California Department of Education memo-imb-cpag-feb21item02

Executive Office

SBE-002 (REV. 11/2017)

# MEMORANDUM

**DATE:** February 5, 2021

**TO:** MEMBERS, California Practitioners Advisory Group

**FROM:** STAFF, California Department of Education

**SUBJECT:** Information Item Related to California’s State and Federal Accountability System: The 2021 Accountability Work Plan

The California Department of Education (CDE) is committed to reporting valid and reliable data to assist local educational agencies (LEAs) to develop their local control and accountability plans (LCAPs) and improving student achievement. The CDE recently published all measures (data) from the 2019–20 academic year that were determined to be valid and reliable. A summary of the available data is included on the COVID-19 Data Reporting web page at ~~https://www.cde.ca.gov/ls/he/hn/coviddatareporting.asp.~~ [The preceding link is no longer available.]

## Summary

The CDE is proposing the following activities for 2021 that will be considered by the State Board of Education (SBE) at their March 2021 meeting and requests that the California Practitioners Advisory Group (CPAG) members provide feedback on the 2021 accountability work plan, which includes:

* Options for reporting local and state indicator data, including teacher data under the Local Control Funding Formula (LCFF) Priority Area 1
* Collection and reporting of new data, including a positive transition rate for Dashboard Alternative School Status (DASS) schools, enrollment data for students attending and transitioning between DASS and non-DASS schools, and student-level data files for the College/Career Indicator (CCI) and Academic Indicator
* Development of a report that displays the English Language Proficiency Assessments for California (ELPAC) levels with growth score results.
* Reporting the Student Growth Model results for informational purposes and developing a communication plan
* Development of new CCI measures
* Update on the English Learner Progress Indicator (ELPI)

## 2021 Accountability Reporting

### DASS Positive Transition Rate

In November 2020, the California Advisory Task Force on Alternative Schools (Task Force) presented a report and recommendations to the SBE. One recommendation was to develop a new local indicator for DASS schools: positive transition rate. Such a measure would focus on alternative school students’ continued path to further education and might include:

* A return to a traditional comprehensive high school,
* Enrollment in a non-DASS General Education Diploma program or Adult Education program,
* Joining the military, or
* Participating in the Job Corps or Youth Build Program.

While the Task Force recommended that this data be reported through a local indicator, any changes to LCFF criteria would require a change in current statute. An alternative option is for the CDE to report this data, captured using the California Longitudinal Pupil Achievement Data System (CALPADS) exit codes for DASS students, in an Additional Report. The Task Force, as indicated in their report, would use the data in the following manner:

These data would provide a more complete picture of how many youth are continuing on an education path and how many are actually dropping out altogether, since not all students who exit K-12 secondary schools are dropping out of a continuing education pathway. Indeed, a central goal of many DASS schools is to prepare students for a transition back to a traditional comprehensive school within their district. A positive transition rate would recognize the success rate of schools with a transfer-back school design or goal for students.

As well, a positive transition rate would create incentives for alternative schools to prepare all youth to persist in a positive continuing education pathway beyond those available in the traditional K-12 system. Some schools, including the court schools and county-run community day schools, are specifically designed to help youth make successful transitions to other educational settings beyond the K-12 system, to youth employment, or to other postsecondary pathways. A positive transition rate would help these types of “second chance” programs to adequately measure progress toward their academic re-engagement and student persistence goals. (John W. Gardner Center, 2020, p 13)

### DASS Enrollment Patterns

In May 2018, when the SBE approved the methodology to calculate the DASS graduation rate, members raised concerns about the modified Graduation Rate Indicator’s potential to impact mobility between non-alternative and DASS schools. Specifically, there was concern around the potential increase of student transfers from non-alternative high schools into DASS high schools. The SBE directed the CDE to conduct analyses of enrollment data when it became available.

In August 2019, the CDE presented the SBE with an Information Memorandum, identifying the trends in student transfers from non-alternative to DASS high schools during the 2017–2018 and 2018–2019 school years (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug19item01.docx>). The analyses showed that transfer patterns from 2017–2018 continued into the

2018–2019 school year. Monthly counts, race/ethnicity student group counts, and program student group counts all stayed relatively consistent between the 2017–2018 and 2018–2019 school years. The only exception was the notable decrease in Foster Youth in the 2018–2019 transfers. Overall, transfer patterns were not significantly different within this two-year span. Nevertheless, the CDE committed to conduct additional transfer analyses for the next two years. In 2021, the CDE will report the enrollment patterns of DASS and non-DASS schools for the 2019–20 school year in an SBE Information Memorandum.

### Student-Level Data Files

The CDE is proposing to produce student-level data files for the CCI and Academic Indicator to share with authorized LEA staff. For the past several years, LEAs have requested access to student-level reports that identify student results in both indicators. Currently, LEAs can connect to specific student-level CALPADS reports that are tied to the following California School Dashboard (Dashboard) state indicators: graduation rate, chronic absenteeism, and suspension rate. While LEAs can also access CCI results through these reports, the process is cumbersome, as the indicator contains multiple measures and LEAs have to connect to multiple CALPADS reports. By developing a streamlined student-level report for the CCI and Academic Indicator, LEAs will have the data necessary to conduct deep analyses for all state indicators.

### Ineffective and Out-of-Field Teachers

In February 2021, the CDE received data on “Ineffective” and “Out-of-Field” teachers from the California Commission on Teacher Credentialing. These data are required to be reported in Priority Area 1 under LCFF. Additionally, these data are required to meet federal reporting requirement under the Every Student Succeeds Act. The CDE anticipates making these data publicly available on DataQuest in spring 2021.

#### ReportingtheStudentGrowthModelResultsandDevelopmentofaCommunicationsPlan

In March 2021, the CDE will recommend that the SBE adopt the Student Growth Model, which includes the Residual Gain (RG) model and the Empirical Best Linear Prediction (EBLP) methodology, as detailed in a February 2021 SBE Information Memorandum. If the SBE adopts this model, CDE will begin to report historical student growth scores in 2021.

CDE will also begin the development of a communication plan for the Student Growth Model, based on feedback from focus groups and outreach to stakeholder groups. In addition, the CDE will develop a report that displays the ELPAC levels with growth score results.

#### Update on the Development of New CCI Measures

The CDE remains committed to building out the CCI over several years as data becomes available to include additional career measures. In 2021, the CDE will work with the CCI Work Group and Task Force todevelop two new measures for possible inclusion in the CCI: civic engagementandindustry certifications.

As shared with the SBE in an August 2019 Information Memorandum, the CDE is examining the inclusion of civic engagement as a potential career measure in the CCI. California *Education Code* sections 51470–51474 direct the State Superintendent of Public Instruction to develop, and the SBE to adopt, a set of criteria for awarding the SSCE, a seal to be awarded to students who have demonstrated excellence in civics education and participation and an understanding of the United States Constitution and the democratic system of government. In January 2020, the SBE adopted the State Seal of Civic Engagement (SSCE), and the SBE directed the CDE to determine how to incorporate civic engagement into the CCI. The CDE convened a policy and technical work group – the Civic Engagement Work Group (CEWG) – to conduct research on how other states were incorporating civic engagement into their accountability systems and explore possible criteria for a civic engagement measure that could be included in California’s CCI. The CEWG has met three times since spring 2020. Due to much-needed systemic improvements to the CALPADS and a re-architecture of the system to increase its ability to ingest and process data, no new data will be collected in CALPADS during the 2021–22 school year. However, the CDE will continue to develop this measure throughout 2021 so that it can be added to the CALPADS collection system in the 2022–23 school year.

The CDE is developing an industry certification measure for possible inclusion in the CCI. Due to the systemic improvements to the CALPADS during the 2021–22 school year, industry certifications will not be collected in CALPADS until the 2022–23 school year. CDE will work closely with the CCI Work Group and the Alternative Task Force, throughout 2021 to refine the measure and propose placement criteria so that it can collected in CALPADS in the 2022–23 school year.

As consistent with the adoption process for other CCI measures, the CDE will conduct simulations for each measure under consideration and share its analyses with the Technical Design Group (TDG), along with the CCI Work Group, the Task Force, and the CPAG, in order to: (1) determine if the measures are valid and reliable, and (2) set criteria that graduates must meet to be placed in the Prepared or Approaching Prepared CCI levels. Once these determinations are made, the CDE will make its recommendations to the SBE for consideration.

#### Update on the English Learner Progress Indicator

The CDE plans on producing ELPI Status, Change, and overall performance color using three years of ELPAC Summative results (i.e., 2018, 2019, 2021). The ELPI provides LEAs and schools with valuable information on the percentage of EL students making progress towards English language proficiency (ELP), as well as their ability to improve the rate of EL students moving towards ELP.

The CDE remains committed to reporting on the ELPI Status, Change, and overall performance color. In 2021, the CDE will work with the ELPI Workgroup and the TDG to validate the ELPI Status cut-scores, set the Change cut-scores, and determine the five-by-five chart. The CDE plans on providing the CPAG an update on the ELPI at their August 2021 meeting.

## Attachments

None