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Accountability and Continuous Improvement

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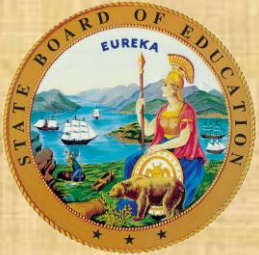
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State Board of Education

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Presentation to the California School Boards Association

Leadership Institute



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Brief Context

- March SBE Meeting – Architecture of Accountability and Continuous Improvement System
- May SBE Meeting – Determination of a balance of local and state measures and plans for a single, coherent local, state, federal system
- July SBE Meeting – Standards and performance expectations
- September SBE Meeting – Approve Evaluation Rubrics & LCAP template

SBE Approved Design for the LCFF Evaluation Rubrics



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- A set of state indicators;
- A methodology for calculating performance for state indicators as a combination of status (outcome) and change (improvement) in order to differentiate performance at the LEA and school levels, and for student subgroups;
- A methodology for establishing standards for the LCFF priorities that are not addressed by the state indicators;
- A top-level summary data display; and
- A component that supports the use of local data and more detailed reports.

Required stakeholder engagement recommended (EC 52060(q) & 52062)

July 1
LCAP/Annual Update Adopted by LEA (EC 52060 & 52062)

- Implement LCAP
- Finalize and adopt LCAP/Annual Update for the next fiscal year

- Implement LCAP

October 8
LCAP/Annual Update Approved by Reviewing Agency (EC 52070 (d))

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

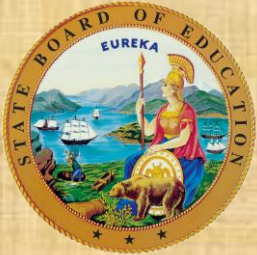
- Request for Assistance: LEAs may voluntarily request assistance from county offices or the California Collaborative for Educational Excellence
- Assistance and Support: Performance relative to accountability standards for key indicators will inform whether LEAs (LCFF) and schools (ESSA) are eligible 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

Proposed Design Features for Top-Level Summary Data Display.

LEA/SCHOOL INFO HERE (could include basic demographic info)										
Navigation pane, with tabs pointing to sub-pages with detailed reports, model practices and resources.	LCFF Priority	Indicators	All Student Performance			Equity Report ¹		Narrative		
			Status	Change		Red~	Orange^			
4=Pupil Achievement 5=Pupil Engagement 6=School Climate 7=Course Access 8=Other pupil outcomes 1=Basic Resources 2=Standards Implementation 3=Parental Involvement	4	ELA Assessment (K-8)	High	Improved Significantly	#	1, 5~	2^	(Optional for State Indicators)		
		Math Assessment (K-8)	High	Improved	+	2,3~	6^			
	4	English Learner Proficiency	Intermediate	Maintained	-	N/A (indicator applies only to English Learners)				
	5	Graduation Rate (9-12)	Low	Improved	-	1~	None			
	5	Chronic Absenteeism (K-8)	Very Low	Maintained	~	1, 4, 8, 9~	7, 10, 12^			
	6	Suspension Rate & Local Climate Survey	Low	Maintained	^	6,9~	10^			
	7, 8	College & Career Readiness (9-12)	High	Improved Significantly	#	None	1^			
	1	Basics (Teachers, Instructional Materials, Facilities)	Met			+	N/A		(Summarize Self-Assessment Results)	
	2	Implementation of Academic Standards	Not Met for One Year			^	N/A			
	3	Parent Engagement	Met			+	N/A			

Note: The following symbols correspond to the Performance Category noted in parentheses for All Student Performance and within the Equity Report: # (Blue); + (Green); - (Yellow); ^ (Orange); ~ (Red).

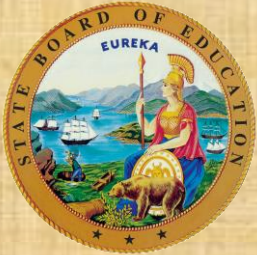
¹ The Equity Report identifies any student subgroup, with valid n-size, that is in the Red or Orange level of performance on the indicator. Users can generate more detailed reports showing performance for all student subgroups. The Equity Report would include the specific student subgroups listed in Education Code 52052: Socioeconomically disadvantaged pupils; English learners; Foster youth; Pupils with disabilities; Homeless youth; and racial/ethnic student subgroups currently reflected in standard reporting (American Indian/Native Alaskan; Asian; Black/African-American; Filipino; Hispanic/Latino; Native Hawaiian/Pacific Islander; Two or more races; and White). This mock-up identifies student subgroups by number for illustrative purposes only.



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Next Steps

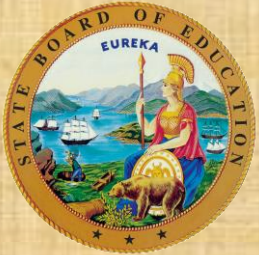
- July SBE meeting materials lay the foundation for final approval of the evaluation rubrics with all required elements in September
- SBE approved methodology for determining standards for each state priority as required by statute (EC 52064.5)
- Use of the rubrics supports local planning and determines levels of tiered technical assistance by County Superintendents, State Superintendent, and CA Collaborative for Educational Excellence (CCEE)



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Key Questions for School Board Members to Ask

- What are 2-3 of our greatest strengths, based on this performance data?
- What changes to the goals or actions/services in our LCAP, if any, are you considering for our Annual Update?
- What are we doing to address the disparities in outcomes on the Assessments?
 - All students in Blue or Green, but several individual student subgroups in Red or Orange.



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Key Questions for School Board Members to Ask

- Are we looking more closely at what the issues are with Chronic Absenteeism (Red) and Suspension Rate (Orange)?
- What are the two most significant conclusions our leadership team has drawn from the local information collected around Parent Engagement?