

# California's New Accountability System

Board of Education  
April 12, 2017



## CA Accountability System

- New accountability system uses multiple metrics to measure school performance
- Result of legislation that passed at the California State level in 2013
- Replaces federal accountability (AYP/Program Improvement) AND state accountability (API), so federal and state accountability will be under one system
- Based on the results, LEAs and Schools will be identified as needing additional support
- This system is under development, and the State has only recently adopted the first step of building the accountability system: the indicators.

## CA School Dashboard

- The California School Dashboard is a key component of California's new accountability system(<https://www.caschooldashboard.org/>)
- Reports district and school performance on indicators
- The dashboard will report any subgroup with more than 11 students, but there will be accountability for a subgroup for 30 or more students.
- Reports by student subgroups:
  - Low Income
  - Students with Disabilities
  - English Learners
  - Race/Ethnicity
  - Homeless Youth (Fall 2017)
  - Foster Youth (Fall 2017)

**Graduation Rates Report**

West Contra Costa Unified - Contra Costa County

Enrollment: 28,639   Socioeconomically Disadvantaged: 72%   English Learners: 34%   Foster Youth: N/A   Reporting Year: Spring 2017

Grade Span: P-Adult   Charter School: No

Equity Report   Status and Change Report   Detailed Reports   Student Group Report

This report shows the performance levels for a single state indicator, Graduation Rates, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
<u>All Students</u>		1,623	High 90.1%	Increased Significantly +5.6%
<u>English Learners</u>		413	Low 80.6%	Increased Significantly +7.7%
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
<u>Socioeconomically Disadvantaged</u>		1,235	Medium 88.5%	Increased Significantly +5.6%
<u>Students with Disabilities</u>		166	Very Low 57.2%	Declined -4.8%
<u>African American</u>		312	Medium 67.2%	Increased Significantly +5.1%

## Performance Levels

Performance levels are based on how current performance (**Status**) compares to past performance (**Change**).

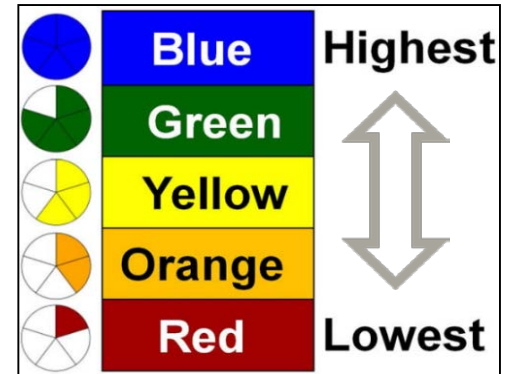
Currently, schools and districts receive a **color-coded Performance Level** for indicators:

- Suspension Rate
- Graduation Rate
- English Learner Progress
- Academic: English Language Arts and Mathematics

## Five-by-Five Color Tables

- Performance Levels are calculated using percentiles that combine Status and Change using a five-by-five colored table
- Vary for each indicator

### Performance Levels



### Five-by-Five Color Tables

Level	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange	Yellow	Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow

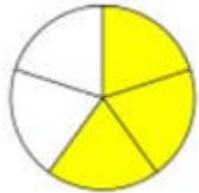
## Data Used in CA Dashboard

Indicator	Status	Change
Suspension Rate	2014-15 Suspension Rate	2014-15 rate <u>minus</u> 13-14 rate
English Learner Progress	2015 and 2014 CELDT + 2014 Reclassification data	2015 and 2014 CELDT + 2014 Reclassification data <u>minus</u> 2014 and 2013 CELDT + 2013 Reclassification data
Graduation Rate	2014-15 4-Year Cohort Graduation Rate	2014-15 cohort grad rate <u>minus</u> 3-year weighted average (13-14, 12-13, 11-12)
Academic: English and Math	2015-16 SBAC ELA and Math	2015-16 average distance from Level 3 <u>minus</u> 2014-15 average distance from Level 3

## Suspension Rate

Highest

Lowest



- In-school and out of school suspensions
- Status: 6.2% Suspension Rate
- Change: -0.4%
- High status + Declined change = **Yellow**

## Subgroups

	English Learners		African American		Hispanic
	Socioeconomically Disadvantaged		American Indian		Pacific Islander
	Students with Disabilities		Asian		Two + Races
			Filipino		White

## Graduation Rate









Highest

Lowest



- 4 Year Cohort Graduation Rate (Comprehensive HS)
- Status: 90.1% Graduation Rate
- Change: +5.6%
- High status + Increased Significantly change = Blue

## Subgroups

 English Learners	 African American	 Hispanic
 Socioeconomically Disadvantaged	* American Indian	* Pacific Islander
 Students with Disabilities	 Asian	* Two + Races
	 Filipino	 White

## English Learner Progress



- California English Language Determination Test (CELDT) test takers who increased 1 level or maintained Early Advanced/Advanced proficiency + Number of reclassified students
- Status: 60.7% English Learner Progress Rate
- Change: -1.2%
- Low status + Maintained change level = **Orange**

## Subgroups

- Districts and schools do not receive performance levels for subgroups



## Academic: English









Highest

Lowest



- SBAC English Language Arts Results for grades 3-8
- Average is based on how far each student's scale score is from the minimum scale score for Level 3 (met standards)
- Status: 40.0 Points Below Level 3 Scale Score
- Change: +4 Points
- Very Low status + Maintained change level = **Yellow**

## Subgroups

 English Learners	 African American	 Hispanic
 Socioeconomically Disadvantaged	* American Indian	 Pacific Islander
 Students with Disabilities	 Asian	 Two + Races
	 Filipino	 White

## Academic: Math











Highest

Lowest



- SBAC Math Results for grades 3-8
- Average is based on how far each student's scale score is from the minimum scale score for Level 3 (met standards)
- Status: 64.5 Points Below Level 3 Scale Score
- Change: +3.7 Points
- Very Low status + Maintained change level = **Yellow**

## Subgroups

 English Learners	 African American	 Hispanic
 Socioeconomically Disadvantaged	* American Indian	 Pacific Islander
 Students with Disabilities	 Asian	 Two + Races
	 Filipino	 White

## What's Next?

### New Indicators

- College & Career (coming in Fall 2017)
- Chronic Absenteeism (coming in Fall 2017)
- Local Indicators (Basics, Implementation of Academic Standards, Parent Engagement, Local Climate Survey data collection will start in Fall 2017)

### New Subgroups

- Foster Youth (coming in Fall 2017)
- Homeless Youth (coming in Fall 2017)

### State Intervention

- In Fall 2017, districts will be identified for intervention in two areas:
  1. Comprehensive Support and Intervention (overall low achievement)
  2. Targeted Support and Intervention (achievement gaps)
- Schools will not be identified until Fall 2018
- Exactly how the school will be identified, what interventions will be required, and how schools will demonstrate improvement is TBD.

# CA Accountability System and the LCAP

- The 17-18 LCAP Template has been revised and includes following changes:
  - New Order
  - New Annual Update Analysis Questions
  - Revised Actions & Services pages
  - New Plan Summary
- The new **Plan Summary** includes narrative text boxes where we review our CA Dashboard Performance Levels and identify greatest progress, greatest needs, and performance gaps.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

### PERFORMANCE GAPS

# CA Accountability Model: WCCUSD OVERVIEW

## Resources

WCCUSD Guide to the CA Accountability Model and School Dashboard

<http://bit.ly/CalSchls>

Visit WCCUSD's dashboard to compare Schools and Subgroups:

<http://www.wccusd.net/dashboard>

Learn more about the dashboard on our website:

<http://www.wccusd.net/Page/8391>

**West Contra Costa Unified School District**  
California Accountability Model & School Dashboard

The California Department of Education's (CDE) new Accountability and Continuous Improvement System is part of the Local Control Funding Formula (LCFF), which renews school district funding. The California Schools Dashboard reports district and school performance on LCFF State Priority Areas using a combination of state and local priorities (see chart on bottom right).

Results from the Dashboard are analyzed in the Local Control Accountability Plan (LCAP) and used to determine district and school areas of progress and need. This new accountability system replaces the Academic Performance Index (API) and Adequate Yearly Progress (AYP).

**What do the Performance Level colors mean?**

The five colored circles symbolize the performance levels for the District, schools, and student groups. Blue is the highest level, while red is the lowest. Each circle has a different number of triangles that corresponds to a specific color. For example, the red performance level has one triangle and the blue performance level has five triangles.

**How are Performance Levels calculated?**

Performance levels are calculated based on the district or school's status and change in performance level over time.

**State Indicators**

- Suspension Rate
- Graduation Rate
- English Learner Progress
- Academic English Language Arts/Literacy (ELA) and Mathematics (Grades 3-5)
- College & Career (available in Fall 2017)
- Chronic Absenteeism (available in Fall 2018)

**Local Indicators**

- Services: Teachers, Instructional Materials, Facilities
- Academic Standards Implementation: Classroom Observations (Rubric)
- Parent Engagement: California School Parent Survey (CSPS)
- Local Climate Survey: California Healthy Kids Survey (CHKS)

Suspension | Graduation | English Learner | English | Math

### Suspension Rate

Select Student Group

- ☒ All Students
- ☐ American Indian/Alaska...
- ☐ Asian
- ☐ Black/African American
- ☐ English Learners
- ☐ Filipino
- ☐ Hispanic/Latino
- ☐ Native Hawaiian/Pacific...
- ☐ Socioeconomically Disad...
- ☐ Students with Disabilities
- ☐ Two or More Races
- ☐ White

The suspension rate calculations are based on the unduplicated number of students suspended in an academic year.

The formula to calculate suspension rate is: the number of students suspended divided by the cumulative enrollment multiplied by 10.

The data displayed on this dashboard is from the 2014-15 school year.

### Suspension Rates and Performance Level by School | All Students

School or District Type	Name	Performance Level
Elementary	Bayview	Red 7.4
	Chavez	Green 2.2
	Collins	Orange 4.7
	Coronado	Red 8.3
	Dover	Blue 0.2
	Downer	Green 0.7
	Ellerhorst	Red 4.5
	Fairmont	Blue 0.2
	Ford	Blue 0
	Grant	Orange 8.5
	Hanna Ranch	Blue 0.2
	Harding	Green 2.3
	Highland	Yellow 2.2
	Kensington	Green 0.6
	King	Yellow 4.5
	Lake	Blue 0.4
	Lincoln	Red 9.4
Lupine Hills	Blue 0	
Madera	Blue 0	

**WEST CONTRA COSTA UNIFIED School District**

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LCAP

- Local Control Accountability Plan (LCAP)
- California Schools Dashboard
- Cal Schs School Links

### California Schools Dashboard

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View WCCUSD results on the Cal Schools Dashboard.

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**State Indicators**

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- Academic English Language Arts/Literacy (ELA) and Mathematics (Grades 3-5)

Official CA Dashboard website has many resources (such as Fast Start Guide, Dashboard Video Tutorial, and FAQ)

<https://www.caschooldashboard.org/>