

Recommendations to Remove Stipulations for Madera Unified School District

June 2016

Overview of This Report

This report presents progress made by Madera Unified School district (Madera USD) to address the stipulations placed upon the institutions as a result of Committee on Accreditation (COA) action at the April 2015 meeting.

Recommendations

Staff and the team lead recommend that the stipulations from the April 2014 accreditation visit be removed and that the accreditation decision be changed from Accreditation with Stipulations to **Accreditation**. In addition, it is recommended that Madera USD be required to submit a report within a year that provides evidence that the Advisory Board represents the range of participants and partner districts, is operating effectively, and making data driven decisions about the Induction program.

Background

In April 2015, the COA took action to award Madera USD the status of **Accreditation with Stipulations**. The two stipulations placed on Madera USD were based on concerns identified with Common Standards 1 and 2. The [accreditation report](#) and the [letter](#) stating the COA action are available for review.

June 2016 Update

Since the COA decision in April 2015, Madera USD has made sufficient progress to address all stipulations such that, upon review of the updated documentation, it is recommended that all stipulations be lifted as noted in the following chart.

Stipulations from the 2014 Accreditation Visit and 2015 Recommendations

2015 Stipulation	Madera USD's Response	2016 Recommendation
1. That Madera USD provides evidence that it has institutionalized the processes for relevant stakeholders to be actively involved in the organization, coordination, and governance of its educator preparation program.	Madera USD reinstated an Advisory Board, see Appendix A for information on membership and roles. The Board is planning to meet twice yearly and met on October 2, 2015 and June 1, 2016 during the 2015-16 year. Madera USD submitted agendas and minutes from the 2015-16 Advisory Board meetings. Sign in sheets were submitted for the two Advisory Board meetings.	Remove the Stipulation

2015 Stipulation	Madera USD's Response	2016 Recommendation
2. That Madera USD provides evidence that it systematically collects data, analyzes the data, and uses the analysis to drive program modifications in an ongoing and comprehensive manner.	Madera USD developed a chart that shows how the program systematically collects data, analyzes the data and uses the analysis to drive program modifications. The Advisory Board is key to the data analysis and program modifications as is shown in the chart in Appendix B.	Remove the Stipulation
3. That Madera USD develops and submit to the Commission a current narrative, addressing both Common and Program Standards, for the General Education Induction Program.	The Commission adopted revised Common Standards in October 2015 and revised Induction Program Standards in December 2015. Staff determined that it is not necessary for Madera USD to submit updated narratives at this time because Madera USD will submit a Transition Plan along with other Induction programs and will address the revised Common Standards as part of the regularly scheduled accreditation activities.	Remove the Stipulation

In addition to the three stipulations placed on Madera USD after the spring 2015 site visit, the site visit team found that two of the Common Standards were **Met with Concerns**. Madera USD submitted documentation addressing Common Standards 1: Educational Leadership and 2: Unit and Program Assessment and Evaluation.

Common Standard 1: Educational Leadership

2015 Rationale The inclusion of relevant stakeholders in the organization, coordination, and governance of the program is a recent development for the Madera USD Induction program. The stakeholders expressed enthusiasm about their increased role in the governance of the program. The team was unable to find evidence of active involvement prior to the preparation for the accreditation site visit.

2016 Team Analysis Formalizing the Advisory Board and scheduling meetings twice a year is an important step to ensure that relevant stakeholders are included in the organization, coordination, and governance of the program. The membership of the Advisory Board does not include all partner districts and with only two meetings it is important to ensure that all partners are involved in the leadership of the program. The team finds this Common Standard to still be **Met with Concerns**.

Common Standard 2: Unit and Program Assessment and Evaluation

2015 Rationale There is ample evidence that the program collects data from a wide variety of sources but there is limited evidence that the data **are** routinely analyzed and very limited examples of program modifications being made based on the analysis of the data.

2016 Team Analysis

Madera USD provided a chart with the data sources identified, when the data is collected, and from whom. The chart also shows when the data are analyzed, by whom, and if data-driven program modifications have been made based on the data analysis (Appendix B). Program leadership was able to identify a number of program modifications that were based on the analysis of data. The support provider training for 2015-16 was modified after the Advisory Board meeting in October 2015. Another modification is that this year the support providers arrange their own observations of their participating teachers. In previous years the program leadership has arranged these observations. The team finds this Common Standard to be **Met**.

Staff Recommendation

After consultation with the team lead, staff recommends that Madera USD provide a report within one year that documents that 1) the Advisory Board reviews data and makes data driven decisions and 2) the Assessment System continues to collect and analyze the full range of candidate, completer, and program efficacy data for program improvement.

Next Steps

Based on the documentation provided, Commission staff and the team lead recommend that the Committee on Accreditation lift the stipulations and change the accreditation status of Madera USD from Accreditation with Stipulations to **Accreditation**.



Teacher Support Program

Beginning Teacher Support and Assessment Peer Assistance and Review Program Steve Thornton, Director

The Madera Unified School District is the LEA for the Madera Unified BTSA Induction Program. The program serves the following school districts, charter schools, and one private school: Alview-Dairyland, Bass Lake Union School District, Chawanakee Unified School District, Chowchilla Elementary School District, Chowchilla High School District, Golden Valley Unified School District, Madera County Office of Education, Raymond-Knowles Union School District, Yosemite Unified School District, Ezequiel Tafoya Alvarado Academy Charter, Sherman Thomas Charter, and St. Joachim's School. Each of the above is a co-sponsor for the program.

The Program Director works along with the Advisory Board to ensure that decisions and actions are considerate of all program participants and aligned with state expectations. The Advisory Board, which is comprised of program stakeholders from sponsoring districts, is responsible for overseeing the administration of the Madera Unified BTSA Induction Program and acts as an advisory decision-making cadre. The Advisory Board meets two times throughout the school year. Advisory Board members will include the Program Director, District Contacts, district office administrators, site administrators, bargaining unit representatives, Support Providers, Participating Teachers, when appropriate, and Institution of Higher Education (IHE) representatives. Institute of Higher Education members attend from California State University, Fresno, National University, and Fresno Pacific University.

The Advisory Board members have the following roles and responsibilities:

- Provide input in program implementation
- Act as a liaison for issues and concerns
- Provide input to Program Director
- Review, participate in evaluation data and in analysis of data
- Recommend program revisions based on collected data
- Review proposed budget and recommend modifications if needed

The Director has the following roles and responsibilities:

- Coordinate, implement, and monitor the program
- Coordinate, select, guide and monitor Support Providers
- Establish and maintain the budget
- Schedule meetings, and professional development sessions
- Facilitate the Advisory Board meetings
- Foster communication with all program stakeholders

Appendix A: Advisory Board

- Attend state sponsored induction meetings
- Coordinate and participate in evaluation of the program and analyze & report local and state results of program evaluation

The Director is employed by Madera Unified School District, but the Director represents the Madera Unified BTSA Induction Program to all school districts in Madera County. The Director has operational responsibility for all program operations as listed above, and the Director is the only person with responsibility for verifying program completion. The program budget is developed by the Director each year, and signed by the Superintendent of Madera Unified School District before submission to the California Department of Education and BTSA Cluster Region Directors.

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An effective caring teacher for every student*

Appendix B: Madera USD Data Collection and Analysis Plan

Measure/Data Source	When	Who submits the data?	When is data analyzed	By whom	Data driven program modifications
Exit Interview	May	PTs completing the program	Fall	Advisory Board	Data revealed need to build more capacity for Equity Training for our PT's. This will be incorporated into the Narrative for the newly adopted Induction Standards
Portfolio Rubric Scores	December & April	Portfolio Reviewers	Spring	Advisory Board	TBD
Local Survey SP	May	All Support Providers	Spring	Advisory Board	TBD
Local Survey PT Year 1	May	Year 1 Participating Teachers	Spring	Advisory Board	TBD
Local Survey PT Year 2	May	Year 2 Participating Teachers	Spring	Advisory Board	TBD
Support Provider Training Evaluations	All Year	SP's at the end of each training session	Fall	Advisory Board	TBD
Classroom Management Training	After each of 10 sessions	Classroom Management Participants	Fall	Advisory Board	The analysis of this PD showed positive results. The Advisory Board would like our program to offer more PD. On ongoing discussion with Educational Services is currently focused on what MUSD provides and how to ensure all Madera Induction Participating Teachers have an opportunity to attend.

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Classroom Management Survey	May	Classroom Management Participants	Fall	Advisory Board	The analysis of this PD showed positive results. The Advisory Board would like our program to offer more PD. On ongoing discussion with Educational Services is currently focused on what MUSD provides and how to ensure all Madera Induction Participating Teachers have an opportunity to attend.
Principal Site Admin survey regarding their SP's	May	Site Administrators	June	Advisory Board	All SP's are to reapply for their position. The application will include a letter of recommendation from their Site Administrator.