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
Dr. Barry Groves, Superintendent *(retired)* and Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) Commissioner

PANELIST
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Dr. Thomas Adams, Deputy Superintendent, California Department of Education (CDE)
Mr. Edgar Zazueta, Senior Director of Policy & Governmental Relations, Association of California School Administrators (ACSA)
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

Follow-up
Reassess
Assess
Self-Study
Focus on Learning
Plan
Visit
Implement
Basic Concept Questions

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**: 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?

**Assess**: WHAT?

**Evaluate**: SO WHAT?

**Design and Plan**: NOW WHAT?

Focus on Learning

Implement, Monitor, and Refine: ONGOING MONITORING
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.
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

Focus on Learning

Organization for Student Learning

What Students Learn

How Students Learn

How Assessment Is Used

Student Personal and Academic Support

School Culture and Environment

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School Culture and Environment
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.
SUPPORTING A COLLABORATIVE, AND
CAPACITY-BUILDING CULTURE WITH AN
EMPHASIS ON COHERENCE
## Coherent Accountability System Components

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

What will the instructional content look like?

What will we see students doing?

What will we see teachers doing?
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.
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
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.
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

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

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

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.

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Students Performance</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Progress (K-12)</td>
<td>![Icon]</td>
<td>Very High 80.3%</td>
<td>Increased +4.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other State Measures</th>
<th>Number of Students</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>500</td>
<td>107 8 points above level 3</td>
<td>+17 8 points</td>
</tr>
<tr>
<td>Mathematics (Grade 11)</td>
<td>486</td>
<td>11 2 points above level 3</td>
<td>+12 2 points</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Total Number of 2013-14 Cohort Students</th>
<th>College/Career Level</th>
<th>Number of Cohort Students at Each Level</th>
<th>Percent of Cohort Students at Each Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>527</td>
<td>Prepared</td>
<td>234</td>
<td>44.4%</td>
</tr>
<tr>
<td></td>
<td>Approaching Prepared</td>
<td>194</td>
<td>36.8%</td>
</tr>
<tr>
<td></td>
<td>Not Prepared</td>
<td>99</td>
<td>18.8%</td>
</tr>
</tbody>
</table>

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/cc/cc.asp](http://www.cde.ca.gov/ta/ac/cc/cc.asp)

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
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)*
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 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