

# California Practitioners Advisory Group

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**Analysis, Measurement, and Accountability Reporting Division**  
**August 14, 2020**



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# Topics

- Update on the 2020 California School Dashboard (Dashboard) and Reporting of Data
- Student Growth Model
- Stability, Consistency, and Reliability of the Dashboard Colors for State Indicators
- New Career Measures for Possible Inclusion in the College/Career Indicator (CCI)

# **Update on the 2020 Dashboard and Reporting of Data**

# Accountability Reporting Waivers

- **March 2020:**

- U.S. Department of Education approved California’s request to waive statewide accountability and reporting requirements for 2019–2020.

- **June 2020:**

- Senate Bill (SB 98) signed into law, prohibits the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard.

# More on SB 98

- Requires CDE to publish valid and reliable data collected in 2019–2020 that would have been included in the 2020 Dashboard
  - Therefore, the 2020 Dashboard will report:
    - Local educational agency (LEA)/school details (e.g., school address)
    - Student population data (e.g., enrollment)
    - Link to DataQuest or CDE web page reporting valid and reliable data collected in 2019–2020 (e.g., graduation data)

# Impact of Federal Waiver

- Releases requirement to produce state indicators for 2020 Dashboard.
- Removes requirement for schools to become eligible for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) in 2020–21.
- Requires that schools currently eligible for support under CSI and ATSI **remain eligible for support in the 2020–2021 school year.**

# Impact of SB 98

- Prohibits identification of LEAs and charter schools for differentiated assistance in 2020–21. LEAs and charter schools currently eligible for differentiated assistance will remain eligible in the 2020–21 school year.
- Directs LEA identification for differentiated assistance in **2021-22** be based on:
  - 2021 data for Status
  - 2019 Dashboard data to calculate Change
    - 2021 data *minus* 2019 data

# Student Growth Model

# Growth Model Work in 2020

- As we shared at the March 2020 State Board of Education (SBE) Meeting:
  - The CDE is recommending to continue working on the Residual Gain (RG) model in 2020
    - Investigate how additional modifications to RG model could enhance validity and cross-time stability
  - As directed by the SBE, student demographics will not be included as a control variable in the growth model

# Original Growth Model Timeline

- **Present – August 2020:** Work on technical modifications with Educational Testing Service (ETS) and Technical Design Group (TDG)
- **September 2020:** *SBE Meeting:* Presentation of results from ETS
- **November 2020:** *SBE Meeting:* Approval of Model to Measure Individual Student Growth
- **December 2020:** Release growth scores (using CAASPP data from 2016-2020) for informational purposes
- **January-November 2021:** Work with LEAs & stakeholders on communication, data use cases, etc.
- **December 2021:** Release growth scores (using CAASPP data from 2021)

# Modified Growth Model Timeline (COVID-19)

- **Present – August 2020:** Work on technical modifications with ETS and Technical Design Group (TDG)
- **September 2020:** *SBE Meeting:* Presentation of results from ETS
- **January 2021:** *SBE Meeting:* Approval of Model to Measure Individual Student Growth
- **February 2021:** Release growth scores (using CAASPP data from 2016-2019) for informational purposes
- **March 2021 through November 2022:** Work with LEAs & stakeholders on communication, data use cases, etc.
- **December 2021:** The data to release a growth score is unavailable, continue use of current Academic Indicator methodology
- **December 2022:** Release growth scores (using CAASPP data from 2021-2022)

# Review: Issues with RG Model in 2018

Did the RG Model meet the requirements of our established non-summative multiple measures accountability system?

**Measure Met:** Reliable data from schools/districts

**Measures Not Met:**

Outcomes are **valid and fair** for all schools/districts

- The RG model performed statistically similar in both years, there was low cross-time stability within the outcomes.

Provides **actionable information** to schools/districts

- “High volatility [results] can make it difficult for LEAs to use the growth data for driving decisions, as decisions made one year might be contradicted with the next year’s growth data.”
- Strong risk of misinterpretation

# Start of Growth Model Technical Work

- Stakeholder meetings provided insight into how deeply valued the idea of student growth is within California yet how difficult it is to create a growth measure that covers the wide variety of information various people hope a growth model can provide.
- CDE concluded from the meetings that the RG model best fit for meeting the expectations and wants expressed by the group.
- Beginning in February 2020, CDE began working on technical modifications that could improve the results of the RG model within an accountability framework.
  - Specifically, the year-to-year volatility of the scores (SBE Meeting, July 2018)

# February 2020 TDG Meeting

Work began with the following technical adjustments:

- Changing the Highest Obtainable Scale Score (HOSS) on the CAASPP, which would allow more students to show gains at the higher thresholds
- Implementing a new regression formula to counter small n-size and stability issues
  - Empirical Best Linear Prediction (EBLP) model

# Where Did the Empirical Best Linear Prediction (EBLP) Model Originate?

- Developed by leading experts in measuring student growth from ETS (Lockwood, Castellano, & McCaffrey) in response to the data issues identified by ETS in their 2018 growth model studies.

# Motivation

- Aggregate growth measures (AGMs) for schools and Local Education Agencies (LEAs) are intended to provide diagnostic information about student achievement progress
- However, AGMs computed as simple averages of growth measures for relatively few students may not accurately represent the average growth that might have been observed for larger groups of students
- Inaccuracy can be detrimental to inferences about achievement growth for schools and LEAs serving smaller numbers of students, and student groups within school or LEAs (e.g., students with disabilities)

# Consequences of Inaccuracy

- Inaccuracy can cause excessive annual fluctuations in AGMs for the same school or LEA
  - Inconsistent signals from year to year complicate interpretation and use, and can erode credibility of reporting system
- Because magnitude of inaccuracy is driven by the number of growth measures included in the AGM, inaccuracy differentially affects schools and LEAs depending on the sizes of their student populations
  - Large disparities in accuracy of annual measures
  - Large disparities in degree of annual fluctuations

# What is the EBLP Model?

- The EBLP model IS NOT a growth model proper
  - It DOES NOT change individual student growth measures from the residual gains model
- The EBLP model IS a statistical model that...
  - Takes as its input measures of individual student growth produced by a residual gains model
  - Creates a more accurate aggregate measure from those inputs by going beyond simple averages of individual student growth measures.

# How Does the EBLP Model Improve Results?

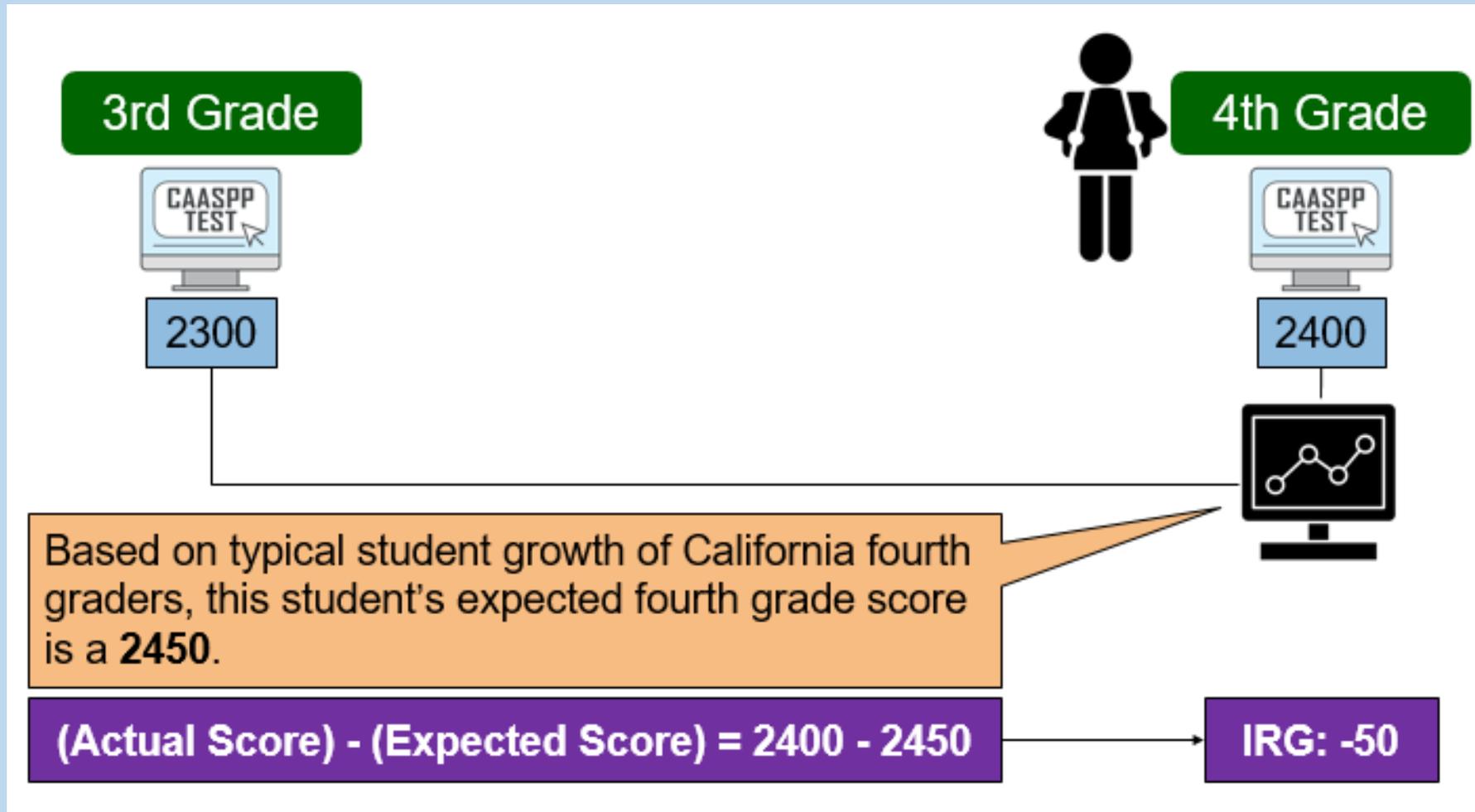
- The EBLP model improves aggregate measures by...
  - Incorporating at least two individual student growth scores.
  - Creating an approximate *weighted average* of student growth measures from multiple school years rather than the simple average for the current year, which is typically used
  - Giving greater weight to data from the most recent year and less weight to data from previous school years.
- Compared with simple averages, the EBLP model has the greatest impact for small groups and almost no impact for large groups (because simple averages are already more accurate and more stable for large groups)

# **Graphical Explanation of the Growth Model**

# What is an Individual Residual Gain (IRG) Score?

- Individual residual gain is a way of measuring the growth of a student between one year and the previous year based on their CAASPP scores.
- For example, when fourth graders have taken their CAASPP test, the CDE will plug in information about students' third and fourth grade CAASPP scores into the IRG model. The computer will tell us what the **typical student's growth** between third and fourth grade is expected to be.
  - The typical growth will differ based on the student's third grade score. For example, a student who scored a 2300 in third grade might be expected to score a 2450 in fourth grade but a student that scored a 2450 in third grade might be expected to score a 2650 in fifth grade.
- We compare the student's **expected test score** (based on the computer's results) to their actual test score to compute their IRG score.

# Student Growth Model: Individual Residual Gain (IRG) Score

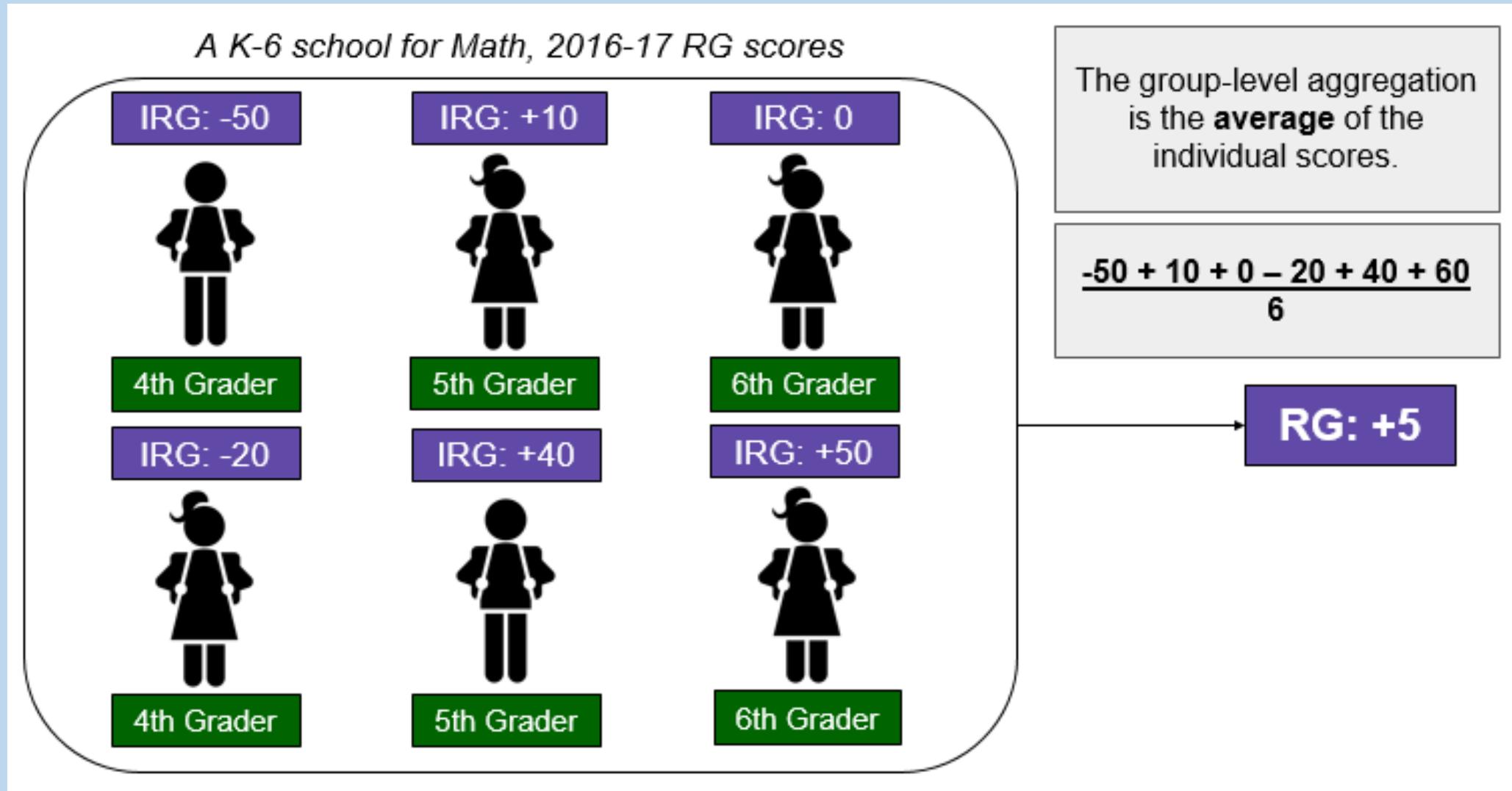


# Descriptive Text for Slide 22

## (Student Growth Model: Individual Residual Gain Scores)

- An example of how to measure student growth using Individual Residual Gain (IRG) Scores.
- Based on the typical third-fourth performance of CA grade 4 students, the student's expected grade 4 score is 2450 (Expected Score). However, in our example, the student had a CAASPP score of 2300 in Grade 3 and a score of 2400 in Grade 4 (Actual Score). To calculate growth using Individual RG score, the formula used is Actual Score (2400) minus Expected Score (2450) (2400 minus 2450 equals -50). This will mean the student had an IRG of -50.

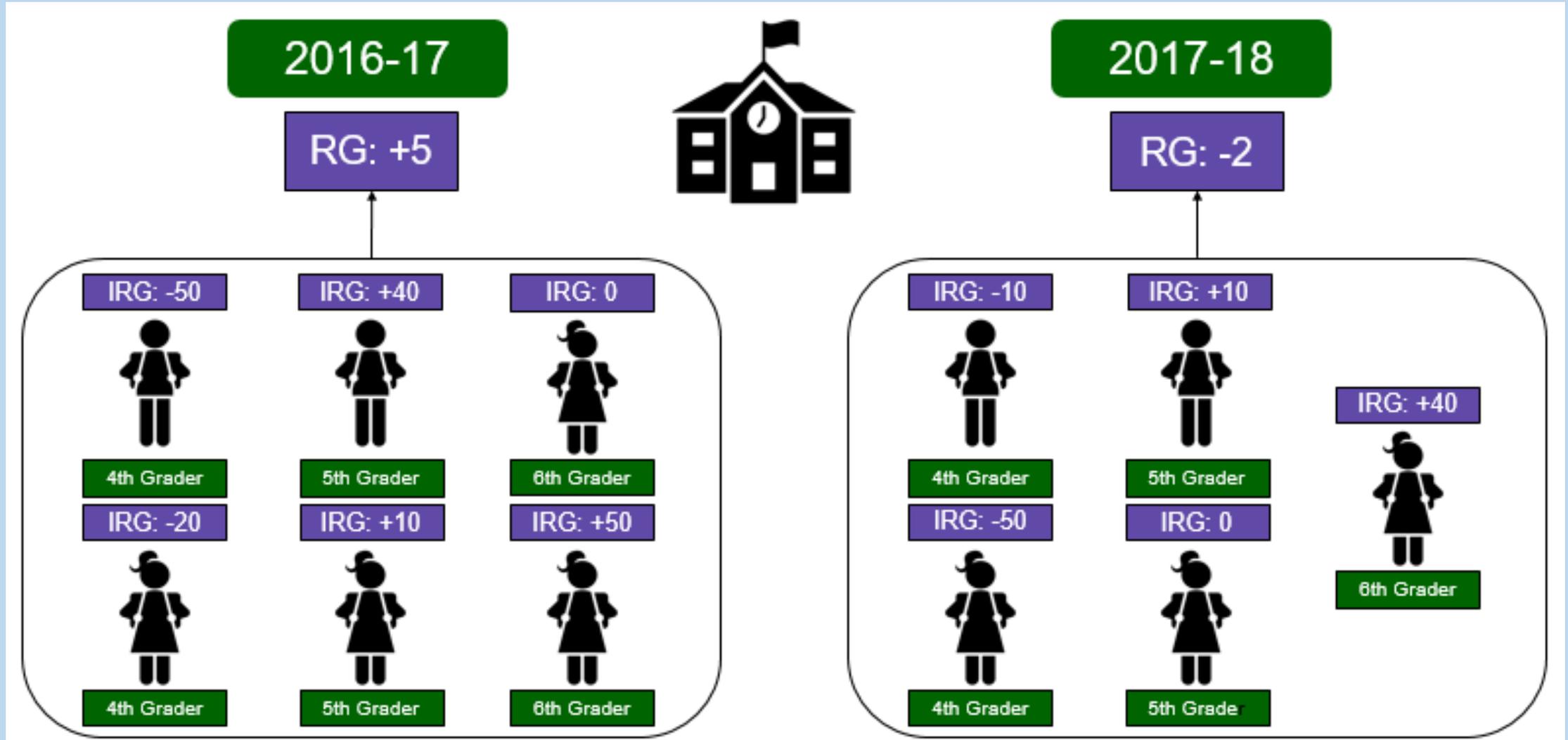
# The School-level Aggregation



# Descriptive Text for Slide 24 (School-Level Aggregation)

- An example of how to calculate an Residual Gain (RG) score for a K-6 school by averaging the RG scores of the school's students. In our example, six students 2016-17 math RG scores are displayed for students in grades 4, 5, and 6. The scores of the students are -50, +10, 0, -20, 40, +50 which average to +5. Thus the school-level RG score is +5.

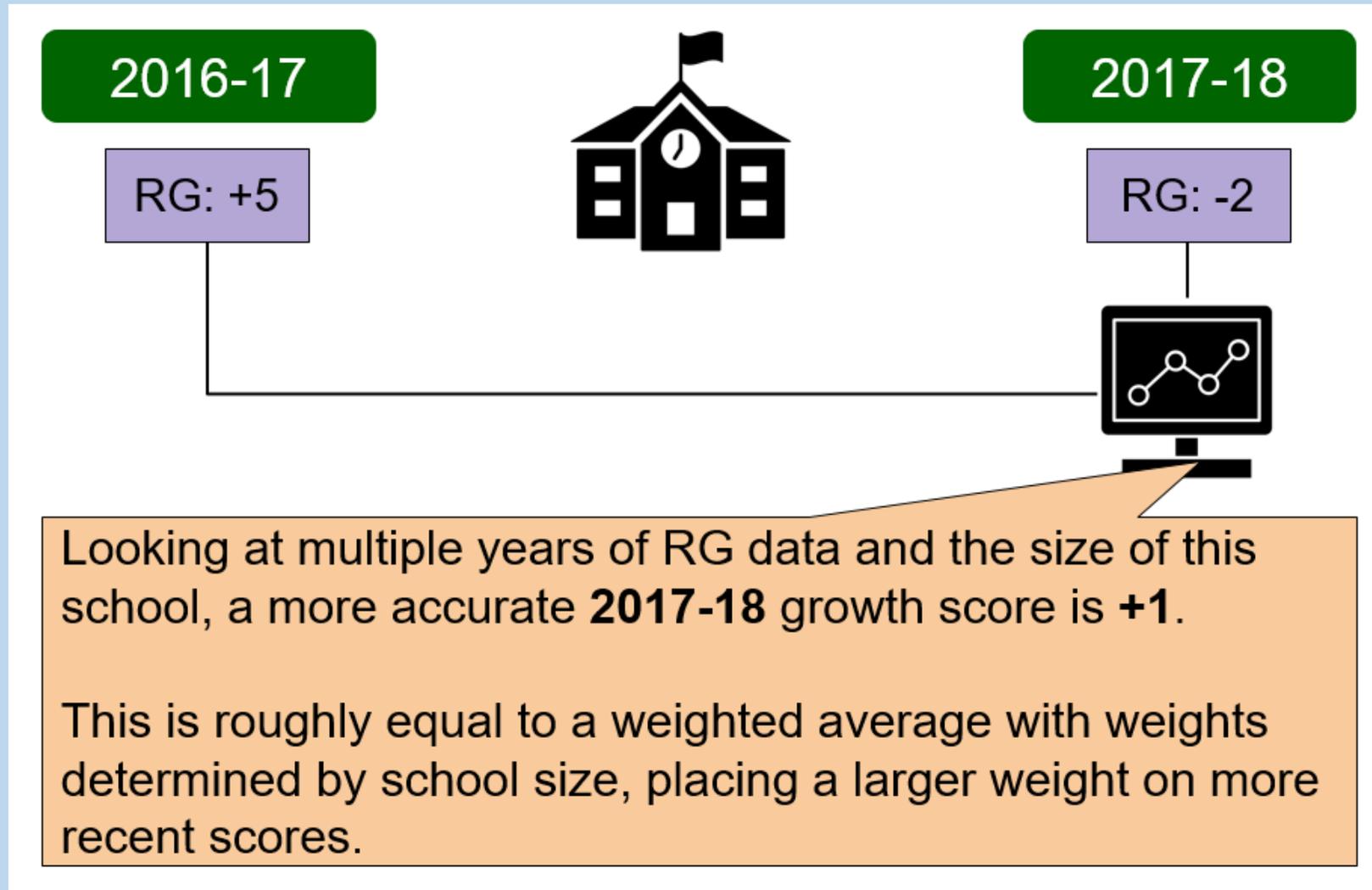
# Year-to-Year Scores



# Descriptive Text for Slide 26 (Year-to-Year Scores)

Displays the schools RG math scores for two different years. In our example, the school's RG score from 2016-17 is +5 as calculated in slide 23. The same calculation is done to obtain the school's 2017-18 RG score. In our example, the scores of the five students in grades 4, 5, and 6 are -10, +10, -50, 0, +40 for an school RG score of -2.

# The Empirical Best Linear Predictor (EBLP) Improvement



# **Descriptive Text for Slide 24 (The EBLP improvement to the RG score)**

The EBLP takes multiple years of RG data to produce a more accurate growth score. In our example, the EBLP model looks at the school's score of +5 in 2016-17 and -2 in 2017-18 and produces a more accurate growth score for 2017-18: +1. This score is determined based on a computation that involves all schools in the state of California. It is roughly equal to a weighted average with weights determined by school size, placing a larger weight on more recent scores.

# Why EBLP?

## How should school administrators use it?

- Because EBLP increases accuracy in the growth scores, it also **increases stability**, especially for small schools and small student group populations.
  - We discovered that small schools and student groups could have very different RG scores between years, making RG scores less useful for decision making.
- An EBLP score of 0 means that the average student in the school grew as expected. A negative score means that the average student grew less than expected and a positive score means that the average student grew more than expected.
- Growth scores are just one of many measures in California's accountability system and are provided for **informational purposes**. However, they should not be used to evaluate individual educators.

# **EBLP Evaluation Data**

# EBLP vs RG: Accuracy

- ETS looked at the data to see:
  - To what extent does using the EBLP (roughly a weighted average) over the RG (simple average) growth score improve the accuracy of growth estimates for schools, LEAs, and student groups?

# MATH Growth Scores at the School Level: Improvement in Accuracy Using EBLP (Weighted Average) vs RG (Simple Average)

2019 School Size (# of 4-8th grade students in schools with growth scores )	Mean Accuracy Ratio for EBLP vs RG (>1 = improvement)	% of Schools with Improved Accuracy For EBLP vs RG
11 to 29	1.58	100%
30 to 149	1.16	100%
≥150	1.06	100%

# MATH Growth Scores at the LEA Level: Improvement in Accuracy Using EBLP (Weighted Average) vs RG (Simple Average)

2019 LEA Size (# of 4-8th grade students in LEA with growth scores )	Mean Accuracy Ratio for EBLP vs RG (>1 = improvement)	% of LEAs with Improved Accuracy for EBLP vs RG
11 to 149	1.50	100%
150 to 1499	1.06	86%
≥1500	1.00	64%

# MATH SED Growth Scores at the School Level: Improvement in Accuracy Using EBLP (Weighted Average) vs RG (Simple Average)

2019 School Size (# of 4-8th grade students in schools with growth scores )	Mean Accuracy Ratio for EBLP vs RG (>1 = improvement)	% of Schools with Improved Accuracy for EBLP vs RG
11 to 29	1.59	100%
30 to 149	1.21	100%
≥150	1.08	100%

# MATH SED Growth Scores at the LEA Level: Improvement in Accuracy Using EBLP (Weighted Average) vs RG (Simple Average)

2019 LEA Size (# of 4-8th grade students in LEAs with growth scores )	Mean Accuracy Ratio for EBLP vs RG (>1 = improvement)	% of LEAs with Improved Accuracy for EBLP vs RG
11 to 149	1.58	100%
150 to 1499	1.00	56%
≥1500	0.81	8%

# MATH SWD Growth Scores at the School Level: Improvement in Accuracy Using EBLP (Weighted Average) vs RG (Simple Average)

2019 School Size (# of 4-8th grade students in schools with growth scores )	Mean Accuracy Ratio for EBLP vs RG (>1 = improvement)	% of Schools with Improved Accuracy for EBLP vs RG
11 to 29	1.54	100%
≥30	1.28	100%

# MATH SWD Growth Scores at the LEA Level: Improvement in Accuracy Using EBLP Weighted Average vs Simple Average (RG)

2019 LEA Size (# of 4-8th grade students in schools with growth scores )	Mean Accuracy Ratio for EBLP vs RG (>1 = improvement)	% of Schools with Improved Accuracy for EBLP vs RG
11 to 149	1.99	100%
150 to 1499	1.35	99%
≥1500	0.96	43%

# EBLP vs RG: Cross-Year Stability

- ETS looked at the data to see:
  - To what extent does using the EBLP weighted average over the simple average (RG) growth score improve cross-year stability for schools, LEAs, and student groups?

# MATH School Level Growth Scores: Improvement in Cross-Year Stability Using EBLP (Weighted Average) vs RG (Simple Average)

2019 School Size (# of 4-8th grade students in schools with growth scores )	Correlation between the 2018 and 2019 RG	Correlation between the 2018 and 2019 EBLP
11 to 29	0.37	0.62
30 to 149	0.41	0.52
≥150	0.58	0.62

# MATH LEA Growth Scores: Improvement in Cross-Year Stability Using EBLP (Weighted Average) vs RG (Simple Average)

2019 LEA Size (# of 4-8th grade students in LEAs with growth scores )	Correlation between the 2018 and 2019 RG	Correlation between the 2018 and 2019 EBLP
11 to 149	0.33	0.56
150 to 1499	0.43	0.51
≥1500	0.85	0.85

# MATH SED School Level Growth Scores: Improvement in Cross-Year Stability Using EBLP (Weighted Average) vs RG (Simple Average)

2019 School Size (# of 4-8th grade students in schools with growth scores )	Correlation between the 2018 and 2019 RG	Correlation between the 2018 and 2019 EBLP
11 to 29	0.23	0.51
30 to 149	0.37	0.49
≥150	0.53	0.58

# MATH SED LEA Level Growth Scores: Improvement in Cross-Year Stability Using EBLP (Weighted Average) vs RG (Simple Average)

2019 LEA Size (# of 4-8th grade students in LEAs with growth scores )	Correlation between the 2018 and 2019 RG	Correlation between the 2018 and 2019 EBLP
11 to 149	0.25	0.51
150, to 1499	0.42	0.52
≥1500	0.74	0.76

# MATH SWD School Level Growth Scores: Improvement in Cross-Year Stability Using EBLP (Weighted Average) vs RG (Simple Average)

2019 School Size (# of 4-8th grade students in schools with growth scores )	Correlation between the 2018 and 2019 RG	Correlation between the 2018 and 2019 EBLP
11 to 29	0.04	0.33
≥30	0.17	0.33

# MATH SWD LEA Level Growth Scores: Improvement in Cross-Year Stability Using EBLP (Weighted Average) vs RG (Simple Average)

2019 LEA Size (# of 4-8th grade students in LEAs with growth scores )	Correlation between the 2018 and 2019 RG	Correlation between the 2018 and 2019 EBLP
11 to 29	-0.18	0.18
30 to 149	0.04	0.30
≥150	0.49	0.55

# Additional Growth Model Technical Work

- The Large LEAs are not seeing the same benefits using the EBLP formula as schools.
- Therefore, ETS & the TDG are recommending additional technical modifications to resolve these issues.
  - These modifications will delay when CDE can present the results of the technical modifications to SBE for consideration and possible approval of a growth model until January 2021.

# **Stability, Consistency, and Reliability of the Dashboard Colors for State Indicators**

# Swings for Small Student Populations

- For state indicators with small student populations (<150 students), large swings in performance levels (colors) can be triggered by the performance of just a few students, making it difficult for schools and LEAs to identify and focus their yearly plans on the student groups most in need of support.
- To address this issue, the SBE has approved the application of a three-by-five color table when there are 149 or fewer students in the denominator.
  - Applied for Graduation Rate Indicator, Suspension Rate Indicator, Chronic Absenteeism Indicator, and College/Career Indicator (CCI)

# Examining the Stability of State Indicators

- The CDE has received feedback from various stakeholders on the stability of the state indicators for large student populations (i.e., 150 or more students).
- The CDE reviewed the data and determined that, in many cases, large swings can occur for large and small student populations alike. For example:
  - Between 2018 and 2019, a total of **3,566** schools jumped or dropped by two or more performance levels (colors) for the Suspension Indicator. This includes schools with small student populations, where the three-by-five grid was applied.

# Current Dashboard Color Scheme Increases Volatility

- One likely reason for the volatility is the color schemes adopted for these indicators.
  - In many cases, rows for the five-by-five grids include three or more colors.
  - In some cases, rows for the three-by-five grids also include three colors.
  - This current color scheme makes it more likely that schools and student groups will climb or drop precipitously from one year to the next, even as their Status remains relatively stable.

# Challenge 1: Identifying Students Most in Need

- The sudden and sharp inclines and declines from one year to the next make it difficult for districts to:
  - Distinguish which schools and student groups are most in need of additional support, and
  - Engage in meaningful data-based discussions and planning for the coming year.
- Goal: Create stability in a color from year to year when status is stable

# Challenge 2: Inconsistent Meaning of a Color

- Under the current five-by-five color scheme, schools with high and low statuses can be assigned the same color. (See Table 1 for an example.)
- This variance in performance makes it difficult for the public to understand what a specific color truly represents:
  - Does Orange signify poor performance? Although the color is often associated with low performance, there are cases where schools with good performance (Status) can still receive an Orange.
  - Schools can receive Yellow at every Status Level. How are they differentiated?
- Goal: Create a consistent and reliable meaning for colors

# Table 1: Current Five-by-Five Color Grid for Chronic Absenteeism Indicator

Performance Level	Increased Significantly from Prior Year (by greater than 3.0%)	Increased from Prior Year (by 0.5% to 3.0%)	Maintained from Prior Year (declined or increased by less than 0.5%)	Declined from Prior Year (by 0.5% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or more)
Very Low 2.5% or less in Current Year	Yellow	Green	Blue	Blue	Blue
Low More than 2.5% to 5.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium More than 5.0% to 10.0% in Current Year	Orange	Orange	Yellow	Green	Green
High More than 10.0% to 20.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High More than 20.0% in Current Year	Red	Red	Red	Orange	Yellow

# Models Under Consideration

- There are two models presented to revise the five-by-five grids for each state indicator:
  - Limit each row to two colors (as currently applied for the Academic Indicator), referenced as the Proposed (at the May SBE meeting) Color Scheme, and
  - Revise the three-by-five color grid, referenced as the Consolidated three-by-five.
- Both options would apply new color grids to both large and small population sizes and eliminate the current three-by-five grids for all indicators.

# Proposed Color Scheme (Currently Applied for Academic Indicator)

Decreased Significantly	Decreased	Maintain	Increased	Increased Significantly
Green	Green	Blue	Blue	Blue
Green	Green	Green	Green	Blue
Yellow	Yellow	Yellow	Green	Green
Orange	Orange	Orange	Yellow	Yellow
Red	Red	Red	Orange	Orange

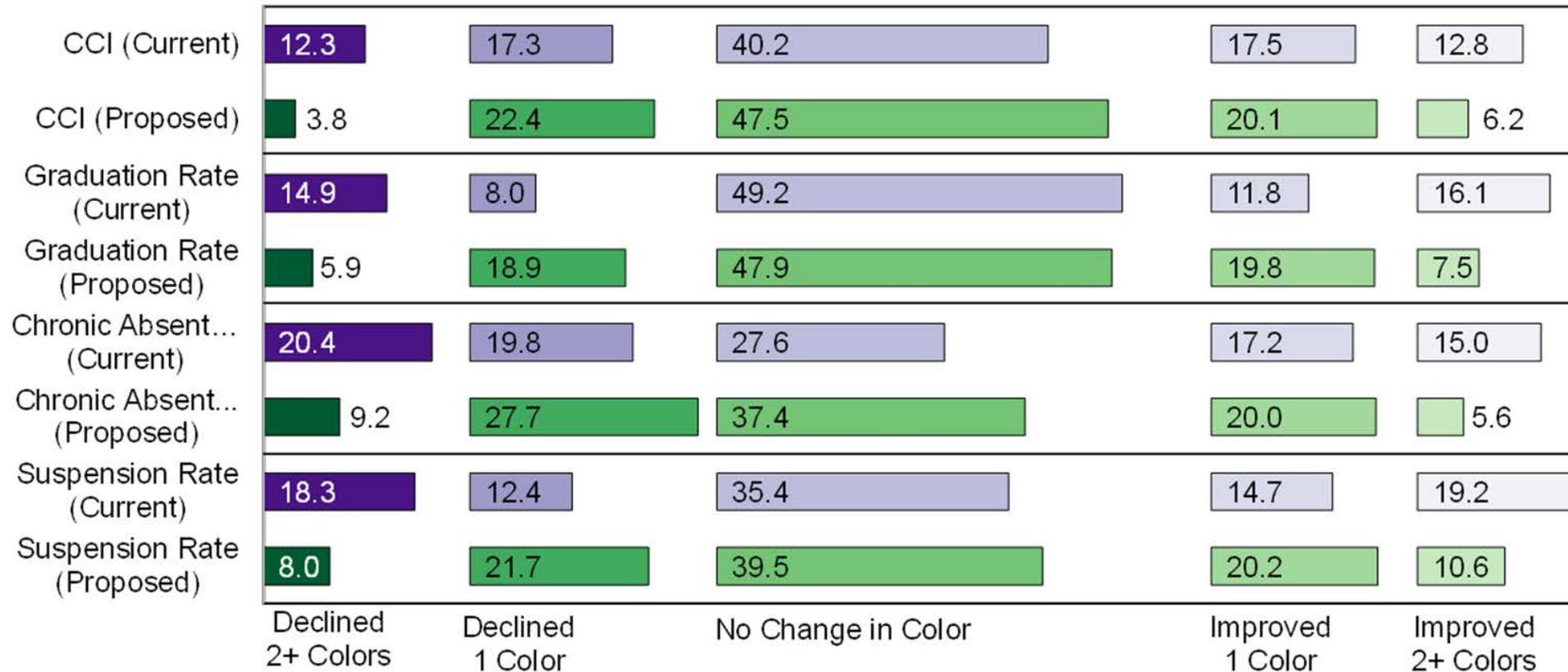
Note: Graduation Rate Indicator will have Red across the entire bottom row due to federal accountability requirements

# Comparison between Current Dashboard and Proposed Color Schemes

- Application of a more limited color scheme increases the stability and consistency of colors for all four state indicators, at both the school and LEA levels. (See Chart 1 for comparisons.)
  - Much lower percentage of LEAs and schools experience dramatic swings in color performance from one year to the next
  - A greater number of LEAs and schools maintain the same performance level (color)
  - A change of two or more colors is a result of a change in status level

# Chart 1: Percentage of Schools with Color Changes from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Scheme

Percentage of Schools with Color Changes from the 2018 to 2019 Dashboards, Using the Current and Proposed Color Scheme



# Chart 1 Data in Table Form

Indicator	Declined 2+ Colors	Declined 1 Color	No Color Change	Improved 1 Color	Improved 2+ Colors
CCI (Current)	12.3	17.3	40.2	17.5	12.8
CCI (Proposed)	3.8	22.4	47.5	20.1	6.2
Graduation Rate (Current)	14.9	8.0	49.2	11.8	16.1
Graduation Rate (Proposed)	5.9	18.9	47.9	19.8	7.5
Chronic Absent (Current)	20.4	19.8	27.6	17.2	15.0
Chronic Absent (Proposed)	9.2	27.7	37.4	20.0	5.6
Suspension Rate (Current)	18.3	12.4	35.4	14.7	19.2
Suspension Rate (Proposed)	8.0	21.7	39.5	20.2	10.6

# Striking a Balance between Status and Improvement

- The Proposed color scheme strikes a balance between status and improvement.
  - Regardless of a school's status, there is an expectation that improvement is required.
  - At the lower status levels, schools will move up in color if improvement is made.
  - For higher status levels, schools will move down a color if improvement declines.

# Impact of Proposed Color Scheme on LEAs Identified for Differentiated Assistance

- Application of the Proposed five-by-five grid color scheme would result in **25 fewer** LEAs being identified for differentiated assistance under the Local Control Funding Formula (LCFF)
  - LEAs would exit based largely on performance for the chronic absenteeism and suspension rate indicators.

# Impact of Proposed Color Scheme on Schools Identified for Comprehensive Support and Improvement

- CSI criteria is based on the combination of colors on the Dashboard
- Application of the Proposed five-by-five grid would result in 90 **fewer** (net) schools being identified for CSI Low Performing
  - 112 Schools are removed from the list
  - 22 Schools are added to the list
- This is primarily due to the performance on the Suspension and Chronic Absenteeism indicators.

# Pros for the Proposed Color Scheme

- **Pros**

- Meets the goal to create stability in the color from year to year.
- Meets the goal to create a consistent meaning for colors, making it easier for schools and LEAs to engage in meaningful data-based discussions and planning for the coming year.
- Provides slightly more benefits for small student populations than the 3X5 color grid.
- Moving up or down two performance colors is a result of changing status.
- Provides a consistent color scheme across all the five-by-five grids.

# Cons for the Proposed Color Scheme

- **Cons:**

- Decreases the number schools and LEAs that receive a Red Performance Color
- Decreases the number of schools and LEAs that are eligible for support.

# Comparing the Consolidated Three-by-Five Color Scheme

- The CDE received request from advocacy groups to consider an additional variation of the three-by-five color grid for all schools and LEAs, regardless of student population size. It is referred to as the "Consolidated three-by-five color scheme"
- This new grid would consolidate the five current Change levels into three levels:
  - Declined Significantly
  - Maintained (merging “Declined,” “Increased,” and “Maintained” into a single category)
  - Increased Significantly

# Third Color Scheme: Consolidated Three-by-Five Grid

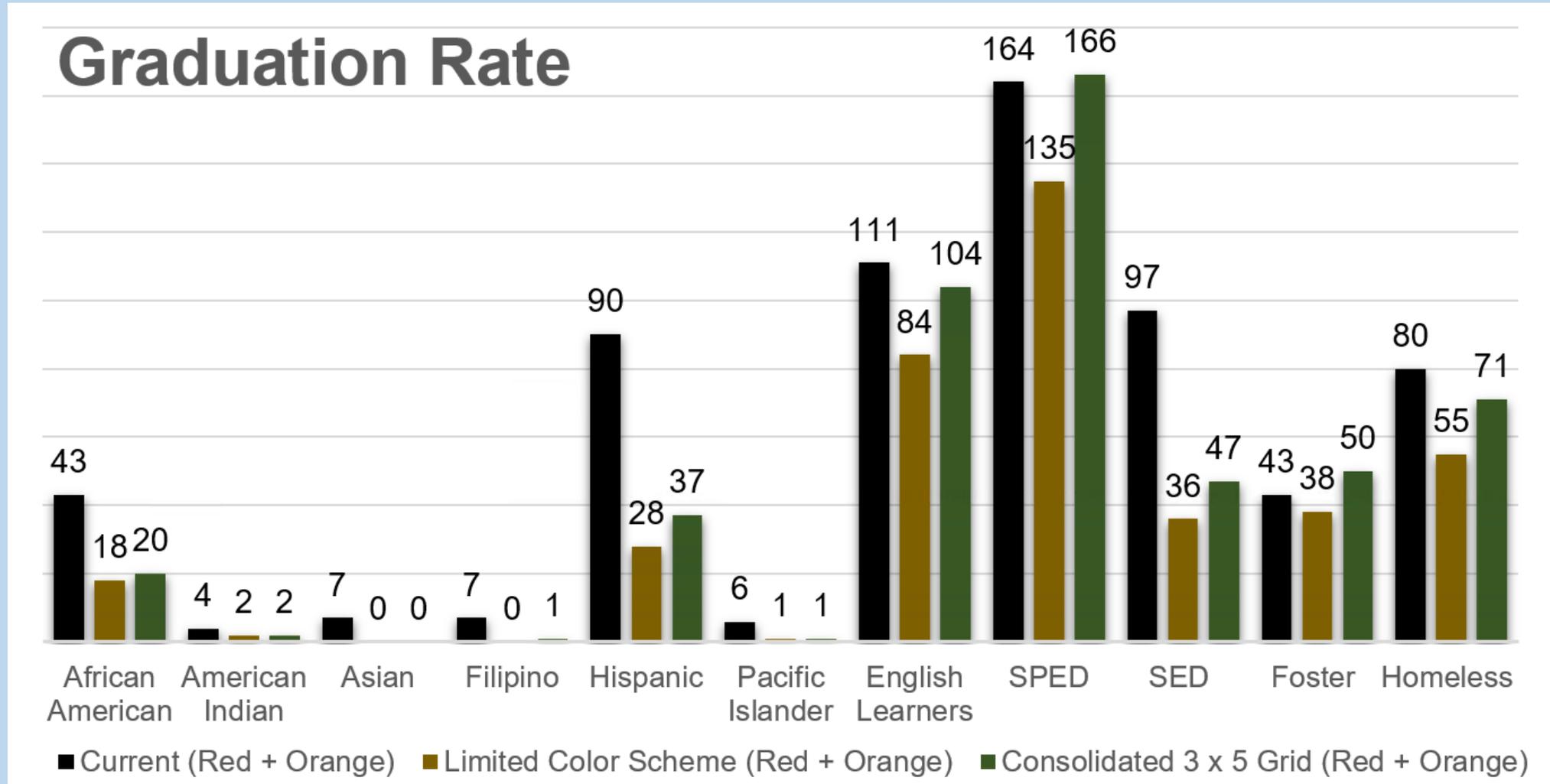
Decreased Significantly	Maintained	Increased Significantly
Yellow	Blue	Blue
Orange	Green	Blue
Orange	Yellow	Green
Red	Orange	Yellow
Red	Red	Yellow

Note: Graduation Rate Indicator will have Red across the entire bottom row due to federal accountability requirements.

# Comparison between Current Dashboard and Consolidated Three-by-Five

- Application of the Consolidated three-by-five increases the stability for all four state indicators, at both the school and LEA levels.
  - Much lower percentage of LEAs and schools experience dramatic swings in color performance
  - A significant percentage of LEAs and schools maintain the same performance level (color)
- Regardless of a school's status, there is an expectation that improvement is required.
- The Consolidated three-by-five impacts growth expectations. Schools and LEAs can only change colors if they significantly increase or decrease from one year to the next.

# Student Group Comparison for Orange and Red: Graduation Rate Indicator

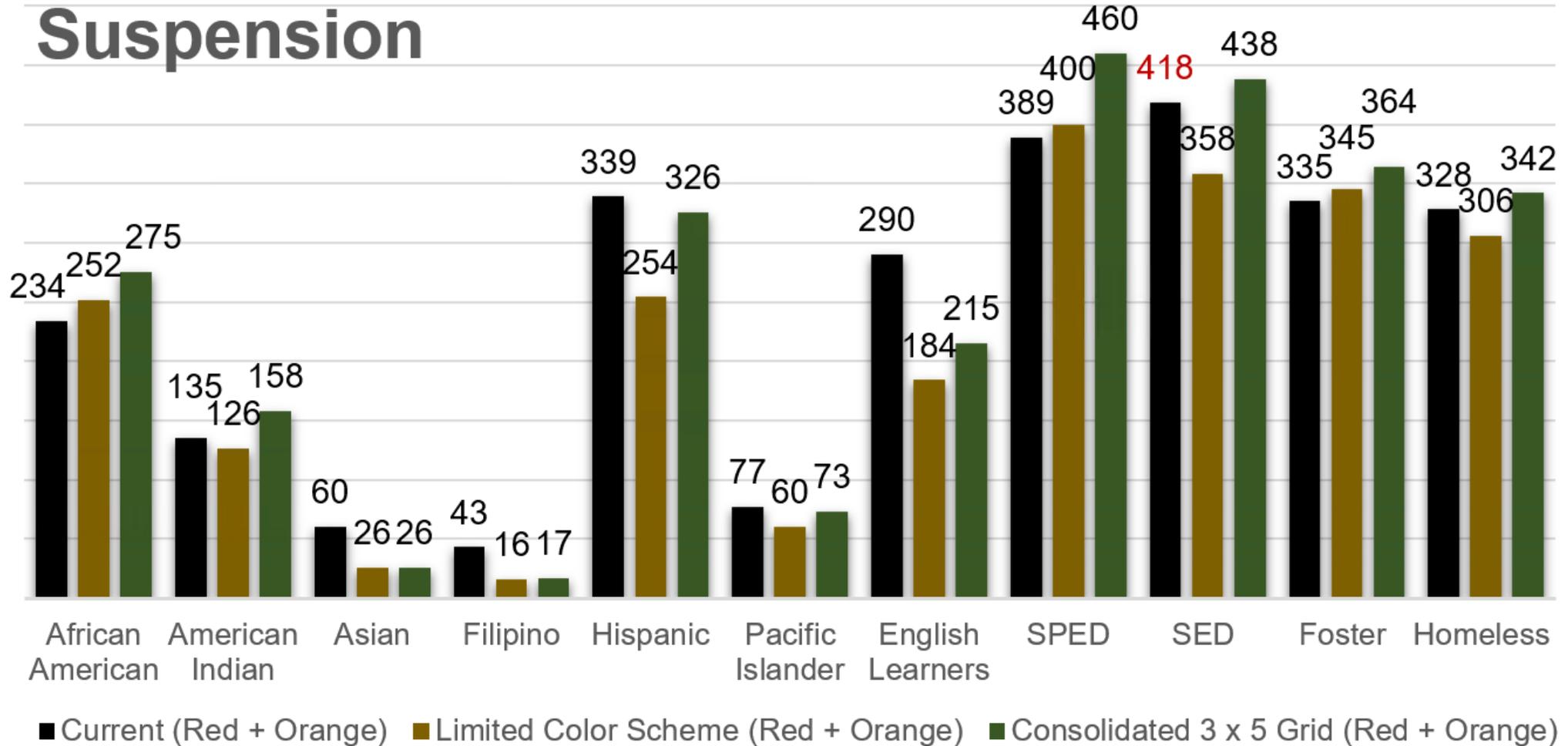


# Graduation Data in Table Form

<b>Student Group</b>	<b>Current Color Scheme (Red + Orange)</b>	<b>Limited Color Scheme (Red + Orange)</b>	<b>Consolidated 3 x 5 Grid (Red + Orange)</b>
African American	43	18	20
American Indian	4	2	2
Asian	7	0	0
Filipino	7	0	1
Hispanic	90	28	37
Pacific Islander	6	1	1
English Learners	111	84	104
SPED	164	135	166
SED	97	36	47
Foster	43	38	50
Homeless	80	55	71

# Student Group Comparison for Orange and Red: Suspension Rate Indicator

## Suspension

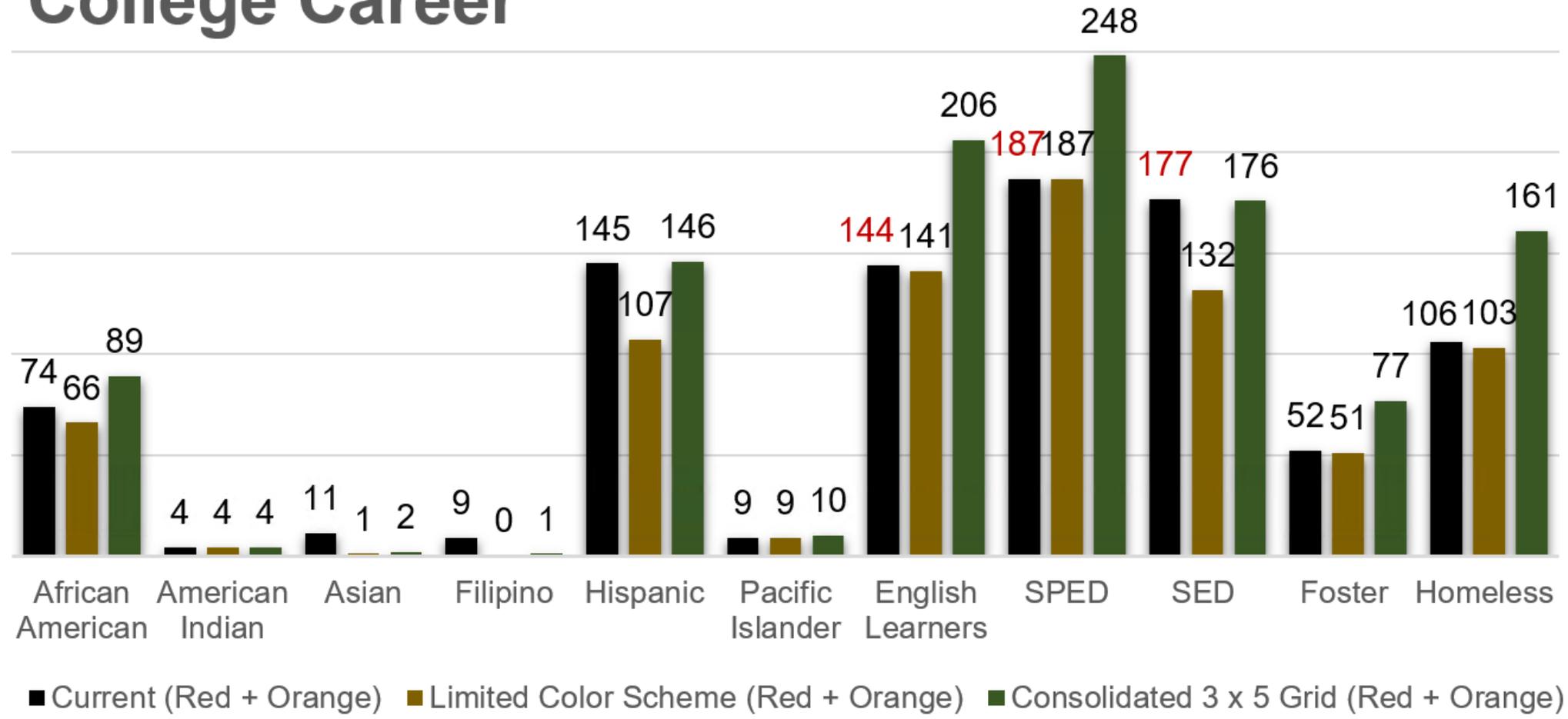


# Suspension Data in Table Form

Student Group	Current Color Scheme (Red + Orange)	Limited Color Scheme (Red + Orange)	Consolidated 3 x 5 Grid (Red + Orange)
African American	234	252	275
American Indian	135	126	158
Asian	60	26	26
Filipino	43	16	17
Hispanic	339	254	326
Pacific Islander	77	60	73
English Learners	290	184	215
SPED	389	400	460
SED	418	358	438
Foster	335	345	364
Homeless	328	306	342

# Student Group Comparison for Orange and Red: CCI Indicator

## College Career

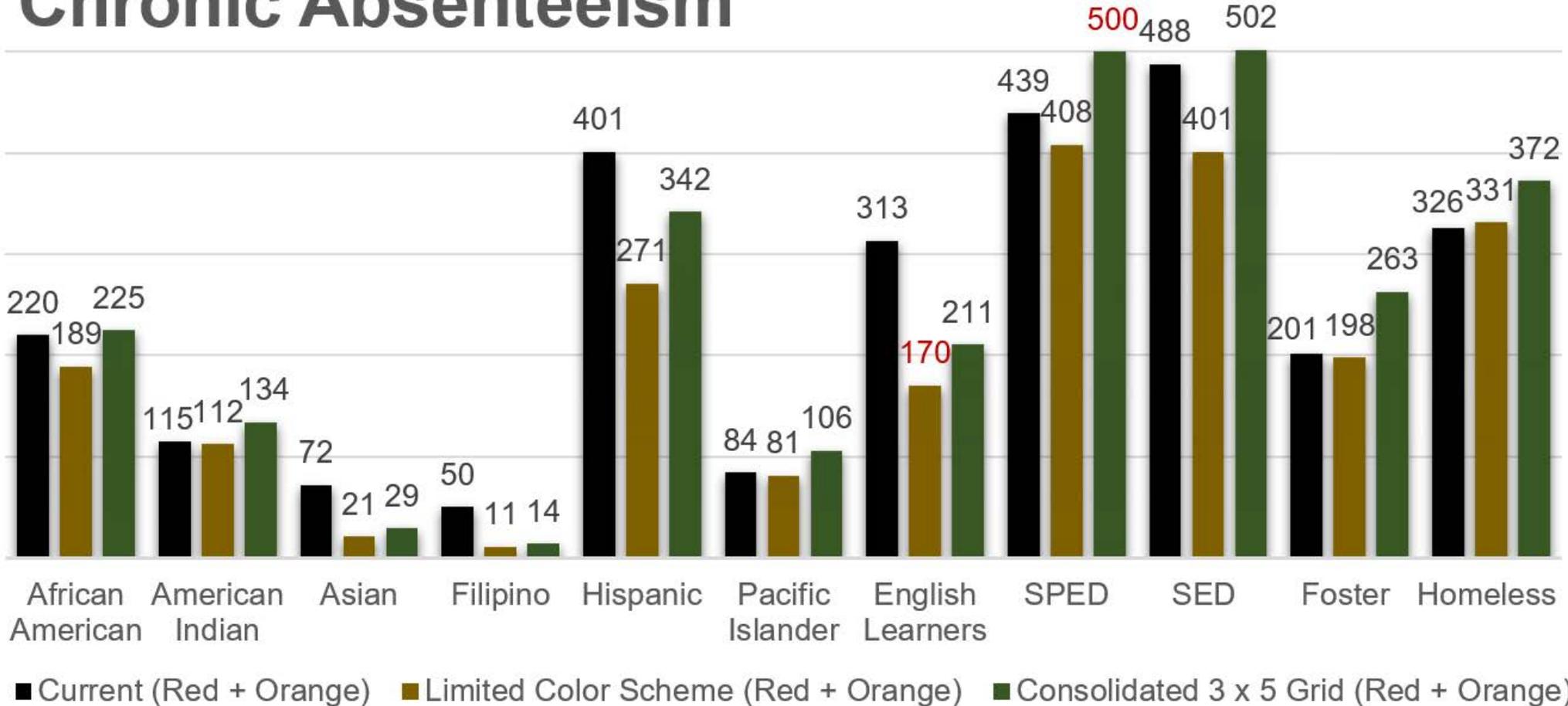


# CCI Data in Table Form

Student Group	Current Color Scheme (Red + Orange)	Limited Color Scheme (Red + Orange)	Consolidated 3 x 5 Grid (Red + Orange)
African American	74	66	89
American Indian	4	4	4
Asian	11	1	2
Filipino	9	0	1
Hispanic	145	107	146
Pacific Islander	9	9	10
English Learners	144	141	206
SPED	187	187	248
SED	177	132	176
Foster	52	51	77
Homeless	106	103	161

# Student Group Comparison for Orange and Red: Chronic Absenteeism Rate Indicator

## Chronic Absenteeism



# Chronic Absenteeism Data in Table Form

Student Group	Current Color Scheme (Red + Orange)	Limited Color Scheme (Red + Orange)	Consolidated 3 x 5 Grid (Red + Orange)
African American	220	189	225
American Indian	115	112	134
Asian	72	21	29
Filipino	50	11	14
Hispanic	401	271	342
Pacific Islander	84	81	106
English Learners	313	170	211
SPED	439	408	500
SED	488	401	502
Foster	201	198	263
Homeless	326	331	372

# Impact of Consolidated Three-by-Five Color Scheme on LEAs Identified for Differentiated Assistance

- Currently, 333 LEAs are receiving differentiated support from county offices of education (COEs).
- Application of the Consolidated three-by-five grid would result in an **additional 76** LEAs identified for LCFF support, largely based on their performance on two state indicators: chronic absenteeism and suspension rate.

# Impact of Consolidated Color Scheme on Schools Identified for Comprehensive Support and Improvement

- CSI criteria is based on the combination of colors on the Dashboard
- Application of the Consolidated three-by-five grid would result in **83 more** (net) schools being identified for CSI Low Performing
  - 139 Schools are added to the list
  - 56 Schools are removed from the list
- This is primarily due to the performance on the Suspension and Chronic Absenteeism indicators.

# Pros for the Consolidated Three-by-Five Color Scheme

- **Pros**

- Meets the goal to create stability in a color from year to year.

# Cons for the Consolidated Three-by-Five Color Scheme

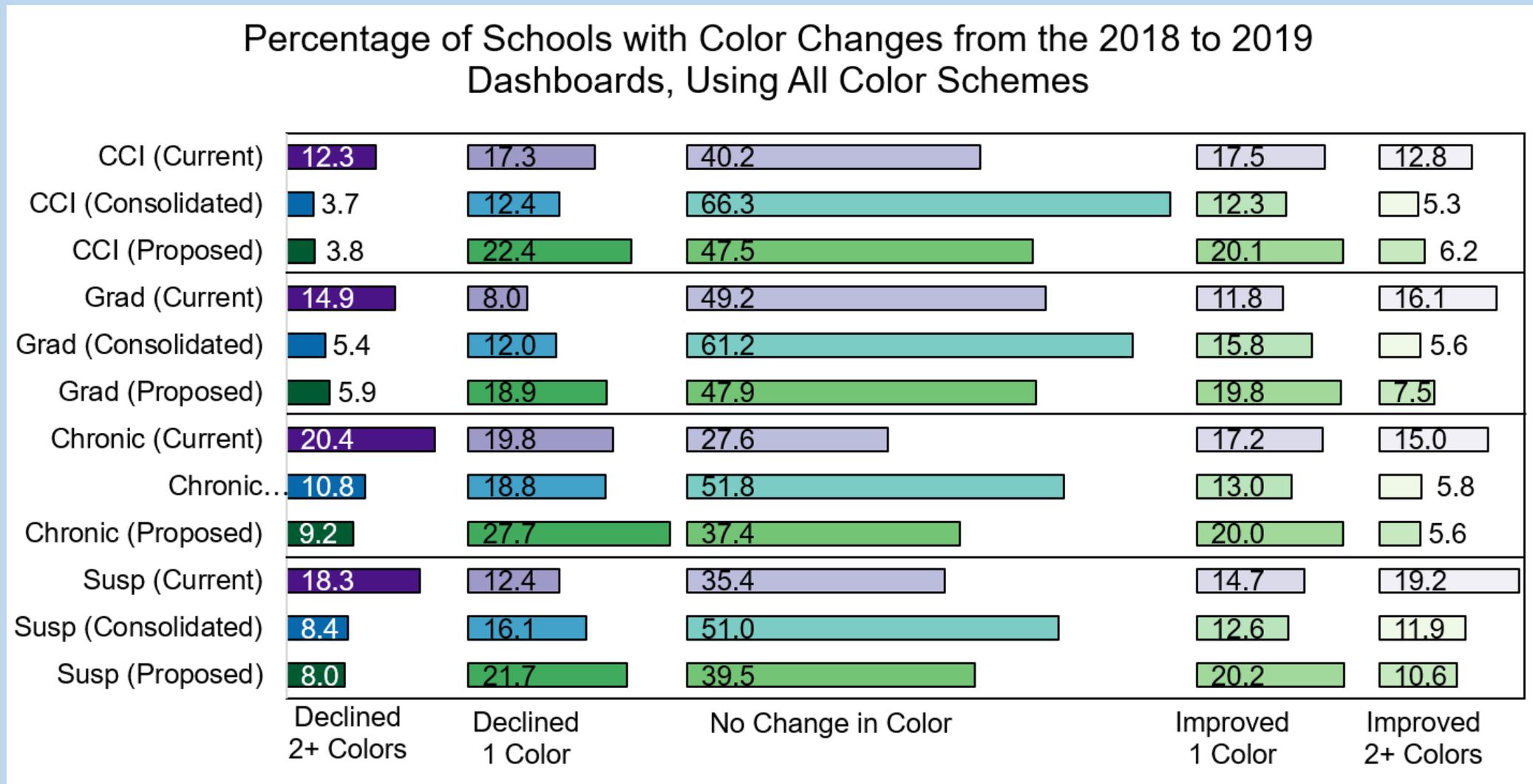
- **Cons**

- Does not meet the goal to create a consistent meaning for colors making it more difficult for schools and districts to engage in meaningful data-based discussions and planning for the coming year.
  - Schools can achieve Yellow at almost every status level.
- Removes some of the benefits that the 3X5 color grid provided for small student populations.
- Schools and LEAs can move up or down two performance colors without changing status.
- Has the largest percent of schools and LEAs that maintain colors from one year to the next, reducing differentiation.

# Comparisons between Three Color Schemes

- When color changes between 2018 and 2019 are compared between the three different color scheme models (Chart 2)
  - Proposed and Consolidated Color Scheme have more schools with no change in color
  - Proposed and Consolidated Color Scheme have fewer schools with 2 or more colors difference

# Chart 2: Percentage of Schools with Color Changes from the 2018 to 2019 Dashboards, Using All Color Schemes



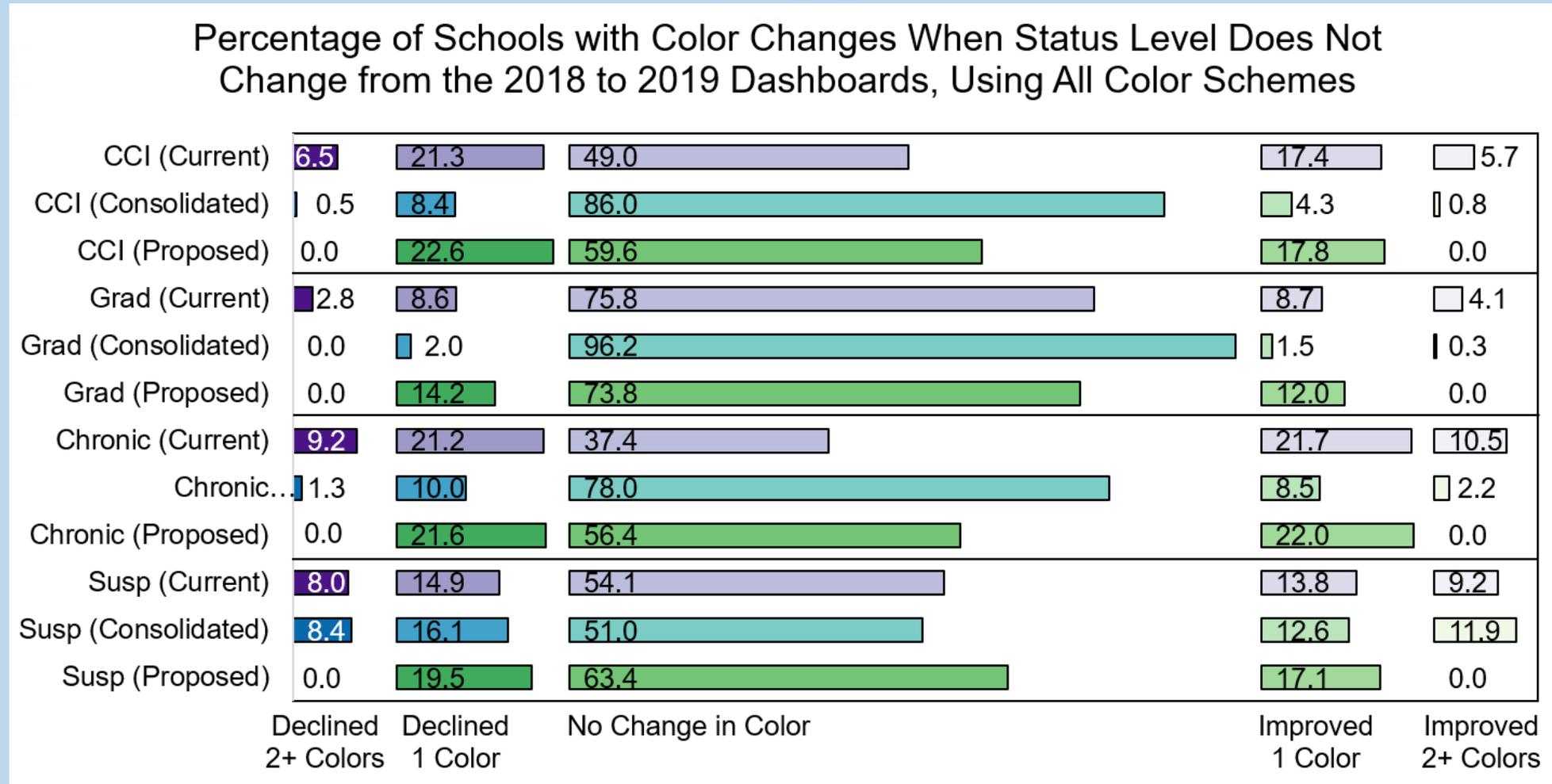
# Chart 2 Data in Table Form

Indicator	Declined 2+ Colors	Declined 1 Color	No Change in Color	Improved 1 Color	Improved 2+ Colors
CCI (Current)	12.3	17.3	40.2	17.5	12.8
CCI (Consolidated)	3.7	12.4	66.3	12.3	5.3
CCI (Proposed)	3.8	22.4	47.5	20.1	6.2
Grad (Current)	14.9	8.0	49.2	11.8	16.1
Grad (Consolidated)	5.4	12.0	61.2	15.8	5.6
Grad (Proposed)	5.9	18.9	47.9	19.8	7.5
Chronic (Current)	20.4	19.8	27.6	17.2	15.0
Chronic (Consolidated)	10.8	18.8	51.8	13.0	5.8
Chronic (Proposed)	9.2	27.7	37.4	20.0	5.6
Susp (Current)	18.3	12.4	35.4	14.7	19.2
Susp (Consolidated)	8.4	16.1	51.0	12.6	11.9
Susp (Proposed)	8.0	21.7	39.5	20.2	10.6

# Comparisons between Three Color Schemes When Status Level is Constant

- When color changes between 2018 and 2019 are compared between the three different color scheme models and **status level is held constant** (Chart 3)
  - Majority of schools have no change in color using the Consolidated Color Scheme
  - Proposed Color Scheme has no schools with 2 or more color difference. Consolidated Color Scheme still has schools with 2 or more color difference, especially for the Suspension Indicator

# Chart 3: Percentage of Schools with Color Changes from the 2018 to 2019 Dashboards, Using All Color Schemes (When Status Level Does Not Change)



# Chart 3 Data in Table Form

Indicator	Declined 2+ Colors	Declined 1 Color	No Change in Color	Improved 1 Color	Improved 2+ Colors
CCI (Current)	6.5	21.3	49.0	17.4	5.7
CCI (Consolidated)	0.5	8.4	86.0	4.3	0.8
CCI (Proposed)	0.0	22.6	59.6	17.8	0.0
Grad (Current)	2.8	8.6	75.8	8.7	4.1
Grad (Consolidated)	0.0	2.0	96.2	1.5	0.3
Grad (Proposed)	0.0	14.2	73.8	12.0	0.0
Chronic (Current)	9.2	21.2	37.4	21.7	10.5
Chronic (Consolidated)	1.3	10.0	78.0	8.5	2.2
Chronic (Proposed)	0.0	21.6	56.4	22.0	0.0
Susp (Current)	8.0	14.9	54.1	13.8	9.2
Susp (Consolidated)	8.4	16.1	51.0	12.6	11.9
Susp (Proposed)	0.0	19.5	63.4	17.1	0.0

# Detailed Analyses and Comparisons

- Analyses and comparisons among all three models are included in Handout 1.

# TDG Feedback

- Recommended the Proposed Color Scheme
  - Consistently rewards positive change (incremental or large) across the 5x5
  - Makes sure that schools that are in greatest need are getting allocated resources to make change over time
  - Provides only 2 severe (diagonal) color changes vs 6 in the consolidated model
  - Proposed Color Scheme makes color interpretation easier

# Discussion

- Which color scheme do CPAG members prefer?
  - Proposed Color Scheme
  - Consolidated Three-by-Five Color Scheme
  - No Change (keep Current Color Scheme)
- What is the rationale for your preference?
- Are there specific concerns regarding the models under consideration?

# **New Career Measures for Possible Inclusion in the CCI**

# Career Measures Collected in 2018–19

Completion of  
Pre-  
Apprenticeship\*

(both DASS and Non-DASS  
Schools)

Completion of a  
State or Federal  
Job Program\*  
(limited to DASS  
schools)

Work Force  
Readiness  
Certificate\*

Food Handler  
Certification\*  
(limited to DASS  
schools - potential use  
by Juvenile Court  
schools)

Completion of  
Workability Courses  
& Work-Based  
Learning\*\*  
(limited to students with  
IEP)

Completion of  
DOR Work-Based  
Learning\*\*  
(limited to students  
with IEP)

IEP=Individualized Education Program; DOR=Department of Rehabilitation

\* Measures collected in CALPADS

\*\* Measures collected in CASEMIS for 2018-19 only. These measures will be collected in CALPADS in 2019-20.

# Pre-Apprenticeships: Registered

- Recognized by business and/or industry and are registered at the state or national level. (Note: The Division of Apprenticeship Standards in the Department of Industrial Relationships may recognize pre-apprenticeship programs that have formal linkage agreements with state-registered apprenticeship programs and have **established apprenticeship program standards.**)
  - Completed by 1,302 high school students (0.26 percent) in 2018-19.

# Pre-Apprenticeships: Non-Registered

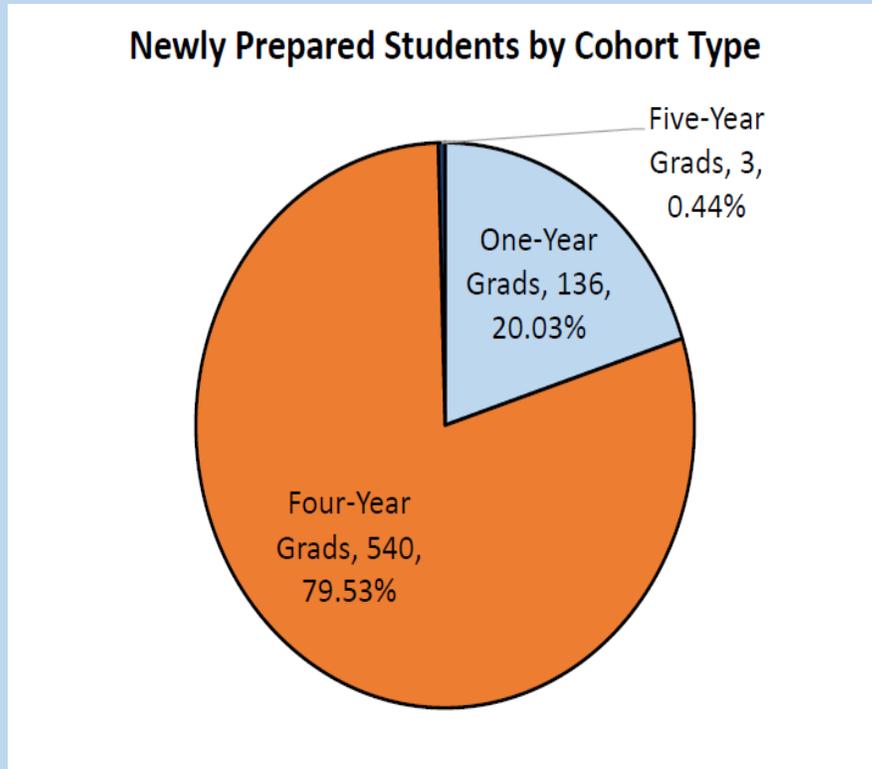
- Recognized by business and/or industry but are not registered at the state or national level.
  - Completed by 1,645 high school students (0.33 percent) in 2018-19.

# Pre-Apprenticeships: Recommendations

- **Registered Pre-Apprenticeship**
  - Completing this measure by itself earns Prepared level (stand-alone measure)
- **Non-Registered Pre-Apprenticeship**
  - Completing this measure by itself earns Approaching Prepared level
  - To earn Prepared level, pair with CTE coursework

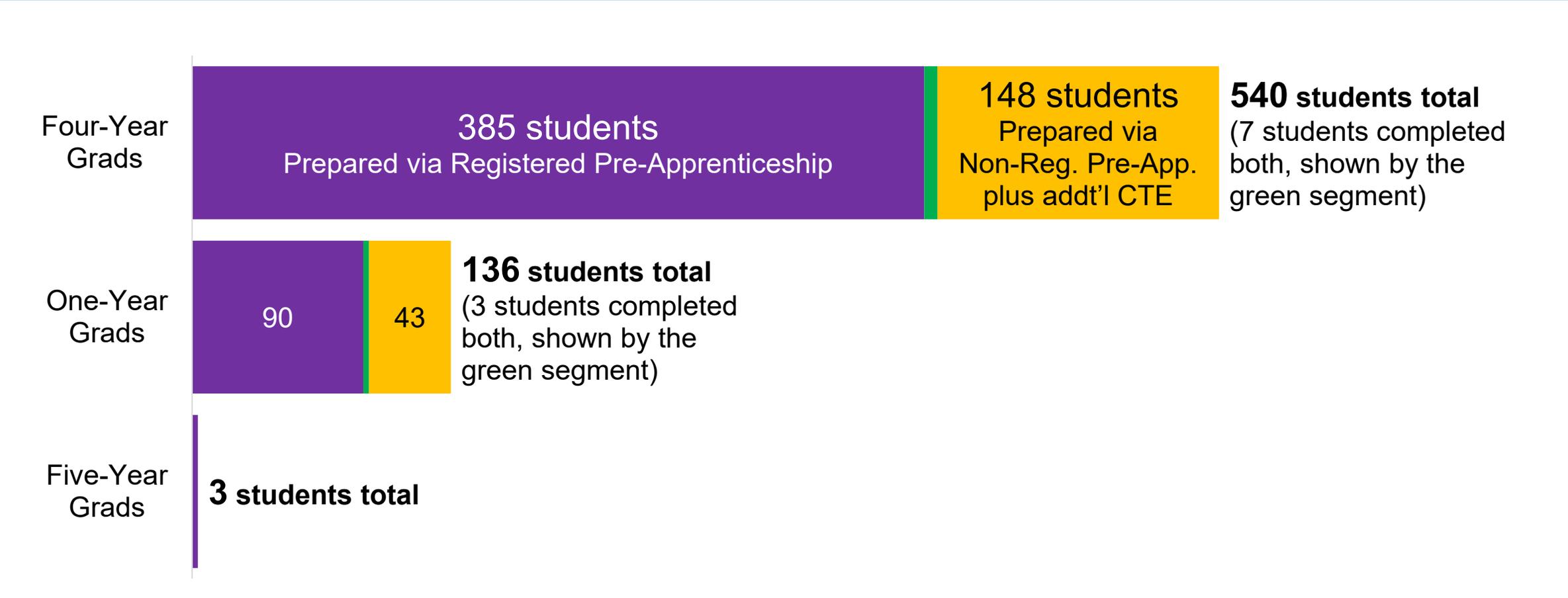
# Pre-Apprenticeships: Simulation Data Results Based on Placement Criteria

If Pre-apprenticeships were included in CCI for the 2019 Dashboard, an additional 679 students (an increase of 0.3%) would have been placed in Prepared through one of the two pre-apprenticeship types.



- Four-year graduates compose the majority, representing 79.53% (540) of newly Prepared students.
- One-year graduates represent 20.03% (136) of those who moved into Prepared.
- Five-year graduates also benefit, representing 0.44% (3) of all those who moved into Prepared.

# Most Graduates Earn Prepared Through a Registered Pre-Apprenticeship



# **Descriptive Text for Slide 94 (Most Graduates Earn Prepared Through a Registered Pre-Apprenticeship)**

The bar chart shows most graduates earned prepared through a registered pre-apprenticeship. The chart is separated into three cohorts types and is broken down by student achievements. For the four-year grads, there were a total of 540 students. 385 students earned prepared via registered pre-apprenticeship, 148 students earned prepared via a non-registered pre-apprenticeship plus additional CTE. 7 students completed registered pre-apprenticeship and additional CTE. For one-year grads, there were a total of 136 students. 90 students earned prepared via registered pre-apprenticeship, 43 students earned prepared via a non-registered pre-apprenticeship plus additional CTE. 3 students completed registered pre-apprenticeship plus additional CTE. For five-year grads, 3 students earned prepared via registered pre-apprenticeship. Five-year grads did not earn prepared via non-registered pre-apprenticeship plus additional CTE or registered pre-apprenticeship plus additional CTE.

# Newly Prepared Students by Cohort Type: State Level

Newly vs. Statewide Prepared	One-Year DASS Graduates	Four-Year Graduates	Five-Year Graduates	Total
Newly Prepared Students by Cohort Type	136 (4.86%)	540 (0.25%)	3 (0.35%)	679 (0.30%)
Statewide Prepared Students by Cohort Type	2,799	219,260	860	222,919

Pre-apprenticeships helps a larger percentage of one-year DASS graduates earn Prepared than four-year graduates.

# Additional Criteria for Prepared: Non-Registered Pre-Apprenticeship

- Students at **non-DASS schools** must also complete a CTE pathway to earn Prepared.
- Students at **DASS schools** must also complete either:
  - One CTE pathway, or
  - One semester/two quarters/two trimesters of a CTE course

# Recommendation for Measures Not To Be Included

- **Workforce Readiness Certificate**
  - Certificate is not standardized and varies widely in rigor across districts
  - Do not include in CCI and remove from CALPADS collection
- **Food Handler Certificate:**
  - Not sufficiently rigorous
  - Do not include in CCI and remove from CALPADS collection

# Measures for Students with IEPs

- The two measures currently collected for students with an IEP (Workability and DOR) do not capture the full range of work-based learning experiences offered by districts.
- To provide more flexibility, the measures have been renamed and redefined:
  - Transition Classroom-Based Work Exploration
  - Transition Work-Based Experience
    - Definitions of these programs appear in Handout 2

# Transition Classroom- or Work-Based Experiences: Recommendations

- To earn the Prepared level, students must successfully complete:
  - Minimum of 100 hours of work-based learning, and
  - Equivalent of 4 semester courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living

# CCI Discussion Questions

- Does the CPAG agree with the recommendations to include the Pre-Apprenticeships (Registered and Non-Registered) in the CCI?
  - If no, what is your rationale?
- Does the CPAG agree with the placement criteria proposed for Pre-Apprenticeships?
  - If no, what is your rationale?
- Does the CPAG agree that the Workforce Readiness Certificate and Food Handler Certificate should be excluded from the CCI?
  - If no, what is your rationale?

# **State and Federal Job Programs**

# State or Federal Job Programs (1)

- **State programs include the:**
  - California Conservation Corps (CCC) which engages students between the ages of 18 and 25 to perform physical labor for environmental conservation and provides life skills training.
  - Regional Occupational Center Programs (ROCP), which provides career/technical education and services to California high school students.

# State or Federal Job Programs (2)

- **Federal programs include the:**
  - Job Corps, which offers GED support and vocational training to youth aged 16 to 24 years old.
  - Workforce Innovation Opportunity Act (WIOA), works to overcome barriers between in-school or out-of-school youth and employment by placing them in (minimum wage) jobs
  - YouthBuild trains students, aged 16 to 24 who have dropped out of high school, in construction by building homes for low-income members of their communities.

# State or Federal Job Programs (3)

- This measure is recommended for DASS schools only. See Handout 3 for additional information regarding these programs.

# Data for Completion of State and Federal Programs Only

- Complete State/Federal Jobs Program *only*
  - **808** students in 2019 DASS graduation rate met this criteria. Of these students:
    - 19 (2.3%) were counted as Prepared via other criteria
    - 72 (8.9%) were counted as Approaching Prepared via other criteria
    - 555 (68.7%) were counted as Not Prepared graduates
    - 162 (20.1%) were counted as Not Prepared non-graduates

# Feedback from CCI Work Group and Task Force

- Both groups agreed that this measure should only apply to DASS schools
- However, when asked if any specific program should be removed, or when this measure should be included in the CCI, the responses were not harmonious.
- See handout titled "Research on State or Federal Job Programs" for additional details on these programs.

# Feedback from CCI Work Group (1)

- The Work Group did not recommend including the Workforce Innovation Opportunity Act (WIOA) in the CCI because it is:
  - Used primarily for adult education
  - Cumbersome process, especially with assessments, data collection and reporting
  - Inconsistent implementation throughout the state as program is driven by local plans
  - Inconsistent definitions of pathway. WIOA pathways are not defined the same (i.e., do not have the same criteria) as the pathways currently in the CCI. Therefore, WIOA pathways may not meet SBE's career readiness expectations.

# Feedback from CCI Work Group (2)

- Goal of WIOA is to place students in a minimum wage job
  - Obtaining a high school diploma is secondary.
- Because CALPADS did not collect which State or Federal Jobs Program students completed, the CCI Work Group recommended postponing incorporating this measure into the CCI until the 2022 Dashboard.
  - Will allow for consistent reporting
  - Will provide time to collect how many DASS schools are offering each program
    - Can better determine the impact of excluding any program

# Feedback from Alternative Task Force (1)

- Disagreed with CCI Work Group recommendation on WIOA:
  - Program is implemented in high schools, not just adult schools
  - The concern that earning a diploma is a secondary goal based on national-level research does not apply to California. CDE addressed this issue because students must earn a diploma to be counted as prepared.
  - A minimum wage job can be an entry into a career pathway and a starting point that may lead to future promotional opportunities.

# Feedback from Alternative Task Force (2)

- WIOA re-engages students who are not in school and who are unemployed. These students are moving from “unemployable” to “consistently working,” which is a great success.
- Someone who holds a job is on a career path, because that is where they attain the necessary skills for career advancement.

# Feedback from Alternative Task Force (3)

- Disagreed with CCI Work Group to delay incorporating this measure in the CCI and recommended it be included in the 2020 CCI Additional Report at <https://www6.cde.ca.gov/californiamodel/>  
[The preceding link is no longer available.]
  - Given that the CCI will not be reported for accountability for two Dashboard cycles\*, including the measure this year will provide schools ample time to prepare for the 2022 Dashboard.
  - Including the measure now will give credit to schools that are providing the services that students need to move forward towards a job or college.

\*In 2020, CCI will be reported for informational purposes on the CDE Additional Reports web page. In 2021, the CCI will not be reported due to no 2020 Smarter Balanced Assessments data for graduating seniors.

# Feedback from TDG

- Agreed with recommendations made by the Task Force to:
    - Include WIOA into State and Federal Jobs Program
    - Begin reporting State and Federal Jobs Program in 2020 CCI
- Additional Report
- Important to acknowledge the work that DASS schools are providing to support high-risk students' advancement to job or college.

# WIOA Discussion Questions

- Should WIOA be included as a measure in the CCI?
- If so, should CDE move forward with incorporating this measure into the CCI for 2020 reporting?

# **Criteria for State and Federal Job Programs**

(To be reviewed only if measure is included in 2020 reporting)

# Placement Criteria for State or Federal Job Programs

- The CDE is proposing to use CTE coursework in conjunction with state and federal programs as criteria for placement:
  - Consistent with criteria recommended for Pre-Apprenticeships
  - Consistent with SBE direction to not evaluate validity of career measures based on academic performance

# Proposed *Prepared* Placement Criteria

- Complete a State or Federal Job Program **and** complete at least one semester/two quarters/two trimesters of CTE courses (with C minus or better).
  - Consistent with criteria for Non-Registered Pre-Apprenticeship.
  - Consistent with SBE direction to not evaluate validity of career measures based on academic performance
- If this criteria were in place for the 2019 Dashboard, 403 more students would have earned the Prepared level.
  - 69 students would move up from Approaching Prepared, and
  - 3334 students would move up from Not Prepared (graduates)

# Proposed *Approaching Prepared* Placement Criteria

- Complete State or Federal Jobs Program only
- If this criteria were in place for the 2019 Dashboard, 243 more students would have earned the Approaching Prepared level.
  - I.e., moved up from Not Prepared (graduates)

# State and Federal Job Program Discussion Questions

- Does the CPAG agree with the proposed criteria for Prepared and Approaching Prepared?
- Do you have any concerns with the criteria?
  - If so, what would you recommend and why?

# Thank You