

THE CHALLENGES AND OPPORTUNITIES OF A SYSTEMS APPROACH TO ACCOUNTABILITY

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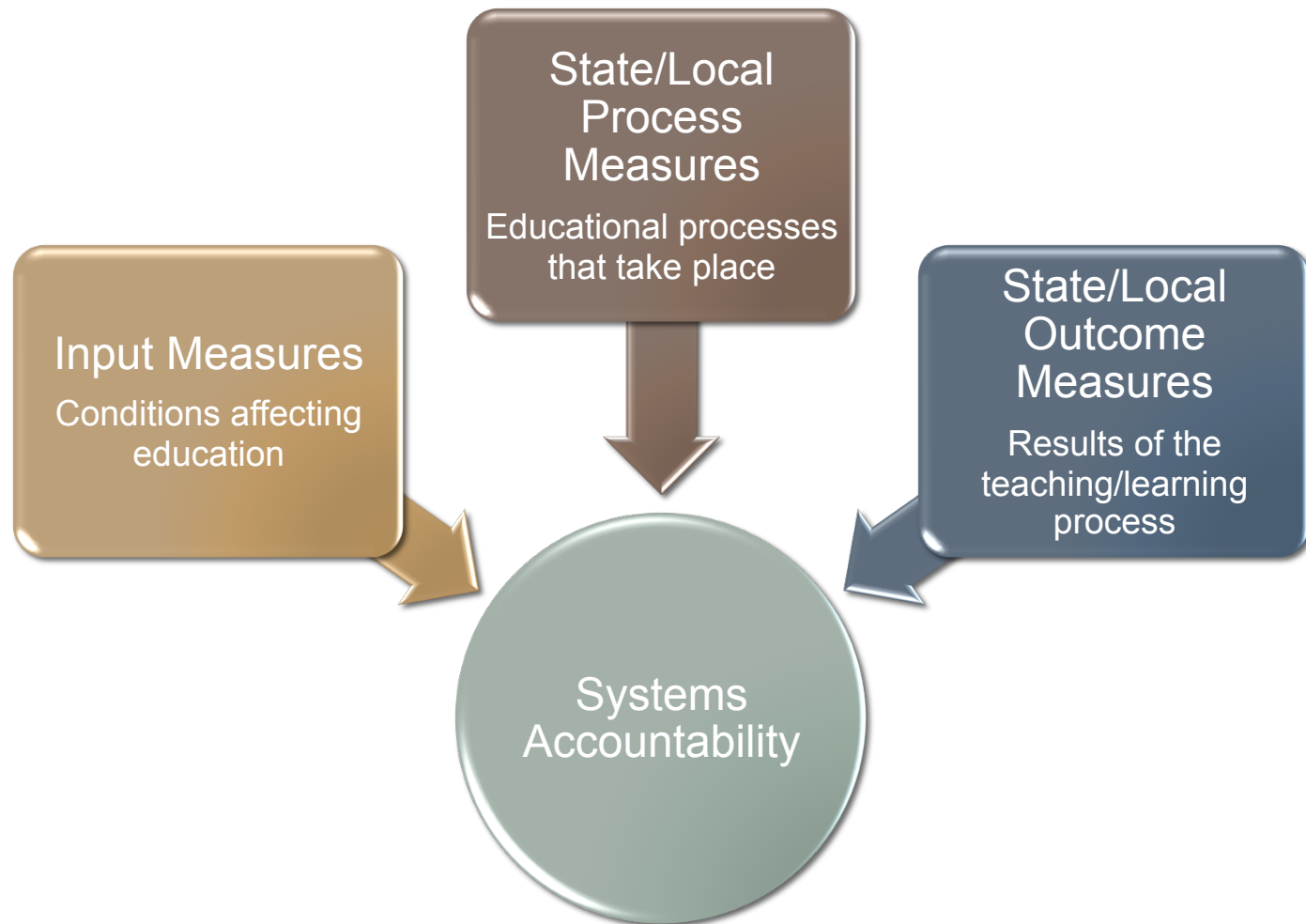
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What Are the Elements of a Systems Approach to Improvement?



State Priorities: Input/Process/Outcome

Required Indicators	Input	Process	Outcome
Teacher mis-assignment	✓		
Access to materials	✓		
Adequate facilities	✓		
Attendance		✓	
Student engagement surveys		✓	
Suspensions, expulsions		✓	
Student/parent/teacher climate surveys		✓	
Parental input/involvement efforts		✓	
Parent participation surveys		✓	
Common Core implementation		✓	
Course access in core academic areas		✓	
Test score gains			✓
English proficiency			✓
College/career readiness			✓
Dropout rates			✓
Graduation rates			✓
Completion of college/career pathway			✓
Completion of workplace or service experience			✓

Which LCAP Processes are Associated with Which LCAP Processes?

Process Measures

- Attendance reports
- Student engagement surveys
- Suspensions, expulsions
- Student/parent/teacher climate surveys
- Parental input/involvement efforts
- Parent participation surveys
- Common Core implementation
- Course access in core academic areas

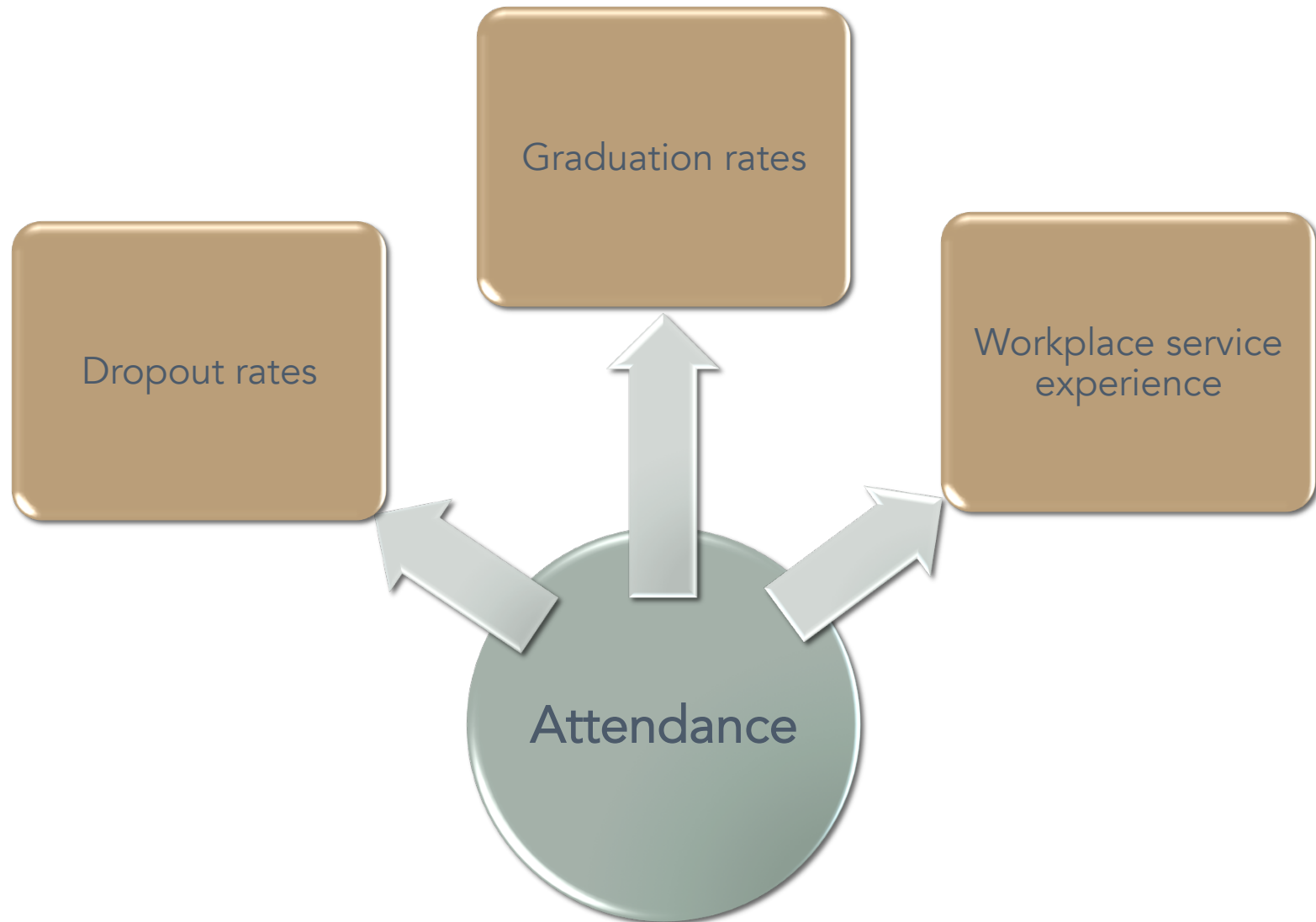
Outcome Measures

- Test score gains
- English proficiency
- College/career readiness
- Dropout rates
- Graduation rates
- Completion of college/career pathway
- Completion of workplace or service experience

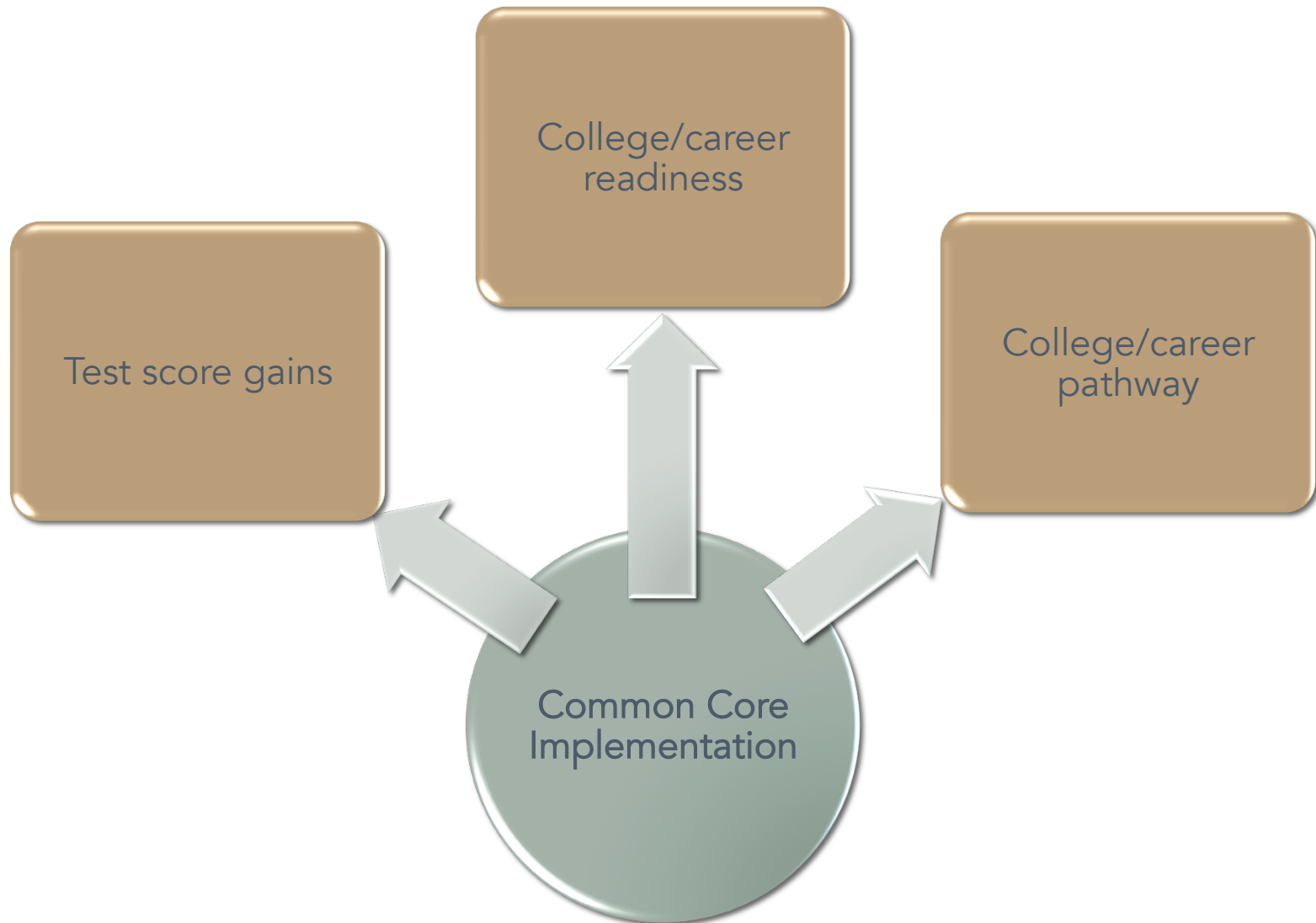
Establishing the Connections Between Processes and Outcomes

- While all processes may relate to all outcomes generally, the precise relationships are less clear.
- It will be important to establish more direct causal relationships between processes and outcomes.
- This will create a model where schools that implement a process will be more likely to achieve an outcome.

Example Process/Outcome Relationship



Example Process/Outcome Relationship



Example: College/Career Readiness

Potential Local CCR Outcome

- Increased AP and dual credit course enrollment

Potential Local CCR Processes

- Increased middle school enrollment in challenging courses
- Focused instruction in learning skills in 6th-9th grade
- Closer relationships between high school and local postsecondary institutions
- Increase in # of teachers in AP training programs

Characteristics of State vs. Local Data Needs

State

- Serves summary, system, longitudinal, comparative purposes
- Is a common denominator
- Addresses equity issues
- Ensures wise use of taxpayer dollars
- Meets high technical quality standards
- Identifies lowest performing schools

Local

- Enables real-time adjustments in programs and strategies
- Is aligned to local priorities and needs
- Addresses equity issues
- Is responsive to local community values
- Spans a wider technical range
- Is useful to all schools, not just lowest performing

Fitbit or Post-Mortem?

Data that can bring about local improvement:

- must be *actionable*
- must be near-real time
- must be highly valid and important
- should be comprehensible by principals and other users
- should contain traditional and new measures
- should consist of more than math & reading test scores
- will have varying degrees of psychometric rigor
- will align with state priorities but also reflect unique local priorities

Multiple Measures of College and Career Readiness: An Example

- EPIC presented the PSAA Advisory Committee with five potential measures of college and career preparedness.
- No one indicator emerged as ideal for all schools.
- Course-taking behaviors and patterns were recommended if only one indicator could be selected.
- Additional indicators with merit were:
 - college admission exams
 - advanced coursework
 - innovative measures (e.g., metacognitive assessments, performance assessments, Seal of Biliteracy)
 - career preparedness assessments (e.g., WorkKeys, ASVAB)

Multiple Measures of College and Career Readiness as an Example

- Judging all schools solely on one indicators will lead to faulty conclusions about and will warp practice at some schools.
 - For example, if advanced coursework participation were to become the sole measure statewide, some schools will offer low-quality “advanced coursework” to bolster enrollment.
 - If SAT/ACT scores become the sole measure, some schools will purchase test-prep programs and devote significantly more time to coaching for those tests.

Multiple Indicators of College and Career Readiness as an Example

- The complexity of college and career readiness requires a multiple indicator approach.
- State sets standards for all local measures.
 - Disaggregation by subgroup required
 - Equal opportunity to learn demonstrated
 - Improvement targets set for all groups/subgroups
 - Local community must sign off on the measure (LCAP process)
- Districts select measures based on local educational program.
 - Performance tasks
 - Demonstrations
 - Culminating portfolios
- Districts then model these indicators for other schools.

Examples of Potential Local College and Career Readiness Indicators

- Dual enrollment participation/completion
- % enrolled in post-secondary programs
- Industry certifications
- % taking higher-level courses
- College-going rate
- % needing college remediation
- % taking Algebra in Grade
- Opportunity to learn metrics
- Speaking and listening
- Goal orientation and aspirations
- Learning techniques
- Metacognitive skill development
- Creativeness and expressiveness
- Student engagement
- Expository writing
- Collaborative skills

School Accountability Profile

- This hypothetical example combines state and local-level indicators.
- Rather than the Evaluation Rubric approach of assigning an overall rating based on performance and trend information, the profile approach is at a higher level of generalization.
- It serves to “tell a school’s story.”
- Evaluation Rubric information would then be used to burrow down.

Sample School: Grade 11	Performance Score	Trend Score
State-level Indicator 1. Reading	Meets	Static
State-level Indicator 2. Mathematics	Approaches	Improving
State-level Indicator 3. Attendance	Meets	Improving
State-level Indicator 4. Graduation Rate	Approaches	Declining
State-level Indicator 5. Application Rate	Exceeds	Static
LCAP Indicator 1. College/Career Preparedness	Approaches	Improving
LCAP Indicator 2. Community Involvement	Meets	Improving
LCAP Indicator 3. Student Interest Explorations to Increase Aspirations	Approaches	Static

Questions to Ask

- What is the *most important* information the state needs to ascertain how *schools overall* are functioning?
- What is the *most important* information the state needs in order to know *a school* is not functioning effectively?
- How can the state support *local use* of quality multiple-indicator data systems that lead to school improvement?

The Bottom Line

- California schools are still strongly embedded in their local community contexts.
- A set of common statewide indicators is necessary for equity purposes.
- Additional indicators will capture performance in the local context.
- Adding indicators and measures requires a thoughtful, phased approach that entails copious technical assistance.
- California has an unprecedented opportunity to rethink accountability within a systems improvement framework.



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