

Checklist for Creating an Accountability System¹

Goals	<ul style="list-style-type: none"> • What are the purposes of the accountability system? Why are you implementing the system? • What are the primary goals you are trying to accomplish with an accountability system? What are you hoping to accomplish? • What accountability decisions will be made and with what consequences? • In what systems are you working? What are the main legal and policy constraints or specifications? • What are the schools/students/others to be held accountable for?
Performance Indicators	<ul style="list-style-type: none"> • What data are available and will be used in the accountability system? • Which students should be included in the system? • When should indicators be collected? • How do you ensure the data for the indicators are interpreted correctly and/or produce valid results? • What technical issues and additional analyses will need to be addressed in developing a valid set of indicators?
Design Decisions	<ul style="list-style-type: none"> • Who is held responsible? • What accountability model best serves your purpose? • How will data from multiple measures and indicators be combined to categorize schools and make an accountability judgment? • What is satisfactory progress? • How do we balance reliability and validity concerns in making decisions about schools?
Consequences	<ul style="list-style-type: none"> • What consequences (positive and negative) can the accountability system support? • What rewards and sanctions are effective in obtaining the goals of the accountability system? • Who will the consequences affect? • When and how will the consequences be applied? • How will the State ensure the consequences are applied appropriately and effectively? • How will the State determine if the consequences are effective?
Communication	<ul style="list-style-type: none"> • How will accountability results be reported? • How will parents and the general public be informed as to the goals and limitations of the system?
Supports	<ul style="list-style-type: none"> • How will the State provide the schools with the support needed to improve the results required in the accountability model? • What are the necessary tradeoffs between quality and cost? • What support do administrators need to implement the accountability system? • What support/ do teachers need to implement the system? • To what degree does the system support high-quality instruction and student access to education?
System Evaluation, Monitoring, and Improvement	<ul style="list-style-type: none"> • How will the accountability system be monitored and evaluated? • How can the intended and unintended effects of the accountability system be evaluated? • How will the results of this monitoring and evaluation be used to improve the system? • How will the system design incorporate the need for revisions over time?

¹ Key Elements for Education Accountability Models, Perie, Park, Klau. CCSSO (December 2007)

College and Career Ready Accountability Systems²

<i>Goals</i>	<i>Principles</i>	<i>Framework</i>
<ol style="list-style-type: none"> 1. Clearly articulate the state’s expectations for school & district performance so that all stakeholders’ actions and decisions are aligned and consistent towards ensuring all students are ready for college and career. 2. Differentiate the performance of schools & districts in valid, reliable, and meaningful ways so that schools and districts in need of improvement receive appropriate support and interventions and build capacity to meet expectations; and top-performing/high-growth schools & districts can be recognized & shared as models of excellence 3. Empower & engage educators, policy/law makers, parents, and the public through regular communication and transparent, timely reporting of actionable data on performance & results so that they can take action appropriate for their roles. 4. Foster a commitment to innovation and continuous improvement of the system so new models are used & evaluated to improve performance across the system, increasing achievement & efficiency. 	<ol style="list-style-type: none"> 1. Alignment of performance goals to college and career ready standards. 2. Annual determinations for each school and district that meaningfully differentiate between schools & districts, and direct the provision of supports & interventions. 3. Focus on student outcomes on a variety of indicators including those of both proficiency level and growth. 4. Continued commitment to disaggregation, including disaggregation of data by student group for both reporting & accountability. 5. Reporting of timely, actionable, accessible data to all stakeholders, including outcome and richer data to drive continuous improvement. 6. Deeper diagnostic reviews, used as appropriate, to better link accountability determinations to meaningful supports & interventions. 7. Targeting the lowest-performing schools for significant interventions. 8. Innovation, evaluation, and continuous improvement in the accountability systems over time. 	<ol style="list-style-type: none"> 1. Performance objectives for schools & districts aligned to the goal of college and career ready students. 2. Valid measures focused on student performance outcomes. 3. Determinations that meaningfully distinguish school & district performance. 4. Transparent reporting of data. 5. Diagnostic review to ensure comprehensive analysis of school & district performance. 6. Classifications that direct the provision of rewards, supports, and interventions to schools & districts 7. Supports & interventions to reinforce school & district efforts to produce college and career ready students. 8. Commitment to innovation, evaluation, and continuous improvement of the accountability system.

² https://www.ccsso.org/sites/default/files/2017-10/Roadmap_for_Next-Generation_Accountability_2011.pdf