Update on Developing a New Accountability System

PSAA
December 2, 2014

Nancy S. Brownell, Senior Fellow
State Board of Education
California has a clear and inspiring vision for public education, focused on great instruction and grounded in the Common Core Standards.

- **High quality teaching and learning in every classroom**, where assessments guide planning and progress in the classroom for great instruction.

- **Built on the Common Core Standards**, which bring California’s standards up to date;

- Reinforced by practical **supports for teachers** that give them the information and the tools **to meet students where they are and help them to learn more**.

- So that we can **help more students who are already proficient reach the next level, and help students who are not**, close the gap,

- ...with the goal of ensuring that **all students, regardless of where they are from or where they live, graduate prepared for college and careers** in the global economy of the 21st century.
Education has never been stagnant; the new standards and Smarter Balanced Assessments are part of ongoing, important progressions.

Now

“College and career readiness”

1990s & 2000s

“Proficiency”

Boost every child to proficiency in reading and math and start gathering the data to understand student progress

1970s & 1980s

“Minimum competency”

Ensure all HS graduates can demonstrate “minimum competency”

“Results show we look good, and we're going to get better.”
Superintendent, San Marcos

On API: “It's a quality index of schools in California...It tells us a lot,”
Long Beach teacher

“I find we're very excited, our kids are ready for the transition. It's going to be a challenge, but it's exactly what our kids need to prepare for college and go out in the work-place.”
Deputy Superintendent Long Beach Unified District

At each inflection point people have been nervous, but each time it has been the right action to move forward.
New Accountability System

The adoption of the Common Core and other new standards, development of a new assessment system, and the implementation of the Local Control Funding Formula (LCFF) point the way toward transformational improvements in California’s district and school accountability system.
New Accountability System

- Build on the foundations of LCFF, state priorities and implementation of new student academic standards and assessments
- Increase district and school capacity and drive continuous improvement
- Focus on a broader set of outcomes than in the past, reflect more clearly what students need in order to be prepared for college, careers, and citizenship
New Accountability System

- Decisions and actions are aligned and consistent towards ensuring students are ready for college and careers
- Differentiate the performance of schools and districts in reliable and meaningful ways so they receive appropriate support and assistance
- Improve performance across the systems, increase achievement and efficiency, strengthen local capacity
Key Purposes of Accountability System

• Provide transparency of decision making processes in support of student achievement and outcomes.

• Focus district and school leaders on significant areas for improvement and raise the sense of urgency to do so.
Key Purposes of Accountability System

- Report well-timed, accessible and actionable data for use by educators, parents, community members and policymakers.
- Drive continuous improvement and allow the state to differentiate the performance of districts and schools in need of support and technical assistance.
- Strengthen confidence in the educational system and return on investment.
New Accountability Paradigm

- Focus on meaningful learning for all students,
- Enabled by professionally skilled and committed educators,
- Supported by adequate and appropriate resources aligned to state priorities.
Long Term Development

- State Priorities and LCFF
- Local Control and Accountability Plan (LCAP)
- Evaluation Rubric Design Process
- California Collaborative on Educational Excellence (CCEE)
- Public Schools Accountability Act (PSAA)
- Additional Assessments – State and Local
8 State Priorities and Related Data Elements

**Student Achievement**
- Performance on assessments
- Academic Performance Index
- College and Career Readiness
- English learners becoming reclassified and proficient
- Advanced Placement Exams passage
- Prepared through Early Assessment Program

**School Climate**
- Student suspension rates
- Student expulsion rates
- Other local measures

**Student Engagement**
- School attendance rates
- Chronic absenteeism rates
- Middle School dropout rates
- High School dropout rates
- High School graduation rates

**Basic Services**
- Rate of teacher mis-assignments
- Student Access to standards-aligned instructional resources and materials
- Facilities

**Parental Involvement**
- Efforts to seek parent input
- Promotion of parental participation and leadership

**Implementation of CCSS**
- CCSS implementation results for all students, including English learners

**Course Access**
- Student access and enrollment in courses of study

**Other Student Outcomes**
- Other indicators of student performance in courses of study. May include performance and other exams.
Local Control and Accountability Plans

- Major changes to a belief and structured finance and goals system
- **Continuum of Connections**: Needs Assessment → Goals → Resource Alignment → Services → Student Outcomes
- Situated in a developing, new accountability system for California
- State priorities are the foundation
Local Control and Accountability Plans: Guiding Principles

- **Performance-focused** – relationship among plans, funding use, outcomes for students
- **Simplicity and transparency**
- **Student-focused** – local identification of needs, provide equitable opportunities
- **State priorities** – define metrics, but rely on local determination of measurement
- **Stakeholder engagement** – parents, students, educators, broader community
Evaluation Rubrics

• State Board to adopt evaluation rubrics by **October 1, 2015**.

• The evaluation rubrics are an integral part of the LCFF **performance and accountability system**.

• Once developed, the rubrics will serve as **performance tools** to ensure LEAs are able to align goals and resources to implement strategies that result in meaningful student outcomes.

• The rubrics will also **direct attention to areas in need of additional support** to meet the adopted standards for district and school performance and expectations for improvement relative to the state and local priorities.

• **Holistic, multi-dimensional assessment** of school district and individual school site performance.
• Differentiated technical assistance and intervention within the context of a new accountability system, established for districts and charter schools that do not meet performance expectations for the state priority areas.

• If a number of concerns are apparent, the district/school will receive additional support by the newly established California Collaborative for Educational Excellence (CCEE).

• The Collaborative provides guidance and support to districts and charter schools that are falling short, and validate and share information about new practices for those that seek assistance.
Dynamic, Continuous Improvement Expectations

**Define**
Goals, actions and services; assessment of effectiveness and ongoing applicability.

**Measure**
Collect information, verify and make inferences, add to data system.

**Learn**
Analyze, examine and communicate data, adjust.

**Improve**
Agree on and implement/fine tune changes.

Agree on and implement/fine tune changes.
Decisions Ahead!

- **Think boldly** about designing a system that increases the ability of policy makers and practitioners to focus on data that are useful for decision-making, within and across K-16 education.

- Develop an accountability system that takes into account **weighted multiple measures across the state priorities**. Include a broader set of outcomes to reflect the breadth and depth of readiness for college, career and citizenship.

- Provide an accountability **data “dashboard” system**, linked to the state priorities, that organizes multiple measures and indicators in one place and includes a user-friendly interface useful for multiple audiences.
Collective Accountability and Shared Responsibility

- Student accountability
- Parent responsibility
- Teacher and leader accountability
- Local school board and superintendent accountability
- Higher education accountability
- Educator preparation provider accountability
- State accountability
Resources

• LCFF – WestEd Channel  
  http://lcff.wested.org/

• State Board of Education Agendas  
  http://www.cde.ca.gov/be/ag/ag/index.asp

• CDE Common Core  
  http://www.cde.ca.gov/re/cc/

• CAASPP  
  http://www.cde.ca.gov/ta/tg/ca/