

## Reciprocity 5: Elevating the Local Accountability Prototype

<b>WHAT</b> will we have when this activity is complete?	Your coalition will have a series of policy recommendations stemming from your prototype experience.
<b>WHY</b> is this activity important?	The KDE wants to learn from the L3 experience and your recommendations will inform that process.
<b>HOW</b> do I do this activity while keeping the habits in mind?	Maintain a focus on empathy. Try to understand how your policy recommendations may impact the experience of a variety of users, including leaders in other districts.
<b>WHEN</b> in the process does this activity come?	Do this activity after your final iteration cycle.
<b>WHO</b> needs to be involved with this activity?	Complete this activity with your whole coalition.

### In-Person Directions

*Provide a step-by-step walkthrough of the process for this module if teams are facilitating in-person sessions. Provide suggestions for in-person facilitation methods. Templates and scripts may be included in this section.*

The following activity should be performed with your coalition. Together, your team will take a critical eye to both the prototype it has created and the policies that support or prevent the prototype's success.

#### Step One: Revisit the Prototype Data (10 Minutes)

- The team should begin by revisiting and briefly reflecting on the implementation and impact data collected during prior modules. Consider the following questions:
  - What are the areas of strength for our prototype?
  - What are the areas of growth for our prototype?
  - Did our prototype have the intended outcome? If not, why?
  - Would we continue to deploy this prototype regardless of whether it became part of the accountability system? Why or why not?

#### Step Two: Revisit the Current Accountability Policy (10 Minutes)

- The team should revisit the current accountability process at the state and federal level, including key elements of the Every Student Succeeds Act of 2015, [Senate Bill 158 \(2020\)](#), and [703 KAR 5:270](#).

## Activity 5: Elevating the Local Accountability Prototype

**Step Three: Considering Policy Implications (30 Minutes)**

- Imagine that KDE adopted your L3 prototype and embedded it into the statewide accountability system exactly as it is. How would accountability policy need to change in order to successfully adopt your prototype? Are there any unintended consequences that could come from a statewide adoption of your prototype?
  - With your team, consider which elements of the current system support the adoption of the prototype and which elements challenge its adoption as a statewide policy.
  - Identify where those challenges exist, and suggest policy elements that can be added or removed. Consider any unintended consequences of your policy suggestions.
  - Complete the two tables below. Note: Teams should not spend time attempting to craft policy language; rather, they should focus on capturing big picture ideas.

**Prototype Supports**

<b>What elements of the system support prototype adoption?</b>	<b>Where does the element live in the statutes or regulations?</b>	<b>How can this existing policy be strengthened?</b>	<b>What are the unintended consequences of changing this policy area?</b>

**Prototype Challenges**

<b>What elements of the system challenge prototype adoption?</b>	<b>Where does the element live in the statutes or regulations?</b>	<b>How can this policy be changed to support prototype adoption?</b>	<b>What are the unintended consequences of changing this policy area?</b>

**Step Four: Creating a Narrative (30 Minutes)**

- Imagine that all of your policy recommendations have been adopted exactly as you stated them above. What would the world look like? Divide into three groups and briefly narrate how the system looks and feels to each of the stakeholders identified in the United We Learn report.

### Family and Community Stakeholders

Profile	How does the new accountability system <u>look</u> and <u>feel</u> to me?
Accuracy Seeking Alan/Stone-Walled Steven	
Distrustful Donna	
Frustrated Fred	
Whole Human Holly	
Concerned Cora	
Adriana the Advocate	
Connected and Concerned Contessa	
Trust-Building Terrence	
Edna the Employer	
Clarity-Seeking Claire	

### Student and Teacher Stakeholders

Profile	How does the new accountability system <u>look</u> and <u>feel</u> to me?
Whole Hannah	
Anxious Aisha	
Owning it Owen	
On-Track Mack	
Hands-On Harry	
Collaborative Carla	
Community-Based Carmen	
Growth-Oriented Georgia	

### School and District Leader Stakeholders

Profile	How does the new accountability system <u>look</u> and <u>feel</u> to me?
Relationship Ray	
On-the-Radar Richard	
Board Member Brad	
Needs-a-New-Path Nelly	
Standardized Testing Steve	

### Virtual Directions

*Provide a step-by-step walkthrough of the process for this module if teams are facilitating a virtual design session. Provide suggestions for virtual facilitation methods. Templates, virtual tools, links to workspaces, and scripts may be included in this section.*

Same as in-person.

### Example Process & Product

*Provide a sample to guide teams in the creation of their intended process and product for the module; include photos or links to a document if helpful*

The following is an example of a prototype reflection.

### Prototype Supports

What elements of the system support prototype adoption?	Where does the element live in the statutes or regulations?	How can this existing policy be strengthened?	What are the unintended consequences of changing this policy area?
Data reporting in the School Report Card	SRC is a federal requirement under the ESEA.	SRC data files can be made more predominantly available on the SRC website.	Making SRC data files more easily accessible may lead to misinterpretation of the data out of context.

Prototype Challenges			
What elements of the system challenge prototype adoption?	Where does the element live in the statutes or regulations?	How can this policy be changed to support prototype adoption?	What are the unintended consequences of changing this policy area?
Accountability Indicator Weights	ESEA and SB1	Accountability weights could be shifted to decrease the weight of test scores.	A decreased weighting of test scores would lead to an increase weight of non-testing indicators. Not all districts may be equipped to support a rapid shift to non-testing indicators. This could result in lower accountability scores for traditionally higher scoring schools and districts.
<p align="center"><b>Gut Check &amp; Reflection</b></p> <p align="center"><i>Prompt teams to evaluate their product based on the module objectives, the habits, and their work from previous modules</i></p>			
<ul style="list-style-type: none"> <li>• If the state implemented our policy recommendation exactly as we wrote it, how would it impact our user experience?</li> <li>• Does the shift created by our recommendation align with our values and the values of our stakeholders?</li> <li>• Can I communicate about this shift to my community with confidence?</li> </ul>			
<p align="center"><b>Resources &amp; Links</b></p> <p align="center"><i>Provide links to supporting tools, strategy resources, templates, etc to support the module</i></p>			
<p align="center"><b>Next Steps</b></p> <p align="center"><i>Provide a direct link to the next module</i></p>			

Activity 5: Elevating the Local Accountability Prototype

The next module in the design sequence is \_\_\_\_\_ (link with module name). Your team will use \_\_\_\_\_ (product from this module) to \_\_\_\_\_ (connection to next module.)

Example - The next module in the design sequence is [Module G](#). Your team will use the idea selected in this module to develop a prototype using storyboards.

[Module List DRAFT](#)