

ESEA Reauthorization: *NCLB and the Blueprint*

Based on information from:

A Blueprint for Reform

July 2010

Core Policies to Maintain in ESEA Reauthorization

Disaggregation and focus on improving performance for all groups of students

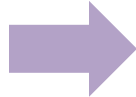
Focus on equity

Standards-based reform and accountability

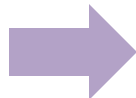
NCLB & Blueprint: Accountability

NCLB

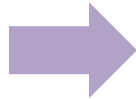
**“Race to the bottom”
for state standards**



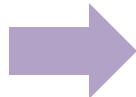
**Focus on proficiency;
schools making progress
can still be “failing”**



**Many ways to “fail,”
no recognition for success**



**Exclusive focus on tests,
narrowing of curriculum**



Blueprint

States adopt college- and career-ready standards.

Differentiation of schools based on
student growth and school progress.

Real rewards for high-poverty schools, districts and states
showing real progress, especially in serving underserved
populations and closing achievement gaps.

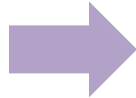
Develop and support the use of better assessments.
Look beyond assessments to determine what a school needs,
including attendance, conditions for learning, course
completion, to paint a fuller picture of a school.
Allow use of additional subjects.
Additional resources for developing a well-rounded curriculum

NCLB & Blueprint: Accountability

NCLB

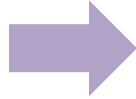
Blueprint

Mandated SES and choice



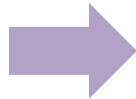
More local flexibility around how best to serve schools;
no mandated SES or choice.

Over-identifies schools



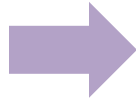
Targets more limited portion of
schools for significant intervention.

**Allowing persistently low-
performing schools
to avoid real change**



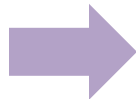
Meaningful change in persistently low-performing schools.

**Punitive/labels
without support**



Meaningful investment in low-performing schools.

**All consequences focused
at the school level**

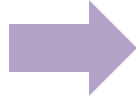


Holding every level of the system
responsible for improvement and support.

NCLB & Blueprint: Teachers and Leaders

NCLB

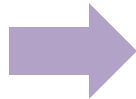
Not focused enough on building the profession and teacher voice



Blueprint

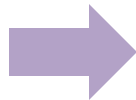
Utilize surveys of teachers (around working conditions, professional development & support), and surveys of conditions for learning that include teacher perspective.

No acknowledgement or support of teacher collaboration



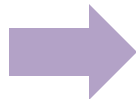
Invest in expanded learning time programs that provide more time for educators to plan and collaborate.

Equitable distribution requirements not meaningful



Greater focus on getting great teachers where they are needed most.

Ignored need for better school leaders

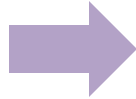


Invest in preparing and improving better leaders.

NCLB & Blueprint: Broad Principles

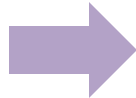
NCLB

**Ignored important factors
like conditions for learning**



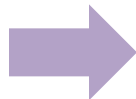
Make accountability about more than test scores for most schools.
Fund development of measurement systems around conditions for learning.

**Narrow vision of
school's role**



Greater opportunities and structures for positive adult-student relationships.
Funding for providing comprehensive services so that students are safe, healthy, able to focus on learning.

**No acknowledgement that
equitable funding matters**



Encourage funding equity.

Blueprint