Equity & the New Accountability System

What’s at Stake for Black, Brown, & Poor Students?
The Education Trust – West is an Oakland-based statewide educational policy, research, and advocacy organization that works for the high academic achievement of all students at all levels, pre-K through college. We expose opportunity and achievement gaps that separate students of color and low-income students from other youth, and we identify and advocate for the strategies that will forever close those gaps.
What if...
A school could be a “good” school, even if some groups of students were failing?
A school could be a “good” school, even if students weren’t learning?
A school could fail its students of color year after year, or decade after decade, with no consequences?
Technical support and assistance are slow to arrive or tinker at the margins? And parents keep hearing: change takes time?
What if we don’t even know which schools are strong and which aren’t?
Guiding Questions

What are the proposals on the table for California’s new accountability system?

How would the different accountability measures, like the LCFF Evaluation Rubric and others, fit together?

What does the current debate around accountability mean for equity in education?
What do we mean by “Accountability?”

1. Resource accountability*
2. Professional accountability
3. Performance accountability

Modified from Linda Darling-Hammond & David Plank, *Supporting Continuous Improvement in California’s Education System*, January 2015

*Note: Darling Hammond and Plank use the term “political accountability” instead of “resource accountability”
K-12 Enrollment in California, 2013-14

- 6.2 million students served
- 59% Economically disadvantaged (FRPM)

- 1.4 million English learners – more English learners than the entire student populations of 40 states

The Achievement Gap

California 4th Grade Math National Assessment of Education Progress

- **1992 Gaps**
  - White – Black: 39
  - White – Latino: 31

- **2013 Gaps**
  - White – Black: 28
  - White – Latino: 25

- **1997**
  - Previous Content Standards

- **1999**
  - CA Public Schools Accountability Act

- **2001**
  - No Child Left Behind -- CST

- **2012**
  - New law: Broaden API

- **2014**
  - Suspend API

- **2010**
  - Common Core Standards

- **2013**
  - LCFF

- **2015**
  - Common Core Tests

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Accountability: Where we are going

By Nov. 2015: the State Board of Education (SBE) will create a blueprint for the new accountability system. The SBE is asking for stakeholder input as it creates this blueprint.

2015

Sept. SBE Meeting: SBE to approve final Evaluation Rubrics

2016

The earliest a new accountability system could be online is fall 2016, and could be later.
What is the State Board of Education discussing?

**Discarding the API**
- Moving from a single index to a multiple measure system
- This would involve a legislative change

**Creating Evaluation Rubrics**
- Data dashboards displaying data aligned with the 8 state priorities
- A process that encourages districts to reflect on and analyze outcomes and practices
Still up in the air...

How will the state prioritize measures?

How will the state establish targets for performance & improvement?

How will our accountability system address subgroup performance & progress toward closing achievement gaps?

What will state interventions look like?

How will we know, at-a-glance, how a district or school is doing?
Our perspective

Starting with a clean slate is good...

- Revamping our accountability system allows us to improve it, building upon what we know works.
- Engaging stakeholders in the process of designing new system.

But we still need...

- Clear set of scores, ratings, or measures that “sum up” how a school or district is performing against state targets.
- Inclusion of metrics that shed light on achievement gaps and progress toward closing those gaps.
## A proposed framework

<table>
<thead>
<tr>
<th>Tool</th>
<th>Answers</th>
<th>Key Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>School &amp; District Quality Ratings</td>
<td>• Overall, <em>how</em> is this school or district doing against state targets?</td>
<td></td>
</tr>
<tr>
<td>(&quot;New API&quot;)</td>
<td>• <em>How</em> does it compare to other schools or districts?</td>
<td>• Summary designations, ratings, or indices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Small number of outcome measures</td>
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<td></td>
<td></td>
<td>• State targets</td>
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<tr>
<td></td>
<td></td>
<td>• Clear triggers</td>
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<tr>
<td>Data Dashboards</td>
<td>• <em>What</em> are the results for this school or district across multiple priorities &amp; measures, based on both state and local targets?</td>
<td>• Larger number of input and outcome measures</td>
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<tr>
<td></td>
<td></td>
<td>• State and local targets</td>
</tr>
<tr>
<td>Local Control and Accountability Plans</td>
<td>• <em>What</em> are this district’s local goals, programs/services, and expenditures?</td>
<td>• Stakeholder engagement</td>
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<tr>
<td></td>
<td></td>
<td>• Goals, actions, and expenditures</td>
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<td></td>
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<td>• Justification for use of targeted funds</td>
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LCFF: 8 state priority areas & associated metrics

State Priority Areas and Associated Metrics

Student Achievement
- Performance on standardized tests.
- Score on Academic Performance Index.
- Share of students that are college and career ready.
- Share of English learners that become English proficient.
- English learner recategorization rate.
- Share of students that pass Advanced Placement exams with 3 or higher.
- Share of students determined prepared for college by the Early Assessment Program.

Parental Involvement
- Efforts to seek parent input.
- Promotion of parental participation.

Basic Services
- Rate of teacher misassignment.
- Student access to standards-aligned instructional materials.
- Facilities in good repair.

Student Engagement
- School attendance rates.
- Chronic absenteeism rates.
- Middle school dropout rates.
- High school dropout rates.
- High school graduation rates.

Implementation of State Standards
- Implementation of Common Core State Standards for all students, including English learners.
- Implementation of English language development standards.

Other Student Outcomes
- Other indicators of student performance in required areas of study. May include performance on other exams.

Course Access
- Student access and enrollment in all required areas of study.

School Climate
- Student suspension rates.
- Student expulsion rates.
- Other local measures.

Coordination of Instruction for Expelled Students

Coordination of Services for Foster Youth

Source: Legislative Analyst’s Office
Multiple measures

Inputs
- School Climate
- Implementation of Standards
- Access
- Facilities
- Parent Engagement

Outcomes
- English Language Acquisition
- Grad Rates
- Test Scores
- College & Career Readiness

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What’s at Stake?
Parent & Community Knowledge

Parents and community members should have access to an easy, at-a-glance view into school and district performance that differentiates between schools.

A School & District Quality Rating is critical when they are selecting schools or determining whether their schools meet state targets.
What’s at Stake?
The Achievement Gap

Are students graduating at high rates in this school?

Are black, brown, and poor students achieving at the level of their white, wealthier peers?

Are school interventions to close the achievement gap working?

What questions does a School & District Quality Rating answer?
The Risk

Accountability System

Old API Issues
- Too few measures
- Not aligned with new standards

Risks
- Too many measures
- Blurred picture of how students are doing
- Achievement gap widening

Ideal New School & District Quality Rating
- Limited number of measures, differentiating between outcomes & inputs
- At-a-glance metric
- Visibility into achievement gaps

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Next Steps

State Board of Ed Meeting
• May 6-7
• Evaluation rubric update
• Possible accountability blueprint update

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Questions?

Carrie Hahnel
Deputy Director of Research & Policy
CHahnel@edtrustwest.org

Ryan J. Smith
Executive Director
RSmith@edtrustwest.org

Jelena Hasbrouck
Communications Manager
Jhasbrouck@edtrustwest.org