

DRAFT—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 Conceptual Example Reviewer Guidance
Version 1.0, January 2015**

Purpose: The following materials provide a conceptual example that expands on the information provided in the PowerPoint overview of the evaluation rubrics. This example is intended to support and facilitate discussion and comments that will contribute to the development of draft evaluation rubrics to be shared at the State Board of Education’s March 2015 meeting. Following the SBE meeting in March, there will be additional input opportunities to inform the development of a final draft for consideration and approval by the SBE on or before October 1, 2015.

Approach: The materials included in this conceptual example were developed based on consideration of early input shared at regional input sessions, online web dialogue, public comments to the State Board of Education, and policy stakeholder forum regarding expectations, preferences, and design ideas. An evaluation design group comprised of educational leaders from districts, county offices of education, and charter schools met over the Fall to develop the conceptual example.

Document Overview: There are three sections to this document. Following is an annotated table of contents –

- Vision for Evaluation Rubrics (page 2). The vision captures the statutory requirements, design principles developed by the Evaluation Rubrics Design Group, and examples of how the evaluation rubrics are envisioned to be used by LEAs.
- Evaluation Rubrics Concept (page 3-10). Explains the rationale and approach to the conceptual evaluation rubrics with a sample of the evaluation rubrics for the priorities related to Pupil Outcomes. The seven questions that are included in the sample evaluation rubrics would be replicated with some adaptation for the remaining two organizing areas (Conditions of Learning and Engagement).
- Attachment A – Sample Metrics (page 11-13). The table provides a side-by-side view of potential metrics that could be provided or suggested for the Data Metric Analysis display that complements the evaluation rubrics.

Multiple Opportunities to Provide Input Related to This Document	
<p align="center"><u>Regional Input Sessions</u></p> <p align="center">All sessions are from 4-6 PM for registration information go to lcff.wested.org January 23 – San Bernardino COE January 26 – Sacramento COE January 27 – Alameda COE January 28 – Fresno COE</p>	<p align="center"><u>Web Dialogue, January 23-26</u></p> <p>Please register at: http://www.webdialogues.net/cs/lcff-erubric-home/view/di/272?x-t=home.view</p> <p align="center"><u>Online Comments</u></p> <p>Please submit at: https://www.surveymonkey.com/s/KNRCLQN</p>

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Background and Vision for Evaluation Rubrics

California *Education Code (EC)* Section 52064.5 requires that the State Board of Education (SBE) adopt evaluation rubrics on or before October 1, 2015. *The evaluation rubrics will allow local educational agencies (LEA) to evaluate their strengths, weaknesses, and areas that require improvement; assist county superintendents of schools to identify needs and focus technical assistance; and assist the Superintendent of Public Instruction to direct interventions when warranted.* Furthermore, the rubrics should provide standards for school districts and individual school site performance and expectations for improvement as related to the identified Local Control Funding Formula (LCFF) priorities.

The evaluation rubrics are an integral part of the LCFF performance and accountability system. Once developed, the rubrics will serve as tools to ensure LEAs are able to align resources to implement strategies that result in meaningful student outcomes.

The evaluation rubrics design process is guided by the following key principles as shared with the State Board of Education at its January 14, 2015 meeting. The evaluation rubrics should:

- Align to the LCFF design principles: (1) student-focused, (2) equity, (3) transparency, and (4) performance.
- Serve as a resource that LEAs find useful to guide reflections and provide helpful ideas to support students.
- Support a continuous improvement process focused on student-level outcomes.
- Facilitate reflection that supports local ownership of planning and implementation of actions that support student-level outcomes.
- Not grade or judge, but provide ways to identify strengths, areas for improvements, and strategies to improve.
- Include other resources and tools that in combination support high-quality planning and implementation.
- Extend to all strategic planning and implementation efforts. The evaluation rubrics are not limited to LCAPs.

All LEAs should be able to use the evaluation rubrics to develop plans that are responsive to needs and evidenced by outcomes for students. Following are examples of how different types of LEAs are envisioned to use and benefit from the evaluation rubrics.

Districts, Charter Schools, and County Offices of Education Developing Plans – As part of the development of plans, including LCAPs, districts, charter schools, and county offices of education will use the rubrics and related tools and resources to review data to reflect on areas of strengths and areas in need of improvement based on growth and progressive improvement in results for students that are part of the LEA. The rubrics will give LEAs feedback about areas within their planning process that can be strengthened with linkages to practice guides or other materials to identify potential strategies to support improvement. LEAs would minimally refer to the evaluation rubrics as part of their plan development, but the evaluation rubrics and related tools could be useful to assess progress and support communication regarding results throughout the year.

County Offices of Education and California Department of Education as Reviewers and Technical Assistance Providers – The evaluation rubrics could be used to diagnose strengths and areas in need of improvement through the review of outcome metrics at the LEA-wide, subgroup, and school level. The evaluation rubrics also provide a tool to engage in dialogue with LEAs regarding their process and ways to improve linkages between planning processes to outcomes for students. The resources and tools related to the evaluation rubrics can help with the identification and implementation of new strategies that have an evidence or research base to support improvements in student outcomes.

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Evaluation Rubrics Concept

Background

Since the November 17th meeting of the Evaluation Rubrics Design Group (RDG) a small working group has met weekly to develop a shareable concept for the Evaluation Rubrics that takes into account ideas and feedback shared to date by RDG members, input from regional sessions, policy stakeholders, and county office of education steering committees (Curriculum and Instruction, Business and Administration). The working group has considered sample ideas derived from existing rubrics (e.g., District Assistance Survey, New York Quality Review, and CCSSO's CCSS Implementation Progress) and LCAP Guiding Questions.

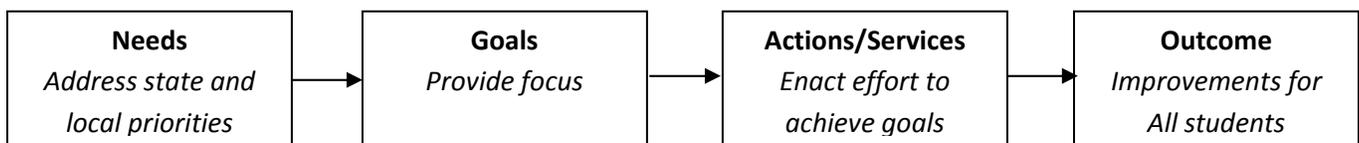
The RDG and working group seeks to develop evaluation rubrics that are considered useful to LEAs. In other words, the eventual evaluation rubrics would ideally be used by LEAs because they find them of use, not because they are mandated as part of the process. There is general agreement that the three major groupings of LCFF state priorities (i.e., Conditions for Learning, Pupil Outcomes, and Engagement) could be an effective structure for the evaluation rubrics. The content of the evaluation rubrics is organized around questions designed to assess practices that align to the process for creating a plan that leads to student-level outcomes. The following document provides a conceptual overview of this approach to the evaluation rubrics.

The Approach

Data related to state and local priorities will be provided in a **Data Metric Analysis** display organized by data for All Students, Equity, and Schools. The data available related to metrics will help provide an at a glance understanding of strengths and areas in need of potential improvement. The Data Metric Analysis display facilitates transparency and focuses on outcomes with emphasis on growth and sustainability. It is not intended to be scored or used to rank LEAs.

The **evaluation rubrics** will be comprised of **questions with references to practices** that align to the process for creating a high-quality plan that results in improved outcomes for students.

These questions are based on the theory of action that underlies the creation of plans to realize outcomes for all students.



Data Metric Analysis

LEAs will be supported in reviewing data related to state and local priorities through a clear display for state and local priorities. Metrics related to the eight state priorities will be pre-populated with available state-level data with the ability to add additional local metrics to accommodate local priorities. There will be separate, but related data metric analysis displays to allow for specific analysis of *equity* and *school-level* outcomes.

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The analysis tool would allow for some metrics to be coded as not applicable (gray) or met in situations where further growth is not expected nor needed (blue). Other colors/codes will be organized to emphasize growth and sustainability of improvement (green, yellow, and red). Following is the proposed coding schema:

	Metric Does Not Apply
	Metric Meets Locally Identified Standard
	Growth from Prior Year AND Progressive Improvement over 2 or more years
	Growth from Prior Year OR Progressive Improvement over 2 or more years
	Limited or No Growth from Prior Year NOR Progressive Improvement over 2 or more years

The next page shows a sample Data Metric Analysis Display for All Students. Attachment A to this document provides a side-by-side display of sample/potential metrics that could be required and/or suggested. Please note that the above color coding schema and related criteria (e.g., the relationship between state and local standards) will be among the topics stakeholders will be asked to address during the input sessions.

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LCFF Data Metric Analysis -- All Students

 Metric Meets Locally Identified Standard	 Growth from Prior Year AND Progressive Improvement over 2 or more years	 Growth from Prior Year OR Progressive Improvement over 2 or more years	 Limited or No Growth from Prior Year NOR Progressive Improvement over 2 or more years	 Metric Does Not Apply
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Conditions of Learning

Suggested Metrics	LCAP Priority	2011-12	2012-13	2013-14	2014-15	2014-15 Data		Status
						Estimated or Actual?	Actual?	
Basic								
% Teachers appropriately assigned	1					Estimated	Actual	
% Students with sufficient instructional materials	1					Estimated	Actual	
% Facilities are in good repair	1					Estimated	Actual	
(Other Local)	1					Estimated	Actual	
(Other Local)	1					Estimated	Actual	
(Other Local)	1					Estimated	Actual	
Implementation of State Standards								
% Teachers Participated in CCSS Math Professional Learning	2					Estimated	Actual	
% Teachers Participated in CCSS ELA Professional Learning	2					Estimated	Actual	
% Teachers Participated in CCSS ELD Professional Learning	2					Estimated	Actual	
(Other Local)	2					Estimated	Actual	
(Other Local)	2					Estimated	Actual	
(Other Local)	2					Estimated	Actual	
Course Access								
% of Students Completing A-G Requirements	7					Estimated	Actual	
(Other Local) % of Students Participating in CTE Pathways	7					Estimated	Actual	
(Other Local) % Students Participating in VAPA	7					Estimated	Actual	
(Other Local) % of Students (gateway performance?)	7					Estimated	Actual	

Pupil Outcomes

Suggested Metrics	LCAP Priority	2011-12	2012-13	2013-14	2014-15	2014-15 Data		Status
						Estimated or Actual?	Actual?	
Pupil Achievement								
% of Students Completing A-G Requirements	4					Estimated	Actual	
% of Students Participating in CTE Pathways	4					Estimated	Actual	
% of English Learners Reclassified (cohort analysis?)	4					Estimated	Actual	
% of Students Enrolled in one or more AP class	4					Estimated	Actual	
% of Students Passing AP Exam with 3+	4					Estimated	Actual	
% of High School Seniors meeting EAP Requirement	4					Estimated	Actual	
% of Students proficient or advanced in Mathematics (standardized test)	4					Estimated	Actual	
% of Students proficient or advanced in ELA (standardized test)	4					Estimated	Actual	
% of 11th and 12th Grade Students Passing the CAHSEE	4					Estimated	Actual	
(Other Local)	4					Estimated	Actual	
(Other Local)	4					Estimated	Actual	
(Other Local)	4					Estimated	Actual	
Other Pupil Outcomes								
	8					Estimated	Actual	
	8					Estimated	Actual	
(Other Local)	8					Estimated	Actual	
(Other Local)	8					Estimated	Actual	
(Other Local)	8					Estimated	Actual	

Engagement

Suggested Metrics	LCAP Priority	2011-12	2012-13	2013-14	2014-15	2014-15 Data		Status
						Estimated or Actual?	Actual?	
Parental Involvement								
% of schools with full participation of parents on School Site Council	3					Estimated	Actual	
% of schools with full participation of parents on ELAC	3					Estimated	Actual	
(Other Local)	3					Estimated	Actual	
(Other Local)	3					Estimated	Actual	
(Other Local)	3					Estimated	Actual	
Pupil Engagement								
Attendance rate	5					Estimated	Actual	
Chronic absenteeism rate	5					Estimated	Actual	
(Other Local) Middle school dropout rate	5					Estimated	Actual	
(Other Local) High school dropout rate	5					Estimated	Actual	
(Other Local) High school graduation rate	5					Estimated	Actual	
(Other Local)	5					Estimated	Actual	
(Other Local)	5					Estimated	Actual	
(Other Local)	5					Estimated	Actual	
School Climate								
% of students expelled	6					Estimated	Actual	
% of students suspended	6					Estimated	Actual	
% of students reporting feeling safe at school	6					Estimated	Actual	
% of students reporting feeling supported at school	6					Estimated	Actual	
(Other Local)	6					Estimated	Actual	
(Other Local)	6					Estimated	Actual	
(Other Local)	6					Estimated	Actual	

The above example provides a sample of the ALL Student data display. Data displays for Equity (i.e., subgroups-level) and Schools would also be created.

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Evaluation Rubrics Sample Questions

The Evaluation Rubrics would include a total of 21 questions (7 questions that are replicated and adapted to each grouping of state priorities (Conditions for Learning, Pupil Outcomes, and Engagement) with additional reflection of strengths and areas for growth related to each question. Improvement in student-level outcomes are central to this approach. Metrics related to state and local priorities for the LEA, subgroups within the LEA, and schools that comprise the LEA would be considered as part of the implementation of the evaluation rubrics (see Data Metric Analysis sample). Supporting tools and resources such as a glossary, handbook for using the evaluation rubrics, and practice guides that include promising practice examples will complement the evaluation rubrics. Following are sample questions for the Pupil Outcomes portion of the conceptual draft of the evaluation rubrics. *They are provided to illustrate the concept; they are draft ideas to facilitate and generate input.*

PUPIL OUTCOMES

Needs and Goals

1. Was data for all relevant metrics reviewed for Pupil Outcomes?			
<i>LEA Strengths</i>		<i>LEA Areas for Growth</i>	
		<i>Supporting Evidence</i>	
<div style="border: 1px solid black; background-color: yellow; padding: 5px;"> This area allows LEAs to provide for each question reflections on their strengths, areas for growth, and a description of supporting evidence. Such information provides details that may help identify and explain ratings of practice in the section below (i.e., Explanation of Practice). </div>			
Explanation of Practice			Pts.
Promising Practice Examples			
All Students	Yes, prior and current year data was reviewed for all students (2)		<div style="border: 1px solid black; background-color: yellow; padding: 5px;"> Examples of promising practices related to the question will be available within the evaluation rubrics or as a separate practice guide. Such examples provide a descriptive guide and standard for practice. For the purposes of this sample, subsequent sections do not show this to conserve space. </div>
	Somewhat, prior year and current year data was reviewed but not all metrics for all students (1)		
	No, data for all students was not reviewed (0)		
Equity	Yes, prior and current year data was reviewed for all significant subgroups of students (2)		
	Somewhat, prior year and current year data was reviewed but not all metrics for all significant subgroups of students (1)		
	No, data for significant subgroups was not reviewed (0)		
Schools	Yes, prior and current year data was reviewed for all schools (2)		
	Somewhat, prior year and current year data was reviewed but not all metrics for all schools (1)		
	No, data for all schools was not reviewed (0)		
Total (Ideal Range 4-6 Points)			

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2. Do the goal(s) provide focused attention towards needs identified related to Pupil Outcomes?				
<i>LEA Strengths</i>		<i>LEA Areas for Growth</i>		<i>Supporting Evidence</i>
Explanation of Practice				Pts.
All Students	Yes, there are one or more goals that align to identified needs for all students (2)			
	Somewhat, there are goal(s) that may affect the identified need for all students, but this is not a primary focus of the goal(s) (1)			
	No, there is not a goal to address the identified needs for all students (0)			
Equity	Yes, there are one or more goals that align to identified needs for significant subgroups (2)			
	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)			
	No, there is not a goal to address the identified needs for significant subgroups (0)			
Schools	Yes, there are one or more goals that align to identified needs for all schools (2)			
	Somewhat, there are goal(s) that may address the identified need for most schools, but not all may be addressed fully (1)			
	No, there is not a goal to address the identified needs for school sites (0)			
Total (Ideal Range 4-6 Points)				

Actions/Services

3. Is there an evidence or research base to support actions/services to address needs and goals related to Pupil Outcomes?				
<i>LEA Strengths</i>		<i>LEA Areas for Growth</i>		<i>Supporting Evidence</i>
Explanation of Practice				Pts.
All Students	Yes, the identified actions/services are supported by an evidence or research base, which includes evidence gathered by the LEA that shows impact within the LEA (2)			
	Somewhat, the identified actions/services are supported by an evidence or research base, which shows the actions/services to be effective in other LEAs (1)			
	No, we are unaware of an evidence or research base (0)			
Equity	Yes, the identified actions/services for significant subgroups are supported by an evidence or research base, which includes evidence gathered by the LEA that shows impact within the LEA (2)			
	Somewhat, the identified actions/services for significant subgroups are supported by an evidence or research based, which shows the actions/service to be effective in other LEAs (1)			
	No, we are unaware of an evidence or research base (0)			
Schools	Yes, the identified actions/services for schools with specific needs are supported by an evidence or research base, which includes evidence gathered by the LEA that shows impact within the LEA (2)			
	Somewhat, the identified for schools with specific needs actions/services are demonstrated to be effective in other LEAs (1)			
	No, we are unaware of the evidence or research base (0)			
Total (Ideal Range 4-6 Points)				

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4. Are there sufficient staff to fully implement the identified actions/services to address goals related to Pupil Outcomes?		
<i>LEA Strengths</i>	<i>LEA Areas for Growth</i>	<i>Supporting Evidence</i>
Explanation of Practice		Pts.
All Students	Yes, staffing requirements are known and available to implement the identified actions/services for all students (2)	
	Somewhat, staffing requirements are known, but staff must be trained or hired to implement actions/services for all students (1)	
	No, we have yet to identify staffing requirements to implement actions/services for all students (0)	
Equity	Yes, staffing requirements are known and available to implement the identified actions/services for significant subgroups (2)	
	Somewhat, staffing requirements are known, but staff must be trained or hired to begin implement actions/services for significant subgroups (1)	
	No, we have yet to identify staffing requirements to implement actions/services for significant subgroups (0)	
Schools	Yes, staffing requirements are known and available to implement the identified actions/services for school sites (2)	
	Somewhat, staffing requirements are known, but staff must be trained or hired to implement actions/services for school sites (1)	
	No, we have yet to identify staffing requirements to implement actions/services for school sites (0)	
Total (Ideal Range 4-6 Points)		

5. Is there sufficient funding to fully implement the identified actions/services to address goals related to Pupil Outcomes?		
<i>LEA Strengths</i>	<i>LEA Areas for Growth</i>	<i>Supporting Evidence</i>
Explanation of Practice		Pts.
All Students	Yes, funding requirements are known and funding is available to implement the identified actions/services for all students (2)	
	Somewhat, current estimates have been made, but further details are necessary to fully commit funding for identified actions/services for all students (1)	
	No, we have yet to identify funding to implement the actions/services for all students (0)	
Equity	Yes, funding requirements are known and funding is available to implement the identified actions/services for significant subgroups (2)	
	Somewhat, current estimates have been made, but further details are necessary to fully commit funding for identified actions/services for significant subgroups (1)	
	No, we have yet to identify funding to implement the actions/services for significant subgroups (0)	
Schools	Yes, funding requirements are known and funding is available to implement the identified actions/services for school sites (2)	
	Somewhat, current estimates have been made, but further details are necessary to fully commit funding for identified actions/services for school sites (1)	
	No, we have yet to identify funding to implement the actions/services for school sites (0)	
Total (Ideal Range 4-6 Points)		

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6. Is there a clear timeline and expectations to fully implement the identified actions/services to address goals related to Pupil Outcomes?		
<i>LEA Strengths</i>	<i>LEA Areas for Growth</i>	<i>Supporting Evidence</i>
Explanation of Practice		Pts.
All Students	Yes, the responsibility for implementing the identified action/service has been assigned with a clear sense of timeline and expectations for outcomes affecting all students (2)	
	Somewhat, the responsibility for implementing the identified action/service has been assigned but there is not a clear sense of timeline and expectations for outcomes affecting all students (1)	
	No, we have yet to assign responsibility to implement the action/service and/or do not have a clear timeline or expectations for outcomes affecting all students (0)	
Equity	Yes, the responsibility for implementing the identified action/service has been assigned with a clear sense of timeline and expectations for outcomes affecting significant subgroups (2)	
	Somewhat, the responsibility for implementing the identified action/service has been assigned but there is not a clear sense of timeline and expectations for outcomes affecting significant subgroups (1)	
	No, we have yet to assign responsibility to implement the action/service and/or do not have a clear timeline or expectations for outcomes affecting significant subgroups (0)	
Schools	Yes, the responsibility for implementing the identified action/service has been assigned with a clear sense of timeline and expectations for outcomes affecting school sites (2)	
	Somewhat, the responsibility for implementing the identified action/service has been assigned but there is not a clear sense of timeline and expectations for outcomes affecting school sites (1)	
	No, we have yet to assign responsibility to implement the action/service and/or do not have a clear timeline or expectations for outcomes affecting school sites (0)	
Total (Ideal Range 4-6 Points)		

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Outcomes

7. The outcomes that address Pupil Outcomes will lead to improved outcomes for students?			
	<i>LEA Strengths</i>	<i>LEA Areas for Growth</i>	<i>Supporting Evidence</i>
	Explanation of Practice		Pts.
All Students	Yes, growth with progressive improvement is evidenced by student-level outcomes and include very specific outcomes that relate to one or more measurable improvements for all students (2)		
	Somewhat, outcomes may make reference to all students, but are more focused on process changes (e.g., hiring of staff, reduction in class sizes) that are expected to contribute over time to student level outcomes, but for which at this point in time there is no evidence of student-level outcomes (1)		
	No, there are no measurable improvements for all students (0)		
Equity	Yes, growth with progressive improvement is evidenced by student-level outcomes and include very specific outcomes that relate to one or more measurable improvements for significant subgroups (2)		
	Somewhat, outcomes may make reference to significant subgroups, but are more focused on process changes (e.g., hiring of staff, reduction in class sizes) that are expected to contribute over time to student level outcomes, but for which at this point in time there is no evidence of significant subgroups outcomes (1)		
	No, there are no measurable improvements for significant subgroups (0)		
Schools	Yes, growth with progressive improvement is evidenced by student-level outcomes and include very specific outcomes that relate to one or more measurable improvements for needs at schools sites (2)		
	Somewhat, outcomes may make reference to significant subgroups, but are more focused on process changes (e.g., hiring of staff, reduction in class sizes) that are expected to contribute over time to student level outcomes, but for which at this point in time there is no evidence of school site outcomes (1)		
	No, there are no measurable improvements for school sites (0)		
Total (Ideal Range 4-6 Points)			

REPEAT WITH SEVEN QUESTIONS ADAPTED FOR CONDITIONS OF LEARNING AND SEVEN QUESTIONS FOR ENGAGEMENT

Summary Table

	Conditions for Learning	Student Outcomes	Engagement	Total by Type
All Students				
Equity				
Schools				
Total by Priority Area				

This would be a total for each column as a means to gauge relative strengths and areas in need of improvement

This would be a total for each row as a means to gauge relative strengths and areas in need of improvement

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ATTACHMENT A – SAMPLE METRICS FOR DISCUSSION ONLY

Conditions for Learning

	LEA	Equity	School
Basic	% Teachers appropriately assigned	Teachers demographics compared to student demographics Distribution of teachers by experience comparable between school sites	% Teachers appropriately assigned at the school
	% Students with sufficient instructional materials	% of Students with sufficient instructional materials by significant subgroup	% Students with sufficient instructional materials at the school
	% Facilities are in good repair	# major repairs completed and outstanding by school site are similar	# major repairs completed and outstanding at the school
Implementation of State Standards	% Teachers Participated in CCSS Math Professional Learning		% Teachers Participated in CCSS Math Professional Learning at the school
	% Teachers Participated in CCSS ELA Professional Learning		% Teachers Participated in CCSS ELA Professional Learning at the school
	% Teachers Participated in CCSS ELD Professional Learning		% Teachers Participated in CCSS ELD Professional Learning at the school
Course Access	% of Students Completing A-G Requirements	% of Students Completing A-G Requirements for all significant subgroups	% of Students (all and significant subgroups) Completing A-G Requirements at the school
	% of Students Participating in CTE Pathways	% of significant subgroups participating in CTE Pathways	% of Students (all and significant subgroups) Participating in CTE Pathways at the school
	% Students Participating in VAPA	% Students Participating in VAPA for all significant subgroups	% Students (all and significant subgroups) Participating in VAPA at the school
	% of Students meeting a gateway performance standard (e.g., % students reading with proficiency at third grade; 8 th grade algebra and writing proficiency)	% of Students meeting a gateway performance standard (e.g., % students reading with proficiency at third grade; 8 th grade algebra and writing proficiency) for all significant subgroups	% of Students (all and significant subgroups) meeting a gateway performance standard (e.g., % students reading with proficiency at third grade; 8 th grade algebra and writing proficiency) at the school
	% Students met with counselor to develop individual academic plan to achieve college and career readiness	% Students met with counselor to develop individual academic plan to achieve college and career readiness for all significant subgroups	% Students (all and significant subgroups) met with counselor to develop individual academic plan to achieve college and career readiness at the school

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Pupil Outcomes

	LEA	Equity	School
<i>Pupil Achievement</i>	% of Students Completing A-G Requirements	% of Students Completing A-G Requirements for all significant subgroups	% of Students (all and significant subgroups) Completing A-G Requirements at the school
	% of Students Participating in CTE Pathways	% of Students Participating in CTE Pathways for all significant subgroups	% of Students (all and significant subgroups) Participating in CTE Pathways at the school
	% of English Learners Reclassified (cohort analysis?)	% of Long-term ELs	% of English Learners Reclassified at the school (cohort analysis?)
	% of Students Enrolled in one or more AP class	% of Students Enrolled in one or more AP class for all significant subgroups	% of Students (all and significant subgroups) Enrolled in one or more AP class at the school
	% of Students Passing AP Exam with 3+	% of Students Passing AP Exam with 3+ for all significant subgroups	% of Students (all and significant subgroups) Passing AP Exam with 3+ at the school and
	% of High School Seniors meeting EAP Requirement	% of High School Seniors meeting EAP Requirement for all significant subgroups	% of High School Seniors (all and significant subgroups) meeting EAP Requirement at the school
<i>Course Access</i>	% of Students proficient or advanced in Mathematics (standardized test)	% of Students proficient or advanced in Mathematics (standardized test) for all significant subgroups	% of Students (all and significant subgroups) proficient or advanced in Mathematics (standardized test) at the school
	% of Students proficient or advanced in ELA (standardized test)	% of Students proficient or advanced in ELA (standardized test) for all significant subgroups	% of Students (all and significant subgroups) proficient or advanced in ELA (standardized test) at the school
	% of 11th and 12th Grade Students Passing the CAHSEE	% of 11th and 12th Grade Students Passing the CAHSEE for all significant subgroups	% of 11th and 12th Grade Students (all and significant subgroups) Passing the CAHSEE at the school
<i>Other Pupil Outcomes</i>			

DRAFT—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.

Engagement

	LEA	Equity	School
Parent Engagement	% of schools with full participation of parents on School Site Council (SSC)		
	% of schools with full participation of parents on ELAC		
	% of schools with full participation of parents on School Site Council		
Pupil Engagement	Attendance rate	Attendance rate for all significant subgroups	Attendance rate for all students and significant subgroups at the school
	Chronic absenteeism rate	Chronic absentee rate for all significant subgroups	Chronic absentee rate for all students and significant subgroups at the school
	Middle school dropout rate	Middle school dropout rate for all significant subgroups	Middle school dropout rate for all students and significant subgroups at the school
	High school dropout rate	High school dropout rate for all significant subgroups	High school dropout rate for all students and significant subgroups at the school
	High school graduation rate	High school graduation rate for all significant subgroups	High school graduation rate for all students and significant subgroups at the school
School Climate	% of students expelled	% of students expelled for all significant subgroups	% of students expelled for all students and significant subgroups at the school
	% of students suspended	% of students suspended for all significant subgroups	% of students suspended for all students and significant subgroups at the school
	% of students reporting feeling safe at school	% of students reporting feeling safe at school for all significant subgroups	% of students reporting feeling safe at school for all students and significant subgroups at the school
	% of students reporting feeling supported at school	% of students reporting feeling supported at school for all significant subgroups	% of students reporting feeling supported at school for all students and significant subgroups at the school