

Archived Information

Targeted Flexibility Increased In Building On Results

Under **Building On Results: A Blueprint for Strengthening the *No Child Left Behind Act***. It is designed to provide additional tools to our schools and educators to close the achievement gap and help America's students read and do math at grade level by 2014.

We know what works: high standards, accountability, a highly effective teacher in every classroom, more information and choices for parents, and sound, proven methods of instruction. Building On Results maintains these principles while targeting flexibility designed to help schools and educators raise achievement.

The No Child Left Behind Act has evolved from idea to law to a way of life. It's the foundation upon which we must build, and the time to act is now. The President proposes the increased flexibility to:

- ❖ Growth Models—States will be able to use growth models to measure individual progress towards grade-level proficiency by 2014, as long as they have robust data systems and well-established assessments, and set annual goals based on proficiency, not on students' backgrounds.
- ❖ Prioritized Support for Schools—States will be able to focus more federal resources, interventions, and technical assistance on schools with the greatest needs, such as those identified for improvement or corrective action.
- ❖ School Improvement—States will be able to prioritize their school improvement activities based on the specific needs and successes of the school. To help states and districts tailor programs for their needs, 100 percent of specified federal funds may be moved among programs.
- ❖ Staffing Freedom—Schools in restructuring status will be authorized to remove limitations on teacher transfers from collective bargaining agreements. This provision, similar to contract revisions permitted by bankruptcy law, will help ensure that effective teachers are in place to match student need.
- ❖ Students With Disabilities— Allows states to tailor assessments to small groups of students with disabilities with modified or alternate achievement standards as long as they are of high technical quality and promote challenging instruction.
- ❖ English Language Learners—Schools will be recognized by state accountability systems for making significant progress in teaching limited English proficient (LEP) children critical English language skills.