



Accountability, Assessment, and Priorities: Education Trends and Observations

**Presentation
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- **In a climate where it is becoming increasingly tempting for state officials to manipulate standards and testing rules to artificially mimic better results, it is increasingly essential that parents, educators and others who care about education quality ensure that such negligent trickery not be tolerated.**

- **“Learning is not a zero sum game.”**
 - Katy Haycock, Education Trust**

William Sanders, the inventor of value-added assessment:

"Of all the factors we study -- class size, ethnicity, location, poverty -- they all pale to triviality in the face of teacher effectiveness."

(Remarks to the Nashville School Board in 2001)

Russ Spicer, Headmaster of Liberty Common School (CO), stressed that “any performance evaluation and salary system must be based on a high level of trust that the employer is acting in a consistent, fair, non-random, non-arbitrary manner.”

“We want our teachers to know that we reward sustained excellent performance. The better they perform, the more compensation they will receive. Sounds logical, doesn’t it?”

A key factor is that teachers at Delta College Preparatory School (like teachers at many other charter schools) are employed on an “at will” basis rather than according to a contract.

“They are here because they choose to be here,” noted Scott Shirey, School Director, “and they can be let go if not performing, or they can be rewarded if they are performing. This is closer to the way the business world operates. We are bringing that principle to the education world.”

- **Strict salary schedules play a much smaller role in charter and private schools in determining teachers' base pay. Many charter and private schools do not use a schedule at all, and even those that do tend to use it as a starting point rather than the sole determinant of teachers' pay.**
- **“Charter and private schools are more likely than district schools to tie some portion of teachers' pay to performance, and a significant number also use higher pay to fill hard-to-staff positions.**
- **“Charter and private schools also make much greater use of non-financial rewards than district schools to draw and keep their best teachers.”**

-- from "Teacher Compensation in Charter and Private Schools: Snapshots and Lessons for District Public Schools," by Julie Kowal, Emily Ayscue Hassel, and Bryan C. Hassel, Center for American Progress, February 2007

Secretary Margaret Spellings on the Teacher Advancement Program (TAP):

"TAP lets teachers move up a career ladder while staying in their classrooms. Each year, teachers have the opportunity to improve their skills and take on more responsibilities. The program also rewards teachers who make a real difference in the classroom by improving student performance. When we treat teachers better, students perform better."

**"The Future of Teacher Compensation:
Deja Vu or Something New?"**

Joan Baratz-Snowden, Center for American Progress, 2007

"How reformers frame pay-for-performance proposals is as critical to their success, if not more so, than the particular features of the plans. Approaches that are punitive in nature, or developed primarily as a management tool without regard to developing greater capacity of the system to help teachers succeed with students, are unlikely to achieve their goals and will likely be met with considerable resistance from teachers. Recent debacles in Florida and Houston are examples of such approaches to teacher compensation change.

English Learners Benefit Greatly from NCLB

- **“Prior to NCLB, little to no accountability for the learning of ELL students existed” – National Council of La Raza**
- **Relaxing accountability rules for English learners would lay a dangerous foundation for a new, federally-sponsored segregation system.**

***“Transitional” in Name Alone?
English Learner Average Annual Reclassification Rates,
2002-2004***

Arizona	6.0%	Nevada	3.4%
California	8.0	Texas	10.5
Illinois	8.5	Washington	6.6

Source: U.S. Department of Education, Biennial Evaluation Report to Congress on the Implementation of Title III, 2005

California English Language Learners Reclassified to R-FEP

	% of Students Redesignated FEP 2006-07	2005-06	2004-05	2003-04
CALIFORNIA STATEWIDE	9.2	9.6	9	8.3
LOS ANGELES UNIFIED	13.4	9.5	7.7	4.2
ALVORD UNIFIED	3.3	1	2	1.9
LONG BEACH UNIFIED	12.1	15.2	18	16.9
GLENDALE UNIFIED	20.6	19.7	21.8	23.6

Source: California Department of Education, Dataquest

“Students often do not have access to the more rigorous, challenging, relevant courses unless they are considered fluent in English. There should be more of a correlation between the test scores and the reclassification rates.”

- California State Superintendent Jack O’Connell, 2005.

California English Language Learners Who Met CELDT Criterion for Possible Reclassification by Grade Span

Grade Span	2006-07
K-2	20.0 percent
3-5	27.3 percent
6-8	37.4 percent
9-12	34.3 percent
All Grades	29.1 percent

Source: California Department of Education

California English Language Learners In Top 2 Categories of English Proficiency on CELDT*

2001	25 percent
2002	34 percent
2003	43 percent
2004	47 percent
2005	47 percent
2006	32 percent

***California English Language Development Test – new cut scores approved in March, 2006**

Thank You!

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