Designing a Whole-Child Accountability System
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Expert Presenters:

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Related article:
Josh Garcia: Recognized for Leadership in ‘Whole Child’ Accountability
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Using Multiple Measures To Create A Whole Child Accountability System

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Student Success = Access x Equity X Quality

In order to create a “Whole Child Accountability System” in a public setting there needs to be an intentional plan that is relentlessly worked, monitored and adjusted.
Starting With End In Mind

Benchmarks reported publically on the following:
Healthy – Social Emotional Learning
Engagement – Participation in Extra-curricular and Rigor
Safety – Discipline
Challenged – Rigor
Supported – Partnerships

The complete list of benchmarks is available here.
Caution-
Getting a community to define what success is for every child in a manner that is measurable, is difficult...

Technology and data systems in education are not aligned, thus creating historical data can be challenging...

Clarity can be paralyzing for some...
Success – Comes Through Clarity

- Schools, district and community provide input through an accordion process.
- Recommendations are brought to Board for adoption.
- Infrastructure (technology, communication and profession development) is build and implemented.
- Baseline data is created and goals are set.
- Regular monitoring reports are established for transparency (data, lessons learned and next steps).
- Repeat steps.
WHY THIS VERSION IS USEFUL TO OUR DISTRICT…

• Provides transparency in the data

• Aligns financial resources to the priorities/benchmarks, through new [Budgeting by Priorities System](#)

• Builds trust

• Allows [our partners to support shared goals](#)

• Gives an accurate reflection of our growth and next steps

• Clearly articulates [achievement gaps](#)
The How – Policy, Programs, Practices

Relentless Alignment and transparency – the good, the bad and the ugly
Equity – Policy GAP Analysis

Policy:

• Policy 5265 - Non Discrimination – Overarching equity policy
• Policy 2000 - Credit Attainment - Using multiple measures to demonstrate learning mastery
• Policy 2406 – Academic Acceleration – “Opt out” versus “Opting in” to College Level Courses
• Policy 2405 – Individual Academic Course Selection - Allows students to challenge out of courses in order to advance to the next level
• Policy 2408 – IB Diploma – Allows students that sit for IB Diploma to waive
Equity – Program Gap Analysis and Alignment

Program Implementation:

• AVID – Comprehensive middle school program

• Varied Offerings - Advance Placement, International Baccalaureate, College in the High School, Running Start

• Support - College and Career Counselors

• Tutoring through university partners - PLU & UPS. Community partners also provide tutoring support

• Free Summer School (5000+), Enrichment, Remediation, Acceleration

• Alignment – To reduce remediation (Tacoma Community College)
EQUITY – PRACTICE GAP ANALYSIS

Practices Implementation:

- City wide plan for Gifted and Talented
- City wide Special Education Inclusion Model
- “Discover U” Day – Free SAT/PSAT for all, in school on the same day
- Formalized MOU with Universities (UWT, PLU, UPS, TCC)
- Non-profit alignment and support – Tacoma College Support Network, Foundation for Tacoma Students
ACCESS = AN EXAMPLE OF REMOVAL OF BARRIERS

• Step 1 - Identification of the *Barriers* that can limit students access to college.
  • Qualification Criteria
  • Financial Assistance
  • Knowledge of the College and University System
  • Partnership

• Step 2 – Relentlessly work to remove Barriers!

• Step 3 – Repeat Cycle
REMOVING ACCESS BARRIERS

Qualification Criteria:

• SAT Testing – Every 12th grader in Tacoma takes the SAT for Free
• PSAT – Every 10th and 11th grader takes the PSAT for Free
• Rigorous Course Exams – AP and IB exams are free (as many as the student wants)
• Grades – Increased parent/guardian communication (Mobile AP, Home Access Center, robo calls – using multiple languages)
REMOVING ACCESS BARRIERS

Financial Barriers:

• College Bound Scholars – 90% participation of eligible students
• Husky Promise – over 100K to Tacoma Students Alone
• UPS – Gap Scholarship
• Palmer Scholars – Community scholarship and coaching
• Others - College Success Foundation, MDC, Jobs 253 (allows students to attend summer school and earn money), THA college savings at First Creek MS and many more
REMOVING ACCESS BARRIERS

Knowledge of College and University System:

- **Plan4College** – Website to centralize information
- Regional and Site based financial aid assistance
- AVID, TRIO and HERO – Academic coaching, class support and structure to being prepared
- Regional and city wide college showcases – Brings college to Tacoma
- Monitoring Verified Acceptance to Next Institution (VANI) – Tracking and accountability system
- Discover U – Every elementary and middle school has activities regarding college awareness on the same day as High Schools are taking the PSAT and SAT
- **Advanced Programming Information** on Web
REMOVING ACCESS BARRIERS

Partnerships:

• [Pathways to Promise](#) – Guarantee access for Tacoma students with 2.75 GPA to UWT

• TEACH 253 – Guarantee access to PLU Education Program & Financial Aid Assistance. Upon graduation, priority interview status at TPS

• [Tacoma Public Schools Commitment Program](#) A program meeting the full financial need of eligible graduates from Tacoma district public high schools to attend University of Puget Sound

• Leadership – We now have senior level administrators on UWT, Bates Technical College and Palmer Scholars Board of Directors
ENSURING QUALITY

• Recognized a State designated “Innovation Zone”
• Increased graduation rates – approximately 20% increase in 4 years
• Increased SAT and PSAT participation – over 90% participation rates
• Increased students in college level courses approximately 20% increase in less than three years
• Increased formal partnership with both community and 4 year colleges/universities
• Increased scholarships to Tacoma students
• More Students are attending…
LESSONS LEARNED

• You don’t know what you don’t know. The journey of creating shared meaning of the benchmarks and the criteria used to determine success is critical to creating trust in the system.

• Once you have created the system, be prepared to change the way you do business, everything from policy to programs to communications to budgeting…things will change with your clarity.…

• Most Importantly, every number represents a child. When you move the numbers in a positive way, then kids are getting a better education. To actually know when and how you are making a difference is a very cool feeling.…
National Approaches to “Whole Child” Accountability Systems

Jennifer Davis Poon
Director, Innovation Lab Network
Council of Chief State School Officers

CCSSO
Council of Chief State School Officers

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Session Goals

• **Contextualize** “whole child” approach within both current context and history of accountability reform.

• **Explore** benefits and challenges to implementing such systems.

• **Identify** emerging state approaches and other useful resources.
CCSSO Innovation Lab Network

- Network of states taking action to identify, test, and implement student-centered approaches to learning that result in college and career readiness for all students.
- ILN states work with leading districts to scale locally-led innovation to drive system transformation.
- CCSSO facilitates cross-state learning and collective action.
Background on Continuous Improvement of Accountability Systems

Accountability 1.0, driven in part by NCLB

Accountability 2.0, driven by state efforts to align to CCR, such as reflected in 2011 CCSSO Next-Generation Accountability Principles

Continued state leadership via ESEA waivers and waiver renewal

Continued state leadership via state systems reforms

Accountability 3.0, anchored in innovations in teaching and learning and a broadened understanding of “college and career ready” skills
Emerging "Big Bets" from Leading States

Several "big bets" for innovation in accountability “3.0” are emerging within these principles, including:

- Strengthen focus on CCR knowledge, skills, and dispositions.
- Improve systems of assessment to better measure CCR (statewide or through pilot process).
- Include multiple measures of CCR and other indicators of student and system performance, some of which may be locally determined.
- Provide greater space for local innovations through district flexibility.
- Implement data dashboards and diagnostic review processes.
- Improve interventions and focus on continuous improvement not only in lowest-performing schools but system-wide.
## ILN Framework for College, Career, and Citizenship Readiness

### Knowledge

- Mastery of rigorous content and the facile application or transfer of what has been learned to complex and novel situations

### Skills

- The capacities and strategies that enable students to learn and engage in higher order thinking, meaningful interaction planning for the future

### Dispositions

- Socio-emotional skills or behaviors that associate with success in college, career and citizenship

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<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Dispositions</th>
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<tbody>
<tr>
<td>Common Core State Standards</td>
<td>Critical thinking</td>
<td>Agency (Self-efficacy)</td>
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<tr>
<td>Career &amp; Technical Education</td>
<td>Problem solving</td>
<td>Initiative</td>
</tr>
<tr>
<td>Other Content Areas &amp; Essential Literacies</td>
<td>Working collaboratively</td>
<td>Resilience</td>
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<tr>
<td>Global Competence</td>
<td>Communicating effectively</td>
<td>Adaptability</td>
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<td>Applied Knowledge</td>
<td>Metacognition &amp; self-awareness</td>
<td>Leadership</td>
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<td>Study skills &amp; learning how to learn</td>
<td>Ethical behavior &amp; civic responsibility</td>
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<td></td>
<td>Time/goal management</td>
<td>Social awareness &amp; empathy</td>
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<td>Creativity &amp; innovation</td>
<td>Self-control</td>
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Challenges to creating multiple-measure accountability systems

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<tr>
<th>WHAT TO MEASURE?</th>
<th>What indicators or measures will be common across the state, and what will be locally-defined? What processes will guide the selection of indicators that trigger greater interventions?</th>
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<tbody>
<tr>
<td>HOW TO MEASURE?</td>
<td>How will “skills and dispositions” be measured in valid and reliable ways that would be appropriate for student, school, district, and/or educator accountability?</td>
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<tr>
<td>HOW TO REPORT?</td>
<td>How will multiple measures be reported at various levels of the system? What will be the processes for aggregating and comparing local data across the state? For sharing state data for local use? For setting benchmarks and targets?</td>
</tr>
<tr>
<td>HOW TO SUPPORT?</td>
<td>How can states support local capacity-building so that data truly drives continuous improvement?</td>
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What to Measure: State Examples

- Kentucky’s “Unbridled Learning” accountability model classifies districts based on composite score based on measures of Next Generation Learner outcomes (achievement, gap, growth, college/career readiness, and graduation rate), Next Generation Instruction and Support (including program reviews in several content areas), and Next Generation Professionals (including teacher and principal evaluation).

- The Performance Assessment of Competency Education (PACE) initiative will allow pilot districts to administer common performance-based assessments in all grades, and Smarter Balanced assessments in grades 4, 8, and 11. The performance-based assessments will assess student competencies not only in core content areas but also in key “work study practices.”

- Maine statute requires all high-school diplomas to be based on student demonstration of proficiency in state standards in all content areas as well as in each of the “Guiding Principles” related to communication, self-direction, creative problem solving, and complex reasoning.

- Local Control Accountability Plans require districts to prioritize outcomes and metrics for student performance aligned to eight state priorities: student achievement, student engagement, school climate, parent involvement, basic services, course access, implementation of Common Core, and other college and career ready outcomes. LCAP is currently a local-facing process that is separate from state accountability and reporting processes, but opportunities for alignment are being explored.
How to Measure: The Innovation Lab Network Skills & Dispositions Working Group

• **Who**: Innovation Lab Network state education agency leaders and leading school or district practitioners, facilitated by the Center for Innovation in Education (CIE) at the University of Kentucky and the Education Policy Improvement Center (EPIC), in partnership with CCSSO.

• **What**: Cross-state project to (1) identify and vet research-based developmental progressions for a small number of priority skills and dispositions, and (2) Rapid-prototype instructional and assessment tools with a network of teacher leaders, while developing policy recommendations.

• **Why**: If skills and dispositions are to take greater prominence as key outcomes for the education system, *teachers* need clearer definitions of these skills and dispositions and models showing how they develop; and *policymakers* need a better understanding of how skills and dispositions fit into assessment and accountability systems.

Learn more at: [https://www.epiconline.org/center-for-innovation-in-education-skills-dispositions-working-group](https://www.epiconline.org/center-for-innovation-in-education-skills-dispositions-working-group)
Innovation Lab Network Skills & Dispositions Working Group

- Selected skills and dispositions for this project:
  - Collaboration
  - Creativity
  - Communication
  - Self-Direction (Time Management, organization, goal-setting)

Learn more at: https://www.epiconline.org/center-for-innovation-in-education-skills-dispositions-working-group
Innovation Lab Network Skills & Dispositions Working Group

**BEGINNER**
- Identifies task-specific learning goals and distinguishes from performance goals, with guidance.
- Describes intended actions for activities of personal interest, when given choice.
- Repeats objectives and follows approach established by others for multi-step tasks.
- Completes several planned steps towards short-term goals with support.

**ADVANCED BEGINNER**
- Develops project-specific learning goals with little support from others.
- Asks questions to clarify long-term objectives.
- Establishes short-term objectives and approaches to learning based on readily available resources.
- Considers use of familiar strategies. Aims at long-term goals by meeting planned steps with little guidance.

**STRATEGIC LEARNER**
- Embraces opportunity to identify personally meaningful learning goals.
- Analyzes project to define specific and challenging short- and long-term objectives.
- Assesses needs and resources.
- Identifies effective learning strategies relevant to learning opportunity.
- Formulates plans that work toward outcome expectations, identifying key incremental steps.
- Confirms value of goals and plans by observing and getting feedback from others.

**EMERGING EXPERT**
- Optimizes approach toward long-term learning goals that enhances personal development.
- Challenges norms to make objectives meaningful. Diagnoses specific limitations and sets learning targets accordingly.
- Anticipates challenges and considers alternative directions at different stages of plan.
- Shapes expectations and environment to fit own planning and goal-setting.
- Models successful goal-setting and planning to emphasize value of methods and steps for others.

**GOAL-SETTING & PLANNING**
Developing meaningful learning targets and long-term goals, identifying effective strategies, and planning out steps.
How to Report and Support: State Examples

- To foster cycles of continuous improvement, all Colorado districts and schools are required to create an annual improvement plan through the state’s Unified Improvement Planning (UIP) process.
- To support districts in creating these plans, the state has created a publicly-accessible data visualization tool, DISH, that shares currently available state data and reports trends over time.
- For lowest-performing districts, CDE provides a range of supports including supporting data analytics and the creation of UIPs.

- By state statute the California Collaborative for Education Excellence (CCEE) will be formed as a new entity to oversee and support the state’s Local Control Funding Formula and Local Control Accountability Plan implementation.
- CCEE will support county offices and charter school authorizers in reviewing LCAPs, evaluating progress against performance targets, and providing technical assistance when performance fall short.

CCSSO has released a new tool to help states explore and advance movement across several "big bets" on accountability 3.0. The tool:

- Builds on the CCSSO Next-Generation Accountability Principles
- Provides guiding questions for state action in several areas
- Identifies decision points, sample options, considerations, and state examples

States are guided through options for state action in four main areas:

1. **Define expectations** for student learning.
2. Select, validate, and support the administration of **assessments** of student learning for purposes of accountability.
3. **Determine how assessments** factor into **accountability indicators** and reporting.
4. **Create reciprocal systems** through supports, interventions, and continuous improvement.

Upcoming CCSSO Webinar

WEBINAR: Evolving Coherent Systems of Accountability for Next Generation Learning

February 6, 2015 @ 12 pm Eastern

Join CCSSO to explore a new "decision tree" resource to help guide states as they redesign state systems to better align with next-generation learning models.

Learn more and register at bit.ly/Acct30_Feb6th
References

Contact Information

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