Academic Indicator Webinar

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Topics

• Monitoring and Accountability under the Individuals with Disabilities Education Act (IDEA)

• Academic Indicator: Changes to the 2019 California School Dashboard (Dashboard)
  – Students with Disabilities (SWD) and District of Residence
  – Rules for SWDs Who Exit Special Education
  – Incorporation of California Alternate Assessment (CAA) results into the Academic Indicator
Monitoring under IDEA

The primary focus of the State's monitoring activities must be on:

1. Improving educational results and functional outcomes for all children with disabilities; and

2. Ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.
Monitoring Priority Areas under IDEA

The State must monitor the LEAs located in the State, using quantifiable indicators in each of the following priority areas:

1. Provision of a free appropriate public education (FAPE) in the least restrictive environment.

2. State exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services.

3. Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.
California’s Monitoring System

**Intensive Monitoring:**
- Comprehensive Review
- Significant Disproportionality

**Targeted Monitoring:**
- Data Identified Noncompliance
- Disproportionality
- Performance Indicator Review

**Universal Monitoring:**
- Data Collection
- Technical Support
Which Entity is Responsible?

34 Code of Federal Regulations 300.201

• The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174.

§§ 300.101 can be found at https://www.law.cornell.edu/cfr/text/34/300.101.
§§ 300.165 can be found at https://www.law.cornell.edu/cfr/text/34/300.165.

California Education Code 48200.

• Each person subject to compulsory full-time education shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian
Why is this sometimes different for students with disabilities?
Because it Depends on…

- The Student’s Special District of Special Education Accountability (DSEA)
The District of Special Education Accountability (DSEA) for a student with an Individualized Education Program (IEP) is defined to be either of the following:

- The district of GEOGRAPHIC residence, if any of the following conditions apply:
  - The student’s parents or guardians reside in the same district in which the student is receiving special education instruction and related services.
  - The student is placed outside of his/her district of geographic residence through the IEP process;

OR
Determining the District of Special Education Accountability (2 of 3)

• A district OTHER THAN the district of geographic residence, if any of the following conditions apply:
  – The student has a formal inter-district transfer agreement under Education Code 63600. (The DSEA = the county/district code of the district to which the student has transferred.)
  – The student attends a charter school. (The DSEA = the school code of the charter.)
  – The student is a ward of the court and housed in a juvenile court, court/community school, or licensed children’s institution. (The DSEA = the county/district code of the district or COE serving the student while the student is incarcerated or institutionalized.)
Determining the District of Special Education Accountability (3 of 3)

- The student is a ward of the court and housed in an adult correctional facility (e.g., a county jail). (The DSEA = the county/district code of the district that was last responsible for the student’s IEP.)

• DSEA for a private school student with an Individualized Service Plan (ISP) is defined to be:
  - The public school district in which the private school is located.
California’s Monitoring System and Districts of Special Education Accountability

Intensive Monitoring:
- Comprehensive Review (District of Special Education Accountability)
- Significant Disproportionality (District of Special Education Accountability)

Targeted Monitoring:
- Data Identified Noncompliance
- Disproportionality (District of Special Education Accountability)
- Performance Indicator Review (District of Special Education Accountability)

Universal Monitoring:
- Data Collection
- Technical Support
SWD and the District of Special Education Accountability
Options for Districts that Cannot Directly Provide Services to SWDs

- Currently, if a district cannot provide the needed services for its SWDs, it can enter into an Memorandum of Understanding (MOU) with:
  - Another district (public)
    - Special education school in another district
    - Non-special-education school in another district (e.g., school with a special education program on campus)
  - The county office of education (COE)
    - Special education school in the COE
  - A Non-Public School (NPS)
Non-Academic Measures: Which Entity Is Accountable for SWDs?

• Which entity is accountable for students who receive services under an MOU?
• The school of attendance (school of service) and the district or county office of attendance (district of service) are held accountable for all non-academic measures on the Dashboard:
  – Suspension
  – Chronic Absenteeism
  – Graduation Rate
  – College/Career Indicator
Academic Indicator: Which Entity is Accountable for SWDs?

• At **school level**, accountability rests with school of attendance (i.e., school of service)

• At **district or county level**, accountability for the Academic Indicator depends on multiple factors
Academic Indicator: Current Business Rules

• For the Academic Indicator only, if a student receives services from a special education school (based on ownership code) or a Non-Public School (NPS), the assessment results are sent back to the District of Special Education Accountability for inclusion in their Dashboard.
  – Business rule was used in former accountability systems (i.e., API and AYP), including all Dashboard releases (i.e., 2017 and 2018 Dashboards)
• The Assessment results are not included in the Dashboard for the District or County of Services
Proposed Changes for the 2019 Dashboard

• Expand the District of Special Education Accountability rule
  – For the Academic Indicator only, the District of Special Education Accountability will be held accountable for all SWDs, not just those who receive services from a special education school or NPS school

• This ensures that the LEA receiving federal IDEA funding for these students is held accountable for the outcomes of all SWDs.
Changes Beyond the 2019 Dashboard: Expand Rule to All State Indicators

• The CDE is proposing to apply the District of Special Education Accountability rule to all the state indicators for the 2020 Dashboard to align with Transition from CASEMIS to CALPADS.

  – Provides sufficient notice
Any Questions?
District of Special Education Accountability in CALPADS
Which District is Responsible for Reporting Data for SWD to CALPADS?

• The LEA that provides the majority of special education instruction and related services or **District of Service** is responsible for maintaining enrollments and other data in CALPADS for students with disabilities
  – This may or may not be the District of Special Education Accountability
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<th>If the student is attending school at:</th>
<th>And the student receives special education services from:</th>
<th>Then the District of Service is:</th>
<th>And the District of Special Education Accountability is:</th>
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How is the DSEA Submitted to CALPADS?

• Through 2018-2019 the District of Service submits the DSEA for a student on:
  – Field # 3.22 in Student Program (SPRG) File – *District of Special Education Accountability*
    ◦ Must be populated for students with an Education Program Code of 144 – Special Education
    ◦ Comes from student information systems

• Beginning in 2019-2020 the District of Service will submit the DSEA for a student on:
  – The new Special Education (SPED) file which will come directly from local special education data systems
Ensuring Data Quality

• CALPADS administrators should work with local special education data administrators to ensure this field is populated correctly and is alignment with data in the special education data system

• Data from the ODS will be pulled on August 30, 2019
Rules for SWDs Who Exit Special Education
New Rule for Students Who Exit Special Education

• Beginning with 2019 Dashboard, students who exited a special education program beyond the current school year will no longer be included in the SWD student group.

  – The performance level (color) for the Academic Indicator will no longer reflect the results of students who exited the program for up to two year.
Question Time
Incorporation of CAA Results into the Academic Indicator
Methodology to Incorporate CAA Results

• Every Student Succeeds Act (ESSA) requires states to include assessment results of all students—including those with significant cognitive disabilities—into accountability systems
  – California Alternate Assessment (CAA) is already included in participation rate calculations but excluded from calculation of distance from standard (which is used to determine performance colors)
  – Department has been working with the Technical Design Group (TDG) on a methodology for incorporating these assessments.
Options Considered by the TDG at the April 2019 Meeting

• Effect Size Approach
• Middle-of-the-Range Approach
• Top-of-the-Range Approach
Effect Size

• Use the standard deviations between the two assessments (e.g., CAA for math in grade 3 and the Smarter Balanced Assessment Consortium (SBAC) math results in grade 3) to standardize the student score into the units of the SBAC scale.

• To convert the scores, the distance from Level 3 for a CAA score is divided by the standard deviation for the scores on the CAA. In this way, the distance from met is represented in terms of standard deviation units. The CAA standard deviation unit is converted to the score that is associated with the same standard deviation unit of the SBAC.
Example of Effect Size

- CAA
  - Standard Deviation Units
  - (CAA Score: 370)

- CAASPP
  - Standard Deviation Units
  - (CAASPP Score: 2469)
Middle-of-the-Range

• For performance levels 1–3 on the CAA, a student’s CAA score would be substituted with the mid-range score of the same SBAC achievement level. For example, a grade 3 student scoring anywhere in Level 2 on CAA for ELA would receive the midpoint score of the Level 2 range on the SBAC ELA, 2399 (SBAC scale range is 2367-2431).
Top-of-the-Range

• For performance levels 1–3 on the CAA, a student’s score would be substituted with the top score of the same SBAC achievement level. For example, a grade 3 student scoring anywhere in Level 2 on CAA for ELA would receive the highest score of the Level 2 range on the SBAC ELA, 2431.
CDE Recommendation

• Top-of-the-Range
  – Easier to communicate than the Effect Size
  – **CAA students cannot score Level 4.** Averaged across all grades, Level 4 has a range of 114 points in ELA and 132 points in Math. The Effect Size method ensures that even the highest-scoring CAA students will be 114 and 132 points lower than their non-CAA peers.
Additional Questions?