



May 7, 2021

Dr. Linda Darling-Hammond, President
California State Board of Education
1430 N Street, Suite 5111
Sacramento, CA 95814

Via email only

Re: Item 4 – Student Growth Model and Accountability Workplan

Dear President Darling-Hammond:

We represent organizations that advocate on behalf of students, parents, community members, and educators in our state's public schools. We are united by a common belief that all schools and districts must address long-standing inequities of opportunity and should offer every student an excellent education that prepares them for college, career, and civic life. Our coalition has continuously advocated for California to join the 48 other states who track student growth and we support the Board's adoption of the student growth model. We have identified some work that we believe still needs to be done as the CDE moves forward on releasing the growth model and eventually incorporating the model into the California School Dashboard.

1. **Report percentiles as well as average growth scores for subgroup, school and district reporting.** The growth model scores are difficult to interpret. School subgroup scores range from 11 into the 170s for math and 38 to 150s for English language arts (ELA). Interpreting these scores may be difficult for parents and teachers alike. In the materials presented to the Board, staff have used data on percentiles to help stakeholders understand the data better. We believe that similarly, the Board should

direct CDE staff develop a process to calculate and provide percentile rankings for growth model scores to help educators, students, parents and other stakeholders to more easily understand and attach meaning to the data.

2. **Develop a comprehensive communication plan starting with materials to accompany the release of the data.** Growth models are more complicated than many of the accountability indicators and will need materials to explain what a growth model is and how it works. The main focus between now and the release of data in June should be materials to help students, parents and educators understand the basics of the growth model data, and how it differs from academic performance measures. This should be the first step in developing a comprehensive communication plan to help educate stakeholders before new growth model data is released in the future.
3. **Develop Options for Future Incorporation of Growth Model into Accountability Dashboard.** A growth model provides one of the strongest and fairest school accountability measures because it compares each student's performance against that student's prior performance. This allows each student the opportunity to be successful in showing progress regardless of where the student starts. Thus, we should seek to incorporate the growth measure into the accountability system starting in 2024. The Board will need to make key decisions on how the growth model will be incorporated into the accountability system. We encourage the Board to direct the CDE to start this conversation now using historic data to model various scenarios and provide a public forum for discussing the implications on the Dashboard and bring recommendations to the Board for approval.
4. **Discuss whether student level growth data should be added to CAASPP student result reports.** The Board should direct staff to report on how the state could incorporate growth information on the CAASPP student reports. Currently, the reports show the gain in CAASPP scale score points on the reports from one grade to the next. But, the reports provide no context for whether that year-to-year progress is relative to other students or grade level expectations.

Thank you for your consideration of our recommendations. We look forward to working with CDE to support the successful incorporation of a student growth model in the state's accountability system.

Sincerely,

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Executive Director

Parent Revolution

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Executive Director

Speak UP

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