

## **Guiding Principles for Accountability System Planning**

The passage of the Local Control Funding Formula (LCFF) introduces significant changes to California's accountability landscape. With the focus on aligning local resources with student needs to support continuous improvement, California is embarking on a transition to a new accountability system that is dependent on successful state and local partnerships.

In May, the State Board of Education (SBE) discussed draft guiding principles for planning accountability systems. The SBE requested that these principles be incorporated into a cohesive framework to provide the necessary infrastructure to conceptualize and operationalize a multiple measures approach to accountability. These principles are presented below and are integrated into the revised timeline to guide the SBE's future discussions on accountability system planning (Attachment 4).

### **Articulate the state's expectations for districts, charter schools and county offices of education.**

Promote a broad understanding of the specific goals that need to be met at each level of the educational system.

### **Foster equity.**

Create support structures, including technical assistance for districts and schools, to promote success for all students regardless of background, primary language, or socioeconomic status.

Continue to disaggregate data by student subgroup for both reporting and accountability purposes.

### **Provide useful information that helps parents, districts, charter schools, county offices of education and policymakers make important decisions.**

Assist and engage parents, educators and policymakers through regular communication and transparent, timely reporting of data so they can take action appropriate to their roles.

### **Build capacity and increase support for districts, charter schools and county offices.**

Seek to build capacity at all levels by reinforcing the importance of sound teaching and learning practices and providing necessary support to help schools reach their goals.

Create multiple ways to celebrate district and school success based on state identified and locally designated metrics. Intervene in persistently underperforming districts to build capacity along a continuum of increasing support and attention through state and regional mechanisms of support. Ensure

there are services and skills necessary to meet the needs of the students and families they serve.

**Encourage continuous improvement focused on student-level outcomes, using multiple measures for state and local priorities.**

Focus on ongoing improvement of student outcomes, including college- and career-readiness, using multiple measures that reflect both status and growth. This means, in part, making determinations based on some version of the following two foundational questions:

- How well is this school/district performing?
- Is the school/district improving?

Tie accountability determinations to multiple measures of student progress, based on the state priorities, integrating data from various forms of assessment, some of which will be locally-determined. Balance validity and reliability demands with the ability to clearly and simply explain results to stakeholders, including the use of a multiple measures dashboard.

**Promote system-wide integration and innovation.**

Purposely and effectively integrate each accountability system component, including groups and technologies, creating a coherent, effective and efficient support structure for districts, charter schools and county offices of education.

Recognizing that there is a new context for accountability in the state, the coming years will provide new insights at all levels of the educational system. To that end, it is important to encourage continued learning, innovation, and improvements related to the accountability system as a whole, core elements of the system, and the impact of the system on individual schools and districts.

As the state considers a framework to guide the new accountability system, there is a need to review the existing state accountability components in relation to the guiding principles. By building on the guiding principles, the state can begin to create connections within the components to support a systems approach that is coordinated and aligned. This coordinated framework will provide the operational infrastructure that is necessary to plan, develop, implement, evaluate, and sustain the accountability system at all levels. The SBE will receive information on the relationship between the existing state accountability components and the guiding principles at the September meeting.