



Every Student Succeeds Act

State-designed Accountability Systems

The Every Student Succeeds Act calls for state-designed accountability systems, ends the era of No Child Left Behind's one-size-fits-all approach to accountability, and severely limits the U.S. Department of Education's power to make policy—e.g., by granting waivers to the law.

- ▶ New **state-designed accountability systems** must include:
 - Reading and math assessments
 - High school graduation rates
 - Another state determined indicator for elementary and middle schools
 - English language proficiency
 - At least one indicator of school success or student support
(Note: the first 4 indicators in the aggregate must weigh more than the 5th on school success/student support)
- ▶ Each state must set **college- and career-ready standards**, as well as goals and targets for progress within student subgroups on some measures.
- ▶ Struggling schools are divided into two categories:
 - **Comprehensive support and improvement**, defined as the lowest-performing 5 percent of Title I schools; high schools where less than 67 percent of the students graduate; and schools where a subgroup of students (e.g., low-income, special needs) consistently underperform on indicators in the aggregate. Schools are identified every three years.
 - **Targeted support and improvement**, defined as schools where any subgroup of students consistently underperforms or performs as poorly as the lowest-performing schools in the state. Schools are identified annually.
- ▶ School improvement plans—developed by districts for those in the comprehensive category and by the schools themselves for those in the targeted category—must include **evidence-based interventions** and address **resource inequities**.
 - If a school in the comprehensive category fails to improve within four years, the state must take more rigorous action.
 - If a school in the targeted category fails to improve, additional action must be taken after a district-determined number of years.
- ▶ Prohibits the **U.S. Secretary of Education** from mandating accountability parameters and criteria, the weight given to different elements of accountability plans, how teachers are evaluated, what constitutes teacher effectiveness, and more