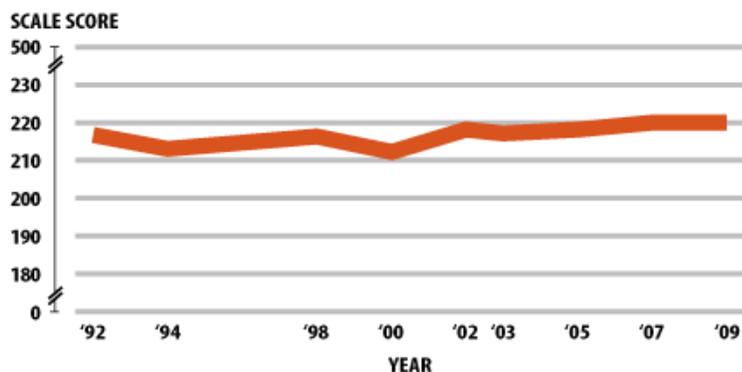


CHAMPION STUDENT SUCCESS

Prepare all students to thrive in college, careers, and life

- ▶ The Elementary and Second Education Act (ESEA), first passed in 1965 as part of President Lyndon Johnson’s War on Poverty, promised all students **equal access to educational opportunity**. To level the playing field, the law provided additional funding for schools serving poor students. Title I, the first section of ESEA and biggest source of federal funding for education, targets high-poverty students and schools. Title I is critically important when the poverty rate for children under 18 is an unacceptable 20 percent, as it is in America today.
- ▶ The 2002 reauthorization of ESEA, called No Child Left Behind, **disaggregated data to illuminate achievement gaps** — valuable new information our nation should continue to collect. But the law’s increased emphasis on accountability also brought widely recognized, unfortunate consequences Congress needs to address: narrowing the curriculum, teaching to the test, lowering state academic standards, and labeling and punishing students based on the results of poorly designed tests.
- ▶ No Child Left Behind has **failed to fulfill its own fundamental purpose**: raising the achievement of all students and closing achievement gaps. An example of this phenomenon is scores on the National Assessment of Educational Progress (NAEP), the nation’s report card, which have been largely flat since the law was passed in 2002 — for a snapshot, see the chart below. For complete data broken down by subject and by state, see <http://nces.ed.gov/nationsreportcard>

GRADE 4 READING: NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS



- ▶ **Multiple, valid sources of evidence** are needed to measure student learning and school performance over time. Fill-in-the-bubble standardized tests must be augmented with instruments that assess higher-order skills such as critical thinking and problem solving. Adequate Yearly Progress (AYP), the one-size-fits-all measure now used, must be replaced by authentic accountability systems designed to enhance learning, identify successful schools, and support struggling schools. Development of **high-quality longitudinal data systems** that improve instruction while protecting the privacy of students and educators should be encouraged. (Sources: Patricia Hinchey, [Getting Teacher Assessment Right](#),

CHAMPION STUDENT SUCCESS *continued*

National Education Policy Center, 2010; George Noell and Paige Kowalski, [Using Longitudinal Data Systems to Inform State Teacher Quality Effects](#), Partnership for Teaching Quality, 2010)

- ▶ It is widely assumed that parental involvement is important to student success. Research confirms it. **Parent, family, and community involvement correlate with better academic performance and school improvement** — specifically, higher grades, better attendance, lower dropout rates, aspiring to higher education, and enrolling in college. Moreover, this holds true at the elementary and the secondary level for students of all races, regardless of the parents' education, income or background. (Source: Annenberg Institute for School Reform, [Organized Communities, Stronger Schools](#), 2008)
- ▶ We must meet the needs of **the whole child**. Kids who come to school hungry or sick are not ready to learn. Kids who don't have good role models at home nonetheless need to learn what it means to be a responsible citizen, why it is important to be on time, how to behave in different settings. For some kids, especially poor kids, the only hope of getting such help is schools with **wraparound services** — for example, after-school programs that provide enriching experiences; mentoring, counseling, and parent-education programs; on-site medical and dental care; and more. The acclaimed Harlem Children's Zone takes this approach. So can traditional public schools with sufficient funding and commitment to the goal: transforming not just a struggling school, but an entire community.

NEA's complete Message to Congress on ESEA reauthorization addresses the federal government's role in public education, the purpose of public education, and asks: How will we fulfill that purpose? The answer has three parts: (1) Champion student success: Prepare all students to thrive in college, careers, and life; (2) Elevate the profession: Support great teachers and education support professionals; and (3) Fight for social justice: Ensure equitable educational opportunities and safe schools for every student.

For additional information, go to www.educationvotes.nea.org and click on the "resources" tab.