

About Expanding School Accountability:

Rather than One Additional Measure, Add Real Accountability for Addressing Barriers to Learning and Teaching

The Every Student Succeeds Act requires states to expand their accountability systems beyond graduation rates and test scores by including *at least* one additional measure of school success and hold schools accountable for performance goals for each student subgroup. Using their new accountability system results, states are required to identify the lowest performing 5 percent of schools, those with graduation rates below 67 percent, and those with underperforming student subgroups. Districts are then required to develop "evidence-based" interventions (with the input of teachers and school staff) to address the problems.

As examples, the act mentions measures of school climate, student engagement, access to advanced coursework, or postsecondary readiness. The real need, however, is to significantly expand the framework for school accountability. Such an expanded framework needs to account not only for (1) academic achievement, but also for (2) a school's goals for enhancing student personal and social functioning and (3) systemic efforts to address barriers to learning and teaching and re-engage disconnected students. Relatedly, there is opportunity for schools to use a substantial portion of the block grant funding for Student Support and Academic Enrichment" to move toward enhancing social emotional learning and developing a unified, comprehensive, and equitable system of learning supports.

>A prototype for an expanded school accountability framework is online at:

<http://smhp.psych.ucla.edu/pdfdocs/account.pdf>

>Examples of relevant standards and indicators are included in Standards & Quality Indicators for an Enabling or Learning Supports Component online at:

<http://smhp.psych.ucla.edu/summit2002/qualityindicators.pdf>

>Prototypes for developing a unified, comprehensive, and equitable system of learning supports are online at:

<http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf>

>Examples of ways to enhance social-emotional learning are found at CASEL – <http://www.casel.org/> ; also see our Center's discussion of natural opportunities for schools to promote social-emotional learning

– <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/naturalopportunities.pdf>