

Informing Continuous Improvement: Dashboard Report Card

CCBE Presentation

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Overall Objectives

- ❖ Primary principles of LCFF
- ❖ Build understanding of the evaluation rubric
- ❖ Role of the evaluation rubrics in the process of continuous improvement

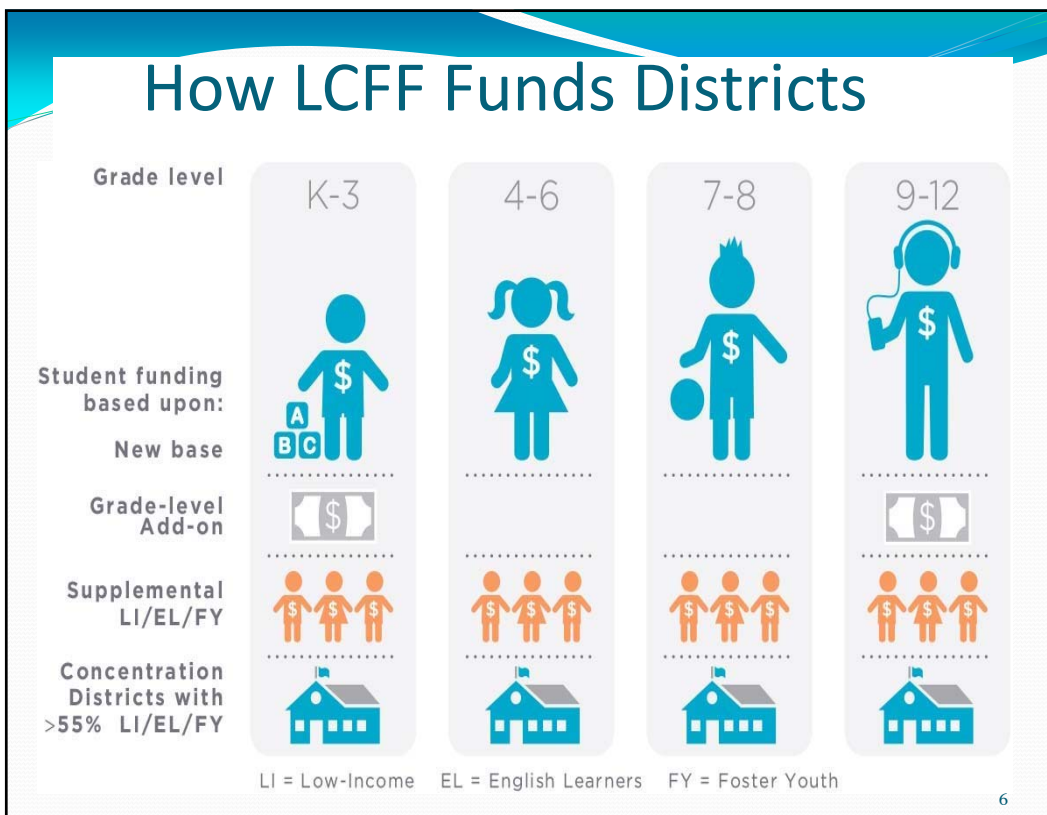
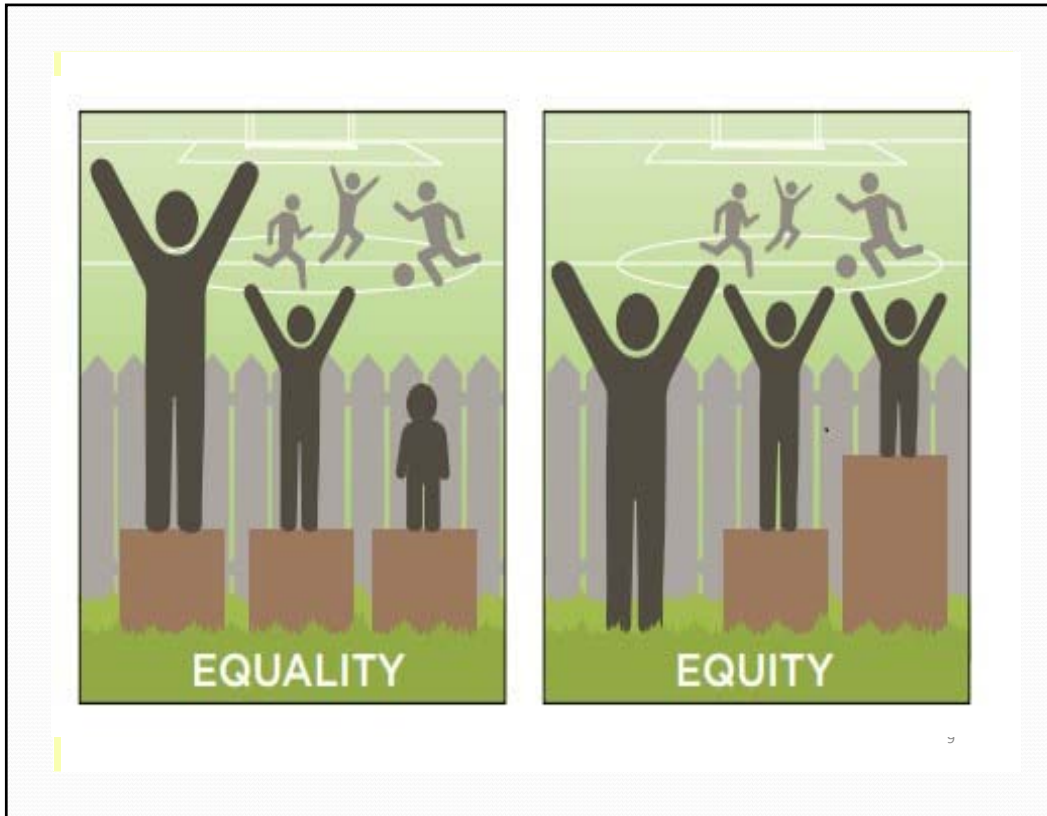
Section 1

OVERVIEW of LCFF

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Primary Principles of LCFF: Three Pillars

- ❖ Equity
- ❖ Local Control
- ❖ Continuous Improvement



What Did LCFF Change?

BEFORE	NOW
» State-directed categorical programs	» Local authority able to direct spending to greatest local needs
» Lack of additional funding for at-risk students	» Additional funding for low- income, English Learner, and foster youth students
» Performance represented by a single performance indicator , i.e. API / number	» Performance represented by multiple performance indicators

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What Did LCFF Change?

BEFORE	NOW
» Performance measured by achievement OR growth	» Performance measured by both achievement AND growth
» Performance measured by student test scores	» Multiple measures that go beyond student test scores
» Support was prescriptive , with certain models required to be adopted	» Support providers work side by side with LEAs

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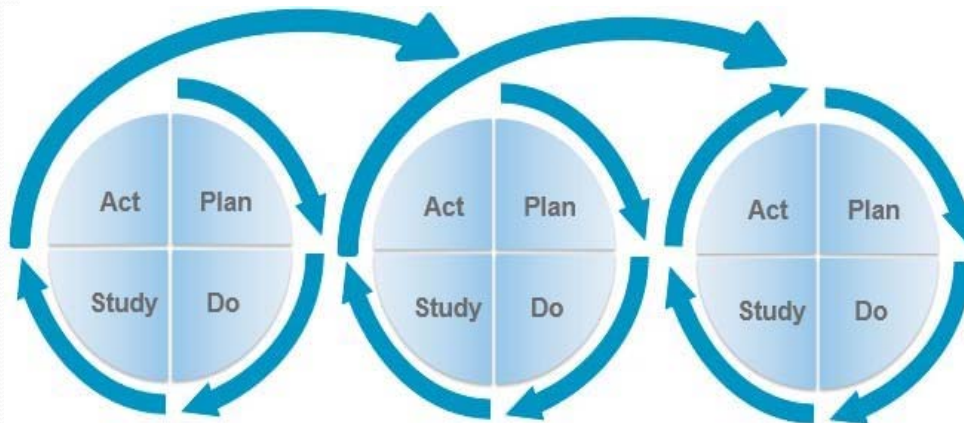
Foundation of the System

LCFF State Priorities

- ❖ **Priority 1: Basic Conditions**
 - ❖ Appropriately Assigned Teachers
 - ❖ Access to Curriculum-Aligned Instructional Materials
 - ❖ Safe, Clean and Functional School Facilities
- ❖ **Priority 2:** Implementation of State Academic Standards
- ❖ **Priority 3:** Parent Engagement
- ❖ **Priority 4:** Achievement
- ❖ **Priority 5:** Pupil Engagement
- ❖ **Priority 6:** School Climate
- ❖ **Priority 7:** Access to a Broad Course of Study
- ❖ **Priority 8:** Outcomes in a Broad Course of Study
- ❖ **Priorities 9 and 10:** Coordination of Services for Expelled and Foster Youth

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Continuous Improvement



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California Dashboard

Section 2

EVALUATION RUBRICS

First Phase of the LCFF Evaluation Rubrics

- ❖ Reported on the “California School Dashboard”
- ❖ Methodology for State Academic Indicator “Distance from Level Three”
- ❖ The EL subgroup will be included in all state indicators
 - ❖ For the Academic Indicator, the EL subgroup for accountability purposes will be EL students plus Reclassified Fluent English Proficient students
- ❖ The Local Performance Indicators for Priority Two (Implementation of Academic Standards) and Priority Three (Parent Engagement) will be a part of the dashboard.

LCFF Evaluation Rubrics:

Statutory Purpose

- ❖ Identifying strengths, weaknesses and areas for improvement
- ❖ Determining whether LEAs are eligible for technical assistance
- ❖ Determining whether LEAs are eligible for more intensive state support/intervention.

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LCFF Evaluation Rubrics Updates

- ❖ Website is in development
- ❖ Key concepts and basic data layouts shared today will remain unchanged
- ❖ Charter schools and alternative education schools are not included in the LEA- level data

7 State Performance Indicators

- ❖ Chronic Absenteeism (not available for 2016-2017)
- ❖ Suspension Rate
- ❖ English Learner
- ❖ Graduation Rates (4-year Cohort)
- ❖ College and Career Readiness (not available for 2016-2017)
- ❖ ELA Assessment (Gr. 3-8)
- ❖ Math Assessment (Gr. 3-8)

4 Local Performance Indicators

- ❖ Basics (Teachers, Instruction Materials, Facilities)
- ❖ Implementation of Academic Standards
- ❖ Parent Engagement
- ❖ Local Climate Survey

Overview of the California Model

State Performance Indicators

- ❖ The California Model uses percentiles or scale scores to create a 5 by 5 grid that combine “Status” and “Change” that are equally weighted to make an overall determination for a “Performance Category” for each indicator.
- ❖ **Status (outcome)** is based on the *current* year performance.
- ❖ **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.

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State Performance Indicator 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
- ❖ 5 x 5 Grids will be used to generate dash boards reports for LEAS CALLED :**Top-Level Summary Data Display**

Overview of the Standard Setting

Example:

An LEA or school with a “High” **Status** and an “Increase” in **Change** will receive an overall performance of **Green** for most indicators.

Change

	Levels	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Status	Very High	Yellow	Blue	Blue	Blue	Blue
	High	Orange	Yellow	Green	Green	Blue
	Median	Orange	Orange	Yellow	Green	Green
	Low	Red	Orange	Orange	Yellow	Yellow
	Very Low	Red	Red	Red	Orange	Yellow

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Graduation Rate Performance

The number of LEAs and schools in each performance category based on their “Status” and “Change” results.

Total	Red	Orange	Yellow	Green	Blue
LEAs (515)	70 (13.6%)	122 (23.7%)	106 (20.6%)	81 (15.7%)	136 (26.4%)
Schools (1,221)	99 (8.1%)	85 (7.0%)	186 (15.2%)	298 (24.4%)	553 (45.3%)

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Graduation Rate Indicator

Performance categories that LEAs and schools would earn based on their “Status” and “Change” results. Ex: ABC district 2016 : 90%; 2015 : 88%

Graduation Change

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

Gray colored cell=Not applicable

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Takeaways:

- ❖ A red, orange, or yellow means more work to be done.
- ❖ A green or blue means that the trajectory of performance is fine.
- ❖ It is important to dig deeper into the data to understand why the district is performing in the yellow, orange or red categories

Local Control Funding Formula Evaluation Rubrics: **Components**

- **Top-Level Summary Data Display “Dashboard”**
 - Summary report showing performance relative to standards for the state priorities
- **Data Analysis Tool**
 - Web-based, more detailed data reports
- **Statements of Model Practices**
 - Qualitative statements of effective processes and practices
- **Links to External Resources**
 - Links to additional resources for assistance

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Overview of LCFF Rubric

Top-level Summary Data Display

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Required LCFF Rubric Components:

- ❖ A top-level summary data display that includes an **equity report** that further identifies any student group in the two lowest performance categories for the state indicators ;
- ❖ 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

*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.

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

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

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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

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

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SBE Item 1, Attachment 4, September 2016

Local Performance Indicators: Methodology

- ❖ State law requires LCFF Evaluation Rubrics to include standards for all LCFF priorities
- ❖ LEA must collect and report data for each **local performance indicator**

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Local Performance Indicators

- Approach for setting standards for **local performance indicators** within the LCFF priorities that are not addressed by state indicators:
 - The approach is based on collecting and reporting locally held information to enhance local decision making for the LCFF priority.

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Local Performance Indicators

- Local performance indicators standards and criteria as part of the initial phase of the LCFF evaluation rubrics:
 - Example Priority 3 Standard: LEA annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs, and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.
 - Criteria: LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

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Local Performance Indicators

- The SBE will review recommendations to establish a process for local educational agencies (LEAs) to measure performance on the local indicators or provide evidence of progress:
 - Example Evidence: LEA determines how it annually measures its progress, which may include use of a self-assessment tool and/or selection from a menu of local measures that will be included in the evaluation rubrics web-based user interface, and report the results to its local governing board and through the local data selection option in the evaluation rubrics.

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Coming Attractions: Statements of Model Practice

- Statements of Model Practices are qualitative statements describing examples of effective practices for LEAs to consider and compare to existing practices
- The statements of model practice are organized to correspond to the organization of the indicators in the Dashboard
- Users could directly access the statements of model practice from the main landing page
- Users would be able to access relevant statements of model practices from the data analysis tool interface when they are reviewing data on performance.

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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
Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue

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 (CAASPP) System
SBE-Adopted ELA/ELD Framework Chapters
Local Control Funding Formula

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LCFF Rubrics Implementation: Key Dates

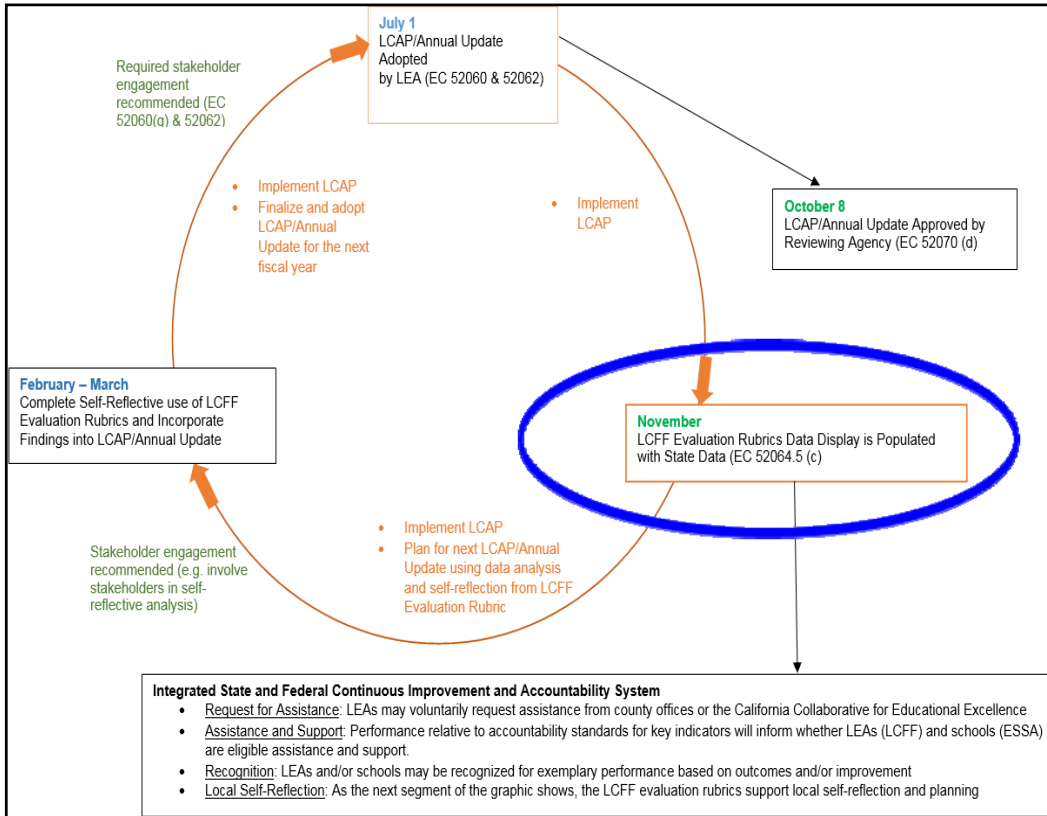
- September 2016: LCFF Rubrics approved by SBE (ahead of the statutory deadline of October 1, 2016).
- February 2017: Private preview for LEAs to see and use the system in their LCAP analysis, stakeholder input, and annual update cycle.
- March 2017: Launch of public Web-based system which expands access to students, parents, other stakeholders and the public.

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Future Improvement Cycle Timeline

- ❖ November, the *Data Analysis Tool* :“*Dashboard*” component of the LCFF Evaluation Rubrics will be populated with data on state and local indicators
- ❖ LEAs move into their LCAP revision cycles, data analysis and identification of LEA strengths, weaknesses, and areas that require improvement
- ❖ Analyses of progress on LEA goals, student outcomes, impact of actions and services, and allocation of resources can be informed by the use of the *Dashboard*
- ❖ By February to March, LEAs and schools incorporate findings and reflections from the use of the Evaluation Rubrics into the LCAP

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Questions or Reflections.....

Thank you