



# California Practitioners Advisory Group (CPAG) Meeting

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



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# 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)



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# Agenda (Cont.)

## Item 3:

- Top-Level Data Display



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# 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).



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# Overview of the California Model



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# 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.



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# Overview of the California Model (Cont.)

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



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# 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.





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# 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.



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# 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.



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# Overview of the California Model (Cont.)

- The five “Status Levels” are:
  - Very High
  - High
  - Median
  - Low
  - Very Low



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# Overview of the California Model (Cont.)

- The five “Change Levels” are:
  - Increased Significantly
  - Increased
  - Maintained
  - Declined
  - Declined Significantly



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# 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

# Overview of the California Model (Cont.)



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Example:

An LEA or school with a “High” **Status** and an “Increased” in **Change** will receive an overall performance of **Green** for most indicators.

|        |           | Change                 |          |            |           |                         |
|--------|-----------|------------------------|----------|------------|-----------|-------------------------|
| Levels |           | Declined Significantly | Declined | Maintained | Increased | Increased Significantly |
| Status | Very High | Yellow                 | Blue     | Blue       | Blue      | Blue                    |
|        | High      | Orange                 | Yellow   | Green      | Green     | Blue                    |
|        | Median    | Orange                 | Orange   | Yellow     | Green     | Green                   |
|        | Low       | Red                    | Orange   | Orange     | Yellow    | Yellow                  |
|        | Very Low  | Red                    | Red      | Red        | Orange    | Yellow                  |

See Handout 1



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# 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



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# Example: Top-Level Data Display

| Address: 1125 Caribbean Way, Bahamas, CA 99641 |  | <b>Jack Sparrow Unified</b> |                         | Enrollment: 25,567          |                         |
|--|--|-----------------------------|-------------------------|-----------------------------|-------------------------|
| Grades Offered: K-12                           |  |                             |                         |                             |                         |
| County-District-School Code: 12-12345-1234567  |  |                             |                         |                             |                         |
| <b>State Indicators</b>                        |  | <b>All Student Groups</b>   |                         | <b>LCFF Student Groups*</b> |                         |
|  |  | Status                      | Change                  | Status                      | Change                  |
| ELA – Met or Above Standard                    |  | High                        | Increased               | Low                         | Increased               |
| Math – Met or Above Standard                   |  | High                        | Increased Significantly | Very Low                    | Increased Significantly |
| Graduation Rate                                |  | Very High                   | Maintained              | Median                      | Increased               |
| K–12 Suspension                                |  | High                        | Increased               | Very High                   | Increased               |
| K–12 Chronic Absenteeism                       |  | Low                         | Maintained              | High                        | Increased               |
| English Language Acquisition                   |  | N/A                         | N/A                     | Low                         | Maintained              |

\*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





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# 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



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# Discussion Question (Cont.)

- The five “Change Levels” are:
  - Increased Significantly
  - Increased
  - Maintained
  - Declined
  - Declined Significantly



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# Methodology



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# 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.



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# 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.



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# 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)

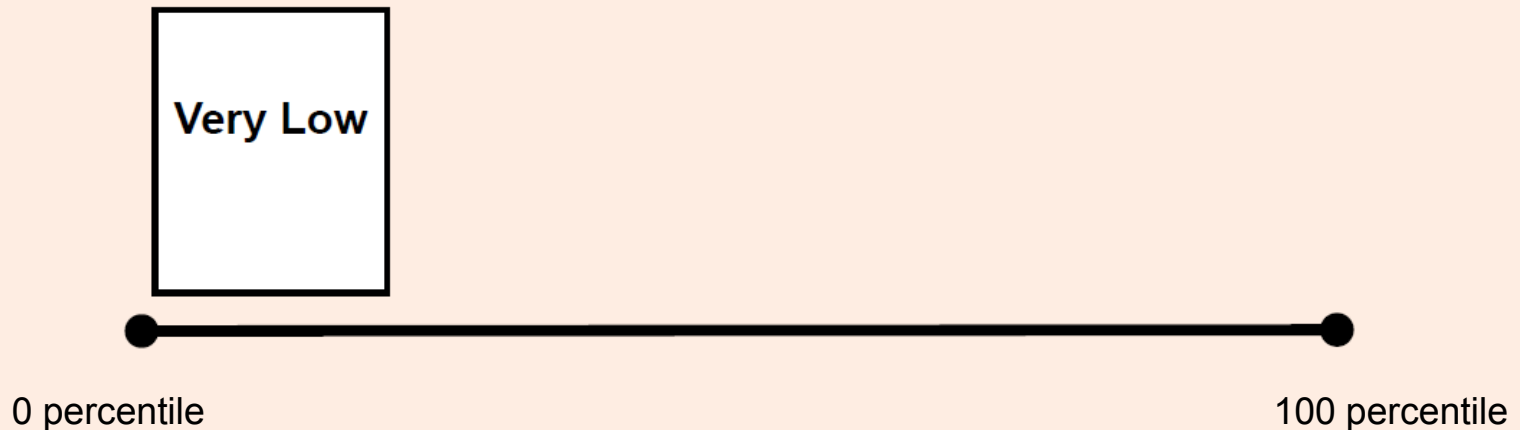
(Note: Because a separate accountability system is being developed for alternative schools, their data were excluded from this process.)



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# 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.

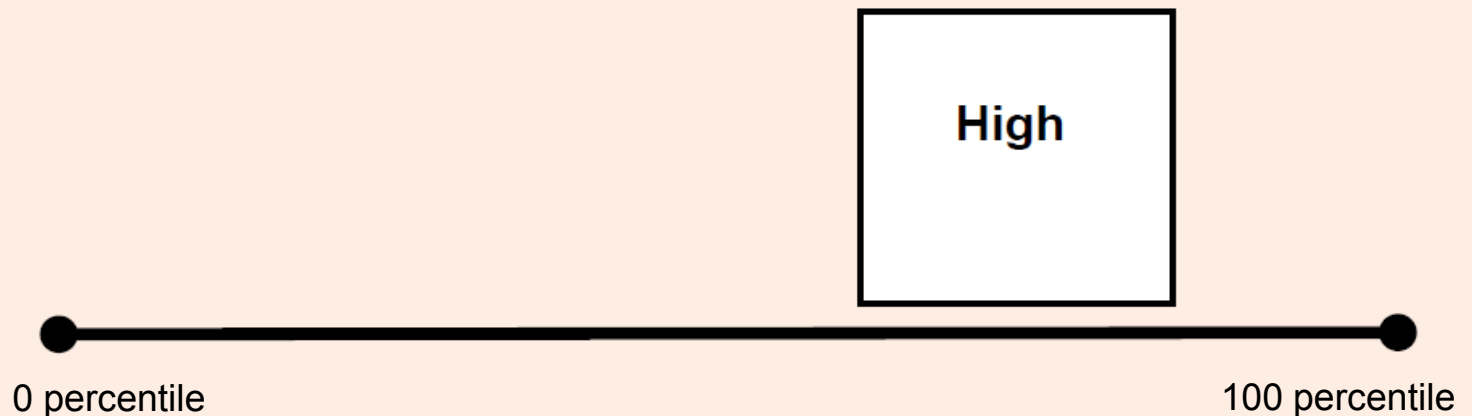




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# Methodology (Cont.)

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.



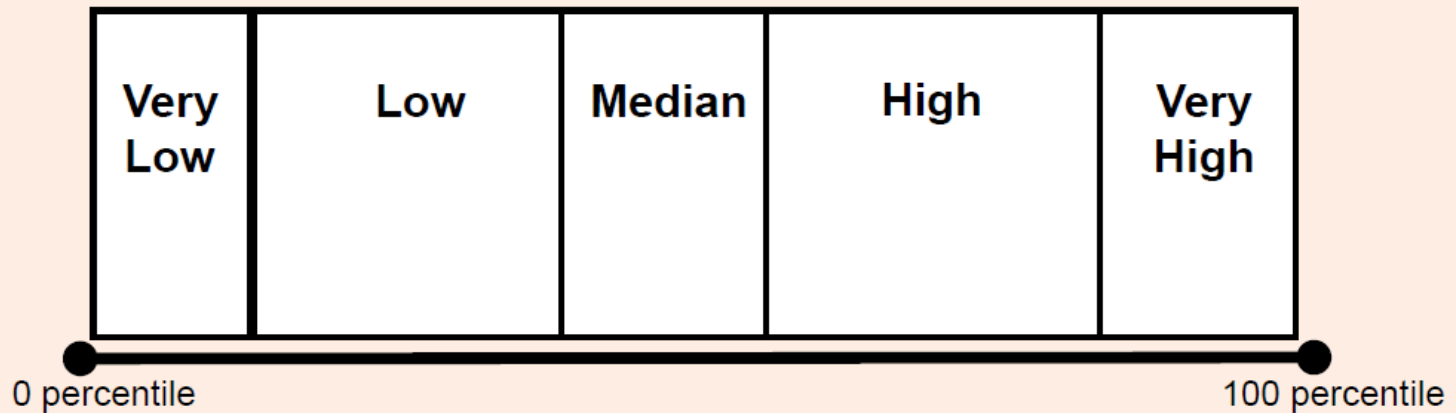




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# Methodology (Cont.)

## 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).



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# Methodology (Cont.)

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.

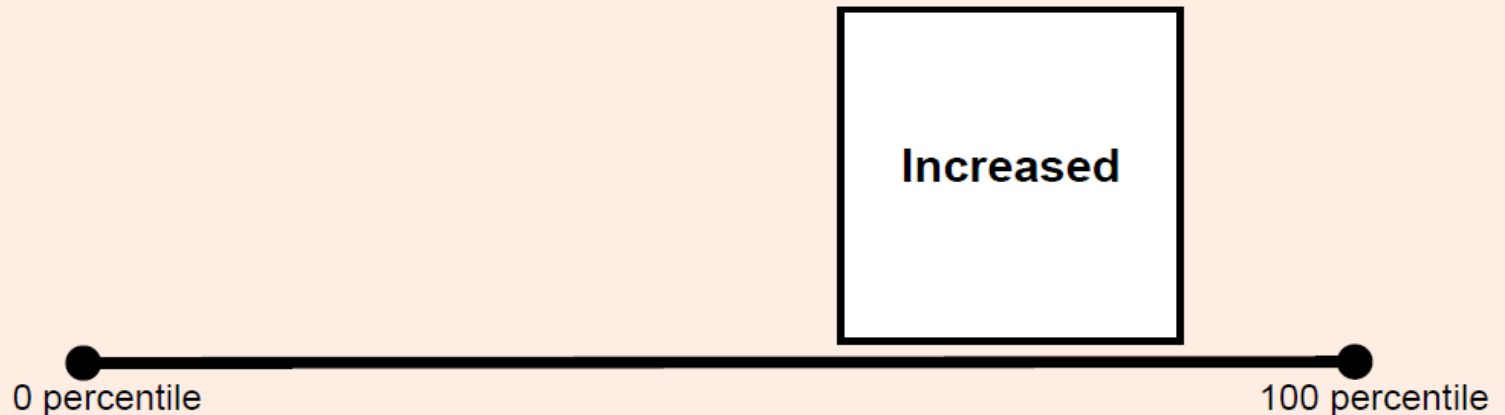




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# Methodology (Cont.)

The “Increased” (Change) cut point was determined by the positive change achieved by the majority of schools.

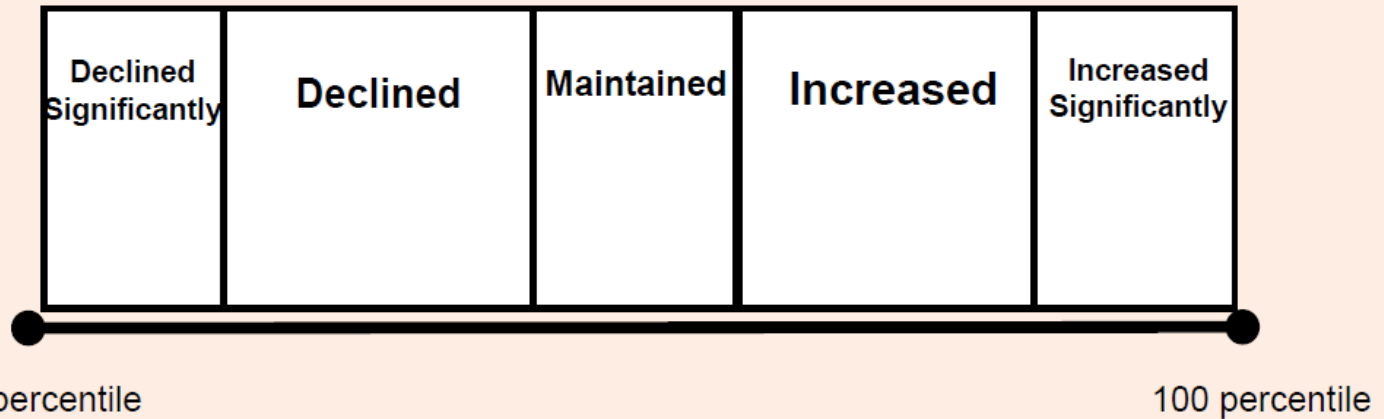




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# Methodology (Cont.)

## Example: Change Distribution



Once the “Declined Significantly” and “Increased” cut points were established, the remaining cut points were set (i.e., Declined, Maintained, and Increased Significantly).



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# Methodology (Cont.)

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



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# Methodology (Cont.)

Comments  
And/Or  
Questions?

## Performance Categories

### Change

| Status | Levels    | Declined Significantly | Declined | Maintained | Increased | Increased Significantly |
|--------|-----------|------------------------|----------|------------|-----------|-------------------------|
|        | Very High | Yellow                 | Blue     | Blue       | Blue      | Blue                    |
|        | High      | Orange                 | Yellow   | Green      | Green     | Blue                    |
|        | Median    | Orange                 | Orange   | Yellow     | Green     | Green                   |
|        | Low       | Red                    | Orange   | Orange     | Yellow    | Yellow                  |
|        | Very Low  | Red                    | Red      | Red        | Orange    | Yellow                  |

- **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

Address: 1125 Caribbean Way, Bahamas, CA 99641  
 Grades Offered: K-12  
 County-District-School Code: 12-12345-1234567

# Jack Sparrow Unified

Enrollment: 25,567

## State Indicators

ELA – Met or Above Standard

Math – Met or Above Standard

Graduation Rate

K–12 Suspension

K–12 Chronic Absenteeism

English Language Acquisition

### All Student Groups

Status Change

|      |           |
|------|-----------|
| High | Increased |
|------|-----------|

Status Change

|      |                         |
|------|-------------------------|
| High | Increased Significantly |
|------|-------------------------|

Status Change

|           |            |
|-----------|------------|
| Very High | Maintained |
|-----------|------------|

Status Change

|      |           |
|------|-----------|
| High | Increased |
|------|-----------|

Status Change

|     |            |
|-----|------------|
| Low | Maintained |
|-----|------------|

Status Change

|     |     |
|-----|-----|
| N/A | N/A |
|-----|-----|

### LCFF Student Groups\*

Status Change

|     |           |
|-----|-----------|
| Low | Increased |
|-----|-----------|

Status Change

|          |                         |
|----------|-------------------------|
| Very Low | Increased Significantly |
|----------|-------------------------|

Status Change

|        |           |
|--------|-----------|
| Median | Increased |
|--------|-----------|

Status Change

|           |           |
|-----------|-----------|
| Very High | Increased |
|-----------|-----------|

Status Change

|      |           |
|------|-----------|
| High | Increased |
|------|-----------|

Status Change

|     |            |
|-----|------------|
| Low | Maintained |
|-----|------------|

\*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