

Regional Assessment Network Meeting

**Analysis, Measurement, and Accountability
Reporting Division
January 17, 2017**



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Agenda

- Review decisions made at the January 2017 State Board of Education (SBE) meeting
 - 1) The Academic Indicator
 - Methodology
 - Definition of English Learner (EL) student group
 - 2) The criteria for the remaining two Local Indicators
- Bringing all the components of the Evaluation Rubrics together (From the beginning to present)
- Timeline

State Board of Education Decisions — January 2017

January SBE Decisions

- At the January 2017 SBE meeting, the SBE approved the following indicators for the local, state, and federal continuous improvement accountability system:
 - A methodology that uses Smarter Balanced scale scores for the Academic Indicator
 - The definition of the English Learner (EL) student group for the Academic Indicator
 - The reflection tools for the remaining two local indicators, the State Academic Standards (Priority 2) and Parent Engagement (Priority 3)

Advisory Group Input on the Academic Indicator

- California Department of Education (CDE) staff worked with the Educational Testing Services (ETS), the Technical Design Group (TDG), the California Practitioners Advisory Group (CPAG), and the English Learner Progress Indicator Work Group in developing the methodology for using scale scores and the definition of the EL student group for the Academic Indicator.

Educational Stakeholder Input on the Academic Indicator

- CDE staff also solicited extensive feedback from various educational stakeholders:
 - Attendees at the California Educational Research Association (CERA)
 - Attendees at the Accountability Leadership Institute for English Learners
 - Capitol Region Assessment Network
 - California County Superintendent Educational Services Association-Curriculum and Instruction Steering Committee
 - California Assessment Student Performance and Progress (CAASPP) Stakeholder Group

Academic Indicator

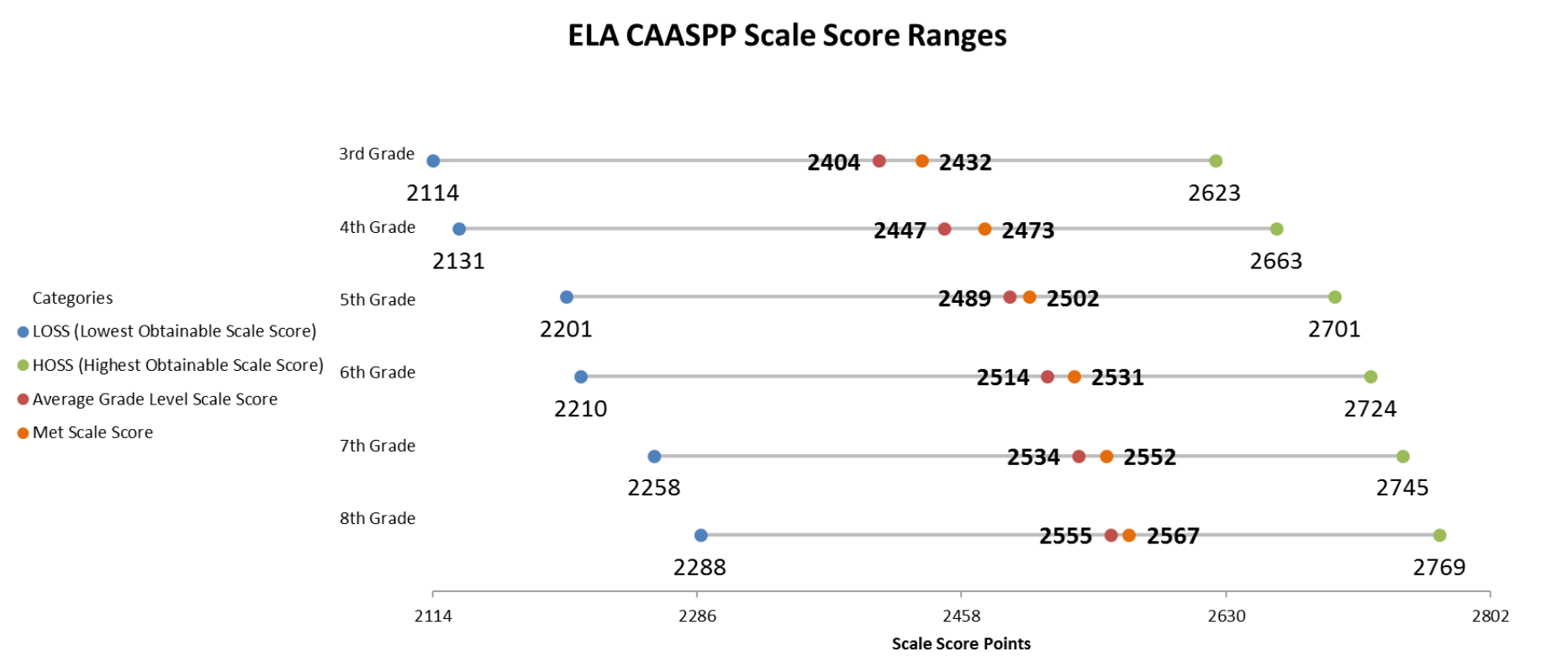
Academic Indicator Methodology: Distance from Level 3

- CDE staff worked with ETS and the TDG on multiple approaches for using scale scores, focusing on a methodology known as Distance from Level 3 (i.e., Distance from “Standard Met”).
- In this methodology, each student’s assessment score is compared to the lowest possible scale score to achieve Level 3 (standard met).

Distance from a Fixed Point

- In addition to using Level 3 as a fixed point for comparing scale scores, three additional options for comparing fixed points on the vertical scale were explored:
 - Distance for the statewide average (by grade)
 - Distance from Level 2 (DF2)
 - Distance to the lowest possible scale score (LOSS).

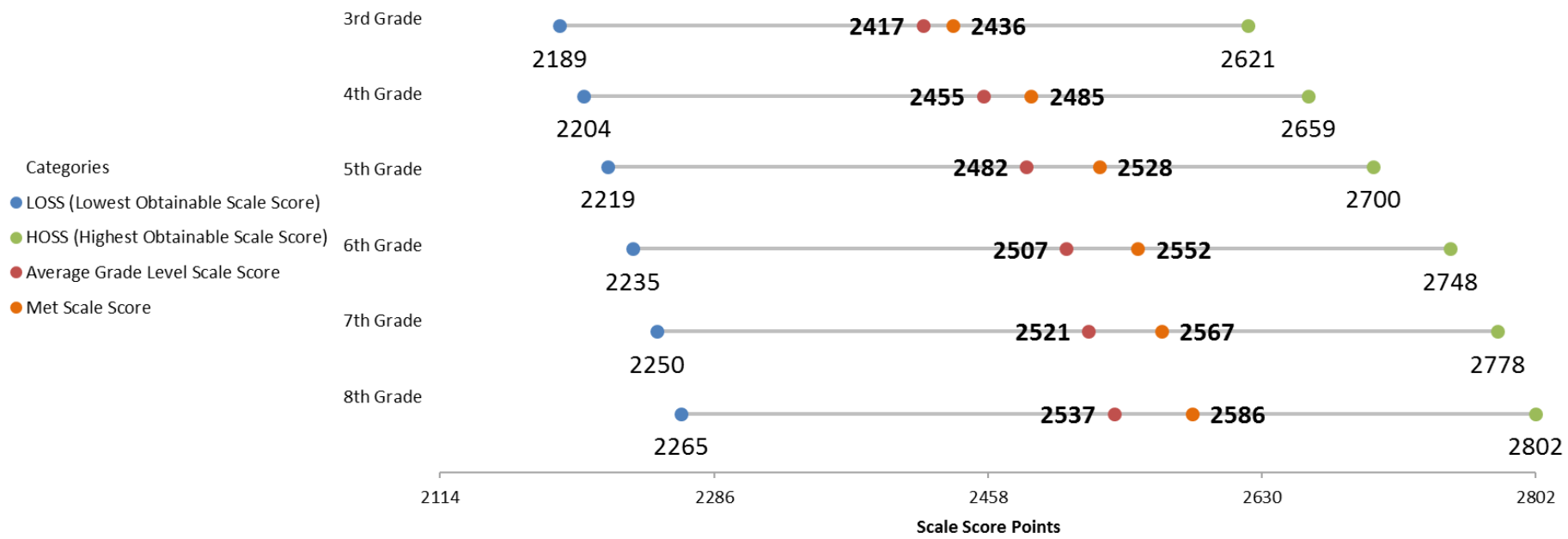
Display of the ELA* CAASPP Scale Score Ranges



*English language arts

Display of the Math CAASPP Scale Score Ranges

MATH CAASPP Scale Score Ranges



Methodology for the Academic Indicator

- After reviewing recommendations from the advisory groups, feedback from educational stakeholders, and the simulations presented for the four fixed points on the Smarter Balanced Scale, the SBE approved using the Distance from Level 3 (DF3) for the Academic Indicator.

Distance from Level 3

Calculating the Distance from Level 3

Example of DF3:

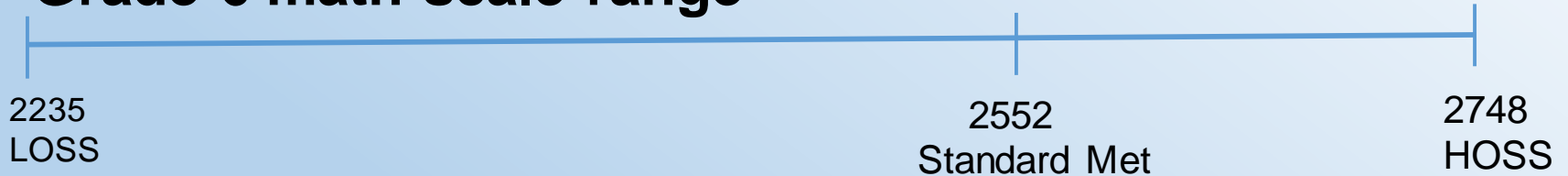
- Using the grade five CAASPP mathematics test, the lowest scale score to obtain Level 3 is 2528. If a student received a score of 2505, that student would be 23 points below Level 3. If a student received a score of 2535 that student would be 7 points above Level 3.
- Once all students' scale scores are compared to Level 3, the distance results are averaged to produce a school-level, LEA-level, or student group average score.

Calculating the Distance from Level 3 (Cont.)

- The results of DF3 show, on average, the needed improvement to bring the average student to Level 3 or the extent to which the average student exceeds Level 3.
- Note: A student must be continuously enrolled to be included in the calculations. (Continuous enrollment is defined as enrollment from Fall Census Day [first Wednesday in October] to testing without a gap in enrollment of more than 30 consecutive calendar days.)

Calculating the Distance from Level 3 (Cont.)

Grade 6 math scale range



Grade 6 Students	2016 Grade 6 Math Score	Distance From Level 3
Sally	2440	112 points below Level 3
Billy	2505	47 points below Level 3
Jason	2576	24 points above Level 3
Debbie	2556	4 points above Level 3
Total scores for Grade 6 students		131 points below Level 3

The Schoolwide average is 32.3 points below Level 3 (-131/4)

Formula for Academic Indicator

Status

- The 2016 DF3 average will be used for Status in the initial release of the Dashboards (formerly known as the Evaluation Rubrics).

Change:

- Change uses current and prior year DF3.

Change Formula:

2016 DF3 average *minus* 2015 DF3 average.

Example For Mathematics

Ruby Elementary School

Status

- 2016 DF3 average is **-52**

Change:

- **Step 1:** Obtain prior year (2015) DF3 average: **-89**
- **Step 2:** Calculate Change

Current Average **minus** Prior Average

$$\mathbf{-52 \text{ minus } -89 = 37}$$

Five-by-Five Colored Grid

Ruby Elementary School

Status = -52 and Change = 37

Performance Level = Yellow (See Handout 1)

Level	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or Improved by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	7 (0.1%) Yellow	65 (0.9%) Green	112 (1.6%) Blue	330 (4.6%) Blue	155 (2.2%) Blue
High 5 below to less than 35 points above	24 (0.3%) Orange	130 (1.8%) Yellow	255 (3.6%) Green	491 (6.9%) Green	369 (5.2%) Blue
Medium More than 5 points below to 25 points below	29 (0.4%) Orange	131 (1.8%) Orange	171 (2.4%) Yellow	353 (4.9%) Green	260 (3.6%) Green
Low More than 25 points below to 95 points below	276 (3.9%) Red	737 (10.3%) Orange	908 (12.7%) Yellow	1,257 (17.6%) Yellow	664 (9.3%) Yellow
Very Low More than 95 points below	94 (1.3%) Red	127 (1.8%) Red	84 (1.2%) Red	97 (1.4%) Orange	29 (0.4%) Yellow

Definition of the English Learner Student Group for the Academic Indicator

Definition of the English Learner Student Group

- At the January 2017 SBE meeting, the SBE considered three definitions for the EL student group for the Academic Indicator:
 - ELs Only
 - Students currently identified as EL plus students who have been reclassified fluent English proficient (RFEP) for two years or less
 - Students currently identified as EL plus students who have been RFEP for four years or less.

Simulation Results Using DF3 Methodology

School Distribution of the EL Student Group: ELA Academic Indicator Performance Categories by Student Group Definition

EL Student Group Definition	Red	Orange	Yellow	Green	Blue	Total	Difference
EL Plus Four Years RFEP or Less	760 (13.3%)	847 (14.8%)	3,271 (57.2%)	507 (8.9%)	337 (5.9%)	5,722	N/A
EL Plus Two Years RFEP or Less	1,142 (21.3%)	985 (18.4%)	2,779 (52%)	242 (4.5%)	201 (3.8%)	5,349	-373
EL Only	1,818 (40.3%)	1,153 (25.6%)	1,469 (32.6%)	40 (0.9%)	29 (0.6%)	4,509	-1,213

SBE Decision for the EL Student Group

- The SBE adopted the definition of ELs plus four-years of RFEP. The CDE provided the following rationale for including four-year RFEPs:
 - Excluding RFEPs may result in an inability for schools to achieve the Green and Blue performance levels if they reclassify their students.
 - Many schools would be identified as needing to improve EL programs when their schools are successfully helping EL student gain language proficiency.
 - Identifying a large number of EL student groups in the Red and Orange performance levels may not help districts distinguish strengths and weakness.

Definition of English Learners in the New Accountability System

State Indicator	EL Inclusion Criteria
English Learner	Current EL annual CELDT* test takers (grades 1–12) 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/Career	Students with an EL status at any time in grades 9–12
Suspension (Note: Chronic Absenteeism will be added when data is available)	Current EL students (grades K–12)

*CELDT: California English Language Development Test

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

Local Indicators: Implementation of State Academic Standards and Parent Engagement

SBE Decisions on Local Indicators

- For the Implementation of State Academic Standards (Priority 2), the SBE adopted two options for LEAs:
 - Provide a narrative summary of progress based on locally selected measures or tools.
 - Complete the *optional* reflection tool adopted by the SBE (See Handout 2).

SBE Decisions on Local Indicators (Cont.)

- For Parent Engagement (Priority 3), LEAs must provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.
- The SBE approved two options:
 - 1) Provide the summary based on information collected through surveys of parents/guardians,
or

SBE Decisions on Local Indicators (Cont.)

2) Provide the summary based on other local measures.

- Under either option, the LEA must briefly describes why it chose the selected measures.

**Bringing all the Components
of the
Evaluation Rubrics Together
(From the beginning to present)**

Components of the Evaluation Rubrics

- Under the local control funding formula (LCFF), the SBE is required to develop an accountability tool, known as evaluation rubrics. The SBE actions at the January 2017 SBE meeting reflect the completion of initial phase of developing the new accountability system.
- The SBE also approved an annual process to review the approved indicators and performance standards and consider whether improvements are needed.

Components of the Evaluation Rubrics (Cont.)

The evaluation rubrics include the following components:

- ***A concise set of state indicators and local indicators*** that reflect performance on the LCFF priorities. The SBE adopted the six state indicators and six local indicators at their September 2016 SBE meeting.

Components of the Evaluation Rubrics (Cont.)

- ***Performance standards*** for the state indicators and local indicators to assist LEAs and schools in identifying their strengths, weaknesses, and areas in need of improvement.
- The SBE adopted the performance standards for all the state indicators and local performance indicators (i.e., the five-by-five colored grid for state indicators and Met, Not Met, or Not Met for Two or More Years for the local indicators).

Components of the Evaluation Rubrics (Cont.)

- ***Criteria for determining LEA eligibility for technical assistance or intervention*** under the LCFF statutes, based on performance standards for the state indicators and local performance indicators.
- The SBE has adopted criteria for identifying LEAs for support (See Handout 3).

Criteria for LEA Technical Assistance or Intervention

Priority Area	Criteria for Technical Assistance
Basics (Priority 1)	Not Met for Two or More Years on Local Performance Indicators
Implementation of State Academic Standards (Priority 2)	
Parent Engagement (Priority 3)	
Pupil Achievement (Priority 4)	<ul style="list-style-type: none"> • <i>Red</i> on both English Language Arts and Math tests OR • <i>Red</i> on English Language Arts or Math test AND Orange on the other test OR • <i>Red</i> on the English Learner Progress Indicator (English learner student group only)
Pupil Engagement (Priority 5)	<ul style="list-style-type: none"> • <i>Red</i> on Graduation Rate Indicator OR • <i>Red</i> on Chronic Absence Indicator

Criteria for LEA Technical Assistance or Intervention (Cont.)

Priority Area	Criteria for Technical Assistance
School Climate (Priority 6)	<ul style="list-style-type: none"> • Red on Suspension Rate Indicator OR • Not Met for Two Years or More on Local Performance Indicator
Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)	<ul style="list-style-type: none"> • Red on College/Career Indicator
Coordination of Services for Expelled Pupils – COEs Only (Priority 9)	Not Met for Two or More Years on Local Performance Indicator
Coordination of Services for Foster Youth – COEs Only (Priority 10)	

Components of the Evaluation Rubrics

- ***Statements of model practices***, which are qualitative descriptions of research-supported and evidence-based practices related to the indicators, and ***links to external resources***. These optional resources will provide information about research-supported and evidence-based practices related to the indicators.
- The SBE has not approved the content for these two components. Staff presented an initial draft of both components in a June 2016 information memorandum and is revising the initial draft based on input from stakeholders and CPAG.

Components of the Evaluation Rubrics (Cont.)

- In addition, the SBE approved the creation of a Web-based system that will allow LEA and school staff to review their performance on state indicators and upload their data for the local indicators.
- This new Web-based system will be known as the California School Dashboard or “Dashboard.”
- The new Dashboard will include all the components required for the evaluation rubrics.

Timeline

- January 23, 2017: Send letters to superintendents and charter school administrators with information on how to enroll for access to the Dashboard.
- February 1, 2017: Release the LEA preview of the initial Dashboard and the communication toolkit.
- March 2017: Public release of the initial Dashboard.

Timeline (Cont.)

- March 2017: The SBE will determine which indicators or performance standards will be considered for review.
- September 2017: Final decisions regarding revisions to indicators or performance standards. The SBE approves the state plan for the Every Student Succeeds Act, which includes the criteria for identifying the lowest five percent of schools.
- November 2017: Release of the first operational Dashboard. LEAs are identified for support.

Questions and/or Discussion

