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
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
What is Accountability?

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 development (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

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

College and Career Ready Graduates

Academic Domain
- Achievement and Growth
- Graduation Rate
- Persistence Rate (Gr. 8-10)
- All Students
- NCLB Subgroups

Social/Emotional Domain
- Suspension/Expulsion
- Chronic Absenteeism
- Non-Cognitive Skills

School/District Culture & Climate Domain
- Stakeholder Voice/
  Perceptions
  Students
  Staff
  Parents
- Special Education
- Identification
- English Learner
- Entry/Exit

Elimination of Disparity and Disproportionality
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

- Learning Supports
- Information Systems
- Knowledge Sharing Strategies
- Innovation and Evaluation
- Ongoing review

Diagram showing the cyclic nature of these elements.
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?
Knowledge, Skills, and Dispositions for Postsecondary Success
Assessment Continuum

Examples

- Traditional Tests
  - CCSS Assessments (SBAC & PARCC)

Assessments of Deeper Learning

- Extended Performance Tasks (SCALE, EPIC, ILN)
- Performance Based Items & Tasks (MARS, BAM)

Descriptions

- Narrow Assessment
  - Standardized tests with m-c & open-ended items + short (1-2 day) performance tasks of some applied skills

- Assessments of Deeper Learning
  - 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Competency Grading</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
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<td>Common and Local PBAs</td>
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<td>Common and Local PBAs</td>
<td>Common “Next Gen” PBAs</td>
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<tr>
<td>9</td>
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<td>Interim Smarter Balanced &amp; Local PBAs</td>
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<td>Smarter Balanced (plus optional SAT)</td>
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Table 1. General assessment requirements for the PACE pilot accountability system.
## A CA Assessment System

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
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<tr>
<td>12</td>
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<td>Capstone Performance Assessment or Portfolio</td>
</tr>
</tbody>
</table>

- E.g. Primary learning record; Developmental Reading Assessment; MARS tasks
- PBA = Performance Based Assessment
- Highlighted assessments are common state assessments
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.