroom-Based Learning Experiences

Next Steps on Measures for Students with IEPs

- The CDE is currently analyzing classroom hours reported for the Workability grant and will use these data to recommend the optimal number of hours that students with IEPs should complete in transition work- and/or classroom-based learning experiences to be placed in the Prepared or Approaching Prepared levels of the CCI.
- Recommendations will be shared with all stakeholder groups and presented to the SBE at its September 2020 meeting.

Attachment 4: California School Dashboard Educational Outreach Activities

California School Dashboard Educational Outreach Activities

- Between February 22 and March 27, 2020, the CDE delivered:
 - Three in-person presentations with a total of 320 participants
 - Four virtual presentations with a total of 137 participants

Revised Recommendation

- The CDE recommends that the SBE:
 - Provide guidance on the updated workplan, as needed.
 - Provide guidance on work to expand the CCI with new career measures.