

# **Overview of New State Accountability System**

**February 14, 2017**  
**Teaching and Learning**  
**Educational Services**

# Presentation Goals

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- Provide brief background and key implications of Every Student Succeeds Act (ESSA)
- Provide overview of Local Control Funding Formula (LCFF) accountability system including key state indicators
- Share examples of state indicator rubrics and dashboard for reporting school and district performance

# Background

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On December 10, 2015, President Obama signed the Every Student Succeeds Act of 2015 (ESSA), a bipartisan bill that provides new frameworks and requirements for states as they develop their individual accountability systems.

ESSA replaces the No Child Left Behind (NCLB) Act of 2001. Key differences in ESSA from NCLB include:

- States set their own performance targets
- States develop own ranking/rating systems for schools
- States develop and apply their own interventions to schools who are not meeting performance targets
- More flexibility to states and districts for administration of standardized tests

On November 28, 2016, the United States Department of Education finalized regulations for ESSA's accountability provisions.

# Key impacts of new ESSA regulations

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- Deadline for creation of state plans extended from July to September 2017
- California needs to consult with Community-Based and Civil Rights Organizations in development of plan
- Each school's performance must be given a '**single summative determination**' (a dashboard alone is insufficient) and report this annually – this determination must be influenced by the **performance of student subgroups**
- Students must be involved in the development of school improvement plans
- State must involve parents in developing state and LEA report cards
- States are encouraged to set 'N-sizes' of 30 or smaller

# ESSA Reporting Requirements

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1. Schools identified for Support/Improvement
2. Disaggregated results on all accountability indicators, including state assessments and graduation rates
3. Disaggregated participation rates
4. Disaggregated results on indicators already part of the Civil Rights Data Collection (CRDC):
  1. Access to advanced coursework (AP, dual enrollment)
  2. Exclusionary discipline rates
  3. Chronic absenteeism
5. Professional qualifications of educators including credentialing, English Learner authorization, and assignment
6. State, local, and federal per-pupil expenditures
7. Number and percentage of students taking alternate assessment
8. (At state level) Results of National Assessment of Educational Progress (NAEP)
9. Disaggregated rates at which high school graduates enroll in higher education

# LCFF Evaluation System

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California has developed a set of indicators to measure performance. Some rubrics, cut scores, and other aspects of the system are still in development.

## 6 State Indicators:

- College and Career
- Academics
- Chronic Absenteeism
- Graduation Rate
- English Learner
- Suspension Rate

## 4 Local Indicators:

- Basic Conditions
- Parent Engagement
- Implementation of Academic Standards
- School Climate

# LCFF Evaluation System

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LCFF requires that the new accountability system reflect a clear expectation that all LEAs and schools can and should improve and emphasizes equity by focusing on student group performance. LCFF replaces the former system of sanctions and punishment with a support system that focuses on helping all LEAs and schools improve. It will also provide additional support to LEAs with performance issues that affect one or more student groups and will help focus that support on the areas with the most need and areas most likely to improve student outcomes.

# State Indicator: College and Career

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Student is 'prepared' if they have earned their High School Diploma AND met at least 1 of the following measures:

- At least level 3 on both ELA and Math SBAC
- 2 semesters of dual enrollment with a passing grade (academic and/or CTE coursework)
- Passing score on two AP or IB exams
- CTE pathway completion **plus one** of the following:
  - On SBAC: at least one level 3 and one level 2
  - One semester of dual enrollment with a passing grade
- Completion of UC 'a-g' coursework **plus one** of the following:
  - On SBAC: at least one level 3 and one level 2
  - One semester of dual enrollment with a passing grade
  - Passing score on one AP/IB exam
  - CTE Pathway completion



# State Indicator: College and Career

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The CDE is further defining a measure for 'well prepared' and will be further exploring the following measures as data becomes available:

- Articulated CTE Pathway
- Work Experience/Career Internship
- AP/IB Career Program
- State Seal of Biliteracy
- Golden State Seal Merit Diploma

Additional exploration of the following will also occur:

- Course Information
- Industry Certificates

# State Indicator: English Learners

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Percent of English Learners who make ***progress*** from prior year to current year on either:

- California English Language Development Test (CELDT)
  - Progress of at least one proficiency level
- Reclassified Fluent English Proficient (RFEP)
  - Overall CELDT score of Early Advanced or Advanced
  - Minimum score of Low/High Intermediate on all areas assessed
  - District-determined academic performance (e.g. SBAC)
  - Teacher evaluation
  - Parent consultancy

# 2016-17 ENGLISH LEARNER REFERENCE CHART

ENGLISH LEARNER (All LEAs and all Schools)		CHANGE (PRIOR YEAR)				
		Declined Significantly by more than 10.0%	Declined by 1.5% to 10%	Maintained Declined or improved by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or more
STATUS (2014-15)	Very High 85% or greater	Yellow	Green	Blue	Blue	Blue
	High 75% to less than 85%	Orange	Yellow	Green	Green	Blue
	Medium 67% to less than 75%	Orange	Orange	Yellow	Green	Green
	Low 60% to less than 67%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 60%	Red	Red	Red	Orange	Yellow

# State Indicator: Suspension Rate

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Student is suspended while enrolled at the district for any period of time

- All suspensions are counted the same
- Count is unduplicated (multiple suspensions by the same student are not counted)
- Includes all students that have been enrolled for any period of time

# 2016-17 SUSPENSION RATE REFERENCE CHART

*Applicable to Unified School Districts Only*

Suspension Rate (Unified School Districts Only)		CHANGE (PRIOR YEAR)				
		Increased Significantly by more than 2%	Increased by 0.3% to less than 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 2.0%	Declined Significantly by 2.0% or more
STATUS (2014-15)	Very Low 1.0% or less		Green	Blue	Blue	Blue
	Low Greater than 1.0% to 2.5%	Orange	Yellow	Green	Green	Blue
	Medium Greater than 2.5% to 4.5%	Orange	Orange	Yellow	Green	Green
	High Greater than 4.5% to 8.0%	Red	Orange	Orange	Yellow	Yellow
	Very High Greater than 8.0%	Red	Red	Red	Orange	Yellow

# State Indicator: Chronic Absenteeism

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Percentage of students missing 10 percent or more of school days for any reason during the days enrolled (CA EC 60901). This includes:

- Excused absences
- Unexcused absences
- Suspensions

# State Indicator: Academics

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Elements:

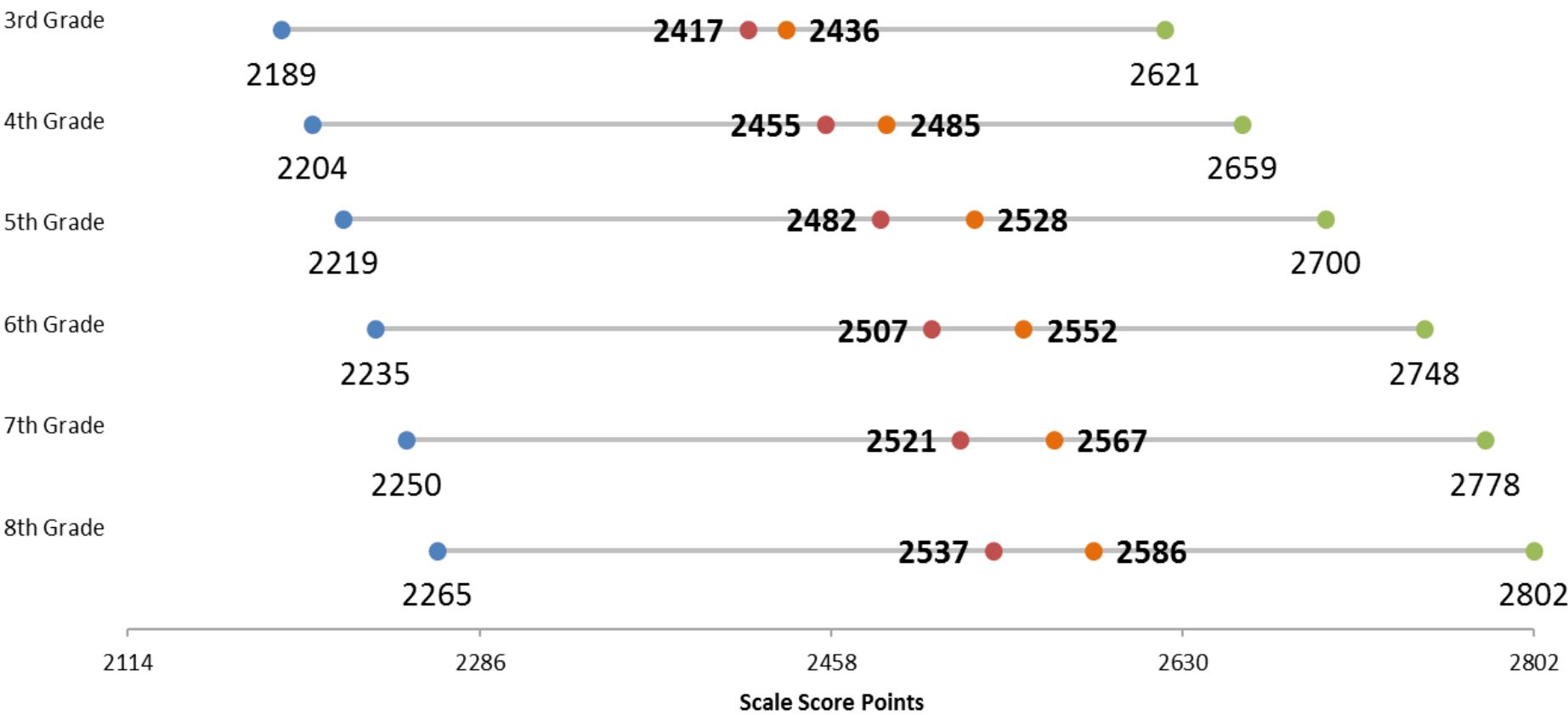
- CAASPP English Language Arts (ELA) performance
- CAASPP Mathematics performance

Key Criterion: Distance from Level 3 (Standard Met)

The CDE has reprioritized to focus on scaled score methodology that can represent the needed improvement to bring the average student to Level 3 ('meets standard'). This provides a more precise measure of how far students are from the fixed point.

# State Indicator: Academics

## MATH CAASPP Scale Score Ranges





# State Indicator: Academics

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Considerations noted by Educational Testing Services (ETS) relative to using scaled score averages across grades and sites with multiple grade spans:

- Grades with smaller range of scale scores will have narrower distributions relative to grades with larger ranges
- Schools with multiple grade spans will have more extreme values (distances from Level 3 or 2) than single grade span schools

# State Indicator: Academics

## District ELA Academic Indicator - Distance From Level 3

### Change in Average Distance From Level 3

Average Distance From Level 3	Level	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or Improved by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
	<b>Very High</b> 45 or more points above	1 (0.1%) Yellow	9 (0.6%) Green	35 (2.2%) Blue	93 (5.9%) Blue	22 (1.4%) Blue
	<b>High</b> 10 above to less than 45 points above	3 (0.2%) Orange	26 (1.7%) Yellow	81 (5.2%) Green	147 (9.4%) Green	58 (3.7%) Blue
	<b>Medium</b> 5 below to less than 10 points above	3 (0.2%) Orange	25 (1.6%) Orange	58 (3.7%) Yellow	89 (5.7%) Green	25 (1.6%) Green
	<b>Low</b> More than 5 below to 70 points below	21 (1.3%) Red	130 (8.3%) Orange	221 (14.1%) Yellow	336 (21.5%) Yellow	103 (6.6%) Yellow
	<b>Very Low</b> More than 70 points below	12 (0.8%) Red	26 (1.7%) Red	21 (1.3%) Red	15 (1%) Orange	6 (0.4%) Yellow

# State Indicator: Graduation Rate

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Class of 2015 graduation rate:

Number of cohort members who earn a regular high school diploma by the end of 2014-15 divided by the number of first-time grade nine students in 2011-12 plus students who transfer in and minus students who transfer out.

# 2016-17 GRADUATION RATE REFERENCE CHART

Graduation Rate (All LEAs and High Schools)		CHANGE (PRIOR 3 YEAR AVG)				
		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
STATUS (2014-15)	Very High 95% or greater		Blue	Blue	Blue	Blue
	High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
	Medium 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

# Local Indicator: Climate

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Standard: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness such as the California Healthy Kids Survey (CHKS) to students in at least one grade within the grade spans that the LEA serves (e.g. K-5, 6-8, and 9-12).

AUSD currently administers the CHKS in compliance with the above.

# Local Indicator: Implementation of Academic Standards

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Standard: LEA annually measures its progress implementing state academic standards

Evidence: LEAs may provide a narrative summary of progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

# Local Indicator: Parent Engagement

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Standard: LEA annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs

Evidence: LEAs will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making and (2) promoting parent participation in programs. This summary must be based *either* on survey data *or* other local measures.

# Local Indicator: Basic Conditions

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Professional qualifications of educators

- Percentage of teachers appropriately assigned
- Percentage of teachers authorized to teach English Learners
- Percentage of teachers fully credentialed

Access to curriculum-aligned instructional materials


Functional school facilities



# GOLDEN STATE UNIFIED SCHOOL DISTRICT

	Chronic Absenteeism	Suspension Rate	College/ Career	English Learner	Graduation Rate	ELA Assessment	Math Assessment
All Students	N/A		N/A				
American Indian	N/A	---	N/A	---	---	---	---
Asian	N/A		N/A				
African American	N/A		N/A	---			
English Learner	N/A		N/A				
Filipino	N/A	---	N/A	---	---	---	---
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A		N/A				
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A		N/A	---	*		
Socioecon.	N/A		N/A				
Stud. w/ Disability	N/A		N/A				
Two or more Races	N/A		N/A	---			
White	N/A		N/A	---			

# GOLD RUSH MIDDLE SCHOOL

	Chronic Absenteeism	Suspension Rate	College/ Career	English Learner	Graduation Rate	ELA Assessment	Math Assessment
All Students	N/A		N/A		N/A		
American Indian	N/A	---	N/A	---	N/A	---	---
Asian	N/A		N/A		N/A		
African American	N/A		N/A	---	N/A		
English Learner	N/A		N/A		N/A		
Filipino	N/A	---	N/A	---	N/A	---	---
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A		N/A		N/A		
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	---	N/A	---	N/A	---	---
Socioecon.	N/A		N/A		N/A		
Stud. w/ Disability	N/A		N/A	★	N/A		
Two or more Races	N/A		N/A	---	N/A		
White	N/A		N/A	---	N/A		

# QUESTIONS and REFERENCES

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California State Board of Education (SBE) materials:

<http://www.cde.ca.gov/be/ag/ag/index.asp>

LCFF/ESSA reports from the Ed-Trust West:

<https://west.edtrust.org/>

California Collaborative for Educational Excellence  
(CCEE) materials:

<http://ccee-ca.org/>