

ESSA California Way

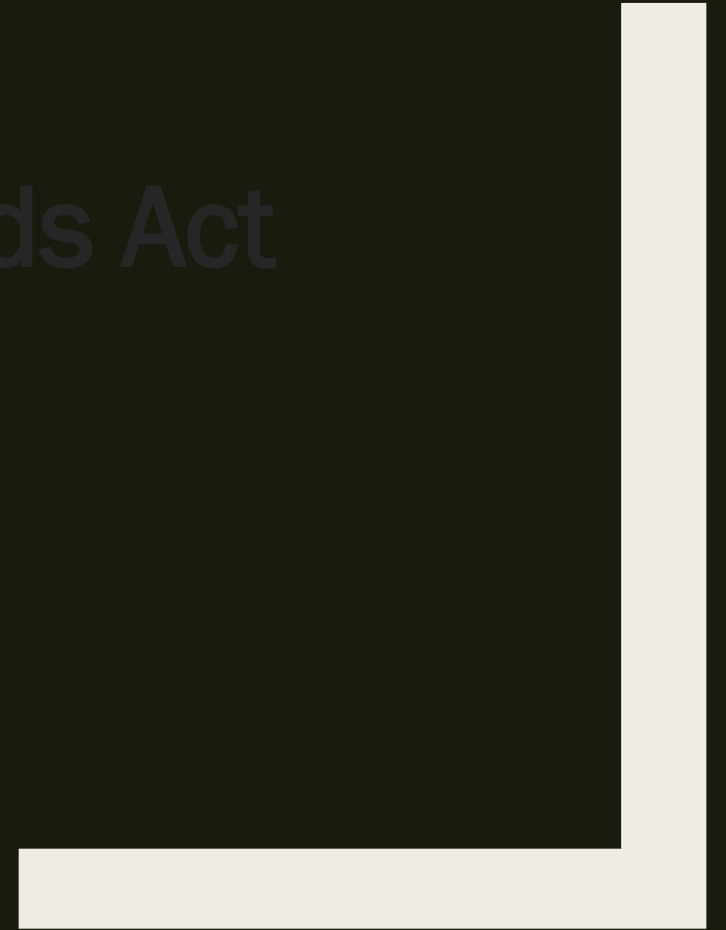
Marin County Office of Education

October 25, 2017



Every Student Succeeds Act

ESSA



ESSA

- Federal legislation signed in December, 2015 to replace No Child Left Behind (NCLB).
- Shift from increased federal authority of NCLB to more flexibility for states and school districts.
- [The California Way](#)
- Performance Equity and Improvement

Major Changes from NCLB

- Eliminated AYP and HQT
- Eliminated prescribed interventions in identified schools
- Eliminated School Improvement Grant funds and requirements
- Funds are to **Supplement Not Supplant**. States must use a methodology to allocate funds to Title 1 schools.
- Requires states to engage with a multitude of stakeholders to inform decision making.

What Stays the Same

- States choose standards and assessments
- Student achievement is reported by subgroup
- Accountability at school and district levels for subgroup performance
- Major formula grant funding streams maintained

ESSA Intervention Provision

States identify schools for improvement and support

- Schools in the bottom 5% according to performance metric
- High Schools graduating fewer than 67% of students
- Schools underperforming for any student group for a defined number of years.

California Way

More than a single number	Equity	Supports local decision-making
A quality education is defined by more than a single test score.	Increased focus on addressing disparities between student groups.	More information to support the local strategic planning process.

California's Accountability System

The Dashboard

- Designed to assist in identifying strengths, weaknesses and areas in need of improvement
- Meets state and federal requirements
- Integrated accountability system that measures LEA progress toward meeting student needs
- Includes 10 Indicators (6 State & 4 Local)

California's Accountability System

The Dashboard

- Uses CAASPP scores for an ELA and math Academic Indicator
- Combines **Status and Change** to make an overall determination for each indicator
- Provides results for all districts, all schools, and all defined student groups (e.g., ethnic groups, low income, English learners) with more than 30 students.

LCFF Evaluation Rubrics

10 Indicators to Measure Performance

State Indicators:

6 State Indicators

Performance Categories:



7 Total (Academics -

4 Local Indicators

Criteria Categories:

Met / Not Met / Not Met for Two or More Years

ELA and Mathematics)

Pre-populated for LEAs by State

Quantitative Data:

Priority 4: Academics

Priority 4: English Learner

Priority 1: Basic Conditions

Priority 5: Graduation Rate

Priority 5: Absenteeism

Priority 3: Parent Engagement

Priority 6: Suspension Rate

Priority 7 & 8: Career & College

Priority 2: Implementation of Academic Standards

Priority 6: School Climate

5 Performance Categories:

Blue

Green

Yellow

Orange

Red

Dashboard

Local Indicators:

- **4 total**
- LEAs populate with analysis of progress from local data.
- Qualitative, Perception & Quantitative Data

3 Performance Categories


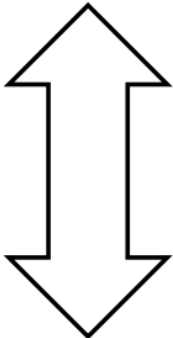




Met

Not Met

Not Met for 2+ years

State Performance Indicator

STATE PERFORMANCE CATEGORY LEGEND

	Blue	
	Green	
	Yellow	
	Orange	
	Red	

Sample Dashboard Report Equity Summary

Shows:

- The performance of all students on the state indicators
- The total number of student groups for each state indicator
- The number of student groups in the Red/Orange performance levels
- Performance on local measures (school district level only)

Equity Report

West Chavez Unified School District

Enrollment: 2,500 students Socioeconomically Disadvantaged: 87% English Learners: 76%
 Foster Youth: N/A Grade span: K-12 Charter School: N Year: Data 2015-16

- Equity Report
- Status/Change Report
- Detailed Reports
- Student Group Report

The equity report provides the performance level for all students on all state indicators and identifies the total number of student groups relative to the number of student groups in red/orange. The equity report also provides the rating for each local indicator.

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate		11	3
English Learner Progress		1	0
Graduation Rate		8	7
College/Career	N/A	N/A	N/A
English Language Arts Assessment		5	1
Mathematics Assessment		5	4

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Not Met
Parent Engagement	Not Met for Two Years
Local Climate Survey	Met

A dash (—) indicates that the student group consists of less than 11 students, the minimum size for any reporting; an asterisk (*) indicates the student group consists of less than 30 students, and the performance level (color) is not presented or included for accountability purposes. An N/A indicates that data is not currently available. Additional details can be found in the California School Dashboard Technical Manual (link will be provided).

Narrative

The narrative text box is provided as an optional feature for local educational agencies to describe their performance on the state indicators and local indicators. This option allows LEAs to provide additional information and context as part of the display.

Status and Change

The Five-by-Five Colored Table

The five-by-five colored table demonstrates the importance of **continuous improvement** in the new accountability system.

		Change				
Level		Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Status	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

State – Academic Indicator (ELA/ELD & Mathematics) State Priority 4

Distance from Level 3.

Uses CAASPP scores in students grades
3-8

Grade 11 incorporated into Graduation Rate
and College/Career Readiness)

Measuring how far each student is from
the lowest scale score

Example

English Language Arts (Grades 3-8) - Schools Five-by-Five Placement

Select an Indicator: [English Language Arts \(Grades 3-8\) Indicator](#) Reporting Year: [2017 \(Spring\)](#) [View Student Groups Five-by-Five Report](#) [View Detailed Data](#)

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 10 points above to less than 45 points above	Orange (None)	Yellow (None)	Green (None)	Green <ul style="list-style-type: none"> Hidden Valley Elementary Proctor Terrace Elementary Rincon Valley Middle 	Blue (None)
Medium 5 points below to less than 10 points above	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Red (None)	Orange <ul style="list-style-type: none"> Luther Burbank Elementary Santa Rosa Middle Steele Lane Elementary 	Yellow SANTA ROSA CITY SCHOOLS (District Placement) <ul style="list-style-type: none"> Brook Hill Elementary Helen M. Lehman Elementary Herbert Slater Middle 	Yellow <ul style="list-style-type: none"> Albert F. Biella Elementary 	Yellow (None)
Very Low More than 70 points below	Red <ul style="list-style-type: none"> Hilliard Comstock Middle 	Red <ul style="list-style-type: none"> Abraham Lincoln Elementary Lawrence Cook Middle 	Red (None)	Orange <ul style="list-style-type: none"> James Monroe Elementary 	Yellow (None)

Dashboard Updates

- **College/Career Indicator:**
- Status will be reported for the first time - calculated for the 2015-16 four year graduation cohort (Class of 2016).
- As a reminder, the students in this cohort took the Smarter Balanced Summative Assessments in the spring, 2015 as 11th graders.

Dashboard Updates, continued

■ Dashboard Alternative School Status (DASS):

- *DASS schools and school data will not be included in the Fall 2017 Dashboard.*
- *DASS will be included in the Fall 2018 Dashboard and will be held accountable for meeting the same indicators set for traditional school using modified methods that fairly evaluate the performance and progress of alternative schools.*

■ Foster Youth and Homeless Student Groups:

- *Foster Youth and Homeless student groups will be included for the first time in the LEA and school demographic information and student group reports.*

Dashboard Updates, continued

■ Academic Indicator:

- *The California Alternate Assessments(CAAs) will not be included in the calculation, but the results will be reported in the Status and Change Report (under ELA and Mathematics)*

■ English Learner Progress Indicator (ELPI):

- *Long-term English learners (LTELs) will be included in the ELPI.*
- *LTELs that advance at least one level on the CELDT from prior to current year will be counted twice - once as an EL student that advanced at least one level and also as an LTEL student who advanced at least one level on the annual CELDT.*

Dashboard Updates, continued

■ Small Student Populations:

- *A new methodology, called the "Safety Net," will be applied to schools and LEAs with small student populations for two state indicators:*
- **Graduation Rate** - when the number of students in the cohort is less than 150
- **Suspension Rate** - when the number of students cumulatively enrolled is less than 150.

■ "Safety Net" methodology removes the "Increased Significantly" and "Declined Significantly" Change levels from the performance level determinations.

■ Small Student Populations will only receive one of three Change levels for the graduation and suspension rate indicators.

Identification for Districts for Technical Assistance

- Districts will be identified for technical assistance for the first time in the fall, 2017, based on the following student group performance in each of the three following priority areas:
 - **Priority 4 - Pupil Achievement**
 - **Priority 5 - Pupil Engagement**
 - **Priority 6 - School Climate**
- Intensive intervention requires three consecutive years of data. The first time an LEA will be eligible for intensive interventions will be Fall, 2019

Work in Progress

- Accountability systems for:
 - Dashboard Alternative School Status
 - Alternative Education and Special Education
 - Same Dashboard with adjusted set of parameters

Questions?

