



For Immediate Release

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Six National Education Groups Rally Together to Push Congress for Significant Changes in the Reauthorization of the Elementary and Secondary Education Act

Washington, D.C. – Six of the nation’s top education groups representing school board members, superintendents, principals, teachers, and other school staff, have agreed to join together to push Congress for significant changes to the Elementary and Secondary Education Act, last reauthorized as the No Child Left Behind Act in 2002, and now being considered for reauthorization by the 110th Congress.

The joint statement issued by the groups says that “the reauthorization of the Elementary and Secondary Education Act (ESEA) is an opportunity for a refocused national discussion about public education that offers members of Congress the opportunity to elevate this dialogue, to be bold, and to embrace not only the call for equity in American education but the demand for innovation as well.” The groups who have signed on to the joint statement are:

- American Association of School Administrators
- American Federation of Teachers
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Education Association
- National School Boards Association

“Their experience with the law over the past five years, however has led us to conclude that the principles and goals of the law cannot be achieved without certain fundamental changes in the law, vastly improved implementation, and adequate funding. These modifications are essential to driving the kinds of reforms needed to improve student achievement on a more sustainable basis,” says the statement. Since the enactment of NCLB, all of the members have worked tirelessly to help provide all students with the strongest public schools possible including working toward the goals of NCLB.

The groups are urging Congress to focus on five areas of change:

- A redesign of the federal accountability framework to improve public schools rather than abandon them.
- Valid, reliable, unbiased assessment systems that are aligned with state standards.

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- Maximum flexibility for states and school districts to address the assessment and learning needs of English language learners and students with disabilities.
- Helpful interventions tailored to the needs of schools and communities rather than the current system of punitive sanctions.
- Determination of the qualifications of principals, teachers, and other education professionals by states and local school districts.

The groups say that “these modifications are essential to driving the kinds of reforms needed to improve student achievement on a more sustainable basis.”

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