

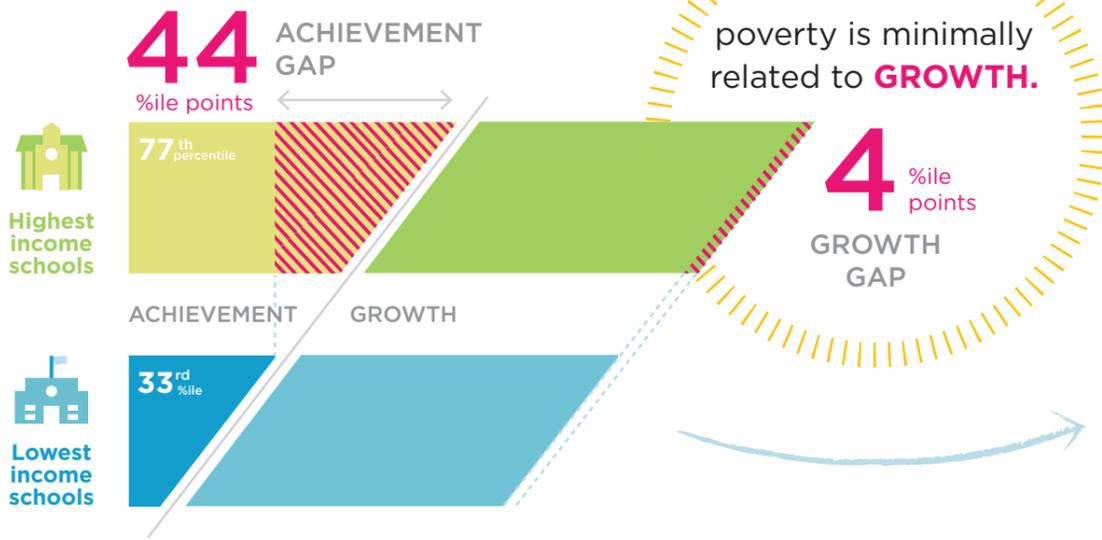
RETHINK

the relationship between poverty + school performance

School performance has traditionally been evaluated by measuring achievement.

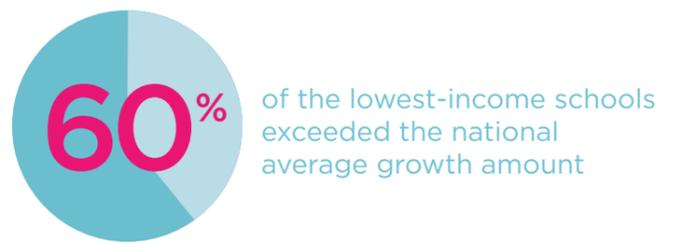
But a new study from the **Center for School and Student Progress** shows this approach can marginalize schools serving low-income populations.

While school **ACHIEVEMENT** is negatively influenced by poverty,



Low-income schools may have lower achievement than their wealthier counterparts, but they are still growing students at nearly the same rate.

In fact, over half of the **poorest schools** are exhibiting **above-average GROWTH**.



Under traditional evaluation structures, low income schools are penalized and criticized simply because of the population of kids they serve, even if they have exceptional growth.

REDEFINE

the way we evaluate school performance

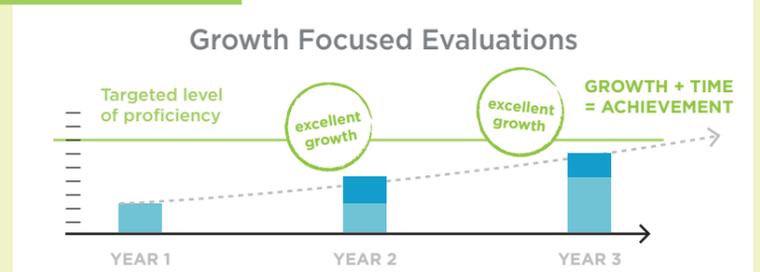
Assessing achievement alone will not tell the full story of school performance.

While student achievement is important, schools, particularly those in low-income areas, must be evaluated based on student growth. Growth-based evaluations provide a more accurate indication of school performance and reflects the work of educators without introducing bias.

TRADITIONAL



RECOMMENDED



REFRAME

the conversation in your area of influence

PARENTS
Advocate for measurements of achievement and growth in your child's school, and share the importance of both with your child.

EDUCATORS
Use insight from assessments combined with growth mindset techniques in the classroom to help students set meaningful and realistic goals.

SCHOOL ADMINISTRATORS
Select assessment tools that measure achievement and growth to ensure your teachers and students are on the right track.

POLICYMAKERS
Schools with low achievement scores but average or above-average growth should not be overhauled under ESSA, rather, they should be given time and support to create the desired level of achievement.