Local Indicators

Implementation of State Academic Content Standards

SEPTEMBER 25, 2018

Integrated Planning Support Team

California Department of Education

Schedule of Tuesdays at 2 Webinars

- August 28, 2018 – General Overview

- September 4, 2018 – Priority 7

- September 11, 2018 – Priority 1

- September 18, 2018 – Priority 3

- September 25, 2018 – Priority 2

- October 2, 2018 – Priority 6

Today's Goals

- Review general **background**

- Understand the **requirements**

- How to incorporate results into the LCAP

Previously On Tuesdays at 2

Using the Dashboard

The superintendent or charter school administrator must designate a Dashboard Coordinator for their LEA to submit the information into the Dashboard Coordinator site.

Dashboard Coordinator Application:
https://coordinator.caschooldashboard.org/#/application

The deadline for an LEA to submit results regarding its local indicators is **November 16, 2018 at 5 p.m.**

Additional Information

- The Local Indicator Web Page: https://www.cde.ca.gov/ta/ac/cm/localindicators.asp

  ◦ Prior Tuesdays at 2 presentations are on the Local Indicator web page

Definition: Local Indicator

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, an LEA will measure and report its progress through the Dashboard based on locally collected data.

Local Indicators in the Dashboard

Local Indicators
Priority 1: Basic Conditions at School
Priority 2: Implementation of State Academic Standards
Priority 3: Parent Engagement
Priority 6: Local Climate Survey
Priority 7: Access to a Broad Course of Study
Priority 9: Coordination of Services for Expelled Students**
Priority 10: Coordination of Services for Foster Youth**

** County offices of education only

Performance Standards

The State Board of Education approved standards for the local indicators that support LEAs in measuring and reporting progress within the appropriate priority area. The approved standards require an LEA to:

- **Annually** measure its progress.
- Report the results at **a regularly scheduled public meeting** of the local governing board.
- **Upload and publicly report** results through the Dashboard.

Reporting to the Governing Board

As a best practice for stakeholder engagement, an LEA is encouraged to provide the local indicator reports to the governing board as an agenda item for public comment rather than as a consent item on the agenda.

Reporting in the Dashboard (1)

If an LEA completes the self-reflection tool and otherwise meets the standard for a local indicator, the LEA should select "Met".

Reporting in the Dashboard (2)

- If an LEA does not complete the self-reflection tool for a local indicator, the Dashboard will show as "Not Met" or "Not Met for Two or More Years", as applicable.

- An LEA earning a performance level of "Not Met for Two or More Years" may be identified for differentiated assistance beginning in the 2018-19 school year.

Priority 2: Implementation of State Academic Content Standards

Specific Requirements for Priority 2

Self-Reflection Tool for Implementation of State Academic Standards – Priority 2 (1)

LEAs measure progress on Priority 2 relative to performance standards and criteria adopted by the State Board of Education (SBE):

- **Standard**: The LEA annually measures its progress implementing state academic standards and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

Self-Reflection Tool for Implementation of State Academic Standards – Priority 2 (2)

- **Criteria**: The LEA will report its progress using a (Met, Not Met, or Not Met for Two or More Years) scale.

- **Evidence:** LEA measures its progress using the self-reflection tool included in the evaluation rubrics, and reports the results to its local governing board at a regularly scheduled meeting and through the local data selection option in the evaluation rubrics web-based system.

Measuring Progress (1)

Evidence: To meet the approved State Board of Education standard, local educational agencies:

- Measure progress using locally available information and complete the SBE adopted self-reflection tool;

- Report the results annually (1) to the LEA's local governing board at a regularly scheduled public meeting and (2) to stakeholders;

Measuring Progress (2)

- Upload and publically report results through the Dashboard; and

- Reports its progress using a [Met / Not Met / Not Met for Two or More Years] scale.

Self-Reflection Tool for Priority 2

Reporting Progress for Implementation of State Academic Content Standards

The Self-Reflection Tool – Priority 2

To provide evidence of progress on the local performance indicators, LEAs use self-reflection tools and local measures to report out through the evaluation rubrics.

LEAs have two options for the self-reflection tool:

1. LEAs provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools.

<div align="center">

OR

</div>

2. LEAs complete the SBE adopted self-reflection tool survey.

Self-Reflection Tool
Option 1: Narrative Summary (1)

In the narrative box (provided in the Dashboard):

1. LEAs identify locally selected measures or tools that were used to track the progress of state academic standards implementation and briefly describe why the LEA chose the selected measures or tools.

AND

2. Based on the locally selected measures or tools, LEAs summarize progress in implementing the academic standards.

Self-Reflection Tool
Option 1: Narrative Summary (2)

The SBE-adopted academic standards are:

Academic standards and/or curriculum frameworks

- English Language Arts (ELA)–Common Core State Standards
- 2012 English Language Development (ELD) Standards
- Mathematics–Common Core State Standards
- Next Generation Science Standards
- History–Social Science

Self-Reflection Tool
Option 1: Narrative Summary (3)

Other adopted academic standards

- Career Technical Education

- Health Education Content Standards

- Physical Education Model Content Standards

- Visual and Performing Arts

- World Language California

Self-Reflection Tool
Option 2: Reflection Tool Survey (1)

The six areas of focus, in which LEAs must rate progress, include:

1. Providing professional learning for teaching to the adopted **academic standards and/or curriculum frameworks**

2. Aligning instructional materials to the adopted **academic standards and/or curriculum frameworks** and making them available in all classrooms applicable to the specified subject.

Self-Reflection Tool
Option 2: Reflection Tool Survey (2)

3. Implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the adopted **academic standards and/or curriculum frameworks**

4. Implementing each of the **other adopted academic standards** adopted by the state board for all students

Self-Reflection Tool
Option 2: Reflection Tool Survey (3)

5. Engaging in the following activities with teachers and school administrators:
   - Identifying professional learning needs of groups of teachers/staff
   - Identifying professional learning needs of individual teachers
   - Providing support for teachers on the standards they have not yet mastered

6. Additional information that the LEA believes is relevant to understanding its progress implementing the academic standards

Self-Reflection Tool
Option 2: Reflection Tool Survey (4)

The SBE adopted self-reflection tool focuses on six areas and uses the following Rating Scale (lowest to highest):

1 – Exploration and Research Phase;

2 – Beginning Development;

3 – Initial Implementation;

4 – Full Implementation; and

5 – Full Implementation and Sustainability

Self-Reflection Tool
Option 2: Reflection Tool Survey (5)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

Self-Reflection Tool
Option 2: Reflection Tool Survey (6)

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

Self-Reflection Tool
Option 2: Reflection Tool Survey (7)

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

Self-Reflection Tool
Option 2: Reflection Tool Survey (8)

Other Adopted Academic Standards

4. Rate the LEA's progress in implementing each of the following academic standards adopted by the state board for all students.

	1	2	3	4	5
Career Technical Education					
Health Education Content Standards					
Physical Education Model Content Standards					
Visual and Performing Arts					
World Language					

Self-Reflection Tool
Option 2: Reflection Tool Survey (9)

Support for Teachers and Administrators
5. During the 2015-16 school year (including summer 2015), rate the LEA's success at engaging in the following activities with teachers and school administrators?

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					
Identifying the professional learning needs of individual teachers					
Providing support for teachers on the standards they have not yet mastered					

Self-Reflection Tool
Option 2: Reflection Tool Survey (10)

Optional Narrative

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.
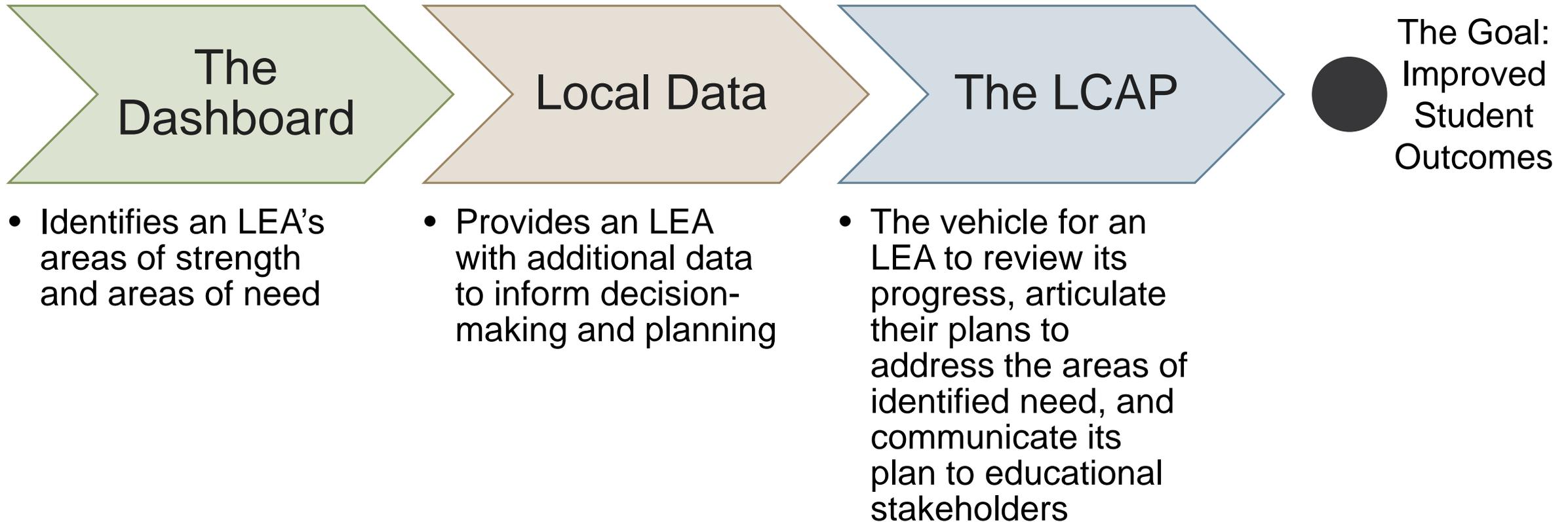
Informing LCAP Development

Using Local Indicator Data to Inform Planning

The Dashboard Informs the Development of the LCAP

The Dashboard → **Local Data** → **The LCAP** → ● The Goal: Improved Student Outcomes

- Identifies an LEA's areas of strength and areas of need

- Provides an LEA with additional data to inform decision-making and planning

- The vehicle for an LEA to review its progress, articulate their plans to address the areas of identified need, and communicate its plan to educational stakeholders

Responding to Results

Analysis begins with consideration of data collection tools selected and what should be measured

- Confirm and deeply analyze multiple data sources beyond the Dashboard such as the Academic Performance Index, School Accountability Report Card, etc.

- Use common assessments based on essential standards (i.e. What are Professional Learning Communities using for Priority 2 data analysis?)

- Analyze data by grade level and for specific populations (SBAC scores, ELPAC, DataQuest, CALPADS, California Science Test, teacher-peer observation data, BTSA, appoint/hire data researcher)

Stakeholder Engagement and Data Analysis

- A commitment to "ALL means ALL": All relevant stakeholders and experts should be included
  - Empower families and engage the community
  - Encourage student voice and engagement at all levels
- Examine support systems already in place (i.e. prior goals, actions, services and annual outcomes) and plan steps to improve
- Identify areas of strength, challenge, and growth
- Use systems thinking tools to examine patterns and plan steps for improvement

Data Analysis Discussion Questions (1)

- What are the trends and patterns related to standards implementation, both in the short term and over time?

- What models were used to yield the current results in the area of standards implementation?

- What are some of the steps taken to address areas of concern in the area of standards implementation?

- Are the district/LCAP goals, priorities and funding aligned to the district vision?

Data Analysis Discussion Questions (2)

- Are we seeing expected outcomes based on our current standards implementation practices?

- What are some examples of best practices for delivering standards based instruction?

- What different parts of our system are connected to standards implementation?

- Are there things we have been doing that are not effective when delivering standards based instruction?

Reflecting Continuous Improvement in the LCAP

After one year of implementation, LEAs:

- Select supplemental assessment instruments that best suit their needs to collect data during **Data Collection**

- Compose a representative team of stakeholders to be involved in the assessment process during **Stakeholder Engagement**

- Analyze information and determine the changes necessary in the LCAP for next year during **Data Analysis**

- Use the Annual Update section in the LCAP to reflect changes

Questions or Comments?

Please contact

Local Agency Systems Support Office

LCFF@cde.ca.gov

916-319-0809