WORKING TOWARD COHERENCE:

ALIGNING ACCREDITING COMMISSION FOR SCHOOLS WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES, SINGLE PLAN FOR STUDENT ACHIEVEMENT, AND LOCAL CONTROL ACCOUNTABILITY PLAN

HOST

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Local Accountability/Ongoing School Improvement
BEST Accomplished if...
School Plans Aligned with LCAP

Session Outline

ACS WASC Focus on Learning

- **Design Elements**
- **Links between LCAP and SPSA (ACS WASC Schoolwide Action Plan)**
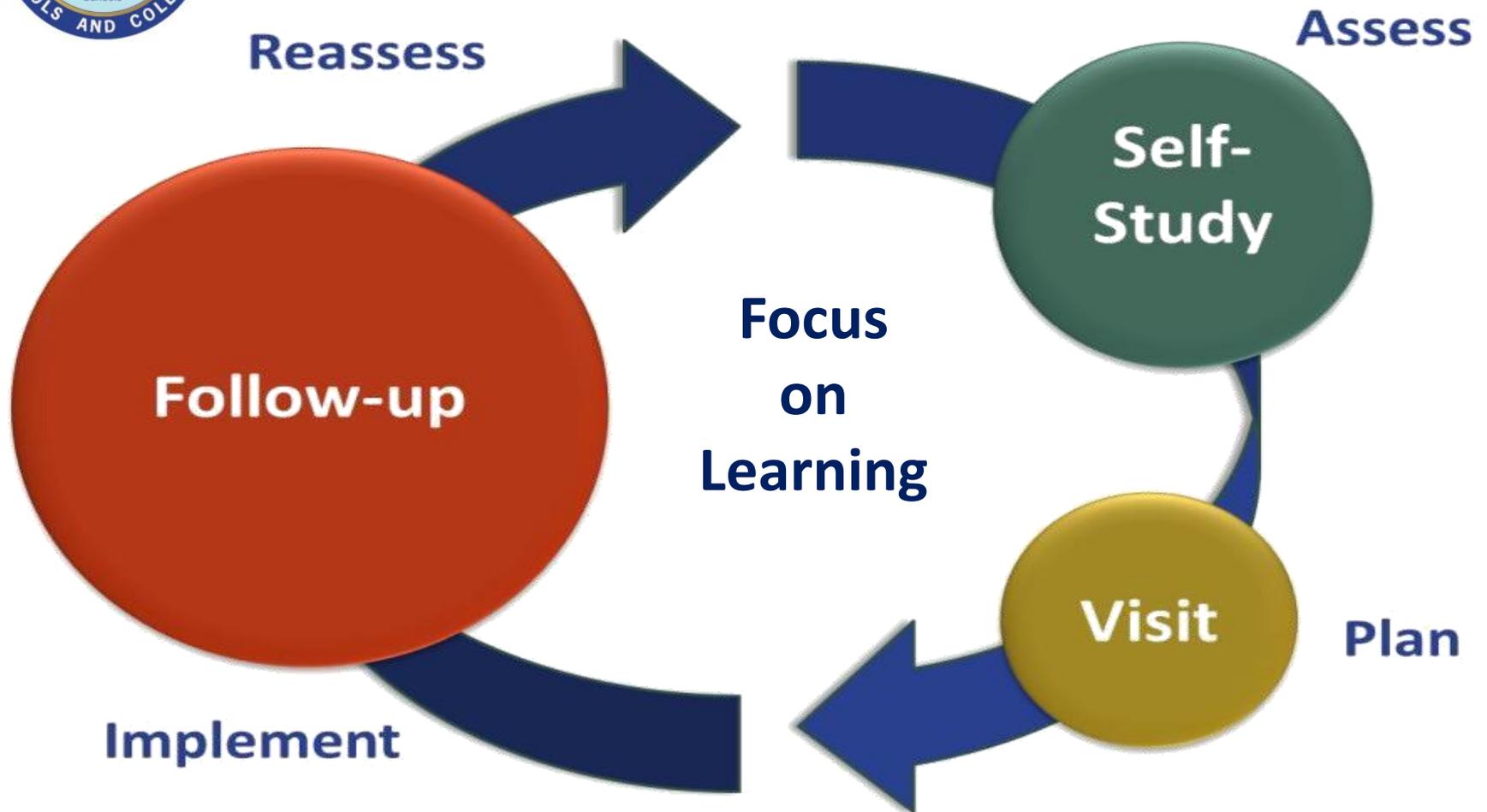
CDE Supporting Coherence of SPSA (ACS WASC plan) and LCAP

Focused School Site and District Leadership Actions and an Informed Board
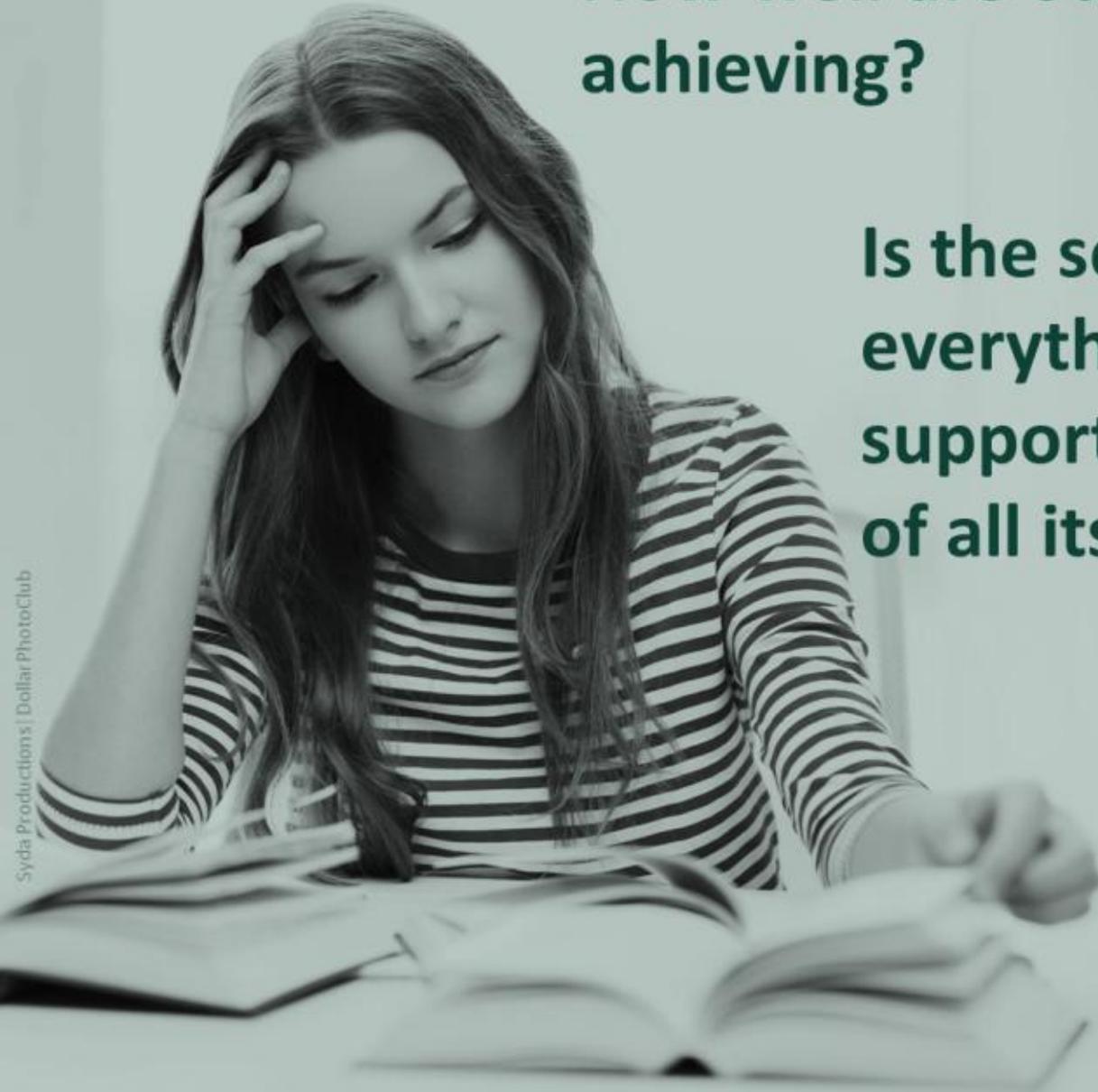
**ACS WASC Accreditation:
A Focus on Learning (FOL)**

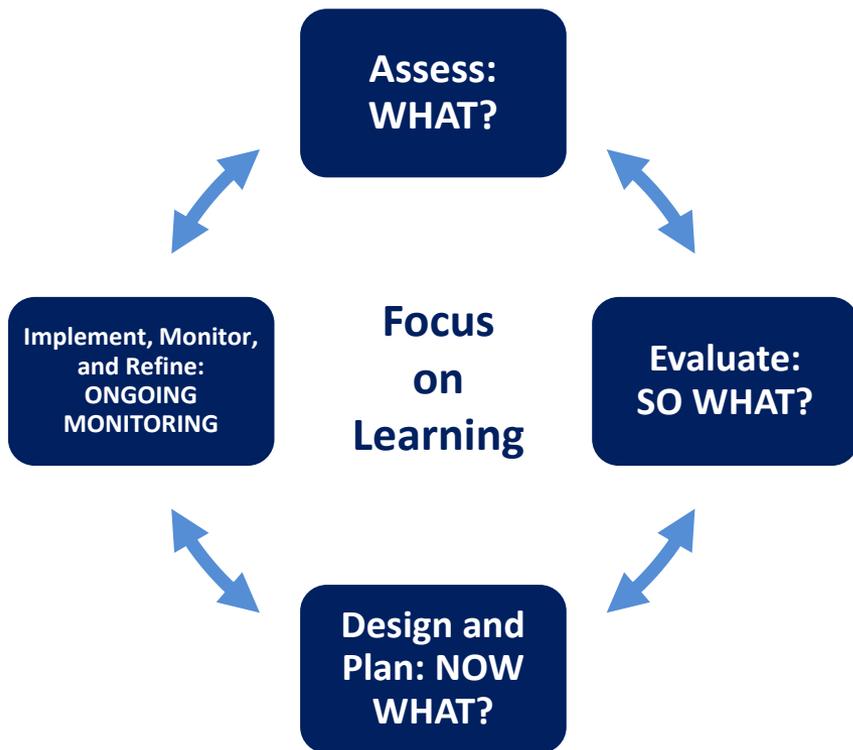Accreditation Cycle of Quality

How well are our students achieving?

Is the school doing everything possible to support high achievement of all its students?

ACS WASC Focus on Learning (FOL): A Reflective Cycle

Assess: WHAT?

Implement, Monitor, and Refine: ONGOING MONITORING

Focus on Learning

Evaluate: SO WHAT?

Design and Plan: NOW WHAT?

- **Assess**: Who are we? What is our ideal? Our vision?

- **Evaluate**: What currently exists? How effective is it?

- **Design and Plan**: What should be continued? What should be modified?

- **Implement, Monitor, and Refine**: Is it effective? What should be refined or changed?

FOL Design Element or Tool: Who are we? Accomplishment of school purpose (core beliefs, vision, mission) and schoolwide learner outcomes…

What all students should know, understand and be able to do in order to be globally competent, i.e., a global citizen.

Are our Schoolwide Learner Outcomes meeting the criteria listed below?

Global
Interdisciplinary
All students
Assessable

Sample Schoolwide Learner Outcome

Students will be:

INNOVATIVE THINKERS

- **Build on the ideas, explanations, and reasons of others**

- **Summarize, analyze, interpret, and evaluate information**

- **Define problem and use problem-solving strategies appropriate to the context**

- **Create original work**

- **Use technology to create products of high quality.**

Sample Schoolwide Learner Outcome

College, Career, and Life Skill Oriented Students who:

- Take initiative and work independently

- Follow through with plans and goals

- Handle praise, feedback, and criticism well

- Are organized

- Are productive and accountable

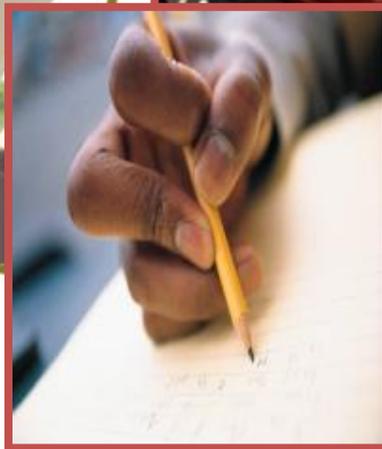- Are self-directed and don't give up.

FOL Design Element or Tool:

Strategies for analyzing high achievement of all students based on schoolwide learner outcomes/curricular standards

FOL Design Element or Tool: Use of multiple ways to analyze data about student achievement.
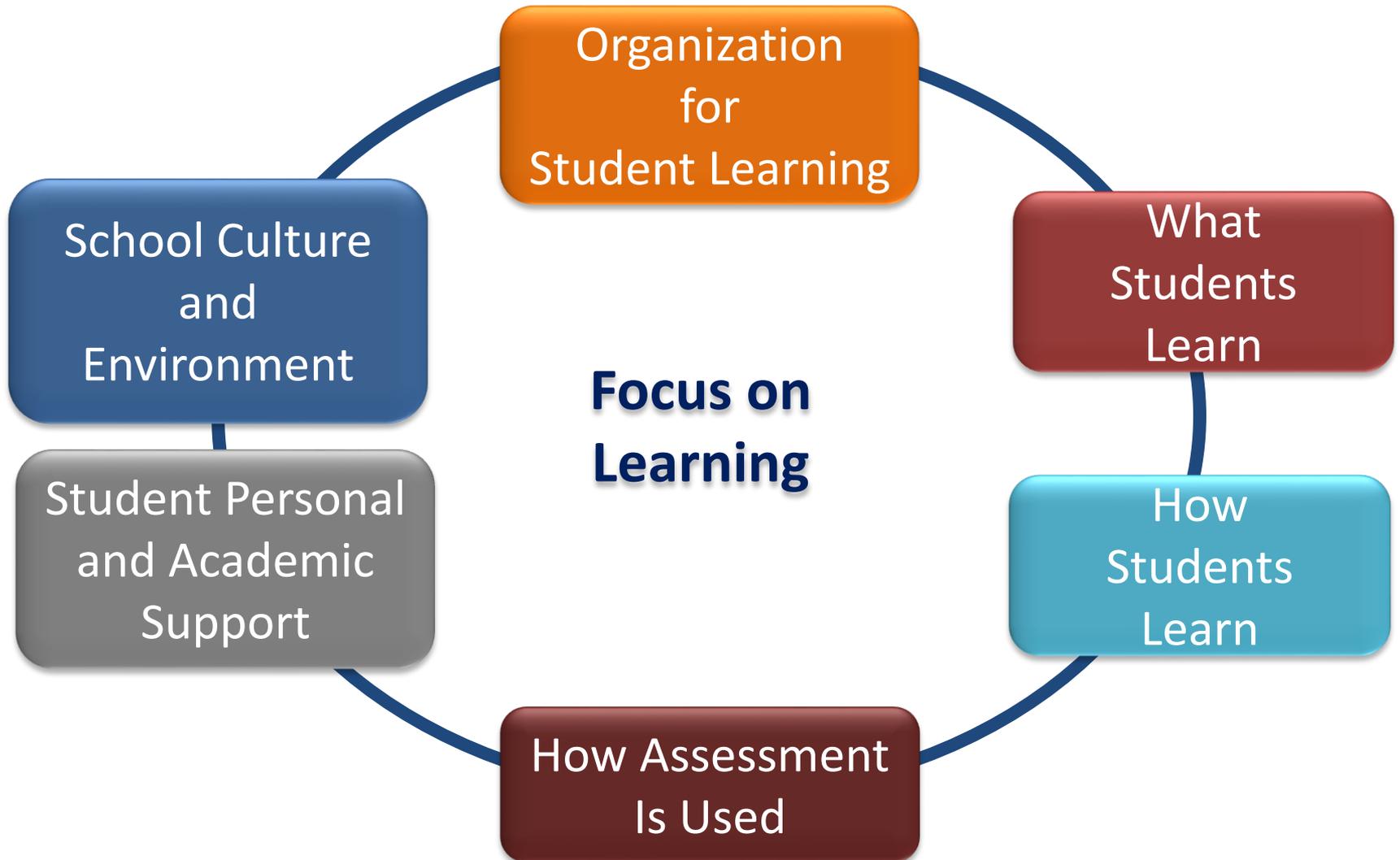
FOL Design Element or Tool: Program evaluation in relation to schoolwide learner outcomes, standards and research-based ACS WASC criteria and indicators.

ACS WASC Criteria Categories

FOL Design Element or Tool: Alignment of findings to a schoolwide action plan that is aligned with district LCAP.

FOL Design Elements or Tools: Evaluation of ongoing improvement and impact on student learning
Total involvement/collaboration.

FOL Design Element or Tool: A culture that supports and nurtures student and stakeholder well-being.

ACS WASC Focus on Learning

SUPPORTING A COLLABORATIVE, AND CAPACITY-BUILDING CULTURE WITH AN EMPHASIS ON COHERENCE

Coherent Accountability System Components

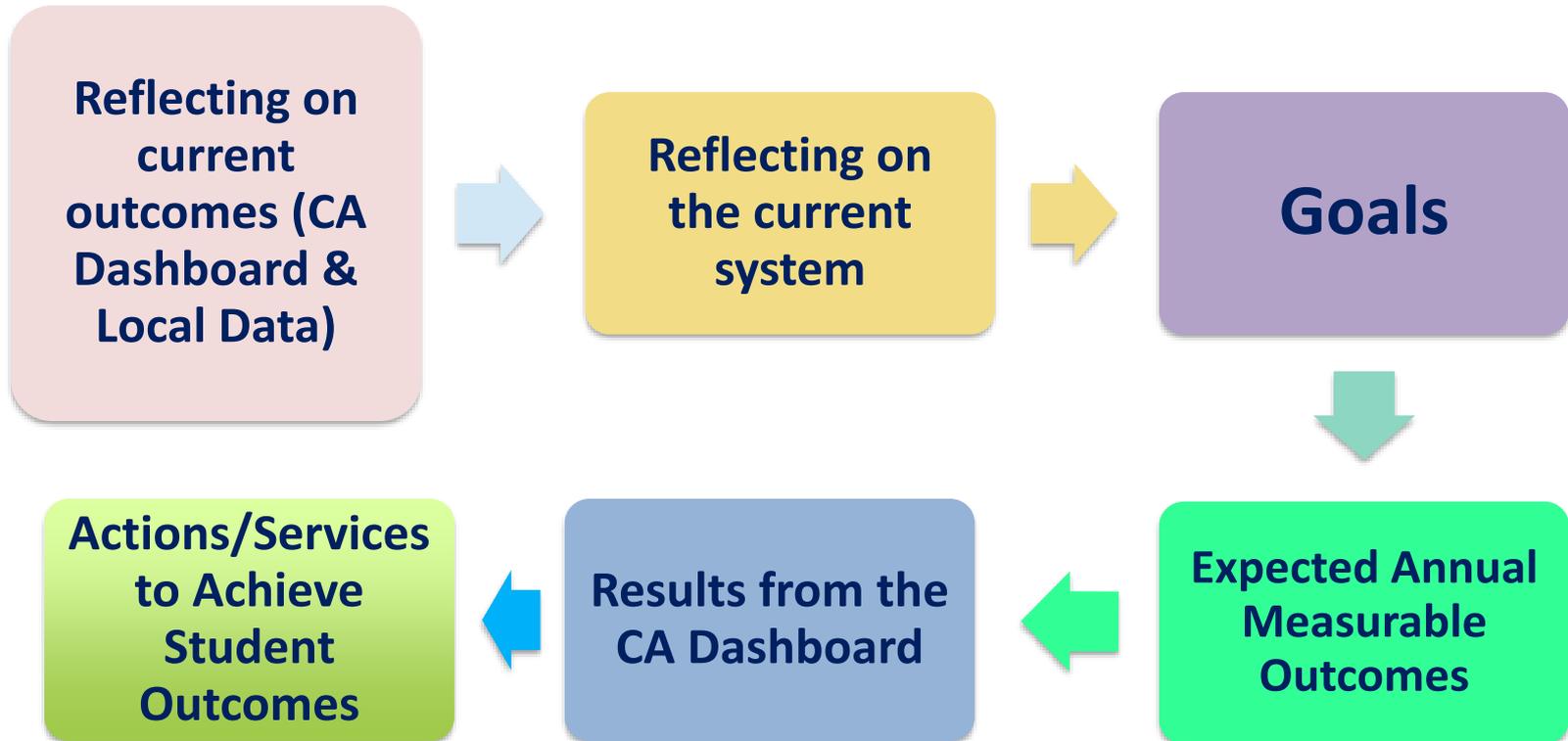| Classroom and School Practices	Local Accountability Processes	State Accountability Processes	Federal Accountability Processes
Classroom and school practices grounded in state standards and curricular frameworks.	*Local accountability processes and elements*, based on the state priorities, LCAPs, and CA Dashboard.	*Statewide accountability processes and elements* that support fairness, comparability, and trend analysis across multiple measures of progress.	*Statewide accountability processes and elements* that meet federal requirements.

LCAP Revision Cycle

```
Reflecting on current outcomes (CA Dashboard & Local Data)  →  Reflecting on the current system  →  Goals
                                                                                                      ↓
Actions/Services to Achieve Student Outcomes  ←  Results from the CA Dashboard  ←  Expected Annual Measurable Outcomes
```

Outcomes of a Self-Study

1. The **involvement and collaboration of all staff and other stakeholders** to support student achievement.

2. The clarification and **measurement of what all students should know, understand, and be able to** do through schoolwide learner outcomes and and academic standards.

3. The **analysis of data** about students and student achievement.

4. The **assessment of the entire school program and its impact on student learning** in relation to the achievement of schoolwide learner outcomes, academic standards, LCAP goals, and ACS WASC/CDE criteria.

5. The **alignment of a long-range action plan** to the school's areas of need; the capacity to implement and monitor accomplishment of the plan.
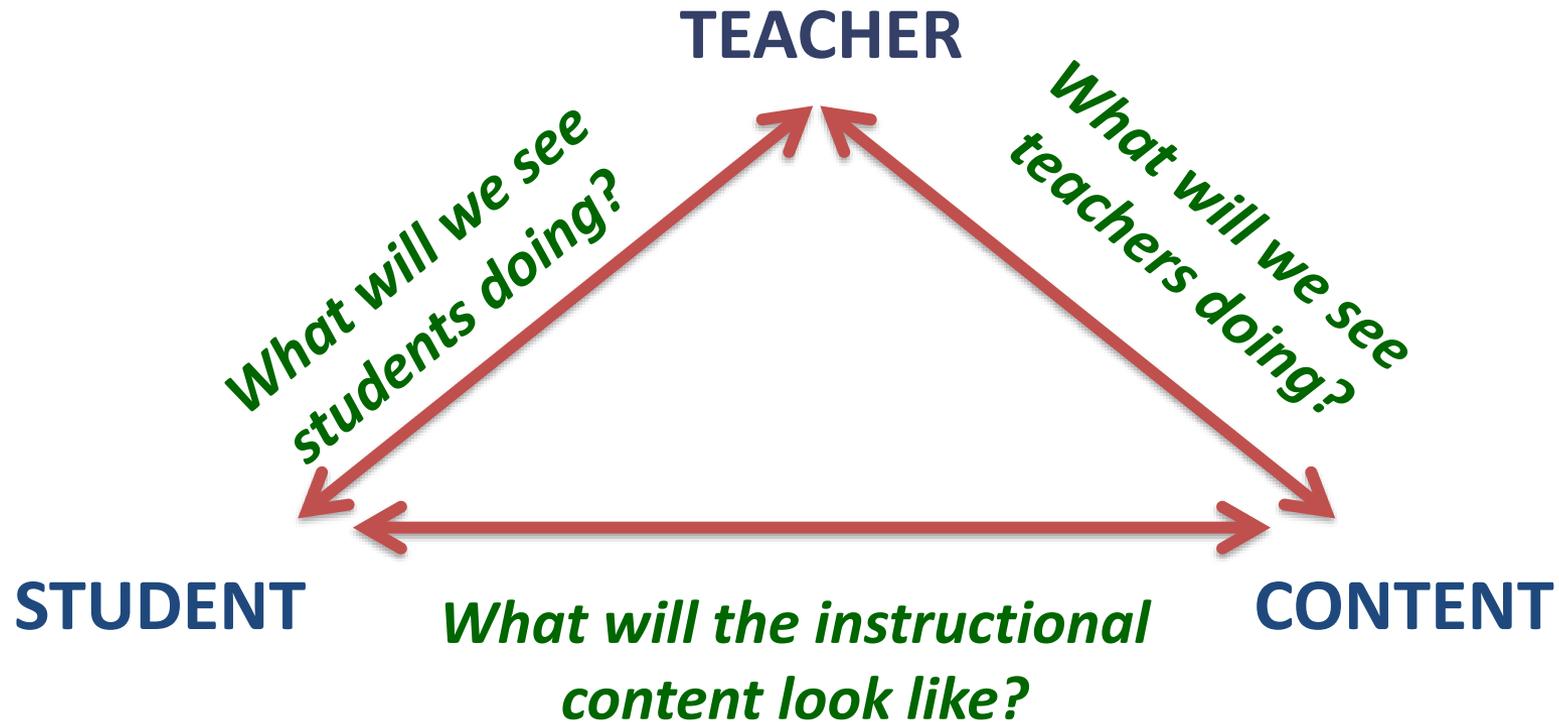
LCAPs and Single Plans

- Districts **review school plans** to ensure the strategies in the LCAP are aligned with school plans.

- Districts must describe in the LCAP all **actions/services intended to meet proportionality requirements** for low- income students, English learners and foster youth.

- All actions and services using **supplemental and concentration** funds must be described in the district LCAP.

- **School plans reflect actions and services** resourced through school and district funds.

Success — Instructional Core

Cohen and Ball

Schoolwide Program and Needs Assessment and the ACS WASC Process

In subsequent years data should be analyzed and revisions to the plan made as needed.

SWP requires an in-depth needs assessment of the entire school including achievement data.

Analysis & Revisions

Analysis & Revisions

Comprehensive Needs Assessment

FOL Self Study process

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Results: High Action
High Alignment

High Action, Low Alignment	High Action, High Alignment
Low Action, Low Alignment	Low Action, High Alignment

Casey Foundation: Jolie Bain Pillsbury and Raj Chawla

Internal Coherence Defined

- Internal coherence requires educators to work in concert to **assess** their current status, **identify** existing problems of practice, **commit** to the implementation of a **collective solution** and the new learning this entails, **reflect on the impact** of their efforts, and return to the **next cycle** of joint learning.

- In other words, **internal coherence enables a faculty to coordinate the work of leaders, teachers, and teams around a shared improvement strategy** and engage in collective learning to provide all students with **richer educational opportunities.**

The Internal Coherence Framework
Forman, Stosich and Bocala

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Accountability Defined

The quality or state of being accountable; *especially*: **an obligation or willingness to accept responsibility** or to **account for one's actions**, the obligation of an organization to account for or take responsibility for the effect of its activities.

Continuous Improvement

The term **continuous improvement** refers to any school- or instructional-improvement process that ***unfolds progressively***, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that ***improvement is not something that starts and stops***, but it's something that requires an organizational or professional commitment to an ***ongoing process of learning, self-reflection, adaptation, and growth.***

Great Schools Partnership – Education Reform

Dimensions of Continuous Improvement

- Vision and Goals

- Governance and Leadership

- Teaching and Learning

- Using Data and Results

- Resources and Support Systems

- Stakeholder Communications and Relationships

- Commitment to Continuous Improvement

What? So What? Now What?

WHAT? Study, Reflect, and Assess

Who are we? What is our ideal?

⬇

SO WHAT? Assess, Evaluate and Reflect

What currently exists? How effective? Which evidence?

⬇

NOW WHAT? Design, Plan, Implement, Monitor

What to continue? How to design our next steps?

LCAPs and School Plans in Action!

- How much did we implement/do?
- How well did we do it?
- Are students more successful as a result of our actions?
- What do we need to adjust/change/fine tune/abandon to continue improving student success?
- Do we need additional help?
- Repeat.

Coherence Making
ACS WASC Focus on Learning

Focusing Direction

- **Purpose Driven**
- **Goals that Impact**
- **Change Leadership**
- **Clarity of Strategy**

Cultivating Collaborative Cultures

- **Culture of Growth**
- **Learning Leadership**
- **Capacity Building**
- **Collaborative Work**

Deepening Learning – well-being of the whole student and other stakeholders

- **Communication**
- **Critical Thinking**
- **Collaboration**
- **Creativity**
- **Character**
- **Citizenship**

Securing Accountability

- **Internal Accountability**
- **External Accountability**

Fullan and Quinn, 2016

CALIFORNIA WAY – HOW CDE SUPPORTS COHERENCE AND ALIGNMENT

California Way – Accountability and Continuous Improvement

More than a Single Number	Equity is Foundation	Supports Local Decision Making
A quality education is defined by more than a single test score	Increased focus on addressing disparities among student groups	More information to support the local strategic planning process

ESSA Guiding Principles

- Goal: Create a single, coherent system that avoids the complexities of having separate state and federal accountability structures.

- Ensure that state priorities and direction lead the plan with opportunities in the ESSA leveraged to assist in accomplishing goals and objectives.

- Refresh applications, plans, and commitments to ensure that local educational agencies are evidencing alignment of federal funds to state and local priorities.

ESSA Guiding Principles

- Use the ESSA State Plan to draw further focus to California's commitment to the implementation of rigorous state standards, equity, local control, performance, and continuous improvement.

- Leverage state administrative funds to realign California Department of Education (CDE) operations to state priorities.

- Strategically approach state-allowed reservations from Title programs to further state priorities.

CA School Dashboard

California School **DASHBOARD**

California Department of **EDUCATION**

Home   FAQ   Resources   Glossary   Translate   Search

Home / Davis Joint Unified - Yolo / Davis Senior High

Detailed Report

Davis Senior High - Yolo County

Enrollment: 1,683   Socioeconomically Disadvantaged: 15%   English Learners: 5%   Foster Youth: N/A   Grade Span: 10-12

Charter School: No

Reporting Year: Spring 2017

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

Academic Performance   School Conditions and Climate   Academic Engagement

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)	🔵	Very High 90.3%	Increased +4.3%

Other State Measures	Number of Students	Status	Change
English Language Arts (Grade 11)	500	107.9 points above level 3	+17.9 points
Mathematics (Grade 11)	486	67.2 points above level 3	+12.2 points

The College/Career Indicator (CCI) contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

Total Number of 2013-14 Cohort Students	College/Career Level	Number of Cohort Students at Each Level	Percent of Cohort Students at Each Level
	Prepared	234	44.4%
527	Approaching Prepared	194	36.8%
	Not Prepared	99	18.8%

More detailed information regarding the criteria for the three CCI performance levels can be obtained at the California Department of Education Web page at http://www.cde.ca.gov/ta/ac/cm/cci.asp.

Performance Levels: 🔵 Blue (Highest)   🟢 Green   🟡 Yellow   🟠 Orange   🔴 Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Pilot LCAP Addendum

- Supplements the LCAP development processes to ensure eligible LEAs have the opportunity to meet the local educational agency plan provisions of ESSA

- Informational Memo at October 2017 SBE meeting

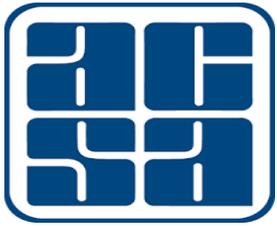- SBE will discuss at its November 8-9, 2017 meeting

- SBE Live Webcast link
http://www.cde.ca.gov/be/ag/ag/sbelivestream.asp

Comments? Questions?

STAYING FOCUSED: DISTRICT AND SCHOOL LEADERSHIP ACTIONS

KEEPING YOUR BOARD INFORMED

Teaching for Learning

1. What do students need to know, understand, and be able to do? **(Plan)**
2. How do we teach effectively to ensure students are learning? **(Do)**
3. How do we know students are learning? **(Reflect on data)**
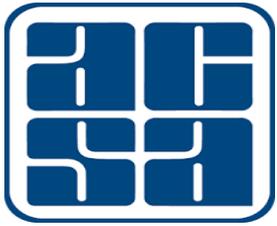4. What do we do when students are not learning or are reaching mastery before expectation? **(Revise)**

Organizing for Results

1. How do we lead the district and schools to implement effective actions and services for students? **(Lead)**

2. How does our district and school community ensure high expectations for the performance of all students and staff? **(Expect)**

3. How do we develop and support a high-quality professional staff? **(Develop)**

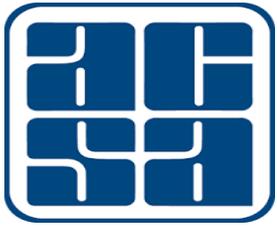4. How do we keep our focus on and reach the teaching and learning goals we've set? **(Sustain)**

CA Accountability and Continuous Improvement 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, not vise versa.
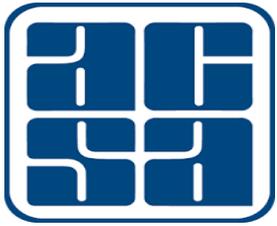
Achieving Sustained Change Requires

- Strategies directly focused on improving teaching and learning.

- Careful and detailed attention to implementation along with opportunities for teachers to practice new ideas and learn from colleagues.

- A coherent, integrated strategy and one set of expectations for both teachers and students.

- Teacher leadership and capacity building.

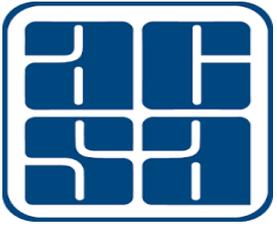- State and district policies aligned with all of the goals in mind.

Results Based Accountability

- *How much did we do?*

- *How well did we do it?*

- *What data informs our understanding?*

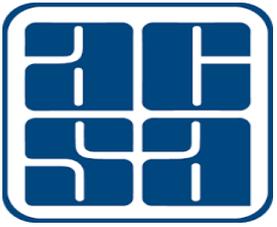- *Is anyone better off?*

- *Repeat!*

Support Board Leadership Actions

1. Continue to share the strengths of your districts and the areas where LCAPs are focused as well as on needed improvements.

2. Provide talking points on the expectations and goals of the the new accountability system.

3. Help make the connections between District goals, LCAPs, and the new "CA School Dashboard" results.

4. Make sure school plans are aligned to LCAPs.

5. Provide progress updates to Board and community staff as needed.

Ongoing Support from ACSA

Comments? Questions?