2016 Accountability Update: LCAP Evaluation Rubrics Rowland Unified School District

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October 11, 2016

State Accountability: *What's on the Horizon*

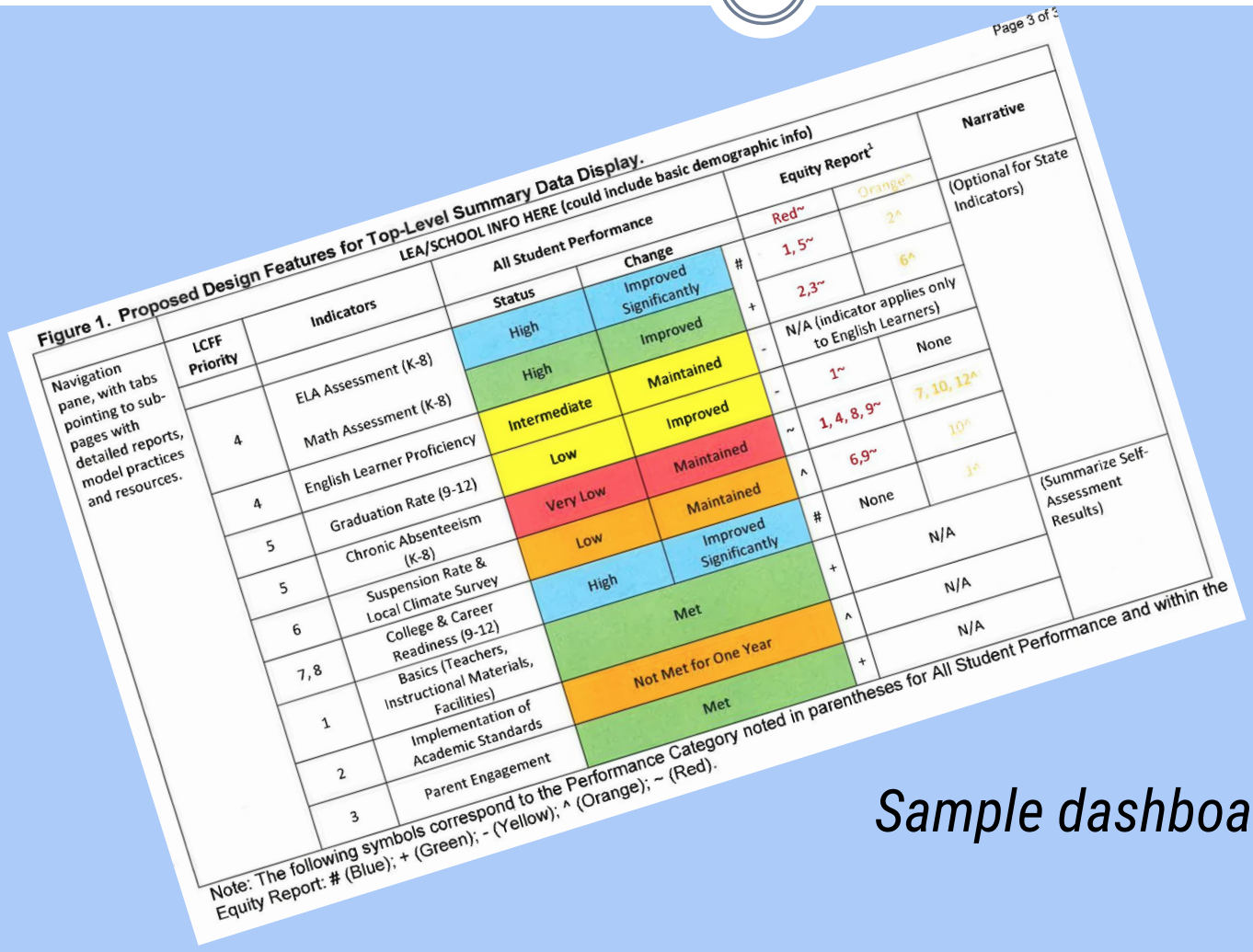

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Figure 1. Proposed Design Features for Top-Level Summary Data Display.

			LEA/SCHOOL INFO HERE (could include basic demographic info)						
			All Student Performance			Equity Report[1]		Narrative
Navigation pane, with tabs pointing to sub-pages with detailed reports, model practices and resources.	LCFF Priority	Indicators	Status	Change		Red~	Orange^	(Optional for State Indicators)
	4	ELA Assessment (K-8)	High	Improved Significantly	#	1, 5~	2^	
	4	Math Assessment (K-8)	High	Improved	+	2,3~	6^	
	5	English Learner Proficiency	Intermediate	Maintained	-	N/A (indicator applies only to English Learners)		
	5	Graduation Rate (9-12)	Low	Improved	~	1~	None	
	6	Chronic Absenteeism (K-8)	Very Low	Maintained	^	1, 4, 8, 9~	7, 10, 12^	
	7, 8	Suspension Rate & Local Climate Survey	Low	Maintained	#	6,9~	10^	
	1	College & Career Readiness (9-12)	High	Improved Significantly	+	None	1^	(Summarize Self-Assessment Results)
	2	Basics (Teachers, Instructional Materials, Facilities)	Met		^	N/A		
	3	Implementation of Academic Standards	Not Met for One Year		+	N/A		
		Parent Engagement	Met			N/A		

Note: The following symbols correspond to the Performance Category noted in parentheses for All Student Performance and within the Equity Report: # (Blue); + (Green); - (Yellow); ^ (Orange); ~ (Red).

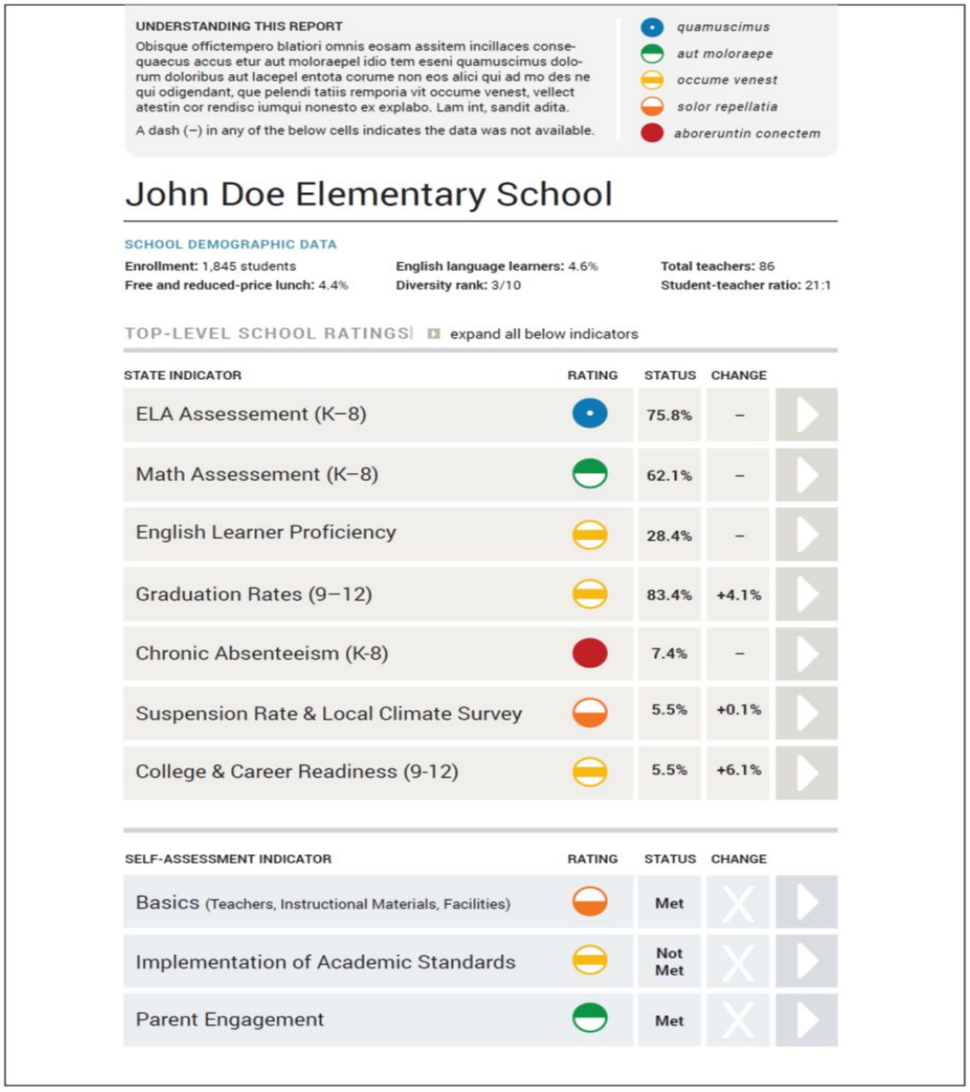
Sample dashboard view

State Indicators *(Approved May 2016 State Board Meeting)*

- **Academic Indicator**
  - ELA/Literacy & Math - grades 3 - 8 & 11
  - *Science – grades 5, 8 & 10 -12
- **Progress toward English Proficiency**
- **High School Graduation Rate**
- **Measures of Student Engagement**, including:
  - Suspension rates by grade span
  - Chronic absence, *when available*

Sample Dashboard

OPTION A: SCREEN 1



UNDERSTANDING THIS REPORT

Obisque officitempero blatiori omnis eosam assitem incillaces conse-quaecus accus etur aut moloraepel idio tem eseni quamuscimus dolo-rum doloribus aut lacepel entota corume non eos alici qui ad mo des ne qui odigendant, que pelendi tatiis remporia vit occume venest, vellect atestin cor rendisc iumqui nonesto ex explabo. Lam int, sandit adita.

A dash (–) in any of the below cells indicates the data was not available.

- *quamuscimus*
- *aut moloraepe*
- *occume venest*
- *solor repellatia*
- *aboreruntin conectem*

John Doe Elementary School

SCHOOL DEMOGRAPHIC DATA

Enrollment: 1,845 students
Free and reduced-price lunch: 4.4%
English language learners: 4.6%
Diversity rank: 3/10
Total teachers: 86
Student-teacher ratio: 21:1

TOP-LEVEL SCHOOL RATINGS expand all below indicators

STATE INDICATOR	RATING	STATUS	CHANGE
ELA Assessement (K–8)		75.8%	–
Math Assessement (K–8)		62.1%	–
English Learner Proficiency		28.4%	–
Graduation Rates (9–12)		83.4%	+4.1%
Chronic Absenteeism (K-8)		7.4%	–
Suspension Rate & Local Climate Survey		5.5%	+0.1%
College & Career Readiness (9-12)		5.5%	+6.1%

SELF-ASSESSMENT INDICATOR	RATING	STATUS	CHANGE
Basics (Teachers, Instructional Materials, Facilities)		Met	X
Implementation of Academic Standards		Not Met	X
Parent Engagement		Met	X

Methodology for Measuring Indicators

Status

- Current year performance
- Very high, High, Median, Low, Very low

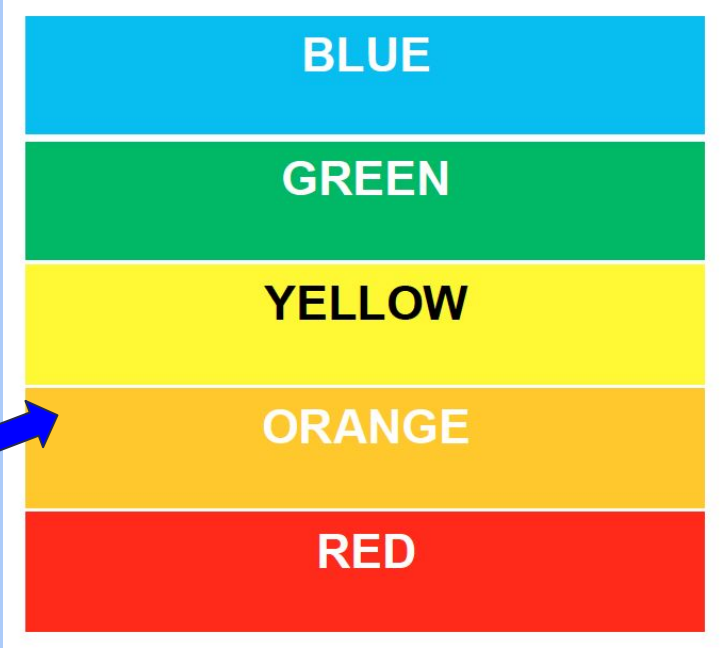
Change

- Difference between prior and current performance
- Increased significantly, Increased, Maintained, Declined, Declined significantly

Performance Category

- Combines STATUS and CHANGE for LEA, school or subgroup
- Represented by a color

GREEN is the state target performance level for all LEAs, schools and student subgroups



LCAP Rubric Format

Levels	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
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

CA Practitioners Advisory Group (CPAG)
June 8, 2016 Memorandum
Introduction to the Methodology for Determining Performance and Establishing Standards within the Local Control Funding Formula Evaluation Rubrics

Academic Indicator

- Based on student test scores in ELA and Math for grades 3-8
- Grade 11 results captured in the College and Career Indicator
- NGSS test added when available

Cut scores for status and change proposed at the November 2016 SBE meeting so that 2 years of SBAC data can be incorporated into the metric

English Learner Indicator

- Progress English Learners make towards proficiency (percent of students moving at least one proficiency level on CELDT)
- November SBE meeting will finalize methodology for inclusion of reclassified students
- New ELPAC assessment added 2018-2019

Graduation Rate Indicator

- Based on Four-Year Cohort Graduation Rates

- Two cases in which level of change does not enter into the Graduation Rate Performance Category:
  1. All LEAs and Schools with a grad rate below 67% will be placed in the **RED Performance Category.**
  2. All LEAs and Schools with a grad rate above 95% will be placed in the **BLUE Performance Category**

Graduation Indicator Performance Rubric

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	***RUSD Status: 86% Change: +0.8%***	Green	Green
Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67%	Red	Red	Red	Red	Red

Suspension Rate Indicator

- Suspension rate varies based on student age level, so cut scores are based on grade span:
  - DISTRICTS have three sets of cut scores:
    - elementary school districts
    - high school districts
    - unified districts
  - SCHOOLS have three sets of cut scores:
    - elementary schools
    - middle schools
    - high schools

STATUS: School Cut Scores for Suspension

Table 9

Status Level	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%.

All RUSD K-6 Schools
Oswalt Academy
Telesis Academy
Ybarra Academy

Alvarado Intermediate
Giano Intermediate

Nogales High School
Rowland High School
Santana High School

CHANGE: School Cut Scores for Suspension

Table 13

Change Level	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%.

All RUSD K-6 Schools
Oswalt Academy
Telesis Academy
Ybarra Academy

Alvarado Intermediate
Giano Intermediate

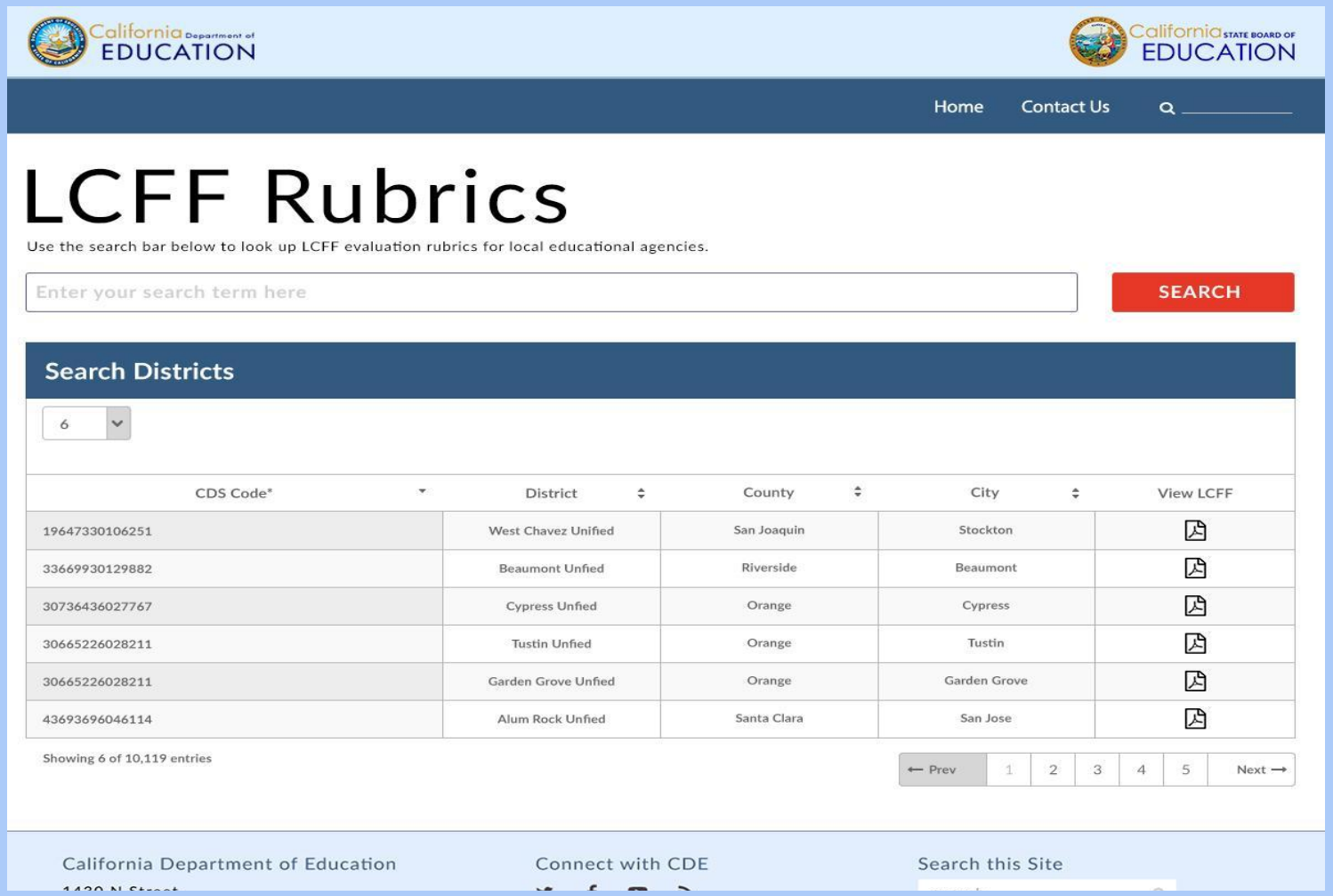
Nogales High School
Rowland High School
Santana High School

State Board of Education Indicators
Under Discussion - Currently Not Included

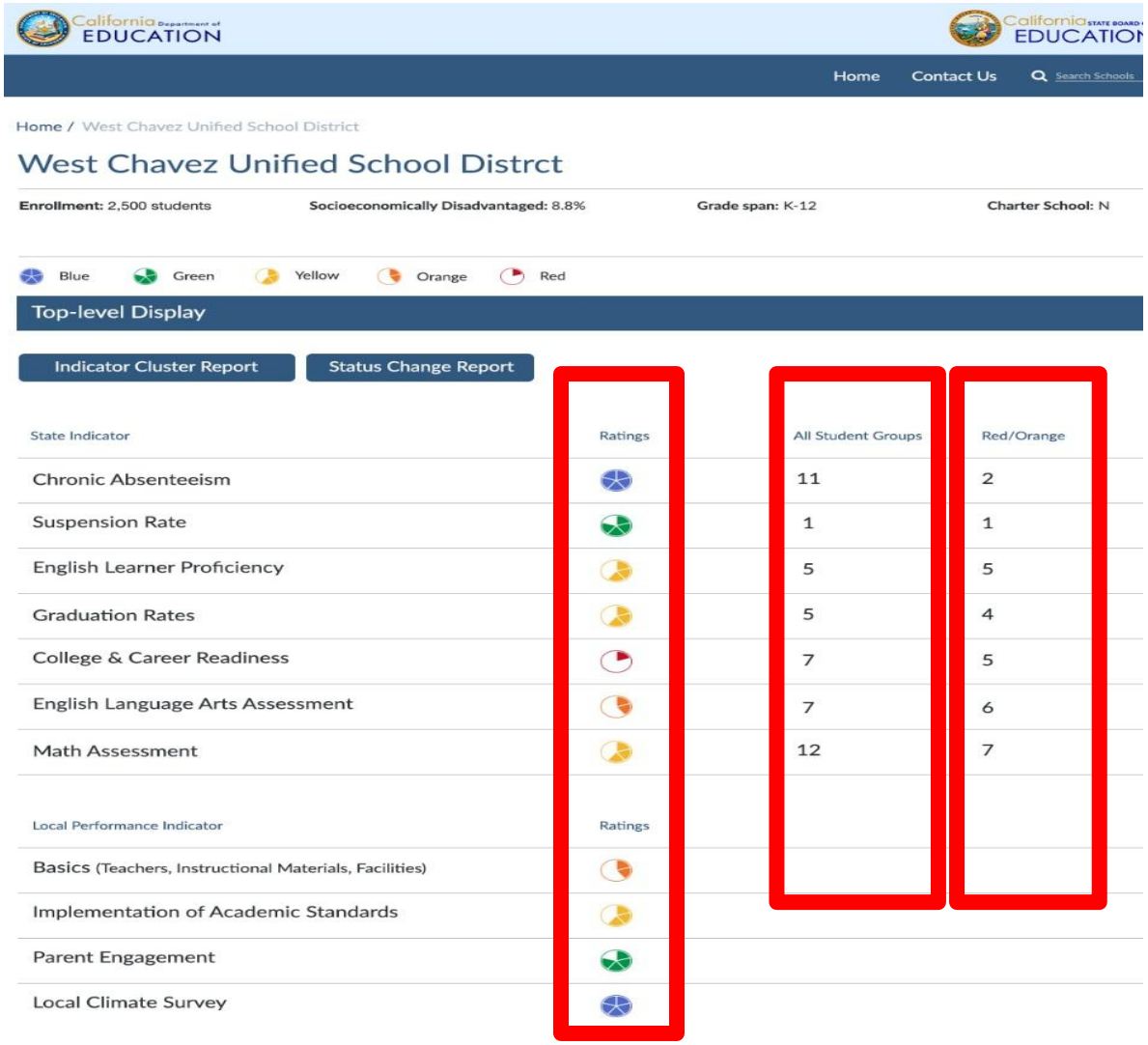
Current Pupil Engagement (Priority 5)

- School attendance rates
- Middle school dropout rates
- High school dropout rates

Sample Homepage for Dashboard



Sample District View



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West Chavez Unified School Distrct

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

Blue Green Yellow Orange Red

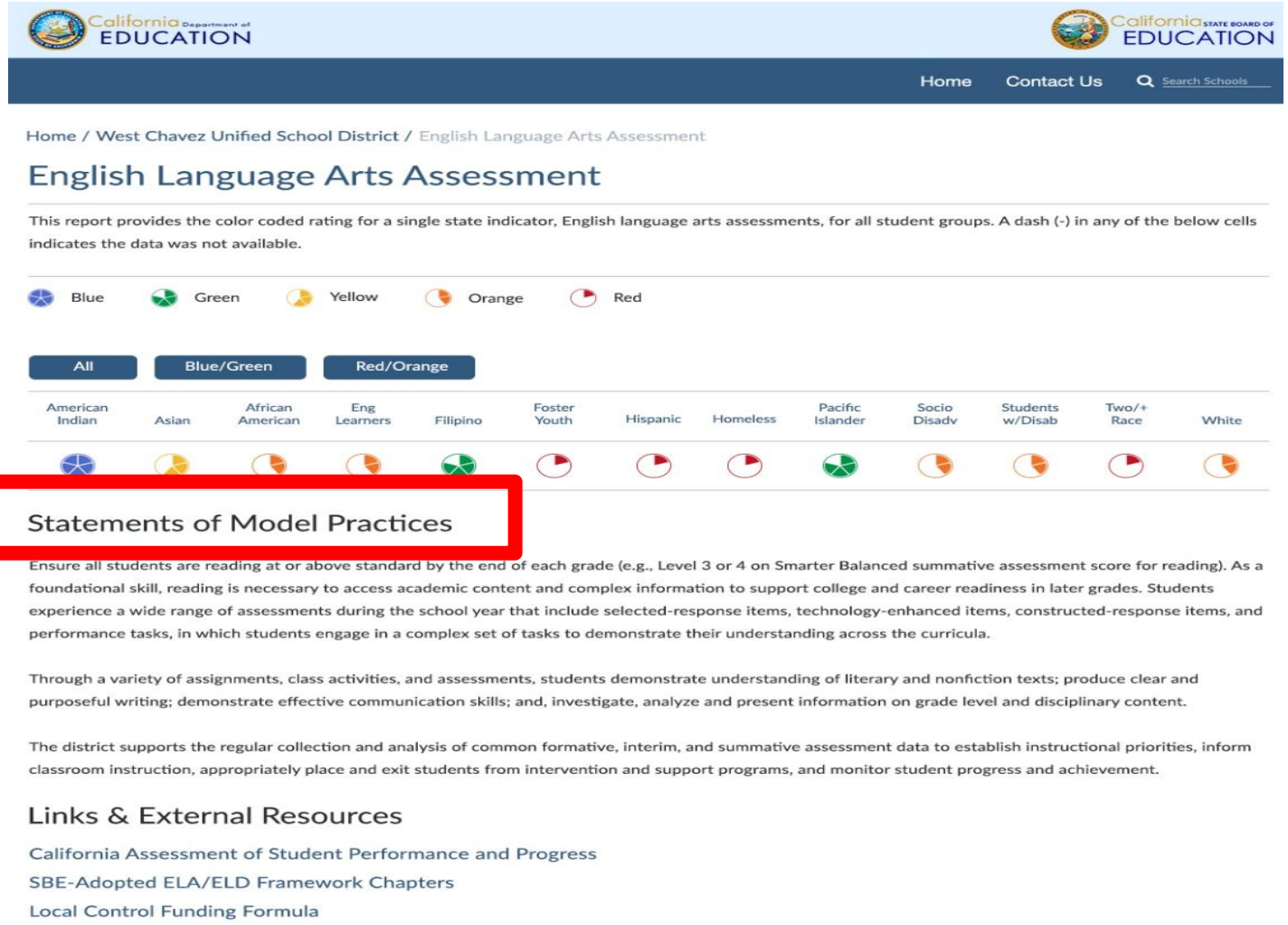
Top-level Display

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	

Sample View of Model Practices



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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.

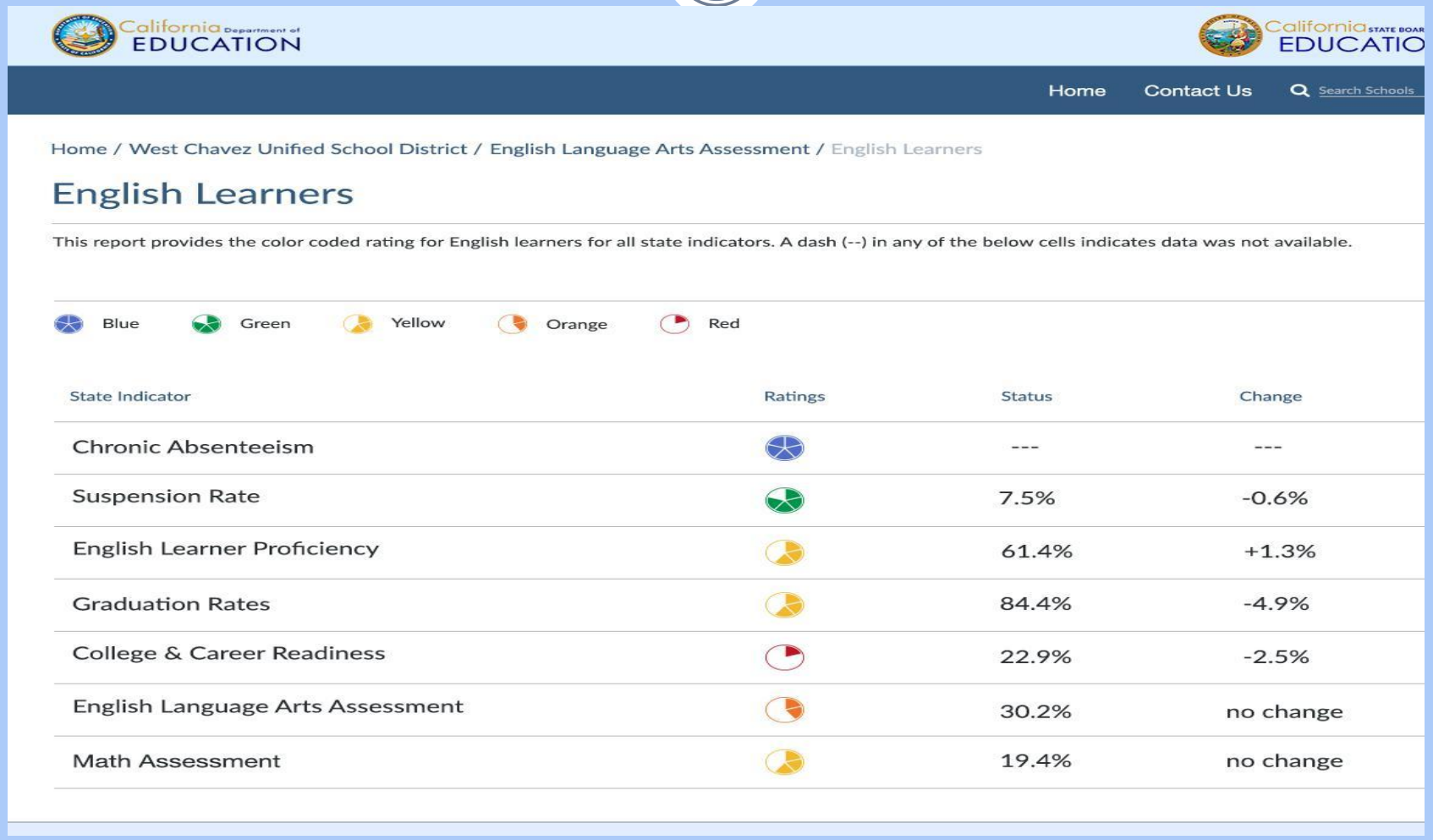
Links & External Resources

California Assessment of Student Performance and Progress

SBE-Adopted ELA/ELD Framework Chapters

Local Control Funding Formula

Subgroup Dashboard View



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English Learners

This report provides the color coded rating for English learners for all state indicators. A dash (--) in any of the below cells indicates data was not available.

Blue Green Yellow Orange Red

State Indicator	Ratings	Status	Change
Chronic Absenteeism		---	---
Suspension Rate		7.5%	-0.6%
English Learner Proficiency		61.4%	+1.3%
Graduation Rates		84.4%	-4.9%
College & Career Readiness		22.9%	-2.5%
English Language Arts Assessment		30.2%	no change
Math Assessment		19.4%	no change

Questions?