



# California Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- California uses a data dashboard to annually differentiate across all public schools by assigning, to each individual accountability measure, 1 of 5 performance ratings (colors) based on 2 scores for each measure: current year score and change in score from previous year.
- California measures suspension rate and includes, in its academic achievement indicator, measures of performance/participation in accelerated coursework, career and technical education (CTE), and a well-rounded education (arts, foreign language, etc.).

## Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation	
<input type="checkbox"/> <b>Annual summative rating</b> (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)	
<input checked="" type="checkbox"/> <b>Data dashboard only</b> (CSI/TSI schools identification only)	
Summative Ratings	
Not applicable	
Accountability Measures	Included in Accountability
Academic	
Achievement status	✓
Achievement growth	
<b>GAP</b> Achievement gap	
<b>ELP</b> English language proficiency/progress	✓
4-year graduation rate	✓
<b>EAR</b> Early learning	
<b>WRE</b> Well-rounded education	✓
Persistence	
<b>EXT</b> Extended-year graduation rate(s)	
<b>OTG</b> On-track to graduation	
Dropout rate	
College and career readiness	
<b>COL</b> College enrollment	
<b>ADV</b> Advanced coursework or sequence	✓
<b>CPT</b> College placement test(s)	
<b>CTE</b> Career and technical education or work-based learning	✓
Readiness to learn	
<b>CFL</b> Conditions for learning/school climate	✓
<b>SEL</b> Social-emotional learning	
<b>CHR</b> Chronic absenteeism	✓

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 30 for accountability, N = 11 for reporting)
Major racial/ethnic subgroups
American Indian or Alaska Native
Asian
Black or African American
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Islander
Two or more races
White
Other required subgroups
Economically disadvantaged
Students with disabilities
English learners
Nonrequired subgroups
Foster youth
Homeless students

Subjects Used for Accountability		
Subject	Status	Growth
Math	✓	
Reading/English language arts (ELA)	✓	
Writing		
Science		
Social studies		
Other		






## Annual Differentiation System

California uses a data dashboard to annually differentiate all public schools by assigning, to each individual accountability measure, 1 of 5 performance ratings (colors) based on 2 scores for each measure, current year score and change in score from previous year:

- Blue (highest)
- Green
- Yellow
- Orange
- Red




Schools are identified for comprehensive or targeted support and improvement (CSI/TSI) based on the number of red or orange performance ratings it receives across all measures (see also “School Improvement Categories”).

### California Accountability Dashboard Measures, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Dashboard Inclusion by Grade Span	
		Elementary/Middle Schools	High Schools
 Academic achievement	Average scale score (math, ELA)	Yes	Component of the CCI measure
	Career/College Indicator (CCI)	--	Yes
 Other academic	Chronic absenteeism	Yes	--
 Graduation rate	4-year graduation rate	--	Yes
<b>ELP</b> English language proficiency progress	ELP growth	Yes	Yes
<b>SQSS</b> School quality or student success	Suspension rate	Yes	Yes

Note: ELA=English/language arts

## Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Average scale score (ELA, math)	Average scale score (i.e., raw score) on annual statewide assessments. Calculated as the average distance from the cut score for proficiency. This is a discrete measure for elementary and middle schools but a component of the CCI for high schools.
	Career/College Indicator (CCI)	Measure of student attainment of performance and/or participation benchmarks for the following (calculation pending clarification): <ul style="list-style-type: none"> <li>• Grade 11 statewide assessment results in ELA and math</li> <li>• University of California "<a href="#">a-g</a>" <a href="#">subject requirements</a> for admission</li> <li>• Dual enrollment coursework</li> <li>• Advanced Placement /International Baccalaureate exams</li> <li>• Career and technical education (CTE) pathway completion</li> </ul>
	<i>Participation rate inclusion</i>	Participation rate is not included in the achievement calculation. It is calculated as a separate measure, assigned 1 of 4 performance levels and displayed in the data dashboard. California will offer support to schools that do not meet the 95% participation rate.
 Other academic	Chronic absenteeism	Percentage of students absent for more than 10% of enrolled school days.
 Graduation rate	4-year graduation rate	The percentage of students within an <a href="#">adjusted cohort</a> who graduate within 4 years with a regular high school diploma.
ELP English language proficiency progress	ELP growth	Percentage of test participants advancing at least one performance level (or maintaining advanced level or testing out of English learner status) on statewide ELP assessments.
SQSS School quality or student success	Suspension rate	Percentage of students suspended at least 1 time over the course of an academic year.

Note: ELA=English/language arts

## School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> <li>Low-performing school: Title I schools meeting either of the following criteria: <ul style="list-style-type: none"> <li>Lowest performance level (red) for each accountability measure</li> <li>Second-lowest performance level (orange) for 1 accountability measure and red for all other measures</li> </ul>                     If this methodology does not identify 5% of Title I schools, will “continue to add color combinations of schools” (to be determined) as needed                 </li> <li>Low graduation rate school: 4-year graduation rate less than 67%</li> <li>Chronically underperforming subgroup (i.e., 4 years failure to exit ATS status)</li> </ul>	Any school with consistently underperforming subgroup(s) as determined by applying to each subgroup the methodology for determining bottom 5% of Title I schools based on all students	Criteria for identification of ATS schools do not appear to be distinct from criteria for identification of schools for TSI
First year and frequency of identification	<ul style="list-style-type: none"> <li>2018–19 for low-performing and low graduation rate schools and every 3 years thereafter</li> <li>2021–22 for chronically underperforming subgroup schools and every 3 years thereafter</li> </ul>	2018–19 and annually thereafter	Not applicable
Years of improvement to exit status	1 year of improvement is required to exit CSI status	1 year of improvement is required to exit TSI status	Not applicable

## Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1 (for all recent ELs)	✓	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2 (for all recent ELs)		Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		