

## Accountability Systems and Reporting (ASR) Collaborative

Building capacity and promoting improvements in education accountability and reporting has never been more important given the recent transition to the Every Student Succeeds Act. States are rising to the challenge by developing and implementing innovative new systems. The member states in the ASR collaborative continue to focus on but are not limited by Every Student Succeeds Act (ESSA). More broadly, ASR works to identify and share novel strategies that elevate the effectiveness and quality of a range of local, state, and federal school accountability and reporting practices to improve outcomes for all students.

### 2018-2019 Highlights:

- Produced a digital clearinghouse to showcase innovations in design and use of accountability and reporting resources;
- Developed a draft resource to provide detailed guidance for operationalizing high-quality, technically defensible accountability systems: *Operational Best Practices in Accountability*;
- Shared practices to support the design and implementation of accountability practices that promote improvement, especially those related to equity goals; for example ASR has explored how to better measure and report on performance related to key equity outcomes, such as reducing achievement gap, and tie accountability data to support strategies to help all student groups improve;
- Offered frequent opportunities for accountability discussions and systems review among state leaders to develop and share promising practices and systems of support.

### 2019-2020 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 study and share promising practices for accountability design and implementation with a focus on evaluating the quality and impact of systems;
- Identify and disseminate resources to help leaders ensure accountability practices are meeting the needs of all students, especially students who are underserved; in particular, ASR is developing guidance to better link accountability design, reporting, and support to a theory of action for improvement;
- Explore innovations in reporting and strategies to support appropriate understanding and use of results;
- Study practices to better link accountability systems with effective school improvement initiatives.

### Anchor documents

- [Accountability and Reporting Resource Library](#)

- [Innovative Approaches and Measurement Considerations for the Selection of the School Quality and Student Success Indicator under ESSA](#)
- [Birth to Grade 3 Indicator Framework: Opportunities to Integrate Early Childhood into ESSA Toolkit](#)

### **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** is the Accountability Director at the Council of Chief State School Officers. 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 works 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.

### **2018-19 State Members Included:**

AL, AK, AZ, AS, AR, CT, DC, DoDEA, DE, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MS, MO, NE, NV, NJ, NM, NC, OH, OK, OR, PA, SC, SD, TN, UT, USVI, WA, WI, WY

### **2018-19 Partners Included:**

ACT, College Board, CRESST (ELPA21), Curriculum Associates, DRC, eMetric, LearningMate, Measured Progress, NWEA, Pearson, Renaissance Learning, Scantron, Spotlight Education, Tembo, WIDA

