



## Key Takeaways on California's New Accountability and Continuous Improvement System and the Local Control Funding Formula Evaluation Rubrics

September 13, 2016

Over the past two years, the State Board of Education (SBE) and California Department of Education (CDE) have been working to develop a new accountability and continuous improvement system. The new system includes the Local Control Funding Formula (LCFF) evaluation rubrics, the redesigned three-year Local Control and Accountability Plan (LCAP) as well as an Annual Update Template in time for use in the 2017-18 school year. At the core of the new system are the eight priority areas for school districts and charter schools (ten priority areas for county offices of education) set forth in LCFF statute. At its September 2016 meeting, the SBE adopted the initial phase of the new accountability system, grounded in the concept that local educational agencies (LEAs) and schools will make continuous improvement on multiple measures that define a quality public education. In taking this action, the SBE made it clear that the LCFF evaluation rubrics will continue to evolve and be refined over time. To this end, the Board approved an annual process for the SBE to review the evaluation rubrics to determine whether newly available data and/or research support the inclusion of a new state or local performance indicators or substituting such an indicator for an existing indicator.

On behalf of ACSA and the more than 17,000 school, district and county office of education (COE) leaders, Executive Director Wesley Smith Ph.D., encouraged the SBE to stay the course, calling the new accountability system a model for students across the United States, and praised the Board for the concerted efforts to developed a single, integrated local, state and federal accountability system that does not include a single, summative measure. ACSA has been a key partner and has been proactively sharing administrators' perspectives and recommendations on the various decision-points regarding the proposed state indicators, cut scores and other key components of the accountability system.

### ***The LCFF Evaluation Rubrics***

The LCFF evaluation rubrics are the cornerstone of the new accountability system and include state and local performance standards for each LCFF priority. These are meant to assist LEAs in evaluating strengths, weaknesses and areas needing improvement, and serving as a tool for county superintendents to identify school districts or charter schools needing technical assistance.

As part of the accountability system, the SBE adopted evaluation rubrics and performance standards based on the approved methodology to establish cut-scores and performance categories for the following **state indicators** that apply at the LEA and school level:

1. Progress of English learners toward English language proficiency (Priority 4);
2. High school graduation rate (Priority 5);
3. Suspension rates by LEA type (elementary, high, and unified), and by school type (elementary, middle, and high) (Priority 6);
4. College and Career Indicator, which combines grade 11 test scores on English Language Arts and math and other measures of college and career readiness (Priorities 7 and 8);
5. Academic indicator for student test scores on ELA and math for grades 3–8, that includes results from the second year of Smarter Balanced tests (Priority 4).

The approved methodology for calculating performance results in five color-coded performance categories based on (1) how well they performed in the prior year (status) and (2) improvement or decline over the prior year, and in some instances where longitudinal data is available, three-year averages (change). From highest to lowest, the performance categories are: Blue, Green, Yellow, Orange, Red, with the target performance category being **GREEN** for all LEAs, schools and student groups.

At its July 2016 meeting, the SBE approved a methodology for establishing standards for the LCFF priorities that are not addressed by the approved state indicators (referred to as **local performance indicators**), as well as a standard for local climate surveys. Although the evaluation rubrics may address these LCFF priorities differently in the future, the initial phase of the evaluation rubrics design will include standards that address the following LCFF priorities:

1. Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities (Priority 1)
2. Implementation of State Academic Standards (Priority 2)
3. Parent Engagement (Priority 3)
4. Local Climate Surveys (Priority 6)
5. Coordination of Services for Expelled Students (Priority 9—County Office of Education only)
6. Coordination of Services for Foster Youth (Priority 10—County Office of Education only)

The standards will be objective descriptions of practices. LEAs would assess their progress toward meeting the standard on a [Met / Not Met / Not Met for Two + Years] scale.

The accountability tool – the evaluation rubrics – will support all LEAs and schools by showing student performance on the state and local performance indicators and by highlighting disparities among student groups on those indicators. This will assist LEAs and schools as they review and update their LCAPs annually. The evaluation rubrics will have a web-based user interface that will hold a series of data displays and reports through which the information contained in the rubrics can be accessed and viewed. As illustrated in the example below, the CDE will pre-populate each LEA's rubrics with their data for each state indicator and for the four local performance indicators already identified. That data will be made available to LEAs in November for review and correction. However, it will not be publicly released until January 2017.

Among other elements, the interface will include a top-level summary data display for LEAs and schools that shows performance in all LCFF priority areas and includes an equity report. The equity report will identify any subgroups with a valid n-size (30 or more) that are in the lowest performance categories, Red or Orange, for the state indicators. In collaboration with WestEd, CDE and SBE staff will finalize the interface over the coming months. Below is a draft of the top-level summary data display.

For additional information and details on the performance categories, standards, and cut-scores for each of the state and local performance indicators, including the process and timeline for further development related to the new accountability system, see Item 1 in the SBE September 8<sup>th</sup> agenda item: <http://www.cde.ca.gov/be/ag/ag/yr16/agenda201609.asp>

## TOP-LEVEL SCHOOL RATINGS

STATE INDICATOR	RATING	STUDENT GROUPS NEEDING ASSISTANCE	Eng Learners	Foster Youth	Homeless	Socio-Disadv	Stu's w/Disab	Amer Indian	Asian	Black	Filipino	Hispanic	Pacific Islander	Two+ Race	White
Chronic Absenteeism	<span style="color: blue;">●</span>	●●●●●●			×		●					●	●	×	
Suspension Rate & Local Climate Survey	<span style="color: green;">●</span>	●●●●●●	×	●	●		×	●				●		●	
English Learner Proficiency	<span style="color: yellow;">●</span>	●●●●●●	×		×	●				×	●		●		
Graduation Rates	<span style="color: yellow;">●</span>	●●●●●●	●	●		●	×		×		×		●		
College & Career Readiness	<span style="color: red;">●</span>	●●●●●●	●	●	×	●							×	×	×
English & Language Arts Assessment	<span style="color: orange;">●</span>	●●●●●●	×	●	●	×	●	●	●	×	●	●	●	●	
Math Assessment	<span style="color: yellow;">●</span>	●●●●●●	×	×			●					●	×	×	●

### Approved Criteria for Determining LEA Eligibility for Technical Assistance and Intervention

The foundation of the new accountability system is supporting all LEAs and schools to improve outcomes and opportunities for all students, and to narrow disparities among student groups, across the LCFF priorities and any local priorities. As required by the LCFF statute, the SBE had to develop a process for using the performance standards on state and local indicators to identify LEAs in need of additional support, differentiated assistance, or intensive intervention. A primary goal for the first level of support is to provide all LEAs and schools with support early so that they do not require more intensive assistance in the second and third levels of support based on persistent low performance.

Under the LCFF statutes, LEA eligibility for differentiated assistance and intensive intervention is based on student group performance in each LCFF priority area. Consistent with the LCFF statutes:

1. An LEA would be eligible for differentiated assistance if *any student group* met the performance criteria (Red or Not Met for Two or More Years) for *two or more* LCFF priorities.
2. An LEA would be eligible for intensive intervention if *three or more student groups* met the performance criteria (Red or Not Met for Two or More Years) for *two or more* LCFF priorities in *three out of four consecutive years*.

Based on the statutory provision, the earliest that technical assistance for LEAs could commence based on the use of the evaluation rubrics is 2017-18, which is the fiscal year following the SBE's September 2016 adoption of the evaluation rubrics. As approved by the SBE, in the initial year that an LEA becomes eligible for technical assistance, such assistance will involve identification in writing of the LEA's strengths and weaknesses, which would come in the form of a letter from the county office of education. This would establish a presumption that the more intensive forms of technical assistance authorized by statute, such as assignment of an outside expert to assist the LEA, would not occur unless an LEA is eligible for technical assistance based on performance of the same student group(s) across the same LCFF priorities in two consecutive years. The SBE has consistently reminded stakeholders that the focus of the new system is continuous improvement – not punishment nor shaming. It is important to remember, however, that the substantive technical assistance under LCFF as well as the federal Every Student Succeeds Act (ESSA) will begin in 2018-19.

## ***Alignment between Evaluation Rubrics and LCAP Template – CCEE’s Local Control and Continuous Improvement Workshops November 2-19, 2016***

In an effort to better align and integrate the new evaluation rubrics with the revised LCAP template, the California Collaborative for Educational Excellence (CCEE) is hosting a series of free all-day statewide workshops on local control and continuous improvement from November 2-19. These workshops are open to all audiences - superintendents, board members, principals, teachers, and classified staff as well as parents/guardians, students, community members, and other local stakeholders. The primary focus of these workshops is continuous improvement and how to help workshop attendees interpret, understand, and use the new LCFF evaluation rubrics as a tool to support such improvement for all students. These workshops will also touch on changes to the LCAP.

The workshops are designed for teams coming from the same county office of education, school district, charter school, or other education-focused organization. However, individuals not part of a team are encouraged to attend as well. For more information and to register, visit <http://www.ccee-ca.org/workshops-trainings.asp> or email [ccee@rcoe.us](mailto:ccee@rcoe.us).

### ***Feedback Requested from the Field***

As LEAs and schools continue with the implementation of the goals, actions and services identified in their local LCAPs, the new state accountability and continuous improvement system will be implemented. Below are several questions ACSA would appreciate hearing your thoughts on. If you have any feedback, please send to Martha Alvarez, ACSA Legislative Advocate, at [malvarez@acsa.org](mailto:malvarez@acsa.org) by **October 5<sup>th</sup>, 2016**.

1. What tools or self-assessments does your district or school currently use to measure parent engagement, school climate, implementation of state standards, and Williams Act requirements? What should be the requirement for districts to collect evidence and data for meeting the local performance indicators (LCFF Priorities 1, 2, 3, and 6)?
2. What support or resources should county offices of education or the CCEE provide to the field?
3. What questions or clarification do administrators need on the new accountability system?
4. Do you have any feedback on the proposed process for identifying LEAs for technical assistance and intensive intervention?
5. How are districts spending their Title I funding and what evidence do you have that your strategies have been effective in supporting student performance?
6. The CDE will be setting aside Title II funding for professional development and trainings to support school administrators. Do you have suggestions of the types of support or training that should be provided to school leaders?

### ***For Additional Information***

In an effort to keep ACSA’s members apprised of the new accountability system, staff will be hosting free webinars on various topics. Join us for the September 27<sup>th</sup> conversation on the revised LCAP and Annual Update Template by registering at [www.acsa.org/GRwebinars](http://www.acsa.org/GRwebinars).

To provide your input, share your questions or solicit additional information on the new accountability system and the LCFF evaluation rubrics, please contact Martha Alvarez, ACSA Legislative Advocate, at [malvarez@acsa.org](mailto:malvarez@acsa.org).

