



CALIFORNIA STATE
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Item 01

Accountability and Continuous Improvement

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California Department of Education

September 8, 2016

California State Board of Education Meeting



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Brief Context

- 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 & LCAP template



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Item 01 Attachments

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

1. Adopt the LCFF evaluation rubrics with the following components: (Attachment 1)

- a. The **concise set of state indicators and local performance indicators** approved at the May and July 2016 State Board of Education meetings.
- b. **Performance standards for the state indicators and local performance indicators** based on the methodologies approved at the May 2016 State Board of Education meeting and July 2016 State Board of Education meeting, respectively.
- c. **Criteria for determining local educational agency eligibility for technical assistance and intervention** under the LCFF statutes based on the performance standards for the state indicators and local performance indicators.
- d. **Statements of Model Practices**, with the content to be finalized at a future date.
- e. **Links to external resources**, with the content to be finalized at a future date.



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Recommendations for Action



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2. Approve: (Attachment 2)
 - a. The proposed performance standards, based on the approved methodology to **establish cut-scores and performance categories**, for the following state indicators:
 - I. Progress of English learners toward English proficiency based on the English learner indicator (Priority 4)
 - II. High school graduation rate (Priority 5)
 - III. College/Career Indicator, which combines Grade 11 test scores on English Language Arts and Math and other measures of college and career readiness (Priorities 7 and 8)
 - IV. Suspension rates by LEA type (elementary, high, and unified), and by school type (elementary, middle, and high) (Priority 6)

Recommendations for Action



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2. Approve: (Attachment 3)
 - b. The **proposed standards for the local performance indicators**:
 - i. Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1),
 - ii. Implementation of State Academic Standards (Priority 2)
 - iii. Parent Engagement (Priority 3)
 - iv. Local Climate Surveys (Priority 6)
 - v. Coordination of Services for Expelled Students (Priority 9 – County Office of Education Only)
 - vi. Coordination of Services for Foster Youth (Priority 10 – County Office of Education Only)
 - c. The **proposed criteria to determine local educational agency** eligibility for technical assistance and intervention under the LCFF statutes. (Attachment 4)

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.

SBE Approved Design for the LCFF Evaluation Rubrics



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- **A concise set of state indicators and local performance indicators** that reflect performance on the LCFF priorities.
- **Performance standards** for the state indicators and local performance indicators based on the methodologies approved at the May 2016 and July 2016 SBE meetings.
- **Criteria for determining LEA eligibility for technical assistance or intervention** under the LCFF statutes, based on performance on the state indicators and local performance indicators.
- **Statements of model practices**, which are qualitative descriptions of research-supported and evidence-based practices related to the indicators, and **links to external resources**.



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Item 01 Framing Context

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

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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Initial Implementation Phase of the Evaluation Rubrics

- The recommended actions meet the statutory deadline to approve the evaluation rubrics by October 1, 2016.
- Initial phase of implementation provides opportunities for LEAs to see and use the system in their LCAP analysis, stakeholder input, and annual update in the next cycle.
- Web-based system helps ensure that students, parents, other stakeholders and the public can access information.

SBE Approved Design for the LCFF Evaluation Rubrics



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- **Criteria for determining LEA eligibility for technical assistance or intervention** under the LCFF statutes, based on performance on the state indicators and local performance indicators.
- **Statements of model practices**, which are qualitative descriptions of research-supported and evidence-based practices related to the indicators, and **links to external resources**.



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Questions?