



COMMUNITY BASED ACCOUNTABILITY SYSTEM (CBAS)
TRUE ACCOUNTABILITY!

“Why state test scores are the wrong choice for accountability” (When utilized alone)

- A. State test orders students against a specific trait within a domain
 - B. Ordering is useful for researchers who want to understand patterns in a trait across a group of people
 - C. Judgments made from ordering alone are invalid because they ignore the actual causes that led to the ordering, or a student's (or group of students) place in the ordering
 - D. Society has been forced to assume (wrongly) that the place in ordering (or a test score) on its own “signals” the quality of the school and the decisions made by its teachers and leaders; but since judgments about schools fail to include the decisions and/or causes that resulted in a test score, that cannot possibly be the case
- (the pandemic is an excellent example of this. If we simply look at a single test score taken during the pandemic one may infer that schools stopped teaching as most if not all schools regressed during this period. However, there were decisions made at district/school levels that mitigated learning loss and also provided a plethora of wrap-around services for students, staff, families, communities. School systems and schools are more than a singular test score taken!)

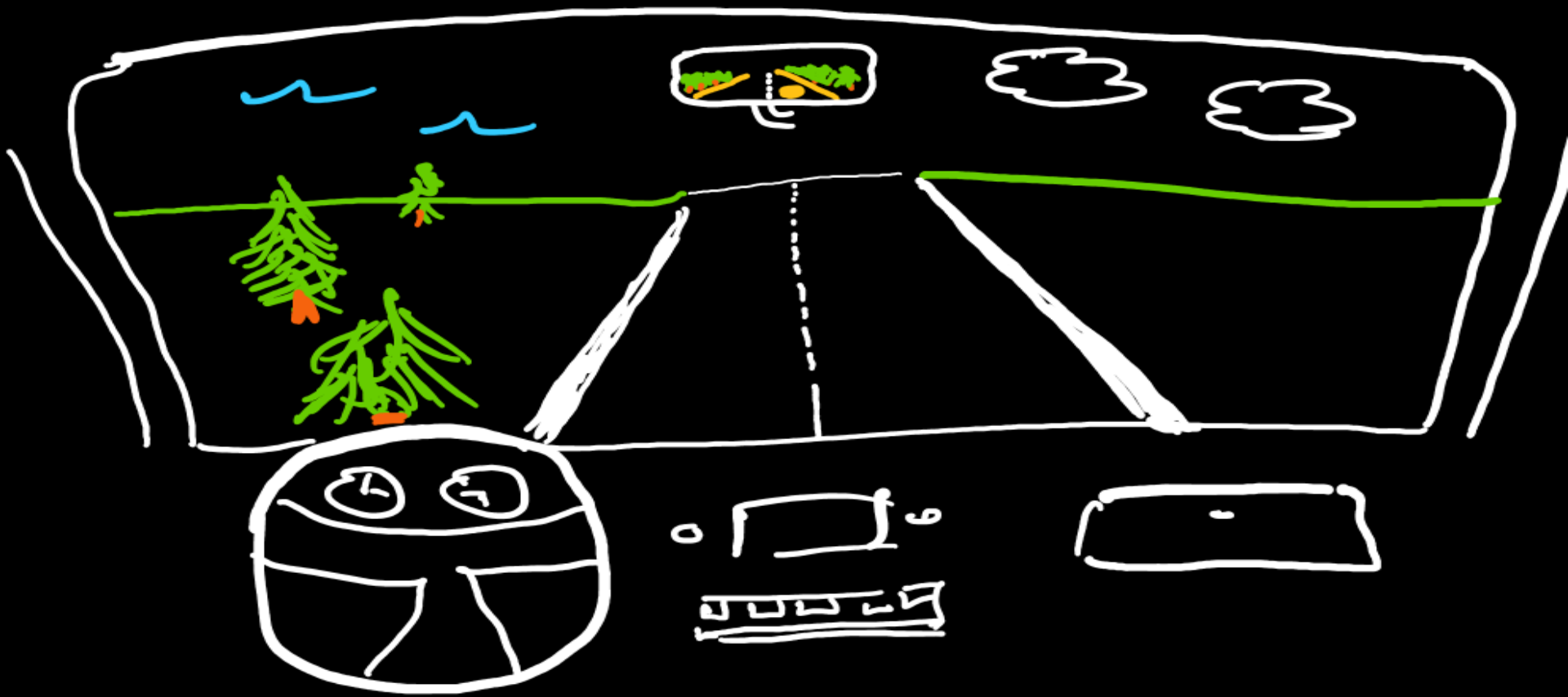
Community Based Accountability (CBAS)

This work/information and any adaptations of it is attributed to the work of J. Tanner (Test Sense)

- “Community Based Accountability is an effort to build a meaningful accountability system, one that allows schools to provide a thorough accounting of their efforts to outside stakeholders, take responsibility for the findings, and act appropriately.”

CBAS Principles

1. A CBAS is an engine for communicating the effectiveness of a school to its stakeholders.
2. A CBAS must start with: What do you want to accomplish?
3. A CBAS must always be based on student benefit.
4. A CBAS accounts for everyone at the most meaningful level possible.
5. A CBAS prepares all students for an uncertain future.
6. A CBAS communicates the complexity of what happens in schools and cannot be reduced to a single mark.
7. A CBAS acts on thorough and truthful accountings.
8. A CBAS practices true assessment, values human judgments, and puts metrics in their appropriate place.
9. A CBAS establishes a social contract between the school and the community it serves.
10. A CBAS always asks for what and to whom?
11. A CBAS presumes that schools should always strive towards becoming learning organizations.
12. A CBAS is aligned with the idea that only through systems change do we create long-term sustainable effectiveness.



The Rearview & the Windshield
are two separate systems

Organizational Accountability in effective organizations must have a significant forward-facing function"

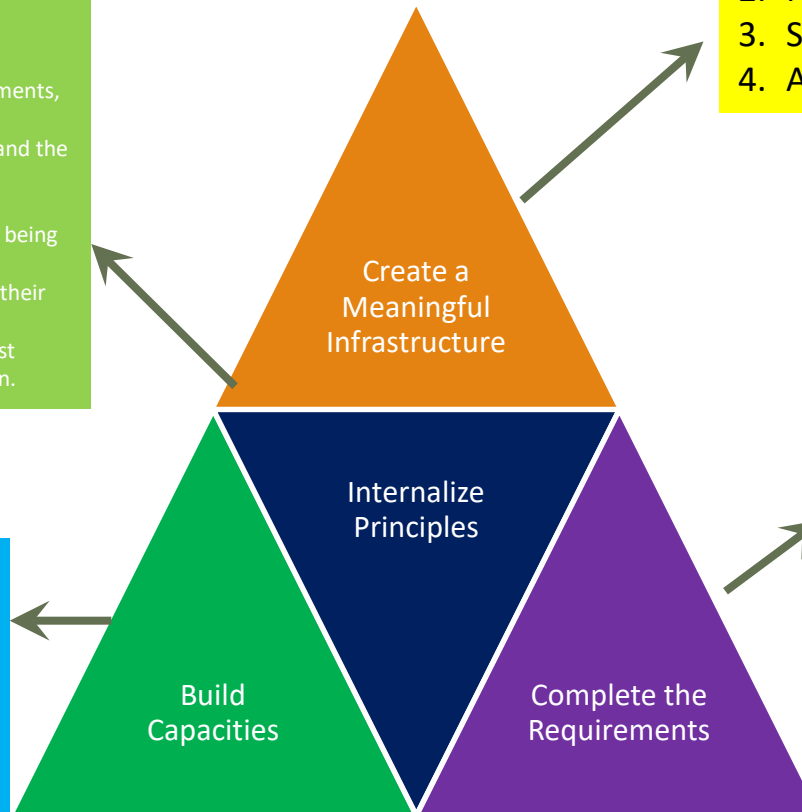
Principles of True Accountability:

1. Is an engine for meaningful improvements, not another report.
2. Starts with “what do we want to accomplish?” not “what do we want to measure?”
3. Is always to student benefit.
4. Accounts for everyone at the most meaningful level possible (no generics).
5. Prepares all students for an uncertain future.
6. Is not reducible to a single mark or grade.
7. Offers a thorough and truthful accounting.
8. Practices True Assessment, values human judgments, and puts metrics in their appropriate place.
9. Establishes a social contract between a school and the community it serves.
10. Drives itself through “For what and to whom?”
11. Signals the quality and efficacy of the decisions being made in a school.
12. Is based on the hopes and dreams of students, their parents, and the community.
13. Is based on the the assumption the schools must strive towards becoming a learning organization.

Learning organizations are designed to maximize student benefit for every student in a school, and then do just that.

The Components for True Accountability include:

1. An Accountability Engine
2. Pillars & Key Questions
3. Signaling
4. An Annual Summary



The Basic Requirements of True Accountability:

1. Understand the hopes and dreams of your students for their future, parents for their children, and your community for its long-term success.
2. Possess an understanding of the differences between current accountability systems and True Accountability and be able to explain them clearly to a range of audiences.
3. Ensure clear alignment between the board and the superintendent.
4. Establish an understanding of why true accountability for becoming a learning organization is important for you, why now, and be clear about what will happen without it.

Capacities for a learning organization:

1. Developing a shared understanding of the need for change.
2. Developing shared beliefs and vision.
3. Developing a focus on students and on the quality of work provided to students.
4. Developing structures for participatory leadership.
5. Developing structures for results oriented decision-making.
6. Developing structures for continuity.
7. Providing ongoing support.
8. Fostering innovation and flexibility.
9. Employing technology.
10. Fostering collaboration.

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A CBAS/True Accountability requires the capacities, requirements, principles, and infrastructure necessary to create and sustain a successful learning organization.

Pillars

Student Learning and Progress: Ensure academic success for all students, including but not limited to English language learners, special education students, recent immigrants, students with emotional and behavioral issues.

Student Readiness: Ensure students are well prepared for their next level of education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.

Engaged, Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being.

Community Engagement and Partnerships: Ensure that local citizens are a meaningful, integral part of a school community and can and will support their local public schools.

Professional Learning/Quality Staff: Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being.

Fiscal and Operational Systems: Ensure the district is using its resources to further its mission to educate the students it is assigned to serve.

Safety and Well-Being: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.

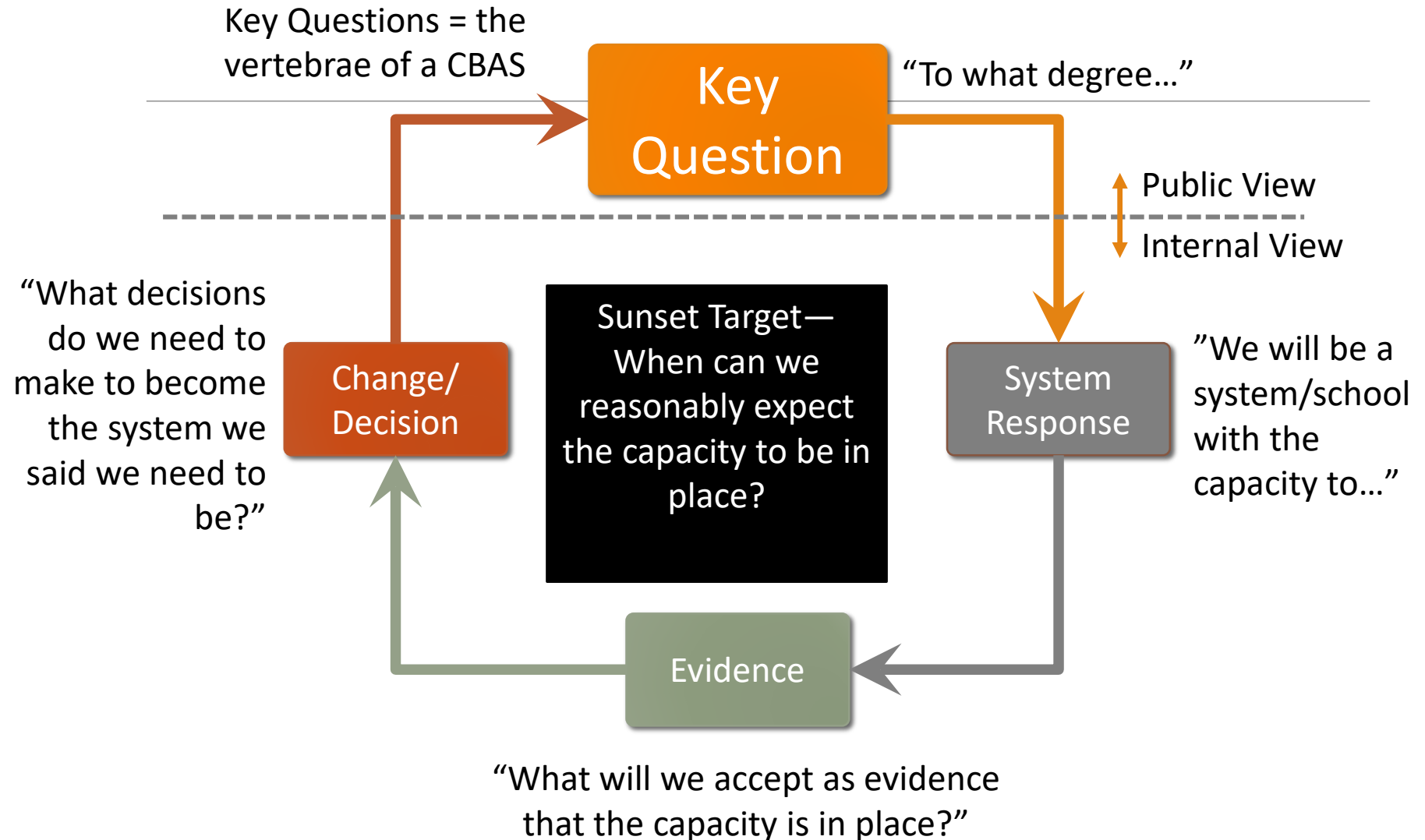
An Example

A district builds one set of Key Questions everyone will use as the backbone. These are grouped into seven Pillars

	Key Question	CDIP	Portrait of a Graduate
1.1	To what degree...	*	*
1.2	To what degree...		*
1.3	To what degree...	*	*
1.4	To what degree...		*
1.5	To what degree...		*
2.1	To what degree...		
2.2	To what degree...	*	
2.3	To what degree...		
3.1	To what degree...		*
3.2	To what degree...		
3.3	To what degree...	*	
4.1	To what degree...		
4.2	To what degree...		
4.3	To what degree...	*	*
4.4	To what degree...	*	
5.1	To what degree...	*	
5.2	To what degree...		*
5.3	To what degree...		*
6.1	To what degree...		*
6.2	To what degree...		
6.3	To what degree...	*	
7.1	To what degree...	*	*
7.2	To what degree...		*
7.3	To what degree...		*
7.4	To what degree...	*	*

The district then maps all the other accountabilities onto the backbone of the Key Questions.

Accountability Engine/Knowledge Development



This is a
relationship
chart

One engine
completed for
each Key
Question

	Key Question	November	February	May	Sunset Quarter
1.1	To what degree...				22-Jun
1.2	To what degree...				23-Jun
1.3	To what degree...				23-Dec
1.4	To what degree...				22-Jun
1.5	To what degree...				24-Jun
2.1	To what degree...				NA
2.2	To what degree...				NA
2.3	To what degree...				22-Jun
3.1	To what degree...				23-Jun
3.2	To what degree...				22-Jun
3.3	To what degree...				22-Jun
4.1	To what degree...				22-Jun
4.2	To what degree...				24-Jun
4.3	To what degree...				23-Jun
4.4	To what degree...				24-Dec
5.1	To what degree...				24-Dec
5.2	To what degree...				24-Dec
5.3	To what degree...				22-Jun
6.1	To what degree...				22-Jun
6.2	To what degree...				22-Jun
6.3	To what degree...				NA
7.1	To what degree...				NA
7.2	To what degree...				NA
7.3	To what degree...				22-Jun
7.4	To what degree...				24-Jun
Relationship to Key Question			<i>Maintain--satisfied with current progress</i>		
(Annual Review each June)			<i>Maintain--consider a change</i>		
			<i>Minor Change Needed-- 12-18 months, no \$\$</i>		
			<i>Major Change-- 18+months and/or \$\$\$</i>		

Community Based Accountability Model: CBAS

CBAS PILLARS

- (1) Student Learning and Progress
- (2) Student Readiness
- (3) Engaged, Well-Rounded Students
- (4) Community Engagement and Partnerships
- (5) Professional Learning/Quality Staff
- (6) Fiscal and Operational Systems
- (7) Safety and Well Being

KCSD KEY QUESTIONS: SIGNALING

	Key Question	November	February	May	Sunset Quarter
1.1	To what degree...				22-Jun
1.2	To what degree...				23-Jun
1.3	To what degree...				23-Dec
1.4	To what degree...				22-Jun
1.5	To what degree...				24-Jun
2.1	To what degree...				NA
2.2	To what degree...				NA
2.3	To what degree...				22-Jun
3.1	To what degree...				23-Jun
3.2	To what degree...				22-Jun
3.3	To what degree...				22-Jun
4.1	To what degree...				22-Jun
4.2	To what degree...				24-Jun
4.3	To what degree...				23-Jun
4.4	To what degree...				24-Dec
5.1	To what degree...				24-Dec
5.2	To what degree...				24-Dec
5.3	To what degree...				22-Jun
6.1	To what degree...				22-Jun
6.2	To what degree...				22-Jun
6.3	To what degree...				NA
7.1	To what degree...				NA
7.2	To what degree...				NA
7.3	To what degree...				22-Jun
7.4	To what degree...				24-Jun

Relationship to Key Question
(Annual Review each June)

	Maintain--satisfied with current progress
	Maintain--consider a change
	Minor Change Needed-- 12-18 months, no \$\$
	Major Change-- 18+months and/or \$\$\$

Signaling occurs quarterly by Pillar Action Team Members

District Goal:
Transition Ready Dashboard

Annual Report



The Rearview & the Windshield
are two separate systems

Why Now?

1. Our district is an innovative, excellent school district that continues to commit to a growth mindset oriented organization and a state/nation leader in education.
2. We have systems in place and we are ready to go to a new level for our kids and our community.
3. Our current systemic approach to growth and achievement is very similar to this process and will be further streamlined and systemic with the adoption of this mindset.
4. We have amazing, supportive stakeholders that will have more input and be more informed of the true accountability of our district.
5. Kenton County has the capacity to further change the organizational mindset to a forward looking organization vs a rearview facing model which is much more impactful and engaging at all levels!
6. A single test on a single day(s) will never be able to measure the “True Accountability” of a school or system. KC is equipped to lead the way in this work.
-and-
7. We have TEAM KENTON!
8. We have our TEAM KENTON extended family. Our amazing stakeholders!
9. Additionally, this is an excellent time to review/revise our mission and goals through this process.

CBAS Implementation

June 2021

- Pillar Action Team Chairpersons Selected
 - Update/Modify Pillar Descriptions by end of 1st week in July
- Pillar Action Teams Selected
 - Board Members (1)
 - School/District Leaders (1 Each)
 - Teachers (1)
 - Superintendent Student Advisory Council Members (1)
 - Parents/Guardians (1)
 - Business Representatives (1)
- Start work on CBAS Web Link
(Anticipated minimum numbers, additional members added at chairpersons discretion)

CBAS Implementation Cont.

July 13th

- All Pillar Action Team Committee Members
- CBAS presentation and overview of the process
- Outline the “ask” of the pillar action teams:
 - Commitment to engage in the development of key questions and quarterly signaling
 - Review/revise the district mission and goals
- Break into Pillar Action Teams
 - Share sample “key questions” and sample “mission/goals” for review for next meeting
 - Set next July Meeting date/time/location
- 2nd July “Work Session” to:
 - Revise mission/goals: recommendations submitted from each Pillar Action Team
 - Establish 3-5 Key Questions per pillar and run them through “Accountability Engine”
 - Establish quarterly Pillar Action Team meetings for “signaling” for the 2022 school year: (November, February & May)
- On-Going
 - Signaling reports will be shared with the Kenton County Board of Education following all quarterly reports and a CBAS annual report will be developed and shared each June with the board and on the district CBAS web page. All CBAS information shared transparently and real time on our CBAS web page
 - Signaling/action plan review monthly by CO Cabinet

Pillar Action Teams

- Student Learning and Progress: **Chairperson, Shawna Harney CAO**
 - Ensure academic success for all students, including but not limited to English language learners, special education students, and recent immigrants, students with emotional and behavioral issues.
- Student Readiness: **Chairperson, Mary Beth Huss Assistant Superintendent Curriculum & Instruction**
 - Ensure students are well prepared for their next level of education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.
- Engaged, Well-Rounded Students: **Chairperson(s), Lesley Smith, Dorothy Dennie Assistant Superintendents**
 - Engage students in a way that contributes to their overall development and future well-being.
- Community Engagement and Partnerships: **Chairperson, Tara Drysdale Assistant Superintendent**
 - Ensure that local citizens are a meaningful, integral part of a school community and can and will support their local public schools.
- Professional Learning/Quality Staff: **Chairperson, Malina Owens Assistant Superintendent Human Resources**
 - Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being.
- Fiscal and Operational Systems: **Chairperson(s), David Lloyd Executive Director Operations; Susan Bente Executive Director Finance**
 - Ensure the district is using its resources to further its mission to educate the students it is assigned to serve.
- Safety and Well-Being: **Chairperson, Rob Haney COO**
 - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.