

1. Eliminate AYP, 2014 100% proficiency requirement, and escalating sanctions.
2. Incorporate public schools' implementation of common elements of successful school turnarounds (including sub-elements) as the central strategy of Title I of ESEA and a central goal of ESEA itself.
3. Establish a School Leadership Academy, drawing on successful experience and research nationwide to develop a cutting-edge program to prepare and mentor experienced principals to lead transformations of low-achieving schools, bringing preparation program to scale through regional centers.
4. Continue to authorize and fund the Higher Education Act, Title II, Teacher Quality Grant program, or similar program, to induce schools of education to change teacher preparation programs to provide at least one year of clinical training, closely supervised, integrating "methods" and "theory" courses into practice, and preparing teachers to teach higher-level thinking and communications skills.
5. Allocate amount equal to 5% of Title I funds for parenting skills programs to support students' learning at home, provide intensive adult mentoring programs for very low-achieving students who do not have parents available, and reach out to increase parent/caregiver involvement in schools.
6. Require all the lowest-achieving public schools that receive special federal turnaround funding (including Race to the Top and School Improvement Grants) - approximately bottom 5% of schools -to:
 - a) implement the five common elements of successful school turnarounds (including sub-elements);
 - b) annually report on "leading indicators," i.e., statistics on non-student assessment measures of how much schools are implementing key improvement strategies, such as average teacher time/wk. spent in peer collaboration and receiving mentoring, respectively, and other measures of the extent of school improvement, such as student suspension rates, grade retention rates, and parent satisfaction surveys, as well as disaggregated student achievement data;
 - c) have their needs evaluated, and improvement recommendations made, by professionally trained, accomplished educators in state level school quality review teams - linked to state technical assistance;
 - d) implement an organic and comprehensive school turnaround process, including developing a vision and engaging staff, parents and community buy-in; and
 - e) be subject to ultimate state intervention for chronic lack of progress.
7. Require all other Title I-funded schools to implement the reporting requirements in #3(b), above, and be subject to state monitoring and intervention, as necessary, especially for chronic low levels of student learning.
8. Allocate an amount equal to 2% of Title I funds to build states' knowledge and skills to help schools and districts implement their improvement processes.

*For SOS Conference, Workshop: "What's Wrong with 'No Child Left Behind' and How You Can Lobby Congress to Overhaul It Now," Marriott Wardman Park Hotel, Washington, D.C., (August 4, 2012), by Gary M. Ratner, Esq., Founder and Executive Director, Citizens for Effective Schools, www.citizenseffectiveschools.org .

