

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

itb-amard-jul24item01

# California State Board of Education July 2024 Agenda Item #02

## Subject

Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Action to Implement the 2024 Accountability Workplan and Updates on Continuing Work for Future Dashboards.

## Type of Action:

Action, Information

## Summary of the Issue(s)

This item is a follow up to the annual workplan that was presented to the State Board of Education (SBE) at their March 2024 meeting for consideration in the 2024 California School Dashboard (Dashboard). This item provides a recommendation for updates to the 2024 Dashboard which includes adding a science metric based on the science assessment data to the Dashboard, addressing transitional kindergarten and Long-Term English learner (LTEL) students on the Dashboard, releasing student level growth model data, continuing to monitor state level data within Priority 1, and incorporation of new requirements in the Differentiated Assistance eligibility criteria. Attachment 1 is an overview of the Accountability Workplan and Attachment 2 is an overview on the California School Dashboard Educational Outreach Activities.

Attachment 1 summarizes the progress made in preparation for the release of a Science metric on the 2024 Dashboard. Following the SBE March 2024 meeting, the CDE provided a timeline for the development of a Science Indicator. This timeline outlined the work to create a metric to measure science assessment performance on the Dashboard in order to present the metric to the SBE in July 2025 for approval. Attachment 1 also shares the criteria for the proposed Local Control Funding Formula (LCFF) support identification criteria for the 2024 Dashboard. Additionally, information is provided on the work CDE has done to operationalize the LTEL student group and how it is preparing to identify schools for federal support for Targeted Support and Improvement (TSI).

Attachment 2 is an overview of the outreach activities completed to date in support of the Dashboard.

### Recommendation

The CDE recommends that the SBE adopt a unit of measurement for the science indicator, decide how to combine high school scores for the science indicator, and determine whether a participation rate will factor into the science indicator results. Below are the options for each of the decision points related to the science indicator.

**Unit of Measurement:**

Option 1: Distance from Standard methodology; or

Option 2: Percent Met/Exceeds Standard methodology

**Combining high school scores:**

Option 1: report high school results in the current year; or

Option 2: report high school results cumulatively

**Participation Rate:**

Option 1: include a participation rate within the metric; or

Option 2: exclude a participation rate within the metric

Additionally, CDE recommends that the SBE adopt the eligibility criteria for the Local Control Funding Formula (LCFF) support determinations for the 2024 Dashboard.

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

### California Science Test Results

In March 2016, the SBE approved a design for the LCFF evaluation rubrics that includes the following key indicators: (i) student test scores on English Language Arts and Math, including a measure of individual student growth, and results on the Next Generation Science Standards (NGSS) assessment, (ii) progress of ELs toward English language proficiency; (iii) high school graduation rate; and (iv) measures of student engagement, including suspension rates by grade span and chronic absence. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02.doc>).

In March 2020, the SBE received the annual Dashboard update, which included potential revisions that the CDE was considering for the Dashboard beyond 2020, including the inclusion of the science assessment results. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx>).

In March 2022, the CDE provided an update on the feasibility of when the science results could be incorporated into the Dashboard given the low participation on the science test during 2020–21, the use of the revised blueprint for the 2021–22 administration of the California Science Test (CAST), and the gaps in implementing the science instructional materials due to the challenges that schools faced because of COVID-19.

(<https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item04.docx>).

In March 2023, the CDE recommended providing a link to each school/LEA’s CAASPP science results. With two years of results from the 2021–22 and 2022–23 CAST assessments based on the revised blueprint, the CDE provided an update on the use of these results for accountability purposes and options toward inclusion of this test on the Dashboard.(<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item03.docx>).

In March 2024, The CDE provided the SBE with a timeline for a workplan for the Science Indicator which includes six individual decision points. The workplan will be operationalized and brought to the SBE in stages for approvals from February 2024 through July 2025. (<https://www.cde.ca.gov/be/ag/ag/yr24/documents/mar24item02.docx>)

### Long Term English Learners

In May 2016, the SBE approved a proposed design of the Local Control Funding Formula (LCFF) Evaluation Rubrics to include a state level indicator which measures English learner (EL) progress. The SBE directed the CDE staff to provide options for incorporating a composite measure of EL proficiency, including EL proficiency rates, reclassification rates, and long-term English learner (LTEL) rates into the LCFF Evaluation Rubrics (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02.doc>).

In June 2016, the SBE received an Information Memorandum showcasing options for a composite measure, including LTELs, for the English Learner Progress Indicator (ELPI) (<https://www.cde.ca.gov/be/pn/im/documents/memo-sbe-jun16item01.doc>).

In July 2016, the SBE approved the CDE to convene a Workgroup of practitioners and technical experts, in partnership with the California Comprehensive Center (CA CC) at WestEd, to explore the possible inclusion of LTEL data into the ELPI. Additionally, the CDE presented options for incorporating EL proficiency rates and reclassification rates for the ELPI to the SBE (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item02.doc>).

In October 2016, the SBE received an Information Memorandum with an overview of the ELPI Workgroup’s role and responsibilities (<https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-oct16item02.doc>).

In November 2016, January 2017, and March 2017, SBE received updates on the ELPI Workgroup and the Technical Design Group (TDG) activities regarding the incorporation of LTELs into the ELPI (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item03.doc>) (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02.doc>) (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item02.doc>)

In September 2017, the SBE adopted the Inclusion of LTEL students in the ELPI through a revised ELPI formula to include LTEL’s in its numerator (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>).

In April 2017, the SBE received an Information Memorandum discussing ELPI and a way to increase incentive for LTEL performance improvement by adding extra credit to the performance of LTEL students in the CELDT (<https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-apr17item01.doc>).

In April 2018, the SBE directed the CDE to request an ESSA waiver from the U.S. Department of Education (ED) regarding the inclusion of RFEPs and LTELs in the ELPI (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/apr18item01.docx>).

In April 2019, the SBE received an Information Memorandum about a final determination of a disapproval letter from the ED related to California’s request for a waiver to allow an additional weight in the ELPI calculation for LTELs who advanced at least one level on California’s English Proficiency assessment (<https://www.cde.ca.gov/be/pn/im/documents/memo-gad-lao-apr19item02.docx>).

In July 2019, the CDE determined that after convening with the ELPI Workgroup on May 20, 2019, members agreed that the CDE had exhausted all available options in an attempt to include RFEP and LTEL students into the final ELPI

(<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item01.docx>).

In September 2023, the SBE approved the 2023 workplan for the ELPI. The CDE discusses the waiver rejection by the U.S. Department of Education (ED) in which LTEL bonus criteria could not be included in the ELPI in subsequent years (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/sep23item02.docx>).

In December 2023, the SBE received an Information Memorandum containing an introduction about LTELs, as a student population that will be a part of the 2024 Dashboard, along with policy considerations (<https://www.cde.ca.gov/be/pn/im/documents/dec23memoamard01.docx>).

In March 2024, the SBE received a workplan which operationalize the inclusion of the LTEL student group to be added across all indicators (Suspension Rate, Graduation Rate, College/Career, Chronic Absenteeism and Academic Indicators) in the 2024 Dashboard

(<https://www.cde.ca.gov/be/ag/ag/yr24/documents/mar24item02.docx>)

**Student Growth Model**

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 Educational Testing Service (ETS), the Technical Design Group, 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 Residual Gain 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 Residual Growth 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 California Comprehensive Center to conduct 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. Due to the national health crisis, this presentation was postponed until the July 2020 SBE meeting (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx>).

In June 2020, the SBE received an Information Memorandum, providing the history and background on the student growth model work to date (<https://www.cde.ca.gov/be/pn/im/documents/memo-imb-amard-june20item01.docx>).

At the July 2020 SBE meeting, the CDE provided a presentation regarding the work conducted to data on the development of a student-level growth model (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jul20item02.docx>).

In September 2020, the CDE presented an update on the progress by the CDE on refining the statistical methodology used to develop a student growth model. In addition, the ETS presented the results of its study on the potential of the EBLP method to estimate aggregate growth measures for LEAs and schools (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item02.docx>).

In November 2020, the CDE presented an item recommending that the SBE adopt a single subject Empirical Best Linear Prediction (EBLP) methodology to improve growth model communication (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item06.docx>).

In February 2021, the SBE received an Information Memorandum, providing the final ETS report on the student growth model and recommendations for criteria for determining the assignment of the EBLP or simple average (<https://www.cde.ca.gov/be/pn/im/documents/feb21memoamard02.docx>).

In May 2021, the SBE adopted the student growth model methodology, which includes using residual gain (RG) scores and the EBLP hybrid approach to report aggregated student growth

(<https://www.cde.ca.gov/be/ag/ag/yr21/documents/may21item03.docx>).

In October 2021, the SBE received an Information Memorandum with information on CDE’s September 2021 release of historical growth scores from 2016–19, as well as a timeline for next release of growth scores from 2021–24 (<https://www.cde.ca.gov/be/pn/im/documents/oct21memoamard01.docx>).

In January 2022, the SBE was provided a December 2021 Information Memorandum on data reporting for the 2020–21 school year (<https://www.cde.ca.gov/be/pn/im/documents/dec21memoamard01.docx>).

In February 2022, the SBE received an update on the exploration into reporting academic student growth by English Language Proficiency Assessments for California Achievement Level

(<https://www.cde.ca.gov/be/pn/im/infomemofeb2022.asp>).

In March 2022, the SBE received an annual update on items that were being considered by the CDE for the 2022 Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item04.docx>).

In July 2022, the CDE presented an update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/jul22item02.docx>).

In September 2023, the CDE provided a workplan for 2023 about the student growth model for California’s schools and LEAs. It includes identifying key audiences, receiving feedback from focus groups, CPAG, and TDG, and an anticipated date which average growth scores can be officially reported is December 2024 (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/sep23item08.docx>).

In March 2023, the CDE reported about the communications toolkit and its purpose. Additionally, the CDE works with California’s assessment contractor, ETS, to evaluate and analyze visualizations and communications tools to appropriately display growth data to multiple audiences. The CDE continues to solicit feedback from focus groups, educational partners, and the SBE on the best approach to display these data and communicate about the approved methodology in the future (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item03.docx>).

In March 2024, The CDE provided information regarding the Growth Model incorporation in the 2024 Dashboard. Additionally, the CDE presented a communications webpage to support educational communities.

(<https://www.cde.ca.gov/be/ag/ag/yr24/documents/mar24item02.docx>).

**Priority 1 Assignment of Teachers**

In November 2019, the SBE adopted updated teacher equity definitions under Every Student Succeeds Act and state reporting requirements based on feedback from LEAs (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item05rev.docx>).

In August 2020, the SBE received an Information Memorandum which provided background information and an implementation plan for Education Code 52064.5 related to the Standards for Local Indicators (<https://www.cde.ca.gov/be/pn/im/documents/aug20amard01.docx>).

In September 2020, the CDE presented an update on the implementation of Education Code (EC) Section 52064.5, related to local indicators. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item02.docx>).

In November 2021, the CDE presented an update on ESSA state plan amendments and proposed changes to data tables related to ineffective teachers. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/nov21item06.docx>).

In June 2022, the SBE received an Information Memorandum that announced the release of the Teaching Assignment Monitoring Outcome (AMO) by Full-Time Equivalency (FTE) reports on DataQuest. (<https://www.cde.ca.gov/be/pn/im/documents/jun22memoamard01.docx>)

In September 2022, the SBE adopted the inclusion of a link to the Teacher Assignment Monitoring Outcomes data on the Dashboard (<https://www.cde.ca.gov/be/pn/im/documents/jun22memoamard01.docx>) (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item02rev.docx>)

In November 2023, the SBE approved a revision of the self-reflection tool for Priority 1 to reflect the approved objective criteria from the September 2023 SBE; the 2021–22 Teacher Assignment Outcomes within Priority 1 (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/nov23item08.docx>).

In March 2023, the CDE conveyed the need to re-engage the Ad-Hoc Workgroup and technical experts to develop objective criteria for the SBE to consider pursuant to California Education Code Section 52064.5 for use on the 2023 Dashboard and beyond. (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item03.docx>).

In March 2024, the SBE received an update about the 2024 Workplan for the Priority 1-Teacher Data. The CDE reported an increased need for technical and policy support for these new reports and similar reports on the School Accountability Report Card (SARC)(<https://www.cde.ca.gov/be/ag/ag/yr24/documents/mar24item02.docx>).

**Eligibility Criteria for Differentiated Assistance**

In August 2016, an information memorandum provided a proposal for how the proposed performance levels on state indicators and local performance indicators will assist in identifying LEAs eligible for differentiated assistance and intensive intervention. ([http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item02.doc](about:blank)).

In September 2016, the SBE adopts the Local Control Funding Formula Evaluation Rubrics and Update on Local Control and Accountability Plan and Annual Update Template Revisions and Progress on the Every Student Succeeds Act State Plan. ([https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc](about:blank))

In November 2016, the SBE further clarified the applicability of the criteria to charter schools.

([https://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item03.doc)](about:blank)

In December 2017, the California Department of Education identified, in an Information Memorandum for the SBE, 228 LEAs that were eligible for differentiated assistance based on the Fall 2017 California School Dashboard (Dashboard) release. ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-dec17item02rev.docx](about:blank))

In March 2018, the CDE provided an update on the Implementation of the Local, State and Federal Accountability and Continuous Improvement System: Local Control Funding Formula Identification of Local Educational Agencies for Differentiated Assistance. ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx](about:blank))

In November 2018, the SBE approved the use of the ELPI Status for 2019 Local Control Funding Formula differentiated assistance and Every Student Succeeds Act (ESSA) school assistance eligibility determinations ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx](about:blank)).

In September 2019, the SBE approved the criteria for determining LEA eligibility for differentiated assistance at its September 2016 meeting. ([https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc](about:blank))

In December 2019, the CDE provided an update regarding LEAs that were eligible for differentiated assistance under Local Control Funding Formula (LCFF) in 2019 ([https://www.cde.ca.gov/be/pn/im/documents/apr20memoamard01.docx](about:blank)).

In March 2020, the CDE provided an update on the Implementation of the Local, State and Federal Accountability and Continuous Improvement System: Local Control Funding Formula Eligibility for Differentiated Assistance for Districts, County Offices of Education, and Charter Schools ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx](about:blank))

In October 2021, the CDE Consistently Low-Performing Student Groups Per California Education Code Section 52064(e)(6)(A) and Consistently Low-Performing Schools Per California *Education Code* Section 52064(e)(6)(B)

([https://www.cde.ca.gov/be/pn/im/documents/oct21memoamard01.docx](about:blank))

In September 2022, the SBE adopted the use of the lowest Status level as a proxy for Red as reported on the 2022 Dashboard to determine county offices of education and districts eligible for Differentiated Assistance ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item03.docx](about:blank)).

In December 2022, the CDE provided an update regarding LEAs that were eligible for differentiated assistance under LCFF in 2022. A revised update to this memo was provided to the SBE in February 2023 (<https://www.cde.ca.gov/be/pn/im/documents/feb23memoamard01revb.docx>).

In September 2023, the CDE presented the workplan for the differentiated assistance criteria and recommended inclusion of using the status of College/Career indicator on the 2023 Dashboard in the criteria. (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/sep23item08.docx>)

In March 2024, the SBE discussed the 2024 Workplan for Differentiated Assistance Criteria. The CDE will work to incorporate a new metric into the differentiated assistance criteria for the SBE to adopt at their July meeting.

(<https://www.cde.ca.gov/be/ag/ag/yr24/documents/mar24item02.docx>).

## Fiscal Analysis (as appropriate)

California’s total kindergarten through grade twelve funding within the 2023–24 California Budget Act is $127.8 billion from the following sources:

* State: $80.0 billion (62.6 percent)
* Federal: $8.4 billion (6.6 percent)
* Local: $38.0 billion (29.7 percent)

## Attachment(s)

* Attachment 1: Revisions Under Consideration and Updates for the 2024 California School Dashboard (15 Pages)
* Attachment 2: California School Dashboard Educational Outreach Activities (3 Pages)

# Attachment 1: Revisions Under Consideration and Updates for the 2024 California School Dashboard

The State Board of Education (SBE) annually reviews the California School Dashboard (Dashboard) indicators and performance standards to consider whether changes or improvements are needed based on newly available data, recent research, and feedback from educational partners. The annual review process requires that the California Department of Education (CDE) update the SBE at their March meeting on which indicators are under consideration for review and/or revisions for action by the SBE. The CDE proposed the following indicators and topics in March 2024 annual workplan to bring back to the SBE for further review:

* Incorporation of the Science Assessment Results into the Dashboard
* New Student Population: Long-Term English Learners
* Criteria for 2024 Differentiated Assistance Identification

Additionally, there were items in the March 2024 annual Accountability workplan that required no additional review. We will continue our work supporting the field on the following topics as described in the Accountability workplan:

* New student population: Transitional Kindergarteners (TK)
* College/Career Indicator (CCI)
* Student level growth model data
* Priority 1: State level data

## Incorporate Science Assessment Results Into the Dashboard

The CDE presented Table 1, which outlines a two-year timeline, to the SBE in March 2024 for adding Science to the Dashboard. The metric is based on results from the California Science Test (CAST) and California Alternate Assessment for Science (CAA-Science). In 2024, the CDE worked to complete the first phase of work to find an accurate, reliable and valid metric to use on the Dashboard and options to display the results.

### Dashboard Principles

The work on this state indicator aligns with the following Dashboard Principles:

* Principle 5: Values high performance and growth equally.
* Principle 8: Reflects technical quality through measures that are valid and reliable.
* Principle 11: Is subject to continuous revision and improvement.

### Workplan for the Science Metric and the Dashboard

Adding Science as a State Indicator to the Dashboard will require the SBE to consider six individual decision points over the next two years, as displayed in Table 1.

#### Table 1: Science Assessment Work Timeframe and Decision Points

| **Phase and Decision Point(s)** | **CDE Work Timeframe** | **California Practitioners Advisory Group** | **SBE Meeting Approval** |
| --- | --- | --- | --- |
| Phase I, Decisions Point 1: Approval of a Metric to Measure Science Assessment Performance for Use on the Dashboard | February 2024 – May 2024 | June 2024 | July 2024 |
| Phase II, Decision Point 2: Approval of Status Cut Points | January 2025 – May 2025 | June 2025 | July 2025 |
| Phase II, Decision Point 3: Approval of Change Cut Points | January 2025 – May 2025 | June 2025 | July 2025 |
| Phase II, Decision Point 4: Approval of a Color Scheme for the Five-by-Five Color Grid | January 2025 – May 2025 | June 2025 | July 2025 |
| Phase II, Decision Point 5: Inclusion of the Indicator within the State Accountability System through Differentiated Assistance Criteria | January 2025 – May 2025 | June 2025 | July 2025 |
| Phase II, Decision Point 6: Inclusion of the Indicator within the Federal Accountability System through ESSA Eligibility Identification | January 2025 – May 2025 | June 2025 | July 2025; subsequently submit amendments to ED effective in 2026 |

#### Decision Point 1: Approval of a Metric to Measure Science Assessment Performance for Use on the Dashboard

The first step in the development of a Science metric was for the CDE to evaluate the following components of the Science metric:

1. Choosing a Unit of Measurement
2. How to Combine High School Scores
3. Participation Rates

***A. Choosing a Unit of Measurement***

Two methodologies to measure Science assessment outcomes were considered and evaluated: (1) Distance from Standard (DFS), which is the metric used for the Academic Indicators for English Language Arts (ELA) and Mathematics, and (2) Percent Met/Exceeded Standard, which is the metric used on the Test Results for California’s Assessments webpage.

Outcomes from the two methodologies would result in different units of measurement. DFS would report Science outcomes in points while Percent Met/Exceeded Standard would report Science outcomes in a percentage rate. For comparison, Table 2 displays the current State Indicators on the Dashboard, along with the metrics used and the units that they are measured in.

#### Table 2: Dashboard Metrics and Measurements

| **State Indicator** | **Dashboard Metric** | **Unit of Measurement** |
| --- | --- | --- |
| Academic – ELA | Distance from Standard | Points |
| Academic – Mathematics | Distance from Standard | Points |
| Suspension Rate | Percent Suspended | Percentage Rate |
| Chronic Absenteeism | Percent Chronically Absent | Percentage Rate |
| Graduate Rate | Percent Graduated | Percentage Rate |
| College/Career | Percent Prepared by School/LEA | Percentage Rate |
| English Learner Progress | Percent Progressed | Percentage Rate |

##### Technical Evaluation of Science Outcomes

CDE used the CAST results from the 2021–22 and 2022–23 administrations to evaluate options for a metric to measure Science assessment performance on the Dashboard in a fair, valid and reliable manner. (Note: While CAA-Science results were not used in the preliminary evaluation of the metrics, they will be incorporated into the outcomes reported on the 2024 Dashboard.) Accountability rules were applied, and scores were limited to those from students who met the Accountability requirements of being continuously enrolled from Fall Census Day (first Wednesday in October) through testing day. Scores for both methodologies were then aggregated at the school, district, state and student group levels for technical evaluation.

Each methodology was also evaluated using the information on the Science assessment’s unique nature, especially in comparison to the current ELA and Mathematics assessments. The information provided in Table 3 was used to provide context to the results as they were being evaluated for their technical strengths and weaknesses.

#### Table 3: Differences in Administration and Scoring Between Science and ELA/Mathematics Assessments

| **Category of Differences** | **ELA/Mathematics Assessments** | **Science Assessments** |
| --- | --- | --- |
| How often is the assessment administered? | Administered every year from Grades 3-8 and in Grade 11 | Administered in Grade 5, Grade 8 and once in either Grade 10, 11 or 12 |
| Is the scale continuous? | Yes. The scale is continuous from Grade 3 through Grade 11 and increases every year. | No. |
| How many scale score points are available? | The scale is different for every grade, but ranges from 467 points to 617 points. | 100 scale score points are available for every grade. |
| Where is “standard met” on the scale? | Standard met is at the 55th percentile of each grade’s scale | Standard met is at the 65th percentile of the scale. |

##### Technical Feedback for Using Distance from Standard

The CDE’s technical advisory group, the Technical Design Group (TDG), evaluated the DFS aggregated values for validity and reliability within the Accountability system and found that DFS would not be valid for use with the Science assessment results. They observed that the scores for DFS were clustered together and not spread across the full range of 100 possible scores, which would cause issues in setting cut scores in Phase II in 2025. The TDG expressed additional validity concerns due to the confusion that could be caused among wide ELA/Mathematics scale expectations and narrow Science scale score expectations. Since the scale length for ELA/Mathematics can exceed 600 points, but the Science scale length is only 100 points, the two-point measures were not considered to be comparable to each other.

##### Technical Feedback from Using Percent Met/Exceeds Standard

The TDG evaluated the aggregated values for Percent Met/Exceeds Standard and found that the methodology to be valid and reliable for the Science metric. They observed that there was wide variation in the score outcomes across the school, district, state and student group levels. They also expressed that the scores would be easy to interpret and use since parents, teachers and schools would likely be familiar with the measurement since it’s currently used in student score reports.

##### Feedback from Educational Partners on Using Percent Met/Exceeds Standard

Following the technical feedback received from TDG, the CDE had the opportunity to gather feedback from educational partners about the concerns with using Percent Met/Exceeds Standard for the Science metric. Some educational partners shared concerns that Science would be seen as “less important” than ELA/Mathematics if the results were shown on the Dashboard using a different metric. Additionally, other comments centered around the familiarity with the scores in Percent Met/Exceeds Standard for families and teachers.

The California Practitioners Advisory Group (CPAG) shared that they understood the limitations of using DFS for the Science methodology. Specifically, they expressed that due to these technical constraints there was a preference for the use of Standard Met/Exceed as the metric for Science on the Dashboard. With that, members expressed the need to provide resources to communicate to the field the purpose of the Science metric and differences from the ELA/Mathematics Indicators.

***B. How to Combine High School Scores***

Unlike the ELA and Mathematics assessments which are administered in a specific high school grade, Grade 11, the Science assessment can be administered to students in either grades 10, 11 or 12. To report on high school performance on the Science assessments, a decision must be made on how to combine and organize the scores across the three grade levels.

The CDE evaluated two options for combining high school scores for the Science Indicator:

* Option 1: Current Year scores
  + All High schoolers tested in 2023–24 (i.e. all 10th graders, 11th graders and 12th graders in 2023–24)
* Option 2: Cumulative scores
  + All 12th graders who tested within the past 3 years (i.e. 10th graders who tested in 2021–22, 11th graders who tested in 2022–23, 12th graders who tested in 2023–24)

The TDG’s technical analysis supported the use of the Option 1: Current Year combination for high school scores. TDG expressed the option would provide the most validity as it would alleviate any issues that may arise in combining scores across years. Additionally, if the Science scores were going to be used for support determinations in the future, the results would all be from the most recent year. Educational partners also had an overwhelming preference for the Option 1: Current Year method, as it was the closest to ‘real time’ data. CPAG members shared support for Option 1.

***C. Evaluating Participation Rates***

The Every Student Succeeds Act (ESSA) requires that states annually assess 95 percent of all students at the school/district/student group levels on both the English Language Arts (ELA) and Mathematics annual assessments. ESSA also requires states to factor the participation rate into their accountability systems, which, for California, is the Academic Indicator. The Academic Indicator is based on the Smarter Balanced Summative Assessments and the California Alternate Assessments for ELA and mathematics. Specially, ESSA states that choose to report on additional subject-matter assessments are not required to include or incorporate any participation rate into those indicators; therefore, California has flexibility on whether to include participation rate in the Science metric. In addition to the Academic Indicators for ELA and Mathematics, California’s Accountability system also incorporates the participation rate as a factor in the English Learner Progress Indicator (ELPI).

#### Table 4: 2023 School Participation Rate Distribution for Assessments

| **Assessment** | **95.0-100% Participation Rate** | **90.0-94.9%**  **Participation Rate** | **85.0-89.9%**  **Participation Rate** | **Less than 85%**  **Participation Rate** |
| --- | --- | --- | --- | --- |
| Science (All Grades) | 82.8% | 8.4% | 2.9% | 5.9% |
| ELA (All Grades) | 91.0% | 4.8% | 1.3% | 2.9% |
| Mathematics (All Grades) | 89.8% | 5.5% | 1.4% | 3.2% |
| Science (5th & 8th Grade) | 89.4% | 6.4% | 1.5% | 2.8% |
| ELA (3rd-8th Grade) | 94.5% | 2.8% | 0.7% | 2.0% |
| Mathematics (3rd-8th Grade) | 93.8% | 3.4% | 0.8% | 2.1% |
| Science (High School) | 50.9% | 18.2% | 9.8% | 21.0% |
| ELA (11th Grade) | 72.7% | 15.2% | 4.4% | 7.7% |
| Mathematics (11th Grade) | 68.7% | 17.1% | 5.0% | 9.1% |

Table 4 displays the 2023 Science participation rates across various grade spans. Overall, the fewer schools have a participation rate of 95 percent or higher within the Science metric, regardless of grade span, in comparison to the participation rates for the annual ELA and Mathematics assessments. Beginning in 2022, with the implementation of an updated participation rate penalty, California experienced an overall increase in the participation of students across all grades within the ELA and Mathematics Indicators.

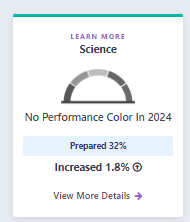
From a technical perspective, the TDG advised that the Science metric would remain valid either with or without the inclusion of a participation rate. Educational partners shared overwhelming support for aligning the high expectations for participation for ELA and Mathematics assessments with the expectation for participation on the Science assessment. CPAG members shared concerns with the low participation rates for high schools and requested that the CDE monitor the impact of any participation rate inclusion on small schools.

#### Displaying the Science Metric on the 2024 Dashboard

The 2024 Dashboard will display data for the Science metric on both current year status as well as change from the prior year. While this data will appear like there is full information to make a performance level determination, the SBE will not adopt any status or change cut scores until Phase II and 2025. The Dashboard has previously posted Dashboard cards with limited information on the Dashboard in prior years for the ELPI (2018) as well as the College/Career Indicator in 2017 and 2022.

The CDE is proposing to create a unique Science Indicator card to display among the other Academic Performance Indicators on the main page of the Dashboard, as well as full student group information on the secondary page of the Dashboard.

### Figure 1: Science Indicator Card on the Dashboard

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When sharing options for the Dashboard card display, CPAG members expressed a preference for a Dashboard card option with a gray dial and felt like it appropriately displayed the data available.

### *New Student Population: Long-Term English Learners*

Senate Bill 141 (Chapter 194, Statutes of 2023) requires that Long-term English Learners (LTELs) be reported as a student group on the Dashboard and defines an LTEL for accountability purposes to mean a pupil who has not attained English language proficiency within seven years of initial classification as an English learner. Note: this new definition is specified for use in the accountability system. The LTEL student group becomes the 14th student group on the Dashboard, and California is proud to be the sole state to include this unique student group in its accountability system.

### Dashboard Principles

This work aligns with the following Dashboard Principles:

* Principle 1: Focuses on elements that express the commitment to a well-rounded, well-supported education and makes space for what is valued locally.
* Principle 6: Reports transparently and comprehensively at the state, district, school, and student group levels.
* Principle 11: Is subject to continuous revision and improvement

### 2024 Workplan for Adding A New Student Group: LTELs

The CDE conducted technical work in 2024 to operationalize the inclusion of the LTEL student group on the Dashboard for the following populations used within the Dashboard: cumulative enrollment, cohort calculations and assessment demographics. The TDG reviewed multiple options of how to implement the new definition within the Dashboard and recommended for CDE to align the LTEL definitions with the EL definitions for all three populations. This alignment ensures that LTEL students will always be counted in both the LTEL and EL student groups across all indicators on the Dashboard.

Table 5 shows which student populations apply to the various state Indicators, along with the operationalized definition of when a student is considered an EL as well as when they are considered an LTEL.

#### Table 5: Determining The Criteria for EL and LTEL Students on the Dashboard

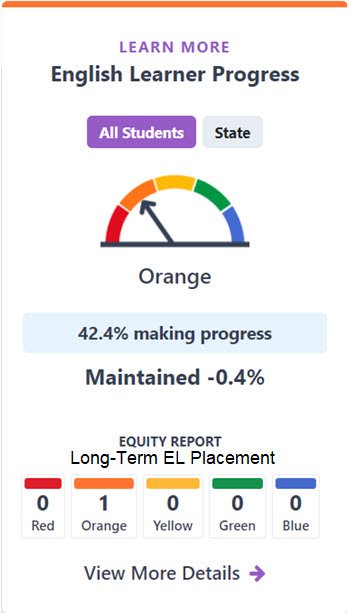
| **Student Population** | **Applicable State Indicators** | **EL Students** | **LTEL Students** |
| --- | --- | --- | --- |
| Cumulative Enrollment | Chronic Absenteeism  Suspension Rate | EL at any point during the year | LTEL at any point during the year |
| Cohort | Graduation Rate  CCI | EL at any point during the cohort | LTEL at any point during the cohort |
| Academic Demographics | Academic – ELA  Academic – Mathematics, ELPI | EL at any point during the year | LTEL at any point during the year |

#### Adding a Student Group to the English Learner Progress Indicator

The English Learner Progress Indicator (ELPI) is a unique indicator on the Dashboard because, unlike all other State Indicators, the overall performance level is also the performance level for a single student group. The ELPI results only apply to the EL student group, and it is therefore the only indicator on the Dashboard that does not include an Equity Report on its Dashboard card. However, with the addition of the LTEL student group, the ELPI will now display results for two student groups: ELs and LTELs.

The CDE received feedback from educational partners on updating the content and display of the ELPI baseball card for the 2024 Dashboard to reflect the addition of the LTEL student group. CPAG members shared feedback on the nature of adding the LTEL student group as well as the equity report to the card may be too confusing. Some members suggested clarifying on the card that the overall color was not for “all students” but rather “all EL students” to assist in understanding its unique characteristics. Additionally, there was positive feedback from CPAG members to feature LTEL performance on its own within the Equity Report.

Figure 2: Preferred Option for English Learner Progress Indicator Card on the 2024 Dashboard



## LCFF Differentiated Assistance Eligibility

The Dashboard evolves on an annual basis to fit the needs of California schools and districts, and with that evolution comes modifications to the criteria used to identify LEAs for support under Differentiated Assistance. Adjustments made to the 2022 and 2023 Dashboards due to Assembly Bill 130 (Chapter 44, Statutes of 2021) required the SBE to adopt modified criteria each Fall. In 2024, California returns to using the previously SBE adopted criteria in full, while adjusting to newly added components required by recent legislation.

### Dashboard Principles

This work aligns with the following Dashboard Principles:

* Principle 6: Reports transparently and comprehensively at the state, district, school, and student group levels.
* Principle 8: Reflects technical quality through measures that are valid and reliable.
* Principle 10: Promotes coherence between data reporting and support/improvement programs.
* Principle 11: Is subject to continuous revision and improvement.

### 2024 Workplan for Differentiated Assistance Criteria

In 2024, LEAs (districts and charter schools) will be eligible for LCFF Differentiated Assistance in 2024 based on the previously adopted SBE criteria for state and local indicators. In 2023, the Dashboard had one remaining “status-only” Indicator due to AB 130, the College/Career Indicator (CCI). With two years of data, the CCI and all other state indicators will have a performance color on the 2024 Dashboard. As a result, there are no modifications to the use of state or local indicators for use in the differentiated assistance eligibility criteria for 2024. The 2024 Workplan for differentiated assistance is focused on bringing on LTELs as a new student group and failure to submit data to the California Longitudinal Pupil Achievement Data System (CALPADS). For districts and COEs, any student group that meets the criteria outlined in Table 6 in two or more LCFF priority areas will be eligible for differentiated assistance. For charter schools, the criteria is the exact same but charter schools have to meet the criteria in both the 2024 and 2023 Dashboards.

**Table 6: 2024 Differentiated Assistance Eligibility Criteria**

| **LCFF Priority Area** | **Criteria** |
| --- | --- |
| 1 – Basics | * Not Met for Two or More Years on Local Performance |
| 2 – Implementation of State Academic Standards | * Not Met for Two or More Years on Local Performance |
| 3 – Parent and Family Engagement | * Not Met for Two or More Years on Local Performance |
| 4 – Pupil Achievement | * Red on both English language arts and math tests, or * Red on English language arts or math test and Orange on the other test, or * Red on the English Learner Progress Indicator (ELPI) (English Learner student group or Long-Term English Learner student group) |
| 5 – Pupil Engagement | * Red on Graduation Rate Indicator, or * Red on Chronic Absence Indicator |
| 6 – School Climate | * Red on Suspension Rate Indicator, or * Not Met for Two or More Years on Local Performance |
| 7 – Access to a Broad Course of Study | * Not Met for Two or More Years on Local Performance |
| 8 – Outcomes in a Broad Course of Study | * Red on College/Career Indicator (CCI) |
| 9 – Coordination of Services for Expelled Pupils – COEs ONLY | * Not Met for Two or More Years on Local Performance |
| 10 – Coordination of Services for Foster Youth – COEs Only | * Not Met for Two or More Years on Local Performance |

##### LTELs and Differentiated Assistance Identification

With the addition of the LTEL student group to the Dashboard, there are now 14 student groups eligible for differentiated assistance determinations. For differentiated assistance determinations, the LTEL student group will have the same n-size rules that govern Foster Youth and Homeless student groups:

* Districts/County Offices of Education (COEs): 15 or more students will be held accountable and receive a color
* Charter Schools: 30 or more students will be held accountable and receive a color

##### Eligibility for Technical Assistance Based Upon Failure to Submit Data

In 2023, SB 114 (Chapter 48, Statutes of 2023) established new differentiated assistance eligibility for districts that fail to submit data to CALPADS “according to the processes and timelines established by the Department” (*Education Code* Section 52071) and requires COEs to provide school districts that meet the California Longitudinal Pupil Achievement System (CALPADS) differentiated assistance eligibility criteria with “technical assistance focused on the school district’s data management processes.” SB 114 also applies this same requirement (per *EC* Section 52071.5) to COEs who fail to meet the requirements of CALPADS and requires the Superintendent/ CDE to provide technical assistance to the COE. Note: These criteria do not apply to charter schools.

The CDE is working collaboratively with educational partners, including leadership at the California School Information Services (CSIS), and COEs on a three-year implementation plan to phase-in the eligibility criteria. The phased-in approach provides COEs and districts sufficient notice of the consequences should they fail to review and submit timely data and ensure its accuracy. This approach also allows the COEs and the CDE time to develop resources and adopt practices necessary to support COEs or districts who are eligible for differentiated assistance under these new criteria. The CDE will develop resources to share information on this new eligibility requirement as part of the 2024 Dashboard Toolkit.

### *Eligibility of Chaters Meeting Criteria Under Education Code Section 52072*

Additionally, the 2024 LCFF Charter Assistance Status Spreadsheet will for the first time include charter schools that meet the criteria set forth in California *Education Code* (*EC*) section 52072. Specifically, per *EC* sections 47607.3(a) and 47607.3 (c) the criteria are activated when three or more pupil subgroups meet the differentiated assistance criteria for multiple LCFF priorities in three out of four consecutive years (or if an LEA has less than three student groups, all of the student groups have met the differentiated assistance criteria for three out of four consecutive years). For charter schools meeting these criteria, the county superintendent of schools in the county which the charter school is located may request assistance from the California Collaborative for Educational Excellence (CCEE). The CCEE may, after consulting with the Superintendent, and with the approval of the SBE, provide advice and assistance to the charter school pursuant to *EC* Section 52074.

## Every Student Succeeds Act Support Identification: Targeted Support and Improvement

ESSA support determinations under Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (TSI) were made for California following the publication of the 2023 Dashboard on December 15, 2023. These determinations marked the first year of California’s three-year identification cycle for both CSI and ATSI. The publication of the 2024 Dashboard requires California to identify schools under Targeted Support and Improvement (TSI) for the first time since the SBE adopted California’s ESSA State Plan in 2018.

### Dashboard Principles

This work aligns with the following Dashboard Principles:

* Principle 6: Reports transparently and comprehensively at the state, district, school, and student group levels.
* Principle 8: Reflects technical quality through measures that are valid and reliable.
* Principle 10: Promotes coherence between data reporting and support/improvement programs.
* Principle 11: Is subject to continuous revision and improvement.

### 2024 Workplan for ESSA Identifications and Exits: CSI, ATSI and TSI

California entered a three-year support cycle for CSI and ATSI following the publication of the 2023 Dashboard. Schools that qualified for support based on their Dashboard results will remain identified each year unless they meet the specific exit criteria on subsequent Dashboards. There will be no additional schools identified for CSI or ATSI based on the results of either the 2024 Dashboard or the 2025 Dashboard. However, CDE will identify schools eligible for Targeted Support and Improvement for the first time based on the results of the 2024 Dashboard, and again following the 2025 Dashboard. The criteria for TSI identification in both 2024 and 2025 will be identical to the criteria used for CSI and ATSI identification in 2023. CDE will make CSI and ATSI identifications again with the release of the 2026 Dashboard.

# Attachment 2 California School Dashboard Educational Outreach Activities

#### Table 1: California Department of Education Policy Work Group Meetings

| **Date** | **Title** | **Topics** |
| --- | --- | --- |
| May 16, 2024 | Technical Design Group Meeting | * Science Indicator: Methodology * New Student Populations: Transitional Kindergarten (TK) and Long-Term English Learners (LTELs) * Accountability Windows |
| June 14, 2024 | California Practitioners Advisory Group | * Science Metric for the Dashboard * Long-Term English Learners (LTELs) * Local Control Funding Formula (LCFF) Differentiated Assistance (DA) Criteria * Every Student Succeeds Act (ESSA) Eligibility * Targeted Support and Improvement (TSI) Criteria |

#### Table 2: Presentations at In-person Meetings/Conferences

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| February 21 - 24, 2024 | California Association for Bilingual Education (CABE) | 180 | * English Learner Students and the 2023 Dashboard. |
| February 14, 2024 | Bilingual Coordinators Network (BCN) | 100 | * English Learner Students and the 2023 Dashboard |
| April 12-14, 2024 | 2024 National Council on Measurement in Education (NCME) Annual Meeting – Philadelphia, PA | 120 | * “A State’s Journey of Communicating School/District Summaries of Student Growth” – co-presented with Educational Testing Service (ETS) |

#### Table 3: Presentations/Virtual Meetings

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| April 11, 2024 | Additional Targeted Support and Improvement: Planning and Support | 320 | * ATSI |
| April 11, 2024 | CDE Homeless Office: Data and Donuts | 100 | * Chronic Absenteeism |
| April 11, 2024 | Curricular and Improvement Support Committee-Science Sub-committee | 45 | * Updates on the Development of Science Metric |
| May 15, 2024 | Regional Assessment Network | 40 | * 2024 Accountability Workplan Update |
| May 17, 2024 | State and Federal Program Directors | 135 | * 2024 Accountability Workplan Update |
| May 20, 2024 | Dashboard Accountability Afternoon Session | 60 | * CDE staff respond to questions from the field |
| June 3, 2024 | Curricular and Improvement Support Committee | 12 | * 2024 Accountability Workplan and Updates on Development for a Science Metric |
| June 13, 2024 | Curricular and Improvement Support Committee-Science Sub-committee | 65 | * Updates on the Development of Science Metric |
| June 20, 2024 | Dashboard Accountability Afternoon Session | 245 | * CDE staff responds to questions from the field on College/Career Indicator (CCI) |