



# California's Accountability System



Tulare County  
Office of Education  
*Jim Vidak, County Superintendent of Schools*



# Accountability Tool

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

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



# Integrated Local, State and Federal Accountability and Continuous Improvement System

**Focus This School Year**

## **3 Statutory Purposes of LCFF Rubrics**

Support LEAs in Identifying  
Strengths & Weaknesses

Assist in Determining Eligibility for  
Technical Assistance

Assist the SSPI in Determining  
Eligibility for Intensive Interventions

# California School Dashboard: Initial Roll Out vs. November 2017

## February-March 2017

- Preliminary look
- Begin to identify strengths, weaknesses, and gaps in program using performance categories as a starting point
- Make connections to LCAP (summary prompts)
- Local Indicator responses are optional
- Performance categories do not count toward Technical Assistance qualification

## November 2017

- New accountability system starts in July 2017
- Formal launch of the California School Dashboard (aka, LCFF Rubrics)
- Identify strengths, weaknesses, and gaps in program, consider mid-year course adjustment for 17-18, and incorporate into LCAP/ Annual Update for 18-19
- Local data must be entered under the Local Performance Indicators
- Performance categories count toward Technical Assistance qualification

# Priorities, State and Local Indicators

LCFF Priority	State Indicator	Local Indicator
Priority 1		Basic 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 College/Career 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**

# State Indicators v. Local Indicators

State Indicators	Local Indicators
<b>Pre-populated</b> for LEAs by State with already existing data	<b>LEAs Populate</b> with analysis of progress from local data & <b>report performance</b>
<b>Most recently certified CALPADS Data</b> (from 14-15 or 15-16)	<b>Current or Prior Year Data</b> (15-16 or 16-17)
<b>Quantitative Data:</b> Matrix of Status and Change	Mix of <b>Qualitative, Perception, &amp; Quantitative Data</b>
<b>5 Performance Categories</b> (Blue, Green, Yellow, Orange, Red)	<b>3 Performance Categories</b> (Met, Not Met, Not Met for 2+yrs)

# CA Decisions in light of ESSA Requirements

<b>State-developed accountability systems must include:</b>	<b>CA Decisions for State Indicators:</b>
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



# State Indicator 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.
- ❖ Districts and Schools receive State Indicator performance categories



Blue

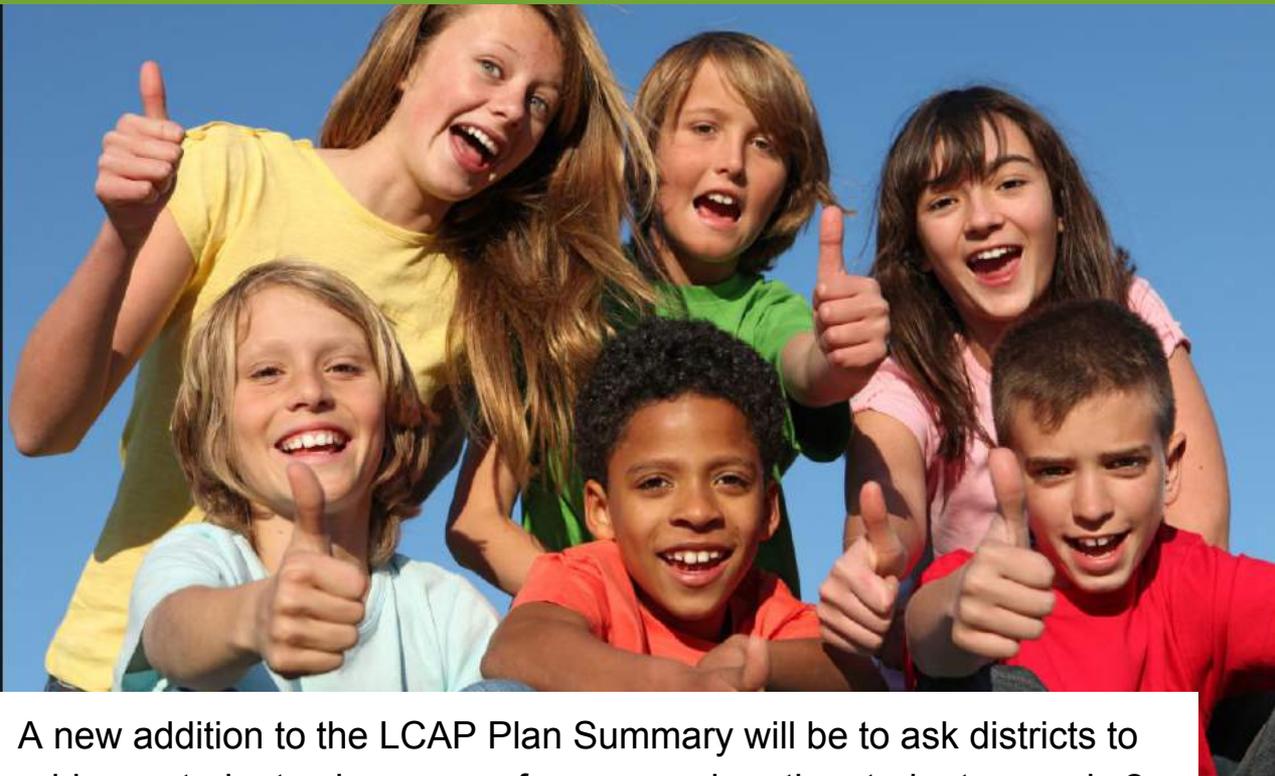
Green

Yellow

Orange

Red

# Closing Student Group 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.

## Example:

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

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

# Definition of English Learners in the New Accountability System

State Indicator	EL Inclusion Criteria
English Learner	Current EL annual CELDT* test takers (grades 1–12) plus students reclassified in the prior year
Academic	ELs (grades 3–8) plus students who have been Reclassified fluent English proficient (RFEP) for four years or less** (Note: this is similar to the criteria used in the prior state and federal accountability systems)
Graduation	Students with an EL status at any time in grades 9–12 (Same criteria since the initial release of the cohort graduation rate)
College/Career	Students with an EL status at any time in grades 9–12
Suspension (Note: Chronic Absenteeism will be added when data is available)	Current EL students (grades K–12)

\*CELDT: California English Language Development Test

\*\*This definition is based on what is permitted in the Every Student Succeeds Act



# California Model for State Indicators

- ❖ 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	High
82.3	45.0	
85	47.1	
90	53.8	Very High
93.3	60.0	
95	63.4	

Total number of schools = 608

The tables display “Status” cut scores based on the statewide LEA and school 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	Median
40	67.70	
45	68.60	
50	69.70	
55	70.70	
60	71.90	
65	73.10	High
70	74.60	
71.7	75.00	
75	76.05	Very High
80	77.96	
85	80.17	
90	83.58	
91.5	85.00	
95	88.28	

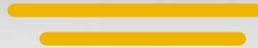
Total number of LEAs = 1,181

# Change Cut Scores

Graduation Indicator		
Percentile	Graduation Rate Change	Change Level
5 10 15	-94.5 -6.7400 -5.3000	Declined Significantly
16.5 20 25 30 35 40 45 50 52	-5.0000 -4.4000 -3.6000 -3.0000 -2.4000 -1.9000 -1.6000 -1.2000 -1.0000	Declined
55 60 65	-0.7000 -0.3000 0.4000	Maintained
69.5 70 75 80 85	1.0000 1.1000 1.6000 2.5800 3.9000	Increased
89.5 90 95	5.0000 5.3400 8.3000	Increased Significantly

The tables display “Change” cut scores based on the statewide LEA and school distribution.

# Graduation Rate Indicator



# 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%

# 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
<b>Very Low</b>	Suspension rate is 0.5% or less.	Suspension rate is 1.5% or less.	Suspension rate is 1.0% or less.
<b>Low</b>	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%.
<b>Median</b>	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%.
<b>High</b>	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%.
<b>Very High</b>	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
<b>Declined Significantly</b>	Suspension rate declined by 2% or greater.	Suspension rate declined by 3% or greater.	Suspension rate declined by 2% or greater.
<b>Declined</b>	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%
<b>Maintained</b>	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%.
<b>Increased</b>	Suspension rate increased by 0.3% to 2%.	Suspension rate increased by 0.5% to 3%.	Suspension rate increased by 0.3% to 2%.
<b>Increased Significantly</b>	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

-0.3%

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

3.7%

Gray colored cell=Not applicable



# English Learner Progress 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
  - Reclassification rate
  - Long-term English Learner rate *{planning to be fully operational in 2019-20}*



# ELPI Data Sources

- The ELPI determines progress through the use of two data sources:
  - 1) Annual CELDT results, and
  - 2) EL reclassification

# This Determines Status and Change

## Status

- The percent of ELs who moved up a performance level from the **2014** to **2015** CELDT *plus* ELs who were reclassified between **July 1, 2013 to June 30, 2014**.

## Change

- Difference in Status from current year to prior year.

# Status Cut Points for EL Indicator

Status Level	Status Cut Score	<b>Status:</b> 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.
<b>Very Low</b>	Less than 60% of EL students increased at least one CELDT level or were reclassified.	
<b>Low</b>	60% to less than 67% of EL students increased at least one CELDT level or were reclassified.	
<b>Median</b>	67% to less than 75%, of EL students increased at least one CELDT level or were reclassified.	
<b>High</b>	75% to less than 85% EL students increased at least one CELDT level or were reclassified.	
<b>Very High</b>	85% or more EL students increased at least one CELDT level or were reclassified.	

# Change Cut Points for EL Indicator

Change Level	Change Cut Score	Change: the difference in <b>Status</b> from current year to prior year (Status = EL progress +RFEP).
Declined Significantly	ELI declined by more than 10%.	
Declined	ELI declined 1.5% to 10%.	
Maintained	ELI declined or increased by less than 1.5%.	
Increased	ELI increased by 1.5% to less than 10%.	
Increased Significantly	ELI increased by 10% or more.	

## English Learner Change (Change in Percent Progressing Plus 0.7% Reclassified Students)

English Learner Status  
(Percent Progressing Plus Reclassified Students)

Level	Declined Significantly by more than 10%	Declined by 1.5% to 10%	Maintained Declined or improved by less than 1.5%	Increased by 1.5% to less than 10%	Increased Significantly by 10% or more
Very High 85% or more	Yellow	Green	Blue	Blue	Blue
High 75% to less than 85%	Orange	Yellow	Green	Green	Blue
Median 67% to less than 75%	Orange	Orange	Yellow	Green	Green
Low 60% to less than 67%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60%	Red	Red	Red	Orange	Yellow

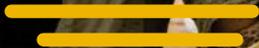
72.1%

0.7%



# College & Career Indicator

***State Priority 4, 7, 8***



# 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/Career Change

College/Career Status

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

# TJUHSD Dashboard

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		8	2
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		6	1
College / Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A
English Language Arts (3-8)		N/A	N/A
Mathematics (3-8)		N/A	N/A
<b>Local Indicators</b>	<b>Ratings</b>		
Basics (Teachers, Instructional Materials, Facilities)	N/A		
Implementation of Academic Standards	N/A		
Parent Engagement	N/A		
Local Climate Survey	N/A		

# California School Dashboard:

## Conceptual Understanding of **Local Performance Indicators**

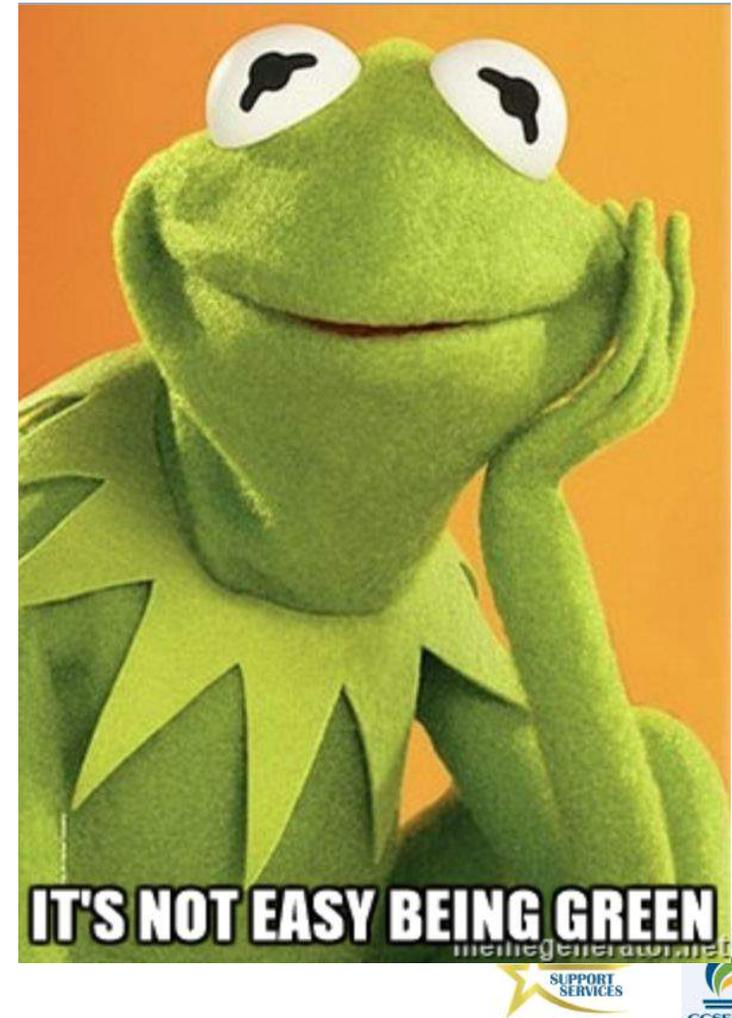
# Priorities, State and Local Indicators

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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**

# “Getting to Met” Meeting the Standard

Meeting standard on the local indicators is **NOT** about the **RESULTS** of a survey **nor** the **LEVEL** of **progress** on a tool...

Meeting standard is about **engagement** in the **process**, **analysis** for **continuous improvement**, **transparent reporting** of results, and the expectation to **incorporate** into the plan.



## 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

### 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

## 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.*

# Criteria for Determining Differentiated Assistance by the COE based on State and Local Indicators

**more than one state priority**

**for one or more pupil subgroups**

## Proposed Criteria for Determining LEA Eligibility for Differentiated Assistance and Intensive Intervention

### Basics (Priority 1)

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

Not Possible in Year 1

### Implementation of State Academic Standards (Priority 2)

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

Not Possible in Year 1

### Parent Engagement (Priority 3)

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

Not Possible in Year 1

### Pupil Achievement (Priority 4)

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

### Pupil Engagement (Priority 5)

- *Red* on Graduation Rate Indicator OR
- *Red* on Chronic Absence Indicator

Not Possible in Year 1

### School Climate (Priority 6)

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

Not Possible in Year 1

### Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)

- *Red* in College/Career Indicator

Not Possible in Year 1

### Coordination of Services for Expelled Pupils - COEs Only (Priority 9)

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

Not Possible in Year 1

### Coordination of Services for Foster Youth - COEs Only (Priority 10)

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

Not Possible in Year 1

# Timeline

- January 23, 2017: Send letters to superintendents and charter school administrators with information on how to enroll for access to the Dashboard.
- February 1, 2017: Release the LEA preview of the initial Dashboard and the communication toolkit.
- March 2017: Public release of the initial Dashboard.

## Timeline (Cont.)

- March 2017: The SBE will determine which indicators or performance standards will be considered for review.
- September 2017: Final decisions regarding revisions to indicators or performance standards. The SBE approves the state plan for the Every Student Succeeds Act, which includes the criteria for identifying the lowest five percent of schools.
- November 2017: Release of the first operational Dashboard. LEAs are identified for support.

## In Closing...

Thank  
you

*We appreciate your  
continued support!*