The Innovation Lab Network

The National Conference of State Legislators
August 3, 2015
WHAT IS THE ILN’S VISION FOR ‘NEXT GENERATION EDUCATION’?
States Are Moving towards ‘Next Generation Education’
The Six Critical Attributes

Design principles for student-centered education systems
HOW CAN YOU PUT A VISION OF ‘NEXT GENERATION EDUCATION’ INTO ACTION?

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INNOVATION IN ACTION: STATE PATHWAYS FOR ADVANCING STUDENT-CENTERED LEARNING

INNOVATION LAB NETWORK
POLICY & IMPLEMENTATION LOGIC MODEL

Outcomes

1. States define and systematize college and career readiness consistent with deeper learning

2. States enable personalized learning and prepare the educator workforce so that all students can succeed

3. States establish balanced systems of assessment to meaningfully measure college and career readiness

4. States anchor accountability in college and career readiness

5. States develop seamless pathways to college and career

Goal

Prepare every student for college, career, and citizenship

Enabling Conditions & Implementation Levers:
- Ongoing stakeholder engagement
- Research and evaluation strategy
- Structures for collaboration, sharing, scaling
- Flexibility or customized assistance to districts
WHAT DOES THAT MEAN FOR ‘NEXT GENERATION ACCOUNTABILITY’?
Background and Continuous Improvement in Accountability

Accountability 1.0, driven in part by NCLB

Accountability 2.0, driven by state efforts to align to CCR, such as reflected in 2011 CCSSO Next-Generation Accountability Principles

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<th>PRINCIPLES</th>
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<td>1. Alignment of performance goals to college- and career-ready standards;</td>
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<td>2. Annual determinations for each school and district that meaningfully differentiate between schools and districts and direct the provision of supports and interventions;</td>
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<td>3. Focus on student outcomes on a variety of indicators including those of both status and growth;</td>
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<td>4. Continued commitment to disaggregation; including disaggregation of data by student subgroup (for both reporting and accountability);</td>
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<td>5. Reporting of timely, actionable, accessible data to all stakeholders, including outcome and richer data to drive continuous improvement;</td>
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<td>6. Deeper diagnostic reviews, used as appropriate, to better link accountability determinations to meaningful supports and interventions;</td>
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<td>7. Building school and district capacity for sustained improvement though supports and interventions;</td>
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<td>8. Targeting the lowest performing schools for significant interventions; and</td>
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<td>9. Innovation, evaluation, and continuous improvement in the accountability systems over time.</td>
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A New Paradigm for Next Generation Accountability Systems

Key Elements of a New Accountability System

A Next Generation Accountability Decision Framework

1. Define **expectations** for student learning
2. Select, validate, and support the administration of **assessments** of student learning for purposes of accountability
3. Determine how assessments factor into **accountability** indicators and reporting.
4. Continuous improvement. Create **reciprocal systems** through supports, interventions, and...
States are taking Action on Next Generation Accountability Strategies

- Dashboards with Multiple Measures
- Performance Based Assessments
- School Quality Reviews
- Professional Growth & Capacity
‘As performance tasks offer more detailed information about how students think and perform, they are more useful for formative purposes, although they can offer information for summative judgements as well . . . In a new system of assessment, it should be possible to move from an overemphasis on external; summative tests, even as they become better representations of what students should know and be able to do, to a greater emphasis on assessment that can share and inform learning’

Innovation in Action: State Pathways for Advancing-Student Centered Learning


Evolving Coherent Systems of Accountability for Next Generation Learning: A Decision Framework


Accountability for College & Career Readiness: Developing a New Paradigm

• [https://edpolicy.stanford.edu/publications/pubs/1257](https://edpolicy.stanford.edu/publications/pubs/1257)
Thank you!

Adriana I. Martinez
The Innovation Lab Network
The Council of Chief State School Officers
Adriana.Martinez@ccsso.org