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Revised Example of the Top-Level Data Display for the Local Control Funding Formula Evaluation Rubrics

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LCFF Big Ideas

- In conjunction with the new funding formula, we adopted a **new system of support and technical assistance** for districts and counties
- Founded on **annual plans, updates, and evaluation rubrics**
- Districts develop, adopt and implement 3-year plans to improve **student performance**
- Assumes a **continuous improvement** model of accountability



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Accountability and Continuous Improvement System

- Local Control and Accountability Plan and Annual Update
- Local Control Funding Formula (LCFF) Evaluation Rubrics
- Support and Assistance System established by LCFF
- Progress on state priorities, measured by state and local metrics and performance indicators



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Cross Cutting Themes on Continuous Improvement Models

- Leadership and Strategy
- Communications and Engagement
- Organizational Infrastructure
- Methodology (Use of a specific model)
- Data Collection and Analysis
- Capacity Building

Continuous Improvement in Education – Carnegie Foundation



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Accountability Defined

The quality or state of being accountable; *especially*: an obligation or willingness to accept responsibility or to account for one's actions.



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Accountability Goals

- **Strengthen teaching and learning**
- **Increase the individual capacity** of teachers and school leaders
- **Increase the institutional capacity** of schools, districts, and state agencies to continuously improve
- Carefully **phase in policy changes** as state and local capacity grows
- **Consider federal accountability** requirements relative to the new state system once established.



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Defining Accountability

- Defining accountability has become **more complex** as our understanding of it has grown beyond goals, indicators, decision rules, and consequences.
- The above components are still central to an accountability model, but the focus has **expanded to include capacity building** and providing appropriate **technical assistance and support (County Superintendents, CCEE, CDE)**.
- The purpose of accountability is not simply to identify and punish ineffective schools and districts, but to **provide appropriate supports to increase effectiveness**.



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Habits of Mind Related to Data Driven Decision-making

- Shared commitment to action, assessment and adjustments based on data and professional judgment.
- Intentional collaboration.
- Relentless focus on evidence of improvement, impact of actions and services on student success.



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Three Statutory Purposes for Evaluation Rubrics

- To support LEAs in **identifying strengths, weaknesses and areas for improvement;**
- To assist in **determining whether LEAs are eligible for technical assistance;** and
- To assist the Superintendent of Public Instruction in **determining whether LEAs are eligible for more intensive state support/intervention.**



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Brief Sequence of SBE Decisions

- March SBE Meeting – Architecture of Accountability and Continuous Improvement System
- May SBE Meeting – Determination of a balance of local and state measures and plans for a single, coherent local, state, federal system
- July SBE Meeting – Standards and performance expectations
- September SBE Meeting – Approve Evaluation Rubrics

Decisions Still Needed



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- November SBE Meeting:
 - Summary of stakeholder input on approaches to support LEAs in determining progress on the local performance indicators (CPAG Item 02)
 - Approve Revised LCAP Template (CPAG Item 03)
 - Updates from CDE on work groups for School Conditions and Climate and English Learner indicator (CPAG Item 05)
- January SBE Meetings forward:
 - Revisions to Statements of Model Practices (October CPAG)
 - College/Career Indicator (October CPAG)
- ESSA state plan March or July (CPAG Item 04)

Required stakeholder engagement recommended (EC 52060(q) & 52062)

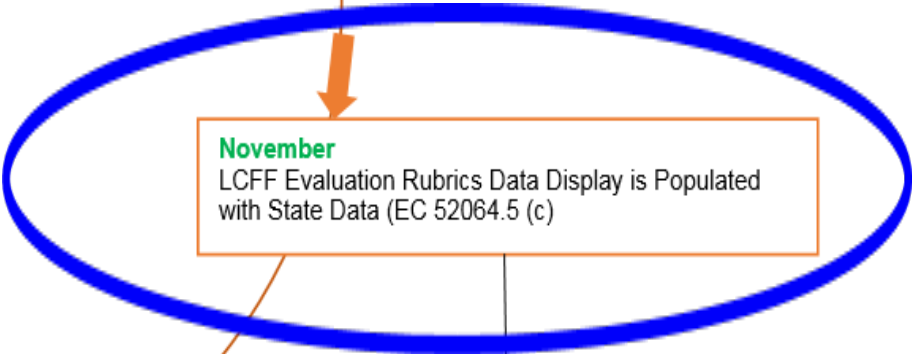
July 1
LCAP/Annual Update Adopted by LEA (EC 52060 & 52062)

October 8
LCAP/Annual Update Approved by Reviewing Agency (EC 52070 (d))

- Implement LCAP
- Finalize and adopt LCAP/Annual Update for the next fiscal year

- Implement LCAP

February – March
Complete Self-Reflective use of LCFF Evaluation Rubrics and Incorporate Findings into LCAP/Annual Update



November
LCFF Evaluation Rubrics Data Display is Populated with State Data (EC 52064.5 (c))

Stakeholder engagement recommended (e.g. involve stakeholders in self-reflective analysis)

- Implement LCAP
- Plan for next LCAP/Annual Update using data analysis and self-reflection from LCFF Evaluation Rubric

Integrated State and Federal Continuous Improvement and Accountability System

- Request for Assistance: LEAs may voluntarily request assistance from county offices or the California Collaborative for Educational Excellence
- Assistance and Support: Performance relative to accountability standards for key indicators will inform whether LEAs (LCFF) and schools (ESSA) are eligible assistance and support.
- Recognition: LEAs and/or schools may be recognized for exemplary performance based on outcomes and/or improvement
- Local Self-Reflection: As the next segment of the graphic shows, the LCFF evaluation rubrics support local self-reflection and planning

September SBE Meeting Item 1



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1. Overview of the LCFF Evaluation Rubrics and Proposed Design Elements for the Web-Based User Interface
2. Proposed Performance Standards for Graduation Rate, Scores on the California Assessment of Student Performance and Progress, Suspension Rates, Progress of English Learners Toward English Proficiency, and College/Career Readiness
3. Proposed Standards for the Local Performance Indicators
4. Proposed Criteria for LEA Eligibility for Technical Assistance and Intensive Intervention under LCFF
5. Draft Timeline for the Integrated, Local, State, and Federal Accountability and Continuous Improvement System
6. California *Education Code*

Recommendations for Action



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3. **Direct CDE staff to develop a recommendation for the November 2016 SBE meeting on proposed performance standards**, based on the approved methodology to establish cut-scores and performance categories, for the state indicator for student test scores on English Language Arts and Math for grades 3–8, that includes results from the second year of Smarter Balanced tests.
4. **Direct CDE staff to complete further development work on the College/Career Indicator**, including student course-taking information, and options to measure access to a broad course of study (Priority 7) as a state indicator, for the next phase of the evaluation rubrics.
5. **Direct CDE staff to further develop the content for the statements of model practices and links to external resources** so those components can be incorporated into the web-based user interface in the future.
6. **Approve the proposed annual process for the SBE to review the evaluation rubrics** to determine whether newly available data and/or research support the inclusion of a new state or local performance indicator or substituting such an indicator for an existing indicator.



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Components of the LCFF Evaluation Rubrics

- **Top-Level Summary Data Display**
 - Summary report showing performance relative to standards for the state priorities
- **Data Analysis Tool**
 - Web-based, more detailed data reports
- **Statements of Model Practices**
 - Qualitative statements of effective processes and practices
- **Links to External Resources**
 - Links to additional resources for assistance



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Accountability Model Overview

Based on progress toward the LCFF state priorities.

- **Priority 1** (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)
- **Priority 2** (Implementation of State Academic Standards)
- **Priority 3** (Parent Engagement)
- **Priority 4** (Achievement)
- **Priority 5** (Pupil Engagement)
- **Priority 6** (School Climate)
- **Priority 7** (Access to a Broad Course of Study)
- **Priority 8** (Outcomes in a Broad Course of Study)
- **Priorities 9 and 10** (Coordination of Services for Expelled and Foster Youth)



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LCFF Rubrics - State Indicators

- Chronic Absenteeism
- Suspension Rate
- English Learner Proficiency
- Graduation Rates
- College/Career Readiness
- English Language Arts Assessment
- Math Assessment

LCFF Rubrics-Local Performance Indicators



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- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent Engagement (Priority 3)
- School Climate – Local Climate Surveys (Priority 6)
- Coordination of Services for Expelled Students – County Offices of Education (COEs) Only (Priority 9)
- Coordination of Services for Foster Youth – COEs Only (Priority 10)



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Local Performance Indicators

The SBE's approval of the approach to establishing the standards included approval of criteria for measuring progress on the standards.

Specifically, local educational agencies (LEAs) will assess their progress on these indicators on a *[Met / Not Met / Not Met for Two or More Years]* scale.

The SBE did not, however, approve standards for the local performance indicators.