California's New State Accountability System: Supporting Continuous Improvement

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Presentation Purpose

- Highlight approved and proposed changes to the new state accountability system for districts and schools.

- Illustrate how the new accountability system is different from what it replaces.

- Outline next steps that will take place at the state and district levels.

A New State Accountability System

With the end of the API and NCLB, California's state accountability system is changing dramatically.   The new system:

❑ Attempts to align local, state and federal requirements to create a single integrated system.   State accountability (LCFF*) = federal accountability (ESSA**).

❑ Is based on the 8 state priorities outlined in the LCAP. Includes multiple measures for academic indicators as well as other indicators such as suspension rates, college and career readiness and school climate.

❑ Calculates district and school performance based on how a school/district status (performance) and the amount of change (improvement) over one year and in some cases 3 years.

❑ Focuses on continuous improvement.

*Local Control Funding Formula
**Every Student Succeeds Act

Initial Phase of a New System

SBE has approved multiple measures as State Indicators or Local Indicators as opposed to a single API number based on CST.

1. Key State Indicators
Address both LCFF* and ESSA**

- Test Scores on SBAC (Grades 3-8)
- English Learner progress toward English proficiency
- High school graduation rate
- College and career indicator; includes grade 11 SBAC
- Suspension rates by district type and grade span (K-5, 6-8, 9-12)

*Local Control Funding Formula
**Every Student Succeeds Act

2. Local Performance Indicators

- Basic-Williams Act
- Implementation of State Standards
- Parent Engagement
- Local Climate Surveys

The LCFF Rubric

A rubric will be used to show each school and district's current performance (status) and change (increase or decrease) on each State indicator.

State Indicators Design
Address LCFF and ESSA requirements

- Data pre-populated by the state
- Assigned one of five colors based on 50% status and 50% change.
- Top Level Summary Report
- Equity Report (subgroup performance).

Local Indicators Design

- Self-reported by districts
- Three colors:
  - Met-Green
  - Not met for 1 year -yellow
  - Not met for 2+ years- orange

State Indicator Cut Scores for Status

A cut score is set for each state indicator for a school or district's performance, or *status.*

4-year Cohort Graduation Rate Cut Scores

Status Level	Status Cut Score
Very Low	Graduation rate is less than 67%.
Low	Graduation rate is 67% to less than 85%.
Median	Graduation rate is 85% to less than 90%.
High	Graduation rate is 90% to less than 95%.
Very High	Graduation rate is 95% or greater.

PUSD:
86.4%
in 2014-15

State Indicator Cut Scores for Change

A cut score is set for a school or district's amount of change.

4-year Cohort Graduation Rate Cut Scores

Change Level	Change Cut Score
Declined Significantly	Graduation rate declined by more than 5%.
Declined	Graduation rate declined by 1% to 5%.
Maintained	Graduation rate is 95%, or declined or increased by less than 1%.
Increased	Graduation rate increased by 1% to less than 5%.
Increased Significantly	Graduation rate increased by 5% or more.

PUSD:
+.8%
in 2014-15

Rubric Color Reflects Status and Change

- Status and Change are used to determine the color assigned for each metric and each student subgroup.

- The assigned color is based on 50% status and 50% change.

- Colors range from red (lowest) to blue (highest). Green is considered meeting standard.   The descriptors for each color are still to be decided.

◦ Lowest   Highest

Red	Orange	Yellow	Green	Blue

PUSD Graduation Rate

- PUSD's Status for graduation rate is *Median*.
- PUSDs' level of Change for graduation rate is *Maintained*.
- A status of *Median* and a level of Change of *Maintained* = YELLOW
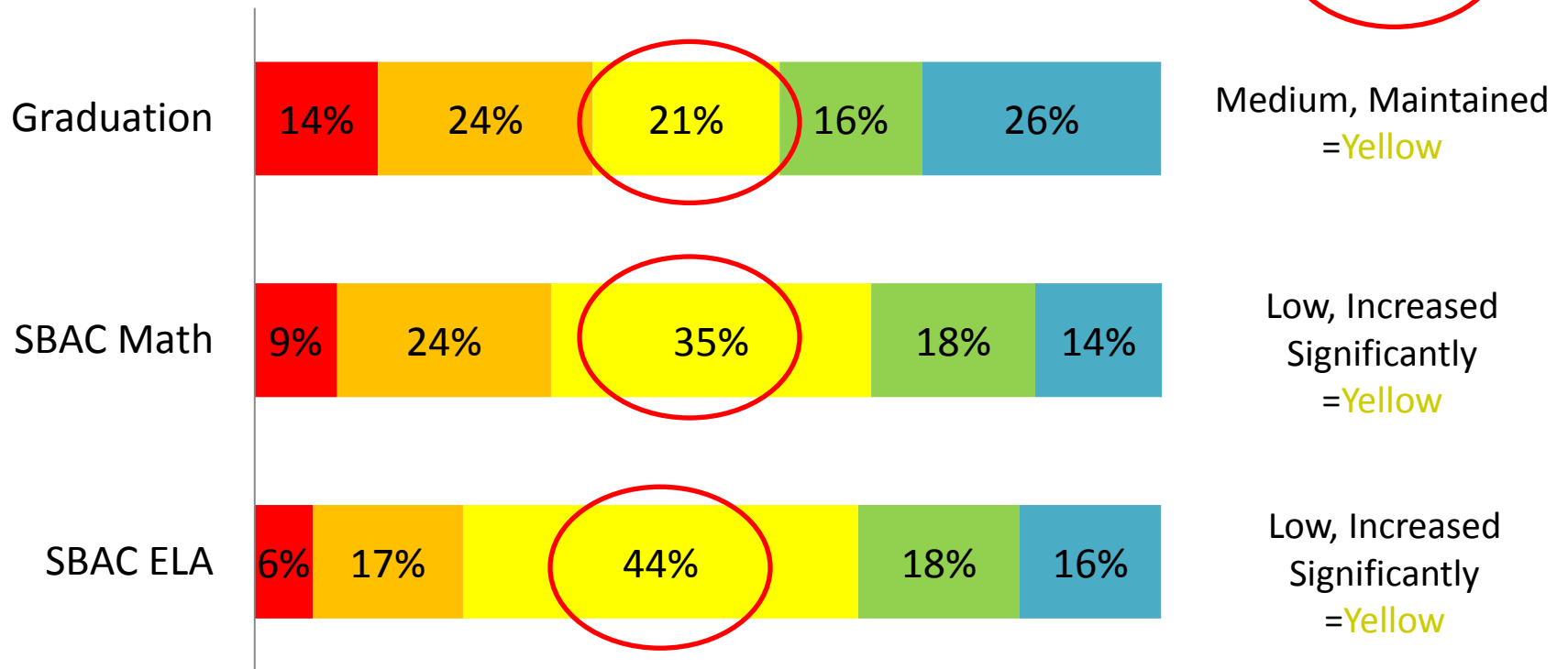
Graduation Change

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
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

Graduation Status

Gray colored cell=Not applicable

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Percent of Districts in each Color Category for Graduation Rate and SBAC

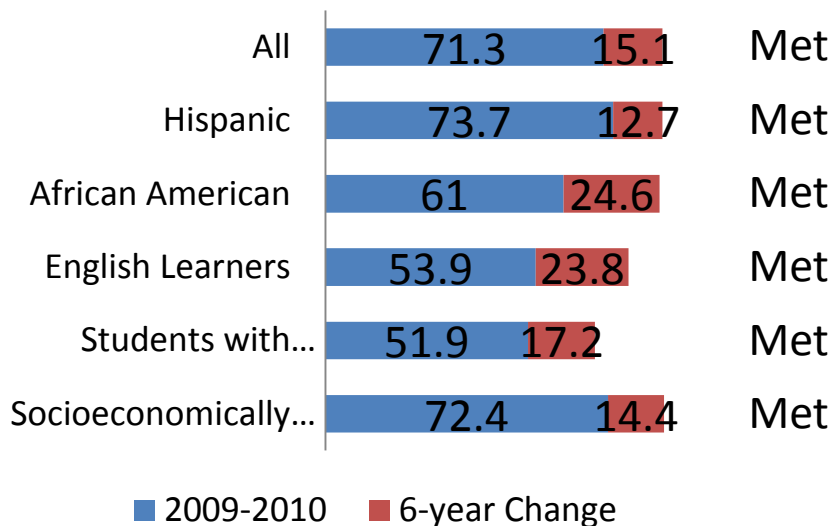|	Red	Orange	Yellow	Green	Blue	PUSD Estimate
Graduation	14%	24%	21%	16%	26%	Medium, Maintained =Yellow
SBAC Math	9%	24%	35%	18%	14%	Low, Increased Significantly =Yellow
SBAC ELA	6%	17%	44%	18%	16%	Low, Increased Significantly =Yellow

How is this different from the previous system?
Subgroup Results for Graduation

Adequate Yearly Progress (AYP) Federal Only	LCAP, LCFF, ESSA State & Federal
• Achieve 90% graduation or higher by 2018-2019.	• Uses cut-points to determine color.

	71.3	15.1	Met
All	71.3	15.1	Met
Hispanic	73.7	12.7	Met
African American	61	24.6	Met
English Learners	53.9	23.8	Met
Students with…	51.9	17.2	Met
Socioeconomically…	72.4	14.4	Met

■ 2009-2010   ■ 6-year Change

	14-15 Status	1-Year Change	Color
All	86.4	0.8	Yellow
Hispanic	86.4	0.2	Yellow
African American	85.6	4.9	Green
English Learners	77.7	4	Yellow
Students with Disabilities	69.1	-2.9	Orange
Socioeconomically Disadvantaged	86.8	1	Green

Lowest   Highest

Red	Orange	Yellow	Green	Blue

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College and Career Indicator

- College and Career Indicator (CCI) is a new indicator to measure students' preparation for college and career. Three levels are used to describe readiness for college and career: *Not Prepared, Approaching Prepared, Prepared.*

- Descriptors for course work and achievement on tests describe what students must do to meet the standard for each level of college readiness. The criteria for "Prepared" is very rigorous.

- The CCI includes 11th grade SBAC as an indicator.

- Reports on CCI will <u>not</u> be issued in 2016-17. In Fall 2017, the CCI will be based on status only. 2018-19 will be the first year to report both status and change.

Three Levels of College Readiness

College/Career Indicator Model

All students in the four-year graduation cohort minus students who take the California Alternate Assessment.

WELL PREPARED – To Be Determined

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

Student must obtain High School Diploma and any one of the following:

- Passing Score on two Advanced Placement (AP) or International Baccalaureate (IB) exams
- Completion of two semesters or three quarters of Dual Enrollment with passing grade
- Level 3 "Standard Met" on both ELA and Math Smarter Balanced Summative Assessment
- a-g completion + Passing score on one AP or IB exam
- a-g completion + One semester or two quarters of Dual Enrollment with passing grade
- a-g completion + At least one level 3 & one level 2 on Smarter Balanced Summative Assessment
- a-g completion + CTE Pathway completion
- CTE Pathway + At least one level 3 & one level 2 on Smarter Balanced Summative Assessment
- CTE Pathway + One semester or two quarters of Dual Enrollment with passing grade

APPROACHING PREPARED – Does the graduate meet at least 1 measure below?

Student must obtain High School Diploma and any one of the following:

- Completion of one semester or two quarters of Dual Enrollment with passing grade
- Level 2 "Standard Nearly Met" on one or both ELA and Math Smarter Balanced Summative Assessments
- a-g Completion
- Career Technical Education (CTE) Pathway Completion

NOT PREPARED

Student did not meet any measures above or did not graduate, so considered NOT PREPARED

In Summary

- Expanded definition of accountability goes beyond academics and test scores to include College and Career Readiness, suspension, local indicators.

- Performance and growth are weighted equally. Growth matters!

- LCAP plays a key role—districts will need to match resources to needs. Local targets are outlined in the LCAP and are self reported.

- New system is an evolving process—other measures will be added over time (ie, chronic absenteeism).

Next Steps, 2016-17

Month	Event
November 2016	SBE releases prepopulated preliminary rubrics to districts for review. PUSD reviews information with Board, principals.
December 2016	Principals provided presentation and FAQs to use with staff, parents. PUSD provides written communication to parents.
January 2017	CDE releases rubrics with data to public. Principals share information with staff, site parent groups. Ed. Services shares rubric reports with Board, principals, LCAP committee.
Spring 2017	LCFF rubrics are used to inform and update LCAP.

What's Ahead

2017-18:

- Schools/districts identified for support based on LCFF Rubrics overall and by subgroups.

- College and Career Indicator results provided for status only.

2018-19:

- College and Career Indicator fully implemented: both status and change are included in rubric.

Discussion