

Local Control Funding Formula: Evaluation Rubrics

Sacramento County Office of Education
Curriculum Breakfast
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Recap: State Board of Education LCFF Tasks

- AB 97 (Chapter 47, Statutes of 2013) signed by Governor Brown on July 1, 2013 specifies implementation requirements for LCFF
- Tasks the State Board of Education (SBE) with adoption of:
 - Regulations on or before January 31, 2014 to guide use of funding (E.C. 42238.07)
 - Templates for Local Control Accountability Plan and spending plan by March 31, 2014 (E.C. 52064)
 - Rubrics for evaluation of improvement and intervention needs by October 1, 2015 (E.C. 52064.5)
 - Emergency regulations are permitted

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Recap: Evaluation Rubrics Activities to Date

- From idea to concept to draft
 - September 2014 – Initiated input to inform design principles and development of conceptual example
 - December 2014 – Developed conceptual example for reaction and feedback
 - January 2015 – Second round of input sessions focused on conceptual example and recommendations for draft evaluation rubrics
 - March 2015 – Presented draft evaluation rubrics for review and guidance from the SBE

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Next Steps: Evaluation Rubrics Planned Activities

- From draft to final
 - March/April 2015 – Third round of regional input sessions
 - May 2015 – Share updates with SBE for continued input and guidance
 - May/June 2015 – Additional input from stakeholders as needed
 - July 2015 – Review final draft with SBE
 - July/August 2015 – Additional input from stakeholders as needed
 - September 2015 – Bring final version before SBE for approval

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Evaluation Rubrics Statutory Requirements

- To assist local education agencies to identify strengths, weaknesses, and areas that require improvement
- To assist County Offices of Education to identify school districts and charter schools in need of technical assistance
- To assist the State Superintendent in identifying school districts for which intervention is warranted
- To reflect a holistic, multidimensional assessment of school district and individual school site performance and include all of the state priorities
- To include standards for school district and individual school site performance and expectation for improvement in regard to each of the state priorities

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Evaluation Rubric Design Principles

- Align to the LCFF design principles
 - Student-focused,
 - Equity,
 - Transparency, and
 - Performance
- Serve as a resource that LEAs find useful to guide reflections and provide helpful ideas to support students
- Support a continuous improvement process focused on student-level outcomes

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Evaluation Rubric Design Principles

- Facilitate reflection that supports local ownership of planning and implementation of actions that support student-level outcomes
- Not grade or judge, but provide ways to identify strengths, areas for improvements, and strategies to improve
- Include other resources and tools that in combination support high-quality planning and implementation
- Extend to all strategic planning and implementation efforts
 - The evaluation rubrics are not limited to LCAPs

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Overview of the Draft Evaluation Rubrics

- **Data Analysis**
 - Display and analysis of state and local metrics
 - Emphasis on growth with state and local reference points
 - Includes local educational agency (LEA), student subgroup, and school levels data
- **Outcome Analysis**
 - Complements the data analysis component
 - Reflection and further analysis of factors contributing to and/or in need of improvement
- **Practice Analysis**
 - Further reflection regarding efforts to support improvement in outcomes
 - Assists LEAs to identify practices needed to reach state and local outcome expectations
- **Practice Guides and Other Resources**
 - Drawn from Institute of Education Sciences Practice Guides

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Data Analysis

		LEA	Subgroup	School														
		Add/Edit Local Metric																
		■ * Meets or Exceeds State and Local Reference Points ■ ** Growth from Prior Year AND Progressive Improvement over 2 or more years ■ *** Growth from Prior Year OR Progressive Improvement over 2 or more years ■ * Limited or No Growth from Prior Year NOR Progressive Improvement over 2 or more years ■ = Metric Does Not Apply																
	Metric	State Priority	2011-12	2012-13	2013-14	2014-15 (Est.)	Local Reference Point	State Reference Point	Status									
Basic	Teacher Misassignment	1																
	Access to Instructional Materials	1																
	Adequate Facilities	1																
Implementation of State Standards	(Locally Determined)	2																
	Course Access (Locally Determined)	7																
Pupil Achievement	Standardized Test Performance (Locally Determined for 2013-14)	4																
	College and Career Readiness (Locally Determined)	4																
	English Proficiency	4																
	English learner Reclassification	4																
	Advanced Placement Passage	4																
Other Pupil Outcomes	Early Assessment Program	4																
	(Locally Determined)	8																
Parental Involvement	(Locally Determined)	3																
Pupil Engagement	Attendance rate	5																
	Chronic absenteeism rate	5																
	Middle school dropout rate	5																
	High school graduation rate	5																
School Climate	Suspension	6																
	Expulsion	6																
	Other Local Measures (Locally Determined)	6																

The figure reflects a table that depicts an example of the data analysis component of the evaluation rubric. The table includes a list of metrics that correspond with the Local Control Funding Formula (LCFF) state priorities. Next to the metrics are four years of metric information. Next to this information is the Local and State Reference Points that designate the local and state reference points for each LCFF state priority and corresponding metric. The final column features the color and symbol that depicts status of the metric.

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Outcome Analysis

- Linked to Data Analysis
 - Provides listing of metrics at or below state and/or local reference points at the LEA and student subgroup levels
- Assessment of strengths, needs, and areas for improvement through reflection
- Review LEA, Student Subgroup, and School outcome data
 - What are the areas where the LEA has demonstrated progress?
 - What are the areas where the LEA needs to improve?

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Practice Analysis

- Complements the Data Analysis and Outcome Analysis
- Informs the development and/or revision of an LEA or school site strategic plan by reflecting on planning and implementation that lead to outcomes
- The Practice Analysis rubric rating system provides basic descriptors for practices classified as developing, emerging, and sustaining
- Practice guides will be available to provide specific strategies that may be helpful to implement changes and monitor progress

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Practice Analysis

- Four Practices:
 1. Data is used routinely to assess needs, progress, and student outcomes for all state and local priorities.
 2. The goal(s) identified in the plan provide focused attention to address needs identified for improving student outcomes, with attention to the needs of student subgroups.
 3. The actions and services identified in the plan are based on sound research and/or evidence, which increases the likelihood of yielding improvements in student outcomes.
 4. The plan identified realistic expectations for the amount of time, staff, and funds needed to successfully implement planned actions and services to achieve desired outcomes.

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1. Data is used routinely to assess needs, progress, and student outcomes for all state and local priorities.			
Developing	Emerging	Sustaining	Reflections about Practice
<ul style="list-style-type: none"> Data related to state priorities was reviewed with some analysis at the subgroup and school level, but such analysis was not conducted for all subgroups or schools, when developing or updating the plan. 	<ul style="list-style-type: none"> Data related to state priorities was reviewed and discussed, including consideration of subgroup and school level data, when developing or updating the plan. The Evaluation Rubrics Data Analysis component, or equivalent process, was used to review data. Data analysis includes trend analysis over a period of three or more years. Data is used to support progress monitoring of key activities included in the plan. 	<ul style="list-style-type: none"> Staff at the LEA and school sites routinely use data, including consideration of subgroup and school level, to inform decisions related to instructional decisions as reflected in plans, progress monitoring, and outcomes. Communication occurs with staff, parents, and students about data related to state and local priorities in an appropriate and accessible manner. Review and use of multiyear data to inform strategies and improvement decisions is a routine approach to decision making. 	