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Overview and Update on California's New Accountability and Continuous Improvement System

Nancy Brownell

**Senior Fellow, Local Control and Accountability
State Board of Education**

April 13, 2016

Presentation to the California Practitioners Advisory Group



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Purpose

- Review the development of California's new accountability and continuous improvement system.
- Take action on staff recommendations related to specific components of the LCFF evaluation rubrics to assist staff in presenting recommendations on the final rubrics prototype to the SBE.
- Receive information on federal accountability requirements that will rely on assurances that the CPAG has been consulted.



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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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Proposed Architecture for Accountability and Continuous Improvement System

- Information Memorandum 3 – Components of the New System
 - Local Control and Accountability Plan and Annual Update
 - Local Control Funding Formula (LCFF) Evaluation Rubrics
 - Support and Assistance System established by LCFF and Every Student Succeeds Act (ESSA) for districts and schools

February 24, 2016 Information Memorandum *Potential* “California’s Emerging Accountability System: Potential Architecture of a Single, Coherent System.”

8 LCFF Priorities and Local Priorities

The 8 LCFF Priorities and any Local Priorities provide the foundation for LEAs to set goals to improve student outcomes.

Conditions of Learning

- *Basic Resources* (Priority 1)
- *Implementation of State Standards* (Priority 2)
- *Course access* (Priority 7)

Pupil Outcomes

- *Pupil achievement* (Priority 4)
- *Other pupil outcomes* (Priority 8)

Engagement

- *Parental involvement* (Priority 3)
- *Pupil engagement* (Priority 5)
- *School Climate* (Priority 6)

The **LCAP & Annual Update** process requires school boards to adopt local accountability plans, with stakeholder engagement, that address the state and local metrics within the 8 LCFF Priorities and any Local Priorities.

LCFF Evaluation Rubrics

LCFF Evaluation Rubrics organize the LCFF metrics into a concise set of *key indicators*, which are grouped with *associated indicators*.

LCFF Evaluation Rubrics support local planning and reflection on practice within the State and Local Priorities through review of *outcomes and improvement* on “key” and “associated” indicators (and other local measures).

Key indicators

Assistance and Support Standards

LCFF Evaluation Rubrics include *assistance and support standards* for each *key indicator*.

Seeking congruence with ESSA, *assistance and support standards* will be set, at least, for:

- Student achievement (ELA, Math);
- Graduation rate;
- Progress of English learners toward proficiency;
- Another K-8 academic measure;
- At least one other measure.

For LEAs and schools that meet assistance and support standard(s):

- Assess performance using LCFF evaluation rubrics to inform local LCAP and Annual Update process.

Assistance and Support

For the small number of LEAs and/or schools that do not meet assistance and support standard(s) for one or more years:

- Receive **technical assistance and support**.

If they do not meet assistance and support standard(s) for *multiple years*:

- Graduate to **more intensive state assistance/intervention**.

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 Superintendents to identify school districts and charter schools in need of technical assistance
- To assist the State Superintendent in identifying school districts for which support and/or 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



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Technical Assistance (TA)

EC Section 52071 (LEAs/Districts)

- Using the evaluation rubrics, the County Superintendent shall provide TA to districts that ***fail to improve achievement across more than one state priority for one or more subgroups.***

Intensive State Support/ Intervention



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EC Section 52072

The SPI may, with the approval of the state board, identify districts in need of intervention that meets both of the following criteria:

1. District ***did not improve outcomes for three or more pupil subgroups, OR*** if district has *less than three pupil subgroups, all of the district's subgroups*, in regard to ***more than one*** state or local priority in three out of four consecutive school years.
2. The CCEE has provided advice and assistance to the district and submits either of the following findings to the SPI:
 - District has failed or is unable to implement recommendations, district performance is either so persistent or acute, based on evaluation rubrics, SPI is required to intervene



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Additional ESSA Provisions – ESSA State Plan Components

- The ESSA accountability system and related interventions will take effect in 2017–18
- Elementary, Middle and High School Measures
- Identification of Lowest Performing LEAs for Intervention
- Intervention- Comprehensive Support and Improvement
- Intervention-Targeted Support and Improvement
- Definition of Student Groups

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



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Summary

- Graphics show how the current LCFF evaluation rubric prototype could be an important component of an integrated, coherent accountability system.
- The current LCFF evaluation rubrics prototype can be further refined as a tool that supports all LEAs in reflecting on practice and planning within the 8 LCFF Priorities and any local priorities through the LCAP and Annual Update process.
- Frames the state and federal system of assistance and support for the small set of LEAs and schools that need assistance and support.

Meeting Timeline

	SBE Meetings	CPAG Meetings
April 2016		April 13-14
May 2016	May 11-12	
June 2016		June 22
July 2016	July 13-14	
August 2016		
September 2016	September 8-9	September 29
October 2016		
November 2016	November 2-3	
December 2016		TBD



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CPAG Decision Points-April

The April CPAG will focus on following topics that require action/recommendations:

- Discussion on ESSA State Plan, State Transition Plan, SIG grants and NGSS waiver
- Potential key indicators for state and federal accountability
- Local data metric selection and use
- Statements of model practices

SBE Decisions Points- May



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- Identification of the key indicators that will be included in the initial version of the LCFF evaluation rubrics to be adopted by October 1, 2016.
- Clarification of the methodology for setting standards for performance, as a measure of outcomes and improvement, for the key indicators, including whether LEAs or schools are eligible for technical assistance and intervention.
- Determination of how to set standards for performance within LCFF priority areas that do not include a key indicator.
- Consideration of the best way to include a local data selection tool with the evaluation rubrics.
- Direction for staff to identify recommended criteria and potential metrics for local selection for consideration in July.



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CPAG Decision Points- June

- Review the draft of final key indicators for state and federal accountability purposes.
- Discuss options to set standards for the key indicators and whether LEAs are eligible for technical assistance.
- Recommend how to best display data so that it is locally actionable and meaningful.

SBE Decisions Points- July



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- Decide how to best connect the self-reflection dimension of the evaluation rubrics with the annual update of the revised template.
- Determine whether and how to set quality standards for the key indicators.
- Approve final design and descriptors of performance (outcome and improvement), including different bands/tiers in an Alberta-like model.
- Recommend how to best display data so that it is locally actionable and meaningful.
- Decide if the board will determine additional key indicators now or hold off until analysis of the data on potential key indicators is available.
- Decide on the recommended criteria and metrics included in local data selection tool.



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Overview and Update on Federal Every Student Succeeds Act, including the State Plan, Transition Plan, School Improvement Grants and the assessment for the Next Generation Science Standards

Keric Ashley

Deputy Superintendent

District, School, and Innovation Branch

California Department of Education

April 14, 2016

Presentation to the California Practitioners Advisory Group



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ESSA Update



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Innovate Collaborate
Serve Learn



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Our Mission

California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a multicultural, multilingual, and highly connected world.



Superintendent
Tom Torlakson

- Students
- Parents
- Teachers
- Adm ins

Highlights

[Every Student Succeeds Act \(ESSA\)](#)

Reauthorization of the nation's federal education law.

[California's New Testing Program](#)

Information on the state's new online tests in English and math, called CAASPP, which improve learning by providing more accurate and timely measures of student progress.

[California's New Standards for English and Mathematics](#)

Explains the new, rigorous California standards in English and math that help prepare students for the 21st century economy.

What's New

[Student Privacy Protections in Morgan Hill Case](#)

Posted 4-Mar-2016

[Top Teachers in Los Angeles](#)

Posted 18-Mar-2016

[Every Student Succeeds Act \(ESSA\)](#)

Posted 10-Mar-2016

[Career Technical Education Incentive Grants](#)

Posted 9-Mar-2016

[How to Object to the Disclosure of Protected Student Information](#)

Posted 1-Feb-2016

[RSS](#) [more What's New](#)

Resources

- [Calendars](#)
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Every Student Succeeds Act

Information regarding California's plan to implement the federal Every Student Succeeds Act (ESSA).

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), reauthorizing the federal Elementary and Secondary Education Act (ESEA) and replacing the No Child Left Behind Act (NCLB), the 2001 reauthorization of ESEA.

Information regarding the ESSA and the development of California's plan to implement the new federal education act is provided below. New information and guidance will be added as it becomes available. If you would like to be notified when new information is available, please join the CDE ESSA listserv by sending a blank e-mail message to join-essa@mlist.cde.ca.gov.

[U.S. Department of Education Every Student Succeeds Act Web Page](#)

Information regarding the new education law including history and background information, frequently asked questions, and guidance and regulatory information as it becomes available.

[State Board of Education Agenda Items Related to ESSA](#)

The California State Board of Education is presented regular updates regarding the state's transition to the ESSA.

Correspondence from the U.S. Department of Education

- [Supplemental Education Services, Public School Choice, and the Related Notice to Parents for the 2016-2017 School Year](#) (PDF)
February 5, 2016: U.S. Department of Education letter to Superintendent Torlakson and State Board of Education President Michael W. Kirst.
- [Testing in the Every Student Achieves Act](#) (PDF)
February 2, 2016: U.S. Department of Education letter to Chief State School Officers.
- [Use of FY 2016 Formula Funds in the 2016-2017 School Year](#) (PDF)
January 28, 2016: U.S. Department of Education Dear Colleague letter.

Correspondence from the CDE to Local Educational Agencies

- [February 29, 2016: Every Student Succeeds Act Update](#)
- [January 14, 2016: Every Student Succeeds Act](#)

Questions: [ESSA Team](#) | ESSA@cde.ca.gov

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Recently Posted in Every Student Succeeds Act

[Feb. 29, 2016 Every Student Succeeds Act Update](#) (added 14-Mar-2016)

Letter from Deputy Superintendent Ashley to local educational agencies regarding the Every Student Succeeds Act.

[Sup. Ed. Services and Public School Cho](#) (PDF) (added 10-Mar-2016)

U.S. Department of Education letter to Superintendent Torlakson and State Board of Education President Michael W. Kirst re: supplemental education services, public school choice, and the related notice to parents.

[ESSA Dear Colleague Letter](#) (PDF) (added 10-Mar-2016)

U.S. Department of Education Dear Colleague letter re: Use of FY 2016 Formula Funds in the 2016-2017 School Year.

[President Obama's Testing Action Plan](#) (PDF) (added 10-Mar-2016)

U.S. Department of Education letter to Chief State School Officers re: Testing



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ESSA Update

- States given more authority to design and implement accountability and support systems
- 2016-17 ESSA Transition Year – no AYP, HQT or SES
- Evaluation Rubrics – October 2016
- ESSA accountability system – 2017-18



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State and Federal Accountability System

Well-positioned to include:

- ✓ Achievement – Smarter Balanced
- ✓ Graduation Rates + K-8 indicator
- ✓ English Language Proficiency
- ✓ School Quality Indicator – valid, reliable, comparable and statewide

Consistent with current LCAP reporting



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2016-17 Transition Plan

- SY 2016-17 is a transition year
- 2016-17 Transition Plan to be presented at the May SBE meeting
- No AYP designations
- No new revisions to LEA Plan
- No SES, Choice or parent notifications
- Corrective action grants continue



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New ESSA State Plan

- July 2016 Proposed concepts for integrating federal requirements with state accountability
- Sep&Nov 2016 Draft Plan to SBE
- January 2017 Approved by SBE
- July 2017 Approved by ED
- SY 2017-18 Implementation



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ESSA Update

- Barbara Murchison – ESSA State Lead
- John Hooper – Federal Liaison

ESSA Team Contact:

ESSA@cde.ca.gov



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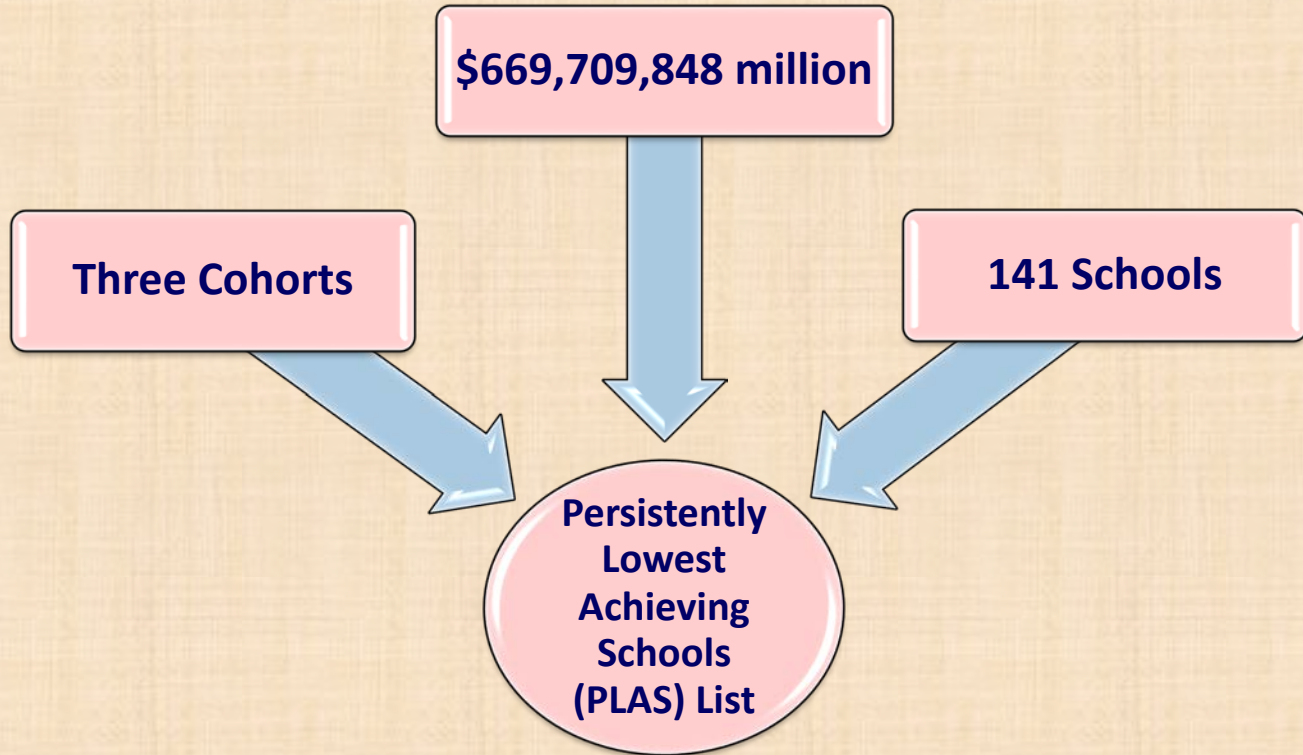
School Improvement Grant (SIG)

- The SIG program is authorized by Section 1003(g) of the Elementary and Secondary Education Act (ESEA)
- The United States Department of Education (ED) provides funding, through state educational agencies (SEA), to local educational agencies (LEAs) and independent charter schools that receive Title I funds
- Eligibility is based on a “Persistently Lowest Achieving Schools” list



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The History of SIG in California





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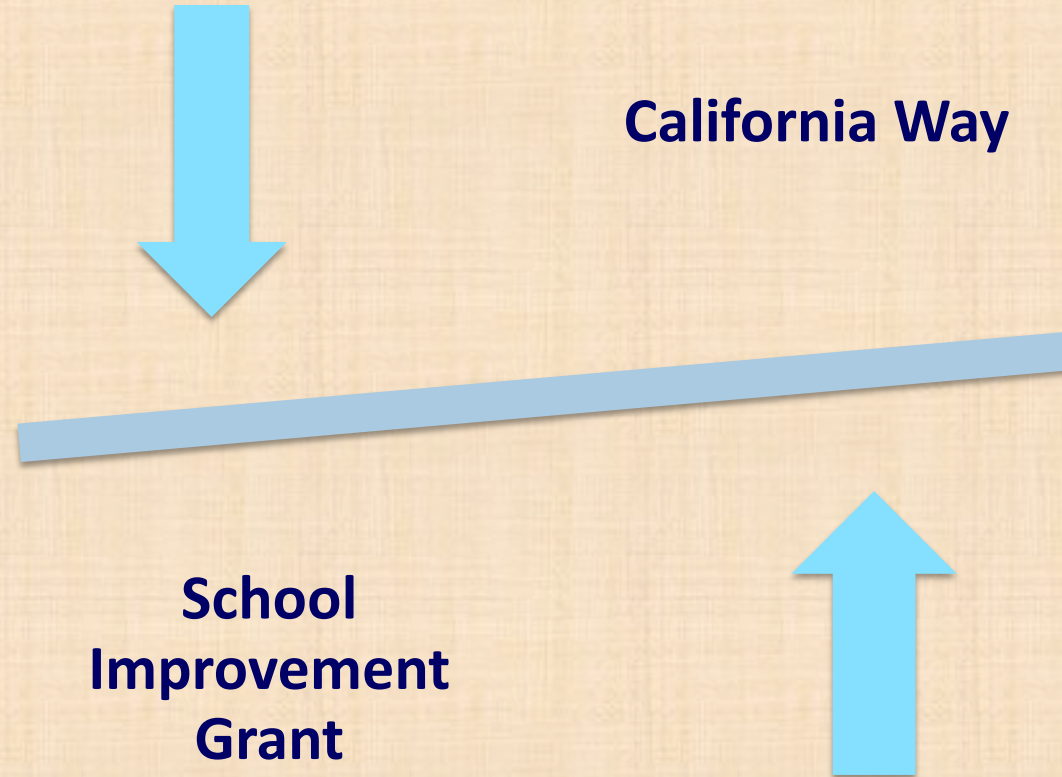
Fiscal Years 2015 and 2016 New Awards Competition

- Approximately **\$171 million** available for California
- New program requirements include:
 - Addition of **three new models**
 - Up to **five-year awards**
- **California's Application** is due to the U.S. Department of Education by **May 27, 2016**



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The Next Generation of SIG in California





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FY 2015 and 2016 New Awards Competition Application Information

- Eligibility – **the California Way**
- Local educational agency (LEA) Request for Applications (RFA) requirements
- Timeline for approving the LEA RFA
 - September 2016
- Descriptive information that includes how the state educational agency (SEA) will:
 - **Review** established student achievement goals
 - Make **renewal** decisions
 - **Monitor** implementation
 - **Prioritize** funding

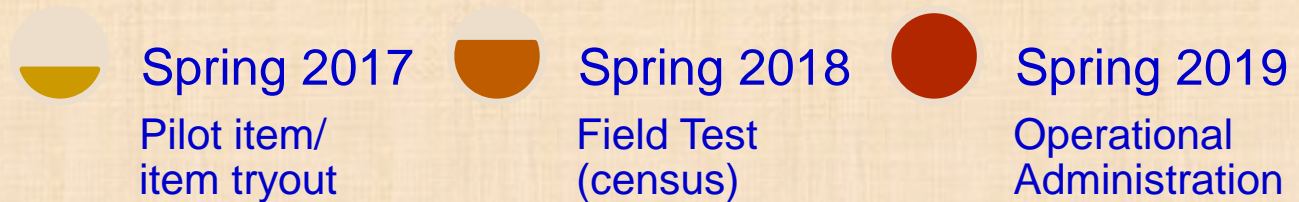


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CA NGSS Assessment Design and Implementation Plan

CA NGSS assessments are part of the CAASPP System.

The timeline for development of the new CA NGSS assessment is as follows:



SBE approved the design and development of the new CA NGSS-aligned assessment at the March meeting.



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CA NGSS Design Features

- Assessment design measures the range and depth of CA NGSS performance expectations (PEs) *over a three year cycle*.
- This is a two-stage adaptive assessment Design makes use of a diverse range of item types.
- Same technology platform and device requirements as Smarter Balanced
- Uses partial matrix sampling of content
 - Group level feedback while ensuring individual student performance is measured fairly and comparably
- Administered at grades five, eight and grade ten, eleven, or twelve.
- The assessment is designed to be administered in two hours or less.



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Proposed Waiver of CST Science

- California teachers currently teaching to NGSS, but statewide testing based on prior standards
- Federal waiver needed to eliminate CST Science assessments
- An approved waiver would provide clear direction for teachers to focus on NGSS instruction
- Eliminates double testing