

Accountability Systems and Reporting (ASR) Collaborative

The Accountability Systems and Reporting (ASR) collaborative works to identify, develop, and share strategies that improve the effectiveness and technical quality of education accountability systems. ASR also works to develop and disseminate best practices related to data management and reporting. Beyond working with states to help clarify and comply with technical and reporting requirements, the ASR collaborative actively cultivates promising practices to promote innovation.

ASR hosts three in-person meetings per program year supplemented by online webinars, resources, and tools that sustain and extend the work. State members who join ASR include accountability directors and data analysts. ASR is working on topics such as: exploring models for coherent federal, state, and local accountability systems, developing guidance to assist states in producing efficient and precise processes for system implementation, and creating strategies for improving the clarity and utility of accountability outcomes to promote student achievement.

2017-2018 Achievements:

In the 2017-2018 program year, ASR met with a series of national experts, engaged with other CCSSO groups in cross collaborative work, and finalized resources to support state work in the development and implementation of accountability systems. Examples include the following:

- Working with Attendance Works to provide guidance and resources on including chronic absenteeism in state accountability systems.
- Engaging with the Center for American Progress on developing comprehensive and coherent accountability systems.
- Providing extensive resources on best practices in reporting drawing on the expertise of many collaborators to include TEMBO, Excelin Ed, and Learning Heroes.
- **Guest Speakers:**
 - Amreena Hussain, *Policy Associate, Achieve*
 - Sue Fothergill, *Associate Director of Policy, Attendance Works*
 - Laura Jimenez, *Director of Standards and Accountability, Center for American Progress*
 - David Stewart, *CEO, Tembo*
- **Cross collaborative work**
 - Below are the joint sessions, webinars, and collaborative work ASR lead with other groups in the 2017-18 membership year. Collaborating with the English Learner (EL) collaborative to develop and document guidance for including measures of progress in attaining English language proficiency in state accountability systems.
 - Joint session with English Learner (EL) collaborative: “Monitoring English language Progress in Accountability Systems”
 - Joint Session with English Learner (EL) collaborative: “Incorporating Chronic Absenteeism into Accountability Systems”

2018-2019 Goals:

CCSSO believes that it is incumbent on states to set high expectations for student success by creating opportunities and removing barriers. ASR is working toward this vision by exploring ways states can implement accountability and reporting systems that measure what matters to drive student success in K-12 and beyond.

- Continue to provide opportunities for state leaders to collaborate with one another and other experts in the field to learn about best practices in design and implementation of accountability and reporting systems.
- Develop and disseminate resources to connect accountability and reporting practices with improved outcomes for all students.
- Continue to expand library of online resources to help state accountability leaders, educators, policy makers, researchers, and a broad range of stakeholders understand and benefit from industry leading practices in accountability system design, reporting, and utilization.
- Develop an operational best practices manual for accountability leaders.

Spotlight on Equity

A focus on equity is central to CCSSO's 2017-2020 strategic plan and our work with our members. CCSSO and state chiefs are committed to each child—regardless of background—graduating ready for college, careers, and life. In 2017, CCSSO and the Aspen Institute released [Leading for Equity: Opportunities for State Education Chiefs](#), which set forth ten commitments and a series of actions state chiefs can take to advance equity. Each of CCSSO's collaboratives is a venue for working with national experts and collaborating with peer states to identify concrete strategies for advancing relevant commitments found in the report. Equity will play a major role in the agenda of the collaboratives over the next membership year. Examples of equity commitments from [Leading for Equity](#) the ASR collaborative addresses through its work are:

- **Equity Commitment Number 3, Part A)** Include measures of proficiency and progress and growth in the accountability system.
- **Equity Commitment Number 3, Part B)** Set ambitious and achievable interim and long-term goals for English learners and ensure they are making adequate progress achieving English language proficiency.
- **Equity Commitment Number 3, Part C)** Collect data and report on school climate.
- **Equity Commitment Number 3, Part E)** Ensure the accountability system is relevant and meaningful to parents, students, and other stakeholders.
- **Equity Commitment Number 3, Part F)** Partner with LEAs to ensure school improvement efforts are targeted to community needs and strengths.
- **Equity Commitment Number 9, Part D)** Consider how best to integrate social-emotional development measures into state reporting and accountability systems, while acknowledging limitations of current measurement strategies.



Anchor documents

[The ASR SCASS Resource library](#)

[Birth to Grade 3 Indicator Framework](#)

[Innovative Approaches and Measurement Considerations for the Selection of the School Quality and Student Success Indicator under ESSA](#)

Biography of Advisor

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, 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.

CCSSO Liaison:

Katie Carroll joined the Council of Chief State School Officers in 2013. Katie worked for the State Collaboratives on Assessment and Student Standards (SCASS), the NAGB Task Force, the EIMAC Task Force with NCES, and on several Early Childhood grants for her first 2 years at CCSSO. She currently work on the accountability team supporting states as they work to develop and refine their state accountability systems under ESSA.

Prior to joining CCSSO Katie taught preschool and pre-Kindergarten at an all-boys public charter school in DC. Katie has a Bachelor of Arts degree in Psychology and Elementary Education from University of North Carolina Wilmington. She is currently pursuing a certificate in Education Research Methodology from University of Illinois Chicago.

2017-18 State Members:

AL, AK, AS, AR, CT, DoDEA, DE, GA, HI, ID, IN, IA, KS, KY, LA, ME, MD, MA, MI, MS, MO, NE, NV, NC, OH, OR, PA, SD, TN, UT, WA, WI, WY.

2017-18 Industry Partners:

ACT, College Board, Curriculum Associates, DRC, Measured Progress, NWEA, Pearson, Renaissance Learning, Scantron, Spotlight Education, Tembo, WestEd, WIDA Consortium

