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<u>**INFORMATIVE**</u>
March 14, 2017

TO: Members, Board of Education
     Michelle King, Superintendent

FROM: Cynthia Lim, Executive Director
     Office of Data and Accountability

SUBJECT: **RELEASE OF THE CALIFORNIA SCHOOL DASHBOARD**

The California Department of Education (CDE) will be releasing the new California Accountability Model and School Dashboard to the public on March 15. **There is a media embargo until the state release on March 15.** The Dashboard is a new website that shows how local educational agencies and schools are performing on the indicators included in California's new school accountability system.

The Dashboard is a component of the Local Control Funding Formula (LCFF) state law passed in 2013 that provides funding to schools and holds local educational agencies accountable for student performance. In December 2015, the federal Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act and required states to have a multiple measures accountability system in effect by the 2017-18 school year. The California Accountability Model and School Dashboard integrates state requirements (LCFF) and federal requirements (ESSA) into one accountability model.

The Dashboard will help districts and schools identify strengths, weaknesses, and areas for improvement. The Dashboard reports replace the former Academic Performance Index (API), which was based solely on testing results, and the federal requirement to calculate Adequate Yearly Progress (AYP).

The new system will be implemented in the 2017-18 school year. The data included in the March 2017 release of the dashboard is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For some indicators (Academic Indicator, English Learner Progress), the results are from the 2015–16 school year. For other indicators (Graduation Rate, Suspension Rate), the results are from the 2014–15 school year. All indicators will be refreshed with the latest data available in Fall 2017.

State Indicators on Dashboard

The state indicators are based on data that is collected consistently across the state from districts and charter schools through the California Longitudinal Pupil Achievement Data System (CALPADS). The state indicators are:

- Academic Indicator (reported separately for English language arts/literacy and mathematics assessments)
- English Learner Progress
- Chronic Absenteeism

- Graduation Rate
- Suspension Rate
- College/Career Readiness (includes Grade 11 assessment results)

Performance Levels on State Indicators

Performance levels are based on the combination of current performance (Status) and improvement over time (Change). There are five Status levels ranging from "Very High" to "Very Low." There are five Change levels ranging from "Increased Significantly" to "Declined Significantly." Each indicator combines the Status and Change levels to determine a color-coded performance level by using a five-by-five (See Table 1).

Performance levels are color-coded for each indicator from highest to lowest: Blue, Green, Yellow, Orange and Red. The state goal for all state indicators is to reach the green performance level. Any performance level below green (i.e., yellow, orange, or red) indicates that improvement is needed.

At least two years of data are required to produce an overall performance level for each indicator. As illustrated in Table 1 below, a school or district with a "High" in Status and an "Increased" in Change will receive an overall performance level of Green for most of the state indicators. Cutoff points for Status and Change will vary for each indicator.

Table 1. Example Five-by-Five Colored Table

<div align="center">Change</div>

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Green	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow

(Status is the vertical axis label)

Definition of State Indicators

Academic Indicator

The Academic Indicator is based on Smarter Balanced Summative Assessment in ELA and mathematics results for grades three through eight only. Grade eleven scores are included in the College and Career Indicator.

The Smarter Balanced Summative Assessment has four levels:
- Level 1: Standard Not Met
- Level 2: Standard Nearly Met
- Level 3: Standard Met
- Level 4: Standard Exceeded

In previous accountability systems (i.e., API and AYP), academic achievement was measured by the percentage of students at or above proficient (i.e., the Standard Met level). The Academic Indicator measures the distance each student is from the Standard Met level. Distance from the Standard Met level (Level 3) includes both students who are below and above the Standard Met level.

The score needed to meet the Standard Met on the Smarter Balanced Summative Assessments varies by grade level. As a result, students' ELA and mathematics scores are compared to the appropriate grade level (e.g., grade five scores are compared to the grade five Standard Met score).

For example, students have to score at least 2,528 on the grade five mathematics assessment to reach the Standard Met level. Figure 2 shows the distance from the Standard Met level for Student A and Student B. Student A scored 2,533 points which is 5 points above the Standard Met level. Student B scored 2,518 points which is 10 points below the Standard Met level.

Figure 2. Example of Distance from Level 3
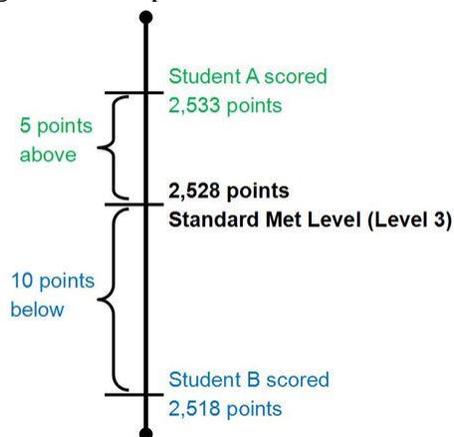
Individual student scores are combined to calculate the average distance for each district, school, and student group. The results will show, on average, the needed improvement to bring the average student score to the Standard Met level or the extent to which the average student score exceeds the Standard Met level.

English Learner Progress Indicator
The English learner indicator includes English learners (EL) that moved up at least one performance level on the CELDT from the prior year **and** EL's who were reclassified in the previous year. Change will be measured by the difference from the current year to the prior year.

Chronic Absenteeism Indicator
Data on Chronic Absenteeism are being collected for the first time at the end of the 2016–17 school year. When the data becomes available, the CDE will work with stakeholders to develop performance criteria for this indicator.

Graduation Rate Indicator
The graduation rate is based on the number of students who graduate high school with a regular high school diploma within four years of entering grade nine. Students who earn a Special Education Certificate of Completion or a California High School Equivalency Certificate are not counted as receiving a regular high school diploma. Students in options schools are not included in this indicator. Accountability metrics for options schools is still under development by the CDE.

Status will be measured by the most recent year of graduation data and progress will be measured by the difference between the most recent year of data and a three-year average.

Suspension Rate Indicator
The suspension rate is based on the number of students who were suspended anytime during the school year. Students suspended multiple times at the same district or school will only be counted once.

The Suspension Rate Indicator is different than the other indicators in two distinct ways. First, the Status and Change levels are reversed. It is desirable to have a low suspension rate and decrease in the suspension rate from the prior year. As a result, a school with a Very Low Status level and Declined Change level would receive a Blue performance level. Whereas, a Very High Status level and an Increased Change level would result in a school receiving a Red performance level on all the other indicators.

Second, suspension data is different among district type (i.e., elementary, high, and unified) and school type (i.e., elementary, middle, and high). There are three different cut scores for the district type and three different cut scores for the school type. Therefore, each district type and school type have their own five-by-five color coded table.

College/Career Indicator
The College/Career Indicator (CCI) measures postsecondary preparedness of high school graduates using multiple measures. Students with significant cognitive disabilities are not included in this indicator CCI.

The measures in the College and Career indicator include:
- Career Technical Education (CTE) pathway completion
- Smarter Balanced Summative Assessments for Grade 11 in English Language Arts and Mathematics

- Completion of Dual enrollment with a passing grade
- Scores on Advanced Placement exams or International Baccalaureate (IB) exams
- Completion of courses that meet UC A-G criteria with a "C" or above

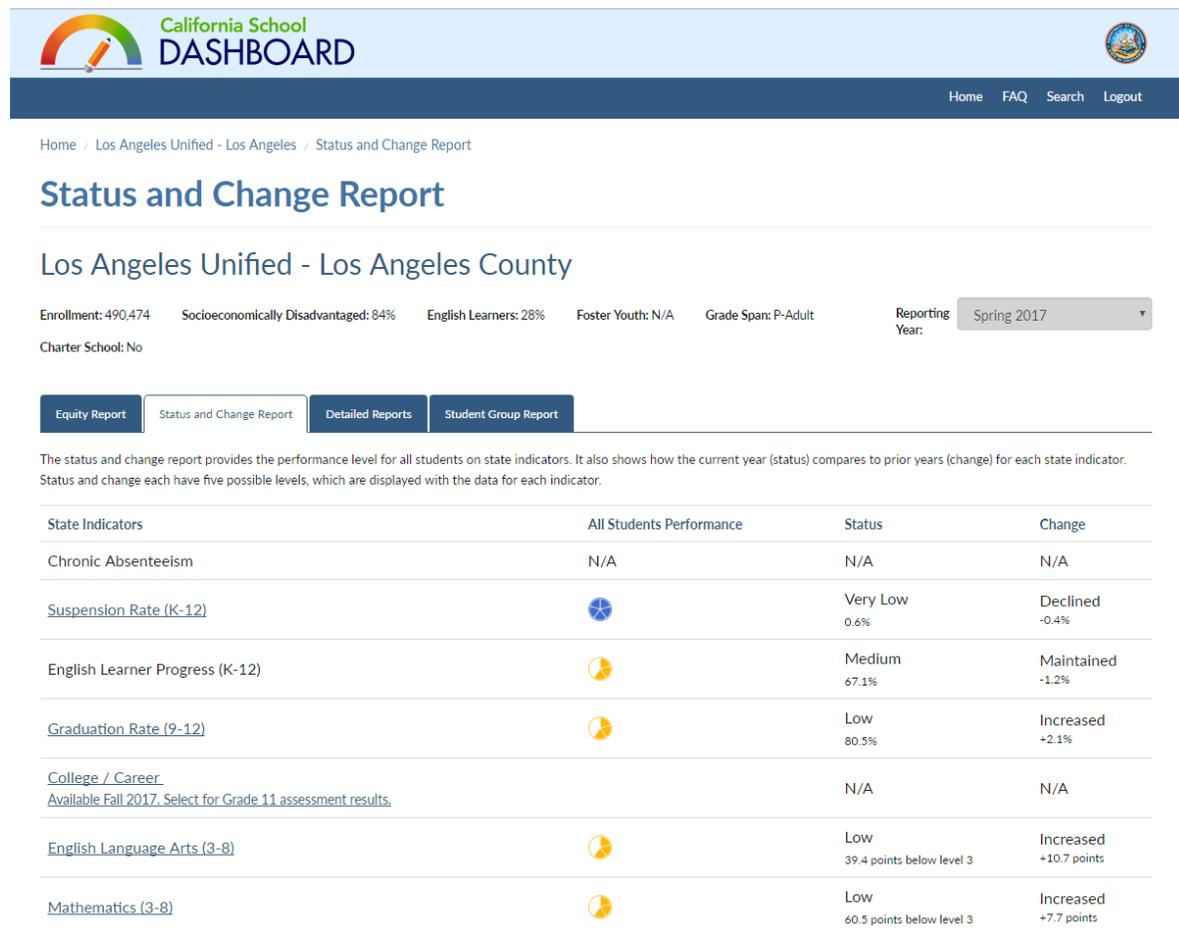There are three performance levels for the adopted CCI measures:
1. Prepared – students meet thresholds on multiple indicators
2. Approaching Prepared – students meet thresholds on at least one measure
3. Not Prepared – students did not meet any of the thresholds on measures and are considered not prepared.

Please note that two years of data for the CCI will not be available in the initial release. The CCI will be reported as a state indicator in the fall of 2017 and will report Status only in the detail reports. A performance level for the CCI will not be assigned until the 2018-19 school year.

Dashboard Results for LAUSD

The screenshot below displays the data for LAUSD on the California School Dashboard. LAUSD has a performance level of "blue" for the suspension indicator and performance levels of "yellow" for all other indicators. The columns to the right display the values for "Status" and "Change."

Figure 3. Screenshot of California School Dashboard with LAUSD Data

Status and Change Report

Los Angeles Unified - Los Angeles County

Enrollment: 490,474   Socioeconomically Disadvantaged: 84%   English Learners: 28%   Foster Youth: N/A   Grade Span: P-Adult   Reporting Year: Spring 2017

Charter School: No

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0.6%	Declined -0.4%
English Learner Progress (K-12)		Medium 67.1%	Maintained -1.2%
Graduation Rate (9-12)		Low 80.5%	Increased +2.1%
College / Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A
English Language Arts (3-8)		Low 39.4 points below level 3	Increased +10.7 points
Mathematics (3-8)		Low 60.5 points below level 3	Increased +7.7 points

For the Academic Indicator and English Learner Progress indicator, the results are from the 2015–16 school year. For other indicators (Graduation Rate, Suspension Rate), the results are from the 2014–15 school year. All indicators will be refreshed with the latest data available in Fall 2017.

Subgroups

Each of the state indicators will be disaggregated by subgroup with the minimum subgroup size 30 or more. The major subgroups are:

- Race/Ethnicity
    - African-American
    - Asian
    - Filipino
    - Hispanic/Latino
    - Native American
    - Pacific Islander
    - Two or More Races
    - White
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities

In the 2017-18 school year, subgroups will include homeless and foster students.

The composition of the English Learner (EL) subgroup varies by the indicator. For the English Learner indicator, if a student has two years of annual CELDT scores or if they reclassified in the previous school year, they are considered EL. For the academic indicator, the English Learner subgroup includes current EL students plus students who have been reclassified as fluent English proficient (RFEP) for four years or less. For the graduation rate and college and career indicators, a student is counted in the EL subgroup if they were EL at any time in grades 9-12. For the suspension rate indicator, a student is counted in the EL subgroup if they are designated as EL in the California Longitudinal Pupil Achievement Data System (CALPADS) in the current school year.

Table 4. Definition of English Learner by Indicator

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 *(Chronic Absenteeism will be added when data is available)*	Current EL students (grades K-12)

Locally Defined Indicators

The State Board of Education also adopted performance standards for local indicators for districts. These local indicators are reported at the district level only and are based on self-reflection. Districts will upload their results to the California Dashboard website. The indicators include:

- Basic conditions at a school -- District annually measures its progress in meeting the *Williams* settlement requirements (appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities) at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

- Implementation of state academic standards -- District annually measures its progress implementing state academic standards and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

- Parent engagement -- District annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs, and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

- School climate – local climate surveys -- District 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, to students in at least one grade within the grade span(s) (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

Districts will assess their performance on a **[Met / Not Met / Not Met for Two or More Years**] scale for the locally defined indicators. *Red* is the lowest of the five performance categories for state indicators, and *Not Met for or More Two Years* is the lowest rating for local performance indicators.

Criteria to Determine District Eligibility for Technical Assistance and Intervention under the LCFF Statutes

Under the LCFF statutes, LEAs are eligible for technical assistance and intensive intervention based on student group performance in each LCFF state priority area.

- **Technical Assistance --** An LEA (district or charter school that is considered an LEA) is eligible for technical assistance if *one student group* meets the criteria listed in Table 5 in *two or more* LCFF state priority areas. LEAs will be identified in Fall 2017.
- **Intensive Intervention --** An LEA is eligible for intensive intervention if *three or more student groups* meet the criteria listed in Table 5 *for two or more* LCFF state priority areas in *three out of four consecutive years*. LEAs will be identified in Fall 2019.

Table 5 identifies the student group criteria for each LCFF state priority area. It also identifies if the data tied to the LCFF state priority area are derived from a state indicator(s) or local indicator. However, because the eligibility criteria require at least two years of data for local indicators, **only** the performance levels (or colors) *from the state indicators* will be used for the initial LEAs eligibility list for technical assistance. In addition, since LEAs will be eligible for intensive interventions after three consecutive years, the first time an LEA would be eligible for intensive interventions is 2019.

Table 5.

Criteria for Determining LEA Eligibility for Technical Assistance and Intervention

Basics (Priority 1)
☐ *Not Met for Two or More Years* on Local Performance Indicator

Implementation of State Academic Standards (Priority 2)
☐ *Not Met for Two or More Years* on Local Performance Indicator

Parent Engagement (Priority 3)
☐ *Not Met for Two or More Years* on Local Performance Indicator

Pupil Achievement (Priority 4)
☐ *Red* on both English language arts and math tests, **or**
☐ *Red* on English language arts or math test **and** *Orange* on the other test, **or**
☐ *Red* on the English Learner Progress Indicator (EL student group only)

Pupil Engagement (Priority 5)
☐ *Red* on Graduation Rate Indicator, **or**
☐ *Red* on Chronic Absence Indicator

School Climate (Priority 6)
☐ *Red* on Suspension Rate Indicator, **or**
☐ *Not Met for Two or More Years* on Local Performance Indicator

Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)
☐ *Red* on College/Career Indicator

Criteria for identifying the lowest five percent of Title I schools is still being determined at the state level. Schools will not be identified for Comprehensive Support and Intervention (overall low achievement) and Targeted Support and Intervention (achievement gaps) until the 2018-19 school year.

After the public release, the dashboards will be available at: http://www.cde.ca.gov/ta/ac/cm/ If there are additional questions, please feel free to contact me at (213) 241-2460.

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