

Accountability Update: Moving California Forward

Nancy Brownell, Senior Fellow
California State Board of Education

Cindy Kazanis, Director
Analysis, Measurement, and Accountability Reporting Division
California Department of Education



TOM TORLAKSON
State Superintendent of Public Instruction

Accountability and Continuous Improvement Goals

- **Strengthen teaching and learning**
- **Increase the individual capacity** of teachers and school leaders
- **Increase the institutional capacity** of schools, local educational agencies (LEAs), and state agencies to continuously improve
- Carefully **phase in policy changes** as state and local capacity grows
- **Consider federal accountability** requirements relative to the new state system once established

Defining Accountability

- Defining accountability has become more complex
- Expanded purpose of accountability, not simply to identify and punish ineffective schools and districts
- The focus includes capacity building and providing appropriate technical assistance and support (County Superintendents, California Collaborative, California Department of Education), to increase effectiveness.

Foundation of the System – Local Control Funding Formula State Priorities

- **Priority 1** (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)
- **Priority 2** (Implementation of State Academic Standards)

Foundation of the System – Local Control Funding Formula State Priorities (Cont.)

- **Priority 3** (Parent Engagement)
- **Priority 4** (Achievement)
- **Priority 5** (Pupil Engagement)
- **Priority 6** (School Climate)

Foundation of the System – Local Control Funding Formula State Priorities (Cont.)

- **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)

Role of the Evaluation Rubrics

Accountability and Continuous Improvement System

- Local Control and Accountability Plan (LCAP) and Annual Update
- Local Control Funding Formula (LCFF) Evaluation Rubrics
- Support and Assistance System established by LCFF

Three Statutory Purposes for Evaluation Rubrics

- To support LEAs in identifying strengths, weaknesses and areas for improvement;
- To assist in determining whether LEAs are eligible for technical assistance; and
- To assist the Superintendent of Public Instruction in determining whether LEAs are eligible for more intensive state support/intervention.

Indicator Standards for Each Priority

- Priorities 1, 2, 3, 6 – Local Performance Indicators
- Priority 4 – Smarter Balanced scores and English Learner indicator
- Priority 5 – Graduation Rate or Chronic Absence
- Priority 6 – Suspension
- Priority 7 & 8 – College/Career Indicator
- Priority 9 & 10, COEs only – Local performance indicators

Overview Standard Setting

- The California Model uses percentiles to create a 5 by 5 grid (giving 25 results) that combine “Status” and “Change” that are equally weighted to make an overall determination for a “Performance Category” (represented by a color) for each indicator.
- **Status (outcome)** is based on the *current* year performance.
- **Change (improvement)** is the difference between performance from the *prior* year and *current* year, or between the current year and a multi-year average— if available.

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

Status	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

Graduation Rate Indicator

Performance categories that LEAs and schools would earn based on their “Status” and “Change” results.

Graduation Change

Graduation Status	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

Gray colored cell=Not applicable

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%)

English Learner Indicator

English Learner Change

(Change in Percent Progressing Plus Reclassified Students)

**English Learner Status
(Percent Progressing Plus
Reclassified Students)**

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 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

English Learner Performance

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

Total	Red	Orange	Yellow	Green	Blue
LEAs (1,076)	150 (13.9%)	314 (29.2%)	231 (21.5%)	283 (26.3%)	98 (9.1%)
Schools (6,598)	1,057 (16.0%)	1,851 (28.1%)	1,262 (19.1%)	1,755 (26.6%)	673 (10.2%)

[Home](#) / [West Chavez Unified School District](#)

West Chavez Unified School District

Enrollment: 2,500 students

Socioeconomically Disadvantaged: 8.8%

Grade span: K-12

Charter School: N

 Blue
  Green
  Yellow
  Orange
  Red

Top-level Display

[Equity Report](#)
[Indicator Cluster Report](#)
[Status/Change Report](#)

State Indicator	Ratings	All Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	--	--	--
Suspension Rate		11	3
English Learner Proficiency		1	0
Graduation Rates		8	7
College & Career Readiness		8	6
English Language Arts Assessment		5	1
Math Assessment		5	4

Local Performance Indicators

Local Performance Indicator	Ratings
Basics (Teachers, Instructional Materials, Facilities)	
Implementation of Academic Standards	
Parent Engagement	
Local Climate Survey	
Narrative	
<p>The narrative text box is provided as an optional feature for local educational agencies to describe their performance on the state indicators and local performance indicators. This option allows LEAs to provide additional information and context as part of the display.</p>	

Report Header

Home / West Chavez Unified School District

West Chavez Unified School District

Enrollment: 2,500 students

Socioeconomically Disadvantaged: 8.8%

Grade span: K-12

Charter School: N

 Blue  Green  Yellow  Orange  Red

Top-level Display

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



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.



American Indian	Asian	African American	Eng Learners	Filipino	Foster Youth	Hispanic	Homeless	Pacific Islander	Socio Disadv	Students w/Disab	Two/+ Race	White
												

[Home](#) / [West Chavez Unified School District](#) / [English Language Arts Assessment](#) / [English Learners](#)

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

Local Accountability

- It is still very important for LEAs to continue the work of increasing district capacity to use actionable data to implement and/or revise the actions and services in your LCAP to increase student success.
- Most complex and important changes are happening at the instructional level in classrooms.
- Leadership and a continued focus on improving outcomes for students over time is what continuous improvement means.

Key Dates and Additional Information

KEY DATES

Early 2017: Launch of Initial Phase of Web-based System

School Years 2016–17 through 2019–2020: Memorandum to the State Board of Education: Draft Timeline for the Integrated, Local, State, and Federal Accountability and Continuous Improvement System <http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item01.doc>

ADDITIONAL INFORMATION

Memorandum to the State Board of Education: Cut Scores for State Indicators <http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-aug16item02rev.doc>

Contact Information

Academic Accountability Unit

Analysis, Measurement, and Accountability Reporting Division

California Department of Education

916-319-0869

aau@cde.ca.gov