California Practitioners Advisory Group (CPAG) Meeting

Analysis, Measurement, and Accountability Reporting Division
June 22, 2016
Agenda

Item 1:
• Overview of the California Model
• Methodology

Item 2:
• Review the Graduation Rate Indicator
• Review the Academic Indicator
• Review the Suspension Rate Indicator
• Review Two Options for the English Learner Indicator (ELI)
• Review the College and Career Indicator (CCI)
Agenda (Cont.)

Item 3:
• Top-Level Data Display
Purpose and Goal

• The purpose of this presentation is to obtain recommendations and feedback from the CPAG regarding the new California accountability system.
  – Recommendations and input obtained from this meeting will be taken to the State Board of Education (SBE).
Overview of the California Model
Overview of the California Model

- The Every Student Succeeds Act (ESSA) requires a new accountability system by 2017–18.
- The SBE and State Superintendent of Public Instruction have indicated their intent to have one accountability system that meets both the state local control funding formula (LCFF) requirements and the federal ESSA requirements.
Overview of the California Model (Cont.)

<table>
<thead>
<tr>
<th>ESSA Requirement</th>
<th>Indicator in California Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement on annual state assessments</td>
<td>English-language arts/literacy and Mathematics California Assessment of Student Performance and Progress (CAASPP)</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td>4-year cohort Graduation Rate</td>
</tr>
<tr>
<td>Progress in ELA Proficiency for English Learners (ELs)</td>
<td>English Learner Indicator (ELI)</td>
</tr>
<tr>
<td>School quality or student success</td>
<td>Suspension Rates/Chronic Absenteeism/College and Career Indicator (CCI)</td>
</tr>
<tr>
<td>Another academic indicator for elementary and middle schools</td>
<td>Potential indicator is student growth (To Be Determined)</td>
</tr>
</tbody>
</table>
Overview of the California Model (Cont.)

• The California Model uses percentiles to create a 5 by 5 grid (giving 25 results) that combine “Status” and “Change” to make an overall determination for each of the indicators.

• The model provides equal weight to both Status and Change.
Overview of the California Model (Cont.)

- The model will be applied to all local educational agencies (LEAs), schools, and student groups with 30 or more students.
Overview of the California Model (Cont.)

- **Status** is based on the *current* year performance.
- **Change** is the difference between performance from the *prior* year and *current* year, or between the current year and a multi-year average—if available.
Overview of the California Model (Cont.)

• The five “Status Levels” are:
  – Very High
  – High
  – Median
  – Low
  – Very Low
Overview of the California Model (Cont.)

• The five “Change Levels” are:
  – Increased Significantly
  – Increased
  – Maintained
  – Declined
  – Declined Significantly
Overview of the California Model (Cont.)

The combination of **Status** and **Change** results in a **Performance Category** that is assigned a color for each indicator:

- Blue
- Green
- Yellow
- Orange
- Red
Example:
An LEA or school with a “High” Status and an “Increased” in Change will receive an overall performance of Green for most indicators.

<table>
<thead>
<tr>
<th>Change</th>
<th>Levels</th>
<th>Declined Significantly</th>
<th>Declined</th>
<th>Maintained</th>
<th>Increased</th>
<th>Increased Significantly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very High</td>
<td>Yellow</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
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</tr>
<tr>
<td></td>
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<td>Orange</td>
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<td>Green</td>
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</tr>
<tr>
<td></td>
<td>Low</td>
<td>Red</td>
<td>Orange</td>
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<td></td>
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<td>Red</td>
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</tbody>
</table>

See Handout 1
Overview of the California Model (Cont.)

- LEAs and schools with an overall performance in the “Red” category will receive intensive support*
- LEAs and schools with an overall performance in the “Orange” category will receive focused support*
- LEAs and schools in all other performance categories (Blue, Green, and Yellow) will have access to tools and support for improvement and shared learning

*Federal terminology
Example: Top-Level Data Display

Jack Sparrow Unified

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Student Groups</th>
<th>LCFF Student Groups*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Status</td>
<td>Change</td>
</tr>
<tr>
<td>ELA – Met or Above Standard</td>
<td>High</td>
<td>Increased</td>
</tr>
<tr>
<td>Math – Met or Above Standard</td>
<td>High, Increased</td>
<td>Significantly</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Very High, Maintained</td>
<td></td>
</tr>
<tr>
<td>K–12 Suspension</td>
<td>High, Increased</td>
<td></td>
</tr>
<tr>
<td>K–12 Chronic Absenteeism</td>
<td>Low, Maintained</td>
<td></td>
</tr>
<tr>
<td>English Language Acquisition</td>
<td>N/A, N/A</td>
<td></td>
</tr>
</tbody>
</table>

*Local Control Funding Formula (LCFF) Student Groups: Unduplicated counts of English learner, Students with Disabilities, Foster Youth, Free and Reduced-Price Meals, Migrant, and Homeless students

See Handout 2
Discussion Question

• Does the CPAG support the terms used to describe the Status and Change Levels?
  – The five “Status Levels” are:
    • Very High
    • High
    • Median
    • Low
    • Very Low
Discussion Question (Cont.)

– The five “Change Levels” are:
  • Increased Significantly
  • Increased
  • Maintained
  • Declined
  • Declined Significantly
Methodology
Methodology

• To determine overall performance, the percentile distributions for Status and Change were examined for each indicator:
  – For Status, LEAs and schools were ordered from highest to lowest and four cut points were selected based on the distribution of all LEAs and schools. These cut points created five Status Levels.
Methodology (Cont.)

– For Change, LEAs and schools were ordered separately from highest to lowest for positive change and lowest to highest for negative change.

- Cut points were determined separately for positive and negative change. A total of four cuts were selected which created five Change Levels.
Methodology (Cont.)

• Cut points were selected:
  – Separately for each indicator (i.e., each indicator has their own unique set of cut points)

• Cut points will remain in place for a select number of years (e.g., 3 to 5 years)

(Note: Because a separate accountability system is being developed for alternative schools, their data were excluded from this process.)
Methodology (Cont.)

A “Very Low” Status cut point was based on the performance of a small percent of LEAs and schools and indicates an unacceptable performance level, which may result in intensive or focused support.

![Very Low Status cut point diagram]

0 percentile 100 percentile
Methodology (Cont.)

The “High” Status cut point is being used to meet the ESSA requirement for states to set ambitious long-term goals. The High Status performance level will be the goal that all LEAs and schools will be expected to obtain in each of the indicators.
Example: Status Distribution

Once the “Very Low” and “High” cut points were established, the remaining cut points were set (i.e., Low, Median, and Very High).
The same methodology was used for the Change Level cut points.

The “Declined Significantly” cut point was based on the negative change by a small percent of LEAs and schools.
The “Increased” (Change) cut point was determined by the positive change achieved by the majority of schools.
Once the “Declined Significantly” and “Increased” cut points were established, the remaining cut points were set (i.e., Declined, Maintained, and Increased Significantly).
Methodology (Cont.)

• The Technical Design Group (TDG), comprised of district representatives and statisticians, assisted with establishing the cut points for all indicators
Methodology (Cont.)

Comments And/Or Questions?
# Performance Categories

## Change

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- **Status** is based on the *current* year performance
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### State Indicators

- **ELA – Met or Above Standard**
  - **Status**: High
  - **Change**: Increased

- **Math – Met or Above Standard**
  - **Status**: High
  - **Change**: Increased Significantly

- **Graduation Rate**
  - **Status**: Very High
  - **Change**: Maintained

- **K–12 Suspension**
  - **Status**: High
  - **Change**: Increased

- **K–12 Chronic Absenteeism**
  - **Status**: Low
  - **Change**: Maintained

- **English Language Acquisition**
  - **Status**: N/A
  - **Change**: N/A

*Local Control Funding Formula (LCFF) Student Groups: Unduplicated counts of English learner, Students with Disabilities, Foster Youth, Free and Reduced-Price Meals, Migrant, and Homeless students*