Local Accountability System (LAS) Meeting

Agenda
Thursday, January 11, 2018
10:00 a.m. to 5:00 p.m.

I. Welcome..10:00–10:30

- Member introductions
- Review of Pilot Panel membership
- Expectations and norms

II. HB 22 Statute Review...10:30–11:45

- HB 22 Local Accountability System outline
- Group activity

Lunch............... …………………………………………………………………………………11:45–1:15

III. Project Overview and Timeline...1:15–4:00

- Common themes and research
- Framework development

IV. Discussion of District Plans..4:00–5:00

- Next steps

Local Accountability System Development

JANUARY 2018 WORKING MEETING

Welcome

Uncharted Territory

2

LAS Pilot Participant Meeting Agenda
January 11, 2018

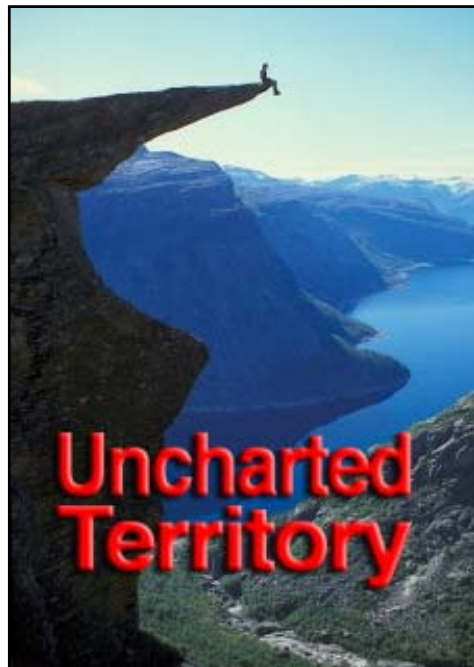I.   Welcome   10:00–10:30
        •   Member introductions
        •   Review of Pilot Panel membership
        •   Expectations and norms

II.   HB 22 Statute Review   10:30–11:45
        •   HB 22 Local Accountability System outline
        •   Group activity

        Lunch   11:45–1:15

III.   Project Overview and Timeline   1:15–4:00
        •   Common themes and research
        •   Framework development

IV.   Discussion of District Plans   4:00–5:00
        •   Next steps

3

Link to Materials

HTTPS://TEA.TEXAS.GOV/LAS_SUPPORT.ASPX

4

News

5

Pilot Participants

6

	District Name	Region
1	Lyford ISD	1
2	Point Isabel ISD	1
3	Sharyland ISD	1
4	Alief ISD	4
5	Clear Creek ISD	4
6	Humble ISD	4
7	Spring Branch ISD	4
8	Bullard ISD	7
9	Dallas ISD	10
10	Richland Colliegiate	10
11	Sunnyvale ISD	10
12	Premier High Schools	11
13	Jonesboro ISD	12
14	Waco ISD	12
15	Austin ISD	13
16	Snyder ISD	14
17	San Saba ISD	15
18	Canadian ISD	16
19	Midland ISD	18
20	El Paso ISD	19

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Expectations:

- Ensure Pilot Panel has consistent understanding and interpretation of the many facets of Local Accountability Development
- Consistent communication
- Participation in open, honest, transparent discussions and subcommittee work
- Commitment to realistic, relevant, and rigorous indicators
- Make recommendations when appropriate

8

Norms

- ◦ Expect change and transformation

- ◦ Have an open mind

- ◦ Try to stay on topic – we have limited time

9

Housekeeping

- •Please make sure you have signed in.
- •If you need pens or post-it notes, they are in the baskets on the sign-in table.
- •Each district is required to identify one contact person for the LAS pilot program. This contact will receive all information related to LAS and be responsible for disseminating it with the appropriate people in each district. The sign-up sheet is at the table at the entrance. Please make sure it is completed before you leave today.
- •At the end of the meeting, please leave your area clean and return any items to the baskets.

10

HB 22

A–F Accountability: Legislative Context

House Bill 22, 85th Texas Legislature

"The commissioner shall evaluate school district and campus performance and assign each district and campus an overall performance rating of"

A   B   C   D   or   F

12

A–F Accountability: New Labels/Grades

TEA

A = Exemplary Performance

B = Recognized Performance

C = Acceptable Performance

D = In Need of Improvement

F = Unacceptable Performance

13

Local Accountability Plan

TEA

Local Accountability

			*Example	*Example
Student Achievement	School Progress	Closing The Gaps	Extra-Curricular Activities	Local Assessments
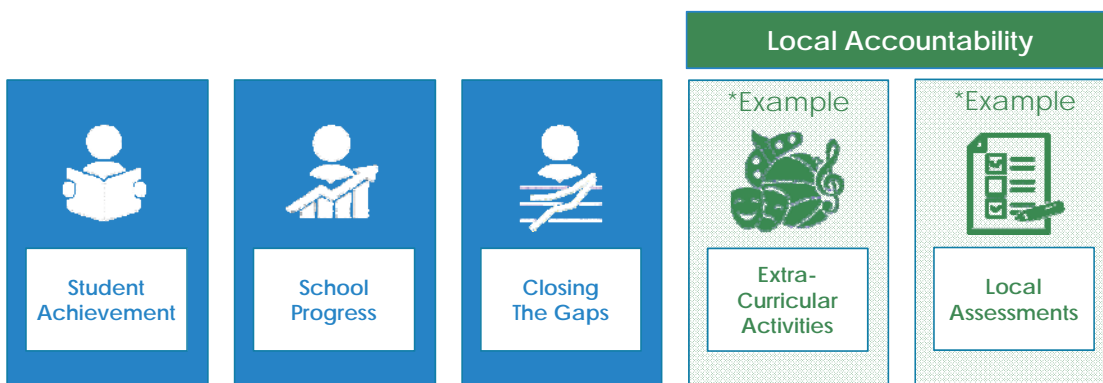
14

Local Accountability Plan: Purpose and Requirements

Purpose

To allow districts (at their option) to rate campuses using locally developed domains and accountability measures

Requirements for Districts

- Local plans must include the TEA-assigned three domain performance ratings (at least 50% of the overall rating).
- Locally developed domain and measures must provide for the assignment of A–F grades and be reliable and valid.

More Requirements for Districts

- Auditable calculations
- Campus score card that can be displayed on TEA's website
- Publicly available explanation of the methodology used to assign ratings
- Plans submitted to TEA for approval

15

Local Accountability Plan: Getting the Plan Approved

Authority

The commissioner has authority to develop the process to approve requests to assign campus performance ratings.

Requirements for Approval

- The agency determines whether the plan meets the minimum requirements.
- An audit conducted by the agency verifies calculations included in the plan.
- A review panel approves the plan.

One Condition

A locally developed accountability system can only be used for campuses not assigned an overall rating of D or F by TEA.

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New Indicator: Extracurricular/Cocurricular

Feasibility Study

- Determine the feasibility of incorporating indicators that account for extracurricular and cocurricular student activity.
- The commissioner may establish an advisory committee.
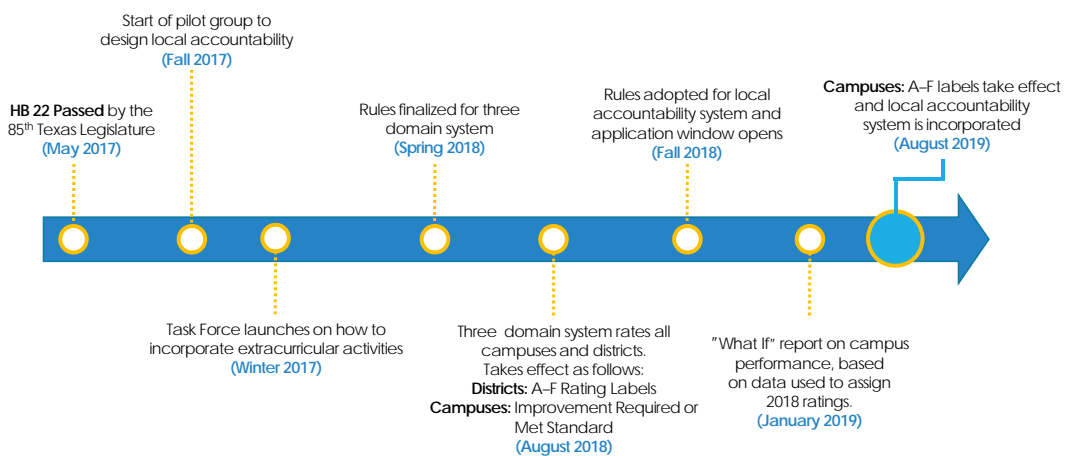
Report

A report to the legislature on the feasibility of these indicators is due by December 1, 2022, unless a similar indicator is adopted prior to December 1, 2022.

17

A–F Timeline: Implementation of HB 22

Start of pilot group to design local accountability **(Fall 2017)**

HB 22 Passed by the 85th Texas Legislature **(May 2017)**

Rules finalized for three domain system **(Spring 2018)**

Rules adopted for local accountability system and application window opens **(Fall 2018)**

Campuses: A–F labels take effect and local accountability system is incorporated **(August 2019)**

Task Force launches on how to incorporate extracurricular activities **(Winter 2017)**

Three domain system rates all campuses and districts. Takes effect as follows: **Districts:** A–F Rating Labels **Campuses:** Improvement Required or Met Standard **(August 2018)**

"What If" report on campus performance, based on data used to assign 2018 ratings. **(January 2019)**

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A–F Timeline: Local Accountability

TEA

Expected Timeline	Activity
Aug.–December 2017	Stakeholder feedback
	ATAC and APAC monthly subcommittee meetings
	September 18–19, ATAC meeting
	October 11–12, APAC meeting
	Launch of Local Accountability System Pilot
	November, ATAC meeting (final recommendations for 2018 A–F)
	December, APAC meeting (final recommendations for 2018 A–F)
January–April 2018	Continued stakeholder feedback
	Commissioner final 2018 A–F decisions
	Ongoing Local Accountability System Pilot
May–June 2018	2018 A–F manual creation
	Public comment on A–F manual
	2018 A–F manual adoption
	Ongoing Local Accountability System Pilot
June 2018–April 2019	Ongoing Local Accountability System Pilot

19

Reliable

Auditable

Valid

Extra

Teach your children that strength doesn't come from what you CAN do. It comes from overcoming the things you once thought you COULDN'T.

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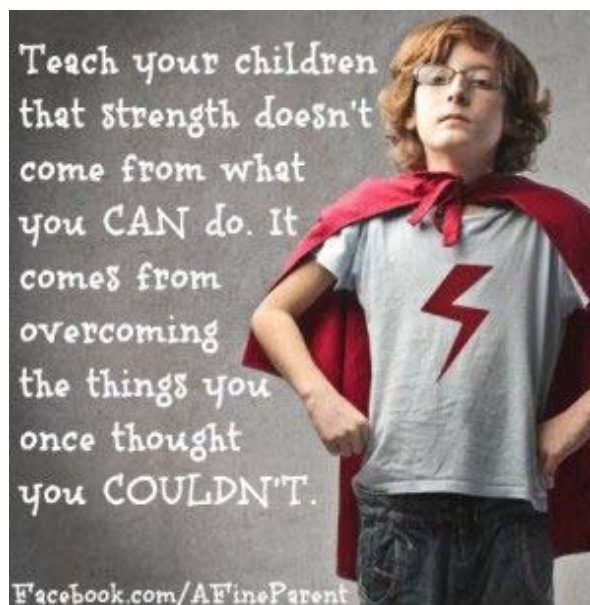
20

Activity

At your table, review the Statute Interpretation handout. Please discuss and generate a minimum of five questions regarding statute, interpretation of statute, or the scope of work for the Panel.

21

Common Themes and Research

22

Out-of-State Research

◦California

◦New Hampshire

23

Texas Research

◦Alief ISD

◦Clear Creek ISD

◦Sunnyvale

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Framework

25

Next Steps

26

NEWS

TEA News Releases Online   Dec 15, 2017

20 school systems part of local academic accountability system pilot

(AUSTIN) – Commissioner of Education Mike Morath announced today that 20 school systems will participate in a pilot to develop its own local academic accountability system. The Texas Education Agency (TEA) will oversee a small-scale pilot program in the 2017–2018 academic year.

Established by House Bill 22 and passed during the 85th Texas Legislature earlier this year, the local accountability system program allows an independent school district (ISD) or public school charter to develop plans locally that evaluate its campuses.

The 20 systems participating in the 2017-2018 pilot are: Alief ISD; Austin ISD; Bullard ISD; Canadian ISD; Clear Creek ISD; Dallas ISD; El Paso ISD; Humble ISD; Jonesboro ISD; Lyford ISD; Midland ISD; Point Isabel ISD; Premier High Schools; Richland Collegiate High School; San Saba ISD; Sharyland ISD; Snyder ISD; Spring Branch ISD; Sunnyvale ISD; and Waco ISD.

Participating districts will be required to attend four monthly meetings hosted by TEA in the spring of 2018 as part of the local plan development. Once a plan receives TEA approval, districts and charter schools may use locally developed domains and indicators in conjunction with the three state-mandated domains to assign overall A–F ratings for each of its campuses.

Approved local accountability systems will be available for use beginning with the 2018–2019 school year.

For more information about the local accountability systems established by House Bill 22, visit the TEA website at https://tea.texas.gov/las.aspx.

EDUCATION   DEC 26

Dallas ISD will play a role in developing local alternatives to the state's A-F accountability system

Corbett Smith, Staff Writer

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Dallas ISD will play a part in setting up state-approved
alternatives to the upcoming statewide accountability system that gives individual schools A-F
grades.

The district has been selected by Texas Education Commissioner Mike Morath as one of 20
public and charter schools taking part in a pilot program to develop local accountability
systems to evaluate their campuses.

Sunnyvale ISD and Richland Collegiate High School — an early college charter school opened
by Dallas' Richland College — are also included in the pilot program.

The school systems will meet four times over the next five months, working with state officials
to develop a variety of local grading systems that incorporate more elements than the state's
current A-F grading. The first meeting is Jan. 10.

Local accountability systems that are approved by the Texas Education Agency can be used for

the 2018-19 school year.

The idea, said DISD's assistant superintendent for evaluation and assessment, Cecilia Oakeley, is "to look at the indicators, what we've presented, and provide — eventually by the summer — a menu for other districts to choose from for the following year."

When the Texas Legislature made a mass of revisions to the A-F system this year, pushing back individual grades for schools until 2019, lawmakers included a provision to — at least in part — allow school districts to develop more flexibility when it came to their schools' scores.

EDUCATION

Lawmakers reach deal to revamp new A-F grades, stall on school finance

"We looked at this with a strategic angle," DISD Superintendent Michael Hinojosa said. "When I first heard about that provision that passed in the Legislature, I had a keen interest in it. So we've been kind of studying the law and the parameters. When they sent out a notice of who's interested, we immediately responded that we wanted to be part of this group."

The state's three mandated measurements — student achievement, student progress and closing gaps between different racial, socioeconomic and other groups — must account for 50 percent of the overall score. And D or F scores for schools can't be altered. But the other part of the score will be left to districts in this pilot, pending state approval of their methodology.

DISD is well ahead of the curve. A year ago, the district created its "School Performance Framework," which rates its campuses on six different metrics: state accountability scores (50 percent); DISD's school effectiveness index, which measures student growth (30 percent); a staff climate survey (5 percent); parent/guardian survey (5 percent); student survey (5 percent); and the level of the school's extracurricular participation (5 percent).

As part of its application process for the pilot, DISD submitted those alternative indicators.

"I would like our SPF to be sanctioned by the state as a meaningful, local accountability system," Hinojosa said. "They are the referee, so they are the ones that are going to have to say, 'Yes, it meets the state requirements' but also has what's important to Dallas."

Participating districts: Alief ISD; Austin ISD; Bullard ISD; Canadian ISD; Clear Creek ISD; Dallas ISD; El Paso ISD; Humble ISD; Jonesboro ISD; Lyford ISD; Midland ISD; Point Isabel ISD; Premier High Schools; Richland Collegiate High School; San Saba ISD; Sharyland ISD; Snyder ISD; Spring Branch ISD; Sunnyvale ISD; and Waco ISD.

WHAT WE KNOW ABOUT TEXAS' A-F LETTER GRADES FOR SCHOOLS

Texas lawmakers committed to fixing new A-F grades for schools as end of legislative session nears

Texas House gives preliminary approval to major revamp of A-F grades for schools

Texas lawmakers consider fixes to new A-F grades for schools

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EDUCATION   DALLAS ISD

Four Houston area school districts to pilot new accountability system

By **Shelby Webb**   Published 9:09 am, Tuesday, December 19, 2017

Texas Commissioner of Education Mike Morath speaks with students from the Conroe ISD Academy of Science and Technology as he tours College Park High School, Thursday, May 4, 2017, in The Woodlands.

The Alief, Clear Creek, Humble, and Spring Branch school districts will work with the Texas Education Agency to develop and pilot new local accountability measures that will affect how they're rated in the future.

The new system was created by the Legislature earlier this year through House Bill 22, which overhauled the state's coming A-through-F accountability rating system, scheduled to have a soft start in fall 2018.

Elementary and middle schools will still be rated on three metrics based on standardized test scores: student achievement, student progress and closing achievement gaps. High schools will also be rated based on those metrics, as well as rates of graduation and of students taking advanced courses.

But under the new system, schools doing well on standardized tests could petition state education Commissioner Mike Morath to create their own accountability measures that would account for, at most, half their overall state rating.

Twenty districts across the state, including the four in greater Houston, will work with the TEA throughout this and next year to develop and implement new measures. Their first meeting will be Jan. 10.

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Natalie Martinez, director of accountability for Alief ISD, said the TEA will give the 20 districts a "menu" of accountability measures from which to chose, each of which will be based on quantitative data instead of qualitative measures.

"It's not clear what data points those are yet," Martinez said. "There will be 20 of us collaborating to figure out what areas we want to highlight or put in the menu, or what data points we have access to that support these measures."

In Alief ISD, Martinez said she would like to see the district and schools measure on college-and-career readiness, advanced academics and digital learning. She said she would be weary of any measures with costs associated with them, such as the SAT, a test some smaller districts can't afford to provide to all its students.

"Including local accountability measures helps communities understand all things going on in schools," Martinez said. "It helps them understand how we help develop the full child and not just the one who takes a test."

mrt★ https://www.mrt.com/news/education/article/TEA-Midland-ISD-to-be-part-of-local-12434671.php

TEA: Midland ISD to be part of local accountability system pilot

From staff reports   **Published 5:12 pm, Friday, December 15, 2017**

Midland ISD will be one of 20 school districts/charter systems that will participate in a pilot to develop its own local academic accountability system, according to Texas Education Agency Commissioner Mike Morath.

Midland ISD will be one of 20 school districts/charter systems that will participate in a pilot to develop its own local academic accountability system, according to Texas Education Agency Commissioner Mike Morath.

The TEA will oversee a small-scale pilot program in the 2017–18 academic year, according to a press release. Established by House Bill 22 and passed during the 85th Texas Legislature earlier this year, the local accountability system program allows an independent school district or public school charter to develop plans to evaluate its campuses.

The 20 systems include Snyder ISD, the Premier high schools and Richland Collegiate High School. The other ISDs are Alief, Austin, Bullard, Canadian, Clear Creek, Dallas, El Paso, Humble, Jonesboro, Lyford, Point Isabel, San Saba, Sharyland, Spring Branch, Sunnyvale and Waco.

Participating districts will be required to attend four monthly meetings hosted by TEA in the spring of 2018 as part of local plan development, the TEA reported. Once a plan receives TEA approval, districts and charter schools may use locally developed domains and indicators in conjunction with the three state-mandated domains to assign overall A through F ratings for each of its campuses. Approved local accountability systems will be available for use beginning with the 2018–19 school year.

For more information about the local accountability systems established by House Bill 22, visit the TEA website at **https://tea.texas.gov/las.aspx**.

North Texas School Districts Tapped By State To Create Local Accountability Systems

By STELLA M. CHÁVEZ (/PEOPLE/STELLA-M-CH-VEZ) • JAN 2, 2018

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(http://mediad.publicbroadcasting.net/p/kera/files/styles/x_large/public/201801/school_stock.jpg)

The Texas Education Agency (https://tea.texas.gov/) recently announced 20 school systems will be part of a pilot program (https://tea.texas.gov/About_TEA/News_and_Multimedia/Press_Releases /2017/20_school_systems_part_of_local_academic_accountability_system_pilot/) to develop local accountability systems. That's now possible because of a law passed during the recent legislative session, which allows school districts to develop their own protocol to evaluate their schools.

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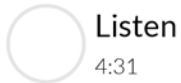
The KERA radio story.

How will the pilot program work?

The school systems chosen to participate will meet four times during the spring. They'll come up with measures for grading campuses that aren't tied to standardized test scores.

This won't replace the statewide A through F grading system, which grades schools and districts in three areas – student achievement, school progress and closing the gaps.

Which school systems are participating in the pilot program?

In North Texas, they include the Dallas Independent School District, Sunnyvale Independent School District, Premier High Schools and Richland Collegiate High School.

Sunnyvale ISD already has a local accountability system in place, which it began developing five years ago. The district looks at factors like the number of dual credit hours students are taking and how well students doing in the district's fine arts program.

Every fall, Sunnyvale ISD publishes what's called a Community Report card (http://www.sunnyvaleisd.com/Page/6586) that's mailed out to everyone who lives in the district.

"One of the things that we really looked at was the fact that the accountability system in place was good and we were scoring at the top of the accountability system," said Sunnyvale ISD Superintendent Doug Williams. "At the time, it was the TAKS test, and we were an exemplary district but we believed that wasn't really telling the entire story."

Dallas ISD has something similar called the School Performance Framework for Campus Success (https://www.dallasisd.org/Page/45926).

Dallas ISD Superintendent Michael Hinojosa said having an internal accountability system gives parents and others a more accurate reflection of how students are doing.

He said employers often tell him they want students who have so-called soft skills – students who know how to communicate and work in teams.

"So we're proposing that 5 percent of our accountability system be based upon how many kids we have involved in extracurricular, co-curricular [activities]," Hinojosa said. "Because businesses are looking for the whole child success,

not just on how well you can read or how well you can do math, but how can you do all those other things."

What happens after these school systems come up with their own local accountability system? How will they be implemented?

TEA will have to approve individual plan. Once approved, districts and charter schools can begin using them as soon as the 2018-2019 school year, in conjunction with the state accountability system.

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https://www.mrt.com/news/education/article/TEA-s-selection-of-MISD-for-pilot-program-is-in-12442590.php

TEA's selection of MISD for pilot program is in line with current initiative

By Stewart Doreen sdoreen@mrt.com   **Updated 10:24 pm, Tuesday, December 19, 2017**

The Texas Education Agency's selection of Midland ISD to be part of a program to develop its own local academic accountability system is line with the things happening inside the district, according to Elise Kail, the district's executive director of Accountability and Data Systems.

The Texas Education Agency's selection of Midland ISD to be part of a program to develop its own local academic accountability system is line with the things happening inside the district, according to Elise Kail, the district's executive director of Accountability and Data Systems.

She said the TEA's decision fits with what the district is doing with its "Midland on the Move." This calls for "innovative thinking to enable more students sitting in more seats in better schools," according to the district's website.

Last week, TEA Commissioner Mike Morath announced Midland ISD was one of 20 schools selected to participate in the program during the 2017-18 academic year.

The program, according to the TEA, was established by House Bill 22 during the legislative session earlier this year. The local accountability system program allows an independent school district or public school charter to develop plans locally that evaluate its campuses.

Participating districts will be required to attend four monthly meetings hosted by TEA in the spring of 2018 as part of the local plan development, according to the agency. Once a plan receives TEA approval, districts and charter schools may use locally developed domains and indicators in conjunction with the three state-mandated domains to assign overall A-F ratings for each of its campuses.

Approved local accountability systems will be available for use beginning with the 2018–2019 school year.

Kail said this works well for MISD because the district's recent initiatives have led officials to look beyond test scores and toward getting students college- or career-ready.

She also is excited Midland ISD has a voice on how this is created. MISD's participation in the pilot program is another opportunity for the district to work with the TEA on academic improvement and assessment efforts.

At the end of 2016, TEA officials worked with board and staff members to help the district put together its Lone Star Governance Report. Earlier this year, the TEA also selected Midland as one of eight districts that would make up the first cohort of districts in Texas to become part of the agency's new SGS Technical Assistance Network. It is a two-year program designed to support districts in their exploration, design and implementation of the SGS strategy in their district.

"We have a lot going on that is positive and trending up," Kail said.

Kail said there will be advantages to relying on more than just the STAAR scores for only 50 percent of a campus' rating. For example, some campuses can use data

related to AP and dual-credit courses and surveys as components to measure the climate of the campus.

"It will help us create a scorecard for campuses," Kail said. "We can see how campuses are performing in certain areas."

The 19 other participants in the 2017-18 pilot are: Alief, Austin, Bullard, Canadian, Clear Creek, Dallas, El Paso, Humble, Jonesboro, Lyford, Point Isabel, San Saba, Sharyland, Snyder, Spring Branch, Sunnyvale and Waco ISDs, Premier High School campuses and Richland Collegiate High School.

Monday, January 8

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Home / News / Local / Bullard ISD selected to help state develop local guidelines for new accountability system

Bullard ISD selected to help state develop local guidelines for new accountability system

Published on Sunday, 17 December 2017 19:30 - Written by Cory McCoy, comccoy@tylerpaper.com

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Bullard Independent School District has been selected by the Texas Education Agency to help reshape the state's accountability system.

Under House Bill 22, passed in the most recent legislative session, the TEA was authorized to create a local accountability system program that will allow districts or public charter schools to develop plans locally that evaluate their campuses. Bullard is one of only 20 school districts in Texas and the only district in Region 7 selected to participate in the pilot program.

Bullard ISD Superintendent Todd Schneider said the opportunity will help them develop a system that allows their district to be more accountable to its community. The system would be implemented alongside the upcoming changes that move the state to an A to F system of grading districts.

"I think the system we currently have is completely based on STAAR (State of Texas Assessments of Academic Readiness) and EOC (end of course) tests, and we all know that there's a lot more that goes on in school districts than just one day, one test per year," Schneider said.

Bullard hopes to help create a program that measures more of what districts do on a daily basis.

"If we had a local accountability system with these expectations (from our stakeholders), what would that grade look like and how did we get it?" he said.

Bullard ISD applied to be part of the pilot in October and will begin training with the TEA in January to develop the system. The district will have four trainings between January and May.

Once a plan is approved, it will become the fourth domain a district is graded on in the upcoming A to F system, alongside the traditional measures of success based on STAAR testing for the 2018-19 school year.

"We hope to represent all of Region 7 in developing a framework that is applicable to all districts," Schneider said.

Waco ISD to test local accountability system with TEA for 7 schools

By SHELLY CONLON sconlon@wacotrib.com   Dec 15, 2017

Waco ISD was chosen for a pilot program for local academic accountability rating systems.

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Staff photo — Rod Aydelotte, file

Waco Independent School District is one of 20 school districts and charter schools that will develop its own local academic accountability system this school year as part of a new pilot program, Texas Education Commissioner Mike Morath announced Friday afternoon.

The local accountability system program, overseen by the Texas Education Agency, is part of House Bill 22 passed during the 85th Legislature. In Waco, it will allow the district to come up with a plan to evaluate seven of its own campuses, Waco ISD spokesperson Kyle DeBeer said.

The local system will be used in conjunction with the state's new A-F academic accountability rating system, which starts next summer for school districts and starts in summer 2019 for individual schools statewide. The A-F system assigns letter grades for overall performance and for three specific metrics, TEA spokeswoman Lauren Callahan said.

Waco ISD will develop its own system to evaluate Bell's Hill Elementary School, Hillcrest Elementary School, Kendrick Elementary School, Mountainview Elementary School, Tennyson Middle School, University High School and Waco High School, DeBeer said.

The local system won't have any direct impact to the six Waco campuses on the state's improvement required list for failing state standards this past year, five of which are facing the possibility of closure next year, depending on how they perform on this year's state assessments, TEA and Waco ISD officials said.

About 50 charters and school districts submitted applications for the pilot program, Callahan said. The TEA selected the final 20 based on demographics, size, location and other factors, she said.

"In terms of number of campuses on the IR list being considered, they weren't," Callahan said. "But the other side of that coin is, to be eligible as a campus, you have to be a campus that met standard."

The program is more about having locally focused control, a stance the district has been vocal about, DeBeer said.

"We don't know what the specifics of the plan will look like, but it certainly has a lot of potential and is a step toward greater local control and … making sure we're accountable to the priorities of our communities and not just accountable to a standardized test," DeBeer said. "There's nothing inherently wrong with a standardized test. It can be a great data point, but it's just one data point, and the problem is an accountability system that relies on standardized testing almost to the exclusion of other factors."

Waco ISD officials will attend four monthly meetings hosted by the TEA in the spring to develop indicators and domains for the plan, according to a TEA press release.

DeBeer said some of indicators could include, but are not limited to:

- Extracurricular activities

- Local assessments, including kindergarten through second grade on top of the state's third- through eighth-grade assessments

- Second-grade reading levels

- Growth patterns

- Wellness and fitness activities

- English-as-a-second-language services

- Gifted and talented services

- Fine arts programs

- 21st-century learning

- Career and technology education courses and data

- Increasing capacity and support for the district

- Promoting systemwide integration and innovation with support

- Increasing parent involvement

- Student engagement as measured by attendance, chronic absenteeism, dropouts, and high school graduation

- SAT-ACT participation and score improvement

- Remediation program data

- Having a safe, secure environment for students and families

- High quality classroom instruction and interventions in place to eliminate barriers to success.

Once the state approves the district's plan, it will use the local system for 2017-18 to assign the campuses A through F grades in conjunction with the three state-mandated domains that will be used in the A-F system statewide, the TEA press release states. The state-mandated domains are student achievement, school progress and closing gaps.

The district will be able to use the local system in conjunction with state domains again in 2018-2019, when all districts will have the option to include local accountability measures, Callahan said.

Premier High Schools, a public charter system with a location in Waco, was also chosen to participate in the pilot program.

The other districts and charters chosen to participate are Alief ISD, Austin ISD, Bullard ISD, Canadian ISD, Clear Creek ISD, Dallas ISD, El Paso ISD, Humble ISD, Jonesboro ISD, Lyford ISD, Midland ISD, Point Isabel ISD, Richland Collegiate High School, San Saba ISD, Sharyland ISD, Snyder ISD, Spring Branch ISD, and Sunnyvale ISD, according to the press release.

Shelly Conlon

Shelly Conlon has covered K-12 education for the Tribune-Herald since July 2016. Prior to the Tribune-Herald, she was the managing editor for the Waxahachie Daily Light, and an intern for the Corpus Christi Caller-Times.

PILOT PANEL

STATISTICS

COMMON THEMES

RESEARCH

Community-Based Accountability System

C B A S

**A Process and Framework
for Community-Based Accountability**

Texas Association of School Administrators

Process and Framework for a Community-Based Accountability System

Operational Definition

A CBAS framework is the "what" resulting from the CBA process (the documents, measures, communications, products, contents, etc).

1 Are you satisfied with the current system?
- Does this test-based system accurately define your school/district?
- Are your students test takers or problem solvers?

2 What are your district's core beliefs, vision, and mission? Are you ready to reaffirm, examine, or newly identify them?
- Do they reflect community desires for students?
- Do students see themselves in your vision, mission, and core beliefs?

3 Whose "voices" should be heard in order to include and consider critical reflection of community values?
- Students
- Parents
- Teachers
- Administrators
- Educators
- Formal and informal community leaders and advocates

4 How will you define the learning goals for which the school and community are to be responsible and accountable?
- College readiness expectations
- Local community expectations
- State, national and international standards

5 How will you define over-arching education values that are clearly aligned to community values and learning goals?

6 How will you evaluate/reevaluate current inputs, processes, assessments and performance tasks for their contributions to upholding school and district continual improvement?

7 What are indicators of school quality that you will use in evaluating progress to meet learning goals and objectives?
- Are they comprehensive?
- Do they reflect fully what students experience in school, academically and personally?
- Do they orient toward post-secondary global success?

8 How will you consider meaningful measures to provide opportunities for data collection and continuous improvement? How will you incorporate multiple measures with a focus on assessments that inform teachers, capitalize on student motives, and stimulate growth?

9 What "power indicators" will you identify that are relevant to monitor and/or report as a part of an accountability system?

10 How will you devise a coherent system for reporting achievement and progress on identified indicators?

Underlying Framework Design Premises

- A single "template" could constrict the work or outcome of the local district.
- There are, however, core and common important considerations in the development of a framework and the sharing of models can be useful.
- The process and the framework are crucially intertwined, and the engagement process should drive the "look and feel" of the CBAS product.

Four Key Framework Components

Describe explicitly the purpose and rationale for CBAS:
- Answer the question: If there were no STAAR, what would you want to know about the quality of your child's education?
- Provide more than HB5 reporting

Communicate guiding principles for CBAS standards/indicators:
- Be descriptive, comparative, and provide trends
- Have clarity regarding the granularity and use of the standards/metrics
- Have balance, or adequacy, in both elementary and secondary indicators
- Have a balance of qualitative and quantitative indicators
- Determine the level of granularity of campus/district data

Communicate standards and metrics:
- Translate these values into methods for communicating progress/attainment
- Start with existing data, assuming additional learning information data must be developed and/or collected

Describe how, when, to whom and by what method the CBAS will be communicated:
- Have reporting and communication structures
- Produce annually
- Provide online and in multiple formats

Community-Based Accountability System

The purpose for creating a model process for Community-Based Accountability is to provide a framework or rubric, as well as a suggested approach to aid districts across the state to jumpstart implementation of a Community-Based Accountability System (CBAS) locally.

The Process component consists of a series of questions district leaders can ask to help guide themselves through the process of developing and implementing a local CBAS. Questions relate to district beliefs/vision/mission; audience/stakeholders to engage; definition of local learning goals and values; indicators of school quality; identification of power indicators to report; and development of a coherent reporting system, among other topics.

The Framework component consists of a tool to guide district leaders toward the contents of their final product. The Framework clearly communicates the undergirding philosophical premises upon which the CBAS was designed. A single "template" is not recommended since it could constrict the work or outcome of the local district; however, there are important core, common considerations in the development of a framework, and the sharing of models can be useful. These considerations include:

(1) Clarity in describing the community's values and the purpose of the CBAS;
(2) Communication of the guiding principles for the CBAS standards/indicators;
(3) Communication of the standards/metrics; and
(4) Description of how, when, to whom, and by what method the report will occur.

The CBAS Process and the Framework are crucially intertwined, and the engagement process should drive the "look and feel" of a district's CBAS.

TASA would like to thank the following districts for their contributions to this Process and Framework for Community-Based Accountability.

Alief ISD
Clear Creek ISD
College Station ISD
Denton ISD
Highland Park ISD
Northwest ISD
Roscoe Collegiate ISD
Sunnyvale ISD

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Creating a New Vision for Public Education in Texas

*A Work in Progress
for Conversation
and Further Development*

Respectfully Offered by
Superintendent Participants in the
Public Education Visioning Institute

**public education
VISIONING
I N S T I T U T E**

Creating a New Vision for Public Education in Texas

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This edition reflects a revised document format from the initial printing,
specifically including space for reader reflections, questions
and recommended revisions or additions.
Comments may be submitted to any of the contacts listed on the acknowledgements page.

This edition also includes an additional item (G) under "Legislative Initiatives Required" (page 35).

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- Our school boards and districts that supported our participation.

Table of Contents

Introduction

The Public Education Visioning Institute was born from the work and ideas of thirty-five public school superintendents who came together as a community of learners to create a new vision for public education in Texas. As the representatives of over 1.2 million students, we who were part of that group were frustrated with the present direction, but realized no clear picture was available to frame a conversation regarding a preferred future. We were also concerned that the principal architects of the present system are politicians, business leaders, and their policy advisors—not superintendents, not principals, not teachers, and not parents or school board members. Educators and parents have vital contributions to make and their insights and commitments should be utilized. We knew it was time to begin a new and different kind of dialogue. We also felt that the only meaningful way to address the issues and challenge underlying assumptions was to define and express a vision, based on relevant beliefs, principles, and premises.

The Visioning Institute held its first of eight workshops on September 6–7, 2006. That first workshop focused on examining the culture and structure needed in schools to meet the needs of learners in a more global environment with attendant new expectations. Subsequent workshops held in 2007 explored moral and intellectual leadership, the nature of the future learner, assessment systems and accountability mechanisms, and more innovative ways to use resources.

We believe the work accomplished over the last 21 months of learning and intense dialogue has made us better leaders. It is our sincere hope that it will inspire others toward the common goal of making public schools better for all Texas children.

Use of This Document

We perceive this document as a "work in progress" describing what we believe and the possibilities we see for the future of public education. It should be viewed as a basic resource for all who want to join this conversation, further develop these ideas, and bring to fruition the results it envisions.

Our urgent desire is that this document be used to begin disciplined dialogue, stimulate questions, identify problems, and frame issues that will eventually lead to strategic actions at the local level and in governmental capitols. Our intent is for it to serve as a catalyst for the development of specialized publications, presentations, and legislative testimony.

These statements of principle and supporting premises furnish the foundation for developing an understanding and commitment to a shared set of values and a common vision for public education in Texas, our public schools, and their success on which our democracy depends. We propose these to serve as a stimulus for conversations that will result in refinements and revisions from our colleagues, local communities, and other interested persons and organizations. This work can be used to create a community-based, bottom-up movement capitalizing on new and existing alliances with professional organizations, local business leaders, and similar groups. To quote author Margaret Wheatly, *All great things begin with a conversation between two people.* We are committed to seeing that the conversations continue and that the transformations we seek become a reality.

Major Conceptual Themes

Why a New Direction and Why Now

Every parent has a dream that their children will be happy and successful. Our communities and the schools that serve them should equally share in that dream and have a plan for making that dream a reality. Preparing students for success in the workforce is secondary to preparing children for success in life. The core business of schools is to provide engaging, appropriate experiences for students so that they learn and are able to apply their knowledge in ways that will enrich their lives and ensure their well-being. Unfortunately, the present bureaucratic structure has taken away that focus and replaced it with a system based on compliance, coercion, and fear. If proper focus is to be restored, the system must be transformed into one based on trust, shared values, creativity, innovation, and respect.

Engaging the Digital Generation

In today's digital world, most students come to school computer and technology savvy. With their iPods, iPhones, computer games, MySpace pages, and text messaging, they routinely use multimedia and internet resources in their daily lives. Technology development has also resulted in widespread change in the way students learn. To keep students fully engaged, schools must adapt to this new and rapidly changing environment. They must embrace the potential of new technologies and make optimum use of the digital devices and connections that are prevalent today to make learning vibrant and stimulating for all.

New Learning Standards for a New Era

A transformed system that meets the diverse needs of students in a digital environment demands new learning standards. Standards should reflect the realities of the age and recognize that students are not just consumers of knowledge, they can be creators of knowledge as well. Standards should focus on development of the whole person, tapping curiosity and imagination, and providing opportunities for all talents to be cultivated, nurtured, and valued.

From Misuse of Standardized Tests to Unleashing the Power of Assessment

Assessment should inform accountability, but the present practice of one-shot, high-stakes assessment has failed the test. Appropriate and varied assessment using multiple tools for different purposes informs students, parents, the school, the district and the community about the extent to which desired learning is occurring and what schools are doing to improve. For assessment to be of any value, it must move from the present "autopsy" model to one that more resembles a "daily check up," which continuously identifies student strengths, interests, motivations, accomplishments, and other information necessary so that teachers can design the learning experiences that will best meet each student's needs.

Accountability that Inspires

Accountability systems of themselves do not produce excellence. Excellence can only come from commitment and meaning. The present accountability system has created schools in which the curriculum is narrowed and only academic abilities are valued. Students become expert test takers but cannot retain or apply what they "know" in a context other than the test environment; and creativity, problem solving, and teamwork are stifled. The punitive approach and "referee" model embraced by that system have hindered the success of students and schools. A more appropriate coaching model is needed to transform the system into one that inspires and stimulates.

Transforming our Schools from Bureaucracies to Learning Organizations

Bureaucracies value power and authority, while learning organizations are driven by beliefs and values. Schools must be transformed from their current bureaucratic form, characterized by rules and sanctions, punitive accountability systems, routines, and standardization of everything, to learning organizations where only the mundane is standardized and standards are used to nurture aspirations and accommodate human variables. Learning organizations maintain a clear sense of doing the right thing and doing it well, shared commitments and beliefs, common purpose and vision, trust, accountability, and use of standards to inspire. Bureaucracies discourage and are disruptive to innovation and cannot create the dynamic conditions that foster superior performance of teachers and students. Learning organizations capture the learning of adults, share it, and support its application so that capacities to improve student learning are extraordinary.

Saying No to Remote Control

The shift in power in setting education policy from the local community to the state and federal government has resulted in a system where schools feel more accountable to the Legislature than to their students and their communities. The school district's role has been relegated to one of compliance, and the local community has been denied the opportunity to make the more important decisions and choices regarding the education of the children and youth who live there. A more balanced and reinvigorated state-local partnership is needed to create the type of schools that can best provide the learning experiences to help students succeed in today's world.

The Vision

We envision schools where all children succeed, feel safe and their curiosity is cultivated. We see schools that foster a sense of belonging and community and that inspire collaboration. We see learning standards that challenge, and intentionally designed experiences that delight students, develop their confidence and competence, and cause every child to value tasks that result in learning. Ultimately, we see schools and related venues that prepare all children for many choices and that give them the tools and attitudes to contribute to our democratic way of life and live successfully in a rapidly changing world.

In this context we see:

A. Schools that are safe havens for students physically and emotionally, where students and teachers feel liberated to develop and nurture the whole person.

B. Students who are encouraged to cultivate their curiosity and who realize questions are sometimes more important than answers.

C. A culture that inspires all to do their best and a curriculum that is relevant, challenging, and meaningful.

D. Learning standards that reflect development of the total range of student capabilities and that enable students to acquire the knowledge, skills, and attitudes they need to successfully contribute to our democratic ideals and to compete in today's digitally connected world.

E. High learning standards with reasonable variation to challenge every child and motivate him or her to success.

F. Students who have access to the tools of technology and who value the use of those tools in learning and communication.

G. Students who own their learning, who can remember what they learned, and who can apply it wherever and whenever needed.

H. Students who know that development of all their talents is valued and fostered by the school, their families, and the community at large, and who know safety nets and second chances are there to help them succeed.

I. Multiple assessments that assist in the ongoing learning process and that serve as a positive influence in motivating students to succeed.

J. Students who are prepared for life, for pursuing further education, for taking the first steps on their career paths, and recognizing all options open to them.

Transformed Systems for Making the Vision Reality

The schools we need are community-owned institutions. They are designed and established as learning organizations, treating employees as knowledge workers and students as the primary customers of knowledge work. They are free of bureaucratic structures that inhibit multiple paths to reaching goals. Reliance on compliance is minimized, and generating engagement through commitment is the primary means to achieving excellence. Leadership at all levels is honored and developed. All operating systems have well-defined processes that are constantly being improved. Attention of leaders is focused on the dominant social systems that govern behavior, beginning with those that clarify beliefs and direction, develop and transmit knowledge, and that provide for recruitment and induction of all employees and students into the values and vision. The evaluation, boundary, and authority systems are submissive to the directional system, allowing for major innovations to flourish, new capacities to emerge, missions to be accomplished, and the vision to be realized in an increasingly unpredictable world.

In this context we see:

A. Schools that are kid-friendly and safe, with multiple and varied learning spaces incorporating state-of-the-art technology, and possessing the capacity, in alliance with the community, to meet the needs of all children and youth.

B. Schools that are staffed by competent, committed adults who are supported and appreciated, and who understand their first priority is the children they serve.

C. Schools that operate in partnership with the state, which provides adequate financial resources in an equitable manner, establishes frameworks for learning standards, supplies technical support, and enables assessment and accountability systems that inform the community and the public about the quality of the schools and level of student success.

D. Schools that foster a sense of community, where local citizens know that the schools belong to them and they are responsible for the quality of education and creating the community conditions in which great schools can flourish.

E. A school governance structure that provides significant insulation from direct political control and short-term political expediency, a structure in which the legislature is arbiter and source of only major state educational policy matters and does not involve itself in minute decrees and directives or imposing one-size-fits-all regulations.

F. Schools that support and invest heavily in the continuous learning and development of all their employees, with a focus on substantive improvement, leading to enhanced student success.

G. Schools with leaders who serve, support, and ensure that student engagement is and remains the first focus.

H. Districts that enter and sustain collaborative partnerships with those who prepare teachers, ensuring that beginning teachers have had some field experience to ready them for teaching in engagement-centered schools.

I. Districts that recruit, induct, and promote teachers who love learning and kids, relish the conditions in which they teach, work collaboratively, and see themselves as designers and leaders,

along with their traditional roles as planners, presenters, and performers.

J. Schools where students advance based on their learning and performance instead of seat time, courses are dominant over classes, and use of time and space is flexible and innovative.

K. Assessment processes that are designed to inform instruction in timely ways, honor student feedback, are comprehensive and fair, and do not rely on a single standardized test for important decisions.

L. School board members who are focused on ensuring that the system is responsive to student, staff, and community needs and that the common good of all students prevails.

M. Accountability systems that are designed to inspire and that are founded on high expectations, a sense of fairness, trust, and complete confidence in the measures employed.

N. Schools and communities that, with state and federal support, transform the present bureaucratic institutions into organizations that recognize knowledge work as requiring different conditions within which staff and students can excel.

O. Acceptance of the fact by schools and communities that the lack of success of many students today is less a problem of the students than of the systems that define current schools and the communities in which they function.

P. New learning standards dictating major changes in how schools are organized, the assumptions and beliefs on which their culture and structure are based, meaning the factory model must give way to more flexible ways of achieving the standards.

Q. Schools that embrace their (school board members, in particular) fundamental role in building the communities needed for great schools.

A Moral Imperative: Why We as Public Education Leaders Must Speak and Act Now

…not to find out new principles, or new arguments, never before thought of, not merely to say things which had never been said before; but to place before mankind the common sense of the subject, in terms so plain and firm as to command their assent, and to justify ourselves in the independent stand we are compelled to take. Neither aiming at originality of principle or sentiment, nor yet copied from any particular and previous writing, it was intended to be an expression of the American mind, and to give to that expression the proper tone and spirit called for by the occasion.

—Thomas Jefferson on the purpose of writing the Declaration of Independence

The framers of the Declaration of Independence provided inspiration for this monumental task we have felt compelled to undertake. While making no claim that this work is in any way comparable to their epic accomplishment, we have used what they did to inspire us, as a metaphor to frame our own efforts, and to reflect our deeply held belief in the assertion of Thomas Jefferson that learning is essential to liberty. So in that sense, we, like them, find that we can no longer keep quiet and continue to endure the injustices the present bureaucratic school system is imposing on our youth and their future.

External forces are creating requirements for public education that are detrimental to children and their teachers, as well as to the systems and communities in which they live and work, and, ultimately, to our democratic way of life. We assert that the major present reform efforts, in spite of some positive impacts, are resulting in a multitude of unintended negative consequences that far outweigh the benefits.

We concur that major changes in our schools are needed, but we disagree with the present direction and major assumptions and polices in place (and similar ones that are contemplated) to achieve that end. Therefore, we assert that schools must be transformed based on a different set of assumptions and beliefs if they are to accomplish their intended purpose in this new world that is so dramatically different from the nineteenth and early twentieth century world in which their basic form and structure originated. This document reflects our sources of discontent, but more importantly it clearly conveys what we are for and declares our resolve to work toward the transformations needed.

Our collective experience and our intensive study of what is happening in our schools and communities lead us to conclude that the future of public education is at risk and will not survive if the present direction continues. It is time to redirect this concern, energy, effort, and support for improvement to create a positive commitment to the education of our youth by transforming systems that better meet the needs of 21st century learners.

Educating Our Youth: A Shared Responsibility

The creation of a system of public education is a primary responsibility of the state; however, the operation of the system is a local function. The present situation has been brought about by state (and federal policies) advancing the false notion that education is a function that can be directed from government capitols instead of from the community. There is a huge difference in the state seeing itself as having major responsibility for providing for

school systems and assuming the authority for operating those systems by remote control.

The state legislature seems to have forgotten that all independent school districts were created by a vote of the people who lived in those districts. Those voters probably never conceived that the day would come when the local districts they created would become little more than satellite state agencies for enforcing regulations.

This shift in power has resulted in multiple layers of bureaucratic regulations that become more onerous and complex with each governmental action. Government policymakers, in an effort to correct what they perceived as inefficiency and ineffectiveness in public education, have over-mandated and over-regulated the local function. Multiple and largely punitive accountability provisions were created to ensure compliance. Though this continual proliferation of prescriptive rules and requirements is probably well-intentioned, its impact on schools is inherently counterproductive. Rather than focusing efforts on student success, school districts have been forced to behave like inflexible and unresponsive bureaucracies, more accountable to policies set by the government and their enforcement agencies than responsive to meeting the needs of their students and the communities they serve.

Finally, this shift in power has stripped the local community of a sense of ownership of its schools and denied its citizens the right and opportunity to make meaningful choices about the quality and nature of education it desires for its youth.

We believe the present direction will not result in excellent schools or the properly educated citizenry we need. The narrow focus of state and federal compliance systems does not promote the full range of students' abilities that parents want and society needs. The voices of people in our local communities are not being heard, which will ultimately result in diminished support and involvement at a time when they are needed most.

Restoration of Local Authority

The local/state partnership in providing public education is founded on a set of core values: equity, adequacy, and liberty. Equity and adequacy are associated with the state's responsibility to fund public education, while local control of decisions that matter is embedded in the concept of liberty. The value of local control, however, has been superseded by the dominant value of state control.

In 1949, as a result of the Gilmer-Aikin Act, public education funding in Texas took a new turn and began a new commitment to quality and equity with the state providing the largest share of operational costs. In contrast to recent times, the state set some standards but did not try to run the schools. Today, the burden for financing the schools has shifted to the local level with most financial support coming from local property taxes, while the authority to run the schools has shifted to the state, not unlike the plight of the original thirteen colonies. This over-reliance on the local property tax forced the creation of a "share the wealth" system to correct equity issues, further straining the sense of local control and community ownership.

Similarly, the locus of control for educational policymaking was originally envisioned to be centered in the local community. Today, students, teachers, administrators, parents, school boards, other local residents, and businesses live the nightmare of state and federal micromanagement. New laws are thrust on schools and communities from the state and federal levels without opportunity for significant participation from the local level, yet schools faithfully implement the biennial spate of new laws and rules. This stranglehold by the state is causing the tolerance level of those most affected to reach a breaking point, resulting in

unbearable levels of frustration, particularly for students and teachers.

We believe the state is interested in quality local schools and that our responsibility as local leaders is to work diligently within our own districts to improve, but we cannot in good conscience advocate policies that interfere with real improvements that are so badly needed.

We believe strongly in accountability, but accountability for the right things done in the right way for the right purpose. We cannot support a system that relies on one-shot testing, pushes a myth of objectivity, and punishes students and teachers based on false conclusions about student success and development.

We believe the state/local partnership should encourage community capacities to meet the needs of the 21st century learner in ways that develop the full range of a student's abilities and talents. We must restore the right of local communities to have a significant say about what the learning standards should be and how they are to be met and assessed.

The Federal Role: Less Control, More Support

In the context of shared responsibility, the role of the federal government should become one of research, support for solutions to major problems that transcend state and local boundaries, dissemination of information, and protection of constitutional rights.

The federal government has circumvented local and state authority by regulating many school and classroom functions over the past several decades. The *No Child Left Behind* (NCLB) Act greatly accelerated this trend, and regardless of its intent, discretion of local school boards, administrators, and teachers has been drastically diminished.

This has been done through a contractual arrangement, the terms of which exchange state and local control for federal dollars. The same legal scheme could be used to create a nationalized system with nationally-mandated curriculum, assessments, and accountability mechanisms. This approach, despite the national interest it portends to advance, will further marginalize the sense of local ownership, community, and responsibility and will significantly reduce the local support and community capacities needed to function in optimum ways. It will, in fact, result in the opposite of what was probably intended. Schools must be allowed to function in ways that build communities.

We believe that the further removed from the function of local schools, families, and centers of learning the policymakers are, the greater the likelihood that special interests will prevail to the exclusion of the voices of school leaders, communities, and families, orchestrated public hearings notwithstanding. The schools cannot be run either effectively or efficiently from Washington any more than from Austin. Local schools and communities may not always function as well as they should, but removing their authority generally instead of specifically is not the answer.

A New Vision and Direction Needed

We are compelled to offer a new vision that is based on our experience within our own communities. We listen and continuously search for new knowledge and ways to help parents realize their dreams for their children. What we envision comes directly from the aspirations of our citizens, parents, community leaders, students, teachers, and school board members who we interact with every day. The future we see is tempered by the insights and beliefs derived from our professional judgment, experience, and what we have learned from our communities and each other. The voice we

reflect is a cry from home for great schools and a better tomorrow for our children.

We believe that certain premises, principles, and beliefs should drive a vision that is 21st century in its character. We have articulated those principles in the section that follows. A vision that can frame the debates and conversations is needed to create the deeper understandings and commitments of all who care about the future. We have painted a picture of a dynamic vision of learner success in a global, digital world and the organizational structures and supports

necessary to realize that vision. We have proposed some strategies for action as well.

We believe this endeavor will result in major changes in state policies and local practices, better public education opportunities, and stronger communities. To bring about these changes, we will engage citizens of the local communities and elected officials in open and informed conversations focused on the agendas contained in this document and the subsequent topics they will generate.

Our Declaration of Commitment

The writers of The Declaration of Independence expressed their beliefs on which their vision of the new nation was based. They also felt a responsibility to enumerate the wrongs that justified their separation from the tyrannical king and his parliament. We too, have shared our beliefs, and a general description of the preferred future we believe can and must be created.

The principles and premises we embrace are defined in this section. We think of these principles on which the schools can be transformed, in a metaphorical sense, as analogous to the Articles of Confederation and the United States Constitution. We know they do not rise to that magnitude of importance or clarity of expression of the philosophical underpinnings of our great nation, but we sincerely believe that moving in this new direction for educating the young is fundamental to the survival of the nation of the free they envisioned and created. We see the Federalist Papers as symbolic of the conversations for understanding that must be stimulated and provided for now.

We pledge ourselves to act on these beliefs, to pursue these ends, and to be willing to take the personal and professional risks required, for we do not believe the next generation will have the opportunity open to us today. It is with that sense of responsibility and urgency that we take on this enormous task, the first of which is to invite those who may share our discontent and the possibilities of our approach to join us in seeking understanding, in improving it, and in taking the strategic actions necessary to begin and sustain this critical journey of transformation.

Principles and Premises We Embrace

Introduction

Beliefs Behind the Vision:

Beliefs create vision and drive action. Purpose-driven organizations are clear about what they believe, who they are, why they exist, what vision they seek to realize, and what missions they must accomplish. The assertions we make here are the basis for our vision. They form the foundation for what we see for a new direction and future for public education in Texas.

Importance of the Digital Revolution:

We believe that the new digital environment will have more impact on the generation and transmission of knowledge than anything since the invention of the printing press. Like the mid-fifteenth century scribes and monks who were suddenly confronted with new roles, leaders in public education must adapt to these new realities or face extinction. The current culture and structure that prevail in most schools will not meet the needs of these new "digital natives," nor will they result in the improved learning opportunities and engaging experiences our students deserve.

Re-framing Required for Changing the Conversation:

We believe it is our duty to help reframe the "problems and challenges" of public education in this new context. We offer these assertions to stimulate different conversations and to provide impetus for legislative actions so that public education in Texas can take a new turn for a vibrant future.

Bureaucratic Stranglehold/State Dominance Must Go:

We believe this transformational process must rescue schools from the bureaucratic stranglehold of over-regulation and the government-imposed and antiquated factory model that now forms their character. The state cannot have great schools and strong communities as long as it insists on the real power and authority residing in Austin, for the long arm of control carries with it the high cost of the very bureaucratic structures for compliance that render local schools and communities incapable of responding to changing needs. A new, more balanced and re-invigorated state/local partnership based on the principles embodied in this document can make Texas the leader in which all can take great pride in the schools—pride in ownership and in a new sense of community committed to the common good.

Six Articles

The principles and premises we embrace are defined in the context of six separate articles:

Article I: The New Digital Learning Environment

Article II: The New Learning Standards

Article III: Assessments for Learning

Article IV: Accountability for Learning

Article V: Organizational Transformation

Article VI: A More Balanced and Reinvigorated State/Local Partnership

Article I: The New Digital Learning Environment

Statement of Principle

Digitization and miniaturization of information processing power are expanding exponentially and are changing the world, our lives, and our communities at an overwhelming speed. To be viable, schools must adapt to this new environment. We must embrace and seize technology's potential to capture the hearts and minds of this, the first digital generation, so that the work designed for them is more engaging and respects their superior talents with digital devices and connections.

Supporting Premises

	Reflections, Questions, Recommended Revisions/Additions
We hold that:	
I.a The technologies that make this new digital world possible must be viewed as opportunities and tools that can help us in educating and socializing the young both in and outside the school.	
I.b The virtual social-network connected and tech-savvy generation will not tolerate the one-size-fits-all mass production structures that limit learning to particular times and places and conventions.	
I.c The potential of learning anywhere, anytime, "any path, any pace" must be embraced. Future learning will be a combination of learning at school, virtual learning, learning at home, and in the community.	
I.d Schools must reach out to those who would educate at home or in small networks and welcome their involvement in the school community.	
I.e Virtual learning should become the norm in every community to meet the needs of students who prefer such an environment.	
I.f The secondary school credit system should be expanded beyond school walls so that any place/any time learning, including virtual learning, are equally valued and supported.	

	Reflections, Questions, Recommended Revisions/Additions
I.g We (families, schools, churches, youth organizations, etc.) cannot control access to information by the young and recognize that once existing boundaries no longer exist.	
I.h Children and youth need role models and adult guidance and connections even more than in the pre-digital era, but the role of adults is different, becoming one that is more about facilitating understanding, raising questions, and designing engaging tasks that produce learning than lecturing and instructing.	
I.i School leaders, including board members, must work to bring the public into conversations that are needed not just to support these transformations but to help shape them and create ownership.	

Article I: The New Digital Learning Environment

If we embraced this PRINCIPLE and its SUPPORTING PREMISES:

What changes might we expect to see?

    In students?

    In the environment in which teachers and students work?

    In the focus of our actions?

What new capacities will we need and how will we develop them?

How would embracing this PRINCIPLE impact our beliefs, bring greater clarity to our sense of direction and what we want to be like five years from now?

Article II: The New Learning Standards

Statement of Principle

The new digital environment demands new learning standards for students so that they will have the values and the capabilities to live, learn, and earn in a free society surrounded by a world that is truly global, connected, and increasingly competitive in scope and character.

Supporting Premises

We hold that:	Reflections, Questions, Recommended Revisions/Additions
II.a Standards should be clear, attainable, and high enough to provide for a system of student performance variance where all can experience success and challenge.	
II.b Learning should be specified to the "profound level," that is, students are able to apply their learning to new situations, to synthesize, solve problems, create knowledge, and cultivate and utilize the full range of their capabilities.	
II.c. Learning standards should embrace development of the whole person to build students' capacity to shape their own destiny as individuals and as contributing members of society.	
II.d Standards should respect and value students' "multiple intelligences" and talents and provide opportunities for all students to excel and experience success.	
II.e Standards should tap curiosity and imagination in the traditional academic core, aesthetic, and skill areas in a way that lack of proficiency in any one area does not discourage students from recognizing and pursuing their special talents and learning in other areas.	

II.f   New learning standards should reflect realities of the new digital era, where students are not just consumers of knowledge, but creators of knowledge.

II.g   Content standards should serve as frameworks that assist teachers and students in creating learning experiences that motivate student success.

II.h   Standards should be flexible enough to provide for expansion and extension by local districts and their communities.

II.i   Guidance should be given to teachers' daily work so they can make the content standards clear and compelling to their students for each unit of focus.

II.j   Standards should be framed so they do not sacrifice the profound learning desired for easy and low-cost state assessment and accountability measures.

II.k   When competent, caring teachers provide properly designed learning experiences in inspiring social environments, all students will engage and can meet or exceed a reasonable variance to the standards.

II.l   Standards should result in all students being committed and equipped to be competent lifetime learners, well-prepared for further formal education and to pursue multiple careers.

Article II: The New Learning Standards

If we embraced this PRINCIPLE and its SUPPORTING PREMISES:

What changes might we expect to see?

    In students?

    In the environment in which teachers and students work?

    In the focus of our actions?

What new capacities will we need and how will we develop them?

How would embracing this PRINCIPLE impact our beliefs, bring greater clarity to our sense of direction and what we want to be like five years from now?

Article III: Assessments for Learning

Statement of Principle

Appropriate and varied types of assessments are essential for informing students about their level of success in ways that affirm and stimulate their efforts and for informing their teachers so that more customized learning experiences may be provided in a timely way. Well-conceived and well-designed assessments should also be used to reveal to parents, the school, the district, and society at large the extent to which the desired learning is occurring and what schools are doing to continuously improve.

Supporting Premises

We hold that:	Reflections, Questions, Recommended Revisions/Additions
III.a Assessments must be framed in a system development approach to meet the information needs of all users of assessment results. The system must be balanced and reflect at least three basic levels of assessment: the classroom level, with particular attention to the impact of the assessment on the learner; the program level, which allows evaluation of program effectiveness; and the institutional level, which appropriately informs policymakers.	
III.b Assessments used by teachers are the most critical for improving instruction and student learning, and to be effective must reflect certain characteristics, be interpreted properly in context, and reported clearly. Conducting good assessments is a part of the art and science of good teaching that results from teacher experiences and formal teacher professional development opportunities.	
III.c Assessment should be used primarily for obtaining student feedback and informing the student and the teacher about the level of student conceptual understanding or skill development so that the teacher has accurate information to consider for designing additional or different learning experiences.	

III.d Assessment should be continuous and comprehensive using multiple tools, rubrics, and processes, and incorporate teacher judgments about student work and performance as well as the judgment of others, when needed.

III.e Assessment should not be limited to nor even rely substantially on standardized tests that are primarily multiple-choice paper/pencil or on similar online instruments that can be machine-scored.

III.f Standardized tests should be used primarily to identify hard-to-learn/difficult-to-teach concepts to differentiate learning experiences and focus attention on the more systemic curricular issues involving student performance. Assessments that rely exclusively on quantifiable information remove from the teacher and school informed judgment prerogatives that are necessary to be timely and productive and deny the human aspect of the daily interactions teachers have with students and each other.

III.g Assessment should reflect and encourage virtual learning and incorporate ways of recognizing its value and counting it as credit in meeting graduation requirements.

III.h Reports about student performances, generated as a result of assessment, should inform students, parents, the school, and the greater community about how well students are doing.

III.i Sampling techniques involving all student groups should be employed periodically to evaluate programs and overall student progress. On occasion, community members or other teachers who have particular expertise may observe student performances and participate in protocols gauging the quality of student work products or examinations.

III.j The voice of students should be respected, and their feedback should be solicited regarding their learning and their response to the tasks they are assigned.

III.k The voice of teachers should be respected, particularly what they have to say about student performance, curriculum development, and program evaluations.

III.l The voice of parents should be respected, and they should be involved in feedback processes regarding the response of their children to tasks assigned as well as parental desire to do work at home that extends the learning.

III.m Assessments for learning, when they are varied and comprehensive, can also furnish important information in context as one factor among many in personnel appraisal systems, in ascertaining the performance levels of campuses and departments, and in measuring the impact of accountability systems on inspiring continuous improvement.

Reflections, Questions, Recommended Revisions/Additions

Article III: Assessments for Learning

If we embraced this PRINCIPLE and its SUPPORTING PREMISES:

What changes might we expect to see?

In students?

In the environment in which teachers and students work?

In the focus of our actions?

What new capacities will we need and how will we develop them?

How would embracing this PRINCIPLE impact our beliefs, bring greater clarity to our sense of direction and what we want to be like five years from now?

Article IV: Accountability for Learning

Statement of Principle

Comprehensive accountability systems are essential to achieving minimal personal and organizational performance only. They are necessary for weeding out the incompetent and reconstituting unproductive schools, but such systems serve to create compliance and mediocrity at best. Excellence and sustained exceptional performance come from a commitment to shared values and a clear vision that encourages collaboration and teamwork. Creating organizations that foster commitment requires superior moral leadership and a responsible use of authority.

Supporting Premises

We hold that:	Reflections, Questions, Recommended Revisions/Additions
IV.a Accountability systems should be carefully designed on a theoretical base that honors what teachers and students actually do, that empowers and builds integrity, trust, and commitment to the values that define the school.	
IV.b Assessment results and other examples of work products and performances of students should be used as the primary information source for understanding where students are and what they need. These can also be used for reporting to parents and the public.	
IV.c Accountability systems that draw on assessment information external to the class, school, or district are important for internal confidence in large systems and external confidence in all districts. Descriptions of the contexts in which assessments are given should be a part of reports. All parties should have some say in what measures are used and the weights assigned to different measures.	
IV.d Districts should be allowed to design their own internal systems of assessment for learning and accountability, as long as they meet certain specified state standards.	

IV.e   Those for whom the accountability mechanisms are to apply must have confidence and trust that they are fair and unbiased.

IV.f   Sampling techniques (the full range of examinations, evaluation of student work products, and performances as well as teacher tests and standardized tests) should be used in lieu of testing every child every year.

IV.g   Processes should be clearly defined so they can be controlled, measured, and improved.

IV.h   End results are not the only results that matter, for some results are set as goals that, if achieved first, would enhance the end result.

IV.i   An effective accountability system has multiple measures in place that provide for continuing employment, promotion, development, probation or termination; and respects the perspective that most people want to do a good job and want others to do a good job, as well.

IV.j   Standardized tests (including criterion-referenced tests) cannot measure with precision profound learning.

IV.k   Much for which schools need to be accountable will require subjective measures, and the decision about what and how to measure is admittedly one of the most subjective.

IV.l   Accountability systems are guided by the fact that to attach any matter highly valued by students, teachers, school leaders, or schools/districts to any *single measure* such as a standardized test, corrupts the test and the integrity of what it measures as well as the accountability it was intended to provide.

IV.m Labels for schools and particularly those that use the lowest performing unit as the basis for a punitive label should be avoided. There is a distinction between identifying performance gaps and labeling. Identification of performance gaps enables schools to move forward in designing different instructional strategies or approaches to help students achieve the learning desired.

IV.n Complete transparency is a requisite for how all data is collected, analyzed, and reported, including the subjective, sometimes political, manner in which state proficiency standards are set on state tests, if such tests are to be used.

IV.o A multi-year cycle for periodic district and campus performance reviews should be established, using highly trained visiting teams to analyze a predetermined set of student performance information.

IV.p As single measurements, standardized norm-referenced tests, criterion-referenced state tests, aptitude tests, end-of-course exams, other oral and written examinations, student performances/projects/portfolios, regular teacher assessments, and grades each give a piece of the picture; and used in combination, can provide a more holistic view. However, if a high-stakes standardized test is given a preponderance of weight, it will become the assessment that really counts, others notwithstanding.

IV.q Standardized tests to which high stakes are attached can become substitutes for the learning standards themselves and result in "teaching to the test" rather than teaching for attainment of the standard.

IV.r   Consequences (sanctions) should be associated with a performance assessment only if the assessment uses a combination of measures including sample examinations and other student performances to ascertain the degree to which the learning level is outside the variance allowed.

IV.s   Alternative assessments in combinations as indicated in other premises in this section should be considered.

Reflections, Questions, Recommended Revisions/Additions

Article IV: Accountability for Learning

If we embraced this PRINCIPLE and its SUPPORTING PREMISES:

What changes might we expect to see?

    In students?

    In the environment in which teachers and students work?

    In the focus of our actions?

What new capacities will we need and how will we develop them?

How would embracing this PRINCIPLE impact our beliefs, bring greater clarity to our sense of direction and what we want to be like five years from now?

Article V: Organizational Transformation

Statement of Principle

The digital revolution and its accompanying social transformations and expectations dictate a transformation of schools from their current bureaucratic form and structure that reflects the nineteenth and early twentieth century factory after which they were modeled, to schools that function as learning organizations. We believe that a learning organization can create the conditions and capacities most conducive for leaders, teachers, and students to perform at high levels and meet the expectations of new learning standards.

Supporting Premises

We hold that:	Reflections, Questions, Recommended Revisions/Additions
V.a Excellence emanates from a shared commitment to values and standards, high levels of engagement, and strong leadership at levels functioning within an accountability system that inspires.	
V.b The teacher's most important role is to be a designer of engaging experiences for students, supporting students in their work by incorporating more traditional roles as planner, presenter, instructor, and performer.	
V.c The overall quality of the present teaching force is excellent, and most teachers are capable and willing to take on their new designer role if their sense of moral purpose for entering teaching is honored, and if they are provided relevant developmental opportunities and a climate and conditions that support them.	
V.d To attempt to incentivize teachers with material rewards for improving test scores is an insult to teachers and infers that improvements in learning can be measured with precision. Such pay schemes should not be mandated by the state but left to the discretion of local districts.	

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V.e The costly loss of so many teachers from the profession in the first three to five years of employment is likely more a function of the social systems and conditions that dominate most schools than a lack of material rewards.

V.f Districts will have increasing difficulty in attracting experienced teachers to teach in poverty-stricken schools, and the overall teacher retention rate will decline even further if federal and state bureaucratic controls continue excessive focus on high stakes standardized tests.

V.g Leadership development at all levels (teachers, included) must become a primary means of building needed capacities to function in required new roles.

V.h Students are in charge of determining where their attention, effort, and commitment go, and their access to information gives them even more power; hence, they must be treated accordingly.

V.i The variation in student learning is as much a function of student effort as it is of ability, meaning that we must incorporate into the tasks we design and assign to students those qualities that will increase engagement.

V.j Profound learning (owning the knowledge) as opposed to superficial learning (short-term memory) comes more from engagement and commitment than from various forms of compliance, coercion, sanctions, or rewards.

V.k The use of too tightly monitored curriculum and a scripted approach to teaching to ensure coverage of the material for the test instead of broad understandings of connected content is a detriment to profound learning.

V.l The district is responsible for creating the conditions in which student commitment and engagement become central and for attracting principals and teachers who can learn to use appropriate frameworks, protocols, processes, assessments, and resources in different ways in a collaborative setting.

V.m Operating and social systems exist in all organizations including schools. Transforming these systems is the only way to transform schools into the type of organization needed.

Reflections, Questions, Recommended Revisions/Additions

Article V: Organizational Transformation

If we embraced this PRINCIPLE and its SUPPORTING PREMISES:

What changes might we expect to see?

In students?

In the environment in which teachers and students work?

In the focus of our actions?

What new capacities will we need and how will we develop them?

How would embracing this PRINCIPLE impact our beliefs, bring greater clarity to our sense of direction and what we want to be like five years from now?

Article VI: A More Balanced and Reinvigorated State/Local Partnership

Statement of Principle

A more balanced, reinvigorated state/local partnership can generate the public involvement and community support needed to meet the demands of new learning standards essential to the success of the 21st century learner. The present state-dominated partnership is inherently incapable of creating the type of schools that can provide the learning experiences most needed by students in our schools today. New levels of trust and reciprocal arrangements, including a return of significant authority and responsibility to local communities, are the only hope.

Supporting Premises

We hold that:	Reflections, Questions, Recommended Revisions/Additions
VI.a The state's interest in great schools and communities can best be assured by a partnership that may specify the basic standards for graduation and general accountability measures but does not detail how standards are to be achieved nor the assessments needed to inform and guide instruction.	
VI.b The dramatic increase in number of students, diversity, and poverty levels demand that the state/local partnership be shaped to respond to these needs with innovations not bound by bureaucratic rules of the present.	
VI.c Schools reflect the problems of the society from which their students come; therefore, it is essential that community/school partnerships be developed and supported that coordinate social services to students and families.	
VI.d Educating our youth is a state responsibility but a local function. Attempts to run the schools from Austin and Washington will result in a further decline in the local sense of ownership and responsibility at the very time when local involvement is most needed.	

VI.e The public education finance mechanisms must be adequate, equitable, and provide for local meaningful discretion and flexibility in the allocation of resources to support goals and priorities. Digital learning opportunities will require innovative revenue generation and accounting possibilities not yet invented.

VI.f A stronger sense of community ownership would prevail if conversations by school board members and other community leaders focused on substantive issues over which they had control rather than on state and federal compliance matters.

VI.g Regional education service centers are a vital resource and developing their capacities to provide technical assistance in collaborative ways can accelerate the transformation journey of schools and school districts, particularly in development of assessment tools for learning and training for school personnel.

Reflections, Questions, Recommended Revisions/Additions

Article VI: A More Balanced and Reinvigorated State/Local Partnership

If we embraced this PRINCIPLE and its SUPPORTING PREMISES:

What changes might we expect to see?

In students?

In the environment in which teachers and students work?

In the focus of our actions?

What new capacities will we need and how will we develop them?

How would embracing this PRINCIPLE impact our beliefs, bring greater clarity to our sense of direction and what we want to be like five years from now?

Legislative Initiatives Required

These principles and premises and the resulting vision involve major transformations throughout all aspects of public elementary and secondary education. The initial changes in laws and rules should include the following:

A. **Transform** the current litany of overly detailed **curriculum specifications** to frameworks that identify at the state level the most important topics for the new learning standards in a way that leaves room for local communities to make decisions about the details.

B. **Transform** the current **assessment system** that is cumbersome and focused on a series of snapshots for accountability to a system of multiple types of assessment that satisfies various state and district needs but has a primary focus on informing instruction and design of work for students. Invest in piloting assessment alternatives to standardized testing.

C. **Transform** the **Texas Education Code** from a litany of overly prescriptive regulations and a myriad of practices imposed on the schools that restrict local prerogatives, distract attention, and use resources, particularly misuse of time, to a streamlined compendium of major policies that support the new learning standards and focus schools on their main purpose.

D. **Transform** the **accountability system** from one based primarily on standardized test scores with counterproductive high-stakes that result in mediocrity at best, to a system that enables excellence through inspirational standards, comprehensive review processes that ensure accuracy in reporting levels of learning, outstanding moral leadership, and a culture of commitment.

E. **Transform** the **Texas Education Agency** from an organization that is totally focused on compliance and enforcement to one that carries out its compliance function as secondary to providing leadership and technical assistance to school districts liberating them to innovate and focus on children and ensure they are accountable to their families and communities.

F. **Transform** the **state governance structure** from a system that locates inordinate power in the governor, providing little or no insulation of schools from political expediency, to a system that has clear lines of authority and accountability and provides for general oversight of the agency. Clarify the role of the state board of education and its authority related to the core business of schools.

G. **Transform** the **public education system** by allowing some "trailblazing" districts to advance this vision. The Legislature should authorize the establishment of a network of at least 10 school districts broadly representative of the state and exempted from inhibiting laws and regulations. These districts may then design and lead a piloting endeavor to transform themselves in ways that reflect the spirit and intent of the principles and supporting premises proposed by the Texas Public Education Visioning Institute.

Appendix A

The Story Behind the Visioning Institute

Where's the vision?

This story begins with conversations among school superintendents and other school leaders. Such discussions are often dominated by compliance issues such as how to implement the latest mandate from Austin or Washington. At other times, the exchanges relate to school finance, politics, changing demographics, challenges of technology and its impact on students and society, the test-focused craze, dysfunctional school boards, and the negative impacts of the present accountability mechanisms on students and teachers. On occasion, we lament how we allow ourselves to be co-opted into supporting policies that we know are counterproductive and take away local options, and how we permit ourselves to be discouraged from being more assertive in representing our local communities in support of meaningful improvements.

But when the discussion turns to thoughts about the future for Texas public education, no clear picture emerges to frame the conversation. We sense the present direction is wrong but what direction would we propose? Most of us have some understandings of the future we want in our districts, but even those descriptions are framed by the present state accountability labels, as if reaching "Exemplary Status" defines it. Can we begin a new and different kind of dialogue about the future? Should we challenge the underlying assumptions on which so many bureaucratic practices are based? In the absence of a clear picture of the preferred future, should we as public school leaders define and express our own vision to "get the ball rolling"?

What are we for?

The second part of the story has its origin in the state educational policymaking environment and associated debates. Politicians, state business leaders, and their policy advisors have been the principal architects of the present system—not school superintendents, not principals, not teachers, and not parents. What we hear most often from these external decision makers is that they know what school superintendents are *against*, but don't know what they are *for*.

If they are asking us to describe what we are *for* in a broad based and coherent way, then we tend to come up short in spite of our issue-specific legislative programs, with the exception of the principles we favored in the school finance issue. Otherwise, we often gave inadequate answers. What evolved from these interactions was the assertion that we could answer the "for" question only if we were clear about our relevant beliefs, principles, and premises and the vision they would generate. One thing we know for sure is that we object strongly to the present debilitating conditions for students and teachers generated by the false assumptions that underlie many current policies. Therefore, we feel duty-bound to discover and express the answers to the "for" question, not in a piece-meal fashion but in a comprehensive and fundamental manner, and in a way that makes sense of the digital revolution now impacting every aspect of our world and our lives.

Where did we start?

The catalyst for bringing these ideas forward was Keith Sockwell, retired superintendent of Northwest ISD, and, at the time, with SHW Group LLP, an architectural firm in Plano. In his visits with a number of superintendents around the state during the spring and summer of 2006, these questions kept coming up again and again. The "what are we for" and the "no vision" bug bit him hard. So he asked SHW Group if they would underwrite such a quest with "no strings attached." The only stipulations SHW Group made, through its Chief Executive Officer Gary Keep, were to take the long-term view, think creatively, follow through, and ask the participating superintendents' school districts to support the effort by paying their travel costs and a minimal fee, and, more importantly, supporting their commitment and the time to make it happen.

We anticipated that the effort would require at least a yearlong pledge, and that it would be professionally developmental for participants. Secondly, it became clear that follow through could involve significant resistance from the backers and benefactors of the present state-controlled system. However, our confidence in the democratic process was such that if parents and other local community members were empowered, they would rise in support of the new vision if it were clear, reflected their values, and appealed to their interests and needs and dreams of success for their children.

What were the next steps?

Sockwell contacted John Horn, retired superintendent, Mesquite ISD, and now a Senior Associate with the Schlechty Center for Leadership in School Reform. He has worked with several Texas school districts and has

been facilitating planning and goal setting sessions for leaders of the Texas Association of School Administrators (TASA). He was also the primary facilitator some years back when eleven educational leadership organizations came together to develop the core principles around a school finance system that would provide adequacy and equity and meet constitutional requirements.

Along with Frank Kelly, director of educational facilities planning, SHW Group, Sockwell and Horn met with Johnny Veselka, Executive Director of TASA, who saw the need for such a visioning effort, eagerly agreed, and with the TASA Executive Committee's unanimous support, obtained approval of the Texas Leadership Center to be the fiscal agent. TASA would provide coordination and other staff support. SHW Group agreed to pay for facilitation, materials, cost of resource speakers, and publication of the initial draft product that would be used to foster intentional conversations around the agenda promoted by the proposed principles and premises.

The Visioning Institute then became a reality. The Institute contracted with the Schlechty Center to help design and facilitate the work sessions. A small nucleus of superintendents from the larger group was invited to form what became known as the Design Team. They met with Lennie Hay from the Schlechty Center and John Horn to develop clarity about the objective, map out a 15-month timeline, select topics for discussion germane to the objective, identify experts in those fields, and design each session as a developmental experience for participants that would free them up to think creatively, elicit insights from their own experience, and to develop a sense of collegiality and moral commitment to the goal and to each other. Horn worked with the Design Team between sessions to adapt and meet the needs of the participants so their contributions could be maximized.

How were other participants selected?

The superintendents invited to participate were those with whom Sockwell had been visiting, and who, for the most part, were SHW Group clients. The Texas Leadership Center Board of Directors and TASA of-

ficers were also invited. Horn and Hay advised the Design Team that a maximum of 35 participants would be the most conducive to having the type of disciplined conversations and dialogue needed to reach the stated goal.

When the 35 participants were identified, it became clear that the group included an appropriate sample of superintendents representing various types of districts, serving over 1.2 million students. The Design Team members believed that if the initial proposal were a "work in progress" or an "initial draft," that any who desired could help to shape its continuing evolution, that if it were inspiring and captured the spirit of what any similarly constituted group of superintendents would also produce, then it would be welcomed and well received.

The original participants were sensitive to not make presumptions about speaking for all. We viewed our work from the perspective of how we would react if we had not been part of the original group. Our conclusion was that if it were kept as a "work in progress" until anyone who desired could weigh in with suggestions and changes, then it would be judged on its quality and relevance.

It was agreed that an extensive written record of the discussion and video recordings would be made to ensure that, at the end, the thoughts and contributions of all had been captured and honored in the resulting product. However, to ensure completely candid discussions and protection from those who might misunderstand such free and open dialogue, it was agreed that no video or quotes of individuals would be made public without their consent.

Now that the initial "work in progress" document has been offered, the SHW Group has agreed to support further dissemination and public information strategies to give our colleagues the opportunities described above and to put "feet and legs" to the more fully developed ideas and policy initiatives that emerge. They will also support efforts to extend conversations in local communities, with other organizations, and with state leaders in hopes that many of them will embrace the statements of vision, principles, and premises required to create the future envisioned.

Appendix B

Meetings, Topics, and Participants

The Visioning Institute had its first meeting with participants on September 6–7, 2006, and met for seven sessions during 2007 with an additional work session in November and the most recent meeting in January 2008. The Design Team continues to meet and additional sessions are likely to orchestrate the next steps.

Our Purpose as Framed in the Invitation Letter to Prospective Participants

The Public Education Visioning Institute is a unique opportunity for thirty visionary, progressive superintendents to learn from one another by challenging conventional thinking to improve their leadership capacities and their school systems.

Participants will engage in stimulating dialogue with each other and leading thinkers to explore ways they can create more meaningful educational opportunities for their students. The first in a series of eight workshops will focus the group on examining the culture and structure needed in schools to meet the needs of learners in a more global environment of new expectations.

Development of relevant core values from which new visions and purposes for public education can emerge is a goal. The remaining workshops have been designed to explore moral and intellectual leadership, the nature of the future's learner and the new social contexts in which they will live, more appropriate assessment systems, and more equitably designed accountability mechanisms.

Participants will explore innovative ways of using resources such as people, time, space, technology and funding to realize a new vision for public education in the year 2020.

The Schedule/Topics/Resource Speakers

Session 1:   **Purpose, Core Values, Vision—Phil Schlechty**
September 6–7, 2006

Session 2:   **Learners and the Design of a Productive Social Context (I)—Marc Prensky**
November 8–9, 2006

Session 3:   **Learners and the Design of a Productive Social Context (II)—Judy Johnson/Lauren Resnick**
January 10–11, 2007

Session 4:   **Results for Public Education—Doug Reeves**
March 7–8, 2007

Session 5:   **Rethinking Resources for Public Education (I)—Milton Chen**
April 25–26, 2007

Session 6:   **Rethinking Resources for Public Education (II)—Ian Jukes/Ted McCain**
June 22–23, 2007

Session 7:   **Moral and Intellectual Leadership for Change—Michael Fullan**
September 27–28, 2007

Session 8:   **What Could Public Education Look Like in 2020?—Phil Schlechty**
January 16–17, 2008

Participating Superintendents

Superintendent	District
David Anthony	Cypress-Fairbanks ISD
Cathy Bryce	Highland Park ISD
Gene Burton	Rockwall ISD
Deborah Cron	Weatherford ISD
Thomas Crowe	McKinney ISD
Ralph Draper	Spring ISD
Robert Duron	San Antonio ISD
John Folks	Northside ISD
Alton Frailey	Katy ISD
Greg Gibson	Crowley ISD
Annette Griffin	Carrollton-Farmers Branch ISD
Jim Hawkins	Killeen ISD
Michael Hinojosa	Dallas ISD
Rick Howard	Comanche ISD
Mark Jackson	Burleson ISD
Melody Johnson	Fort Worth ISD
Duncan Klussmann	Spring Branch ISD
Richard McReavy	Waller ISD
Leonard Merrell (Retired)	Katy ISD
Richard A. Middleton	North East ISD
Vernon Newsom	Mansfield ISD
Dawson Orr	Wichita Falls ISD
Douglas W. Otto	Plano ISD
Thomas Randle	Lamar CISD
Rick Reedy	Frisco ISD
Jerry Roy	Lewisville ISD
Karen G. Rue	Northwest ISD
Rod Schroder	Amarillo ISD
Greg Smith	Clear Creek ISD
Barbara Sultis	Goose Creek CISD
Jeff Turner	Coppell ISD
Stephen Waddell	Birdville ISD
Ryder Warren	Marble Falls ISD
Nola Wellman	Eanes ISD
Leland Williams	Dickinson ISD

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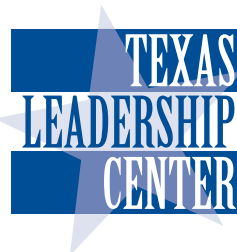
VISION 2020 QUALITY SCHOOLS IN EVERY NEIGHBORHOOD

2016-17 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

San Diego Unified School District
"User Friendly" Format

Goal 1: Closing the Achievement Gap with High Expectations for All
All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.
(Related State Priorities: 4, 8)

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
1. **EL reclassification rates** and numbers at school and district level: Baseline (10.5) + 15% 2. ELs making at least one year's progress in learning English as measured by the CELDT: Baseline (58%) + 15% 3. **ELs Achieving Proficiency in English** as measured by the CELDT: <5 Years cohort: Baseline (26.4%) + 15%; 5+ Years cohort: Baseline (43.5%) + 15% 4. **California Assessment of Student Performance and Progress (CASPP):** 100 – Baseline (ELA = 51%, Math = 41%) x 20% 5. **High school graduation rates:** Baseline (87.9%) + 2 pts. 6. **High school dropout rates:** Baseline (5.2%) - 10% 7. **Early Assessment Program (EAP) results:** 100 – Baseline (ELA = 42%; Math = 48%) x 20% 8. **Middle school dropout rates** (Grade 8): Baseline (0.16%) - 30% 9. **Academic Performance Index (API)** (as allowed by AB484): Establish baseline when available	**1.1.a. Multiple Measures and Data – All Students**	1. Schools will use formative assessments to develop learning plans, set goals with students, monitor progress, and evaluate the effectiveness of the plans at the end of the year. Relevant data will be accessible and readily available for staff use in developing plans, setting goals, monitoring progress and evaluating effectiveness. 2. Central office staff will support area superintendents, principals, and school staffs to design site-based assessment systems that promote a culture of revision and continuous improvement of student learning based on individual site needs. 3. The district will continue to develop, monitor, and refine an information intelligence system that provides for real-time data, reporting, and dashboards. 4. Identification for Gifted and Talented Education (GATE) eligibility will include the use of multiple measures.	$3,214,000 LCFF Base $86,000 Title I
	1.1.b./1.1.c. Multiple Measures and Data – Student Groups	1. Area superintendents, site administrators, English Learner Support Teachers (ELSTs), classroom teachers, Instructional Leadership Teams (ILTs), Professional Learning Communities (PLCs), and the Office of Language Acquisition (OLA) will continuously analyze data and discuss student progress to: • Monitor the progress of English Learners (EL) including Long-Term English Learners (LTELs) and reclassified students. • Determine the short- and longer-term needs of English Learners (ELs). • Determine specific actions designed to accelerate language acquisition and learning for English Learners (EL). 2. Site administrators and classroom teachers will routinely analyze data on the achievement of African, African American and Latino students. Support plans will be developed, implemented, and monitored in the areas of achievement, attendance, and behavior. 3. Site administrators and classroom teachers will routinely analyze data on the achievement of students with disabilities. Support plans will be developed, implemented, and monitored in the areas of achievement, attendance, and behavior. Multiple data points will be used to represent various sub-groups	See Action 1.1a.

(bold denotes state-required metrics)			
		of students with disabilities.	
	1.2.a. Support for Early Learning Programs – All Elementary Schools	1. The district will develop and implement a well-articulated pathway from pre-school through Grade 3, including language instruction (e.g., English Learner [EL] grade level goals, biliteracy and dual language instructional programs).	$7,000 LCFF Base $16,242,000 LCFF S/C
	1.2.b./1.2.c. Support for Early Learning Programs – Student Groups	1. Lower class size will be implemented in Transitional Kindergarten (TK) - Grade 3. 2. TK-3 students will receive differentiated instruction, to ensure reading proficiency by Grade 3. 3. Targeted intervention and support will be provided for at-risk learners. 4. Professional development for teachers will be provided on key topics including student centered teaching, early intervention and support, effective teaching practices, and parent communication. Training by cluster, and cross-cluster and out of district visits to observe best practices will be included. 5. Outcomes for TK and K students with disabilities will be improved by providing access to age-appropriate educational opportunities with non-disabled peers. 6. Communication and recruitment strategies will be provided to families to ensure all eligible students participate in Pre-K and TK. 7. A multi-year implementation of the Sobrato Early Academic Language (SEAL) model will be piloted to build early learning language and literacy skills capacity. The Sobrato Model is a comprehensive program of intensive, enriched language and literacy education for EL students in TK-Grade 3 that includes alignment of preschool and the K-3 system around a shared vision of powerful language development as the foundation for academic success, simultaneous academic language and literacy (including bilingual options), language-rich environments and instruction with an emphasis on expressive and complex oral language development and enriched vocabulary, text-rich curriculum to engage students with books and instill appreciation for reading and writing, language development through thematic units on science and social studies, and parent/home support for language and literacy development.	See Action 1.2.a.
	1.3.a. Support for Secondary Student Access to High-Level Coursework Leading to Graduation – All Middle and Senior High Schools	1. All middle and high school students will have 6- or 4-year plans, respectively, that clearly articulate the courses students will complete to meet district graduation/'a-g' requirements, and be prepared for college, career and community.	$2,842,000 LCFF Base $7,072,000 LCFF S/C $795,000 Title II
	1.3.b. Support for Secondary Student Access to High-Level Coursework Leading to	1. Counselors and support staff will monitor student progress toward graduation and access to advanced pathways, with emphasis on English Learners (EL), students with disabilities, youth in transition, and African American and Latino students.	See Action 1.3.a.

	Graduation – Student Groups	2. Central office and secondary school staffs will work collaboratively to identify and implement best practices that improve the outcomes for all Grade 9 students at every high school. 3. Schools with high percentages of students off-track to graduate will continue to have additional Grade 9 and 10 counselors to support students to remain on track and develop a college-going culture. 4. Increased counselor allocations will continue to be provided to all middle and high schools. 5. Area superintendents, principals, the Office of Secondary Schools, and counselors (along with the Special Education Department and Office of Language Acquisition [OLA]) will work in partnership to ensure that appropriate structures, supports, and resources are in place for all students to access rigorous 'a-g' coursework, support and interventions, stay on track to graduate, and are prepared for college, career and community. Well-articulated pathways for Grades 6-12 will be developed and designed to meet the continuum of needs for students to graduate ready for college, career and community. 6. Additional high school innovation centers will be established to reconnect students on a pathway to meaningful graduation that meets a continuum of individual needs including enrichment, acceleration, and intervention. 7. Mentoring programs will be expanded at identified middle and high schools.	
	1.4.a. Supplemental School Allocations for Multiple Levels of Support – Student Groups	Schools will provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. 1. All schools will receive a supplemental Local Control Funding Formula (LCFF) allocation proportionate to the number of English Learners (EL), foster youth (FY), and low income (LI) students. Each school will select the most appropriate supplemental interventions, classroom supports, and/or professional development supports and services to meet the specific needs of their EL, FY, and LI students. 2. Schools that are composed of at least 90% English Learners (EL), foster youth (FY), and/or low income (LI) students will receive one additional certificated position to provide support. Schools will determine and select the position to meet the specific student needs.	$12,448,000 LCFF S/C $18,403,000 Title I
	1.4.b./1.4.c. Supplemental School Allocations for Multiple Levels of Support – Title I	1. Eligible schools will receive supplemental Title I funds, proportionate to the number of low income students. Each school will provide supplemental instructional services, supports, and interventions to increase achievement	See Action 1.4.a.

	Schools	based on the needs of their students.	
	1.5. Additional Intervention and Student Support – All Students/Groups	1. A Summer School program will be offered to support credit completion and on-time graduation, serve the special needs of students with disabilities, and provide opportunities for support and acceleration for English Learners (EL). A Summer Bridging program to ensure readiness for high school for incoming Grade 9 students will also be offered. 2. Rigorous online learning opportunities will be provided. 3. Counseling services to support the unique academic, emotional, and personal needs of students will be provided. 4. Nursing services to support the academic, health and wellness needs of students will be provided. 5. The mentor program for at-risk youth to monitor attendance, behavior, and school performance will be expanded. 6. The district will expand and support 1-to-1 digital tools to foster differentiated learning and anytime access to learning. 7. All schools, site administrators and area superintendents will provide support in the development and implementation of quality Response to Instruction and Intervention (RTII) programs. Professional development will be provided to ensure staff are prepared to implement the RTII program with fidelity. 8. Middle school students who have been identified as needing additional help in reading will receive support via a separate class or within their block schedule. All high school students identified as needing extra support in reading will be provided with a support class during the regular school day.	$1,712,000 LCFF S/C $3,741,000 Title I
	1.6 Cultural Proficiency	1. The district will continue to partner with the National Equity Project (NEP) to expand professional development for staff to recognize personal bias and discriminatory practices and equip staff to effectively engage with the district's diverse students, staff, and families. 2. The district will continue to implement the National Equity Project's (NEP) change management framework to monitor, refine, and improve district and school policies and practices to build a sense of collective responsibility for the experiences and achievements of all students in every school. 3. Through equity leadership, the district will continue to redesign schools to: • Remove the predictability of success or failure that currently correlates with race, socio-economic status, and any other social or cultural factor. • End inequitable practices, addressing individual and systemic biases, and creating inclusive multi-cultural school environments for adults and children. • Discover and cultivate the unique talents and interests that everyone possesses.	$600,000 Title I/II
	1.7.a./1.7.b./1.7.c.	To provide for improved outcomes and close the achievement gap for students	$188,535,000

	Additional Support for Students with Disabilities – All Student Groups	with disabilities, the Special Education Department will coordinate, design, and provide for specialized and age-appropriate programs, services, and supports for students; birth to age 5, TK – Grade 12, and ages 18 – 22. Programs and program services will include:
		
		1. Providing special education teachers and assistants (e.g., mild/moderate, moderate/severe, resource specialists, deaf and hard of hearing).
		2. Providing additional student support services (e.g., occupational therapy, physical therapy, nursing services, speech and language, and services for the visually impaired).
		3. Providing instructional support, including:
		  • Resource and support staff to identify, develop, and provide professional development, coaching, and instructional tools and resources.
		  • Site administrators to provide guidance, leadership, and support for each area.
		  • The special education trans-disciplinary team providing training and support to administrators, teachers and paraeducators for English Learners (EL) with disabilities and monitoring and refining a comprehensive evaluation process for referrals, identification and placement, and appropriate services.
		  • Offering an Extended School Year (Summer School program).
		  • Providing specialized equipment, tools and resources to meet the instructional or physical needs of students.
		4. Providing dedicated translators and interpreters, trained to communicate specialized elements of special education and other supports to ensure parents, families, and caregivers are fully included in the student's education.
		5. Providing central office support for program implementation, technical support, and oversight for state and federal requirements.
		6. Offering a variety of specialized schools (e.g., Riley, New Dawn, Marcy Center, Whittier Center).
		7. Developing, implementing, and monitoring quality student-centered Individualized Educational Plans (IEPs), including documentation and adherence to requirements and timelines.
		8. Using the specific recommendations of the special education department's WestEd study for the purposes of improvement (i.e., appropriate staffing supports, improved service delivery models, training, etc.).
			LCFF Base
			
			$14,251,000
			LCFF S/C

	1.8 Additional Support for English Learners (EL)	1. English Learner (EL) supports will be organized to provide focused cluster-based support with an emphasis on:
		  • Developing highly engaged English Learner Advisory Committees (ELACs).
		  • Increasing reclassification rates.
		  • Support for annual testing of English proficiency.
			$9,652,000
			LCFF S/C
			
			$3,648,000
			Title III

- Response to Instruction and Intervention (RTII) process for English Learner (EL) achievement.
- Best first practices to support English Learners (EL).

2. Area superintendents, Common Core Cluster Support Teachers (CCCSTs), English Learner Support Teachers (ELSTs), in collaboration with Office of Language Acquisition (OLA) will organize to support schools in the prevention of Long Term English Learners (LTEL) and underperforming reclassified students.
   - ELSTs, EL coordinators, and/or classroom teachers will conduct goal-setting conversations for meeting student proficiency expectations to demonstrate annual growth on the California English Language Development Test (CELDT).
   - ELSTs in collaboration with the site English Learner (EL) coordinator will meet with students to review reclassification expectations.
   - Parents/guardians will be informed of the reclassification criteria and process.

3. To promote accelerated English language development, English Learners (EL) will be provided with appropriate *Designated* and *Integrated* English Language Development (ELD) until they are reclassified as English proficient:
   - Daily designated and integrated ELD instruction will be provided at the elementary level.
   - Middle and high school master schedules will provide appropriate levels, numbers, and sections of designated English Language Development (ELD) classes to support enrolled English Learners (EL).
   - Schools with high numbers of recently arrived/immigrant students will provide daily designated and integrated ELD instruction as well as access to grade level core curriculum, and ensure that they are provided appropriate differentiated instruction.
   - Grade K-12 integrated ELD (academic language development across all disciplines) will be provided through core content instruction.

4. The district, through collaboration between schools and the Office of Language Acquisition (OLA), will provide professional learning opportunities that focus on instruction and supports for English Learners (EL) (e.g., biliteracy, dual language, secondary, secondary world language), and oversight of state and federal requirements.
   - The Office of Language Acquisition (OLA) and area superintendents will identify schools with high percentages of English Learners (EL) for ELSTs to conduct a learning cycle alongside the classroom teacher to build teacher capacity to serve ELs.
   - The Office of Language Acquisition (OLA) and ELSTs will provide supports for dual language schools.

5. The district will continue to provide and expand access to specialized courses at the middle and high school levels to promote English Learner (EL) achievement, including Academic Language Development (ALD) and Spanish for Spanish Speakers.

		6. Summer School English Language Development (ELD) opportunities for credit recovery or acceleration will be provided for English Learners (EL) to lead to timely completion of district graduation/'a-g' requirements and preparation for college, career and community. 7. The district will increase written translation and oral interpretation services for families. 8. The district will develop an English Learner (EL) master plan that includes student expectations, grade level goals and well-articulated pathways for 21st Century college, career and community readiness. 9. The Office of Language Acquisition (OLA) will convene a committee to begin researching best and promising practices for working with Students with Interrupted Formal Education (SIFE) and refugee students. The committee, composed of staff, parents, and students, will recommend a framework for addressing the unique academic, social, and emotional needs of SIFE and refugee students.	
	1.9 Additional Support for Foster Youth	1. Resource teachers will work alongside area superintendents and supporting departments to monitor academic progress, attendance rates and behavioral data of youth in transition (homeless/foster) to develop a tiered level of support and resources at school sites with high concentrations of youth in transition. 2. A Children and Youth in Transition (CYT) resource teacher will coordinate and collaborate with the area superintendents, supporting departments and school sites to develop tiered interventions to address site and student needs, as well as issues impacting students identified as being in transition. Interventions may include or address safety, attendance, basic needs, and barriers to a student's education or academic interventions. 3. Mentor teachers will be located at five high schools (Crawford, Hoover, Lincoln, Morse and San Diego) and paired with at-risk youth identified as homeless and foster to monitor attendance, behavior, school performance and progress toward graduation. 4. The district will develop a plan to encourage foster and homeless youth and their parents and guardians to participate as stakeholders in school and district-level initiatives, such as the Local Control and Accountability Plan (LCAP).	See Action 4.3
	1.10 Additional Support for African American and Latino Students	1. The district will provide communication and recruitment strategies to families to ensure all eligible students participate in Pre-K and Transitional Kindergarten (TK). 2. The district will improve graduation rates for African American and Latino students. 3. The district will recruit teachers and staff that are reflective of and possess the cultural proficiency to effectively engage its diverse student population. 4. Through collaborations with the Race Human Relations and Advocacy (RHRA)	$433,000 LCFF S/C $247,000 Title I $316,000 Title II

Department, central office and school staff, the cultural proficiency of all staff will be developed to effectively engage in the diversity of all students, families, and staff.

5. Site administrators and classroom teachers will routinely analyze data on the achievement of African American and Latino students and develop, implement, and monitor support plans designed to improve each student's achievement, attendance, and behavior.

6. The district will expand restorative justice and Positive Behavioral Interventions and Support (PBIS) and provide professional development to promote effective and positive behavior support strategies at each school.

7. A robust mentoring program that engages district staff, advocacy groups, and other community members to serve as trained mentors to increase the academic and social success of African American and Latino students will be developed.

8. The district will support the expansion and development of student advocacy groups at all secondary schools where students' cultures and identities can be explored and nurtured. These advocacy groups will also serve as mechanisms for students to connect to organizations and events in the broader community.

9. The development of Ethnic Studies courses that meet the 'a-g' elective history requirement will be expanded, and an Ethnic Studies pathway that culminates with students taking college-level Ethnic Studies courses will be developed.

10. The district will provide support for parents and families of underachieving African American and Latino students.

11. The district will support the goals of the Pledge to Improve the Achievement of Young Men of Color Plan by:
    • Increasing enrollment of males of color in early learning programs (i.e., Pre-K, TK).
    • Increasing enrollment of males of color in advanced courses (e.g., Advanced Placement [AP], International Baccalaureate [IB], college classes, and College, Career and Technical Education [CCTE] capstone courses [the last course in a planned sequence necessary for employment in an identified occupation]).
    • Developing an Ethnic Studies introductory course, using culturally empowered curriculum.
    • Developing culturally relevant curricula products (i.e., lesson plans and resources).
    • Continuing to monitor the progress of males of color using formative assessments and other measures, intervening when students are not demonstrating growth.
    • Increasing the diversity of all staff.

Goal 2: Access to Broad and Challenging Curriculum

Students have equitable access to rigorous, well-rounded, standards-aligned curricula and access to and skill in applying technologies to leverage learning, assuring readiness for a full range of post-graduation options.

(Related State Priorities: 1, 2, 5, 7)

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
1. **Availability of standards aligned instructional materials:** Maintain at 100% (per annual Board resolution of sufficiency) 2. **Completion of 'a-g' course sequence with grades of C or higher:** Baseline (51%) + 30% 3. **Students on track after their second year of high school for the district course sequence ('a-g') included in district graduation requirements:** Baseline (59%) + 30% 4. Increased enrollment and passage rates in advanced coursework (i.e., **AP,** IB, honors, and community college courses): Participation Baseline (37%) + 15%; Passing Baseline (57%) + 15% 5. College, Career and Technical Education (CCTE) course sequence completion (seniors passed 3 or more courses): Baseline (29%) + 30%	**2.1 Pathways to College and Career Readiness**	1. Coherent and well-articulated programs and course pathways will be provided within and across all grade levels that lead to meaningful graduation for all students, in preparation for college, career and community. 2. The district will monitor master schedules to ensure access to 'a-g' courses for all high school students and all student groups. 3. School staffs will support students and families to plan and monitor courses to prepare them for graduation and post-graduation opportunities (e.g., 4- and 6-year plans, Naviance). 4. The district will promote agency in all students in Grades 8 and 10 through a work-based learning experience that results in the development of a Grade 8 agency plan and a Grade 10 post secondary/financial plan. • Through partnerships with the San Diego Workforce Partnership, Qualcomm, UCSD Extension, Junior Achievement, and Project Lead the Way (PLTW), all Grade 8 students will leave middle school and all Grade 10 students will leave high school with a personalized college and career experience that will help them identify their strengths and interests in an effort to ensure that every student has the opportunity to unlock their personal genius and enter high school and college, career and community with the beginning of a plan that will lead to post secondary success and a meaningful graduation. • Each student in Grade 8 will visit UCSD Extension or Qualcomm and take the Thrively Strength Assessment that identifies each student's individual strengths across 23 factors. Strength areas include focus, persistence, patience, morality, adaptability, resilience, leadership, analytical and creative thinking. The results of each student's strength inventory will be revealed and students will engage in an opportunity that connects them to their strengths/interests as they relate to the San Diego workforce. An agency plan will be created to bring to their high school counselors. • Students in Grade 10 will take the Junior Achievement Strong Interest Inventory to expand the connection between the student's strengths and interests to strengthen goal setting that leads to a meaningful graduation	See Actions 1.2, 1.3, 1.7, 1.8, 1.9, 1.10, 2.2, 2.5

6. Percentage of students earning D and F Grades: Baseline – 30%

Grade	Ds	Fs
6	7.0	4.5
7	8.3	6.7
8	8.9	6.9
9	8.2	15.4
10	8.4	10.2
11	7.5	6.9
12	5.8	2.7

7. Percentage of students earning a Seal of Biliteracy: Baseline (5.2%) + 30%

(bold denotes state-required metric)

and post secondary success. Students in Grade 10 will create a post secondary and financial plan connected to their inventory results. The Strong Inventory identifies characteristics such as conventional, realistic, investigative, artistic, social, and enterprising.

2.2.a./2.2.b./2.2.c. Enriched and Enhanced Learning Opportunities – All Students/Groups

1. All students will have access to advanced courses and learning opportunities (e.g., Advanced Placement [AP], International Baccalaureate [IB], Honors, college courses, and Gifted and Talented Education [GATE]).
2. In addition to the core content areas of math, science, English/Language Arts, social studies, and physical education, the district will provide enhanced and extended learning opportunities including: Linked Learning; College, Career and Technical Education (CCTE); Junior Reserve Officer Training Corps (JROTC); Gifted and Talented Education (GATE); Advanced Placement (AP); International Baccalaureate (IB); biliteracy, dual language, and world language programs; Visual and Performing Arts (VAPA); instrumental music; Advancement Via Individual Determination (AVID); Science Technology Engineering Arts Math (STEM/STEAM); Next Generation Science Standards (NGSS); Civics Education; Interscholastic Athletics; and outdoor learning opportunities.
3. The district will expand Ethnic Studies courses that meet the 'a-g' elective history requirement, and continue partnering with the San Diego Community College District to a provide capstone course (the last course in a planned sequence necessary for employment in an identified occupation) for the Ethnic Studies pathway.
4. Sites will collaborate with the district GATE Department to plan, clarify, and improve the GATE program.
5. Additional Visual and Performing Arts opportunities will be provided to selected Title I schools.
6. Visual and Performing Arts will be enhanced by beginning a yearly band uniform replacement rotation cycle, providing additional musical instruments and repairs, and support in vocal music, dance, and theater.
7. The district will provide culturally enriching, off-site experiences for selected schools, including activities at Old Town, Balboa Park and Mission Trails Regional Park.

$34,089,000 LCFF Base

$16,185,000 LCFF S/C

$1,500,000 Title I

2.3.a. Aligned District Course of Study and Curriculum – All Students

1. The district will review, update and monitor its course of study to fully align with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS), and the University of California (UC) 'a-g' requirements.

$659,000 LCFF Base

$122,000 LCFF S/C

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
	2.3.b./2.3.c. Aligned District Course of Study and Curriculum – Groups	1. The district will develop and refine standards aligned, core content and course curriculum maps, tools, and guides, including access to quality digital tools and reputable online resources in service of effective teaching and learning for diverse groups. 2. Leadership and staff will develop and implement curriculum, educational collections, and resources that provide programs and services that are inclusive of the needs of all students in the communities they serve.	See Action 2.3.a.
	2.4.a. Instructional Resources and Materials – All Students	1. The district will identify and provide standards-aligned culturally relevant instructional materials and resources. 2. The district will provide new Common Core math curriculum to elementary schools.	$2,790,000 LCFF Base $4,653,000 LCFF S/C $5,116,000 Lottery: Instr. Mat'ls.
	2.4.b./2.4.c. Instructional Resources and Materials – Groups	1. Digital resources will be expanded including timely replenishing of teacher and student devices, as well as maintaining and upgrading technology infrastructures. 2. Increased access to school libraries will be continued. 3. Increased access to online libraries, available anytime, will be continued as well as access to community libraries through partnerships. 4. The district will increase/expand 1-to-1 access for digital tools. 5. Online and blended learning opportunities will be provided to students and staff. 6. Culturally relevant instructional materials (e.g., mentor texts for writer's workshop) will be provided.	See Action 2.4.a.
	2.5 Additional Support for English Learners	1. The district will provide, refine, and monitor Grades K-12 English Learner (EL) course placement and pathways. 2. Well-articulated English Learner (EL) programs that include access to advanced courses and learning opportunities that lead to college, career and community preparedness will be provided. 3. A coherent, sequential course of study from elementary to secondary for biliteracy, dual language, and world language programs will be provided. 4. The Academic Language Development (ALD) course will be expanded to more middle and high schools with Long-Term English Learners (LTEL).	$11,580,000 LCFF S/C
	2.6. Instructional Programs and Services for Students with Disabilities	1. Quality, appropriate educational programs, services, and supports to ensure access to a broad and challenging curriculum and access to advanced courses will be provided for students with disabilities. 2. The district will provide, refine, and monitor course placement and pathways (birth-age 22) of students with disabilities. 3. Well-articulated special education services that include appropriate transition services will be provided that lead to college, career and community readiness.	See Action 1.7

Grade	Ds	Fs
6	7.0	4.5
7	8.3	6.7
8	8.9	6.9
9	8.2	15.4
10	8.4	10.2
11	7.5	6.9
12	5.8	2.7

Goal 3: Quality Leadership, Teaching and Learning

Effective leadership and teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

(Related State Priorities: 1, 2, 4, 6)

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
1. **Percentage of fully credentialed teachers:** Baseline (95.6%) + 30% of (100 - baseline) 2. **Rate of teacher miss-assignments:** Maintain at 0% 3. Annual Principal Certification that the school has availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards – Maintain at 100% *(bold denotes-state required metric)*	**3.1.a./3.1.b. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators**	1. The size, stability, diversity, and quality of the teacher applicant pool will be increased through improved outreach and support for multiple pathways into teaching, by: • Human Resource Services staff attending national recruitment events hosted by historically black colleges and universities and bilingual educator events. • Strengthening university partnerships to ensure early access to high quality, diverse graduates and intern-eligible students and hosting and participating in local hiring events with university partners to interview and hire these candidates. • Offering early employment contracts to high quality, diverse candidates in hard-to-staff areas (Math, Science, and Special Education). • Implementing hiring processes that ensure the provision of employment information to candidates in a timely manner. • Continuing to build partnerships with military institutions to hire veterans and their spouses into the fields of teaching and educational support. • Exploring partnerships and programs that support the development of apprenticeship and internship opportunities for district students to enter the field of education. • Regularly monitoring potential barriers to initial and continued employment of diverse candidates. • Continuing to convene the Teacher Pipeline Advisory Committee to monitor and analyze data to determine needs of candidates in all stages and programs of the pipeline; identify data tools and collection responsibilities; collaborating with outside partners on input and analysis; disseminating and using data to improve recruitment efforts. • Engaging in partnerships with other large urban districts to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession. • Collaborating with district departments to build early interest in, and capacity for, teaching by strengthening existing pre-collegiate programs and recruiting district students to the field of education. • Working with universities to assign student teachers to inner-city schools.	$472,523,000 LCFF Base $6,932,000 LCFF S/C

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
	3.2.a./3.2.b. Develop Capacity of Beginning Teachers and Teachers in Need of Support	1. District support for beginning teachers and interns, and peer assistance to effectively teach diverse student groups will be provided. 2. A beginning teacher induction program will be provided. 3. A Peer Assistance and Review (PAR) program will be provided. 4. The district will collaborate and partner with universities for developing teachers including interns and student teachers.	$1,079,000 LCFF S/C $1,077,000 Title II
	3.3.a./3.3.b. District Systems to Develop Instructional Capacity	1. Systems of support at the school and district level will be provided to enhance instructional practices, professional learning, attendance, and success. 2. The district will support site-based professional learning through Instructional Leadership Teams (ILT) and Professional Learning Communities (PLC). 3. Site and cluster-level support and learning opportunities will be provided through collaboration with Common Core Cluster Support Teachers (CCCST), English Learner Support Teachers (ELST), Special Education project resource teachers, paraeducators and other district staff. 4. Ongoing district professional development for site capacity builders in the areas of mathematics and literacy will be offered. 5. In priority high schools, teacher-driven standards-based curriculum will be implemented and will be supported by instructional coaches and Common Core Cluster Support Teachers (CCCST).	$309,000 LCFF Base $2,671,000 Title II
	3.4.a./3.4.b. Develop Leadership Capacity	1. Area superintendents and school leaders will participate in comprehensive professional development to support instructional leadership directed at improved teaching and learning in the classroom with a specific focus on literacy and relational leadership. 2. Principals will participate with teachers in regular Professional Learning Communities (PLC) to plan, design lessons, examine student data, and refine lessons to impact student learning. 3. Differentiated leadership supports will be provided to principals to foster positive and collaborative student and staff relationships, positive school climate, and students' academic success. 4. Professional development and capacity building will focus on best practices for African-American, Latino, English Learners (EL) and students with disabilities. 5. The district, in collaboration with the San Diego Education Association (SDEA) will develop a professional growth system for educators. • During the 2016-17 school year, schools will have the opportunity to prototype different aspects of a growth system. • Principals and association representatives will work together to study growth models, and communicate with and support staff as the new system is created.	$2,179,000 LCFF Base

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures

	3.5.a./3.5.b. Professional Development – Standards, Instruction, and Support	1. Schools will develop, monitor, and adjust their Capacity Building Plan throughout the school year.
		2. Common Core support teachers, English Learner Support Teachers (ELST), English Learner (EL) resource teachers, and Special Education project resource teachers and paraeducators will collaborate and work alongside principals, teachers, and school staffs to build capacity around student-centered practices and state Common Core, ELD, Next Generation Science Standards (NGSS), and other core content areas.
		3. The RELY (resource library) and online professional development modules will be available to support teaching and learning.
		4. The content of professional development will support the effective implementation of the ELA/ELD state standards.
		
		  • Professional development will be available to district personnel including administrators, classroom teachers, ELSTs and paraeducators with a focus on Designated ELD and Integrated ELD.
		  • Specialized professional development will be provided to teachers and other staff who serve students who have newly arrived to the United States.
		5. Professional development will be provided for the integration of relevant technology platforms across curricular subjects.
		
		6. Professional learning will be provided for teachers of early learners focused on quality reading instruction and research-based interventions, including differentiated instruction for students in biliteracy and dual language programs, including students who receive special education services.
		7. The district will build an integrated system (Special Education Department, Office of Leadership and Learning, Office of Secondary Schools, Office of Language Acquisition [OLA] and area superintendents) to collaborate in supporting schools in providing quality professional learning and instructional support for students with disabilities and English Learners (EL). The district will provide supports and training for:
		  • Teams of special educators and general educators to engage in professional learning in literacy at the elementary level with ongoing support and learning throughout the year, beginning with a 2016 Summer Institute.
		  • The district will provide supports and training for special and general education teachers, paraeducators and support staff that teach and support students with special needs, including students with disabilities, English Learners (EL), and Gifted and Talented Education (GATE) students throughout the school year.
		  • Relevant professional learning will be provided for paraeducators and all
			$617,000
			LCFF Base
			
			$6,333,000
			Title I
			
			$2,451,000
			Title II

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
		support staff to build capacity to efficiently and effectively perform their duties to support student learning, including effective parent/family communication. 8. Professional development in Reading and Writing Workshop will be provided by Teachers College at Columbia University for Grade TK-8 teachers. 9. Professional development will be provided to teachers and principals at selected sites to build capacity in mathematics through the Teacher Development Group (Studio and Greenhouse). 10. Release time will be provided for every secondary school to include an interdisciplinary team of teachers and vice principals to build capacity and provide professional development in literacy and numeracy.	

Goal 4: Positive School Environment, Climate, and Culture – with Equity at the Core and Support for the Whole Child

Schools provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

(Related State Priorities: 1, 5, 6)

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
1. **School Climate Survey:** (100 – Baselines) x 30%; **Safety** Baselines: Gr. 7 = 65%, Gr. 9 = 60%, Gr. 11 = 66%; **Protective Factors** Baselines: **Caring Relationships**: Gr. 7 = 38%, Gr. 9 = 31%, Gr. 11 = 39%; **High Expectations**: Gr. 7 = 56%, Gr. 9 = 47%, Gr. 11 = 50%; **Meaningful Participation**: Gr. 7 = 15%, Gr. 9 = 13%, Gr. 11 = 18%	**4.1.a. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support – All Students**	1. Counseling, psychological and guidance services that address student social and emotional needs will be provided. 2. Support systems for improved student attendance and alternative placement opportunities will be provided.	$14,640,000 LCFF Base $8,504,000 LCFF S/C $600,000 Title I/II $425,000 California Endowment Grant

2. **Suspension Rates:** Baseline (5.6%) - 30%
 	
3. **Number of Expulsions:** Baseline (107) - 30%
 	
4. **Student attendance rates:** Baseline (95.83%) + .75
 	
5. **Chronic absentee rates:** Baseline (10.24%) - 30%
 	
6. **Facilities Inspection Tool** (% of schools at "Good" or better): 100% of schools will be at the "Good" or better rating on the FIT
 	
7. School Safety Plan – Percent of schools with compliant school safety plans: Maintain at 100%
 	
(bold denotes-state required metric)
	4.1.b./4.1.c. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support – Groups	1. Additional counselors for high need schools will be provided.
		2. Support, case management, and referrals for ongoing mental health treatment and support will be provided.
		3. Behavior support resources will be provided.
		4. Restorative justice and Positive Behavioral Intervention and Support (PBIS) will be expanded to more schools.
		5. Additional, focused support for students with disabilities, including mental health and behavior support services, and PBIS collaboration will be provided.
		6. The district will create a comprehensive elementary counseling model that increases academic, social emotional and college, career and community readiness by:
		  • Providing additional counseling support to focus elementary schools in a piloted approach, beginning with one cluster in a pilot project.
		  • Utilizing a research-based social emotional curriculum across the district at the elementary level.
		  • Providing a tiered level of support utilizing a comprehensive counseling program.
		  • Providing increased support with school climate approaches such as Positive Behavioral Interventions and Supports (PBIS), restorative justice, trauma informed care, and learning partnerships in connection to the district equity lens.
			See Action 4.1.a.

	• Expanding behavioral support resources to provide access to more general education concerns. 7. Professional development opportunities will be provided for all teachers and classified staff to learn and utilize effective strategies to create a proactive method of addressing behavioral challenges, such as restorative circles and conferences, Positive Behavioral Interventions and Supports (PBIS), trauma informed care practices, development of learning partnerships, and increased support from school counselors and other support staff. 8. Schools will develop with staff, students, and parents an "academic environment" in which scholarly behavior is explicitly taught school-wide by all staff so that a climate of scholarly behavior and excellent teaching is the campus norm. 9. The district will monitor suspension and expulsion data, attendance and chronic absenteeism.	
4.2.a./4.2.b./4.2.c. Provide for Student Health and Wellness	1. Nursing services will be provided. 2. Health clinics and collaboration will be expanded. 3. The district will continue to implement its comprehensive wellness policy, utilizing an assessment to determine an action plan related to wellness, providing annual professional development focusing on identified needs, and highlighting the benefits of physical education and proper nutrition to promote comprehensive wellness. 4. Additional focused support for students with disabilities will be provided. 5. Additional focused support for students with significant health needs will be provided using the acuity model. 6. Additional nursing services will be provided for high need schools. 7. The district will launch Wellness Centers at each high school over the next three years to provide a coordinated space for services that support student and family wellness in partnership with community organizations. Supports will be extended to the elementary and middle schools in each cluster. This will be a phased approach with six sites opening each year, beginning with six high priority high schools. A coordinator at each site will facilitate the complex process in addition to support in creating a welcoming and useful space for the families and communities to access.	$6,200,000 LCFF Base $5,155,000 LCFF S/C $2,413,000 Title I
4.3 Additional Support for Youth in Transition	1. The district will provide coordinated and collaborative support services to youth in transition (homeless, foster, probation, refugee, military), including resource teachers to work alongside area superintendents and supporting departments to monitor academic progress, attendance rates, and behavioral data of youth in transition and to develop a tiered level of support and resources at school sites with high concentrations of youth in transition. 2. A Children and Youth in Transition (CYT) resource teacher will coordinate and collaborate with the area superintendents, supporting departments and school	$189,000 LCFF S/C $913,000 Title I

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
		sites to develop tiered interventions to address site and student needs, as well as issues impacting students identified as in transition. Interventions may include or address safety, attendance, basic needs, and barriers to a student's education or academic interventions. 3. Central office and school personnel will coordinate and collaborate to develop and refine processes to ensure that students in transition are identified at school sites and provided with the necessary supports and resources for educational success. Resources and supports may include linkages or access to tutoring, mental health, medical, basic needs (i.e., clothing, food), school supplies, and transportation to school of origin. 4. Mentor teachers will be located at five high schools (Crawford, Hoover, Lincoln, Morse and San Diego) and paired with at-risk youth identified as homeless, foster and/or probation to monitor attendance, behavior, school performance and progress toward graduation. 5. Trauma informed care professional development will be offered to all district staff as a first level of support, awareness and knowledge that is in alignment with the district's implementation of Positive Behavioral Interventions and Supports (PBIS), Response to Instruction and Intervention (RTII), and restorative practices. Professional development in the area of trauma informed care will be developed in collaboration with supporting departments for teachers and school staff to assist them in the understanding and development of how to effectively support students whose lives have been affected by trauma and the implementation of PBIS, RTII, and restorative practices. 6. In collaboration with supporting departments, area superintendents, instructional leadership and site teams will develop a cohesive plan in the areas of needed training, which may include professional development to build the knowledge of resources, supports and laws pertaining to children and youth in transition at each school site. 7. Children and Youth in Transition (CYT) staff will collaborate and coordinate with district departments, community agencies and government agencies to provide linkages to resources and supports for youth in transition. 8. Professional development will be provided on laws and topics pertaining to foster and homeless youth (e.g., AB 490, McKinney Vento Act, graduation requirements, trauma informed care resources).	
	4.4 Youth Advocacy	1. District-wide efforts will be continued to provide safe inclusive environments for all students to thrive, specifically Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ+) students by: • Continuing LGBTQ+ awareness and advocacy trainings at school sites and departments. • Producing inclusive curricula products (i.e., lessons and resources) that	$926,000 LCFF S/C $263,000 Title I

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
		adhere to the FAIR Education Act, coordinated by the History/Social Sciences Department and the Office of Youth Advocacy. • Developing an ongoing method to survey and report results of the inclusive climate in secondary schools. • Continuing to support Gay-Straight Alliances (GSA) at our secondary schools as a robust and viable source of student empowerment. 2. The Ethnic Studies curriculum team, the FAIR Education curriculum committee, and the History/Social Sciences Department will develop culturally relevant curricula. 3. The Race/Human Relations and Advocacy (RHRA) Department will continue to provide support services, such as: • Serving on area superintendent "Green Teams," participating in walk-throughs and capacity-building meetings to provide site leadership teams with insight and recommendations around cultural proficiency and equity leadership. • Responding to requests by area superintendents and other leaders to conduct consultations and other activities to address equity concerns at schools and departments. • Assistance in conducting restorative conferences and mediation sessions at schools and departments, as necessary. • Supporting the implementation of LGBTQ+ training sessions, as directed by the LGBTQ+ Education and Advocacy Dept. • Providing professional development and support in the implementation of the Ethnic Studies elective course, and serving as resource to the Ethnic Studies teachers. • Continuing established culturally supportive activities at selected sites, such as Circulo de Hombres and Girls Support Group. • Supporting sites experiencing cultural dissonance and/or other related issues, as directed by site and district leadership.	
	4.5.a./4.5.b. School Support Staff and Resources	1. The district will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents, and staff. 2. Bilingual staff will promote effective engagement and communications for English Learner (EL) parents and families. 3. The district will provide schools and supporting departments with general supplies and operating expenses. 4. The district will provide training and updates to ensure well-trained and	$50,172,000 LCFF Base $1,178,000 LCFF S/C

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
		informed staff, including effective parent/family communication.	
	4.6 Healthy and Nutritious Meals	To promote well-nourished students who are better prepared to fully participate in learning, the district will provide all students with access to wholesome, healthy, and appealing meals; and develop menus that meet or exceed USDA nutrition standards and offer a wide variety of student-tested and approved entrées. Programs and services will include: • Providing Breakfast in the Classroom and Morning Break Café. • Providing Farm to School and Garden to Café programs using produce from local farms and school gardens for school salad bars. • Developing a Smart Phone/SDUSD Menu App to provide students and families with immediate access to all school menus, including photos, nutrients, and allergens.	$61,908,000 Cafeteria Special Reserve Fund
	4.7 Attractive, Clean, and Well Maintained Schools	1. The district will maintain clean and inviting schools that are worthy of our students and families. 2. Schools will be well maintained and in good repair. 3. Schools will be provided with necessary supplies and utilities. 4. Schools will operate in a sustainable and environmentally responsible manner. 5. Training and updates will be provided to ensure well-trained and informed staff.	$59,426,000 LCFF Base $151,000 LCFF S/C
	4.8 Safe Schools	1. The district will ensure that school safety is a priority that is monitored by school staff with the support of School Police Services, including: the annual update of School Safety and Emergency Response Plans and inspection of Emergency Response Boxes; student supervision; and School Safety Committees. 2. The district will review, monitor and update equipment and tools (e.g., emergency communication systems). 3. Training and updates will be provided to ensure well-trained and informed staff.	$12,727,000 LCFF Base $1,363,000 LCFF S/C

Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families and Communities

Parents and community members are engaged and work within and across schools to support student learning. Neighborhood schools are highly regarded for their quality as well as their service as centers for extended learning and enrichment opportunities, and academic and social services.

(Related State Priority: 3)

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
1. **School Climate Survey:** (100 – Baselines) x 30%; **Safety** Baselines: Gr. 7 = 65%, Gr. 9 = 60%, Gr. 11 = 66%; **Protective Factors**; **Caring Relationships:** Gr. 7 = 38%, Gr. 9 = 31%, Gr. 11 = 39%; **High Expectations:** Gr. 7 = 56%, Gr. 9 = 47%, Gr. 11 = 50%; **Meaningful Participation:** Gr. 7 = 15%, Gr. 9 = 13%, Gr. 11 = 18% 2. School enrollment patterns – 80 – Baselines x 30% 	Clairemont	49.7
Crawford	45.7
Henry	77.5
Hoover	59.5
Kearny	59.0
La Jolla	95.1
Lincoln	52.2
Madison	55.6
Mira Mesa	84.3
Mission Bay	76.0
Morse	61.1
Point Loma	79.9
San Diego	55.2
Scripps Ranch	90.3
Serra	84.3
University City	85.3		**5.1. Meaningful Engagement and Participation**	1. The district will provide tools, resources, and training needed to establish and implement effective school and district-level committees, including School Site Councils (SSC), Site Governance Teams (SGT), English Learner Advisory Committees (ELAC/DELAC), the District Advisory Council for Compensatory Education (DAC), and the Community Advisory Committee (CAC) for special education. 2. An annual district-wide sub-group, school and cluster family engagement survey will be conducted to identify strengths and areas for improvement in family engagement. 3. Schools/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to district goals and federal and state requirements. The Design Thinking method for practical, creative resolution of problems and creation of solutions with the intent of an improved future result will be used. By considering both present and future conditions and parameters of a problem, alternative solutions may be explored simultaneously. 4. Parents/guardians/community members will be provided with leadership training opportunities to enhance meaningful engagement, participation in shared decision making and to assume leadership roles. 5. The district and all schools, including those receiving Title I funds, will plan and provide family engagement opportunities (e.g., workshops, print, video, online/on-demand, etc.) responsive to the needs of parents and families, and supportive of neighborhood culture and circumstance. 6. The district will provide parents/guardians with opportunities (i.e., workshops, college fairs, etc.), guidance on navigating the school system and resources to support their student's preparation for college, career and community. 7. The district will develop and provide support and resources (e.g. print, video, online/on-demand, etc.) for parents and families to support student learning on relevant topics such as Common Core and other new content standards, 'a-g' and graduation requirements, district goals, etc.	$95,000 LCFF S/C $1,644,000 Title I

3. Cluster articulation data - Establish baseline (pending) for the percent of students articulating to schools in their clusters. 4. Parent opportunities for input and participation to engage in Design Thinking sessions and training on High Impact Home Strategies: Establish Baseline. 5. Schools with functional School Site Councils (SSC) as evidenced by timely elections, roster submissions, and posting of agendas and minutes: Establish Baseline. *(bold denotes-state required metric)*		8. The district will develop a plan and timeline to train school staffs, community partners and family leaders to empower each and every family with effective home-based strategies to support their student's learning. 9. A consistent venue for parent communications and information will be provided by enhancing the functionality and accessibility of Parent Portal (through PowerSchool), and providing training and support to effectively use this resource. 10. Resources and materials (e.g., print, video, online/on-demand, etc.) will be provided to create a welcoming environment for all families and staff. 11. The district will engage the community in a broader dialog and examination of issues related to students, such as Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ+), race, language, and culture. 12. The district will collaborate with the San Diego Education Association (SDEA) to build on and expand the Home Visit Project to increase parent engagement and build positive relations between staff, students, parents, and the community. 13. Workshops will be provided on parent-suggested topics such as parent rights, English as a Second Language (ESL), the Local Control and Accountability Plan (LCAP), Individual Education Plans (IEP), how to navigate the school system, and how to support students with effective home-based strategies. 14. The Family and Community Engagement Dept. will provide support to five clusters each year to provide opportunities to engage parents in Design Thinking sessions and provide training on High Impact Home Strategies.	
	5.2 Parent and Community Assistance and Support	1. The Quality Assurance Office will be accessible and responsive to parents, staff and community who express concerns or seek assistance.	$1,680,000 LCFF Base
	5.3 Translation and Interpretation Services	1. Translation and interpretation services will be provided to facilitate effective communication, engagement, and participation for all stakeholders. 2. The district will review and respond to cluster-specific needs and communication preferences (e.g., the Crawford Cluster's need for services in key languages including Arabic, Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation). 3. The district will increase staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs.	$957,000 LCFF S/C $51,000 Title I
	5.4 Enrollment Options and Opportunities	1. An accessible, personalized, and welcoming enrollment center will highlight and support the enrollment of students in neighborhood and district schools. 2. The district will review, update, and revise district and school websites, including a dashboard to ensure easily accessible school and student information. 3. The district will monitor and review increased/decreased school, cluster, and neighborhood enrollment patterns and participation.	$1,320,000 LCFF Base

Metrics:		Ref #/Topic	Actions	Budgeted Expenditures
			4. Communication and recruitment strategies will be provided to schools to ensure all eligible students participate in Pre-K and TK.	
			5. The district will adjust the Choice timeline to best serve the needs of students and families while focusing on supporting and building neighborhood school enrollment and increasing enrollment of students within district boundaries currently enrolled out-of-district and in charter, private and other school settings.	
Clairemont	49.7	**5.5.a./5.5.b. Customized Cluster Strategies**	1. The district will develop and implement strategies customized for each cluster, by: • Aligning all academic programs, Grades Pre-K – 12. • Reviewing alternative education and support programs, providing targeted credit recovery and independent study support for five identified high need high schools. • Identifying, reviewing, and expanding successful programs in targeted clusters (e.g., dual language; Visual and Performing Arts [VAPA]; Science, Technology Engineering, Arts and Math [STEAM]). • Establishing a committee composed of parents and community members to work collaboratively with district staff on initiatives such as communication and information, the implementation of the Framework for Systemic Family Engagement, and establishing criteria to measure family engagement.	$99,000 LCFF Base
Crawford	45.7			
Henry	77.5			
Hoover	59.5			
Kearny	59.0			
La Jolla	95.1			
Lincoln	52.2	**5.6 Community Relations and Partnerships**	1. The district will improve communication strategies and structures for timely and easy access to information, support, and resources.	$91,000 LCFF Base
Madison	55.6			
Mira Mesa	84.3		2. Community partnerships to support student and family engagement and learning will be created, sustained, and expanded.	
Mission Bay	76.0			
Morse	61.1		3. Current, accurate, and timely communication will be provided to parents regarding student learning (e.g., Naviance, website, automated calls, school and teacher communications).	
Point Loma	79.9			
San Diego	55.2			
Scripps Ranch	90.3			
Serra	84.3			
University City	85.3			

Goal 6: Well-Orchestrated Districtwide Support Services and Communications

All parts of the organization – personnel and infrastructure – work together to support student success through quality schools in every neighborhood.
(Related State Priority: 1)

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
See Metrics in Goals 1-5.	6.1 **Basic Services and Infrastructure**	1. The district will provide infrastructure for basic services to ensure effective system-wide support for schools and personnel, including: • Finance, payroll, and procurement services • Legal, legislative, risk management, labor relations, and charter school services • Human resource services • Integrated Technology Support Services (ITSS) • Other operational services (e.g., distribution, real estate, etc.)	$119,012,000 LCFF Base
	6.2 **Communications**	1. Effective district-wide communication systems, methods, and strategies will be provided within the district and extended to external stakeholders. Additional venues and strategies to effectively reach all stakeholders will be explored. 2. Continue to improve and refine district and school websites to be more user-friendly and transparent, better organized, and mobile/tablet friendly for all stakeholders including parents, community and staff. 3. The district will expand the use of digital communications including webpages, electronic newsletters, social media, streaming and on-demand videos, and SchoolMessenger. 4. Communications and information sharing with clusters will be enhanced. 5. The district will collaborate with the County Office of Education and other districts on the development and distribution of standard, targeted messages to support student success.	$1,540,000 LCFF Base
	6.3 **Operations in Alignment with Vision 2020 and LCAP Goals**	1. The district will ensure that all policies and procedures are in alignment with the district's Vision 2020 and LCAP goals. A thorough review will be conducted and revisions will be made in alignment with California School Boards Association protocols. 2. The district will convene an Instructional Calendar Committee composed equally of parent/student and staff representatives, to develop recommendations for an instructional calendar that academically best serves students.	See Action 6.1

2016-19 LCAP Abbreviation Key

Abbreviation	Definition	Abbreviation	Definition
'a-g'	A series of courses required for admission to University of California	JROTC	Junior Reserve Officers Training Corps
ALD	Academic Language Development	K	Kindergarten
AMAO	Annual Measurable Achievement Objectives	LCAP	Local Control and Accountability Plan
AP	Advanced Placement	LCFF	Local Control Funding Formula
API	Academic Performance Index	LGBTQ+	Lesbian Gay Bisexual Transgender Questioning
AVID	Advancement Via Individual Determination	LI	Low Income
CAC	Community Advisory Committee	LTEL	Long Term English Learner
CASPP	California Assessment of Student Performance and Progress	NEP	National Equity Project
CCCST	Common Core Cluster Support Teachers	NGSS	Next Generation Science Standards
CCSS	Common Core State Standards	OLA	Office of Language Acquisition
CCTE	College Career and Technical Education	PAR	Peer Assistance and Review
CELDT	California English Language Development Test	PBIS	Positive Behavioral Interventions and Supports
CYT	Children and Youth in Transition	PLC	Professional Learning Community
DAC	District Advisory Council for Compensatory Education Programs	Pre-K	Pre-Kindergarten
DELAC	District English Learner Advisory Committee	PTLW	Project Lead the Way
EAP	Early Assessment Program	RHRA	Race/Human Relations and Advocacy
EL	English Learner	RTII	Response to Instruction and Intervention
ELAC	English Learner Advisory Committee	SARC	School Accountability Report Card
ELD	English Language Development	SBAC	Smarter Balanced Assessment Consortium
ELST	English Learner Support Teacher	S/C	Supplemental and Concentration
ESL	English as a Second Language	SDEA	San Diego Education Association
FAIR Act	Fair, Accurate, Inclusive and Respectful Education Act (Senate Bill 48)	SEAL Model	Sobrato Early Academic Language
FIT	Facility Inspection Tool	SGT	Site Governance Team
FY	Foster Youth	SSC	School Site Council
GATE	Gifted and Talented Education	STEAM	Science Technology Engineering Arts Math
Gr	Grade	STEM	Science Technology Engineering Math
GSA	Gay-Straight Alliance	TK	Transitional Kindergarten
IB	International Baccalaureate	UCSD	University of California San Diego
IEP	Individualized Education Program (or Plan)	USDA	United States Department of Agriculture
ILT	Instructional Leadership Team	VAPA	Visual and Performing Arts
ITSS	Integrated Technology Support Services		

MOVING FROM GOOD TO GREAT IN NEW HAMPSHIRE:

Performance Assessment of Competency Education (PACE)

This overview summarizes the New Hampshire Department of Education's (NHDOE's) Performance Assessment Pilot, approved by the US Department of Education on March 1, 2015 **(revised January 2016)**

New Hampshire
Department of Education

OVERVIEW

New Hampshire was awarded permission from the U.S. Department of Education in March 2015 to pilot an accountability system designed to support deeper learning for students and powerful organization change for schools and districts. The accountability pilot, referred to as **Performance Assessment of Competency Education or PACE**, is grounded in a competency-based educational approach designed to ensure that students have meaningful opportunities to achieve critical knowledge and skills. The recently passed **Every Student Succeeds Act** (ESSA) includes the "**Assessment and Accountability Demonstration Authority**" which was modeled after New Hampshire's PACE initiative and extends this opportunity for up to seven states. There are several key components to this approach that NH DOE believes will help us achieve better results for all students:

✓ Explicit involvement of local educational leaders in designing and implementing the accountability system,

✓ Intense and reciprocal support on behalf of the NH DOE for local districts involved in this initiative that will include technical, policy, and practical guidance,

✓ Use of competency-based approaches to instruction, learning, and assessment which can best support the goal of college and career readiness for all students, and

✓ Use of instructionally-relevant, high-quality performance-based assessments, alongside periodic administration of Smarter Balanced and SAT assessments of state standards in math and English language arts (ELA), for the purpose of tracking and reporting the progress of students, schools, districts, and educators.

Performance Assessment of Competency Education or PACE, is grounded in a competency-based educational approach designed to ensure that students have meaningful opportunities to achieve critical knowledge and skills.

In a competency-based system, students' opportunities are judged by the outcomes they achieve and not by "inputs" such as seat time. Therefore, students must achieve identified learning targets before moving on to the next goals and/or graduating from high school. If they do not, school

districts are expected to work with families to support additional learning opportunities to ensure that students have legitimate opportunities to master the necessary knowledge and skills.

High quality performance assessments play a crucial role in the NH PACE system because of the need to measure the depth of student understanding of these complex learning targets. Performance assessments are used both to inform teachers and students of how the learning activities are working and what might need to be adjusted (formative) along with serving to help document what students have actually learned (summative).

LEARNING ALONG THE WAY

The DOE is aware of the well-known challenges with implementing performance assessments as part of accountability systems. A key challenge is building the local capacity necessary to raise the level of student learning, improve local performance assessments, and support local accountability determinations. One of the most important lessons we have learned in the pilot program to date is that the cross district collaboration provides a high level of professional learning opportunities. Having districts join networks of districts focused on similar goals has turned out to be an especially effective and sustainable strategy.

One of the DOE's major areas of focus is scaling such efforts to all NH schools. The current NH PACE accountability system is based on a voluntary proof of concept pilot with high-capacity schools. Improving chronically low-performing schools will be a priority over time. The DOE is committed to supporting the development of local leadership and capacity to help low performing schools implement the NH PACE system with fidelity.

High quality performance assessments play a crucial role in the NH PACE system because of the need to measure the depth of student understanding of these complex learning targets.

One of the most important lessons we have learned in the pilot program to date is that the cross district collaboration provides a high level of professional learning opportunities.

KEY ASPECTS OF PACE

Who Participating School Districts for 2015-2016 include: **Sanborn** Regional School District, **Rochester** School District, **Epping** School District, **Souhegan** School District, **Concord** School District, **Pittsfield** School District, **Seacoast Charter** School, and **Monroe** School District. Several other school districts are currently building their capacity to become fully participating NH PACE districts in subsequent years.

Importantly, the "who" includes essentially all students in each district. Instructional and assessment accommodations are available for students with disabilities as well as students for whom English is not their native language. A fundamental value of NH PACE is that the system should be designed to maximize the learning opportunities for each individual student.

When NH PACE began as a **two-year pilot**. The Assessment and Accountability Demonstration Authority under the **Every Student Succeeds Act** would permit a three-year demonstration and a two-year extension contingent upon a successful three-year program.

Pilot This federally approved **pilot** is not a "waiver" and does not otherwise change the requirement that all districts participate in the Smarter Balanced (and now SAT) assessment. Similar requirements will exist for other states that hope to be awarded "demonstration authority" status under the Every Student Succeeds Act.

Learning NH **PACE is a learning system** designed to capitalize on the latest advances in understanding of **how people learn.**[1] The goal is to structure learning opportunities that allow students to grapple with gaining meaningful knowledge and skills at a depth of understanding that they can transfer to new real-world situations. As a coherent system, NH PACE is designed to foster positive **organizational learning**[2] and change by supporting the internally-driven motivation of educators instead of the all-too-common top-down accountability approaches where the goals and methods of the accountability system are defined at the state or federal levels and districts are simply expected to comply.

NH PACE is a learning system designed to capitalize on the latest advances in understanding of how people learn.[1]

[1] Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school (Expanded Edition).* Washington, DC: National Academy of Sciences.
Lave, J. & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. New York: Cambridge University Press.
Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher, 29, 7*, 4-14.

[2] Elmore, R. F. (2004). Moving forward: Refining accountability systems. In Fuhrman, S. H. & Elmore, R. F. *Redesigning accountability systems for education* (pp.276-296). New York, NY: Teachers College Press.
Fullan, M. (2001). *Leading in a culture of change.* San Francisco: Jossey Bass.
Pink, D. H. (2009). *Drive: The surprising truth about what motivates us.* New York, NY: Riverhead Books.

Assessments The **core of the NH PACE assessment system** is **locally-developed, locally-administered performance assessments** tied to grade and course competencies determined by local school districts. Additionally, in each grade and subject without a state assessment (a total of 17 subjects and grades), there is **one, common complex performance task** administered by all participating districts. This common assessment is **NOT a state test!** Rather, it is developed collaboratively among the participating districts and is used to ensure that each teacher's evaluation of student performance is **comparable** to the evaluations made by other teachers. Finally, Smarter Balanced is administered in grade 3 (English language arts), 4 (math), and grade 8 for both ELA and math. The SAT is administered to all grade 11 students. **In other words, "state" assessments are administered in only 6 grades/subjects and local assessments in 17.**

"Over-testing" **NH PACE eliminates over-testing!** Teachers use every assessment except the six "state" assessments to inform day-to-day student learning, provide data for student grades, and help determine students' levels of competency. Legitimate concerns about over-testing arise when students take tests with no direct benefit to the students or the school but are required for accountability purposes. NH PACE avoids the problem of over-testing because the same performance assessments used for local grading also serve accountability purposes.

Accountability All parts of the assessment system described above count in state and federally required "accountability determinations." Smarter Balanced assessments and SAT are, therefore, administered less frequently in NH PACE districts.

"Guardrails" Districts must demonstrate readiness to participate in the pilot and must make certain commitments to continue with the pilot. **NH PACE districts must**:
- Have adopted the state model graduation and grade-span competencies and developed a coherent set of K-12 course and grade competencies.
- Have demonstrated the leadership and educator capacity to participate effectively in the pilot.
- Have developed or be close to completing the development of a comprehensive assessment system designed to appropriately measure student learning of required competencies.
- Be willing to participate in a peer and expert review process where they submit their system of performance-based assessments for evaluation based on clear and rigorous criteria.
- Administer Smarter Balanced or SAT in high school at least once at each grade span (e.g., 4, 8, and 11) to serve as both an internal and external audit regarding school and district performance.

The **core of the NH PACE assessment system is locally-developed, locally-administered performance assessments** tied to grade and course competencies determined by local school districts.

NH PACE avoids the problem of over-testing because the same performance assessments used for local grading also serve accountability purposes.

|	
Reciprocal	Compared with more compliance-oriented state accountability approaches, **NH PACE is a true partnership among the participating districts, the NHDOE, and technical support consultants.** The decisions regarding NH PACE are made collaboratively among the districts and the state, with each partner expected to live up to its responsibility.
Support	Significant resources from regional and national foundations have been critical to the success of this pilot.

TECHNICAL QUALITY AND QUALITY ASSURANCE

NH PACE relies on **local educators**, working collaboratively, to make important decisions about student performance. In addition to the quality of the specific performance assessments used in PACE, there are several other key technical details that are addressed as part of the NH PACE design, including:

1. Which assessments comprise the NH PACE system?

2. How is the quality of the assessments assured?

3. How does NH PACE support fairness and accessibility concerns?

4. How are NH PACE assessments scored and how is scoring quality ensured?

5. How is comparability evaluated and monitored?

6. How are "annual determinations" produced?

1. Which assessments comprise the NH PACE system?

Teachers give formative assessments many times a week. They may be homework assignments, quizzes or just questions asked during class. In competency-based schools, teachers use this formative information to determine when students are ready to demonstrate their mastery of various knowledge and skill areas (competencies).

> NH PACE relies on **local educators**, working collaboratively, to make important decisions about student performance.

NHDOE is not involved in those local assessments except to offer technical support when requested. However, NHDOE brings NH PACE districts together to create the high-quality common performance assessments used by all NH PACE districts. While these common assessments serve as an anchor for evaluating comparability across districts, teachers also use these assessments for documenting student competency and grades as well as benchmarks for local assessments. Finally, Smarter Balanced and SAT assessments are administered in select grades to help support comparability evaluations within PACE and between PACE and non-PACE districts.
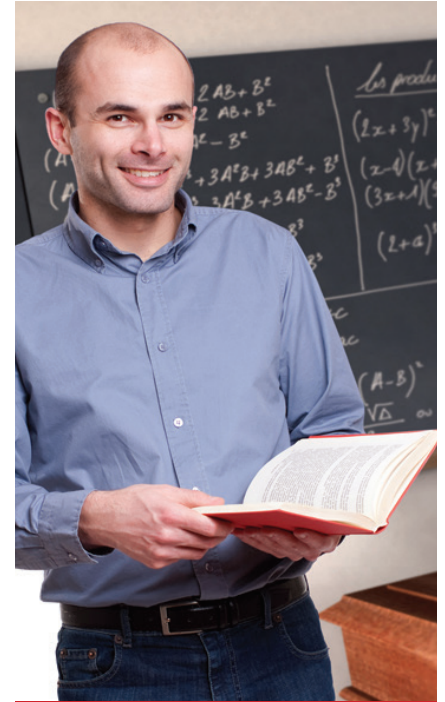
2. How is the quality of the assessments assured?

NH PACE employs five layers of quality control to ensure and continue to improve technical quality of the assessments used in the system.

> NH PACE employs five layers of quality control to ensure and continue to improve technical quality of the assessments used in the system.

✓ **Professional Learning and Collaboration:** Teams from each NH PACE school participate in high-quality workshops called Quality Performance Assessment Institutes. Then teams of teachers from all NH PACE districts collaborate and challenge one another in creating the performance tasks to be used as assessments. Teams for each content area in each grade follow a disciplined process of task development that includes "think aloud" protocols to try out the tasks before they are piloted and a small-scale field test to evaluate and refine task quality and to identify anchor papers to support reliable scoring.

✓ **Content Area Leads:** The NH DOE provides content experts in each of the three content areas (ELA, Math, and Science) to facilitate the process of developing the NH PACE common performance assessments and ensure that all NH PACE common tasks meet key design principles.

✓ **Center for Assessment Technical Review:** The National Center for the Improvement of Educational Assessment (Center for Assessment), a nationally-respected nonprofit assessment firm and our key technical partner, is responsible for conducting technical reviews of each NH PACE common task. The Center for Assessment bases its reviews on the High Quality Assessment Review Tool, a review protocol that has been used in multiple states and districts. The review tool distills key aspects of assessment quality from authoritative sources such as the Standards for Educational and Psychological Measurement,[3] but presents the information in ways useful to local educators. The Center for Assessment provides feedback, particularly concerning the complexity of thinking required of students. Minor revisions are handled by the Content Area Leads, while more significant revisions must go back to the teacher teams and be resubmitted to the Center for Assessment.

✓ **New Hampshire DOE Review:** The project leaders from the NH DOE provide the final review and signoff on all NH PACE common assessment tasks.

3. How does NH PACE support fairness and accessibility for all students?

Competency-based education is a purposeful approach for ensuring that all students, from the most advanced to the most challenged, move on only when they have mastered critical knowledge and skills at each level. We use the Universal Design for Learning (UDL)[4] framework to minimize accessibility barriers and ensure that all students are able to show what they know and what they don't know.

Instruction and assessments based on UDL address the needs of the broadest range of students while avoiding

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[3] American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME) (2014). *Standards for Educational and Psychological Tests.* Washington, DC: AERA.
[4] Thompson, S. J., Johnstone, C. J., & Thurlow, M. L. (2002). Universal Design Applied to Large Scale Assessments (Synthesis Report 44). Minneapolis, MI: University of Minnesota, National Center on Educational Outcomes. Retrieved September 5, 2015, from http://www.cehd.umn.edu/NCEO/onlinepubs/synthesis44.html.

potentially distracting information such as unnecessary wordiness and/or visually cluttered page layouts. Even with the use of UDL approaches, some students will need accommodations and related supports to be able to meaningfully participate in instruction and assessment.

While this is a civil rights issue, it is also important to the comparability goals of the PACE project that participating districts employ a common approach for using accommodations with the PACE common tasks. Therefore, participating districts and the leaders from NH DOE created PACE accommodations guidelines that define accommodations for students with disabilities and English language learners. This guide closely follows accommodations guidelines previously used for the NECAP assessments and now used for the Smarter Balanced assessments.

4. How are NH PACE assessments scored and how is scoring quality ensured?

Scoring of the NH PACE common assessment tasks follows a rigorous protocol developed collaboratively by our technical consultants and district leaders to ensure a high-degree of scoring consistency within each district and as a first step for ensuring cross-district comparability. This scoring framework identifies "anchor papers" (prototypical student work at each competency level) and monitors consistency to assure that teachers are scoring in a calibrated process.

Leaders and teachers in each district determine how to score their local competency-based assessments. The NH DOE PACE leaders do not layer additional requirements on local districts beyond what is necessary to document the quality of the results. However, many districts use the NH PACE common assessment approach as a model for their own local assessments as well.

5. How is comparability evaluated and monitored?

A core value of NH PACE is ensuring that all students from all participating school districts have opportunities to learn the required knowledge and skills. One of the ways to evaluate these opportunities is to require all students to participate in the same assessment, but that is not the only way. The "same" is not the only way to define comparability. For example, students applying for a competitive music program play different songs on different instruments, but judges still must determine who should be admitted to the program. We accept that judges are able to weigh the different types of evidence to make "comparable judgments." We accept this because we have great trust in expert judges when they apply shared criteria.

> A core value of NH PACE is ensuring that all students from all participating school districts have opportunities to learn the required knowledge and skills.

In NH PACE true psychometric comparability (i.e., "interchangeability" of student scores) across districts administering different systems of assessment is not the goal. Rather, the focus is on evaluating and ensuring that students across NH PACE districts are held to comparable expectations. Student work on a NH PACE common task judged to be at Level 2 in one district should receive similar judgments of quality in every other NH PACE district. Further, NH DOE requires that students in NH PACE districts are held to the same or higher expectations as students from non-PACE

districts. For example, students deemed "proficient" in a particular grade or content area should reasonably be expected to perform as proficient across types of assessments.

Led by the technical experts at the Center for Assessment employing comparability evaluation techniques used in Queensland, Australia and Great Britain[5], NH PACE teachers and leaders participated in a summer 2015 comparability workshop where the rigor and consistency of local scoring was evaluated. This was a complex logistical activity in which multiple student work samples had to be scored by two teachers, neither of whom could be from the school that generated the paper. One of the most impressive findings from the comparability workshop was that after reviewing nearly 400 independent student papers, randomly assigned pairs of teachers were able to reach a consensus score on all but three papers. This is a reflection of the quality and commitment of the teachers and is a validation of the quality of the scoring rubrics, the foundation of scoring consistency.

The cross-district analyses revealed some differences in scoring across districts that varied by grade level and subject area, but essentially all differences fell within expected variation for the size of the sample being used and the natural measurement error inherent in all assessments.

6. How are "annual determinations" produced?

Annual determinations are the achievement classifications (e.g., proficient, basic) of students made at the end of the year typically. These annual determinations have typically been derived from single, end-of-year assessments such as NECAP where students are classified into one of four achievement levels.

Comparability in scoring performance assessment tasks is important but the ultimate goal is that "annual determinations" are comparable across school districts. In fact, a key requirement of the NH PACE initiative is to be able to produce "comparable annual determinations" for participating NH PACE districts and between PACE and non-PACE districts.

If a student in District X is called "Level 3" based on an examination of her work, then a student with similar levels of work produced in District Y should also be categorized as "Level 3."

The NH DOE approach does this. NH PACE annual determinations are based on a combination of local summative assessments tied to specific competencies and the common PACE performance assessments as shown in the figure below. Our national technical advisory committee helped the NH PACE leadership team think through various considerations for designing a valid standard setting process.

The calibration of performance task scores discussed above is evidence that scoring among districts was comparable. The next step was to establish cutscores via a standard setting method on the distribution of competency scores collected in each district throughout the year.

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[5] Newton, P. E., Baird, J.-A., Goldstein, H., Patrick, H., & Tymms, P. (Eds.). (2007). *Techniques for monitoring the comparability of examination standards.* London: Qualifications and Curriculum Authority.
Queenland Studies Authority. (2014). School-based assessment: The Queensland assessment. Queensland, Australia: The State of Queensland (Queensland Studies Authority).

Smarter Balanced/SAT in select grades
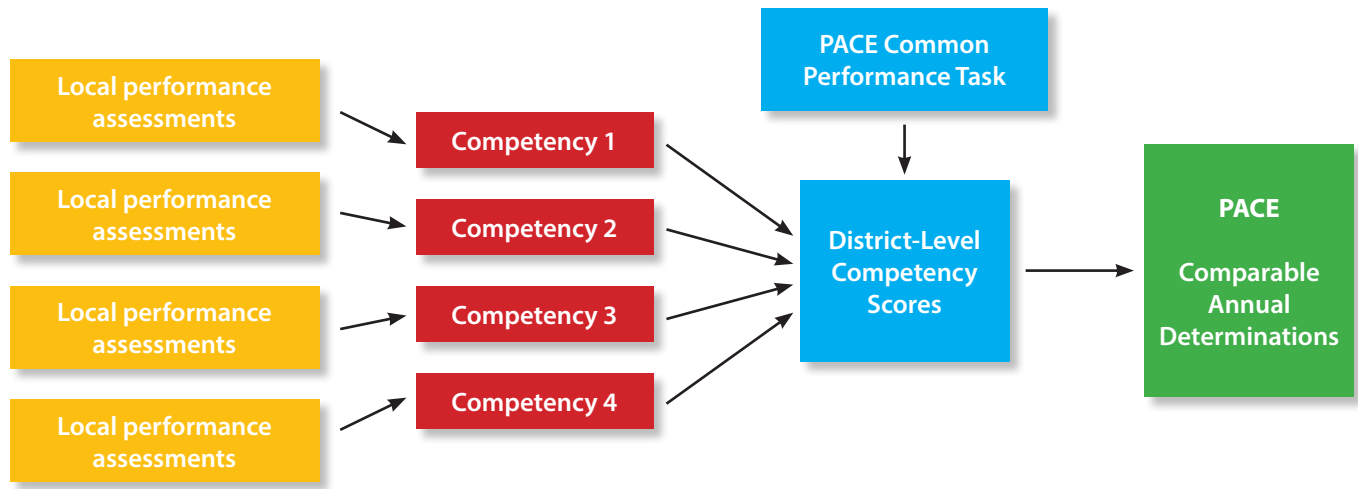
The purpose of the standard setting is to determine where in the score distributions the appropriate "cut points" lie for establishing achievement levels. To establish cut points we used an examinee-centered judgmental method called "contrasting groups"[6]. This standard setting method involves judgments from panelists about the qualifications of the examinees based on prior knowledge of the examinee. To implement this method for the NH PACE pilot, we asked NH PACE teachers to make judgments about which achievement level best described each of their students from the previous year. This process relied on the achievement level descriptors (ALDs) that were written by teachers on August 11, 2015. The ALDs for ELA and math were based closely on the ALDs used to guide the development and standard setting for Smarter Balanced. The science ALDs were drawn from the cross-cutting themes found in the Next Generation Science Standards (NGSS) and the NECAP science standards.

The subject and grade level specific ALDs were entered into an online survey where teachers could easily read the descriptions and match their former students to the appropriate achievement level. The power of the contrasting group (also known as teacher judgment) method is that it anchors teachers' evaluations of student achievement in common descriptions of performance (the ALDs). The teacher directions for the contrasting group/teacher judgment survey made clear that teachers are to anchor their judgments in the actual ALDs and not some memories of students.

The contrasting groups standard setting methodology then compares the NH PACE scores with student placements into achievement levels in order to determine cut scores that would accurately classify the highest percentage of students into achievement levels. Since each district used a different constellation of local summative assessments, the analyses had to be conducted separately for each of the 17 grade/subject combinations for each of the four districts. The success of the cross-district calibration analyses provided the confidence that these results could be considered comparable. The overall results for ELA and math for the 2014-2015 are portrayed below. The annual determinations based on PACE assessments and Smarter Balanced were quite similar, indicating a high degree of comparability between PACE and non-PACE districts.

[6] See: Cizek, G. J., & Bunch, M. B. (2007). Standard setting: A guide to establishing and evaluating performance standards on tests. SAGE Publications Ltd.

ELA: PACE Districts Percent Scoring at Level 3 & 4
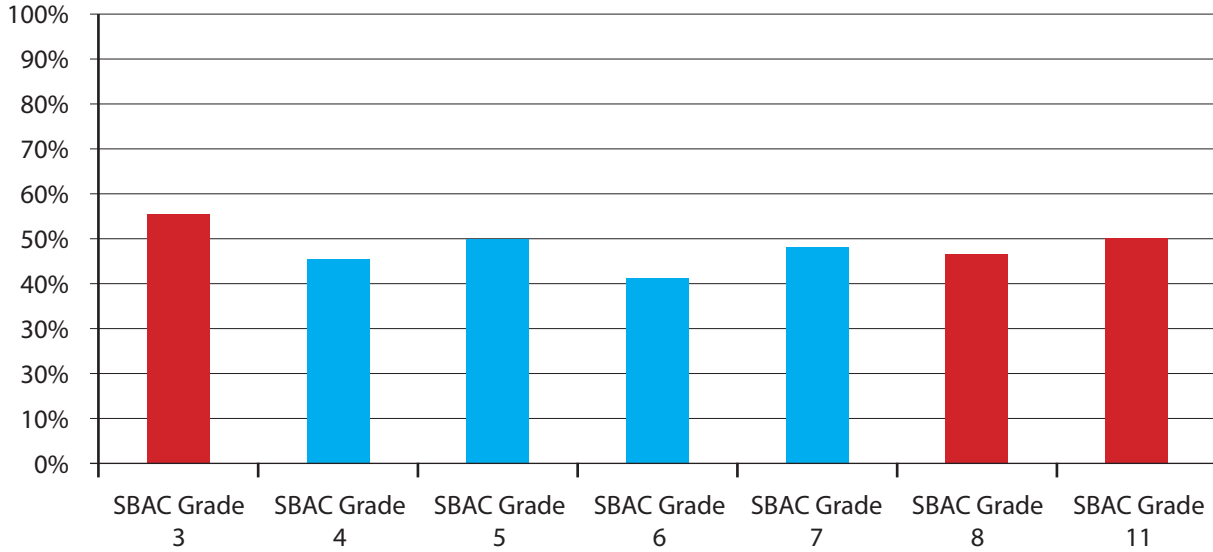
Math: PACE Districts Percent Scoring at Level 3 & 4
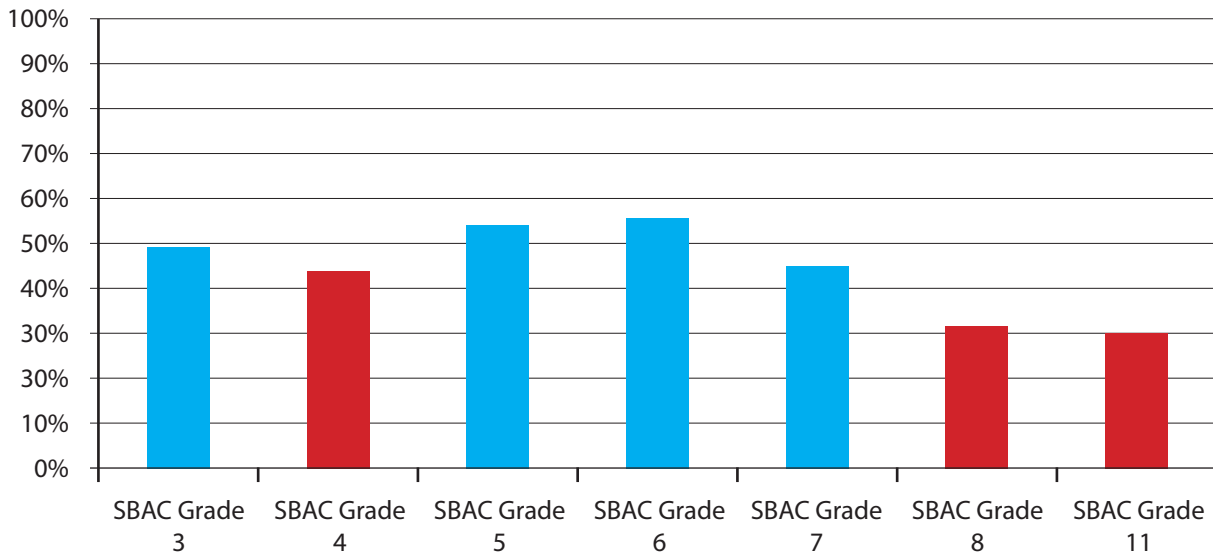
Frank Edelblut
Commissioner

Paul K. Leather
Deputy Commissioner

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DEPARTMENT OF EDUCATION
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Application for Inclusion in Performance Assessment for Competency Education PACE 2017-2018

The New Hampshire Department of Education is continuing to support its innovative practice in reciprocal accountability, entitled Performance Assessment for Competency Education (PACE), based on the success of the two-year pilot. The NH PACE option balances local control with statewide accountability and comparability. In PACE, student performance assessment systems build on the local competency work and become one component of the New Hampshire student assessment system.

School districts accepted for inclusion in year 4 (2017-2018) will represent the diversity of the state's schools/districts. Teams from selected districts will engage with others in highly interactive activities with these goals:

- Build district expertise in how to design, administer, and reliably score high quality performance assessments, aligned with state curriculum frameworks, a new set of state competencies, and the district's required competencies;

- Access and implement tools and resources that will enable educators and administrators to establish a shared understanding and district-wide culture of K-12 quality performance assessments to measure student proficiency of competencies;

- Expand school and district capacity to create and sustain a system of valid and reliable K-12 performance assessment tasks in which student-centered learning is embedded; and

- Participate in the development and testing of several cross-district common performance assessment tasks in core disciplines such as mathematics, English language arts, science, and the arts, in grades 3 – 11.

District teams will engage with educators and school leaders (curriculum directors, department chairs, instructional coaches, principals, etc.) from PACE schools around the state for the purpose of examining sample performance assessments in the core disciplines, and learning the tools and processes that lead to the development of high quality performance assessments to be adopted in their schools. District teams will add to the body of knowledge and practice through local development of performance assessment tasks and processes which will then be

shared with the wider group, and will also engage in state level meetings to discuss and establish policy for the on-going PACE initiative.

Rolling Cohorts:
Due to the intensity and high-stakes nature of this accountability initiative, districts will be selected for participation in one of three cohorts based on their application to the NH Department of Education, which includes a readiness survey. This process will allow districts to enter the initiative at their current degree of preparation and will also help to identify the professional development support necessary to become fully implementing PACE districts. New Hampshire Department of Education application readers will evaluate the readiness information districts submit as part of the acceptance criteria for entry into one of the three PACE Tiers. Participation in the NH PACE initiative is voluntary.

Tier Definitions:
Tier 3 Districts: Tier 3 districts are those that have reported no or few local active competency based learning environments, may or may not have written competencies, may not have implemented competencies at the classroom level with students, and have no background experience with performance assessment of competencies. Tier 3 districts accepted for NH PACE participation will have access to a variety of programs, initiatives, online modules, and school-level coaching from contracted expert consultants on the topics of developing and implementing competency-based education and working with both local and the state model competencies. In addition, they will be assisted in planning activities with other Tier 3 districts to prepare for greater involvement in performance assessment district-wide. This coaching will prepare them for professional development in performance assessment as available.

Tier 2 Districts: Tier 2 districts are those that have reported some implementation of local competencies in classroom settings. Competency-based learning environments may be evidenced in some places in the district. Experience with task-based Performance Assessment for competency attainment may be limited to extended learning opportunities or may not have been attempted in any systemic way. These districts will enter PACE in preparation for readiness to administer performance assessments in a competency-based learning environment. Tier 2 districts accepted for PACE participation will benefit from a coherent system of professional development from state and national experts on performance assessment literacy, beginning levels of performance task development, Depth of Knowledge, looking at student work, reliable scoring, and local structures, such as PLC, to support the work, and introduction to NH PACE implementation protocols.

Tier 1 Districts: Tier 1 Districts are selected based on their ability to enter the NH PACE work and both gain and share expertise in competency-based learning and performance assessment with others in the Tier 1 cohort. Districts selected to participate in PACE Tier 1 cohorts will have reported implementation of local competencies in school-wide and classroom settings, and some experience with performance assessment in a competency-based learning environment. Additionally, they will have evidenced a commitment to transitioning to implementing performance assessment of competencies for accountability purposes district-wide (K-12), and they will have articulated at least a beginning plan of how to best accomplish that transition in

their community, including parent involvement. Once accepted for Tier 1 participation, the PACE district team will have the opportunity to meet frequently on the local level to develop the processes needed to implement a new accountability system in the district schools. The district Superintendent and PACE team leader will have the opportunity to meet monthly with PACE state-level leadership for policy and project management discussions. In addition, the district team leader will have monthly support in the form of a meeting with all other PACE team leaders for guidance, Q&A, and solution-building. Workshop days throughout the year will be facilitated by experts, consultants, and coaches allowing cross-school learning of performance assessments within specific content areas and across grade-spans, and will support curriculum-imbedded competency-based task design for the purposes of both formative and summative assessment, scoring, and calibration. Tier 1 districts will have the opportunity to participate, with coaching and guidance, in the development and implementation of common performance assessment tasks for accountability purposes in school year 2017-2018, based on readiness.

APP;ICATION SCHEDULE:
Applications may be submitted at any time throughout the year. Districts will be contacted within 21 days of application submission to the New Hampshire Department of Education regarding their application.

For further information, please contact Paul Leather, Paul.Leather@doe.nh.gov, 603-271-3801 or Mariane Gfroerer, mariane.gfroerer@doe.nh.gov.

Please submit applications to:

Paul K. Leather, Deputy Commissioner
NH Department of Education
101 Pleasant St
Concord, NH 03301

APPLICATION PACE 2017-2018

Please keep a copy of the Application for your records and submit one to the NH DOE.

District:
_____

School(s): *(list all; use additional space if needed)*

_____
_____

_____
_____

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_____
_____

_____
_____

_____
_____

Address:
_____

Grades: _____

Student enrollment: _____

% FRL students: _____
% Non-Caucasian: _____
% SWD: _____
% ELL: _____

Size of Faculty: _____

Lead Contact: _____ **Position:**
_____

Phone: _____ **Email:**
_____

District PACE Team members:
Please submit your district team list, including names, specific roles, and email addresses.

Depending on your district's configuration, teams should be comprised of the following people/ positions.
- *Superintendent or designee*
- *Building administrators*
- *A person/people working across grade levels such as Curriculum Director, Literacy Coach, Dean of Faculty*
- *Department heads or chairs*
- *For Middle and High Schools, Lead teachers in ELA, mathematics, science, and the Arts*
- *Several lead elementary educators*

APPLICATION PACE 2016-2017

Narrative: Please answer the following questions in no more than five pages. Please note that in completing this application we are looking for district commitment to the PACE pilot project that focuses upon competency-based education and performance assessments; it is expected that accepted districts may be at different development stages in implementing this work.

Describe your district's theory of action for implementing competency-based education and performance assessment.
Describe the district's current activities around attaining your vision for competency-based education and performance assessment, both successes and challenges.
Describe your school's current use of performance assessment (e.g., list various subjects and grade levels).
Describe any continued or prior participation with outside experts, such as a performance assessment development network or organization.
What is at least one thing your school/district hopes to gain though participation in the performance assessment initiative?
Describe how you have built, or how you would build, public and community understanding and support to transition to a district accountability system that focuses on locally determined reporting measures with performance assessment as a core component. Include information about discussions on this issue that you have held with your local board of education.
Provide a timeline by which the entire district would transition over to a PACE model of district and school accountability:

Timeline Steps for Transition to PACE Model	2017-2018		

APPLICATION PACE 2017-2018

Statement of Commitment:

In joining the NH PACE pilot initiative, our district commits to working in partnership with the New Hampshire Department of Education, NHLI and other PACE districts to develop a local accountability plan, supported by the local board of education and our education community, that encompasses multiple measures and that includes the following:

- Clear and measurable goals for the system
- A clear and visible commitment towards improving the achievement of students who have historically been under-served
- Curriculum that is aligned with the state competencies in ELA, math, science, and the Arts, and that embeds the NH Work-Study Practices
- An instructional system designed to support students attaining proficiency of competencies
- A performance assessment system through which students demonstrate proficiency of competencies
- Coherence with the local educator evaluation system
- High quality measurement indicators to evaluate progress towards the goals
- Yearly reports on student and school performance that inform the community and state about the district's progress of multiple measures, with performance assessments as a central component
- Commitment of resources necessary to ensure the plan's success
- Leadership and educator capacity to design, implement, support, and sustain the new accountability system

The district will participate in all PACE activities, including the following:

- Use of common (cross-district) performance tasks from the state and national performance task banks
- Leadership sessions on building a performance-based local accountability system
- Workshop days on development, review, and administration of performance tasks, scoring, calibration, and data analysis
- District peer review

_____   _____

Superintendent   District

_____

Date