

**Accountability Leadership Institute for English Learner,  
Immigrant, and Migrant Student Programs**

# **California's New Accountability System and School Dashboard**

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# Topics Covered

- Building California's Accountability System
- California School Dashboard
- Overview of State and Local Indicators
- LCAP and the Dashboard
- Differentiated Assistance for Local Educational Agencies (LEAs) and Schools
- Rollout of Fall 2017 Dashboard

# **Building California's Accountability System**

# Local Control Funding Formula (LCFF)

- Signed by Governor in 2013.
- Serves as foundation for California's accountability system.
- Significantly changed how LEAs are funded.
- Holds LEAs accountable for improving student performance and meeting specific priority areas.

# Three Main Components of LCFF

**Funding**

**LCAP\***

**State  
Accountability  
System**

\*LCAP: Local Control and Accountability Plan

# 1. Funding

- Simplifies how state funding is provided to LEAs:
  - Base funding for each student served
  - Additional funding for each of the following high-needs students:
    - ❖ Low income students
    - ❖ English learners
    - ❖ Foster youth

## 2. Local Control and Accountability Plan (LCAP)

- All LEAs are required to develop and submit an LCAP:
  - Must be adopted and annually updated
  - Must address:
    - ❖ 8 priority areas for districts
    - ❖ 10 priority areas for county offices of education

# 3. Accountability System

- Based on LCFF priority areas.
- Holds LEAs and schools responsible for meeting **six state** indicators. Holds districts and charters responsible for **four local indicators**, and counties responsible for **six local indicators**:
  - Performance on these indicators are reported in the **California School Dashboard**
- Aligned to requirements under the Every Student Succeeds Act (ESSA).



# Indicators by LCFF Priority Area

Priority Area	State Indicator	Local Indicator
<b>Priority 1:</b> Basic Services	N/A	Basics Conditions at School
<b>Priority 2:</b> Implementation of State Standards	N/A	Implementation of State Academic Standards
<b>Priority 3:</b> Parent Involvement	N/A	Parent Engagement
<b>Priority 4:</b> Pupil Achievement	Academic Indicator English Learner Progress Indicator	N/A
<b>Priority 5:</b> Pupil Engagement	Chronic Absenteeism Indicator Graduation Rate Indicator	N/A
<b>Priority 6:</b> School Climate	Suspension Rate Indicator	Local Climate Survey
<b>Priority 7:</b> Course Access	College/Career Indicator	<i>Proposed New Local Indicator for 2018</i>
<b>Priority 8:</b> Pupils Outcomes	College/Career Indicator	N/A
<b>Priority 9:</b> Coordination of Instruction if Expelled Pupils	N/A	Coordination of Services for Expelled Students*
<b>Priority 10:</b> Coordination of Services for Foster Youth	N/A	Coordination of Services for Foster Youth*

\* Only applies to county offices of education

# Dashboard Indicators

State Indicators	Local Indicators
Data collected statewide	Data collected by the LEAs
California Department of Education (CDE) uploads the data into the Dashboard	LEAs upload the data into the Dashboard

# California School Dashboard

# Development of the California School Dashboard

- In 2016, the State Board of Education (SBE) adopted a new accountability tool required by LCFF, called the **evaluation rubrics**, that includes a set of state and local measures.
- The tool is the result of **more than a year of stakeholder engagement** and SBE actions.
- The California School Dashboard (Dashboard) is how performance data from the evaluation rubrics are shown to LEAs and the public.
- The Dashboard was piloted in spring 2017 to provide LEAs and schools time to become familiar with the features prior to full implementation in fall 2017.

# Key Messages

<b>More than a single number</b>	<b>Equity</b>	<b>Supports Local Decision-Making</b>
A quality education is defined by <b>more</b> than a single test score	<b>Increased</b> focus on addressing disparities among student groups	<b>More</b> information to support the local strategic planning process

# Annual Review of Indicators

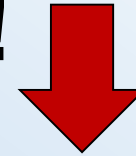
- Indicators and performance standards are annually reviewed to consider whether improvements are needed.
  - Anticipated to take several years to fully build out the system.

# Performance on State Indicators

- LEAs, schools, and student groups receive performance levels (or colors) for each state indicator.
- At least two years of data (**Status** and **Change**) are required to receive a color:
  - **Status:** Current data
  - **Change:** The difference between current year and prior year(s) of data.

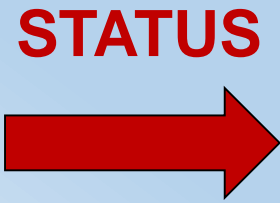
# Combine Status and Change Levels to Get a Color!

English Learner Progress Change



**CHANGE**

English Learner Progress Status

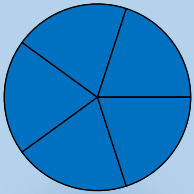


Level	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow	Green	Blue	Blue	Blue
High 75.0% to less than 85.0%	Orange	Yellow	Green	Green	Blue
Medium 67.0% to less than 75.0%	Orange	Orange	Yellow	Green	Green
Low 60.0% to less than 67.0%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60.0%	Red	Red	Red	Orange	Yellow

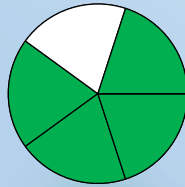


# Performance Levels

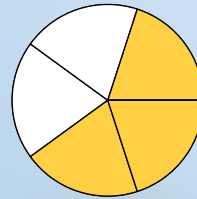
Blue



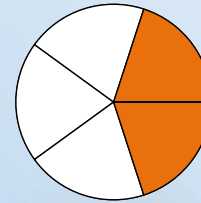
Green



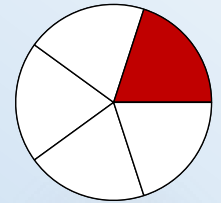
Yellow



Orange



Red



**Highest  
Performance**

**Lowest  
Performance**

# Performance Levels (Cont.)

- To receive a performance level, LEAs, schools, and student groups must have **30 or more students** in both the current and prior years.
  - The “30 or more” determination differs for each state indicator.

# Performance Levels (Cont.)

Indicator	Determination of the 30 or More <i>N</i> -Size
Suspension	Number of Students Cumulatively Enrolled
English Learner Progress	Number of Annual California English Language Development Test (CELDT) Takers
Graduation Rate	Number of Students in the Four-Year Graduation Cohort
College/Career	Number of Students in the Four-Year Graduation Cohort minus the Students Who Took the California Alternate Assessment
Academic	Number of Students Who Took the Smarter Balanced Summative Assessments in Grades three through eight and were Continuously Enrolled

[All Students](#)

[English Learner](#)

[Foster Youth](#)

[Homeless](#)

[Socioeconomically Disadvantaged](#)

[Students with Disabilities](#)

[African American](#)

[American Indian](#)

[Asian](#)

[Filipino](#)

[Hispanic](#)

[Pacific Islander](#)

[Multiple Races/Two or More](#)

[White](#)

# Student Groups

- For the Fall 2017 Dashboard release, data will be reported for the first time for two student groups, Foster Youth and Homeless.

# ***N*-Size for Foster Youth and Homeless Student Groups**

- Different *N* sizes apply at the LEA and school levels for these student groups:
  - LEA-level: ***N* = 15**
  - School-level: ***N* = 30**

Note: **Charter Schools** will be treated as schools (not LEAs) for reporting these two student groups.

# Overview of State and Local Indicators

# State Indicators in the Fall 2017 Dashboard

**Chronic Absenteeism (*Status-pending State Board action in March 2018*)**

**Suspension Rate**

**English Learner Progress**

**Graduation Rate**

**College/Career (*Status only*)**

**Academic: English Language Arts and  
Mathematics**

# Chronic Absenteeism

- In November 2017, the State Board of Education (SBE) approved:
  - Calculation method for this indicator
  - Only report data in the Fall 2017 Dashboard

## *Indicator Definition for English Learners*

Students who are marked as EL based on the last record in CALPADS.



# Suspension Rate Indicator

## Grades K–12

- LEAs and schools with **30 or more students** who are **cumulatively enrolled** in kindergarten through grade twelve in **both the current and prior year** will receive results for this indicator in their Fall 2017 Dashboard.

*Indicator Definition for English Learners*

Students who are marked as EL based on the last record in CALPADS.

# Suspension Rate: Cumulative Enrollment

- Total number of students who, at any time during the school year, enrolled in a school.

**Example:** A student enrolls in a school on March 7 and transfers out of the school on March 10. The student would be counted as part of the school's cumulative enrollment.

# Suspension Rate: Status and Change

<b>Status</b>	2016–17 suspension rates
<b>Change</b>	Difference between the 2016–17 and 2015–16 suspension rates

# English Learner Progress Indicator (ELPI) Grades 1–12

- LEAs, schools, and student groups will receive a performance level (or color) if there are **30 or more students** who took an **annual** California English Language Development Test (CELDT).
- This is the only state indicator where there are no student group data.

# ELPI: Status and Change

<b>Status</b>	<ul style="list-style-type: none"><li>• <b>2016–17</b> CELDT test takers</li><li>• Students who were Reclassified-Fluent English Proficient (RFEP) in the prior year (2015-16)</li><li>• Long-term English Learners (LTEL)</li></ul>
<b>Change</b>	<ul style="list-style-type: none"><li>• Difference between the current Status and prior year Status</li></ul>

# Graduation Rate Indicator

## Grades 9–12

- LEAs, schools, and student groups will receive a performance level (or color) if there are **30 or more students in the four-year graduation cohort.**

### *Indicator Definition for English Learners*

Students who are marked as EL at any time during the four-year cohort.

# Graduation Rate: Status and Change

<b>Status</b>	Class of 2016 graduation rates
<b>Change</b>	Difference between the Class of 2016 and a Three-Year Weighted Average

- This is the only state indicator that uses an average to calculate Status or Change

# College/Career Indicator (CCI) Grades 9–12

- Based on **four-year graduation cohort**.
- Designed to ensure broad and rigorous course of study in high school and success after graduation.
- Contains both college and career measures.

## *Indicator Definition for English Learners*

Students who are marked as EL at any time during the four-year cohort.



# California Alternate Assessments (CAAs) and the CCI

- Students with the most severe cognitive disabilities (i.e., students who take the CAAs) are removed from the calculation of the CCI.
  - The CDE is currently working with the Advisory Commission on Special Education and the Alternative Schools Task Force to develop CCI criteria that fairly evaluates performance and progress of students who take the CAAs.

# CCI Measures

- Career Technical Education (CTE) Pathway completion
- Grade 11 CAASPP in English language arts (ELA) and Mathematics
- Advanced Placement (AP) Exams
- International Baccalaureate (IB) Exams
- Dual Enrollment
- a-g Completion

# CCI Criteria

- Students must meet specific criteria to determine if they are:
  - Prepared
  - Approaching Prepared
  - Not Prepared

The criteria for each performance level is available on the CCI Web page at <http://www.cde.ca.gov/ta/ac/cm/cci.asp>.

# CCI Status Reported for First Time

- **Only Status** will be reported in the Fall 2017 Dashboard.

<b>Status</b>	Percent of Class of 2016 Graduates Who Meet the “Prepared” Benchmark
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- **Change** and performance levels (colors) will not be reported until the Fall 2018 Dashboard.

# CCI and the Dashboard

## Fall 2017

- Data for Class of 2016
- Status Only—no performance level (i.e., color)
- Breakdown by Number/Percent:
  - **Prepared** by Student Group, Measures Met
  - **Approaching Prepared**, by Student Group, Measures Met
  - **Not Prepared**, by Student Group

## Fall 2018

- Status for Class of 2018 compared to the Class of 2017 for Change
- Status and Change—performance level (i.e., color) will be assigned

# Academic Indicator

## Grades 3–8

- LEAs, schools, and student groups will receive a performance level (or color) if there are **30 or more students who took the Smarter Balanced Summative Assessments in grades three through eight**

### *Indicator Definition for English Learners*

Students who are marked as EL during the time of testing, including students who were reclassified (or RFEP) within the past four years (i.e., reclassified *after* April 15, 2013).

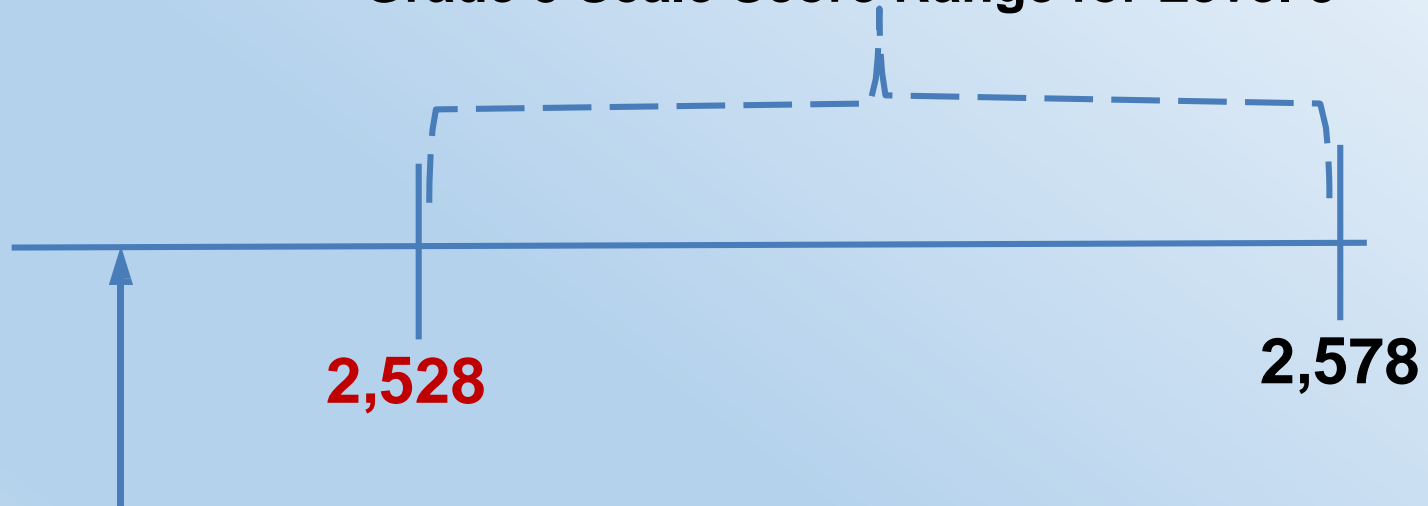
# Academic Indicator: Distance from Level 3

- The ***distance*** between a student's score on the Smarter Balanced Summative Assessments and the lowest scale score for the **Standard Met Achievement Level (Level 3)** is used to calculate "Distance from Level 3" (of DF3)
  - Scale score ranges vary by grade level and content area.

# Academic Indicator: DF3 Example Grade Five Mathematics

- Grade five student received a score of **2,505**.

Grade 5 Scale Score Range for Level 3



Student scored 2,505. This is 23 points below the lowest possible score for Level 3.

$$(2,528 - 2,505 = 23 \text{ points})$$



# Academic Indicator: Status and Change

<b>Status</b>	<ul style="list-style-type: none"><li>• Based on the 2017 Smarter Balanced Summative Assessments</li><li>• Sum of all “Distance from Level 3” for students in grades three through eight</li></ul>
<b>Change</b>	<ul style="list-style-type: none"><li>• Difference between the current Status and prior year Status</li></ul>

# Academic Indicator: Disaggregated English Learner Data

## Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	409	Low 47.4 points below level 3	Declined -5.3 points
EL - EL Only	427	Very Low 113.9 points below level 3	Declined -11.8 points
English Only	712	Low 46.8 points below level 3	Declined -6.4 points

# Academic Indicator: CAA Results

- Students who take the CAAs will not be included in the calculation for the Academic Indicator for the Fall 2017 Dashboard.

## California Alternative Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	17	76.5%	17.6%	5.9%

# Local Indicators and the Fall 2017 Dashboard

**Basic (Teachers, Instructional Materials,  
Facilities)**

**Implementation of Academic Standards**

**Parent Engagement**

**Local Climate Survey**

# Performance on Local Indicators

- LEAs receive a rating of *Met*, *Not Met*, or *Not Met for More than Two Years* on the Dashboard.
  - To receive a “Met” rating, the LEA must:
    - ❖ Measure progress based on local information
    - ❖ Report results to the local governing board at a regularly scheduled public meeting of the local governing board; **and**
    - ❖ Upload and publically report through the Dashboard

# Completion of Local Indicators

- First time LEAs will be reporting through the Dashboard
- LEAs needed to submit by **December 1, 2017**
  - Failure to meet this deadline will result in a “*Not Met*” rating, even if the submission occurs one day later.

# Completion of Local Indicators (Cont.)

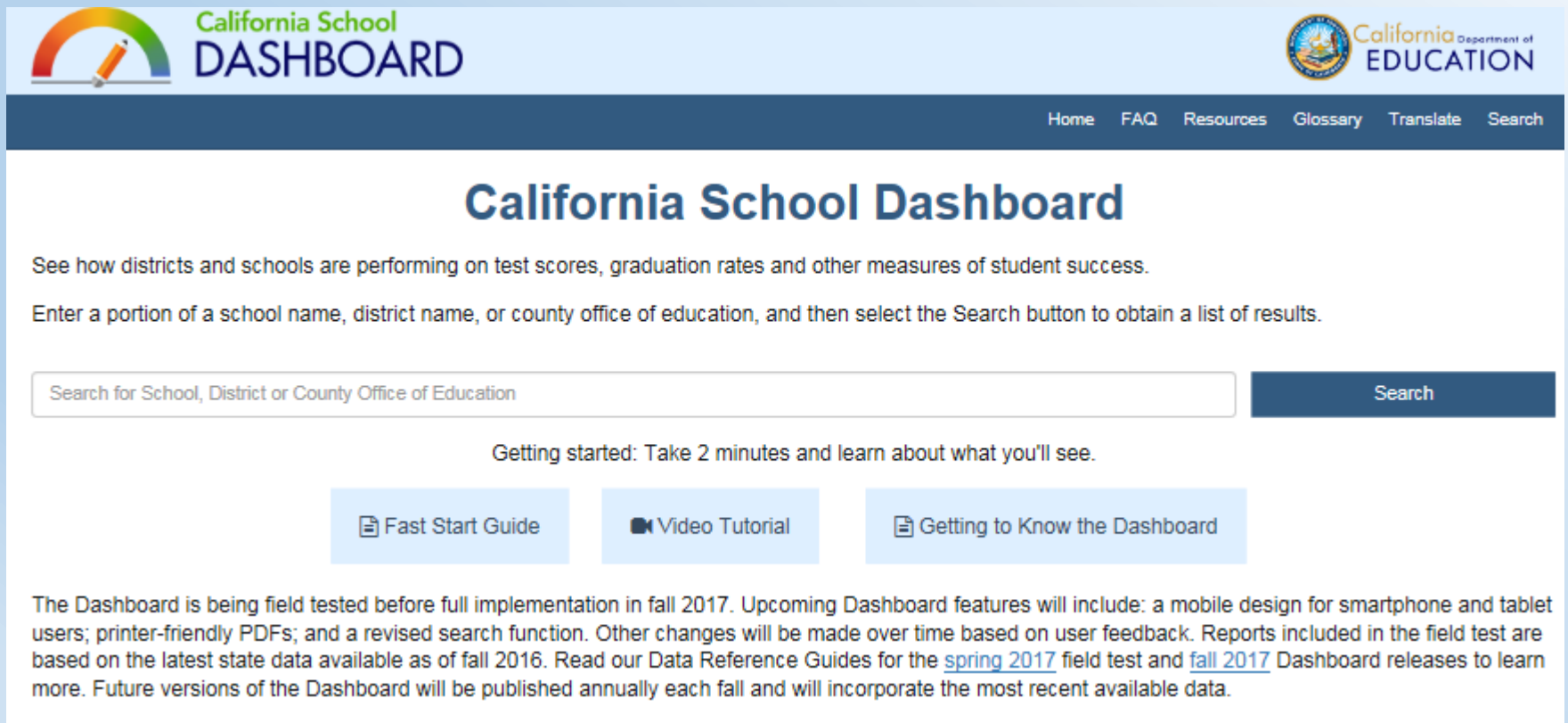
- Default Rating will be “Not Met”
- Priority 7 Indicator—**In progress for Fall 2018 Dashboard**

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	Met
<u>Implementation of Academic Standards</u>	Met
<u>Parent Engagement</u>	Met
<u>Local Climate Survey</u>	Met

# Dashboard Interface

<https://www.caschooldashboard.org/#/Home>



The screenshot shows the homepage of the California School Dashboard. At the top left is the logo for the California School Dashboard, featuring a rainbow and a pencil. To its right is the text "California School DASHBOARD". At the top right is the California Department of Education logo, featuring a seal and the text "California Department of EDUCATION". Below the logos is a dark blue navigation bar with links for "Home", "FAQ", "Resources", "Glossary", "Translate", and "Search". The main heading is "California School Dashboard". Below this is a paragraph: "See how districts and schools are performing on test scores, graduation rates and other measures of student success." This is followed by another paragraph: "Enter a portion of a school name, district name, or county office of education, and then select the Search button to obtain a list of results." Below this is a search input field with the placeholder text "Search for School, District or County Office of Education" and a dark blue "Search" button. Underneath the search field is the text "Getting started: Take 2 minutes and learn about what you'll see." Below this are three light blue buttons: "Fast Start Guide" (with a document icon), "Video Tutorial" (with a video camera icon), and "Getting to Know the Dashboard" (with a document icon). At the bottom is a paragraph: "The Dashboard is being field tested before full implementation in fall 2017. Upcoming Dashboard features will include: a mobile design for smartphone and tablet users; printer-friendly PDFs; and a revised search function. Other changes will be made over time based on user feedback. Reports included in the field test are based on the latest state data available as of fall 2016. Read our Data Reference Guides for the [spring 2017](#) field test and [fall 2017](#) Dashboard releases to learn more. Future versions of the Dashboard will be published annually each fall and will incorporate the most recent available data."



# **LCAP and the Dashboard**

# LCAP and the Dashboard

- LCAP **must** address indicators that have a performance level of **Orange or Red**. The LCAP is meant as a tool to assist LEAs to:
  - Observe and identify any weaknesses that may need to be addressed
  - Diagnose the problem; get to the root cause
  - Repair by identifying how to resolve the issue
- Note: LEAs may also wish to address Yellow performance levels in the LCAP.

# **Differentiated Assistance for LEAs and Schools**

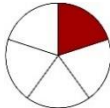

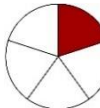
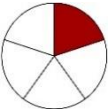
# LEAs Eligible for Differentiated Assistance

- LEAs will be identified for differentiated assistance based on student group performance in each LCFF state priority area.
- LEAs will be identified for differentiated assistance **for the first time** in fall 2017.

# LEA Criteria for Differentiated Assistance in Fall 2017

The **same** student group must meet **two** of the following criteria (e.g., priority areas 4 and 5, 4 and 6, or 5 and 6) for an LEA to be identified for Differentiated Assistance in the fall of 2017.

Priority Area 4: Meet One of the Following:


Both ELA and Math =   
or  
ELA/Math =  and   
or  
ELPI = 


Priority Area 5:  
Graduation Rate = 


Priority Area 6:  
Suspension Rate = 

# Example: Performance of English Learner Student Group

## Priority Area 4:

ELA = 

Math = 

ELPI = 

Priority Area 5: Graduation Rate = 

Priority Area 6: Suspension = 

LEA is not identified for technical assistance

# Lowest Performing Five Percent of Title I Schools Under ESSA

- Identified for the first time in 2018.
- The SBE will be making further decisions on the criteria for identifying these schools at its January 2018 meeting.

# **Rollout of the Fall 2017 Dashboard**



# Release Schedule for the Fall 2017 Dashboard

## November 8 and 9, 2017

- SBE meeting-action on Academic and Chronic Absenteeism Indicators

## December 1, 2017

- Local Indicator submission closes
- Rating status will be locked after the submission window closes

## Week of December 4, 2017

- Public launch of the Dashboard
- Release of Chronic Absenteeism data on DataQuest



**DANKSCHEEN**  
**BIYAN SHUKRIA**  
**TINGKI**  
**SNACHALHUYA CHALTU YAQHANYELAY**  
**TASHAKKUR ATU**  
**ATTO EKHMET**  
**GRACIAS**  
**LAH SPASIBO**  
**TODAH**  
**MENACHALHYA**  
**ARIGATO**  
**GRABANI**  
**YOU**  
**WABEEJA MAITEKA**  
**SHUKURIA**  
**AGUYJE**  
**SUKSAMA**  
**TAVTAPUCH MEDAWAGSE**  
**GAEJTHO**  
**תודה**  
**KOMAPSUMNIDA**  
**SANGO MAAKE**  
**GRABANI**  
**PALDIES**  
**MERCY**  
**BOLZIN**  
**MERCY**

# Contact Information

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CDE School Dashboard and Technical Guide

<http://www.cde.ca.gov/ta/ac/cm/>