

Proposed Approach to Determine Progress on the Local Performance Indicators for Implementation of State Academic Standards (Priority 2) and Parent Engagement (Priority 3)

At its November 2016 meeting, the State Board of Education (SBE) approved tools for local educational agencies (LEAs) to determine progress on the local performance indicators for Basics (Priority 1), School Climate (Priority 6), Coordination of Services for Expelled Students (Priority 9), and Coordination of Services for Foster Youth (Priority 10). LEAs will use these self-reflection tools to evaluate and report their progress on the Local Control Funding Formula (LCFF) evaluation rubrics local performance indicators.

This Addendum updates Attachment 3 from Item 2 of the SBE's January 2017 meeting agenda (<http://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02.doc>). The Addendum includes self-reflection tools for LEAs to evaluate and report their progress on the two local performance indicators that were not included in the SBE's November 2016 action: Implementation of State Academic Standards (Priority 2) and Parent Engagement (Priority 3).

Staff recommend that the SBE approve the self-reflection tools for inclusion in the initial phase of the evaluation rubrics.

Background

The state indicators meet the criteria of (1) being valid and reliable measures, (2) that currently have comparable, state-level data, and (3) that can be disaggregated by student groups. These criteria ensure a common and comparable way of measuring performance on the indicators across the state, including for student groups.

Several LCFF priorities, however, do not have any indicators that meet those criteria. The LCFF statute requires that the evaluation rubrics include standards for all LCFF priorities. At its September 2016 meeting, the SBE set standards that support LEAs in tracking and reporting their progress within the remaining LCFF priorities through local performance indicators.

The initial phase of the evaluation rubrics includes local performance indicators for the following LCFF priorities:

- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent Engagement (Priority 3)
- School Climate – Local Climate Surveys (Priority 6)
- Coordination of Services for Expelled Students – County Offices of Education (COEs) Only (Priority 9)
- Coordination of Services for Foster Youth – COEs Only (Priority 10)

The SBE approved standards for each of these local performance indicators at its September 2016 meeting. For each, the standard involves:

- (1) measuring LEA progress on the local performance indicator based on locally available information, and
- (2) reporting the results to the LEA's local governing board at a regularly scheduled meeting and to stakeholders and the public through the evaluation rubrics.

LEAs determine whether they have [*Met, Not Met, or Not Met for More than Two Years*] the standard for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the evaluation rubrics, which will allow them to measure and report their progress through the evaluation rubrics web-based system.

As noted above, the SBE adopted self-reflection tools for all but two of the local performance indicators at its November 2016 meeting. A December 2016 information memorandum provided updated draft self-reflection tools for the two local performance indicators that were not included in the SBE's November 2016 action: Implementation of State Academic Standards (Priority 2) and Parent Engagement (Priority 3) (<http://www.cde.ca.gov/BE/pn/im/documents/memo-sbe-dec16item01.doc>).

Summary of Stakeholder Input

Staff presented the draft self-reflection tools from the December 2016 memorandum at the December 2016 meeting of the California Practitioner Advisory Group (CPAG). CPAG members reviewed the drafts in small groups. In general, the feedback from CPAG members was:

- The draft self-reflection tools were improved over the prior drafts that they had reviewed during the September and October 2016 meetings. Examples of improvements were: being more streamlined and greater clarity in the prompts or examples included in the self-reflection tools.
- There were questions and some concerns that the draft tools would not ensure meaningful reflection on the local data or information collected and reported in order meet the performance standards for these local performance indicators.
- Some members appreciated the greater flexibility afforded by the revised draft self-reflection tools, while others believed that more standardization of prompts or information collected would be beneficial.
- CPAG members suggested revisions to some prompts, the rating scale, and the overall organization of the optional reflection tool for Implementation of State Standards (Priority 2). These suggestions were incorporated in the version of the self-reflection tool that staff recommend the SBE approve.
- CPAG members also focused on areas for improvement or exploration in the future and how the local performance indicators will fit into the overall accountability system as it evolves over time.

Staff also received feedback from some stakeholders on the drafts included in the December 2016 memorandum, including suggested revisions to the optional reflection tool for Implementation of State Standards (Priority 2) similar to those offered by CPAG.

Approach for Remaining Local Performance Indicators

The following sections include self-reflection tools to assist LEAs in measuring and reporting progress on the local performance indicators for Implementation of State Academic Standards (Priority 2) and Parent Engagement (Priority 3). The recommended self-reflection tools incorporate the feedback received on these local performance indicators to date. Each section identifies the SBE's approved standard and criteria for the local performance indicator, followed by the self-reflection tool that LEAs would use to track and report their progress for initial phase of the evaluation rubrics.

The recommendation for Implementation of State Academic Standards (Priority 2) differs from the December memorandum. The prompts were revised for clarity and to focus on the *academic content standards*, which is consistent with the SBE's standard for this local performance indicator. Additionally, the optional reflection tool was reorganized to be more streamlined and focused on implementation across academic standards, rather than focusing on academic standards in isolation from each other.

The recommendation for Parent Engagement (Priority 3) is unchanged from the December memorandum.

Self-Reflection Tool for Implementation of State Academic Standards – Priority 2

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Criteria: LEA would assess its performance on a [*Met / Not Met / Not Met for Two or More Years*] scale.

Evidence: LEA measures its progress using the self-reflection tool included in the evaluation rubrics, and reports the results to its local governing board at a regularly scheduled meeting and through the local data selection option in the evaluation rubrics web-based system.

Approach for Self-Reflection Tool to Use as Evidence

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | |
| ELD (Aligned to ELA Standards) | | | | | |
| Mathematics – Common Core State Standards for Mathematics | | | | | |
| Next Generation Science Standards | | | | | |
| History-Social Science | | | | | |

2. **Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | |
| ELD (Aligned to ELA Standards) | | | | | |
| Mathematics – Common Core State Standards for Mathematics | | | | | |
| Next Generation Science Standards | | | | | |
| History-Social Science | | | | | |

3. **Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | |
| ELD (Aligned to ELA Standards) | | | | | |
| Mathematics – Common Core State Standards for Mathematics | | | | | |
| Next Generation Science Standards | | | | | |
| History-Social Science | | | | | |

Other Adopted Academic Standards

4. **Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Career Technical Education | | | | | |
| Health Education Content Standards | | | | | |
| Physical Education Model Content Standards | | | | | |
| Visual and Performing Arts | | | | | |
| World Language | | | | | |

Support for Teachers and Administrators

5. **During the 2015-16 school year (including summer 2015), rate the LEA’s success at engaging in the following activities with teachers and school administrators?**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | | |
| Identifying the professional learning needs of individual teachers | | | | | |
| Providing support for teachers on the standards they have not yet mastered | | | | | |

Optional Narrative

6. **Provide any additional information that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Self-Reflection Tool for Parent Engagement – Priority 3

Standard: LEA annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Criteria: LEA would assess its performance on a [*Met / Not Met / Not Met for Two or More Years*] scale.

Evidence: LEA measures its progress using the self-reflection tool included in the evaluation rubrics, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the evaluation rubrics web-based system.

Approach for Self-Reflection Tool to Use as Evidence

LEAs will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based ***either*** on information collected through surveys of parents/guardians ***or*** other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in its Local Control and Accountability Plan (LCAP).

OPTION 1: Survey

If the LEA administers a local survey to parents/guardians in at least one grade within each grade span that the LEA serves (e.g., K–5, 6–8, 9–12), summarize:

- (1) the key findings from the survey related to seeking input from parents/guardians in school and district decision making;
- (2) the key findings from the survey related to promoting parental participation in programs; and
- (3) why the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

OPTION 2: Local Measures

Summarize:

- (1) the LEA's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
- (2) the LEA's progress on at least one measure related to promoting parental participation in programs; and
- (3) why the LEA chose the selected measures and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Examples of measures that LEAs could select are listed below.

A. Seeking Input in School/District Decision Making

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. Promoting Participation in Programs

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

