



Accountability for College and Career
Readiness: Developing A New Paradigm

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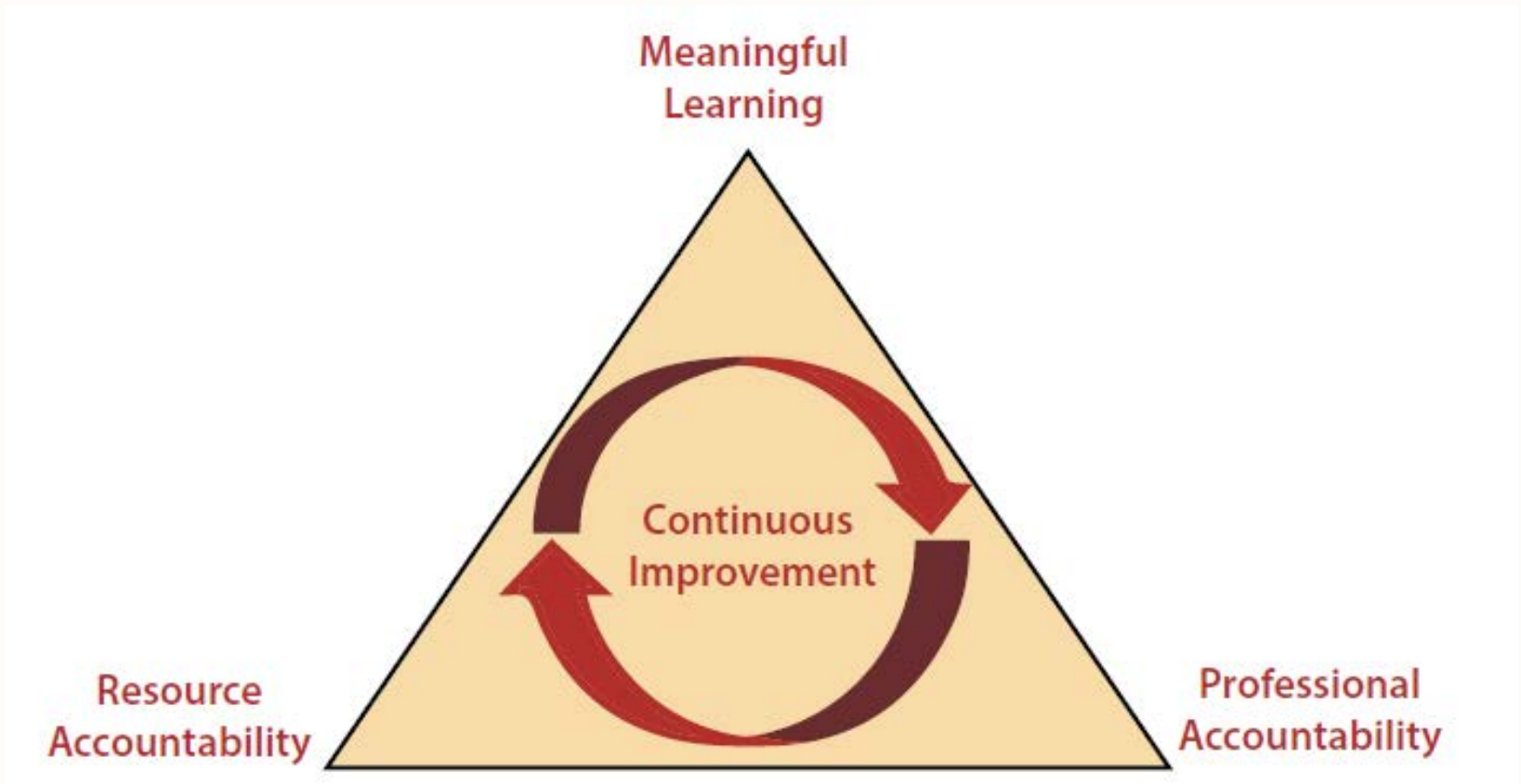
Creating Intelligent Accountability

Accountability
≠
Testing

An accountability system should:

- 1) encourage high-quality teaching and learning in all schools,
- 2) provide tools for continuous improvement, and
- 3) means for identifying and addressing problems that require correction.

Tests can offer information for an accountability system, but they do not by themselves create accountability



Key Elements of an New Accountability System

Accountability Should...

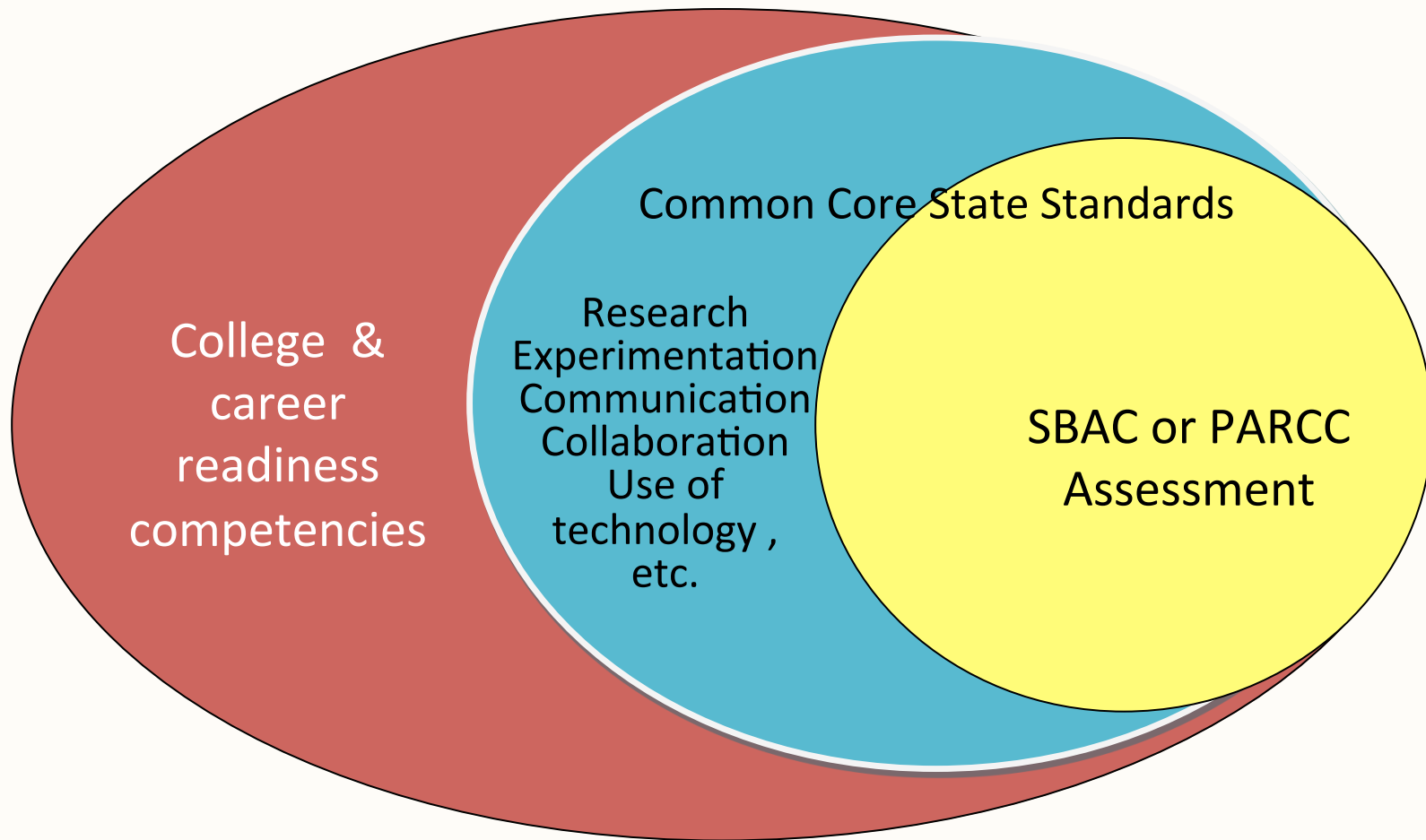
- 1) Be designed to produce ***continuous system improvement***, not just test scores;
- 2) Be ***reciprocal***, with each level of the system taking responsibility for the contributions it must make to serve each child well;
- 3) Focus on ***meaningful learning*** for college, careers, and citizenship, using ***more valid and authentic assessments***, reported in disaggregated form
- 4) Ensure adequate ***resources*** allocated intelligently to meet student needs well;
- 5) Develop and ensure ***professional capacity and accountability***
- 6) Use ***multiple measures*** evaluated through systems of expert *review, judgment, and intervention*
- 7) Focus on ***system capacity building***, shifting from a ***test-and-rank*** approach to an ***assess-support-and-improve*** model
- 8) Reflect ongoing ***student, parent, educator and community input*** and provide transparent and accessible information to the public.

The New Challenge of College- and Career-Readiness: Expectations for Learning are Changing

The new context means new expectations for deeper learning, including abilities to:

- Think critically and creatively
- Communicate in multiple forms
- Collaborate
- Conduct research
- Solve problems
- Analyse and conceptualise
- Use new technologies
- Engage in learning new things at all times
- Reflect on and improve one's own performance



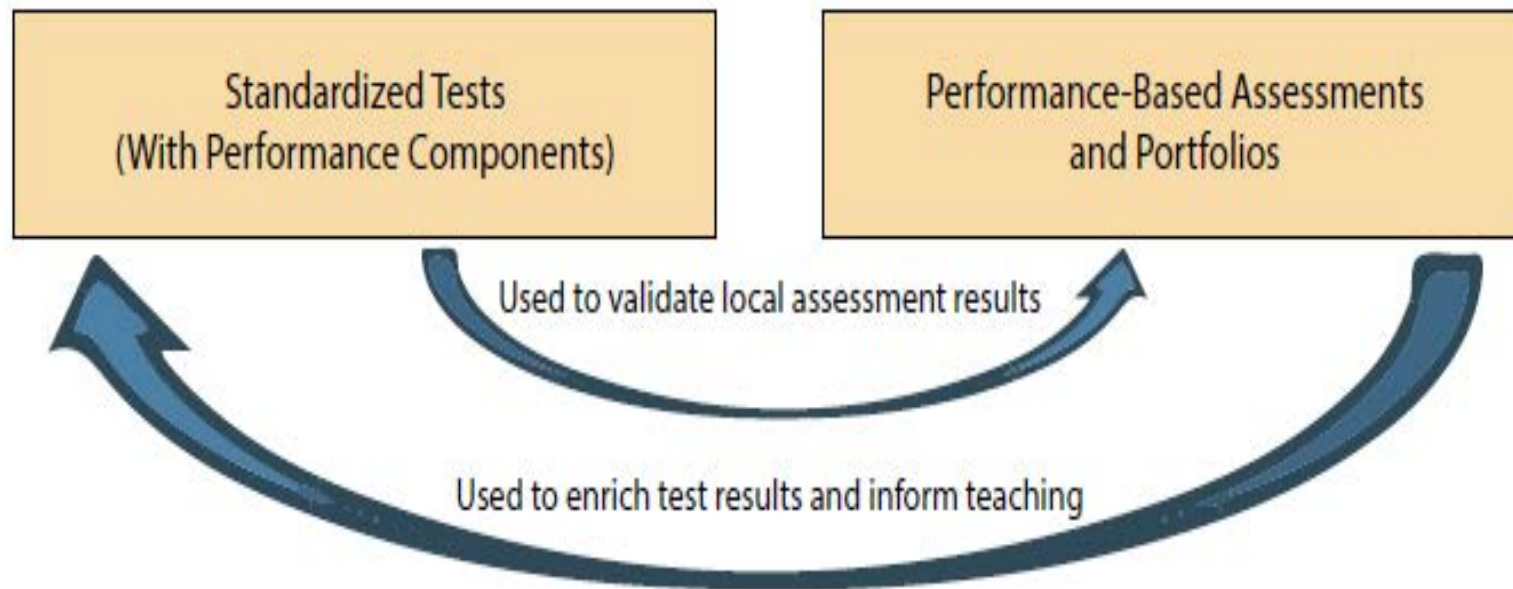


**Knowledge, Skills, and Dispositions
for Postsecondary Success**



New Accountability in the 51st State

Interactive Elements of an Assessment System for Meaningful Learning



Professional Capacity and Accountability

- Intensive *clinical preparation and mentoring*
- *Professional development* connected to standards, high-quality curriculum resources, and development/ scoring of assessments
- *Job-embedded PLCs*, collaborative planning, and coaching; subject matter networks
- Standards-based *evaluation and feedback* promoting learning and collaboration

Resource Accountability

- Weighted Student Formula funds schools by student needs
- Communities engage in decisions about allocating funds
- A dashboard of measures provides transparency about use of resources and outcomes, disaggregated by student groups
- Outcomes are evaluated and plans are adjusted regularly

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2008
Province: Alberta

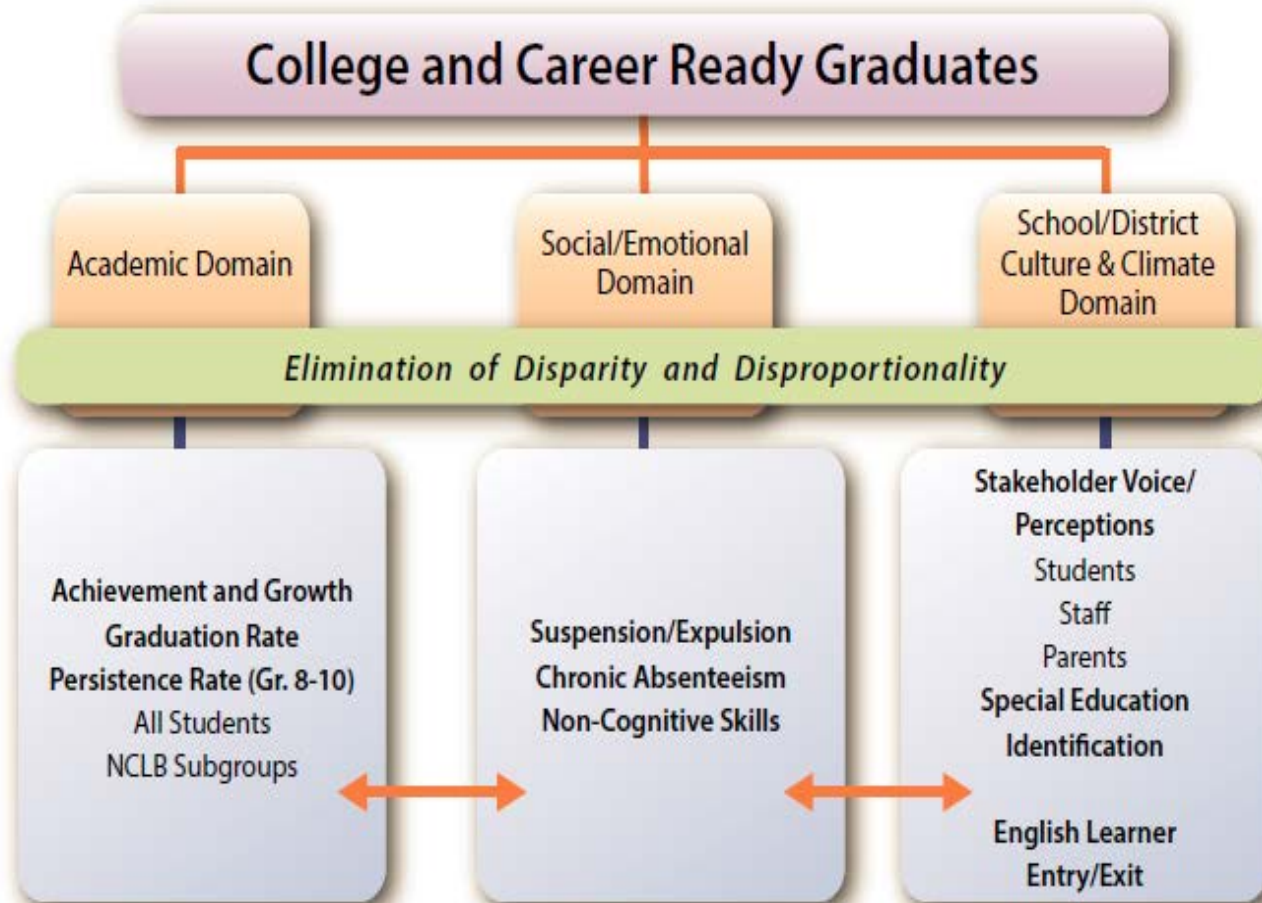


Goal	Measure Category	Measure Category Evaluation	Measure	Province			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	85.1	84.2	83.9	High	Improved Significantly	Good
	Student Learning Opportunities	Good	Program of Studies	79.4	78.5	77.8	High	Improved Significantly	Good
			Education Quality	88.2	87.6	87.1	High	Improved Significantly	Good
			Drop Out Rate	5.0	4.7	5.0	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	71.0	70.4	70.0	Intermediate	Improved Significantly	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	75.8	75.9	76.7	Low	Declined Significantly	Concern
			PAT: Excellence	19.6	19.4	19.3	Intermediate	Improved	Good
	Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	85.0	85.4	85.2	Intermediate	Declined	Issue
			Diploma: Excellence	22.3	23.3	23.1	High	Declined Significantly	Issue
			Diploma Exam Participation Rate (4+ Exams)	53.6	53.7	53.2	Intermediate	Improved	Good
			Rutherford Scholarship Eligibility Rate	38.2	37.2	35.4	High	Improved Significantly	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	60.3	59.5	57.1	High	Improved Significantly	Good
			Work Preparation	80.1	77.1	76.4	High	Improved Significantly	Good
			Citizenship	77.9	76.6	76.2	High	Improved Significantly	Good
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	78.2	77.5	77.2	Intermediate	Improved Significantly	Good
	Continuous Improvement	Good	School Improvement	77.0	76.3	75.7	High	Improved Significantly	Good

Goal	Measure Category	Measure	Province		
			Current Result	Prev Year Result	Prev 3 yr Average
ACOL Measure	ACOL Measure	Satisfaction with Program Access	69.2	68.2	68.0
		In-service jurisdiction Needs	80.4	78.8	77.8

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



A Multiple Measures Dashboard



Basic Services

- Qualification s of Staff
- Safe, adequate facilities
- Access to standards-based materials
- Access to technology resources



Engagement

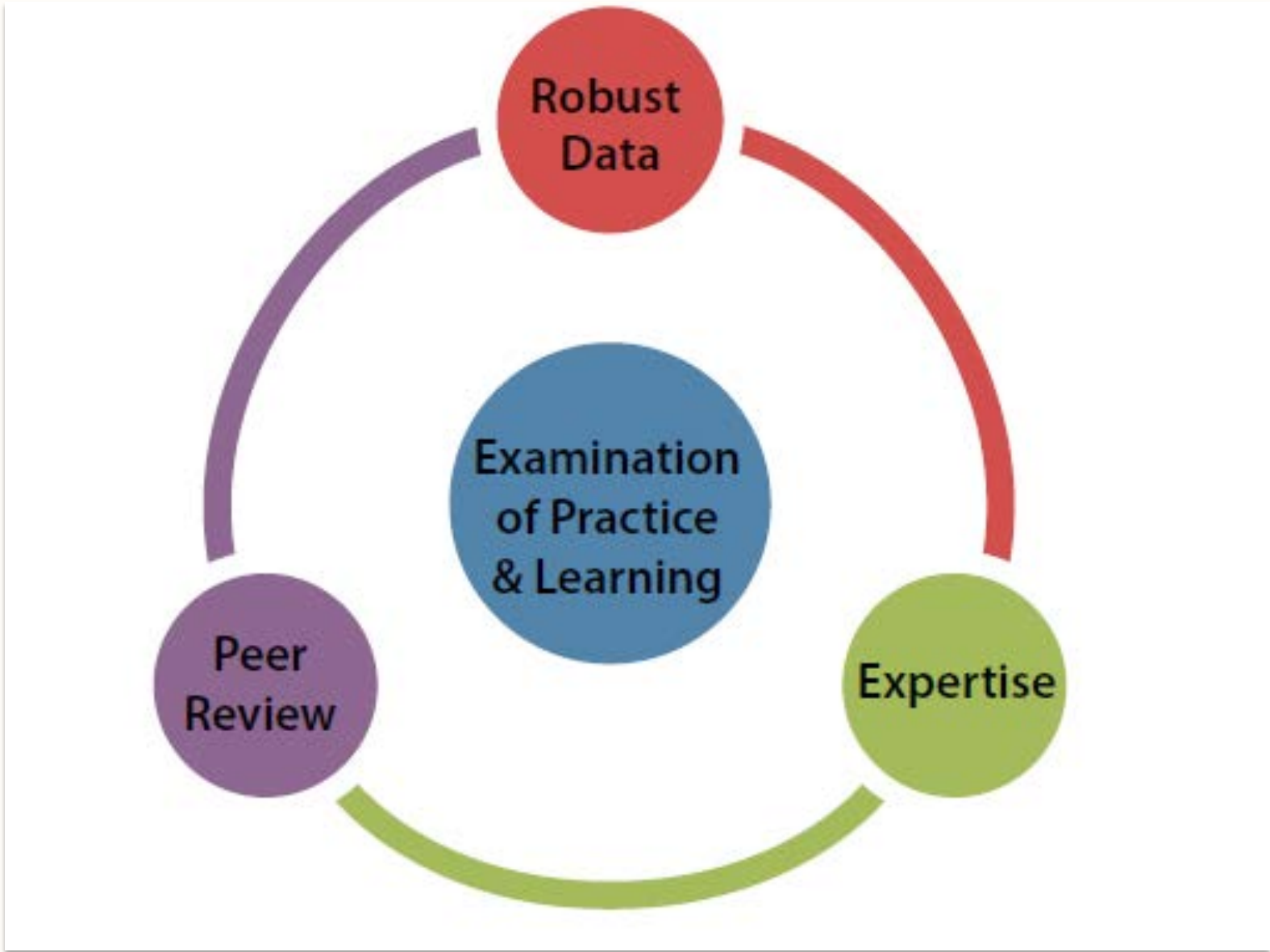
- Efforts to support parental involvement
- Efforts to seek community input



Curriculum and course access

- Access to a full, rich curriculum (arts, PE, STEM, etc.)
- Access to and participation in college and career ready courses of study

Indicators of Learning Opportunities



School Quality Review

Support for Improvement

- Teams of expert educators trained to work with struggling schools
- School pairs and networks for learning
- Trained curriculum coaches
- Wraparound services, including extended learning after school and in summer
- School redesign initiatives based on research and best practices



To find the report, go to:
<https://edpolicy.stanford.edu>

**Multiple measures accountability systems:
Incentivizing and supporting schools for deeper
learning and continuous improvement**



Soung Bae
Senior Research and Policy Analyst

Context

- The needs of the 21st century workforce is rapidly changing
- Schools and districts must prepare students to acquire 21st century content and skills
- Scholars, educators, reform advocates are calling for a more meaningful next phase of school accountability that promotes continuous improvement and support

New System of Multiple Measures of Accountability

Should include:

- Broader set of outcome measures
- Measures of opportunities to learn
- Mix of state and local indicators
- Data dashboards
- School reviews

Broader Set of Outcome Measures

- Develop student competencies **beyond basic skills** (e.g., New Hampshire Performance Assessment for Competency Education)
- Promote the development of **non-cognitive skills** (e.g., California Office to Reform Education)
- Cultivate college *and* career readiness in all students (e.g., South Carolina's Education and Economic Development Act)

Measures of Opportunities to Learn

- Access to resources
- Access to highly qualified teachers
- Access to rich curriculum
- School climate

Measures of Opportunities to Learn

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Measures of Opportunities to Learn

- Access to resources
- Access to highly qualified teachers
- Access to rich curriculum
- **School climate**

Mix of State and Locally Determined Indicators

- **Incentivizes** schools and districts to pay attention to critical outcomes beyond student achievement scores in math and English
- Provides schools and districts with the **flexibility** to be responsive to local needs and contexts
- Allows schools and districts to **better monitor** student learning and progress throughout the year

Data Dashboards

- Provide **insights** into critical measures of what is working and what is not
- Create **transparency** for educators and the local community on key aspects of accountability
- Facilitate the **prioritization** of needs and targeting limited resources to support intervention and corrective action

School Reviews

- **Program Review** (e.g., Kentucky)
- **School Quality Review** (e.g., NYCDOE's Quality Review)
- **Diagnostic Review** (e.g., Massachusetts Review of Low-Performing Schools)
- **Accreditation Review** (e.g., West Virginia)

School Reviews

- Make **qualitative judgments** about the quality of teaching and learning in schools
- Assess a school's performance and progress against **well-defined standards and criteria**
- Develop a **culture of inquiry and reflection** and promote continuous improvement
- Refine a school's **action or improvement plan** and trigger a system of targeted and intensive support

Considerations for Practice

- Provide ongoing professional development to all stakeholders on data literacy and conducting school reviews
- Engage stakeholders and build consensus
- Create organizational structures to fast-track support to struggling schools

Future Directions for Teacher Policy that Supports Professional Growth and Continuous Improvement: A Review of Emerging Research



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Problem

- Thirty-three years after *A Nation at Risk*, teachers' initial preparation still varies greatly from program to program and this variation has direct consequences for students' learning (Boyd et al., 2009; National Council for Accreditation of Teacher Education, 2010; NCEE, 1983)
- General qualifications provide little information about teachers' ability to support student learning (Chingos & Peterson, 2011; Goldhaber, 2007; Rivkin et al., 2005)
- Although “value-added” techniques have been used to measure teachers' contribution to student learning (Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004), such strategies are not always effective (Darling-Hammond, 2015; Raudenbush, 2015)

New Direction

- Growing attention to the conditions and processes that support continuous improvement and growth in the profession (Darling-Hammond, Wilhoit, & Pittenger, 2014; Johnson, 2012).
- Teachers make greater gains in effectiveness when they work in schools with opportunities for collaboration with colleagues, strong principal leadership, and meaningful feedback as part of the evaluation process (Jackson & Bruegmann, 2009; Kraft & Papay, 2014).

A New Approach to Accountability for Learning

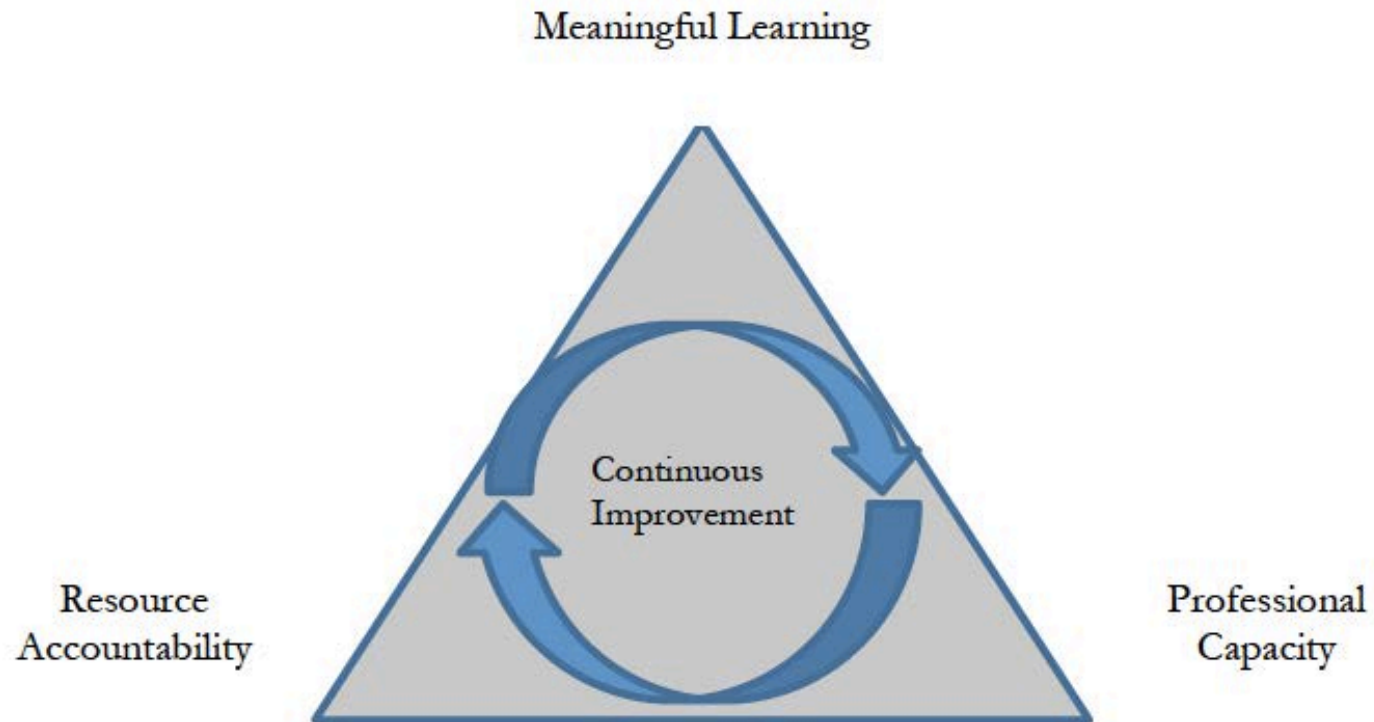


Figure 1. Key elements of an accountability system

(Darling-Hammond, Wilhoit, & Pittenger, 2014)

Research Questions

- 1) How do individual educators grow over the course of their career?
- 2) How do school working conditions influence educators' growth and development?
- 3) How can we identify effective educators?

RQ#1: How do individual educators grow over the course of their career?

Research

- Teachers are most effective in their initial years, then plateau (Boyd, Lankford, Loeb, Rockoff, & Wyckoff, 2008; Rockoff, 2004)
- Elementary and middle school teachers improve during first few years in the classroom and continue to be “effective” long after their first five years on the job (Ladd & Sorensen, 2015; Papay & Kraft, 2015)

Policy

- In 2002, Washington provided monetary incentives for teachers who pursued and attained National Board Certification
- 2002 (99 NBCTs)
- 2014 (946 NBCTs; 324 taught in a “challenge school”)
- NBCTs more effective when compared to non-NBCTs (Cowan & Goldhaber, 2015)

RQ#2: How do school working conditions influence educators' growth and development?

Research

- Sustained and focused
- Includes both teachers and school leaders
- Addresses participants' knowledge and skills gaps related to teaching and learning
- Responsive to the contexts in which participants teach and students learn (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; King & Bouchard, 2011)

Policy

- West Virginia, based on a survey of educators about their professional learning experiences, created an online resource bank designed to support high-quality learning experiences
- Teachers can access specific professional learning materials based on the areas for development identified during evaluation

RQ#3: How can we identify effective educators?

Research

- Common professional standards designed by educators and aligned to performance based assessments can serve as an important lever for identifying beginning and accomplished teaching and improving student learning (Cavalluzzo, Barrow, & Henderson, 2014; Sato, 2014; Wilson & Hallam, 2006).

Policy

- In 2002, California State Legislature required pre-service programs to include a performance based assessment in teacher preparation programs
- 12 public and private universities created the Performance Assessment for California Teachers (PACT)
- Teachers' PACT scores predict later effectiveness, as measured by students' math and ELA standardized exam scores (Darling-Hammond, Newton, & Wei, 2013)

Implications for Research, Policy, and Practice

- Teacher effectiveness is not “fixed”
- Supportive working conditions are essential for developing teachers throughout their career
- Performance based assessments aligned to professional standards can both assess and support the capacity of novice and experienced educators

Future Directions for Teacher Policy that Supports Professional Growth and Continuous Improvement

- Review recent teacher policies
- Underlying assumptions behind these policies
- Emerging research that can inform future teacher policies designed to prepare, develop, and support educators at each stage of their career

How Do States Integrate Performance Assessments into Their Systems of Assessment?



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Strategy 1: Performance Assessment for Classroom Purposes

Focus: Develop educator capacity to design, develop, implement, and score performance tasks.

Colorado Department of Education formed “Content Collaboratives,” teams of teachers who review, develop, pilot, and share performance tasks.

Strategy 2: Performance Assessment for High School Graduation

Focus: Evaluate students' abilities to apply their knowledge in ways that reflect the demands of college, career, and life.

Vermont passed proficiency-based HS graduation requirements, which allow to present multiple types of evidence of proficiency, including portfolios, performances, and projects.

Strategy 3: Include Performance Tasks in State Systems of Assessment

Focus: Make statewide assessments more meaningful by incorporating performance tasks or replacing statewide assessments with local performance tasks.

California, New Hampshire, and Oregon all adopted SBAC and engaged in the Building Educator Assessment Literacy (BEAL) project, which trains teachers to score SBAC performance tasks and make instructional shifts to support students in being successful with these tasks.

Strategy 4: Seek a Waiver to use Performance Assessment for Federal Accountability

Focus: Transform state system of assessment to incorporate performance assessments extensively.

New Hampshire's Performance Assessment of Competency Education (PACE) pilot program connects curriculum, assessment, and instruction by integrating locally developed and curriculum-embedded performance assessments, common summative performance assessments, and SBAC.

Implications for Integrating Performance Assessment in State Assessment Systems

- ✓ All four strategies can be implemented under **ESSA**.
- ✓ All strategies included extensive investment in growing **educator capacity** to design, develop, implement, and/or score performance tasks.



AERA 51st State Symposium

Virginia
April 10, 2016

Our vision, in collaboration with:

- **The Governor;**
- **The General Assembly;**
- **The Board of Education;**
- **Local School Boards;**
- **Community Partners;**
- **Education Stakeholders and Parents;**

is to create an excellent statewide system of public education that prepares every Virginia student for success.

Virginia Highlights

1. Assessments
2. College and Career Readiness
3. Innovation



Assessments



Structure of Schools and the Profile of a Virginia Graduate

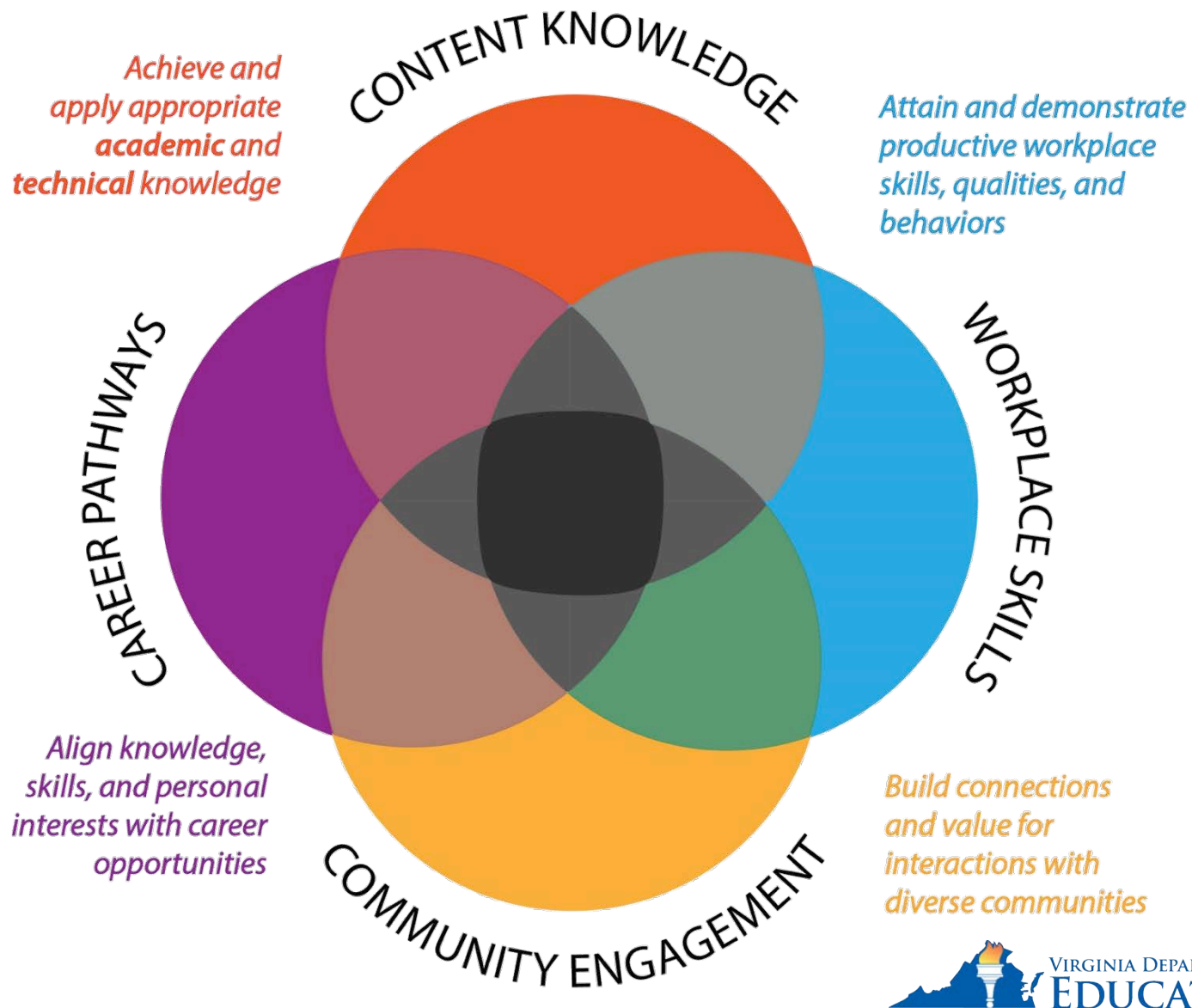


High School Graduate

State Board of Education will develop a
“Profile of a Virginia Graduate”

- In consultation with stakeholders
- Consider critical thinking, creative thinking, collaboration, communication, and citizenship
- Opportunities for internships, externships, and credentialing

In Virginia, the career-ready individual will, during his or her K-12 educational career:



Innovation

- **Innovation Grants**

- **Workforce readiness**

- **Personalized learning**

- **Competency based learning**

Innovation is not the result of chance, it's the result of action.

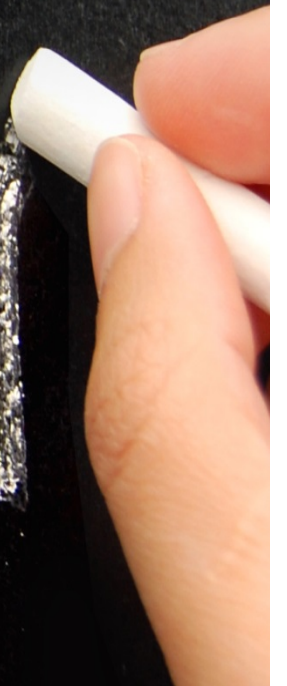
It's NOT a thing to wait for. It's a thing to do.

phil mckinney



*Virginia Public Schools
Prepare Students
for*

SUCCESS

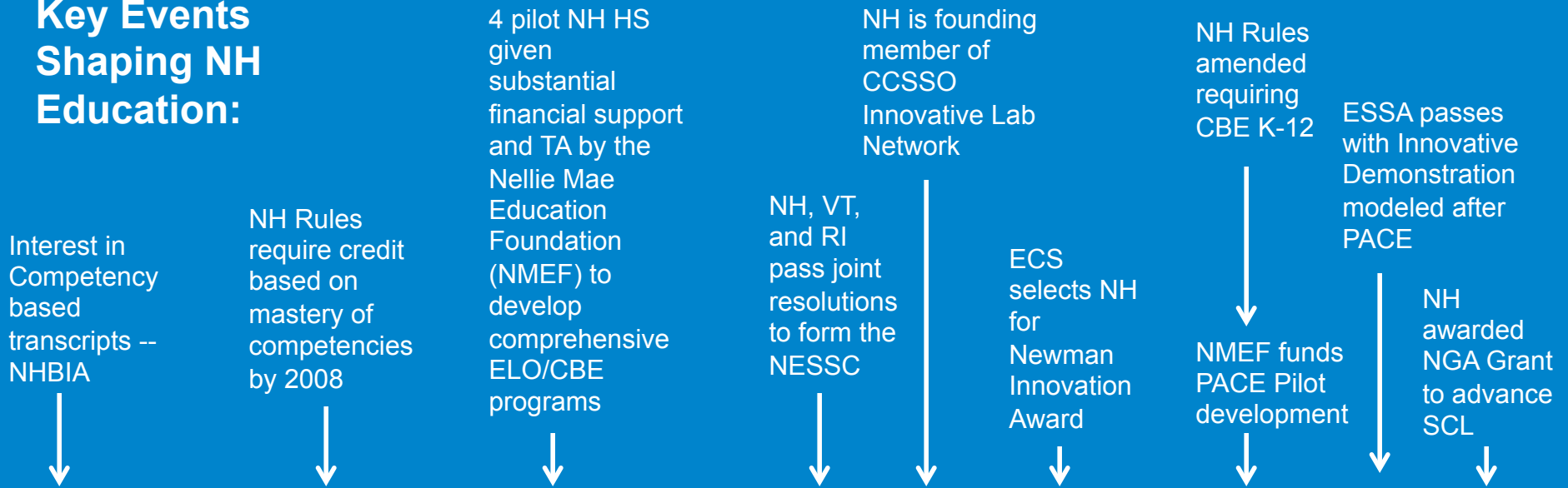


Thank You

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Superintendent of Instruction

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Key Events Shaping NH Education:



1995 1998-04 2005 2006 2007-10 2008 2010 2011 2012 2013 2014 2015 2016

NH launches competency education pilot in 27 high schools

NGA Planning Grant awarded to NH to integrate ELOs with CBE

NH raises the compulsory age of education from 16 to 18, reducing the dropout rate to 1.26%

NHDOE convened a task force to design a clear vision for a "fair and equitable" teacher evaluation system, producing the Phase I Report

The NHDOE Taskforce on Effective Teaching releases 2nd Report

The NHCBE is formed, supported by NMEF

Reaching Higher NH and NH Learning Initiative Formed

USED recognizes PACE Pilot, supported by NMEF

NH's Blend of State, PACE, and Local Assessments

Grade	Course/Grade Academic Competency	ELA	MATH	SCIENCE
K-2	☑	Local PAs	Local PBA	Local PBA
3	☑	Smarter Balanced	Common PACE PBA	Local PBA
4	☑	Common PACE PBA	Smarter Balanced	Common PACE PBA
5	☑	Common PACE PBA	Common PACE PBA	Local PBA
6	☑	Common PACE PBA	Common PACE PBA	Local PBA
7	☑	Common PACE PBA	Common PACE PBA	Local PBA
8	☑	Smarter Balanced	Smarter Balanced	Common PACE PBA
9	☑	Common PACE PBA	Common PACE PBA	Common PACE PBA
10	☑	Common PACE PBA	Common PACE PBA	Common PACE PBA
11	☑	Smarter Balanced SAT in 2016	Smarter Balanced SAT in 2016	Common PACE PBA
12	☑	Local PBA	Local PBA	Local PBA

What is PACE? – Water Tower Proposal!

Geometry PACE Common Task



- **The Problem:** Your town's population is predicted to increase over the next 3 years. As one of the town planners, you are asked to address this issue in terms of the town's water supply. In order to meet the future needs of the town, you need to make a proposal to add a water tower somewhere on town property that will be capable of holding $45,000 \pm 2,000$ cubic feet of water. The town is looking for a water tower to contain the most amount of water while using the least amount of construction material.
- **Student Task:** Your job is to prepare a proposal that can be submitted to the town planning committee. Using your calculations of surface area and volume for the two designs, describe and analyze the characteristics that lead you to a final recommendation.

Note Weight of Local Assessments!

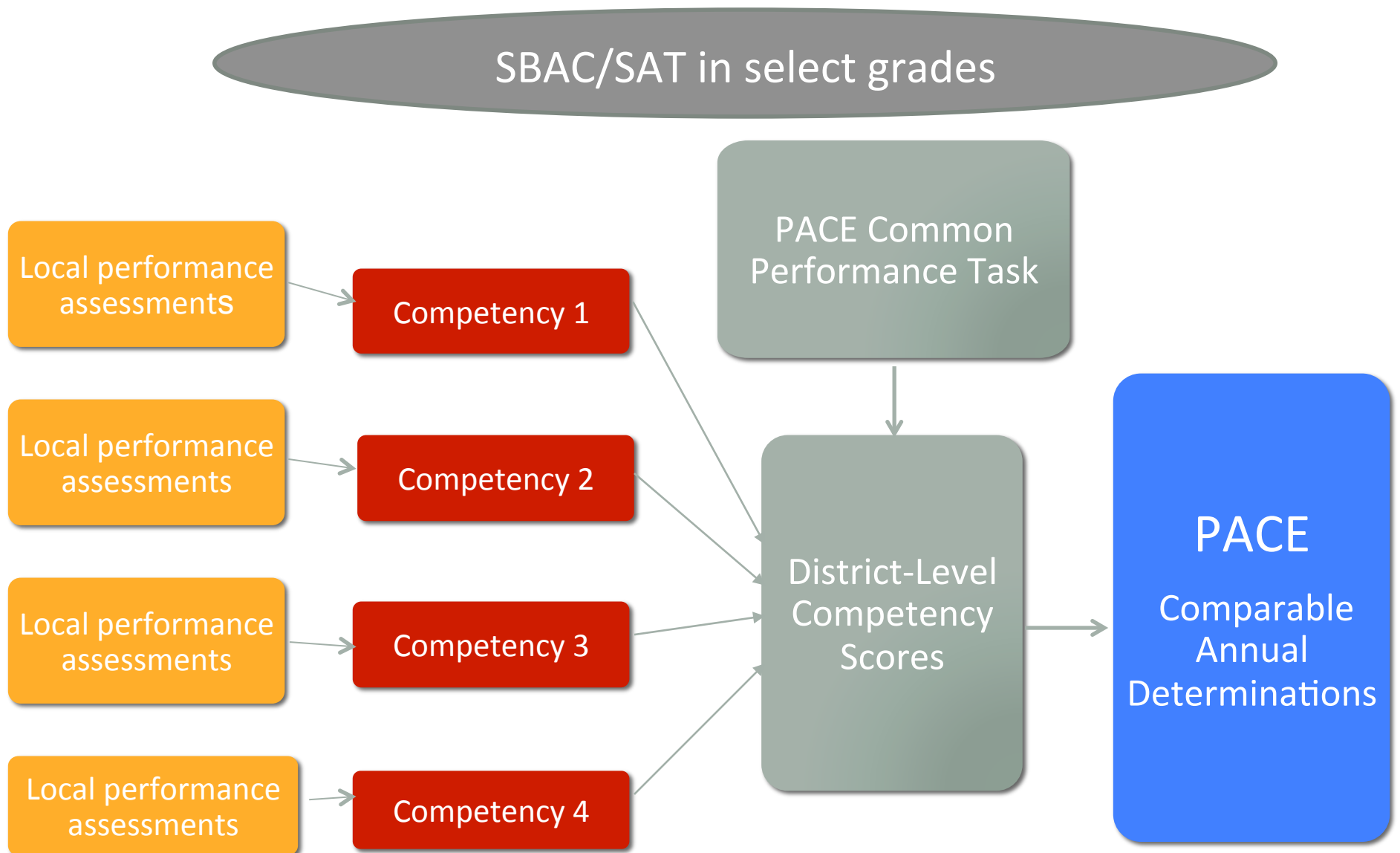
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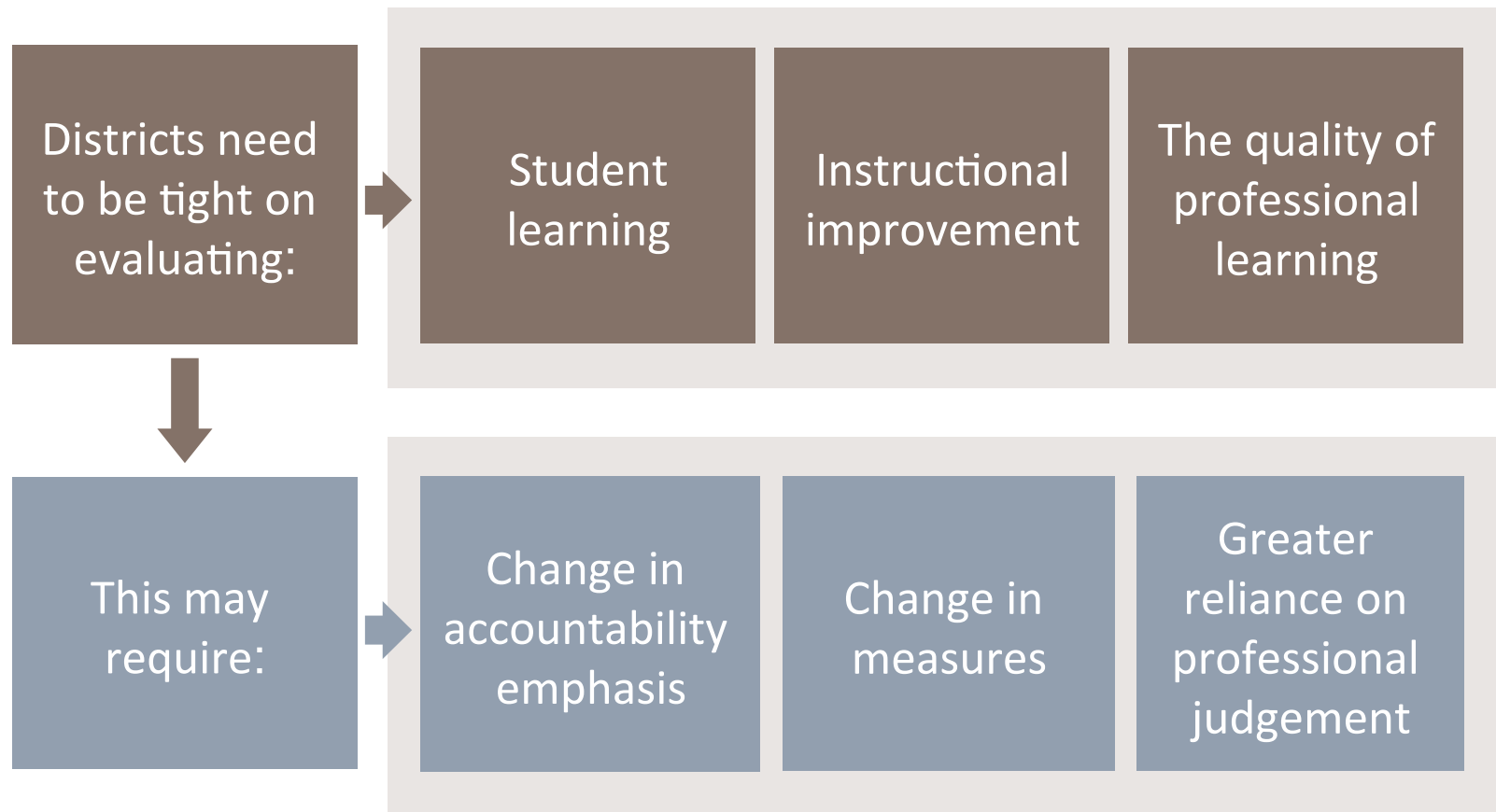
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Grade	CLASSROOM COMPETENCY GRADING [All courses and disciplines]				DISTRICT	STATE
	COURSE COMPETENCY COMMON ASSESSMENTS				COMPETENCY ASSESSMENT	COMPETENCY COMMON ASSESSMENT
	Assessment Type	1. NUMBERS & QUANTITIES, 2. ALGEBRA, 3. FUNCTIONS, 4. GEOMETRY, 5. STATISTICS & PROBABILITY				
4	Unit Summative	Place value, rounding, addition, subtraction Measurement conversions, addition, subtraction Fractions with like denominators	Multiplication/division facts, Multi-digit multiplication, division (multi-digit) Geometry	Fractions with unlike denominators Decimal fractions Geometry & symmetry	NWEA (MAP) 212.5	SMARTER BALANCE
	Performance Task	Tri 1: Mapping Migrating Monarchs				
5	Unit Summative	Place Value Multiplication Division Fraction Review	Addition/ Subtraction Multiplication of Fractions Division of Fractions Area	Volume and Capacity Algebraic Expressions Data and Analysis Geometry	NWEA (MAP) 221.0	PACE: Algebra Quantities, Creating Equations
	Performance Task	Tri 1: Summer Olympics				
6	Unit Summative	Ratios , Rates and Measurement Conversions, Order of Operations, Exponents and Algebraic Expressions			NWEA (MAP) 225.6	PACE: Algebra, Equalities and Equations

Combining Multiple Measures



Theory of Action -- Professional learning Links with school accountability

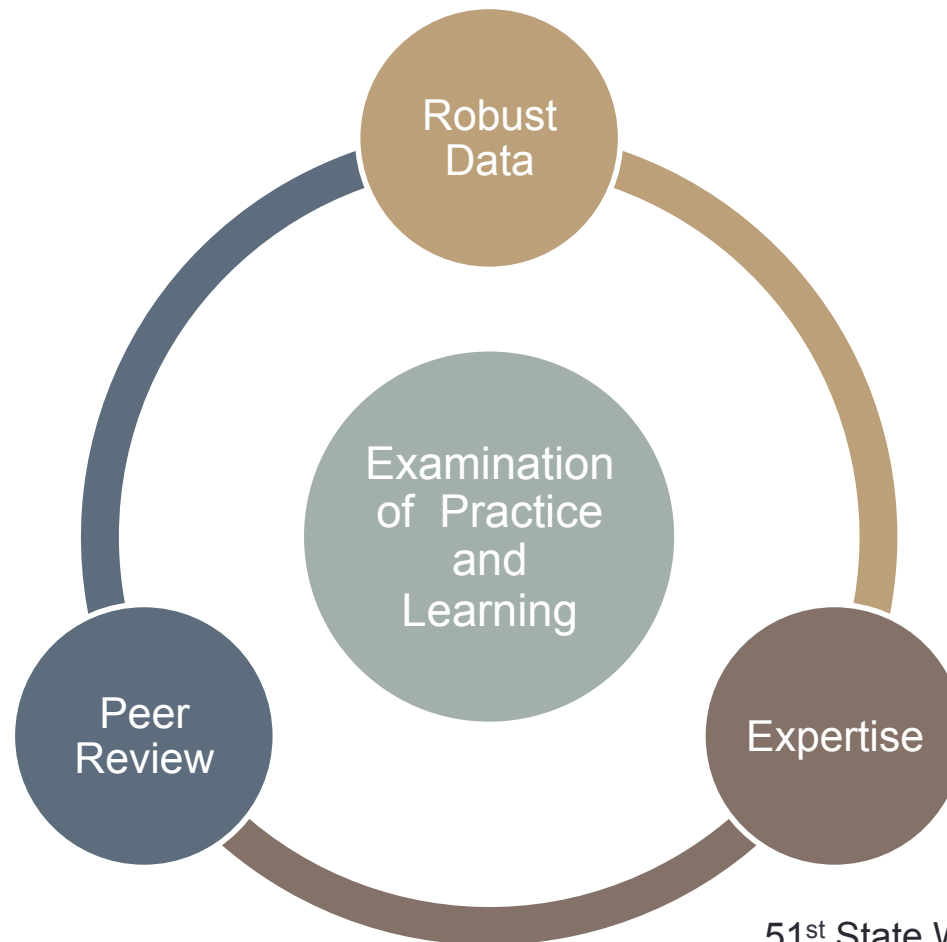


Ben Jensen

System Design is based on High Performing Professional Learning Communities

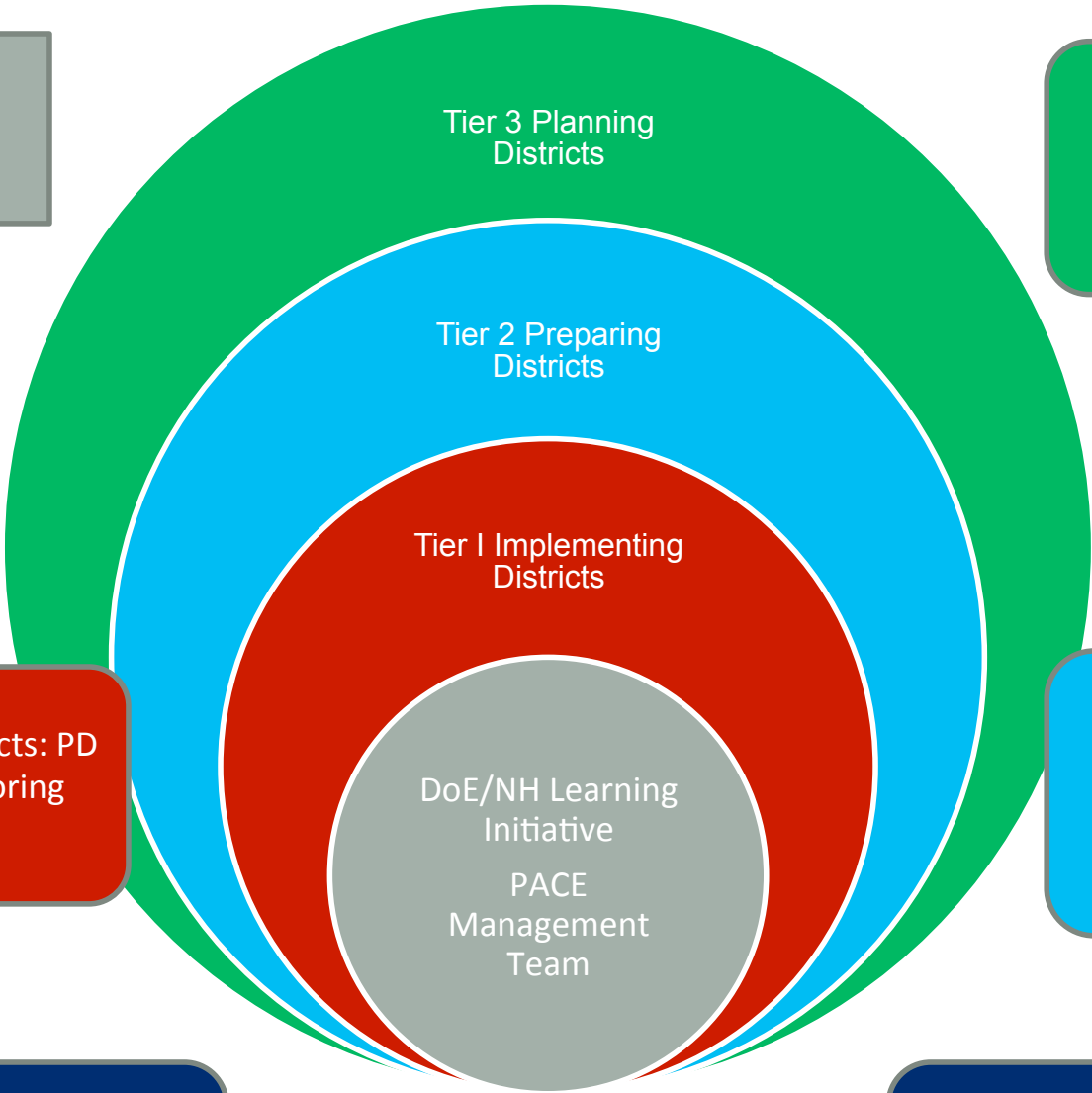
- **State-model competencies** aligned with college and career outcomes provide the main **learning targets**
- **Instructional** system to support student learning of competencies
 - Includes strategies to personalize learning
- **Assessment system** to measure student achievement and growth related to competencies
- Validated **performance assessments** occupy a visible place in the local assessment system
- **Educators review student work** on performance tasks regularly
- **Smarter Balanced** assessment administered at least **once** in elementary and middle school
- **SAT** once in High School

Quality Performance Review



51st State White Paper, 2014
Darling-Hammond, Wilhoit, Pittenger

Organization to
PACE Scaling



Planning Districts:
developing CBE:
Competencies,
instruction,
assessment, grading

Implementing districts: PD
in Calibration/scoring
practices

Preparing for
implementation: PD
in Performance
Assessment
development and
implementation

In-state Partners:
Consultants – Rose Colby,
Center for Assessment

Institutional Supports:
State Board
Governor's Office
NH Legislature

National Partners:
Foundations
Center for Collaborative Education
CIE/Stanford

Questions?

SCOPE
Stanford Center for Opportunity Policy in Education

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