



# Imagining a new future for schools

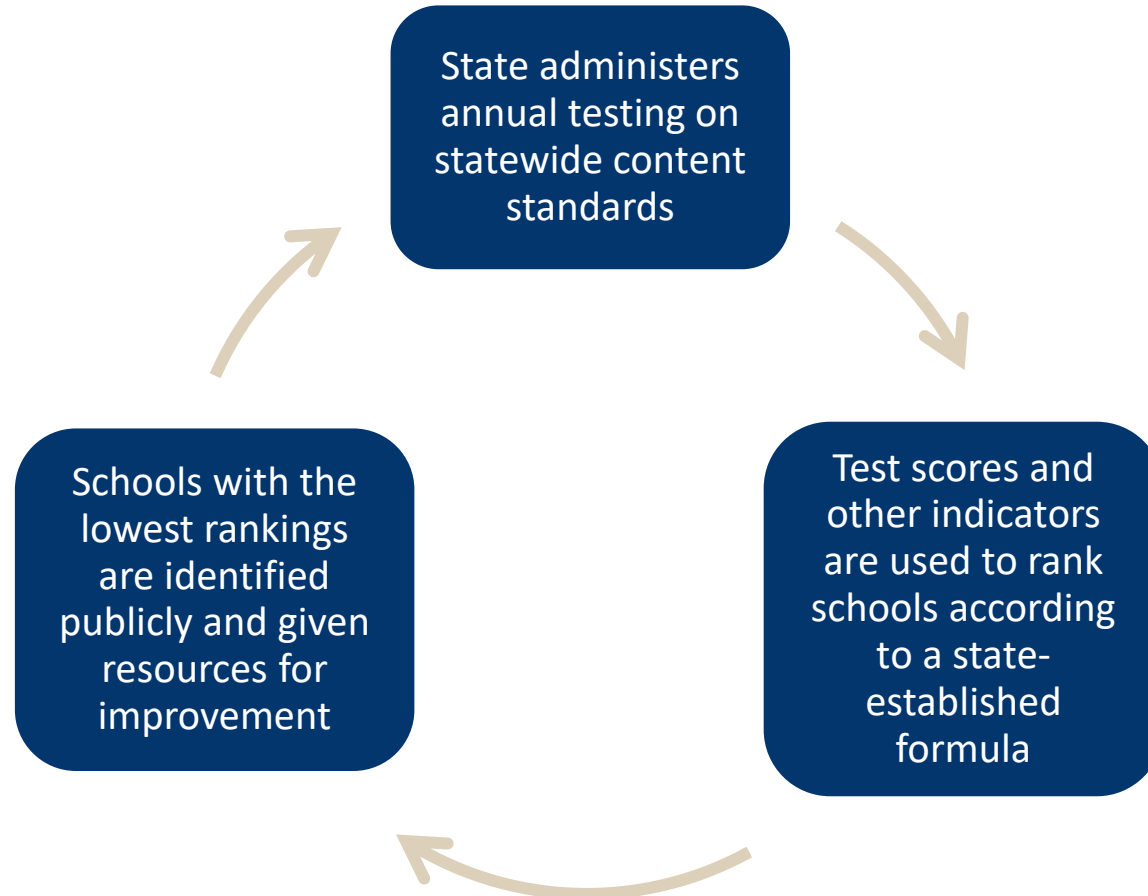
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ALTERNATE MODELS FOR STATEWIDE ACCOUNTABILITY

SUSAN LYONS, PHD

# 20+ Years of One Model

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# Kentuckian's Frustrations with Accountability

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*"The current approach..."*

"...sends a message of distrust"

"...breeds competition"

"...stakeholders feel like numbers or cogs in a machine"

# Kentuckians Envision a New Future where...

- Everyone can improve by learning from one another, instead of competing
- Educators use valuable data sources to improve learning
- Districts partner together with families and communities to better serve students



How might  
we do  
things  
differently?

# A Framework for Accountability Models

		Goal Setting		
		Primarily Local Goal Setting	Collaborative Goal Setting	Primarily Centralized Goal Setting
Evaluation	Primarily Local Control	Empowerment evaluation, relational approaches	Accreditation models	
	Shared Control			
	Primarily Centralized Control	Locally-defined, state-evaluated	Current ESEA accountability	

# Empowerment Evaluation Models



Improvement



Community Ownership



Inclusion



Democratic Participation



Social Justice



Community Knowledge



Evidence-Based Strategies



Capacity Building



Organizational Learning



Accountability


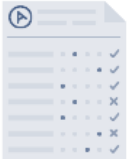


# Accreditation Models



- Assessment and accountability are built on a high degree of trust in students, teachers and school leaders and the improvement function is strongly emphasized.
- Assessment of student learning can be a mix of school-based and centrally-developed measures.
- The state's evaluation approach can be tailored to the needs of individual schools. Outside evaluators review evidence relative to co-constructed criteria for each school.
- Ratings are rubric-based, using separate criteria for identifying targeted supports rather than producing single, summary ratings.



# Augmented Models

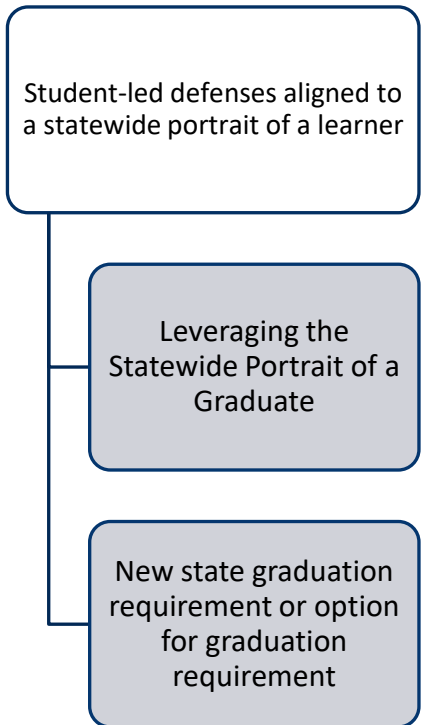
State Accountability (A-F System)	Community Accountability (A-F System)
 <p data-bbox="308 796 639 825">Accountability is based on:</p>  <p data-bbox="377 1025 580 1053">Standardized Test</p>  <p data-bbox="275 1235 708 1263">Student's Performance on a Single Day</p>	 <p data-bbox="868 796 1200 825">Accountability is based on:</p> <ul style="list-style-type: none"> <li data-bbox="802 849 1141 878">I Scholar Learning Progress</li> <li data-bbox="802 896 1057 925">I Scholar Readiness</li> <li data-bbox="802 943 1235 972">I Engaged &amp; Well-Rounded Scholars</li> <li data-bbox="802 991 1268 1019">I Community Engagement/Partnerships</li> <li data-bbox="802 1038 1261 1066">I Professional Learning &amp; Quality Staff</li> <li data-bbox="802 1085 1177 1113">I Fiscal &amp; Operational Systems</li> <li data-bbox="802 1132 1251 1160">I Safety &amp; Well-Being of Our Scholars</li> <li data-bbox="802 1179 930 1208">I Equity</li> </ul>

- Option for combining ratings from local accountability and state accountability for public reporting
- Districts develop their own local accountability plans according to a state-defined process including data review and goal setting
- Local accountability plans include indicators beyond the state accountability system including culture and climate, extra- and co-curricular activities, future-ready learning, and other locally-determined data

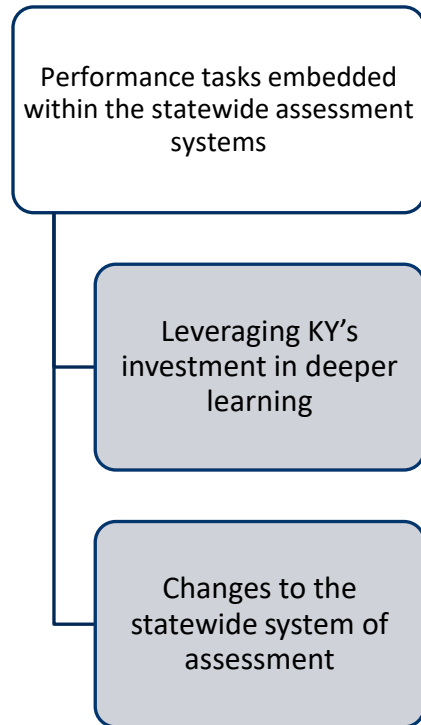
(example system from Cedar Hill ISD)

# What might this look like in KY?

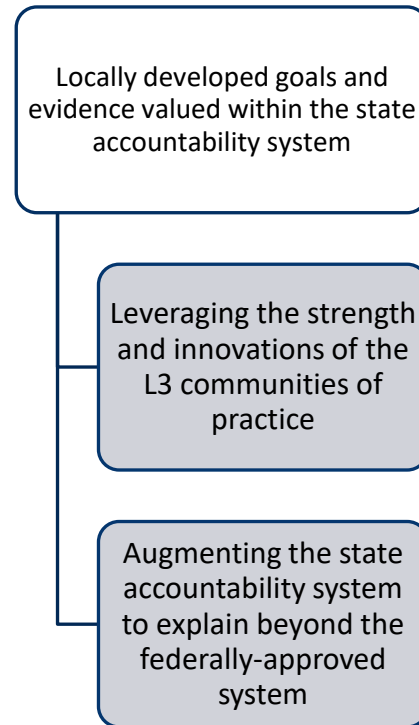
Example 1



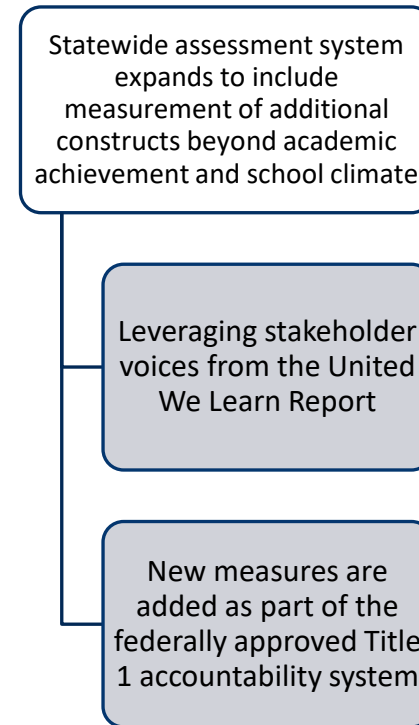
Example 2



Example 3



Example 4



Example 5

