



Accountability: Why Bother?

Please discuss, with someone near you, why we should bother with school accountability from the perspective of: Parents, educators, policymakers, public/taxpayers, and business leaders.

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State Level School Accountability

State accountability systems serve as a signal of school performance to insight people to look further into the data for policy and enrollment decisions.

- For **educators**, a state level school accountability rating, such as A-F, can provide external validation to local- and school-level determinations about student performance. They differentiate effectiveness of schools, districts and providers in helping students achieve long-term success and can help **administrators** determine the allocation of local resources, staffing and professional development needs.
- **Policymakers** can use the results to best allocate state resources, develop state policy and measure the critical need for economic and workforce readiness.
- **Business leaders** can also use school accountability results to determine the supply of workforce to meet their hiring needs and the location to best fit their economic development strategies.
- **Taxpayers** can use a strong accountability system to hold policymakers and administrators accountable for efficient use of public resources.
- And, finally, **parents** need state school accountability information to make informed choices for their children's education and to decide where to enroll their child, how to engage with the school and what support their child might need outside of school.



Accountability itself does not improve student outcomes, but the data it produces should inspire action that will improve student outcomes.

Advantages of Transparent School Accountability



Experience in Florida and 15 other states have positively impacted students who are better prepared for success in school, careers and life.

1. Ensures Schools Are Striving for Excellence, Not Settling for Complacency

A-F school grading creates a system-wide focus on school effectiveness because administrators, educators and parents understand A-F grades.

2. Increases Media and Public Attention

Transparency in evaluating schools attracts more attention. This attention brings more investments in time and energy from families, teachers, administrators, policymakers and all community leaders to support and improve schools.

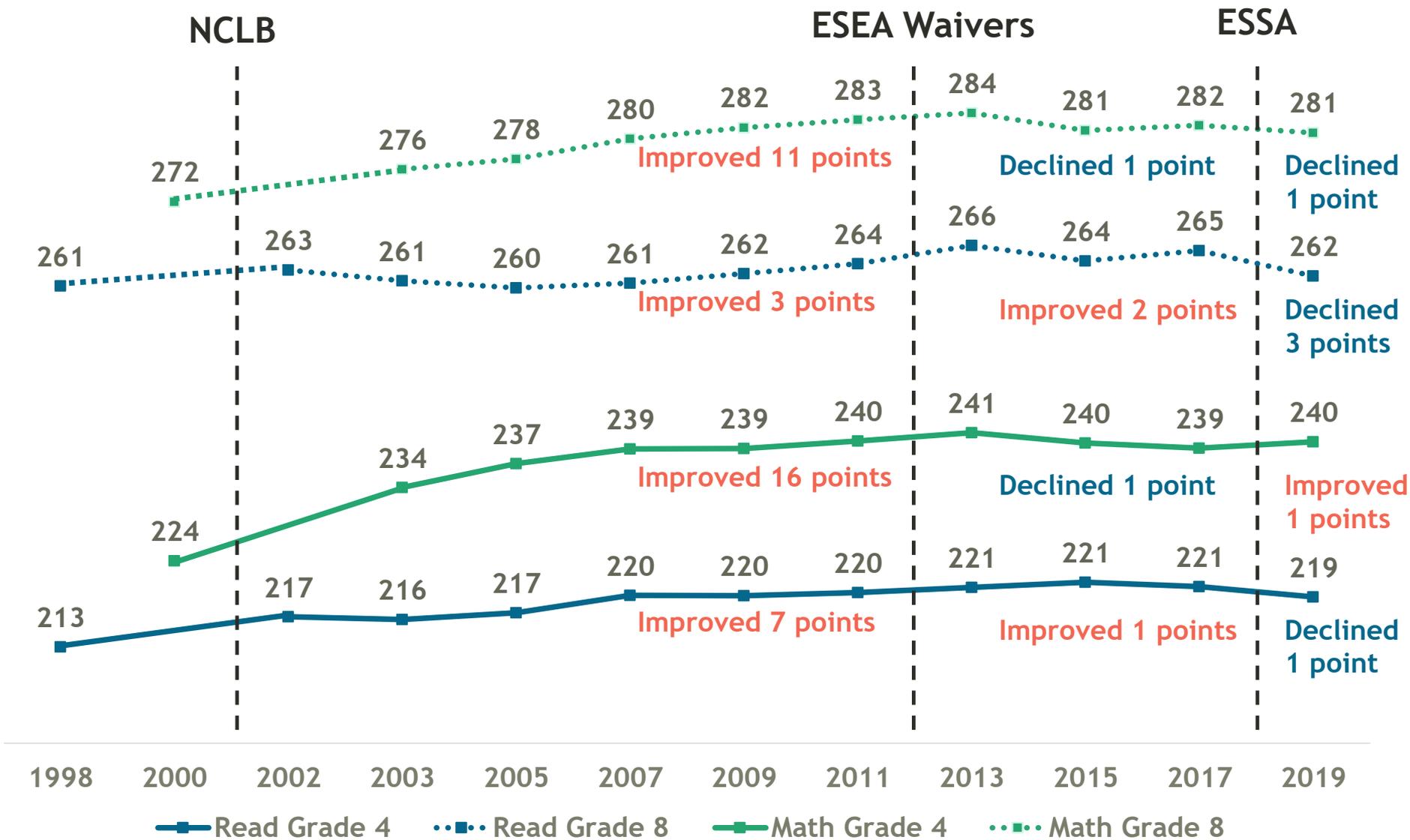
3. Community Support Emerges from Transparent, Simple Grading

The low performing schools are easily identified and communities rally around them. A-F states can share numerous stories of communities coming together to improve schools to raise student achievement.

4. Parents Are Empowered to Make Better Choices for Their Children

Easy-to-understand school grades are crucial for promoting transparency and helping parents choose the best school for their child. In a national poll, 84 percent of parents supported assigning schools a letter grade based on how well they educate their students.

2019 NAEP



Why We Bother with Accountability



Holding schools accountable for their results is relatively new in education policy.

- Prior to No Child Left Behind, schools were primarily accountable for processes, resources, and inputs, but that did not ensure equitable outcomes for all students and created more regulation and red-tape.
- Rather than focusing on class size, teacher's degrees, number of computers in the building, there was a shift to giving back local control in exchange for expectations on student outcomes.
- Stay the course on standards and accountability, the nation made progress in the early days helping every student when we focused on student learning outcomes - need to refocus with a back to basic approach.
- State accountability systems serve as a signal of school performance to insight people to look further into the data for making policy and enrollment decisions



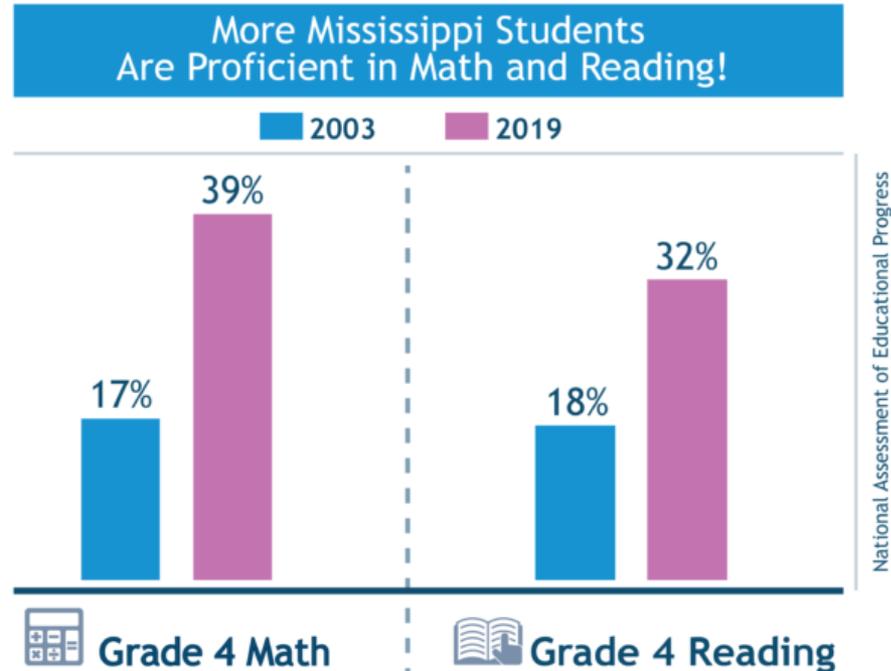
- **Standards:** All states have adopted college and career ready standards.
- **Proficiency expectations:** Most states 43 and DC, have adopted student proficiency expectations aligned with the National Assessment for Educational Progress.
- **Minimum N:** All states plan to use a minimum student N-size of 30 or less; 39 states and DC plan to use 20 or less, accounting for most students.
- **Summative ratings:** In 44 states and DC, schools will earn a summative rating; in 14 of those states, schools will earn an A-F letter grade.
- **Reporting:** More information reported, but still not user friendly and easy to find.
- **Less focus on student outcomes:** In 29 states, student outcomes account for 80 percent or more of an elementary school's rating; in 19 states, it's 90 percent or above.
- **Multiple systems:** Several states are using a different state and federal accountability system and reporting multiple ratings.

Bright Spots: Mississippi



Rigorous standards, assessments and transparent A-F school accountability positively impacted student performance in Florida, Mississippi and Utah.

FACT:
The percentage of Mississippi 4th graders proficient in math has **doubled** since 2003.



Mississippi ranks **FIRST** in the nation for 4th grade improvements in reading and math on the National Assessment for Educational Progress (NAEP). In 2019, Mississippi 4th graders ranked 29th in Reading and 23rd in Math - up from 48th and 49th, respectively, in 2003!

Bright Spots: Utah



Rigorous standards, assessments and transparent A-F school accountability positively impacted student performance in Florida, Mississippi and Utah.

| Utah NAEP State Rankings | 2003 Rank | 2019 Rank | Rank <u>improved</u> from 2003 to 2019 |
|--------------------------|------------------|------------------|----------------------------------------|
| Grade 4 Read | 25 th | 4 th | 21 places |
| Grade 4 Math | 31 st | 10 th | 21 places |
| Grade 8 Read | 28 th | 6 th | 22 places |
| Grade 8 Math | 23 rd | 18 th | 5 places |

In 2019, with Utah on the path of thoughtful education reform, the Beehive state ranked as the 4th and 6th highest performing state for reading in grades 4 and 8 respectively! In Math, Utah ranks 10th and 18th in grades 4 and 8 respectively.

Since implementing A-F School Grades in 2012-13, Utah has outpaced the National Public improvement on 2019 NAEP.

- In Grade 4 Reading Utah outpaced the National Public by 5.3 points.
- In Grade 4 Math Utah outpaced the National Public by 1.4 points.
- In Grade 8 Reading Utah lagged the National Public by 1.9 points.
- In Grade 8 Math Utah outpaced the National Public by 3.4 points.