Welcome to Curriculum Council

January 27, 2017

Network: Password:

Welcome to MOXI:
The Wolf Museum of Exploration + Innovation

Steve Hinkley
President / CEO

Carla Benchoff
Creativity at the Core

Creativity at the Core
which integrates Visual and Performing Arts
with other CA standards and 21st century skills.

Demian Barnett will share a tool he discovered and has been using with his teachers called Rapid Cycle Evaluation Coach (RCE Coach).

Carla Benchoff will share a resource for teachers, students and families in our community.

Cassandra Bautista will provide updates and reminders on the local indicators. Additionally, she will walk us through this tool.

Ellen Barger will provide funding for the meeting room and refreshments.

The Wolf Museum of Exploration + Innovation

The grand opening of the new museum is just around the corner. Steve Hinkley, President and CEO will share with us a sneak peak into this amazing educational resource for teachers, students and families in our community.

Accountability Update

The state accountability system has been finalized. We will review indicators and discuss timelines and tools for the local indicators. Additionally,

Steve Hinkley, President/ CEO

9:30

Coffee and refreshments

9:45

MOXI: The Wolf Museum of Exploration + Innovation

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Break

11:00

Announcements, Upcoming Events

Next meeting: March 24, 2017

For notes and information: http://instruction.sbceo.org

AGENDA

8:30

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Creativity at the Core

http://ccsesaarts.org/

17 modules

Module 1 - Lifiting the Bage: Dance and Common Core
Module 2 - Business Learning through the Arts
Module 3 - Arts and “The Four Cs”
Module 4 - Creativity in Court and Community Schools
Module 5 - Culturally Responsive Arts Learning
Module 6 - Lesson Study, K-12
Module 7 - Teacher and Artist Collaboration
Module 8 - Artifact Detective
Module 9 - Project Based Learning, Theatre
Module 10 - Assessing Arts Integration
Module 11 - Leadership in the Arts
Module 12 - Theatre Arts and EL
Module 13 - Arts Integration and Common Core
Module 14 - Artistic Literacy through Common Core
Module 15 - Arts, Media, Entrepreneurship on the Cutting Edge
Module 16 - STEAM & Media Arts 6-12

SAVE THE DATE
3rd Annual Summer Institute
July 26-28, 2017!
Creativity at the Core

Visual and Performing Art Standards

2019

Thank you!

Visual and Performing Art Standards

2019

Demian Barnett
Rapid Cycle Evaluation

Santa Barbara County Education Office Curriculum Council Meeting
January 27, 2017
Marriott Hotel, Buellton
Nojoqui Falls Room
*(Formerly known as the Jockey Club)*

8:30 – 11:15 a.m.

AGENDA

8:30 Coffee and refreshments

8:40 Welcome

8:45 MOXI: The Wolf Museum of Exploration and Innovation: Steve Hinkley

9:10 Creativity at the CORE: Carla Benchoff

9:30 Tool for Inquiry and Continuous Improvement: Demian Barnett

9:45 Assessment Updates and Reminders: Clanci Chiu

10:00 Accountability Update: Ellen Barger, Cassandra Bautista, Carlos Pagán

11:05 Announcements, Upcoming Events

11:15 Close

Next meeting: March 24, 2017

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*Publisher display fees generated by the SBCEO Publishers’ Fair provide funding for the meeting room and refreshments*
Rapid Cycle Evaluations for Education Technology

Project Overview

In an ideal world, as you decide whether to continue using an education technology or purchase a new license, your decision would be based on how well the product meets your needs and improves student outcomes. Mathematica Policy Research, the U.S. Department of Education, and SRI International are supporting quick-turnaround evaluations to help schools test and evaluate these products. We call this process a Rapid Cycle Evaluation (RCE). The findings generated through this process may help your decision-making by providing you with evidence regarding how well an education technology works.

We are building a free, web-based toolkit that will guide you in conducting an evaluation. As you move through the RCE toolkit, the tools will help you design and conduct your own product evaluations and pilot tests.

The RCE toolkit can give you the evidence you need to answer important questions such as:

- Does a specific education technology program lead to the student outcomes you want to see?
- Should you keep paying for a software tool you’re already using?
- Does a software tool support more effective teacher professional development?
- How should I set up an effective pilot?

Clanci Chiu
Assessment Update

AGENDA

8:30 Coffee and refreshments
8:40 Welcome
8:45 MOXI: The Wolf Museum of Exploration and Innovation
9:10 Creativity at the CORE
9:25 Tool for Inquiry and Continuous Improvement
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Accessibility Supports

Universal Tools
Designated Supports
Accommodations

Matrix 1 cde.CA.gov
http://www.centinela.k12.ca.us/

ISAAP (Individual Student Assessment Accessibility Profile Process)

Ellen Carlos Cassandra
Accountability Update

State Indicator Update

Academic Indicators

Summary of State Indicators

Defining ELs

Local Indicators #2 & #3

CA Dashboards timeline
**Academic Indicators**

**Just Determined at the January SBE Meeting**

Indicator is **not** a percent. “Average distance from meeting standard”

Abandoned “% meeting standard” method - too much like AYP

**Uses scale scores**

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**Distance from Level 3**

**ELA/Literacy**

The average distance (above or below) the Level 3 threshold score for the grade

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**Example 4th grade ELA**

Threshold for level 3

**Example ELA**

Threshold for level 3
**State Level Indicators**

- **CAASPP Scores ELA & Math** (Grades 3-8)
- **CCI** College & Career Readiness Indicator (grade 12)
- **Graduation Rates** (High School)
- **ELI** English Learner Indicator (all grades)
- **Suspension Rates** (all grades)
- **Chronic Absenteeism** (all grades)

**Example ELA**

**Average Distance from Level 3**

<table>
<thead>
<tr>
<th>Average Distance</th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-90</td>
<td>-48</td>
<td>-10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-72</td>
<td>-32</td>
<td>-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-95</td>
<td>-55</td>
<td>-32</td>
<td>-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-120</td>
<td>-70</td>
<td>-40</td>
<td>-28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-88</td>
<td>-52</td>
<td>-40</td>
<td>-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-105</td>
<td>-75</td>
<td>-41</td>
<td>-16</td>
<td></td>
<td></td>
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</tbody>
</table>

Total of all distances: $$-409$$

Number of student scores: 41

$$\frac{-409}{41} = -9.97$$
English Learner Progress Indicator

Percent of students who moved up at least one performance level on the CELDT

Combined with the # of ELs reclassified from the previous year.

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English Learner Progress

100 CELDT-Takers and 75 made one level growth

20 students reclassified previous year

\[
\begin{align*}
75 &+ 20 = 95 \\
100 &+ 20 = 120
\end{align*}
\]

79%

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State Indicator Update

Academic Indicators

Summary of State Indicators

Defining ELs

Local Indicators #2 & #3

CA Dashboards timeline

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Criteria for English Learners in the New Accountability System

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<td>English Learner Progress</td>
<td>Current EL annual CELDT test takers (grades 1-12) plus students reclassified in the prior year</td>
</tr>
<tr>
<td>Academic</td>
<td>ELs (grades 3-8) plus students who have been RFEP for four years or less. (Note: This is similar to the criteria used in the prior state and federal accountability systems.)</td>
</tr>
<tr>
<td>Graduation</td>
<td>Students with an EL status at any time in grades 9-12 (same criteria since the initial release of the cohort graduation rate)</td>
</tr>
<tr>
<td>College &amp; Career</td>
<td>Students with an EL status at any time in grades 9-12</td>
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<tr>
<td>Suspension</td>
<td>Current EL Students (grades K-12) (Note: Chronic Absenteeism will be added when data is available)</td>
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States are required to define the EL group for the academic group in the state plan. California had the opportunity to re-evaluate the definition of the EL student group in the Academic Indicator.

1. Students identified as EL plus students who were RFEP for four years or less
2. Students identified as EL plus students who were RFEP for two years or less
3. Students identified as EL based on the CELDT only

Unintended Consequences
Leaving RFEPs out

Excluding RFEP students may result in an inability for schools to achieve the Blue and Green performance categories if they reclassify their students.

Many schools would be identified as needing to improve their EL programs, when their schools are successfully helping EL students.

Large ELs groups in Red. Inaccurately distinguish strengths and weaknesses as we determine our priorities and allocate resources.
Why Four Years?

Including students who are RFEP for four years stabilizes the group, allowing for better comparison across LEAs and schools.

Including RFEP students in the Academic Indicator will identify LEAs and schools whose full continuum of EL students (CELDT Levels 1-5 and RFEP) have not received the support necessary to master the standards measured by the statewide assessments.

Criteria for English Learners in the New Accountability System

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Recall from last mtg.
“Getting to Green”
Meeting the Standard on Local Performance Indicators

Meeting standard on the local indicators is NOT about the RESULTS of a survey nor the LEVEL of progress on a tool...

Meeting standard is about engagement in the process, analysis for continuous improvement, transparent reporting of results, and expectation of incorporation into the plan.

Local Indicators #2 & #3

Local Performance Indicator
Priority 2: Implementation of State Academic Standards

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 (California School Dashboard).

Frequency

Indicator Content

Accountability and Transparency of Results

Getting to “Met” for Priority 6

Indicator:
Student perceptions of school safety and connectedness

Frequency:
Minimum of every other year to one grade in each grade span LEA serves

Tool:
Local Climate Survey - CHKS or other

Accountability: Reporting to Board
Report results to governing board at a regularly scheduled public meeting

Accountability: Reporting to Stakeholders
Narrative summary and analysis of climate survey; Report results to stakeholders and public through evaluation rubrics

Local Performance Indicator
Priority 2: Two Options

Evidence:
LEA measures its progress using the self-reflection tool included in the evaluation rubrics web-based user interface, 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 (California School Dashboard).

Priority 2: Two Options

The tool is defined in the indicator (Option 1 or 2)

Defines how progress will be determined
Priority 2: Two Options

**Option 1: Narrative**
- Identify locally-selected tools or measures
- Briefly describe why tool(s) were chosen
- Summarize progress in implementing ALL standards using the tools

**Option 2: Reflection Tool**
- Complete optional self-reflection tool provided within web-based interface
- Both options require public sharing at board meeting and on dashboard

Getting to Met for Priority 2

| Frequency: | Annually |
| Indicator: | Measures progress implementing state academic standards |
| Accountability: Reporting to Board | Reports results to governing board at a regularly scheduled public meeting |
| Accountability: Reporting to Stakeholders | Reports results to stakeholders and public through evaluation rubrics (dashboard) |
| Tool: | Option 1 (Narrative Summary); Option 2 (Reflection Tool) |

Local Performance Indicator

Priority 3: Parental Involvement

**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 (dashboard).

**Evidence:**
Evidence: LEA measures its progress using the self-reflection tool included in the evaluation rubrics web-based user interface, 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 (dashboard) web-based user interface.

Getting to Met for Priority 3

| Frequency: | Annually |
| Indicator: | Measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs |
| Accountability: Reporting to Board | Reports results to governing board at a regularly scheduled public meeting |
| Accountability: Reporting to Stakeholders | Provides a narrative summary of progress and reports results to stakeholders and public through evaluation rubrics (dashboard) |
| Tool: | Option 1 (Survey); Option 2 (Local Measures) |
**Priority 3: Two Options**

**Option 1: Survey**
Administer a local survey to parents in at least one grade/grade span.

**Option 2: Local Measures**
Determine ways to quantify or measure:
- seeking input on decisions
- promoting parental participation

**Summarize Key Findings:**
- seeking input in decisions
- promoting parental involvement

Why this survey and how related to goals

David Sapp, SBE
January 19, 2017

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**Local Indicator Tools**

**Priority 1**
Basic Services

**Priority 2**
Implementation of State Standards

**Priority 3**
Parental Involvement

**Priority 6**
School Climate
Locate Climate Survey
CHKS or other survey

**Priority 9**
(CDE only)
Coordination of Instruction of Expelled Youth
CDE’s Self-Assessment Tool

**Priority 10**
(CDE only)
Coordination of Services for Foster Youth
CDE’s Self-Assessment Tool

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**2017: Timeline**

For 2017: the Local Indicators are expected, but not required, given the timeline and release of the dashboards.

Santa Barbara County Education Office
Curriculum Council Meeting
January 27, 2017

**Announcements**

35
February 6, 2017
LCAP Team Workshop & Work Session
Buellton Marriott
10:00 - 3:00
(lunch provided)

We’ll work through a section and have some time to strategize

Please bring 2016-17 LCAP, Timelines, Calendars, Updates

Dashboards?

No February CC Meeting
CISC Symposium in Anaheim
Feb 22-24

Schedule available online:
http://www.ciscsymposium.org/schedule.html

Tradition: SB County Dinner Thursday Night

Upcoming Workshops: Language

Grades K-5
Feb 2-3, 2017

Grades K-5
Mar 15, 2017
Upcoming Workshops: STEM

Grades 3-12
Tuesday Feb 28

Grades 3-8
Tuesday Feb 28

Upcoming Workshops: TK-K

Mar 14, 21, 28
Begins Mar 2

Wrapping Up

Please feel free to leave us your folders if you’d like us to recycle

Next Meeting: March 24

Aug-26
Sept. 30
Oct. 28
Dec. 9
Jan. 27
Mar. 24
May 12

See you at LCAP team training
Monday Feb 6

http://sbceo.org/s/CurriculumCouncil