



# ASCD 2016 | Whole Child Accountability

As schools and communities embrace a broader, more comprehensive definition of student success that prepares graduates for college, career, citizenship, and lifelong learning, next-generation accountability systems must expand to address and support additional components.

**Multiple measures of performance for students, educators, and schools should include data beyond test scores.** The definition of student success must be based on more than the results of their performance on math and English language arts state tests. Accountability systems should align with these broader goals of college and career readiness, thus ensuring that schools are delivering a more comprehensive education and are addressing the wide-ranging needs of all students. Educator effectiveness cannot be accurately measured by student test scores because test scores do not necessarily reflect the many ways that educators contribute to student achievement and success. Rather, educators should be evaluated on a variety of measures, the results of which must help drive continuous support and improvement. Using a wide array of indicators to measure school quality is essential to assure parents and the public that schools are working toward the success of each student and that they are providing engaging and safe educational environments for students, staff, and the community.

**The public should be provided with clear and understandable information on student and school performance and progress.** Results on state standardized tests, although they provide only a snapshot of student performance, should continue to be disaggregated and reported publicly. Accountability systems should clearly inform parents and the public about the measures used to evaluate student achievement over time and how they are used and weighted. Recording and reporting on additional community-level data helps to remind stakeholders of their mutual responsibility for school and student success and of the roles they can play to contribute to such success.

**The personalized and protected use of qualitative and quantitative data should be used for decision making.** The use of technology in educational settings continues to grow, and it offers opportunities for educators to further personalize and differentiate instruction to students as well as opportunities for both educators and parents to give and receive robust and timely feedback about students. Policymakers must balance the need for availability and appropriate uses of data, but the utmost priority for educators should be protecting student data privacy.

**We must create a model for continuous improvement and promote a growth mindset.** Student achievement and educator effectiveness must be supported with systems that recognize the potential of each individual and promote instructional and learning changes that address their unique needs. Accountability systems can and should be designed to allow educators to assess individual students' strengths and areas for growth and provide students with a positive view of their talents and abilities. A robust federal investment in time and resources is necessary to support personalized professional development that recognizes educators' strengths and enhances their effectiveness.

**Flexibility and autonomy in decision making is crucial, but schools must maintain a focus on ongoing support for the most in-need students.** Local leaders know the best ways to allocate limited resources to maximize learning, but they must ensure that those resources are allocated equitably and effectively to benefit all students.