DIFFERENTIATED ACCOUNTABILITY
SESSION TWO: REWARDING SUCCESS AND SUPPORTING PRIORITY AND FOCUS SCHOOLS

1:45-3:45

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All Schools Improving

Forum on ESEA Flexibility
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Ben Levin
OISE/University of Toronto

Guiding Principle

"Have a simple, clear purpose which gives rise to complex, intelligent behavior rather than complex rules and regulations that give rise to simplistic thinking and stupid behavior."

Dee Hock

General Principles

- Accountability only works if coupled with support
  - EVERY accountability system has serious weaknesses
- System improvement requires sustained effort and infrastructure at state, district and school levels
  - Every school must work on improvement
- Build positive energy through engagement, dialogue, willingness to change
- Use the research evidence; we already know a lot

Ontario

- Lots of success
  - Big increases in all student outcomes
  - Equity gains
  - Improved teacher morale
- Comprehensive strategy
- Insistence on helping people get better
- Lots of system work to make this happen
- Positive approach

What States Need to Do

- Build the capacity to help schools and districts
  - Credible, experienced educators
  - Tailor approach to each setting
- Build on existing success
  - Create cross-district networks
  - Work with your stars and champions
- Policy alignment by state and districts
- Communicate, communicate, communicate
  - Two way – listen as well as talk

Good Luck!
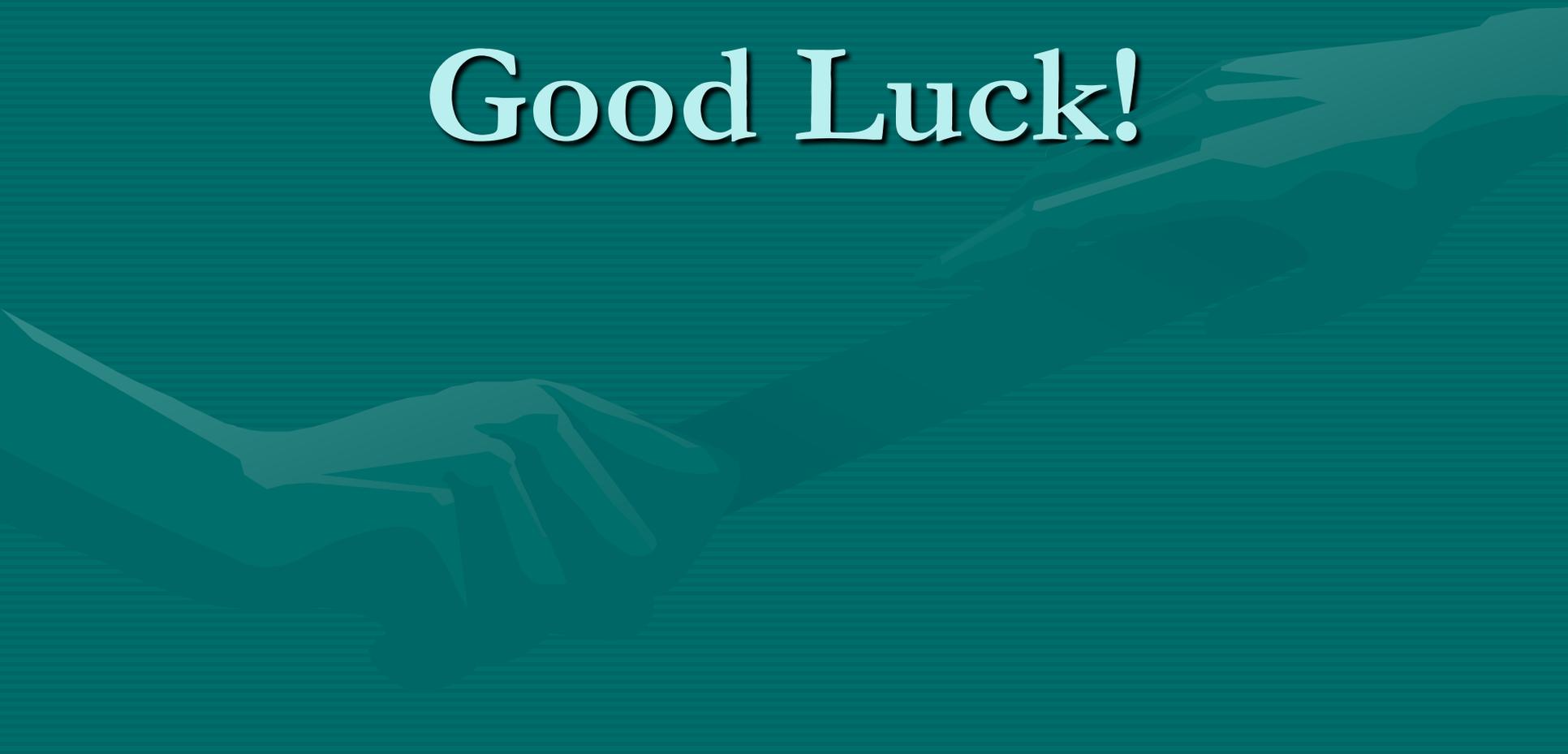
Accountability 2.0 & NCLB Waivers

Differentiated Accountability
& Support

Richard J. Wenning
RJW Advisors, Inc.

Lots of Accountability Complexity

- Accountability for educator effectiveness now layered onto systems for student, school, district, state & federal accountability

- Better when these multiple layers are aligned to support the <u>business we are in</u>

Our Business

- Maximize student progress toward & attainment of college and career readiness
    - Bright line: **all kids ready by exit**
    - Requires a definition of readiness & the content & performance standards leading there
    - Requires measurement system that determines how well students are progressing toward & reaching the destination

Next Generation Performance

- Dramatic, not incremental improvements required for students that need to catch up to become college & career ready (CCR)
  - **From a system where most students that start behind stay behind to a system where most catch up**
- Implies that our accountability systems should provide information that fuels a consensus for change & capacity for improvement

Desired System: Accountability 2.0

- Coherent system focused on learning and building student, educator, school, district, state & federal performance management capacity

  – Maximize local ownership of high quality information to drive insight and action

- Will waiver process promote Accountability 2.0 rather than 1.0? (or 1.5?)

Consequential Validity

- Henry Braun (2008)

    – *Assessment practices and systems of accountability are consequentially valid if they generate useful information and constructive responses that support one or more policy goals (Access, Quality, Equity, Efficiency) within an education system, without causing undue deterioration with respect to other goals.*

Marshaling a Consensus for Change

There is a difference between retrospectively identifying fault and blame-worthiness and a prospective strategy for corrective actions and building a consensus for a vision of change.

Christopher Edley (2006)

Coherent Systems Serve Multiple Purposes
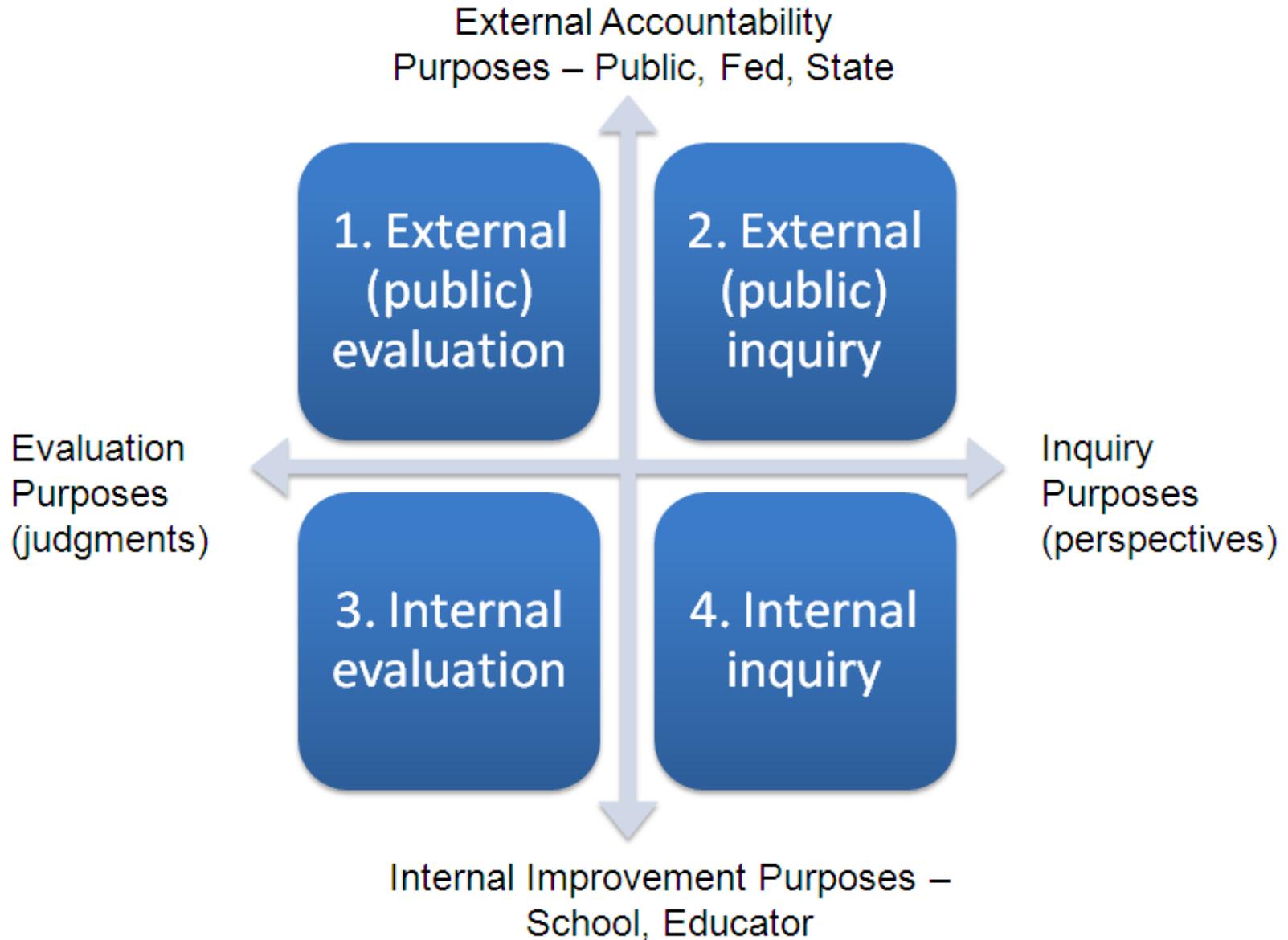
Differentiated Accountability & Support - Key Components

1. Key Performance Indicators
2. Multi-Measure Framework
3. Incentives for Change & Innovation
4. Planning Process
5. Service Mix
6. Service Delivery
7. Evaluation & Validation
8. Rollout Strategy - Communications, Stakeholder Engagement, Training

Key Performance Indicators (KPIs)

- Establish KPI's and a multi-measure performance framework used for District, School, and educator accountability purposes.
  - Growth, Status, College & Career Readiness, Gaps & others…

Multi-Measure Framework

- Develop a multi-measure framework with measures, metrics, and targets for each big indicator
  - **Use the framework evidence to identify schools for Reward, Focus, Priority & other state categories**
- Balance normative and criterion-referenced growth & status evidence
  - Take note of variance in state assessment cutpoints by subject
  - Consider different normative & criterion-referenced weightings for teacher, school, district, state purposes

Multi-Measure Framework, cont.

At least two functions:

- **Improvement** - diagnostic feedback to support a solid planning process

- **Accountability** - summative evaluation with a set of performance categories that describe overall performance across KPIs & signal rewards (money, autonomy) and consequences (intervention)

Incentives for Change and Innovation

Rewards, sanctions, and disclosure

- Recognition and financial awards for high growth schools & incentives to replicate

- State authority to close schools

- Public access to engaging, insightful information about student, school, district & state performance

  – Shine light on best, worst by demographics and type of school & encourage productive social collaboration

Planning Process

- Develop a unified planning process based on the feedback from the multi-measure framework
  - Requires a robust qualitative review component
- Promote focused statewide inquiry into evidence, root causes, planning, and improvement

Service Mix

- Determine the differentiated service mix for tiers of schools based on the performance categories
  - Key support for all tiers is building solid district, school, educator performance management capacity (incorporates standards and assessments & cuts across federal program silos)
  - Service mix for middle tier?
  - Intervention mix for Gap schools? Measures matter a great deal in diagnosing the problem (status vs. growth gaps)
  - Intensive intervention for bottom 5% (Transformation, Turnaround, Replacement – consider grade span)

Service Delivery Strategy

- Role of SEA central (delivery across silos)
  - Regardless of local control context, foundation is quantitative & qualitative review of performance & practice with a consistent planning & evaluation process
- Role of regional delivery structures (education service agencies)?
- Role of Third Parties (EMOs, CMOs, Consultants) & SEA due diligence?

Evaluation Strategy

- Multi-measure framework, implementation benchmarks, qualitative reviews provide formative & summative feedback on success of support & interventions
- Key validation of measures:
  - extent of regular, constructive, and coherent use in discourse & practice across system levels
  - observed improvement in what different growth rates obtain in proficiency and CCR @ exit
- Establish a third-party evaluation process to compliment internal review of evidence

Rollout Strategy Considerations

- Plan to bring all stakeholders along, establishing ownership, setting expectations that the SEA & they can deliver on

- Rollout of evidence: Is there time for sequence of no, low, then high stakes implementation?

- Sequence of statewide & local communications & training