

# AN ANALYSIS OF CALIFORNIA'S ESSA PLAN


This dashboard analyzes California's plan under the Every Student Succeeds Act (ESSA), specifically its commitment to equity and excellence and its compliance with the law. This analysis is not all-encompassing but rather focuses on the indicators most essential for advancing equitable educational opportunities for all students. California submitted its plan on September 18, 2017, and the U.S. Department of Education approved it on July 11, 2018. Full text is available at <https://www2.ed.gov/admins/lead/account/stateplan17/caconsolidatedstateplan.pdf>. View ESSA equity dashboards for other states at [www.all4ed.org/essa](http://www.all4ed.org/essa).

# ESSA EQUITY DASHBOARD


CALIFORNIA

## LONG-TERM GOALS


### Academic Achievement

 Each school's average scale score for all students and each subgroup would reach or exceed the minimum proficiency threshold (level 3 out of 4 levels) in reading and math by 2025


### Academic Achievement by Student Subgroup

 Same long-term goals for each subgroup

### 4-Year Cohort High School Graduation Rate


 90% of students graduating by 2025

### English Language Proficiency

 Accounts for students' initial proficiency level in setting student goals with maximum of 5 years to attain proficiency

## SUPPORT AND INTERVENTION

### Definition of "Consistently Underperforming" Used to Identify Schools for Targeted Support

 Definition is not meaningfully different from "additional targeted support" and is unlikely to identify additional schools for support

### High School Graduation Rate Used to Identify Schools for Comprehensive Support


 4-year cohort graduation rate

## ! CONCERN


Goals are based on schoolwide average scale scores instead of percentage of students proficient; this (1) raises transparency concerns and (2) means it is possible to progress toward the goals with many students remaining not proficient

## ACCOUNTABILITY


### Disaggregation of Student Subgroups

 Disaggregates subgroups by race, ethnicity, income, English language proficiency, and disability status


### N-Size

 30 students

### School Quality and Student Success (SQSS) Indicator

 Chronic absenteeism and suspension rate for all schools; "college/career indicator" (measuring 11th-grade state assessment results; dual enrollment, college prerequisite, and career and technical education pathway completion; Advanced Placement and International Baccalaureate exam results) for high schools


### High School Graduation Rate

 Uses 4-year cohort graduation rate exclusively


### Weighting of Academic Indicators

 100% weight for all grades

### Testing Participation Rates

 Participation rates reported do not appear to affect performance on academic achievement indicator

### Inclusion of Student Subgroup Performance

 Schools do not receive summative ratings; subgroup performance on indicators are included in each "California School Dashboard" and used to identify schools for targeted support and improvement

## ✈ NOTE

California is exploring including the 5-year cohort graduation rate in its accountability system

**Note:** Some indicators do not apply to some states and do not appear in the analysis included on the front of this document. The Alliance for Excellent Education set the parameters associated with the green, yellow, and red designations.

## LONG-TERM GOALS

### Academic Achievement

- **Green:** 75% or more of all students proficient on statewide assessments by 2030 or equivalently rigorous goal
- **Yellow:** 60–74.9% of all students proficient by 2030 or 75% or more proficient by 2031–39 or equivalently rigorous goal
- **Red:** Less rigorous goals and/or longer time line than 2040

### Academic Achievement by Student Subgroup

- **Green:** Same long-term goals for each subgroup or similarly ambitious commitment to closing achievement gaps
- **Yellow:** Less ambitious goals but requires higher rates of growth from lower-performing subgroups
- **Red:** Same or similar rates of academic growth for all subgroups

### 4-Year Cohort High School Graduation Rate

- **Green:** 90% or more of students graduating by 2030
- **Yellow:** 85–89.9% of students graduating by 2030 or 90% or more graduating by 2031–39
- **Red:** Less rigorous goals and/or longer time line than 2040

### Extended-Year Cohort High School Graduation Rate

- **Green:** At least 3 percentage points higher than 4-year cohort rate goal or 1 percentage point higher if 4-year cohort rate goal is at least 90%
- **Yellow:** 1–2 percentage points higher than 4-year cohort rate goal
- **Red:** Goals are the same or state does not set goals for each cohort rate

### English Language Proficiency

- **Green:** Accounts for initial age/grade or proficiency level in setting student targets with maximum time line of no more than 6 years to achieve proficiency
- **Yellow:** Accounts for initial age/grade or proficiency level with maximum time line of 7 years to achieve proficiency
- **Red:** Does not account for initial age/grade or proficiency level and/or sets maximum time line of 8 or more years to achieve proficiency

## ACCOUNTABILITY

### Disaggregation of Student Subgroups

- **Green:** State does not use super-subgroup or uses it only in addition to disaggregated subgroups for identifying schools for targeted support and improvement (TSI)
- **Red:** State uses super-subgroups instead of required subgroups for identifying schools for TSI

### N-Size

- **Green:** N-size for accountability of 10 or fewer students
- **Yellow:** N-size for accountability of 11–25 students
- **Red:** N-size for accountability of 26 or more students

### School Quality and Student Success (SQSS) Indicator

- **Green:** Research-based statewide SQSS measures that can be disaggregated by student subgroup
- **Yellow:** Inconclusive research to support SQSS measures or significant SQSS measures are in development but will be statewide and capable of disaggregation by student subgroup
- **Red:** SQSS measures lack research and/or are not statewide or capable of disaggregation by student subgroup

### High School Graduation Rate Indicator

- **Green:** Exclusively uses, or gives more weight to, 4-year cohort graduation rate
- **Yellow:** Uses 4- and extended-year cohort graduation rates and weights 4-year rate equally or less than other rates
- **Red:** Does not use 4-year cohort graduation rate or uses another unlawful graduation rate calculation

### Weighting of Academic Indicators

- **Green:** 75% or more weight on academic indicators including measures based on state tests, college and career readiness, and chronic absenteeism
- **Yellow:** 50–74% weight on academic indicators
- **Red:** Less than 50% weight on academic indicators

### Testing Participation Rates

- **Green:** No credit for untested students or similarly rigorous consequences
- **Yellow:** Less rigorous consequences that have limited implications for accountability
- **Red:** Does not specify consequences for untested students

### Inclusion of Student Subgroup Performance in School Ratings

- **Green:** Includes all ESSA subgroups in all school ratings or uses a decision rule to ensure ratings reflect ESSA student subgroups
- **Yellow:** Includes subgroups in all school ratings but does not include all ESSA subgroups or may obscure subgroup performance on school dashboards
- **Red:** Does not include all ESSA subgroups in all school ratings

## SUPPORT AND INTERVENTION

### Definition of “Consistently Underperforming” Used to Identify Schools for Targeted Support

- **Green:** Definition is meaningfully different from “additional targeted support” (ATS) and triggers identification based on low performance on a *subset* of indicators
- **Yellow:** Definition is meaningfully different from ATS and triggers identification based on low performance across *all* indicators
- **Red:** Definition is not meaningfully different from, or is narrower than, ATS or does not comply with ESSA

### High School Graduation Rate Used to Identify Schools for Comprehensive Support

- **Green:** Uses 4-year cohort graduation rate exclusively
- **Yellow:** Uses 5-year cohort graduation rate
- **Red:** Uses 6-year (or longer) cohort graduation rate