



A Union of Professionals

Every Student Succeeds Act

A New Day in Public Education

Accountability

The Every Student Succeeds Act replaces No Child Left Behind's current adequate yearly progress system with a state-defined index system with certain federally required components. Under this system, states must establish "ambitious State-designed long-term goals" with measurements of interim progress for:

- Improved academic achievement on state assessments.
- Graduation rates. (If a five- or six-year graduation rate is used, the goal must be higher than for a four-year rate.)
- Progress in achieving English language proficiency for English learners.

State-developed accountability systems must include each of these indicators:

1. Proficiency in reading and math;
2. Graduation rates for high schools;
3. English language proficiency;
4. For elementary and middle schools, student growth or another indicator that is valid, reliable and statewide;
5. At least one other indicator of school quality or success, such as measures of safety, student engagement or educator engagement.

The accountability system must have substantial weights on indicators 1-4 above. In aggregate, indicators 1-4 must weigh more than indicator 5.

The **American Federation of Teachers** is a union of 1.6 million professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

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Identification of Schools for Comprehensive Support

Using the state-developed accountability system that includes all indicators, states have to identify underperforming schools and ensure that districts provide comprehensive support and improvement to: (1) the 5 percent lowest-performing schools; (2) schools with a graduation rate of less than 67 percent; and (3) after a number of years of targeted support and improvement at the local level, schools in which at least one subgroup is consistently significantly underperforming. (States have to do this only once every three years.

- **Targeted support and improvement:** Schools with significantly underperforming subgroups (as defined by the state) must develop plans with stakeholders, based on all indicators. Plans must include evidence-based strategies and must be approved and monitored by the district.
- **Comprehensive support and improvement:** Districts with identified schools must develop plans with stakeholders, based on all indicators. Plans must include evidence-based strategies and a resource equity component; must be approved by the district and the state; and must be monitored and reviewed by the state. Students at such schools are eligible for public school choice. If, after four years of comprehensive support and improvement, schools don't meet state-defined criteria for exit, the state will take more rigorous action, which can include changes to school-level operations.