

Archived Information

On the horizon: State Accountability Systems

U.S. Department of Education
Office of Elementary and Secondary Education

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No Child
LEFT BEHIND

Accountability Raises Standards Raises Hope

"Accountability is an exercise in hope. When we raise academic standards, children raise their academic sights. When children are regularly tested, teachers know where and how to improve. When scores are known to parents, parents are empowered to push for change. When accountability for our schools is real, the results for our children are real."

- President George W. Bush



President George W. Bush signs the *No Child Left Behind Act* into law on January 8, 2002.



The Need for Accountability

- ◆ A significant achievement gap exists between disadvantaged students and their more affluent peers, despite billions in Federal spending since 1965.
- ◆ 60% of poor fourth-graders do not read at a basic level compared to....
- ◆ In a recent Gallup poll, 75% were not aware of the achievement gap.

Accountability Systems Change Performance

In states with stronger accountability...

- ◆ Overall NAEP math gains were higher
- ◆ Math scores of minority students rose more than those of white students
- ◆ Dropout rates did not rise faster than in low accountability states

(Carnoy and Loeb, in press)



Accountability so far...

- ◆ Good!
- ◆ BAD
- ◆ indifferent

Accountability: The Good

Every state has some system for holding, at least, districts accountable.

Every state has a means for identifying schools that need to improve.

Almost every system is based primarily on student achievement.



Accountability: The Bad

Systems that exclude schools from accountability.

Systems that have different (yes, lower) criteria for some schools.

Systems that are invisible.

Accountability: The Indifferent

Systems that fit the definition of accountability but not the intent.

Systems that have no power to change instruction and do not expect to.

Systems that expect progress at a snail's pace.



Unique Features of NCLB Accountability

- ✓ All schools and students through subgroup accountability
- ✓ Close look at reading and mathematics
- ✓ Annual decisions and reporting
- ✓ Expectations for continuous and substantial progress
- ✓ Support provided for instructional improvement

Annual reporting to support decisions about school quality



- ✓ Achievement
- ✓ Assessment rates
- ✓ Graduation rate
- ✓ AYP decisions
- ✓ School Improvement
- ✓ Teacher quality

“Adequate Yearly Progress” (AYP)

- ◆ **Student achievement is judged relative to annual measurable objectives to determine if the school or LEA made AYP.**
- ◆ **The school and each subgroup of students must:**
 - ◆ **Meet the annual objective, OR**
 - ◆ **Decrease the percent of students who are not proficient by 10% and make progress on another indicator.**
- ◆ **Method for calculating AYP ensures that schools and districts are focused on the accountability goal – all students proficient.**

AYP Components

◆ Test Performance

- % Proficient – Reading/Language Arts
- % Proficient – Mathematics

◆ Test Participation

- Reading/Language Arts
- Mathematics

◆ Other Indicator(s)

- Graduation Rate
- Other

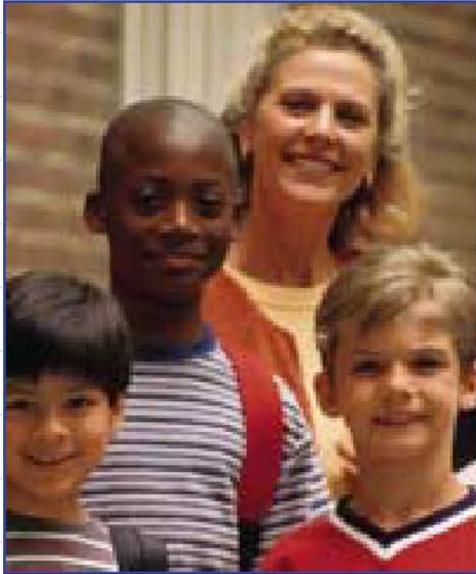
School/District Performance

- ◆ **Did All Students Reach Annual Target?**
- ◆ **Did All Racial/Ethnic Groups Reach Target?**
- ◆ **Did Economically Disadvantaged Reach Target?**
- ◆ **Did Students with Disabilities Reach?**
- ◆ **Did Students with Limited English Proficiency Reach?**

What if a school fails to make AYP?

- ◆ For the first time, parents, voters and taxpayers will know when schools aren't getting the job done.
- ◆ Failing schools will receive extra help.
- ◆ Students in chronically failing schools will have escape routes.
- ◆ Schools that continue to fail after receiving extra help may be reformed by the state.





These historic reforms will improve our public schools by creating an environment where every child can learn through real accountability, unprecedented flexibility for states and school districts, greater local control, more options for parents, and more funding for what works.

-President George W. Bush