

CCSESA Trainings

2016-17
Session 1



California County Superintendents
Educational Services Association

Today's Agenda

- ❖ Overview of California's Accountability System
- ❖ California's Accountability Components for 2016-17
- ❖ Linking Data from Rubrics to Expected Annual Measurable Outcomes and Actions in the LCAP
- ❖ Help in moving to a continuous improvement model: a strategic approach to multi-year LCAP Planning



California's Accountability System



Accountability Tool

The State Board of Education (SBE) is required to develop an accountability tool, known as evaluation rubrics, that:

1. Includes state and local indicators for **all** LCFF State Priorities
1. Assists LEAs in identifying strengths, weaknesses, and areas in need of improvement for LEAs and school
1. Identify a process for using the performance standards to identify LEAs in need of additional assistance or intervention, which are defined in statute
1. Must adopt the evaluation rubrics by October 1, 2016



More than a single number...

“By reporting performance on multiple measures that impact student performance across the LCFF priorities, the new accountability system provides a more complete picture of what contributes to a positive educational experience for students.”



1. Performance Standards set for all LCFF Priorities

LCFF Priority	State Indicator	Local Indicator
Priority 1		Basics Conditions at School
Priority 2		Implementation of State Academic Standards
Priority 3		Parent Engagement
Priority 4	Academic Indicator English Learner Indicator	
Priority 5	Chronic Absence Indicator Graduation Rate Indicator*	
Priority 6	Suspension Rate Indicator	Local Climate Survey
Priority 7	College/Career Indicator*	
Priority 8	College/Career Indicator*	
Priority 9		Coordination of Services for Expelled Students**
Priority 10		Coordination of Services for Foster Youth**

*High School Only

**COE Only

State Indicators & Local Indicators

See Green Handout: “Metrics & Reporting SP 1-10”

Online Resource: “Metrics & Reporting SP 1-8”

State Priority	Metrics & Reporting	Reported in LCFF Rubrics & LCAP		Report in LCAP only	NA
		State Indicator	Local Indicator		
1	A. Teachers appropriate assigned and fully credentialed B. Access to Instructional Materials C. Facilities are maintained		X		
2	A. Implementation of SBE-adopted standards B. How programs/services enable English Learners to access the CA Standards and ELD standards		X		
3	A. Efforts by district to seek parent input in decision making B. How the district will promote parental participation in programs for unduplicated pupils C. How the district will promote parental participation in programs for individuals with exceptional needs		X		
4	A. Statewide assessments	Academic Indicator = K-8			
	B. API				X
	C. A-G Completion F. Percentage of pupils who pass an AP exam (3+) G. Percentage of pupils who participate in & demonstrate college preparedness on assessment (SBAC)	College/ Career Indicator			
	D. EL progress (CELDT) E. EL reclassification rate	English Learner Indicator			
5	A. School attendance			X	
	B. Chronic absenteeism	Chronic Absence Indicator (when available)			
	C. Middle school dropout rate			X	
	D. High school dropout rate			X	
	E. High school graduation rate	Graduation Rate Indicator			
6	A. Pupil suspension rate	Suspension Rate Indicator			
	B. Pupil expulsion rate			X	
	C. Other local measures, incl. surveys of pupils, parents, and teachers on safety and school connectedness		X		
7	A. A broad course of study B. Programs/Services developed and provided to unduplicated pupils C. Programs/Services developed and provided to individuals with exceptional needs	College/ Career Indicator (HS only)		K-8 = X	
8	Pupil outcomes	College/ Career Indicator (HS only)		K-8 = X	
9	Coordination expelled youth instruction		X		
10	Coordination of services for expelled youth		X		

Local Performance Indicators

Approved at the September 2016 SBE Meeting

Details to come in Session 3 or 4, depending on timing of SBE approval.

- ❖ **State Priority 1:** Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities
- ❖ **State Priority 2:** Implementation of State Academic Standards
- ❖ **State Priority 3:** Parent Engagement
- ❖ **State Priority 6:** School Climate – Local Climate Surveys

Local educational agencies (LEAs) are responsible for measuring progress on these priorities using self-assessment tools. Results will be collected and reported locally to enhance local decision making for the relevant LCFF priority.

LEAs will assess their progress on these indicators on the following scale:

- ❖ Met
- ❖ Not Met
- ❖ Not Met for Two or More Years

2. Statutory Purposes of the LCFF Evaluation Rubric

- ❖ **Support LEAs in identifying strengths, weaknesses and areas for improvement.**
- ❖ Assist the County Superintendent of Schools in determining whether LEAs are eligible for Differentiated Assistance.
- ❖ Assist the Superintendent of Public Instruction in determining whether LEAs are eligible for Intensive Intervention.

Performance Categories

- ❖ For each indicator, the **combination of status and change** results in a performance category.*
- ❖ Each performance category is represented by a color.
- ❖ **GREEN** or **BLUE** are the performance targets.
- ❖ **RED**, **ORANGE**, or **YELLOW** means there is work to be done.



* Except for new / first-year data.



RED

ORANGE

YELLOW

GREEN

BLUE

Closing Student Subgroup Gaps



- ❖ Students groups are identified with **30** or more pupils LEA-wide.
- ❖ Foster Youth and Homeless are identified as a significant subgroup with **15** or more pupils.

A new addition to the LCAP Plan Summary will be to ask districts to address student subgroup performance when the subgroup is 2 or more performance categories apart from the “ALL” student group.

Example:

- ❖ **RED/ORANGE** student group
- ❖ **GREEN** “ALL students” group

Overview of the California Model

- ❖ The model uses percentiles to create a 5x5 grid that combine **Status** and **Change** that are equally valued in making an overall determination for a **Performance Category** (represented by a color) for each indicator.

- ❖ The model will be applied to all LEAs, schools (except Alternative Schools), and significant student groups.

Change is the difference between performance from the **prior** year and **current** year, or between the **current** year and a **multi-year average** - if available.

Status is based on the current year performance.

Gray	Blue	Blue	Blue	Blue
Orange	Yellow	Green	Green	Blue
Orange	Orange	Yellow	Green	Green
Red	Orange	Orange	Yellow	Yellow
Red	Red	Red	Red	Red

Methodology

- State used actual results for districts and school types to place districts on a continuum.
- Each indicator has its own set of cut points which are intended to be a realistic expectation for attainment.
 - Cut points will stay the same for 3-5 years or until SBE determines a need to make a change.

See SBE Memo “Proposed Percentile Cut Scores for State Indicators”

August 25, 2016 LINK: <http://bit.ly/2e6AKVT>



Status Cut Score Comparison

College / Career Indicator

Percentile	%Prepared For College or Career	Status Level
5	0.8	Very Low
10	2.8	
15	6.9	
17.3	10.0	Low
20	13.3	
22.3	15.0	
25	17.0	
30	20.2	
35	23.0	
40	24.8	
40.4	25.0	Median
45	27.3	
50	29.0	
55	31.0	
60	33.1	
65	34.8	
70	37.3	
75	41.1	
80	43.8	
82.3	45.0	High
85	47.1	
90	53.8	
93.3	60.0	Very High
95	63.4	

Total number of schools = 608

The tables display
“Status” cut scores
based on the
statewide LEA
distribution.

English Learner Indicator

Percentile	Moved Up at Least One Performance Level in Current Year Plus Reclassified in Prior Year	Status Level
5	52.81	Very Low
10	57.40	
14.6	60.00	
15	60.23	Low
20	62.30	
25	63.85	
30	65.40	
35	66.70	
37.3	67.00	
40	67.70	
45	68.60	Median
50	69.70	
55	70.70	
60	71.90	
65	73.10	
70	74.60	
71.7	75.00	
75	76.05	High
80	77.96	
85	80.17	
90	83.58	
91.5	85.00	Very High
95	88.28	

Total number of LEAs = 1,181

Methodology - ELI Example

Total	Red	Orange	Yellow	Green	Blue
LEAs (1,076)	150 (13.9%)	314 (29.2%)	231 (21.5%)	283 (26.3%)	98 (9.1%)
Schools (6,598)	1,057 (16.0%)	1,851 (28.1%)	1,262 (19.1%)	1,755 (26.6%)	673 (10.2%)

School Type	# of Schools	Red	Orange	Yellow	Green	Blue
Non Charter	6,177	968 (15.7%)	1,748 (28.3%)	1,193 (19.3%)	1,655 (26.8%)	613 (9.9%)
Charter	421	89 (21.1%)	103 (24.5%)	69 (16.4%)	100 (23.8%)	60 (14.3%)
Small Schools*	7	3 (42.9%)	0 (0%)	0 (0%)	3 (42.9%)	1 (14.3%)
Non Small Schools	6,591	1,054 (16%)	1,851 (28.1%)	1,262 (19.1%)	1,752 (26.6%)	769 (11.7%)

*Small schools have 30 to 99 students enrolled.

Partner Practice: Graduation Rate Indicator



HANDOUT

Graduation Rate Indicator

Graduation Status	Graduation Change				
	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
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 80% to less than 85%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 80%	Red	Red	Red	Red	Red

Graduation Rate Indicator - All Groups

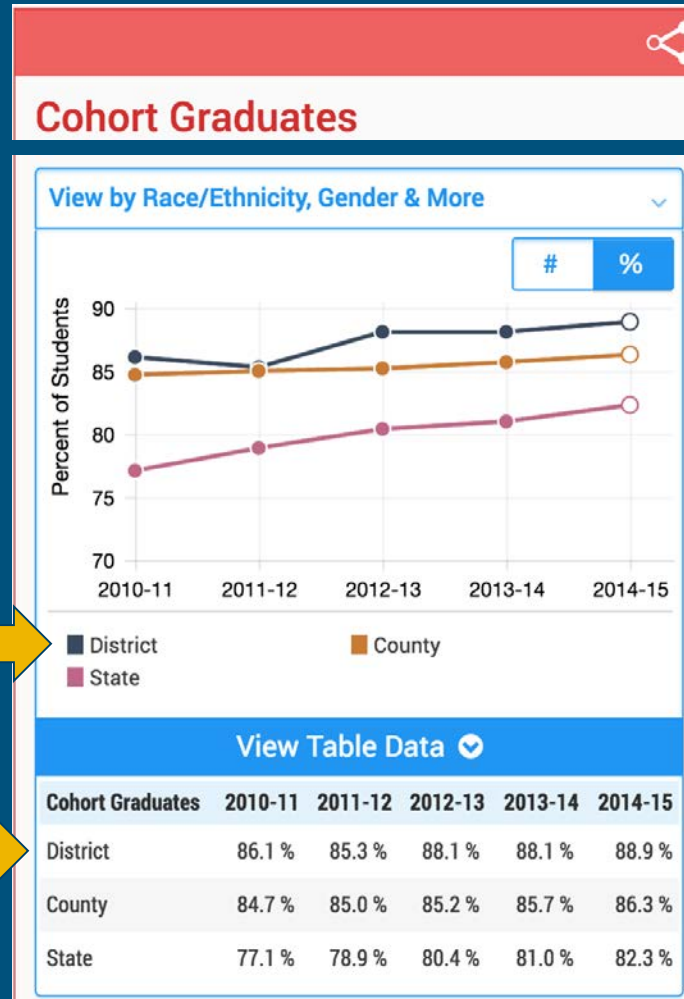
Graduation Status	Graduation Change				
	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Very High 95% or greater					
High 90% to less than 95%					
Median 85% to less than 90%					
Low 80% to less than 85%					
Very Low Less than 80%					

Graduation Rate Indicator

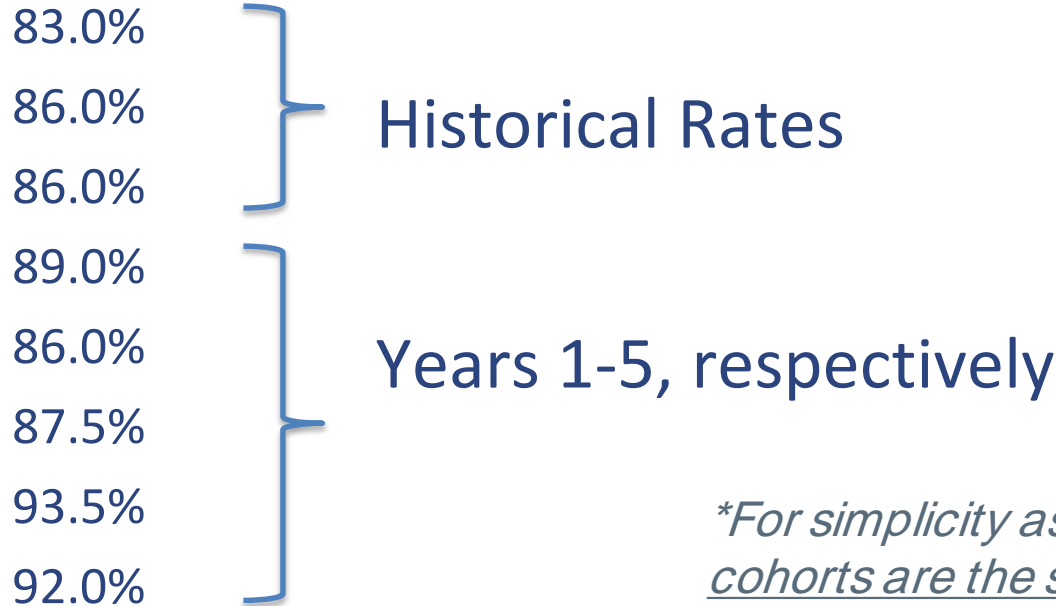
District Sample

What trend do you see in 5 years of district data?

Ed-Data.org



Example: annual graduation rates for a sample district – All Students



To consider how to figure “STATUS” and “CHANGE” in the context of a 3-year average...

**For simplicity assume graduation cohorts are the same size each year.*

Year 1 (bolded below)

83.0%

86.0%

86.0%

89.0%

86.0%

87.5%

93.5%

92.0%



Three-year average (to evaluate change) =
85%

Year 1: Status based on this year = 89%

What is the change?
Change = increased 4%

Year 2 (bolded below)

83.0%

86.0%

86.0%

89.0%

86.0%

87.5%

93.5%

92.0%



Three-year average (to evaluate change) = ____

Year 2: Status based on this year = ____

What is the three-year average?

What is the status?

What is the change?

Takeaways:

Performance category already reflects change, so ...

--Talking about how a performance category changes over time may not make sense.

--Discussions about trends should focus on **trends in the underlying data** (not on color changes).

--A red, orange, or yellow performance category means that there is more work to be done. A green or blue performance category means that the trajectory of performance is fine.

Graduation Rates: Status *District Sample*



Status Level	Graduation Rate Status Cut Points
Very Low	0-66.99%
Low	67-84.99%
Median	85-89.99%
High	90-94.99%
Very High	95% or greater

Cohort Graduates	2010-11	2011-12	2012-13	2013-14	2014-15
District	86.1 %	85.3 %	88.1 %	88.1 %	88.9 %



Graduation Rates: Change

District Sample

Cohort Graduates	2010-11	2011-12	2012-13	2013-14	2014-15
District	86.1 %	85.3 %	88.1 %	88.1 %	88.9 %

What is the three-year average?

What is the status?

What is the change?

87.2

88.9

+ 1.7

Graduation Rates: Change *District Sample*

Change = increase of 1.7%



Change Level	Graduation Rate Change Cut Points
Declined Significantly	Decline of more than 5%
Declined	Decline of 1-5%
Maintained	Increased or declined by less than 1%
Increased	Increased by 1-4.99%
Increased Significantly	Increased by more than 5%



Graduation Change

+1.7%

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
Very High 95% or more	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

88.9%

Graduation Status

Graduation Rate - District Sample

Graduation Change

Graduation Status

As we review subgroup data, add subgroup name to the appropriate cell in the 5x5 grid.

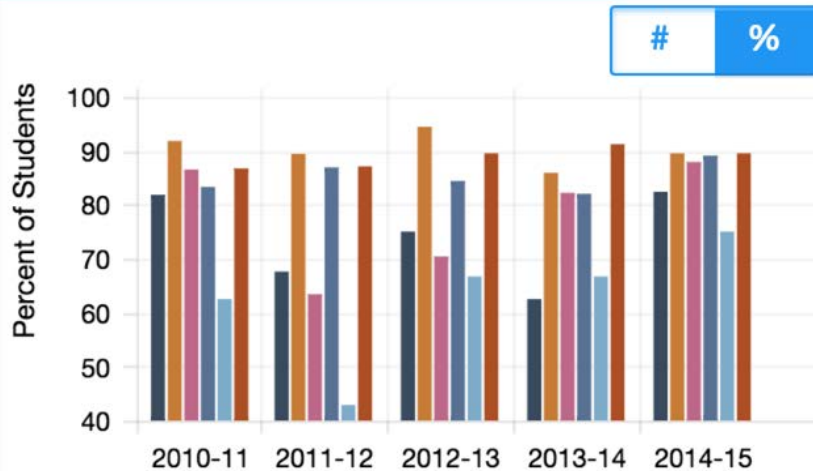
Level	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Very High 95% or greater				Indicator Performance by Student Group	
High 90% to less than 95%				Identify the performance category color of each student group for each indicator:	
Median 85% to less than 90%			All Students		
Low 67% to less than 85%					
Very Low Less than 67%					

Student Groups	Academic Indicator		English Learner Indicator	Suspension Rate Indicator	College & Career Indicator	Graduation Rate Indicator
	ELA	Math				
All Students						
Low Income						
English Learners						
Foster Youth						
African American						
American Indian						
Asian						
Hispanic						
Homeless						
Pacific Islander						
Students with Disabilities						
2 or more races						
White						

For which indicators is there a gap in performance between the "All Students" and other student groups?

Cohort Graduates By Race/Ethnicity

Select Options



For which ethnic groups is there a graduation gap in District B?

View Table Data

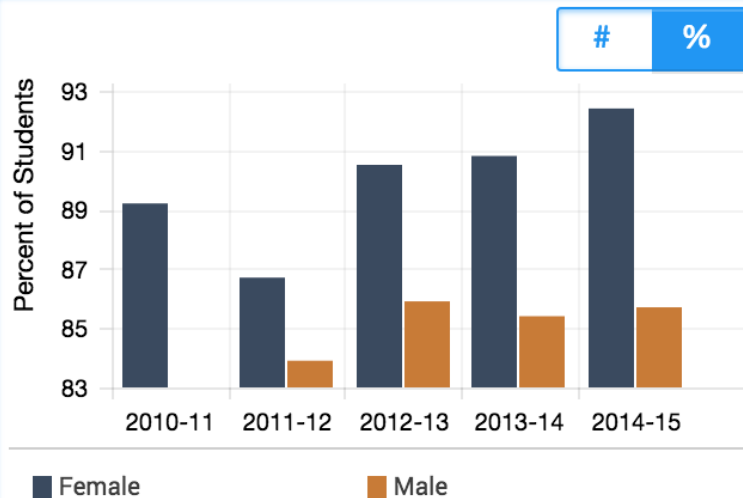
Cohort Graduates By Race/Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15
American Indian or Alaska Native	81.8 %	67.6 %	75 %	62.5 %	82.4 %
Asian	91.8 %	89.4 %	94.4 %	85.9 %	89.5 %
Black or African American	86.5 %	63.4 %	70.4 %	82.2 %	87.9 %
Filipino	100 %	100 %	100 %	75 %	100 %
Hispanic or Latino	83.3 %	86.9 %	84.4 %	82.0 %	89.1 %
Native Hawaiian or Pacific Islander	80 %	100 %	100 %	100 %	75 %
None Reported	75 %	50 %	50 %	100 %	71.4 %
Two or More Races	62.5 %	42.9 %	66.7 %	66.7 %	75 %
White	86.7 %	87.1 %	89.5 %	91.2 %	89.5 %

District Sample

For which subgroups is there a graduation gap in this district?

Cohort Graduates by Gender

Select Options

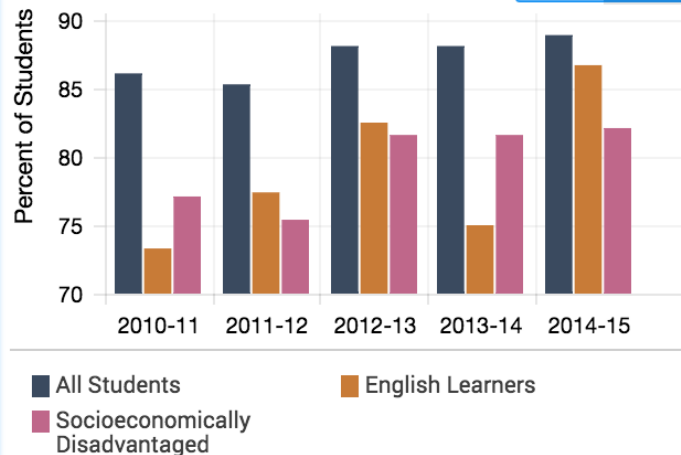


View Table Data

Cohort Graduates by Gender	2010-11	2011-12	2012-13	2013-14	2014-15
Female	89.2 %	86.7 %	90.5 %	90.8 %	92.4 %
Male	83.0 %	83.9 %	85.9 %	85.4 %	85.7 %

Select Options

Cohort Graduates - English Learners and Socioeconomically Disadvantaged Students



View Table Data

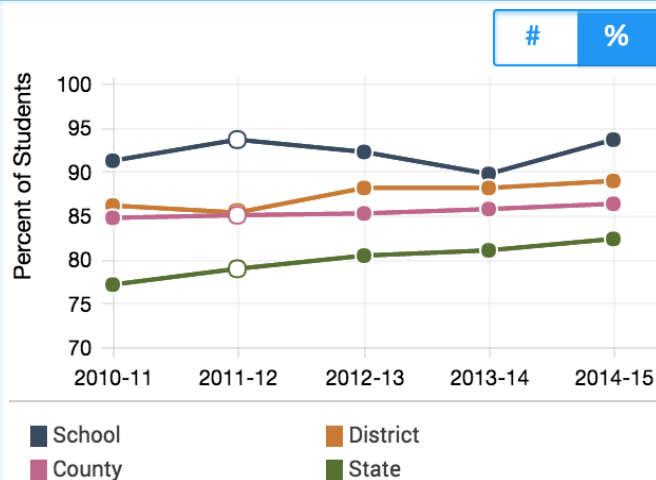
Cohort Graduates - English Learners and Socioeconomically Disadvantaged Students	2010-11	2011-12	2012-13	2013-14	2014-15
All Students	86.1 %	85.3 %	88.1 %	88.1 %	88.9 %
English Learners	73.3 %	77.4 %	82.5 %	75 %	86.7 %
Socioeconomically Disadvantaged	77.1 %	75.4 %	81.6 %	81.6 %	82.1 %

District Sample

Are there differences in graduation rates across the two high schools in this district as you look over the few years?

High School #1

View by Race/Ethnicity, Gender & More

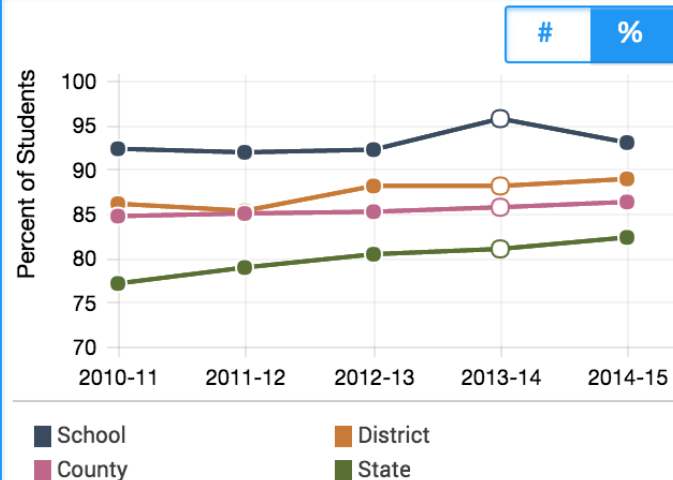


View Table Data

Cohort Graduates	2010-11	2011-12	2012-13	2013-14	2014-15
School	91.2 %	93.6 %	92.2 %	89.7 %	93.6 %
District	86.1 %	85.3 %	88.1 %	88.1 %	88.9 %
County	84.7 %	85.0 %	85.2 %	85.7 %	86.3 %
State	77.1 %	78.9 %	80.4 %	81.0 %	82.3 %

High School #2

View by Race/Ethnicity, Gender & More



View Table Data

Cohort Graduates	2010-11	2011-12	2012-13	2013-14	2014-15
School	92.3 %	91.9 %	92.2 %	95.7 %	93.0 %
District	86.1 %	85.3 %	88.1 %	88.1 %	88.9 %
County	84.7 %	85.0 %	85.2 %	85.7 %	86.3 %
State	77.1 %	78.9 %	80.4 %	81.0 %	82.3 %

District Sample Disaggregated

If this were your data, what questions would it raise? With which student groups would you want to dig deeper?

Graduation Status

How much of your data, or how many schools, would you expect to dig	Graduation Change					
	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	
	High 90% to less than 95%	High School #2		Females, High School #1		
	Median 85% to less than 90%		White	All Students, Males	Asian	Black, Hispanic, English Learners
	Low 67% to less than 85%			Low Income		American Indian, 2+ Races
Very Low Less than 67%						

Digging Deeper than Color

If a district starts in “green” in Year 1 and stays “green” in Year 2, what would be the value in determining which cell they are now placed?

How might knowing the “cell” movement impact future actions?

		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 more	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



Partner Practice: Suspension Rate Indicator



HANDOUT

Suspension Rate Indicator

		Suspension Change				
Suspension Status	Level	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
	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

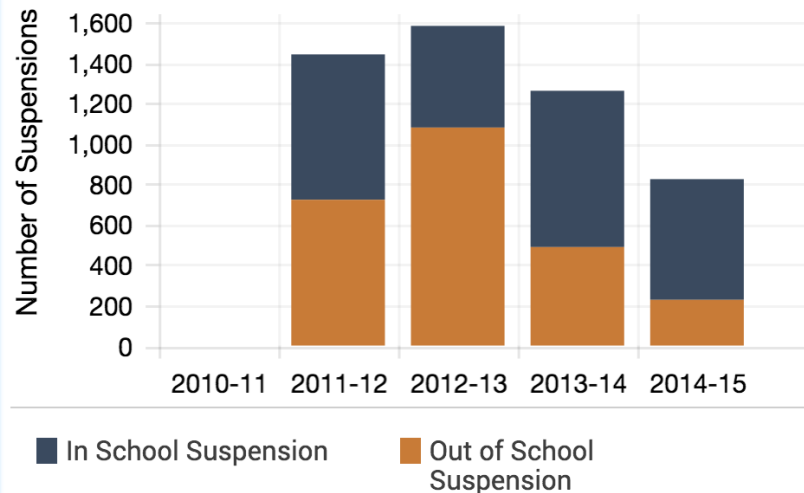
Gray colored cell = Not applicable

Suspension Rate Indicator Unified District Sample

Ed-Data.org

*What trend do you see in
4 years of district data?*


View by Race/Ethnicity



View Table Data

Suspensions	2010-11	2011-12	2012-13	2013-14	2014-15
In School Suspension	N/A	719	503	773	597
Out of School Suspension	N/A	721	1,078	487	226
Total	N/A	1,440	1,581	1,260	823

Suspension Rates: LEA-Level* Status Cut Points

Status Level	Elementary School District	High School District				Unified School District
Very Low						Suspension rate is 1.0% or less.
Low		2011-12	2012-13	2013-14	2014-15	Suspension rate is greater than 1.0% to 2.5%.
	In School Suspensions	719	503	773	597	
	Out of School Suspensions	721	1078	487	226	
Median	Total Suspensions	1440	1581	1260	823	Suspension rate is greater than 2.5% to 4.5%.
	Total Enrollment	13646	13869	13817	13739	
	Percent of Students Suspended	10.6%	11.4%	9.1%	6.0%	
High						Suspension rate is greater than 4.5% to 8.0%.
Very High						Suspension rate is greater than 8.0%.

*School-Level Status Cut Points are different than LEA-level.

Suspension Rates: LEA-Level* Change Cut Points

“Change” is the difference between the current year suspension rate and the prior year suspension rate.

Change Level	Elementary School District	High School District				Unified School District
<div>Declined Significantly</div>						Suspension rate declined by 2% or greater.
Declined						Suspension rate declined by 0.3% to less than 2%
Maintained		2011-12	2012-13	2013-14	2014-15	Suspension rate declined or increased by less than 0.3%.
	In School Suspensions	719	503	773	597	
	Out of School Suspensions	721	1078	487	226	
Increased	Total Suspensions	1440	1581	1260	823	Suspension rate increased by 0.3% to 2%.
	Total Enrollment	13646	13869	13817	13739	
	Percent of Students Suspended	10.6%	11.4%	9.1%	6.0%	
Increased Significantly						Suspension rate increased greater than 2%.

*School-Level Change Cut Points are different than LEA-level.

Suspension Indicator

Suspension Change

Suspension Status

Level	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
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

Suspensions & Expulsions by School 2014-15

District Sample

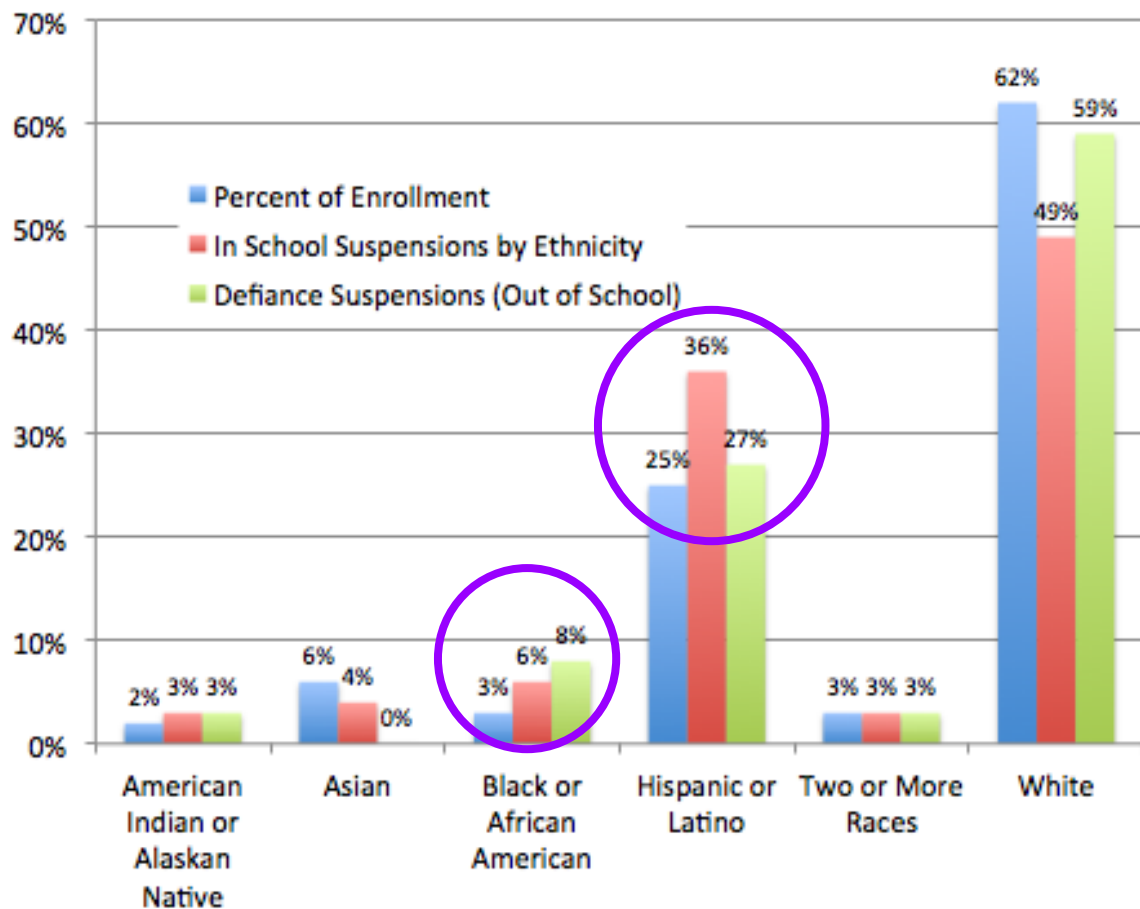
DataQuest

<http://dq.cde.ca.gov/dataquest/dataquest.asp>

Are there bright spots in the data we can learn from?

Are there schools that may need greater resources/ support?

School	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate
Charter 1	565	585	10	1.7
Elementary 1	351	424	4	0.9
Elementary 2	328	399	17	4.3
Elementary 3	609	697	4	0.6
Elementary 4	541	585	2	0.3
Elementary 5	556	594	0	0
Elementary 6	521	583	2	0.3
Elementary 7	386	422	14	3.3
Elementary 8	385	409	3	0.7
Elementary 9	586	599	2	0.3
Elementary 10	696	736	1	0.1
Elementary 11	648	666	0	0
Junior High 1	587	618	38	6.1
Junior High 2	639	678	59	8.7
Junior High 3	581	608	44	7.2
High School 1	1,769	1,928	67	3.5
High School 2	1,792	1,882	74	3.9



For which subgroups is there suspension inequity in this Sample District?



How the Rubrics Identify:

Google Survey:
<http://bit.ly/2ee5led>

Strengths

Weaknesses

Opportunities for Continuous Improvement

- ❖ Go to the Google Survey link.
- ❖ In groups of 2-3 at your table, discuss how the rubrics will help districts/schools to identify strengths, weaknesses, and opportunities for continuous improvement.
- ❖ Record your group's thoughts on the Google Survey.

3. Identify a process for using the performance standards to identify LEAs in need of additional assistance or intervention, which are defined in statute

Criteria for LEA Differentiated Assistance and Intensive Intervention

Differentiated Technical Assistance

An LEA would be eligible for differentiated assistance if **any student group** met the performance criteria listed below for **two or more** LCFF priorities.

Education Code (EC) 52071(b) & 52071.5(b)

Intensive Intervention

An LEA would be eligible for intensive intervention if **three or more student groups** met the performance criteria listed below for **two or more** LCFF priorities in **three out of four consecutive years**.

EC 52072 & 52072.5.

Home / West Chavez Unified School District

West Chavez Unified School District

Enrollment: 2,500 students

Socioeconomically Disadvantaged: 8.8%

Grade span: K-12

Charter School: N

Blue Green Yellow Orange Red

Top-level Display

Indicator Cluster Report

Status Change Report

State Indicator	Ratings	All Student Groups	Red/Orange
Chronic Absenteeism		11	2
Suspension Rate		1	1
English Learner Proficiency		5	5
Graduation Rates		5	4
College & Career Readiness		7	5
English Language Arts Assessment		7	6
Math Assessment		12	7

Local Performance Indicator	Ratings
Basics (Teachers, Instructional Materials, Facilities)	
Implementation of Academic Standards	
Parent Engagement	
Local Climate Survey	

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Criteria for Determining LEA Eligibility for Differentiated Assistance and Intensive Intervention (Initial Phase)

Basics (Priority 1)

- **Not Met for Two or More Years**

Implementation of State Academic Standards (Priority 2)

- **Not Met for Two or More Years**

Parent Engagement (Priority 3)

- **Not Met for Two or More Years**

Pupil Achievement (Priority 4)

- **Red** on both English Language Arts (ELA) and Math tests OR
- **Red** on ELA or Math test AND **Orange** on the other test OR
- **Red** on the English Learner Indicator (EL student group only)

Pupil Engagement (Priority 5)

- **Red** on Graduation Rate Indicator OR
- **Red** on Chronic Absence Indicator (when available)

School Climate (Priority 6)

- **Red** on Suspension Rate Indicator OR
- **Not Met for Two or More Years** on Local Performance Indicator

Access to & Outcomes in a Broad Course of Study (Priority 7 & 8)

- **Red** on College/Career Indicator

Coord. of Services for Expelled Pupils – COEs Only (Priority 9)

- **Not Met for Two or More Years** on Local Performance Indicator

Coord. of Services for Foster Youth – COEs Only (Priority 10)

- **Not Met for Two or More Years** on Local Performance Indicator

[Home](#) / [West Chavez Unified School District](#) / [English Language Arts Assessment](#)

English Language Arts Assessment

This report provides the color coded rating for a single state indicator, English language arts assessments, for all student groups. A dash (-) in any of the below cells indicates the data was not available.

 Blue
  Green
  Yellow
  Orange
  Red

[All](#)
[Blue/Green](#)
[Red/Orange](#)

American Indian	Asian	African American	Eng. Learners	Filipino	Foster Youth	Hispanic	Homeless	Pacific Islander	Socio Disadv	Students w/Disab	Two/+ Race	White
												

Statements of Model Practices

Ensure all students are reading at or above standard by the end of each grade (e.g., Level 3 or 4 on Smarter Balanced summative assessment score for reading). As a foundational skill, reading is necessary to access academic content and complex information to support college and career readiness in later grades. Students experience a wide range of assessments during the school year that include selected-response items, technology-enhanced items, constructed-response items, and performance tasks, in which students engage in a complex set of tasks to demonstrate their understanding across the curricula.

Through a variety of assignments, class activities, and assessments, students demonstrate understanding of literary and nonfiction texts; produce clear and purposeful writing; demonstrate effective communication skills; and, investigate, analyze and present information on grade level and disciplinary content.

The district supports the regular collection and analysis of common formative, interim, and summative assessment data to establish instructional priorities, inform classroom instruction, appropriately place and exit students from intervention and support programs, and monitor student progress and achievement.

Links & External Resources

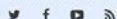
[California Assessment of Student Performance and Progress](#)

[SBE-Adopted ELA/ELD Framework Chapters](#)

[Local Control Funding Formula](#)

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Required LCFF Rubric Components:

- ❖ A top-level summary data display for LEAs and schools that shows performance in all LCFF priority areas and includes an **equity report** that further identifies the instances where any student group is in the two lowest performance categories for the state indicators (currently Red or Orange);
- ❖ A series of standard reports to display the relationship between state and local indicators;
- ❖ A component that supports the analysis of local data, including the local performance indicators;
- ❖ Statements of model practices*
- ❖ Links to external resources*

LCFF Evaluation Rubric Prototype

***More detail to be shared at the November 17 training**

The SBE took action in July to include an **Equity Report**, which identifies instances where any student subgroup is in the two lowest performance categories (currently Red or Orange) on a state indicator, within the top-level summary data display, as specified in Attachment 4.

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West Chavez Unified School District

Enrollment: 2,500 students
Socioeconomically Disadvantaged: 8.8%
Grade span: K-12
Charter School: N

Blue
Green
Yellow
Orange
Red

Top-level Display

[Indicator Cluster Report](#)
[Status Change Report](#)

State Indicator	Ratings	All Student Groups	Red/Orange
Chronic Absenteeism		11	2
Suspension Rate		1	1
English Learner Proficiency		5	5
Graduation Rates		5	4
College & Career Readiness		7	5
English Language Arts Assessment		7	6
Math Assessment		12	7


Local Performance Indicator	Ratings
Basics (Teachers, Instructional Materials, Facilities)	
Implementation of Academic Standards	
Parent Engagement	
Local Climate Survey	

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CA Decisions in light of ESSA Requirements

State-developed accountability systems must include:	CA Decisions
Proficiency in reading and math	CAASPP in Grades 3-8 (Academic Indicator) CAASPP in Grade 11 (College/Career Indicator)
Graduation rates for high schools	Graduation Rate Indicator
English language proficiency	English Learner Indicator
For elementary and middle schools, student growth or another indicator that is valid, reliable and statewide	CAASPP in Grades 3-8 (Academic Indicator showing status and growth)
At least one other indicator of school quality or success, such as measures of safety, student engagement or educator engagement.	Suspension Rate Indicator

Timeline for Development of CA's Accountability System

Development of State Accountability System		2016-17	2017-18	2018-19	2019-20
Academic Indicator: CAASPP (ELA, math)	Fully operational	status/change model	CA Alt Assessment		Growth model
College and Career Indicator		first phase status & change model	Pilot revised model - status	Pilot revised model with status & change	Revised status/change model
English Learner Indicator		CELDT ELPAC field test	ELPAC summative	ELPAC initial & summative EL Indicator pilot: LT EL	revised EL Indicator
Graduation Rate Indicator		4-year cohort status/change model		4 & 5-year cohort status/change model	
Suspension Rate Indicator		2 years suspension status/change model			
Academic Indicator: CAASPP Science (CA Science Test – CAST; CA Alternative Assessment - CAA)		CAST & CAA Pilot test	CAST field test and CAA pilot test	CAST fully operational & CAA field test	CAST & CAA fully operational
Alternative Accountability (ASAM)		Recommendations on revised ASAM	Pilot revised ASAM model	Model ready for use in CA system	
Chronic Absenteeism Indicator		1 st year of data	Pilot status	Pilot status & change	Status & change
High School Readiness Indicator	delayed	Proposed review of a high school readiness indicator	Pilot a high school readiness indicator	Model ready for use in CA system	
Local Indicators (SP 1, 2, 3, 6, 7, 8, 9, 10) & local climate survey		Local climate work group	Pilot local indicators & climate for SP 1, 2, 3, 6, 7, 8, 9, 10	Pilot revised local indicators	Local indicators & climate for SP 1, 2, 3, 6, 7, 8, 9, 10

To Summarize, the Accountability Tool...





1. Performance Standards set for all LCFF Priorities

LCFF Priority	State Indicator	Local Indicator
Priority 1		Basics Conditions at School
Priority 2		Implementation of State Academic Standards
Priority 3		Parent Engagement
Priority 4	Academic Indicator English Learner Indicator	
Priority 5	Chronic Absence Indicator Graduation Rate Indicator*	
Priority 6	Suspension Rate Indicator	Local Climate Survey
Priority 7	College/Career Indicator*	
Priority 8	College/Career Indicator*	
Priority 9		Coordination of Services for Expelled Students**
Priority 10		Coordination of Services for Foster Youth**

*High School Only

**COE Only

2. Assists LEAs in identifying strengths, weaknesses, and areas in need of improvement for LEAs and schools.

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West Chavez Unified School District

Enrollment: 2,500 students
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3. Identify a process for using the performance standards to identify LEAs in need of additional assistance or intervention, which are defined in statute.

Criteria for Determining LEA Eligibility for Differentiated Assistance and Intensive Intervention (Initial Phase)

Basics (Priority 1)

- **Not Met for Two or More Years** on Local Performance Indicator

Implementation of State Academic Standards (Priority 2)

- **Not Met for Two or More Years** on Local Performance Indicator

Parent Engagement (Priority 3)

- **Not Met for Two or More Years** on Local Performance Indicator

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- **Red** on Graduation Rate Indicator OR
- **Red** on Chronic Absence Indicator (when available)

School Climate (Priority 6)

- **Red** on Suspension Rate Indicator OR
- **Not Met for Two or More Years** on Local

Access to & Outcomes in a Broad Course of Study (Priority 7 & 8)

- **Red** on College/Career Indicator

Coord. of Services for Expelled Pupils – COEs Only (Priority 9)

- **Not Met for Two or More Years** on Local Performance Indicator

Coord. of Services for Foster Youth – COEs Only (Priority 10)

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Accountability Components for 2016 - 2017



Timeline for Development of CA's Accountability System

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Considerations for Cut Points when LCAP Planning

- What performance category is the group *ALL students*?
- What performance category is each subgroup for each indicator?
- Analyze the label for each group in relation to the cut points for both status and change





English Learner Indicator

State Priority 4



Progress toward English Proficiency

- ❖ This indicator will use the CELDT initially and then transition to ELPAC (fully implemented in 2018-19).
- ❖ The goal is to design the English Learner Indicator for an easy transition from the CELDT to the ELPAC.
- ❖ Both LCFF and ESSA require EL students to make progress toward English proficiency. LCFF also requires LCAPs to report the percent of ELs who have been reclassified. {Reclassification criteria do vary from district to district.}
- ❖ At the May SBE, board members requested a composite English Learner measure of 3 criteria:

➤ EL proficiency rate

Progress toward English Proficiency

- ❖ “Long term EL” - definition changed significantly in 2015
- ❖ “Long term EL” would be applicable to district level data reports only, not at the school-level.
- ❖ Annual CELDT takers - student must have current and prior scores to count
- ❖ Overall score used for CELDT, not domain scores.



Calculation= *Current Year Status Results minus* Prior Year Status Results

Previous CELDT Overall Level		Current CELDT Overall Level
Beginning	→	Early Intermediate
Early Intermediate	→	Low Intermediate
Low Intermediate	→	High Intermediate
High Intermediate	→	Early Advanced
Early Advanced or Adv Not Proficient	→	Early Advanced or Adv Proficient
Early Advanced or Adv Proficient	→	Early Advanced or Adv Proficient

+ **RFEP Students***

*Students who are reclassified in the prior year (e.g., July 1, 2013 to June 30, 2014)

Status Calculation



TOM TORLAKSON
State Superintendent
of Public Instruction

English Learner Indicator Calculation

Formula: *Current EL annual CELDT test takers (grades 1-12) + students reclassified in the prior year*

Example:

Step 1: Percent of annual CELDT test takers who advanced at least one performance level on the 2015 overall CELDT compared to the 2014 overall CELDT

$$210/250 = 84\%$$

Step 2: Number of ELs who were reclassified in prior year (2013–14)

20 students

Step 3: Add reclassified students to Step 1 and calculate the rate.

$$230/270 = 85\%$$

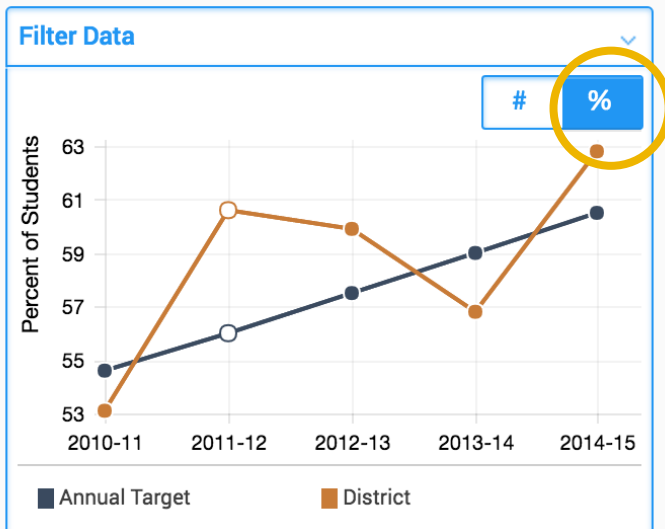
Status Cut Points for EL Indicator

Status Level	Status Cut Score	<u>Status:</u> Status is the percent of ELs that moved up at least one performance level on the CELDT from the prior year to current year <u>and</u> the percent of EL students who were reclassified in the prior year.

Change Cut Points for EL Indicator

Change Level	Change Cut Score	Change: the difference in Status from current year to prior year (Status = EL progress +RFEP).

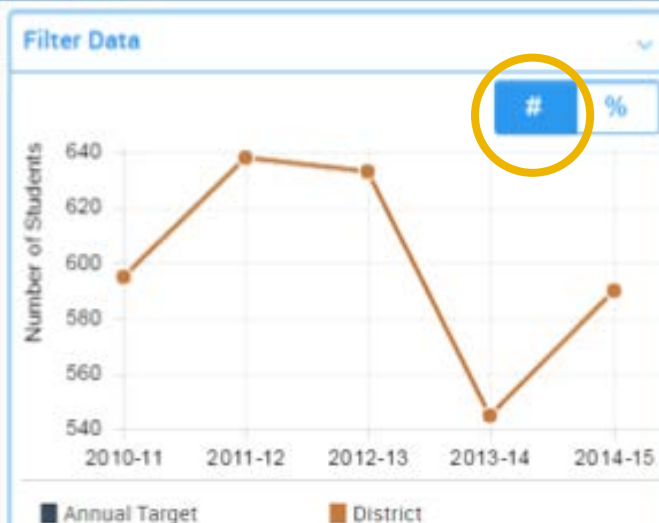
English Learners Making Annual Growth Target in Learning English



View Table Data

English Learners Making Annual Growth Target in Learning English	2010-11	2011-12	2012-13	2013-14	2014-15
Annual Target	54.6 %	56 %	57.5 %	59 %	60.5 %
District	53.1 %	60.6 %	59.9 %	56.8 %	62.8 %

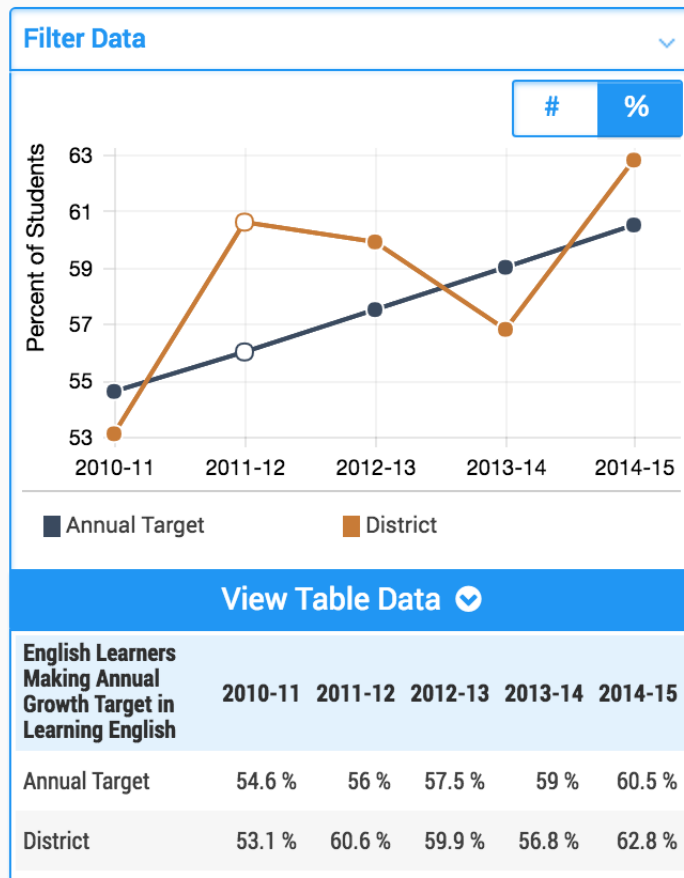
English Learners Making Annual Growth Target in Learning English



View Table Data

English Learners Making Annual Growth Target in Learning English	2010-11	2011-12	2012-13	2013-14	2014-15
Annual Target	N/A	N/A	N/A	N/A	N/A
District	595	638	633	545	590

English Learners Making Annual Growth Target in Learning English



Status Calculation:

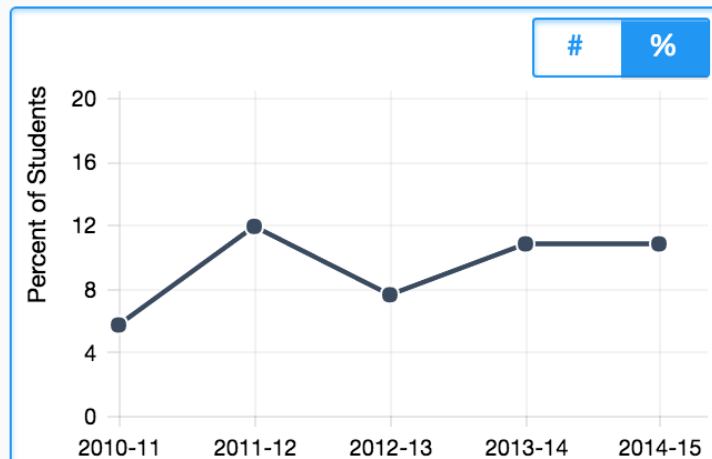
Percent Progressing Current Year + Reclassified from Previous Year

Sample:

Current Year (2014-15) Percent Progressing

$$590/939 = 62.8\%$$

Redesignated Fluent English Proficient



View Table Data

Redesignated Fluent English Proficient	2010-11	2011-12	2012-13	2013-14	2014-15
Redesignated FEP	5.7 %	11.9 %	7.6 %	10.8 %	10.8 %

2014-15 Status Calculation:

Percent Progressing Current Year + Reclassified from Previous Year

Sample:

Current Year Percent Progressing (2014-15)	590/939= 62.8%
Reclassified in Prior Year (2013-14)	+ 142
Status Calculation (where we are now in 2014-15)	732/1,081 = 67.7%

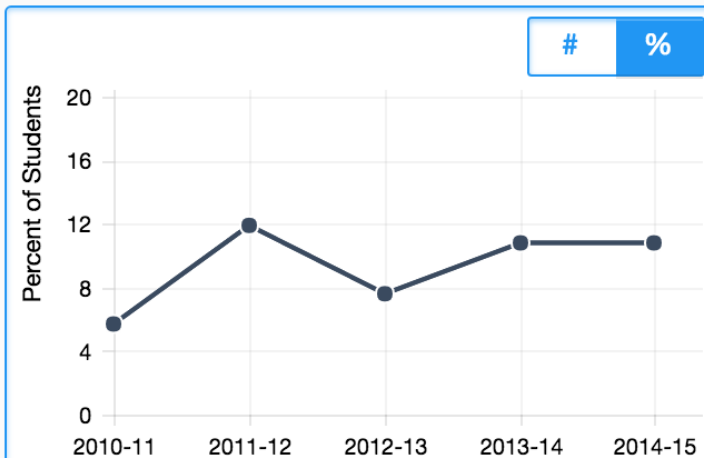
English Learner Performance District Sample

English Learner Status
(Percent Progressing Plus Reclassified Students)

English Learner Change (Change in 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

Redesignated Fluent English Proficient



View Table Data

Redesignated Fluent English Proficient

	2010-11	2011-12	2012-13	2013-14	2014-15
Redesignated FEP	5.7 %	11.9 %	7.6 %	10.8 %	10.8 %

Calculation for Change

1. Figure prior year Status Calculation
2. Figure current year Status Calculation
3. Subtract current year Status from prior year Status

Sample:

Current Year
Percent Progressing
(2013-14)

$$545/959 = 56.8\%$$

Reclassified in prior
year (2012-13)

$$+ 98$$

Status Calculation
(where we were in
2013-14)

$$643/1,057 = 60.8\%$$

EL Indicator Calculation District Sample

Change Calculation:

1. Figure prior year Status Calculation
2. Figure current year Status Calculation
3. Subtract current year Status from prior year Status

Sample:

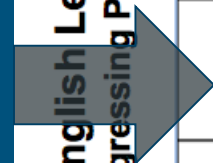
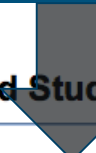
Current Year Status (2014-15)	67.7%
Prior Year Status (2013-14)	- 60.8%
EL Change	6.9%

English Learner Performance District Sample

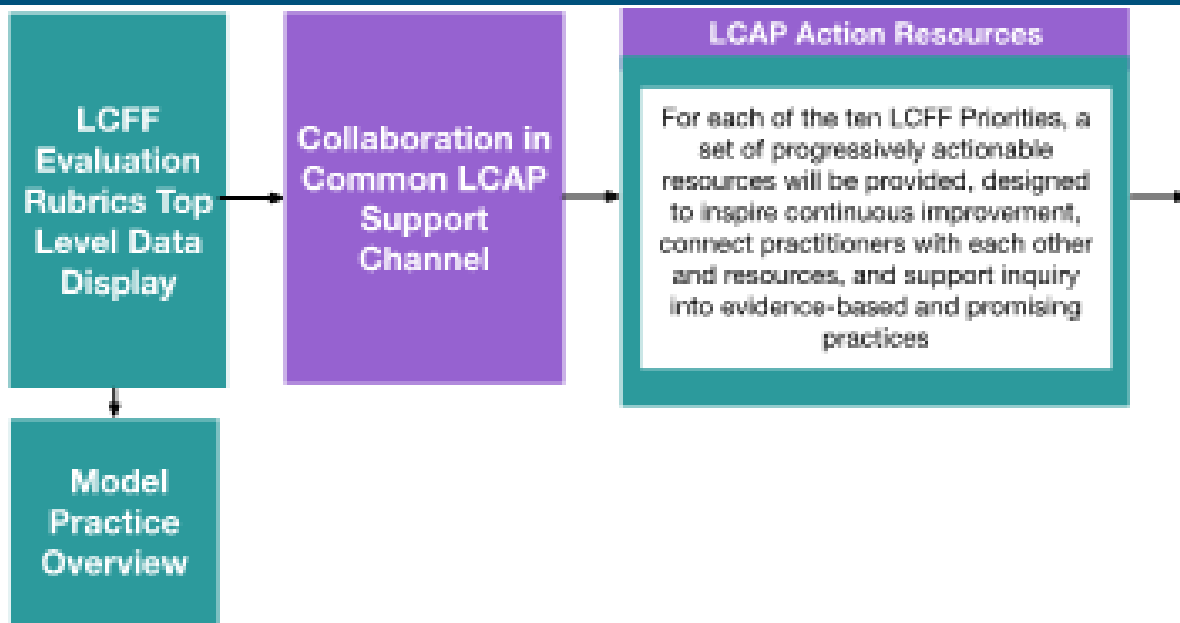
English Learner Status
(Percent Progressing Plus Reclassified Students)

English Learner Change (Change in 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



Statements of Model Practice



Statements of Model Practice

1. Statement of Model Practice

Summary description of the desired results for the priority and types of practices that produce those results.

2. Curated Resources

CDE LCAP Support Team and WestEd curated resources describing evidence-based practices for the LCFF priority.

3. Curated LCAP Exemplars

CDE LCAP Support Team curated exemplars of LCAP sections relevant to the priority.

4. Practitioner Resources and Connections

Practitioner suggested resources and peer support.

5. Practitioner Research Opportunities

Self-directed and guided research in OER resources and other curated data sets.

Statements of Model Practice

<p>EL Reclassification Rates</p>	<p>Local reclassification policies and procedures are to be based on the following four criteria: Assessment of English language proficiency (ELP), teacher evaluation of student performance, parent opinion, and comparison of student performance in basic skills.</p> <p>Use the CELDT as the primary criterion for the assessment of English language proficiency. Consider reclassification for those students whose overall performance level is Early Advanced or higher and listening is intermediate or higher; speaking is intermediate or higher; reading is intermediate or higher; and writing is intermediate or higher.</p> <p>Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process. Provide opportunities for a face-to-face meeting with parents or guardians. Identify local and state assessments to determine whether English learners are meeting academic measures that indicate they are ready to reclassify and identify cut scores. Students scoring above the cut score should be considered for reclassification. For students below the cut score, attempt to determine whether factors other than the ELP are responsible for low performance.</p>	<p>CDE California English Language Development Test http://www.cde.ca.gov/ta/tg/el/</p> <p>CDE Reclassification of English Learners http://www.cde.ca.gov/sp/el/rd/</p> <p>English Language Development Standards http://www.cde.ca.gov/sp/el/er/elstandards.asp</p>
<p>% of Long-term ELs</p>	<p>Provide English learners (EL) at all English proficiency levels and at all ages with both integrated English Language Development (ELD) and specialized instruction for their particular language learning needs, or designated English Language Development (ELD). Such a multilayered application of the CA ELD Standards requires deep collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual EL students and a persistent belief that all EL students can achieve the highest levels of academic and linguistic excellence.</p> <p>Specialized English Language Development courses designed for Long Term English Learners' (LTELs) needs are in place to emphasize complex reading, writing, academic vocabulary, active engagement, and oral language. Placement in rigorous grade level content classes with differentiated instructional strategies is a priority, with explicit academic language and literacy development across the curricula. Systems for monitoring progress and differentiating support for LTELs need to be in place to accelerate learning, including six to eight week progress checks to determine the need for additional support for successful course completions. Provide students and</p>	<p>Secondary School Courses Designed to Address the Language Needs and Academic Gaps of Long Term English Learners</p> <p>http://www.laurieolsen.com/uploads/2/5/4/9/25499564/secondaryschoolsitereport.pdf</p> <p>Teaching Academic Content and Literacy to English Learners in Elementary and Middle Schools (IES) http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=19</p>

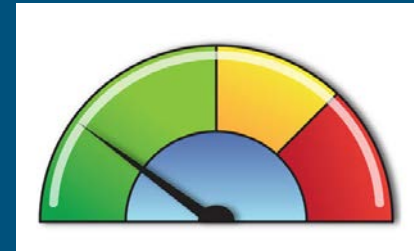
The above statements summarize one or more practices that have proven effective for the relevant indicator. They are not intended to be exhaustive. There may be other effective practices or processes beyond those described above.

Salmon
Handout

Steps to Move the Needle-Activity

Salmon
Handout

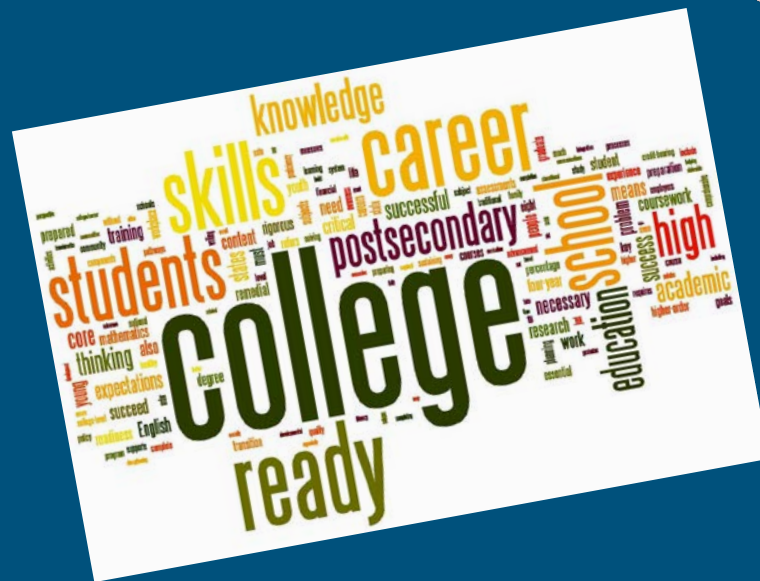
- Using the Sample Model Practice for the English Learner Indicator, use the following markers to identify how evident these practices are in your district.
 - + Evident in most
 - / Evident in some
 - Evident in few



Cut Point Resources: <https://goo.gl/Mj9z8p>



The Other State Indicators



Expert Groups

Number off at your table 1-3

1's Learn about the Graduation Rate Indicator (Slides 75-80)

2's Learn about the Suspension Rate Indicator (Slides 81-88)

3's Learn about the College and Career Indicator (Slides 89-102)



-How is the indicator being calculated?

-What are the cut points?

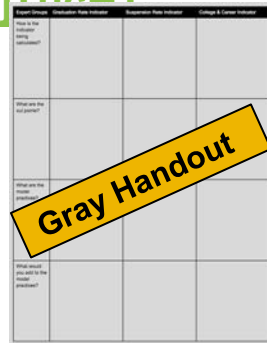
-What are the model practices? What would you add? <https://goo.gl/jTucHT>

Learn by yourself first.

Then find your like numbers and discuss what you learned.

Finally, go back to your table and teach each other what you

learned.





Graduation Rate Indicator

State Priority 5

Graduation Rate Indicator

- ❖ Based on the four-year cohort graduation rates
- ❖ A graduation cohort is a group of high school students who could potentially graduate during a four-year time period (Grade 9 - 12).
- ❖ The formula to calculate the four-year graduation cohort is:

Number of students who earn a regular high school diploma
by the end of 2014–15 cohort

divided by

Number of first-time grade nine students in 2011–12 plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2011–12, 2012–13, 2013–14, and 2014–15.

Graduation Rates: Status

ESSA requires states to identify all high schools with a graduation rate below 67% to be identified for support and potential interventions - so all these will be **RED**.

Status Level	Graduation Rate Status Cut Points
Very Low	0-66.99%
Low	67-84.99%
Median	85-89.99%
High	90-94.99%
Very High	95% or greater



Graduation Rates: Change

“Change is the difference between the current four-year cohort graduation rate and a three-year average (e.g. 2011-12, 2012-13, and 2013-14).”

From: Aug. 25, 2016 Memo on Proposed Percentile Cut Scores for State Indicators

Change Level	Graduation Rate Change Cut Points
Declined Significantly	Decline of more than 5%
Declined	Decline of 1-5%
Maintained	Increased or declined by less than 1%
Increased	Increased by 1-4.99%
Increased Significantly	Increased by more than 5%

Graduation Change

Graduation Status

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
Very High 95% or more	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

Graduation Rate - Statewide Summary Results

Statewide Districts' Performance

# of districts	N/A	Red	Orange	Yellow	Green	Blue
515	N/A	70 (13.6%)	122 (23.7%)	106 (20.6%)	81 (15.7%)	136 (26.4%)

Statewide Schools' Performance

# of schools	N/A	Red	Orange	Yellow	Green	Blue
1,221	N/A	99 (8.1%)	85 (7.0%)	186 (15.2%)	298 (24.4%)	553 (45.3%)

Performance by School Type

School Type	# of Schools	Red	Orange	Yellow	Green	Blue
Non Charter	1,026	56 (5.5%)	69 (6.7%)	153 (14.9%)	263 (25.6%)	485 (47.3%)
Charter	195	43 (22.1%)	16 (8.2%)	33 (16.9%)	35 (17.9%)	68 (34.9%)
Small Schools*	19	9 (47.4%)	0 (0.0%)	3 (15.8%)	4 (21.1%)	3 (15.8%)
Non Small Schools	1,202	90 (7.5%)	85 (7.1%)	183 (15.2%)	294 (24.5%)	550 (45.8%)

*Small schools have 30 to 99 students enrolled.

Suspension Rate Indicator

State Priority 6



Suspension Rate Indicator Calculation

- ❖ The suspension rate calculations are based on the unduplicated number of students suspended in an academic year. {Repeat offenders are counted only once.}
- ❖ The formula is:

Number of Students Suspended

divided by

Cumulative Enrollment Multiplied by 100

Suspension Rates: LEA-Level* Status 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%.

*School-Level Status Cut Points are different than LEA-level.

Suspension Rates: LEA-Level* Change Cut Points

“Change” is the difference between the current year suspension rate and the prior year suspension rate.

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%.

*School-Level Change Cut Points are different than LEA-level.

Suspension Indicator

Suspension Change

Suspension Status

Level	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
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

Suspension Rates: Single School Districts & Charter School Status Cut Points

(also School Level Accountability Status Cut Points)

School Level Status	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%.

Suspension Rates: Single School Districts & Charter School Change Cut Points

(also School Level Accountability Change Cut Points)

“Change” is the difference between the current year suspension rate and the prior year suspension rate.

School Level Change	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%.

Suspension Rate - Statewide Summary Results

Table 18: Statewide LEAs' Performance (Suspension)

District Type	# of LEAs	Red	Orange	Yellow	Green	Blue
Elementary School Districts	349	28 (8.0%)	59 (16.9%)	88 (25.2%)	97 (27.8%)	77 (22.1%)
Unified School Districts	337	24 (7.1%)	51 (15.1%)	108 (32.1%)	130 (38.6%)	24 (7.1%)
High School Districts	75	10 (13.3%)	9 (12.0%)	33 (44.0%)	17 (22.7%)	6 (8.0%)
All LEAs	761	61 (8.1%)	120 (15.8%)	223 (29.3%)	250 (32.9%)	107 (14.1%)



College & Career Indicator

State Priority 4, 7, 8



College & Career Indicator

LEA aggregate
score

School aggregate
score

No individual
college/career
status at the
student level



Performance Levels

Well Prepared {to be added later ~ 2017-18 ~ when valid and reliable career criteria are available}

For 2016-17, 3 Performance Levels:

- ❖ Prepared
- ❖ Approaching Prepared
- ❖ Not Prepared



College/Career Indicator

The formula is:

Graduates Who Meet the CCI Benchmark for “Prepared”

divided by

Current Graduation Cohort Minus Students Who Take the CA Alternative
Assessment



College and Career Readiness

“The future goal is to have a CCI that measures college **and** career readiness. California does not currently have a statewide definition of what it means to be “college and career ready,” and indeed, college and career preparation are not identical in every sense. The EPIC has used the following definition: “A student who is college or career ready can qualify for and succeed in entry-level, credit-bearing postsecondary courses without the need for remedial or developmental coursework.” The CDE has found this emphasis on avoiding postsecondary remediation to be a fundamental part of both college and career readiness.”
(SBE Memo 08.19.16)



CCI Model

PREPARED: Does the graduate meet at least 1 measure below?

A	<p>Career Technical Education (CTE) Pathway Completion plus one of the following criteria:</p> <ul style="list-style-type: none"> Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on English language arts/literacy (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)
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	<p>Completion of courses that meet the University of California (UC) a-g criteria plus one of the following criteria:</p> <ul style="list-style-type: none"> 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

CCI Model

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



CTE Pathway Completion

Definition: A pathway completion consists of finishing a sequence of courses (typically three to four) totaling at least 300 hours and the completion of a capstone course, with a grade of C or better in the capstone course.

Note: One local educational agency's (LEA's) pathway may require a sequence of two courses totaling 300 hours while another may require a sequence of four courses totaling 300 or more hours.

Coverage: 17% of students in the four-year graduation cohort have completed at least one CTE Pathway.

Further analysis on these students revealed that CTE Pathway completion is very evenly distributed among the eleven race/ethnic and special population student groups (i.e., English learner, Socioeconomically Disadvantaged, and Students with Disabilities).

Status Cut Points for CCI Indicator

Status Level	Status Cut Score
Very Low	CCI is less than 10%.
Low	CCI is 10% to less than 25%.
Median	CCI is 25% to less than 45%.
High	CCI is 45% to less than 60%.
Very High	CCI is 60% or greater.

Status: the percent of graduates in the four-year graduation cohort who met the CCI benchmark for “Prepared.”



Change Cut Points for CCI Indicator

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

Change: the difference in **Status** from current year to prior year.



College/Career Status

College/Career Change

Level	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
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

Table 6: Statewide Districts' Performance

# of LEAs	Red	Orange	Yellow	Green	Blue
608	102 (16.8%)	173 (28.5%)	148 (24.3%)	151 (24.8%)	34 (5.6%)

Table 7: Statewide Schools' Performance

# of Schools	Red	Orange	Yellow	Green	Blue
1,300	188 (14.5%)	382 (29.3%)	278 (21.4%)	368 (28.3%)	84 (6.5%)

Table 8: Performance by School Type (CCI)

School Type	# of Schools	Red	Orange	Yellow	Green	Blue
Non Charter	1,074	102 (9.5%)	328 (30.5%)	241 (22.4%)	339 (31.6%)	64 (6.0%)
Charter	226	86 (38.1%)	54 (23.9%)	37 (16.4%)	29 (12.8%)	20 (8.8%)
Small Schools*	25	17 (68.0%)	8 (32.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Non Small Schools	1,275	171 (13.4%)	374 (29.3%)	278 (21.8%)	368 (28.9%)	84 (6.6%)

*Small schools have 30 to 99 students enrolled.

CCI Model - Potential Additional Indicators

When statewide data are available at the student level, the CDE will explore adding the following measures to the CCI model within a relatively short timeline:

- Articulated CTE Pathways
- Work Study/Career Internship
- AP/IB Career-related Program
- State Seal of Biliteracy
- Golden State Seal Merit Diploma
- Other Innovative Career Measures

Other measures CDE staff will further explore and review for future inclusion in the CCI are:

- Course Information
- Industry Certificate
- Additional Career related data elements (e.g. Career Pathway Trust and CTE Incentive Grant, etc.)
- Pilot career ready assessment (i.e., National Occupational Competency Testing Institute)

College & Career Indicator

Approved Board Action at September 2016 Meeting

“Direct CDE staff to complete further development work on the College/Career Indicator, including student course-taking information, and options to measure access to a broad course of study (Priority 7) as a state indicator, for the next phase of the evaluation rubrics.”





Group Share Out

The goal of the

_____ indicator

is to



Linking data from Rubrics to Expected Annual Measurable Outcomes and actions in the LCAP



Impact of Evaluation Rubrics on Data Collection

- ❖ Rubrics will serve as the accountability tool assisting LEAs in identifying strengths, weaknesses, and areas in need of improvement.
- ❖ District outcome data will now be measured across statewide performance standards.
- ❖ Outcome data will provide clear and transparent information for decision makers and stakeholders.
- ❖ Subgroup data will automatically highlight achievement gaps.
- ❖ Needs identified through evaluation rubrics are to be specifically addressed in the both LCAP summary and the Annual Update.



Alignment of Data to Actions/Services is Key



- Linking outcome data to targets and actions streamlines the process of evidence collecting.
- Common data points lead to clarity and transparency for progress monitoring.
- Stakeholders will be able to track progress on common measures and evaluate the successes of specific actions/services.
- Rubric data promotes equity by clearly identifying indicators where there are disparities among student groups.
- The impact of Actions and Services will be

Concept Map: Linking EAMOs to Student Outcomes

Evaluation Rubrics

How will student progress be measured?

	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to 5%	Increased Significantly by 5% or more
Very High 95% or more	Gray	Blue	Blue	Blue	Blue
High 90% to more than 95%	Orange	Yellow	Green	Green	Blue
Median 80% to more than 90%	Orange	Orange	Yellow	Green	Green
Low 50% to more than 80%	Red	Orange	Orange	Yellow	Yellow
Very Low 20% to more than 50%	Red	Red	Red	Red	Red
Less than 20%					

EAMOs

What does the district want the students to achieve?

Actions/Services

What Actions/Services are impacting student outcomes?

	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to 5%	Increased Significantly by 5% or more
Very High 95% or more	Gray	Blue	Blue	Blue	Blue
High 90% to more than 95%	Orange	Yellow	Green	Green	Blue
Median 80% to more than 90%	Orange	Orange	Yellow	Green	Green
Low 50% to more than 80%	Red	Orange	Orange	Yellow	Yellow
Very Low 20% to more than 50%	Red	Red	Red	Red	Red
Less than 20%					

Student Outcomes

Implementation

Keep

Fix

Start

Stop

Table Activity: Alignment of Metrics and Actions/Services

- ❖ Using one of the LCAPs, select one of the state indicators from the table below.
- ❖ Write in the most recent district EAMO and 1-2 of the actions and services included in the LCAP.
- ❖ As a group, rate with + - ? on the alignment of the actions/services to the data listed.
- ❖ Write down one question that could be used with the district to guide them towards greater alignment of actions/services to data and submit it in this google form:

Priority	State Indicator	District EAMO	District Actions/Services	+ - ?
4. Pupil Achievement	CAASPP ELA	Blue Handout	Handouts: HS District LCAP Sample - pink handout K-12 District LCAP Sample - yellow handout K-8 District LCAP Sample - purple handout	
	CAASPP Math			

Record your group's question:

<http://bit.ly/2drmzvx>

Group Share Out

Share with the full group one question that could be used with the district to guide them towards greater alignment of actions/services to data.

Drilling Down: Going Beyond the Surface

- ❖ How do the rubrics serve as a needs assessment, both internally and externally, in determining next steps for goals, actions, services, and resources?
- ❖ Do the EAMOs reflect what the district wants students to achieve?
- ❖ Do the Actions & Services provide a means to achieve the district's desired EAMOs?
- ❖ Based on the LCFF Evaluation Rubrics, do the Actions & Services address the needs of the district's unduplicated and other student groups to close learning gaps?
- ❖ Do the Actions & Services provide opportunities for students to learn the knowledge and skills they will need for their future?



"Things get done only if the data we gather can inform and inspire those in a position to make (a) difference."



Mike Schmoker



How Do We Help Districts Improve?

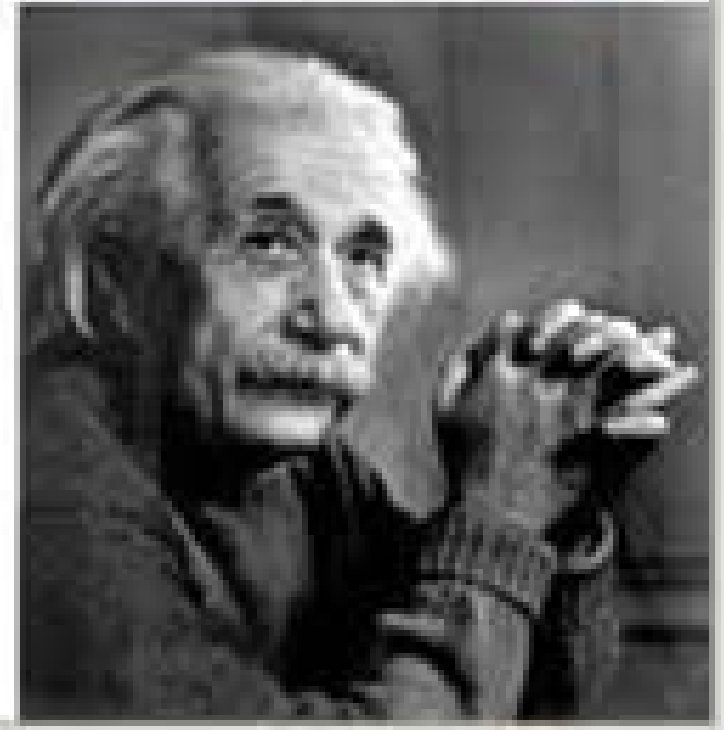
COE Only

How do we help districts move through a ***Continuous Improvement Process***?

- Inquiry-based approach to strategic multi-year LCAP planning
- Reflecting on areas of strength and need
- Building on success; leveraging high-impact actions and services

“If I had 1 hour to save the world, I would spend 55 minutes defining the problem and 5 minutes solving it.”

Einstein



How the Rubrics Identify:

Strengths

Weaknesses

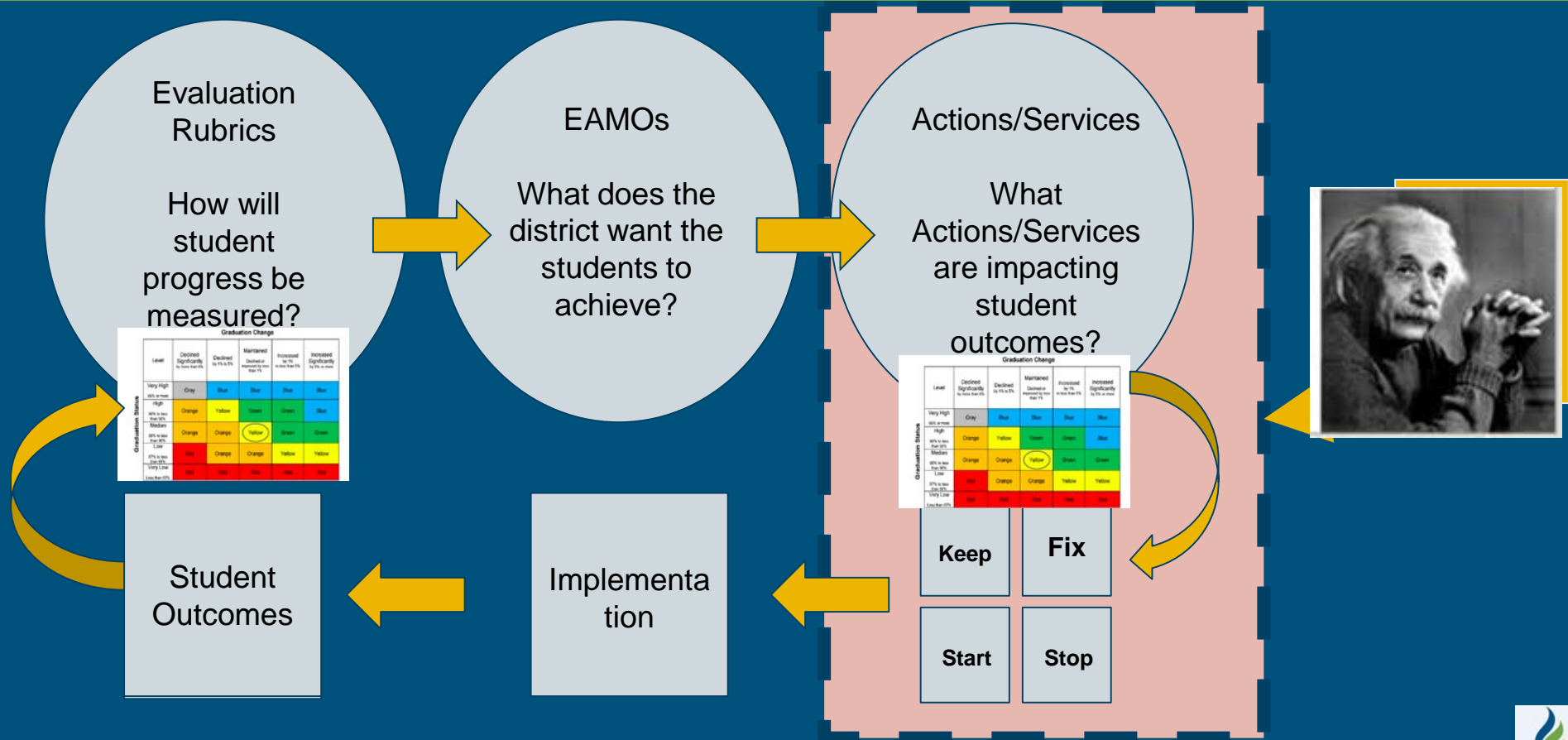
Opportunities for Continuous Improvement

Reflect

Every system is perfectly designed to get the results it gets. - W. Edwards Deming



Concept Map: Linking EAMOs to Student Outcomes



Process Using Principles of Improvement Science



Based upon previous analysis of data from Rubric you've identified a focused area to dive deeper into

1. Deeper dive to **understand why** we are getting the current results that we are getting for this group of students.
2. Once we understand the why, then we will think about **what we need to do as a system** to improve student outcomes
3. Then we will **make revisions in the LCAP** that bring together strategic resourcing with the changes that we believe will improve student outcomes for this group



What might a
planning process look
like?

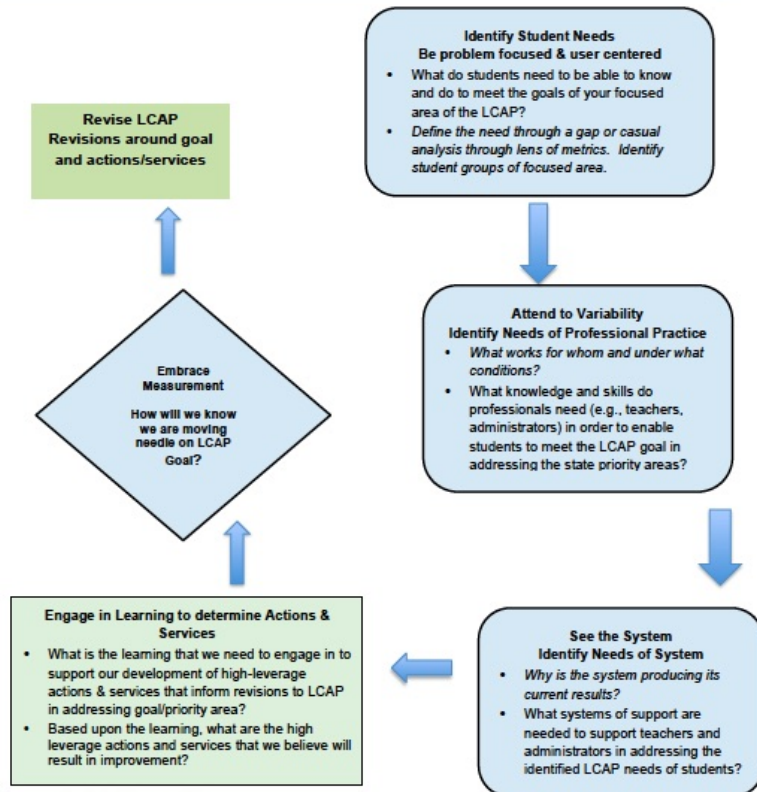


Thinking through an improvement process.

Collaborative Study Through Inquiry to Inform Continuous Improvement

Purpose: Assist districts in shifting to a continuous improvement approach for multiyear LCAP planning, including disciplined inquiry that will inform plan development for improvement over time, with focused acceleration for students.

Focused Area of LCAP and State Priority Area (e.g., Goal)



Collaborative Study Through Disciplined Inquiry to Inform LCAP

Focused Area of LCAP & State Priority Areas

<i>Be problem-focused & user-centered</i> Identify & Understand Student needs →	<i>Attend to Variability</i> Professional Practice →	<i>See the System</i> Identify Needs of Systems →
<p><i>What do students need to know and be able to do to meet the goals of your focused area of the LCAP?</i></p> <p><i>Define the need through a gap or casual analysis through lens of metrics. Identify student groups of focused area.</i></p>	<p><i>What works for whom and under what conditions?</i></p> <p><i>What knowledge and skills do professionals need (e.g., teachers, staff, administrators) in order to improve and meet the criteria identified in the LCAP?</i></p>	<p><i>Why is the system producing its current results?</i></p> <p><i>What systems of support do districts need to support teachers, staff, administrators, and parents in addressing the needs for students that are identified in the LCAP?</i></p>

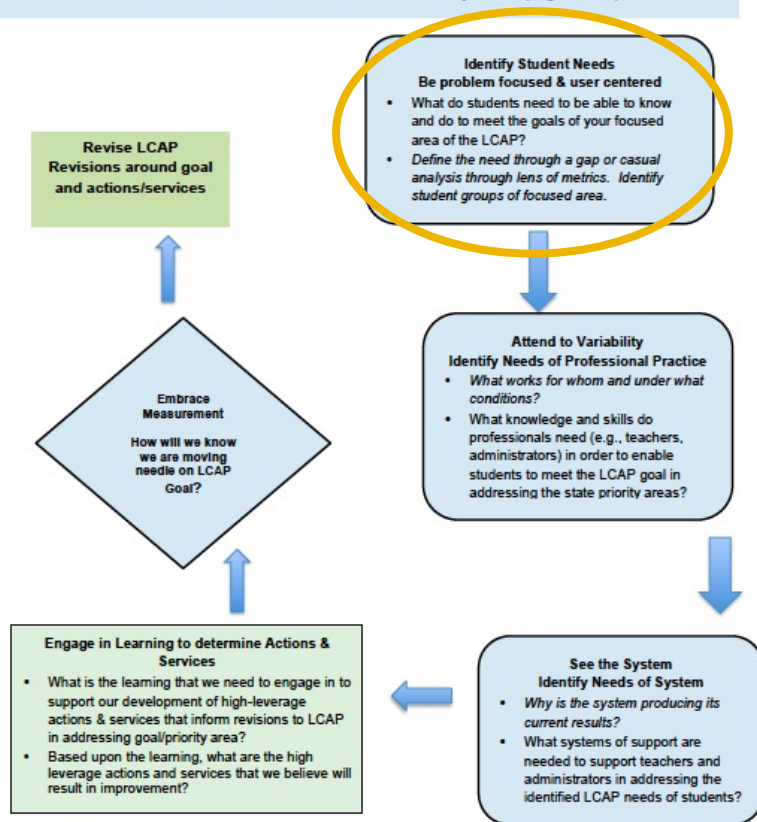
Identifying Student Needs

Problem-focused

Collaborative Study Through Inquiry to Inform Continuous Improvement

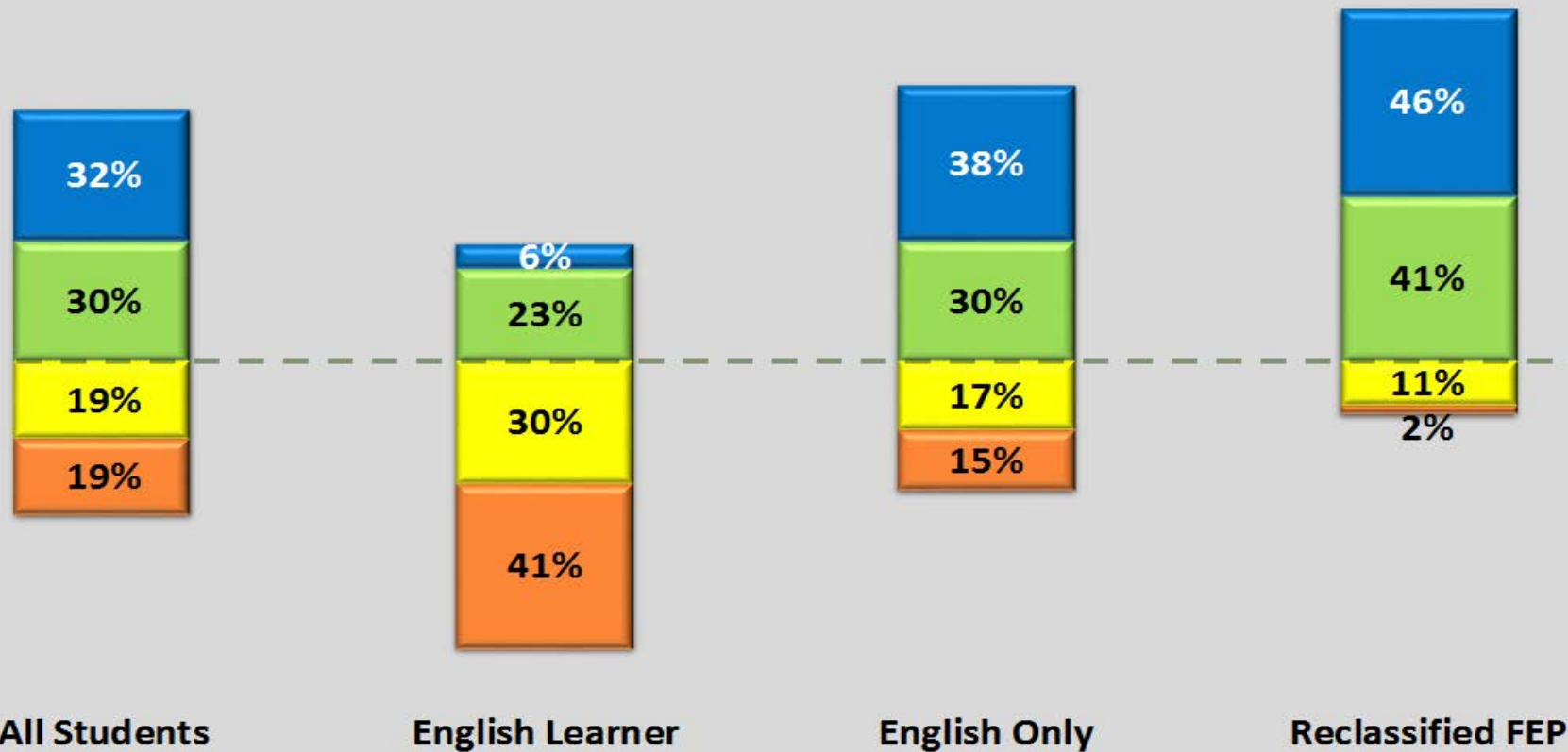
Purpose: Assist districts in shifting to a continuous improvement approach for multiyear LCAP planning, including disciplined inquiry that will inform plan development for improvement over time, with focused acceleration for students.

Focused Area of LCAP and State Priority Area (e.g., Goal)



GOAL:6	Students in all grades (including all target groups such as Low Income, English Learners (ELs), and Foster Youth) will demonstrate increased proficiency on State and District assessments.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify <u> </u>
Identified Need :	Identified Need : It is anticipated that all Grades 3-6 students will need to achieve at higher levels of performance as shown by the 2015 baseline results for the SBAC		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL, including English Learners	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) By 2018, 80% of all Grades K-1 students will score Met on the District Local Measure assessment in Reading. <ul style="list-style-type: none"> • 13/14 = 69.3% 14/15 = 71.1% 15/16 = 71.7% 2) By 2018, 80% of all Grades 2-6 students will score College and Career Ready on the District Local Measure assessment in Reading. <ul style="list-style-type: none"> • 13/14 = 42.3% 14/15 = 35.5% 15/16 = 42.3% 3) By 2018, 80% of all Grades K-2 students will score Met on the District Local Measure assessment in Mathematics. <ul style="list-style-type: none"> • 13/14 = 69.9% 14/15 = 75.2% 15/16 = 79.3% 4) By 2018, all students will read at grade level by the end of Grade 3. <ul style="list-style-type: none"> • 13/14 = 52.5% 14/15 = 46.7% 15/16 = 53.7% 5) By 2018, the academic progress of ELs will improve, and the rate of reclassification will increase annually. <ul style="list-style-type: none"> • 13/14 = 9% 14/15 = 5% 15/16 = 13% 6) By 2018, all students in Grades 3-6 will improve at least 5% annually on the SBAC. <ul style="list-style-type: none"> • ELA 14/15 = 56% 15/16 = 62% Math 14/15 = 45% 15/16 = 49% 		

2016 ELA SBAC Results by Language Fluency



Source: [CDE CAASPP Results Reporting Site](#)

2015-16
All English Learners

Grade	English Learner		Reclassified (RFEP)	
	<i>N</i>	%	<i>N</i>	%
KN	1,757	100.0%	0	0%
1	1,516	99.9%	1	0.1%
2	1,509	99.7%	5	0.3%
3	1,640	99.0%	16	1.0%
4	1,534	88.4%	202	11.6%
5	1,359	78.8%	365	21.2%
6	1,199	69.4%	528	30.6%

Source: [CDE Dataquest EL Data 2015-16](#)

**Percentage of ELs
Making Annual Progress
in Learning English**

Number of 2015-16 Annual CELDT Takers	6,926
Number with Required Prior CELDT Scores	6,926
Percentage with Required Prior CELDT Scores	100%
Number in Cohort Making Annual Progress	4,497
Percentage in Cohort Making Annual Progress	64.9%

**Percentage of ELs Attaining
English Proficient Level on the CELDT**

Less than 5 Years Cohort

Number of 2015-16 EL in Cohort	6,730
Number in Cohort Attaining English Proficient Level	2,097
Percentage in Cohort Attaining English Proficient Level	31.2%

5 Years or More Cohort

Number of 2015-16 EL in Cohort	1,729
Number in Cohort Attaining English Proficient Level	1,133
Percentage in Cohort Attaining English Proficient Level	65.5%

English Learner Performance Sample LCAP District

English Learner Status
(Percent Progress Plus Reclassified Students)

English Learner Change (Change in Percent Progress 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

ALL English Learners					
Grade	# of EL	# of EL for 4 or 5 Years	% of EL for 4 or 5 Years	# of EL "At-Risk"	% of EL "At-Risk"
3	1,640	168	10.2%	121	72.0%
4	1,534	1,276	83.2%	495	38.8%
5	1,359	988	72.7%	391	39.6%
6	1,199	95	7.9%	41	43.2%

Source: [CDE Dataquest EL Data 2015-16](#)

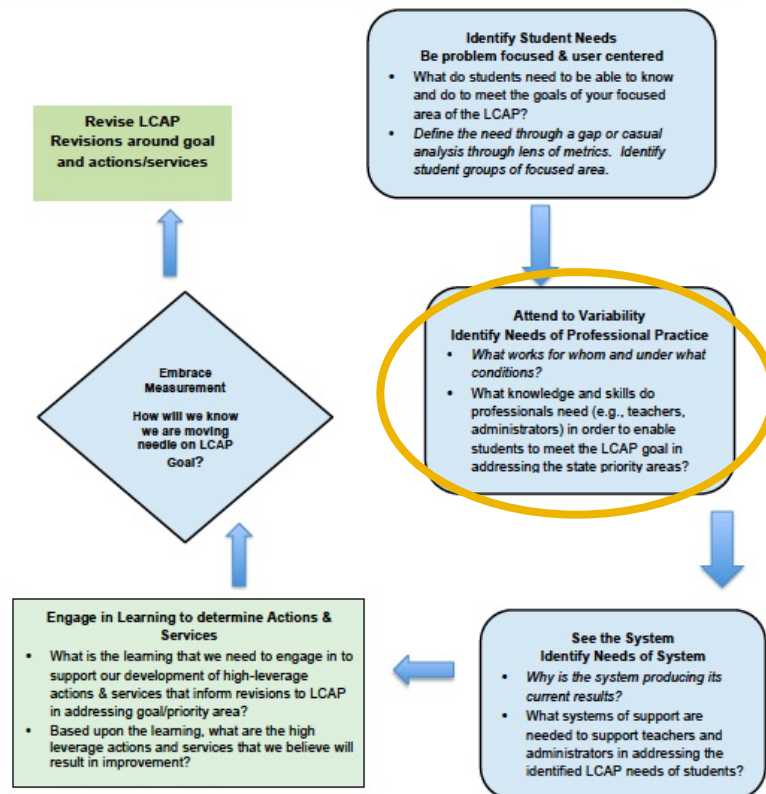
Identify Needs of Professional Practice

Attend to Variability

Collaborative Study Through Inquiry to Inform Continuous Improvement

Purpose: Assist districts in shifting to a continuous improvement approach for multiyear LCAP planning, including disciplined inquiry that will inform plan development for improvement over time, with focused acceleration for students.

Focused Area of LCAP and State Priority Area (e.g., Goal)



English Learner Profiles

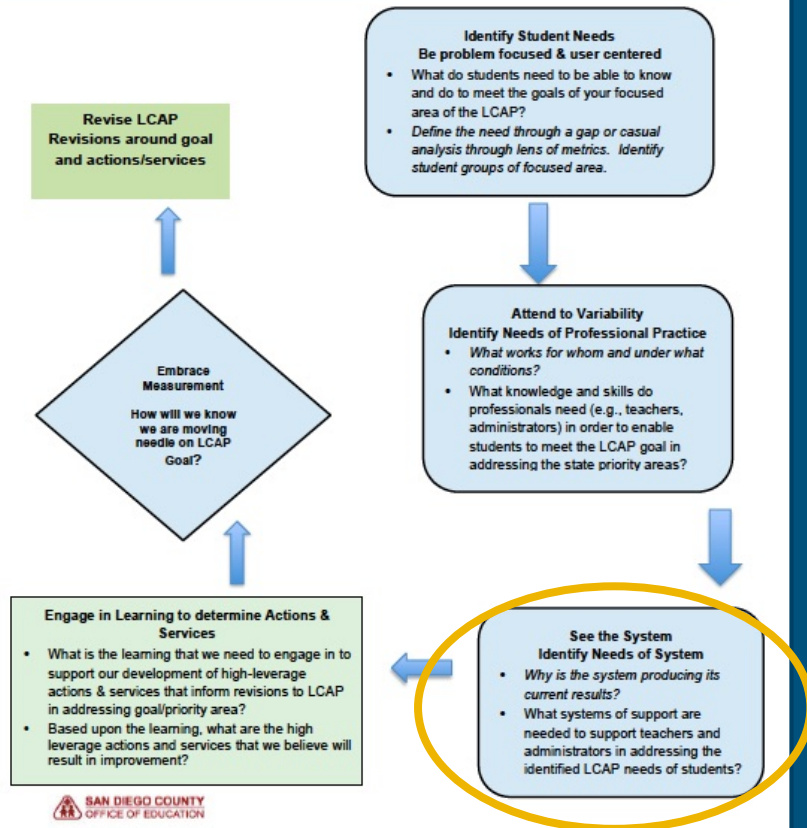
Identify Needs of System

See the System

Collaborative Study Through Inquiry to Inform Continuous Improvement

Purpose: Assist districts in shifting to a continuous improvement approach for multiyear LCAP planning, including disciplined inquiry that will inform plan development for improvement over time, with focused acceleration for students.

Focused Area of LCAP and State Priority Area (e.g., Goal)

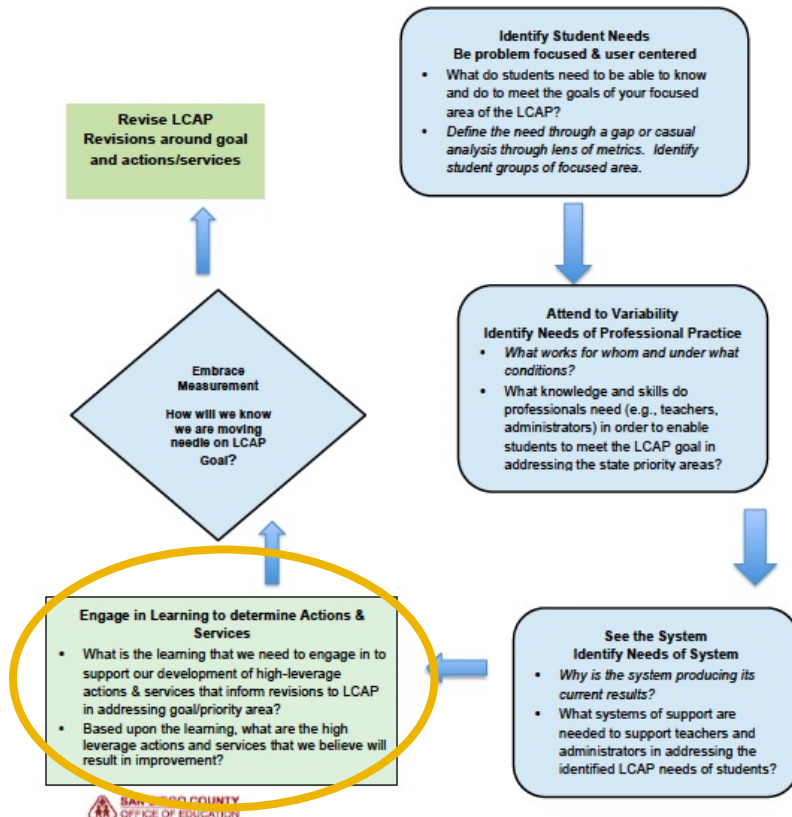


Engage in Learning to Determine Actions & Services

Collaborative Study Through Inquiry to Inform Continuous Improvement

Purpose: Assist districts in shifting to a continuous improvement approach for multiyear LCAP planning, including disciplined inquiry that will inform plan development for improvement over time, with focused acceleration for students.

Focused Area of LCAP and State Priority Area (e.g., Goal)



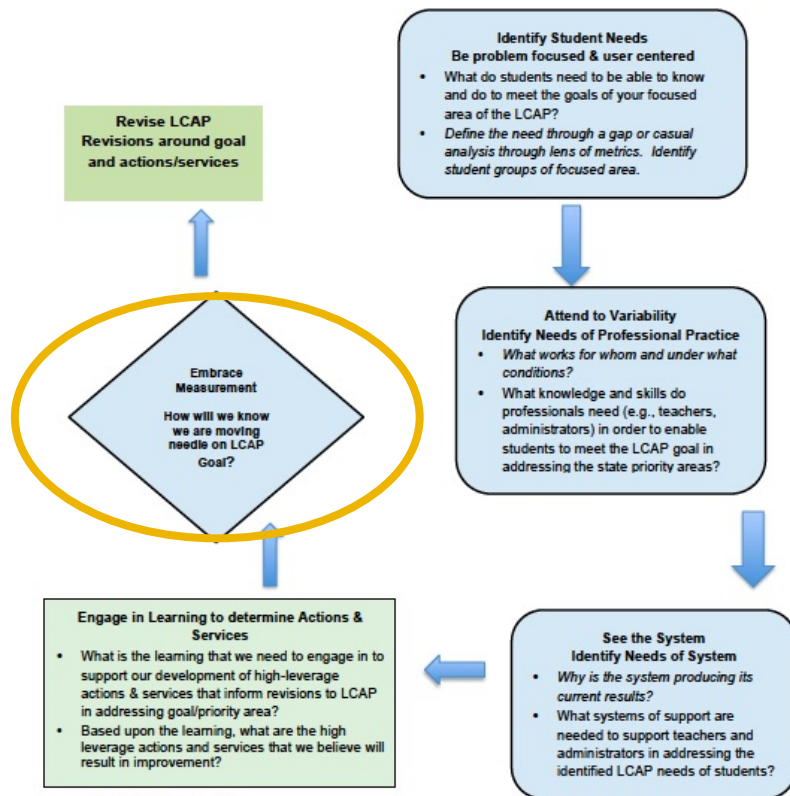
How will we know we are moving needle?

Embrace Measurement

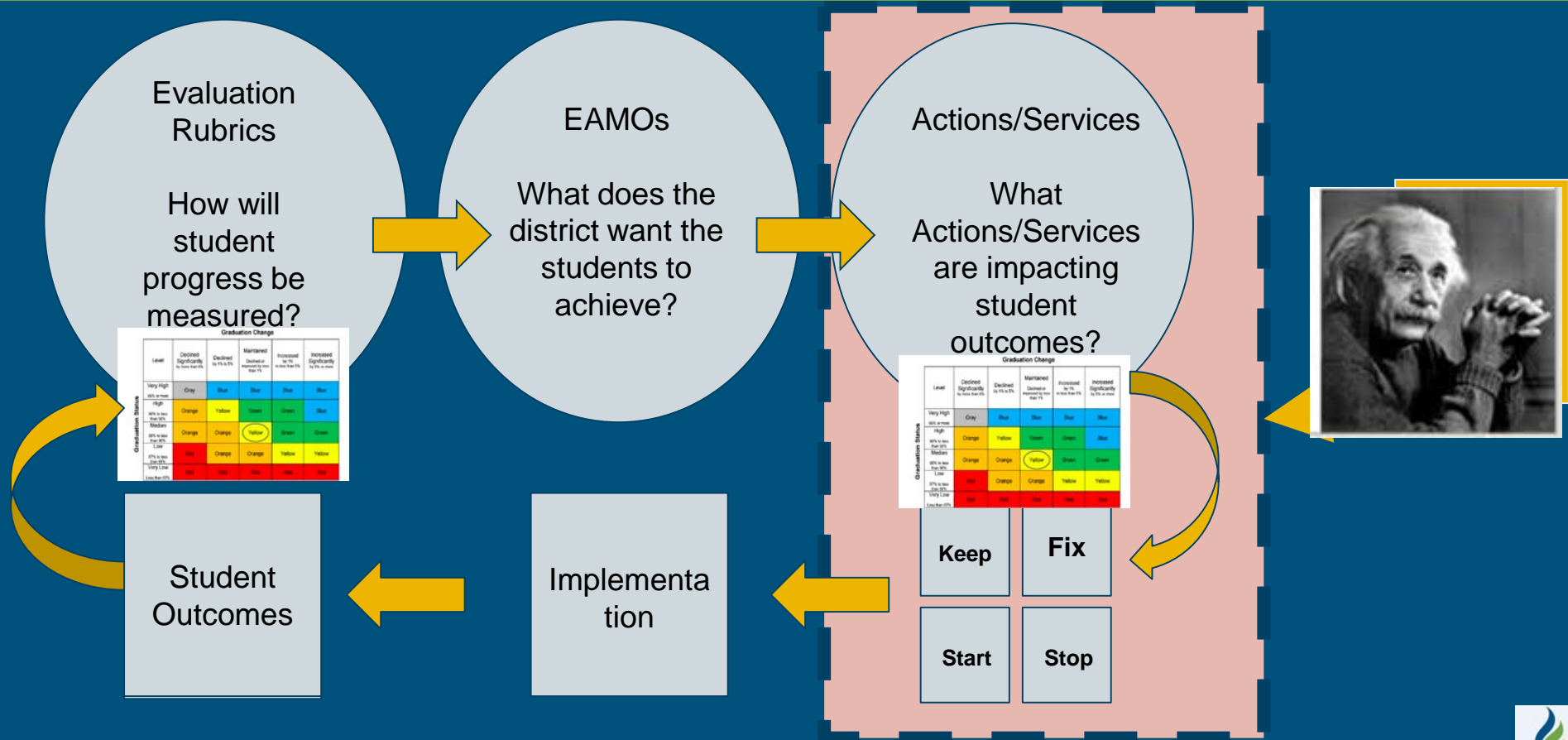
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Concept Map: Linking EAMOs to Student Outcomes



Trying It On

Helping Districts Think Through an Improvement Process

- ❖ Area of focus identified
- ❖ Specific student needs within area of focus
- ❖ What is the learning that adults need?
- ❖ Determine action & services
- ❖ How will we know we are moving the needle?
- ❖ What does progression of success look like over 3 years?
- ❖ What are the fiscal considerations in developing the 3-year plan?

Google Survey:
<http://bit.ly/2eDOYA6>

LCAP Reflection Planning Document

- Area of focus
 - Has district identified an area of focus or do they need guidance?
- Specific student needs within area of focus:
 - Is this the same for all students in all settings?
- What is the learning that adults need in order to:
 - Better understand the problem to solve?
 - Address the problem?
- Determine action & services (Identify what you want to work?)
- How will we know we are moving the needle?
 - What does the progression of success look like over 3 years?
- As actions/services are implemented and achieved:
 - How will your current reality shift to then inform what you do differently in years 2 & 3? How do you take into consideration affordability?
 - How will what you accomplish in year 1 inform what you do next in years 2 & 3 in order to build strategic systems?
 - How do instructional & business work alongside one another throughout the year?
- What are the fiscal considerations in developing the 3-year plan?
 - How will costs be determined for Year 1?
 - What financial considerations should be made in Years 2 and 3?
 - Are there places where redirecting resources to meet the needs of students is necessary?

Aqua Handout

In Closing...

Please complete the
Retrospective survey:

<http://bit.ly/2e3sKG5>

Thank you!