



AUGUST 30, 2016

CALIFORNIA'S

NEW ACCOUNTABILITY SYSTEM & LCFF EVALUATION RUBRICS

MARTHA ALVAREZ, LEGISLATIVE ADVOCATE | ACSA GOVERNMENTAL RELATIONS

ALICIA AUSARA, EDUCATIONAL SERVICES EXECUTIVE | ACSA EDUCATIONAL SERVICES

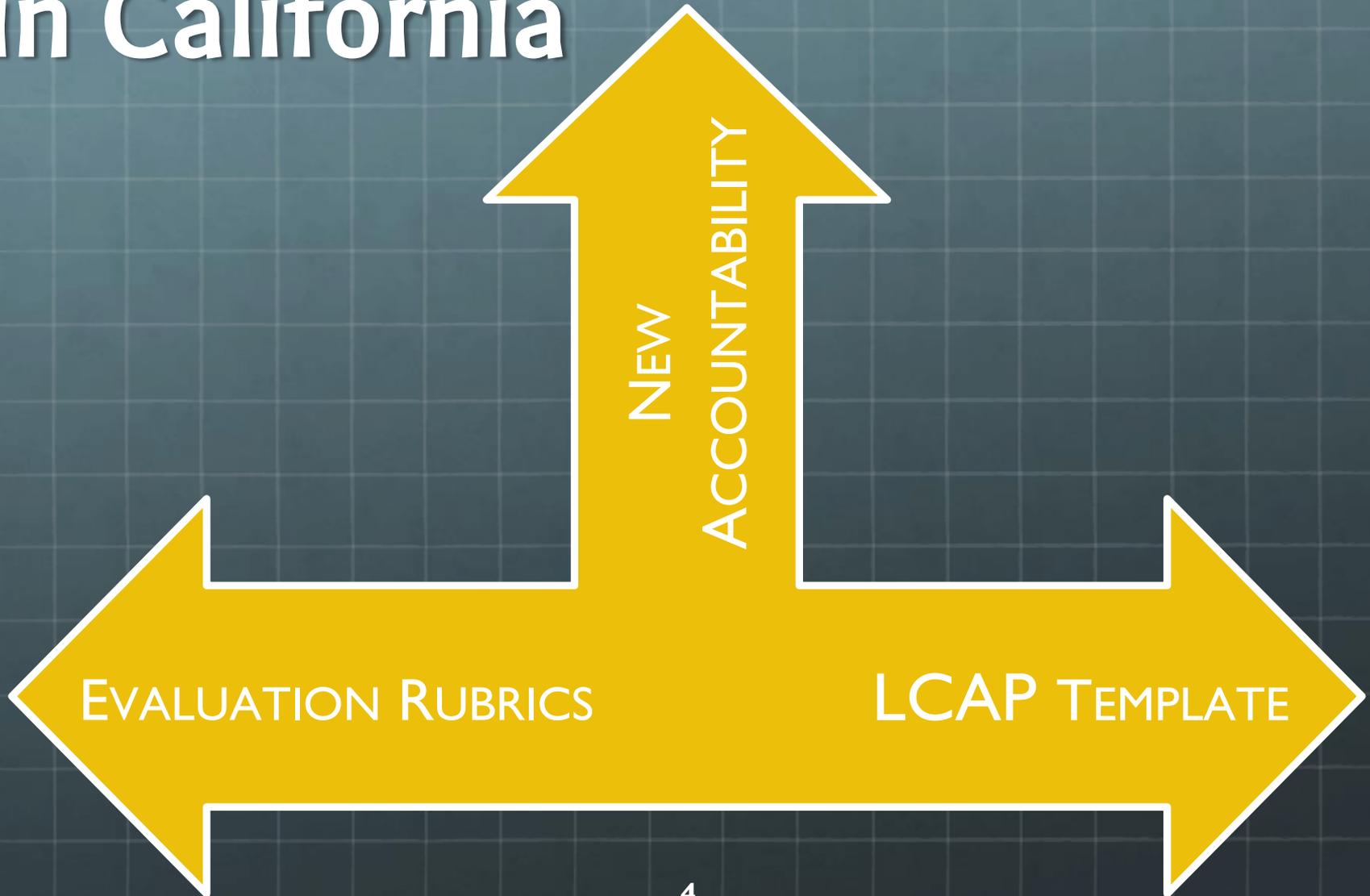
What we will cover today...

- » Alignment between LCFF, LCAP and Evaluation Rubrics
- » Draft of LCFF Evaluation Rubrics and Proposed State Indicators
- » Top-Level Summary Data Display
- » Preview of future webinars
- » Questions, answers and feedback

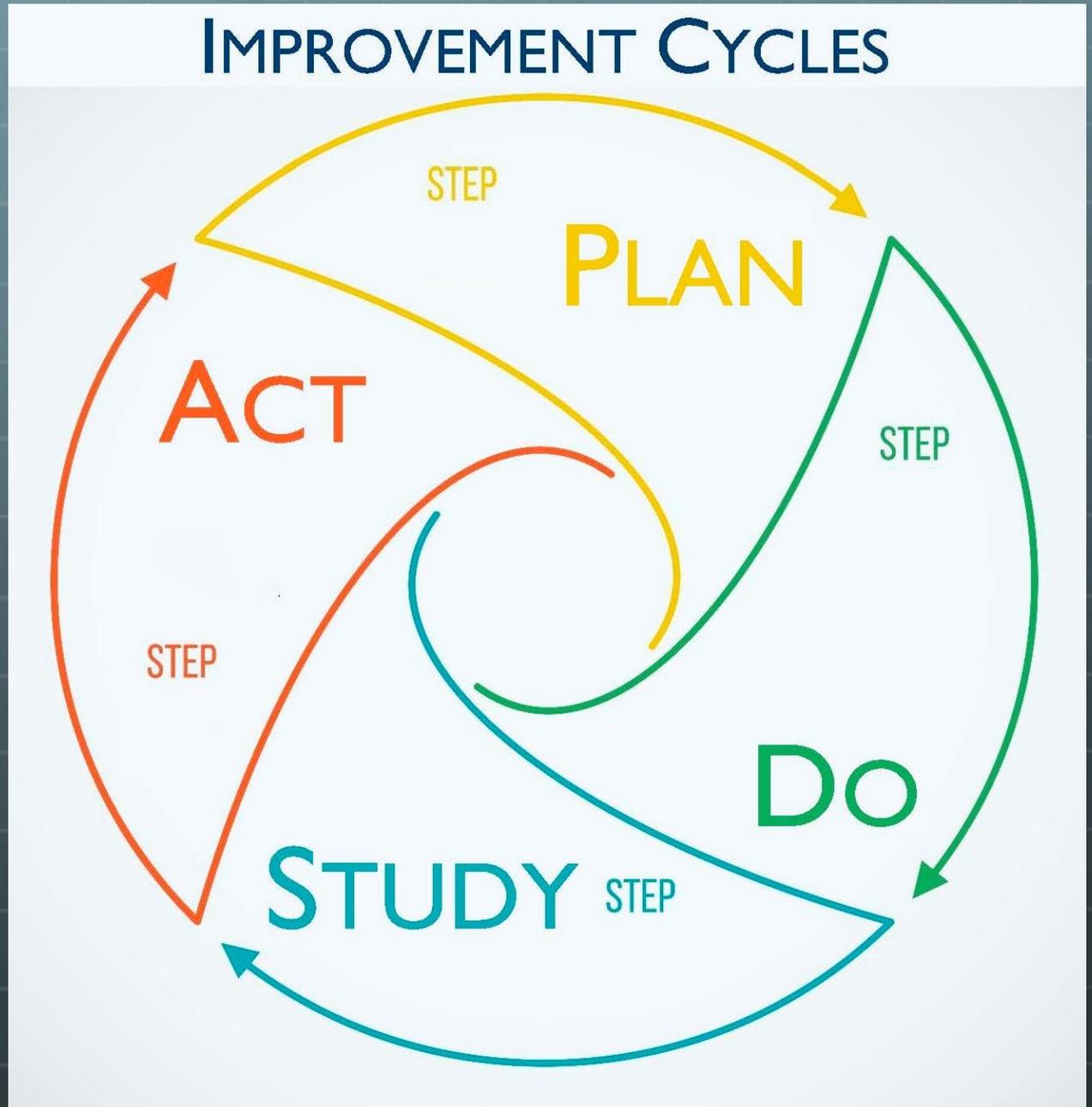
Key Principles of the Local Control Funding Formula

- » **Local decision-making** and stakeholder engagement
- » **Alignment** of budgeting with accountability plans
- » **Equity**, additional resources for “targeted” students with greater needs
- » **Accountability**
- » **Transparency**

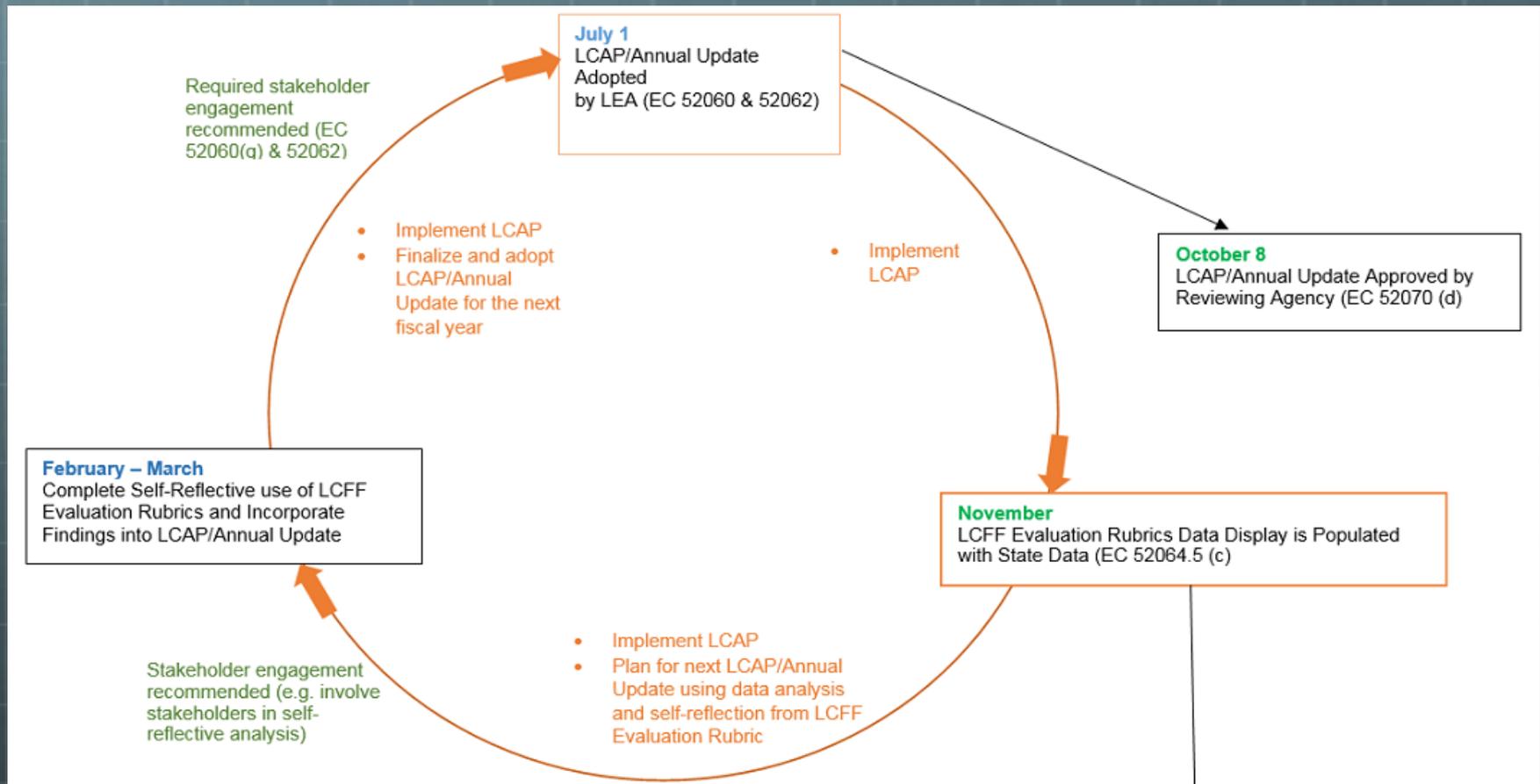
The Nexus of Change in California



Improvement Cycles



Annual Interaction Among LCAP, LCFF Evaluation Rubrics & Assistance and Support Process



Role of LCFF

Evaluation Rubrics

- » The state indicators will be used to **analyze performance of LEAs and schools** relative to the statewide performance distribution.
- » The state methodology **establishes performance standards** for all LCFF priorities for informing LEA's and schools **whether eligible for support, differentiated assistance or intensive state-directed intervention** to align with LCFF and federal ESSA accountability requirements.

Purpose of LCFF Evaluation Rubrics

- » Assist LEAs in evaluating strengths, weaknesses and areas needing improvement
- » Assist a county superintendent in identifying districts and charter schools in need of technical assistance
- » Assist the state superintendent in identifying school districts where intervention is warranted

Other Elements of Rubrics

STATEMENTS OF MODEL PRACTICES

- » Practice examples – organized by indicators
- » Qualitative statements describing examples of effective practices and processes to compare to what districts are doing now
- » Linked to main landing page

LINKS TO EXTERNAL RESOURCES

- » Links to existing resources and sources of expert assistance
- » Organized by indicators

Proposed State Indicators

- » Student test scores
- » Progress of English learners towards English language proficiency
- » High school graduation rate
- » Suspension rates by LEA type and by school type
- » College and career readiness
- » Chronic absence (when available)

Methodology for State Indicators

- » **STATUS** represents current year performance.
- » **CHANGE** reflects the difference between performance from the prior year and current year, or between the current year and a multi-year average, depending on the availability of data.
- » **PERFORMANCE CATEGORY**: Combination of an LEA's or school's "status" and "change", represented by a color.

Performance Categories

- » The target performance category is **GREEN** for all LEAs, schools and student groups.
- » New (“first-year”) indicators excepted.

Performance Category
Color Code Key

RED
ORANGE
YELLOW
GREEN
BLUE

Academic

- » Separate student test scores on Smarter Balanced English Language Arts and Math
- » Combine SBAC results in grades 3-8
- » 11th grade SBAC results to be captured in College & Career Indicators
- » Results on California Science Test by 2019-2020
- » Individual student growth model by 2019-20

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.

English Learner

- » **Progress EL students** are making toward English proficiency (*CELDT score and percent of students moving one proficiency level per year*),

AND

- » **Percent of students reclassified** as fluent English proficient (*reclassification rate*),
- » 2018-19: Pilot revised EL indicator options using ELPAC, reclassification rates and long-term EL rates.

Proposed 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.

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.

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	

Graduation Rates

- » 4-year cohort graduation rates and change
- » Very Low – 67% to Very High – 95%
- » All LEAs and schools with graduation rate below 67% will be placed in red performance category regardless of “change” level
- » 2018-19: Implement 4 and 5-year graduation rates into accountability system

Proposed Graduation Rates Performance

		Graduation Change				
Level		Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Graduation Status	Very High 95% or greater	Gray	Blue	Blue	Blue	Blue
	High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
	Median 85% to less than 90%	Orange	Orange	Yellow	Green	Green
	Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 67%	Red	Red	Red	Red	Red

Gray colored cell=Not applicable

RED to ORANGE

next year is not moving up!

- » **Example:** the district has a 2015-16 graduation rate of 82.0%. The district's prior 3-year average graduation rate is 89.0%.
 - Performance category: **RED**
- » The 2016-17 graduation rate is 79.0%. The updated prior 3-year average graduation rate is 83.0%.
 - Performance category: **ORANGE**

Suspension Rate

- » Starting with suspension rates only
- » Different cut points by LEA type and school type
- » Add local verification of school climate survey completion
- » Revised local indicators for school conditions and climate available in 2019-20

		Suspension Change				
Level		Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Suspension Status	Very Low	Gray	Green	Blue	Blue	Blue
	Low	Orange	Yellow	Green	Green	Blue
	Median	Orange	Orange	Yellow	Green	Green
	High	Red	Orange	Orange	Yellow	Yellow
	Very High	Red	Red	Red	Orange	Yellow

Gray colored cell=Not applicable

Proposed Suspension Rate Cut Points

Status Level	Elementary School District	High School District	Unified School District
Very Low	Suspension rate is 0.5% or less.	Suspension rate is 1.5% or less.	Suspension rate is 1.0% or less.
Low	Suspension rate is greater than 0.5% to 1.5%.	Suspension rate is greater than 1.5% to 3.5%.	Suspension rate is greater than 1.0% to 2.5%.
Median	Suspension rate is greater than 1.5% to 3.0%.	Suspension rate is greater than 3.5% to 6.0%.	Suspension rate is greater than 2.5% to 4.5%.
High	Suspension rate is greater than 3.0% to 6.0%.	Suspension rate is greater than 6.0% to 9.0%.	Suspension rate is greater than 4.5% to 8.0%.
Very High	Suspension rate is greater than 6.0%.	Suspension rate is greater than 9.0%.	Suspension rate is greater than 8.0%.

Change Level	Elementary School District	High School District	Unified School District
Declined Significantly	Suspension rate declined by 2% 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 2%.	Suspension rate declined by 0.5% 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 0.5%.	Suspension rate declined or increased by less than 0.3%.
Increased	Suspension rate increased by 0.3% to 2%.	Suspension rate increased by 0.5% to 3%.	Suspension rate increased by 0.3% to 2%.
Increased Significantly	Suspension rate increased by greater than 2%.	Suspension rate increased by greater than 3%.	Suspension rate increased greater than 2%.

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%.

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%.

College and Career Readiness

- » Multiple ways of getting credit for **student preparedness for postsecondary**:
 - College-level courses/exams
 - A-G course completion
 - Early Assessment Program results on SBAC assessments
 - CTE course/pathway completion
 - Dual enrollment
- » **Includes** Smarter Balanced grade 11 test scores

College and Career

WELL PREPARED – To Be Determined

PREPARED

Does the graduate meet at least 1 measure below?

- A. Career Technical Education (CTE) Pathway completion **plus one** of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA/literacy or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- B. At least a Level 3 “Standard Met” on both ELA and Mathematics on Smarter Balanced Summative Assessments
- C. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- D. Passing score on two Advanced Placement (AP) exams or two International Baccalaureate (IB) exams
- E. Completion of courses that meet the University of California (UC) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP exam **OR** on one IB exam

APPROACHING PREPARED

Does the graduate meet at least 1 measure below?

- A. CTE Pathway completion
- B. Scored at least Level 2 “Standard Nearly Met” on one or both ELA and Mathematics Smarter Balanced Summative Assessments
- C. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- D. Completion of courses that meet the UC a-g criteria

NOT PREPARED

Student did not meet any measures above, so considered **NOT PREPARED**

Proposed College and Career Performance

		College/Career Change				
		Declined Significantly by more 10%	Declined by 1.5% to 10%	Maintained Declined or increased by less than 1.5%	Increased by 1.5% to less than 10%	Increased Significantly by 10% or more
College/Career Status	Very High 60% or more	Yellow	Blue	Blue	Blue	Blue
	High 45% to less than 60%	Orange	Yellow	Green	Green	Blue
	Median 25% to less than 45%	Orange	Orange	Yellow	Green	Green
	Low 10% to less than 25%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 10%	Red	Red	Red	Orange	Yellow

College and Career – Further Analysis

» **2017-18** explore and review data:

- Articulated CTE Pathways
- Work experience/career internship
- AP and IB career-related programs
- State Seal of Biliteracy
- Golden State Seal of Merit Diploma
- Course information
- Industry certificate
- Pilot career related assessments (e.g., National Occupational Competency Testing Institute)

College and Career

WELL PREPARED – To Be Determined

PREPARED

Does the graduate meet at least 1 measure below?

- A. Career Technical Education (CTE) Pathway completion **plus one** of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA/literacy or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- B. At least a Level 3 “Standard Met” on both ELA and Mathematics on Smarter Balanced Summative Assessments
- C. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- D. Passing score on two Advanced Placement (AP) exams or two International Baccalaureate (IB) exams
- E. Completion of courses that meet the University of California (UC) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP exam **OR** on one IB exam

APPROACHING PREPARED

Does the graduate meet at least 1 measure below?

- A. CTE Pathway completion
- B. Scored at least Level 2 “Standard Nearly Met” on one or both ELA and Mathematics Smarter Balanced Summative Assessments
- C. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- D. Completion of courses that meet the UC a-g criteria

NOT PREPARED

Student did not meet any measures above, so considered **NOT PREPARED**



What feedback do you have regarding the placement of the composite component levels displayed? Is anything missing from the composite list? Are there any potential concerns?

Please type your feedback or questions in the chat box.

Potential Future State Indicators

- » 8th Grade Composite/High School Readiness
 - Attendance
 - Grade 8th course information and grades
 - Performance on grade 8th assessments in ELA and Math
- » Chronic Absenteeism
- » School Climate Surveys
- » California Science Tests

Remaining LCFF Priorities

- » Priority 1 (Basics – *Williams Act*)
- » Priority 2 (Implementation of State Academic Standards)
- » Priority 3 (Parent Engagement)
- » Priority 6 (School Climate – local climate surveys)
- » Priority 9 (COE only - Coordination of Services for Expelled Students)
- » Priority 10 (COE only - Coordination of Services for Foster Youth)

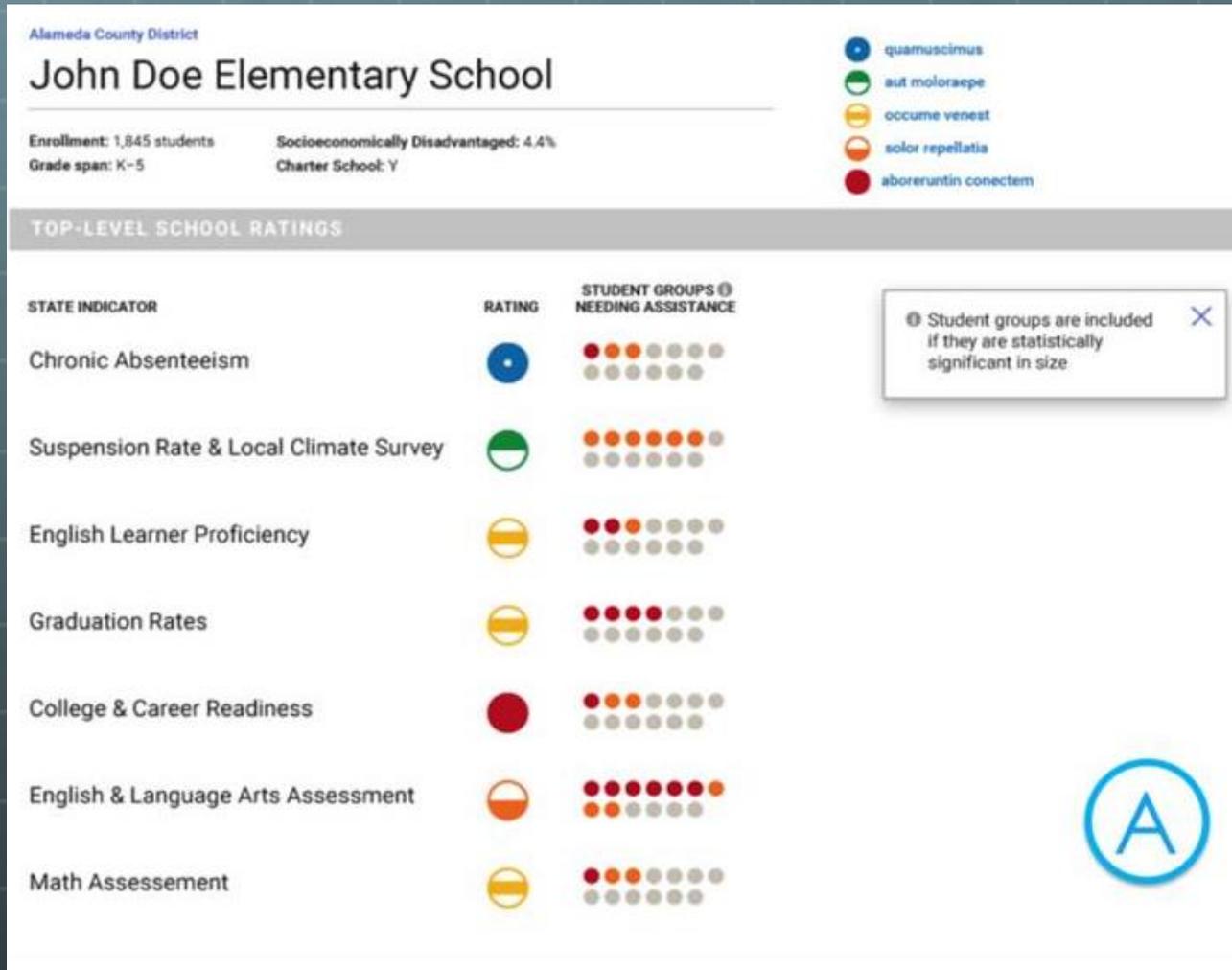
Methodology for Remaining LCFF Priorities

- » **Measured** using a variety of methods:
 - Surveys
 - Self-assessment narratives
 - Polling questions
- » **Self-reported** in the evaluation rubrics:
 - Met
 - Did not meet for 1 year
 - Did not meet for 2+ years
- » Local indicators data **available by 2019-20**

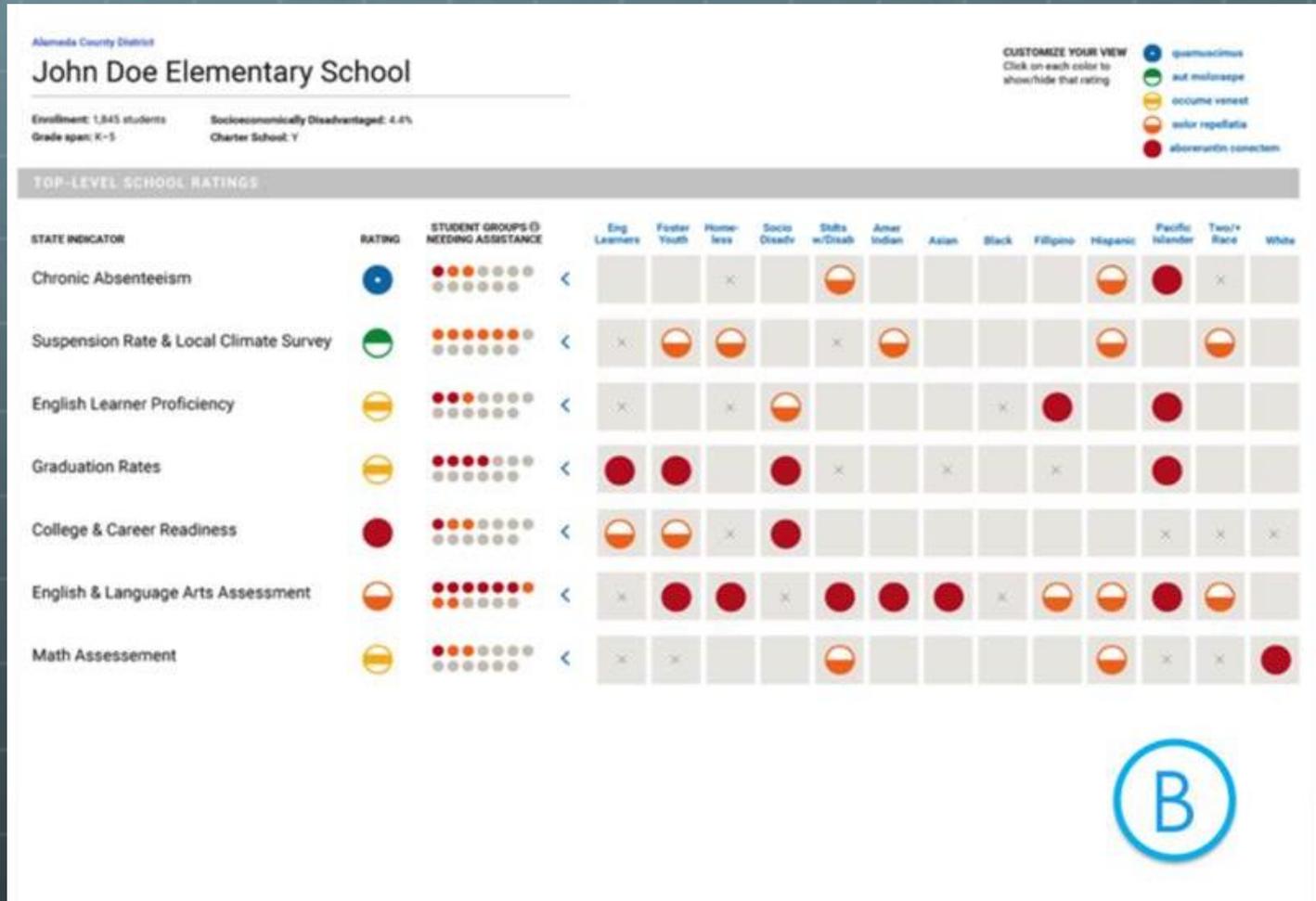
Local Control Funding Formula Evaluation Rubrics Format

- » Top-level summary data display for LEAs and schools
- » Equity report identifies student groups in two lowest performance categories
- » Series of standard reports to display relationship between state and local indicators
- » Color coded rankings on state indicators
- » Data pre-populated by the state
- » Comparability?

Sample A



Sample B



What feedback do you have on the Top-Level Summary Data Display? Do you have any suggestions for improving the simplicity? What do you see as positive for your stakeholders who review the data, or are there any barriers for them to understand the data?



Please type your feedback in the chat box.

What should you be doing right now?

- » Know your data – most is available already at the district level
- » Consider your areas of strength and weakness as they relate to the 8 state priorities?
- » Identify your student group performance gaps
- » Reflect on what district has already done to address achievement gaps and what the results have been
- » Develop communications plan to discuss data to parents, staff, community, media and governing board
- » Look for ways to connect the use of the evaluation rubrics and the LCAP development to your improvement cycle
- » Determine what formative data you have to support the state indicator data being collected.

Prepare to Use Rubrics in LCAP Development

- » Connect your local improvement cycle with both the rubrics and the LCAP process
- » Identify what achievement gap areas district may consider addressing in the 2017-18 LCAP
- » Determine how to get community input on these issues as part of LCAP planning process
- » County Offices of Education will be looking at district data and your LCAP

Resources

- » California Collaborative for Educational Excellence | CCEE
<http://ccee-ca.org/>
- » LCFF and LCAP Questions and Answers | CDE
<http://www.cde.ca.gov/fg/aa/lc/>

ACSA Resources and Support |

- » LCAP California | LCAP
<http://www.lcapca.com/>
- » LCAP Professional Learning |
<http://www.acsa.org/Educational-Services/LCAP>

ACSA LCFF/LCAP Resource Page Coming Soon

Tentative Timeline



Future Webinars

A banner for the ACSA Accountability Webinar Series. It features a light green background with a teal border. On the left, there is a logo consisting of a grid of squares inside a circle, surrounded by other colored circles. To the right, there are several overlapping circles containing icons: a lightbulb, a gear, a puzzle piece, a person, and speech bubbles. The text "ACSA Accountability Webinar Series" is written in a bold, pink font. Below it, in a smaller pink font, is the text "For details, to register or view archived webinars, visit: www.acsa.org/GRwebinars". In the bottom right corner, the hashtag "#LCAPworks" is displayed in white.

ACSA Accountability Webinar Series

For details, to register or view archived webinars, visit: www.acsa.org/GRwebinars

#LCAPworks

- » Tuesday, September 27 | 9:00 – 10:00 a.m.
ESSA STATE PLAN
- » Tuesday, October 18 | 9:00 – 10:00 a.m.
LCAP ANNUAL UPDATE TEMPLATE REDESIGN
- » Thursday, November 17 | 9:00 – 10:00 a.m.
LOCAL CAPACITY BUILDING AND THE CALIFORNIA COLLABORATIVE FOR EDUCATIONAL EXCELLENCE

Questions & Answers

- » What outstanding questions do you have on the new accountability system, including the LCFF evaluation rubrics?
- » What guidance or clarifications would you like to see from the California Department of Education and the State Board of Education?



Please type your feedback in the chat box section
or send to malvarez@acsa.org by August 31.



Contact ACSA

GOVERNMENTAL RELATIONS

Martha Alvarez, Legislative Advocate
malvarez@acsa.org | (916) 329-3861



EDUCATIONAL SERVICES

Alicia Ausara, Educational Services Executive
aausara@acsa.org | (916) 329-3837



www.acsa.org/Advocacy