

Local Innovation in School Accountability



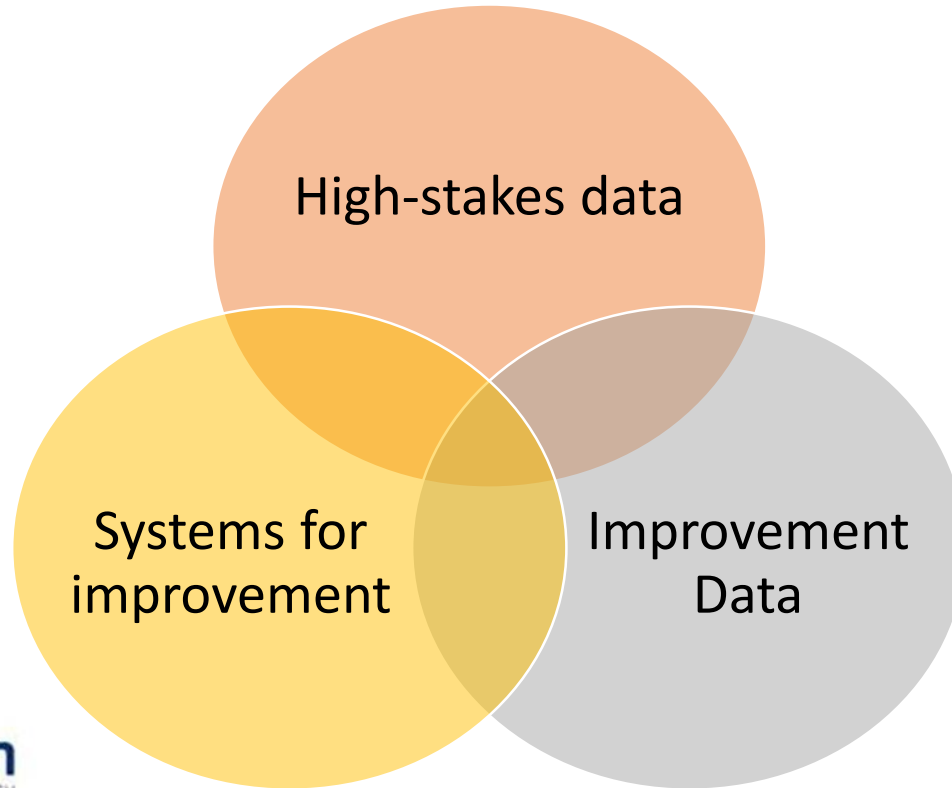
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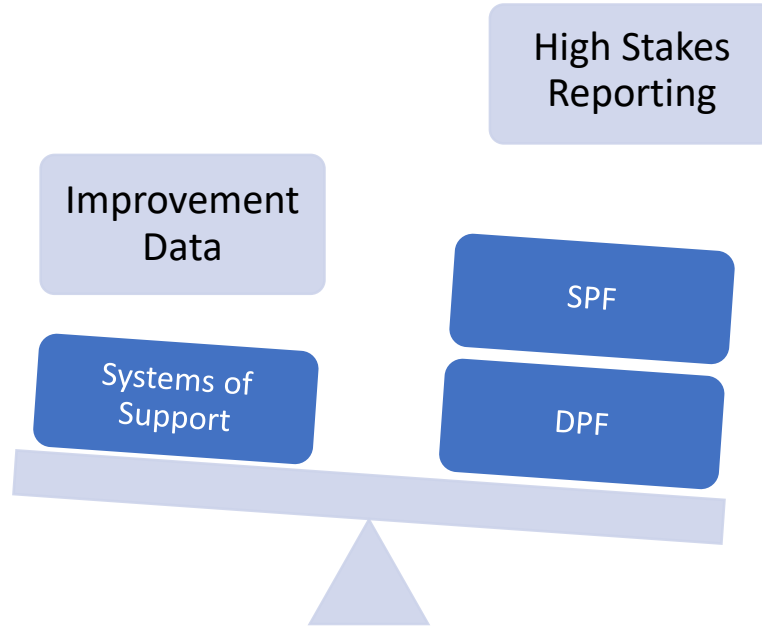
Colorado Education Initiative



Components of Accountability Systems

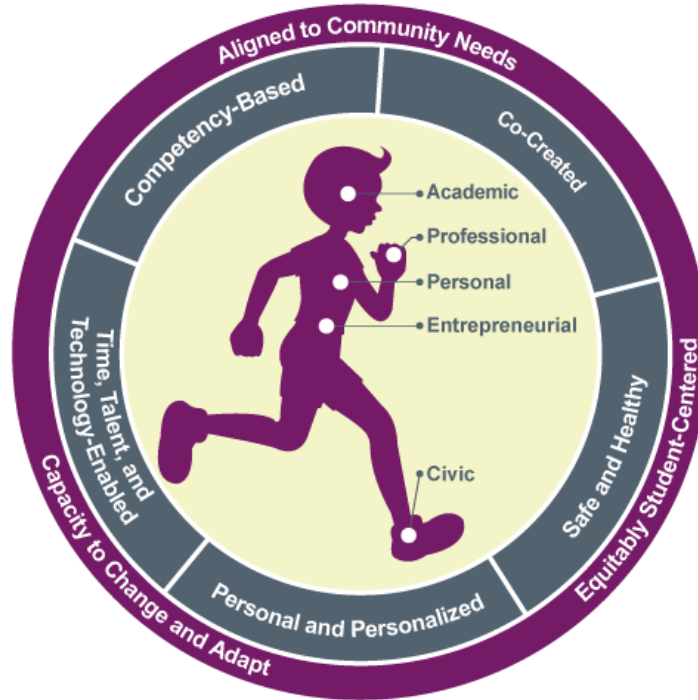


The Current Balance Between Components in Colorado



The Running Kid

EQUITY



SYSTEMS
CHANGE

Essential Skills for Postsecondary & Workforce Readiness

Entrepreneurial

- Critical thinking and problem solving
- Creativity and innovation
- Inquiry and analysis
- Informed risk taking

Personal

- Initiative and self-direction
- Personal responsibility and self-management
- Adaptability and flexibility
- Self-awareness of learning preferences, strengths, and areas for growth

Civic

- Core academic foundation
- Collaboration and teamwork
- Communication
- Global and cultural awareness

Professional

- Time and work management
- Career literacy
- Grit and resilience
- Work ethic; dependable and reliable

Academic

- Apply skills and knowledge
- Critical thinking and problem solving
- Inquiry, analysis, and evaluation
- Discernment

What Have We Learned?

- Districts/schools will devote tremendous amounts of time, energy and resources to accountability and assessment if they believe it will provide relevant and actionable data that will inform authentic improvement efforts
- Districts/schools not on the “clock” don’t care much about current ratings and their communities care even less
- Communities in which districts/schools are on the clock often view the state as an adversary rather than a supporter
- State ratings and assessment results are not useful for improvement purposes, except as a very lagging measure

What Have We Learned?

- Meaningful involvement in the process by educators and community members is critical
- Data can be useful for improvement even if it does not meet technical requirements for quality
- Impact and scalability need to be “studied”
- Unintended consequences of current accountability system are now **intended**
- **Equity** has to be the focus

Accountability

- Doesn't necessarily mean “calculate and classify”
- Signals what is important
- Should incentivize “right” behaviors and actions for improvement

Some Additional Thoughts

- All improvement is local
- Rating is like a “check engine” light, take it to your authorized dealer – who is the authorized dealer?

Adding New Indicators and Measures

Internal
Improvement
Information

External
Review

Dashboard

Extra Points
on Ratings

Revise
Rating Formula

Create New
Rating Formula



Low

Technical Requirements
Impact of Campbell's Law

High

Campbell's Law

“The more any quantitative [social indicator](#) is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor.”



Campbell's Law: A Corollary

“Achievement tests may well be valuable indicators of general school achievement *under conditions of normal teaching aimed at general competence*. But when test scores become the goal of the teaching process, they both lose their value as indicators of educational status and distort the educational process in undesirable ways.”

