Setting the Context

Governor
Jerry Brown

State Supt.
Tom Torlakson

SBE President
Mike Kirst

A BLUEPRINT FOR GREAT SCHOOLS

TRANSITION ADVISORY TEAM REPORT

2011

2015

The California Way rests on the belief that educators want to excel, trusts them to improve when given the proper supports, and provides local schools and districts with the leeway and flexibility to deploy resources so they can improve.
**UNDERSTANDING FULLAN**

Systemness  
Collaboration  
Pedagogy  
Capacity  

Right Drivers in Action  

- Focusing Direction  
- Cultivating Collaborative Cultures  
- Deepening Learning  
- Securing Accountability  

**SECURING ACCOUNTABILITY**

P. 109 Effective Accountability: Develop conditions that maximize internal accountability (self and group)  

And... Frame with external accountability - standards, expectations, transparent data and selective interventions  


**Accountability in California**

ILSFACIS**: Integrated Local, State, & Federal Accountability and Continuous Improvement System.

- LCAP  
  - Local Control & Accountability Plan  
  - Rubrics
State Priorities

1. Basics ("Williams")
2. Standards Implementation
3. Parent Engagement
4. Student Achievement
5. Student Engagement
6. Climate
7. Access to a Broad Course of Study
8. Other pupil outcomes

Conditions of Learning
(1,2,7)

Engagement
(3,5,6)

Outcomes
(4,8)

ILSFACIS**: Integrated Local, State, & Federal Accountability and Continuous Improvement System.

Focus this year
Support LEAs in Identifying Strengths & Weaknesses

3 Statutory Purposes of Rubrics
Assist in determining eligibility for Technical Assistance

Assist the SSPI in determining LEAs eligible for more intense interventions

ILSFACIS**: Integrated Local, State, & Federal Accountability and Continuous Improvement System.

TOP LEVEL DATA DISPLAY
DATA ANALYSIS TOOL
STATEMENTS OF MODEL PRACTICE
LINKS TO EXTERNAL RESOURCES

Rubrics

Top Level Data Display & Data Analysis Tool

Multiple measures that impact learning across the LCFF priorities
Promotes equity through transparent displays of indicators and disparities
Will evolve as we get more data

Creates a more complete picture for LEAs and Schools in need of assistance and intervention
Top Level: Statewide Indicators

- Can be collected and available at state level
- Based on a consistent definition
- Can be disaggregated by school and subgroup
- Supported by research
- Have multiple years to show status and change

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)

Status and Change

Predictions: Grad Rate

1. Looking at just the 15-16 rates (status), rank the LEAs
2. Now rank by growth (change) from 14-15 to 15-16.
3. If you were to guess their performance categories (color), who might be green or blue? Who might be orange or red?
Let's explore: Graduation Rate

<table>
<thead>
<tr>
<th>Status Level</th>
<th>Status Cut Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>Graduation rate is 95% or greater</td>
</tr>
<tr>
<td>High</td>
<td>Graduation rate is 90% to less than 95%</td>
</tr>
<tr>
<td>Median</td>
<td>Graduation rate is 85% to less than 90%</td>
</tr>
<tr>
<td>Low</td>
<td>Graduation rate is 67% to less than 85%</td>
</tr>
<tr>
<td>Very Low</td>
<td>Graduation rate is less than 67%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change Level</th>
<th>Change Cut Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased</td>
<td>Graduation rate increased by 5% or more</td>
</tr>
<tr>
<td>Increased</td>
<td>Graduation rate increased by 1% to less than 5%</td>
</tr>
<tr>
<td>Maintained</td>
<td>Graduation rate declined or increased by less than 1%</td>
</tr>
<tr>
<td>Declined</td>
<td>Graduation rate declined by 1% to 5%</td>
</tr>
<tr>
<td>Declined Significantly</td>
<td>Graduation rate declined by more than 5%</td>
</tr>
</tbody>
</table>

Graduation Change

<table>
<thead>
<tr>
<th>Level</th>
<th>Declined Significantly (by more than 5%)</th>
<th>Declined (by 1% to 5%)</th>
<th>Maintained (change of less than 1%)</th>
<th>Increased (by 1% to less than 5%)</th>
<th>Increased Significantly (by 5% or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>Gray</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>High</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>Median</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
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<td>Red</td>
<td>Red</td>
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</tr>
</tbody>
</table>

Let's explore: Graduation Rate

In your Triads, take turns presenting an LEA card to the group and locating the performance category. As a group, discuss and suggest a reasonable target for the next year. You can record the color on your individual sheets. What other questions does this raise for you?

English Learner Indicator

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

Combined with the % of ELs reclassified. ("or")
### Let's Explore: ELI

1. Take turns offering the group a card to locate on the Matrix
2. Determine the performance category and share your thoughts
3. What data and information would you need to explore to help determine targets for the following year?

### Mock up of Top-Level Summary Data Display for LCFF Rubrics

Delivered in a searchable electronic format
Available to all stakeholders
Begin populating late Nov. Complete by January

### Top Level Data Summary Display

* Shape of the pies or balls may change
* Color and size are redundant (ADA)
**This is totally fake and somewhat nonsensical data**

**STATEMENTS OF MODEL PRACTICE**

**State Level Indicators**

- **CAASPP Scores**
  - ELA & Math (Grades 3-8)
  - Cut Scores - Nov

- **CCI**
  - College & Career Readiness Indicator (grade 12)
  - Cut Scores - vary by level

- **Suspension Rates** (all grades)

- **ELI**
  - English Learner Indicator (all grades)

- **Chronic Absenteeism** (all grades)

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

- **Further Exploration**
  - 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)

- **College/Career Indicator Model**
  - All students in the four-year graduation cohort minus students who take the California Alternate Assessment.

- **Well Prepared**
  - Determined following further review of potential state and local CCI measures as statewide data becomes available.

- **Prepared**
  - Does the graduate meet at least 1 measure below?
    - 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 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
      - Passing score on one AP Exam OR on one IB Exam

- **Approaching Prepared**
  - Does the graduate meet at least 1 measure below?
    - 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

- **This year: no “well prepared”**
  - Percent of 12th graders graduating “Prepared”
    - CTE Pathway … and A-G a “3” & a “2” on SBAC
    - 1 semester of Dual Enrollment
    - 2 Semesters of Dual enrollment

- **A-G completion… and CTE Pathway**
  - a “3” & a “2” on SBAC
  - 1 semester of Dual Enrollment
    - 1 AP or IB
    - 2 APs or 2 IBs
State Level Indicators

- Academic Indicator - CAASPP Math and ELA Grades 3-8
- CCI (College & Career Readiness Indicator) Grades 9-12
- Graduation Rates (Grades 9-12)
- ELI (English Learner Indicator)
- Suspension Rates
- Chronic Absenteeism

Priority 4
Priority 7-8
Priority 5
Priority 4
Priority 6
Priority 5

So how will the rubrics incorporate indicators for all 8 state priority areas?

Status and Change

- Some Priorities can show change/growth
- Some Priorities can have levels or indicators from very low to very high
- Others are harder to put on a scale, quantify, or show increases.

Priorities have different types of indicators

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DATA ANALYSIS TOOL
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LINKS TO EXTERNAL RESOURCES
"Local Indicators"
Tools & Questionnaires to self-assess

Priority 2 - self-study tool for standards implementation
Priority 3 - self-study tool for parent engagement
Priority 6 - self assessment tool for school climate/ School climate survey
Priority 9 - COEs only - Expelled Youth
Priority 10 - COEs only - Foster Youth
Priority 1 - Williams

For each Local Indicator

Standard: States what the LEA is measuring progress in and how often
Evidence: Suggests what tools and instruments might be used
Criteria: Scale of 3 levels - Met/ Not Met/ Not Met 2+yrs

LEA uses tools and instruments suggested to assess and report.
upload - choose from pull down menu
Example...

Annual Update - Formative Progress - Continuous Improvement

Agree upon and implement changes; Course correct
Define
Goals, indicators, for each year…actions & services designed to meet the goals

Improve
Analyze, examine and communicate progress; make adjustments

Measure
Collect information about progress and indicators, make inferences, verify...

Learn

ILSFACIS**:
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LCAP Local Control & Accountability Plan
Rubrics LEAs must respond to the rubrics in the new LCAP Templates
Rubrics can help focus continuous improvement
Cannot abandon leading and interim data measures for several reasons…
More in December

The New LCAP 3-year Template
Triggers for Technical Assistance
Technical training on the data interface
Other info from the November SBE Meeting

SYSTEM COHERENCE

Coherence is the shared depth of understanding about the purpose and nature of the work. Coherence then is what is in the minds and actions of people, individually and collectively.

Alignment is about Structures; Coherence is about Mindsets

A tool is only as good as the mindset using it

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10-Minute Break

Assessment Update
Clanci Chiu

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CA Science Test

- No CST
- Pilot test spring 2017
- Pilot includes technology-enhanced items with dynamic stimuli and new media (e.g., simulated experiments)
- Short; approximately 10 items
- Operational test will include 3 segments:
  2. Item sets which require students to solve a series of complex problem sets set in discipline-specific context.
  3. Emulate item types in first two segments.
- Given in grades 5, 8 and (10th, 11th, or 12th)

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Connecting Summative Assessment to Improving Teaching and Learning

- New assessments = new opportunities to infuse results into instructional planning cycle.
- Professional Learning on Dec. 13

  Inquiry cycle:
  - Research (data review & discovery)
  - Recall (programs, practice, and policies)
  - Reflect (possible connections)
  - Respond (possible actions moving forward)

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CA Assessment Timeline
Updated September 30, 2016

<table>
<thead>
<tr>
<th>Summative Assessment</th>
<th>SBAC</th>
<th>CAA</th>
<th>CAST (CA Science Test)</th>
<th>CAST (Alternative Assessment)</th>
<th>CSA</th>
<th>ELPAC</th>
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<tr>
<td>Field</td>
<td>2014</td>
<td></td>
<td>Spring 2018</td>
<td>Spring 2018</td>
<td></td>
<td>Summative Spring 2017/ Initial Fall 2017</td>
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ELPAC & ELD Standards Tool
Carlos Pagán

December 13
Transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC)

<table>
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<tr>
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<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
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<tr>
<td>ELPAC Pilot Testing</td>
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<td></td>
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<tr>
<td>Field Test Administrations (No scores reported)</td>
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<td></td>
</tr>
<tr>
<td>Operational Administrations (Scores reported)</td>
<td>CELDT</td>
<td>CELDT</td>
<td>CELDT Initial Only</td>
<td>CELDT Initial Only</td>
</tr>
<tr>
<td>ELPAC Summative (Fall 2017)</td>
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<tr>
<td>ELPAC Summative (Spring 2017)</td>
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</tr>
<tr>
<td>ELPAC Initial Unit 1, 2019</td>
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<tr>
<td>ELPAC Initial Unit 2, 2019</td>
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<td></td>
</tr>
<tr>
<td>ELPAC Summative (Spring 2018 and beyond)</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

ELPAC vs CELDT
What’s different?
- Consists of separate initial and summative assessments
- Aligned with CA ELD Standards
- Spring testing window (February - May)
- Integrated Tasks - two domains e.g., listening or reading passage to generate a spoken or written response
- Listening items in grades K-2 delivered by examiner
- Listening items in grades 3-12 delivered via audio recordings
- Most complex/challenging CELDT types are mid-range ELPAC task types

CA ELD Standards

ELPAC Website: www.elpac.org
**Student Data Privacy & E-Matters Network**

Matt Zuchowicz

**Grant and Recognition Update**

Steven Keithley

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**Protecting Student Data Privacy**

... and other e-matters

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**4th Annual**

**A Salute to Teachers**

Presented by Cox Communications and the Santa Barbara County Education Office

**November 5, 2016**
2017 Santa Barbara County Teacher of the Year

Michelle Minetti-Smith
Mary Buren Elementary, Guadalupe USD

2017 SB Bowl Performing Arts Teacher of the Year

Brett Larsen
Adams Elementary School, Santa Barbara USD

Distinguished Mentors

Kevin Baldizon
Kermit McKenzie JHS, Guadalupe USD

Ashley Cornelius
Santa Barbara HS, SBUSD

Terri Cox
Cuyama Valley HS, Cuyama USD

Distinguished New Educators

Megan Heffernan
Peabody Charter School, SBUSD

Amy Porter
Carpinteria Family School, Carpinteria USD

Mannie Singh
La Colina JHS, SBUSD

California Gold Ribbon Schools

Alvin Avenue School
Hope School
Cold Spring School
Ballard Elementary
Manzanita Public Charter School

Monte Vista School
Franklin School
Santa Ynez Elementary
Fillmore Elementary

For Information and Tickets

sbceo.org/s/2016salute
skeithley@sbceo.org
**FREE**

**Instrument Fund**

- Instrument loans
- Instrument repairs
- Instrument replacement
- Apply at sbbowl.com

Contact Kai Tepper: kai@sbbowl.com or Contact Steve Keithley: skeithley@sbceo.org

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**SBCEO Teachers Network Grants:**

**Instructional Strategy Team Coach**

- $1,200 for Sharing Teacher Expertise
- Deadline to Apply: October 7, 2016

**CARE for Our EARTH**

- $300 for Environmental Projects
- Deadline to Apply: November 18

[teachersnetwork.sbceo.org](http://teachersnetwork.sbceo.org)

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**Science**

**NGSS**

- **Oct 12**
- **Kathy DiRanna**

**3 Dimensions**

Grade Level Progressions
Kick off implementation

[instruction.sbceo.org](http://instruction.sbceo.org)

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**Instruction**

[Curriculum](http://instruction.sbceo.org)

- Professional Learning Opportunities
  - By Topic
  - Leadership
  - Mathematics
  - ELA/ELD
  - Instructional Design
  - Science & Technology
  - Other

---

**Science**

[NGSS](http://science.sbceo.org)

- 3 Dimensions
- Grade Level Progressions
- Kick off implementation

[Exploring NGSS and Early Learning](http://science.sbceo.org)

- June 21, 2017
- 6:00 p.m. - 9:00 p.m.
- Santa Barbara Bowl, 2215 Branham Lane
- Tickets available at [science.sbceo.org](http://science.sbceo.org)

[Summer Science and Early Learning](http://science.sbceo.org)

[Instruction and Early Learning](http://instruction.sbceo.org)

[Curriculum](http://instruction.sbceo.org)

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Assessment

December 13

Latest and Greatest on CAASPP
Integration of all 3 components of SBAC
Teams will learn to analyze data to inform instruction
Claims and Targets
Clanci, Kristy & Marci Perry!!

Wrapping Up

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

Cards and Fake District Data in center of the table

Next Meeting: October 28

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

http://sbceo.org/s/CurriculumCouncil