

Accountability for School Progress
(Response to NBI 10-13)

Accountability must be an essential part of a continuous improvement system designed to enhance instruction. High stakes testing is not the answer. A single test is an insufficient indicator of student success. A true assessment should include multiple measures. A valid accountability system provides support and resources as a means to assist with student success.

All measures of student learning must be rigorous and follow common protocols to allow comparisons at all levels:

- State
- Complex
- School
- Individual classrooms.

School level measures may include student :

- Attendance
- Graduation rates
- Postsecondary & career placements rates
- Numbers and percentages in rigorous coursework (including honors, AP, IB, dual enrollment, early college placement)
- Numbers and percentages with access to 21st century skills (communications, critical thinking, collaboration and creativity)
- Numbers and percentages participating in S----- T----- E----- M----- (STEM), humanities, foreign languages, creative and fine arts, health and PE programs.

Classroom measures may include:

- Performance-based assessments (written/oral)
- Grades
- Written evaluations
- Portfolios

Presently, a school is held accountable based solely on students achieving an arbitrary score from a single standardized testing day. In contrast, a robust accountability system is inclusive of all measures, both at school and classroom levels. Only then, a complete picture of a school's performance within a particular community may be portrayed accurately.