Expectations and Accountability: Whose students are they?

What's next?   Rachel Quenemoen, November 1, 2023

1. Individual reflection: Do you believe that the starting point for improving student performance for all students is improved access and instruction in the general curriculum for all students? Are there any students you are leaving out? Why? Are there any students you believe others leave out? Evidence?
2. System reflection: What are the intervention points to ensure that all students access a high-level curriculum based on the goals and standards set for all students, with a focus on structures and values? What are the levers to pull at the State, District, School, and Classroom levels?
3. "One student at a time" reflection: Discuss how to apply and evaluate a range of learning supports - from the beginning, in the classroom, for all students, for each student - to address the unique learning needs of all students as the foundation for success for each student.
4. Accountability reflection: Identify the evidence you would expect to see to show that what is said is consistent with what is done; Identify the questions to ask based on the evidence you are given or that you see or that is missing. What doors do you need to open to see who is missing out on the benefits of interventions?

Content Components to Consider As You Plan:

1. Structures, leadership, values, evidence

➢ **STATE AND LOCAL STRUCTURES** to ensure success that is not "person" dependent – shared leadership in highly structured organizations, with policy guidance, substantive support and oversight
➢ **SHARED LOCAL LEADERSHIP** with shared responsibilities at District, Building, School, Teachers, Classroom to support shared accountability, focusing on identifying and resolving system issues as primary intervention points
➢ **VALUES** to ensure success for all – principled leadership at ALL levels
➢ **EVIDENCE** that what is SAID and what is DONE are consistent. Open the doors and ask.

2. What do you as a leadership group believe/assume? Examples for discussion:

➢ Some students – with and without disabilities – may not achieve to the levels we hope even after high quality standards-based instruction -- but we have no way to predict which ones - so we have to teach them ALL well.
➢ Good first instruction is the best form of prevention (and intervention).
➢ Using systematic processes and tools, we can identify appropriate evidence-based intervention and enrichment and implement them effectively for all students, for some students, and for individual students.
➢ A focus on evidence – multiple sources of data and analyses – can ensure we identify where changes need to be made and how well they are working once implemented.
➢ Leadership can be shared. Responsibility for all students can be shared. Accountability for all students can be shared.

3. Explore how strategies like MTSS build on the foundation of good first instruction for ALL

➢ Shift from *program-driven* approach (e.g., I'm responsible for SE, federal programs, assessment) TO *practice-driven* approach where adults share responsibility for the success of all students through a focus on the consistent implementation of essential practices at all levels of the system.
➢ Do the proposed strategies clearly identify the system as responsible and accountable for all students or do the strategies sort students into convenience groups?
See Pak, K. and Parsons, A. 2020. Equity Gaps for Students with Disabilities, *Penn GSE Perspectives on Urban Education*, Volume 17 https://api.semanticscholar.org/CorpusID:218570252}
➢ Shared accountability **--** individual and collective organizational commitments to the success of every student