

State Accountability Overview

February 2017

Objectives

- Building Local District capacity to communicate about the new state accountability system's dashboard by:
 - Providing a brief overview of the dashboard and how it aligns with District Goals
 - Checking for understanding about the new system
 - Planning our education and outreach efforts around the California School Dashboard

Reviewing the former system

Full-Group Discussion Prompt:

What were the **benefits and challenges** of our former federal accountability system of Adequate Yearly Progress (**AYP**) and state accountability system of Academic Performance Index (**API**)?

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New State Accountability System: The Big Picture

More than a single number	Equity	Supports Local Decision-Making
A quality education is defined by more than a single test score <i>and</i> it is not reported as a summative number	Increased focus on addressing disparities among student groups <i>and</i> captures all students' academic progress	More information to support the local strategic planning process

****NOTE:** This system will be rolled out over time, and there are no stakes for schools until schools are identified at the beginning of 2018-19.

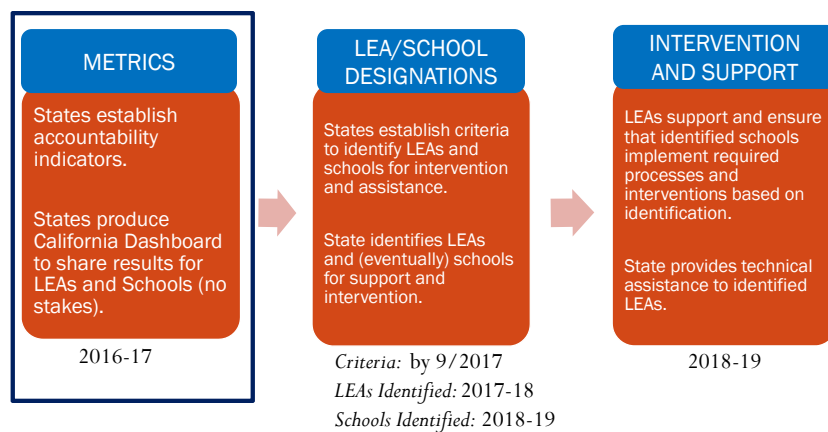
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Background

- In 2013, California adopted Local Control Funding Formula (LCFF) with 10 state priorities, began development of LCFF evaluation rubrics
- Districts required to write Local Control and Accountability Plans (LCAP) addressing state priorities
- In 2015, federal Every Student Succeeds Act (ESSA) replaced No Child Left Behind Act (NCLB), requires states to develop multiple measures accountability system
- California is merging state accountability (LCAP) and federal accountability (ESSA) into one system

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Accountability System



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Priorities: State and Local Indicators

LCFF Priorities	State and Federal Indicator (School and LEA)	Local Indicator (LEA)
1. Basic Services		Basic Conditions at School
2. Implementation of state standards		Implementation of State Standards
3. Parental Involvement		Parental Involvement
4. Pupil Achievement	Academic Indicator English Learner Indicator	
5. Pupil Engagement	Chronic Absenteeism Graduation Rate	
6. School Climate	Suspension Rate	Local Climate Survey
7. Course Access	College/Career Indicator	
8. Other Pupil Outcomes	College/Career Indicator	
9. Coordination of Services for expelled youth*		Coordination of Services for expelled youth*
10. Coordination of Services for Foster Youth*		Coordination of Services for Foster Youth*

*For county offices e.g., LACOE

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Local Indicators (LEA level only and based on self-reflection)

Basic conditions at a school – currently reported on SARC each year

- Williams Requirements, e.g., instructional materials sufficiency, appropriate teacher assignments, clean & functional facilities

Progress in implementing state standards

Parent engagement

- seeking input from parents in decision making
- promoting parental participation in programs

School climate

- local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness. Administered to students in at least one grade within the grade span(s) that the LEA serves

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State Indicators (School and LEA)

- **Academic indicator** – Grade 3-8 scores on standardized tests, ELA and Math
- **English learner progress**– Annual progress on CELDT + reclassified EL's in prior year
- **Graduation rate** – Four-year cohort graduation rate, excludes options schools, five-year rate considered for 18-19
- **Suspension rate** – in-school and out-of-school suspensions
- **College & career indicator** –for graduates in 4-yr. cohort, Gr. 11 SBA scores, AP & IB tests, A-G completion with “C” or above, dual enrollment, career pathway completion with “C” or above
- **Chronic absenteeism** – starting 2018-19, data being collected in 2016-17

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SPRING 2017 CALIFORNIA SCHOOL DASHBOARD

Table 8: College/Career Indicator Model in Table Format

All students in the four-year graduation cohort receive students who take the California Alternate Assessment.

WELL PREPARED – To Be Determined	
The CCI measures for “Well Prepared” will be determined following further review of potential state and local CCI measures as statewide data becomes available. ¹ California Department of Education staff, with input from education researchers, practitioners, and stakeholders, will evaluate the CCI model through the first phase of the Local Control Funding Formula evaluation rubric and will propose a revised CCI model for implementation in 2017-18.	
PREPARED	Does the graduate meet at least 1 measure below?
<p>A. High School Diploma and any one of the following:</p> <ul style="list-style-type: none"> • Career Technical Education (CTE) Pathway Completion plus one of the following criteria: <ul style="list-style-type: none"> - Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) B. At least a Level 3 “Standard Met” on both ELA and Mathematics on Smarter Balanced Summative Assessments C. Completion of two semester/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects) D. Pacing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams E. Completion of courses that meet the University of California (UC) a-g criteria plus one of the following criteria: <ul style="list-style-type: none"> - CTE Pathway Completion - Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) - Passing score on one AP Exam OR on one IB Exam 	<p>APPROACHING PREPARED</p> <p>Does the graduate meet at least 1 measure below?</p> <ul style="list-style-type: none"> A. High School Diploma and any one of the following: <ul style="list-style-type: none"> - CTE Pathway completion - Scored at least Level 2 “Standard Nearly Met” on one or both ELA and Mathematics Smarter Balanced Summative Assessments B. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) C. Completion of courses that meet the UC a-g criteria
	<p>NOT PREPARED</p> <p>Student did not meet any measures above or did not graduate, so considered NOT PREPARED</p>

Note: The following measures will be reported as Future Local and State CCI Measures. Future Expansion on the following statewide data becomes available:

- Articulated CTE Pathway
- AP/IB Career Program
- State Seal of Biliteracy
- Golden State Seal Merit Diploma
- Industry Certificate
- Additional Summative data elements (e.g., Career Pathways Trust and CTE Incentive Grant)
- Pilot career ready assessments (i.e., National Occupational Competency Testing Institute)

California Department of Education

February 2017

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A Closer Look: Academic Indicator

MAIN IDEA: How far above or below the minimum scale score for standards met are your students on average?

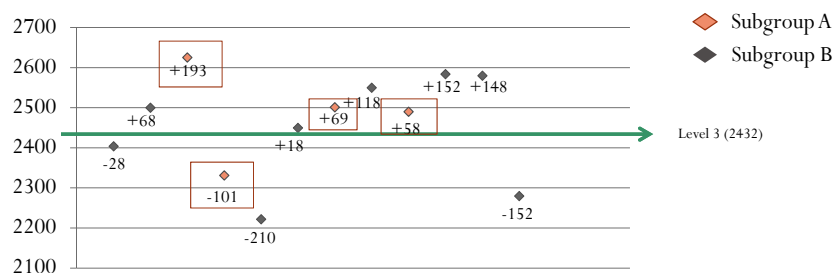
INTENT: Shows needed improvement to bring the average student to meeting standard.

KEY SHIFTS:

- Based on scale scores for all students and subgroups
- Establishes “level 3” score for each grade level as a comparison point (lowest score needed to meet standard)
- Averages the “distance from Level 3” to determine performance

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Sample: ELA Grade 3



For ELA 3rd Grade, Level 3 equals a scale score of 2432

Each student's distance from Level 3 is averaged

- Overall (+27.75)
- Subgroup A (+54.75)

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Full Group Discussion on Academic Indicator and CCI

What are the **key differences** in how the academic indicator and college and career indicator are considered?

How might these new way of considering academic results **impact schools**?

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A Closer Look: EL Progress Indicator

MAIN IDEA: Recognize English Learners that made progress on CELDT, and students who reclassified the prior year.

NUMERATOR:

- Annual CELDT test takers who:
 - Increased at least one CELDT level compared to the prior year
 - Maintained Early Advanced/Advanced English Proficient.
- ELs who were reclassified in the prior year.

DENOMINATOR:

- Total number of annual CELDT test takers (with two years of scores)
- ELs who were reclassified in the prior year (Note: If a student moves after being reclassified, the student is included in the denominator of the school that reclassified the student.)

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Reported Subgroups

Each state indicator will be reported for all schools and for the following subgroups (n≥30):

- Race/ethnicity
 - African-American
 - Asian
 - Filipino
 - Hispanic/Latino
 - Native American
 - Pacific Islander
 - Two or More Races
 - White
- Socioeconomically disadvantaged
- Students with disabilities
- English learners – definition varies by indicator

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Criteria for English Learners in the New System

State Indicator	EL Inclusion Criteria
English Learner Progress	Current EL annual CELDT* test takers (grades K-12) plus students reclassified in the prior year
Academic	ELs (grades 3-8) plus students who have been Reclassified fluent English proficient (RFEP) for four years or less** (Note: This is similar to the criteria used in the prior state and federal accountability systems)
Graduation	Students with an EL status at any time in grades 9-12 (same criteria since the initial release of the cohort graduation rate)
College and Career Indicator	Students with an EL status at any time in grades 9-12
Suspension (<i>Chronic Absenteeism will be added when data is available</i>)	Current EL students (grades K-12)

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*CELDT: California English Language Development Test

** This definition is based on what is permitted in the Every Student Succeeds Act

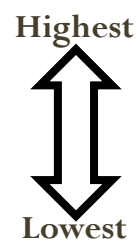
Full Group Discussion on ELs

What about this way of **tracking and reporting on ELs is new**? What might this change **mean for schools**?

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Performance Levels for State Indicators

Performance Levels are calculated using percentiles that combine **Status** and **Change** using a five-by-five colored table that produced 25 results represented by five colors.



Status and change sample

2015 Grad Rate: 89%

3 yr. average rate: 91%

Difference between 2015
and 3 yr. average: -2

Gray = NA

Graduation Status	Graduation Change (3yr. average)					
	Level	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
	Very High 95% or greater	N/A	Blue	Blue	Blue	Blue
	High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
	Median 85% to less than 90%	Orange	Orange	Yellow	Green	Green
	Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 67%	Red	Red	Red	Red	Red
Gray colored cell=Not applicable						

Table 1

Status Level	Status Cut Score
Very Low	Graduation rate is less than 67%.
Low	Graduation rate is 67% to less than 85%.
Median	Graduation rate is 85% to less than 90%.
High	Graduation rate is 90% to less than 95%.
Very High	Graduation rate is 95% or greater.

Table 3

Change Level	Change Cut Score
Declined Significantly	Graduation rate declined by more than 5%.
Declined	Graduation rate declined by 1% to 5%.
Maintained	Graduation rate is 95% or declined or increased by less than 1%.
Increased	Graduation rate increased by 1% to less than 5%.
Increased Significantly	Graduation rate increased by 5% or more.

Equity Report: State Indicators

Los Angeles Unified - Los Angeles County

Enrollment: 490,474 Socioeconomically Disadvantaged: 84% English Learners: 28%

Reporting Year: Spring 2017

Foster Youth: N/A Grade Span: P-Adult Charter School: No

The Equity Report provides the performance levels for the state indicators and identifies the total number of student groups represented in each indicator, in addition to the number of student groups in red/orange.

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

Equity Report	Status and Change Report	Detailed Reports	Student Group Report
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism		N/A	N/A
Suspension Rate (K-12)		11	0
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		11	4
College / Career		N/A	N/A
English Language Arts (K-8)		11	1
Mathematics (K-8)		11	1

Status and Change Report

Los Angeles Unified - Los Angeles County

Enrollment: 490474 Socioeconomically Disadvantaged: 84% English Learners: 28% Reporting Year: Spring 2017

Foster Youth: N/A Grade Span: P-Adult Charter School: No

The status and change report provides the performance level for all students on all state indicators and identifies the status for the current year and change relative to the prior year for each state indicator.

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

Equity Report	Status and Change Report	Detailed Reports	Student Group Report
State Indicators	All Students Performance	Status	Change
Chronic Absenteeism		N/A	N/A
Suspension Rate (K-12)		Very Low 0.9%	Declined -0.4%
English Learner Progress (K-12)		Medium 67.1%	Maintained -1.2%
Graduation Rate (9-12)		Low 80.3%	Increased +2%
College / Career		N/A	N/A
English Language Arts (K-8)		Low 39.4 points below level 3	Increased +10.7 points
Mathematics (K-8)		Low 60.5 points below level 3	Increased +7.7 points

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Suspension Report by Subgroup

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

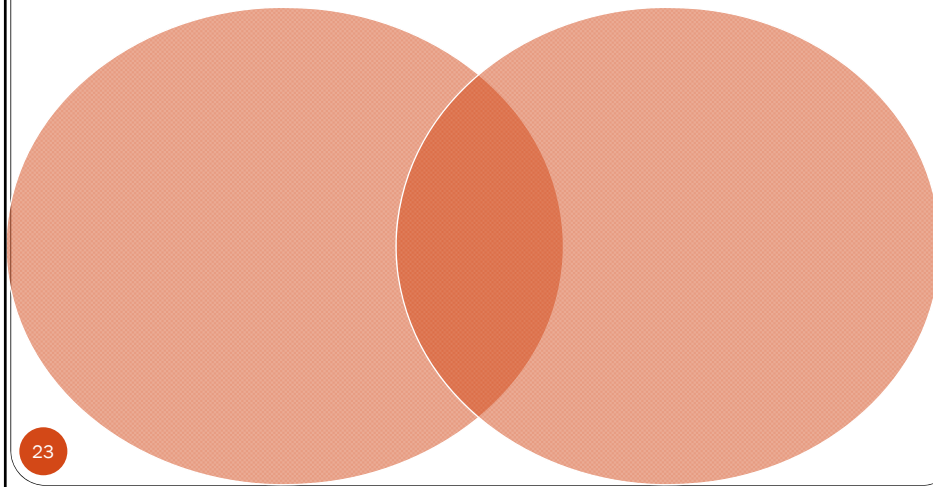
All	Blue/Green	Yellow	Red/Orange
Performance	Total Number of Students	Status	Change
All Students	676895	Very Low 0.9%	Declined -0.4%
English Learners	100390	Very Low 0.8%	Declined -0.4%
Foster Youth	N/A	N/A	N/A
Homeless	N/A	N/A	N/A
Socioeconomically Disadvantaged	529949	Very Low 1%	Declined -0.4%
Students with Disabilities	87172	Low 1.8%	Declined -0.8%
American Indian	1714	Very Low 0.9%	Declined -0.6%
Asian	25521	Very Low 0.2%	Maintained -0.1%
African American	62259	Medium 3.1%	Declined -0.9%
Filipino	12993	Very Low 0.2%	Maintained -0.2%
Hispanic	494786	Very Low 0.7%	Declined -0.4%
Pacific Islander	2216	Very Low 0.2%	Declined -0.6%
Two+ Race	6662	Very Low 0.9%	Declined Significantly -2.9%
White	67106	Very Low 0.6%	Maintained -0.2%

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Comparing the Former System to the New System: Reflect on the differences

AYP/API

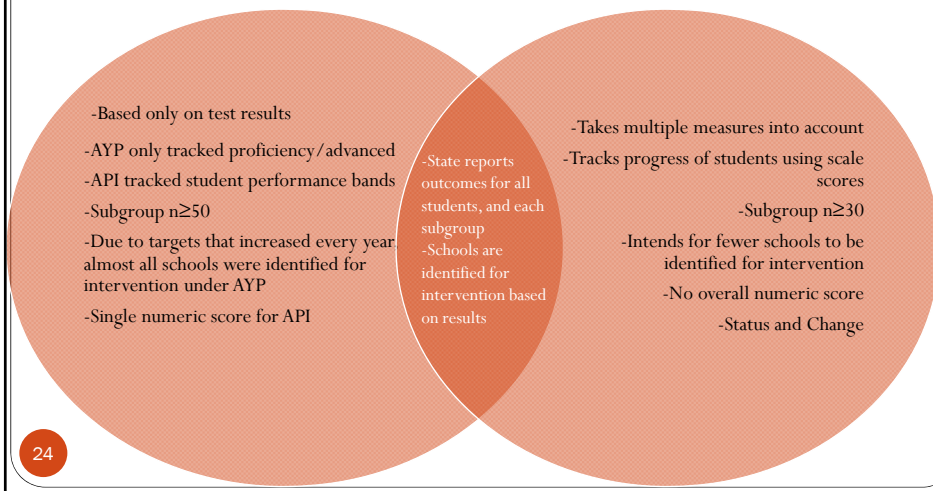
New Accountability System



Comparing the Former System to the New System: Reflect on the differences

AYP/API

New Accountability System



What's next?

- Informing school and support staff about the new accountability system and dashboard (Feb/March)
- School dashboards made publicly available in March
 - Data predominantly from 2015-6
 - March release will not be used to identify districts or schools for support or intensive interventions

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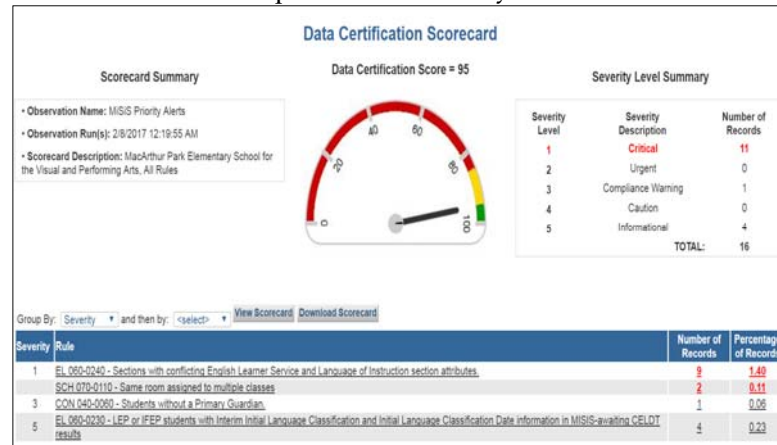
Data Used in California Dashboard, Spring 2017

Indicator	Data Used for Status	Data Used for Change
Suspension Rate	2014–15 suspension rate	2014–15 suspension rate <i>minus</i> 2013–14 suspension rate
English Learner Progress	2015 and 2014 CELDT + 2014 reclassification data	2015 and 2014 CELDT + 2014 reclassification data <i>minus</i> 2014 and 2013 CELDT + 2013 reclassification data
Graduation Rate	2014–15 four-year cohort graduation rate (Class of 2015)	2014–15 four-year cohort graduation rate <i>minus</i> Three-year weighted average (i.e., 2013–14, 2012–13, and 2011–12)
Academic: Grades 3-8	2016 Smarter Balanced Summative Assessments (ELA and mathematics)	2016 Average Distance from Level 3 <i>minus</i> 2015 Average Distance from Level 3
College/Career (No performance level or color)	Graduates in the 2013–14 four-year graduation cohort (class of 2014) who are "Prepared", "Approaching Prepared", and "Not Prepared" on the CCI	Not Applicable
Grade 11 Distance from Level 3 (No performance level or color)	2016 Smarter Balanced Summative Assessments (ELA and mathematics)	2016 Average Distance from Level 3 <i>minus</i> 2015 Average Distance from Level 3

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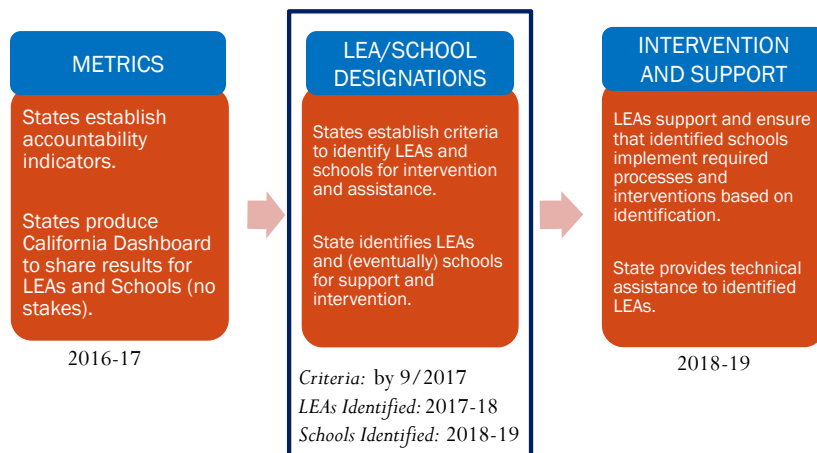
Where does the data come from?

- Majority is from CALPADS – sourced from MiSiS
- Part of data clean-up efforts in Certify



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Accountability System



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School accountability and identification

Beginning in 2018-19, based on the dashboard results, some schools will be identified for intervention in two categories:

- Comprehensive Support and Intervention (overall low achievement)
- Targeted Support and Intervention (achievement gaps)

Exactly how the school will be identified, what interventions will be required, and how schools will demonstrate improvement is TO BE DETERMINED .

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California Dashboard Rollout: Group Discussion

- How will you communicate to principals and when?
- Who is your point person for rolling this out?
- What support do you need from central office?

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Resources

- A link to the Technical Guide is: <http://tinyurl.com/gpt24fs>
- The State is developed engagement toolkits: <http://www.cde.ca.gov/ta/ac/cm/>
- Send feedback about the dashboard to lcff@cde.ca.gov
- The Appendix slides offer activities and handouts that might support capacity building.

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Activity: Inspect the Dashboard Report

Materials: Each participant should have a copy of a sample California Dashboard report

Step 1: Work silently on your own.  5 min.

- What questions do you have or do you anticipate your schools will have?

Step 2: Partner work  10 min.

- Seek out a partner in the room and discuss your questions.
- What remaining questions do you have after your discussion?

Appendix

Activity: Practice Explaining

Step 1: Identify the metric/outcome that you feel least comfortable explaining

Step 2: Work with a partner to practice presenting this metric.

- How would you educate and inform parents/teachers/school community about this metric utilizing the Dashboard?
- Are there any specific strategies you might use to simplify current language?

Appendix