COMPARISON OF NCLB AND A *BLUEPRINT FOR REFORM*
(The Reauthorization of the Elementary and Secondary Education Act)
March 2010

	NCLB	Blueprint
Overall All Message	Loose on ends; tight on means	Tight on ends; loose on means
State Standards	States to adopt "challenging" standards; no requirements on content or rigor of standards	College and career ready standards; common core standards or work with public university system to ensure standards adequately prepare students to enter college without remediation; all students graduating college and career ready by 2020
Student Progress	Students in grades 3-8 and high school tested annually on state-determined assessments in reading and math; data disaggregated by subgroups	High-quality statewide assessments in English language arts and math that align with newly developed state standards; only those states that have implemented assessments based on "common" state standards by 2015 will receive formula funds to create assessments; collection will also include graduation rates, college enrollment rates and rates of college enrollment without remediation; performance targets created and based on school and subgroup growth and graduation rates
Accountability for Student Performance	Adequate yearly progress (AYP); 100 percent proficient by 2014; sanctions for not meeting AYP	Recognizes student growth and schoolwide progress over time; designate "reward" districts for schools and districts that make major inroads in turning around low-performing schools; designate "challenge" schools, districts and states for lowest-performing 5 percent of schools in each state; "reward" districts and states will have greater flexibility while "challenge" districts and states may face restrictions on the use of federal funds
Teacher Quality	Highly qualified teachers	Effective teachers based on student growth; evaluation systems that reflect state standards for effectiveness & differentiate teachers and principals across at least three performance levels; track teacher and principal performance back to preparation programs

High-Need Schools Access to Effective Teachers	Equity plan ensuring that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers	Teacher and Leader Innovation Fund to offer competitive grants for states and districts to apply aggressive strategies to recruit and retain effective teachers & leaders in high need schools
Funding Challenges for High-Poverty Schools	Districts must offer “comparable” services at Title I and non-Title I schools	Districts required to show that their state and local funding levels—measured by personnel and relevant nonpersonnel expenditures—are comparable; states to measure and report on resource inequities