

California Practitioners Advisory Group (CPAG) Meeting

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Topics

- College/Career Indicator
- Criteria for Small Schools and Proposed Methodology
- Update on the Fall 2017 California School Dashboard (Dashboard)

College/Career Indicator

Review of the CCI

- The CCI is based on a model containing both college and career measures to recognize that students pursue various options to prepare for postsecondary and allows for fair comparisons across all local educational agencies (LEAs) and schools.
- Only measures currently collected statewide at an individual student level are included in the CCI model.

College/Career Measures

- The CCI model currently contains the following measures:
 - Advanced Placement (AP) exam results
 - Dual Enrollment
 - Smarter Balanced Summative Assessment Grade 11 English language arts/literacy (ELA) and mathematics results
 - a-g completion
 - Career Technical Education (CTE) pathway completion
- See Handout 1 for the CCI model.

Prior CCI Levels

- The CCI model is designed to allow, with very little effort, for new measures to be added and for measures to be removed as they become obsolete. For the initial reporting of the CCI, the SBE approved the CCI model to contain the following three performance levels:
 1. Prepared
 2. Approaching Prepared
 3. Not Prepared

CCI Work Group

- The Department convened a CCI Work Group (which has met three times) and held two meetings with stakeholders to inform the Department's recommendation to the State Board of Education (SBE) on the inclusion of additional career measures.

CCI Work Group (Cont.)

- The CCI Work Group concluded there are no additional career measures available in CALPADS for inclusion in the CCI for the Fall 2017 Dashboard.
- A three-year plan for the further development and implementation of the CCI will be provided to the SBE in an August 2017 memorandum. The plan will propose new career measures and a timeline to collect these data through CALPADS.

Current CCI Results

(Spring 2017 Dashboard)

- The CCI information reported in the Spring 2017 Dashboard is based on cut scores developed using the 2013-14 cohort (i.e., Class of 2014).
- As the Smarter Balanced Summative Assessment was not yet operational in 2013 (the year when the Class of 2014 was in grade 11), the STAR EAP was used to fulfill the assessment criteria in the CCI model.

New CCI Results

(Fall 2017 Dashboard)

- The CCI results slated for the Fall 2017 Dashboard are based on the Class of 2016 and contains the same components (e.g., a-g, CTE, AP, etc.) as in the Spring 2017 Dashboard, with one exception:
 - STAR EAP in ELA and Math is replaced with Smarter Balanced Summative Assessments in ELA and Math, which is the assessment that was approved by the SBE.

Key Differences Between the Assessments

STAR EAP

- Optional
- STAR EAP in Math was only available to students in advanced math courses
- Only students who elected to complete the EAP section receive a determination as to whether they are ready for college.

Smarter Balanced

- Required for all students
- Smarter Balanced Math is available to all students
- All students receive a determination as to whether they are ready for college

Fall 2017 Dashboard is Status Only

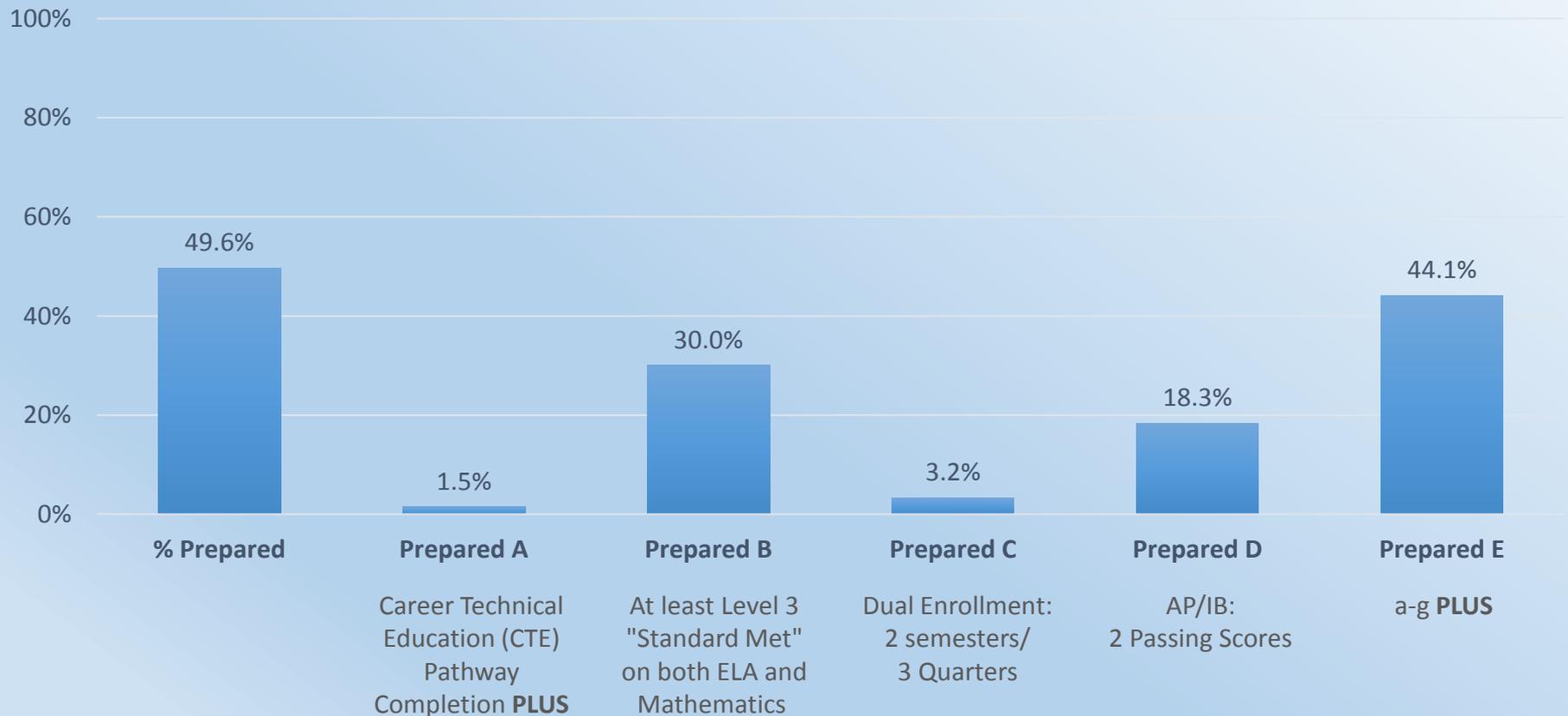
- While two years of cohort data are available (i.e., Class of 2015 and Class of 2016), the Class of 2015 participated in the Smarter Balanced Field Test in 2014. Therefore, only the Class of 2016 has Smarter Balanced results, which the SBE adopted as the assessment criteria in the CCI.
- As a result, the Fall 2017 Dashboard will only report Status for the CCI and no performance level (i.e., color) will be assigned.

Fall 2017 Dashboard: CCI Details

- Details of how each school/district performs on the CCI will be provided through links on the Fall 2017 Dashboard:
 - Number/Percent Prepared
 - By Student Group, Measures Met
 - Number/Percent Approaching Prepared
 - By Student Group, Measures Met
 - Number/Percent Not Prepared
 - By Student Group

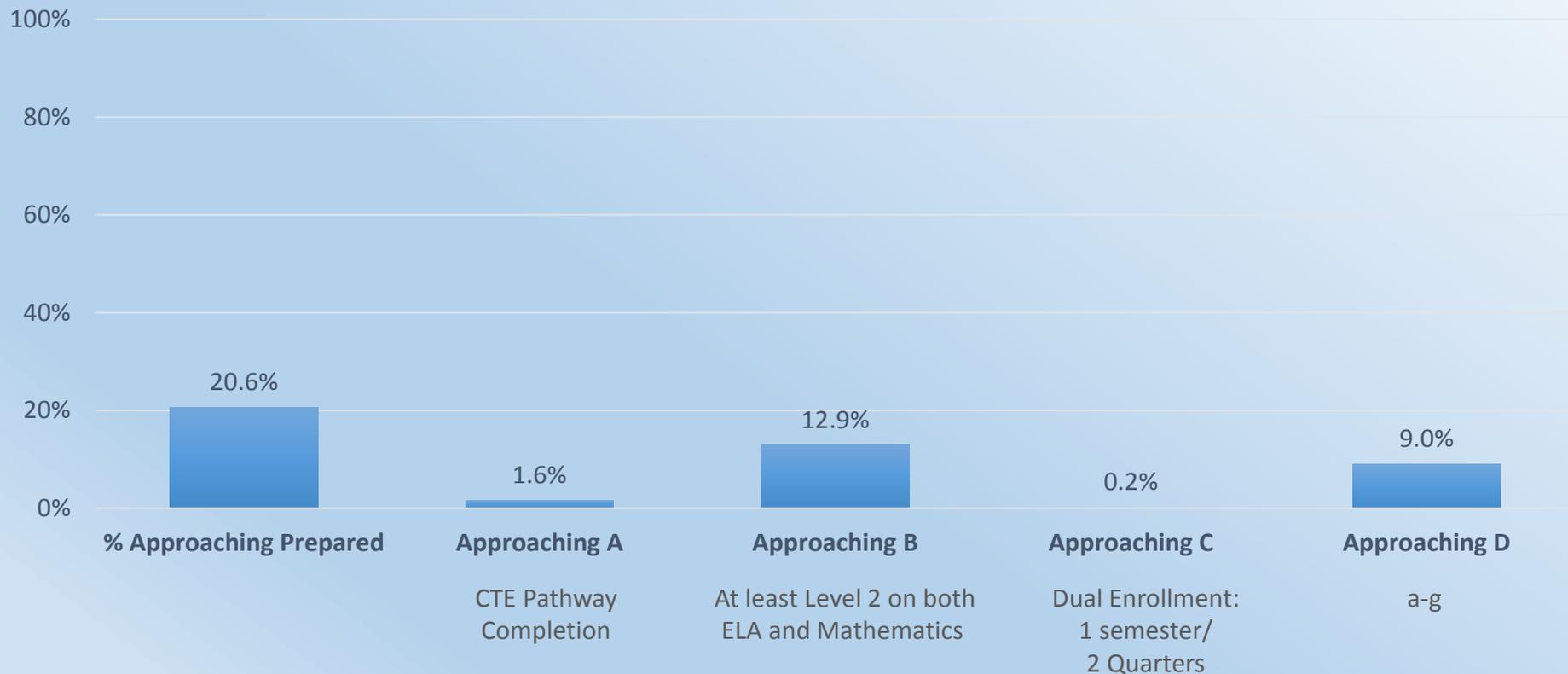
Fall 2017 Dashboard: CCI Details (2)

SAMPLE DISTRICT Measures Met: Prepared Students



Fall 2017 Dashboard: CCI Details (3)

SAMPLE DISTRICT Measures Met : Approaching Prepared Students



Fall 2018 Dashboard

- The Fall 2018 Dashboard will report Status and Change for the CCI, and a performance level (or color) will be assigned for the first time.

New Cut Scores?

- At its September 2016 meeting, the SBE approved Status cut scores for the CCI based on data available for the graduating Class of 2014.
- However, the cut scores were approved on the condition that they be reviewed again once the Smarter Balanced assessment results and a more current graduation cohort are used to calculate the CCI.

Current Status Cut Scores

Level	Percent of Cohort 'Prepared'
Very High	60% or more
High	45% to less than 60%
Median	25% to less than 45%
Low	10% to less than 25%
Very Low	Less than 10%

CCI Formula for Status

Number of Students in the 2015-16
Graduation Cohort Who
Performed at Least “Prepared”
on the CCI Model

divided by

Total Number of Students in the
2015-16 Graduation Cohort (minus students who took
the California Alternative Assessment)

Accountability Business Rules

- Cut scores are set using the district-level results for all state indicators, with the exception of the Suspension Rate.
- For purposes of accountability, “districts” also include charter schools.
 - Charter schools data are not included in their authorizing districts’ results.
- Because alternative schools will be held accountable for meeting alternative standards set for state indicators, these schools were excluded from the simulations.

District CCI Status Level

Status Levels

Cohort Year	Very Low	Low	Median	High	Very High	Total
Class of 2014	11 2.9%	97 25.3%	208 54.2%	48 12.5%	20 5.2%	384
Class of 2016	3 0.8%	24 6.3%	195 50.8%	104 27.1%	58 15.1%	384

School CCI Status Level

Status Levels

Cohort Year	Very Low	Low	Median	High	Very High	Total
Class of 2014	217 16.0%	329 24.2%	532 39.2%	183 13.5%	96 7.1%	1,357
Class of 2016	173 12.2%	190 13.4%	494 34.7%	306 21.5%	259 18.2%	1,422

Discussion and Recommendations

- Does the CPAG recommend maintaining the Status cut scores approved by the SBE in September 2016, or does the CPAG recommend adjusting the Status cut scores?

Criteria for Small Schools and Proposed Methodology

Schools with Small Populations

- Due to stakeholder concerns that many schools with a small n -size were being over identified in the **Red** performance level, the CDE reviewed multiple methodologies that could be applied to schools with a small population.
- Because schools with a small population were also over identified in the **Blue** performance level, a methodology to limit extreme changes was recommended, which is being referred to as the “Safety Net” for the purposes of this presentation.

Limiting Change Impact for Small Populations

- To account for the over identification of schools in the two extremes (Red/Blue), one option is to remove the “increased significantly” or “decreased significantly” change levels. Therefore, these schools can only receive a “increased” level or “decreased” level.
 - The Five-by-Five grid becomes Three-by-Five (see example on the next slide)

Proposed Adjusted Five-by-Five for Small Population

Adjusted Suspension Rate

Suspension Change

Status	Level	Suspension Change				
		Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Very Low	Gray	Green	Blue	Blue	Blue	Blue
Low	Gray	Yellow	Green	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green	Green
High	Red	Orange	Orange	Yellow	Yellow	Yellow
Very High	Red	Red	Red	Orange	Orange	Yellow

Note: A red dashed border highlights the bottom four rows (Medium, High, and Very High) and the last two columns (Declined and Declined Significantly). White arrows point from the 'Declined' column to the 'Declined Significantly' column in the Very Low, Low, High, and Very High rows.

Proposed Adjusted Five-by-Five for Small Population (Cont.)

- This method is easy to explain to the public and will reduce the chances of larger swings in colors for schools and districts (i.e., stability).
- Schools and districts can still receive any of the five colors, however, their placement in the Five-by-Five grid is limited.

Defining *N*-Size (Cont.)

- The *n*-size for each indicator is determined differently:
 - Graduation: Number of students in the cohort
 - ELPI: Number of CELDT test takers
 - ELA/MATH: Number of valid test scores*
 - Suspension: Number of students cumulatively enrolled

*A student record is considered valid if the student was “continuously enrolled” or was enrolled at the same school (or district) from Fall Census through testing without a break in enrollment of more than 30 consecutive calendar days.

Analyses

- Analyses were conducted using the Three-by-Five grid for all indicators to determine if the Safety Net model was an appropriate solution for the over identification of schools with small populations in the **Red** and **Blue** performance levels on all state indicators.
 - Analyses were done for two sets of *n*-sizes:
(1) 150 and (2) 250

Review of Indicators Results

See Handout 2 – Number of students in each indicator

- **Does the Safety Net Methodology make the color distributions of schools with small populations look more like those schools with non-small populations?**
- Page 1 ($n < 150$) and Page 3 ($n < 250$) display the color distribution of non-small populations, small populations based on the Five-by-Five, and small populations based on the Three-by-Five for each indicator.

Review of Indicators Results (2)

Page 1 and 3; Note that:

- For the Suspension Rate and Graduation Rate, small populations experience a significant over-identification in the **Red** performance level compared to non-small populations
- For ELA, mathematics, and the English Learner Progress Indicator (ELPI), small populations identified in the **Red** performance level is more closely aligned to non-small populations
- For Suspension Rate and ELPI, small populations experience an over-identification in **Blue**
- For Graduation Rate, ELA, and mathematics, small populations experience an under-identification in **Blue**

Review of Indicators Results (3)

- **Do very small numbers of students trigger the changes in status for small populations?**
- Page 2 ($n < 150$) and Page 4 ($n < 250$) display the status changes of small populations that move from one performance level (color) to another in the Safety Net model.

Review of Indicators Results (4)

Page 2 and 4; Note that:

- The changes from **Red** to **Orange** and from **Blue** to **Green** are generally much larger than the other changes (exception in Suspension).
- The range of change for Graduation Rate and ELPI is much greater than for Suspension Rate.
- For small populations that moved from **Red** to **Orange** in the Safety Net model, the average number of students that triggered the change in status is relatively low for Suspension Rate and relatively high for ELPI. The number of students for Graduation Rate falls between these two.

Review of Indicators Results (5)

- Does the model make the color distributions of small populations and non-small populations match better?
 - It is more effective for Suspension Rate and Graduation Rate than for the other indicators.
- Do the schools change performance levels deserve to have a change in performance levels?
 - Yes for Suspension Rate, maybe for Graduation Rate, probably not in ELA/Math, no in ELPI.

Additional Considerations

- The information presented today is based on data used to produce the Spring 2017 Dashboard Release.
- There has not been enough time to review multiple years of data to check for consistency of these results. This is especially pertinent for suspension/graduation rate.
- To be utilized in the Fall 2017 Dashboard release, this methodology would need to be approved at the September 2017 SBE Meeting. This leaves little time for further analysis.

Small School Stakeholder Feedback

- At their August meeting, the Small School Stakeholder Group provided feedback on the Safety Net methodology:
 - The group collectively recommended using this methodology only for the Suspension and Graduation Rate Indicators
 - They also recommended bringing this methodology to the State Board in September 2017 for inclusion in the Fall 2017 Dashboard release.

CPAG Discussion and Feedback

- Based on the data presented, should the Safety Net Methodology be limited to the Suspension Rate and Graduation Rate indicators?
- Should the Safety Net methodology be delayed until the release of the Fall 2018 Dashboard to allow time for further analyses?
- If not, which n-size, 150 or 250, does the CPAG recommend?

Update on the Fall 2017 Dashboard

Approval of the DASS

- At the July 2017 SBE meeting, the SBE approved the updated criteria for the Dashboard Alternative School Status (DASS), which now replaces the former Alternative Accountability School Model (ASAM).
- Any school that applied and was approved under the new eligibility criteria will be qualified to participate under DASS for three years, after which they will have to re-apply.
- See Handout 3 for further information on the DASS.

Tentative Release Schedule for the Fall 2017 Dashboard

- September SBE Meeting
 - College/Career Indicator
 - English Learner Proficiency Indicator
 - Small Schools *N* Size
- November SBE Meeting
 - Academic Indicator
- November LEA Private Preview begins
- Tentative public launch-Week of November 27th