Evaluating and Continuously Improving Accountability Systems

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Session Overview

4:00-4:10pm: Warm Up. Considering the core questions, components and priorities in accountability system evaluation.

4:10-4:15pm: Activity Set Up: Key “Tensions” to reckon with when designing and evaluating accountability systems.

4:15-4:45pm: Table discussions.

4:45-5:00pm: Tables share out.
Warm Up: Question 1

What question would you want to answer if you were to evaluate an accountability system?

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Be sure to upvote or downvote any responses with which you agree/disagree!
Warm Up: Question 2

What are the major components of an accountability system that should be evaluated?

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Warm Up: Question 3

If you had limited resources, what would you prioritize to evaluate as part of an accountability system and why?

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Be sure to upvote or downvote any responses with which you agree/disagree!
3 Core Components of Accountability System Evaluation

1. **Design**: Develop a well-specified theory of action

2. **Measure**: Check “under the hood” to examine the validity of individual measures and system outputs

3. **Improve**: Examine the extent to which the accountability system is impacting school improvement
Iterate and Improve

Design → Measure → Improve
Balancing Tensions

- Design: Simplicity vs. Complexity
- Measure: Precision vs. Actionability
- Improve: Formative vs. Summative Evaluation
Session Activity

Examining Three Inherent “Tensions” in Accountability System Design and Evaluation

• At your tables, select (1) a notetaker and (2) a reporter who is willing to report/summarize ideas and solutions generated by your table group.

• Briefly skim each of the three “tension” areas described below.

• With your table partners, select one tension that you would like to discuss.

• Review and address the questions associated with your table’s selected tension.

• If time remains after answering all of the questions for one tension, then move to the next tension and repeat the steps above.

• After table discussions, the reporter will share the table’s responses and reactions.