

Accountability in High-Performing Education Systems

Presentation to the New Mexico Legislative Education Study Committee

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About NCEE

30+ Years

- Studying the world's top education systems, analyzing changes in the global economy and implications for education

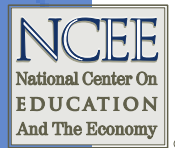
Guiding Question

- "What can the U.S. do to meet or exceed the performance of the world's best, and meet the challenges of an uncertain future?"

We Provide

- - World-class executive development for ed leaders
- - Research and policy development for state policymakers

Three Dimensions to Accountability in High-Performing Systems



Systems of High-Quality, Developmentally Appropriate and Meaningful Assessment



Systems of Professional Accountability and Mutually Supportive Evaluation

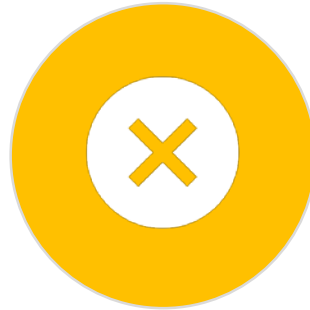


Coherent and Aligned Governance that Measures What Matters

High-Quality Assessment

- Develop *systems of assessments*, in which formative, interim, and summative assessments complement one another.
- *Reduce the number* of external assessments and focus them on key transition points for students
- *Use classroom assessments and student work* to monitor progress; and *focus on performance-based tests* to measure critical thinking and problem-solving.

High-Quality Assessment: Developing a Coherent System



FROM Accountability tests used for purposes for which they were not designed

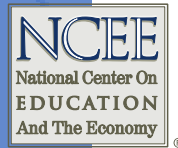


TO Systems that clearly distinguish between formative, interim, and end-of-year tests; high-stakes tests for students; accountability tests for school systems



SEE Estonian system of assessment

High-Quality Assessment: Reducing the Number to Ensure Quality



FROM Testing every student every year



TO Testing every student at key transition points to assess readiness, relying on sampling exams to monitor



SEE Korea's efforts to scale back the National Student Assessment; Exam Free Semester

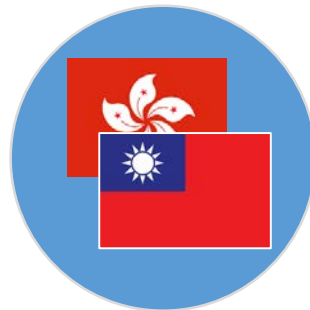
High-Quality Assessment: Authentic Measures of Performance



FROM External assessments measure narrow range of skills with few item types



TO A set of project-based tests in the classroom, with support and score moderation, and external assessments with many item types



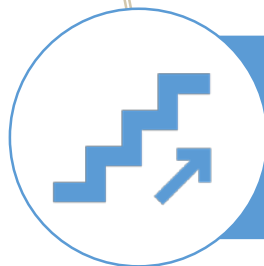
SEE Hong Kong School Based Assessments;
Finland Matriculation Exams

Professional Accountability and Support

Professional accountability goes beyond standard teacher evaluation to include:



Establishing a balance between **ensuring high-quality** teaching and learning and **enabling innovation**



Career growth opportunities and other professional incentives to improve



Peer-to-peer review and profession-led **inspection systems** of schools

Coherent and Aligned Governance

“How can you compare systems with politics and governance structures like China, Hong Kong, Singapore, Estonia to a fractionated and polarized U.S.?”

High-performing systems - many of them the size of individual U.S. states are different from the United States. They are different from each other. But there are some principles that are common across them.

Coherent and Aligned Governance

In the U.S.

High-performing systems

Many actors with unclear or overlapping roles



Clear and distinct roles and responsibilities

Limited success in investing significant time in visioning and goal-setting and see it through



Sustained focus on setting clear vision and goals and getting widespread support

Little shared understanding of incentives across the system, lack of emphasis on support and feedback



Emphasis on incentives, supports, and feedback loops

Heated debate between autonomy and accountability



Shared understanding of who gets autonomy, within what parameters, and with what set of supports

Thank you!



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