NEW ACCOUNTABILITY SYSTEM FOR CALIFORNIA DISTRICTS AND SCHOOLS

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Old Accountability: CA’s Implementation of No Child Left Behind (NCLB)

Academic Performance Index (API)
- Combined calculation of Standardized Test Scores
- Grades 2 – 11
- Based on performance number (from low 200 to high 1000)

Standardized Tests Used:
- California Standard Tests (CSTs)
- California Modified Assessment (CMA)
- California Alternate Performance Assessment (CAPA)
- California High School Exit Examination (CAHSEE)
Schools that qualify for Program Improvement Status:
  • Title I Schools that do not meet API 800 target score or fail to make progress for at least two consecutive years
  • 4,740 schools (almost 50%) are CURRENTLY in program improvement!!!

District provides technical assistance and identifies schools in need of corrective action after 3 years of failing to meet progress

Types of Sanctions (depend on # of years schools fail to make progress):
  • Allowing students to attend a different school (1-2 years)
  • Replacing staff (3 years)
  • Fully implementing a new curriculum (3 years)
  • Decrease management authority at school (3 years)
  • Reopen school as charter (4-5 years)
  • Replace all or most staff including principal (4-5 years)
  • Contract with outside entity to manage school (4-5 years)
New Accountability for Districts under the Local Control Funding Formula

Based on LCFF’s 8 State Priorities:
1. Basic Services (teachers, textbooks, school facilities)
2. Common Core State Standards
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Student Outcomes
District Accountability: Report Cards

- Evaluation Rubrics: to evaluate district strengths, weaknesses, and areas for external SUPPORT.

- Two measures of performance:
  1. State Indicators
  2. Local Indicators

- Indicators are based on the 8 state priorities
- Indicators measure districts, as well as **14 student subgroups**, based on race/ethnicity, plus low-income students, English learners, students with disabilities, foster youth and homeless youth
# District Accountability: 11 Indicators

## State Indicators

1. **English Learner Indicator**
   Progress of English learners toward English proficiency (Priority 4)

2. **High School Graduation Rate**
   (Priority 5)

3. **College and Career Indicator**
   Combines Grade 11 test scores on English Language arts and Math and (Priorities 7 & 8)

4. **Chronic Absenteeism** (Priority 5)

5. **Suspension Rate**
   by LEA type (elementary, high, and unified) and by school type (elementary, middle, and high) (Priority 6)

6. **ELA Assessment**
   based on student test scores for grades 3 – 8 (Priority 4)

7. **Math Assessment**
   based on math test scores for grades 3 – 8 (Priority 4)

## Local Indicators

<table>
<thead>
<tr>
<th>Priority 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8) Appropriately Assigned Teachers</td>
</tr>
<tr>
<td>- Access to Curriculum-Aligned Instructional Materials</td>
</tr>
<tr>
<td>- Safe, Clean, and Functional School Facilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9) Implementation of State Academic Standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10) Parent Engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>(11) School Climate</td>
</tr>
</tbody>
</table>
## Graduation Change

<table>
<thead>
<tr>
<th>Graduation Status</th>
<th>Declined Significantly by more than 5%</th>
<th>Declined by 1% to 5%</th>
<th>Maintained Declined or improved by less than 1%</th>
<th>Increased by 1% to less than 5%</th>
<th>Increased Significantly by 5% or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High 95% or greater</td>
<td>Gray</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>High 90% to less than 95%</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>Median 85% to less than 90%</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Low 67% to less than 85%</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Very Low Less than 67%</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
</tr>
</tbody>
</table>

Gray colored cell = Not applicable
# West Chavez Unified School District

- **Enrollment:** 3,500 students
- **Socioeconomically Disadvantaged:** 8.8%
- **Grade spans:** K-12
- **Charter School:** N

## Top-level Display

### Indicator Cluster Report

<table>
<thead>
<tr>
<th>State Indicator</th>
<th>Ratings</th>
<th>All Student Groups</th>
<th>Red/Orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td><img src="blue" alt="Rating" /></td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td><img src="red" alt="Rating" /></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>English Learner Proficiency</td>
<td><img src="yellow" alt="Rating" /></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td><img src="yellow" alt="Rating" /></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>College &amp; Career Readiness</td>
<td><img src="red" alt="Rating" /></td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>English Language Arts Assessment</td>
<td><img src="yellow" alt="Rating" /></td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Math Assessment</td>
<td><img src="yellow" alt="Rating" /></td>
<td>12</td>
<td>7</td>
</tr>
</tbody>
</table>
District Accountability: Local Indicators

Each local indicator ranking is based on:

(1) A **Standard**, adopted by the State Board of Education
(2) **Evidence** to demonstrate progress in meeting the standard, **determined locally by the district**
(3) **Criteria** to assess performance, **assessed locally by the district**

- Met
- Not Met
- Not Met for More than 2 Years
“Parents and students know that all means all.

It means measuring student achievement in reading and math, as well as college and career readiness and graduation rates…

All also means measuring other factors, such as school climate and parent involvement—priorities that parents and students have fought hard to elevate as critical components of student and school success.”
School Climate Indicator

**Standard**: District administers a *climate survey* at least every other year to measure *perceptions of school safety and connectedness* to students in at least 1 grade and reports those results to the public.

**Minimum evidence**: whether district administered a survey and reported the results.

**Examples** of measures districts might choose from include:

- *Narrative description* of key findings, including differences between student groups.
- A report of *overall score for all students and student groups* (such as for the School Climate Index for the California Healthy Kids Survey).
- *Specific analysis* of items on survey that are particularly relevant to students safety and connectedness.
Parent Engagement Indicator

Standard: District annually measures and report its progress in
(1) seeking input from parents in decision making and
(2) promoting parental participation in programs.

Minimum evidence: District determines whether it annually measured its progress and reported its results.

Examples of measures districts might choose from include:
- Are there systems in place to provide interpretation and translation services to parents and caregivers?
- How many teachers/administrators participated in professional development opportunities related to engaging parents/caregivers in decision making?
- How many parents/caregivers serving on school/district committees who feel their input is respected and valued and reflected in school/district plans?
District Accountability: 3 Tiers of Intervention

**District** can request technical assistance (TA) from County

(1) **County** must provide TA to any district that fails to improve performance:
   - across **more than 1 state priority**
   - for **one or more student subgroups**

(2) **California Collaborative for Excellence in Education (CCEE)** provides advice and assistance prior to (3), below.

(3) **State Superintendent** intervenes if CCEE provided assistance and if district did not improve outcomes for
   - 3 or more student subgroups
   - In one or more state or local priorities
   - In 3 out of 4 consecutive school years
District Accountability: Implementation Timeline

November 2016  →  New Accountability System Begins

January 2017  →  Counties create first Report Cards

Spring 2017  →  Districts determine measures for local indicators

November 2017  →  County and CCEE Begin Technical Assistance and Intervention

November 2019  →  State Superintendent Begins Intervention
School-Level Accountability

- Every Student Succeeds Act (ESSA) drives SCHOOL performance by using LCFF STATE indicators
- System rates schools based on how schools perform on the state indicators, for all students and for student subgroups
- School accountability will be implemented in 2017-2018
School Accountability: 5 Indicators

(1) Academic Achievement on annual state assessments
   • Student scores on ELA and math

(2) Graduation Rates
   • 4-year cohort Graduation Rate

(3) Progress in English Language proficiency for ELs
   • The reclassification rate

(4) School quality or student success
   • Suspension Rates;
   • Chronic Absenteeism;
   • College/Career Indicator (grade 11 Smarter Balanced Results)

(5) Another academic indicator for elementary and middle schools
   • Individual student growth model
Categories of Schools for Intervention:

(1) *Comprehensive Support and Improvement Schools:* the lowest performing 5 percent of Title I schools and all high schools with graduation rates below 67 percent.

(2) *Targeted Support and Improvement Schools:* schools where 1+ subgroups (e.g. low-income, African-American) are consistently underperforming on all four indicators.

(3) *Additional Targeted Support and Improvement Schools:* schools with 1+ subgroups performing in the lowest 5 percent of all Title I schools.

**Intervention:** Districts must develop an improvement plan for each school in these categories. If these plans fail to improve outcomes, the district or the state may require further action.
LCFF Indicators not Included under School Accountability

- School accountability does not measure:
  - Parent Involvement
  - School Climate
  - Student Engagement
  - Student Access to Instructional Materials, Qualified Teachers and Safe Facilities
  - Implementation of Common Core Standards
  - Access to a broad course of study

- These indicators may be key to improving the state indicators!
Opportunities for Advocacy in 2016-2017

Stakeholder involvement is still critical:

- LCAP development, spending and enforcement has varied across the state
- Districts’ response to the report card and their measurement and self-assessment of the local indicators may vary
- County technical assistance may vary

Ways to get involved:

- Request districts’ to present and review report card at board and parent meetings
- Help districts develop robust local measures
- Advocate for effective programs in LCAP to address weaknesses revealed in the report cards, especially among student subgroups
Questions?

For more information, please contact:

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