

Draft Self-Assessment Tool for Priority 2, the Implementation of State Academic Standards – District*

Standard: 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 determines how it annually measures its progress, which may include the use of a self-assessment tool and/or selection from a menu of local measures that will be included in the evaluation rubrics web-based user interface, and report the results to its local governing board and through the local data selection option in the evaluation rubrics.

Criteria: LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

The example self-assessment tool is based on select questions from a 2015 survey that WestEd administered to teachers and administrators to assess the implementation of standards. (Item 19 <http://www.cde.ca.gov/be/ag/ag/yr16/documents/mar16item19.doc>) (Item 19 slides <http://www.cde.ca.gov/be/ag/ag/yr16/documents/mar16item19slides.pdf>) (Item 19 handout <http://www.cde.ca.gov/be/ag/ag/yr16/mar16item19handout.asp>)

The initial pool of items present an example of the self-assessment tool that could be featured in the evaluation rubrics as a web-based form.

At the September CPAG meeting, the members reviewed the initial pool of items as an example self-assessment tool. Feedback on the self-assessment tool recommended the inclusion of items that assess the implementation of the English language development (ELD) standards and the Next Generation Science Standards (NGSS). At the same time, there is a need to provide recommendations that will strengthen the balance between brevity and comprehensiveness.

The CPAG will review these items and provide recommendations on revising the self-assessment tool. For example:

- Can the length of the assessment tool be reduced (e.g., Item 8 can be eliminated? All or portions?)?
- Should the rating descriptions be modified to clarify the extent of implementation (e.g., Agree, the district has the capacity to support all state adopted-standards)?
- Is it clear that all new standards are reflected in the items (e.g., ELA, ELD, math, and science; ELD added to question 4)?
- What other items can be revised?
- Other options for revisions to make the section more functional and easier to use?

Draft Self-Assessment Tool- Priority 2

1. Please indicate your level of agreement with the following statements about the capacity of your district to effectively implement California’s content standards. Select one response per row.

	Disagree	Somewhat Disagree	Neither Agree nor disagree	Somewhat Agree	Agree
a. The district provides adequate resources to schools to successfully implement California standards.					
b. The district provides adequate time to successfully implement California standards.					
c. The district provides adequate professional development to support schools’ successful implementation and instruction of California standards.					
d. The district has sufficient expertise, or access to expertise, to help principals and teachers successfully implement California standards.					

2. How would you rate the strength of your district’s progress in implementing California’s new standards in the following areas? Select one response per row.

	Poor	Good	Excellent	NA
a. Providing professional development for teaching to California’s English Language Arts standards				
b. Implementing California’s English Language Arts standards in classrooms				
c. Providing professional development for teaching to California’s new English Language Arts/English Language Development Framework				
d. Implementing California’s new English Language Development standards in classrooms				
f. Providing professional development for teaching to California’s new mathematics standards				
g. Implementing California’s new mathematics standards in classrooms				
h. Aligning instructional materials to California’s new standards				
i. Providing professional development for teaching California’s new science standards				
j. Implementing California’s new science standards in classrooms				
k. Implementing other student content standards				
l. Using computer-based/computer-adaptive assessments				
m. Integrating technology into classroom instruction				
n. Integrating language development and subject matter learning				
o. Addressing the needs of special populations in a successful way				

3. Has your district used any of the following resources to align instructional materials to California’s new standards? Select one response per row.

	Yes	No			
a. state adopted instructional materials					
b. Smarter Balanced sample items					
c. Mathematics Curriculum Framework					

d. English Language Arts/English Language Development Framework					
f. Draft Science Framework					
g. Other					

4. How would you rate the preparedness of the following district and school staff to implement California’s new English Language Arts and mathematics standards? Select one response per row.

	Not Very Prepared	Somewhat Prepared	Prepared	Very Prepared	NA
a. District superintendent and board					
b. District curriculum staff					
c. District English Learner staff					
d. District research staff					
e. District special education staff					
f. District technology staff					
g. Principals					
h. Other district administrators					

5. In your opinion, how much of a barrier are each of the following to providing effective professional development to teachers in your district? Select one response per row.

	Major Barrier	Minor Barrier	Not a Barrier		
a. Teachers’ lack of sufficient time for teacher professional development					
b. Lack of professional development providers with skills teachers need					
c. Lack of funding dedicated specifically for teacher professional development					
d. Other (please specify)					

6. Are teachers in the district offered any of the following to encourage their participation in professional development activities? Select one response per row.

	Yes	No	Don’t Know		
a. Release time from teaching (such as regular teaching responsibilities temporarily assigned to someone else)					
b. Scheduled time in the contract for professional development					
c. Stipend for professional development activities that take place outside regular work hours					
d. Full or partial reimbursement of college tuition, conference or workshop fees					
e. Reimbursement for travel and/or expenses to attend conferences or workshops??					

7. During the 2015-16 school year (including summer 2015), how successful do you feel your district was at engaging in the following activities with teachers and school administrators?

	Not at all successful	Somewhat Unsuccessful	Somewhat Successful	Very Successful	Don't Know
a. Identifying the professional development needs of groups of teachers or staff as a whole					
b. Identifying the professional development needs of individual teachers					
c. Ensuring that teachers receive support for the California standards they have not yet mastered					

8. How often are the following California Standards topics evident in the district's professional development for implementing state standards? Select one response per row.

	Not Evident	Rarely Evident	Sometimes Evident	Often Evident	Don't Know
a. Building a shared understanding of the instructional shifts in English Language Arts required by California's new standards					
b. Building students' evidence-based reading and writing skills					
c. Building students' background knowledge through content-rich nonfiction texts					
d. Teaching reading and writing across content areas, disciplinary literacy expectations in all content areas					
e. Building students' academic vocabulary					
f. Building students' ability to engage in academic discourse					
g. Addressing language demands of text from various disciplines					
h. Building a shared understanding of the instructional shifts in math required by California's new standards					
i. Building students' deep understanding of math concepts					
j. Building content knowledge in math to teach California's new standards					
k. Linking math topics within grades for coherence					
l. Developing students' ability to justify their solutions to math items					
m. Building a shared understanding of instructional practice in math to teach California's new standards					
n. Developing formative assessments aligned to California's new standards"					
o. Understanding the progressions of math concepts across grade levels					
p. Building a shared understanding of the instructional shifts in science required by California's new standards					

q. Building students' deep understanding of science concepts and cross-cutting themes					
r. Building content knowledge in science to teach California's new standards					
s. Linking science topics within grades for coherence					
t. Developing benchmark tests aligned to California's new standards					
u. Analyzing student work samples based on grade-level expectations of California's new standards					
v. Integrating technology into classroom instruction					

9. To what extent are the following topics related to technology evident in the district's professional development? Select one response per row.

	Not at all	Small extent	Moderate Extent	Large Extent	
a. Using technology to enable students to interact and collaborate with other students					
b. Using technology strategically for graphing, modeling, and analyzing mathematical problems					
c. Enabling students to evaluate information presented in different media formats					
d. Ensuring that students can strategically use technological tools and mediums to best suit their communication goals					
e. Using technology to enable students to produce and publish writing					
f. Ensuring students are familiar with the strengths and limitations of various technological tools and mediums					
g. Using computer-adaptive assessments to monitor student progress					
h. Integrating computer-based assessments in the classroom					
i. Using technology to enable students to interact and collaborate with other students					
j. Using technology strategically for graphing, modeling, and analyzing mathematical problems					
k. Enabling students to evaluate information presented in different media formats					

10. How often do district and school staff participate in the following activities to support the implementation of California's new standards? Select one response per row.

[Response options: *Not At All, Annually, Quarterly, Monthly, Daily/Weekly*]

	Not at all	Small extent	Moderate Extent	Large Extent	
a. Teachers and principals meeting in professional learning communities					
b. Principals scheduling common planning time for teachers					
c. Teachers using online professional development resources aligned to California's new standards					

d. District leadership convening key stakeholder groups (community leaders, business leaders, etc.)					
e. Teachers discussing California's new standards during parent meetings					
f. Principals conducting faculty meetings exclusively focused on California's new standards					

Draft Self-Assessment Tool and Menu Options of Local Measures for Priority 3, Parent Engagement

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 and to stakeholders and the public through the evaluation rubrics.

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

Criteria: LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

The example menu of local measures presented below is based on extensive stakeholder input on possible evidence-based measures to assess parent engagement. These measures were generated from a group of statewide parent and community based organizations with input from students, parents, and community members. A designated representative would consult with stakeholders, as part of the LCAP planning process, to select one or two of these measures, both within Involvement in School/District Decision making and Participation in Programs, and report the progress in the evaluation rubrics, using the narrative text box option. These results will be presented to the local governing board and members of the public. Following the completion of the reporting on progress on the local performance indicator, the LEA representative will then make the determination of meeting the criteria on the met, not met, not met for two years scale and report this determination in the evaluation rubrics.

In addition to the draft menu of local measures, an example self-assessment tool is presented below. This provides another option for LEAs to measure progress on the local performance indicator for Priority 3, parent engagement. This example is based on the PTA National Standards Assessment Guide (http://downloads.capta.org/edu/e-school-finance/NationalStandardsAssessmentGuide-CAPTA_Asssment%20Guide.pdf)

The CPAG will review these options and discuss how LEAs could provide a balance of both objective measures, as referenced below, and a narrative summary that captures the experiences and outcomes of parent engagement? What might the narrative summary look like? This is based on the initial feedback from CPAG that LEAs provide authentic engagement opportunities for parents and the larger educational community to collaboratively select, assess, and report out on the parent engagement indicator that is consistent with the stakeholder engagement process that is part of the LCAP consultation process.

Draft Menu of Local Measures

Involvement in School/District Decision Making

Representation

1. Percent of parents on required school/district committees, excluding those who are also school/district staff.
2. Percent of parent/caregivers of pupils identified in Local Control Funding Formula statute (English language learners, low-income students, and foster youth) who participated in LCAP development and state-required school/district committees.

Training

3. Percent of teachers and administrators who have participated in one or more professional development opportunities related to engaging parents/caregivers as decision makers.
4. Percent of representatives on school/district committees who have participated in cross-trainings to support dual capacity building.

Experience of parents/caregivers

5. Percent of parents/caregivers who report feeling they have a meaningful role in successful implementation and assessment of school and district plans.
6. Percent of parent/caregivers who report that meetings were accessible, including materials and discussions in their primary language, times, and locations of meetings.

Participation in Programs

Collaboration to Support Student Outcomes

1. Schools and districts have systems and structures in place to provide parents/caregivers with the interpretation and translation services they need to be full partners and participants.

Training

2. Percent of schools in the district that provide workshops for parents/caregivers that are linked to learning and/or students' social-emotional development and growth.
3. Percent of school and district staff (teachers, administrators, support staff) who have completed professional development on effective parent/caregiver engagement in the last two years.

Experience of Parents/Caregivers

4. Percent of parents/caregivers who believe their school provides a welcoming and culturally responsive learning environment.
5. Percent of parents/caregivers who report having access to high-quality oral or written translation when needed.

Draft Self-Assessment Tool

Goal 1: Strengthening the Family’s Voice in Shared Decision Making: Are all families full partners in making decisions that affect their children at school and in the community?

Indicators	Level 3 Excelling Highly functioning level of development and implementation	Level 2 Progressing Functioning level of development and implementation	Level 1 Emerging Limited level of development and implementation	Your current level
Having a voice in all decisions that affect children	<p>The school has established policy to ensure that parents have a meaningful contribution in all major decisions that affect children, such as budget allocation.</p> <p><i>For example, 50% of the School Improvement Team is made up of parents. The parent group leader holds a permanent seat and makes recommendations for additional parent members.</i></p>	<p>The parent group and school host dialogues with families and school personnel about issues and policies to gain their ideas and insights.</p> <p><i>For example, proposed changes in the grading system are discussed at the school and in neighborhood settings during the day and evening, with interpreters as needed.</i></p>	<p>The school informs families about issues or proposed changes, and gives them an opportunity to respond.</p> <p><i>For example, the school informs families in advance about changes in the school schedule or building renovations, and offers contact information in case families have questions.</i></p>	Level 3 Level 2 Level 1 Not here yet
Addressing equity issues	<p>Parent group leaders work with the school leadership team to adopt effective strategies to engage families in reducing achievement gaps between groups of students.</p> <p><i>For example, families, faculty, and community members join in open dialogue with the school improvement team about root causes of the achievement gap, and identifies strategies to close that gap.</i></p>	<p>Parent group leaders work with school staff to address barriers to family involvement and student success that are related to diversity in race, income, and culture.</p> <p><i>For example, van pools are established for families whose students are bused from distant neighborhoods so they can take part in math and science nights.</i></p>	<p>The parent group identifies barriers to working with school staff on issues such as low attendance that affect student achievement.</p> <p><i>For example, parents and faculty work on shared strategies and jointly determine best practices in raising student attendance.</i></p>	Level 3 Level 2 Level 1 Not here yet

Draft Self-Assessment Tool and Menu Options of Local Measures for Priority 6, School Climate

Standard: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

Evidence: LEA determines how it administers a survey as specified and reports the results to its local governing board and through the local data selection option in the evaluation rubrics.

Criteria: LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of the type of information that LEAs could provide through the local data selection option in the evaluation rubrics include:

- Brief narrative description of key findings, including differences in results among student groups.
- For surveys that provide an overall score, such as the School Climate Index for the California Healthy Kids Survey, report of overall score for all student and student groups.
- Analysis of a subset of specific items on survey that are particularly relevant to student safety and connectedness.

For Priority 6, School Climate, there are a variety of self-assessment tools that LEAs would use to measure their progress. Some of these examples are presented in the ASCD Multimetric Accountability Systems: A Next Generation Vision of Student Success (<http://www.ascd.org/ASCD/pdf/siteASCD/policy/MultimetricAccountability-WhitePaper.pdf>)

The CPAG will review these examples to discuss the following:

- What are some other ways LEAs are currently collecting and reporting school climate information? Is anything missing from the list of examples?
- At what point in time should school climate information be collected and reported?
- Should school climate information be collected from students, staff, and parents?