

SUGGESTED REVISIONS FOR No Child Left Behind (NCLB) REAUTHORIZATION

No Child Left Behind represents a historic milestone that has strengthened accountability for improving the learning and achievement of students and focused more attention on the needs of underserved African-American, Latino, English learner, and other populations. We believe that NCLB could be significantly improved, and that it needs to be fully funded in order to realize the goal of all students meeting grade level proficiency.

The following are recommendations for revisions to the NCLB as it is being considered for reauthorization.

1. Adequate Yearly Progress (AYP)
 - a. Change it to an annual growth measure, instead of an absolute threshold measure.
 - b. Include student growth across all performance bands, not just students achieving proficiency.
 - c. Align it with California's Academic Performance Index (API)
2. Highly Qualified Teacher (HQT) – The HQT requirements need significant revision, as there is very little evidence that these requirements improve teacher quality and instructional effectiveness. One area where the California credentialing system needs strengthening is in the subject matter competency certification of multiple subject credential holders in grades 4-8.
3. Supplementary Educational Services (SES)
 - a. Allow local districts to conduct or commission evaluations of SES program effectiveness/impact on student learning.
 - b. Allow local districts to determine which SES programs can provide services to district students, according to the criteria and evaluation results
 - c. Allow districts, including those in Program Improvement, to provide their own SES services from Title 1, given that in many instances the teachers at the school are better equipped to provide those support services.
 - d. Allow more flexibility on how much funding is set aside in Title 1 for SES, so that districts can spend more funds on interventions during the school day, weekends, and summer.
4. Title 1 – Eliminate the Highly Qualified Teacher set aside in Title 1. Give districts local discretion on allocation of Title 1 HQT dollars, so that they can use the funds to support a broader definition of highly qualified teaching.
5. Complex regulations and procedural requirements in all the Titles fragment spending and should be replaced with broader guidance and a stronger focus on the indicators of impact on student learning. Instead of regulating the “how”, hold districts more accountable for the “how well”.
6. Program Improvement District Level funding –
 - a. Provide any Program Improvement funding for districts over a multi-year period (3-5) in recognition that sustained, focused improvement efforts are needed to significantly improve student achievement.
 - b. Short-term funding forces districts to invest in short- term "add-ons" that are less impactful on student achievement.
7. Student performance assessments, such as writing, which are critical demonstrations of student skill and knowledge, should be supported as part of the Adequate Yearly Progress (AYP) calculation, and supported through funding. These assessments cost more money to conduct and score, but are worth the investment in determining growth in student performance.