Evaluation Rubrics

CONCEPTUAL EXAMPLE
OVERVIEW
JANUARY 2015

This document was created for discussion purposes to facilitate gathering input to inform the creation of evaluation rubrics per the requirements of EC 52064.5. This is intended to serve as a conceptual example to inform the creation of a draft for future review and discussion.

Evaluation Rubrics

- LCFF legislation calls for evaluation rubrics:
  - To assist local education agencies to identify strengths, weaknesses, and areas that require improvement
  - To assist County Offices of Education to identify school districts and charter schools in need of technical assistance
  - To assist the State Superintendent in identifying school districts for which intervention is warranted
  - To reflect a holistic, multidimensional assessment of school district and individual school site performance and include all of the state priorities
  - To include standards for school district and individual school site performance and expectation for improvement in regard to each of the state priorities
Evaluation Rubrics

- State Board of Education must approve by October 1, 2015
  - Expect first draft of rubrics by Spring 2015
- Process to develop includes:
  - Broad stakeholder input – input sessions in September 2014, January/February 2015, and late Spring 2015
  - Evaluation Rubrics Design Group comprised of educational leaders and practitioners
  - Fidelity to LCFF design principles
    - Equity
    - Performance
    - Transparency
    - Engagement

Conceptual Example

- Purpose:
  - Present an early draft example of the evaluation rubrics to generate ideas and insights to inform development of draft evaluation rubrics to share with the State Board of Education
- Approach:
  - Conceptual example reflects input from earlier stakeholder input sessions, public comments, State Board of Education guidance, and Evaluation Rubrics Design Group
- Elements:
  - Vision for the evaluation rubrics
  - Background
  - Conceptual sample
Conceptual Example Features

+ Data Metric Analysis

+ Reflection of Effective Practices

+ Tools and Resources

Data Metric Analysis

- Display of data to support transparency and analysis of state and local metrics
- Views of ALL students, Equity (subgroups), and Schools
- Provides colorful visual feedback
- Emphasis on growth and sustainability
Reflection of Practice

- Organized around practices that align to the process for creating a high-quality plan that results in improved outcomes for students

- Grouped by three major LCFF state priority areas
  - Pupil Outcomes, Conditions for Learning, and Engagement
  - Complements Data Metric Analysis

Reflection of Practice

Seven reflection questions:
1. Was data for all relevant metrics reviewed?
2. Do the goal(s) provide focused attention towards needs identified?
3. Is there an evidence or research base to support actions/services to address needs and goals?
4. Are there sufficient staff to fully implement the identified actions/services to address goals?
5. Is there sufficient funding to fully implement the identified actions/services to address goals?
6. Is there a clear timeline and expectations to fully implement the identified actions/services to address goals?
7. The outcomes will lead to improved outcomes for students?
Reflection of Practice

- Each question asks local educational agencies to consider:
  - Strengths
  - Areas for Growth
  - Explanation of Practice with rating
    - All Students
    - Equity
    - Schools

<table>
<thead>
<tr>
<th>2. Do the goal(s) provide focused attention towards needs identified related to Pupil Outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Strengths</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Yes, there are one or more goals that align to identified needs for all students (2)</td>
</tr>
<tr>
<td>Somewhat, there are goals that may affect the identified need for all students, but this is not a primary focus of the goal(s) (1)</td>
</tr>
<tr>
<td>No, there is not a goal to address the identified needs for all students (0)</td>
</tr>
<tr>
<td>Yes, there are one or more goals that align to identified needs for significant subgroups (2)</td>
</tr>
<tr>
<td>Somewhat, there are goal(s) that may affect the identified need for significant subgroups, but this is not a primary focus of the goal(s) (1)</td>
</tr>
<tr>
<td>No, there is not a goal to address the identified needs for significant subgroups (0)</td>
</tr>
</tbody>
</table>

Total (Ideal Range 4-6 Points)

Complementary Tools and Resources

- To support and promote effective practice, tools and resources will complement the evaluation rubrics
  - Examples: glossary, handbook for using the evaluation rubrics, and practice guides that include promising practice examples
The conceptual example was created to generate broad stakeholder input.

Further details about the evaluation rubrics can be found in the 13-page “Evaluation Rubrics Conceptual Example Reviewer Guidance”

- Go to lcff.wested.org for a copy

Multiple opportunities to provide input

- Regional input sessions
- Web Dialogue
- Go to lcff.wested.org for more information