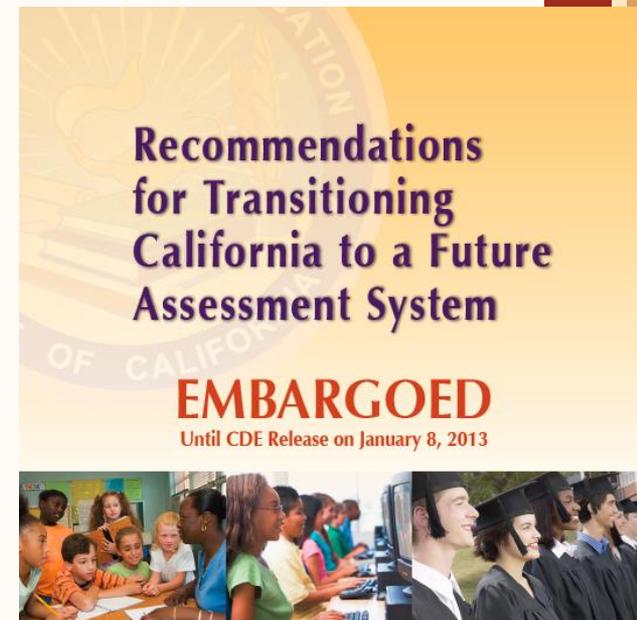Linda Darling-Hammond

State Board of Education Meeting

May 7, 2015

New Accountability for Continuous Improvement in California's Education System

Changes Afoot in California

- Adoption of **Common Core State Standards** and **Next Generation Science Standards**
- Changes in the Assessment System

  -- Shift to Smarter Balanced Assessment Consortium

  -- Elimination of other CSTs

  -- Elimination of most mandates

  -- Reconceptualization of Assessment System

Recommendations for Transitioning California to a Future Assessment System

EMBARGOED
Until CDE Release on January 8, 2013

A New Concept of Accountability

☐ Good-bye to the API

☐ Hello to Multiple Measures

   Less Emphasis on Standardized Tests

  -- More Emphasis on Graduation, College and Career Readiness, and Healthy School Functioning

☐ Assess to Improve, rather than
  Test to Punish

☐ Develop Stronger

 Professional Capacity

☐ Implement Resource

 Equity and Accountability

GREATNESS BY DESIGN

Supporting Outstanding Teaching to Sustain a Golden State

What is Accountability?

Accountability
$\neq$
Testing

An accountability system should encourage high-quality teaching and learning in all schools, provide tools for continuous improvement, and means for identifying and addressing problems that require correction.
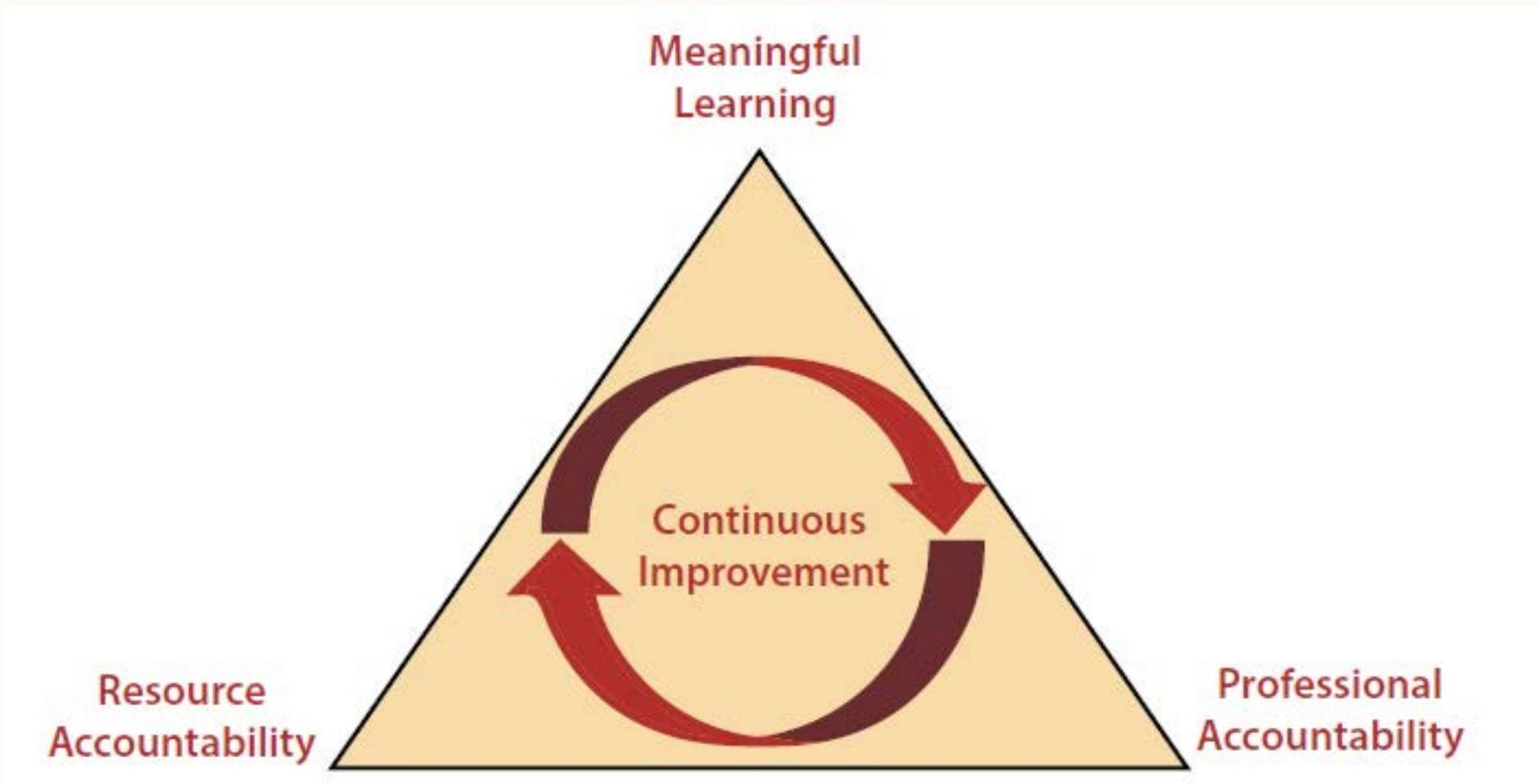
Key Elements of an New Accountability System

Accountability Mechanisms

- **Political accountability**, operationalized through Local Control Accountability Plans (LCAPs)

- **Professional accountability**, through effective licensure, accreditation and professional development

- **Performance accountability**, monitoring the performance of schools / districts across the state's eight priority areas, plus other local priorities.
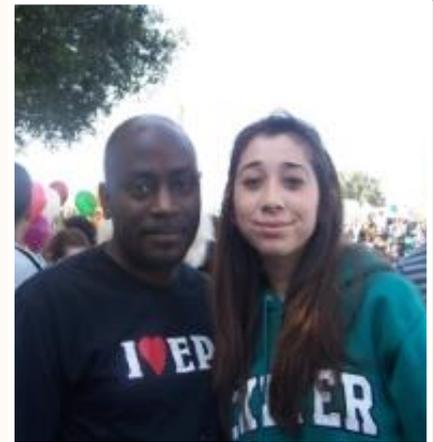
A Multiple Measures Approach

Student Achievement

--Test Scores Gains

-- English Proficiency

--Evidence of College & Career Readiness

Student Engagement

--Attendance

-- Dropout rates

-- Graduation rates

-- Evidence from student surveys

Other Outcomes

-- Completion of a college or career ready pathway

-- Completion of a workplace learning or community service experience

School Climate

-- Suspensions, Expulsions

-- Student & Professional Supports

(student, teacher, and parent surveys)

Parent Involvement

-- Efforts to seek parental input

-- Evidence of parent participation

(parent surveys)

Basic Services

-- Teacher Misassignment

-- Access to materials

-- Adequate Facilities

Implementation of Common Core

-- Access to CCSS instructional practices (student surveys)

-- Access to CCSS professional develppment (teacher surveys)

Course Access

-- Access to curriculum in the core academic subjects, STEM, the arts, and physical education   (student surveys)

What Our New System Should Accomplish

- **Address the opportunity gap** that has allowed inequalities in resources to deprive many students of necessary opportunities to learn;
- **Develop curriculum and assessments** that are focused on 21st century learning skills and used to support improved teaching and learning;
- **Create a dashboard of multiple measures** to evaluate schools, along with strategies, including school quality reviews and strategic support, to help them improve;
- **Develop professional capacity**, through high-quality preparation, professional development, evaluation, and career advancement, plus sharing of expertise within and across schools.

Organizing and Reporting Information for Improvement

- Move from a single index to a dashboard of indicators

- Align state reporting and oversight with LCAP priorities (e.g. SARC, on-line data tools, identification of schools for intervention)

Education Priorities Report

|	State Priority Areas	Measured By	Current Year Result	Previous Year Result	3 Year Average	Analysis of Progress		
						Achievement	Improvement	Overall
A. Learning Opportunities	Basic Services	**Credentialed Teacher Assignment**						
		Instructional Materials						
		School Facilities						
	Implementation of State Standards	CA Standards Implementation						
	School Climate	**Pupil Suspension rate**						
		Pupil Expulsion rate						
		School Safety & Connectedness*						
	Course Access	Full, rich curriculum						
B. Learning Outcomes	Pupil Achievement	**SBAC assessments**						
		College and Career Readiness**						
		English Learner reclassification rate						
		ELL Proficiency rate						
	Pupil Engagement	**School Attendance rate**						
		Chronic Absenteeism rate						
		High School Dropout rate						
		HS Graduation rate						
	Other Student Outcomes	Completion of work-based learning experience						
C. School/ District Responsiveness	Parental Involvement	Parent Involvement						
		Community Involvement						
D. Other Locally Determined Goals	Locally Determined Indicators	Locally Determined Measures						

Key Issues in Measuring Academic Achievement

Emphasize learning opportunities that enhance equity and access, while measuring outcomes

- % of students completing A-G
- % completing a career ready sequence that meets standards
- % completing BOTH college & career pathways
- % meeting a standard on AP/IB/dual credit courses
- % earning industry credentials or badges
- % completing a qualified work-based learning experience

Key Issues in Use of Assessment Measures for LCAP / State Priorities

- Emphasize progress for all students
- Focus on gains in scale scores across the entire continuum of achievement (not just hitting a "proficiency" benchmark)

  -- for Smarter Balanced (CAASPP)

  -- for EL assessments

- Emphasize EL progress as well as incentives for reclassification to ensure attention to newcomers and recognition of growth
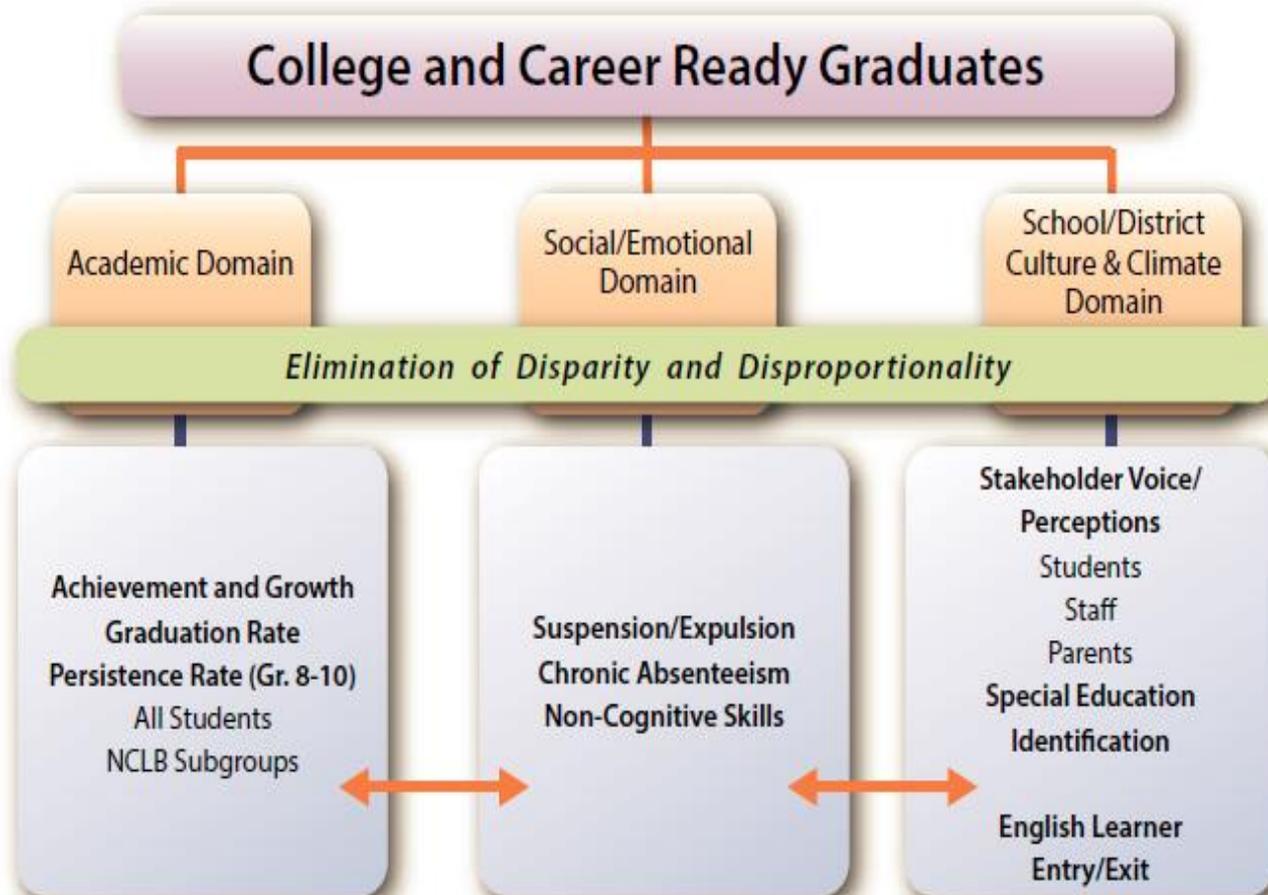
CORE Districts Accountability Criteria

What Role for the California Collaborative for Educational Excellence (CCEE)?

- Create and manage a School Quality Review to diagnose needs for districts /schools that volunteer or are referred for help

- Support district / school improvement

- Build district and county capacity for quality review and support

  -- Tools and protocols

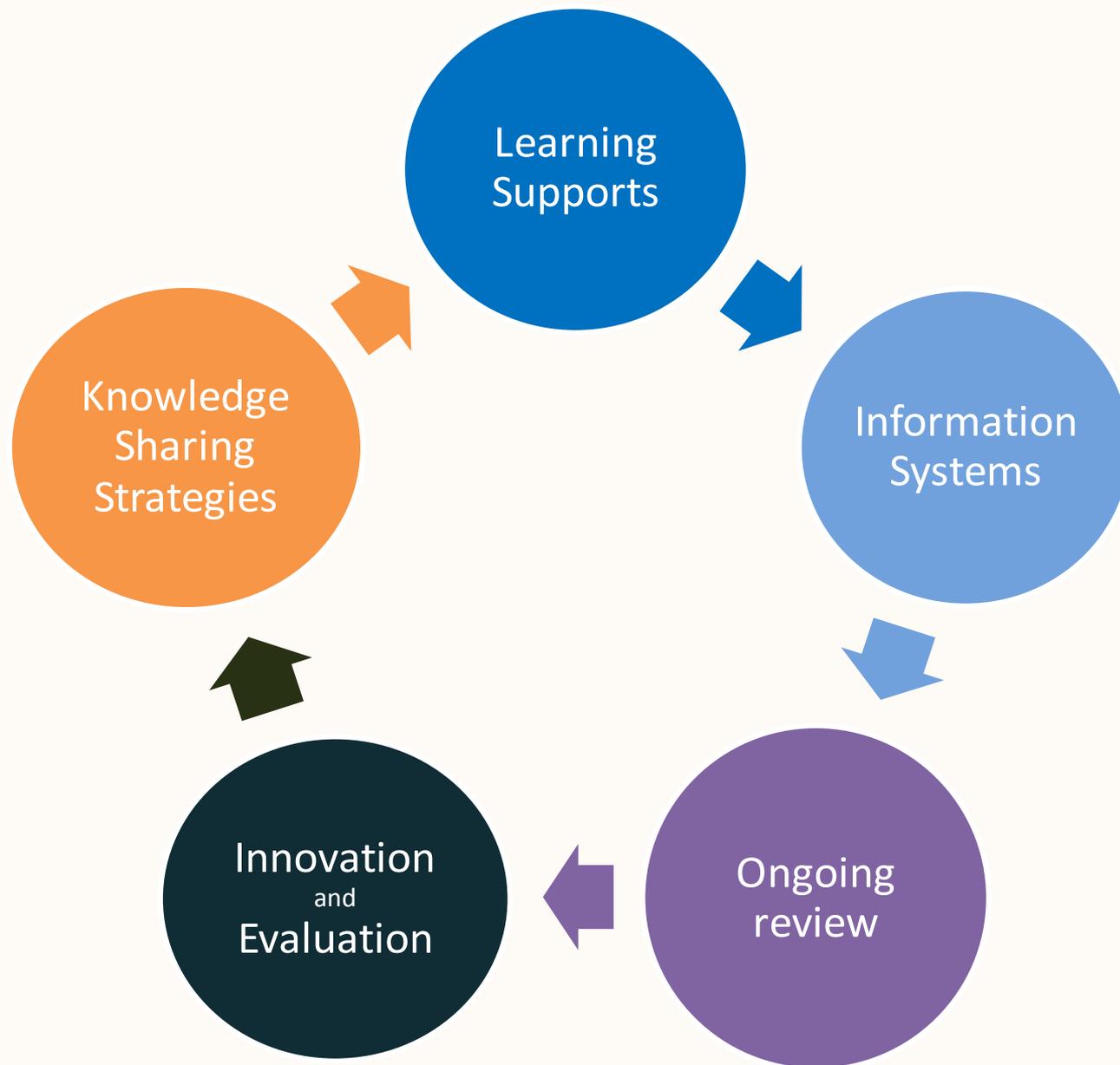 -- Quality review processes

  -- Access to expertise
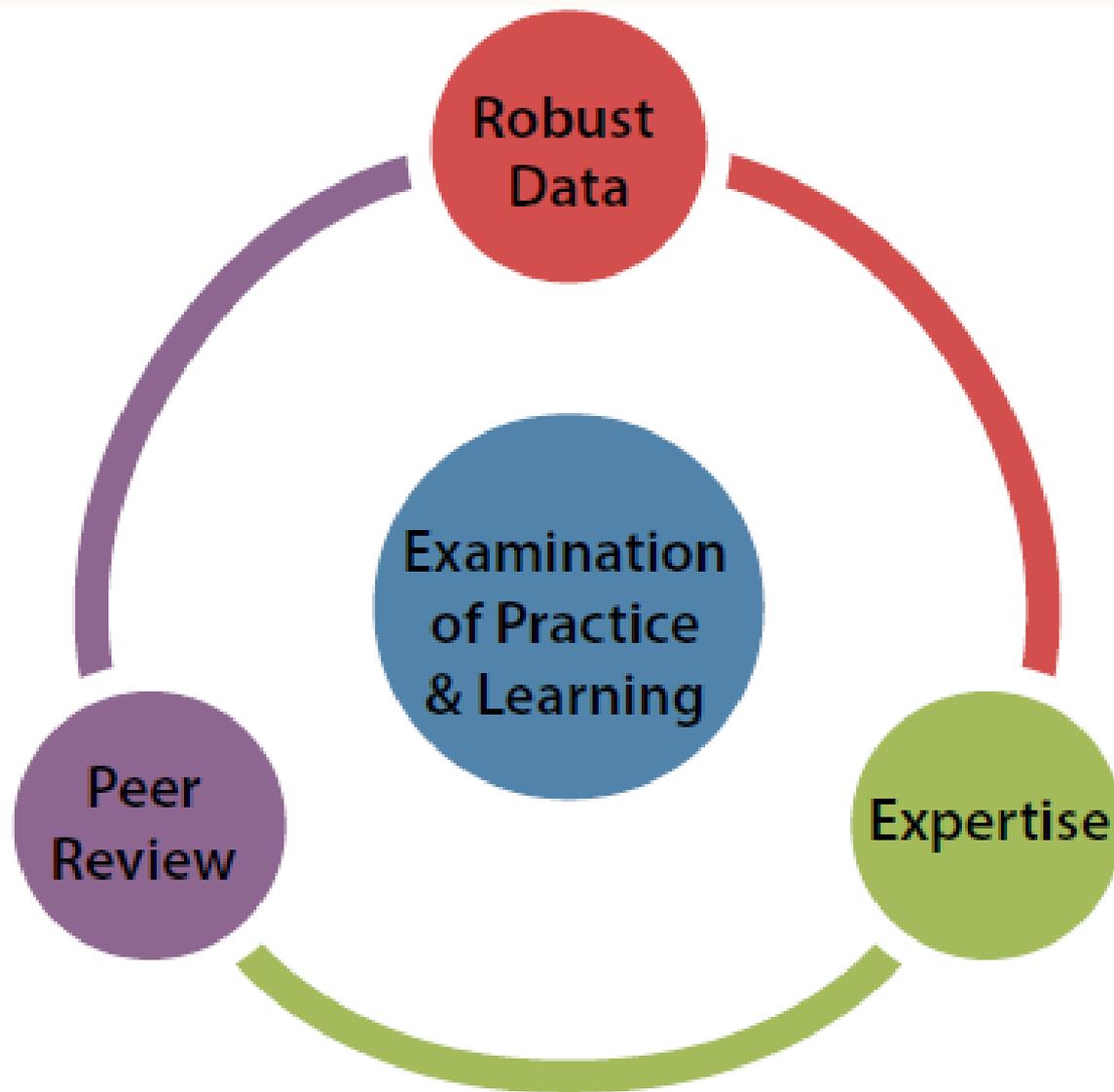
School Quality Review

Improvement Strategies

- Teams of expert educators trained to work with struggling schools

- School pairs and networks for learning

- Trained curriculum coaches

- School redesign initiatives based on research and best practices
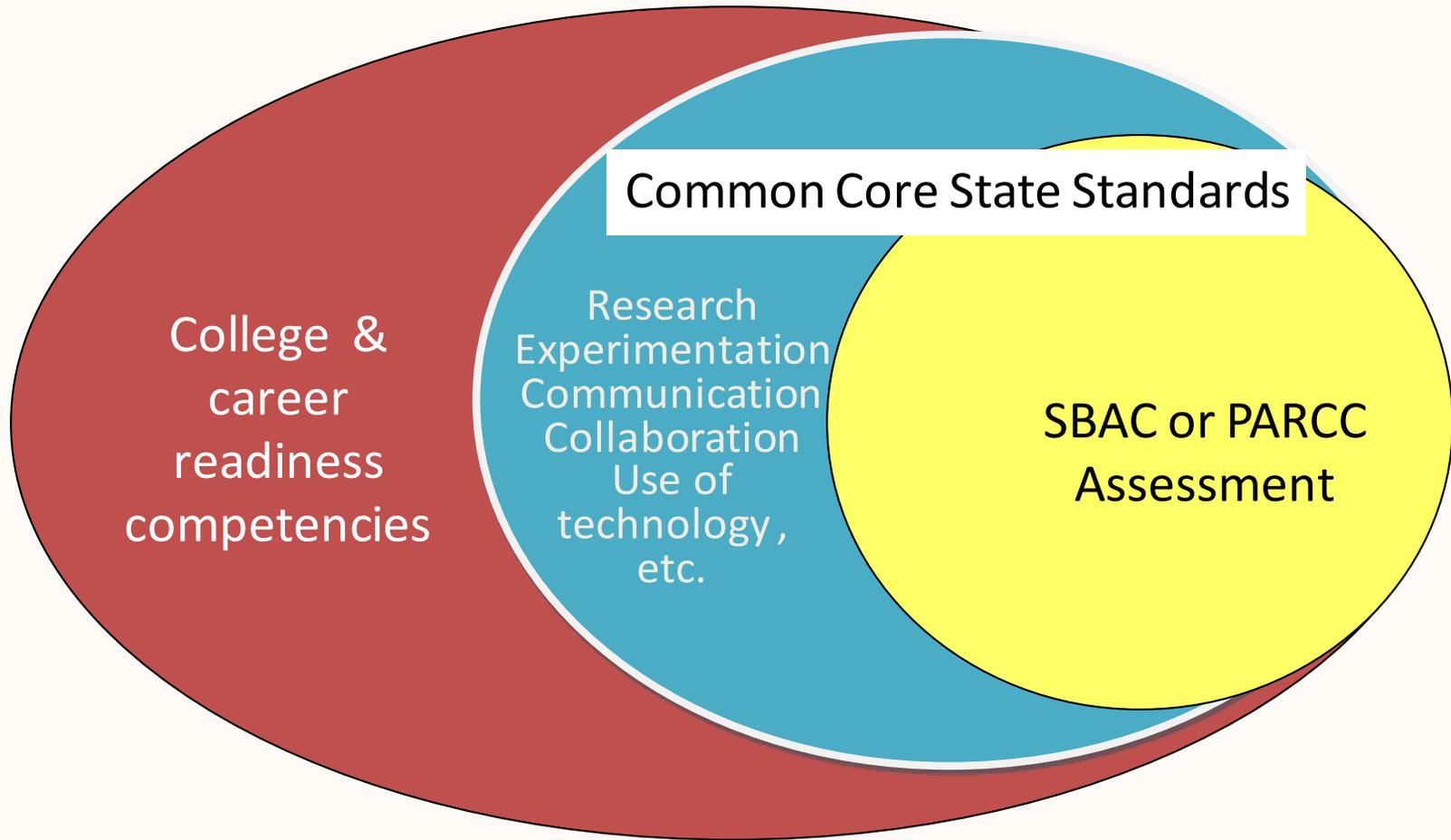
Elements of a Continuously Improving System

Supports for Ongoing Improvement

With other agencies, orchestrate:

- Learning supports – Rebuild PD infrastructure through grants to professional learning providers for

  -- training mentors, coaches, and leaders

  -- developing instruction for new standards

- Knowledge sharing

  -- Assemble practical research and exemplars on key problems of practice

  -- Support schools & districts in sharing their successes and learning

- Evaluation

  -- Commission studies of major initiatives to guide implementation and future investments

What about assessment?

College & career readiness competencies

Common Core State Standards

Research Experimentation Communication Collaboration Use of technology, etc.

SBAC or PARCC Assessment

Knowledge, Skills, and Dispositions for Postsecondary Success

Assessment Continuum

Examples

| | Traditional Tests | CCSS Assessments (SBAC & PARCC) | Performance Based Items & Tasks (MARS, BAM) | Extended Performance Tasks (SCALE, EPIC, ILN) | Student-Designed Projects (Envision, NY Performance Standards Consortium, Singapore, IB) |

Narrow Assessment ➡️ **Assessments of Deeper Learning**

Descriptions

| Standardized, multiple-choice tests of routine skills | Standardized tests with m-c & open-ended items + short (1-2 day) performance tasks of some applied skills | Systems of standardized performance items and tasks (1 day to 1 week) that measure key concepts in thought-provoking items that require extended problem solving | Performance tasks that require students to formulate and carry out their own inquiries, analyze & present findings, and (sometimes) revise in response to feedback | Longer, deeper investigations,(2-3 months) & exhibitions, including graduation portfolios, requiring students to initiate, design, conduct, analyze, revise, and present their work in multiple modalities |

New Hampshire Assessment System

Grade	Competency Grading	ELA	Math	Science
K-2	☑	Local Performance Assessments	Local Performance Assessments	Local Performance Assessments
3	☑	Smarter Balanced & Local PBAs	Common and Local PBAs	Local Performance Assessments
4	☑	Common and Local PBAs	Smarter Balanced & Local PBAs	Local Performance Assessments
5	☑	Common and Local PBAs	Common and Local PBAs	Common "Next Gen" PBAs
6	☑	Smarter Balanced & Local PBAs	Common and Local PBAs	Local Performance Assessments
7	☑	Common and Local PBAs	Smarter Balanced & Local PBAs	Common "Next Gen" PBAs
8	☑	Common and Local PBAs	Common and Local PBAs	Local Performance Assessments
9	☑	Interim Smarter Balanced & Local PBAs	Common and Local PBAs	Local Performance Assessments
10	☑	Common and Local PBAs	Interim Smarter Balanced & Local PBAs	Common "Next Gen" PBAs
11/12	☑	Smarter Balanced (plus optional SAT)	Smarter Balanced (plus optional SAT)	Local Performance Assessments
		⁂CAPSTONE PERFORMANCE ASSESSMENT		

Table 1. General assessment requirements for the PACE pilot accountability system.

A CA Assessment System

	ELA	Math	Science		Social Studies
k-2	Diagnostic assessments*			PBA options	PBA options
3	SBAC	SBAC		PBA options	PBA options
4	SBAC	SBAC	NGSS assmt	PBA	PBA options
5	SBAC	SBAC			PBA options	PBA
6	SBAC	SBAC		PBA options	PBA options
7	SBAC	SBAC	NGSS assmt	PBA	PBA options
8	SBAC	SBAC			PBA options	PBA
9				PBA options	PBA options
10			NGSS assmt	PBA	PBA options
11	SBAC/ EAP	SBAC/ EAP		PBA options	PBA
12	Capstone Performance Assessment or Portfolio				

- E.g. Primary learning record; Developmental Reading Assessment; MARS tasks

PBA = Performance Based Assessment

Highlighted assessments are common state assessments

CT High School Science Assessment

Acid Rain

Your Task

Figure out what substance to use to build your town statue so that it can withstand acid rain.

Your Group's Experiment

Design an experiment with the given materials

Conduct the experiment

Carefully record your data

Your Individual Analysis and Write Up

Analyze the results

Write up your Methods, Data, and Conclusions

Washington State Civics Classroom-Based Assessment

High School Recommended for 11th Grade - **Constitutional Issues CBA**

Citizens in a democracy have the right and responsibility to make informed decisions. You will make an informed decision on a public issue after researching and discussing different perspectives on this issue.

Directions to Students: **In a cohesive paper or presentation, you will:**

State a position on an issue that considers the interaction between individual rights and the common good AND includes an analysis of how to advocate for your position.

- Provide reason(s) for your position that include:

  - **An analysis of how the Constitution promotes a specific ideal or principle logically connected to your position on the issue.**

  - **An evaluation of how well the Constitution was upheld by a court case OR a government policy related to your position on the issue.**

  - **A fair interpretation of a position on the issue that contrasts with your own.**

- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

A unified long-term strategy could enable California to move from a compliance-driven system to one that is capable of system learning and continuous improvement.