

**Positions on Modifying NCLB**

Issue	WCPSS	Council of Chief State School Officers	National Education Association	National School Boards Association	Forum on Educational Accountability (including NEA and NSBA)
<p><b>Assessment and accountability issues</b></p>	<p>Identify additional subgroups (perhaps by gender). Increase the use of growth measures, instead of relying ONLY on proficiency.</p>	<ul style="list-style-type: none"> <li>• Increase autonomy with regards to the foundations of standards-based reforms</li> <li>• Build state and local capacity to improve learning opportunities for all students and support interventions in consistently low-performing districts and schools</li> </ul>	<ul style="list-style-type: none"> <li>• Don't require testing every single year between grades 3 and 8.</li> <li>• Assess school quality and student learning on multiple valid and appropriate measures and indicators.</li> <li>• Require states to detail how they will remedy inequities in education tools, opportunities, and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Assess school quality and student learning on multiple valid and appropriate measures and indicators.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure high-quality, valid, reliable assessments for all students, especially English language learners and students with disabilities.</li> </ul>
<p><b>Flexibility and multiple measures of success</b></p>	<p>Devise difference sanctions system so that "one strike: you're out" doesn't apply.  Allow schools to have low incidence special ed groups without penalty.  Find alternative, valid ways to assess ELL and SWD students.  Allow off-grade level testing for SWD students for whom this is appropriate.</p>	<ul style="list-style-type: none"> <li>• Let states use multiple measures of success, not just test scores.</li> <li>• Allow for flexibility through a transparent process to meet agreed-upon outcomes using innovative data systems and a variety of growth models based on movement toward proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure student outcomes based on multiple forms of evidence</li> <li>• Implement alternative assessments or individualized measurements of progress based on students' making specific gains toward meeting proficiency for up to three years</li> <li>• IEP teams determine the nature of assessments appropriate for SWD;</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate evidence of a school's learning outcomes in light of expected statewide rates of improvement, specified by a formula in ESEA</li> <li>• Measure student outcomes based on multiple forms of evidence</li> <li>• Implement alternative assessments or individualized measurements of progress based on students' making</li> </ul>	<ul style="list-style-type: none"> <li>• Measure student outcomes based on multiple forms of evidence</li> <li>• Implement alternative assessments or individualized measurements of progress based on students' making</li> </ul>

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<b>Goal revision</b>	<p>Add emphasis on academic growth in addition to proficiency.</p> <p>Allow states to propose goals in addition to basic proficiency.</p> <p>Review time targets. 2014 may have become more important than the actual performance goal.</p> <p>Re-consider goals for ELL students that are reflective of research on language acquisition.</p> <p>Remove AMAO 3 from Title III – duplication of Title I AYP.</p>	<ul style="list-style-type: none"> <li>Revise goal from “no child left behind” to “every child a graduate, fully prepared for success in postsecondary education, work, and citizenship.</li> </ul>	<p>Impact Aid, rural schools, and Native American education—should be maintained and expanded.</p> <ul style="list-style-type: none"> <li>Create a partnership among all levels of government to make up for historically inequitable distribution of tools and resources to students.</li> <li>Support effective models of innovation and create a more innovative education experience to prepare students for challenging postsecondary experiences and the world of work.</li> </ul>		<p>system change</p> <ul style="list-style-type: none"> <li>the nature and extent of assistance should respond to clearly identified needs</li> </ul>
<b>Interventions and sanctions against schools and school districts</b>	<p>Change SES option to allow for students to participate based on academic need rather than F&amp;R status.</p>	<ul style="list-style-type: none"> <li>Rather than emphasize sanctions, build state and local capacity to improve learning opportunities for all students and support interventions in</li> </ul>	<ul style="list-style-type: none"> <li>Revamp accountability system to correctly identify schools in need of assistance and provide a system of effective interventions to help them succeed.</li> </ul>	<ul style="list-style-type: none"> <li>Suspend federal sanctions against schools and school districts</li> <li>Facilitate strategic interventions that are designed at the local or</li> </ul>	<ul style="list-style-type: none"> <li>Schools and districts required to apply federal sanctions only when the same subgroup fails to make AYP in the same subject or indicator for</li> </ul>

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<p><b>Resources:</b> Comprehensive indicator systems</p>	<p>Conduct impact evaluation of NCLB and apply the lessons learned. Consider some standard rules for NCLB: uniform sub-group size, switch to ranges of sub-groups; allow individual states to propose alternate measures.</p>	<p>Provide information on exemplary pilot projects, rigorous evaluations, meaningful research, and dissemination of that research. This should target areas identified by state and local education leaders.</p>			<p>Provide comprehensive statewide indicator systems to provide data on qualified staff, class size, buildings, libraries, technology, and other material resources; school climate, parental engagement, family and community support.</p>
<p><b>Resources:</b> Research, evaluation, technical assistance, and collaboration</p>	<p>Conduct impact evaluation of NCLB and apply the lessons learned.</p>	<ul style="list-style-type: none"> <li>Increased investment in research, evaluation, technical assistance, and collaboration to help inform state and local efforts to improve student achievement</li> <li>Provide opportunities for interstate collaboration to help states learn from each other and foster a national movement.</li> </ul>	<ul style="list-style-type: none"> <li>Provide information on targeted, effective, research-based interventions designed to address specific needs of schools and districts.</li> <li>Provide a research clearinghouse, making a wealth of knowledge available to educators about how best to teach students and help schools improve practices.</li> </ul>		
<p><b>Subgroups</b></p>	<p>Do not allow one student to count in multiple sub-groups. Add other subgroups as appropriate. Standardize sub-group size across the nation.</p>				<p>Students belonging to multiple subgroups should be counted in each group as an equal fraction totaling one student toward AYP</p>