



# **NEW CALIFORNIA ACCOUNTABILITY SYSTEM**

**May 11, 2017**

# Agenda-at-a-Glance

- **Overview: Connecting the Dots...**
  - ❑ LCFF, LCAP, Evaluation Rubrics, School Dashboard...
- **California School Dashboard (Evaluation Rubrics)**
  - ❑ Performance Levels
  - ❑ Data Reports
  - ❑ 5 X 5 Placement Reports
- **Accountability Implications**
  - ❑ LCAP Evaluation & Development
  - ❑ Technical Assistance & Intensive Intervention

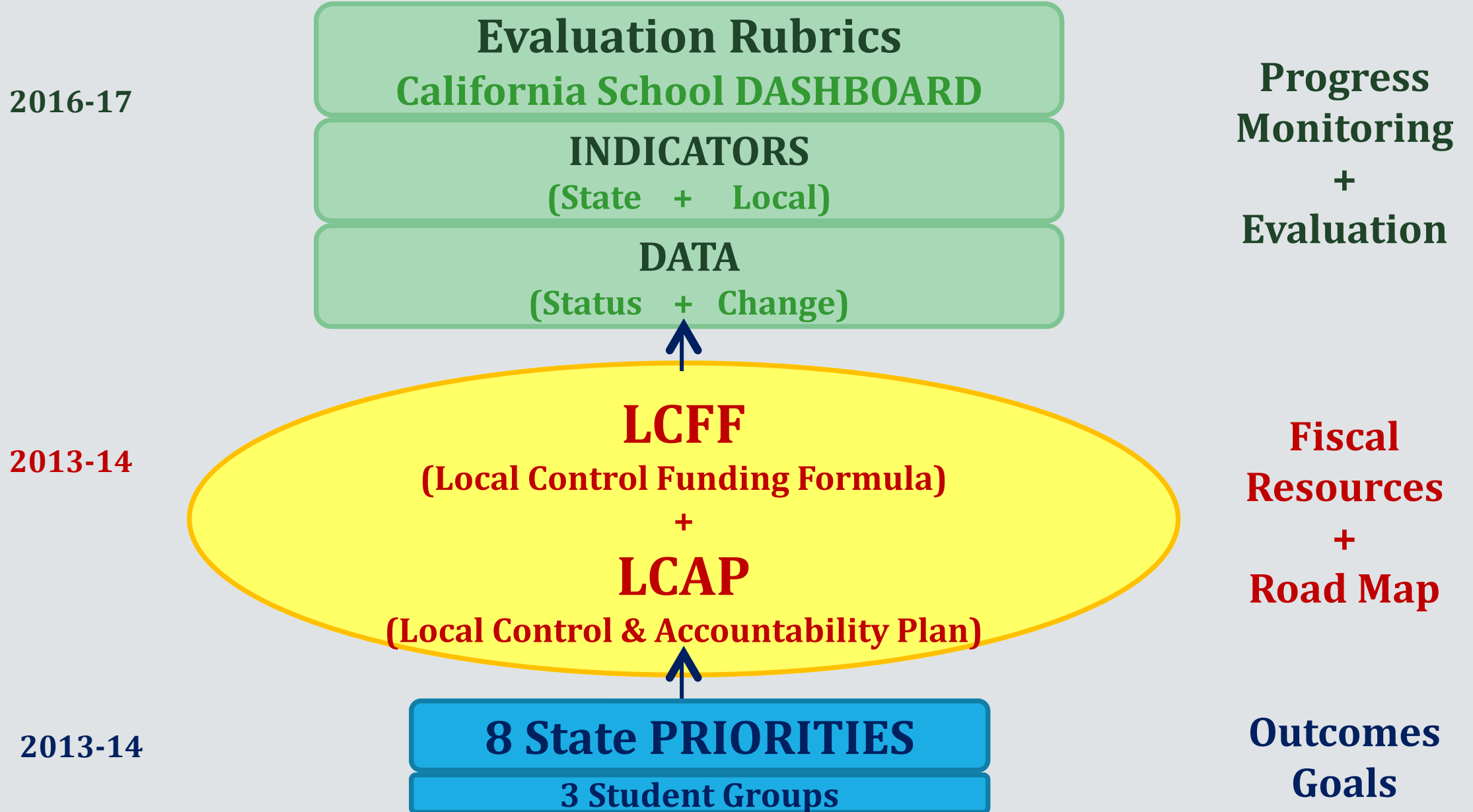
# Connecting the Dots...

**LCFF**

**LCAP**

**Evaluation Rubric**  
**School Dashboard**

# NEW CALIFORNIA ACCOUNTABILITY SYSTEM



# Evaluation Rubrics (California School Dashboard)

<b>State PRIORITY</b>
Basic Service
Implementation of State Standards
Parental Involvement
<b>Pupil Achievement</b>
<b>Pupil Engagement</b>
<b>School Climate</b>

# California School Dashboard



California School  
**DASHBOARD**

# **California School Dashboard**

**Performance Levels**

**Data Reports**

**5 X 5 Placement Reports**

# California School Dashboard

## State Performance Levels

- Schools and districts receive one of five color-coded performance levels on each state indicator.





# California School Dashboard

## Data Reports

- [WWW.cde.ca.gov](http://WWW.cde.ca.gov)
- California Dashboard

### Garvey Elementary - Los Angeles County

Enrollment: 4,890

Socioeconomically Disadvantaged: 82%

English Learners: 46%

Foster Youth: N/A

Grade Span: K-8

Reporting  
Year:

Spring 2017

Charter School: No

Not yet  
available

Equity Report

Status and Change Report





Detailed Reports

Student Group Report

Users can choose from four different reports by selecting tab.





# (1) Equity Report






- Shows performance level for all students on state indicators.
- Shows the total number of student groups that are large enough to receive a performance level.
- Shows number of **student groups in Red or Orange**.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		8	0
English Learner Progress (K-12)		1	0
<a href="#">English Language Arts (3-8)</a>		7	1
<a href="#">Mathematics (3-8)</a>		7	2

# (2) Status and Change Report

- Shows performance level for all students on state indicators.
- Shows **Status** Level : Current Level
- Shows **Change** Level: Current level (minus) Past Level = Growth/Stay the Same/Not Growth

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		Low 0.8%	Declined -0.5%
English Learner Progress (K-12)		Medium 68.7%	Maintained -1.2%
<a href="#">English Language Arts (3-8)</a>		High 12.5 points above level 3	Increased +18.2 points
<a href="#">Mathematics (3-8)</a>		High 1.7 points above level 3	Increased +10.8 points

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

# (4) Student Group Report

- Shows the performance of all students in **each student group** for **each State Indicator**

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>			N/A	N/A			*					*	*	
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">English Language Arts (3-8)</a>			N/A	N/A			*		*			*	*	
<a href="#">Mathematics (3-8)</a>			N/A	N/A			*		*			*	*	

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

# 5 X 5 Placement Reports

Y

Change

X

Status

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Green	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow

# 5 X 5 Placement Report

## English Language Arts Indicator (by School)

Status

Garvey School District						
English Language Arts Indicator (grades 3 - 8) - Spring 2017						
District - OVERALL						
Change		Change (difference between (average distance from level 3) for 2015-16 and 2014-15)				
Levels		Declined Significantly	Declined	Maintained / Declined	Increased	Increase Significantly
		(by more than 15 points)	(by 1 to 15 points)	(by less than 1 point or increased by less than 7 points)	(by 7 to less than 20 points)	(by 20 points or more)
Current Status (Average distance from level 3)	Very High	(45 or more points above)				
	High	(10 points above to less than 45 points above)			District, Bitely, Dewey	Garvey, Hillcrest, MV, Temple
	Medium	(5 points below to less than 10 points above)		Sanchez	Emerson	
	Low	(more than 5 points below to 70 points below)		Willard	Rice	
	Very Low	(more than 70 points below)				

# 5 X 5 Placement Report

## English Language Arts Indicator (by Subgroup)

Status

District - SUBGROUPS							
Change		Change (difference between (average distance from level 3) for 2015-16 and 2014-15)					
Levels		Declined Significantly	Declined	Maintained / Declined	Increased	Increase Significantly	
		(by more than 15 points)	(by 1 to 15 points)	(by less than 1 point or increased by less than 7 points)	(by 7 to less than 20 points)	(by 20 points or more)	
Current Status (Average distance from level 3)	Very High	(45 or more points above)					
	High	(10 points above to less than 45 points above)				All Students, Asian, Filipino	
	Medium	(5 points below to less than 10 points above)				SED	
	Low	(more than 5 points below to 70 points below)				English Learner, Latino, White	
	Very Low	(more than 70 points below)			SWD		

# 5 X 5 Placement Report

## Mathematics Indicator (by School)

Garvey School District						
Mathematics Indicator (grades 3 - 8) - Spring 2017						
District - OVERALL						
Change		Change (difference between (Average Distance from level 3) FOR 2015-16 and 2014-15)				
Levels		Declined Significantly	Declined	Maintained / Declined	Increased	Increase Significantly
		(by more than 10 points)	(by 1 to 10 points)	(by less than 1 point or increased by less than 5 points)	(by 5 to less than 15 points)	(by 15 points or more)
Current Status (Average Distance from level 3) FOR 2015-2016	Very High	(35 or more points above)				Monterey Vista
	High	(5 points below to less than 35 points above)			District, Dewey, Sanchez	Hillcrest, Garvey, Temple
	Medium	(5 points below to 25 points below)		Emerson	Willard, Bitely	
	Low	(more than 25 points to 95 points below)		Rice		
	Very Low	(more than 95 points below)				

Status



# 5 X 5 Placement Report

## Mathematics Indicator (by Subgroup)

Status

SUBGROUPS							
Change		Change (difference between (Average Distance from level 3) FOR 2015-16 and 2014-15)					
Levels		Declined Significantly	Declined	Maintained / Declined	Increased	Increase Significantly	
		(by more than 10 points)	(by 1 to 10 points)	(by less than 1 point or increased by less than 5 points)	(by 5 to less than 15 points)	(by 15 points or more)	
Current Status (Average Distance from level 3) FOR 2015-2016	Very High	(35 or more points above)				Asian	
	High	(5 points below to less than 35 points above)			All Students		
	Medium	(5 points below to 25 points below)		English Learner	SED, Filipino		
	Low	(more than 25 points to 95 points below)	White		Latino		
	Very Low	(more than 95 points below)		SWD			

# 5 X 5 Placement Report

## English Learner Indicator (by School)

Status

Garvey School District						
English Learner Progress Indicator - Spring 2017						
Change		District - OVERALL				
CHANGE (Percent of Students who increased at least 1 test level (2015 and 2014) + R-FEPd students in 2014) MINUS (Percent of Students who increased at least 1 test level (2014 and 2013) + R-FEPd students in 2013)						
Levels		Declined Significantly	Declined	Maintained	Increased	Increased Significantly
		(by more than 10%)	(by 1.5% to 10%)	(Declined or Increased by less than 1.5%)	(by 1.5% to less than 10%)	(by 10% or more)
Current STATUS (Percent of students Increased by 1 level (2015 and 2014) + R-FEPd students in 2013-14)	Very High (85% or more)					
	High (75% to less than 85%)		Monterey Vista			
	Medium (67% to less than 75%)		Sanchez, Temple	District, Bitely, Rice	Dewey	
	Low (60% to less than 67%)		Garvey, Hillcrest	Emerson, Willard		
	Very Low (Less than 60%)					

# 5 X 5 Placement Report

## Suspension Indicator (by School)

Status

Garvey School District							
Suspension Rate Indicator - Spring 2017							
District - OVERALL							
Change		Change (difference between 2014-15 and 2013-14)					
Current Status (2014-15)	Levels		Increased Significantly	Increased	Maintained	Declined	Declined Significantly
			(>2%)	(.3% to 2%)	(=/- .3%)	(.3% to <2)	(2% or greater)
	Very Low	(1.5% or less)			Dewey	Monterey Vista, Rice	Bitely, Emerson, Hillcrst
	Low	(>1.5% to 3.5%)		Sanchez, Temple			
	Medium	(>3.5 % to 6%)			Garvey, Willard		
	High	(6 % to 9%)					
Very High	(> 9%)						

# 5 X 5 Placement Report

## Suspension Indicator (by Subgroup)

Status

		SUBGROUPS					
		Change	Change (difference between 2014-15 SUSPENSION RATE and 2013-14 SUSPENSION RATE )				
Current Status (2014-2015 SUSPENSION RATE )	Levels	Increased Significantly	Increased	Maintained	Declined	Declined Significantly	
		(>2%)	(.3% to 2%)	(=/- .3%)	(.3% to <2)	(2% or greater)	
	Very Low	(1.5% or less)			Asian		
	Low	(>1.5% to 3.5%)			English Learner	All Students, SED, Latino	
	Medium	(>3.5 % to 6%)					White
	High	(6 % to 9%)					SWD, Black
	Very High	(> 9%)					

# **Accountability Implications**

# Accountability Implications

## LCAP

### Evaluation & Development

- **Evaluation of LCAP**  
**based on School Dashboard Data**
- **Actions & Services are required for**  
**Indicators in Red & Orange**

# **Accountability Implications**

**Technical Assistance  
& Intensive Intervention**

# (1) 2 or More Indicators in **RED** and/or **ORANGE**

Indicator	Criteria
Academic	Red on both ELA and Math
	Red on ELA or Math and Orange on other test
English Learner Progress	Red on the English Learner Progress Indicator
Suspension	Red

## **TECHNICAL ASSISTANCE**

- Identification in writing of LEA **strength and weaknesses**, including a review of **effective practices or programs** that relate to LEA goals.
- Assignment of an **academic expert or team** to assist LEA.
- Provide advice and assistance from California Collaboration for Educational Excellence (CCEE).



## (2) 3 or More Student Groups in RED and/or ORANGE in 2 or more Priorities

Indicator	Criteria
Academic	Red on both ELA and Math
	Red on ELA or Math and Orange on other test
English Learner Progress	Red on the English Learner Progress Indicator
Suspension	Red

### INTENSIVE INTERVENTION

- Changing the **LCAP**.
- Imposing **budget revisions** .
- Modifying or rescinding any action that prevents LEA from improving student outcomes.
- Appoint **academic trustee**.

**TAKE AWAY**

**Continuous Improvement**