



# Imagining a new future for schools

ALTERNATE MODELS FOR STATEWIDE ACCOUNTABILITY

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## 20+ Years of One Model

State administers annual testing on statewide content standards

Schools with the lowest rankings are identified publicly and given resources for improvement

Test scores and other indicators are used to rank schools according to a state-established formula





## Kentuckian's Frustrations with Accountability

"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
	Primarily Local Control	Empowerment		
Evaluation	Shared Control	evaluation, relational approaches	Accreditation models	
Ш	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 schoolbased 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) Accountability is based on: Standardized Test Student's Performance on a Single Day

## Community Accountability (A-F System)



Accountability is based on:

- Scholar Learning Progress
- Scholar Readiness
- Engaged & Well-Rounded Scholars
- Community Engagement/Partnerships
- Professional Learning & Quality Staff
- Fiscal & Operational Systems
- Safety & Well-Being of Our Scholars
- Equity

- 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

Student-led defenses aligned to a statewide portrait of a learner

Leveraging the Statewide Portrait of a Graduate

New state graduation requirement or option for graduation requirement

### Example 2

Performance tasks embedded within the statewide assessment systems

Leveraging KY's investment in deeper learning

Changes to the statewide system of assessment

### Example 3

Locally developed goals and evidence valued within the state accountability system

Leveraging the strength and innovations of the L3 communities of practice

Augmenting the state accountability system to explain beyond the federally-approved system

### Example 4

Statewide assessment system expands to include measurement of additional constructs beyond academic achievement and school climate

Leveraging stakeholder voices from the United We Learn Report

New measures are added as part of the federally approved Title 1 accountability system

### Example 5

State collaborates with districts to co-determine goals and evidence of success

Leveraging the model of co-creation established by the KUWL Council

State accreditation model evolves to incorporate both state and local values around school quality