




Getting School Accountability Just Right: Support Amendments to the Every Child Achieves Act

	No Child Left Behind (NCLB)	Every Child Achieves Act (ECAA)	Every Child Achieves Act (ECAA) with Accountability Amendment(s)
			
	TOO HEAVY	TOO LIGHT	JUST RIGHT
<p>IDENTIFICATION: How does the accountability system identify schools for intervention and support?</p>	<p>NCLB identifies any school where any subgroup misses its <i>federally</i> required performance target (fails to make adequate yearly progress) for two years.</p> <p>EXAMPLE: If in year one, Latino fourth graders at a school miss their reading targets and in year two, African American third graders at that same school miss their math target, that school would be identified for intervention under NCLB.</p>	<p>Under ECAA, each <i>state</i> determines the method(s) for identifying low-performing schools.</p> <p>EXAMPLE: If a school's Latino fourth graders miss their reading targets, which are set by the state, for two or more years in a row, that school may not be identified for intervention.</p> <p>EXAMPLE: A high school with a graduation rate of 50 percent may not be identified for intervention and may not be eligible for school improvement funding. This is because under ECAA, in order to be eligible for school improvement funding, a school must first be identified for intervention.</p>	<p>Under ECAA, each <i>state</i> determines the method(s) for identifying low-performing schools.</p> <p>With the accountability amendments, ECAA would ensure that states identify the following schools for intervention as well:</p> <ul style="list-style-type: none"> • Schools with at least one subgroup that misses state-set performance goals for two or more years. EXAMPLE: If in year one, Latino fourth graders at a school miss their reading targets, which are set by the state, and in year two, these students miss their reading targets again, that school would be identified for intervention. • High schools with graduation rates at or below 67 percent. EXAMPLE: There are 1,235 high schools across the country (6 percent of the nation's high schools) that have a graduation rate of 67 percent or less. These schools would be identified for intervention.
<p>REQUIRED ACTION: What federally required actions must districts and schools take once the accountability system identifies a school for intervention?</p>	<p>Once a school is identified for intervention (i.e., fails to make adequate yearly progress for two years) NCLB requires the same interventions, regardless of the individual needs of the school.</p> <ul style="list-style-type: none"> • In year one, the <i>district</i> must spend 20 percent of Title I funding on transportation for school choice. • In year two, the <i>district</i> must spend 20 percent of Title I funding on transportation for school choice and tutoring. • In year three, the <i>district and school</i> must implement one of six federally required interventions, known as "corrective action," and continue implementing school choice and tutoring. • In year four, the <i>district and school</i> must implement one of five federally required interventions, known as "restructuring," and continue implementing school choice and tutoring. 	<p>States can design improvement systems that differentiate among schools based on need. The <i>district and school</i> review data and policies and implement evidence-based interventions and strategies that are proportional and responsive to the reasons for identification.</p>	<p>States can design improvement systems that differentiate among schools based on need. The <i>district and school</i> review data and policies and implement evidence-based interventions and strategies that are proportional and responsive to the reasons for identification.</p>