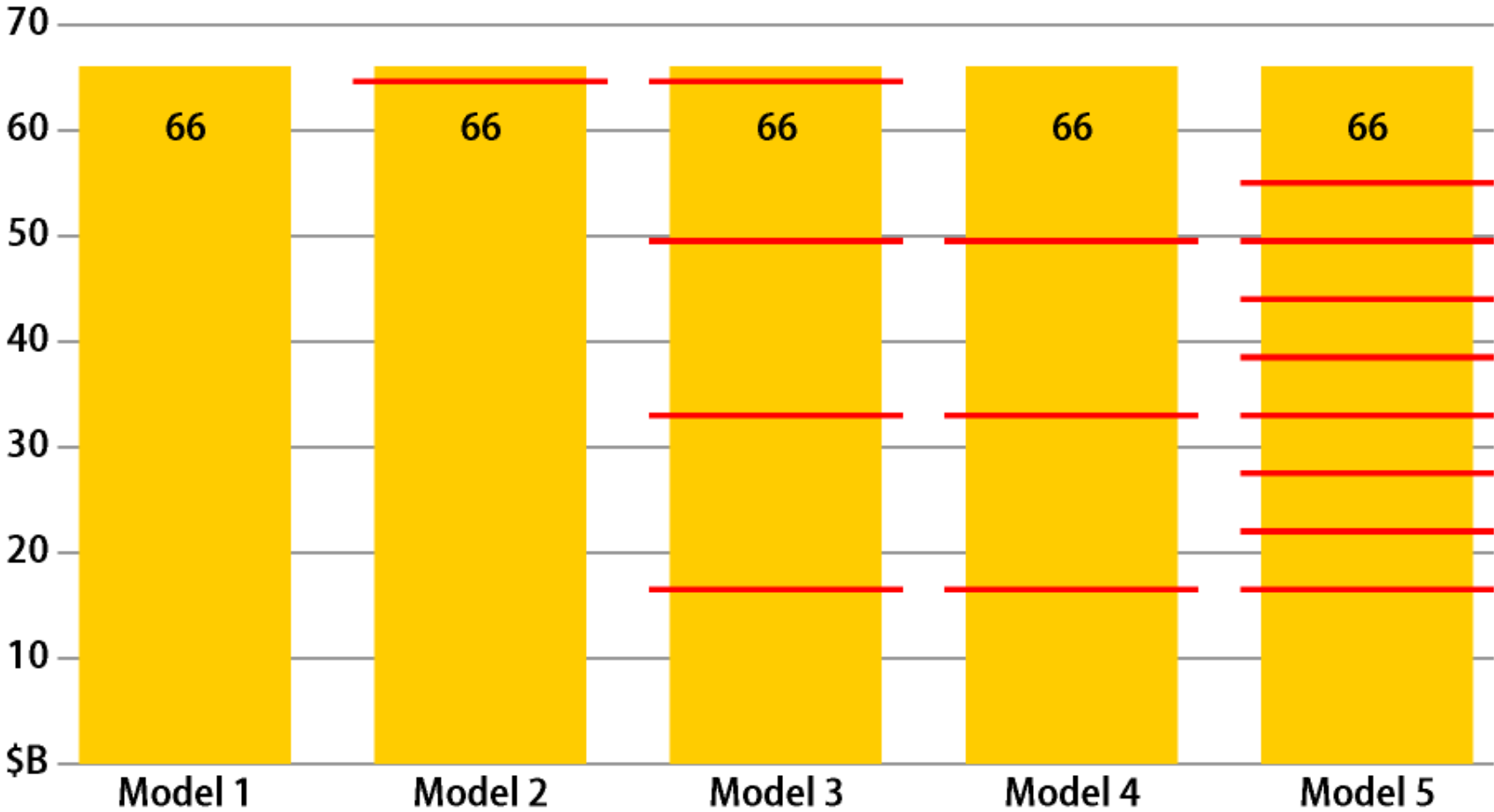


The role of testing in educational reform based on “pressure and support”.

# **Accountability: An investment not an expense**

# At what dollar expenditure should the system's performance be assessed?

(based on \$5.5B/year - 2006 dollars)



# Accountability: the Ultimate Sign of Respect

- Accountability is the ultimate sign of respect. Knowing that I will be held accountable for what I am doing accentuates the importance and value of what it is that I do. It is perceived to be so important that others are deeming it necessary to hold me accountable.

## Reeves says...

- As a fundamental moral principle, no child in any school will be more accountable than the adults in the system. Similarly, it is a moral principle of leadership that no teacher or staff member will be more accountable than the leaders in the system.

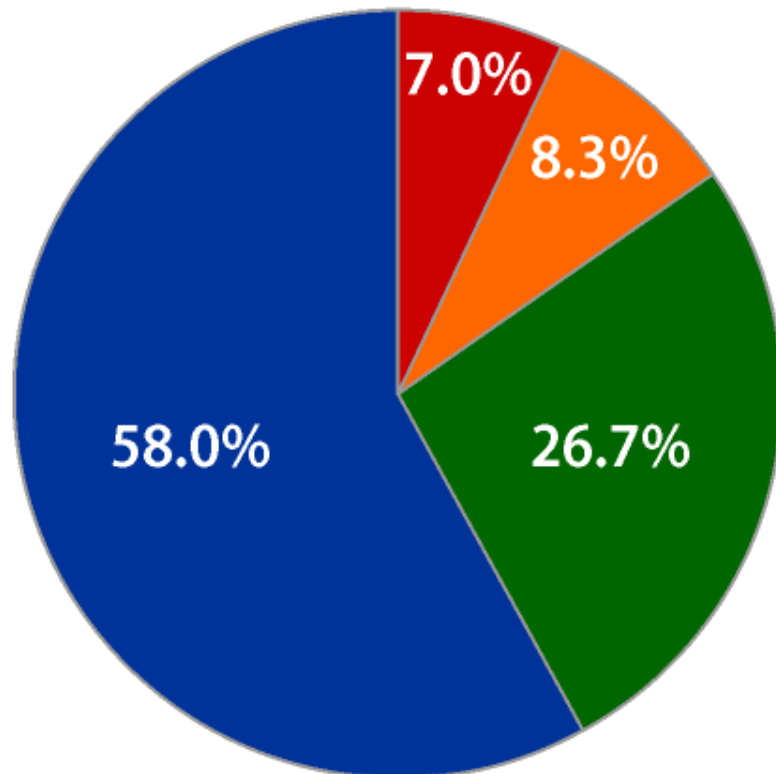
# There should be an annual report card for schools just as for students

Strongly Agree

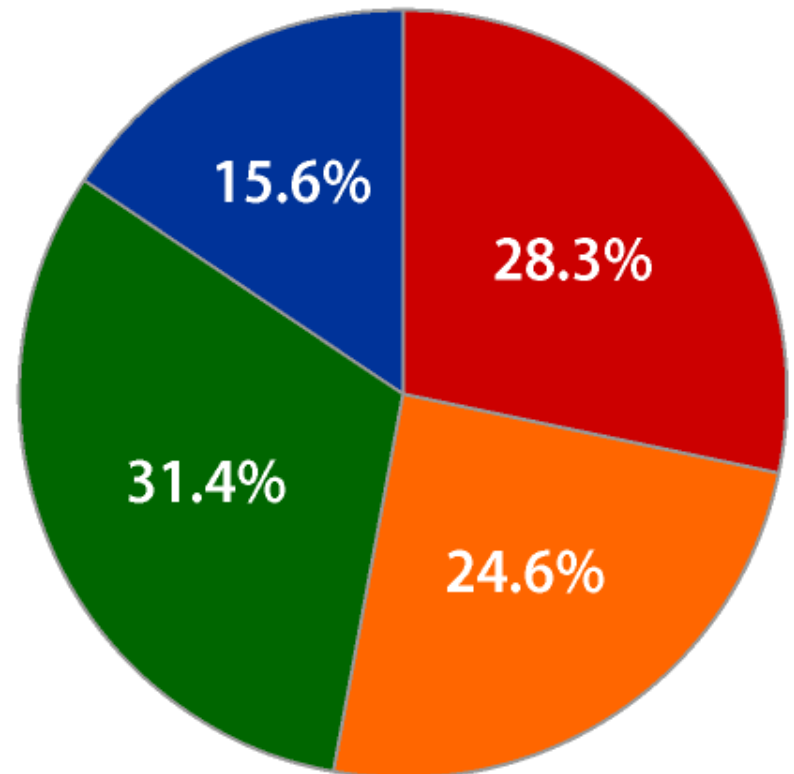
Agree

Disagree

Strongly Disagree



Parents



Teachers

# WHAT WE DO FOR CHILDREN WE SHOULD DO FOR ADULTS

## Report Cards

Evaluate Performance

Multiple Ratings

Categorized Ratings

Standards Focus

Improvement Focus

Consistent Interpretation

Reported to Parent/Guardian

## Reeves says...

- Teachers are willing to be accountable, but they find it frustrating in the extreme to be held accountable for students who do not attend school, and they are angry that teachers and principals are the only people in the system who are held accountable, when other participants in the child's education, including parents, support staff, and **central office administrators**, also have important roles to play in the achievement of educational results.





## Fullan says...

**Moral purpose consists of raising the bar** and closing the gap of student learning, treating people with demanding respect and contributing to the social environment (e.g., other schools).

Michael Fullan, *The Moral Imperative of School*, p. 87



## Fullan says...

England used a combination of “**pressure and support,**” or what we now call “**accountability and capacity building,**” to mobilize leadership for literacy and mathematics.

Michael Fullan, *The Moral Imperative of School*, p. 4



## Fullan says...

**Governments directly and indirectly do have a moral obligation to intervene in cases of persistently poor performance.** Our view is that when they do intervene, they should do so rarely, do it well, actively involve expert practitioners, and draw powerfully on the evidence base (Barber & Fullan, 2004). To intervene, they have to know the evidence base.



## Fullan says...

Districts also need to figure out how to give responsive local and central governing bodies the confidence to risk investing additional money: **the confidence that the investments will pay off morally and politically through improved performance.**

Michael Fullan, *The Moral Imperative of School*, p. 74

## Fullan says...

- ⌘ All improving districts that we know about have active partners—such as business groups, foundations, community-based organizations, universities, networks, federations—that help build districts' professional capacity.
- ⌘ Well-placed pressure from external partners, combined with internal energy, can be the stimulus for tackling something that might not otherwise be addressed, and district leaders can use this to stir the pot in purposeful directions.

# Leadership Evaluation

- ✧ The reality is that when popularity is the primary factor in leadership evaluation, then astonishingly trivial matters can become the lynchpin of leadership success and failure.
- ✧ Veteran leaders who are reading this book will nod with recognition.
- ✧ Popularity is not a bad thing unless purchased at the price of moral compromise.



## Misuse Doesn't Mean Disuse

The public thirst for transparency means that policy makers cannot backtrack on making information available even though it is sometimes misused. There are judgments to be made about the overuse of targets and league tables, but **student performance data should be made readily available to educators and the public.** The emphasis should be on improving the capacity of educators and the broader public to interpret and use achievement data—to become more “assessment literate” and **to seek additional measures of performance.**

Michael Fullan, *The Moral Imperative of School*

# Wright Flyer I (Kitty Hawk)

Kill Devil Hills, North Carolina - December 17, 1903





# Airbus A380

Toulouse, France - April 27, 2004



# Building the Accountability Pillar

- Stakeholders developed Outcomes Framework
  - **Flexibility for Accountability**
- Stakeholders identified key measures
- Stakeholders developed report card

# Committee's Guiding Principles

## ☞ Transparent Process

- ☞ Expectations understood up-front
- ☞ Results shared with communities

## ☞ Focus on Achievement

- ☞ Alberta Education focuses on jurisdictions
- ☞ Jurisdictions focus on schools

## ☞ Holistic Approach to Evaluation

- ☞ All measures are considered in categories
- ☞ Both achievement and improvement are evaluated

## ☞ Ongoing Collaborative Processes




- ☞ Alberta Education will assist using a variety of supports and resources

## ☞ All Jurisdictions Can Succeed

# Measuring Jurisdiction Achievement

Jurisdiction's current result on each measure is compared to a fixed set of provincial standards.

Each measure is assigned an achievement level:

1.  Very High
2.  High
3.  Intermediate
4.  Low
5.  Very Low

# Setting Standards

Baseline determined for each jurisdiction using a  
3-year average

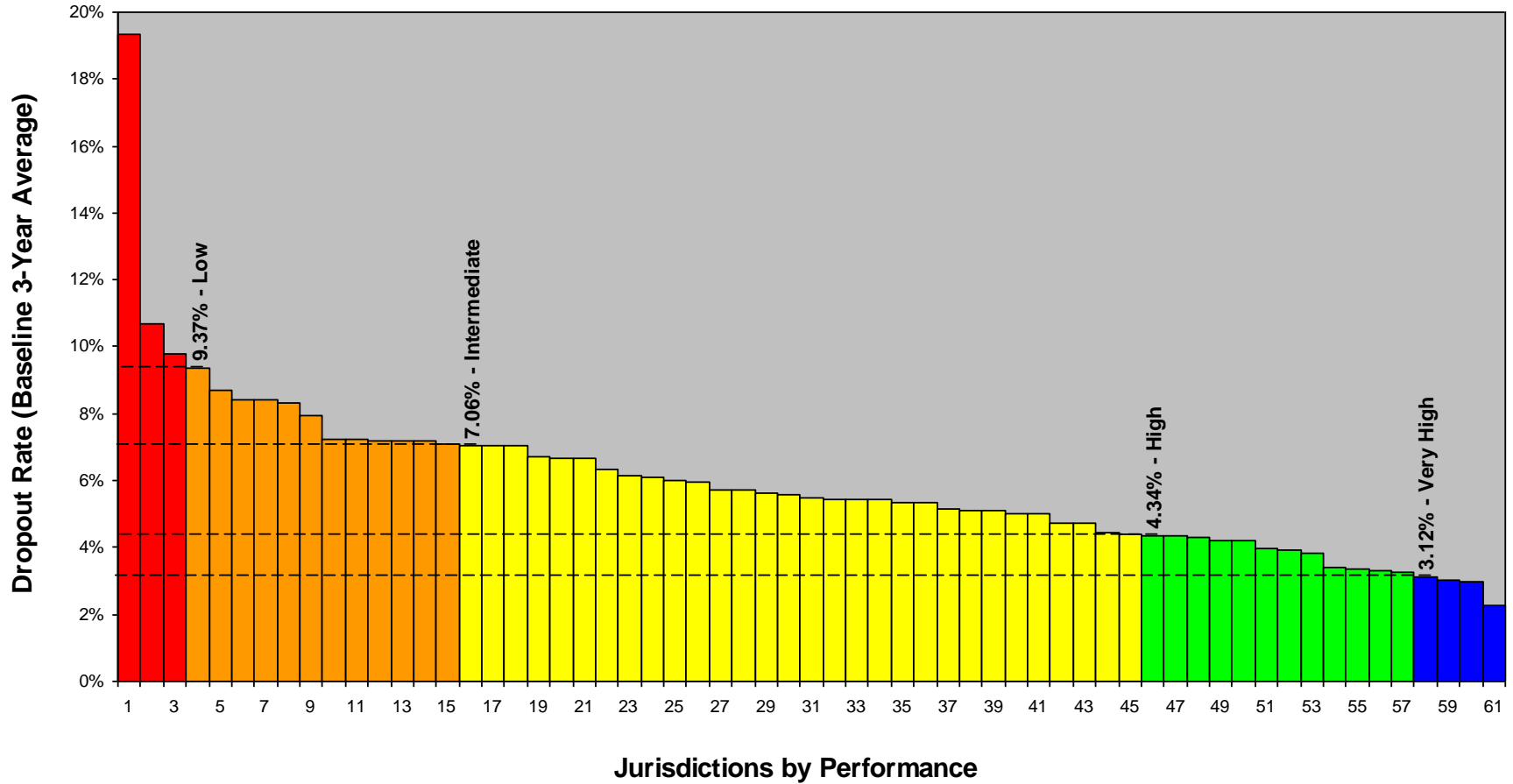


The jurisdictions' 3-year averages are combined to form a distribution



Provincial standards are calculated based on the  
5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup> and 95<sup>th</sup> percentiles of distribution. These standards are  
kept consistent over time.

# Setting Standards



# Measuring Jurisdiction Improvement

Jurisdiction's current result on each measure is compared to its previous 3-year average

Each measure assigned an improvement level:

1.  Improved Significantly
2.  Improved
3.  Maintained
4.  Declined
5.  Declined Significantly

# Overall Evaluation

Overall evaluation combines the improvement and achievement evaluation levels for each measure

- Five levels:
  1.  Excellent
  2.  Good
  3.  Acceptable
  4.  Issue
  5.  Concern

Evaluation for a category is calculated by averaging the overall evaluations for the measures within the category.



# Overall Evaluation

---

How each measure's overall evaluation is determined:

IMPROVEMENT	ACHIEVEMENT				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Issue
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

# Overall Evaluation

Example evaluation for a measure category:

Measure Category	Measure	Achievement	Improvement	Overall	Measure Category Evaluation
Student Learning Achievement: Grades 10-12	Diploma: Acceptable	Intermediate	Declined	Issue	Acceptable
	Diploma: Excellence	High	Improved	Good	
	Rutherford Scholarship Eligibility Rate	High	Maintained	Good	

IMPROVEMENT	ACHIEVEMENT				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Issue
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

# Category Evaluation

The evaluation for a category is calculated from the overall evaluations for each measure within the category

Measures are assigned values based on their overall evaluation:

- |    |                                                                                    |             |    |
|----|------------------------------------------------------------------------------------|-------------|----|
| 1. |   | Excellent:  | 2  |
| 2. |   | Good:       | 1  |
| 3. |   | Acceptable: | 0  |
| 4. |   | Issue:      | -1 |
| 5. |  | Concern:    | -2 |

These values are then averaged and rounded to give the evaluation for the category

# Category Evaluation (cont.)

Example of a category evaluation:

Measure Category	Measure	Overall Evaluation	Value	Category Value	Category Evaluation
Student Learning Achievement: Grades 10-12	Diploma: Acceptable	Issue	-1	0.33 (round to 0)	Acceptable
	Diploma: Excellence	Good	1		
	Rutherford Scholarship Eligibility Rate	Good	1		

## Accountability Pillar Overall Summary

October 1, 2007

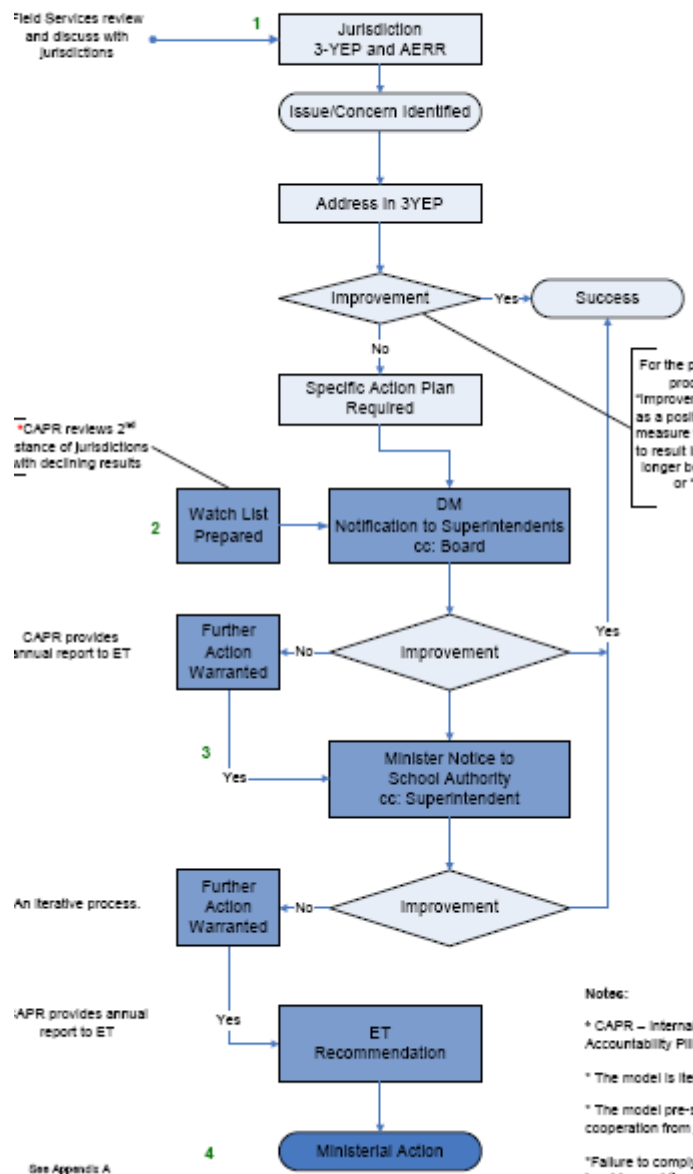
Goal	Measure Category	Measure Category Evaluation	Measure	Provincial Results			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	84.2	84.4	82.7	Intermediate	Improved Significantly	Good
	Student Learning Opportunities	Good	Program of Studies	78.5	78.1	76.9	High	Improved Significantly	Good
			Education Quality	87.6	87.7	85.0	High	Improved Significantly	Good
			Drop Out Rate	4.7	4.9	5.3	Intermediate	Improved Significantly	Good
			High School Completion Rate (3 yr)	70.4	70.4	69.1	Intermediate	Improved Significantly	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-8)	Issue	PAT: Acceptable	75.9	76.9	77.1	Intermediate	Declined Significantly	Issue
			PAT: Excellence	19.5	19.1	19.3	Intermediate	Maintained	Acceptable
	Student Learning Achievement (Grades 10-12)	Good	Diploma Acceptable	85.4	84.7	85.4	Intermediate	Maintained	Acceptable
			Diploma Excellence	23.3	23.0	22.7	High	Improved Significantly	Good
			Diploma Exam Participation Rate (4+ Exams)	53.7	53.5	52.4	Intermediate	Improved Significantly	Good
			Rutherford Scholarship Eligibility Rate	37.2	35.3	33.9	High	Improved Significantly	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (4 yr)	39.5	37.0	34.6	High	Improved Significantly	Good
Goal 2: Excellence in Learner Outcomes	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Work Preparation	77.1	77.0	74.7	Intermediate	Improved Significantly	Good
			Citizenship	76.6	76.8	74.7	Intermediate	Improved Significantly	Good
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	77.5	77.9	76.0	Intermediate	Improved Significantly	Good
	Continuous Improvement	Good	School Improvement	76.3	76.8	73.2	High	Improved Significantly	Good

Goal	Measure Category	Measure	Provincial Results		
			Current Result	Prev Year Result	Prev 3 Yr Average
ACOL measure	ACOL measure	Satisfaction with Program Access	68.2	68.5	67.8
		In-service Jurisdiction Needs	78.8	78.2	77.3

Accountability without  
consequences is NOT  
accountability!!

**Count** or **Account**??

**Accountability Pillar  
Progressive Responses**



For the purposes of this process chart, "Improvement" is defined as a positive change in a measure that is sufficient to result in a measure no longer being an "Issue" or "Concern"

\*CAGR reviews 2<sup>nd</sup> stance of jurisdictions with declining results

CAGR provides annual report to ET

An iterative process.

APR provides annual report to ET

See Appendix A

**Notes:**

\* CAGR – Internal Committee on Accountability Pillar Results

\* The model is iterative

\* The model pre-supposes cooperation from jurisdictions.

\* Failure to comply to process steps is addressed through existing departmental procedures.

# Leadership Principle!

**What we do for children we should do for adults**

*Recognition, Recognition, Recognition*

**Minister's Educational Leadership Recognition Award  
(MELRA)**



## MELRA - Who

- ▼ Board and senior administrative teams of all public-funded school, multi-school authorities would automatically be eligible for an award. This would exclude charter and funded private schools as theirs is a singular school focus rather than a multi-school focus.
- ▼ District teams comprised of central office administrators or staff providing system leadership. (This may include principals and/or school councils if they are represented at the board/central office level.)

# MELRA - What

**Achievement**

**Very  
High**

**Improvement**

**Improved  
Significantly**



# Positive Consequences

I have been perusing the Accountability Pillar reports for school districts released a few days ago and felt that I had to immediately send you a comment. Doug Reeves and Michael Fullan and I have been communicating on a particular issue regarding levels of leadership. Reeves states it very well when he says, “There is a clear and important role that provinces play, and that is ignored by those who think that once the system gives all power to the principal, then there is no meaningful role for any other leadership level”. From the context of this statement you can imply that he is also referring to your significantly important role of district leadership. Fullan expresses similar sentiments in his writings. I am always looking for profoundly improving results on our provincial set of indicators to see who might be found “guilty” to a charge of providing outstanding leadership for the benefit of students. In my view, **improving** results are the signal of effective leadership. Clearly the evidence is there that you are “guilty as charged”, and I commend you for making such a significantly positive contribution to your community.

# Teacher Sequence

Cumulative Effects of Teacher Sequence on Grade 5 Math Scores for Two Metropolitan Systems in Tennessee

\* Corresponding percentile on the standardized assessment

