



# CREATING A STRONG STATE ACCOUNTABILITY SYSTEM

1156 15th Street NW, Suite 850, Washington, DC 20002  
202.547.2222 (phone) • 202.547.2224 (fax)

[www.HCMStrategists.com](http://www.HCMStrategists.com)

ALIGN. ADVOCATE. ADVANCE.

# AGENDA

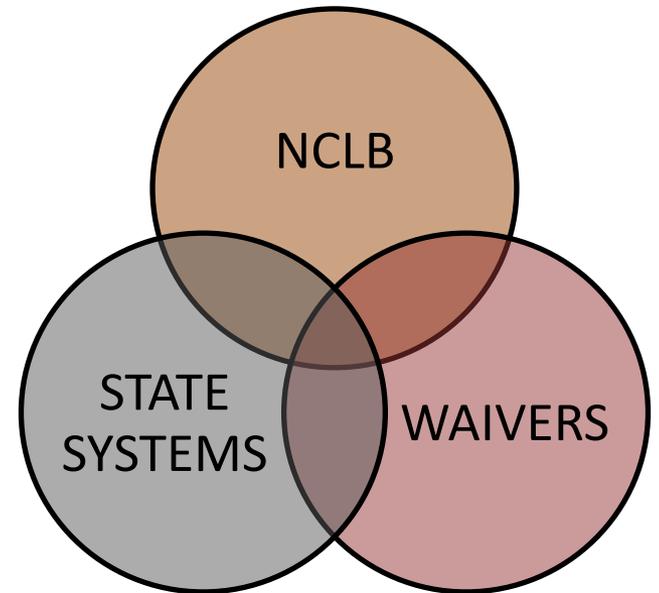
- General Context
- Accountability Landscape
- What Does ESSA Say About State Accountability?
- Using Indicators in Accountability
- What Are States Measuring Now?
  - Two Specific State Examples – Kentucky and New Mexico
- Core Components of a Strong Accountability System
- How Can the Business Community Engage?

# General Context

- States previously operated under mindset of asking for permission, now states can act and then report.
- States are in a transition period from old systems to new state-branded system.
- States can get innovative and develop new models to measure student, school and district success.
  - They can also take the path of least resistance
- The business community plays an essential role ensuring that states' systems reflect the vision of a college and career ready student population.

# Accountability Landscape

- States created an accountability system to meet federal NCLB requirements.
- States also built accountability systems addressing state needs and goals.
- Waivers allowed for further changes.
- The result is confusion.



# State Accountability Landscape

## Federal vs. State Accountability Systems

In our review we found that:

- **5 states** apply the accountability index/grading and ranking systems uniformly across the state and federal systems.
- **8 states** use federal labels of Reward, Priority and Focus for school classification.
- **21 states** use elements of its accountability index/grading/ranking system for both state and federal requirements, but the systems do not completely overlap.
- **9 states** have two distinct accountability systems.
- **8 states** are in transition or it is unclear how the federal and state systems overlap.

# State Accountability Landscape

## What is Your State Measuring?

- State systems are often opaque and disjointed.
- States use various types of models to weigh indicators and calculate performance.
- What is reported publicly may or may not be consequential.

# What Indicators does ESSA Require?

## **Elementary and Middle Schools**

1. Student proficiency on state tests
2. A measure of student growth or another statewide academic indicator that can be broken out by subgroup
3. English language proficiency
4. At least one indicator of school quality or student success

## **High Schools**

1. Student proficiency on state tests
2. 4-year Graduation rates
3. English language proficiency
4. At least one indicator of school quality or student success

# Using Indicators in Accountability

- What are indicators?
  - A set of measurements that can capture inputs, process, outputs and outcomes
  - Two types of indicators:
    - academic
      - Student achievement, student growth
    - non-academic indicators
      - Huge range from college readiness indicators like advanced coursework or dual credit courses to student or principal school climate surveys
- Why do they matter?
  - They are the building blocks of the indices that determine school ratings
  - What gets measured gets done

# What are States Measuring Now?

- States' academic accountability measures are primarily centered on proficiency and growth on state reading and math assessments
- The most common type of non-academic indicator is college and career readiness
- Some states are using student surveys and other factors that are not directly related to postsecondary success in their accountability system

# Kentucky's Accountability System

## Statewide Goals

98% Graduation Rates by 2022

Schools improve student performance consistently over time

## Indicators

### Next Generations Learners (70%):

student achievement, student growth, graduation rates and a college/career readiness indicator

### Next Generation Instruction and Support (20%):

School program reviews

### Next Generation Professionals (10%):

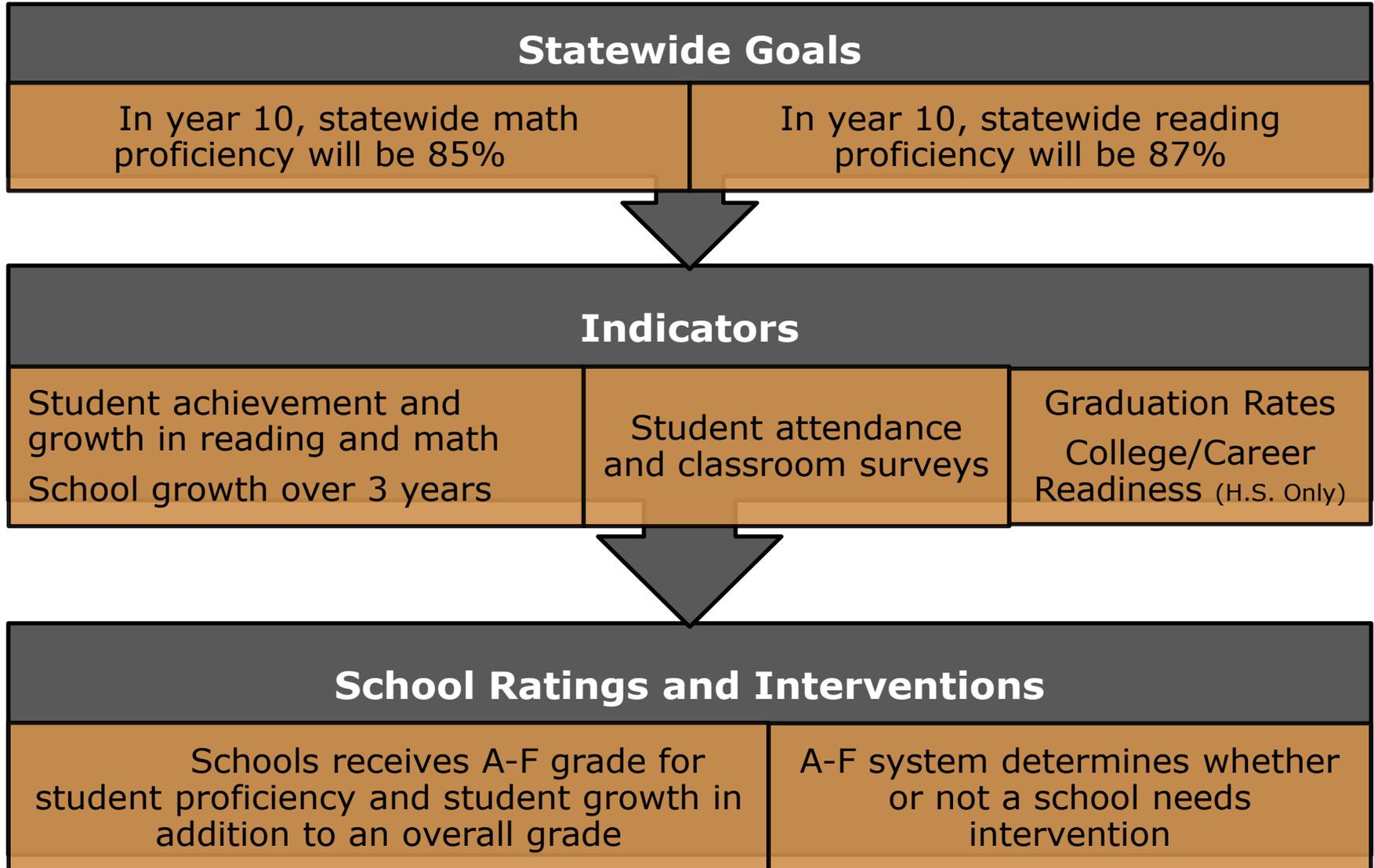
Percentage of effective teachers and leaders

## School Ratings and Interventions

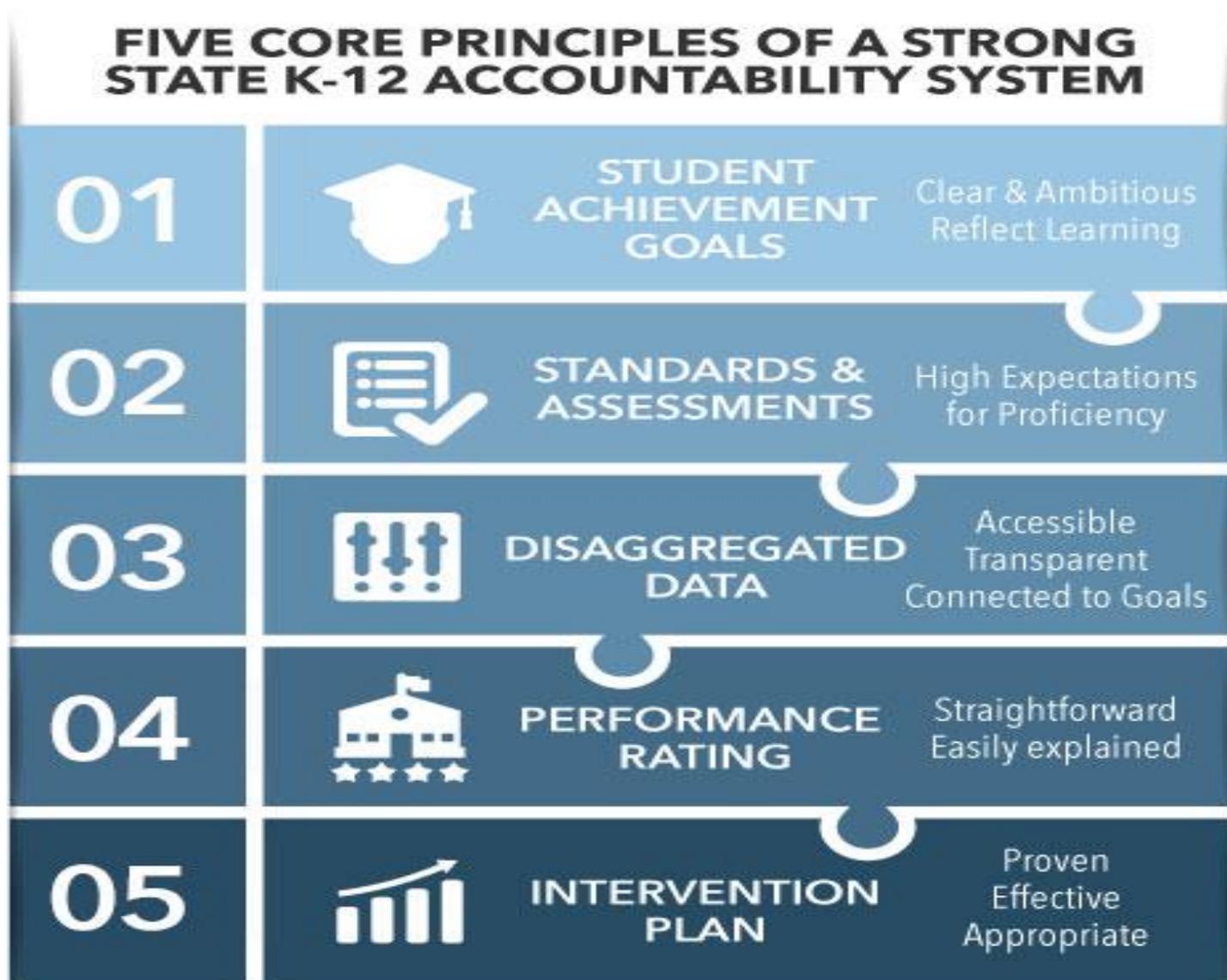
Based on the indicators, schools are given an overall score and identified as "Needs Improvement", "Proficient", or "Distinguished"

Schools are rewarded or subject to interventions based on the classification.

# New Mexico's Accountability System



# What Should a State Measure?



# How Can the Business Community Engage?

- Understand the elements of a strong accountability system
- It's not enough to say "We need a strong accountability system"
  - The right mix of indicators matter
- Follow the conversations going on in your state – both in the legislature and your state agency - AND
  - **Ask your state officials questions**
- Strange bedfellows make for strong coalitions
- Be aware - attacks can come from various angles
  - undermining one component can collapse the whole system



# Thank You

**Presented by:** Terrell Halaska

**Email:** [Terrell\\_Halaska@hcmstrategists.com](mailto:Terrell_Halaska@hcmstrategists.com)

**Phone:** 202.547.2222

1156 15th Street NW, Suite 850, Washington, DC 20002  
202.547.2222 (phone) • 202.547.2224 (fax)

[www.HCMStrategists.com](http://www.HCMStrategists.com)

ALIGN. ADVOCATE. ADVANCE.