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10 Principles of an Effective Accountability System

- 1) Concrete goals that require schools to prepare an increasing number of students for college level work and reduce the achievement disparity between groups of students.
- 2) Rigorous content standards that ensure our students graduate from high school ready to do college level work.
- 3) Performance standards for student achievement that reflect both a basic level as well as an advanced level (representing being on path to postsecondary readiness) of knowledge and skill expected by grade level content standards.
- 4) Assessments that measure whether students are learning the skills represented by those high standards in:
 - a) English Language Arts and math, every year from 3rd– 8th grade, and at the end of key courses in high school; and
 - b) Science at least once within each grade span and at the end of key high school courses.
- 5) These assessments should show whether students are reaching a basic level of achievement as well as whether students' learning is on, or growing adequately to be on, path to postsecondary readiness upon graduation. The measurements must:
 - a) Be valid, reliable, objective and applicable to all students across the state but also must be multiple to reflect the broad range of expectations the standards set for the students.
 - b) Be constructed in a fair and technically sound manner to play a significant role in assessing teacher effectiveness in advancing student learning to state goals.
- 6) Hold schools accountable for how well they are educating all students by having them publicly report their student performance data, disaggregated by subgroup. Accountability decisions for schools must be based on the imperatives of increasing the number of students prepared for college level work and reducing the achievement disparity between subgroups, including English Language Learners (ELL) and students with disabilities. No school should be rated as a high performing school if it does not



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show gains in the number of on grade level performers and gains in the performance of all subgroups.

- 7) Parents must have access to this performance data in a way that is transparent and easy-to-understand. These data should show parents how well their child is performing in relation to the high standards as well as how other students in the school are performing.
- 8) Require proven and effective interventions and appropriate consequences for schools that are not making adequate progress to student success as defined by the performance standards. States should have flexibility to target interventions and consequences as they deem appropriate, but consistent with the following principles:
 - a) Interventions vary in intensity and type and depending on school performance, with the most intensive interventions occurring in schools that fail to help students reach grade level standards.
 - b) Schools should strive to increase regularly the number of students in key subgroups who are on path to postsecondary readiness or growing sufficiently to that goal each year that they will reach it. Success in doing so ought to earn schools higher ratings, honor, and other awards or recognition.
 - c) Interventions and consequences are applied consistently across all similarly performing schools.
- 9) Provide real alternatives and choices for those families whose children are trapped in the lowest performing schools (for example, high-performing traditional public schools, charter schools, online schools, vouchers, and after school tutoring).
- 10) Detailed plans for continuing to hold schools accountable for advancing student learning each school year and throughout implementation of changes in state assessment and accountability systems, including ESEA waivers, transition to Common Core State Standards and assessments, ESEA reauthorization requirements. States must consider:
 - a) The content standards, performance standards, assessments, and performance goals against which schools will be measured each year;
 - b) The interventions and consequences the state will employ each year, which schools will receive such interventions and consequences, and how the state will treat schools currently subject to improvement, corrective action, or restructuring under ESEA; and
 - c) The choices the state will offer each year to families whose children are trapped in the lowest performing schools.