

Redefining Student Success Within Meaningful Accountability Systems

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ASCD and Accountability: Redefining Student Success



All schools and communities should embrace a broader, more comprehensive definition of student success that prepares graduates for college, careers, citizenship, and lifelong learning.



ASCD and Accountability: Redefining Student Success



- Promoting **continuous support and improvement**
- Focusing on **capacity building**
- Incorporating **multiple measures**



Why a Multimetric Approach?



- **Prioritizes a focus first on students and what's needed to prepare them for success, rather than leading with the measures.**
- **Recognizes that students are more than a score on a given assessment at a given time.**
- **Provides promise that an accountability system can be grounded in a cycle of continuous improvement.**
- **Allows a mission statement to be lived.**
- **Addresses barriers to learning and teaching and re-engaging disconnected students.**
- **Enhances equity of opportunity.**

Multimetric Accountability

ESSA.....



**requires inclusion of nonacademic
measures of school quality
or student success.**

**How can states and districts use this
requirement to support a whole child
accountability system...one that is
meaningful?**



Multimetric Accountability in ESSA



Measures of school quality or student success:

- Must meaningfully differentiate schools
- Must be used in all schools
- Examples:
 - School safety and climate
 - Student, educator, or family engagement
 - Access to advanced coursework
 - Postsecondary readiness

**Below grade level reading ability.... hunger...
asthma... bullying... vision... below grade level math
ability... violence... connectedness... poor disciplinary
record... English language learner... hunger...
homelessness ...engagement ... limited vocabulary...
fear of safety...self concept...family stressors...etc.**

Which influences the child's ability to learn?

**Below grade level reading ability.... hunger...
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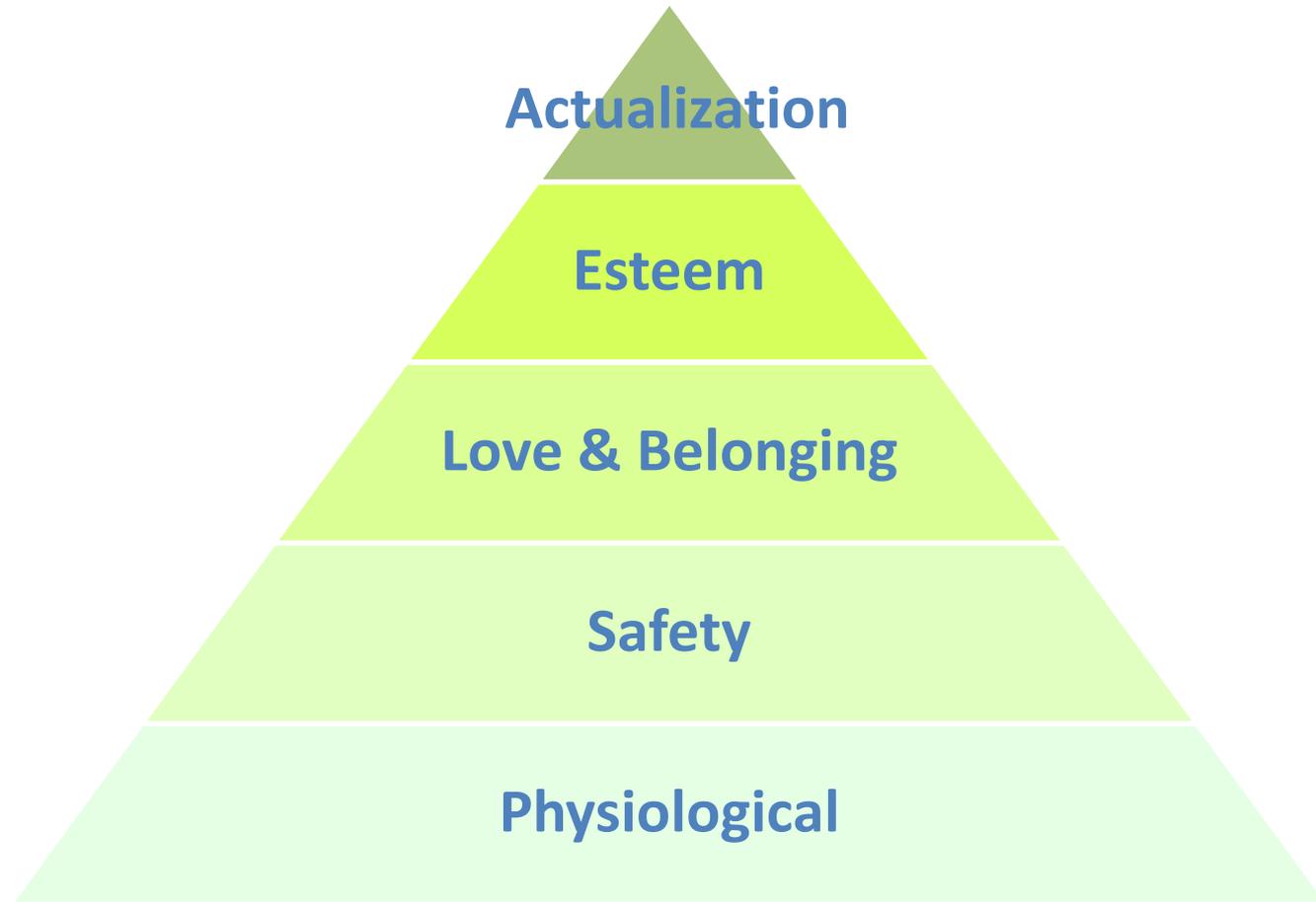
Which influences the child's ability to learn?

On which do we focus?

Which do we dismiss?

Which are educationally acceptable to target?

Are any socially acceptable to ignore?



Actualization

Esteem

Love & Belonging

Safety

Physiological

Abraham Maslow's Hierarchy of Needs

It's an understanding that students *cannot* learn unless they are healthy and safe.



ASCD's Whole Child Tenets

TENET 1

Each student enters school **HEALTHY** and learns about and practices a healthy lifestyle.

- 1 Our school culture supports and reinforces the health and well-being of each student.
- 2 Our school health education curriculum and instruction support and reinforce the health of each student by addressing the physical, mental, emotional, and social dimensions of health.
- 3 Our school physical education schedule, curriculum, and instruction support and reinforce well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors and skills.
- 4 Our school facility and environment support and reinforce the health and well-being of each student and staff member.
- 5 Our school addresses the health and well-being of each staff member.
- 6 Our school collaborates with parents and the local community to promote the health and well-being of each student.
- 7 Our school integrates health and well-being into the school's ongoing activities, professional development, curriculum, and assessment practices.
- 8 Our school sets realistic goals for student and staff health that are built on accurate data and sound science.
- 9 Our school facilitates student and staff access to health, mental health, and dental services.
- 10 Our school supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.



HEALTHY. SAFE. ENGAGED. SUPPORTED. CHALLENGED.
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TENET 2

Each student learns in an environment that is **SAFE** physically and emotionally for students and adults.

- 1 Our school building, grounds, playground equipment, and vehicles are secure and meet safety and environmental standards.
- 2 Our school physical plant is attractive; is structurally sound; has good internal (hallways, pedestrian, bicycle, and motor vehicle) traffic flow, including for those with special needs of access.
- 3 Our physical, emotional, academic, and social school climate is safe, friendly, and student-centered.
- 4 Our students feel valued, respected, and cared for and are motivated to learn.
- 5 Our school staff, students, and family members establish and maintain school and class expectations, rules, and routines that teach students how to manage their behavior and improve problem behavior.
- 6 Our school provides our students, staff, and family members with regular opportunities for teaching students how to manage their own behavior, and reinforcing expectations, rules, and routines.
- 7 Our school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.
- 8 Our school upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult.
- 9 Our school climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.
- 10 Our teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.

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TENET 3

Each student is actively **ENGAGED** in learning and is connected to the wider community.

- 1 Our teachers use active learning strategies, such as cooperative learning and project-based learning.
- 2 Our school offers a range of opportunities for students to contribute to and learn with others, including service learning, internships, apprenticeships, and volunteer projects.
- 3 Our school policies and climate reinforce citizenship and civic behaviors by students, staff and include meaningful participation in decision making.
- 4 Our school uses curriculum-related experiences such as field trips and outreach projects to extend our curriculum and instruction.
- 5 Each student in our school has access to a range of options and choices for a wide array of extracurricular and co-curricular activities that reflect student interests, goals, and learning profiles.
- 6 Our curriculum and instruction promote students' understanding of the real-world, global application of learned content.
- 7 Our teachers use a range of inquiry-based, experiential learning tasks and activities to all students deepen their understanding of what they are learning and why they are learning it.
- 8 Our staff works closely with students to help them monitor and direct their own progress.
- 9 Our school expects and prepares students to assume age-appropriate responsibility for learning through effective decision making, goal setting, and time management.
- 10 Our school supports, promotes, and reinforces responsible environmental habits through recycling, trash management, sustainable energy, and other efforts.

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TENET 4

Each student has access to **SUPPORTED** personalized learning and is supported by qualified, caring adults.

- 1 Our school personalizes learning, including the flexible use of time and scheduling to meet social goals for each student.
- 2 Our teachers use a range of diagnostic, formative, and summative assessment tasks to progress, provide timely feedback, and adjust teaching-learning activities to maximize student learning.
- 3 Our school ensures that adult-student relationships support and encourage each student's personal growth.
- 4 Each student has access to school counselors and other structured academic, social, and emotional supports.
- 5 Our school staff understands and makes curricular, instructional, and school improvement plans on child and adolescent development and student performance information.
- 6 Our school personnel welcome and include all families as partners in their children's education and as significant members of the school community.
- 7 Our school uses a variety of methods across languages and cultures to communicate with all families and community members about the school's vision, mission, goals, activities and opportunities for students.
- 8 Our school helps families understand available services, advocate for their children's needs, and support their children's learning.
- 9 Every member of our school staff is well qualified and properly credentialed.
- 10 All adults who interact with students both within the school and through extracurricular, co-curricular, and community-based experiences teach and model prosocial behavior.



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TENET 5

Each student is **CHALLENGED** academically and prepared for success in college or further study and for employment and participation in a global environment.

- 1 Each student in our school has access to challenging, comprehensive curriculum in all content areas.
- 2 Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.
- 3 Our school collects and uses qualitative and quantitative data to support student academic and personal growth.
- 4 Our curriculum, instruction, and assessment demonstrate high expectations for each student.
- 5 Our school works with families to help all students understand the connection between education and lifelong success.
- 6 Our curriculum and instruction include evidence-based strategies to prepare students for further education, career, and citizenship.
- 7 Our extracurricular, co-curricular, and community-based programs provide students with experiences relevant to higher education, career, and citizenship.
- 8 Our curriculum and instruction develop students' global awareness and competencies, including understanding of language and culture.
- 9 Our school monitors and assesses extracurricular, co-curricular and community-based experiences to ensure students' academic and personal growth.
- 10 Our school provides cross-curricular opportunities for learning with and through technology.

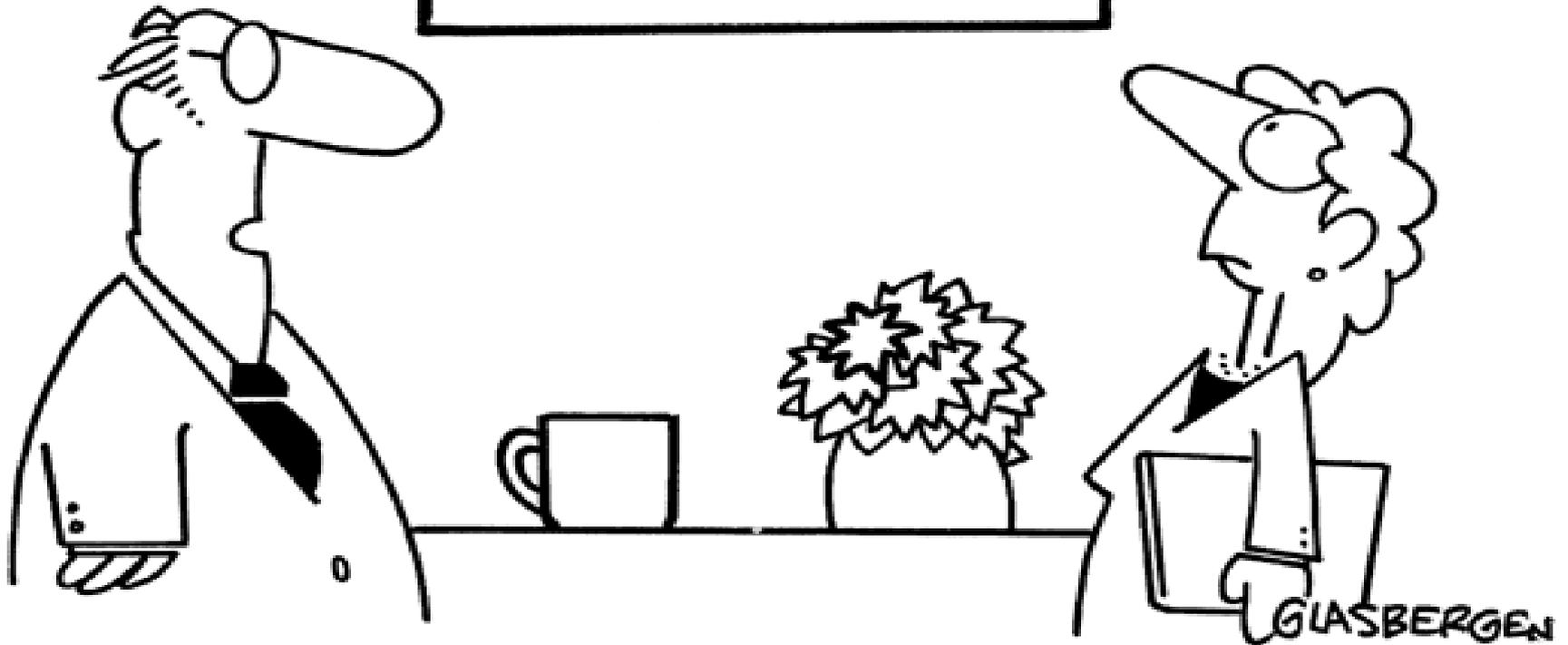


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If decisions about education policies and practices started by asking what works for each student, how would resources — time, space, and human—be arrayed to ensure each child’s success?

**If students were truly at the center of the system,
what could we achieve?
How would students benefit?**

**WHY ARE WE
DOING THIS?**



**“It’s not a great mission statement,
but we’ll revise it if things get better.”**

- **Mission:** Our schools provide a **challenging and engaging education** to prepare all our students to become **responsible citizens** and **succeed in college and career**.
- **Mission:** The teachers, administrators and staff of the XXXX believe in the **equal worth and dignity of all students** and are committed to educating all students **in meaningful and relevant ways**.
- **Mission:** XXXPublic Schools **instills a love of learning** in its students and prepares them to be **responsible and productive global citizens**.

- **Mission:** Our schools provide a challenging and engaging education to prepare all our students to become responsible citizens and to succeed in college and career.
- **Mission:** The teachers and staff of the XXXX have a commitment to the well-being and dignity of all students and to educate all students to the best of their ability.
- **Mission:** The XXXX Schools instills a love of learning in all students and prepares them to be responsible and productive global citizens.

Given these statements, how does each district measure student success?

- **Mission:** Our schools provide a challenging and engaging education to prepare all our students to become responsible citizens and succeed in college

• **In each case, the “success” is defined as measures on summative assessments and, at the HS level, the graduation rate.**

- **Mission:** XXXPublic Schools instills a love of learning in its students and prepares them to be responsible and productive global citizens.

“You can’t look at a single grade and be truly clear about whether or not students are healthy, safe, engaged, supported, and challenged- especially based on a narrow definition of student success.”

-Joshua Garcia, Asst. Supt. Tacoma, WA

How do you do respond to this in an era obsessed with testing?

“You can’t look at a single grade and be truly clear about whether or not students are healthy, safe, engaged, supported, and challenged- especially based on a narrow definition of student success.”

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Students are Depending Upon Us As Leaders

EDUCATOR
ADVOCATES



Every decision we make tells students what it is that we value.



Leadership: Keeping Up With the Demands



