

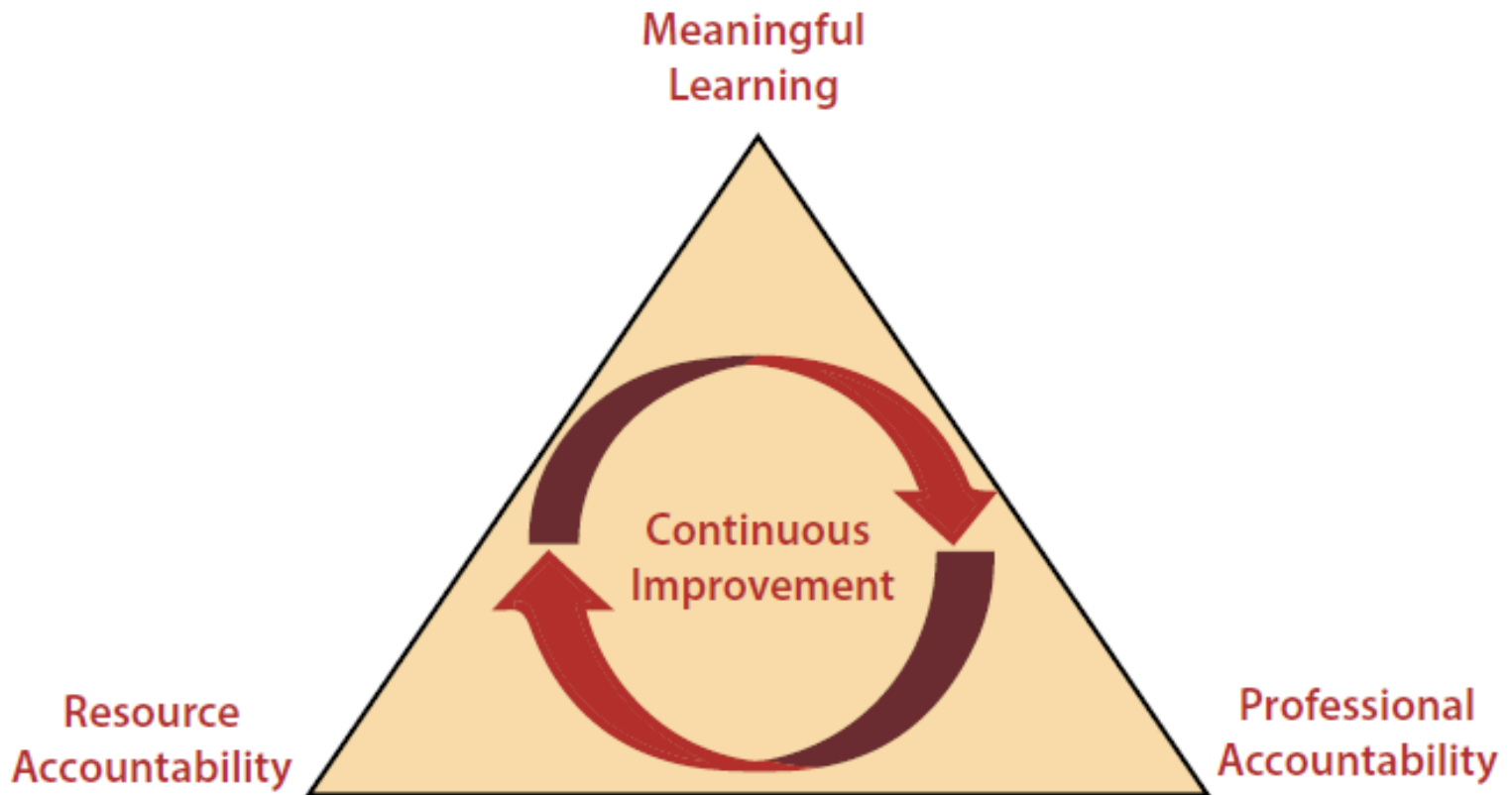


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With the assistance of Soung Bae

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Supporting Continuous Improvement in California's Education System



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

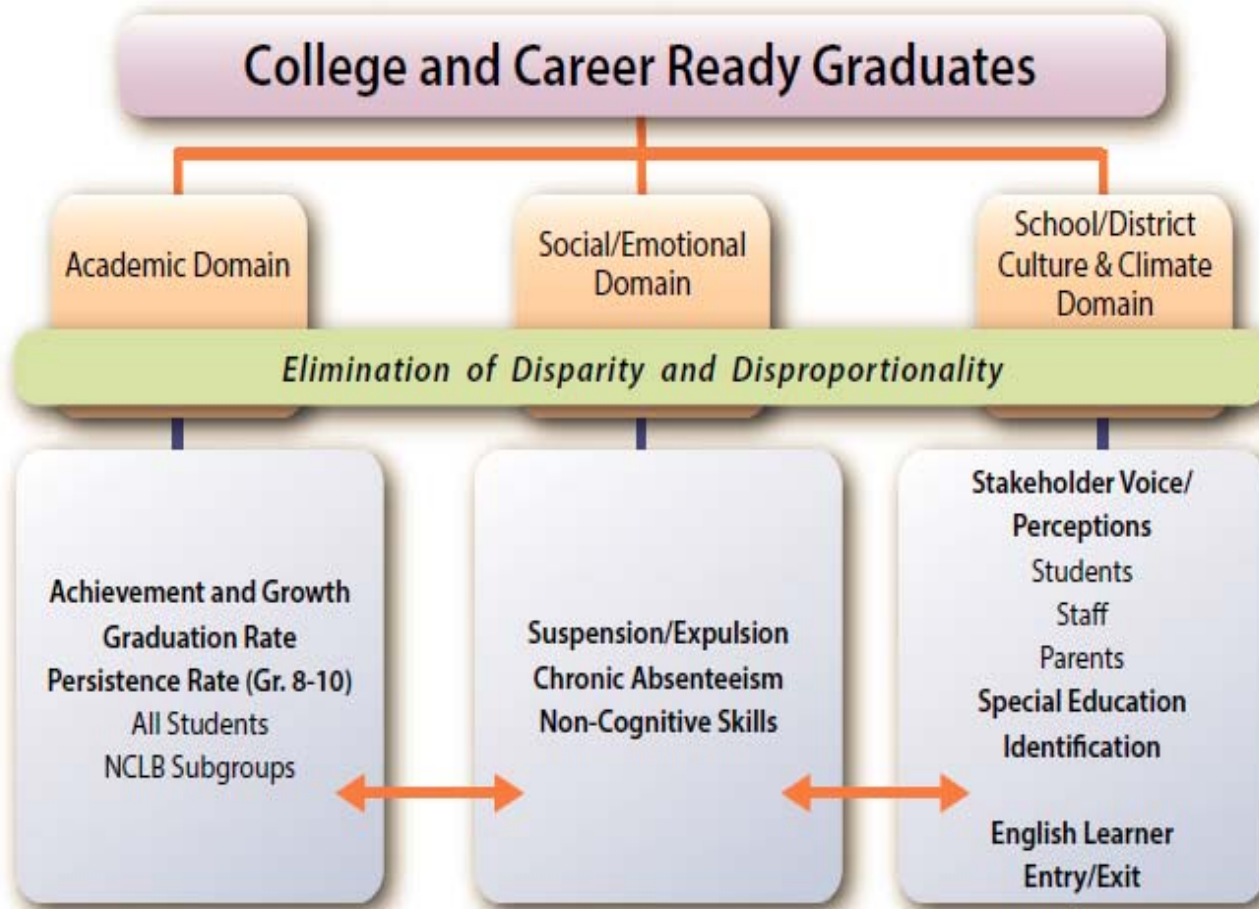
- Teacher Misassignment
- Access to materials
- Adequate Facilities

Implementation of Common Core

- Access to CCSS instructional practices (student surveys)
- Access to CCSS professional development (teacher surveys)

Course Access

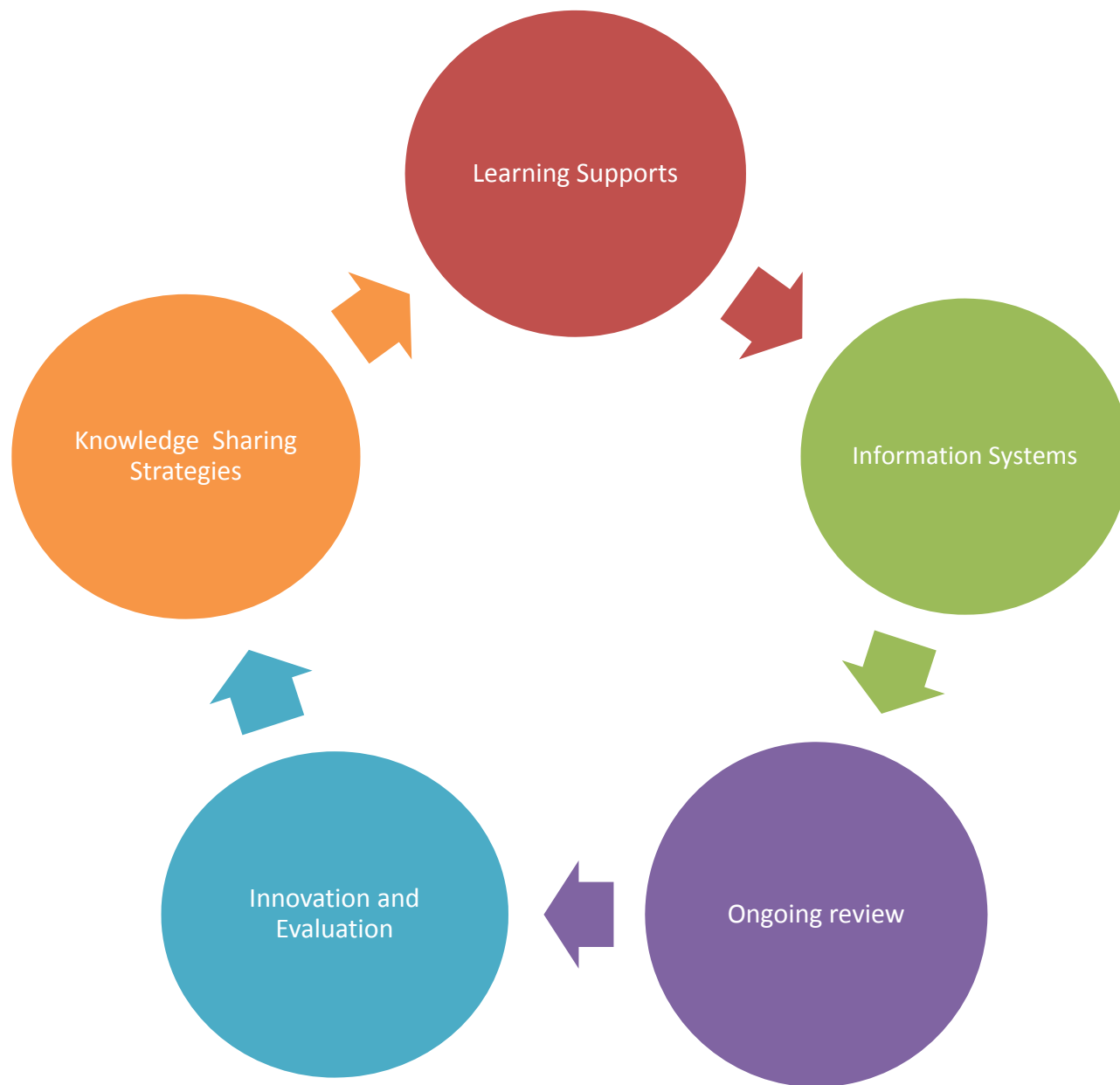
- Access to curriculum in the core academic subjects, STEM, the arts, and physical education (student surveys)



CORE Districts Accountability Criteria

Accountability Should...

- 1) Be designed to produce ***continuous system improvement***, not just test scores;
- 2) Be ***reciprocal*** , with each level of the system taking responsibility for the contributions it must make to serve each child well;
- 3) Focus on ***meaningful learning*** for college, careers, and citizenship, using ***more valid and authentic assessments***, reported in disaggregated form
- 4) Ensure adequate ***resources*** allocated intelligently to meet student needs well;
- 5) Develop and ensure ***professional capacity and accountability***
- 6) Use ***multiple measures*** evaluated through systems of expert *review, judgment, and intervention*
- 7) Focus on ***system capacity building***, shifting from a ***test-and-rank*** approach to an ***assess-support-and-improve*** model
- 8) Reflect ongoing ***student, parent, educator and community input*** and provide transparent and accessible information to the public.



Elements of a Continuously Improving System

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*						
B. Learning Outcomes	Course Access	Full, rich curriculum						
	Pupil Achievement	SBAC assessments						
		College and Career Readiness**						
		English Learner reclassification rate						
		ELL Proficiency rate						
	Pupil Engagement	School Attendance rate						
		Chronic Absenteeism rate						
		Middle School Dropout rate						
		High School Dropout rate						
	Other Student Outcomes	HS Graduation rate						
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						

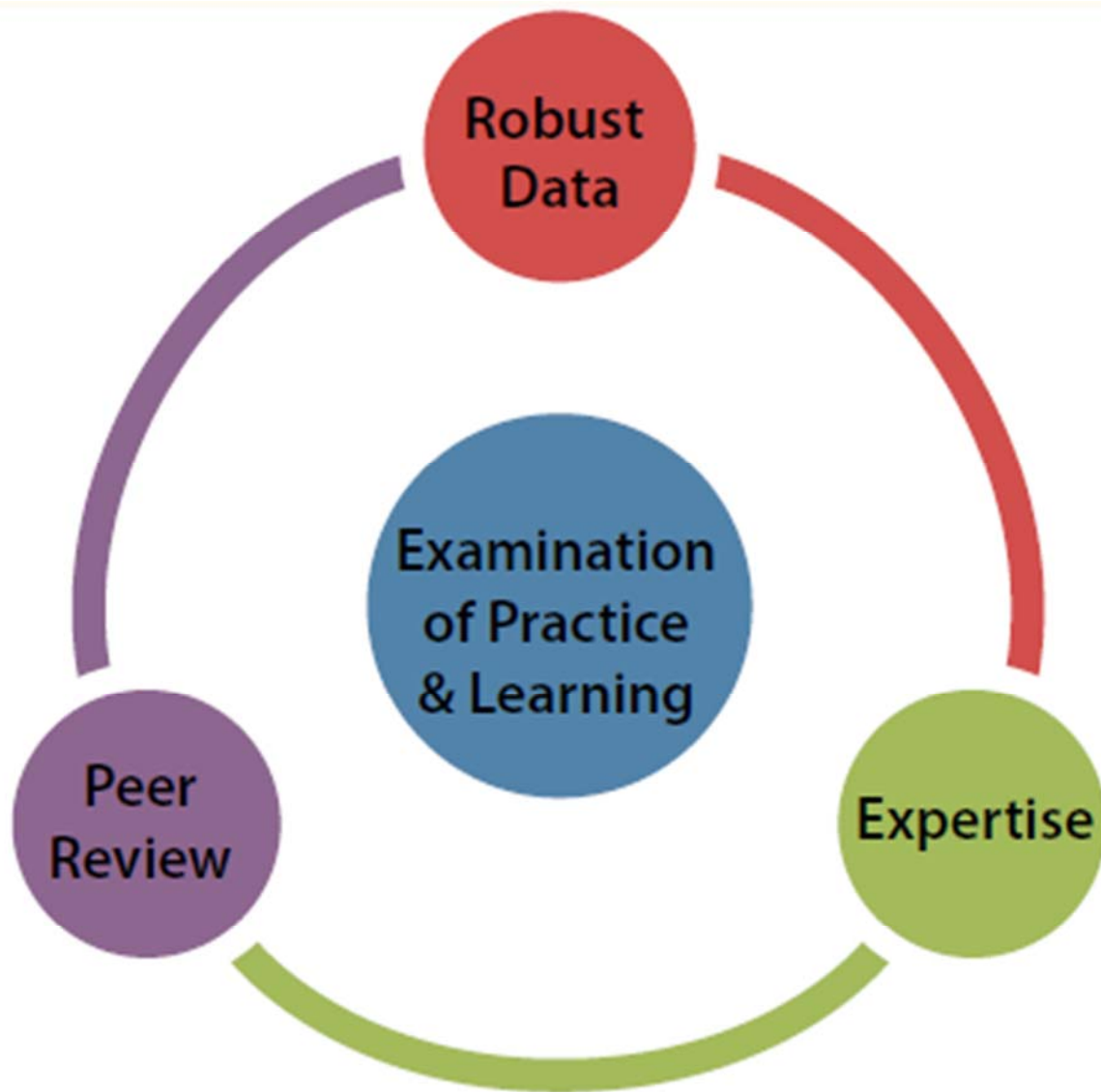
Focusing the California Collaborative for Educational Excellence (CCEE)

- Diagnosis of needs for schools or districts that volunteer or are referred for help by counties or charter school agencies
- Effective assistance to schools / districts

With other agencies, orchestrating:

- Knowledge sharing
- Learning supports
- Evaluation





School Quality Review

Possible 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



Organizational Design Principles for the CCEE

1. **Professional staff** to review intervention strategies and oversee technical assistance activities
2. **Partnerships** that build on existing public infrastructure to the greatest possible extent
3. **Scalability**, to respond to new expectations and growing demand for assistance over time with a thoughtful phase-in process.



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.



To find the report, go to:
<http://www.edpolicyinca.org>