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California's Accountability and Continuous Improvement System

Ensuring College and Career Readiness: Implications for School Counselors

**Dr. Ilene Straus, Vice President
California State Board of Education**

Riverside County School Counselor Leadership Network

February 8, 2017

Riverside, California



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Agenda

- Overview of California's new accountability system and goals
- Understand measures for State and Local priorities and how it will be reported on the CA School Dashboard
- Look at measures directly related to College and Career Readiness
- Consider research findings when focusing on preparing students for college and career
- Discuss next steps for counseling support to meet local and State goals



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Local Control Funding Formula (LCFF) Big Ideas

- In conjunction with the new funding formula, we adopted a **new system of support and technical assistance** for districts and counties
- Founded on **annual plans, updates, and evaluation rubrics**
- Districts develop, adopt and implement 3-year plans to improve **student performance**
- Assumes a **continuous improvement** model of accountability



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Accountability and Continuous Improvement System

- Local Control and Accountability Plan and Annual Update (LCAP)
- Local Control Funding Formula (LCFF) Evaluation Rubrics
- Support and Assistance System established by LCFF
- Progress on state priorities, measured by state and local metrics and performance indicators



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Accountability Goals

- **Strengthen teaching and learning**
- **Increase the individual capacity** of teachers and school leaders
- **Increase the institutional capacity** of schools, districts, 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.



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Three Statutory Purposes for Evaluation Rubrics

- To support Local Education Agencies (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.**

Required stakeholder engagement recommended (EC 52060(q) & 52062)

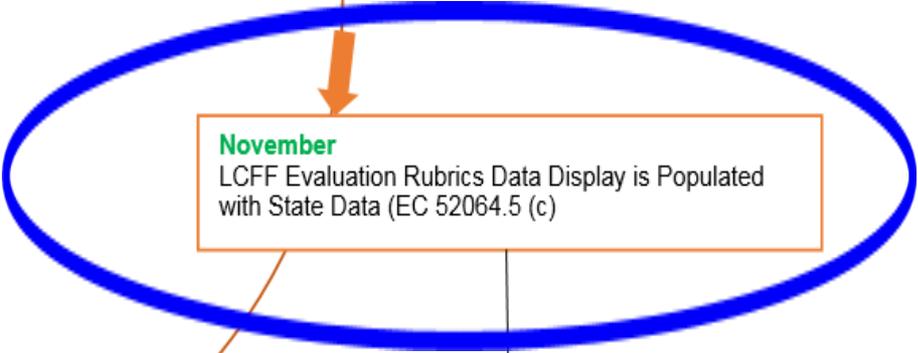
July 1
LCAP/Annual Update Adopted by LEA (EC 52060 & 52062)

October 8
LCAP/Annual Update Approved by Reviewing Agency (EC 52070 (d))

- Implement LCAP
- Finalize and adopt LCAP/Annual Update for the next fiscal year

- Implement LCAP

February – March
Complete Self-Reflective use of LCFF Evaluation Rubrics and Incorporate Findings into LCAP/Annual Update



Stakeholder engagement recommended (e.g. involve stakeholders in self-reflective analysis)

- Implement LCAP
- Plan for next LCAP/Annual Update using data analysis and self-reflection from LCFF Evaluation Rubric

Integrated State and Federal Continuous Improvement and Accountability System

- Request for Assistance: LEAs may voluntarily request assistance from county offices or the California Collaborative for Educational Excellence
- Assistance and Support: Performance relative to accountability standards for key indicators will inform whether LEAs (LCFF) and schools (ESSA) are eligible assistance and support.
- Recognition: LEAs and/or schools may be recognized for exemplary performance based on outcomes and/or improvement
- Local Self-Reflection: As the next segment of the graphic shows, the LCFF evaluation rubrics support local self-reflection and planning



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Components of the LCFF California School Dashboard

- **Top-Level Summary Data Display - Dashboard**
 - Summary report showing performance relative to standards for the state priorities
- **Data Analysis Tool**
 - Web-based, more detailed data reports
- **Statements of Model Practices**
 - Qualitative statements of effective processes and practices
- **Links to External Resources**
 - Links to additional resources for assistance



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Accountability Model Overview

Based on progress toward the LCFF 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)
- **Priority 3** (Parent Engagement)
- **Priority 4** (Achievement)
- **Priority 5** (Pupil Engagement)
- **Priority 6** (School Climate)
- **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)



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LCFF Rubrics - State Indicators

- Chronic Absenteeism
- Suspension Rate
- English Learner Proficiency
- Graduation Rates
- College/Career Readiness
- English Language Arts Assessment
- Math Assessment



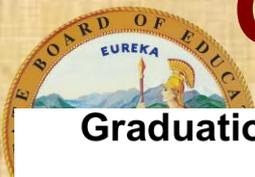
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Overview of the Model

Example: An LEA or school with a “High” **Status** and an “Increased” in **Change** will receive an overall performance of **Green** for most indicators.

Change

	Levels	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Status	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 Cut-Scores

Graduation Rate (Grades 9–12)

Table 1 displays the “Status” and “Change” cut scores as well as the performance categories for the Graduation Rate Indicator.

Table 1 **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 Cut-Scores

The number of local educational agencies (LEAs) and schools in each performance category based on their “Status” and “Change” results.

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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%)

Displays the number of schools (disaggregated by charters, non-charters, small schools, and non-small schools) in each performance category based on their “Status” and “Change” results.

School Type	# of Schools	Red	Orange	Yellow	Green	Blue
Non Charter	1,026	56 (5.5%)	69 (6.7%)	153 (14.9%)	263 (25.6%)	485 (47.3%)
Charter	195	43 (22.1%)	16 (8.2%)	33 (16.9%)	35 (17.9%)	68 (34.9%)
Small Schools*	19	9 (47.4%)	0 (0.0%)	3 (15.8%)	4 (21.1%)	3 (15.8%)
Non Small Schools	1,202	90 (7.5%)	85 (7.1%)	183 (15.2%)	294 (24.5%)	550 (45.8%)



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Dashboard Features

State Indicators

The Dashboard shows the performance levels using the color-coded images below.

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

The color and amount of fill (e.g., Green always has four segments filled, Red always has only one segment filled) are two ways of showing the performance level.

LCFF Rubrics-Local Performance Indicators



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- 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)



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Local Performance Indicators

Example Standard (Priority 2): LEA annually measures its progress implementing state academic standards and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

Evidence: LEA would determine whether it annually measured its progress, which may include use of a self-assessment tool or selection from a menu of local measures that will be included in the evaluation rubrics web-based user interface, and reported the results to its local governing board and through the local data selection option in the evaluation rubrics.

Specifically, local educational agencies (LEAs) will assess their progress on these indicators on a *[Met / Not Met / Not Met for Two or More Years]* scale.

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 Indicator	Ratings
Basics (Teachers, Instructional Materials, Facilities)	
Implementation of Academic Standards	
Parent Engagement	
Local Climate Survey	

Narrative

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.

Equity Report

West Chavez Unified School District - San Joaquin County

Enrollment: 2,500 students Socioeconomically Disadvantaged: 87% English Learners: 76%
 Foster Youth: N/A Grade span: K-12 Charter School: No Year: Data 2015-16 ▼

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

The Equity Report provides the performance levels for the state indicators and identifies the total number of student groups represented in each indicator, in addition to the number of student groups in red/orange.

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

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		11	3
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		8	7
College & Career	N/A	N/A	N/A
English Language Arts (K-8)		5	1
Mathematics (K-8)		5	4

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Not Met
Parent Engagement	Not Met for Two Years
Local Climate Survey	Met

A dash (-) indicates that the student group consists of less than 11 students, the minimum size for any reporting; an asterisk (*) indicates the student group consists of less than 30 students, and the performance level (color) is not presented or included for accountability purposes. An N/A indicates that data is not currently available. Additional details can be found in the California School Dashboard Technical Manual (link will be provided).

Narrative

The narrative text box is provided as an optional feature for local educational agencies to describe their performance on the state indicators and local indicators. This option allows LEAs to provide additional information and context as part of the display.

Dashboard Reports



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Dashboard: Navigating to Reports

Users can choose from four different reports by selecting tabs underneath the demographic information included at the top of the web page.

Equity Report

Status and Change Report

Detailed Reports

Student Group Report

WELL PREPARED – To Be Determined

The College/Career Indicator (CCI) measures for “Well Prepared” will be determined following further review of potential state and local CCI measures as statewide data becomes available.¹ California Department of Education staff, with input from education researchers, practitioners, and stakeholders, will evaluate the CCI model through the first phase of the Local Control Funding Formula evaluation rubrics and will propose a revised CCI model for implementation in 2017–18.

PREPARED

Does the graduate meet at least 1 measure below?

High School Diploma and any one of the following:

A. Career Technical Education (CTE) Pathway Completion **plus one** of the following criteria:

- Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on English language arts/literacy (ELA) or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area
- One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)

B. At least a Level 3 “Standard Met” on both ELA and Mathematics on Smarter Balanced Summative Assessments

C. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)

D. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams

E. Completion of courses that meet the University of California (UC) a-g criteria **plus one** of the following criteria:

- CTE Pathway completion
- Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area
- One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- Passing score on one AP Exam **OR** on one IB Exam

APPROACHING PREPARED

Does the graduate meet at least 1 measure below?

High School Diploma and any one of the following:

A. CTE Pathway completion

B. Scored at least Level 2 “Standard Nearly Met” on one or both ELA and Mathematics Smarter Balanced Summative Assessments

C. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)

D. Completion of courses that meet the UC a-g criteria

NOT PREPARED

Student did not meet any measures above, so considered NOT PREPARED



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Future Local and State CCI Measures

Note: the following measures will be explored as statewide data become available:

- Articulated CTE Pathway
- Work Experience/Career Internship
- AP/IB Career Program
- State Seal of Biliteracy
- Golden State Seal Merit Diploma

Further Exploration on the following:

- Course Information
- Industry Certificate
- Additional career related data elements (e.g., Career Pathways Trust and CTE Incentive Grant)
- Pilot career ready assessments (i.e., National Occupational Competency Testing Institute)



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Remember...

- Students want direct support in high school
- Assessments are realistic and contextualized in high school, more abstract in college placement exams
- College knowledge
- Students didn't know basics;
Teachers didn't have right info
- Honors students initiate more conversations



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Consider..

- “The current fractured systems send students, their parents and K-12 educators conflicting and vague messages about what students need to know about be able to do to enter and succeed in college”

Venezia and Kirst (2005), p.284.



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Think about students you work with...

- Access to process
- Deadlines
- College counselor
- Has a middle or high school student been on a college campus?
- College options to consider



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Policy signals

- What signals did you receive that helped or confused you in high school
- What signals would have been helpful to you when preparing for college?
- How does your school signal to
 - Students?
 - Parents?
 - Teachers?



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Research Recommendations

- Provide all students, their parents and educators
- Focus on institutions that serve the majority of students
- Create an awareness that getting into college is not the hardest part



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What could you do to improve outcomes for students?

- Messaging campaign
- Signaling: more personal connection
- Parents who have no knowledge; 1-1, 1-3
- Would you send your kids to this school?
- Bring students to college; Peer stories
- Parent University;



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Small group activity

Develop a strategy to address the recommendations; what could you do?

- Individual students;
- Grade level groups
- Parents
- Teaching staff
- Communications: Website; emails; meetings; phone calls;