

California's Accountability and Continuous Improvement System

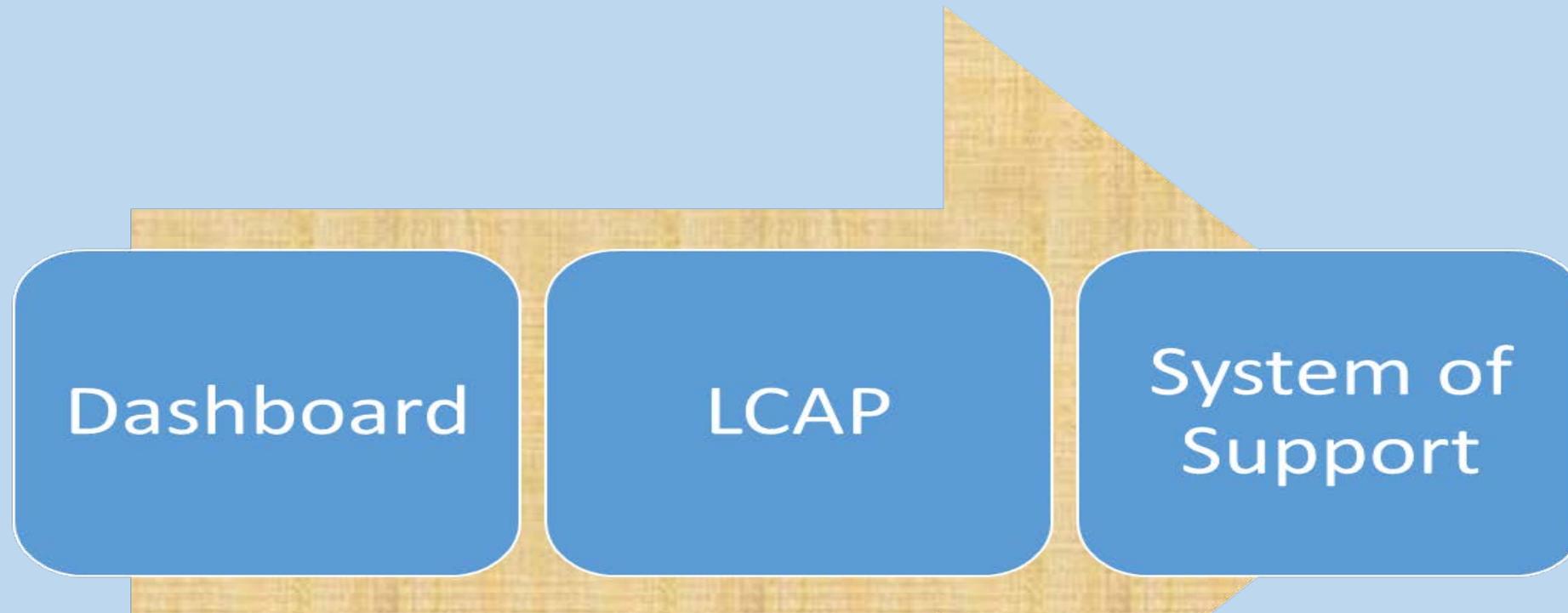


TOM TORLAKSON
State Superintendent of Public Instruction

Local Control Funding Formula

- Changed how California **funds, evaluates and supports school districts.**
- Gives districts **flexibility in spending** state money and **increased funding** for low-income students, foster youth and English learners.
- In exchange, districts develop, adopt and implement three-year **Local Control and Accountability Plans** to improve student performance.
- Districts are evaluated on multiple performance metrics via the **California School Dashboard.**
- Districts struggling to lift up the performance of student groups are connected to tailored assistance through the **California State System of Support.**

Continuous Improvement Model



- **Identifies LEAs' strengths and challenges disaggregated by student group**

- **LEAs use Dashboard information to set goals, review performance and align resources**

- **Connects districts struggling with student group performance to a network of experts, resources and tailored assistance.**

Continuous Improvement Model: Key Points

- **More than a single number**
 - Quality education is defined more broadly than a single test score
- **Equity**
 - Increased focus on addressing disparities among student groups
- **Local Decision-Making**
 - More information to support local planning process
- **Continuous Improvement**
 - Helping all districts improve and providing tailored support to those that struggle

The California School Dashboard

The screenshot shows the top navigation bar with the logo and menu items: Home, About, State Summary, Search, More School Data, and En Español. Below the navigation is a banner with five images of students and teachers. A purple section contains the heading "Explore information about local schools and districts." and a search bar with a dropdown menu set to "Fall 2017" and a "Search" button. The main content area is split into two columns. The left column has a text block: "The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning." The right column features a video player with the title "California School Dashboard Overview" and a play button. Below this is a blue section with text: "The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students." At the bottom, a white box displays five performance levels: Red (Lowest Performance), Orange, Yellow, Green, and Blue (Highest Performance), each with a corresponding rainbow gauge icon. A "Read More About Accountability" button is centered below these icons.

California School Dashboard Homepage Description

- The image in the slide above is an example of the new 2018 Dashboard Homepage. The top of the page has an image of a gauge with the arrow pointing to green. Tabs from left to right as follows:
 - Home
 - About
 - State Summary
 - Search
 - More Information
 - En Espanol
 - Explore information about your local school and district with a search tab.

California School Dashboard - Measures

State measures:

- Test Scores
- Graduation Rates
- Suspension Rates
- Chronic Absenteeism Rates
- College/Career Readiness
- English Learner Progress

Local measures:

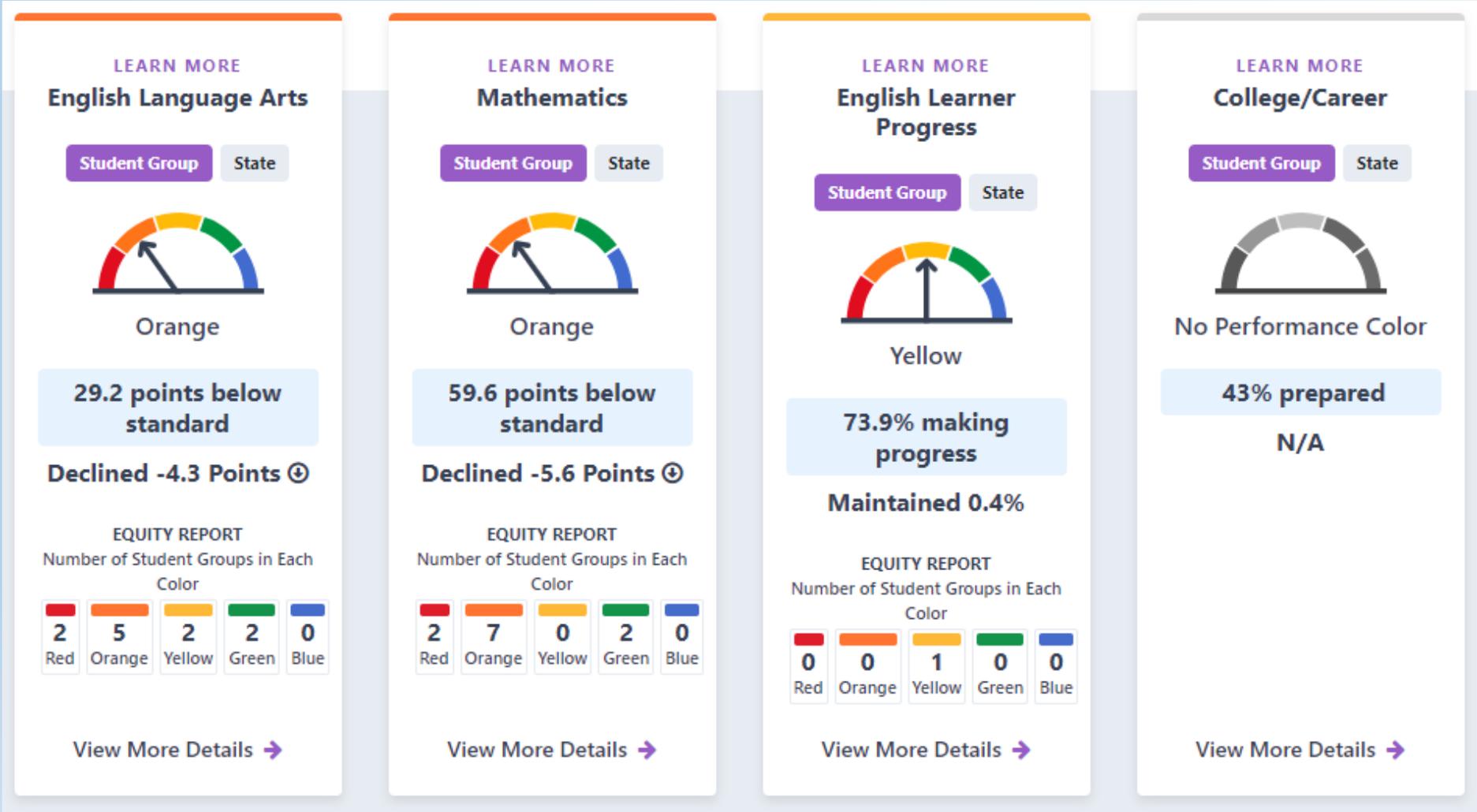
- School Climate
- Implementation of standards
- Basics Services
- Parent Engagement
- Access to Broad Course of Study

California School Dashboard - Schedule



- **Updated every December**

California School Dashboard - Gauges

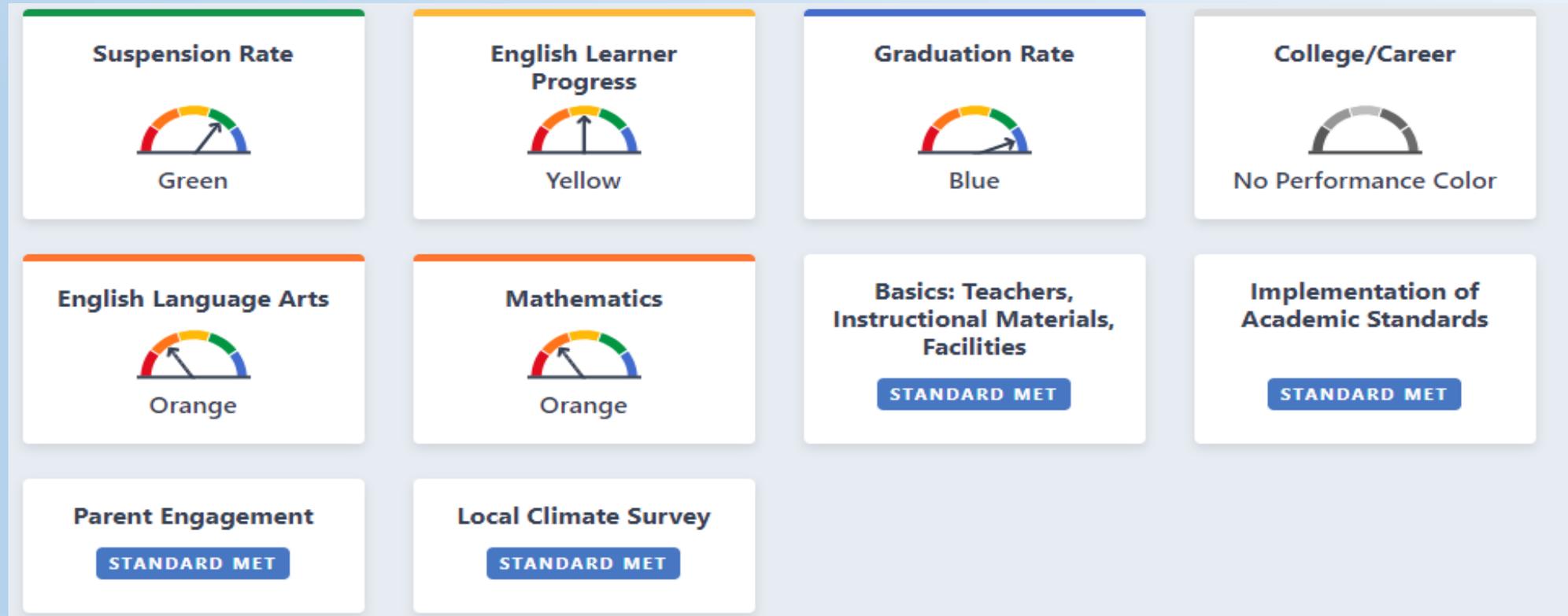


California School Dashboard Gauge Description

The image in the slide above shows the Academic Performance for the Dashboard prototype using the Sacramento Sample District. There are four baseball like cards that detail the indicators such as student assessment results and other aspects of school performance under the California Accountability System. Within each indicator there is an opportunity to view additional data. Starting from left to right the indicators include the following:

- English Language Arts Indicator – Results for all students is an orange gauge. The status is 29.2 points below standard. The change declined 4.3.
- Mathematics Indicator – Results for all students is an orange gauge. The status is 59.6 points below standard. The change maintained 5.6 points.
- English Learner Progress Indicator – Results for all students is a yellow gauge. The status is 73.9% making progress. The change maintained 0.4%.
- College/Career Indicator – This indicator did not receive a performance color. 43% of students are prepared.

California School Dashboard - Indicators



LEAs with one or more student group in “red” across two or more indicators are eligible for Differentiated Assistance (called Level 2 support)

Dashboard Landing Page Description

- The image in the slide above is an example display of the 2018 Dashboard landing Page showing tabs from left to right:
 - Chronic Absenteeism –Gauge Indicator has no performance color
 - Suspension Rate –Gauge Indicator pointing to yellow
 - English Learner Progress –Gauge Indicator pointing to green
 - Graduation Rates –Gauge Indicator pointing to Blue
 - College/Career –Gauge Indicator has no performance color
 - English Language Arts –Gauge Indicator pointing to green
 - Mathematics –Gauge Indicator pointing to yellow
 - Basic Teachers Instructional Materials, Facilities –Indicator Met
 - Implementation of Academic Standards –Indicator Met
 - Parent Engagement –Indicator Met
 - Local Climate Survey –Indicator Met

2018 California School Dashboard: Differences

- **Significant changes** have been made to the 2018 Dashboard.
- The 2017 Dashboard evaluated schools, districts and county office of education on **four color-coded state indicators** (graduation rates, suspension rates, test scores and English learner progress).
- The 2018 Dashboard includes **two additional color-coded indicators**, reflecting the completion of a multi-year data collection cycle.
- The two additional indicators are **Chronic Absenteeism and College/Career Readiness**

2018 California School Dashboard: Other Differences

- **Grade 11 Test Scores**

- Grade 11 Smarter Balanced Assessment results in math and English language arts will be evaluated for the first time with a red-through-blue color on the Academic Indicator.

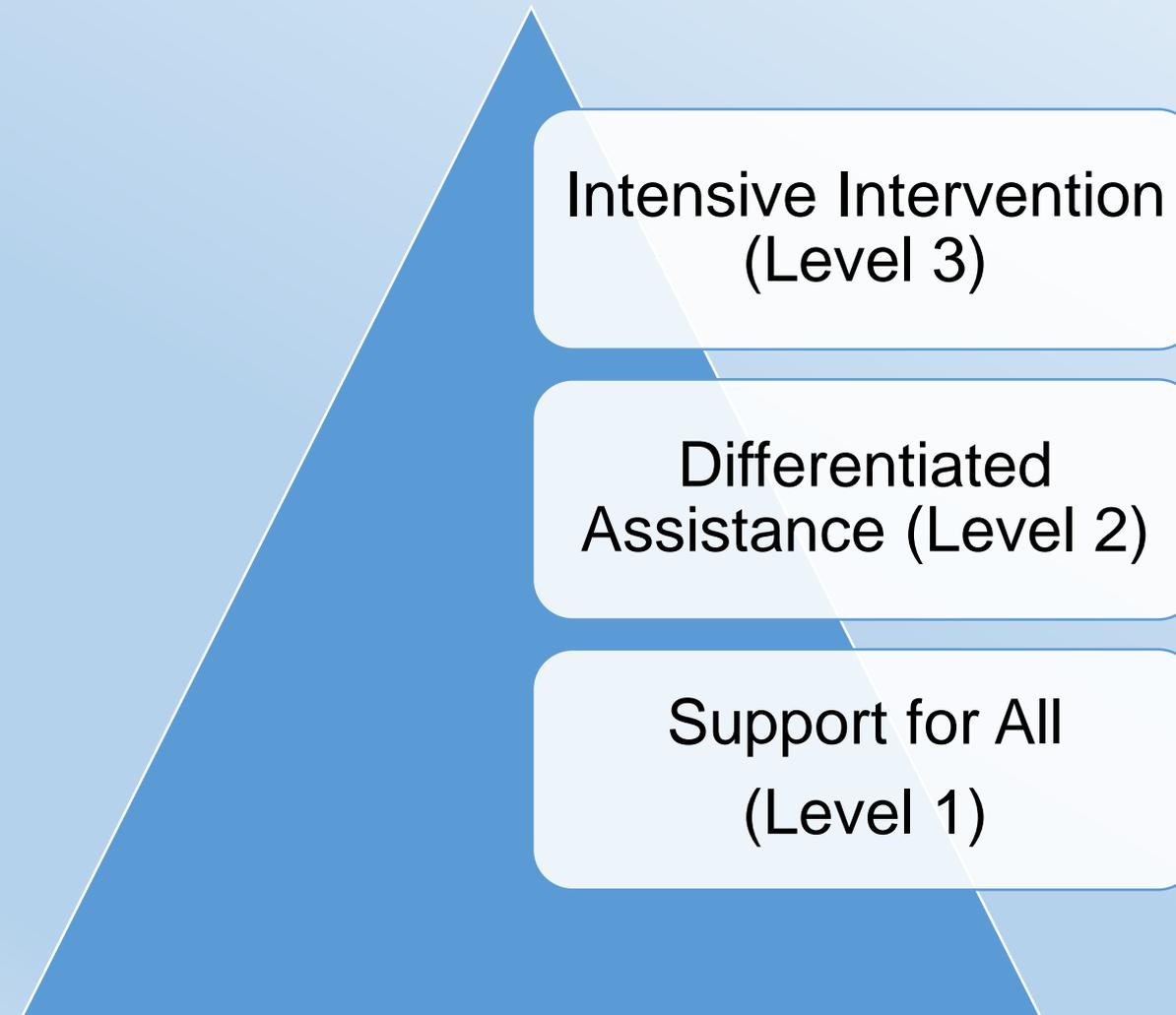
- **DASS Schools**

- Alternative schools (such as continuation schools and community day schools) are now factored into Dashboard indicators.
- County offices of education, are evaluated by color-coded indicators for the first time.

California School Dashboard - Support

- In 2017, 228 districts – or about one in four – qualified for Level 2 support
- With the addition of new indicators, more districts are now eligible for Level 2 support
- Statewide, students with disabilities struggle the most on performance metrics, followed by homeless students, foster youth and low-income students

Three Levels of Support



Shifts in California's Approach to Improvement

Education Improvement Before LCFF	Education Improvement After LCFF
Top down transactional exchanges focused on schools in isolation	Support providers work alongside LEAs and their schools to identify key challenges and opportunities
Packaged approaches for interventions	Systemic approach tailored to locally identified needs and strengths
Isolated team decision making	Engaging with local educators and communities as part of decision making
Redundancy and contradictions across state and federal programs	Streamlined and coherent expectations for LEAs across state and federal programs
Assistance disconnected from local priorities and focus	Assistance supports LEAs in aligning, prioritizing, and using resources to meet student needs identified in the LCAP

Elements of Differentiated Assistance

- Pathways to support
- Data analysis and understanding underlying causes
- Additional support aligned to analysis

Key Takeaways

- Districts are the drivers for assistance
- The LCAP captures improvement work, other local data provides depth of need

System of Support

California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.



LEVEL 1 SUPPORT FOR ALL

Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow gaps in performance among student groups across the LCFF priorities.



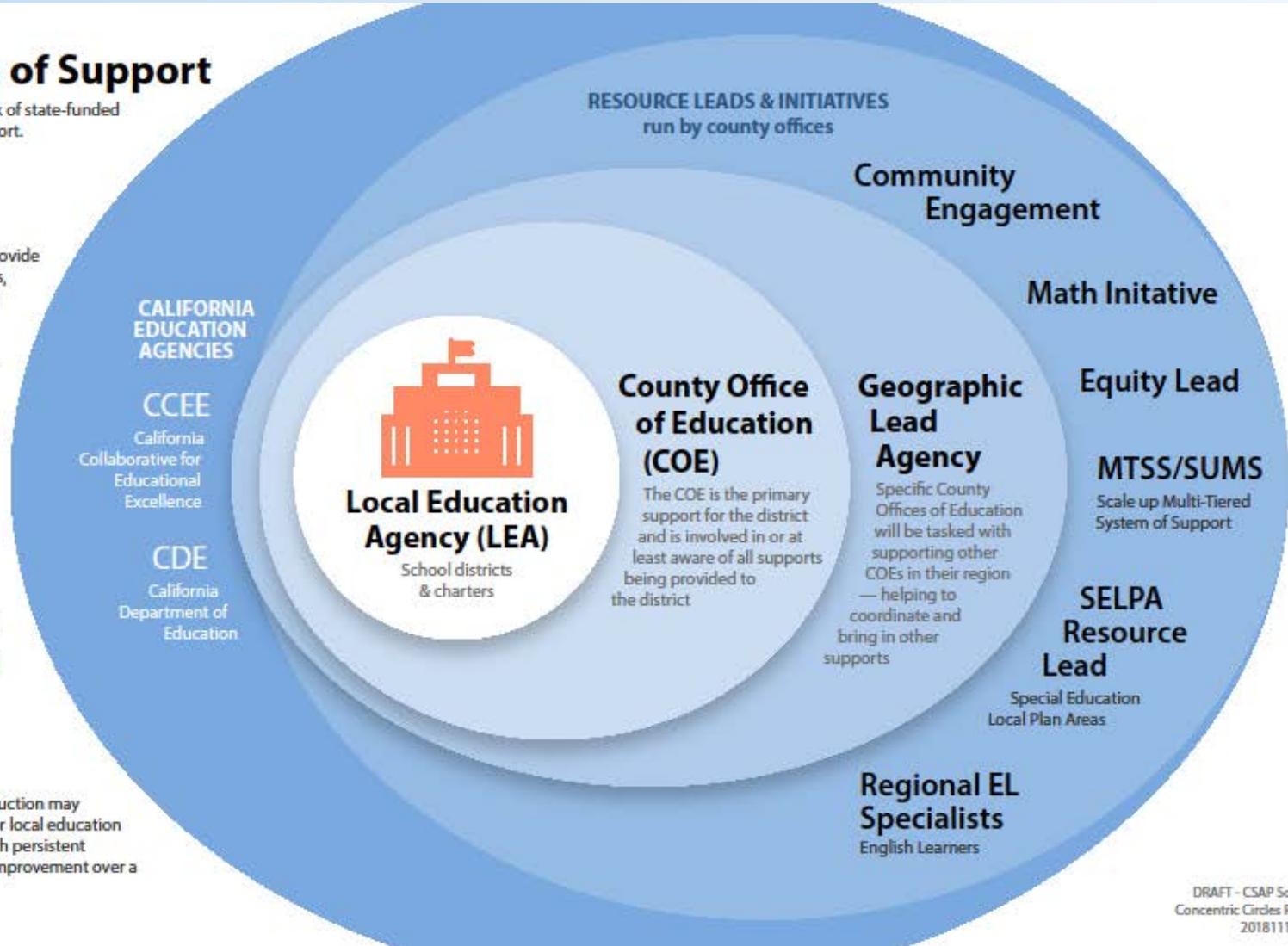
LEVEL 2 DIFFERENTIATED ASSISTANCE

County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with school districts to address identified performance gaps among student groups.



LEVEL 3 INTENSIVE INTERVENTION

The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEAs) and/or schools with persistent performance issues and a lack of improvement over a specified time period.



DRAFT - CSAP SoS
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California System of Support Description

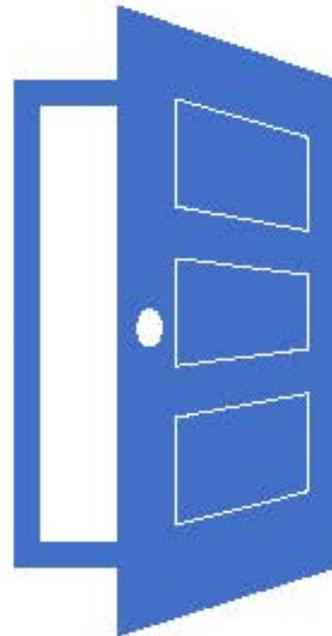
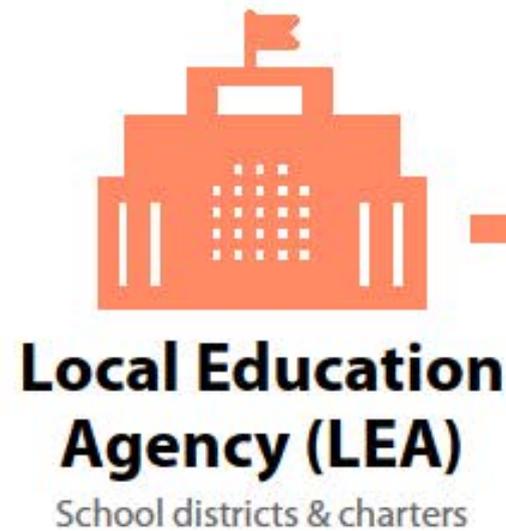
- The previous slide features a pictorial representation of the California System of Support.
 - The three levels of support are as follows:
 1. Support for All, the level at which all LEAs can receive additional resources and tools to improve student success
 2. Differentiated Support, the level in which County Superintendents, the CDE, and the California Collaborative for Educational Excellence will help LEAs narrow identified performance gaps between student groups
 3. Intensive Intervention, the level in which the State Superintendent of Public Institutions will identify LEAs for intensive support based on persistently large performance gaps over a specific period of time
 - Additionally, the structure of support within the System is as follows:
 - All LEAs fall under the care of the CDE and the CCEE
 - From the CDE and CCEE, various resources are available to support the Geographic Lead Agency
 - The Geographic Lead Agency, in turn, supports County Offices of Education
 - Finally, COEs serve to support their LEAs

System of Support - LEAs

SYSTEM OF SUPPORT

One door

When you knock on any door you will get the support or resources you need. If the first person you reach can't offer the support, they will make sure you get to the person that can.



County Office of Education (COE)

Geographic Lead Agency

RESOURCE LEADS & INITIATIVES
run by county offices

Community Engagement

Math Initiative

Equity Lead

MTSS/SUMS

Scale up Multi-Tiered System of Support

SELPA Resource Lead

Special Education Local Plan Areas

Regional EL Specialists

English Learners

CALIFORNIA EDUCATION AGENCIES

CDE

California Department of Education

CCEE

California Collaborative for Educational Excellence

Systems of Support – LEAs Description

- The image on the previous slide describes the institutions that will offer support to an LEA when it asks for educational assistance
 - Upon request, an LEA will receive help from:
 - Its County Office of Education
 - The Geographic Land Agency
 - Resource Leads and Initiatives, such as Community Engagement, Math Initiative, Equity Lead, MTSS/SUMS, SELPA Resource Lead, and regional EL Specialists
 - California Educational Agencies, such as the CDE and the CCEE

Continuous Improvement: LCAP

Empowering important conversations.

- The Dashboard works in tandem with the Local Control and Accountability Plan process to spark robust discussions about goals, gaps and resource distribution at the local level.

Reducing red tape at the local level.

- Federal accountability requirements have been folded into California's continuous improvement system, streamlining and strengthening support to struggling schools.

Sample LCAP Discussion Questions

- What changes to the goals or actions/services in our LCAP, if any, are we considering for our Annual Update?
- What are we doing to address the disparities in outcomes on the ELA Assessment?
 - All students in Blue or Green, but individual student group in Red or Orange.
- Are we looking more closely at what the issues are with Graduation Rate (Orange)?
- What are the two most significant conclusions we should draw from the local information collected around Parent Engagement?

LCAP Template – Plan Summary

Based on a review of state and local indicators of student performance included in the LCFF Evaluation Rubrics, local self-assessment tools, stakeholder input, or other information, what progress are you most proud of and how do you plan to maintain or build upon that success?

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, address any state or local performance indicator where overall performance was in the "Red" or "Orange" performance category or received a "Not Met" or "Not Met for Two or More Years" rating. What steps are you planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Additionally, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance in the LCFF evaluation rubrics. Identify any modifications to the goals, actions/services and/or expenditures within the LCAP to improve these performance levels.

PERFORMANCE GAPS

LCAP Template – Plan Summary Description

- The slide above lists questions which will evaluate LEA progress. The questions read as follows. Each question is followed by a blank space to fill in an answer:
 1. Based on a review of state and local indicators of student performance listed in the LCFF Evaluation Rubrics, local self-assessment tools, stakeholder input, or other information, what progress are you most proud of and how do you plan to maintain or build upon that success?
 2. Referring to the LCFF Evaluation Rubrics, address any state or local performance indicator where overall performance was in the “Red” or “Orange” performance category or received a “Not Met” or “Not Met for Two or More Years” rating. What steps are you planning to take to address these areas with the greatest need for improvement?
 3. Additionally, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance in the LCFF evaluation rubrics. Identify any modifications to the goals, actions/services and/or expenditures within the LCAP to improve these performance levels.

Learn More: Resources

A wealth of resources can be found at:

www.cde.ca.gov/dashboard

- Flyers
- Videos
- Messaging
- PPTs