



## No Child Left Behind Basics for Teachers and Principals

M. René Islas and Carolyn Snowbarger  
U.S. Department of Education



---

---

---


---

---

---


---

---



## NCLB Examined

- What is the No Child Left Behind Act of 2001, P.L. 107-110?
- What is the history behind NCLB?
- Why was NCLB necessary?
- What are the goals of NCLB?
- What is Adequate Yearly Progress?



---

---

---


---

---

---

---

---




## What is NCLB?

**Reauthorized the Elementary and Secondary Education Act (ESEA).**

**Major Focus**

Provide "all children with a fair, equal, and significant opportunity to obtain a high-quality education" (NCLB title1).

The full text of the No Child Left Behind Act may be found at:  
<http://www.ed.gov/policy/elsec/leg/esea02/index.html>



---

---

---

---

---

---

---

---



## ESEA Is Organized In Titles

- **Title I** – Improving the Academic Achievement of the Disadvantaged
- **Title II** – Preparing, Training, and Recruiting High Quality Teachers and Principals
- **Title III** – Language Instruction for Limited English Proficient and Immigrant Students
- **Title IV** – 21<sup>st</sup> Century Schools
- **Title V** – Promoting Informed Parental Choice and Innovative Programs
- **Title VI** – Flexibility and Accountability
- **Title VII** – Indian, Native Hawaiian, and Alaska Native Education
- **Title VIII** – Impact Aid Program
- **Title IX** – General Provisions
- **Title X** – Repeals, Resignations, and Amendments to Other Statutes




---

---

---

---

---


---

---

---


---

---



## History of Reauthorizations and Amendments of ESEA

- 1965 – Elementary and Secondary Education Act (ESEA)
- 1974 – First Reauthorization of ESEA
- 1978 – Second Reauthorization of ESEA
- 1981 – Consolidation Act (ESEA reauthorization embedded in the larger piece of legislation.)
- 1988 – Hawkins-Stafford Act
- 1994 – Improving American Schools Act (IASA)
- 2001 – No Child Left Behind (NCLB)




---

---

---

---

---

---

---


---

---

---



## Why Was NCLB Necessary?




---

---

---

---

---

---

---


---

---

---

## Status of American Schools

- A large achievement gap exists between disadvantaged students and their more affluent peers, despite billions in federal spending since 1965.
- Nearly 60 percent of poor fourth graders cannot read at a basic level. (National Assessment of Educational Progress, 2003.)
- U.S. students lag behind their international peers in key subjects. (Trends International Mathematics And Science Study, 1999).
- Past federal education policy lacked focus and has never insisted on results. (Political Education. Cross, 2004)




---

---

---

---

---

---

---

---

---

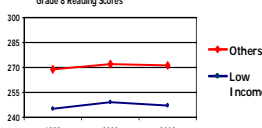
---

## Persistent Achievement Gaps

Low-income students continue to score significantly lower than other students in reading and math.

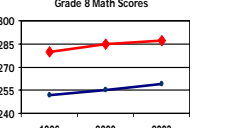
**NAEP Results: Low Income and Non-Low Income Students**

Grade 8 Reading Scores




Year	Others	Low Income
1998	270	245
2000	272	248
2003	271	245

Grade 8 Math Scores



Year	Others	Low Income
1996	280	250
2000	282	255
2003	285	260

National Assessment of Educational Progress —  
(Source: The Nation's Report Card, November 2003) <http://nces.ed.gov/nationsreportcard/>




---

---

---

---

---

---

---

---

---

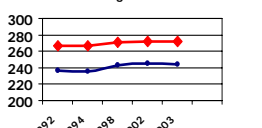
---

## Persistent Achievement Gaps

Minority students continue to score significantly lower than white students in reading and math.

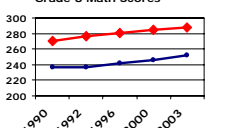
**NAEP Results: White and African American Students**

Grade 8 Reading Scores




Year	White	African American
1992	270	235
1994	272	238
1998	275	240
2002	278	242
2003	275	240

Grade 8 Math Scores



Year	White	African American
1990	275	235
1992	278	238
1996	280	240
2000	282	242
2003	285	245

(Source: The Nation's Report Card, November 2003)




---

---

---

---

---

---

---

---


---

---

**The Goals of NCLB :**

- Include testing of all public school students in reading and math, grades 3-8 and once in high school, by the 2005-06 school year.
- Include annual report cards on school performance for parents and the public.
- Ensure that every child reads on or above grade level by the end of the third grade.
- Include a highly qualified teacher in every public school classroom by the end of the 2005-06 school year.

Source: <http://www.whitehouse.gov/news/reports/no-child-left-behind.html#1>



---

---

---

---

---

---

---

---

**Goals continued:**

- The goal is 100 percent proficiency for **all** students by 2013-14.
- Schools and districts are held accountable for all children and for specific groups (disadvantaged, racial, ethnic, disabled, or limited English proficiency).
- The law's goal is ambitious but achievable.
- Why 100 percent? Anything less means children will be left behind.

Source: <http://www.whitehouse.gov/news/reports/no-child-left-behind.html#1>



---

---

---

---


---

---

---

---

**What is Adequate Yearly Progress?**



---

---

---


---

---

---


---

---



**The Fundamentals of AYP include:**

- Continuous improvement.
- A quality education for every child.
- Data-driven decision making.
- Information used as a tool for change.




---

---

---


---

---

---


---

---



**Principles of AYP**  
A single statewide accountability system that:

- Includes all public schools and districts.
- Includes all public school students.
- Determines annually the AYP status of every schools and district in the state.
  - The state providing AYP decisions in time for districts to implement the required provisions by the start of the next school year.




---

---

---


---

---

---


---

---



**Principles of AYP continued:**

- All public schools and districts are held accountable for the achievement of individual subgroups, including:
  - Economically disadvantaged students.
  - Major racial and ethnic groups.
  - Students with disabilities.
  - Students with limited English proficiency.
  - A category which includes all students.




---

---

---


---

---

---


---

---



### Principles of AYP continued:

- State definition also includes an additional academic indicator selected by the state for middle and elementary schools (most often attendance rate).
- State definition of AYP includes graduation rates for high schools.
- 95 percent of the students in each subgroup must be assessed.




---

---

---


---

---

---


---

---



### How many ways can a school make AYP?

- Meet annual goals set by the state.
- Show sufficient growth.




---

---

---


---

---

---


---

---



### How a School or District Makes AYP...

Each student subgroup meets or exceeds its annual objectives  
AND  
For each group, 95 percent of students enrolled participate in the assessments on which AYP is based.\*



\* Based on March 29, 2004, announcement. AYP participation rate may be based on a two- or three-year average that meets or exceeds the 95 percent.

---

---

---


---

---

---

---

---



## Making AYP Through the “Safe Harbor” Provision


Schools can make AYP even if some subgroups do not meet annual objectives if they:

- Reduce the percentage of non-proficient students in subgroup that did not meet the annual measurable objective by 10 percent.
- Make progress on one or more of the additional academic indicators.

AND

- The 95 percent participation rate threshold was met\*

\* Based on press release on March 29, 2004, AYP participation rate may be based on a two or three year average that meets or exceeds the 95 percent.




---

---

---

---

---


---

---

---


---

---



## State Decision Making

- **State Decision Making**
  - **NCLB is flexible and embraces state individuality.**
    - There is a considerable amount diversity among approved state accountability plans.
    - Comparisons of state accountability systems are invalid due to significant variation.




---

---

---

---

---

---

---

---

---

---



## HIGHLY QUALIFIED....




---

---

---

---

---

---

---

---

---

---



### The Highly Qualified Teacher Provision Examined

- Why does NCLB have qualifications for teachers?
- What are the teacher requirements?
  - New Teachers
  - Practicing Teachers
  - Special Education Teachers
  - Teachers of English Language Learners



---

---

---


---

---

---


---

---



### Why NCLB Includes Provisions for Teacher Qualifications:

- Recent studies offer compelling evidence that teacher quality is one of the most critical components for how well students achieve.
- Studies in Tennessee found that students with highly effective teachers for three years in a row scored 50 percentage points higher on a test of math skills than those whose teachers were ineffective (Sanders and Rivers, 1996).



---

---

---

---

---

---


---

---



### Why NCLB Includes Provisions for Teacher Qualifications...

- Studies have shown that many classrooms and schools, particularly those with economically disadvantaged students, have a disproportionate number of teachers who teach out-of-field or are not highly qualified (Ingersoll , 2002).



---

---

---


---

---

---

---


---



***No Child Left Behind***  
Establishes a New Standard  
for Teachers

A highly qualified teacher must have:

- Earned at least a bachelor's degree.
- Obtained full state certification or licensure.
- Demonstrated subject area competence in each academic subject he or she teaches.




---

---

---

---

---

---

---

---



**Which Teachers Must Be Highly Qualified?**

- Any public elementary or secondary school teacher who teaches a core academic subject.
  - These subjects are:
    - Reading.
    - Language Arts.
    - Math.
    - Foreign Languages.
    - Science.
    - The Arts.
    - History.
    - Geography.
    - Economics.
    - Civics and Government.




---

---

---


---

---

---


---

---



**What are the deadlines for meeting HQT requirements?**

- New hires in Title I schools must be highly qualified upon being hired.
- All teachers must be highly qualified by the end of the 2005-06 school year.
- Teachers in eligible rural districts have additional flexibility which may be found under Title VI of ESEA. See:
  - <http://www.ed.gov/programs/reapsrsa/eligible03/index.html>




---

---

---


---

---

---


---

---



## New Elementary School Teachers...

- "...must demonstrate competency by passing a rigorous state test on subject knowledge and teaching skills in reading/language arts, writing, math, and other areas of the basic elementary school curriculum. (NCLB, Sec. 9101)"




---

---

---


---

---

---

---


---



## New Middle and High School Teachers...

- ...must demonstrate competency either by:
  - passing a rigorous state test in each subject they teach,
  - or by holding an academic major or the course work equivalent,
  - an advanced degree,
  - or advanced certification or credentials.

Source: ESEA, Sec. 9101




---

---

---


---

---

---


---

---



## Practicing Elementary, Middle, and High School Teachers

- Practicing teachers have the same options as new teachers with one additional method, defined by each state:
  - High, objective, uniform state standard of evaluation (HOUSSE) (NCLB, Sec. 9101)
  - Education Commission of the States HOUSSE database:  
<http://mb2.ecs.org/reports/Report.aspx?id=140>




---

---

---


---

---

---


---

---



### Multi-Subject Teachers

- Special education teachers must be highly qualified in each subject in which they provide direct instruction.
- Teachers providing support are not required to be highly qualified if they do not provide direct instruction in a core academic subject.
- Teachers of English language learners are subject to the same requirements listed above.



---

---

---


---

---

---


---

---



### Broad Acres Elementary, MD

- 90 percent are eligible for free and reduced lunch
- 64 percent Hispanic
- 17 percent Asian
- 19 percent African-American
- Less than 1 percent White
- 30 percent of the students are enrolled in their English as a Second Language program.



---

---

---


---

---

---


---

---



### 2000 AYP Results

- 11.8 percent of students were proficient in Reading
- 6 percent of students were proficient in Math



---

---

---


---

---

---


---

---



**2004 AYP Results**  
**Third Grade**

- 75 percent of students were proficient in Reading
- 67 percent of students were proficient in Math



---

---

---

---

---

---

---

---