Evaluation Rubrics Update

Overview

WestEd continues to facilitate a process for developing evaluation rubrics that reflects a design process consistent with the overall LCFF design principles of transparency, student performance, engagement, and equity.

Based on stakeholder input gathered from September through November 2014, a conceptual example of the evaluation rubrics was developed and shared in January 2015. The feedback gathered from the regional input sessions informed the design of a draft of the evaluation rubrics, which are included within this attachment.

Stakeholder Input

Following the release of the conceptual example of the evaluation rubrics in January 2015, WestEd organized five regional input sessions to gather feedback from educational leaders, teachers, parents, and students; a policy stakeholder session; and presentations at various statewide organization conferences and meetings. Approximately 75 individuals participated in one of the regional input sessions and 58 individuals, representing over 40 organizations, participated in the policy input session. Input from such sessions was used by the Evaluation Rubrics Design Group (RDG) to inform the development of draft evaluation rubrics. The RDG is comprised of educational leaders from school districts, county offices of education (COEs), and charter schools; California Department of Education (CDE) staff with responsibility for monitoring COEs; and SBE representatives and staff.

Summaries of comments shared at the input sessions can be found at http://lcff.wested.org/.

What are the Evaluation Rubrics?

The evaluation rubrics assist local educational agencies (LEA – districts, county offices of education, and charter schools), and those providing technical assistance to LEAs, to consider state and locally identified priorities based on evidenced outcomes for students, including all significant subgroups of students. They provide a structure and process to guide reflection, planning, and actions to making improvements for LEAs and their schools that leads to equitable and improved outcomes for their students. Specifically, pursuant to *Education Code* Section 52064.5 the evaluation rubrics:

- Allow LEAs to evaluate their strengths, weaknesses, and areas that require improvement;
- Assist county superintendents of schools to identify needs and focus technical assistance; and
- Assist the Superintendent of Public Instruction to direct interventions when warranted.

The evaluation rubrics also provide standards for school district and individual school site performance and expectations for improvement in regard to each of the identified Local Control Funding Formula (LCFF) priorities.

The evaluation rubrics are comprised of a three part analysis with complementary tools and resources:

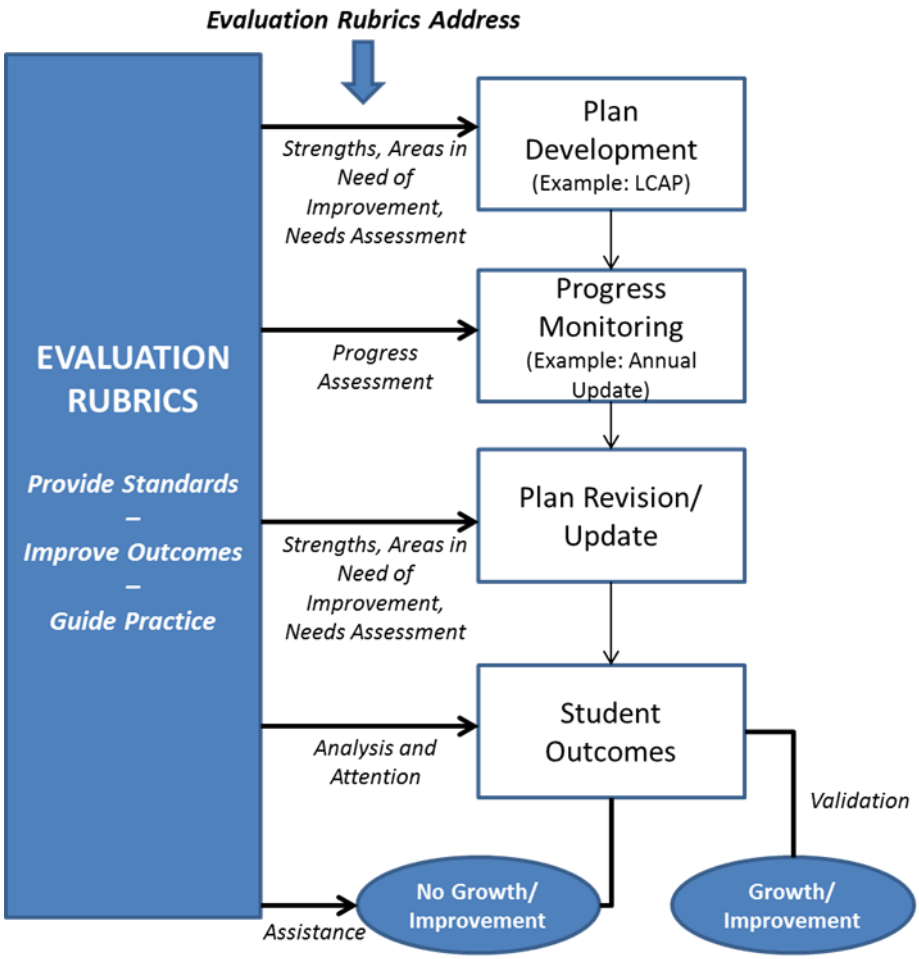
- ***Data Analysis*** – The evaluation rubrics include the metrics specified under the LCFF state priorities plus locally selected metrics organized by LEA, student subgroup, and school level data. Data in the initial year of the evaluation rubrics reflects currently available indicators with more to be added as state-level data becomes available. *The evaluation rubrics provide growth standards for state priorities. They include statewide reference points, for metrics with common statewide definitions and data sets, and locally determined reference points for locally determined metrics*. The standards and reference points will apply to the data analysis at the LEA, student subgroup, and school levels.
- ***Outcome Analysis*** – This section of the evaluation rubrics complements the data analysis, by providing *reflection and further analysis of factors that contribute to or serve as barriers to improved outcomes at the LEA, student subgroup, and school levels*.
- ***Practice Analysis*** – Further reflection regarding efforts to support improvement in outcomes is the final component of the evaluation rubrics. This analysis will help LEAs identify *practices needed to reach state and local outcome expectations*.

An LEA will be able to use the data analysis section of the evaluation rubrics to assess performance in each priority area at the LEA, student subgroup, and school level. Growth and improved outcomes, as gauged by the applicable metrics, will be clearly identified, along with areas in need of attention due to a lack of growth or performance below reference points tied to state and local metrics. LEAs may then utilize the outcome analysis section of the rubrics, possibly in combination with their LCAP Annual Update development process, to determine if particular actions, services, or instructional practices have contributed toward progress, been ineffectual, or have hindered progress. The final section of the rubrics builds on the outcomes analysis to provide priority-specific resources that may be helpful in implementing changes in practices to improve student-level outcomes. The evaluation rubrics are an integral part of the LCFF performance and accountability system. The rubrics serve as tools to ensure LEAs are able to align resources to implement strategies that result in meaningful improvement in student-level outcomes.

What is the Relationship between the Evaluation Rubrics, Local Control and Accountability Plan, and Annual Update?

The evaluation rubrics support any LEA-level strategic planning process, including the development, implementation, and ongoing progress monitoring related to Local Control and Accountability Plans (LCAPs) and Annual Updates. The evaluation rubrics, like the LCAP and Annual Update, explicitly support consideration and attention to needs, goals, actions, and outcomes related to state and locally identified priorities. The evaluation rubrics and related tools are used as part of the analysis process, but LEAs may also use them as part of formative review and planning (see below for further details).

The graphic depicts the relationship between the evaluation rubrics, the Local Control and Accountability Plan, and the Annual Update. The evaluation rubrics provide standards, improve outcomes, and guide practice. The evaluation rubrics can be used to inform plan development, revision, and updating through identifying strengths, areas in need of improvement, and needs assessment; inform process monitoring through progress assessment; and provide attention and analysis on student outcomes that validate or indicate needs for assistance based on growth/improvement or the lack there of.



Who Uses the Evaluation Rubrics?
The evaluation rubrics allow LEAs to evaluate their strengths and weaknesses and develop plans that are responsive to needs and evidenced by outcomes for students. Following are examples of how different types of LEAs are envisioned to use and benefit from the evaluation rubrics.

Districts, Charter Schools, and County Offices of Education When Developing Plans– As part of the development of local strategic and improvement-oriented plans, such as the LCAP, districts, charter schools, and county offices of education may use the evaluation rubrics and related tools and resources to evaluate their strengths and areas in need of improvement based on outcomes and results for ALL students. There is specific attention to equity of outcomes for students in distinct and overlapping significant student subgroups, including English learners, students with disabilities, foster youth, students from low-income families, and racial and ethnic subgroups.

County Offices of Education, Chartering Authorities, and California Department of Education as Technical Assistance Providers – As part of routine consultation with LEAs, the evaluation rubrics support diagnosis of strengths and areas in need of improvement through the review of outcome metrics at the LEA, student subgroup, and school levels. The evaluation rubrics also provide a tool to engage in dialogue with

LEAs regarding ways to improve linkages among planning processes, implementation strategies, and outcomes for students. The resources and tools related to the evaluation rubrics can help with the identification and implementation of new strategies that have an evidence or research base to support improvements in student outcomes.

The evaluation rubrics are used by county superintendents, the State Superintendent of Public Instruction and chartering authorities to respectively identify districts, county offices of education, and charter schools in need of technical assistance based on a lack of improved outcomes for students and to identify the specific priorities upon which the technical assistance should be focused. (*Education Code* Sections 52071, 52071.5, and 47607.3.)

Furthermore, in cases where a COE or CDE does not approve an LEA's LCAP, and/or the LEA requests technical assistance from the COE, CDE, or California Collaborative for Educational Excellence (CCEE), the evaluation rubrics may be used to assess strengths and weaknesses in regard to the state priorities. (*Education Code* Sections 52071, 52071.5, and 47607.3.)

In addition to identifying strengths and weaknesses in conjunction with a review of effective evidence-based programs that apply to district/COE's goals, county superintendents and the State Superintendent may provide technical assistance that includes, among other things, (1) assignment of an academic expert or team of experts to assist the LEA in identifying and implementing effective programs designed to improve outcomes for all students; and (2) solicitation of another district or COE to partner with the LEA in need of assistance. (*Education Code* Sections 52071 and 52071.5.)

State Superintendent of Public Instruction and California Collaborative for Educational Excellence (CCEE) Possible Intervention or Revocation –The State Superintendent of Public Instruction may, with the approval of the State Board of Education, identify a district or county office of education in need of intervention *ONLY IF*:

- The district or county office of education did not improve outcomes under the evaluation rubrics for three or more student subgroups in more than one state or local priority in three out of four consecutive school years; *AND*
- The CCEE provided assistance to the LEA and found either that the LEA failed or is unable to implement the CCEE's recommendations or that the LEA's inadequate performance, based on the evaluation rubrics, is either so persistent or acute as to require intervention by the State Superintendent. (*Education Code* Sections 52072 and 52072.5.)

A parallel set of conditions is set forth for possible revocation of a charter school. (*Education Code* Section 47607.3.)

For districts and county offices of education identified through this process, the State Superintendent may, with the approval of the State Board of Education, do one or more of the following:

- Make changes to an adopted LCAP.
- Develop and impose a budget revision, in conjunction with revisions to the related LCAP, that the Superintendent determines will allow the LEA to improve the outcomes for all student subgroups in regard to state and local priorities.
- Stay or rescind an action, if that action is not required by a local collective bargaining agreement, that would prevent the LEA from improving the outcomes for all student subgroups in regard to state and local priorities.
- Appoint an academic trustee to take one or more of the preceding three actions.

Will there be Changes to the Evaluation Rubrics?
The current evaluation rubrics are complete, but will evolve and improve over time to ensure they align with developments in California's accountability system, accommodate state and local data availability, and reflect learning from implementation experiences under LCFF. Following are proposed phases for the improvement and maturation of the evaluation rubrics:

	Phase 1 (Fall 2015)	Phase 2 (Fall 2016, est.)	Phase 3 (Fall 2017, est.)
Data Analysis	• Basic data display with all available state maintained data for metrics at the LEA, student subgroup, and school levels with ability to add local metrics to supplement available state data. LEAs must include metrics for all state priorities. • Data metric selection tool to facilitate section of local data metrics to fully address state priorities and locally identified priorities.	• Improve data display to add visual references for growth and performance relative to state and locally determined metrics, in cases where such data is available. • If needed, update data metric selection tool to include expansion and/or refined criteria for suggestions. • If needed, update data display to align with state accountability metrics (e.g., add or highlight metrics).	• If needed, update data metric selection tool to include expansion and/or refined criteria for suggestions. • If needed, update data display for changes in state-level data availability and/or changes needed to align with state accountability processes.
Outcome Analysis	• Assess areas of strength and in need of improvement based on considering metrics for state and local priorities relative to state and local reference points. • Outcome and reflection analysis component. • Basic practice guides provided.	• If needed, update growth standards. • If needed, update practice guides to reflect state accountability alignment and focus on growth assessment.	• If needed, update practice guides to reflect state accountability alignment and further support for growth assessment.
Practice Analysis	• Practice improvement reflection rubric. • Basic practice guides provided.	• If needed, update or expand practice guides to reflect state accountability alignment, focus on growth assessment, and promising practices from LCFF implementation.	• If needed, update or expand practice guides to reflect state accountability alignment, focus on growth assessment, and promising practices from LCFF implementation.

Draft Evaluation Rubrics-February 2015

General Instructions

Pursuant to *Education Code* Section 52064.5, the State Board of Education adopted the evaluation rubrics that districts, charter schools, and county offices of education can use to evaluate strengths and weaknesses to inform planning and implementation. In addition, the State Superintendent of Public Instruction and Collaborative for Educational Excellence, in specific instances, may refer to the evaluation rubrics as part of seeking or being directed to technical assistance. The evaluation rubrics are organized into three separate, but related sections.

- ***Data Analysis*** – The evaluation rubrics include the required metrics under the LCFF state priorities and are adaptable for inclusion of additional locally selected metrics, organized by LEA, student subgroup, and school level data.
- ***Outcome Analysis*** – This section of the evaluation rubrics complements the data analysis by providing reflection and further analysis of factors that contribute to or serve as barriers to outcomes at the LEA, student subgroup, and school levels.
- ***Practice Analysis*** – Further reflection regarding efforts to support improvements in outcomes is the final component of the evaluation rubrics. This analysis will help LEAs identify practices, actions and services needed to reach state and local outcomes expectations.

The evaluation rubrics are accessible online at: _____ to support their use and sharing of information that emerges from using the evaluation rubrics. An online handbook for the evaluation rubrics is available at: _____.

Explanation and Comments

An introduction to provide basic background for the use of the Data Analysis component of the evaluation rubrics.

*Hyperlinks (shown in **bold italics** throughout the document) will be included to support access to materials.*

The Data Metric Selection Tool will offer suggestions for potential local metrics that take into account local data availability, specific subgroups, and state and/or local priority areas.

Evaluation Rubric Content

Evaluation Rubrics Data Analysis

California's Local Control Funding Formula is designed to provide local educational agencies with information and decision making control to align resources to meet the needs of all students, with a particular focus on improving outcomes for low-income, English Learners, and foster youth. The state has identified a broad range of priorities and related metrics that aim to bring attention to areas of strengths and possible growth to attain locally defined goals and positive outcomes for all students.

Data Analysis Instructions:

The data analysis rubric component includes data related to the state priorities in a simple and shareable display. The evaluation rubrics support identification of an LEA's strengths and areas in need of improvement using a combination of state-defined metrics (e.g., graduation rates) and locally-determined metrics (e.g., local survey results regarding parental involvement). State-defined metrics are referenced to the extent they are set forth in specific priority areas and common statewide data definitions exist. In cases where the state has data for specific metrics, these data are prepopulated. For those areas without such metrics, LEAs will establish and include locally-defined metrics. The State

Explanation and Comments

The data analysis component of the Evaluation Rubrics will be online and allow for an at a glance view of data. The first version will be a simple display with features added in subsequent years.

There are three basic screen displays: LEA, Subgroup, and Schools. The analysis tool provides colors/codes defined to emphasize growth and sustainability of improvement (green, yellow, and red).

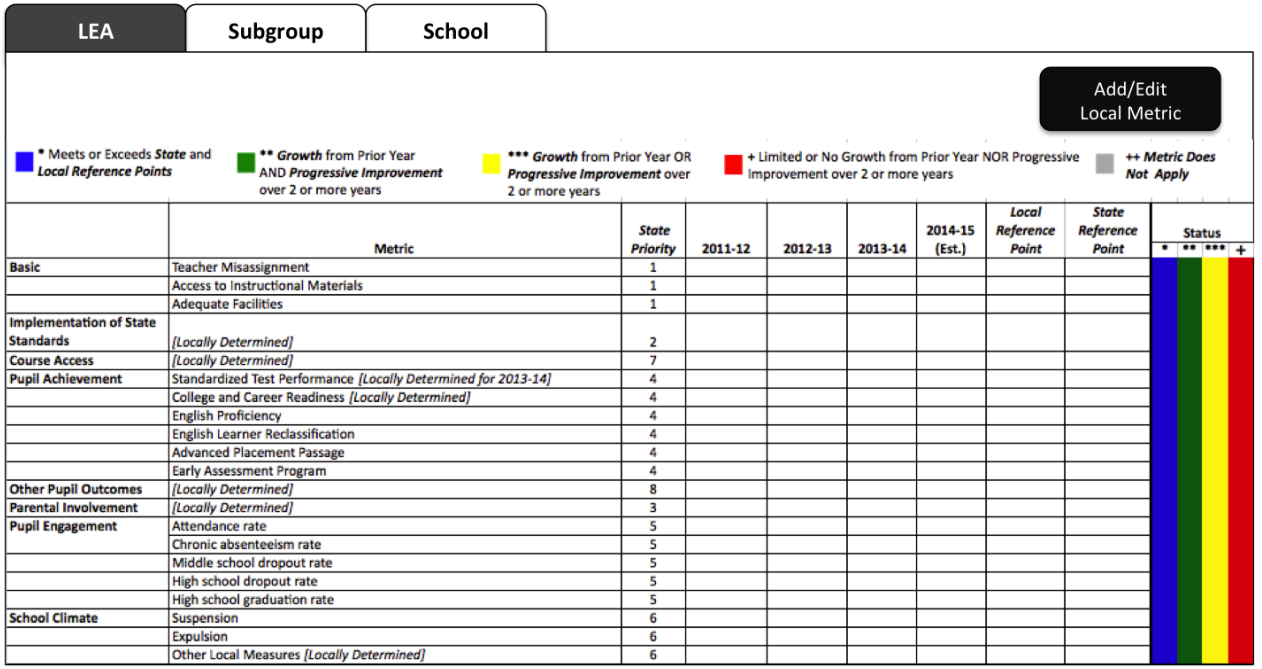
The data analysis component emphasizes growth relative to reference points for metrics in areas where statewide data is available and locally determined metrics when statewide data is not available. Appendix A provides an overview of the data currently available on a statewide basis. Please note that explicit feedback will be sought regarding the approach to establishing reference points and how they will apply.

Draft Evaluation Rubrics-February 2015

Board of Education has available a ***Data Metric Selection Tool*** to aid in selecting locally available data metrics.

Data Analysis

* Meets or Exceeds ***State*** and ***Local Reference Points***
** ***Growth*** from Prior Year AND ***Progressive Improvement*** over 2 or More Years
*** ***Growth*** from Prior Year OR ***Progressive Improvement*** over 2 or More Years
\+ Limited or No Growth from Prior Year NOR Progressive Improvement over 2 or More Years
++ ***Metric Does Not Apply***



LEA | Subgroup | School

Add/Edit Local Metric

* Meets or Exceeds ***State*** and ***Local Reference Points*** | ** ***Growth*** from Prior Year AND ***Progressive Improvement*** over 2 or more years | *** ***Growth*** from Prior Year OR ***Progressive Improvement*** over 2 or more years | \+ Limited or No Growth from Prior Year NOR Progressive Improvement over 2 or more years | ++ ***Metric Does Not Apply***

	Metric	State Priority	2011-12	2012-13	2013-14	2014-15 (Est.)	Local Reference Point	State Reference Point	Status *	**	***	+
Basic	Teacher Misassignment	1										
	Access to Instructional Materials	1										
	Adequate Facilities	1										
Implementation of State Standards	*[Locally Determined]*	2										
Course Access	*[Locally Determined]*	7										
Pupil Achievement	Standardized Test Performance *[Locally Determined for 2013-14]*	4										
	College and Career Readiness *[Locally Determined]*	4										
	English Proficiency	4										
	English Learner Reclassification	4										
	Advanced Placement Passage	4										
	Early Assessment Program	4										
Other Pupil Outcomes	*[Locally Determined]*	8										
Parental Involvement	*[Locally Determined]*	3										
Pupil Engagement	Attendance rate	5										
	Chronic absenteeism rate	5										
	Middle school dropout rate	5										
	High school dropout rate	5										
	High school graduation rate	5										
School Climate	Suspension	6										
	Expulsion	6										
	Other Local Measures *[Locally Determined]*	6										

The picture above reflects a table that depicts an example of the data analysis component of the evaluation rubric. The table includes a list of metrics that correspond with the Local Control Funding Formula (LCFF) state priorities. Next to the metrics are four years of metric information. Next to this information is the Local and State Reference Points that designate the local and state reference points for each LCFF state priority and corresponding metric. The final column features the color and symbol that depicts status of the metric.

Explanation and Comments

The Subgroup and Schools data analysis components of the rubric will be similar to the LEA-level data with added functionality to enter and view data at the subgroup or school level.
[Note the Schools Display is not included in this draft as it is similar to the Subgroup display, with a pull down menu listing schools.]

Draft Evaluation Rubrics-February 2015

LEA | **Subgroup** | School

Low-Income | English Learners | Foster Youth | Students with Disabilities | Race/Ethnicity | Add/Edit Local Metric

* Meets or Exceeds ***State*** and ***Local Reference Points***

** ***Growth*** from Prior Year AND ***Progressive Improvement*** over 2 or more years

*** ***Growth*** from Prior Year OR ***Progressive Improvement*** over 2 or more years

\+ Limited or No Growth from Prior Year NOR Progressive Improvement over 2 or more years

++ ***Metric Does Not Apply***

	Metric	State Priority	2011-12	2012-13	2013-14	2014-15 (Est.)	Local Reference Point	State Reference Point	Status *	Status **	Status ***	Status +
Basic	Teacher Misassignment	1										
	Access to Instructional Materials	1										
	Adequate Facilities	1										
Implementation of State Standards	*[Locally Determined]*	2										
Course Access	*[Locally Determined]*	7										
Pupil Achievement	Standardized Test Performance *[Locally Determined for 2013-14]*	4										
	College and Career Readiness *[Locally Determined]*	4										
	English Proficiency	4										
	English Learner Reclassification	4										
	Advanced Placement Passage	4										
	Early Assessment Program	4										
Other Pupil Outcomes	*[Locally Determined]*	8										
Parental Involvement	*[Locally Determined]*	3										
Pupil Engagement	Attendance rate	5										
	Chronic absenteeism rate	5										
	Middle school dropout rate	5										
	High school dropout rate	5										
	High school graduation rate	5										
School Climate	Suspension	6										
	Expulsion	6										
	Other Local Measures *[Locally Determined]*	6										

The picture above reflects a table that depicts an example of the data analysis component of the evaluation rubric for subgroups. There will be buttons that can call out the metric data for Low-Income, English Learners, Foster Youth, Students with Disabilities, and Race/Ethnicity.

Draft Evaluation Rubrics-February 2015

Explanation and Comments

The Outcome Analysis is a standalone part of the evaluation rubrics, but requires data related to state and local priorities for the LEA, equity, and school level. The Data Analysis part of the evaluation rubrics is ideal for this.

Hyperlinks will be included to support access to practice guides. The practice guides will be organized by groupings of state priorities (Pupil Outcomes, Conditions for Learning, and Engagement). They are drawn from information published by the Institute of Education Science (IES). The practice guides include definitions and options for data metrics, research-based practices/strategies for all students and specific attention to significant subgroups, and promising practices.

Evaluation Rubrics Outcome Analysis

California's Local Control Funding Formula is designed to provide local educational agencies with information and decision making control to align resources to meet the needs of all students, with a particular focus on improving outcomes for low-income students, English learners, and foster youth. The state has identified a broad range of priorities and related metrics that aim to bring attention to areas of strength and possible growth to attain locally meaningful outcomes for all students.

The Evaluation Rubrics Outcome Analysis component is designed to be used in coordination with the Data Analysis component. The Outcome Analysis component supports reflection and identification of factors contributing to or detracting from progress in growth in identified outcome areas at the LEA, student subgroup, and school levels. It provides a yardstick for measuring the LEA's improvement efforts through the lens of outcomes.

Outcome Analysis Instructions:

The evaluation rubrics provide a resource to facilitate the identification of strengths, areas of improvement, practices that may result in improvement in student-level outcomes for all students. In conjuction with, or following review of the Data Analysis rubric, LEAs should use the Outcome Analysis rubric to assess if practices have contributed to progress towards outcome goals, made no discernable impact, or have hindered progress. [Please note, the Outcome Analysis cannot be completed without having data related to state and local priorities for the LEA, student subgroup, and schools.] The Outcome Analysis provides a summary from the Data Analysis followed by areas for reflection and comment. ***Practice guides*** are available that provide a resource to consider specific strategies that may be helpful to implement changes in practices to realize improvements in student-level outcomes.

Draft Evaluation Rubrics-February 2015

Explanation and Comments

The Outcome Analysis results will be populated based a summary –level view of outcomes organized by metrics that meet or exceed defined state and/or local reference points and those that are below state and/or reference points. There will be links from the information back to the Outcome Analysis views. Please note that explicit feedback will be sought regarding the approach to establishing state and local standards.

Definitions to key terms will be included in a glossary, but also available through "hover" or "pop-up" box functionality.

Each section will have guiding questions that are designed to prompt consideration of the area for reflection. The guiding questions will display in a separate window from links for each area of reflection.

The reflections may assist with the analysis for LCAP and Annual Update, Single Plans for Student Achievement, and other local plan creation/revisions.

Evaluation Rubrics Outcome Analysis

Outcome Analysis Summary

Outcomes →	***At or Above State and/or Local Reference Point***		***Below Defined State and/or Local Reference Point***	
	LEA	Student Subgroup	LEA	Student Subgroup
Pupil Outcomes				
Conditions for Learning				
Engagement				

Reflect and Assess

Review the ***LEA's outcome data*** and consider the following:

What are the areas where the LEA has ***demonstrated progress***?	What are areas where the LEA needs to ***improve***?

Review the ***Student Subgroup outcome data*** and consider the following:

What are the areas where the LEA has ***demonstrated progress***?	What are areas where the LEA needs to ***improve***?

Review the ***Schools outcome data*** and consider the following:

What are the areas where the LEA has ***demonstrated progress***?	What are areas where the LEA needs to ***improve***?

Draft Evaluation Rubrics-February 2015

Explanation and Comments

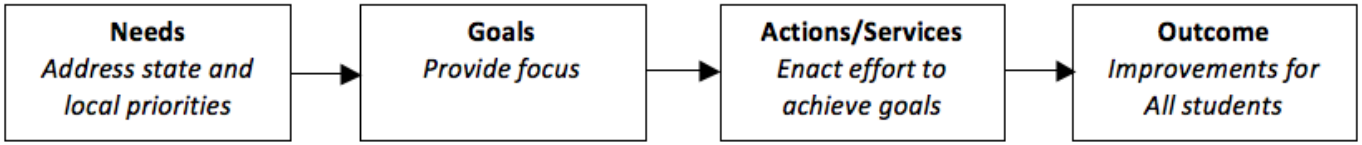
The focus of the evaluation rubrics is on the LEA planning practices that support student outcomes. The practice guides that accompany the rubrics provide examples of specific practices organized by outcome domains (Pupil Outcomes, Conditions for Learning, and Engagement)

A description and research references will be provided as a hyperlink to support clarity.

Evaluation Rubrics Practice Analysis

California's Local Control Funding Formula is designed to provide local educational agencies with information and decision making control to align resources to meet the needs of all students with a particular focus on improving outcomes for low-income, English Learners, and foster youth. The state has identified a broad range of priorities and related metrics that aim to bring attention to areas of strengths and possible growth to attain locally meaningful outcomes for all students.

The Evaluation Rubrics Practice Analysis component complements the Data Analysis and Outcome components by focusing attention on effective organizational practices. The practices are based on the theory of action that underlies the creation of plans to realize outcomes for ALL students as set forth in LCFF.



2015 Practice Analysis Instructions:

The Practice Analysis rubric complements the Data Analysis and Outcome Analysis components of the Evaluation Rubrics. However, it may be used as a standalone tool to assess improvement efforts. It can be used to inform the development and/or revision of an LEA or school site strategic plan such as, but not limited to, a Local Control and Accountability Plan or Annual Update. The Practice Analysis rubrics are best completed by LEA and/or site leadership as part of a routine continuous improvement cycle focused on student-level outcomes. In addition, ***practice guides*** are available that provide specific strategies that may be helpful to implement changes and monitor progress. The Practice Analysis ***rubric rating system*** provides basic descriptors for practices classified as "developing", "emerging" and "sustaining."

Draft Evaluation Rubrics-February 2015

PRACTICE ANALYSIS RUBRIC

1. Data is used routinely to assess needs, progress, and student outcomes for all state and local priorities.			
Developing	**Emerging**	**Sustaining**	**Reflections about Practice**
• Data related to state priorities was reviewed with some analysis at the subgroup and school level, but such analysis was not conducted for all subgroups or schools, when developing or updating the plan.	• Data related to state priorities was reviewed and discussed, including consideration of subgroup and school level data, when developing or updating the plan. • The Evaluation Rubrics Data Analysis component, or equivalent process, was used to review data. • Data analysis includes trend analysis over a period of three or more years. • Data is used to support progress monitoring of key activities included in the plan.	• Staff at the LEA and school sites routinely use data, including consideration of subgroup and school level, to inform decisions related to instructional decisions as reflected in plans, progress monitoring, and outcomes. • Communication occurs with staff, parents, and students about data related to state and local priorities in an appropriate and accessible manner. • Review and use of multiyear data to inform strategies and improvement decisions is a routine approach to decision making.	*Allows LEAs to add comments based their reflections related to each described practice.*
2. The goal(s) identified in the plan provide focused attention to address needs identified for improving student outcomes, with attention to the needs of student subgroups.			
Developing	**Emerging**	**Sustaining**	**Reflections about Practice**
• The LEA's plan includes goals that address state and local priorities. • There are goals identified in the LEA's plan, but they are unique to individual plans (e.g., LCAP, LEAP, strategic plan).	• The LEA's goals align to the results from its needs assessment with consideration of student subgroups and schools. • The LEA's plan includes outcome measures for each goal that are aligned to the identified areas of need with consideration of student subgroups and schools. • LEA goals are referenced in other plans on occasion.	• The LEA's plan includes goals that align to its needs assessment with clear outcomes measure that also align to the needs assessment. • The plan includes goals that explicitly addressed gaps between subgroups and/or schools. • The LEA's goals are well understood and evidenced in LEA routines (e.g., included in updates, budget adoption/updates, progress updates). • The goals included in the plan are consistent with those included in other plans (e.g., LEAP, SPSA, strategic plan).	

Draft Evaluation Rubrics-February 2015

3. The actions and services identified in the plan are based on sound research and/or evidence, which increases the likelihood of yielding improvements in student outcomes.			
Developing	**Emerging**	**Sustaining**	**Reflections about Practice**
• The actions and services identified in the plan reflect some new thinking, but largely continue historical practices. • Actions and services tend to be changed when new resources are available, but rarely are actions and services phased out.	• There is a research or evidence base to support the plan's actions and services. • The LEA has some procedures in place to monitor for outcome, but these tend to apply to new actions and services, rarely mature actions and services.	• The plan's actions and services are selected based on evidence of effectiveness at the LEA from prior experience and/or evidence of success in an LEA similar in characteristics. • The LEA has a process in place to monitor for outcomes and make adjustments to the implementation as needed. • The LEA ensures that when new actions and services are introduced that high-quality professional learning opportunities are available and assessed for effectiveness.	
4. The plan identified realistic expectations for the amount of time, staff, and funds needed to successfully implement planned actions and services to achieve desired outcomes.			
Developing	**Emerging**	**Sustaining**	**Reflections about Practice**
• The plan identifies expectations for time, staff, and funds to implement the identified actions and services.	• The plan identifies expectations for time, staff, and funds to implement identified actions and services with evidence of implementation (e.g., Annual Update). • There is a process for implementation management and monitoring that includes consideration of time, staff, and funds.	• The LEA's budget and staffing align with the plan with a process for updates that maintain alignment over the course of the year. • There is a process for implementation management and monitoring that includes reallocation of resources to ensure that resources are maximized to achieve desired outcomes.	

Draft Evaluation Rubrics-February 2015

APPENDIX A

Local Control Funding Formula State Priorities: Data Metrics and Data Availability

Data Metrics and Data Availability (E.C. 52060(d))

		Input	Process	Outcome	State Data Availability * = CDE has data		
Conditions of Learning					**LEA**	**Subgroup**	**School**
Basic (Priority 1)	Teacher misassignment	X					
	Access to instructional materials	X					
	Adequate facilities	X					
Implementation of State Standards (Priority 2)	Implementation of state standards		X				
Course access (Priority 7)	Course access in core academic areas		X				
Pupil Outcomes							
Pupil achievement (Priority 4)	Standardized test performance			X	*	*	*
	Academic Performance Index, or equivalency			X	*	*	*
	College and career readiness			X			
	English proficiency			X	*	N/A	*
	English Learner reclassification			X	*	N/A	*
	Advanced Placement passage			X	*	*	*
	Early Assessment Program			X	CSU	Available	Data
Other pupil outcomes (Priority 8)	Pupil outcomes in core subject areas			X			
Engagement							
Parental involvement (Priority 3)	Parental input/involvement efforts		X				
Pupil Engagement (Priority 5)	Attendance		X				
	Chronic absenteeism		X				
	Middle school dropout			X			
	High school dropout			X	*	*	*
	High school graduation			X	*	*	*
School Climate (Priority 6)	Suspensions		X		*	*	*
	Expulsions		X		*	*	*
	Other local measures (e.g., school climate surveys of pupils, parents, teachers)		X				