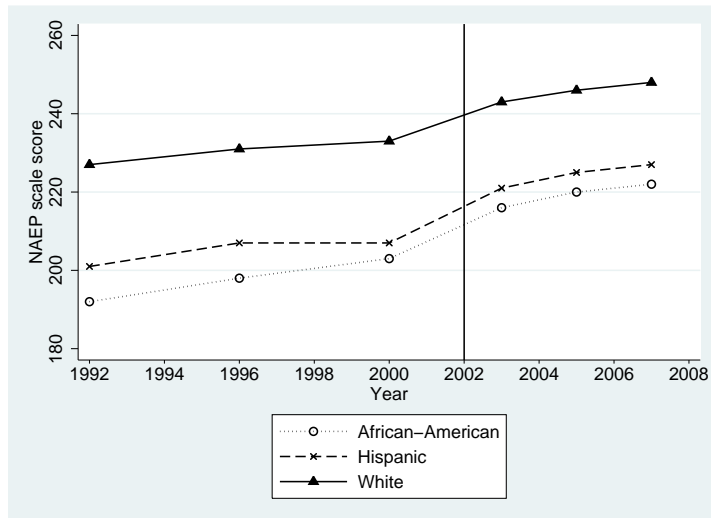
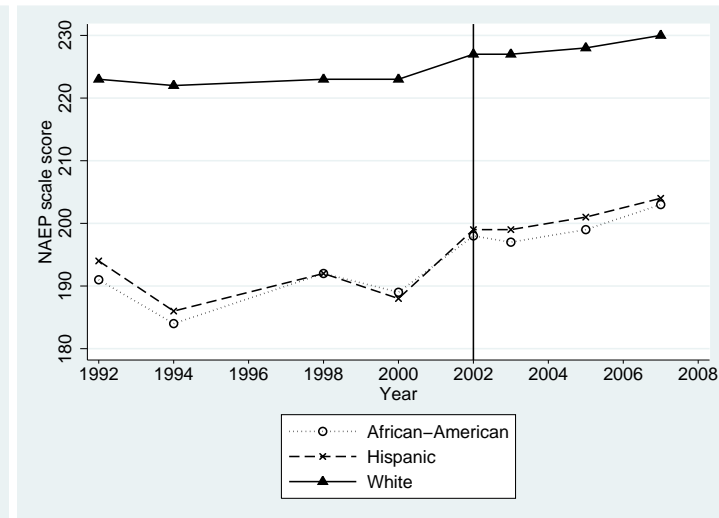


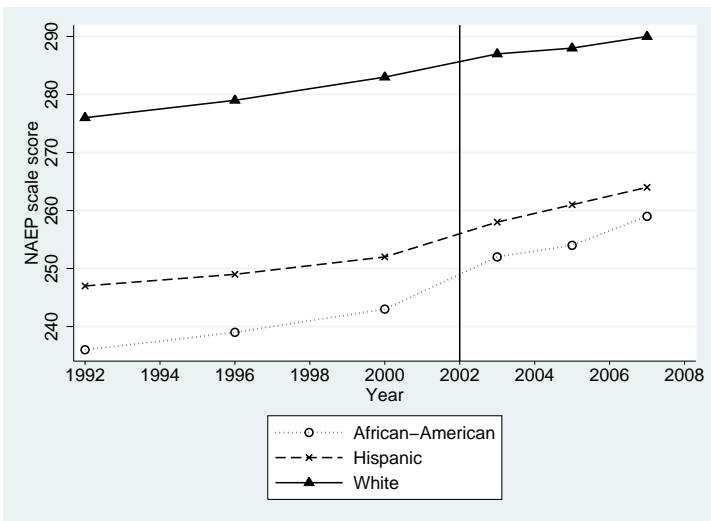
Figure 1: Mean scaled score on the main NAEP for all public schools



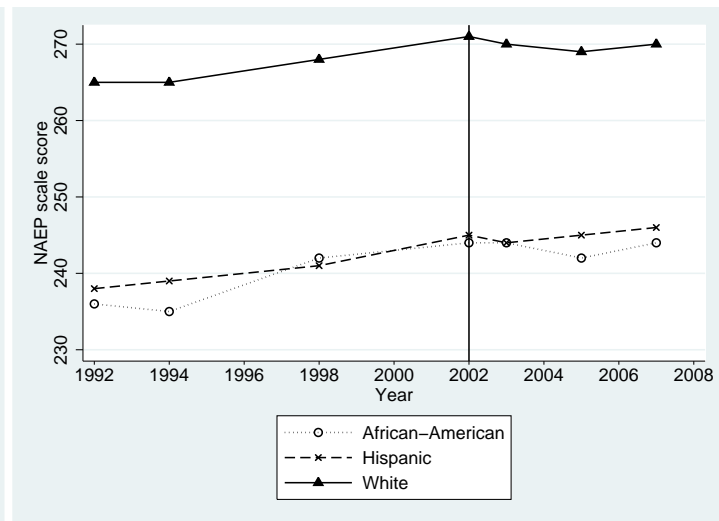
(a) Grade 4 mathematics



(b) Grade 4 reading

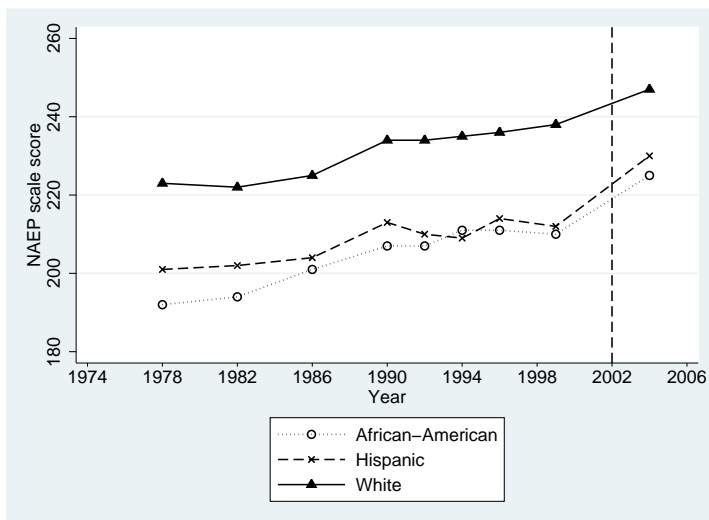


(c) Grade 8 mathematics

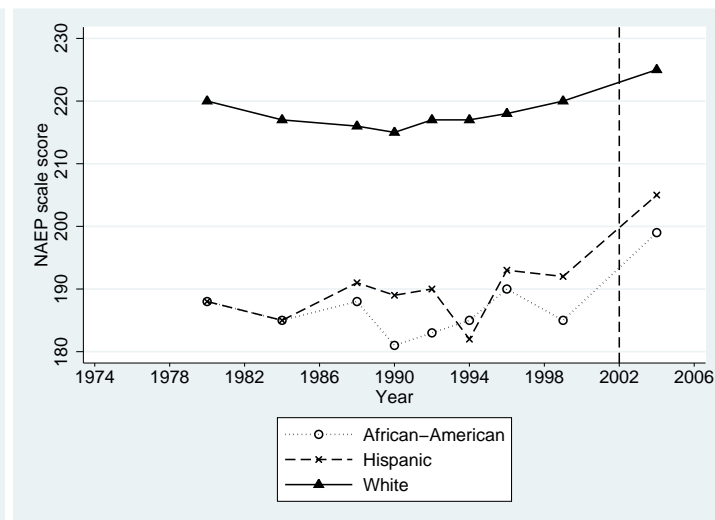


(d) Grade 8 reading

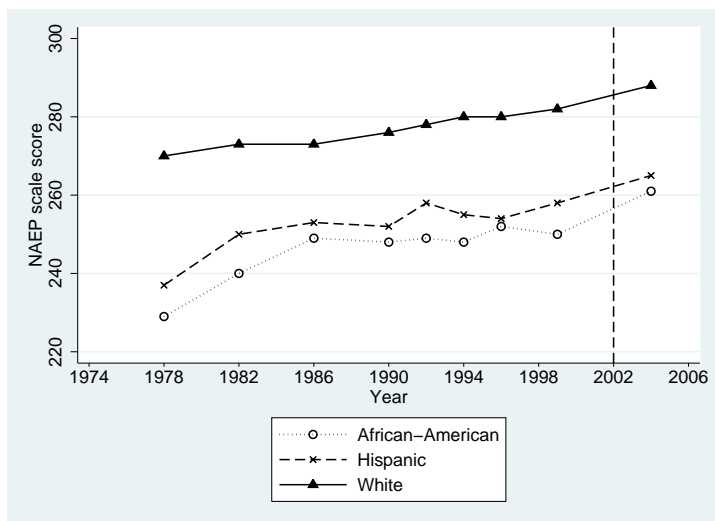
Figure 2: Mean scaled score on the Long-Term Trend NAEP for all public schools



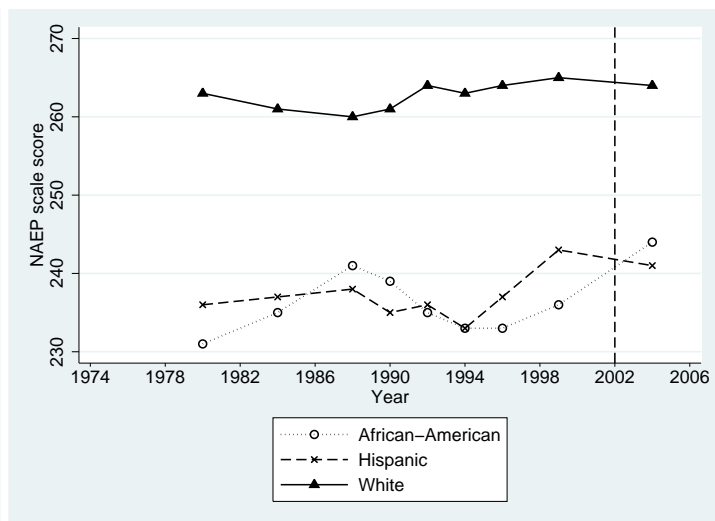
(a) Age 9 mathematics



(b) Age 9 reading

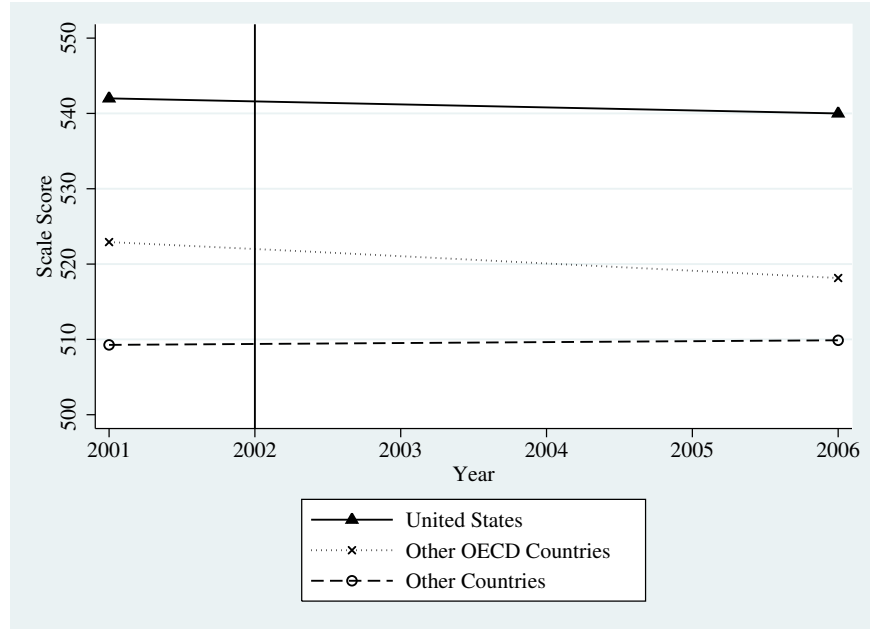


(c) Age 13 mathematics

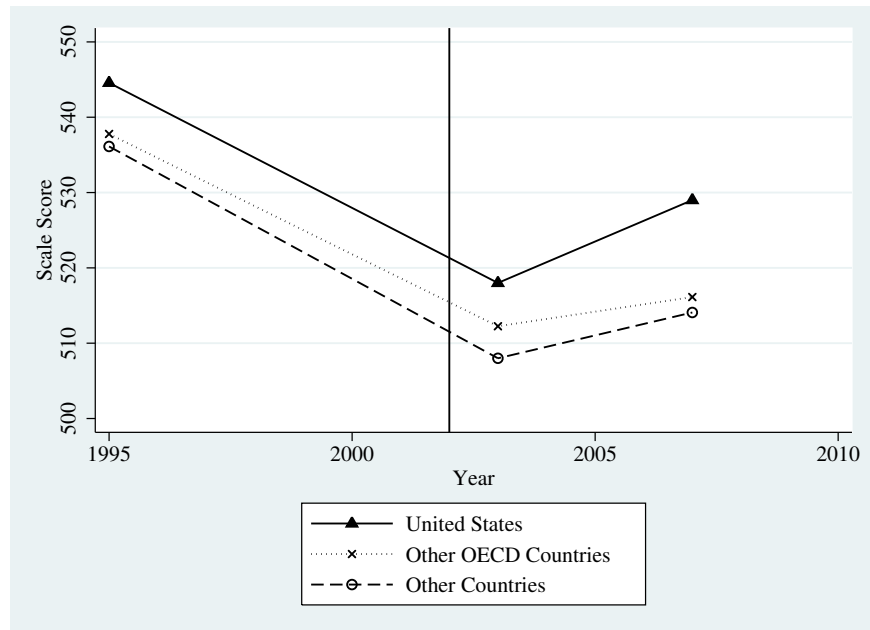


(d) Age 13 reading

Figure 3: Achievement Trends in United States and Other Countries



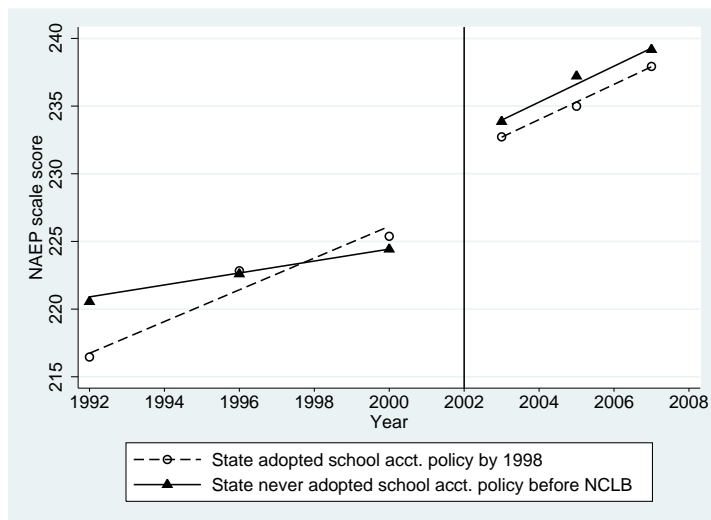
(a) Grade 4 mathematics, all countries (TIMSS)



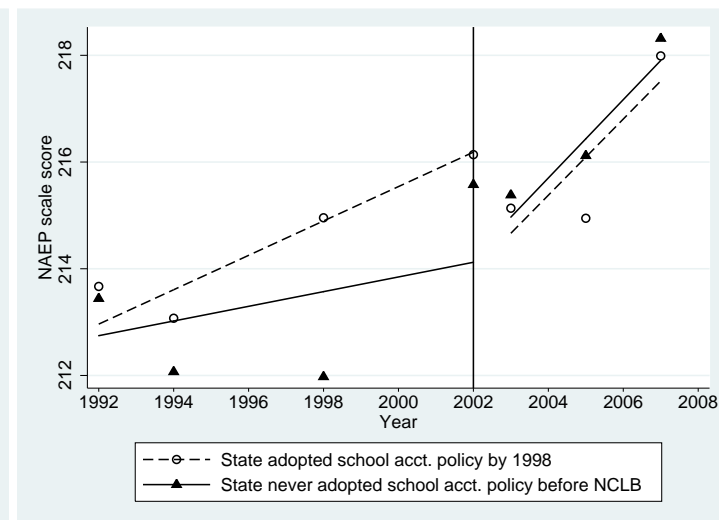
(b) Grade 4 reading, all countries (PIRLS)

Notes: For the TIMSS data, other countries include all countries that participated in all three TIMSS surveys: Australia, England, Hungary, Iran, Japan, Latvia, Netherlands, New Zealand, Norway, Scotland, Singapore, and Slovenia. The other OECD countries exclude Iran, Latvia, Singapore, and Slovenia, as well as the U.S. For the PIRLS data, other countries include all countries that participated in all both PIRLS surveys: Bulgaria, England, France, Germany, Hong Kong, Hungary, Iran, Israel, Italy, Kuwait, Latvia, Lithuania, Macedonia, Moldova, Morocco, Netherlands, New Zealand, Norway, Romania, Russia, Scotland, Singapore, Slovak Republic, Slovenia, and Sweden. The other OECD countries exclude Bulgaria, Hong Kong, Iran, Israel, Latvia, Lithuania, Macedonia, Moldova, Morocco, Romania, Russia, Singapore, and Slovenia, as well as the U.S.

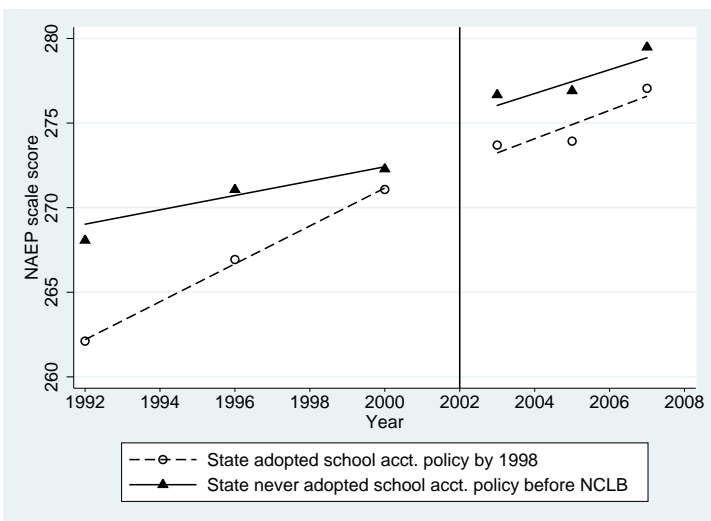
Figure 4: Trends in Achievement in the Main NAEP by Timing of Accountability



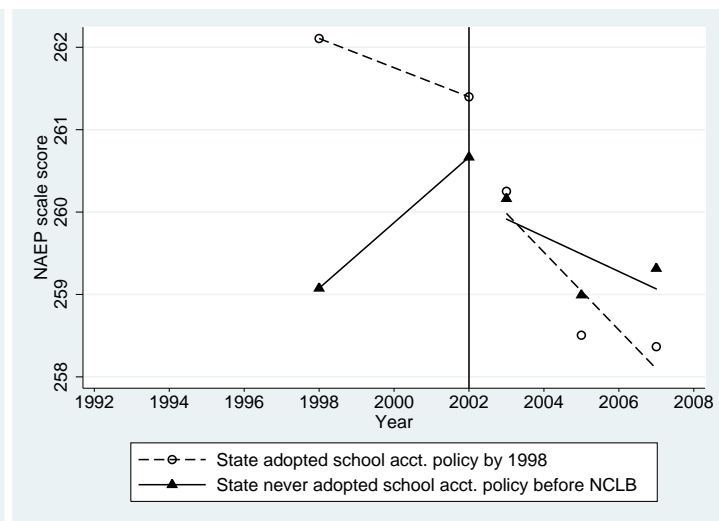
(a) Grade 4 mathematics



(b) Grade 4 reading

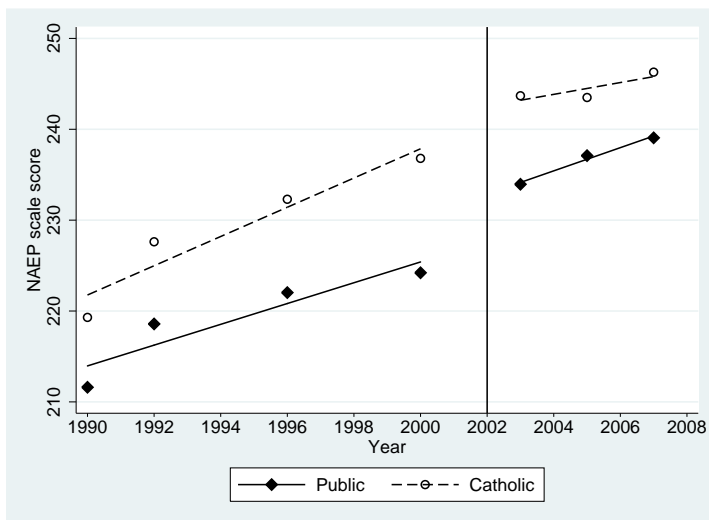


(c) Grade 8 mathematics

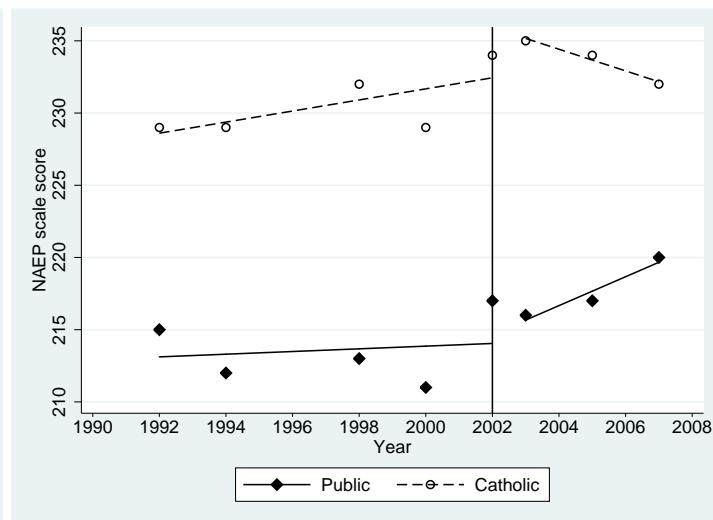


(d) Grade 8 reading

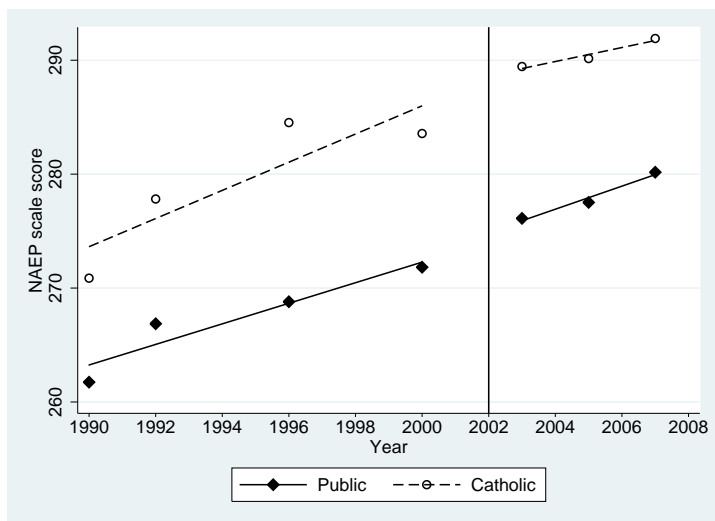
Figure 5: Main NAEP Achievement Trends in Public versus Catholic Schools



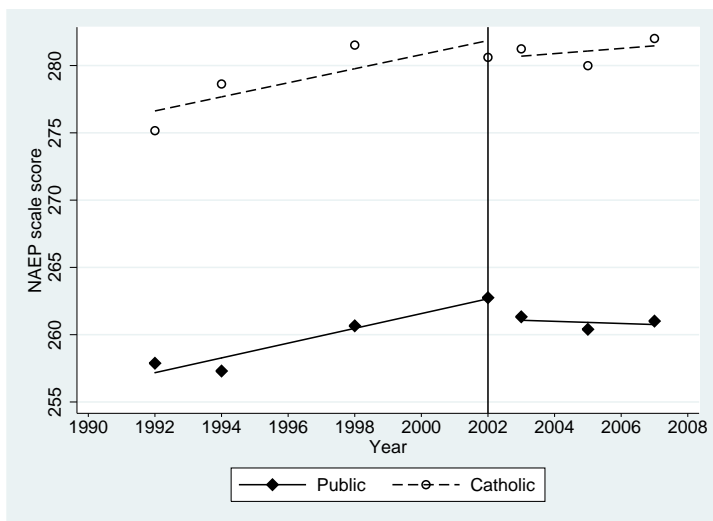
(a) Grade 4 mathematics



(b) Grade 4 reading

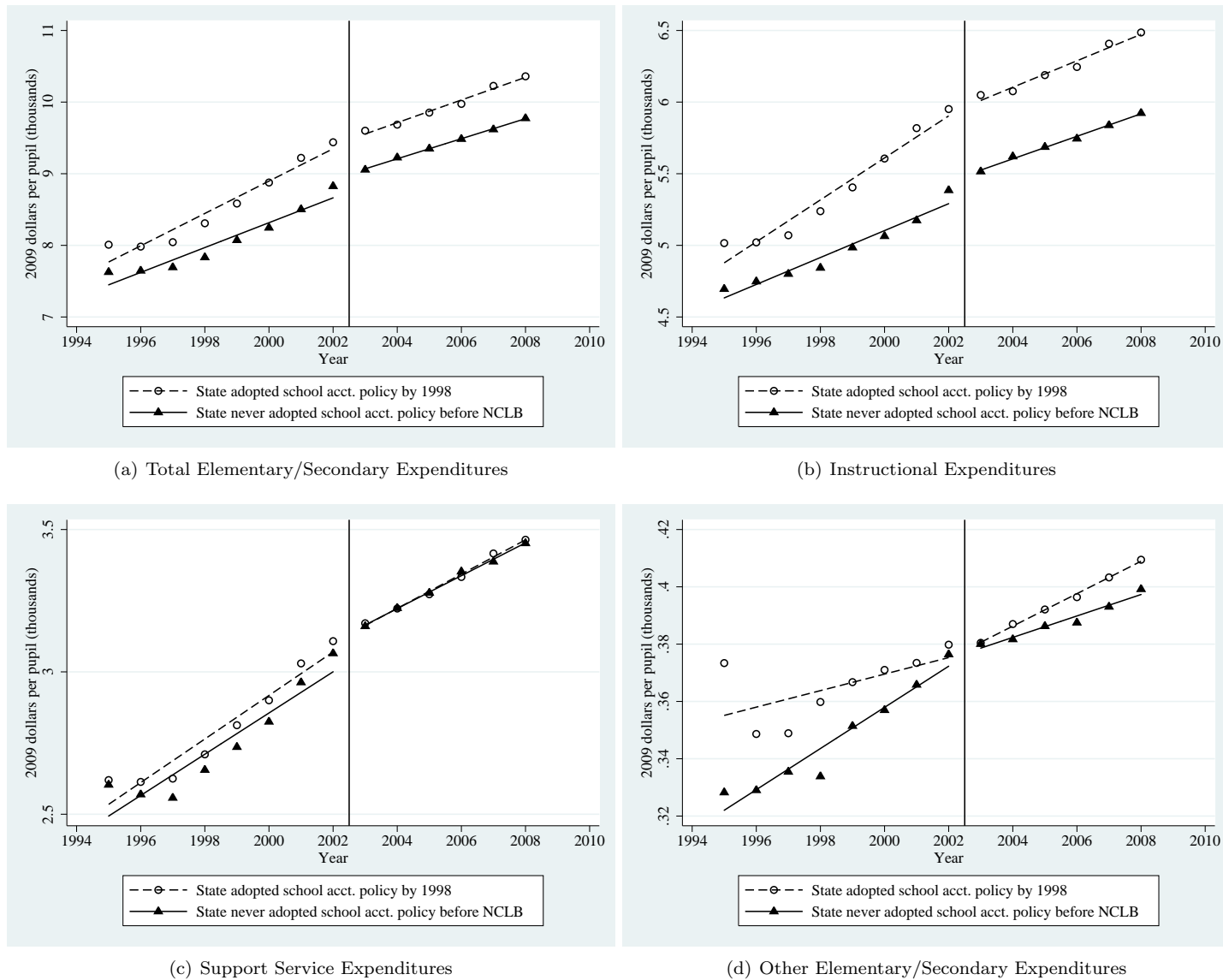


(c) Grade 8 mathematics



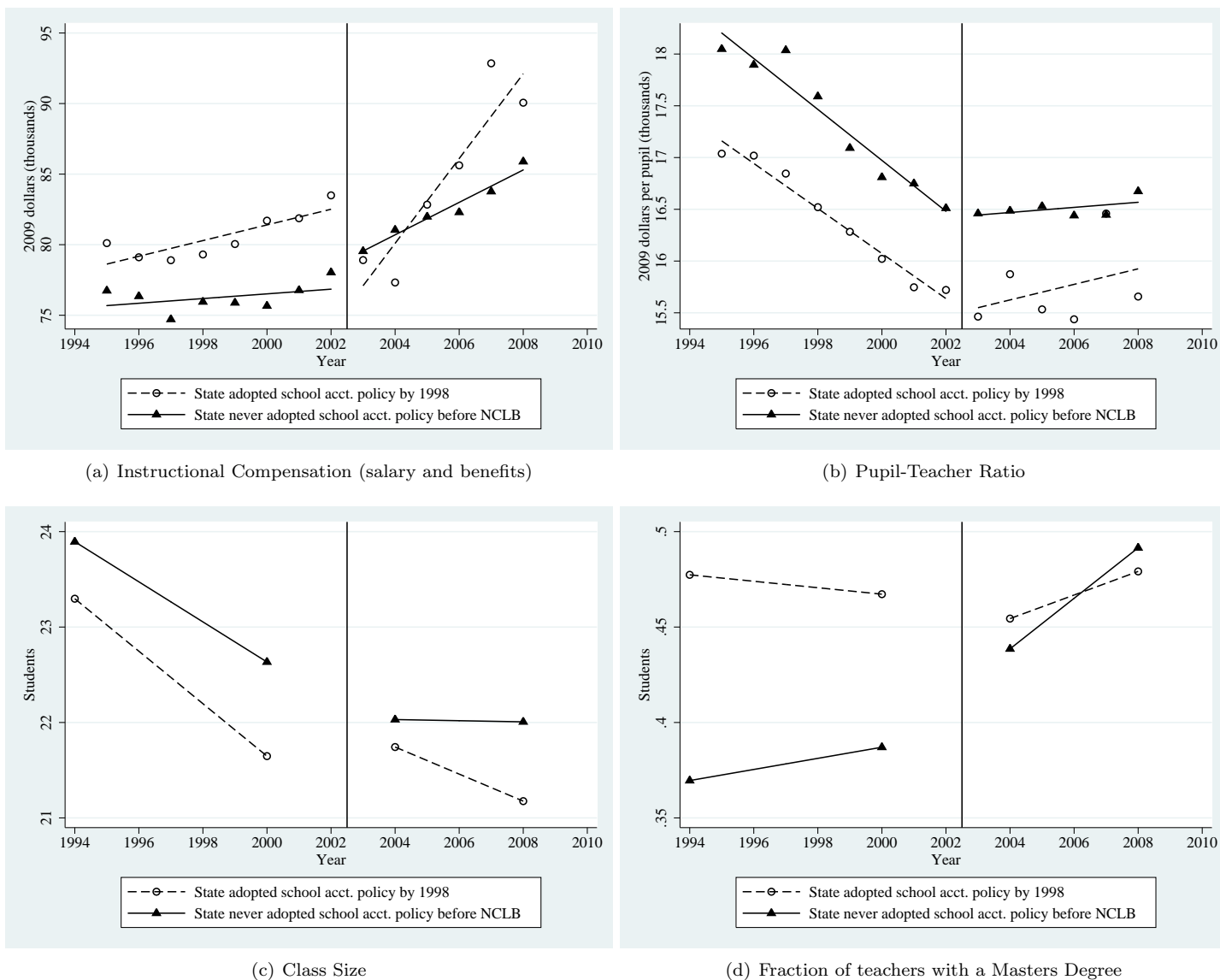
(d) Grade 8 reading

Figure 6: Trends in District Expenditures by Timing of Accountability



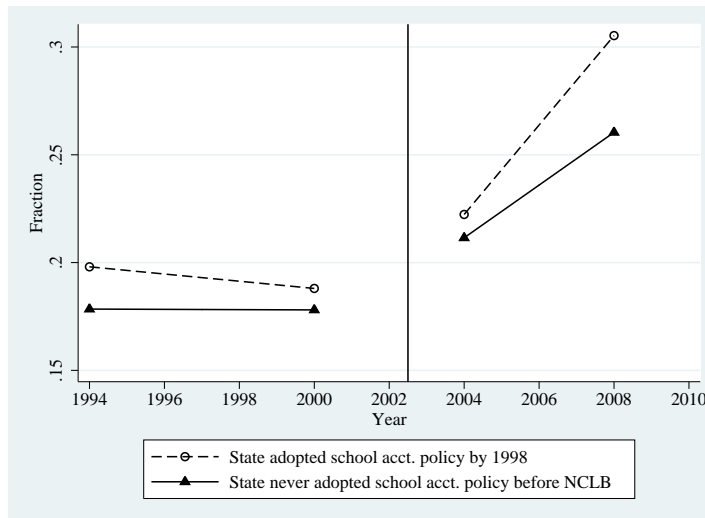
Notes: Data drawn from the Common Core of Datas Local Education Agency (School District) Finance Survey. Sample is composed of all non-charter, unified LEAS, excluding Hawaii, the District of Columbia, and all zero-enrollment districts. Estimates are weighted by district enrollment.

Figure 7: Trends in School Resources by Timing of Accountability

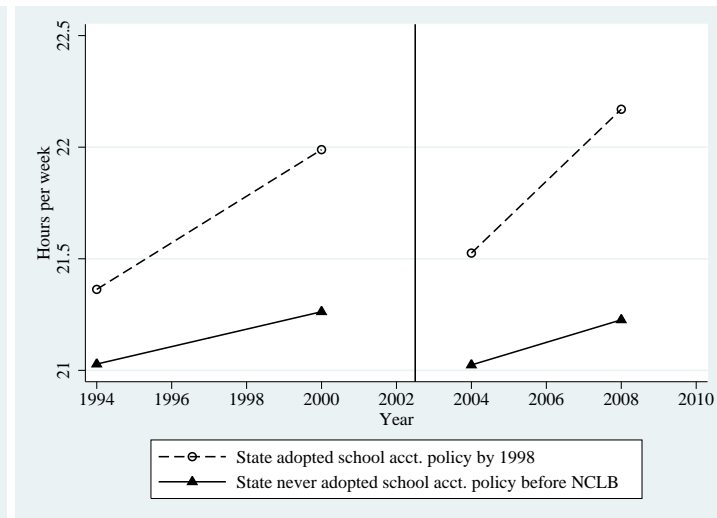


Notes: Data for graphs (a) and (b) drawn from the CCD. See Figure 6 notes for sample details. Data for graphs (c) and (d) drawn from the Schools and Staffing Survey. Sample is composed of full-time elementary and middle school teachers with a main assignment in either Mathematics, English/Language Arts, or General Elementary.

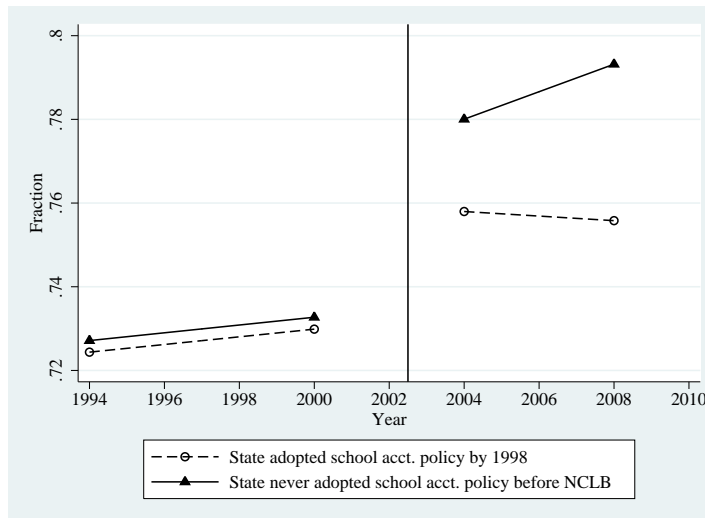
Figure 8: Trends in School Time Use by Timing of Accountability



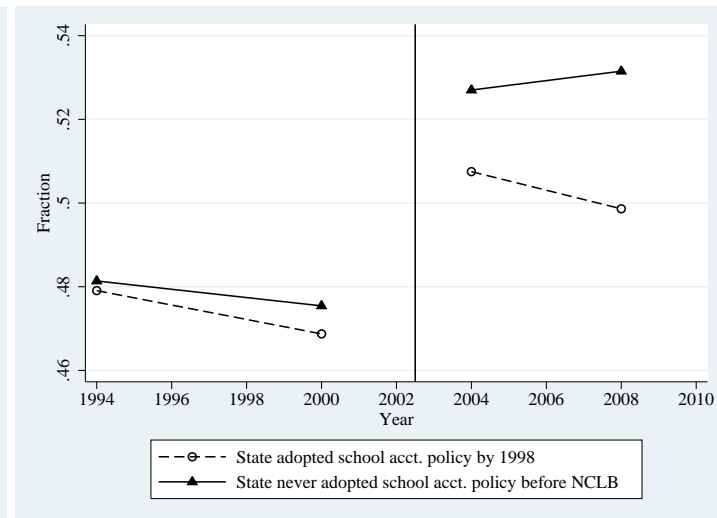
(a) Fraction of departmentalized versus self-contained and team teachers



(b) Total academic time (math+ELA+science+social studies)



(c) Ratio of math and ELA time to total academic time

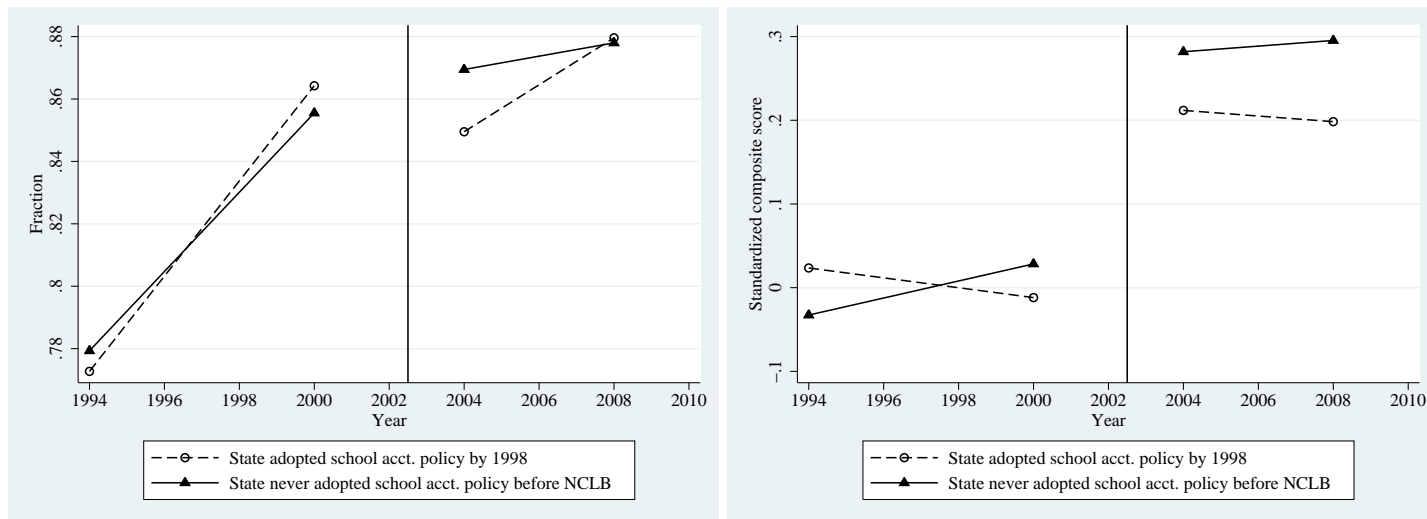


(d) Ratio of ELA time to total academic time

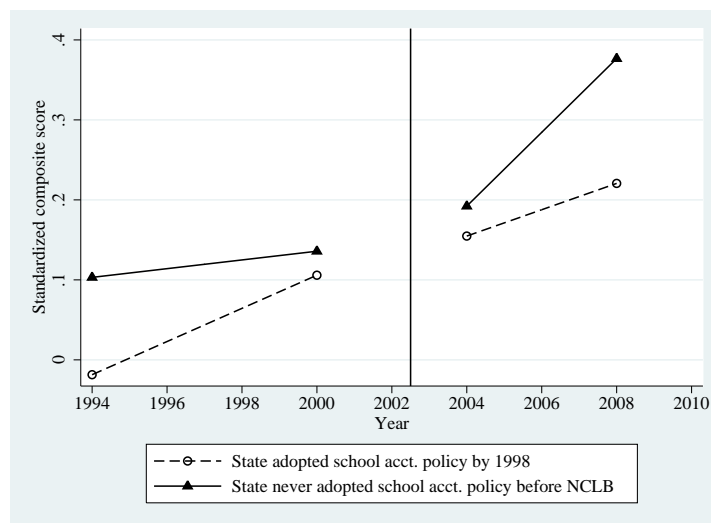
Notes: Data drawn from the Schools and Staffing Survey. Graphs (b) through (d) represent only self-contained and team teachers.



Figure 9: Trends in School Culture Outcomes by Timing of Accountability



(a) Fraction of principals who consider academic excellence or basic skills to be their number one goal (b) Teachers' perception of school discipline (higher score indicates greater enforcement of rules)



(c) Teachers' perceptions of student engagement (higher score indicates greater engagement)

Notes: Data drawn from the Schools and Staffing Survey. Data for graph (a) is composed of full-time elementary and middle school principals. See notes for figure 7 for sample definition for graphs (b) and (c).