

REDEFINING SCHOOL IDENTIFICATION

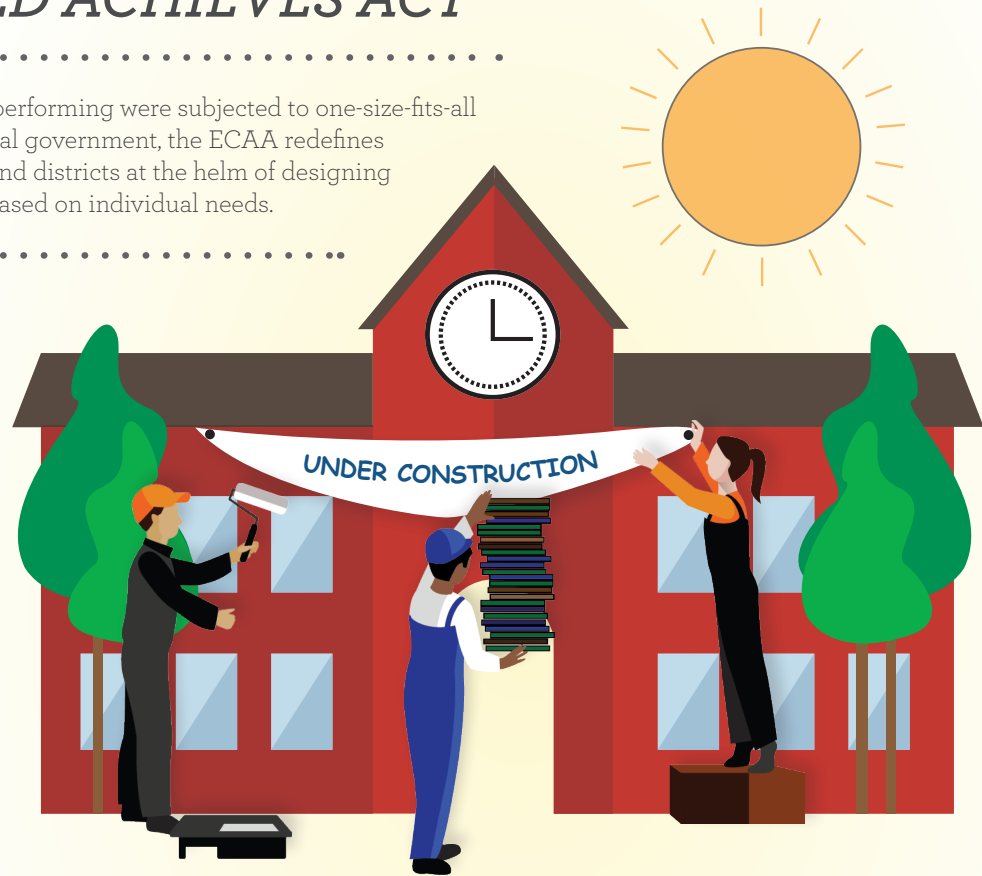
with the *EVERY CHILD ACHIEVES ACT*

Unlike NCLB, where all schools identified as low performing were subjected to one-size-fits-all and punitive interventions from the federal government, the ECAA redefines “identification” by instead placing states and districts at the helm of designing targeted supports for schools based on individual needs.



Identification under No Child Left Behind (NCLB)

- Schools are identified almost entirely by test scores, as measured by Annual Yearly Progress (AYP).
- Low-performing schools are forced to implement drastic “corrective actions” dictated by the federal government.
- Interventions have little community involvement.
- Identification creates an environment of public shaming and failure.



Identification under Every Child Achieves Act (ECAA)

- Schools are identified according to state-designed, multiple-measure accountability systems.
- States and districts design tailored interventions for schools.
- Local stakeholders determine how to best support the individualized needs of schools.
- Identification aims to create an environment of support and encouragement.