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

California’s New Accountability System and School Dashboard

Cindy Kazanis, Director
Jonathan Isler, Administrator
Analysis, Measurement, and Accountability Reporting Division
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

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

* Only applies to county offices of education
## Dashboard Indicators

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>Local Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data collected statewide</td>
<td>Data collected by the LEAs</td>
</tr>
<tr>
<td>California Department of Education (CDE) uploads the</td>
<td>LEAs upload the data into the Dashboard</td>
</tr>
<tr>
<td>data into the Dashboard</td>
<td></td>
</tr>
</tbody>
</table>

California Department of Education
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

<table>
<thead>
<tr>
<th>More than a single number</th>
<th>Equity</th>
<th>Supports Local Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>A quality education is defined by <strong>more</strong> than a single test score</td>
<td><strong>Increased</strong> focus on addressing disparities among student groups</td>
<td><strong>More</strong> information to support the local strategic planning process</td>
</tr>
</tbody>
</table>
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:
  
  o **Status**: Current data
  
  o **Change**: The difference between current year and prior year(s) of data.
Combine Status and Change Levels to Get a Color!

<table>
<thead>
<tr>
<th>Status</th>
<th>Declined Significantly</th>
<th>Declined by 1.5% to 10.0%</th>
<th>Maintained Declined or Increased by less than 1.5%</th>
<th>Increased by 1.5% to less than 10.0%</th>
<th>Increased Significantly by 10.0% or greater</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>Yellow</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>85.0% or greater</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>75.0% to less than 85.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>67.0% to less than 75.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Orange</td>
</tr>
<tr>
<td>60.0% to less than 67.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Low</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow</td>
</tr>
<tr>
<td>Less than 60.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.)

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

<table>
<thead>
<tr>
<th>Status</th>
<th>2016–17 suspension rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td>Difference between the 2016–17 and 2015–16 suspension rates</td>
</tr>
</tbody>
</table>
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

## Status

- **2016–17 CELDT test takers**
- Students who were Reclassified-Fluent English Proficient (RFEP) in the prior year (2015-16)
- Long-term English Learners (LTEL)

## Change

- Difference between the current Status and prior year Status
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

<table>
<thead>
<tr>
<th>Status</th>
<th>Class of 2016 graduation rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td>Difference between the Class of 2016 and a Three-Year Weighted Average</td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>Status</th>
<th>Percent of Class of 2016 Graduates Who Meet the “Prepared” Benchmark</th>
</tr>
</thead>
</table>

- **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

| Status     | • Based on the 2017 Smarter Balanced Summative Assessments  
|            | • Sum of all “Distance from Level 3” for students in grades three through eight |
| Change     | • Difference between the current Status and prior year Status |
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.

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL - Reclassified Only</td>
<td>409</td>
<td>Low</td>
<td>Declined -5.3 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>47.4 points below level 3</td>
<td></td>
</tr>
<tr>
<td>EL - EL Only</td>
<td>427</td>
<td>Very Low</td>
<td>Declined -11.0 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>113.9 points below level 3</td>
<td></td>
</tr>
<tr>
<td>English Only</td>
<td>712</td>
<td>Low</td>
<td>Declined -6.4 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>46.8 points below level 3</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (3-8)</td>
<td>17</td>
<td>76.5%</td>
<td>17.6%</td>
<td>5.9%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Local Indicators</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basics (Teachers, Instructional Materials, Facilities)</td>
<td>Met</td>
</tr>
<tr>
<td>Implementation of Academic Standards</td>
<td>Met</td>
</tr>
<tr>
<td>Parent Engagement</td>
<td>Met</td>
</tr>
<tr>
<td>Local Climate Survey</td>
<td>Met</td>
</tr>
</tbody>
</table>
Dashboard Interface
https://www.caschooldashboard.org/#/Home
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 assists 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 =
- ELA/Math =
- 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
THANK YOU

GRACIAS
ARIGATO
SHUKURIA
MERCİ

TASHAKKUR ATU
LAH TODAH
MENACHALHYA

BIYAN
SHUKRIA

DANKSCHEN
YAQHANYELAY
ATTO EKHMET
SPASIBO

TINGKI
VADEERA MAITEKA

GAJCHO

BOLZİN
SUKSAMA
MÄHLİ

KONAPSUMNİDA
MAAKİ MAAKE

JUSPAKAR
TAVTAPUCH
MEDAWAGJE

SNACHALHYA
CHALTU

GUI
Contact Information

Academic Accountability Unit
Analysis, Measurement, and Accountability Reporting Division
California Department of Education
916-319-0863
aau@cde.ca.gov

CDE School Dashboard and Technical Guide
http://www.cde.ca.gov/ta/ac/cm/