

CALIFORNIA'S NEW ACCOUNTABILITY SYSTEM AND LCFF/LCAP EVALUATION RUBRICS



September 20th Governing Board Meeting
By Stephanie Pierce



OUTCOMES

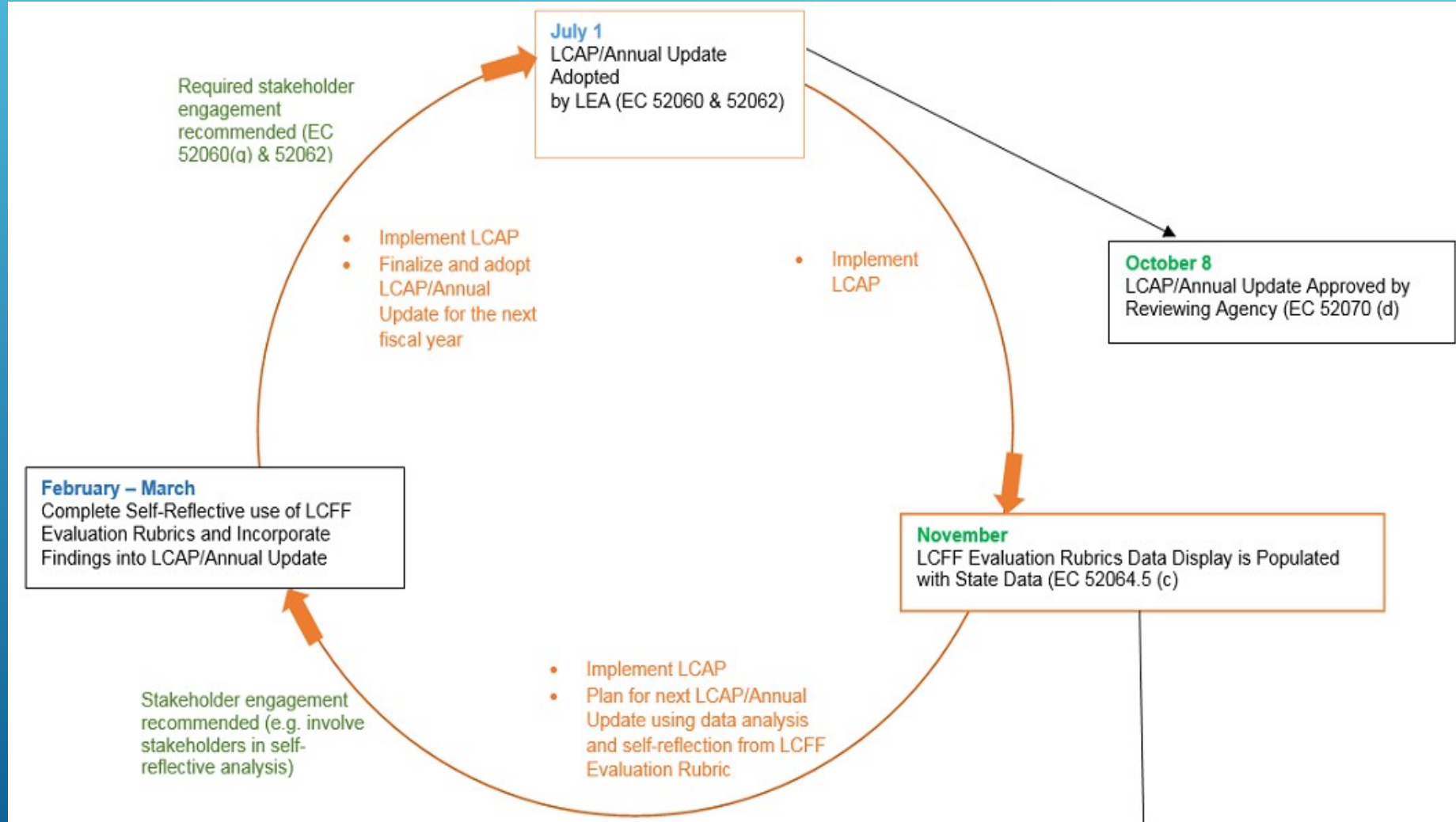
- ▶ Alignment between LCFF, LCAP and Evaluation Rubrics
- ▶ LCFF/LCAP Evaluation Rubrics and State Indicators
- ▶ Summary Data Display

KEY PRINCIPLES OF LCFF

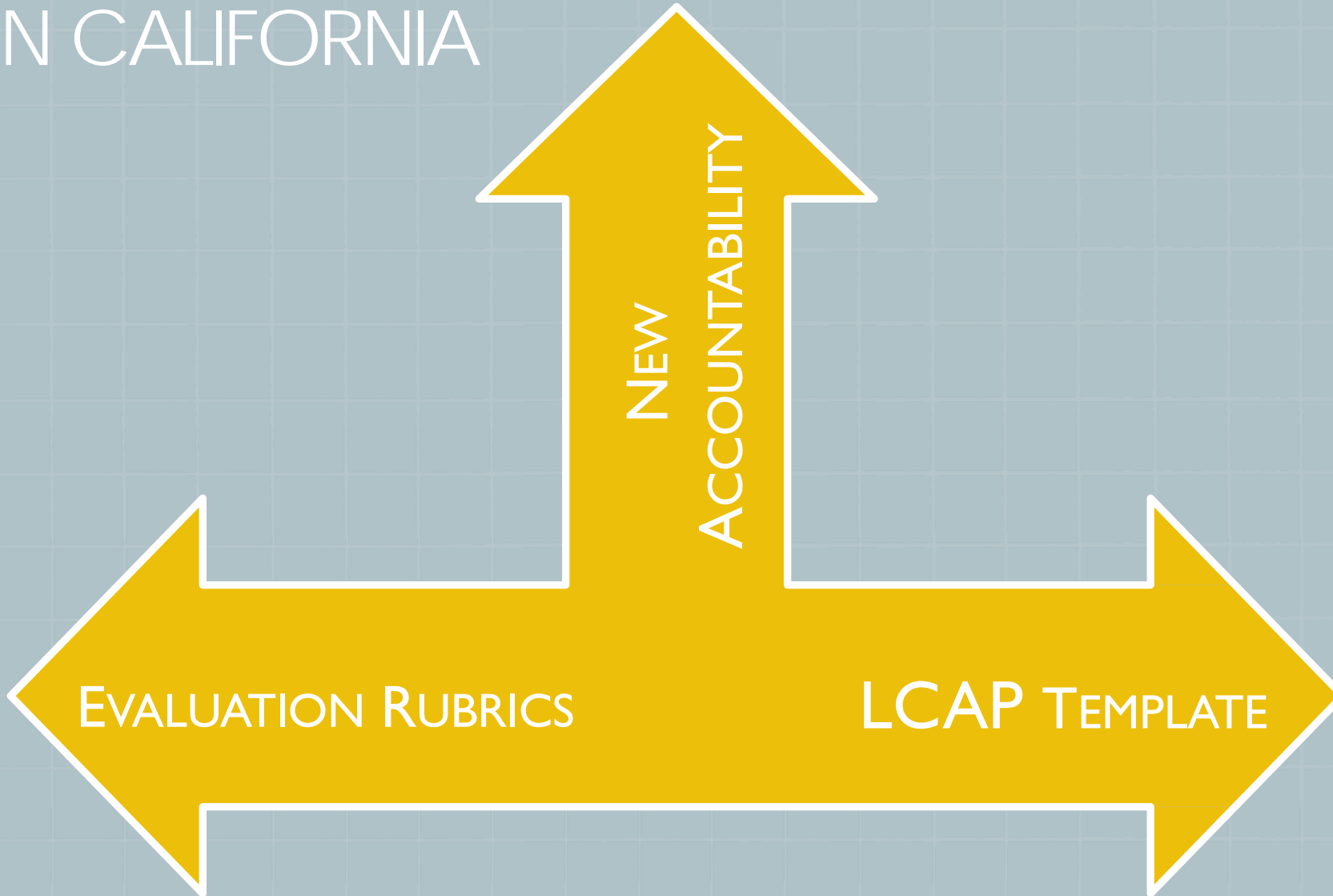
- Local decision-making and stakeholder engagement
- Alignment of budgeting and accountability plans
- Equity, and additional resources for “targeted” students with greater need
- Accountability to all stakeholders and the public in general
- Transparency to all stakeholders and the public in general



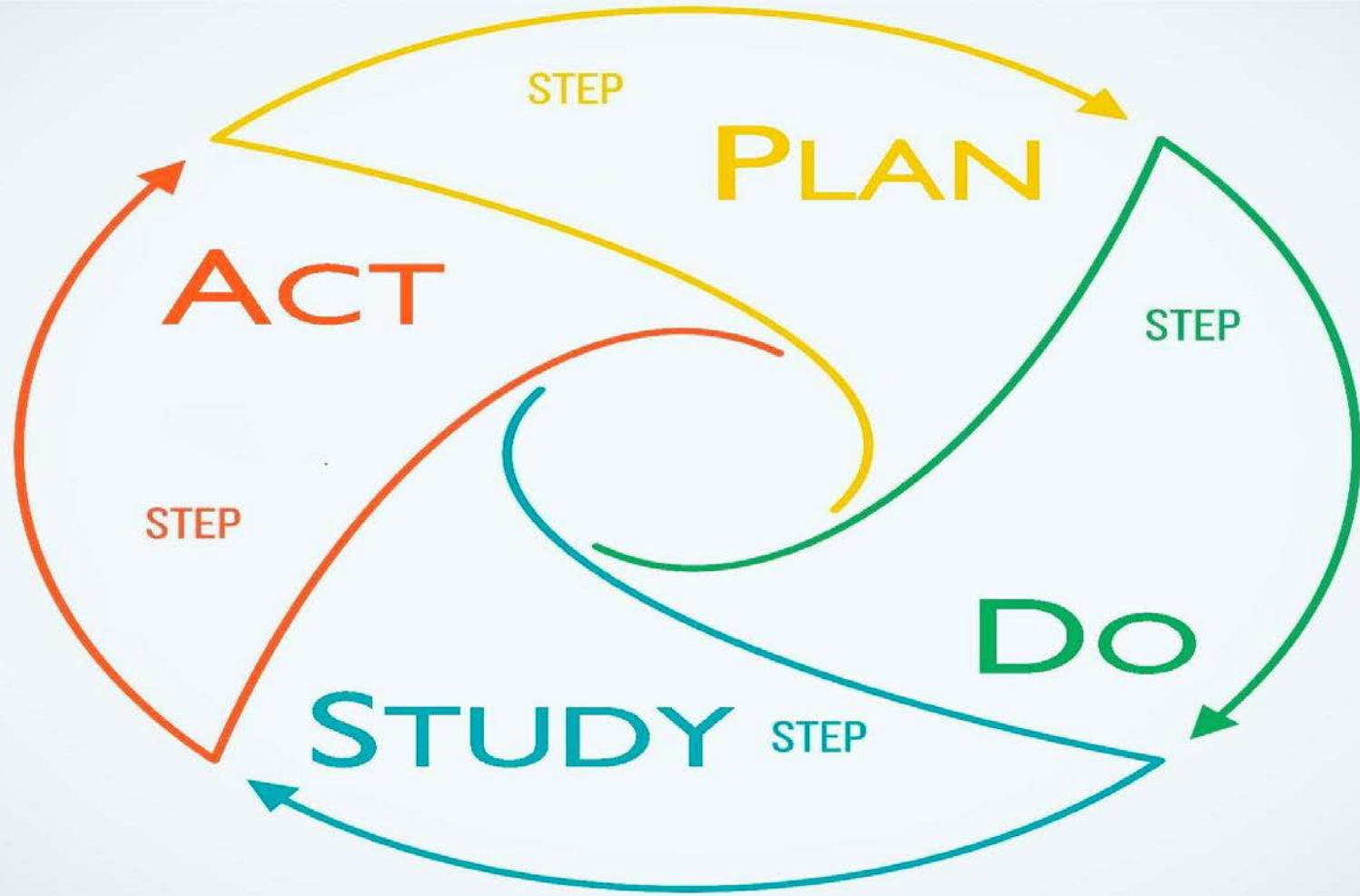
ANNUAL INTERACTION AMONG LCAP, LCFF, EVALUATION RUBRIC AND SUPPORT PROCESS



THE NEXUS OF CHANGE IN CALIFORNIA



IMPROVEMENT CYCLES



CONTINUOUS IMPROVEMENT CYCLE

PURPOSE OF LCFF/LCAP EVALUATION RUBRICS



- Assist LEAs in identifying strengths, weaknesses and areas for improvement as part of a continuous cycle of improvement
- Assist County Superintendent in identifying districts in need of technical assistance
- Assist State Superintendent in identifying districts where intervention is warranted



APPROVED STATE INDICATORS

- Student test scores (SBAC) grade 3-8 in ELA and mathematics (Priority 4)
- Progress of English Learners towards English language proficiency (Priority 4)
- Suspension rates by LEA type and by school type (Priority 6)
- Chronic Absence (when available)



PERFORMANCE CATEGORIES

- The color is identified based on *performance* and *change*.
- The target color for all LEAs and schools is green.

RED
ORANGE
YELLOW
GREEN
BLUE



ENGLISH LEARNER PERFORMANCE



Status Level	Status Cut Score
Very Low	Less than 60% of EL students increased at least one CELDT level or were reclassified.
Low	60% to less than 67% of EL students increased at least one CELDT level or were reclassified.
Median	67% to less than 75%, of EL students increased at least one CELDT level or were reclassified.
High	75% to less than 85% EL students increased at least one CELDT level or were reclassified.
Very High	85% or more EL students increased at least one CELDT level or were reclassified.



ENGLISH LEARNER PERFORMANCE



Change Level	Change Cut Score
Declined Significantly	ELI declined by more than 10%.
Declined	ELI declined 1.5% to 10%.
Maintained	ELI declined or increased by less than 1.5%.
Increased	ELI increased by 1.5% to less than 10%.
Increased Significantly	ELI increased by 10% or more.

EXAMPLE RUBRIC



English Learner Change (Change in Percent Progressing Plus Reclassified Students)

English Learner Status
(Percent Progressing Plus Reclassified Students)

Level	Declined Significantly by more than 10%	Declined by 1.5% to 10%	Maintained Declined or improved by less than 1.5%	Increased by 1.5% to less than 10%	Increased Significantly by 10% or more
Very High 85% or more	Yellow	Green	Blue	Blue	Blue
High 75% to less than 85%	Orange	Yellow	Green	Green	Blue
Median 67% to less than 75%	Orange	Orange	Yellow	Green	Green
Low 60% to less than 67%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60%	Red	Red	Red	Orange	Yellow

PROPOSED ACADEMIC CUT SCORES



ELA Status Level	ELA Status Cut Points for LEAs
Very Low	Proficiency rate is less than 20%.
Low	Proficiency rate is 20% to less than 35%.
Median	Proficiency rate is 35% to less than 55%.
High	Proficiency rate is 55% to less than 75%.
Very High	Proficiency rate is 75% or greater.

ELA Status Level	ELA Status Cut Points for Elementary and Middle Schools
Very Low	Proficiency rate is less than 15%.
Low	Proficiency rate is 15% to less than 35%.
Median	Proficiency rate is 35% to less than 60%.
High	Proficiency rate is 60% to less than 75%.
Very High	Proficiency rate is 75% or greater.

Math Status Level	Math Status Cut Points for LEAs
Very Low	Proficiency rate is less than 15%.
Low	Proficiency rate is 15% to less than 25%.
Median	Proficiency rate is 25% to less than 45%.
High	Proficiency rate is 45% to less than 70%.
Very High	Proficiency rate is 70% or greater.

Math Status Level	Math Status Cut Points for Elementary and Middle Schools
Very Low	Proficiency rate is less than 10%.
Low	Proficiency rate is 10% to less than 25%.
Median	Proficiency rate is 25% to less than 55%.
High	Proficiency rate is 55% to less than 75%.
Very High	Proficiency rate is 75% or greater.

PROPOSED SUSPENSION RATE CUT SCORES



Status Level	Elementary School	Middle School	High School
Very Low	Suspension rate is 0.5% or less.	Suspension rate is 0.5% or less.	Suspension rate is 0.5% or less.
Low	Suspension rate is greater than 0.5% to 1.0%.	Suspension rate is greater than 0.5% to 2%.	Suspension rate is greater than 0.5% to 1.5%.
Median	Suspension rate is greater than 1% to 3%.	Suspension rate is greater than 2% to 8%.	Suspension rate is greater than 1.5% to 6%.
High	Suspension rate is greater than 3% to 6%.	Suspension rate is greater than 8% to 12%.	Suspension rate is greater than 6% to 10%.
Very High	Suspension rate is greater than 6%.	Suspension rate is greater than 12%.	Suspension rate is greater than 10%.

PROPOSED SUSPENSION RATE CUT SCORES



Change Level	Elementary School	Middle School	High School
Declined Significantly	Suspension rate declined by 1% or greater.	Suspension rate declined by 3% or greater.	Suspension rate declined by 2% or greater.
Declined	Suspension rate declined by 0.3% to less than 1%.	Suspension rate declined by 0.3% to less than 3%.	Suspension rate declined by 0.3% to less than 2%.
Maintained	Suspension rate declined or increased by less than 0.3%.	Suspension rate declined or increased by less than 0.3%.	Suspension rate declined or increased by less than 0.3%.
Increased	Suspension rate increased by 0.3% to less than 2%.	Suspension rate increased by 0.3% to less than 4%.	Suspension rate increased by 0.3% to less than 3%.
Increased Significantly	Suspension rate increased by more than 2%.	Suspension rate increased by more than 4%.	Suspension rate increased by more than 3%.

PUBLIC REPORTING SYSTEM

- Summary data displays for LEAs and schools
- Equity reports with student subgroup data
- Comparison between district and state data
- Color coded ranking on state indicators
- Data prepopulated by the state



SAMPLE A OF A DASHBOARD



Alameda County District

John Doe Elementary School

Enrollment: 1,845 students
Grade span: K-5

Socioeconomically Disadvantaged: 4.4%
Charter School: Y

- quamuscimus
- aut moloraepe
- occume venest
- solor repellatia
- aboreruntin conectem

TOP-LEVEL SCHOOL RATINGS

STATE INDICATOR

RATING

STUDENT GROUPS  NEEDING ASSISTANCE

Chronic Absenteeism



Suspension Rate & Local Climate Survey



English Learner Proficiency



Graduation Rates



College & Career Readiness




English & Language Arts Assessment



Math Assesement



 Student groups are included if they are statistically significant in size



TENTATIVE TIMELINE

Sept 8-9, 2016:
SBE adopts initial phase of LCFF evaluation rubrics

November 2016:
CCEE workshop trainings on LCAP and rubrics alignment

January 2017:
CDE prepopulates rubrics with data for schools and LEAs

March 2017:
SBE revisits state indicators and discusses revisions for 2017-18

March 2017:
SBE adopts ESSA state accountability plan

Winter/Spring 2017:
LEAs and charter schools use rubrics for data analysis and self-reflection in developing draft of the 2017-18 LCAP

July 2017: New accountability system begins July 2017

September 2017:
SBE could consider modifying rubrics to add or replace indicators

2018-19:
New technical assistance, support, and interventions under LCFF and ESSA are implemented



CONCLUSIONS

- LCFF/LCAP Evaluation Rubrics under development and therefore still evolving (more examples in future presentations)
- Continue further communication for Governing Board, principals, teachers, and parents
- Host school and stakeholder presentations to explain the LCFF/LCAP evaluation rubrics
- Connect the rubrics to the development of our Executive Summary to inform our LCAP process and stakeholders
- Review and reflect on ways to improve learning for our student subgroups
- Continue and refine successful practices

