Local Control Funding Formula: Evaluation Rubrics

State Board of Education, September 2015

Evaluation Rubrics

- LCFF legislation calls for evaluation rubrics:
  - To assist local education agencies to identify strengths, weaknesses, and areas that require improvement
  - To assist County Offices of Education to identify school districts and charter schools in need of technical assistance
  - To assist the State Superintendent in identifying school districts for which intervention is warranted
  - To reflect a holistic, multidimensional assessment of school district and individual school site performance and include all of the state priorities
  - To include standards for school district and individual school site performance and expectation for improvement in regard to each of the state priorities

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Evaluation Rubric Development Updates

- Directions based on State Board of Education (SBE) feedback

  - Draw from research and California data analysis to inform design

  - Incorporate practice descriptions

  - Ensure connection to resource alignment

  - Develop recommendations for the SBE to consider consistent with its policy making responsibilities

- *2015-16 Education Omnibus Bill (Assembly Bill 104)* includes one year extension to evaluation rubric timeline – now due October 2016

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Evaluation Rubrics Major Tasks and Milestones
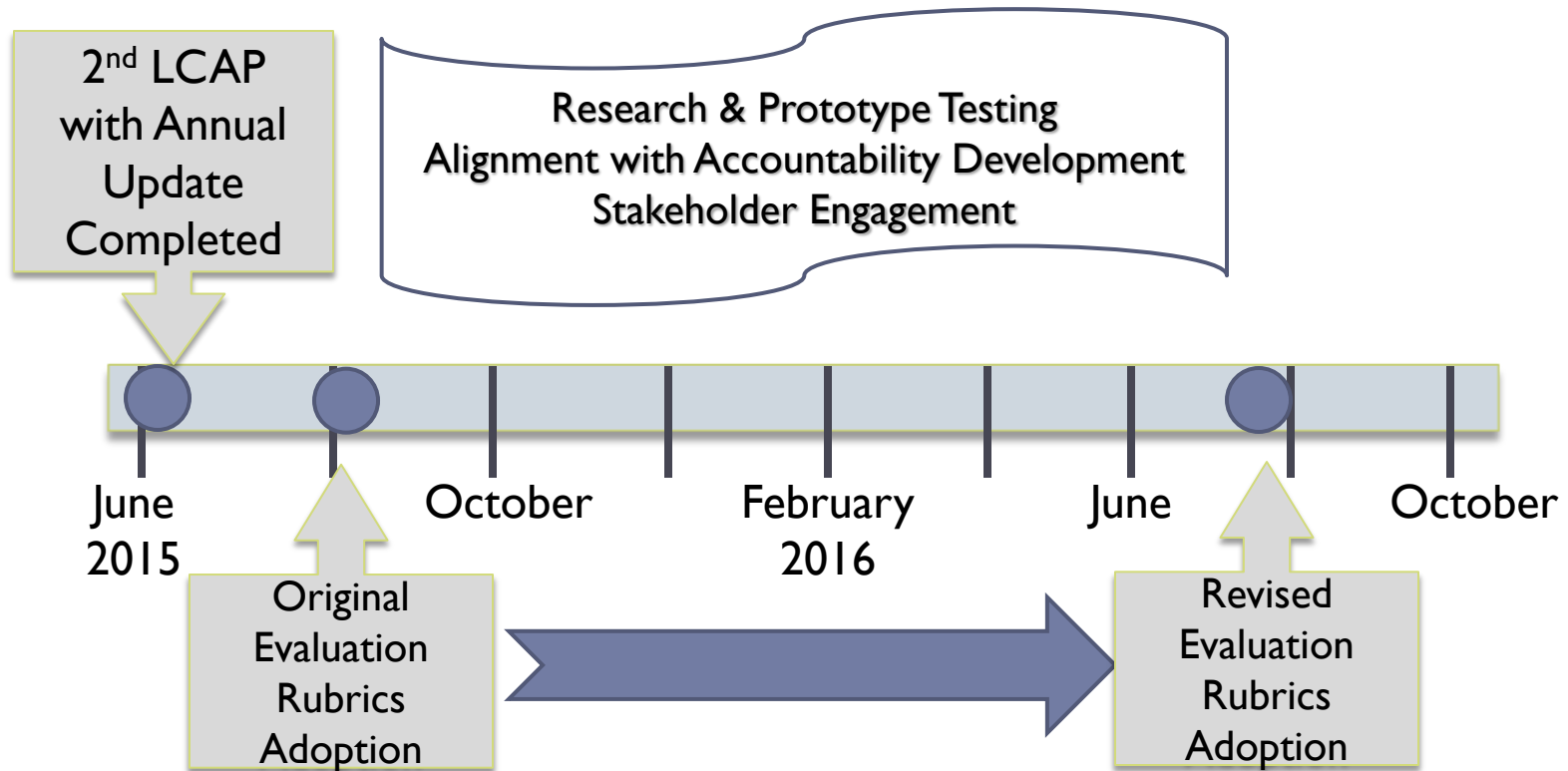
The figure shows the revised timeline established for LCFF from June 2015 through October 2016, along with major tasks and milestones that will be completed in order to adopt the Evaluation Rubric by October 2016.

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State Board of Education 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

Evaluation Rubric Features

▸ The evaluation rubric will:

  ▸ Include all state priorities

  ▸ Include data and information related to local educational agencies, schools, and subgroups as appropriate and to the extent practical

  ▸ Offer clear statements and descriptors of standards that indicate practice and expectations for local educational agencies, schools, and subgroups as appropriate and to the extent practical

  ▸ Provide a tool to complement planning and process monitoring and technical assistance processes

  ▸ Support analysis and feedback by facilitating deeper reflections of data through customized narratives based on consideration of data trends and relationships

  ▸ Further develop the emerging accountability system by serving as a resource for data analysis, reflection, and resource alignment inquiry

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Evaluation Rubrics Glossary

LCFF State Priorities *Provide Focus*	Indicators *Capture Expectation*	Metrics *Provide Measurement*
Areas of focus for LCFF that include conditions for learning, pupil achievement, and engagement as specified in *Education Code* Sections 52060 and 52066	Indicators provide evidence that a certain condition exists or certain results have or have not been achieved based on consideration of one or more metric(s) related to the LCFF State Priorities	Metrics are the detailed measures used to evaluate performance for the LCFF State Priorities

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California Experience and the Evaluation Rubrics

- Graduation rate data analysis
- Specifications and findings:
  - Four-year cohort rate
  - Improvements, but continued gaps
  - Unique from measures of college and career readiness

	2013-14	2012-13	2011-12
All	80.8%	80.4%	78.5%
Hispanic or Latino	76.4%	75.7%	73.7%
American Indian	70.1%	72.8%	72.4%
Asian	92.3%	91.6%	91.0%
African American	68.1%	68.1%	65.7%
Filipino	92.6%	91.6%	90.6%
Pacific Islander	79.9%	78.4%	76.8%
White	87.4%	87.7%	86.4%
English Learner	65.3%	63.1%	61.6%
Low Income	75.4%	74.8%	72.7%
Student with Disability	62.2%	61.9%	60.8%

The table shows the graduation rates of students by ethnicity over three years.
Source: California Department of Education

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Overview of Proposed Evaluation Rubric Content

▸ ## Policy statements provide statements for the rubric

  ▸ ### Description of expectation and practice

  ▸ ### Data displays with narratives to support reflection and analysis

Policy Statement		
+		
Research		

→ Key Indicator **&** Associated/Related Indicator

EXAMPLE

Key Indicator: All Students Graduate

Metrics: Graduation Rate and Attendance Rate

Associated Indicators: Proactive attention to risk factors

Metrics: Drop-out rates, suspension, expulsion, chronic absenteeism, parent engagement, and other local measures

The figure shows the relationship between the SBE's Policy Statements and Research to identify Key and Associated/Related Indicators, which is followed by an example based on graduation.

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Example: Graduation, Description of Expectations and Practice

- Purpose: Provide clear and accessible description for the policy statement related practice areas
- Key Features:
  - Research- and evidence-based
  - Rubric like statements
  - Indicates strategies that reinforce the state priorities and related expectations

Students that graduate are supported as learners from their point of entry into education. Graduation from high school requires sufficient accrual of credits, demonstration of competencies in academic and other content areas, positive participation and engagement in school, and persistence.

Schools and districts that successfully support students in their path towards high school graduation:
- *Provide instruction, and when appropriate interventions, that align to and address <u>state standards</u>.*
- *Use formative and <u>standardized assessment</u> data to inform placement, intervention, and supports for students to ensure they are able to meet or exceed grade level standards.*
- *Promote student <u>attendance</u>, with particular attention to policies and practices that address at risk students such as those that are <u>chronically absent</u>, <u>suspended</u>, and/or <u>expelled</u> from school.*
- *Have programs in place that work to limit transitions between schools for students, and when they do occur, programs that support smooth <u>transitions</u>.*
- *<u>Engage</u> and value <u>parent and community members</u> as partners in learning...*

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Example: Graduation, Data Displays and Narratives

Following is an example of how data may be described and organized for the graduation policy statement area:

Students that graduate:

Complete high school → High school graduation rate at the cohort level

Regularly attend school → Attendance rate by grade span (elementary, middle, and high school)

Early and related indicators of students that graduate:

Attention to High Risk Factors → Middle school and high school dropout rates, chronic absenteeism

Productive and Supportive Behavior and Discipline → Suspensions and expulsion rates

Locally identified measures related to graduation*

* The evaluation rubrics will include a local indicator selection tool to help with local metric identification and use.

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Example: Graduation, Data Displays and Narratives

Following is an example of data that would appear in the evaluation rubric for an LEA related to graduation:

Students that graduate --

EXAMPLE Local Educational Agency	Results		
	1 Year	3-Year Average	State Average
Graduation Rate	88.5%	88.4%	80.8%
School Attendance – Elementary	95.0%	95.0%	94.5%
School Attendance – Intermediate	92.5%	93.1%	93.0%
School Attendance – High School	93.5%	93.2%	92.8%

Early and related indicators of students that graduate –

EXAMPLE Local Educational Agency	Results		
	1 Year	3-Year Average	State Average
Middle School Dropout	0.9%	0.8%	0.7%
High School Dropout	3.3%	3.4%	3.1%
Suspension Rate	4.0%	4.0%	4.4%
Expulsion Rate	0.1%	0.1%	0.1%
Chronic Absenteeism Rate (#/%)	Populated by LEA		N/A
Locally Identified Metric(s)	Identified and populated by LEA		

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Example: Graduation, Data Displays and Narratives

Students that graduate –

EXAMPLE Student Subgroup – Low-Income	Results			
	1 Year	3-Year Average	LEA 1 Year	State Average
Graduation Rate	78.7%	74.6%	88.5%	80.8%
School Attendance – Elementary	94.0%	94.0%	95.0%	94.5%
School Attendance – Intermediate	92.0%	92.1 %	92.5%	93.0%
School Attendance – High School	92.7%	92.6%	93.5%	92.8%

Early and related indicators of students that graduate –

EXAMPLE Student Subgroup – Low-Income	Results			
	1 Year	3-Year Average	LEA 1 Year	State Average
Middle School Dropout	0.9%	0.9%	0.9%	0.7%
High School Dropout	3.4%	3.8%	3.3%	3.1%
Suspension Rate	4.2%	4.5%	4.0%	4.4%
Expulsion Rate	0.1%	0.1%	0.1%	0.1%
Chronic Absenteeism Rate (#/%)	Populated by LEA			N/A
Locally Identified Metric(s)	Identified and populated by LEA			

Example: Graduation, Data Display and Narratives

- Purpose: Provide basic analysis that facilitates consideration of relationships between metrics, strengths, areas in need of improvement, and practices
- Key Features:
  - Research- and evidence-based
  - Trend analysis
  - Practices aligned to state priorities

Following is an example of narrative statement based on the data example:

For the past three years graduation rates have remained around 88%. Research has found that regular participation in school impacts long-term outcomes, such as graduation. The district has maintained average or above average graduation rates as the elementary and high school levels, but recent drops in middle school/intermediate attendance. During this same period middle school dropouts have also been on the rise. Policies and practices related to drop-outs, suspension, and expulsion can impact long-term outcomes such as graduation. Given the trends in the data the district may want to consider how it is attending to the following practices:

- *Promoting student attendance, with particular attention to policies and practices that address at risk students such as those that are chronically absent, suspended, and/or expelled from school.*

- *Supporting successful transitions between school types (e.g., elementary to middle/intermediate to high school) and minimize transitions for students that face instabilities in housing.*

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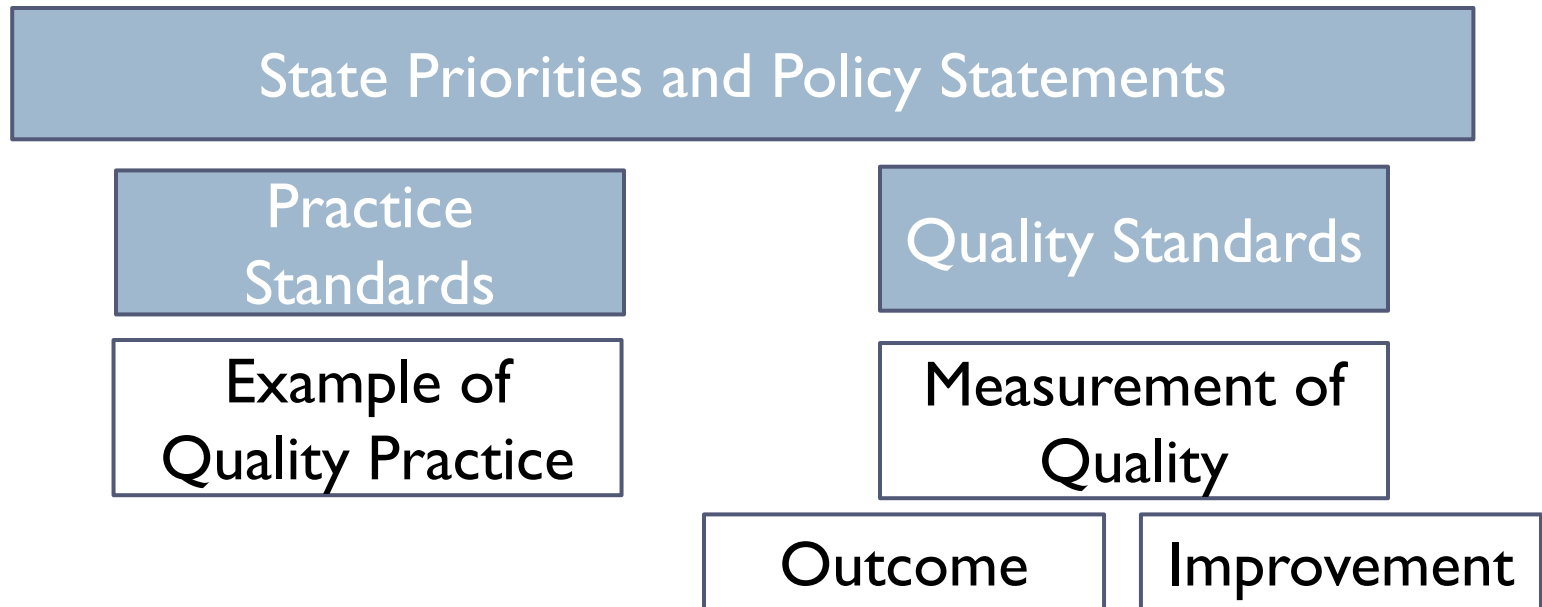# Example: Graduation, Defining and Approaching Standards

▸ **Practice Standards**

  ▸ Describe research-supported practices related to areas within the policy frame inclusive of all state priorities

  ▸ Convey characteristics and example of high functioning practices

▸ **Quality Standards**

  ▸ Complement practice standards by providing a measurement-based system against which to assess local progress for all state priorities

  ▸ Establish specific expectations for performance based on consideration of improvement and outcomes at the LEA, school, and subgroup levels in regards to each of the state priorities

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Example: Graduation, Quality Standards Definitions

State Priorities and Policy Statements

Practice Standards

Quality Standards

Example of Quality Practice

Measurement of Quality

Outcome

Improvement

The figure shows the relationship between the State Priorities and Policy Statements as overarching organizers for Practice Standards, which provide examples of quality practice, and Quality Standards, which provide measurement of quality based on outcome and improvement.
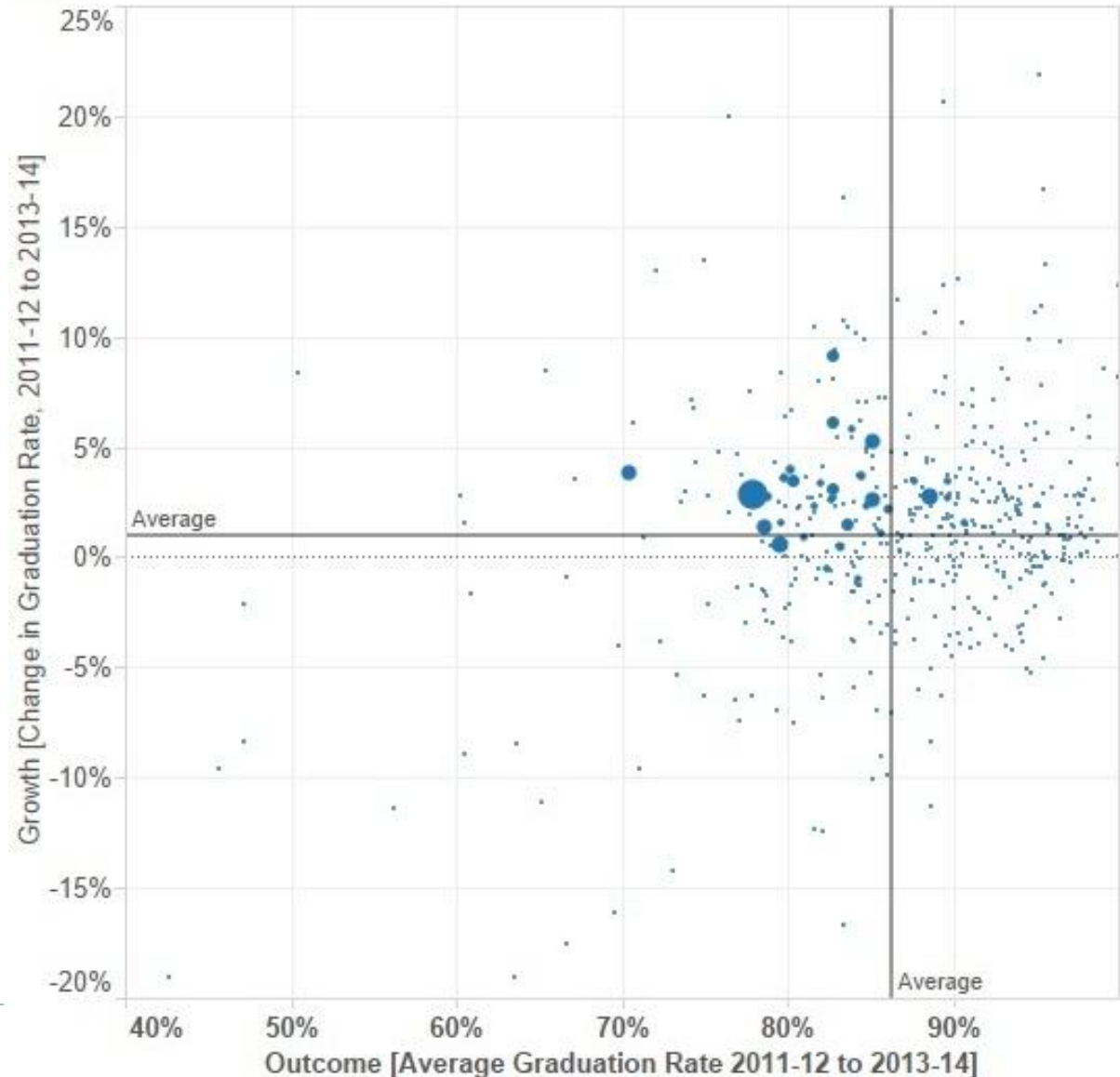
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Example: Graduation, Practice Standard

Schools and districts that successfully support students in their path towards high school graduation:

- *Provide instruction, and when appropriate interventions, that align to and address <u>state standards</u>.*
- *Use formative and <u>standardized assessment</u> data to inform placement, intervention, and supports for students to ensure they are able to meet or exceed grade level standards.*
- *Promote student <u>attendance</u>, with particular attention to policies and practices that address at risk students such as those that are <u>chronically absent</u>, <u>suspended</u>, and/or <u>expelled</u> from school.*
- *Have programs in place that work to limit transitions between schools for students, and when they do occur, programs that support smooth <u>transitions</u>.*
- *<u>Engage</u> and value <u>parent and community members</u> as partners in learning. Activities and supportive services are in place that seek parent and community input, including but not limited to LCAP development; parents and community members are encouraged and supported to extend learning opportunity at time at home…*
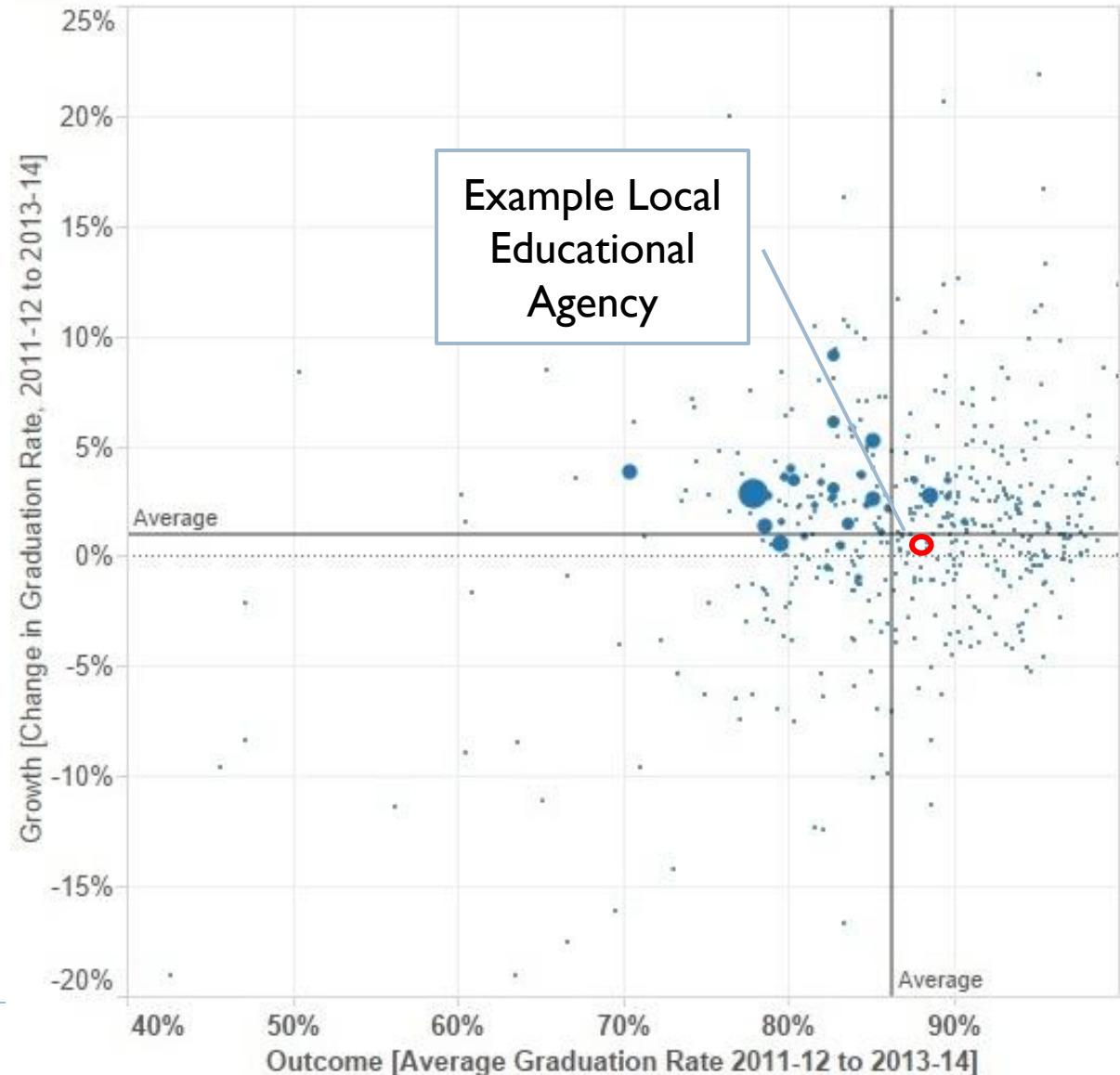
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Example: Graduation, Quality Standard

▶ The graph shows three year average graduation rates for LEAs and their three year growth rate

▶ The size of the dots is proportional to the size of the LEA

Example: Graduation, Quality Standard

▸ The graph shows three year average graduation rates for LEAs and their three year growth rate

▸ The size of the dots is proportional to the size of the LEA



Example Local Educational Agency

25%

20%

15%

10%

5%

0%

-5%

-10%

-15%

-20%

Growth [Change in Graduation Rate, 2011-12 to 2013-14]

Average

Average

40%   50%   60%   70%   80%   90%

Outcome [Average Graduation Rate 2011-12 to 2013-14]

Example: Graduation, Quality Standards Classification

▸ The graph shows how the three year average graduation growth and improvement rates could appear within a quality standards classification
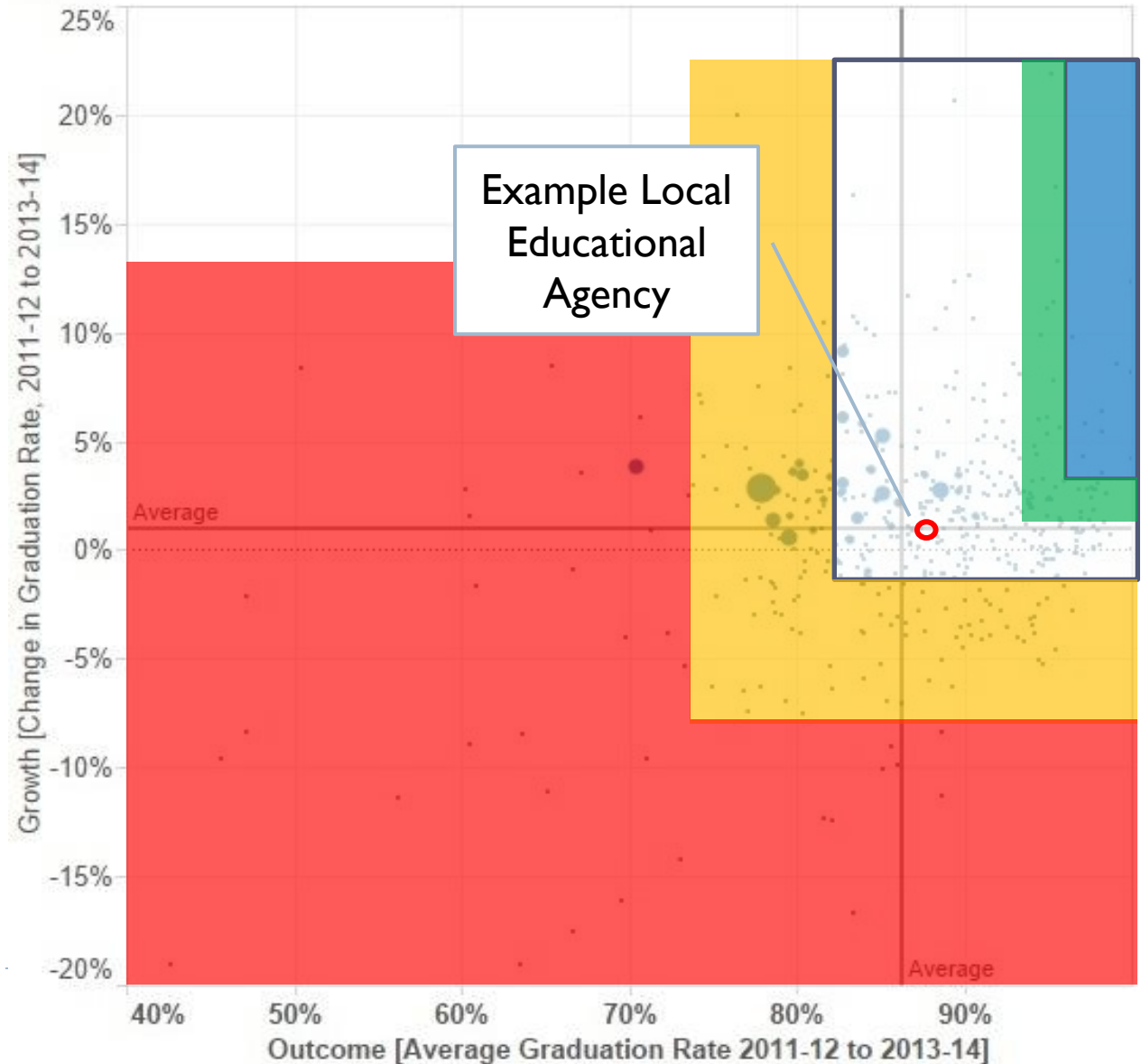
Example: Graduation, Quality Standards Classification

Improvement	Outcome				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Example Local Educational Agency	Results		
	1 Year	3-Year Average	State Average
Graduation Rate	88.5%	88.4%	80.8%
Improvement	Maintained		
Outcome	High		

The matrix table shows how graduation improvement and outcome could be categorized on the quality standards classification. Improvement ranges from improved significantly to declined significantly. Outcome ranges from very high to very low. The composite classification range from excellent to concern.

Example: Graduation, Quality Standard Summary Display

EXAMPLE: Students that graduate --

LEA	Results			Improvement	Outcome	Overall	Graduation Indicator
	1 Year	3-Year Average	State Average				
Graduation Rate	88.5%	88.4%	80.8%	Maintained	High	Good	Acceptable
School Attendance – Elementary	95.0%	95.0%	94.5%	Maintained	Intermediate	Acceptable	
School Attendance – Intermediate	92.5%	93.1%	93.0%	Declined	Intermediate	Issue	
School Attendance – High School	93.5%	93.2%	92.8%	Maintained	High	Good	

Student Subgroup – Low-Income	Results				Improvement	Outcome	Overall	Graduation Indicator
	1 Year	3-Year Average	LEA 1 Year	State Average				
Graduation Rate	78.7%	74.6%	88.5%	80.8%	Improved	Low	Issue	Issue
School Attendance – Elementary	94.0%	94.0%	95.0%	94.5%	Maintained	Low	Issue	
School Attendance – Intermediate	92.0%	92.1 %	92.5%	93.0%	Maintained	Low	Concern	
School Attendance – High School	92.7%	92.6%	93.5%	92.8%	Maintained	Intermediate	Acceptable	

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Next Steps

- ## User Acceptance Testing
  - Develop and share prototype of evaluation rubrics content and sample displays for feedback from users

- ## Research and Analysis
  - Continue research to inform development of standards and data use
  - Draft recommended practice standards

- ## Engagement
  - Input sessions with policy stakeholders and others

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