

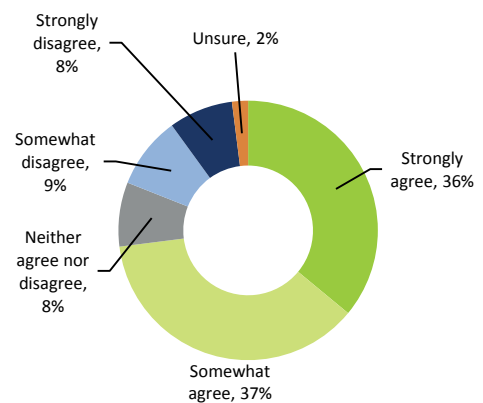
Teacher Perspectives on School Accountability

Between May 21 and May 29, 2015, Teach Plus polled teachers in the Teach Plus network on a series of questions concerning their perspectives on school accountability. This brief is based on the poll responses of **1,139** teachers who currently teach in traditional public schools or public charter schools.¹

ISSUE #1 What do teachers think about how subgroups of students should be included in accountability systems?

78 percent of teachers agree that: “When reporting on student academic achievement and growth, states should be required to report results of all student subgroups, including by race or ethnicity, students who qualify for free or reduced price lunches, and children who receive special education and English Language Learner services.”

73 percent of teachers agree that: “When schools do not demonstrate student academic growth over time for groups of students, including those differentiated by race or ethnicity, family income, special education and English Language Learner status, states should be required to take steps to improve educational opportunities for those students.”



ISSUE #2: What do teachers think about school accountability and supports?

Teachers were asked the degree to which they agree or disagree with a set of statements.²

67 percent of teachers agree that: “All students, regardless of their special education and English Language Learner status, race or ethnicity, or eligibility for free or reduced priced lunches, should be included in school accountability systems.”

92 percent of teachers agree that: “The federal government should provide extra resources and supports to schools identified by accountability systems as needing additional assistance.”

54 percent of teachers agree that: “One component of school accountability systems should be a measure of student academic growth over time as shown by standardized assessments.”

66 percent of teachers agree that: “When schools do not demonstrate student academic growth over time, states should be required to take steps to improve educational opportunities for those students.”

¹ In this sample of 1,139 public school teachers (both traditional and charter) 22 percent have 5 or fewer years of full-time teaching experience, 30 percent have 6 to 10 years, 30 percent have 11 to 19 years, and 18 percent have 20 or more years.

² Response options included “Strongly agree,” “Somewhat agree,” “Neither agree nor disagree,” “Somewhat disagree,” “Strongly disagree,” and “Unsure.” Aggregate results may not sum to 100 percent due to rounding.