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Review of Options for Key Indicators for the State and Federal Accountability and Continuous Improvement System

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Presentation to the California Practitioners Advisory Group



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LCFF Evaluation Rubrics Key Indicators – ESSA Required Indicators

These potential indicators meet the following identified criteria:

- (1) currently collected and available for use at the state level,
- (2) uses a consistent definition,
- (3) can be disaggregated to the school and subgroup level, and
- (4) is supported by research as a valid measure.



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ESSA Required Key Indicators

- Five indicators required by the federal Every Student Succeeds Act (ESSA)
 - Student Achievement (ELA and Math)
 - Graduation Rate
 - Progress of English learners toward proficiency
 - Another K-8 academic measure
 - At least one other measure



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Additional K-8 Academic Indicator

- Middle School Drop Out Rate
- Composite Index of Two Indicators for Proficiency on Grade 3 Reading and Grade 8 Math (On Track for College & Career Ready)



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At Least One Other Indicator

- Williams Settlement Legislation
- College & Career Ready
- Suspension Rate

Note: Chronic Absence is a candidate for inclusion as a key indicator in the future, pending verification of the quality and reliability of the underlying data after state-level collection begins.



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LCFF Evaluation Rubrics Key Indicators – ESSA Required Indicators

Summary

- Potential options for selecting key indicators that would satisfy the requirements of ESSA.
- Identified options were selected because they meet the four criteria identified in the Information Memo that was attached to the CPAG agenda.



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Analysis of Each Potential Key Indicator

- CDE and WestEd staff are completing a full data analysis for each potential key indicator identified as a potential option.
- Summary of the data analyses will be presented in an Information Memorandum to the SBE and will be included in the May SBE Item.



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Next Steps

- In May, the SBE will review the Identification of the key indicators that will be included in the initial version of the LCFF evaluation rubrics to be adopted by October 1, 2016.
- Clarification of the methodology for setting standards for performance, as a measure of outcomes and improvement, for the key indicators, including whether LEAs or schools are eligible for technical assistance and intervention.



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Review of Options for Local Data Criteria and Selection for the Local Control Funding Formula Evaluation Rubrics

Nancy Brownell

**Senior Fellow, Local Control and Accountability
State Board of Education**

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Initial Discussions on the LCFF Evaluation Rubrics

The SBE reviewed an early prototype of the rubrics that included the following components:

- Policy statements
- Quality standards (Data analysis)
- Local data selection tool
- Practice standards



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Draft Policy Statements

- All students are provided with **access and opportunities** that support learning.
- All students are **college and career ready**, exhibiting early and continuing signs of college and career readiness.
- All students **graduate** from high school.



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Quality Standards

- Provide a **measurement-based system** against which to assess local progress for all state priorities
- Establish **specific expectations for performance** based on improvement and outcomes at the LEA, school, and student subgroup levels in regards to each of the state priorities
- **Example:** Related to Graduation Rate
 - Cohort graduation rate is one example.



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Local Data Selection

- Provide a **measurement-based system** against which to assess local progress for all state priorities
- Establish **specific expectations for performance** based on improvement and outcomes at the LEA, school, and student subgroup levels in regards to each of the state priorities
- **Example:** Related to Graduation Rate
 - Cohort graduation rate is one example.



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Practice Standards (Statements of Model Practices)

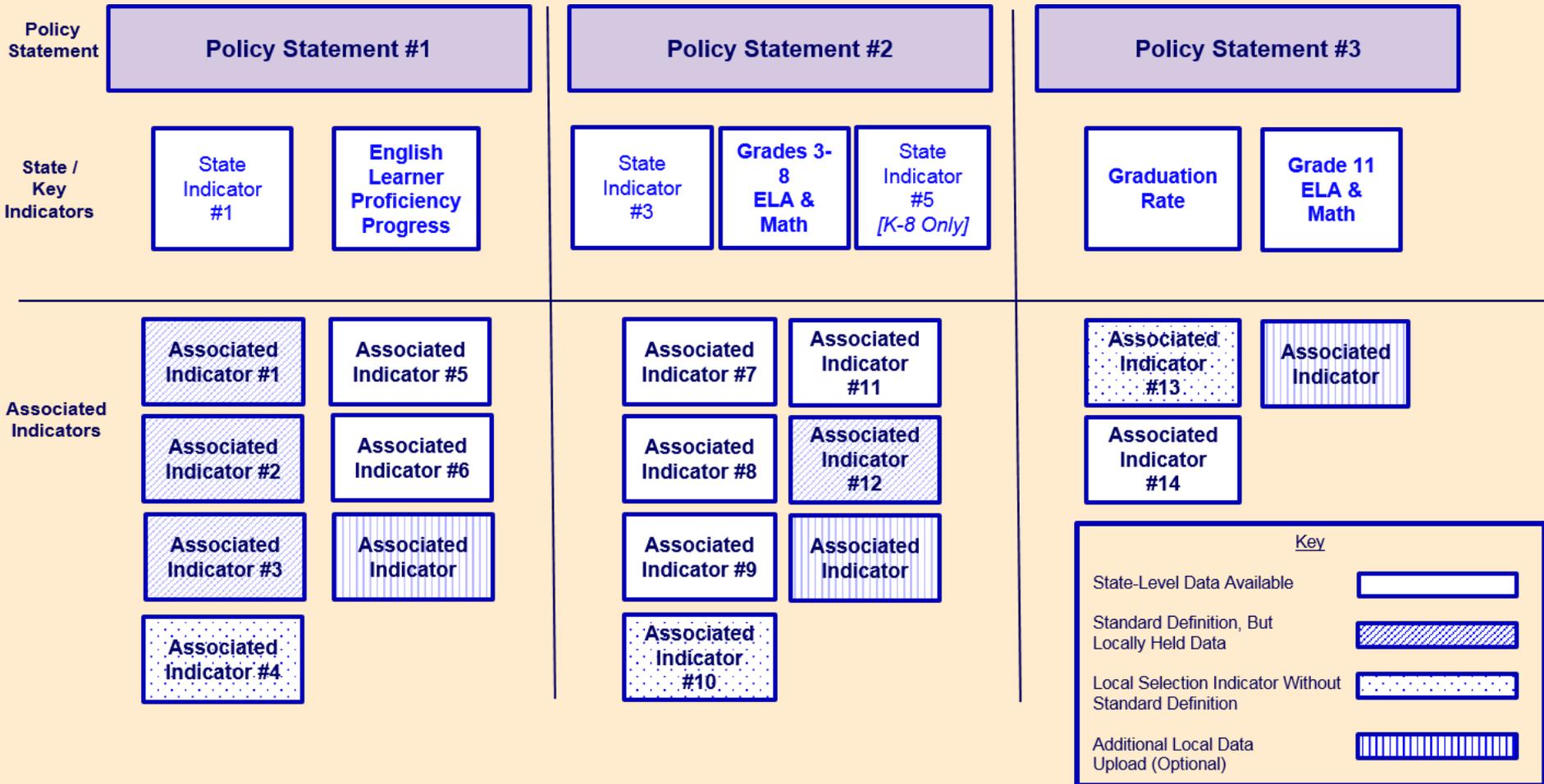
- Describe **research-supported practices** inclusive of all state priorities
- Convey characteristics and examples of **high functioning practices**
- **Example:** Students Graduate
 - Schools and districts that successfully support students in their path towards high school graduation provide opportunities for learning and intervention when warranted to ensure that students complete needed courses and competencies confirmed by their diploma.

Comparison of Indicators in the Local Control Funding Formula and the Every Student Succeeds Act

| 8 Local Control Funding Formula Priorities** | Every Student Succeeds Act | |
|---|---|---|
| <p>Basic (Priority 1)</p> <ul style="list-style-type: none"> • Qualified teachers • Sufficient instructional materials • Facilities in good repair <p>Implementation of State Standards (Priority 2)</p> <ul style="list-style-type: none"> • Implementation of content standards, including ELD <p>Parental involvement (Priority 3)</p> <ul style="list-style-type: none"> • Parental input in decisions • Promote parental participation in programs <p>Pupil achievement (Priority 4)</p> <ul style="list-style-type: none"> • performance on standardized tests • score on API • share of pupils that are college and career ready • share of English learners that become English proficient • English learner reclassification rate • AP exam passage rate • Rates of college readiness on EAP <p>Pupil engagement (Priority 5)</p> <ul style="list-style-type: none"> • school attendance rates • chronic absenteeism rates • middle school dropout rates • high school dropout rates • high school graduations rates <p>School climate (Priority 6)</p> <ul style="list-style-type: none"> • pupil suspension rates • pupil expulsion rates • other local measures including surveys <p>Course access (Priority 7)</p> <ul style="list-style-type: none"> • enrollment of pupils in a broad course of study <p>Other pupil outcomes (Priority 8)</p> <ul style="list-style-type: none"> • pupil outcomes in the broad course of study | <p>Elementary and Middle Schools</p> <p>Academic Achievement</p> <ul style="list-style-type: none"> • English language arts and mathematics in grades 3 through 8, inclusive <p>English Proficiency</p> <ul style="list-style-type: none"> • Progress of English learners in achieving English proficiency <p>Another Academic Indicator</p> <ul style="list-style-type: none"> • Other academic factor that can be broken out by subgroup (this could include growth on assessments) <p>At Least One Other Indicator</p> <ul style="list-style-type: none"> • Additional indicator (e.g., student engagement and school climate/safety) | <p>High Schools</p> <p>Academic Achievement</p> <ul style="list-style-type: none"> • English language arts and mathematics assessed one time in grades 9 through 12 <p>English Proficiency</p> <ul style="list-style-type: none"> • Progress of English Learners in achieving English proficiency <p>Another Academic Indicator</p> <ul style="list-style-type: none"> • 4-year adjusted cohort graduation rate (states can add extended rate) <p>At Least One Other Indicator</p> <ul style="list-style-type: none"> • Additional indicator (e.g., opportunity to learn and readiness for post-secondary) |

** Note: There are two additional priorities for county offices of education: Expelled Youth (Priority 9), which includes coordination of instruction of expelled pupils pursuant to Education Code section 48926; and Foster youth (Priority 10), which includes working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records.

LCFF Evaluation Rubrics Prototype: Potential Organization of Indicators





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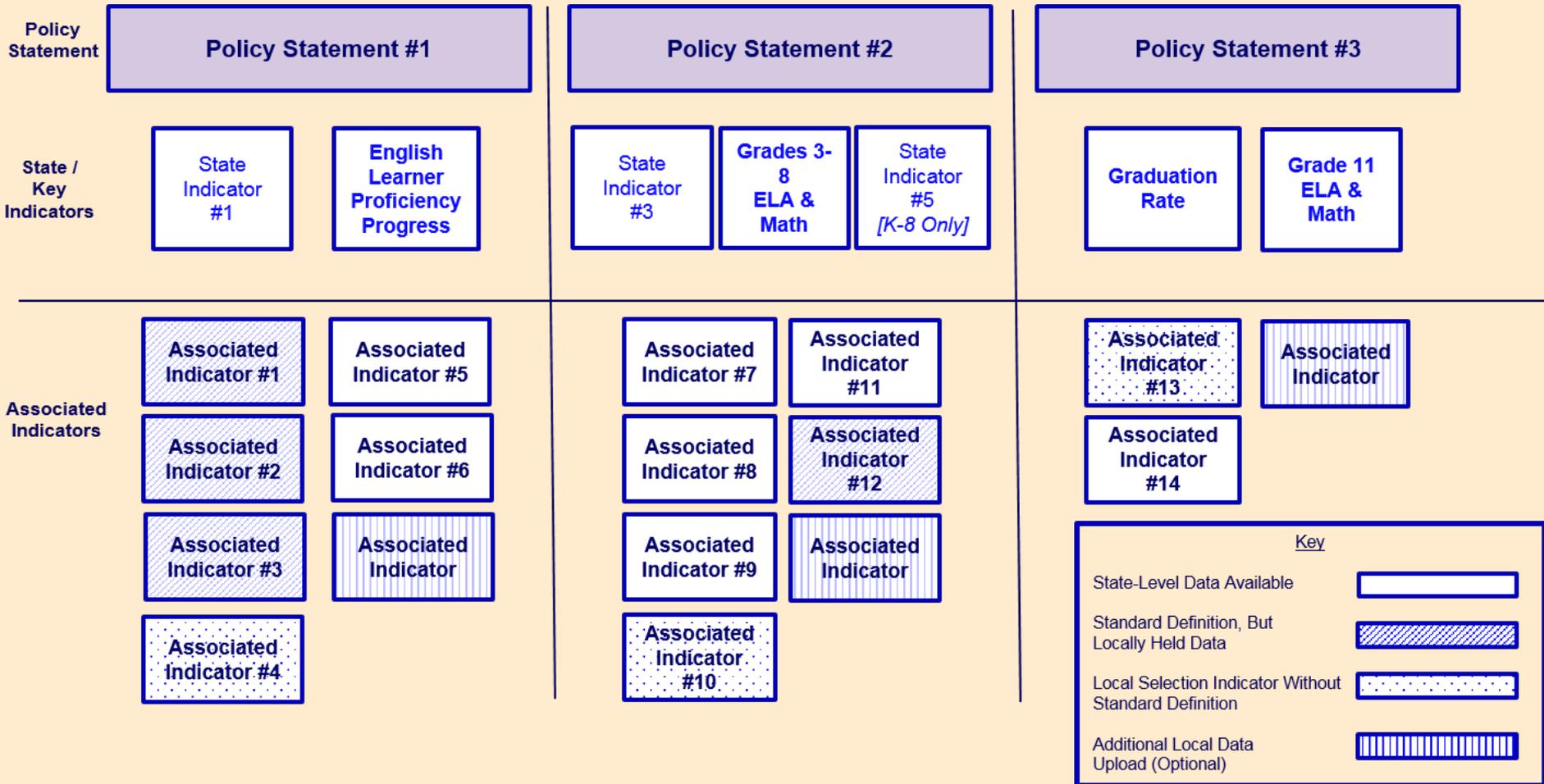
Local Data Criteria

- Does the indicator enable one to know about the expected result or conditions?
- Is the indicator defined in the same way over time?
- Will data be available for an indicator?
- Are data currently being collected? If not, can cost-effective instruments for data collection be developed?
- Is this indicator important to most people? Will this indicator provide sufficient information about a condition or result to convince both supporters and skeptics?
- Is the indicator quantitative?

Local Data Options

| | |
|-------------------------------|---|
| Basic (Priority 1) | <i>State Collected</i> <ul style="list-style-type: none">• % of teachers appropriately assigned*• % of teachers fully credentialed*• Sufficient instructional materials for all core subject areas for all students• School facilities are maintained in good repair |
| | <i>Potential Options for Additional Local Measures</i> <ul style="list-style-type: none">• # or % of para educators that meet highly qualified standards• # or % of new teachers enrolled/participating in induction program• # or % of new administrators enrolled/participating in induction program• # or % of teachers retained• # or % of teachers with five or more years of experience• # or % of school site administrators retained• # or % of school site administrators with five or more years of experience• Demographics for teachers (by race/ethnicity) compared to student demographics• Progress to completing deferred maintenance and/or major maintenance or facility upgrades• # major repairs completed and outstanding by school site• Average days to respond to facility repair requests• # or % of administrators/ teachers trained in foster youth education entitlements• # or % of foster youth with identified education rights holders• # students per computer• Average age of computers/devices• Average age of instructional materials• # or % of classrooms with internet access• # and/or type of partnerships within the community that support student success• % of grade 6-12 students that participate or have access to science laboratory |

LCFF Evaluation Rubrics Prototype: Potential Organization of Indicators





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LEA User Testing Process

- A statewide sample of districts selected to test and provide feedback to preliminary content for the Local Control Funding Evaluation Rubrics (size, location, demographics, funding, charters, counties)
- Evaluation Rubrics Testing included:
 - **A review** of the sample policy statements, local data upload options, and practice standards
 - **Feedback collected** on the parameters and functionality needed to support local measures for use in the web based application



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User Acceptance Testing (UAT) Feedback

- Flexibility is needed to accommodate local systems in uploaded local data to the rubrics (including manual entry).
- Local metrics should be standardized to the extent possible.
- Include templates for data.
- Need an ability to compare to other districts to inform best local practices with data.



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User Acceptance Testing (UAT) Feedback

- Work with local counties and districts to determine list of local metrics to choose.
- Good to have section with pre-populated questions where local benchmarks could be discussed.
- Would like to have a local bank of data, but not necessarily to include it in LEA rubrics.
- What happens when local metrics change?



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Discussion Questions

- In what ways does the inclusion of local data contribute to local reflective processes to support continuous improvement?
- How can the state provide a standardized structure of criteria (Attachment 1) for local data selection and use to support continuous improvement?
- Does the CPAG recommend including the selection and use of local data as a tool or module (Attachment 2) in the final prototype design of the LCFF evaluation rubrics?



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CPAG Decision Points

1) Recommend if it is necessary to propose criteria that will provide structure to support consistency in the use of local data while supporting flexibility for local reflection and continuous improvement.



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CPAG Decision Points

2) Recommend modifying the structure for the local data selection tool to support the use of local data in the LCFF evaluation rubrics with the final concise set of indicators that reflect state and federal requirements have been determined for accountability and continuous improvement purposes.



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CPAG Decision Points

3) Propose specific recommendations to staff for revisiting and updating the list of potential data indicators, as appropriate, based on the LCFF evaluation rubrics prototype that supports a single, coherent accountability and continuous improvement system.



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Review of the Draft Statements of Model Practices for the Local Control Funding Formula Evaluation Rubrics

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State Board of Education**

April 14, 2016

Presentation to the California Practitioners Advisory Group

Statements of Model Practices

| | |
|---------------------------------------|---|
| <p>Access to Basic Support</p> | <p>Provide all students with equal access to instructional materials, quality teachers, and safe schools. Access to materials requires that all students have access to instructional materials for all academic content areas. This includes ensuring that English Learners, students with disabilities, and students receiving intervention services have materials to support their learning. Access to quality teachers provides a minimum standard for having a teacher assigned to every classroom and that all teachers are assigned to grade and subject areas for which they have an appropriate credential. Access to safe schools requires that schools meet minimum state standards for safety, cleanliness, and adequacy, including that they are in are in good repair and receiving regular maintenance. The absence of any of the above is unacceptable and means that an LEA should take immediate action to address any deficiencies. This would include directing funding to purchase, hire, and/or contract for assistance.</p> |
| <p>Access to Courses</p> | <p>Provide all students the instruction, intervention, accommodations, and assistance needed to meet graduation, college, and career requirements. This requires creating the foundation in early grades for the knowledge, skills, and abilities that must be demonstrated in later grades to participate and achieve success in courses required for graduation, college, and career. Providing proactive attention ensures all students have access to courses that lead to graduation and later success through:</p> <ul style="list-style-type: none"> • Access to core academic content by all students regardless of income, race, primary language, disability, and/or family situation. • Programs that support language acquisition by English Learners with continued progress and English proficiency within five years. • Intervention and acceleration programs that have a record of known success providing students with opportunities to get on track to meet graduation, college, and career requirements. • Opportunities to participate fully in academic and extracurricular activities that take into account barriers related to income, transportation, family/guardian engagement, and other locally identified factors. • Application of Universal Design for Learning through a multi-tiered system of supports. |



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How will these components interact with each other?

- Display data Analysis of Graduation Rate
- Drill down option to create reports showing outcomes on the related associated indicators
- Link to qualitative statements of model practices that are relevant to those indicators



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User Acceptance Testing (UAT) Feedback

- The term “standards” is connected with assessment and measuring, can a different term (e.g. practices) be used?
- The text throughout would benefit from bulleting.
- Could benefit from targeted specificity.
- The practice standards are too simplistic and basic – need more examples of best practices than can help LEAs lead to action (perhaps in the practice guides).
- Special education needs to be called out more throughout.



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User Acceptance Testing (UAT) Feedback

- There should be research citations for many of the statements throughout.
- Addressing risk factors should include Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS).
- Work to ensure that language is neutral and not prescriptive.
- The approach to parent involvement seems to be rooted in older research – needs to be framed around more up-to-date research of parent involvement.



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Discussion Questions

- In what ways does the inclusion of qualitative narrative statements that convey research supported practices contribute to local reflective processes to support continuous improvement?
- How can the statements of model practices be updated and revised to strengthen the connection with the proposed indicators for the state and federal accountability system, in addition to the use of local data, to support continuous improvement?
- Does the CPAG recommend including the statements of model practices as a component or module of the final prototype design of the LCFF evaluation rubrics?



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CPAG Decision Points

1) Recommend revising the draft statements of model practices to eliminate the detailed policy statements as an organizer of the indicators and metrics to reduce redundancy of content in the LCFF evaluation rubrics.



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CPAG Decision Points

2) Recommend revisiting the organizing structure of the statements of model practices around the three policy areas once the final concise set of indicators that reflect state and federal requirements has been determined for accountability and continuous improvement purposes.



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CPAG Decision Points

3) Propose specific recommendations to staff for revising and updating the statements of model practices, as appropriate, based on the LCFF evaluation rubrics prototype that supports a single, coherent accountability and continuous improvement system.