

Why We Need to Fix No Child Left Behind

- 100% proficiency by 2014 will not happen
- Adequate Yearly Progress with its prescriptive 64-part formula will result in every school getting a failing grade.
- Teachers focus too much on testing and no one understands what the results mean.
- Sanctions impact rural schools more.
- Highly Qualified Teacher requirements create unusual restrictions particularly with respect to rural, special education, and English as a second language teachers.
- State and local flexibility is limited and there are duplicative and overlapping programs.
- Allowable uses of federal funds are too limited and restrictive.
- One size fits all mentality of Washington's "good" ideas. We need local solutions.
- Parents are too often left out of the equation.

How to fix “No Child Left Behind”

- 1. Set a new, realistic but challenging goal to help all students succeed.**
- 2. Free 95% of schools (91,000 schools) from the federal requirement of conforming to a federally-defined adequate yearly progress mandate.**
- 3. The federal government will help states fix the bottom 5% of their schools (4,500 schools).**
- 4. Require states to have high standards that promote college and career readiness for all students.**
- 5. Encourage the creation of state and school district teacher and principal evaluation systems to replace federal highly qualified teacher requirements.**
- 6. Continue necessary reporting so that parents, teachers, schools, legislators, and communities receive good information on schools.**
- 7. Provide school districts with the ability to transfer funds more efficiently among the five largest federal education programs.**
- 8. Consolidate and streamline more than 80 programs within NCLB and eliminate those that are duplicative and unnecessary.**
- 9. Empower parents.**

How to fix “No Child Left Behind”

1. Set a new, realistic but challenging goal to help all students succeed.

Establish a national goal that all students will be ‘college and career ready’ by high school graduation. States will use annual reading and mathematics assessments, including student growth, to measure progress toward the goal.

2. Free 95% of schools (91,000 schools) from the federal requirement of conforming to a federally-defined adequate yearly progress mandate.

95% of schools will no longer face federal sanctions. These schools will continue annual reading and mathematics assessments and public reporting requirements. *The emphasis will be on helping states to catch these successful schools and struggling schools doing things right, instead of announcing their failure.*

3. The federal government will help states fix the bottom 5% of their schools (4,500 schools).

States will identify, for federal accountability purposes, the bottom 5% of schools that receive Title I funding. These schools will be required to choose an intervention model from a defined list of options. The models will be broad and include options for rural schools and provide flexibility for state innovation.

4. Require states to have high standards that promote college and career readiness for all students.

Require states to adopt ‘college and career ready’ standards that are aligned with higher education, career and technical education standards, and workforce skills within the state. There will be no preference or prohibition for states to adopt a specific set of standards, including the Common Core standards.

5. Encourage the creation of state and school district teacher and principal evaluation systems to replace federal highly qualified teacher requirements.

Encourage states and school districts to develop teacher and principal evaluation systems to identify high performing teachers and principals and

eliminate the federal “highly qualified teacher” definition. Innovative teacher and principal pay programs will continue to be supported through the Teacher Incentive Fund program.

6. Continue necessary reporting so that parents, teachers, schools, legislators, and communities receive good information on schools.

States, school districts and schools will continue to report information regarding student achievement on annual reading, mathematics and science assessments. Other reported information will include high school graduation rates and teacher certification. All of this information will continue to be disaggregated by race and ethnicity, socio-economic status, disability status, English proficiency, gender, and migrant status to maintain public accountability for all student subgroups. Unnecessary and irrelevant federal reporting requirements will be eliminated.

7. Provide school districts with the ability to transfer funds more efficiently among the five largest federal education programs.

School districts will have more flexibility to meet their local needs by transferring funds among the 5 major federal education programs. This will allow school districts to better target federal resources to improve student academic achievement.

8. Consolidate and streamline almost 60 programs within NCLB to allow State and local leaders to meet student needs in their states and districts.

Consolidate the programs authorized in NCLB into flexible funding streams that allow States and local school districts to fund locally-determined programs that meet the unique and specific needs of the students in their States and districts.

9. Empower parents.

Parents will receive meaningful information on the performance of their children’s schools so they can be more effectively involved in their children’s education. The law will continue to support the expansion of high-quality charter schools. For those parents whose children attend the state-identified bottom 5% of schools, they will have the option of public school choice to transfer to another public school.

THE ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS ACT OF 2011

Empowering State and local education leaders to improve public schools

Establishes College & Career Readiness Goal: States are asked to develop and maintain academic content standards and assessments that will prepare students for college- and career-readiness without interference by the Federal government about whether to work alone or in partnership with other states.

Empowers State and local leaders to develop their own accountability systems: Instead of a “One Size Fits All” Washington-approach, states will develop their own systems designed to ensure that all students graduate from high school college-and career-ready, without Federal interference or regulations on state standards, assessments, growth models for accountability, or how to develop teacher and principal evaluation systems that are based on improving student achievement.

Eliminates Adequate Yearly Progress (AYP): The Federal government is taken out of the business of determining if local schools and districts are succeeding or failing in educating their students by ending the Washington-based AYP system of how to identify schools.

Asks States to Identify the Bottom 5% of Lowest Performing Schools: States will be required to identify the bottom 5% of Title I receiving elementary and secondary schools, using their state-developed accountability system, and local school districts will be required to implement a school improvement strategy for their lowest performing schools. School districts will continue to be required to provide public school choice to students in these lowest performing schools.

Eliminates “Highly Qualified Teacher” Requirement: States will be freed from the onerous “Highly Qualified Teacher” requirements and empowered to maintain and improve their own teacher and principal licensure and certification requirements.

Maintains Public Reporting Requirements: States and local school districts will continue to report disaggregated data on student achievement, while requiring annual report cards at the school, school district and State level.

Reduces Paperwork & Federal Intrusion: The bill dramatically simplifies the Title I State plans that are submitted to the Secretary to reduce unnecessary paperwork and frees states from Washington interference.

The Teacher and Principal Improvement Act of 2011

Preparing, training, and recruiting effective teachers and principals to improve student achievement

Addressing State and local needs for teacher and principal training: States and local school districts will conduct a needs assessment to determine what professional development teachers and principals need to improve student achievement and then target resources to meet those needs.

Supports the State-led Development of Teacher/Principal Evaluation Systems: States and local school districts are empowered to develop their own teacher and principal evaluation systems that are based significantly on student academic achievement. The Federal Government would be prohibited from regulating or controlling those state and local evaluation systems, allowing local innovation and leadership to flourish.

Maintains Strong Reporting Requirements: States and local school districts will provide important data on the quality and effectiveness of teachers and principals, as well as the results of teacher and principal evaluation systems if developed, to inform parents and the community about who is teaching in the classroom and leading our schools.

Teacher Incentive Fund: Authorizes the Teacher Incentive Fund to provide competitive grants for states, districts, and partnerships with private-sector organizations to implement, improve, or expand comprehensive performance-based compensation systems for teachers and principals, while leaving broad latitude in how states develop such systems, as well as prioritizing high-need schools.

Encourages Innovative Private-Sector Involvement: Authorizes competitive grants for national non-profit organizations, such as Teach for America and New Leaders for New Schools, to help states and local school districts that have a demonstrated record with teacher or principal preparation, professional development activities, and programs.

Reduces Paperwork & Federal Intrusion: The bill dramatically simplifies the Title II State plans that are submitted to the Secretary to reduce unnecessary paperwork and frees states from Washington interference.

Empowering Local Educational Decision Making Act of 2011

State and local school districts, not Washington, D.C., are the best makers of educational decisions. Unfortunately, in the last few decades, the federal government, believing it knew best, has exploded the number of small, categorical education programs in K-12. Almost every year, yet another new program has been created in pursuit of the newest educational rave. And with each of these new programs, States and local school districts have lost flexible federal funding sources that allow them and not the latest fad to determine how best to allocate federal resources to meet the unique and specific needs of the individual students in their States and districts.

The Empowering Local Educational Decision Making Act of 2011 streamlines 59 programs into 2 flexible foundational block grants. Rather than Washington and the federal government determining funding priorities for States and local school districts, the Empowering Local Educational Decision Making Act puts locals in charge by allowing them the flexibility to fund locally-determined programs and initiatives that meet the varied and unique needs of individual States and localities.

Fund for the Improvement of Teaching and Learning

Consolidates **34** programs into **ONE** flexible, formula-driven **Fund for the Improvement of Teaching and Learning** to fund locally-determined needs and initiatives related to--

- Increasing the capacity of local school districts, schools, teachers, and principals to provide a well-rounded and complete education for all students.
- Increasing the number of teachers and principals who are effective in increasing student academic achievement.
- Ensuring that low-income students are served by effective teachers and principals and have access to a high-quality instructional program in the core academic subjects.

Safe and Healthy Students Block Grant

Consolidates **25** programs into **ONE** flexible, formula-driven **Safe and Healthy Students Block Grant** to fund locally-determined needs and initiatives for improving students' safety, health, and well-being during and after the school day by--

- Increasing the capacity of local school districts, schools, and local communities to create safe, healthy, supportive, and drug-free environments.
- Carrying out programs designed to improve school safety and promote students' physical and mental health well-being, healthy eating and nutrition, and physical fitness.
- Preventing and reducing substance abuse, school violence, and bullying.
- Strengthening parent and community engagement to ensure a healthy, safe, and supportive school environment.

Enhanced Flexibility through Funding Transferability

To provide additional funding flexibility to State and local school districts, under the Empowering Local Educational Decision Making Act of 2011 districts will be able to transfer up to 100% of their allocations under the Fund for the Improvement of Teaching and Learning and the Safe and Healthy Students Block Grant between the two programs or into Title I, Part A.

Empowering Parents through Quality Charter Schools Act 2011

Senator Kirk Charter School Bill

This bill will modernize the charter school program including by encourage the expansion of high-quality charter schools and allowing charter school management organizations to receive assistance directly from the federal government.

- Modernizes the Charters School Program to address present realities for public school choice, by incentivizing expansion and replication of successful charter models, providing support for authorizers, and enhanced opportunities for facilities financing.
- Encourages states to support the development and expansion of charter schools.
- Streamlines federal Charter School Program funding to reduce administrative burdens and improves funding opportunities for the replication of successful charter models and facilities assistance.
- Allows proven, high-quality charter school management organizations to apply directly to the federal government, as well as local education agencies, deleting a layer of bureaucracy with the State government.
- Facilitates the establishment of high-quality charter schools and further encourage choice, innovation and excellence in education.
- Supports an evaluation of schools' impact on students, families, and communities, while also encouraging sharing best practices between charters and traditional public schools.

The State Innovation Pilot Act of 2011

The bill clarifies waiver authority that is currently in the Elementary and Secondary Education Act. The clarified waiver provision authorizes State educational agencies and local school districts to submit a request to the Secretary of Education to waive any statutory or regulatory requirement of the law.

- **State and local leadership:** The bill improves the waiver authority currently in law by clarifying that the waiver process is intended to be led by state and local requests, not Washington mandates.
- **Deference to state and local judgment:** If the Secretary chooses not to immediately approve a waiver request, the bill directs the Secretary to develop a peer review process that defers to state and local judgment on waiver requests.
- **Transparency:** The bill ensures that the peer review process will be open and transparent so that it is clear what states and local school districts are asking to waive and what peer reviewers think about those waivers.
- **Prohibiting additional regulations:** The bill prohibits the Secretary from imposing by regulation any additional requirements to waiver requests not authorized by Congress.

The bill encourages State and local education leadership in developing and implementing innovative strategies in:

- College and career ready academic content and achievement standards for all public elementary and secondary school students;
- High-quality academic assessments that are aligned with and are designed to measure the performance of local educational agencies and schools in meeting those standards;
- Accountability systems that are based on those college and career ready standards, as well as other academic indicators related to student achievement; and
- Programs to improve principal and teacher quality and effectiveness.