# Local Control Funding Formula: Evaluation Rubrics
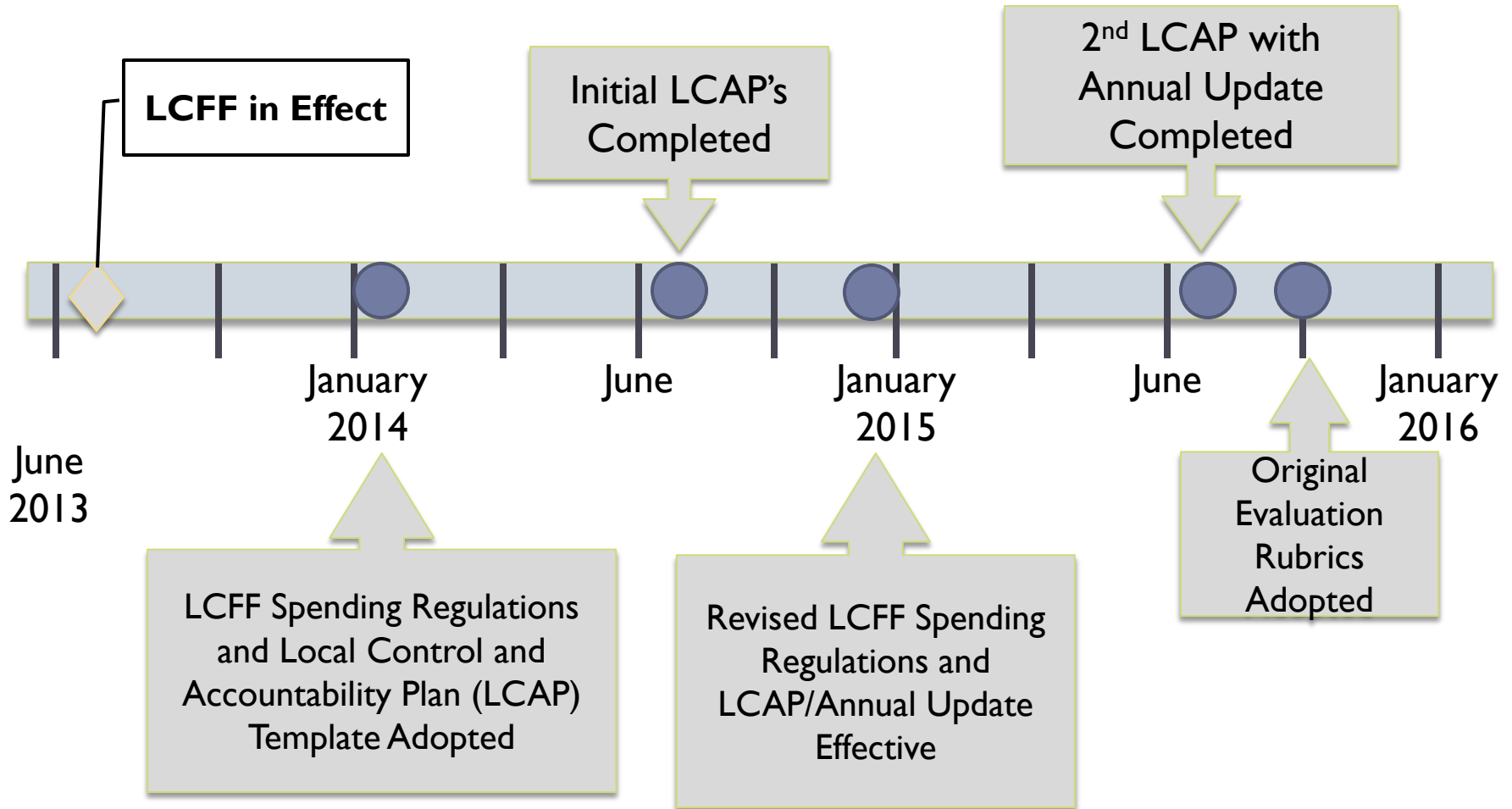
*State Board of Education, July 2015*

# Original LCFF Major Tasks and Milestones

**LCFF in Effect**

Initial LCAP's Completed

2nd LCAP with Annual Update Completed

June 2013

January 2014

June

January 2015

June

January 2016

LCFF Spending Regulations and Local Control and Accountability Plan (LCAP) Template Adopted

Revised LCFF Spending Regulations and LCAP/Annual Update Effective

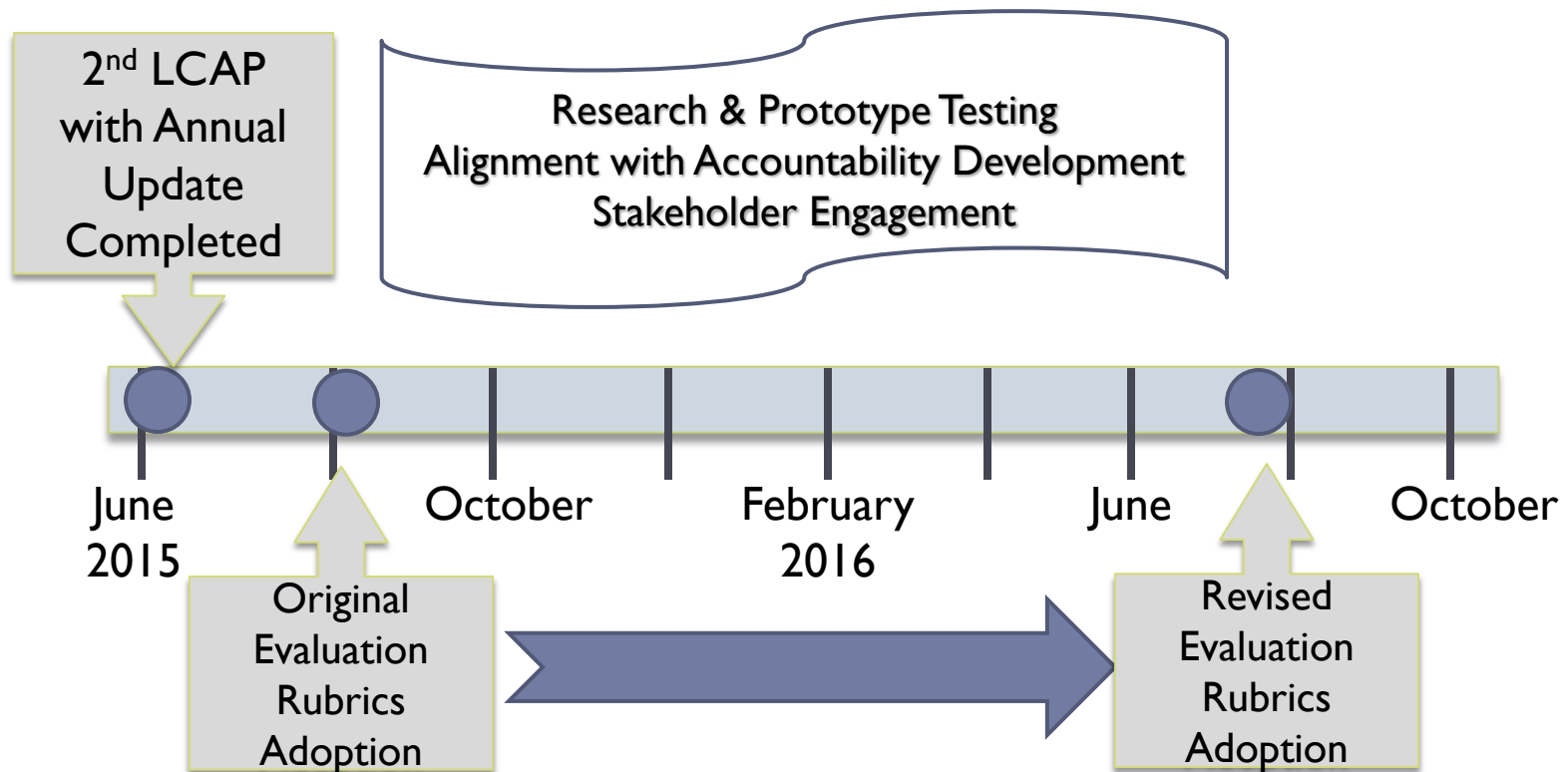Original Evaluation Rubrics Adopted

The figure shows the original timeline established for LCFF from 2013 through 2016, along with major tasks and milestones that are/will be completed in order to adopt the Evaluation Rubric by October 2015.

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# Evaluation Rubric Development Updates

- ## Directions based on State Board of Education (SBE) feedback
    - Draw from research and 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
    - More time may be needed to address the above requests
- ## *2015-16 Education Omnibus Bill (Assembly Bill 104)* includes one year extension to evaluation rubric timeline – now due October 2016

# Revised LCFF 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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# Features of Evaluation Rubrics Design Process

| Initial | Extension |
|---|---|
| Accountability research reviewed with Rubric Design Group | In depth analysis of published research and California experience to inform design – provide findings and recommendations to the SBE |
| Deep exploration of needs and expectations stakeholders<br>• Regional Input<br>• Policy Stakeholders<br>• Focused and Topical<br>• Online comments and survey | Continue engagement of stakeholders to inform and gather input through more frequent cycles of communication<br>• Policy Stakeholders<br>• Focused and Topical |
| Expertise of Rubric Design Group to generate early examples and gain insight into local practices | Continue to engage the Rubric Design Group to provide feedback with added input through prototype and user testing |
| Both follow and model LCFF design principles of engagement, transparency, equity, and focus on student performance | |

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# Evaluation Rubrics Glossary

| LCFF State Priorities | Metrics | Indicators |
|---|---|---|
| Areas of focus for LCFF that include conditions for learning, pupil achievement, and engagement as specified in *Education Code* Sections 52060 and 52066 | Metrics are the detailed measures used to evaluate performance for the LCFF State Priorities | 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 |

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# Reflecting Research in the Evaluation Rubrics

| Published Research | Analysis of California Experience | Applied Research from Prototyping |
|---|---|---|

Summary of research reviewed to date provided in June SBE Memo

Ongoing review of research

Organized around specific questions

Process incorporates trials, feedback, and user acceptance to inform recommendations

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# Relevant Research Findings

The research…

- Validates most of the metrics identified related to the state's LCFF priorities as indicators or predictors of graduation and college and career readiness

- Identifies correlation between metrics, which may be useful to consolidate and/or group metrics as a means to create sound indicators

- Suggests some metrics that apply to early grades (e.g., elementary and middle school), the majority of metrics with a strong research base are at the secondary level

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# Correlated of Secondary and/or Postsecondary Readiness and Success

| **Elementary** |
|---|
| • Reading by third grade |
| **Middle Grades** |
| • <20% absenteeism in middle grades<br>• Remaining in the same school through the middle grades<br>• Receiving no unsatisfactory behavior grades in sixth grade<br>• Passing all English/language arts and mathematics courses and meeting benchmarks on state exams<br>• Passing Algebra I in eighth grade<br>• NAEP mathematics score of >292 in eighth grade<br>• Meeting the following benchmarks on college preparatory exams: ACT EXPLORE test scores of English 13, mathematics 17, science 20, and reading 15; SAT-9 score >50th percentile |

Source: Hein, V., Smerdon, B., & Samnolt, M. (2013). Predictors of Postsecondary Success. Washington D.C.: College and Career Readiness and Success Center at American Institutes for Research.

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# Correlated of Secondary and/or Postsecondary Readiness and Success

| High School |
|---|
| <ul><li><10% absences</li><li>No more than one failure in ninth-grade subjects</li><li>Completing mathematics course sequence leading to calculus completion by 12<sup>th</sup> grade</li><li>3.0 high school grade point average</li><li>AP Exam: 3 or higher; IB Exam: 4 or higher</li><li>Dual enrollment participation</li><li>Passing state exams</li><li>FAFSA completion</li><li>Meeting the following benchmarks on national assessments: 10<sup>th</sup> grade NELS Scale Score > 54; 12<sup>th</sup> grade NAEP Score > 320; 12<sup>th</sup> grade ECLS Score > 141</li><li>Meeting the following benchmarks on college preparatory exams: SAT >1550; PLAN test scores: English 15, reading 17, mathematics 19, science 21; ACT scores: English 18, mathematics 22, reading 21, science 24</li><li>Participation in the following: summer bridge program, school year transition program, senior year transition courses, and early assessment and intervention programs</li><li>College Knowledge target outreach programs such as multi-year college-readiness programs, embedded college counseling, and college-readiness lessons</li></ul> |

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# Recommendations Based on Consideration of Research

- Develop the evaluation rubrics to align with state priorities and values related to certain conditions, graduation, and college and career readiness

  - Evolve the evaluation rubrics from a list of metrics based upon priority area groupings to clusters of key outcomes with their associated metrics that encompass all LCFF State Priority areas

- Incorporate into the evaluation rubrics descriptions of practices and exemplars for each of the state priorities grounded in research and best practices

- Conduct further research organized around specific research questions that reflects actual experience in California

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# Policy Framework for the Evaluation Rubrics

- ## The SBE expressed a desire for a policy framework for the evaluation rubrics

  - The policy framework provides a purposeful grounding, organizer, and basis for standards and expectations for improvements in regards to each of the state priorities

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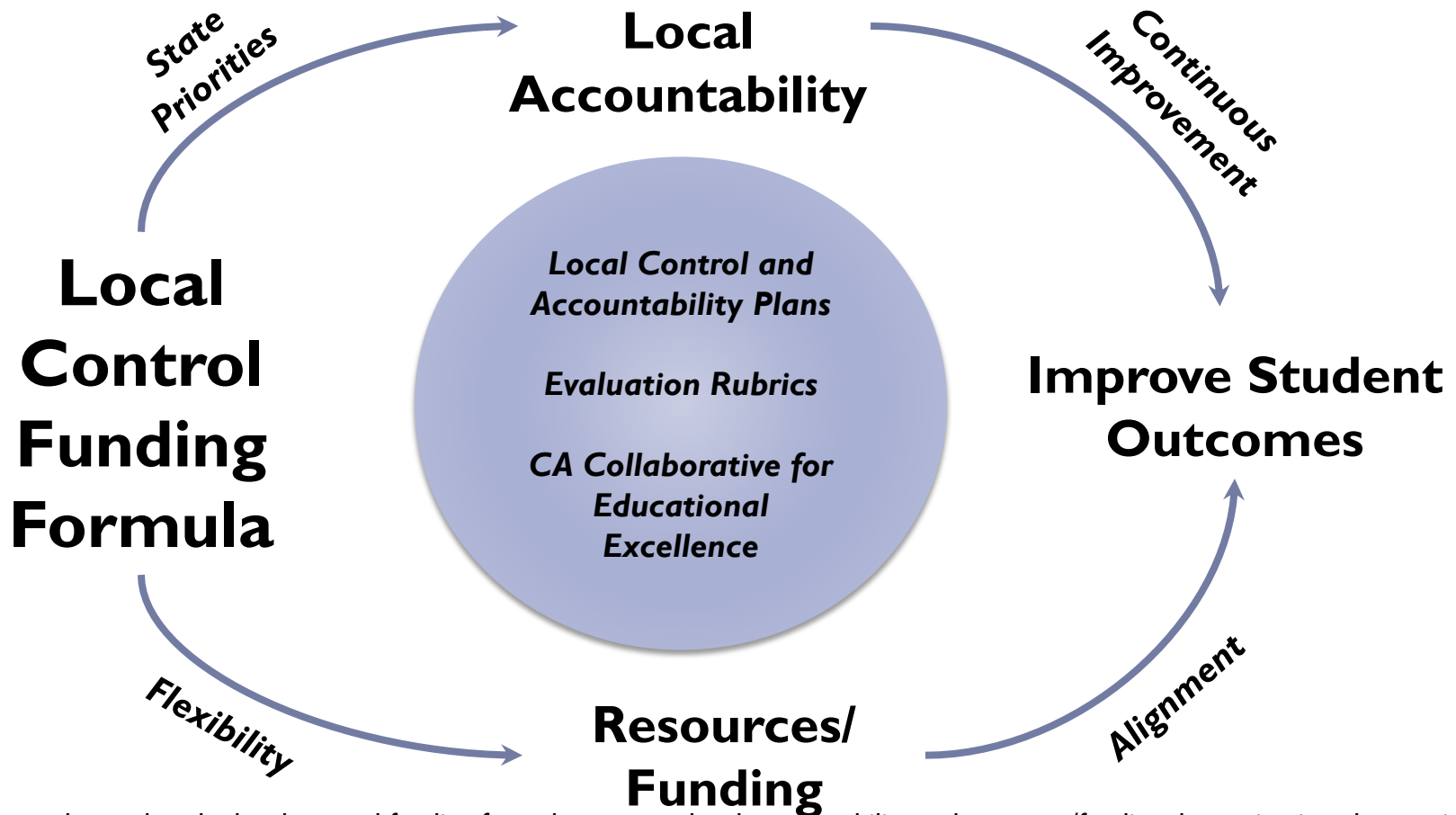# Example: Research Derived Policy Framework for the Evaluation Rubrics

- ## All students are provided with access and opportunities that support learning
  - They are taught by well prepared and qualified teachers
  - Their schools are safe and clean
  - They are provided with basic learning materials
- ## All students exhibit early and continued signs of college and career readiness
  - They regularly attend schools, with particular attention to Kindergarten and 6th grade
  - They read by 3rd grade
  - They meet or exceed grade level standard for mathematics in 8th grade
  - English learners are proficient in English within six years of being enrolled in school

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# Example: Research Derived Policy Framework for the Evaluation Rubrics

- All students graduate from high school
- All students are college and career ready
  - They complete career and technical education (CTE,) A-G, International Baccalaureate (IB), and/or dual enrollment courses
  - They have access to courses that prepare them for college and career options

# Reforming Education Finance and Accountability



State Priorities

Continuous Improvement

Local Accountability

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**Local Control and Accountability Plans**

**Evaluation Rubrics**

**CA Collaborative for Educational Excellence**

Improve Student Outcomes

Flexibility

Alignment

Resources/ Funding

This figure shows that the local control funding formula supports local accountability and resource/funding determinations by providing a focus through the state priorities and allowing the local flexibility to allocate resources/funding. The Local Control and Accountability Plan, the Evaluation Rubrics, and the CA Collaborative for Educational Excellence are tools and supports that encourage continuous improvement and plan/resource alignment to ultimately improve student outcomes.

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# Next Steps

- Continue analysis and research with California data
  - Memo with findings in August and update at September SBE meeting
- Develop prototype elements and outreach strategy
- Provide stakeholder with continued update and input opportunities
  - Specific attention on strategies and practices to support foster youth, parent engagement, and student engagement
- Coordinate with CDE and SBE staff to identify alignment points with state accountability processes

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