



Opportunities to Lead

With or Without NCLB Reauthorization

Andy Rotherham, Bellwether Education Partners
National Governors Association Winter Meeting
Washington, D.C.
February 22, 2015

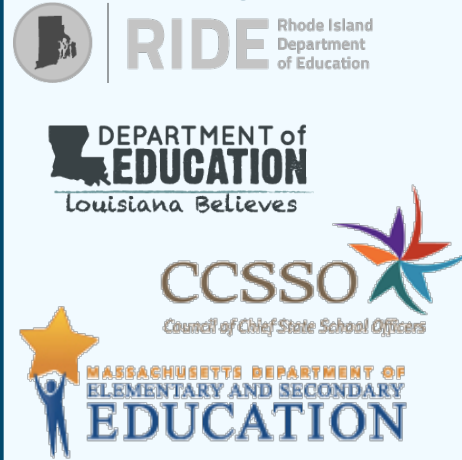
Our Mission: to help organizations become more effective & achieve dramatic results, especially for high-needs students

Sample List, Not Exhaustive

Districts



State Agencies



Advocacy, Product & Service Providers



Charters & Private



Intermediaries & Foundations



No Child Left Behind Timeline

How did we get here?

Jan. 2002:
No Child Left Behind enacted

2007: NCLB reauthorization effort begins; Miller-McKeon discussion draft

2011: NCLB Waiver plan unveiled; Kline bills piecemeal markup; Harkin-Enzi bill markup

2013: Kline bill floor vote; Harkin bill markup

2015: Kline bill markup; Alexander-Murray markup??

NCLB Timeline: 2002 - Present

2005-06:
Accountability measures (including reading & math testing, AYP, and HQT) must be in place

2007-08:
Science testing must be in place

2012-13:
First year of NCLB waivers

2013-14:
AYP based on 100% of students proficient in reading & math

NCLB is exceeding expectations in key areas...

Area	Evidence
Public Support	<ul style="list-style-type: none">• Overwhelmingly bipartisan support at passage• Overwhelmingly bipartisan support for overhaul today
Performance & Accountability	<ul style="list-style-type: none">• Clear goals for school performance• Accountability for schools based on subgroup performance, as well as overall performance averages• NAEP biennial assessments required:<ul style="list-style-type: none">• In 2013, all-time high scores in 4th and 8th grade reading and math for all subgroups• Racial gaps in NAEP scale scores have narrowed since the late 1990s in nearly every grade/subject
Resources & Interventions	<ul style="list-style-type: none">• Increasing interventions in schools that missed goals over time• Federal education dollars better targeted to high-poverty communities
Data & Capacity	<ul style="list-style-type: none">• Public, disaggregated, annual collection of student and school data• State Longitudinal Data Systems and new education research<ul style="list-style-type: none">- No state included all ten essential elements in its data system in 2005; by 2011, 36 states had incorporated all ten elements and 8 states had nine of ten (Data Quality Campaign).

... but still has room to improve.

Area	Evidence
Public Support	<ul style="list-style-type: none">• Lack of agreement on how to overhaul the law
Performance & Accountability	<ul style="list-style-type: none">• 100% proficiency goal outlived its utility• Little emphasis on student growth over time• Limited number of accountability measures• Variance in test quality and performance standards• Measured teacher qualifications rather than effectiveness, creating a paper chase rather than real improvement
Resources & Interventions	<ul style="list-style-type: none">• Interventions based on how long schools had missed goals rather than how many they missed, how far off they were, or why they missed them• Uneven implementation of interventions, especially choice and tutoring• Did little to address resource inequity: comparability of funding, access to rigorous coursework, distribution of teachers
Data & Capacity	<ul style="list-style-type: none">• State and local capacity lacking to respond to data and accountability and to turnaround low-performing schools

Consequence: Rhetoric sets the battleground for NCLB reauthorization

“This law is fundamentally broken and we need to fix it this year. It has created dozens of ways for schools to fail and very few ways to help them succeed.”

– Arne Duncan, 2011

vs.

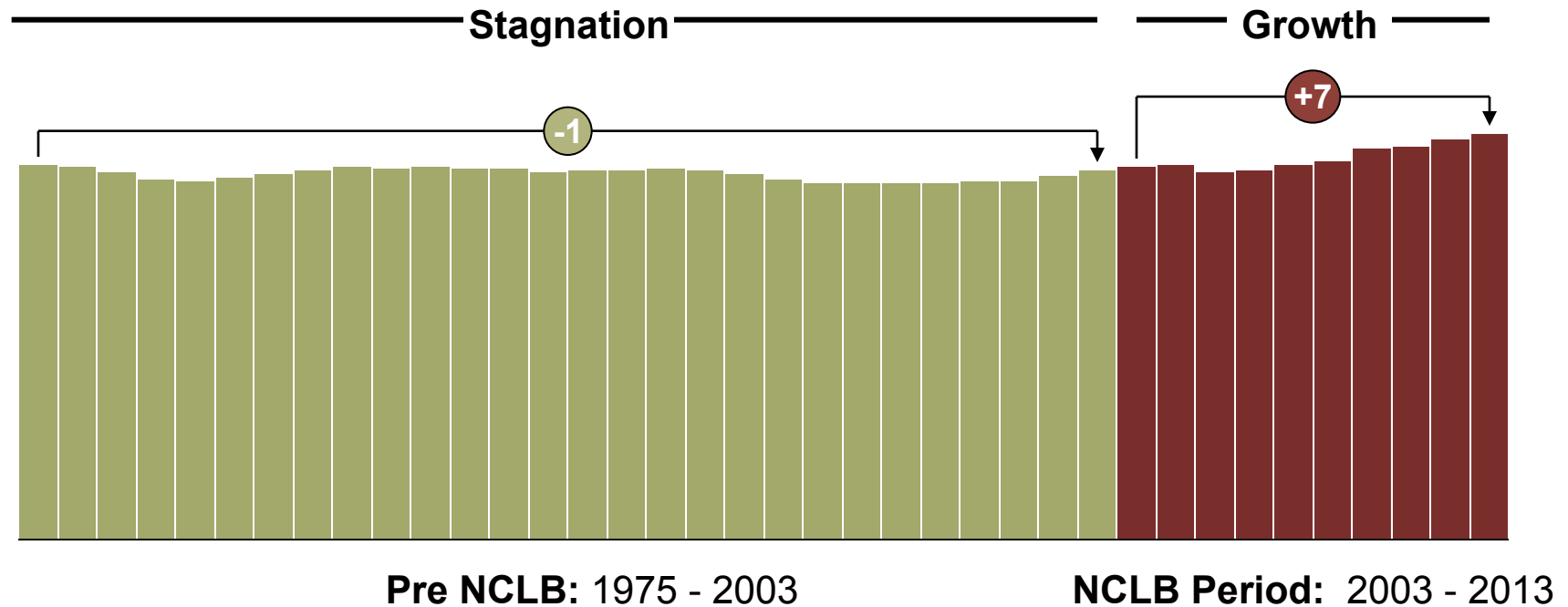
“Student problems can no longer be swept under the rug. Because of ‘consequential accountability,’ business as usual is no longer acceptable. Make no mistake: Much more than accountability is needed, and we have a long way to go. But accountability works. It must stay.”

– Sandy Kress, 2011

NCLB Reality: positive student outcomes in graduation rates...

Record High Graduation Rates Following Several Decades of Stagnation

Cohort graduation rate

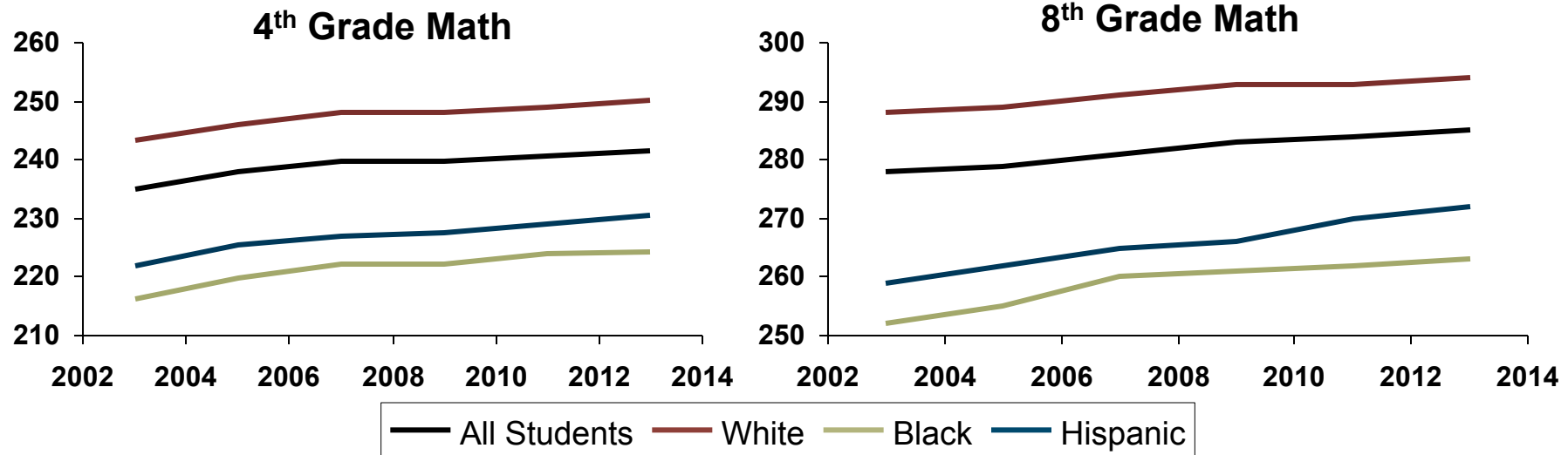


- Between 1975-2002, high school graduation rates stagnated, hovering between 71% and 75%
- Since an initial uptick in 2005, graduation rates have reached an **all-time high of 81%**

... and NAEP performance in both reading and math...

Record High NAEP Scores for all Subgroups

NAEP Math average scale scores, 2003-2013, by sub-group



- **All-time high scores on NAEP** in 4th and 8th grade math and reading for all subgroups
- In 1990, half of 4th graders were innumerate—scoring Below Basic. Today, it's 17%. The same was true in 1990 for over 80% of black 4th graders, but now the figure is 34%.

- **Consistent evidence of positive effects on math performance, but not reading, and in elementary and middle schools, but not in high schools**
- **Little evidence that accountability has had a negative effect on student performance**

... with a mixed bag of responses and second-order effects.



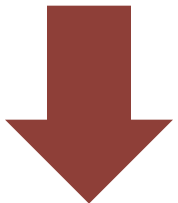
Positive

- Schools and districts redesigned learning environments (e.g. fewer self-contained special education classrooms)
- State and district investments in teacher training, PD, and data systems



Neutral

- Teachers expanded or reallocated instructional time, especially in math and reading
- Teachers shifted attention to students just above/below proficiency levels



Negative

- States tinkered with proficiency standards or performance targets
- Schools strategically classified students into special education to avoid accountability
- Educator and administrator cheating on standardized assessments

Future Outlook for ESEA

ESEA Flexibility Request



Revised September 28, 2011
This document replaces the previous version, issued September 23, 2011.
(The document was formatted to ease usability on October 14, 2011)

U.S. Department of Education
Washington, DC 20202

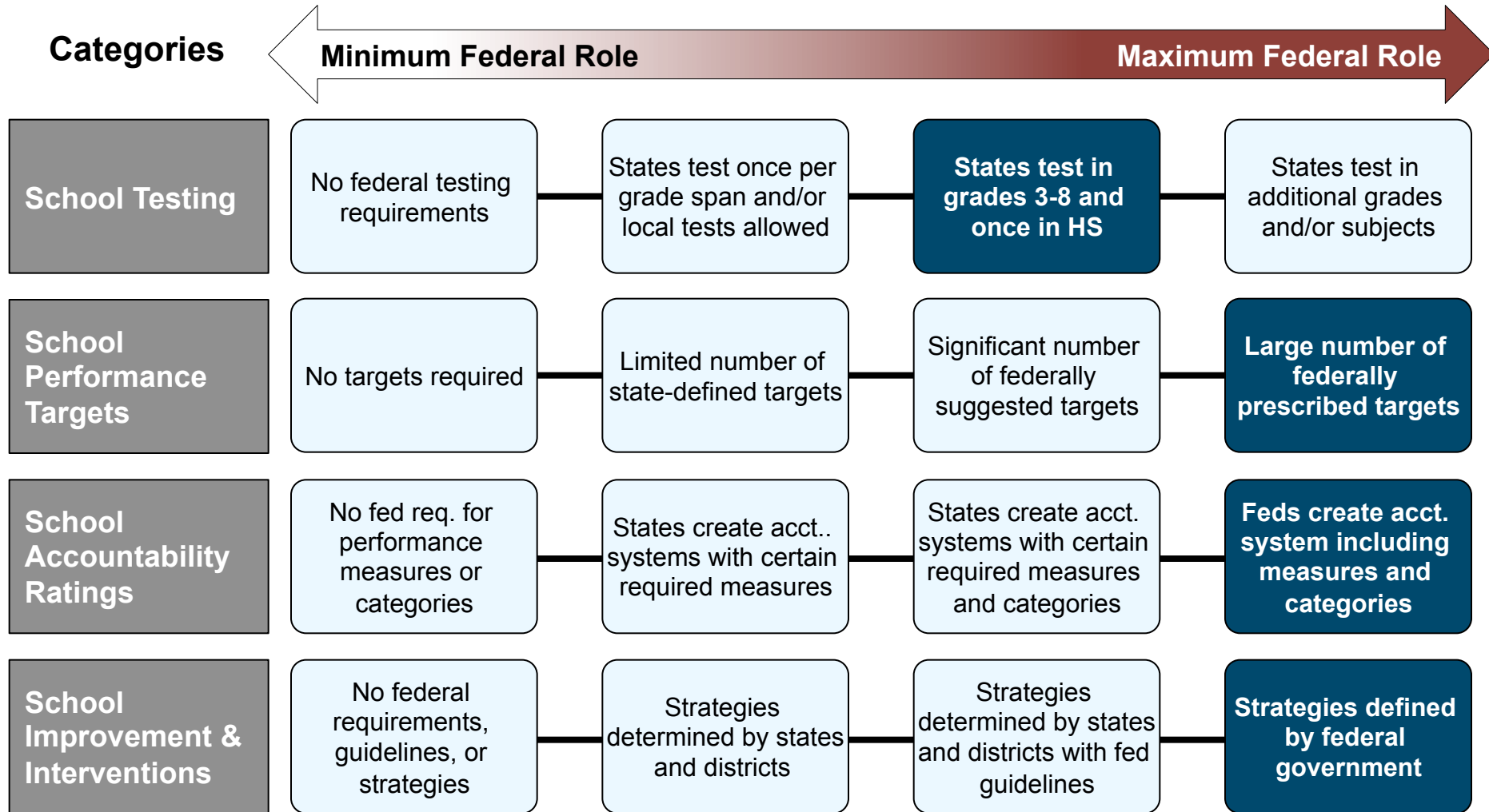
OMB Number: 1810-0708
Expiration Date: March 31, 2012

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.



Big picture trend: diminished federal role and greater state autonomy

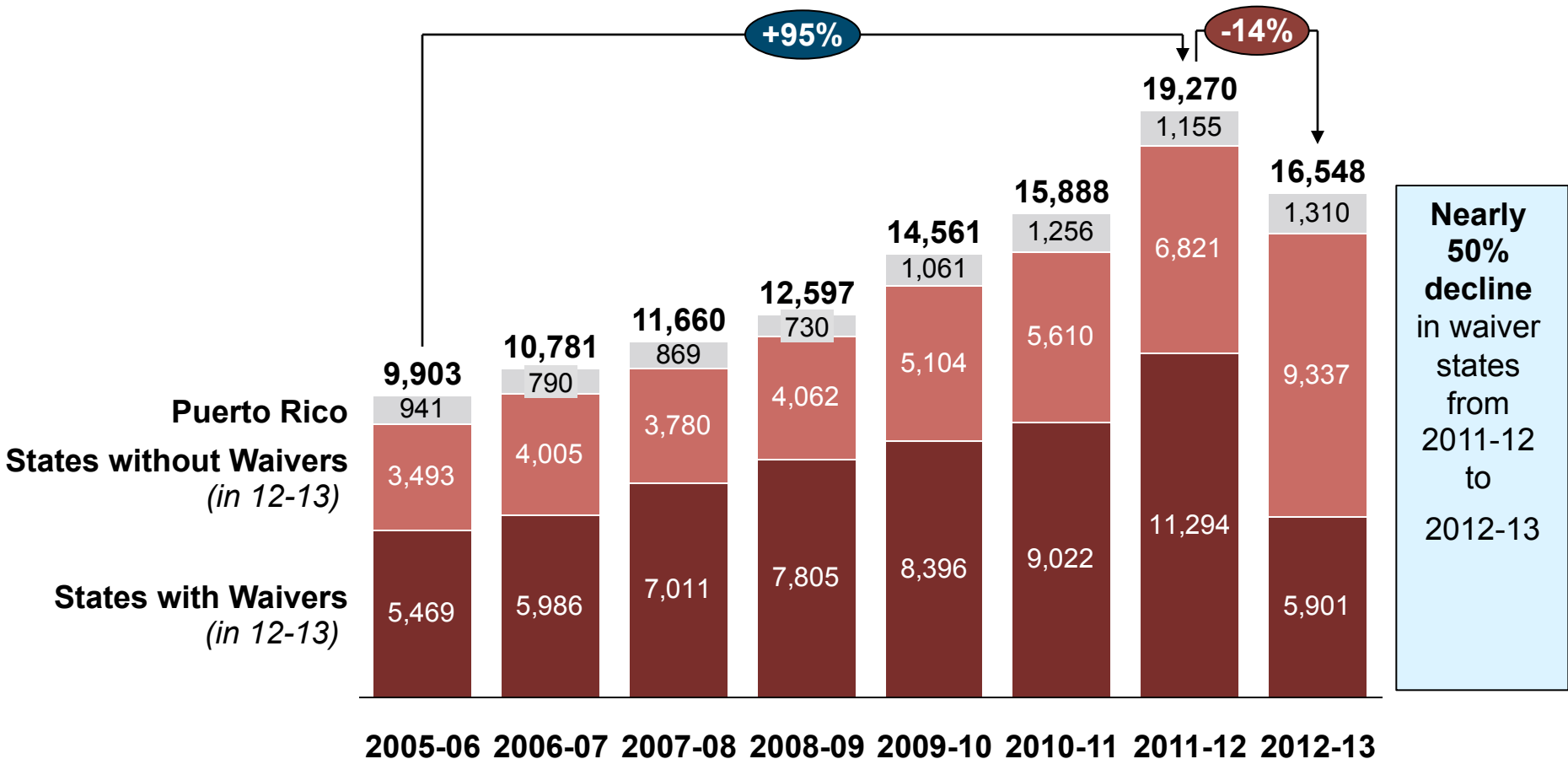


Current Law

Big picture trend: leaner school accountability

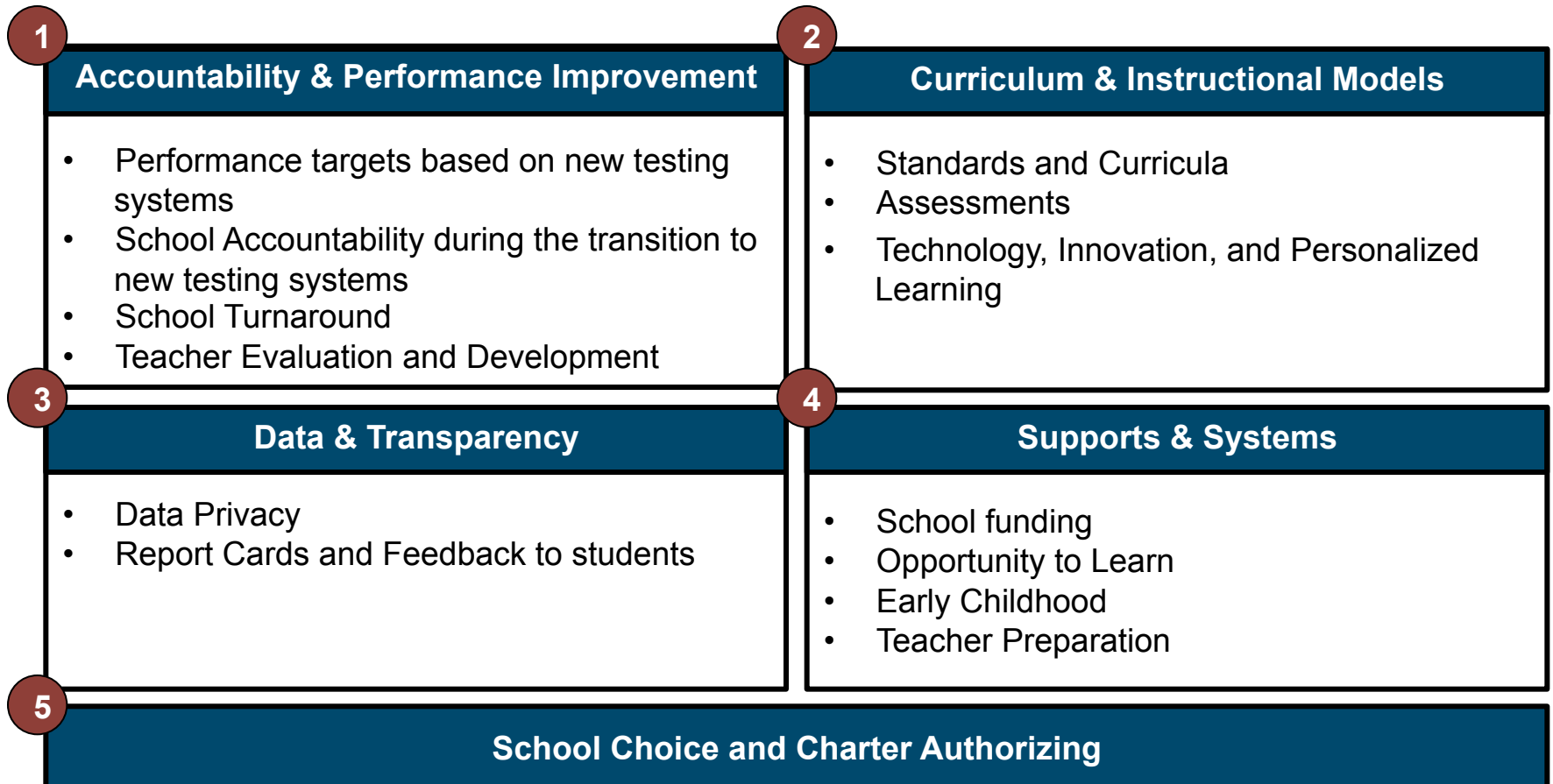
Schools Identified as Low-Performing under NCLB

Identified as schools in "Need of Improvement", "Priority", or "Focus", 2005-06 – 2012-13



Source: <http://eddataexpress.ed.gov/>

Five Opportunities for Gubernatorial Leadership



Contact Andy

Andrew J. Rotherham

Co-Founder & Partner

Bellwether Education Partners

<http://www.bellwethereducation.org>

Email: andy@bellwethereducation.org



[@arootherham](https://twitter.com/arootherham)