



Every Student Succeeds Act

Top 10 Decisions

➤ STATE AFFILIATES

- ✓ Have you identified which “opportunity dashboard” indicators you want to add to your state accountability system?
- ✓ Have you already recommended that your state apply for funds to conduct an assessment audit? Should the state set a target limit on the aggregate amount of time devoted to the administration of assessments for each grade? If so, what should it be?
- ✓ Will you encourage the state to be one of the first 7 states to apply for the innovative assessment pilot? Have you developed an alternative with member input and partner support?
- ✓ Which member-leaders will you identify to help develop the state’s professional development plan? The state must ‘meaningfully consult’ with a wide range of stakeholders, including teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), and specialized instructional support personnel.
- ✓ For waiver states, will you recommend that your state ‘freeze’ its list of priority schools or update the list? *Decision is due on January 29, 2016!*
- ✓ Are you prepared to join the committees of practitioners where teachers and paraeducators (with recent experience), parents, and community members can work together?

➤ LOCAL AFFILIATES

- ✓ Have you identified member-leaders (for example, teachers, paraeducators, specialized instructional support personnel, librarians and media specialists) who can represent the local affiliate in decision-making opportunities?
- ✓ Will you recommend that your district seek approval to use the SAT, ACT, Advanced Placement assessments, or another nationally recognized assessment to fulfill the high school assessment requirement rather than the assessment currently being given?
- ✓ Based on the indicators chosen for the state’s revamped accountability system, do you know how many schools will be identified for improvement in your district? Once identified, affiliates should participate in the design of the improvement plan in order to influence exit criteria, timing, and the consequences for schools not meeting exit requirements.
- ✓ Are you ready? School districts must now identify, address, and report publicly any disparities that result in students from low-income families and students of color being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.