



Curriculum Breakfast

October 23, 2015

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Defining Accountability

- Defining accountability has become **more complex** as our understanding of it has grown beyond goals, indicators, decision rules, and consequences.
- The above components are still central to an accountability model, but the focus has **expanded to include capacity building** and providing appropriate **technical assistance and support**.
- The purpose of accountability is not simply to identify and punish ineffective schools and districts, but to **provide appropriate supports to increase effectiveness**.


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Accountability Goals

- **Strengthen teaching and learning**
- Increase the individual capacity of teachers and school leaders
- **Increase the institutional capacity** of schools, districts, and state agencies to continuously improve
- Carefully **phase in policy changes** as state and local capacity grows
- **Consider federal accountability** requirements relative to the new state system once established.


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SBE Guiding Principles

- Articulate the **state's expectations for districts**, charter schools and county offices of education.
- **Foster equity.**
- Provide **useful information** that helps parents, districts, charter schools, county offices of education and policymakers **make important decisions.**
- **Build capacity** and increase support for districts, charter schools and county offices.
- **Encourage continuous improvement focused on student-level outcomes**, using multiple measures for state and local priorities.
- Promote **system-wide integration and innovation.**


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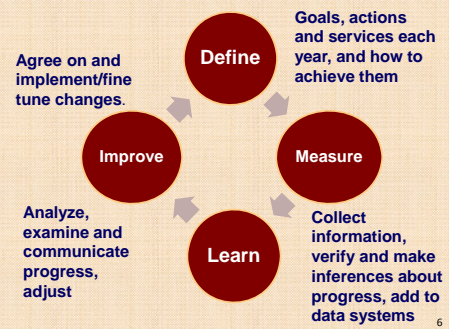
Local and State Accountability

- With LEAs now responsible for more local accountability components (LCAP, annual update, rubrics), **purposes and roles within the new accountability system must be redefined.**
- For state accountability purposes, many system components are already in place. A review of these components shows how **they support the current overall goal of continuous system improvement.**
- Some existing components will need to be **modified and/or eliminated.**

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Formative Progress – Continuous Improvement



- Define**: Goals, actions and services each year, and how to achieve them
- Measure**: Collect information, verify and make inferences about progress, add to data systems
- Learn**: Analyze, examine and communicate progress, adjust
- Improve**: Agree on and implement/fine tune changes.


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Developing and Transitioning to a New, Coherent Accountability System

Classroom and School Practices	Local Accountability Processes	State Accountability Processes
<p><i>Classroom and school practices grounded in state standards and curricular frameworks.</i></p>	<p><i>Local accountability processes and elements, based on the state priorities, LCAPs, and evaluation rubrics.</i></p>	<p><i>Statewide accountability processes and elements that support fairness, comparability, and trend analysis across multiple measures of progress.</i></p>


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New Accountability System

- **Purposes:** students college and career ready, increase district and school capacity and drive continuous improvement
- **Foundation :** state priorities, student content standards, CAASPP, LCFF, LCAPs, Evaluation Rubrics, technical assistance
- **Focus:** broader set of outcomes than in the past, multiple measures that reflect more clearly what students need in order to be prepared for college, careers, citizenship, and life!


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Crosswalk: Existing Accountability Components and LCFF Priorities

- Majority of the existing state academic and fiscal **accountability components should be retained**, reflect LCFF state priorities.
- The School Accountability Report Card (**SARC**) is the primary academic and fiscal accountability component that needs to be **modified**.
- The Academic Performance Index (**API**) should be formally **eliminated**.
- All the **metrics** used to calculate the currently-suspended API (e.g., statewide assessments, graduation rates, dropout rates, and college and career readiness indicators) are **now included under the state priorities**.

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**Accountability Phase 1 – LCFF
Evaluation Rubrics
Statutory Requirements**

- To assist local education agencies to identify strengths, weaknesses, and areas that require improvement
- To assist County Superintendents to identify school districts and charter schools in need of technical assistance
- To assist the State Superintendent in identifying school districts for which intervention is warranted
- To reflect a holistic, multidimensional assessment of school district and individual school site performance and include all of the state priorities
- To include standards for school district and individual school site performance and expectation for improvement in regard to each of the state priorities

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Long Term Development

- State Priorities
- Local Control and Accountability Plan (LCAP)
- Evaluation Rubric Design Process
- California Collaborative for Educational Excellence (CCEE)
- Smarter Balanced and English Language Proficiency Assessments
- Additional Assessments – State and Local
- Assessment Report due to the SBE and Legislature in March 2016

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LCFF/LCAP

- Rubric is delayed until October 1, 2016
- Template will remain the same
- CDE will have an electronic template for 2016-2017
- The unduplicated count now also includes Homeless students

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Accountability Update

- AYP "Pause" – no advancement in PI based on SB scores, but on participation rate (95%), graduation rate, or attendance rate (90%)
- No API – future legislation likely to eliminate single number calculation in favor of multiple measures

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Important Legislative Changes

- SB 172 CAHSEE
 - Exam suspended for three years
 - All seniors that failed to graduate because of CAHSEE will now be granted a diploma

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CELDT → ELPAC

- CELDT will be administered for this year and next
- ELPAC will be operational in spring 2018

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Professional Development Money

- \$490 million devoted to Professional Development
- \$1,466 per certificated FTE
- Applies to PreK-12 Certificated staff
- The funds are good for 3 years
- Must develop a plan that is adopted by the local board

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There are Four Options for Spending the PD Funds

1. BTSA Induction
2. Professional Development/coaching for teachers needing improvement
3. Professional Development related to the CA CCSS
4. "To promote education quality and effectiveness"

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Adoptions & Framework

- K-8 ELA/ELD series will be brought to the SBE in November
- The H/SS Framework and Science Framework are coming down the home stretch

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