



A Center Policy Brief

Synthesis and Analysis of Recommendations to Congress for ESEA Reauthorization from the Perspective of Addressing Barriers to Learning & Teaching

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In previous analyses, we documented that current school improvement efforts are primarily shaped by a two-component blueprint, and we stressed the need for a paradigm shift to a three-component framework. Using the three component blueprint, we highlighted systemic deficits in prevailing policies for turning around, transforming, and continuously improving schools. In this report, we use the three-component framework to categorize and synthesize major recommendations to Congress for the ESEA reauthorization and briefly analyze them from the perspective of the third component.

The analysis illuminates fundamental gaps in the prevailing recommendations. In particular, we stress what's missing with respect to addressing barriers to learning and teaching and to re-engaging disconnected students. We find that recommendations made by the Obama administration and other stakeholder organizations and leaders attempt to cover all three components but give short shrift to the third component.

Even recommendations specifically relevant to the third component fail to provide a systemic focus on developing the type of comprehensive, multifaceted, and cohesive approaches necessary to address the many overlapping barriers to learning and development. For example, there is sparse attention to the need for (a) rethinking and restructuring the work of student and learning support professionals, (b) redeploying existing resources used for learning supports, and (c) weaving school and community resources together. As a result, there is little recognition of the role such improvements can play both in helping teachers enhance engagement and re-engagement in classroom learning and in establishing the type of caring climate in classrooms and school-wide that promotes progress and well-being.

Overall, to date, the ESEA reauthorization recommendations to Congress amount to tinkering with school improvement rather than focusing on essential systemic transformation to meet the challenge of enabling all students to have an equal opportunity to succeed at school. Because development of an enabling component is given short shrift, the best bet is that the reauthorization will continue to *marginalize* efforts to identify and correct fundamental *systemic* deficits in how schools address barriers to learning and teaching and intervene to re-engage disconnected students. And continuing marginalization means ongoing relative neglect of these matters in future blueprints for school improvement.

From the perspective of the third component, transformation means fully integrating into school improvement a systematic focus on how to:

- reframe current student support programs and services and redeploy the resources to develop a comprehensive, multifaceted, and cohesive component to enable learning

- develop both in-classroom and school-wide approaches – including interventions to support transitions, increase home and community connections, enhance teachers’ ability to respond to common learning and behavior problems, and respond to and prevent crises
- revamp district, school, and school-community infrastructures to weave resources together strategically with the aim of enhancing and evolving the learning supports system
- pursue school improvement and systemic change with a high degree of policy commitment with respect to developing and sustaining an enabling component that comprehensively addresses barriers to learning and teaching and re-engages students in classroom learning

The report concludes by emphasizing that now is the time for schools to plan and develop more effective and comprehensive systems for directly dealing with factors that keep too many students from doing well at school. Such efforts can draw on pioneering work in states that are moving learning supports from the margins to a prominent place in improving schools and enhancing student outcomes.

Developing and implementing a comprehensive, multifaceted, and cohesive system of learning supports is seen as representing the next evolutionary stage in meeting the imperative for school improvement policy and practice to effectively address barriers to learning and teaching and re-engage disconnected students. We suggest that, properly conceived, this third component is essential in efforts to close the achievement gap, enhance school safety, reduce dropout rates, shut down the pipeline from schools to prisons, and promote well-being and social justice.



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Policy Brief

Synthesis and Analysis of Recommendations to Congress for ESEA Reauthorization from the Perspective of Addressing Barriers to Learning & Teaching

As Congress considers reauthorizing the Elementary and Secondary Education Act (ESEA), a great many formal recommendations are being offered. Of major relevance are those made by the Obama administration both in (1) the proposal entitled *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act* and (2) Secretary Duncan's testimony at the House and Senate hearings.

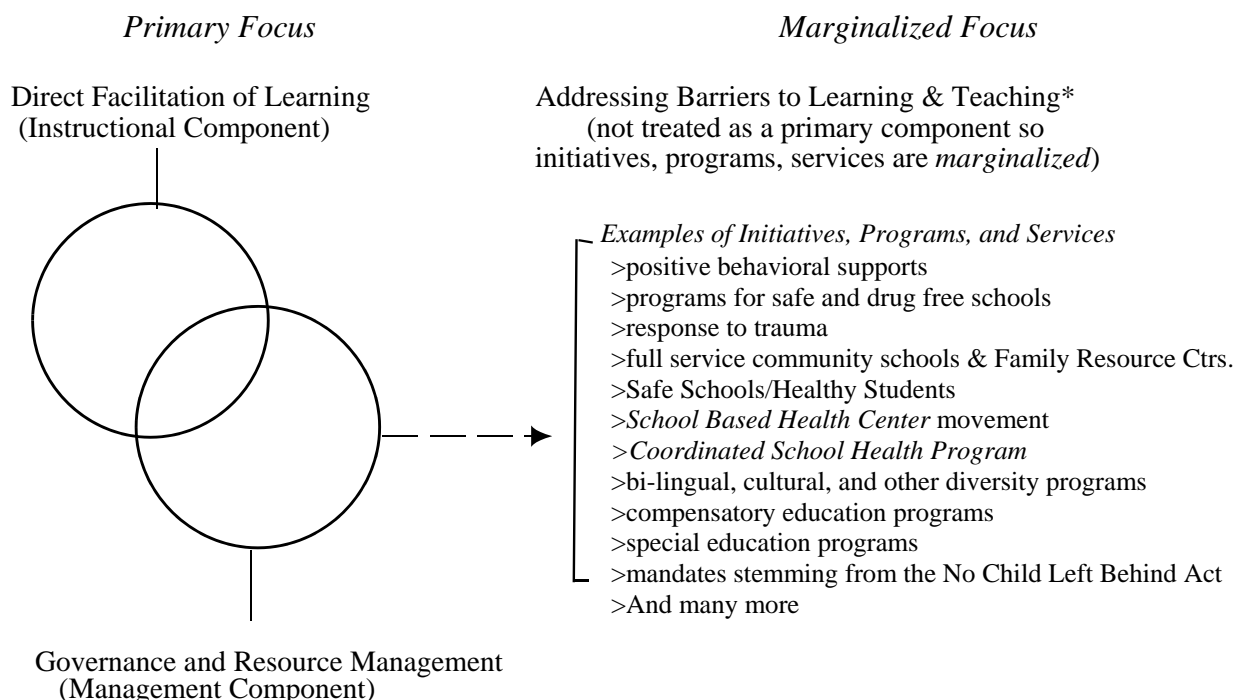
Of course, many other stakeholder organizations and leaders for educational improvement, reform, and transformation are submitting recommendations to Congress in formal documents and in hearings. We gathered the recommendations these stakeholders have placed on the internet and the postings of Congressional hearing testimony. Appendices A, B, and C provide the full set of recommendations we drew upon, grouped under the organizations and individuals submitting them.

In previous analyses, we documented that current policy is primarily shaped by a two-component blueprint and stressed the need for a paradigm shift to a three-component framework (see Exhibit 1). Using the three component blueprint illustrated in Exhibit 1, we highlighted systemic deficits in (a) prevailing school improvement policies, planning, and practices and (b) emerging recommendations for turning around, transforming, and continuously improving schools (e.g., Adelman & Taylor, 2006, 2008a, 2008b; Center for Mental Health in Schools, 2005, 2008, 2010).

In this report, we present our categorization, synthesis, and brief analysis of major ESEA reauthorization recommendations to Congress from the perspective of the third component.

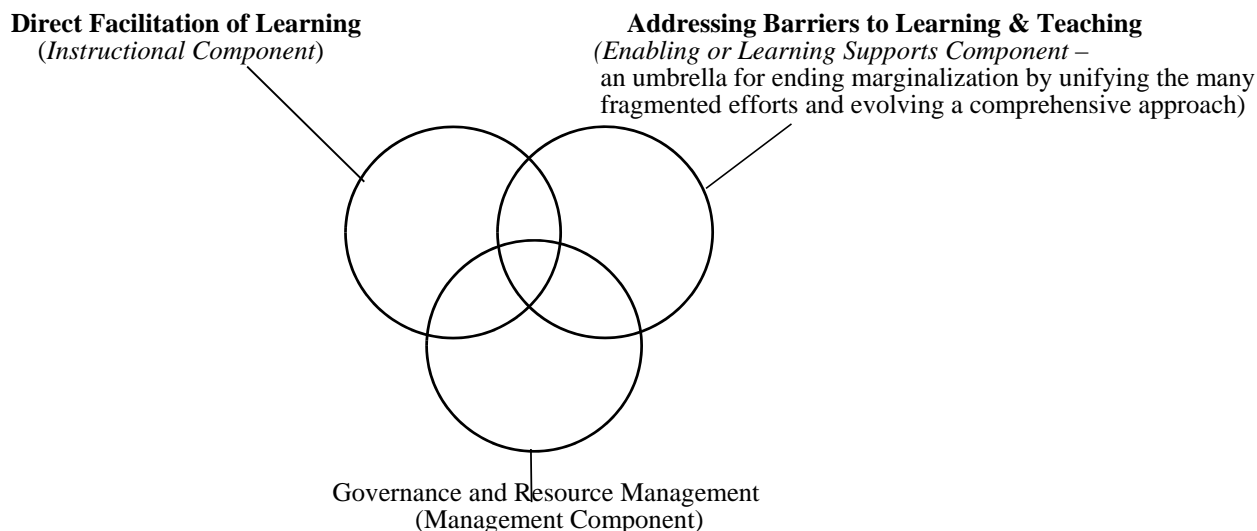
Exhibit 1. Moving from a Two-Three- Component Framework for Improving Schools

A. Current School Improvement Framework



*While not treated as a primary and essential component, schools generally offer some amount of school-owned student "support services" – some of which links with community-owned resources. Many types of student support personnel staff the interventions (e.g., school counselors, psychologists, social workers, nurses, etc.). Schools have been reaching out to community agencies to add a few more services. All of this, however, remains marginalized and fragmented in policy and practice.

B. Needed: Revised Policy to Establish an Umbrella for School Improvement Planning Related to Addressing Barriers to Learning and Promoting Healthy Development



Organizing and Synthesizing the Recommendations

First, we outlined the administration's blueprint for the ESEA reauthorization (see Exhibit 2). Then, we categorized the recommendations to Congress. In doing so, we used the three-component blueprint as a first level organizer.

We moved on to cluster specific recommendations under common reform concerns. Items were edited, with some extrapolation to enhance coherence and eliminate duplication.

Finally, we used the lens of the third component to briefly analyze both the administration's blueprint and the synthesized recommendations.

About the Three Components

As Exhibit 1 highlights, currently the primary thrust is on improving instruction and management/governance. While these two components obviously are essential, effectively dealing with learning and behavior problems requires something more. Based on our research, we stress the need for a third component (Adelman & Taylor, 2006, 2008a, 2008b; Center for Mental Health in Schools, 2005, 2008, 2010). This component unifies efforts to (1) directly *address barriers* to learning and teaching and (2) *re-engage students* who have become disconnected from classroom instruction. In doing so, it provides an umbrella under which all resources expended for student and learning supports can be woven together.

As with the other two components, such an enabling or learning supports component is conceived as primary and essential and fully integrated with the other two components. Its addition significantly enhances efforts to develop a blueprint and roadmap for transforming school improvement policy and practice.

About the Categorization and Synthesis

While the Congressional hearing topics suggested some categories, a review of Appendices B and C will underscore why a more descriptive set of categories was indicated. Exhibit 3 presents the categories developed during the synthesis.

Because of the substantive repetition and overlap of recommendations, the emphasis in the synthesis was on excerpting substance. This meant collapsing items and doing some editing of each consolidated recommendation. The intent was to maintain the major point and state it as coherently as we could. Exhibit 4 presents the synthesis.

Exhibit 2. Major Focus in the U. S. Department of Education's
A Blueprint for Reform:
The Reauthorization of the Elementary and Secondary Education Act*

The document stresses that the blueprint builds on the “significant reforms already made in response to the American Recovery and Reinvestment Act of 2009 around four areas:

- Improving teacher and principal effectiveness to ensure that every classroom has a great teacher and every school has a great leader;
- Providing information to families to help them evaluate and improve their children's schools, and to educators to help them improve their students' learning'
- Implementing college and career ready standards and developing improved assessments aligned with those standards; and
- Improving student learning and achievement in America's lowest performing schools by providing intensive support and effective intervention.”

Incorporating and extending this framework, the “blueprint for a re-envisioned federal role” builds on these key priorities:

- (1) College and Career Ready Students
 - > Raising standards for all students
 - > Better assessments
 - > A complete education...a well rounded education...
- (2) Great teachers and leaders in every school
 - > Effective teachers and principals
 - > Our best teachers and leaders where they are needed most
 - > Strengthening teacher and leader preparation and recruitment
- (3) Equity and opportunity for all students
 - > Rigorous and fair accountability for all levels
 - > Meeting the needs of diverse learners
 - > Greater equity
- (4) Raise the bar and reward excellence
 - > Fostering a Race to the Top
 - > Supporting effective public school choice
 - > Promoting a culture of college readiness and success
- (5) Promote innovation and continuous improvement
 - > Fostering innovation and accelerating success
 - > Supporting, recognizing, and rewarding local innovations
 - > Supporting student success

(cont.)

*In his testimony at the Senate hearings on the reauthorization, Secretary Duncan emphasized three major goals for the reauthorization:

- Raise standards
- Reward excellence and growth
- Increase local control and flexibility while maintaining the focus on equity and closing achievement gaps

In his testimony at the House hearings on the reauthorization focused on *Building a stronger economy: Spurring reform and innovation in American education*, Secretary Duncan emphasized the following:

- Move from rules/compliance to a focus on flexibility to achieve results
- Reward schools or LEAs making progress on outcomes and closing achievement gaps
- Increase competition in awarding ESEA funds to support programs getting results
- Support college and career readiness
- Focus on turning around low performing schools
- Put effective teachers in every classroom and effective leaders in every school
- Consolidate 38 existing authorities into 11 new programs
- Give states, districts, and communities more choices based on need, promising practices
- Maintain focus on the most disadvantaged students (ELL, homeless, neglected, delinquent, migrant)
- Strengthen standards and align assessment with standards for college/career readiness
- Direct funds to schools that show a need to improve school climate (health, safety)
- Supports for college access and completion
- Support for improved outcomes for adult learners
- Enhance opportunities for students with disabilities

**Exhibit 3. A Categorization of Public Recommendations to Congress for
ESEA Reauthorization**

**I. Management/Governance and Related Leadership Recommendations for
Improving/Transforming Education**

A. Finances/Resources

- Increase and Align Funding
- Ensure and Champion Adequate, Equitable, Coherent, and Sustainable Federal, State, and Local Funding for All Public Schools
- Target Resources to Support Reforms and Enhance Support for Specific Programs
- Ensure Transparency in Distribution of Federal, State, and Local Funds

B. Accountability and Decision Making Policy

- Federal, State, and Local Decision Making
- Modify Systems for Gathering and Reporting Accountability Indicators
- Expand What is Measured
- Focus on persistently failing schools

C. Personnel

- Preservice
- Other Personnel
- Certification
- Recruitment, Hiring, Placement, & Induction,
- Continuing Professional Development for Teachers and Principals/Leaders
- Collaboration
- Evaluation, Rewards, Retention, Removal

D. Data Systems, Standards, Assessment, & Measurement

- Maintain, Enhance, Expand, and Facilitate and Ensure Appropriate Use of Data Systems
- Standards
- Improve and Expand Assessment & Measurement

E. Science-based Practices, Applied Research, Dissemination, & Innovation

- Science-base
- Research and Dissemination
- Innovation

F. Learning Environment & Extended Learning Time

- School climate
- School Culture for College and Career Readiness
- 21st Century Teaching and Learning Environments & Extended Learning Time

G. Early Childhood & Pre-k - Graduation

H. Parent and Community Involvement, Public Information, and Transparency

- Family/Parent Involvement and Engagement
- Community Involvement and Engagement
- Public Information and Transparency

I. School Options, Multiple Pathways, and Choice

Exhibit 3 (cont.)

II. Instruction/Curriculum and Related Leadership Recommendations for Improving/Transforming Education

A. Instruction, Tutoring, & Mentoring

B. Teaching Special Populations

III. Addressing Barriers to Learning and Teaching and Re-engaging Disconnected Students and Related Leadership Recommendations for Improving/Transforming Education

A. Maintain/Increase Personnel and Enhance Coordination and Alignment of Student and Learning Supports

B. Enhance Organizational Infrastructure for Leadership, Staffing, and Coherence of Student and Learning Supports

C. Intervention Focus for Student and Learning Supports



**Exhibit 4. A Categorized Synthesis of Public Recommendations to Congress
for ESEA Reauthorization***

**I. Management/Governance and Related Leadership Recommendations for
Improving/Transforming Education**

A. Finances/Resources

- *Increase and Align Funding* – Recommendations across categories explicitly called for increases in funding, and the nature and scope of many of the other recommendations would require additional funding. Relatedly, recommendations emphasize the need to extend the focus beyond the school to the whole system, including aligning and coordinating education and other agency resources at federal, state, regional, and local levels.
- *Ensure and Champion Adequate, Equitable, Coherent, and Sustainable Federal, State, and Local Funding for All Public Schools*
 - > Maintain focus on equity and core investments to meet the needs of diverse populations, districts and schools with particular emphasis on bringing funding for high poverty and high minority schools and districts up to a level comparable to that of schools serving students from higher income families
 - > Emphasize remedies, incentives, and other strategies to boost overall K-12 school funding for overcoming inequities and addressing diversity – ensure availability, access, accommodations so all students have an equal opportunity to succeed at school and gifted students are able to excel
 - > Link federal funding to evidence that a state has addressed equal access to education
 - > Fund using fair formulas to ensure significant federal support for students in poverty
 - > Change the funding formulae within ESEA so that they are based on communities of children age 3 to 17 instead of 5 to 17
 - > Reward states for creating high quality early learning programs and aligned preK-3 systems
 - > Ensure that funding loopholes in per pupil support are closed
 - > Class size reduction with a concentrated formula for sending funds to high poverty schools
 - > Ensure all mandated, targeted programs (e.g., Title I, IDEA) are fully funded
 - > Limit/reduce compliance oriented requirements for school and school systems
 - > Ensure that grant competitions generate fair policies related to turning around low-performing schools at all levels
 - > End competitive grants that leave many districts, especially rural ones, at a disadvantage
 - > Establish broader funding streams around common purposes
 - > Ensure all professional development dollars are used in accordance with equitable distribution and effectiveness of teachers in high poverty, high minority schools and lowest performing schools

*This table synthesizes the gist of comments and recommendations submitted and given in hearing testimony. The table is organized around the three component framework for school improvement recommended in previous analyses and recommendations from our Center related to the ESEA reauthorization. The specific recommendations are clustered under common reform concerns. Items were edited and some extrapolation was needed to enhance coherence and to eliminate duplication. See Appendices A, B, and C for the full set of recommendations grouped under the organizations and individuals submitting them. Also see box at the end of this table for the extensive cross categorical list of recommendations for English Language Learners – made by *League of United Latin American Citizens*.

- *Target Resources to Support Reforms and Enhance Support for Specific Programs*
 - > Build capacity to support comprehensive state policy reforms
 - > Enhance support for integrating systems of reform
 - > Rethink school-improvement and turnaround policy, strategies, and resources
 - > Differentiate reforms and interventions to meet the specific needs of districts, schools, and students
 - > Drive reform by better targeting resources for effective teaching and leadership strategies
 - > Support the change process
 - > Amend allowable uses of Title I funds to ensure the neediest high schools to develop and support innovative approaches to improving curriculum
 - > Strengthen federal investment in secondary schools, including a formula based funding stream to turn around low performing secondary schools as proposed by the Graduation Promise Act.
 - > Provide states and LEAs with more flexibility and choice to select the solutions and providers that meet their unique needs
 - > Base federal funds for reform oriented instructional approaches on their quality and award via competitive grants
 - > Incentivize strategies aligning academic standards, curricula, and assessments with college readiness requirements
 - > Invest in broadband Internet access
 - > Authorize Math Now and dedicate funding for elementary and middle school mathematics
 - > Fully fund Head Start for all eligible children
 - > Create a new early childhood funding stream
 - > Enable and provide incentives for Title I dollars to flow more freely to early childhood and preK-3 programs
 - > Ensure that Title I funding set-asides do not supplant preK funding where it already exists
 - > Give districts incentives to keep students in school who have not graduated in 4 years
 - > Support Back on Track designs for at risk students (accelerated academics/support)
 - > Increase funding to increase outreach and identification on homeless children/youth
 - > English Language Learners – see box at end of the table for the extensive list of recommendations made by *League of United Latin American Citizens*
- *Ensure Transparency in Distribution of Federal, State, and Local Funds*
 - > Ensure school by school per pupil expenditures are reported annually – disaggregated with respect to demographics
 - > Require districts to report how Title I funds are used for children under 5

B. Accountability and Decision Making Policy

- *Federal, State, and Local Decision Making*
 - > Include specific language in the reauthorization that prohibits the federal government from dictating educational programs or curricula
 - > Share responsibility with states to ensure that all school leaders have the skills, knowledge, and attributes to perform their jobs effectively and efficiently; continue to improve; ensure all schools have access to effective leaders.
 - > Authorize state and local P-20 STEM Councils
 - > Enhance locally based decision making to lead and sustain change
- *Modify Systems for Gathering and Reporting Accountability Indicators*
 - > Give states the flexibility to determine the manner in which they reach the goals specified in federal education law and to establish accountability systems that meet core principles

- > Mandate that state accountability systems hold all students to the same high standards and use the same annual assessments
- > Mandate indicators of both absolute performance and improvement
- > Provide support for mandated data collection/reporting in ways that reduces burden on small rural and other impoverished districts
- > Reduce amount of mandated testing
- > Emphasize a growth-based accountability model that evaluates student progress and relative gains over multiple years
- > Eliminate duplicate counting of students
- > Mandate that all reporting provide disaggregated achievement data
- > Incentivize the implementation of college and career standards by working with states to develop an accountability system for evaluation of student achievement
- > Codify state, district, and school accountability for achieving the goal of college and career readiness and graduating all students from high school on time
- > Support computer-adaptive testing and the use of the best available modern technology
- > Provide all accountability data (e.g., graduate rates, test scores) on the internet
- > Allow appropriate use of out of level assessments for all students to account for diverse learners
- > Maintain “students with disabilities” as a specific subgroup in the general accountability system
- > Eliminate use of English Language Proficiency Assessment for accountability
- > Exempt recent immigrant students with limited English proficiency from ELA and math state assessment in their first year in the U.S.
- > Require states to use a uniform and accurate method of calculating graduation rates (e.g., graduation rates should be measured according to the common metric set out in section 200.19(b) (1) of Title 34, Code of Federal Regulations as updated in 2008)
- > Extend measures of graduation rates to 5 or 6 years
- *Expand What is Measured*
 - > Base accountability primarily on school improvement and student progress
 - > Expand accountability systems to reflect a comprehensive picture of students’ and schools’ performance rather than relying primarily on high stakes testing
 - > Include science in the accountability system
 - > Measure student success both academically and developmentally
 - > Elevate the importance of physical education and sport for all students (e.g., hold schools accountable for providing students with physical education/activity that meets national standards of 30 min. during the school day)
 - > Measures student performance using a variety of measures (portfolios, performance tasks, products, interviews, etc)
 - > Hold states and districts accountable for giving new teachers the mentoring, support and teaching conditions they need to be successful
 - > Measure and report “school climate and culture” indicators in accordance with the model being proposed by the U. S. Department of Education
 - > Include both positive and negative consequences for districts and schools
- *Focus on Persistently Failing Schools*
 - > Provide incentives for school improvement and refrain from use of sanctions that are not research-based
 - > First emphasize restructuring, leadership changes, and intensive professional development
 - > Support monitoring of intervention progress
 - > Establish processes for gradually phasing out failing schools while creating better options if interventions are insufficient

C. Personnel

- *General Comments*
 - > Ensure a commitment to professionalize teaching: attract best graduates; develop teachers through coaching, training in classroom, sharing knowledge; provide incentive and differentiated support systems to ensure that every child is able to benefit from excellent instruction; build networks of schools to stimulate innovation, collaborate to provide curriculum diversity, extended services and professional support and foster leadership to reduce between school variation through system wide networking and to build lateral accountability
 - > Elaborate, clearly define, and enforce federal teacher equity laws
 - > Explore alternative pathways to teaching
 - > Connect a comprehensive curriculum of professional training and licensure with assessments (preservice to five years of teaching)
 - > Develop credible and predictive assessment of professional knowledge and skill
 - > Establish a discretionary grant program for teacher centers that provide comprehensive professional development
- *Other Personnel*
 - > Enhance and personalize professional development for all school personnel and ensure all are able to receive professional development funding (e.g., in addition to teachers, health educators, student support staff, etc.)
 - > Include a focus on school counselors
 - > Amend Title I and Race to the Top to establish a state goal of a library staffed by a state licensed school librarian in each public school
 - > Allow state and local professional development funds to be used to recruit and train school librarians
- *Preservice,*
 - > Provide support for strengthening preparation and make it performance-based
 - > Align teacher preparation programs
 - > Invest in clinically based teacher education programs
- *Certification*
 - > Strengthen regulations regarding teacher preparation and licensure
 - > Change the metric for teacher subject matter knowledge to performance on state subject matter exams or college academic major
 - > Require all health education teachers to meet state certification standards
 - > Establish K-8 master teacher programs
 - > Address the fact that teachers in small rural schools teach multiple subjects and often can't meet highly qualified criteria
- *Recruitment, Hiring, Placement, & Induction*
 - > Raise the status of teaching to attract the best and brightest
 - > Use research based metrics for teacher hiring
 - > Provide incentives to support recruitment, especially to fill high need fields, locations, and shortages
 - > Incentivize the recruitment, equitable distribution, and induction of high quality and effective teachers and school leaders and their ongoing development
 - > Eliminate forced placement of teachers by school districts
 - > Place cohorts of new teachers who have shared their training in the same schools
 - > Build a system so that all beginning teachers can perform competently

- > Provide dedicated funding for the induction and mentoring of all new teachers for at least their first two years
- > Ensure that states establish standards for induction and mentoring programs
- *Continuing Professional Development for Teachers and Principals/Leaders*
 - > Dedicate funding for teacher professional development under Title II A
 - > Provide high quality job embedded professional development for teachers and leaders
 - > Improve the quality of instruction by incorporating research based professional development as well as curricular supports for teachers and paraprofessional
 - > Ensure that new and veteran teachers are provided information and assistance related to relevant curricula, research, and innovations
 - > Use performance based assessment of higher order thinking skills and deep content knowledge to organize high quality professional development
 - > Ensure quality internet access to provide the best professional learning for teachers (especially needed for rural schools)
 - > Continue programs such as the Preparing Teachers for Digital Age Learning program which is Title II Part B of the Higher Education Act
 - > Build capacity for empowering teachers to teach creatively and effectively
 - > Build capacity for teaching special populations (e.g., disabilities, homeless, ELL, foster care)
 - > Mount a major initiative to prepare and support expert school leaders
 - > Ensure continuous development related to digital age technology and content in general and for transformational leadership and expertise at all levels of the educational enterprise
 - > Establish high quality leadership immersion and mentoring programs to meet the unique needs of principals, especially those who need to gain specialized expertise in turning around low performing schools
 - > Explicitly include early childhood teachers in professional development programs, especially for elementary school teachers and principals
 - > Strengthen professional development for elementary school principals to assist them in designing and implementing developing a seamless comprehensive continuum of learning by aligning systems, programs, and services that support the social, emotional, and intellectual needs of children from prekindergarten through grade 3
 - > Provide funding for high quality teacher and leader residency programs
 - > Provide standards based mentoring programs for principals
 - > Emphasize teacher and leader development that highlights opportunities to integrate the arts into learning
- *Collaboration*
 - > Improve collaboration and reduce competition among all educators
 - > Sustain practice based collegial learning opportunities for teachers
 - > Support time for collaboration
 - > Funding should require that schools share best practices to improve the entire system and promote cross system collaboration
 - > Support partnerships with universities for school leadership
- *Evaluation, Rewards, Retention, Removal*
 - > Improve recognition, respect, working conditions, and pay
 - > Improve teacher evaluation systems to improve teacher practice (fund pilots for LEAs)
 - > Ensure that teachers deemed “highly qualified” have the skills and knowledge to address the academic and behavioral needs of the students for whom they are responsible

- > Define high quality teaching and “highly qualified” teachers
- > Reinvent peer review
- > Ensure evaluation for teachers and leaders remains a local decision
- > Measure teacher effectiveness using state achievement and observations of practice
- > Provide incentives (e.g., merit pay) to retain and reward effective teachers and principals
- > Base teacher placement, advancement, pay, and tenure on quality and effectiveness
- > Ensure that schools and districts are rewarded for creating and sustaining high-quality classroom experiences throughout the preschool years and early grades
- > Ensure ineffective teachers are removed
- > Exclude any model of school improvement reforms that requires the firing of principals and teachers without regard to training, expertise, and time afforded in the school building to implement reforms

D. Data Systems, Standards, Assessment, & Measurement

- *Maintain, Enhance, Expand, and Facilitate and Ensure Appropriate Use of Data Systems*
 - > Maintain current investments in state assessments
 - > Continue funding creation of enhanced P-20 data systems
 - > Increase capability of states, districts, and schools to use assessment data to monitor student progress, intervene as needed, differentiate instruction for all students as needed
 - > Provide appropriate resources to states so they can measure progress over time and shift state longitudinal data systems competitive grant program to a new formula program
 - > Support multilayered, coherent assessment systems that support improvement of learning at all levels of the system, are increasingly performance based, add value for teaching and learning, and are part of a comprehensive and well aligned instructional learning system
 - > Ensure that assessments are aligned, linked, and longitudinal
 - > Authorize additional resources for states using college and career readiness standards to develop coherent systems of assessment
 - > Support development of performance management systems
 - > Use a continuous progress index to measure student and school progress on multiple indicators
 - > Build capacity for data systems to benchmark and chart student progress throughout the school year
 - > Establish a single comprehensive reporting office in the U.S. Department of Education that manages all data requests
 - > Ensure that the collection of federal longitudinal data in K-12 is more fully integrated with data collection in programs that serve children before kindergarten entry
 - > Support use of state report cards to measure and report on health, safety, and education
 - > Disaggregate data on student security, discipline and support to inform professional development and school climate as part of school improvement
 - > Report survey data from students, staff, and families on school climate and satisfaction
 - > Support states to develop a diagnostic school quality review system to evaluate schools, guide improvement, and share best practices
 - > Leverage data systems to inform and drive instruction, improvement, interventions, and support success
 - > Support states, districts, and schools in developing monitoring systems at each grade level so they can intervene when students fall behind
 - > Facilitate use of assessment results by supporting ongoing, real-time, interactive reports and access to data

- > Ensure teachers have time to analyze past and present data
- > Require states to articulate through statute or regulation the justification for the collection of each element of identifiable information
- > Require states to define specific data retention limitations that are clearly linked to the specific purposes for which the data is originally collected
- > Require states to adopt an oversight mechanism for the collection and use of children's educational data.
- > Ensure that records are transferred when foster/homeless students change schools
- *Standards*
 - > Support states in their development implementation of rigorous college and career ready standards across core curricula and comprehensive, balanced assessment systems aligned to those standards
 - > Offer Common Core Standards as one of several ways for states to adopt standards
 - > For state-led common core standards, define the role of the federal government, provide technical support, provide assistance for supporting local districts
 - > Address ELLs, disabilities, special populations in common core standards (e.g., need accessible standards – don't require a deaf student to listen)
 - > Use internationally benchmarked standards and assessments as indicators of readiness for college, workplace and international competition.
- *Improve and Expand Assessment & Measurement*
 - > Ensure high quality, valid and reliable assessments of students, teachers, principals, schools, districts, and states
 - > Encourage use of locally developed assessment
 - > Provide adequate funding, evidence based research, and flexibility to states to develop a new generation of assessments aligned to common standards
 - > Support the development and use of assessments that measure higher-order thinking skills and advanced content knowledge and literacy
 - > Extend the calculation of graduate rates to six years
 - > Ensure schools collect and report data on discipline
 - > Spur the development of valid and reliable measurement tools that are appropriate for young children and the classroom in which they learn
 - > Invest in evaluating community schools
 - > Measure PE lesson effectiveness using heart rate monitors and high tech fitness testing and use activity monitors students and parents can wear throughout the day and night

E. Science-based Practices, Applied Research, Dissemination, & Innovation

- *Science-base*
 - > Provide federal leadership that facilitates evidence based practice and well coordinated, fully funded federal policies.
 - > Exclude any model of school improvement reforms that cannot be substantiated by evidence-based research
 - > Provide research based metrics and longitudinal data systems for fair teacher evaluation
 - > Ensure professional development for principals is built on research based standards of practice
 - > Policies should reflect and support the research and practice from learning communities
- *Research and Dissemination*
 - > Increase federal investment in research, evaluation and dissemination of developments and best practices to all states in curriculum, teaching, learning and the management of schools.
 - > Establish grants for dissemination
 - > Provide a clearinghouse of best practices on teacher evaluation

- *Innovation*
 - > Make innovation a driving force by increasing investments, improve systems for, and reward innovation and continuous improvement at all levels
 - > Increase flexibility and autonomy regarding requirements and remove other governance and management obstacles to innovation
 - > Support state innovation in providing expanded curricular opportunities
 - > Support innovation in learning tools, school models, and services in support of providing equity and excellence in education
 - > Encourage innovation in state policy
 - > Support a network of state innovation labs
 - > Redesign the American high school
 - > Link innovation to economic and workforce development (e.g., STEM)
 - > Incentives for innovations to help more low income youth graduate/attend college

F. Learning Environment & Extended Learning Time

- *General Comments*
 - > Provide funding to help districts make schools attractive places for students and teachers and that are safe and supportive
 - > Need to reestablish an atmosphere of a "neighborhood school" to develop a sense of community
 - > Beyond the recommendations related to assessment and standards covered above, calls for total/whole child education emphasize that the learning environment must go beyond academics to ensure a well-rounded education (e.g., physical, social, and emotional learning, music, movement, arts, drama) and a positive school environment.
 - > Need principals to create school based learning communities (teachers, students, parents, community)
- *School Climate*
 - > Enhance focus on developing a school climate using proven strategies to create support and respect as the core of education progress
 - > Foster a "client centered approach" by districts and schools
 - > Promote creation of smaller, supportive learning environments
 - > Support replication of practices that result in great schools in rural areas
 - > Promote strategies to engage and empower students
 - > Support student, health, physical education, and well-being through widespread access to active leisure opportunities that are supportive of cultural values
- *School Culture for College and Career Readiness*
 - > Promote a culture of college and career readiness and success for all students
 - > Promote college and career ready standards by providing funding for research and financial support for the consortia of states in their development and implementation of common standards and related assessment
 - > Promote contextual learning and career exposure
 - > Support early college high schools (accessing college credits before HS graduation)
- *21st Century Teaching and Learning Environments & Extended Learning Time*
 - > Support 21st century standards
 - > Support adding time to the school day or year to extend learning time
 - > Provide support for rigorous after school and summer academic programs
 - > Increase funding, enhance quality, capacity, sustainability, strengthen accountability for the *21st Century Community Learning Centers*
 - > Create *Afterschool for Older Youth Centers of Excellence*
 - > Incorporate the provisions of the ASPIRE Act for afterschool for older youth
 - > Strengthen emphasis on STEM fields in after school programs

- > Encourage schools to strengthen student leadership and service through both classroom and community-based learning
- > Provide scholarships for homeless youth for extra curricular activities
- > Recognize high-quality early childhood programs as an eligible use of funds designed to extend learning time
- > Promote a digital age learning culture and emphasize technology's role in engaging students and making learning relevant and, in turn, keeping them on track to high school graduation
- > Provide online learning opportunities
- > Support school-based health centers

G. Early Childhood & Pre-k - Graduation

- > Create a new literacy initiative formula program, birth through graduation
- > Expand access and adopt developmentally appropriate standards, curricula, instructional assessments to support teaching and learning of all children birth through 3rd grade
- > Encourage districts to embed high quality preK-3 strategies as one of their priorities for turning around low performing schools
- > Promote interventions that make schools ready for all children pre-K-12
- > Increase homeless children's access to early childhood programs

H. Parent and Community Involvement, Public Information, and Transparency

- *Family/Parent Involvement and Engagement*
 - > Provide incentives and funding for effective family engagement at the school, district, and state level
 - > Ensure districts and schools have built an infrastructure and capacity for family engagement
 - > Formalize the roles and enhance support for families, including parent engagement and advocacy
 - > Empower family members (including youth) through specific training and technical assistance and by giving them a meaningful voice in decisions about where the student is educated and at schools
 - > Build statewide capacity for family engagement
 - > Strengthen federal support and coordination of cradle to career family engagement strategies and initiatives, including a robust federal research agenda
- *Community Involvement and Engagement*
 - > Formalize the roles and enhance support for fully engaging community stakeholders and building partnerships
 - > Build on Title I recognition of community schools and include community schools as an allowable school intervention model
 - > Establish a National Commission on School and Community Partnerships
 - > Support the capability for schools to serve an entire neighborhood comprehensively and at scale and play a role in strengthening community
- *Public Information and Transparency*
 - > Increase the impact and efficacy of Parental Information and Resource Centers and Local Family Information Centers and focus their role on capacity building and technical assistance
 - > Ensure parents understand how to access information about their child's current and expected level of achievement and the qualifications and performance of school personnel, including pupil services personnel

- > Ensure everyone has ready access to information about the performance of schools
- > Support development of a uniform reporting form on student achievement and teacher quality for each school, district, and state and make the information accessible on each school district and state website and compile the information on the U.S. Department of Education website
- > Mandate public reporting of the ratio of support staff to students

I. School Options, Multiple Pathways, and Choice

- > Establish local school boards as sole authority for granting and decertifying charters
- > Require all schools receiving public funds to meet same standards of accountability
- > Fund career academies
- > Acknowledge innovative work of high growth and high performance charter schools
- > Encourage charter schools and district schools to work together
- > Promote and expand successful secondary school options
- > Implement the provisions of the Pathways to College Act
- > Ensure all students are afforded graduation pathways that provide quality educational programming which fulfills their interests, talents, and work/career goals.
- > Enhance dropout recovery and prevention through multiple pathways to graduation

II. Instruction/Curriculum and Related Leadership Recommendations for Improving/Transforming Education

While many of the above items have implications for instruction and curriculum, the following focus specifically on these concerns.

A. Instruction, Tutoring, & Mentoring

- > Ensure that high expectations for achievement are combined with appropriate individualized instruction across curricula that reflect the knowledge and skills required to succeed in the 21st Century and that provide truly equal educational opportunities for all students
- > Promote teachers' shared responsibility for all students in a grade level or subject matter
- > Support class size reduction with a concentrated formula for funding high poverty schools
- > Ensure small group academic coaching
- > Strengthen Title II B., math and science partnerships
- > Establish a dedicated strategy and funding stream to improve STEM education
- > Help states meet their needs for highly effective educators and leaders in high need schools and in high need subject areas (e.g., STEM)
- > Emphasize project learning
- > Increase the Department of Education's role in establishing service-learning as a key teaching and learning strategy
- > Establish a grant program to support direct funding of schools committed to positively enhancing health education and social emotional learning
- > Provide strong guidance to ensure that all students will experience a robust health education curriculum designed to address critical health needs such as obesity and to develop a health literate society
- > Provide an adult mentor for every student
- > Improve Supplemental Education Services
- > Provide training and TA to grantees; track mentoring outcomes; include in programs that target special populations (Title IV, Part A, Section 413)

- > Maintain funding for Improving Literacy through School Libraries program
- > Support the *Literacy Education For all Results for the Nation* legislation

B. Teaching Special Populations

- > Define and incorporate Universal Design for Learning throughout the ESEA, with related general assurances and grants, research opportunities, educational technology, and provisions that reflect UDL principles in the four elements of the curriculum (goals, instructional materials, teaching methods, and assessments)
- > Support preservice and inservice for teachers to differentiate ELLs based on expertise
- > Ensure students with learning disabilities are provided access to the general education curriculum
- > Direct local education agencies to work with child welfare agencies to ensure foster and homeless children remain in their current schools when it is in the child's best interest, and to guarantee immediate enrollment in a new district when that is in the child's best interest
- > Incorporate a broader definition of homeless children, under the McKinney-Vento Homeless Assistance Act, to include children in foster care
- > Support transportation provisions of the McKinney-Vento Act
- > Ensure schools address the unique needs of homeless youth living on their own
- > English Language Learners – see box at the end of this table for the extensive list of recommendations made by *League of United Latin American Citizens*

III. Addressing Barriers to Learning and Teaching and Re-engaging Disconnected Students and Related Leadership Recommendations for Improving/Transforming Education

While many of the above items have implications for addressing barriers to learning and teaching and re-engaging disconnected students, the following focus specifically on these concerns.

General Comments

- > Provide incentives for interagency collaboration and coordination at all levels, especially among agencies that focus on students in poverty
 - > Acknowledge throughout ESEA that pupil services personnel are the critical link to school success for many students and are essential members of the school staff
 - > Increase the know-how to meet academic, engagement, and poverty challenges in low performing schools
 - > Increase level of student supports (academic and nonacademic) to meet needs of struggling students
 - > Authorize the full service community schools program and Create a National Capacity Building Center for Community Schools
- **Maintain/Increase Personnel and Enhance Coordination and Alignment of Student and Learning Supports**
 - > Maintain and enhance dedicated funding for the ESEA Counseling Program priorities (Title V, Part D, Subpart 2), make necessary changes to ensure program funds reach high schools, and add a definition of “comprehensive school counseling program” to emphasize college readiness and collaboration with other school based support staff to reduce barriers to learning and help all students achieve academically
 - > Adjust the ratio of student to school psychologists detailed in Title V, Part D to reflect that emphasized by the National Association of School Psychologist

- > Improve coordination and alignment between schools and programs
- > Streamline comprehensive services for children
- > Provide sufficient specialized instructional support personnel and student support services to meet the needs of the whole child in order to promote healthy learning and development
- > Dismantle obstacles to collaboration between and among school systems and social, health, and safety services
- > Establish a new initiative to leverage and integrate community resources for student supports that promote student success

B. Enhance Organizational Infrastructure for Leadership, Staffing, and Coherence of Student and Learning Supports

- > Clarify conflicting terminology, definitions, and role of pupil/related services personnel. Adopt one single term – “specialized instructional support personnel” for use throughout all education laws that reference these personnel
- > Direct the Secretary of Education to establish an Office of Specialized Instructional Support and appoint a director and appropriate staff
- > Establish coordinated school health advisory councils

C. Intervention Focus for Student and Learning Supports

- > Focus on eliminating barriers to learning
- > Ensure all available resources are appropriately targeted to serve all struggling learners as early as possible
- > Ensure transition support (elementary to middle; middle to high school)
- > Establish policy for more positive and preventative approaches
- > Include the National Center for Response to Intervention’s essential components of RTI and infuse an “evidence based intervention model” throughout ESEA to improve access to early intervening services, early identification and improved academic and social-emotional learning outcomes for all students
- > Require schools to determine and to ensure access to adequate social and mental health services for their students as part of the school improvement plan.
- > Support states to ensure schools are safe and healthy
- > Provide antibullying and anti-harassment amendments
- > Emphasize Title IV strategies to increase attendance
- > Identify students with learning and behavioral challenges early and provide targeted instruction before referral for special education services
- > Emphasize approaches to student physical education and obesity problems that are tailored to the needs of sedentary population subgroups
- > Provide in home support services
- > Encourage states to use Title I funds to support the use of positive behavioral interventions and supports in schools
- > English Language Learners – see box at the end of this table for the extensive list of recommendations made by *League of United Latin American Citizens*

Full Set of Recommendations for English Language Learners **Made by *League of United Latin American Citizens***

Title I

A. Academic assessments and accommodations

1. If more than 25% of a district or state's ELL student population is of a particular language group, then the state shall be required to develop a valid and reliable native language assessment for reading/language arts, mathematics, and science, designed specifically for that language group.
2. State plans must include the identification and use of any assessment accommodations that are offered to ELLs, including evidence of their effectiveness in yielding valid results for ELLs.
3. Require that state plans include descriptions of how states will: (a) provide specific guidance to districts and schools regarding appropriate assessment accommodation practices, and (b) Develop professional development plans for school personnel in the use of accommodations for ELLs.

B. Accountability

1. Schools shall include in the limited-English-proficient category: current ELLs and former ELLs who have exited the LEP category within the last three years.
2. Require states and districts to set a consistent minimum subgroup size, "n-size," for 30 for all subgroups (economically disadvantaged, each racial/ethnic group, LEP students, students with disabilities) in determining whether they are meeting progress associated with new accountability measures.
3. Codify the Department of Education's regulation defining the one-year exemption from the reading test on recently arrived ELLs.

C. Graduation Rates

1. Adopt a four year cohort graduation rate as a common formula for all states. In addition, allow schools to use a five year graduation rate for students who meeting the following criteria (LEP; who entered US schools at 9th grade or above; who experience interrupted education prior to entering US; who participate in extended learning programs)
2. Codify Department of Education regulation that requires states, districts, and schools to disaggregate graduation rates based on subgroup, including LEP status, for accountability determination)
3. Codify Department of Education regulation that requires states, districts, and schools to disaggregate graduation rates based on subgroup, including LEP status, for reporting purposes.

D. Middle School Interventions

1. Develop a funding stream dedicated to improving low-performing middle schools in low income communities with high populations of ELLs.

E. Public Reporting and Parental Involvement

1. For the purpose of public reporting of student academic performance, the LEP category shall be disaggregated into the following (students identified as LEP for 5 years; LEP students who entered US schools at 9th grade or above; students who exited LEP within last 3 years; recent arrivals who are ELLs who have been in US schools for less than 12 months)
2. Require the Department of Education to identify and publish examples of exemplary state report cards and dissemination practices that effectively communicate student progress for culturally and linguistically diverse families
3. Provisions related to parental involvement and modification must comply with Title VI of the Civil Rights Act of 1964

F. Family Literacy

1. Strengthen the William F. Goodling Even Start Family Literacy Program (Even Start) to ensure ELL children and families have access to effective early childhood and adult education programs.

Title II

1. Ensure that SEA's provide professional development to help educators work most effectively is ELLs
2. Provide incentives to Institutions of Higher Ed and Minority Serving Institutions to institute teacher training programs that attract diverse students into teacher education programs
3. Increase the supply of teachers certified to provide instruction to ELLs, including those who teacher science, technology, engineering, and math, by providing financial support to encourage excellent teachers to enter the teaching profession.
4. Provide incentives to LEA's to develop career ladder programs targeted at developing the skills and qualifications of bilingual and ESL educators.

Title III

1. Increase the authorization of appropriates to \$2,000,000,000
2. Formula funding: changes should be made to the formula to enable "new-growth" districts to share in Title III funding.
3. Create competitive grants for innovative programs to serve ELLs.
4. Administration of OELA shall be moved to its previous position within the Title III office.

Title V

1. The Parental Information & Resource Centers and Local Family Information Centers should be retained and improved for ELL students and their parents by allowing translation of supplementary education materials.
2. Title V should include a Immigrant Parent Integration and Support Programs to support immigrant parents of students in Title I schools.

Charter Schools

1. Demonstrate in their program design that they have programs in place to address the language and cultural needs of all ELL students
2. Demonstrate that their administrators and teachers are fully qualified to be teachers of ELL students
3. Demonstrated they have aggressive outreach to parents of potential ELL students in their home language and assist them in the charter lottery process
4. Have programs and staffing designed to work with non-English speaking parents

Title VI.

1. Establish a separate funding stream for the development of content area assessments for ELLs with priority given to states with the highest numbers and largest percentages of growth of ELL students.

Brief Analysis

When the ESEA reauthorization recommendations are analyzed through the lens provided by the third component (i.e., a component to address barriers to learning and teaching), fundamental gaps are illuminated. In particular, the expanded perspective sheds light on what's missing with respect to *enabling* learning in ways that reduce student (and teacher) dropout rates, narrow the achievement gap, counter the plateau effect related to student population achievement scores, and in general, alleviate inequities. Such a perspective also underscores the irony in limiting so much of the reauthorization debate to the pros and cons of the four models currently offered for “turning around” those schools identified as persistently lowest-achieving.

The *Enabling* Deficit in the Administration's Blueprint

As can be seen in Exhibit 2, the Obama administration's blueprint and testimony attempt to cover all three components, but as discussed below, the administration gives short shrift to the third component. In *A Blueprint for Reform*, the U. S. Department of Education (2010) indicates that enabling equity of opportunity requires “moving toward comparability in resources between high- and low-poverty schools,” “rigorous and fair accountability for all levels,” and “meeting the needs of diverse learners ... by providing appropriate instruction and access to a challenging curriculum along with additional supports and attention where needed.”

The sparse commitment to “additional supports and attention where needed” reflects one of the fundamental problems with the administration's blueprint and roadmap for turning around, transforming, and continuously improving schools. It continues the long-standing policy trend of viewing student and learning supports as *auxiliary services* and usually as an afterthought. This conclusion is supported by a review of the first analyses of the *Race to the Top* applications (CCSSO & Learning Point Associates, 2010).

To be more specific, we note that the administration's blueprint for reform indicates a commitment to equity and opportunity for all students as the third of five priorities. The closest the document come to delineating supports to meet this priority are the sections on

- (1) “Meeting the Needs of English Language Learners and Other Diverse Learners” (i.e., students eligible for compensatory and special education)
- (2) “Successful, Safe, and Healthy Students.”

In the former, the stated intent is to strengthen the commitment to all students and improve each program “to ensure that funds are used more effectively.” The problem here is the continuing emphasis on categorical problems and funding formulas and too little emphasis on the overlapping nature of the many factors that interfere with learning and teaching.

With respect to the focus on *Successful, Safe, and Healthy Students*, the blueprint indicates a “new approach” focused on

- Providing a cradle through college and career continuum in high-poverty communities that provides effective schools, comprehensive services, and family supports.
- Supporting programs that redesign and expand the school schedule, provide high-quality afterschool programs, and provide comprehensive supports to students.
- Using data to improve students’ safety, health, and well-being, and increasing the capacity of states, districts, and schools to create safe, healthy, and drug-free environments.

The road to all this is described as providing

“competitive grants to support states, school districts, and their partners in providing learning environments that ensure that students are successful, safe, and healthy. To better measure school climate and identify local needs, grantees will be required to develop and implement a state- or district-wide school climate needs assessment to evaluate school engagement, school safety (addressing drug, alcohol, and violence issues), and school environment, and publicly report this information. This assessment must include surveys of student, school staff, and family experiences with respect to individual schools, and additional data such as suspensions and disciplinary actions. States will use this data to identify local needs and provide competitive subgrants to school districts and their partners to address the needs of students, schools, and communities.

Grantees will use funds under the Successful, Safe, and Healthy Students program to carry out strategies designed to improve school safety and to promote students’ physical and mental health and well-being, nutrition education, healthy eating, and physical fitness. Grantees may support activities to prevent and reduce substance use, school violence (including teen dating violence), harassment, and bullying, as well as to strengthen family and community engagement in order to ensure a healthy and supportive school environment.”

The limitations of this “new approach” and the continuing neglect of extensive systemic deficits related to interventions targeting student diversity, disability, and differences are readily seen when viewed in terms of (1) how schools try to directly *address barriers* to learning and teaching and (2) how they try to *re-engage students* who have become disconnected from classroom instruction.

The *Enabling* Deficit in the Recommendations Made to Congress by Other Stakeholder Organizations and Leaders

As can be seen in Exhibit 4, a significant majority of the recommendations focus on facets of management and governance. A cursory look at the categories related to this section of the Exhibit highlights what currently is being emphasized. While the categories are relevant to both the instructional and the enabling (or learning supports) component, the tendency, as in the past, is to formulate recommendations for improving management and governance with a view to *directly* enhancing the performance of teachers and principals. This is not surprising given the widespread need and desire to improve instruction and the intuitive appeal of recommendations that presume all that poor performing schools need is for teachers and principals to be held accountable to high level standards and for removing personnel who are deemed ineffective.

We all know that good teaching and good leadership by principals is important. (No one wants to send children to a school where instruction is poor.) But, we also know that this focus is insufficient given how many students come to school needing something more. Prominent examples of the underemphasis on the third component are seen in most of the categories. For example, the personnel recommendations emphasize teachers and principals to the point of completely marginalizing other school professionals (e.g., student and learning support personnel). And note that when the term “leaders” is used, it tends to mean principals. Other examples include the discussion of standards, accountability, and what to measure. The problem is even more evident in reading the original (nonsynthesized) recommendations in Appendices B and C.

There are, of course, some recommendations in this section that focus on matters that recognize more is at stake in improving education across the country than demanding that K-12 teachers and principals meet high level standards related to 21st century *basic skills*. These are seen in recommendations for (a) fully funding and improving efforts to enhance equity of opportunity for success at school (including the focus on early childhood and pre-K education, compensatory and special education, adult literacy), (b) expanding the accountability framework, (c) increasing the emphasis on what is involved in ensuring a pool of high quality personnel and going beyond just focusing on teachers and principals, (d) enhancing capacity for engaging families and other community stakeholders, (e) paying greater attention to developing a positive school climate, (f) enhancing optional pathways to graduation, and (g) increasing the school’s role in developing the whole/total child.

Note that with respect to those students manifesting learning and behavior problems, those designated as English Language Learners, and those viewed as special populations, recommendations mainly fall under the instruction and management/governance components.

Recommendations specifically relevant to the third component stress

- increasing services in general and for specific types of problems
- maintaining and increasing special personnel and reducing staff to student ratios
- pursuing more preventative and early identification strategies
- improving coordination and collaboration among school personnel and with community providers
- ensuring schools are safe and healthy places
- establishing full service community schools.

A novel recommendation related to the third component suggests adopting a single term in referring to all pupil personnel in legislation (i.e., designating them “specialized instructional support personnel”). Related to this is a recommendation that the Secretary of Education establish an Office of Specialized Instructional Support.

So, what’s missing with respect to the need to (1) address barriers to learning and teaching and (2) re-engage disconnected students? We find no systemic focus on developing the type of comprehensive, multifaceted, and integrated approaches necessary to address the many overlapping factors that interfere with good learning, development, and teaching. The recommendations ignore the need to adopt a unifying umbrella policy and practice concept such as the enabling component and then (a) rethink and restructure the work of student and learning support professionals, (b) redeploy existing resources used for learning supports, and (c) weave school and community resources together. As a result, the recommendations do not recognize the potential role such an component can play both in helping teachers enhance student engagement and re-engagement and in establishing the type of caring climate in classrooms and school-wide that promotes progress and well-being.

A related gap in the recommendations is how little *on-the-job education* focuses on improving classroom and school-wide approaches for dealing effectively with mild-to-moderate behavior, learning, and emotional problems. This becomes clearly evident in analyses of recommendations for continuing professional development.

In short, the recommendations pay little attention to substantially enhancing the way schools enable learning. The recommendations that are made are relevant but grossly miss the larger concern for developing a comprehensive system of student/learning supports.

Tinkering Rather than Transforming

As the Carnegie Task Force on Education has stressed:

*School systems are not responsible for
meeting every need of their students.
But when the need directly affects learning,
the school must meet the challenge.*

Overall, to date, the ESEA reauthorization recommendations to Congress amount to tinkering with school improvement rather than focusing on essential systemic transformation to meet the challenge of enabling all students to have an equal opportunity to succeed at school. In particular, development of a comprehensive enabling component is given short shrift. Because of this, the best bet is that the reauthorization will continue to *marginalize* efforts to identify and correct fundamental *systemic* deficits in how schools address barriers to learning and teaching and intervene to re-engage disconnected students. And continuing marginalization means ongoing relative neglect of these matters in future blueprints for school improvement.

The reality is that many overlapping factors can interfere with learning and teaching. Teachers in low performing schools point to how few students appear motivationally ready and able to learn what the daily lesson plan prescribes. Teachers in the upper grades report that a significant percentage of their students have become actively disengaged and alienated from classroom learning. And, “acting out” behavior, especially bullying and disrespect for others, is rampant. (So is passivity, but this attracts less attention.) One result of all this is seen in the increasing number of students misdiagnosed as having learning disabilities (LD) and attention deficit-hyperactivity disorders (ADHD). Another result is too many dropouts and pushouts.

Teachers need and want considerable help in addressing barriers to student and school success. Unfortunately, the help they currently receive is poorly conceived and designed in ways that meet the needs of relatively few students. This inadequate response to their needs is the product of two-component thinking. Such a framework ignores ways to transform student and learning supports by moving toward *a comprehensive system* that enables all students to learn and all teachers to teach effectively.

The low performing schools Secretary Duncan and others refer to as the bottom 1 percent probably are most in need of developing such a system. However, it is evident that all high poverty, low performing schools and most other schools expend significant resources addressing barriers to learning and teaching and re-engaging disconnected students with too little payoff and accountability.

The complexity of factors interfering with learning, development, and teaching underscore the need to coalesce current efforts. The challenge, however, is to do so in transformational ways (see Exhibit 5).

Exhibit 5. Examples of Three Component Policy Thinking

Two states, Louisiana and Iowa, already have developed a design to move school improvement policy from a two- to a three-component blueprint making the third component a primary and essential facet of the process.* Each design delineates the third component as a Comprehensive System of Learning Supports; both states are now building capacity for widespread implementation.

On the federal level, Rep. Judy Chu has introduced a plan entitled *Strengthening Our Schools* that incorporates a three component framework with the third component designated as reducing barriers to learning.**

These plans elevate the focus on enabling students to have an equal opportunity to succeed at school by underscoring the need to comprehensively and systemically address barriers to learning and teaching and re-engage disconnected students.

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- * (1) *Louisiana's Comprehensive Learning Supports System: The Design Document for Addressing Internal and External Barriers to Learning and Teaching* (2009) – <http://www.doe.state.la.us/lde/uploads/15044.pdf>
 - (2) Iowa Department of Education with the Iowa Collaboration for Youth Development (2004). *Enhancing Iowa's Systems of Supports for Development and Learning*. Des Moines, IA: Author. – <http://smhp.psych.ucla.edu/pdfdocs/iowasystemofsupport.pdf>

** Chu, J. (2010). *Strengthening Our Schools: A New Framework and Principles for Revising School Improvement Grants*. DC: Author. – <http://chu.house.gov/SOS%20Report%20FINAL.pdf>

Concluding Comments

What the best and wisest parent wants for his [or her] own child,
that must the community want for all of its children.
Any other ideal for our schools is narrow and unlovely;
acted upon, it destroys our democracy.

John Dewey, *The School and Society*, 1907

Given the data on how many students are not doing well, it is imperative and urgent for schools to place a high priority on *directly* addressing as many barriers to learning and teaching as feasible. Continued limited efficacy and cost effectiveness seem inevitable in the absence of significant systemic transformation.

The problems are complex, and complex problems require comprehensive solutions. School improvement and capacity building efforts (including pre and in service staff development) have yet to deal effectively with these matters.

Now is the time for schools to plan and develop more effective and comprehensive systems for directly dealing with factors that keep too many students from doing well at school. Such efforts can draw on pioneering work that is moving learning supports from the margins to a prominent place in improving schools and enhancing student outcomes.

Transformation means fully integrating into school improvement a systematic focus on how to:

- reframe current student support programs and services and redeploy the resources to develop a comprehensive, multifaceted, and cohesive component to enable learning
- develop both in-classroom and school-wide approaches – including interventions to support transitions, increase home and community connections, enhance teachers’ ability to respond to common learning and behavior problems, and respond to and prevent crises
- revamp district, school, and school-community infrastructures to weave resources together strategically with the aim of enhancing and evolving the learning supports system
- pursue school improvement and systemic change with a high degree of policy commitment with respect to developing and sustaining an enabling component that comprehensively addresses barriers to learning and teaching and re-engages students in classroom learning

In this time of change, policy makers have a significant opportunity to incorporate a fresh focus by expanding school improvement policy to better address barriers to learning and to do so by connecting public education and public health where the fields’ agenda overlap. At the same time, given the

scale of need and sparse resources, it is clear that accomplishing substantive systemic change will require *redeploying* finances, personnel, time, space, equipment, and other essential resources. And, in allocating resources, policy makers must attend to the complexities of large scale systemic changes in both implementing intervention prototypes and pursuing the processes of getting from here to there.

Addressing barriers to learning and teaching and re-engaging disconnected students is a school improvement imperative. Developing and implementing a comprehensive, multifaceted, and cohesive system of learning supports represents the next evolutionary stage in meeting this imperative. It is the missing component in efforts to close the achievement gap, enhance school safety, reduce dropout rates, shut down the pipeline from schools to prisons, and promote well-being and social justice.

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Appendices

- A. Sample Used for the Synthesis of ESEA Reauthorization Statements and Recommendations from Organizations and Coalitions Focused on General Reforms
- B. Sampling Used for the Synthesis of ESEA Reauthorization Statements and Recommendations from Organizations and Coalitions Focused on Specific Areas of Interest
- C. Recommendations Excerpted from Invited Testimony at ESEA Reauthorization Hearings December 2009-May 2010

Appendix A

Sample Used for the Synthesis of ESEA Reauthorization Statements and Recommendations from Organizations and Coalitions Focused on General Reforms

Alliance for Excellent Education (<http://www.all4ed.org>)

- > Codify the goal of graduating all students from high school on time, ready for college and careers
- > Hold states, districts, and school accountable for achieving the goal of college and career readiness
- > Supports state and district-led school improvement systems that are data driven; differentiate reforms and interventions to meet the specific needs of districts, schools, and students; and address the lowest performing secondary schools
- > Strengthen federal investment in secondary schools, including a formula based funding stream to turn around low performing secondary schools as proposed by the Graduation Promise Act.

American Association of School Administrators (<http://aasa.org>)

- > SEA must be reauthorized this year, if not districts need immediate relief from NCLB
- > Federal dollars must be focused on students in poverty
- > Provide federal funding through formulas, not competitive grants
- > Accountability system based on growth
- > Common Core Standards considered one of several ways for states to adopt standards
- > Evaluation for teachers and leaders should remain a local decision
- > Eliminate barriers to learning by encouraging coordination of federal agencies that provide services that impact students in poverty.

Aspen Institute's Commission on NCLB (<http://www.aspeninstitute.org>)

- > Principles to guide system change and school improvement policy
 - >Continuous improvement for all
 - >Effective Interventions
 - >Actionable data and research
 - >Remove obstacles (increase flexibility and autonomy regarding requirements)
 - >Diversified delivery options (including charter schools, theme based schools AP courses)
- > Principles to guide teacher and principal effectiveness policy
 - >Prepare future teachers for success
 - >Measure teacher and principal effectiveness well
 - >Use data to drive improvement and support success
 - >Drive reform by better targeting resources for effective teacher and school leadership strategies

Business Coalition for Student Achievement (<http://www.biz4achievement.org>)

- > Expect internationally benchmarked standards and assessments to reflect readiness for college, workplace and international competition
- > Hold all school accountable while putting a laser-like focus on ending “dropout factories”
- > Measure and reward teacher and administrator success
- > Foster a “client centered approach” by districts and schools
- > Leverage data systems to inform instructions, improvement, and interventions
- > Invest in school improvement and encourage technology and other innovations to improve student achievement
- > Establish a dedicated strategy and funding stream to improve STEM education

Council of Chief State School Officers (<http://www.ccsso.org>)

Guiding Principles:

- > Promote college and career readiness for all students
- > Maintain focus on equity and core investments
- > Ensure meaningful accountability
- > Encourage innovation in state policy
- > Ensure coherence and reduce burden in and across federal law
- > Build capacity to support comprehensive state policy reforms
- > Increase and improve investments in research and dissemination of knowledge.

Core Recommendations

- > Make innovation a driving force
- > Reinvent peer review
- > Create new investment of enhancing integrated systems of reform
- > Establish broader funding streams around common purposes
- > Increase investment and improve systems for research, evaluation, and dissemination of knowledge
- > Base accountability primarily on school improvement and student progress
- > Allow states to establish accountability systems that meet core principles
- > Maintain current investments in state assessments
- > Continue funding creation of enhanced P-20 data systems
- > Establish a single comprehensive reporting office in ED that manages all data requests
- > Shift state longitudinal data systems competitive grant program to a new formula program
- > Maintain High Quality Teacher's core components and encourage focus on educator effectiveness
- > Invest in improving teachers and leaders
- > Sustain and increase funding for school improvement
- > Create a new early childhood funding stream
- > Create a new literacy initiative formula program, birth through graduation
- > Support a network of state innovation labs
- > Enhance other core investments, including extended learning time, response to intervention, integration of community and student support services, technology, access.

Ed Trust (coalition of 18 educational organizations)

- > **Accountability**
 - >All student achievement data should be disaggregated
 - >State accountability systems must hold all students to the same high standards and use same assessments for all students
 - >States must set annual, measurable, and ambitious goals for academic performance of all students
 - >Accountability systems that lower the bar for subgroups are unequivocally unacceptable
 - >Accountability systems should be based online on outcome variables (e.g., graduate rates, test scores)
 - >Graduation rates should be measured according to the common metric set out in section 200.19(b) (1) of Title 34, Code of Federal Regulations (updated in 2008)
 - >“Growth-to-standards” models that evaluate student progress and relative gains over multiple years toward an ultimate common goals are acceptable and encouraged
 - >Every state must be required by a specified date, to have accountability systems based on both absolute performance and improvement
 - >Accountability systems should include both positive and negative consequences based on where schools and district stand on both measures.
- > **Public Information and Transparency**
 - >Parents have right to know their children's current and expected level of achievement. Parents and public have right to information about the performance of every school and qualifications and performance of school personnel

- >The only factor that should limit access to data is the privacy of individual students
- >A uniform reporting form on student achievement and teacher quality for each school, district, and state must be accessible on each school district and state website, and complied on U.S. Department of Ed website.
- > Teachers and School Leaders
 - >“High Quality Teacher” designation should be replaced with definition that will prevent states from allowing poorly qualified and ineffective teachers to remain in the classroom.
 - >Replace “Highly objective uniform state system of evaluation as a metric for teacher subject matter knowledge with performance on state subject matter exams or college academic major.
 - >Measure teacher effectiveness using state achievement and observations of practice
 - >Use research based metrics for teacher hiring and evaluation
 - >Teacher placement, advancement, pay, and tenure should be based on quality and effectiveness
 - >Elaborate, clearly define, and enforce federal teacher equity laws.
 - >Eliminate forced placement of teachers by school districts
 - >Set aside a significant portion of federal professional development funds ... for effective practices in preparation and professional development of teachers and future school leaders
 - >Ensure all professional development dollars are used in accordance with equitable distribution and effectiveness of teachers in high poverty, high minority schools and lowest performing schools
- > Interventions and Incentives
 - >Compel increasingly intensive interventions in low performing schools
 - >Federal funds for reform oriented instructions approaches should be based on their quality and be awarded via competitive grants
 - >Monitoring the progress of interventions is essential
- > Resource Adequacy and Equity
 - >Continue to intervene on behalf of groups of students that have been ill-served
 - >Strengthen focus on improving both adequacy and equity of school funding by states/districts
 - >States/district must make public the distributions of state and local funds according to the proportion of minorities and low income students in every school
 - >Data on school by school per pupil expenditure should be reported annually
 - >Close funding loopholes in per pupil funding (e.g., Title I funds to fill budget gaps)
 - >Distribution of federal education funding via Title I should be targeted to the neediest children
 - >The federal government should use corrective remedies and incentives to boost overall school funding and bring funding for high poverty and high minority schools and districts on par with those that service more advantaged students

National Association of Secondary School Principals (<http://www.nassp.org>)

- > National standards (Common Core State Standards Initiative)
- > School leadership (Principal training and professional development)
- > Literacy (support the Literacy Education For all Results for the Nation)
- > Middle level and High school reform (additional supports for school improvement)
- > Graduation rates (require states to use a uniform and accurate method of calculating graduation rates; extended to within 5 years of entering high school)
- > Growth models (measure AYP on the basis of state-developed growth formulas)
- > Multiple measures of student performance (portfolios, performance tasks, interviews, etc)

National Association of State Boards of Education (<http://nasbe.org>)

- Core Principles
 - > Increase federal investment in state capacity

- > Renew the federal and state commitment to equal education opportunity by adequately funding Title I and IDEA and other existing targeted federal education programs
- > Support states in their development implementation of rigorous college and career ready standards across core curricula and comprehensive, balanced assessment systems aligned to those standards
- > Strengthen state and federal accountability systems
- > Help states meet their needs for highly effective educators and leaders in high need schools and in high need subject areas (STEM)
- > Eliminate the burden on states to comply with federal requirements unnecessary or duplicative of other existing federal requirements
- > Increase federal investment in research, evaluation and dissemination of developments and best practices to all states in curriculum, teaching, learning and the management of schools.

Recommendations

- > Accountability: provide states with resources and assistance within federal education laws and hold states accountable for results, while giving states the flexibility to determine the manner in which they reach the goals specific in federal education laws.
- > College and career ready standards: providing funding for research and financial support for the consortia of states in their development and implementation of common standards and related assessment
- > Balanced assessments: provide adequate funding, evidence based research and flexibility to states to develop a new general of assessments aligned to common standards
- > Effective leaders: share responsibility with states to ensure that all school leaders have the skills, knowledge, and attributes to perform their jobs effectively and efficiently; continue to improve; ensure all schools have access to effective leaders
- > Effective educators: share responsibility with states to ensure all educators have skills, knowledge, and attributed to perform their jobs effectively and efficiently; continue to improve; ensure all school have these effective educators
- > State longitudinal data systems; provide appropriate resources to states so they can measure progress over time
- > Turnaround of chronically low performing schools: increase investment in school improvement research, evaluation and dissemination
- > Secondary school reform: provide states with research based resources and technical assistance
- > Safe and healthy schools: support states to ensure schools are safe and healthy
- > Early childhood education: fully fund Head Start for all eligible children
- > School innovation: encourage states to be innovative and provide flexibility to increase high school graduate, close the achievement gap, and raise student achievement levels

National Schools Boards Association (<http://www.nsba.org>)

- > General: ESEA and RTTT and SIG and i3 must be consistent; no new conditions for receipt of existing federal funds; maximum flexibility in determining interventions; no reduction in formula funding for students in poverty
- > Assessment & measures of learning; ensure high quality, valid and reliable assessments; use of locally developed assessment
- > State led common core standards: define the role of the federal government; provide technical support to states; provide assistance for supporting local districts
- > Federal programs to fund charter schools; require them to abide by the same educational accountability requirements; establish local boards as sole authority for granting charters; provide social boards authority to decertify; require all schools receiving public funds to meet same standards of accountability
- > Accountability systems: provide for multiple measure; increase flexibility; use growth models; facilitate strategic interventions; recognize complexity in achieving progress; refrain from use of sanctions that are not research based; eliminate duplicate counting of students
- > High school graduation rates: provide incentives for districts that improve

- > Pre-Kindergarten/Early Childhood: expand access, adopt appropriate standards
- > Teacher & Principal effectiveness; incentives to recruit, retain, and reward effective teachers and principals; invest in professional development initiative; fund, facilities and disseminate quality research, best practices and innovations; broad pool of new teachers; align teacher preparation programs, partnerships with universities for school leadership; support performance management systems
- > 21st century teaching and learning environments: incentive to recruit and retain teachers; provide research, best practices, and information and technical assistance; support efforts to expand instructional practices; support 21st century standards, support efforts to close achievement gap; support efforts for global competition; flexibility to enable teaching of higher order thinking; invest in research and dissemination; investing in broadband Internet access; invest in professional development; provide incentive to fill teacher shortages
- > Coordination and streamlining of comprehensive services for children; provide incentives for interagency collaboration and coordination

The Forum for Education and Democracy (<http://www.forumforeducation.org>)

- > Equity: every child has equal access to a high quality public education
 - >link federal education funding to evidence that each state has address equal access to education;
 - >address the lack of capacity with state office of education;
 - >incentivize the recruitment, development, and equitable distribution of qualified and effective teachers and school leaders;
 - >meet the federal obligation for funding programs for high-need students;
 - >strengthen supports for bilingual leaders)
- > Teaching: high quality teaching
 - >create incentives for recruiting and preparing a pipeline of teachers who staff high need fields and locations;
 - >strengthen teacher preparation and make it performance based;
 - >provide mentors for new teachers
 - >sustain practice based collegial learning opportunities for teachers
 - >develop teaching careers that reward, cultivate, and share expertise
 - >mount a major initiative to prepare and support expert school leaders
- > Culture: culture of academic challenge, support, and engagement
 - >provide ranges for innovation (e.g., small learning communities)
 - >establish grants for dissemination
 - >rethink ‘turnaround’ strategies (e.g., extensive coaching and professional development, small schools, full service schools that attend to all the needs of children and their families)
 - >eliminate competition, encourage collaboration (funding should require that schools share best practices to improve the entire system)
- > Evidence: using multiple sources to measure student success
 - >support the development and use of assessments that measure higher-order thinking skills and advanced content knowledge and literacy
 - >use a continuous progress index to measure student and school progress on multiple indicators that focus on growth and improvement
 - >support states to develop a diagnostic school quality review system to evaluate schools, to guide improvement, and to share best practices
 - >organize regularly available, high quality professional development around performance based assessment of higher order thinking skills and deep content knowledge
- > Community: community is engaged, valued, and involved in decision making
 - >include specific language in the reauthorization that prohibits the federal government from dictating educational programs or curricula
 - >require public accountability and transparency in all schools that receive public dollars
 - >support parental engagement and advocacy
 - >mandate access for all children

Appendix B

Sampling Used for the Synthesis of ESEA Reauthorization Statements and Recommendations from Organizations and Coalitions Focused on Specific Areas of Interest

Afterschool Alliance (<http://www.afterschoolalliance.org>)

- > Improve 21st Century Community Learning Centers
- > Improve Supplemental Education Services
- > Incorporate the provisions of the ASPIRE Act for afterschool for older youth
- > Include growth/improvement in Accountability and Assessment of Student Performance
- > Improve coordination and alignment between schools and programs
- > Add time to the school day or year/extending learning time

American Counseling Association (<http://www.counseling.org>)

- > Maintain and enhance the ESEA Counseling Program (Title V, Part D, Subpart 2)
- > Clarify conflicting terminology, definitions, and role of pupil/related services personnel.
 - > Adopt one single term – “specialized instructional support personnel” –that will be used throughout all education laws that reference these personnel. Services provided by these personnel, currently titled “pupil services,” should conform and be titled “specialized instructional support services.”
- > Direct the Secretary of Education to establish an Office of Specialized Instructional Support Services and appoint a director and appropriate staff
- > Acknowledge throughout ESEA that pupil services personnel are the critical link to school success for many students and are essential members of the school staff
- > Extend the right to know requirement, which allows parents of children in Title I schools to see teachers’ qualifications, to pupil services personnel working in Title I schools
- > Require schools to determine and to ensure access to adequate social and mental health services for their students as part of the school improvement plan

Child Welfare League of America

- > Include language that would direct the local education agencies work with child welfare agencies to ensure foster children remain in their current schools when it is in the child’s best interest, and to guarantee immediate enrollment in a new district when that is in the children’s best interest
- > Incorporate a broader definition of homeless children, under the McKinney-Vento Homeless Assistance Act, to include children in foster care.

Coalition of health organizations (American Association for Health Education; American College Health Association; American Public Health Association/Public Health Education & Health Promotion Section; Coalition of National Health Education Organizations; Council of Accredited MPH Programs; Directors of Health Promotion and Education; Eta Sigma Gamma; National Association of Chronic Disease Directors; National REACH Coalition; and Society for Public Health Education)

- > Provide strong guidance to ensure that all students will experience a robust health education curriculum designed to address critical health needs such as obesity and to develop a health literate society
- > Require all health education teachers to meet state certification standards
- > Provide professional development opportunities to enhance the quality of health education teaching as health and medical knowledge continues to advance
- > Establish a grant program to support direct funding of schools committed to positively enhancing their delivery of health education programming.

Coalition for Community Schools (<http://www.communityschools.org>)

- > Include community schools as an allowable school intervention model
- > Integrate community into key aspects of ESEA
- > Build on Title I recognition of community schools
- > Authorize the full service community schools program
- > Align and coordinate the Department of Education and other federal agency resources
- > Include common language in the programs of ESEA to facilitate alignment and coordination
- > Create a National Capacity Building Center for Community Schools
- > Invest in a community schools evaluation
- > Strengthen family engagement
- > Strengthen focus on preparing, training, and recruiting high quality teachers and principals
- > Establish a National Commission on School and Community Partnerships

Council for Exceptional Children (<http://www.cec.sped.org>)

- > Support a well prepared successful educational workforce
- > Meaningful systems that encourage collaborative and supportive measurement, evaluation and reward of professional performance
- > Strengthen assessment and accountability for all children
- > Meet the unique needs of gifted learners
- > Improve outcomes for all children through the collaboration of all educators
- > Develop improved strategies that create positive school reform
- > Provide full funding to execute the goals and provisions of ESEA

Early Learning in ESEA (from 13 education and research groups)

(<http://earlyed.newamerica.net>)

- > Funding
 - >enable and provide incentives for Title I dollars to flow more freely to early childhood and preK-3 programs
 - >ensure that Title I funding set-asides do not supplant preK funding where it exists
 - >encourage districts to embed high quality preK-3 strategies as one of their priorities for turning around low performing schools
 - >reward states for creating high quality early learning programs and aligned preK-3 systems
 - >change the funding formulae within ESEA so that they are based on communities of children age 3 to 17 instead of 5 to 17
- > Teacher and Principal quality and development
 - >explicitly include early childhood teachers in professional development programs
 - >emphasize the need for more teacher training and professional development based on the most current research in child development and the needs of young English language learners and other special populations
 - >strengthen professional development for elementary school principals to assist them in designing and implementing comprehensive, aligned systems that include early childhood programs and extend through third grade.
- > Longitudinal data collection
 - >ensure that the collection of federal longitudinal data in K-12 is more fully integrated with data collection in programs that serve children before kindergarten entry
 - >require districts to report how Title I funds are used for children under 5
- > Accountability and Assessment
 - >ensure that schools and districts are rewarded for creating and sustaining high-quality classroom experiences throughout the preschool years and early grades.
 - >spur the development of valid and reliable measurement tools that are appropriate for young children and the classroom in which they learn
- > Extended learning time
 - >recognize high-quality early childhood programs as an eligible use of funds designed to extend learning time

Education Industry Association (<http://www.educationindustry.org>)

- > Empower parents by giving them a meaningful voice in where their children are educated, including online learning opportunities, charter schools, and Supplemental Education Services
- > Level the playing field for all providers in federally funded programs
- > Prove states and LEAs with more flexibility and choice to select the solutions and providers that meet their unique needs
- > Support innovation in learning tools, school models, and services in support of providing equity and excellence in education

Forum on Educational Accountability (FEA) (<http://www.edaccountability.org>)

- > Assessment
(reduce amount of mandated testing, use “multiple measures, use performance tasks/products, use classroom based evidence, use grow/improvement approaches, teacher development in assessment, assessment take into account needs of diverse learners.)
- > Accountability
(replace AYP with improvement, comprehensive indicators, quality reviews; public reporting on efforts to improve schools; revise Race to the Top and School Improvement grants so that the transformation model is allowed for all schools)
- > School improvement/capacity building
(time for collaboration, high quality professional learning, strengthen parent involvement, increase specialized instructional support personnel)
- > Opportunity to learning and equity
(fund using fair formulas to ensure needy children obtain significant federal support at school, comprehensive indicator systems on the distributions in inputs, strategies for providing resources for overcoming inequities)

International Society for Technology in Education (<http://www.iste.org>)

ESEA reauthorization

- > Must focus resources and attention to ensure all school and district leaders have the skills and continuous professional development to use technology for transformational leadership and instill a digital age learning culture in their schools
- > Must support the growth of expertise at the local level to usher in the transformational promise of educational technology and to infuse it throughout the educational enterprise.
- > Must require technology proficiency to ensure that educators can use modern information tools and digital content to support student learning in content areas and for student assessment as part of any changes to the “highly qualified teacher” definition or new definition of a highly effective 21st century teacher
- > Must continue programs such as the Preparing Teachers for Digital Age Learning program which is Title II Part B of the Higher Education Act
- > Must authorize programs to provide resources to support districts to build capacity for data systems to benchmark and chart student progress throughout the school year. In order for these programs to be effective, they must include a significant component for teacher and administrator professional development
- > Must recognize the important role classroom technology plays in engaging students and making learning relevant to the world around them and, in turn, keeping them on track to high school graduation
- > Must directly address digital skills and lay out strategies to ensure students acquire them as we expect our students to thrive and our nation to compete
- > Should support and recognize the critical role that leaders play at the national, state, and district levels for transformational change

I. Title I

A. Academic assessments and accommodations

- > If more than 25% of a district or state's ELL student population is of a particular language group, then the state shall be required to develop a valid and reliable native language assessment for reading/language arts, mathematics, and science, designed specifically for that language group.
- > State plans must include the identification and use of any assessment accommodations that are offered to ELLs, including evidence of their effectiveness in yielding valid results for ELLs.
- > Require that state plans include descriptions of how states will: (a) provide specific guidance to districts and schools regarding appropriate assessment accommodation practices, and (b) Develop professional development plans for school personnel in the use of accommodations for ELLs.

B. Accountability

- > Schools shall include in the limited-English-proficient category: current ELLs and former ELLs who have exited the LEP category within the last three years.
- > Require states and districts to set a consistent minimum subgroup size, "n-size," for 30 for all subgroups (economically disadvantaged, each racial/ethnic group, LEP students, students with disabilities) in determining whether they are meeting progress associated with new accountability measures.
- > Codify the Department of Education's regulation defining the one-year exemption from the reading test on recently arrived ELLs.

C. Graduation Rates

- > Adopt a four year cohort graduation rate as a common formula for all states. In addition, allow schools to use a five year graduation rate for students who meeting the following criteria (LEP; who entered US schools at 9th grade or above; who experience interrupted education prior to entering US; who participate in extended learning programs)
- > Codify Department of Education regulation that requires states, districts, and schools to disaggregate graduation rates based on subgroup, including LEP status, for accountability determination)
- > Codify Department of Education regulation that requires states, districts, and schools to disaggregate graduation rates based on subgroup, including LEP status, for reporting purposes.

D. Middle School Interventions

- > Develop a funding stream dedicated to improving low-performing middle schools in low income communities with high populations of ELLs.

E. Public Reporting and Parental Involvement

- > For the purpose of public reporting of student academic performance, the LEP category shall be disaggregated into the following (students identified as LEP for 5 years; LEP students who entered US schools at 9th grade or above; students who exited LEP within last 3 years; recent arrivals who are ELLs who have been in US schools for less than 12 months)
- > Require the Department of Education to identify and publish examples of exemplary state report cards and dissemination practices that effectively communicate student progress for culturally and linguistically diverse families
- > Provisions related to parental involvement and modification must comply with Title VI of the Civil Rights Act of 1964

F. Family Literacy

- > Strengthen the William F. Goodling Even Start Family Literacy Program (Even Start) to ensure ELL children and families have access to effective early childhood and adult education programs

II. Title II

- > Ensure that SEA's provide professional development to help educators work most effectively is ELLs
- > Provide incentives to Institutions of Higher Ed and Minority Serving Institutions to institute teacher training programs that attract diverse students into teacher education programs
- > Increase the supply of teachers certified to provide instruction to ELLs, including those who teach science, technology, engineering, and math, by providing financial support to encourage excellent teachers to enter the teaching profession
- > Provide incentives to LEA's to develop career ladder programs targeted at developing the skills and qualifications of bilingual and ESL educators

III. Title III

- > Increase the authorization of appropriates to \$2,000,000,000
- > Formula funding: changes should be made to the formula to enable "new-growth" districts to share in Title III funding
- > Create competitive grants for innovative programs to serve ELLs
- > Administration of OELA shall be moved to its previous position within the Title III office

IV. Title V

- > The Parental Information & Resource Centers and Local Family Information Centers should be retained and improved for ELL students and their parents by allowing translation of supplementary education materials
- > Title V should include a Immigrant Parent Integration and Support Programs to support immigrant parents of students in Title I schools

Charter Schools

- > Demonstrate in their program design that they have programs in place to address the language and cultural needs of all ELL students
- > Demonstrate that their administrators and teachers are fully qualified to be teachers of ELL students
- > Demonstrated they have aggressive outreach to parents of potential ELL students in their home language and assist them in the charter lottery process
- > Have programs and staffing designed to work with non-English speaking parents

V. Title VI.

- > Establish a separate funding stream for the development of content area assessments for ELLs with priority given to states with the highest numbers and largest percentages of growth of ELL students.

Learning Disabilities Association of America (<http://www.LDAAmerica.org>)

- > Provide students with learning disabilities access to the general education curriculum
- > For accountability purposes, maintain "students with disabilities" as a specific subgroup
- > Maintain students with disabilities in the general accountability system
- > Allow appropriate use of out of level assessments for all students
- > Identify students with learning and behavioral challenges early and provide targeted instruction before referral for special education services
- > Allow the use of a growth based accountability model to measure student improvement
- > Ensure that teachers deemed "high qualified" have the skills and knowledge to address the academic and behavioral needs of the students for whom they are responsible
- > Empower family members and students to be effective advocates through specific training and technical assistance
- > Ensure all students are afforded graduation pathways that provide quality educational programming which fulfills their interests, talents, and career goals

- > Include a definition of Universal Design for Learning and incorporate these principles throughout the ESEA

National Association of Elementary School Principals (<http://www.naesp.org>)

- > Exclude any model of school improvement reforms that cannot be substantiated by evidence-based research, particularly those requiring the firing of principals and teachers without regard to training, expertise, and time afforded in the school building to implement reforms.
- > Preserve the emphasis on formula grants currently provided under ESEA.
- > Include growth models as a measure of student success both academically and developmentally
- > Increase access to professional development for principals based on research based standards of practice.
- > Establish high quality leadership immersion and mentoring programs are designed to meet the unique needs of principals, especially those who need to gain specialized expertise in turning around low performing schools
- > Strengthen professional development programs for elementary level principals that are designed to provide knowledge for developing a seamless continuum of learning by aligning programs and services that support the social, emotional, and intellectual needs of children from prekindergarten through grade 3.

National Association of School Psychologists (<http://www.nasponline.org>)

Guiding Principles for the Reauthorization of ESEA

- > Combine high expectations for achievement with appropriate individualized instruction across curricula that reflect the knowledge and skills required to succeed in the 21st Century and that provide truly equal educational opportunities for all students
- > Provide sufficient student support services to meet the needs of the whole child in order to promote healthy learning and development
- > Expand accountability systems to reflect a comprehensive picture of students' and schools' performance rather than relying primarily on high stakes testing
- > Build the capacity for instructional excellence that empowers teachers to teach creatively and effectively
- > Provide federal leadership that facilitates evidence based practice and well coordinated, fully funded federal policies.

Specific Recommendations

- > Require schools to determine and to assure the availability of social and mental health services for their students as part of their school improvement plan.
- > Encourage states to use Title I funds to support the use of positive behavioral interventions and supports in schools
- > Include the National Center for Response to Intervention's essential components of RTI and infusing an 'evidence based intervention model' throughout ESEA to improve access to early intervening services, early identification and improved academic and social-emotional learning outcomes for all students, and to ensure all available resources are appropriately targeted to serve all struggling learners as early as possible. Include language specifically addressing a definition of Universal Design for Learning and related general assurances and grants, research opportunities, educational technology, and provisions that reflect UDL principles in the four elements of the curriculum (goals, instructional materials, teaching methods, and assessments).
- > Measure and report 'school climate and culture' indicators in accordance with the model being proposed by the U. S. Department of Education
- > Growth models must be used in combination with status models as a meaningful way of assuring schools get credit for student improvement over time and to ensure all students are held to high expectations.
- > Direct the Secretary of Education to establish an Office of Specialized Instructional Supports within the U. S. Department of Education.
- > Continue explicit authorization of the Elementary and Secondary School Counseling

Program priorities and continued dedicated funding for this program including increases in appropriations.

- > The ratio of student to school psychologists detailed in Title V, Part D: Fund for the Improvement of Education, should be adjusted to reflect the language recently adopted in the NASP Model for Comprehensive Integrated School Psychological Services (3/6/10)

National Association for College Admission Counseling (<http://www.nacacnet.org>)

- > Improve access to school counselors for all students
 - > implement the provisions of the Pathways to College Act
 - > Maintain current language in Title V, Part D, Subpart 1 Elementary and Secondary Schoolcounseling Programs and amend to increase the authorization to \$75 million; to make necessary changes to ensure program funds reach high schools; and to add a definition of “comprehensive school counseling program” to emphasize college readiness and collaboration with other school based support staff to reduce barriers to learning and help all students achieve academically.
- > Fully integrate school counselors into the Elementary and Secondary Education Act
 - > Ensure that school counselors are able to receive professional development funding
 - > Involve school counselors in annual assessments and other school reform efforts
- > Improve access to college preparatory curriculum for all students
 - > Amend allowable uses of Title I funds to allow the neediest high schools to develop and support innovative approaches to improving curriculum
 - > Provide incentives to allow states to develop more equitable K-12 finance structures
 - > Support state innovation in providing expanded curricular opportunities

National Association for the Education of Young Children

- > Recommend a continuum of developmentally appropriate standards, curricula, instructional assessments to support teaching and learning of all children birth through 3rd grade.
- > Specialized knowledge for effective teaching and learning for teachers, principals and other staff
- > Ready Schools assessment: it is not enough to ask children to be ready for school, it is just as critical schools be ready for all children
- > Encourage the use of Title I and other ESEA programs for children birth through 3rd grade.

National Collaboration for Youth: A Coalition of the National Human Services Assembly (<http://www.nassembly.org>)

- > Integrated Student Support Services:
Title V: New initiative and programs for student support services; leverage of community resources to promote student success
- > Family Engagement:
Title I, Section 1118. Build infrastructure and capacity for family engagement;
Title V Sections 5561-5565 increase the impact and efficacy of Parental Information and Resource Centers and Local Family Information Centers
- > 21st Century Community Learning Centers and Afterschool for Older Youth
Title IV, Part B, Section 4201-4206; increase funding, enhance quality, capacity, sustainability, strengthen accountability.
Create Afterschool for Older Youth Centers of Excellence
- > Mentoring
Title IV, Part A, Section 4130; provide training and TA to grantees; track mentoring outcomes; include in programs that target special populations

- > Service Learning
Increase the Department of Education's role in establishing service-learning as a key teaching and learning strategy
- > Safe schools and strategies to increase attendance
Antibullying and anti-harassment amendments
Title IV Strategies to increase attendance – new program
- > Health, wellness and physical activity
Title V, Part D, Section 5501-5507. Carol White Physical Education program; increase funding, highlight non school based partnerships; emphasize family fitness; nutrition education
- > Dropout recovery and prevention and multiple pathways to graduation
(promote creation of smaller, support learning environment; contextual learning; career exposure; cross system collaboration; calculate graduate rates to six years)

STEM Education Coalition

- > Include science in the accountability system
- > Strengthen Title II B., math and science partnerships
- > Dedicate funding for teacher professional development under Title II A
- > Authorize state and local P-20 STEM Councils
- > Establish k-8 master teacher programs
- > Authorize Math Now and dedicate funding for elementary and middle school mathematics
- > Strengthen emphasis on STEM fields in after school programs

Appendix C

Recommendations Excerpted from Invited Testimony at ESEA Reauthorization Hearings December 2009-May 2010

Senate Hearings: Health, Education, Labor & Pensions Committee:

Hearing Topics:

- *The importance of world-class K-12 education for our economic success* (3/9/10)
- *The Obama Administration's ESEA Reauthorization Priorities* (3/17/10)
- *School Turnaround* (4/13/10)
- *Teachers and Leaders* (4/15/10)
- *Meeting the Needs of the Whole Student* (4/22/10)
- *Meeting the Needs of Special Populations* (4/29/10)
- *Standards and Assessments* (4/28/10)
- *Improving America's Secondary Schools* (5/4/10)
- *Supporting Students Health, Physical Education, and Well-Being* (5/18/10)
- *Early Childhood Education* (5/25/10)

House Hearings: Education & Labor Committee

Hearing Topics:

- *Building a Stronger Economy: Spurring Reform and Innovation in American Education* (3/3/10)
- *Addressing the Needs of Diverse Students* (3/18/10)
- *How Data Can Be Used to Inform Educational Outcomes* (4/14/10)
- *Supporting America's Educators: The Importance of Quality Teachers and Leaders* (5/4/10)
- *Research and Best Practices on Successful School Turnaround* (5/19/10)

Excerpted Recommendations from Senate Hearings

The Obama Administration's ESEA Reauthorization Priorities (3/17/10)

Arne Duncan, Secretary of Education, Department of Education, Washington, DC

Three major goals for reauthorization

- > Raise standards
- > Reward excellence and growth
- > Increase local control and flexibility while maintaining the focus on equity and closing achievement gaps

The importance of world-class K-12 education for our economic success (3/9/10)

(1) Andreas Schleicher, Head of the Indicators and Analysis Division, Education Directorate, Organisation for Economic Co-Operation and Development, Paris, France

- > Common core standards is an important step
- > Need multilayered, coherent assessment systems from classrooms, to schools to regional to national to international levels that: support improvement of learning at all levels of the system; are increasingly performance based; add value for teaching and learning; are part of a comprehensive and well aligned instructional learning system
- > Commitment to professionalize teaching: attract best graduates; develop teachers through coaching, training in classroom, sharing knowledge; provide incentive and differentiated support systems to ensure that every child is able to benefit from excellent instruction; build networks of schools to stimulate innovation, collaborate to provide curriculum

diversity, extended services and professional support and foster leadership to reduce between school variation through system wide networking and to build lateral accountability.

(2) Dennis Van Roekel, President, National Education Association, Washington, DC

To fulfill the purpose of public education, we must

- > Promote innovation in public schools
- > Provide students with multiple ways to show what they have learned
- > Elevate the profession: great educators and leaders for every public schools
- > Champion adequate, equitable, and sustainable funding for all public schools

(3) Charles Butt, Chairman and CEO, H-E-B, San Antonio, TX

- > Need both college ready and workplace ready graduates
- > Teaching as leadership to communicate workplace expectations, respect for others, ability to work in a collegial setting in which accountability is important
- > Raise the status of teaching to attract the best and brightest; improve recognition and respect, working conditions and pay

(4) John Castellani, President, Business Roundtable, Washington, DC

- > Expect internationally benchmarked standards and assessment to reflect readiness for college, workplace and international competition
- > Hold all schools accountable; put a laser-like focus on ending “dropout factories”
- > Measure and reward teacher and administrator success
- > Foster a client centered approach by districts and schools
- > Leverage data systems to inform instruction, improvement, and interventions
- > Invest in school improvement and encourage technology and other innovations to improve student achievement
- > Establish a dedicated strategy and funding stream to improve STEM education

School Turnaround (4/13/10)

(1) Joel Klein, Chancellor, York City Public Schools, New York, NY

- > Establish clear and fair accountability systems that account for progress/growth
- > Continued focus on highest-need students
- > Identifying schools that are persistently failing (restructure, change leadership, intensive professional development first; if insufficient, gradually phase out failing schools while creating better options)

(2) Beverly Donohue, Vice President of Policy and Research, New Visions for Public Schools, New York, NY

(Unable to access testimony online)

(3) Robert Balfanz, Associate Research Scientist, Center for Social Organization of Schools & Associate Director of the Talent Development Middle and High School Project, Baltimore, MD

- > Increase the know how to meet academic, engagement, and poverty challenges in low performing schools
- > Increase our capacity to implement effective turnaround strategies
- > Build accountability and on track indicator systems that encourage and sustain the will to implement needed reforms with speed and fidelity
- > Work to mitigate turbulence, in policy and practice

(4) Timothy Mitchell, Superintendent, Chamberlain School District 7-1, Chamberlain, SD

- > Need positive accountability; research based to improve low performing schools
- > Support AASA recommendation for school turnaround: implement a research based intervention model
- > Look at what makes a great school in rural areas and replicate successful practices

(5) Marco Petruzzi, Chief Executive Officer, Green Dot Public Schools, Los Angeles, CA

- > Provide local flexibility to restructure failing schools
- > Increase level of student supports (academic and nonacademic) to meet needs of struggling students
- > Provide resources for appropriate, scientifically valid instructional interventions
- > Incentivize strategies aligning academic standards, curricula, and assessments with college readiness requirements
- > Provide funding for high quality teacher and leader residency programs
- > Provide high quality job embedded professional development for teachers and leaders

Teachers and Leaders (4/15/10)

(1) Randi Weingarten, President, American Federation of Teachers, Washington, DC

- > Establish a discretionary grant program for teacher centers that provide comprehensive professional development, information on research and curricula, and assistance for new and veteran teachers
- > Improve the quality of instruction by incorporating research based professional development as well as curricular supports for teachers and paraprofessional
- > Class size reduction with a concentration formula for funding high poverty schools.
- > Provide funding to help districts make schools attractive places for students and teachers; safe and supportive
- > Improve teacher evaluation systems to improve teacher practice (fund pilots for LEAs)
- > Provide a clearinghouse of best practices from the pilots

(2) Diana Fesmire, Teacher, Sierra Elementary School, Alamogordo, NM

- > Use authentic assessment and a growth model to improve instruction
- > Standards are important in focusing practice
- > Professional development based on research with district and building level support
- > Create a supportive environment for reflective teaching and collaboration
- > Promote strategies to engage and empower students

(3) Timothy Daly, President, The New Teacher Project, Brooklyn, NY

- > Support competitive funding programs
- > Use strategic preconditions to advance reform
- > Focus on student academic outcomes

(4) Thomas Kane, Professor of Education and Economics, Harvard Graduate School of Education, Cambridge, MA

- > Build a teacher performance evaluation system that allows teachers to grow and principals to make better decisions

(5) Stephanie Hirsh, Executive Director, National Staff Development Council, Dallas, TX

- > Improve classroom instruction for all students
- > Promote teachers' shared responsibility for all students in a grade level or subject matter
- > Spark innovation in teaching by empowering teacher to work and learn together
- > Systematically spread good practices from classroom to classroom
- > Ensure federal investments in teacher professional development are focused on improving teaching and student results

- (6) Ellen Moir, Executive Director, New Teacher Center, Santa Cruz, CA
 - > Ensure that states establish standards for induction and mentoring programs
 - > Provide dedicated funding for the induction and mentoring of all new teachers for at least their first two years
 - > Hold states and districts accountable for giving new teachers the mentoring, support and teaching conditions they need to be successful.
- (7) Jose Valenzuela, Teacher, TechBoston Academy and Boston Teacher Residency Programs Graduate, Boston Teacher Residency Program, Boston
 - > Provide opportunity for new teachers to work with veteran teachers
 - > Place cohorts of new teachers who have shared their training in the same schools
- (8) Camilla Benbow, Dean of Education and Human Development, Vanderbilt University's Peabody College, Nashville, TN
 - > Fully fund the Teacher Quality Partnership Grants
 - > Increase set aside for higher education in Title II Teacher Quality State Grants to 5%
 - > Invest in clinically based teacher education programs
- (9) Layne Parmenter, Principal, Urie Elementary, Lyman, WY
 - > Invest in and support principals
 - > Principals and teachers must have ongoing and job embedded professional development
 - > Standards based mentoring programs for principals
 - > Expand elementary principals knowledge based in early childhood education
 - > Forge relationships within the community to build partnerships
 - > Align programs that create a continuum of learning that recognizes the social, emotional, and academic needs of children from disadvantaged backgrounds
 - > Policies must reflect and support the research and practice from learning communities
 - > Need tools and resource to drive instructional leadership
 - > Schools with the greatest needs must have targeted assistance (especially in rural areas)
 - > Accountability using the growth model
- (10) Jon Schnur, Chief Executive Office and Co-Founder, New Leaders for New Schools, Washington, DC
 - > Focus on school leaders (investments and accountability)
 - > Create a child and performance oriented approach to school leadership (track outcome and strategies for continuous improvement)
 - > Drive innovation and improvement through competitive performance based grants
 - > Limit/reduce compliance oriented requirements for school and school systems.

Meeting the needs of the whole student 4/22/10

- (1) Geoff Canada , President and CEO, Harlem Children's Zone, New York, NY
 - Key principles
 - > Serve an entire neighborhood comprehensively and at scale
 - > Create a pipeline of high quality programs (birth through graduation from college)
 - > Build community
 - > Evaluate; create a feedback loop for improvement
 - > Cultivate a culture of success (accountability, leadership, teamwork)
 - > Strong schools, extended learning, merit pay, data driven decision
- (2) Karen Pittman , Co-Founder, President, CEO, Forum for Youth Investment, DC
 - > Broaden the definition of student outcomes
 - > Formalize and support the roles of families and community organizations
 - > Focus on improving both the content and context of student learning
 - > Infuse Youth Voice

- (3) Eric Schwarz , Co-Founder and CEO, Citizen Schools, Boston, MA
 - > Extended learning time
 - > Engage outside community partners
 - > Focus on academic instruction
 - > Emphasize relevant, real work learning activities and exposure to college and careers
 - > Small group academic coaching
 - > Transition support (elementary to middle; middle to high school)
- (4) George Sugai , Professor & Carole J. Neag Endowed Chair, Positive Behavior Interventions and Supports, Storrs, CT
 - > Authorize flexible education funding
 - > Increase school based mental health funding
 - > Extend scope and funding for comprehensive implementation coordination and technical assistance to states and schools
 - > Establish policy for more positive and preventative approaches
 - > Give priority to practices and systems that are data driven, evidence based, outcome oriented, and implemented with high integrity
 - > Collect and report data on discipline
 - > Increase family involvement in a contribution to effective environments
 - > Promote effective and relevant professional development, technical assistance, and implementation approaches
- (5) Jamie Greene , President, Rhode Island School Library Association, Warren, RI
 - > Amend Title I and Race to the Top to establish a state goal of a library staffed by a state licensed school librarian in each public schools
 - > Maintain funding for Improving Literacy through School Libraries program
 - > Allow state and local professional development funds to be used to recruit and train school librarians
 - > Include libraries in any legislation dealing with education, training, or jobs
- (6) Clare Struck , Elementary Counselor, Price Lab School, Cedar Falls, IA
 - > Dismantle obstacles to collaboration between and among school systems and social, health, and safety services
 - > Alternate pathways to graduation
 - > An adult mentor for every student
 - > School partnerships with community service agencies and other local entities
 - > Flexible grouping and flexible time frames to measure success
 - > Publicly reporting the ratio of support staff to students
 - > Turnaround strategies the focus on tenets of the Whole Child Initiative
 - > Content assessments that are valid, reliable, and comprehensible for ELLs and students with disabilities
 - > Use state report cards to measure and report on health, safety, and education
 - > Establish coordinated school health advisory councils
 - > Ensure that physical and health education emphasizes lifetime healthy behaviors
 - > Disaggregate data on student security, discipline and support to inform professional development and school climate as part of school improvement
 - > Report survey data from students, staff, and families on school climate and satisfaction
 - > Plan for family communication and engagement at district and school level
 - > Promote student engagement; community service, apprenticeships
 - > Include growth model accountability
- (7) Nikki Rittling , Educator, Wonderful Willards Elementary School, Willards, MD
 - > Ensure a rich curriculum through including art, music, movement and drama
 - > Professional development to highlight opportunities to integrate arts into learning
- (8) Lynsey Wood Jefferies , Executive Director, DC Metro, Higher Achievement, DC
 - > Rigorous after school and summer academic programs; mentors; project learning
 - > Intervention during high risk middle school transition
 - > Align after school and summer work with school standards

- (9) Anne Henderson , Senior Consultant, Community Organizing and Engagement, Annenberg Institute for School Reform, Washington
 - > Provide incentives and funding for effective family engagement at the school, district, and state level
 - > Strengthen Parental Information and Resource Centers and focus their role on capacity building and technical assistance
 - > Provide high quality inservice and preservice professional development to build the capacity of teachers and principals to engage parents
 - > Build statewide capacity for family engagement
 - > Strengthen federal support and coordination of cradle to career family engagement strategies and initiatives, including a robust federal research agenda
- (10) Dan Cardinali , President, Communities in Schools, Arlington, VA
 - > Ensure highly qualified teachers, high standards, high expectations
 - > Effective assessments and improved data systems to identify troubled teens early
 - > Evidence based interventions
 - > Integrated student services; comprehensive student support strategy

Meeting the needs of special populations (4/29/10)

- (1) Michael Hinojosa , Superintendent, Dallas Independent School District, Dallas, TX
 - > A growth model to level the playing field for all students
 - > Limited English Proficient students should be part of a large group that includes ELLs
 - > Retain provisions that allow use of state assessment in student's native language
 - > Don't use English Language Proficiency Assessment for accountability
 - > Require annual assessment in all domains to monitor progress
 - > Recent immigrant students with limited English proficiency should not be required to participate in ELA and math state assessment in their first year in the U.S.
 - > Give districts incentives to keep students in school who have not graduated in 4 years
 - > Keep formula title funds
- (2) Carmen Medina , Chief, of Migrant Education Bureau of Community and Student Services, Pennsylvania Department of Education, Harrisburg, PA
 - > Extended learning time
 - > In home support services
 - > Language instruction and cultural support
 - > Out of school youth programs and dropout re-engagement
 - > High quality preschool instruction
 - > Student leadership programs
 - > Postsecondary enrollment support
 - > Activities to engage parents
- (3) Lucinda Hundley , Assistant Superintendent of Student Support Services, Littleton Public Schools, Littleton, CO
 - > Maintain full accountability for students with disabilities
 - > Provide flexibility in use of funds to train and build capacity for teachers
 - > Support training programs that provides incentives to draw staff into shortage areas
 - > Provide incentives for state assessments so all students can show knowledge and skills
 - > Expand opportunities to improve early literacy throughout ESEA
- (4) Denise Ross , Supervisor, Homeless Education Office, Prince George's Co, Public Schools, MD
 - > Increase funding to increase outreach and identification on homeless children/youth

- > Homeless professional development for school staff
- > Enhance capacity (time and skill) so homeless liaisons can perform mandates
- > Keep homeless children and youth in their original school to the extent feasible
- > Support transportation provisions of the McKinney-Vento Act
- > Clarify amount of set aside and flexible uses of Title I Part A
- > Increase homeless children's access to early childhood programs
- > Address unique needs of homeless youth living on their own
- > Dedicated programs for children and youth in foster care; collaboration with welfare

(5) Kayla VanDyke, Foster Youth, Minnesota

- > Scholarships for homeless youth for extra curricular activities; counseling/advocacy
- > Keep foster youth in their home schools with transportation
- > Minimize the number of time homeless and foster youth have to change schools
- > Ensure that records are transferred when foster/homeless students change schools
- > Encourage foster parents/teachers/counselors/student to work together as a team
- > Provide academic choices to enhance engagement

Standards and Assessments (4/28/10)

(1) Steven Paine, Superintendent, West Virginia Department of Education, Charleston, WV

- > Reward state leadership and innovation
- > Update accountability to reflect standards based reform
- > Provide flexibility to help states ensure students meet higher expectations

(2) Gary Phillips, Vice President, American Institutes for Research, Washington, DC

- > Common content standards and common performance standards
- > Computer-adaptive testing and the use of the best available modern technology

(3) Charlene Rivera, Executive Director, George Washington University Center for Equity and Excellence in Education, Alexandria, VA

- > Address needs of English Language Learners in standards and assessments
- > Preservice and inservice for teachers to differentiate ELLs based on expertise
- > Address ELLs, disabilities, special populations in common core standards
- > Resources for states to work toward a broad national framework for academic English

(4) Cynthia Schmeiser, President, Education Division, ACT National Office, Iowa City, IA

- > Promote college and career readiness as a fundamental national goal for all students
- > Support states, districts, and schools in developing monitoring systems at each grade level so they can intervene when students fall behind
- > Incentivize the implementation of college and career standards by working with states to develop an accountability system for evaluation of student achievement
- > Assessments need to be aligned, linked, and longitudinal
- > State assessments should measure achievement and growth, readiness for educational and career planning
- > Incorporate needs of ELLs and students with disabilities in assessment design
- > Assessment formats should vary and needed and use multiple measures
- > Assessment should be offered through multiple platforms (computer, paper/pencil)
- > Ongoing, real-time, interactive reports and access to data to use assessment results
- > Improve summative state assessment for student monitoring
- > Authorize additional resources for states using college and career readiness standards to develop coherent systems of assessment
- > Increase capability of states, districts, and schools to use assessment data to monitor student progress, intervene as needed, differentiate instruction for all students as needed

- (5) Martha Thurlow, Director, National Center on Educational Outcomes, Minneapolis, MN
 - > Use of effective instruction for students with disabilities
 - > Need accessible standards (don't require a deaf student to listen)
 - > Use a universal design; assessments appropriate for the widest range of students
 - > Use the research based for developing appropriate accountability assessments

Improving America's Secondary Schools (5/4/10)

- (1) John Capozzi , Principal, Elmont Memorial High School, Elmont, NY
 - > Need a comprehensive professional development plan based on teacher needs
 - > Need to use interdisciplinary teams to address social and academic growth
 - > Need annual reviews to identify at risk students a provide appropriate support
- (2) Don Deshler , Director, University of Kansas Center for Research and Learning, Lawrence, KS
(Unable to access testimony online)
- (3) Rich Harrison , Middle School Dir., Denver Sch. for Science and Technology, Denv. CO
 - > Create more high performing secondary schools in every neighborhood
 - > Acknowledge innovative work of high growth and high performance charter schools
 - > Encourage charter schools and district schools to work together
- (4) Tony Habit , President, North Carolina New Schools Project, Raleigh, NC
 - > Need a systemic approach to professional development for teachers and administrators
 - > Expect all students to be college ready
 - > Support the change process; build knowledge and skills at school district levels
 - > Recruit and support Principals to focus on high quality teachers and learning
 - > Link innovation to economic and workforce development (e.g., STEM)
- (5) Cassius O. Johnson , Director of Education Policy, Jobs for the Future, Boston, MA
 - > Support early college high schools (accessing college credits before HS graduation)
 - > Support Back on Track designs for at risk students (accelerated academics/support)
 - > Policy to promote and expand successful secondary school options
 - > Accountability measures that incorporate graduation rates
 - > Turnaround policies appropriate for middle and high schools and off track youth
 - > Support district systemic work on identifying and supporting off track students
 - > Incentives for innovations to help more low income youth graduate/attend college
- (6) Karen Webber-Ndour , Principal, National Academy Foundation High School, Balt., MD
 - > Fund career academies
 - > Need standards that integrate academic and career-theme courses
 - > Assessment must measures skills as well as knowledge; align with credentialing

Supporting Student, Health, Physical Education, and Well-Being (5/18/10)

- (1) Russell Pate, Professor, Department of Exercise Science, Associate Vice President for Health Sciences, and Director of Children's Physical Activity Research Group, Arnold School of Public Health, University of South Carolina, Columbia, SC
 - > Hold schools accountable for providing students with physical education/activity that meets national standards (30 min. during the school day)

- (2) Timothy P. Shriver, Chairman and CEO of Special Olympics, Chairman and Co-Founder of the Collaborative for Academic, Social, and Emotional Learning
 - > ESEA ought to elevate the importance of physical education and sport for all students
 - > ESEA ought to include a new focus on school climate that will enable proven strategies that create supportive and respectful climates to be at the core of education progress
 - > ESEA ought to encourage schools to implement effective student leadership and service -- learning strategies that are both classroom and community-based
 - > Incorporate the provisions of the Academic, Social, and Emotional Learning Act into ESEA (Reach more children with evidence-based social and emotional learning
Rigourously measure and broadly share results; Build a national SEL support system for teachers, administrators, school districts, and states)
- (3) Antoinette Yancy, Professor, Department of Health Services, UCLA School of Public Health, and Co-Director UCLA Kaiser Permanente Center for Health Equity, Los Angeles, CA
 - > Focus on decision makers governing high exposure settings
 - > Emphasize approaches tailored to the needs of sedentary population subgroups
 - > Rely less on individual motivation, be supportive of cultural values, and widespread access to active leisure opportunities
- (4) Barbara Levin, CEO, Chota Community Health Services, Madisonville, TN
 - > School based health centers: where the children are
- (5) Beth Kirkpatrick, Co-Director, Grundy Center PE4life Academy, Grundy Center, IA
 - > Research shows importance of physical education
 - > Measure PE lesson effectiveness using heart rate monitors and high tech fitness testing
 - > Use activity monitors students and parents can wear throughout the day and night

Early Childhood Education (5/25/10)

- (1) Barry Griswell, Board Member, Former Chairman and Retired Chief Executive Officer of Principal Financial Group, President of the Community Foundation of Greater Des Moines, and a Member of the Berry College Board of Trustees, Des Moines, IA
 - > Invest in early childhood education
- (1) Larry Schweinhart, President, High/Scope Educational Research Foundation, Ypsilanti, MI (unable to access testimony online)
- (2) Robert Pianta, Professor of Education, University of Virginia, Charlottesville, VA
 - > Need an organized system of support for children
 - > Programs that are more educationally focused and well defined produce larger effects
 - > Interactions between teachers and children need to be measured/monitored
 - > Need professional preparation and credentialing
- (1) Henrietta Zalkind, Executive Director, Down East Partnership for Children, Rocky Mount, NC
 - > Encourage investment in early care programs
 - > Support the creation of Ready Schools that have the capacity and resources for schools to be ready to meet the needs of all children
 - > Invest in support for family-school-community partnerships

Excerpts from House Hearings: Education & Labor Committee

Building a stronger economy: Spurring reform and innovation in American education (3/3/10)

- Arne Duncan, Secretary of Education, U. S. Department of Education, Washington, DC
- > Move from rules/compliance to a focus on flexibility to achieve results
 - > Reward schools or LEAs making progress on outcomes and closing achievement gaps
 - > Increase competition in awarding ESEA funds to support programs getting results
 - > Support college and career readiness
 - > Focus on turning around low performing schools
 - > Put effective teachers in every classroom and effective leaders in every school
 - > Consolidate 38 existing authorities into 11 new programs
 - > Give states, districts, and communities more choices based on need, promising practices
 - > Maintain focus on the most disadvantaged students (ELL, homeless, neglected, delinquent, migrant)
 - > Strengthen standards and align assessment with standards for college/career readiness
 - > Direct funds to schools that show a need to improve school climate (health, safety)
 - > Supports for college access and completion
 - > Support for improved outcomes for adult learners
 - > Enhance opportunities for students with disabilities

Addressing the needs of diverse students (3/18/10)

- (1) Daniel Curry Superintendent Lake Forest School District Felton, DE
 - > Formula funding based on poverty rates is the fairest distribution of ESEA funds
 - > Competitive grants leave rural districts at a disadvantage
 - > Teachers in small rural schools teach multiple subjects; can't meet highly qualified
 - > Rural schools challenged in finding/keeping special ed, math, and science teachers
 - > Measure student programs by growth; special ed students by progress on IEP goals
 - > Mandated data collection/reporting is a huge burden on small rural districts
 - > Expand time to get for high school graduation to 5-6 years (not 4)
- (2) Jack Dale Superintendent Fairfax County Public Schools Falls Church, VA
 - > Give states resources so ELLs are assessed in fair, valid, reliable, and appropriate ways
 - > Teachers need preservice and inservice on research based ELL instruction
 - > IDEA funding to cover costs (to reduce drain on general funds)
 - > Permit adaptive assessments that provide feedback to teachers
 - > Measure growth and progress over time (steps and benchmarks, more frequent)
 - > Fewer, clearer standards
- (3) Arelis Diaz Assistant Superintendent Godwin Heights Public Schools Wyoming, MI
Principles:
 - > Give teachers time to analyze past and present data
 - > Develop specific measurable School Improvement Team goals based on data
 - > Create a positive, efficacy-based culture
 - > Develop a continuous learning environment (collaboration, book study)
 - > Parent involvement
 - > Permit states to include growth in their accountability systems
 - > Increase resources for Title III to help states and district provide ELL programs
- (4) David M. Gipp President United Tribes Technical College (UTTC) Bismarck, ND
(Not accessible on committee website)

- (5) Jacqui Farmer Kearns, Ed.D. Principal Investigator National Alternate Assessment Center, Lexington, KY
 - > Align curricula with state standards
 - > Include students with disabilities in general ed classes with support
 - > Use assessment data to inform decision making
 - > Provide disciplined social environments
 - > Ensure strong leadership teams
 - > Use assessment accommodation specific to individual student needs
 - > Use growth model designs; IEP is not a viable option as an accountability tool
 - > Maintain flexibility for multiple achievement standards
 - > Increase post secondary options for students with disabilities
- (6) Michael T. S. Wotorson Exec. Director Campaign for High School Equity DC
 - > Make all students proficient and prepared for college and work
 - > Hold high schools accountable for student success
 - > Redesign the American high school
 - > Provide students with excellent leaders and teachers
 - > Invest communities in student success
 - > Provide equitable learning conditions for all students
 - > Support the state led common core standards
 - > Expand learning opportunities beyond the school day
 - > Invest in interventions that work
 - > Adopt effective teaching policy strategies and distribute them equitably

How data can be used to inform educational outcomes (4/14/10)

- (1) Katie Hartley, Jr. High Math Teachers, Miami East Local Schools, Casstown, OH
 - > Use value added data (student data to predict performance) to evaluate practice
 - > Need longitudinal data systems for student scores over time
- (2) Joe Kitchens, Superintendent, Western Heights Schools, Oklahoma City, OK
 - > Establish flexible and definitive descriptors of what we will teach and link to standards
 - > Develop new rules for enterprise based management of educational data
 - > Improve transparency of school data systems
- (3) Joel Reidenberg, Professor of Law, Director, Center on Law and Information Policy, Fordham University School of Law, New York, NY
 - > Require states to articulate through statute or regulation the justification for the collection of each element of identifiable information
 - > Require states to define specific data retention limitations that are clearly linked to the specific purposes for which the data is originally collected
 - > Require states to adopt an oversight mechanism for the collection and use of children's educational data.
- (4) Richard Wenning, Association Commissioner, Colorado Department of Education, Denver, CO
 - > Provide flexibility in identifying low performing schools for intervention
 - > Ensure coherent accountability focused on building management capacity
 - > Re-purpose state education agencies to support school effectiveness
 - > Adopt high quality accountability systems based on internationally benchmarked standards

Supporting America's Educators: The Importance of Quality Teachers and Leaders (5/4/10)

- (1) Deborah Ball, Dean, School of Education, University of Michigan, Ann Arbor, MI
 - > Build a system so that all beginning teachers can perform competently
 - > Connect a comprehensive curriculum of professional training and licensure (preservice to five years of teaching) with assessments
 - > Focus teacher preparation on teaching to high levels of skill and detailed knowledge
 - > Provide a range of setting for practice and feedback
 - > Develop credible and predictive assessment of professional knowledge and skill
- (2) Pamela Salazar, Assistant Professor, University of Nevada, Las Vegas, NV
 - > School turn around requires a principal trained and mentored in effective leadership
 - > Principals need data, a well-trained workforce, authority and autonomy
 - > Principals need to create school based learning communities (teachers, students, parents, community)
 - > Need to attract, develop and retain educational leaders
- (3) Randi Weingarten, President, American Federation of Teachers, Washington, DC
 - > Establish a discretionary grant program for teacher centers that provide comprehensive professional development, information on research and curricula, and assistance for new and veteran teachers
 - > Improve the quality of instruction by incorporating research based professional development as well as curricular supports for teachers and paraprofessional
 - > Class size reduction with a concentrated formula for sending funds to high poverty schools.
 - > Provide funding to help districts make schools attractive places for students and teachers; safe and supportive
 - > Improve teacher evaluation systems to improve teacher practice (fund pilots for LEAs)
 - > Provide a clearinghouse of best practices from the pilots
- (4) Marcus Winters, Senior Fellow, The Manhattan Institute, New York, NY
 - > Improve teacher evaluations; based on student test scores
 - > Tie teacher compensation to performance; remove ineffective teachers
- (5) Monique Burns Thompson, President, Teach Plus in Boston, Boston, MA
 - > Recruit and retain effective teachers in the schools that need them the most
 - > Include effective/trained teachers in leadership roles; school turnaround councils
 - > Pay differential depending on the additional time worked
 - > Time for training and collaboration; data coach throughout the year
- (6) Marie Parker-McElroy, Instructional Coach, Fairfax Co. Pub. Schools, Falls Church, VA
 - > Include a federal definition for professional development
 - > Professional development rigorously evaluations for impact on teacher performance
 - > Provide dedicated resources so district can build capacity
- (7) Chris Steinhauser, Superintendent, Long Beach USD, Long Beach, CA
 - > Provide districts maximum flexibility in expenditure of federal funds
 - > Reward academic growth and innovations
 - > Competitive grants drive reform by recognizing and rewarding success
- (8) Jeanne Burns, Association Commissioner of Teacher Education Initiatives, Louisiana Board of Regents, Baton Rouge, LA
 - > Link student achievement to teacher preparation programs (provide feedback loops)
 - > Explore alternative pathways to teaching

- (9) Tony Bennet, Superintendent, Indiana Office of Public Instruction, Indianapolis, IN
 - > Comprehensively overhaul teacher and school leader evaluations (performance based)
 - > Create evaluation tools tied to student growth
 - > Strengthen regulations regarding teacher preparation and licensure
 - > Explore alternative pathways to teaching
 - > Provide incentives/financial rewards to teachers and principals with higher graduations
 - > Need longitudinal data systems for fair teacher evaluation
 - > Adopt common core standards
 - > Create high expectations for the adults in schools (as well as for the students)
- (10) Jonathan Kaplan, President Walden University, Minneapolis, MN
 - > Assess quality of teacher training through outcomes
 - > Provide relevant and practical teacher training
 - > Use technology to enable better learning (virtual field experience)

Research and Best Practices on Successful School Turnaround (5/19/10)

- (1) Susan Bridges, Principal, Richardson Elementary, Culpeper, VA
 - > Principals require the authority and autonomy to make necessary changes (staff, resources)
 - > Need 'real time' data to inform classroom instruction
 - > Need to reestablish an atmosphere of a "neighborhood school" to develop a sense of community
 - > Principal leads by showing what is possible and supporting with procedures and resources to get the work done
 - > Need locally based decision making to lead and sustain change
- (2) Thomas Butler, Superintendent, Ridgway Area School Districts, Ridgway, PA
 - > ESEA must reflect the gains in achievement that students make throughout the year
 - > Encourage organic (local) development of teacher evaluation centered on collaboration
 - > Professional learning must be encouraged in the reauthorization of ESEA
 - > Quality internet access is a must for rural schools to provide the best education for students and professional learning for teachers
- (3) Jessica Johnson, Chief Program Officer, District and School Improvement Services, Learning Point Associates, Naperville, IL
 - > Research on turnaround not strong, but when combined with related research suggests some elements have positive impact: (strong building leadership; teachers have an unwavering focus on instruction; schools need a learning focused culture/climate to implement policies/practices and work beyond the wall of the school; academic and nonacademic supports for students and families are needed at intense levels; staff and community must be committed to change)
 - > Models and supports for turnaround in ESEA need to balance knowledge of core elements with flexibility to create meaning and commitment, remove barriers, and foster innovation (coherent and aligned focus on outcomes for core elements of turnaround; schools need adequate time and support to assess needs, select models, and write turnaround application)
 - > Focus must extend beyond the school to the whole system (districts and charter authorizers provide supporting in hiring, policies, and supports; states and regional systems of support; social services, community based organization, and youth development; external providers with a track record of success)

- (4) Daniel King, Superintendent, Pharr-San Juan-Alamo Ind. School District, Pharr, TX
 - > High expectations are imperative
 - > Quality leadership at district and school is critical
 - > Systemic transformation is most effective
 - > Connect every student to a quality future
 - > Rigor, Relevant, and Relationships are important
 - > Career and Technology courses are important
 - > Partnerships can accelerate transformation (colleges, workforce, foundations, philanthropists, economic development)
- (5) David Silver, Principal, Think College Now Elementary, Oakland, CA
 - > Provide schools autonomy in hiring, budget, curriculum and assessments (site choose staff; budget flexibility)
 - > Expect accountability through data and student achievement outcomes (Principal/teacher compensation)
 - > Support schools with standards based data systems and increased federal dollars to Title I schools
- (6) John Simmons, President, Strategic Learning Initiatives, Chicago, IL
 - > Turnaround must be affordable
 - > Site based management accelerates achievement and creates trust among stakeholders
 - > System needs to be changed rather than the individuals; leaders are responsible for change, strategy, tools
 - > Improve existing human resources (coaches, training, support existing teachers and principals)