

Subgroup Accountability: Senator Murphy's Amendment to the Every Child Achieves Act

Amendment Purpose: Senator Murphy's amendment would ensure state accountability systems provide support to schools with low-performing student subgroups.

Amendment Policy: This amendment would ensure that schools with low-performing subgroups are eligible for funding and receive support from the state's accountability and improvement system under section 1114. In order to close the gaps in achievement and attainment that currently exist between subgroups of students (based on race/ethnicity, disability, or income status) and their peers, any bill passed by the U.S. Congress to reauthorize the Elementary and Secondary Education Act (ESEA) must hold states accountable for the achievement and attainment of individual student subgroups and protect traditionally underserved students.

Amendment Language:

- On page 50, line 14, insert “and the timeframe for such steps, if such strategies are not effective within 3 years of implementation” after “agencies”.
- On page 125, line 24, after “1111(b)(3)(B)(iii)” insert “, which shall include identification of the lowest-performing schools and schools identified for other reasons, including schools with categories of students, as defined in section 1111(b)(3)(A), not meeting the goals described under section 1111(b)(3)(B)(i) for 2 consecutive years”.
- On page 127, line 13, strike “take such actions” and insert “or that its intervention and support strategies were not effective, take such actions within the timeframe specified in section 1111(c)(1)(B)”.

Rationale:

In addition to poor overall performance, there are significant achievement and graduation rate gaps between students of color and students with disabilities and their white peers and peers without disabilities:

- For example, there is a 24 percentage-point gap in rates of eighth-grade reading proficiency between white and Hispanic students. For African American students, the gap is 29 percentage points.ⁱ
- There are ten statesⁱⁱ that have a graduation rate gap between white students and African American students that is 20 percent or greater, and in thirty-nine states,ⁱⁱⁱ that gap is 10 percent or greater.
- There are seven states^{iv} that have a graduation rate gap between white students and Hispanic students that is 20 percent or greater.
- In nineteen states,^v the graduation rate gap between students without disabilities and students with disabilities that is 20 percent or greater.

The Alliance for Excellent Education [recently analyzed](#) state accountability policies and finds that, absent a federal requirement, fourteen states and territories^{vi} did not have sufficient policy to ensure that African American, Latino, low-income, and other traditionally underserved students receive support in response to low high school graduation rates.

ESEA must require states to implement interventions and supports in schools where one or more student subgroups miss one or more state-set performance targets for two or more years.

Endnotes

- ⁱ U.S. Department of Education, National Center for Education Statistics, *The Nation's Report Card: A First Look: 2013 Mathematics and Reading National Assessment of Educational Progress at Grades 4 And 8* (NCES 2014–451) (Washington, DC: U.S. Government Printing Office, 2010), http://www.nationsreportcard.gov/reading_math_2013/#/student-groups (accessed January 22, 2015).
- ⁱⁱ (Note: In footnotes a–d, states are listed in order of greatest to least greatest gap.) Minnesota, Wisconsin, Ohio, New York, Nevada, South Dakota, Michigan, Pennsylvania, Illinois, and California.
- ⁱⁱⁱ Minnesota, Wisconsin, Ohio, New York, Nevada, South Dakota, Michigan, Pennsylvania, Illinois, California, Utah, Connecticut, Oregon, Massachusetts, Iowa, Nebraska, Colorado, Georgia, Wyoming, Indiana, Missouri, Vermont, Rhode Island, Florida, Alaska, North Dakota, Alabama, Maine, Maryland, Arizona, Washington, Kansas, Louisiana, Mississippi, Virginia, Tennessee, New Hampshire, and North Carolina.
- ^{iv} Minnesota, Massachusetts, New York, Connecticut, South Dakota, Pennsylvania, and Colorado.
- ^v Mississippi, Nevada, Louisiana, Georgia, South Carolina, Virginia, Oregon, New York, Maryland, Florida, Alaska, Delaware, Michigan, Minnesota, Connecticut, Colorado, Alabama, Wyoming, and North Carolina.
- ^{vi} States seeking flexibility from certain requirements under No Child Left Behind, known as “ESEA waivers,” submitted renewal requests to the U.S. Department of Education (ED) by March 31. These revised requests were not yet available for review at the time this report was completed.