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Key Changes Required in ESEA/NCLB*

1. Eliminate AYP, 2014 100% proficiency requirement, and escalating sanctions.
2. Establish public schools' implementation of common elements of successful school turnarounds (including sub-elements) as a central goal of ESEA.
3. Require all of the lowest-achieving public schools that receive special federal turnaround funding (including Race to the Top and School Improvement Grants) - approximately the bottom 5% of schools - to:
 - a) implement the five common elements of successful school turnarounds (including sub-elements);
 - b) annually provide public, factual narrative reports of what major actions they have taken to implement these elements and sub-elements and any major obstacles they have encountered;
 - c) annually report on "leading indicators," i.e., statistics on non-student assessment measures of the extent to which schools are implementing key improvement strategies, such as average teacher time spent in peer collaboration and mentoring, and the extent of school improvement, such as grade retention rates, graduation rates and parent satisfaction surveys, as well as disaggregated student achievement data;
 - d) have their needs evaluated, and improvement recommendations made, by professionally trained, accomplished educators in state level school quality review teams - linked to state technical assistance;
 - e) implement an organic school turnaround process, including developing a vision and engaging staff, parents and community buy-in; and
 - f) be subject to ultimate state intervention for chronic lack of progress.
4. Require all other Title I-funded schools to implement the reporting requirements in #3(b) and 3(c), above, and be subject to state monitoring and intervention, as necessary, especially for chronic low levels of student learning.
5. Establish a School Leadership Academy to develop experienced principals as school turnaround leaders.
6. Allocate an amount equal to 2% of Title I funds to build states' knowledge and skills to help schools and districts implement their improvement processes.
7. Continue to authorize and fund the Higher Education Act, Title II, Teacher Quality Grant program, or similar program, to induce schools of education to change teacher preparation programs to provide at least one year of clinical training, closely supervised, integrating "methods" and "theory" courses into practice, and preparing teachers to teach higher-level thinking and communications skills.

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