



Connecting Silos

A Theory of Action in a Complex System

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Factors That May Affect Accessible Reading Assessment

- **Big picture, small details**





Read Aloud Accommodation

Two State presentations show Read Aloud Accommodation decision is:

- **Important**
- **Challenging**





What about Other Paths and Other Decisions?

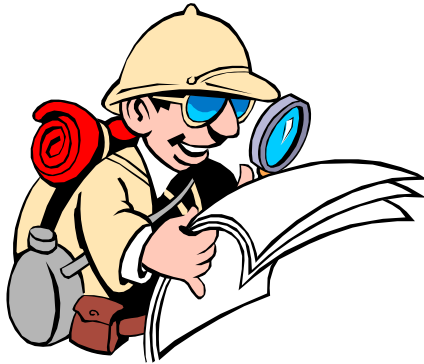
- Other reading problems?
- Other assessment solutions?



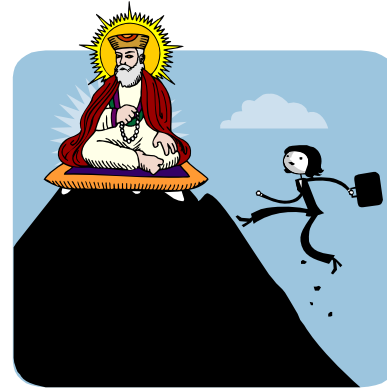


Seeking Knowledge

Study

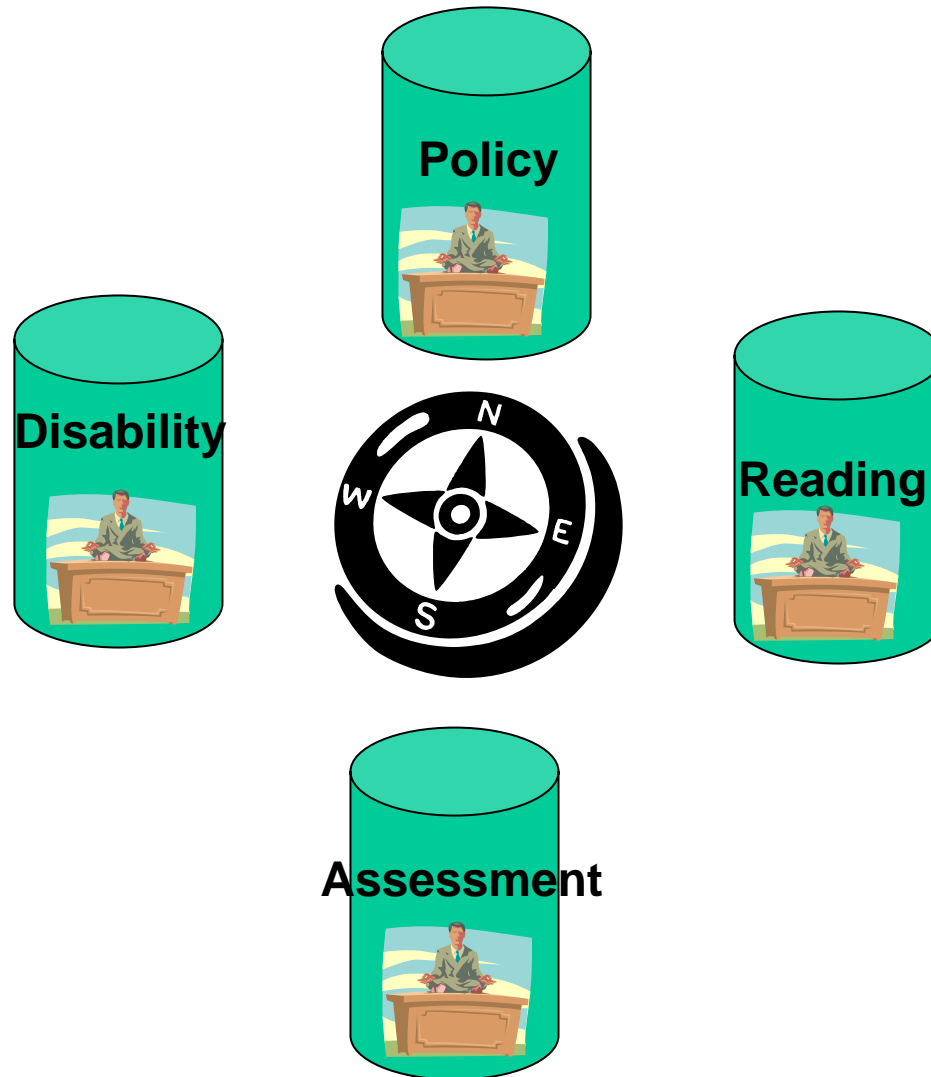


Consult





Found Four Silos



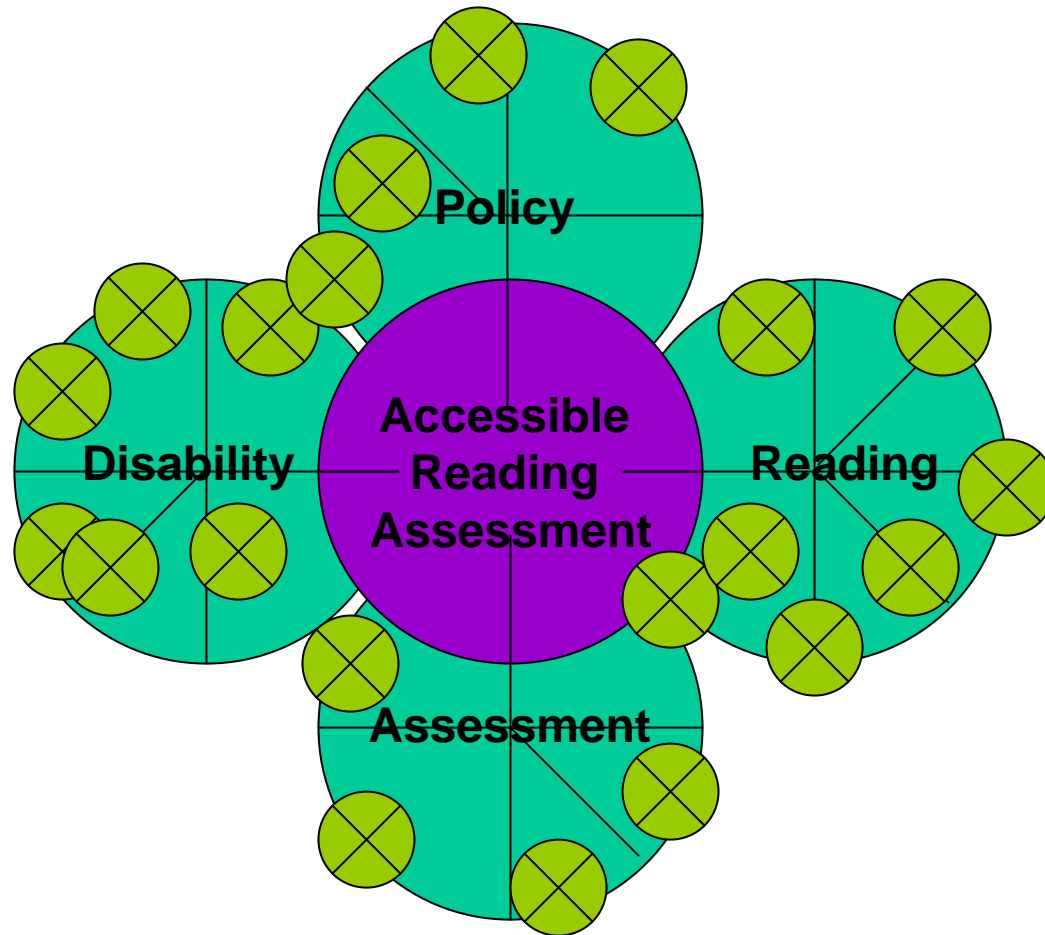


An Idealized Relationship



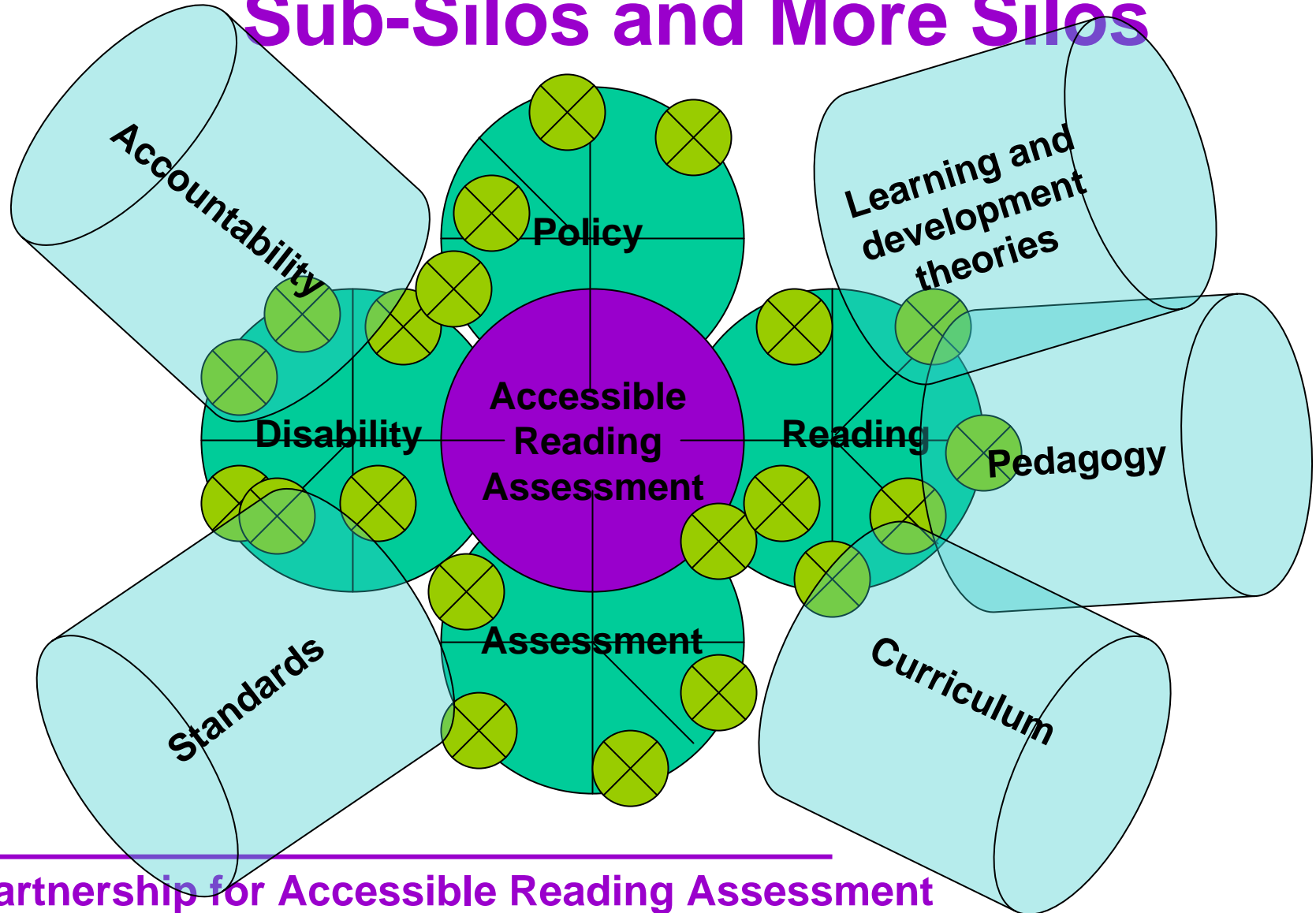


Complicated By Divisions and Sub-Silos



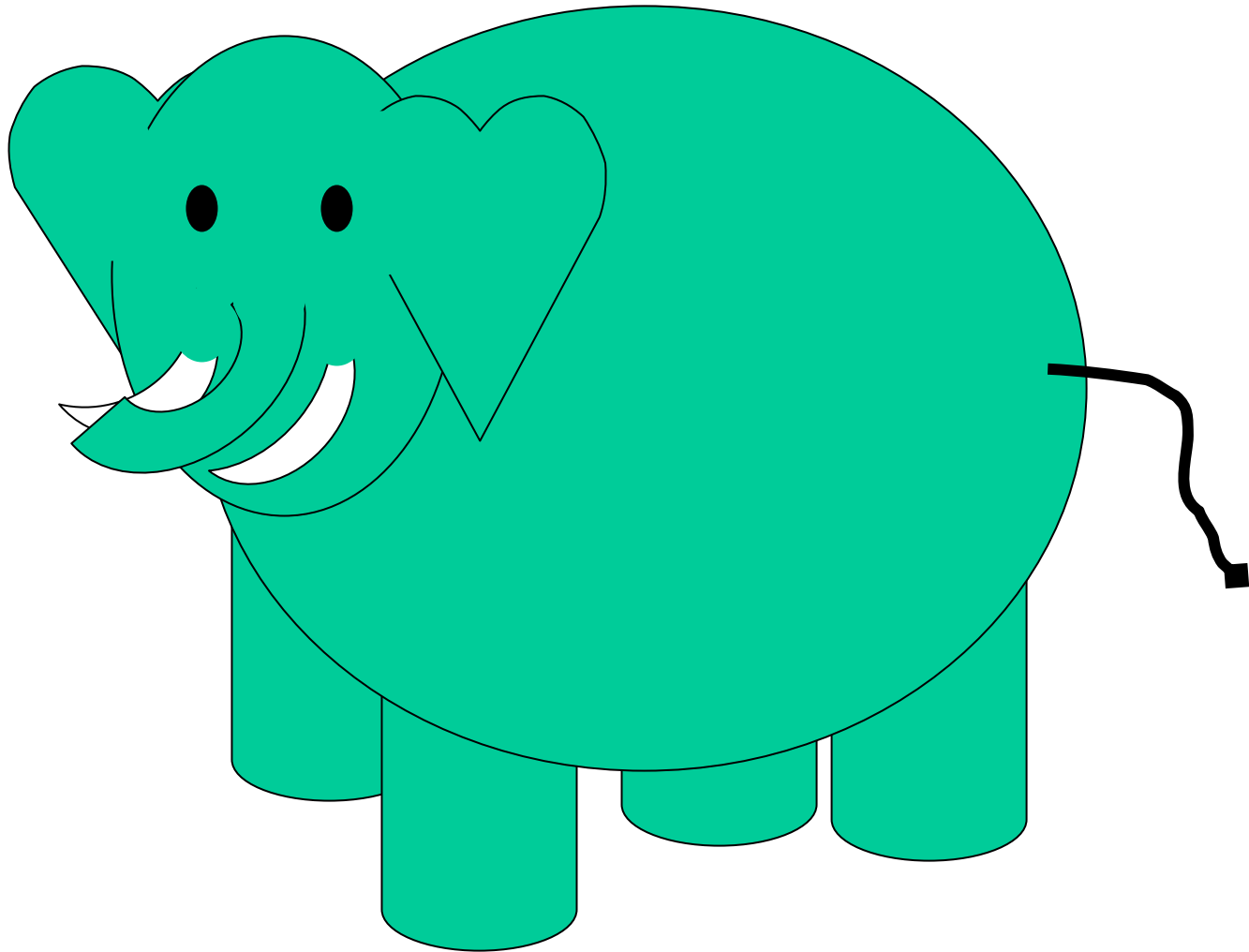


Complicated By Divisions, Sub-Silos and More Silos





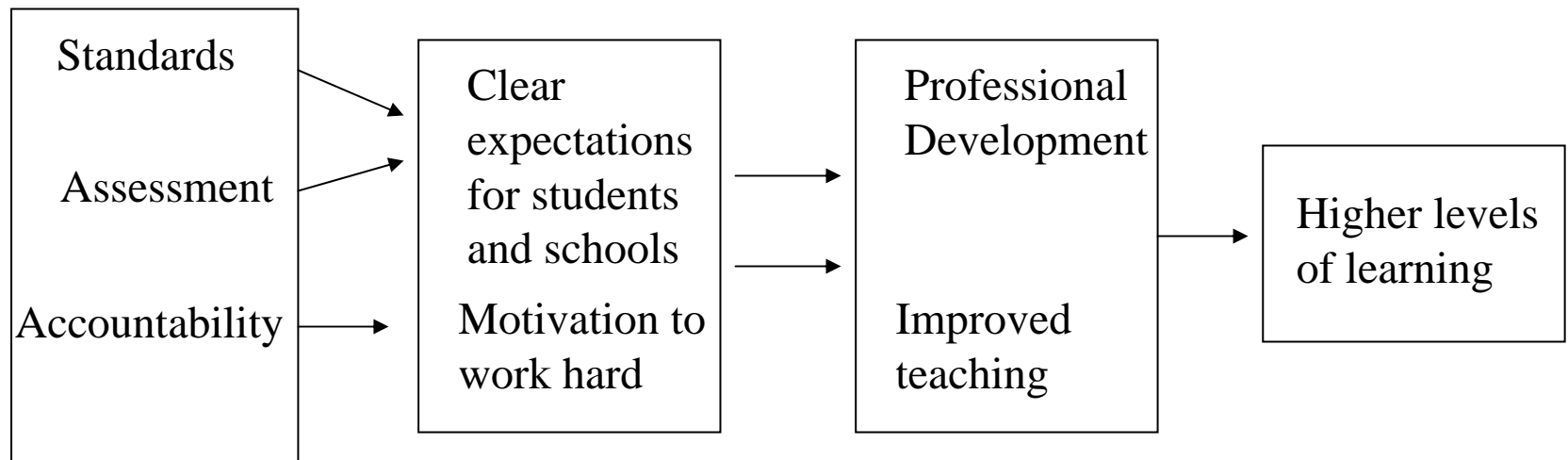
Brings to mind the six blind men of Indostan





A Theory of Action Gives Context

Elmore and Rothman's 1999 Expanded Model of a TOA





NCEO's TOA Regarding Assessment and Accountability for Students With Disabilities (2001)

Inclusive Accountability Challenges

Components of Inclusive Accountability System

ONE SYSTEM FOR ALL STUDENTS
Content Standards
Performance Standards
Curriculum and Instruction
Multiple Measures of Progress, Including Large-Scale Assessments and Alternates
(Assessment system)
Reporting and Improvement Plans
Consequences and Stakes

- Linking content standards and IEP objectives/student needs, expanded standards, parallel standards, other
- Developing extended performance standards describing real world indicators, "Partially Proficient" measures, or other approaches
- Accommodations and alternates: One assessment system, all students
- Measurement and reporting issues: system vs. individual
- All staff accountable for ALL students – Improvement planning based on data, training issues
- High stakes issues: District, school, individual
- Training and staff development:
- Administrators, general education and special education staff, parents, community members

Possible Consequences

Intended (positive)

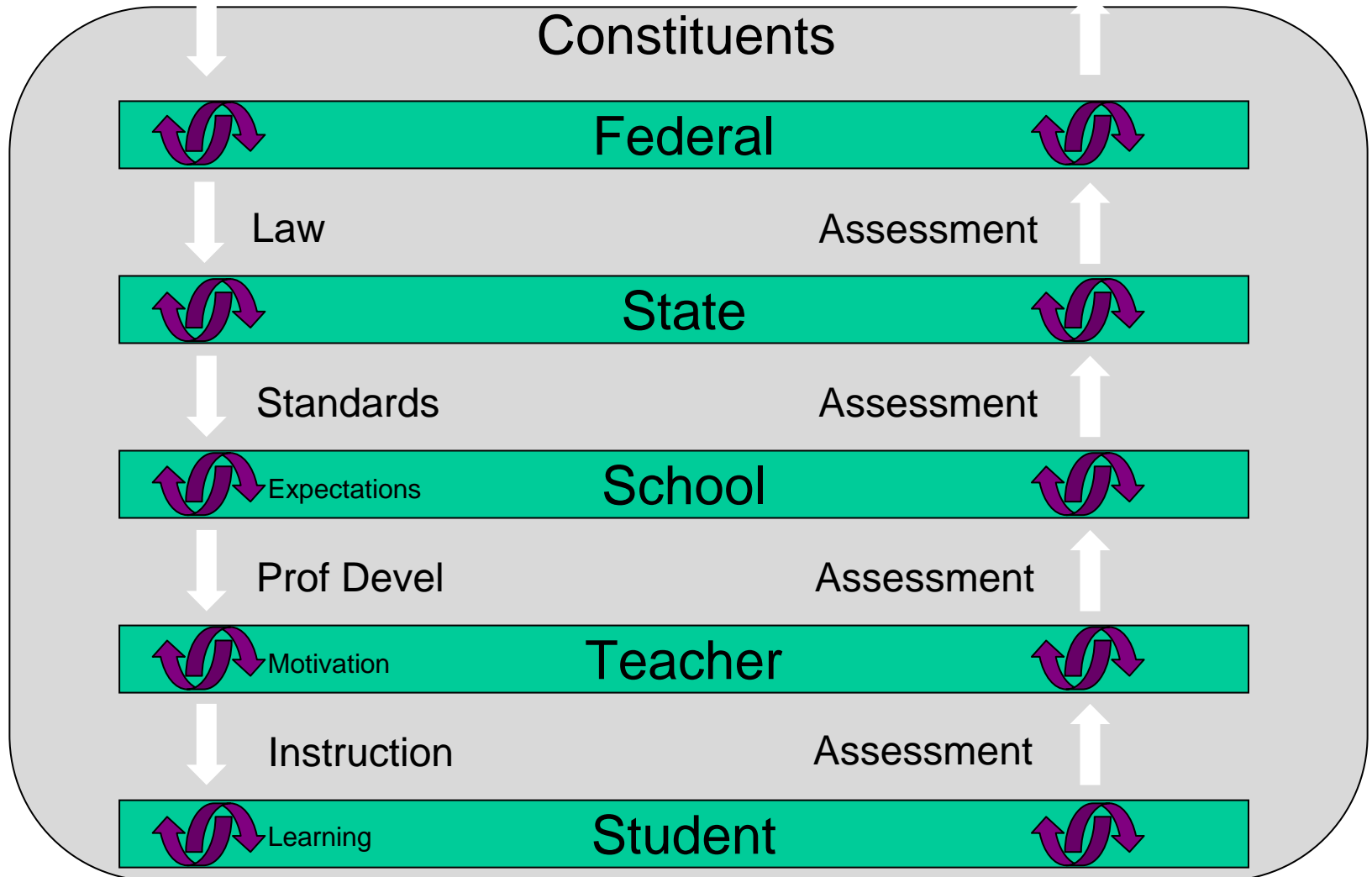
- Higher levels of learning and achievement against common standards
- Access to general education curriculum
- Opportunity to learn, Mastery of grade level material
- Meaningful diplomas
- Accountable System AND Students

Unintended (negative)

- Lowered expectations on IEP objectives to ensure mastery
- Misinterpretation of achievement results
- Higher rates of dropout, retention, absenteeism, lower graduation rates
- Teacher burnout
- Cheating on tests
- High rates of exemption/exclusion – "disappearing students"

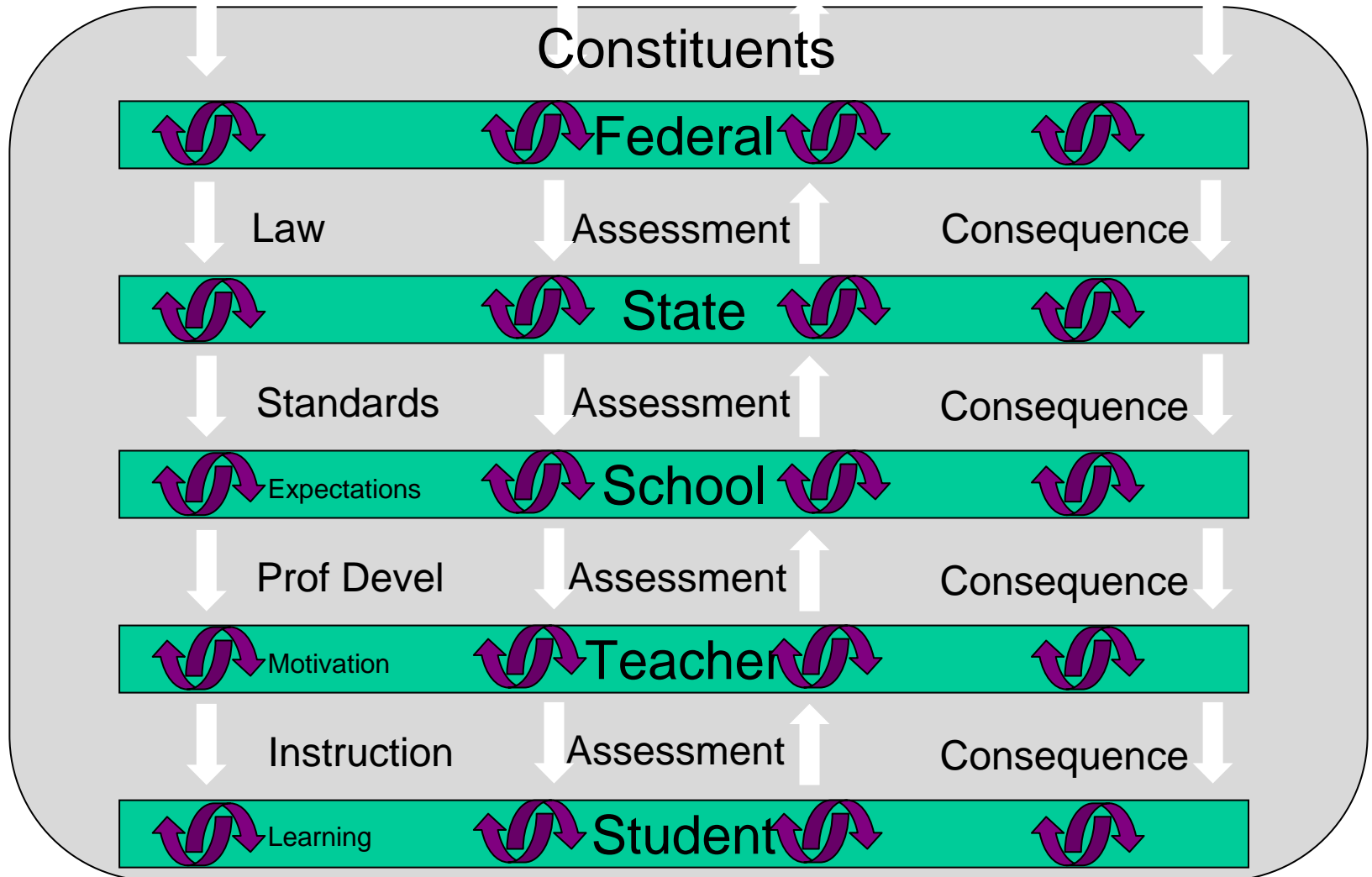


A Simple TOA in a Complex System



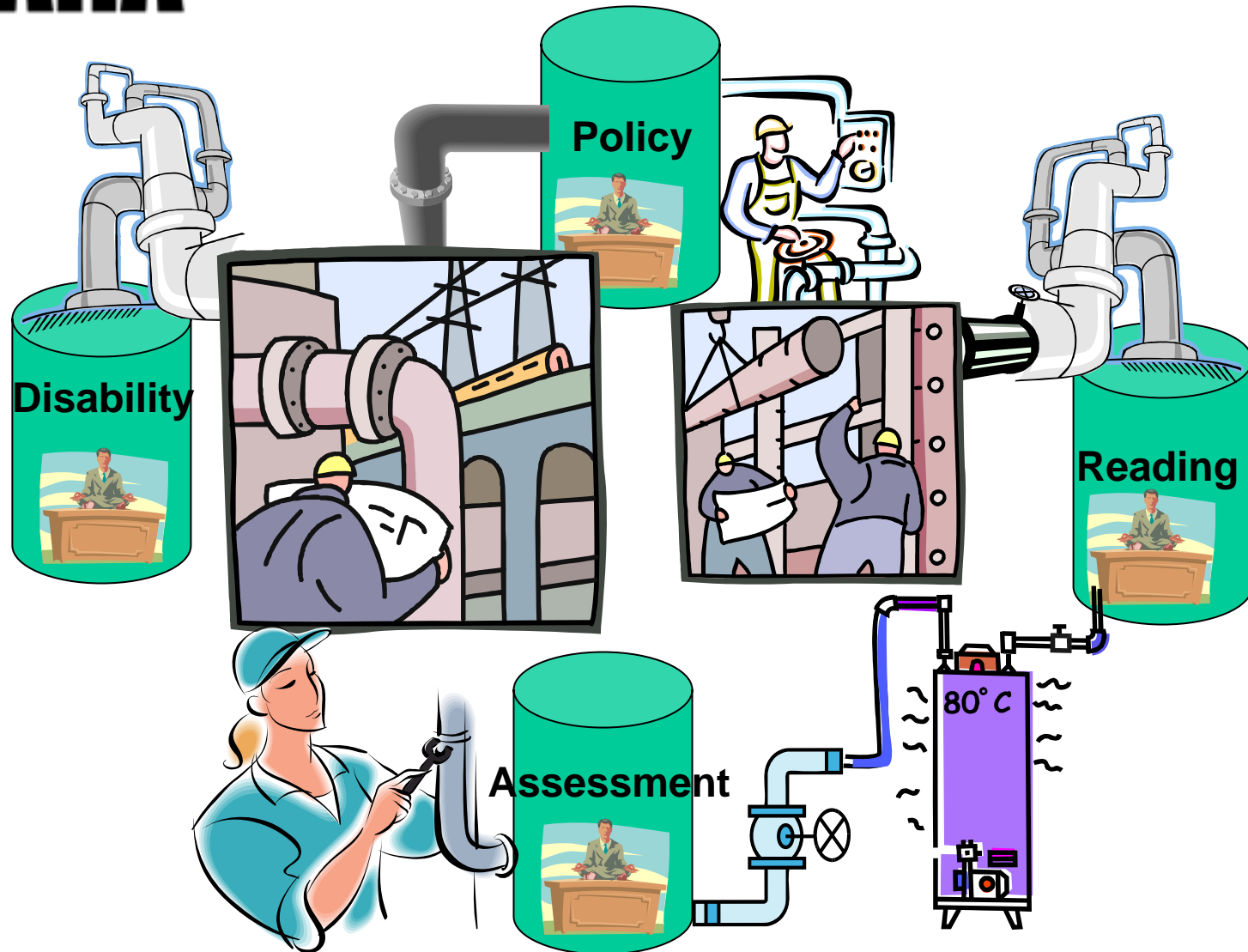


A More Complex TOA





Complex Connections



Partnership for Accessible Reading Assessment



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