

**A RESOLUTION OF THE GOVERNING BOARD OF
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10
OF PIMA COUNTY, ARIZONA,
URGING CONGRESS TO REAUTHORIZE
THE ELEMENTARY AND SECONDARY EDUCATION ACT,
ALSO KNOWN AS THE NO CHILD LEFT BEHIND ACT,
WITH CARE AND WITHOUT DAMAGE TO PUBLIC SCHOOLS
AND THE COMMUNITIES THEY SERVE**

WHEREAS, on January 8, 2002, the No Child Left Behind (NCLB) Act of 2001 was signed into law as the most recent reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), applicable to all public schools and school systems; and

WHEREAS, the Governing Board of the Amphitheater Unified School District No. 10 of Pima County (“the Board”) supports the goals of NCLB of raising student achievement; of all students attaining proficiency; of closing the achievement gap; and of ensuring that each child has highly qualified teachers; and

WHEREAS, the well-intentioned aspects of NCLB have ultimately turned into little more than a test-and-punish system, rather than the support-and-improve system that our community needs for its students, teachers and schools;

WHEREAS, surely no one can argue that there is merit in a system of value-added measures and testing which are used in a high-stakes way to force school closings, prevent students from graduating, or drastically and negatively affect teachers’ livelihoods;

WHEREAS, NCLB’s accountability, testing, and reporting requirements impose significant costs on state and local education agencies and federal funding has not been sufficient to meet the costs of implementing the law; and

WHEREAS, the current form of NCLB has facilitated nothing more than students taking more tests, curriculum being narrowed, and the joy and creativity of teaching and learning leaving school classrooms;

WHEREAS, in thirteen years of NCLB, all the testing required by the law has not significantly improved the Nation’s schools, particularly those serving poor and minority populations, and has instead further destabilized communities by enabling school closings and unfettered and poorly regulated charter school expansion;

WHEREAS, an example of such lacking improvement can be observed between 2003 and 2011, during which the composite scale score on the National Assessment of Educational Progress only increased from 987 to 1007, a gain of 20 points, or the equivalent of approximately a half-year of achievement¹ – far too little gain over eight years to suggest that NCLB is working;

¹ Chubb, J. and Clark, C., *The New State Achievement Gap: How Federal Waivers Could Make It Worse—Or Better*, Education Sector (2013).

WHEREAS, perhaps most significantly, a law originally intended to target its benefits upon the economically disadvantaged, the NCLB/ESEA has done just the opposite; in 2011, white students scored 1044 on the composite of four NAEP assessments, while black students totaled 939 -- a 105 point gap, and equating to a unconscionable reality that, currently in our nation, a white student midway through sixth grade achieves at about the same level as a black student at the end of eighth grade, such a result from 13 years of NCLB begging for a sound and truly purposeful approach to revision and reauthorization of NCLB/ESEA²; and

WHEREAS, SB 1101, sponsored by Sen. Lamar Alexander, (R-Tenn.), is one currently pending attempt to revise and reauthorize NCLB;

WHEREAS, SB 1101 would eliminate the targeting of federal dollars to schools and districts with the highest concentrations of low-income students, despite the long-known fact that socio-economic isolation has a devastating impact on student learning and achievement outcomes;

WHEREAS, SB 1101 would allow states to distribute federal funds to school districts on a same amount basis, based simply upon the total number of children in low-income families throughout the state (an approach known as “portability”), rather than the current and long standing approach which applies those funds to schools based upon their specific school poverty levels;

WHEREAS, although it is unknown how many states would allow portability under SB 1101, it should be understood that wealthier school districts which receive less federal support often have greater political capital, making it possible that states could feel considerable pressure to use portability in distributing their federal funds; and

WHEREAS, it is estimated that portability of Title I funds could cost school districts serving a high percentage of students in poverty an average of approximately \$85 per student, while the most affluent school districts would gain an average of approximately \$290 in funding³ – a shocking gap of resources that will without doubt further widen the achievement gaps between such districts and the populations they serve; and

WHEREAS, SB 1101 would eliminate the ESEA’s “maintenance of effort,” or MOE, provision, which requires states to maintain approximately the same spending levels from year to year, and, without the MOE provision, states would have free rein to underinvest in schools -- already the appalling circumstance in Arizona;

NOW, THEREFORE, BE IT RESOLVED, that the Board continues to support fair and consistent measures of accountability which operate to improve student achievement and enable parents to assess the relative success of schools on an apples-to-apples basis;

BE IT FURTHER RESOLVED, that the Board rightfully demands Congress appropriate additional federal funding commensurate with any federal education standards, requirements and sanctions which Congress promulgates;

² Id.

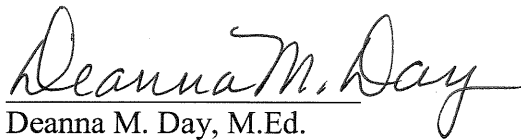
³ Marchitello, M. and Hanna, R., “ESEA Reauthorization: Robin Hood in Reverse -- How ESEA Title I, Part A, ‘Portability’ Takes from the Poor and Gives to the Rest,” Center for American Progress (Feb. 4, 2014).

BE IT FURTHER RESOLVED, that the Board urges Congress and the Administration not to adopt SB 1101 but rather to develop a coherent and rational federal education policy and reauthorize ESEA in a manner that supports the work of states and local boards of education which ultimately bear the major responsibility and accountability for the success of public education; and

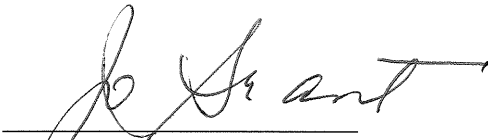
BE IT FINALLY RESOLVED, that copies of this resolution be sent to the President, the Secretary of Education, the Arizona Congressional Delegation, the Governor, the Arizona Legislature, local government officials, the State Board of Education, and the State Superintendent of Public Instruction.

PASSED AND ADOPTED by the Governing Board this 10th day of February, 2015.

Governing Board Members:



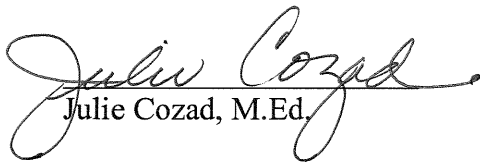
Deanna M. Day, M.Ed.
President



Jo Grant
Vice President



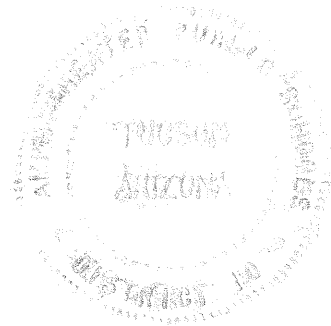
Kent Paul Barrabee, Ph.D.



Julie Cozad, M.Ed.



Scott A. Leska



(District Seal)