

Accountability Systems and Reporting

Building capacity and promoting innovation in education accountability has never been more important. With the passage of the Every Student Succeeds Act (ESSA), states have an opportunity to exercise considerably more choice and control over their school accountability systems. With these exciting opportunities come challenges to design fair, valid, and effective accountability systems. In this context, the more than 30 states in the Accountability Systems & Reporting (ASR) State Collaborative on Assessment and Student Standards (SCASS) work to identify and share strategies that improve the effectiveness and technical quality of state education accountability models.

Highlights of ASR activities and accomplishments over the past year follow:

- Developed a [document](#) highlighting innovative approaches and measurement considerations for indicators of School Quality and Student Success (SQSS). This ASR sponsored paper provides a deep and nuanced examination of how states might respond to the SQSS provision of ESSA.
- Produced a [paper](#) that documents the opportunities and challenges associated with using interim assessments in place of summative assessments in ESSA systems
- Studied design alternatives for accountability systems that promote college and career ready outcomes
- Examined approaches for including measures of English language progress in ESSA accountability systems
- Explored innovations in reporting, including design principles and approaches for producing compelling data visualizations
- Offered frequent opportunities for accountability discussion and system review among state leaders to develop and share promising practices in accountability design and support

Upcoming initiatives of the ASR SCASS for 2017-2018 include the following:

- Producing a digital clearinghouse to showcase innovations in design and use of state accountability reports
- Developing guidance for identifying and including accountability indicators for early learners pre-k through grade 3
- Exploring promising practices for district level accountability and reporting
- Generating resources to support state leaders in combining multiple indicators and establishing expectations for school ratings
- Providing continuous support for ongoing monitoring and evaluation of the effectiveness of state accountability systems

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Dr. Chris Domaleski is currently the Associate Director of the nonprofit National Center for the Improvement of Educational Assessment. In that capacity, he works with states and other educational agencies to design and implement effective assessment and accountability policies and programs. Chris has helped multiple states develop, implement, and evaluate assessment and accountability systems. He serves on several state technical advisory committees and works closely with additional states to design and validate accountability systems. Additionally, he

provides technical support to national organizations and agencies including the U.S. Department of Education. Prior to working with the Center, Dr. Domaleski was Associate Superintendent for Assessment and Accountability at the Georgia Department of Education where he was responsible for the development and administration of the state's K-12 testing program and accountability system. He received his Ph.D. at Georgia State University in Educational Policy Studies, concentrating in Research, Measurement, and Statistics and has taught graduate courses in research and measurement at Georgia State and the University of Georgia. He has authored several articles and research reports, regularly presents at professional conferences, and currently serves as an Associate Editor for the Journal of Educational Measurement.

