



# Why Strengthening the Accountability Provisions of Every Child Achieves Is So Important

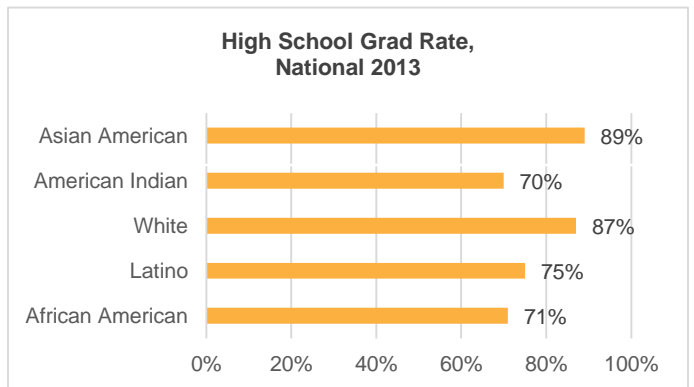
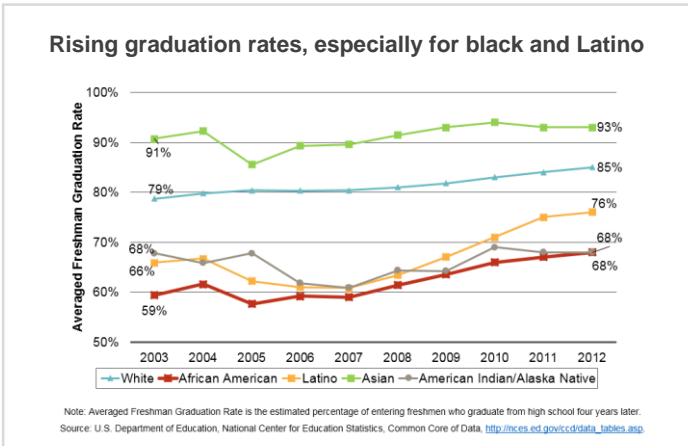
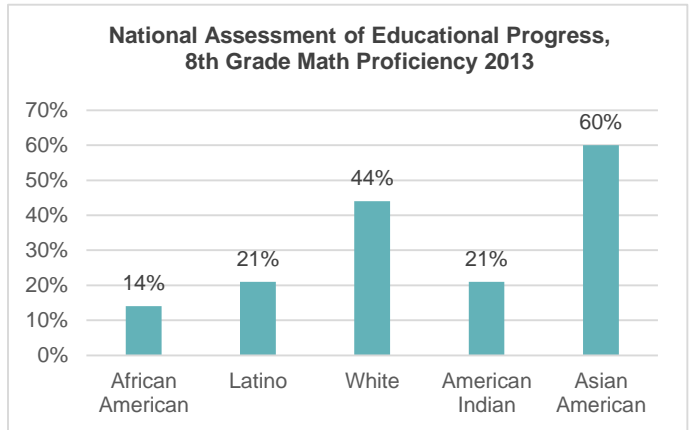
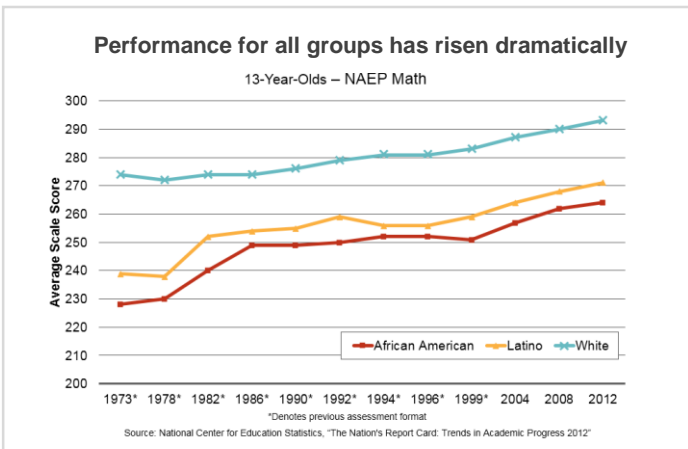
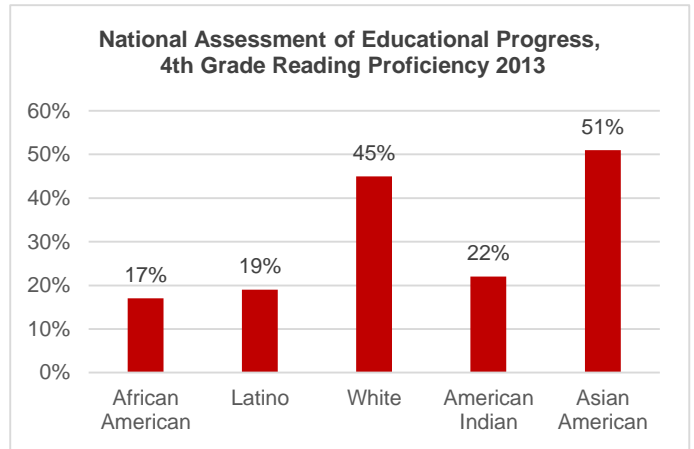
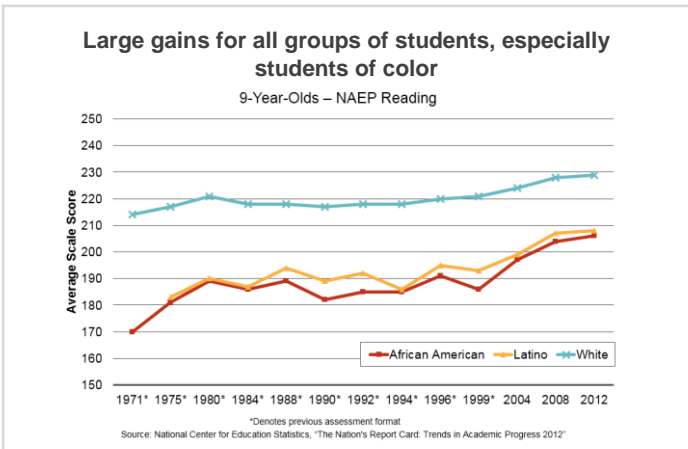
JULY 2015

As the U.S. Senate considers approval of the Every Child Achieves Act, members will be asked to vote to strengthen the accountability provisions of the law so schools will be expected to act when any group of students in consecutive years don't meet state-set goals. Both national and state-level data show clearly why such action is needed.

## NATIONAL

- In the years since schools became accountable for all groups of children, progress among minority and low-income children has been faster than at any time since the 1980s.
- Graduation rates are also rising, with the fastest progress among students of color.

- But we need to speed up the improvement process, not slow it down, because large gaps remain in both achievement and graduation rates.



## MICHIGAN

- Nearly two-thirds of African American (61%) students and nearly half of Latino (47%) students don't even read at the basic level by 4th grade, compared to only a quarter (28%) of White students.
- Low-income 4th graders are less than half as likely to read at the proficient level (19%) as their more advantaged counterparts (44%).
- More than half of African American (64%) and Latino (51%) students have not even mastered basic mathematics skills by 8th grade, compared to only one in five (21%) White students.
- There are gaps in high school completion rates, as well, with 61% of African American and 67% of Latino students graduating, compared to 82% of White students.