

# Local Control Funding Formula

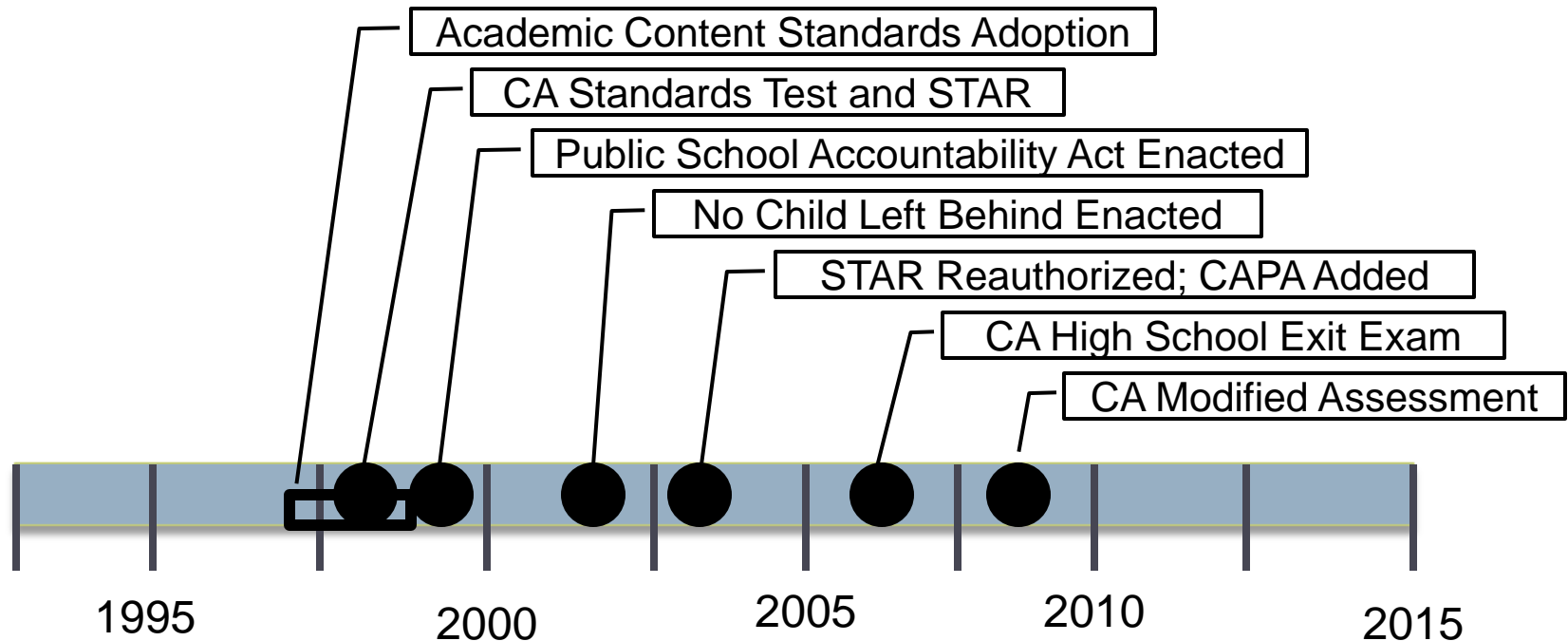


WestEd 

## Local Control Funding Formula: Evaluation Rubrics

*State Board of Education, March 2015*

# Current Accountability System Events



This figure shows a timeline of events that collectively contributed to California's pre-Local Control Funding Formula accountability system.

1997-98: Adoption of Academic Content Standards in English Language Arts, Mathematics, Science, Social Science/History

1998: California Standards Test and STAR

1999: Public School Accountability Act Enacted

2002: No Child Left Behind Enacted

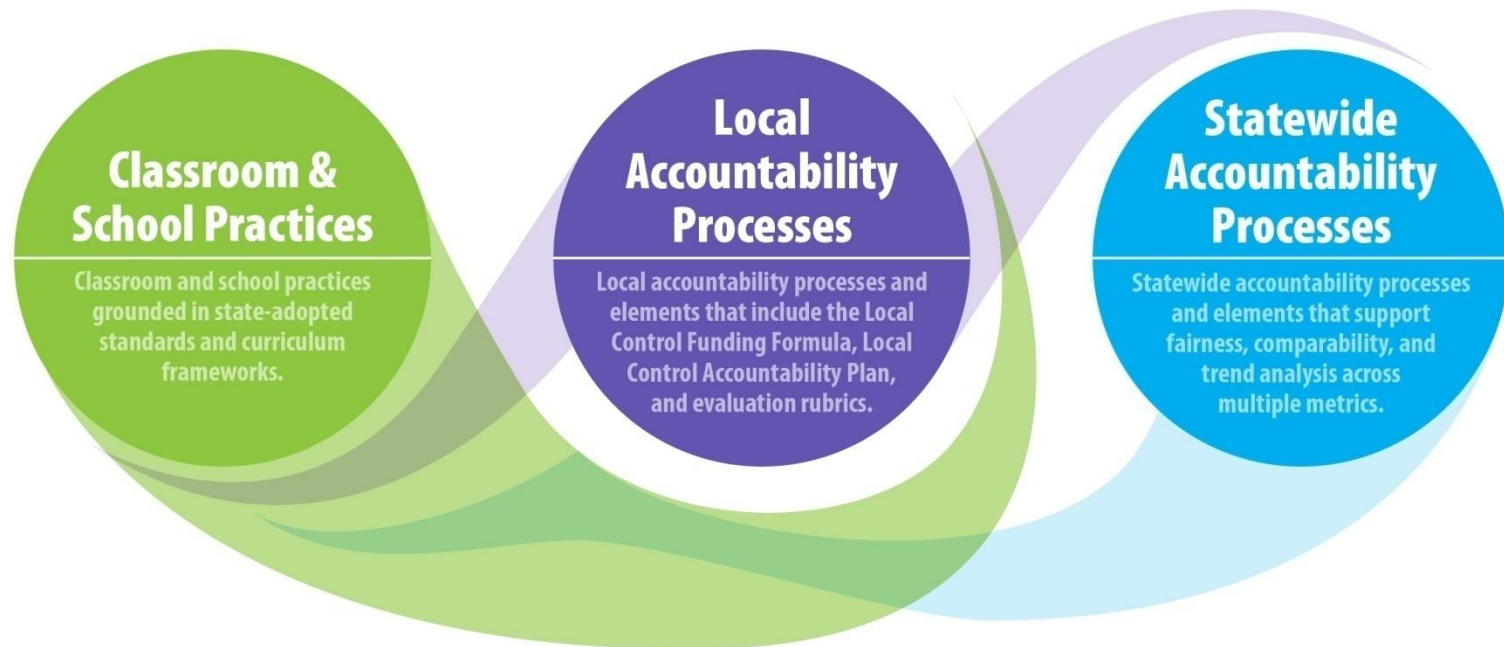
2003: STAR Reauthorized; California Alternative Performance Assessment Added

2006: CAHSEE

2011: California Modified Assessment

# Building a Coherent Accountability System for California

Connecting instructional practices to local improvements to statewide accountability



This figure shows the elements and their connections to form California's emerging accountability system. From left to right are Classroom and School Practices, Local Accountability Processes, and State Accountability Process. Each element is shown as an equal sized circle with a trailing tail that wrap around parts of the other elements. The tails do not fully connect, but together form a complete system.

# State Board of Education LCFF Tasks

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- ▶ AB 97 (Chapter 47, Statutes of 2013) signed by Governor Brown on July 1, 2013 specifies implementation requirements for LCFF
- ▶ Tasks the State Board of Education with adoption of:
  - ▶ Regulations on or before January 31, 2014 to guide use of funding (E.C. 42238.07)
  - ▶ Templates for Local Control and Accountability Plan and spending plan by March 31, 2014 (E.C. 52064)
  - ▶ Rubrics to evaluate strengths and weaknesses and inform support and assistance related to state and local priorities by October 1, 2015 (E.C. 52064.5)
  - ▶ Emergency regulations are permitted

# Spending Regulations (E.C. 42238.07)

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- **Purpose:**
  - Define and operationalize method for determining “increase or improve services for unduplicated pupils in proportion to increase in [supplemental and concentration grant] funds”
    - Also known as Minimum Proportionality Percentage
- **Process:**
  - Broad input – implementation working group and regional input sessions
- **Outcome:**
  - Adoption of emergency regulations (January 2014), followed by permanent regulations (November 2014)

# Local Control and Accountability Plan (E.C. 52064)

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- **Purpose:**
  - Create a template for a Local Control and Accountability Plan that minimizes duplication of local effort
- **Process:**
  - Broad input – implementation working group and regional input sessions
- **Outcome:**
  - Adoption of emergency regulations (January 2014), followed by permanent regulations (November 2014)
    - The November 2014 version reflects simplification, clarification of terms, and new Annual Update tables

# Evaluation Rubrics

## (E.C. 52064.5)

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- **Purpose:**
  - Create evaluation rubrics to evaluate strengths and weaknesses and inform support and assistance related to state and local priorities
- **Process:**
  - Broad input – Rubric Design Group, regional input sessions, policy input sessions, additional stakeholder engagement
  - Transparency – Conceptual Example (January), Draft (March), Update and Resource Examples (May), Final for Review (July), Final for Adoption (September)
- **Outcome:**
  - Adoption of evaluation rubrics by October 1, 2015

# Evaluation Rubrics Statutory Requirements

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- 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



# Evaluation Rubric Design Principles

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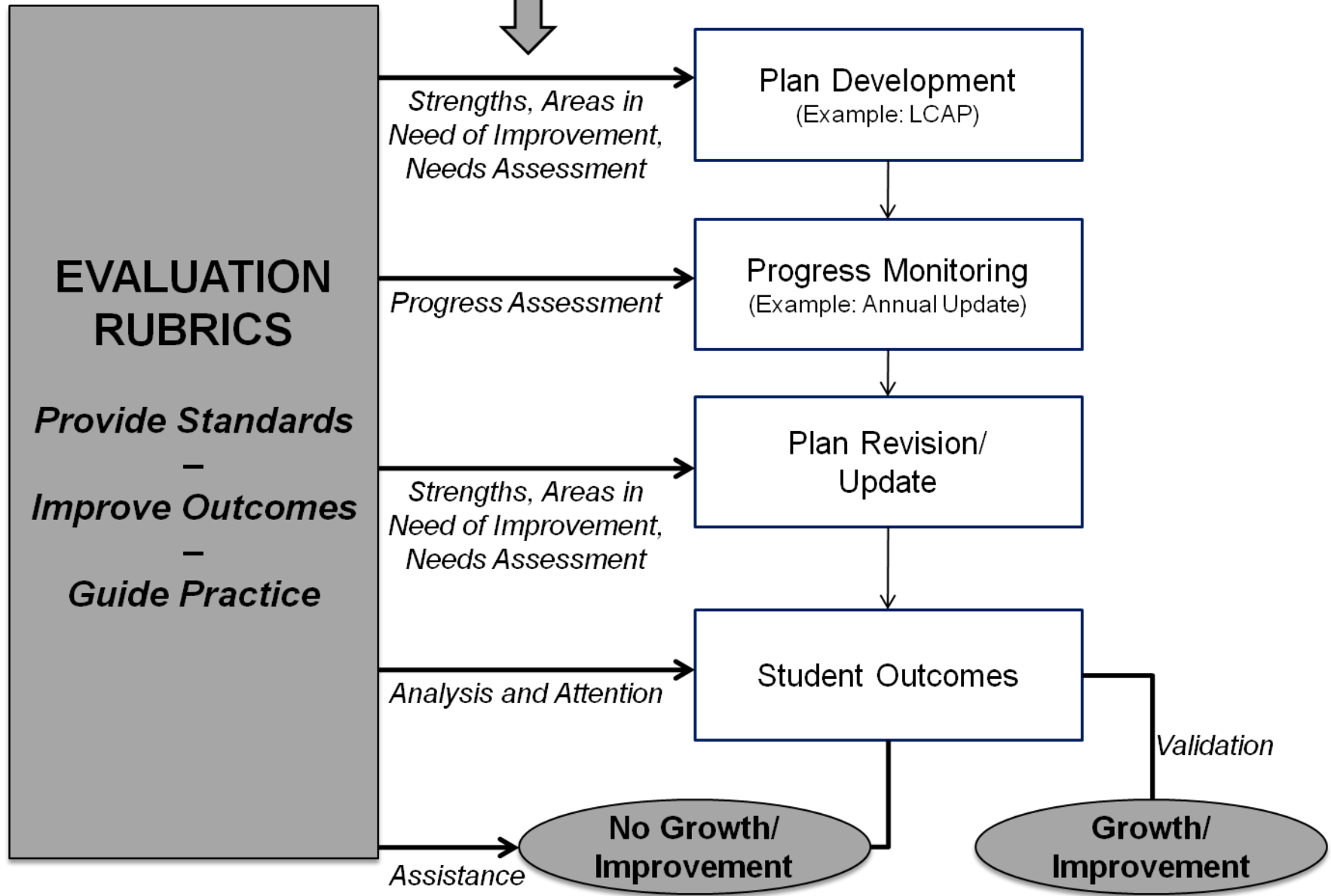
- ▶ Align to the LCFF design principles
  - ▶ Student-focused,
  - ▶ Equity,
  - ▶ Transparency, and
  - ▶ Performance
- ▶ Serve as a resource that LEAs find useful to guide reflections and provide helpful ideas to support students
- ▶ Support a continuous improvement process focused on student-level outcomes

# Evaluation Rubric Design Principles

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- ▶ Facilitate reflection that supports local ownership of planning and implementation of actions that support student-level outcomes
- ▶ Not grade or judge, but provide ways to identify strengths, areas for improvements, and strategies to improve
- ▶ Include other resources and tools that in combination support high-quality planning and implementation
- ▶ Extend to all strategic planning and implementation efforts
  - ▶ The evaluation rubrics may help inform LCAP development, but are not part of the formal approval process

## Evaluation Rubrics Address



# Overview of the Draft Evaluation Rubrics

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## ▶ **Data Analysis**

- ▶ Display and analysis of state and local metrics
- ▶ Emphasis on growth with state and local reference points
- ▶ Includes local educational agency (LEA), student subgroup, and school levels data

## ▶ **Outcome Analysis**

- ▶ Complements the data analysis component
- ▶ Reflection and further analysis of factors contributing to and/or in need of improvement

## ▶ **Practice Analysis**

- ▶ Further reflection regarding efforts to support improvement in outcomes
- ▶ Assists LEAs to identify practices needed to reach state and local outcome expectations

## ▶ **Practice Guides and Other Resources**

- ▶ Drawn from Institute of Education Sciences Practice Guides

# Data Analysis

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							<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
	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 figure 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.

# Outcome Analysis

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- ▶ **Complements Data Analysis**
  - ▶ Focused on reflection of outcomes
- ▶ **Assessment of strengths, needs, and areas for improvement through reflection**
- ▶ **Review LEA, Student Subgroup, and School outcome data**
  - ▶ What are the areas where the LEA has demonstrated progress?
  - ▶ What are the areas where the LEA needs to improve?

# Practice Analysis

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- ▶ Complements the Data Analysis and Outcome Analysis
- ▶ Informs the development and/or revision of an LEA or school site strategic plan by reflecting on planning and implementation that lead to outcomes
- ▶ The Practice Analysis rubric rating system provides basic descriptors for practices classified as developing, emerging, and sustaining
- ▶ Practice guides will be available to provide specific strategies that may be helpful to implement changes and monitor progress

# Practice Analysis

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## ► Four Practices:

1. Data is used routinely to assess needs, progress, and student outcomes for all state and local priorities.
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.
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.
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.



**1. Data is used routinely to assess needs, progress, and student outcomes for all state and local priorities.**

Developing	Emerging	Sustaining	Reflections about Practice
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Data related to state priorities was reviewed and discussed, including consideration of subgroup and school level data, when developing or updating the plan.</li> <li>• The Evaluation Rubrics Data Analysis component, or equivalent process, was used to review data.</li> <li>• Data analysis includes trend analysis over a period of three or more years.</li> <li>• Data is used to support progress monitoring of key activities included in the plan.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Communication occurs with staff, parents, and students about data related to state and local priorities in an appropriate and accessible manner.</li> <li>• Review and use of multiyear data to inform strategies and improvement decisions is a routine approach to decision making.</li> </ul>	

# Next Steps in the Process

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- ▶ Input from State Board of Education and public comments to refine draft
- ▶ Regional input and policy input sessions scheduled for end of March through early April
- ▶ Focused input sessions with students, parents, and alternative schools, and small districts are planned
- ▶ Upcoming SBE meetings:
  - ▶ May – Overview of Practice Guides and complementary resources; updates from stakeholder input
  - ▶ July – Revised Evaluation Rubrics, with online preview
  - ▶ September – Final Evaluation Rubrics for adoption

# Upcoming Regional Input Sessions

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Date	Location – All Sessions from 4-6 PM
March 26	Orange County Department of Education
March 30	Kern County Superintendent of Schools
March 31	Ventura County Office of Education
April 1	Monterey County Office of Education
April 1	Riverside County Office of Education
April 2	Sacramento County Office of Education
April 2	Santa Clara County Office of Education

- ▶ Additional information including registration instructions can be found at <http://lcff.wested.org>