



Closing the Achievement Gap in America's Public Schools

U.S. Department of Education

Office of Elementary and Secondary Education

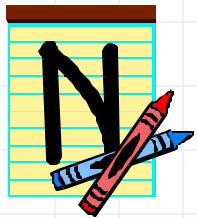
These historic reforms will improve our public schools by creating an environment where every child can learn through real accountability, unprecedented flexibility for states and school districts, greater local control, more options for parents, and more funding for what works.



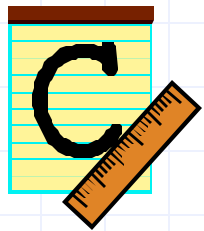
-President George W. Bush



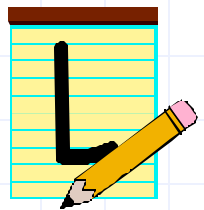
Guiding Principles of No Child Left Behind



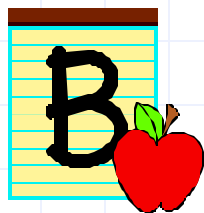
Accountability for Student Performance



Focus on What Works



Reduce Bureaucracy & Increase Flexibility







Empower Parents



No Child Left Behind: A Blueprint for Better Results

The NCLB Act calls for:

-  Annual testing of all public school students in reading and math, grades 3-8 and high school, by the 2005-06 school year
-  Annual report cards on school performance for parents, voters and taxpayers
-  Ensuring that every child reads by the 3rd grade.
-  A highly qualified teacher in every public school classroom by 2005



Standards, Assessments, and Accountability



ACCOUNTABILITY

Raise Standards, Raise Hopes

"Accountability is an exercise in hope. When we raise academic standards, children raise their academic sights. When children are regularly tested, teachers know where and how to improve. When scores are known to parents, parents are empowered to push for change. When accountability for our schools is real, the results for our children are real."

- President George W. Bush



Photo compliments of Hamilton High School, Hamilton

President George W. Bush signs the *No Child Left Behind Act* into law on January 8, 2002.

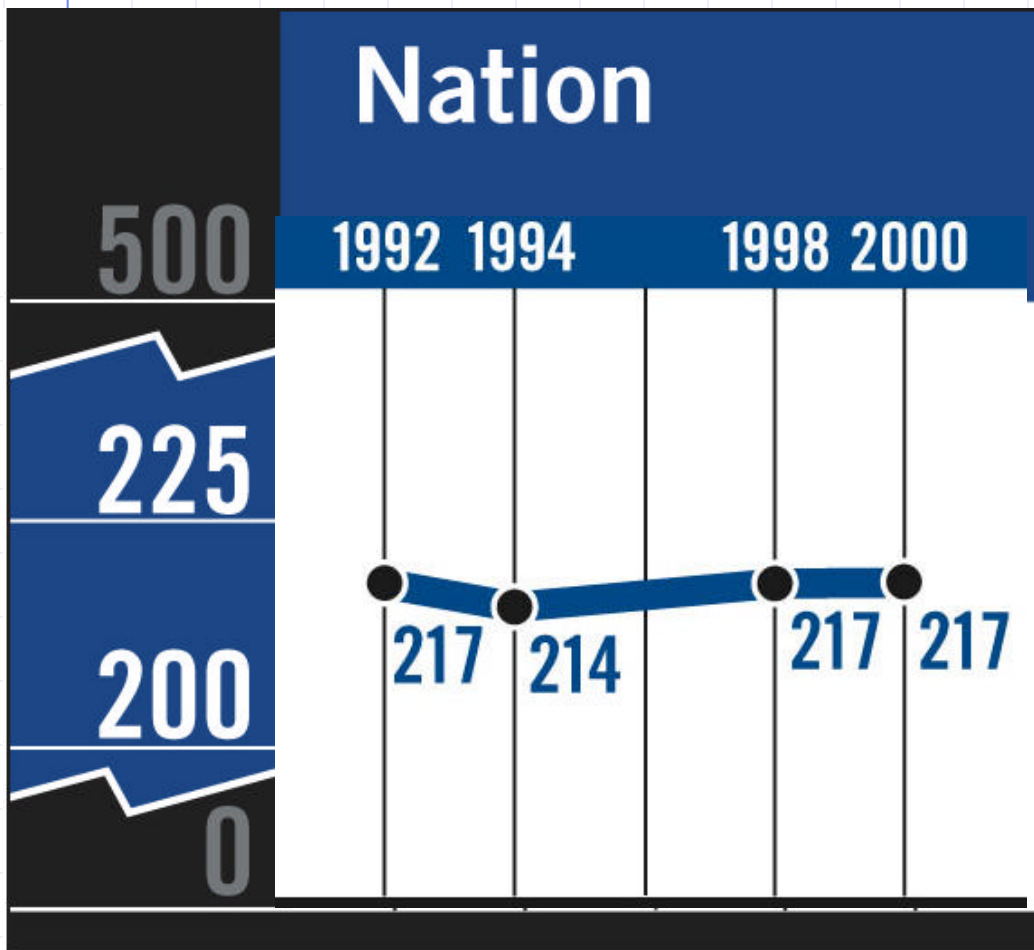


The Need for Accountability

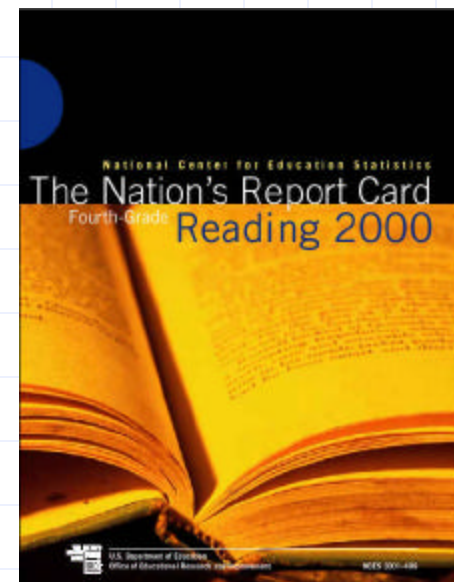
- ★ A significant achievement gap exists between disadvantaged students and their more affluent peers, despite billions in Federal spending since 1965.
- ✎ 60% of poor fourth-graders cannot read at a basic level.
- ✎ U.S. students lag behind their international peers in key subjects.
- ✎ Past Federal education policy has lacked focus and has never insisted on results.



Average Grade 4 Reading Score Results for the Nation



No overall change from 1992 to 2000

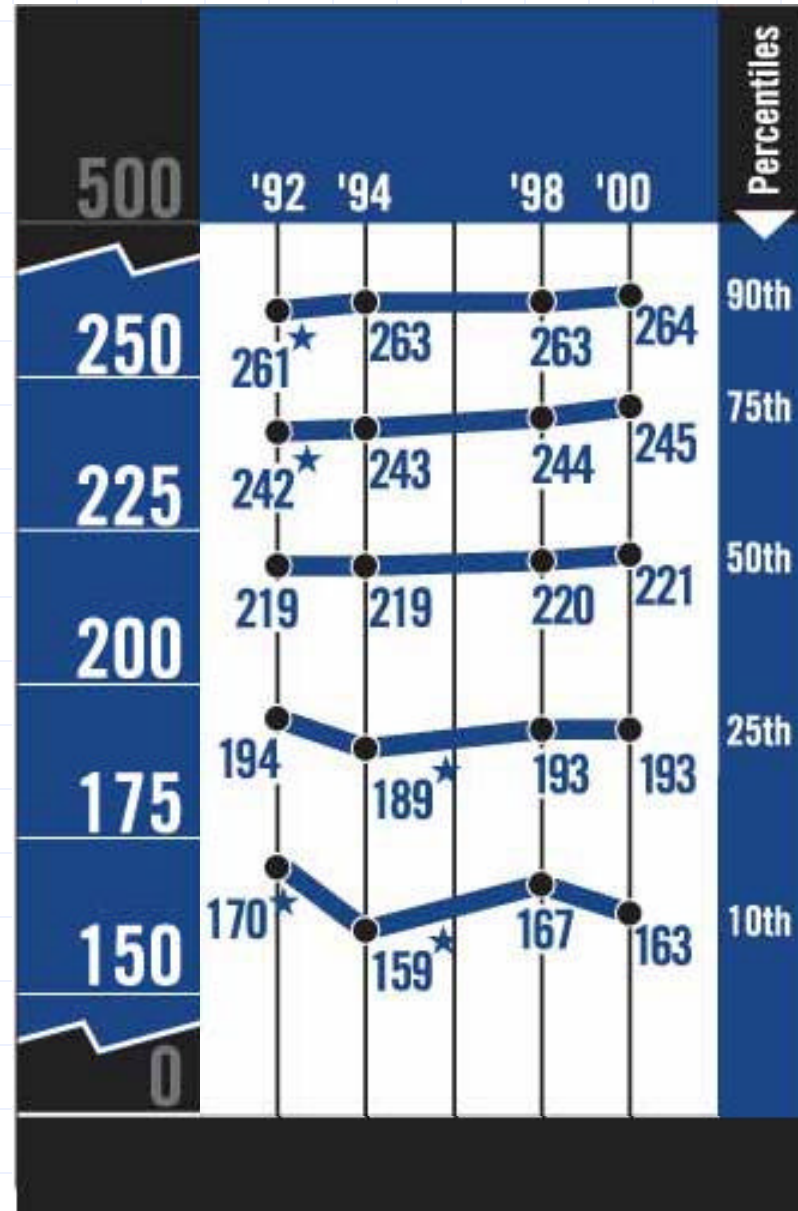


SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Reading Score Percentiles

Grade 4

- High-performing students show increases
- Low-performing students show decreases

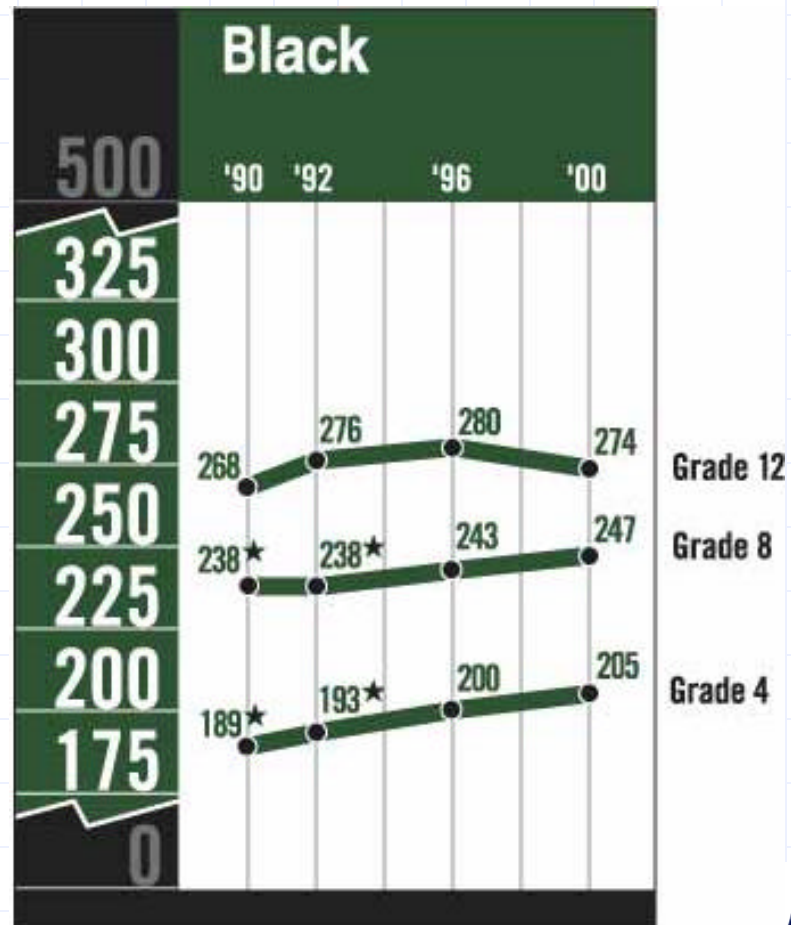
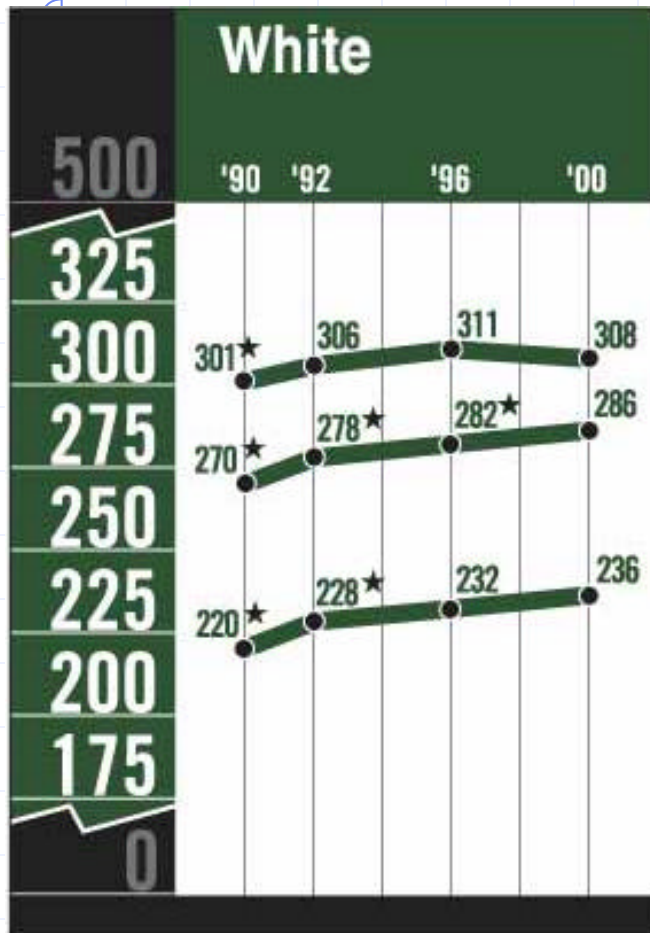


★ Significantly different from 2000

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments.



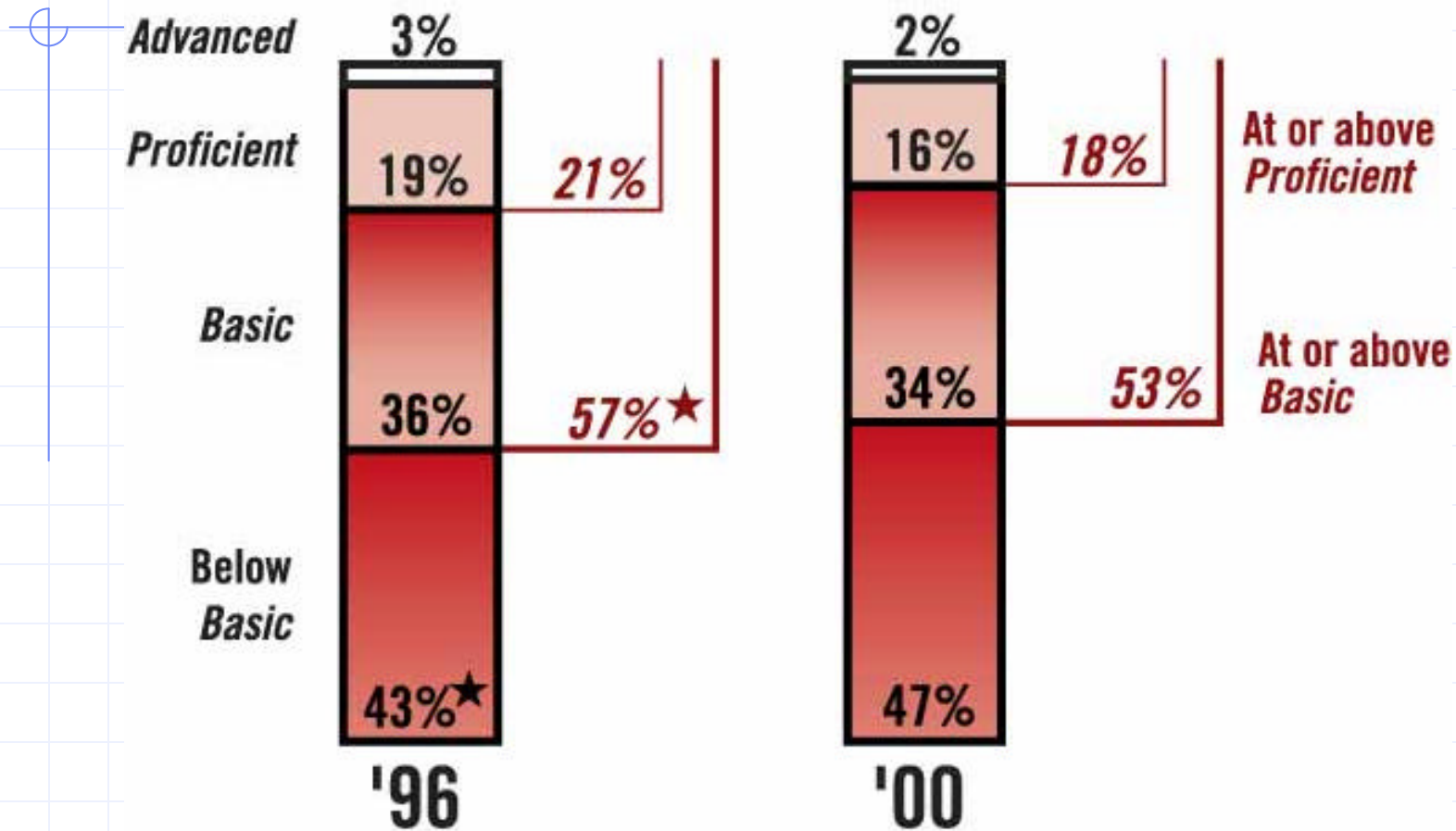
American Math Achievement



★ Significantly different from 2000.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, and 2000 Mathematics Assessments

Grade 12 Science Achievement







★ Significantly different from 2000.

NOTE: Percentages within each science achievement level range may not add to 100, or to the exact percentages at or above achievement levels, due to rounding.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996 and 2000 Science Assessments.



How The No Child Left Behind Accountability System Works

-  States design and implement annual tests in reading and math in grades 3-8 and high school
-  Federal government provides states with annual funding to design and implement tests (\$387 million appropriated for Fiscal Year 2002).
-  A 35 percent increase in Federal funds to help states and local schools train, recruit, and retain high quality teachers.
-  Federal funding for reading instruction is tripled (\$300 million last year to \$900 million this year), along with a new emphasis on using scientifically based instructional methods.



Standards – The Road Map to Reform

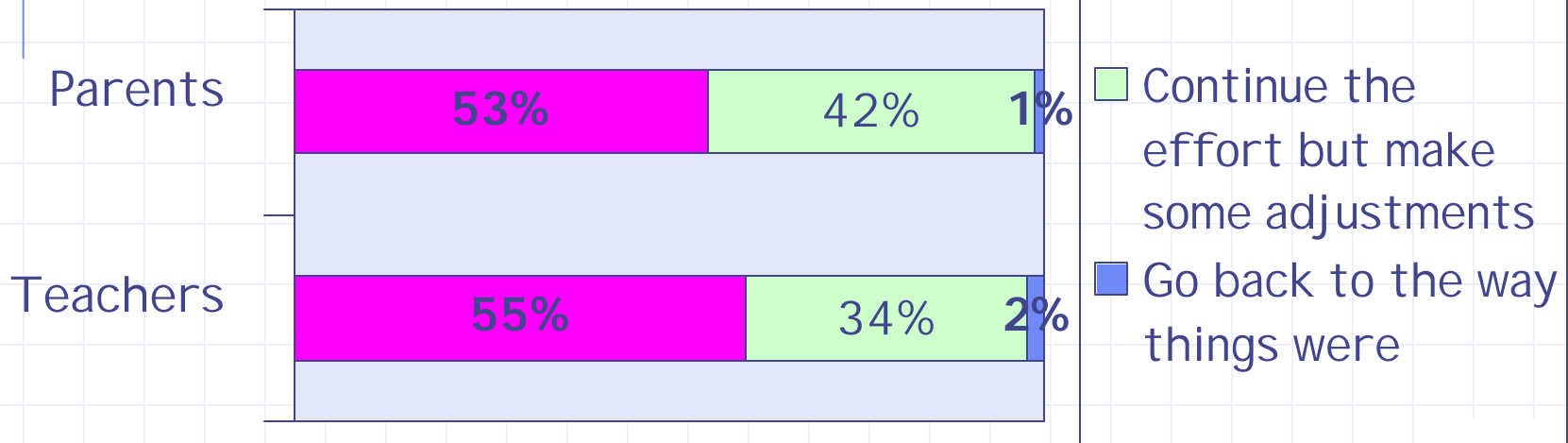
Standards provide guideposts for academic achievement, clearly telling teachers, students, and parents where they are going.

- The Challenge: To establish clear expectations of what students should know and be able to do for schools, teachers, and students.
- The Solution: Require each state to establish its own standards in the core content areas of reading, math, and science.



Parents and Teachers Show Strong Support for Higher Academic Standards

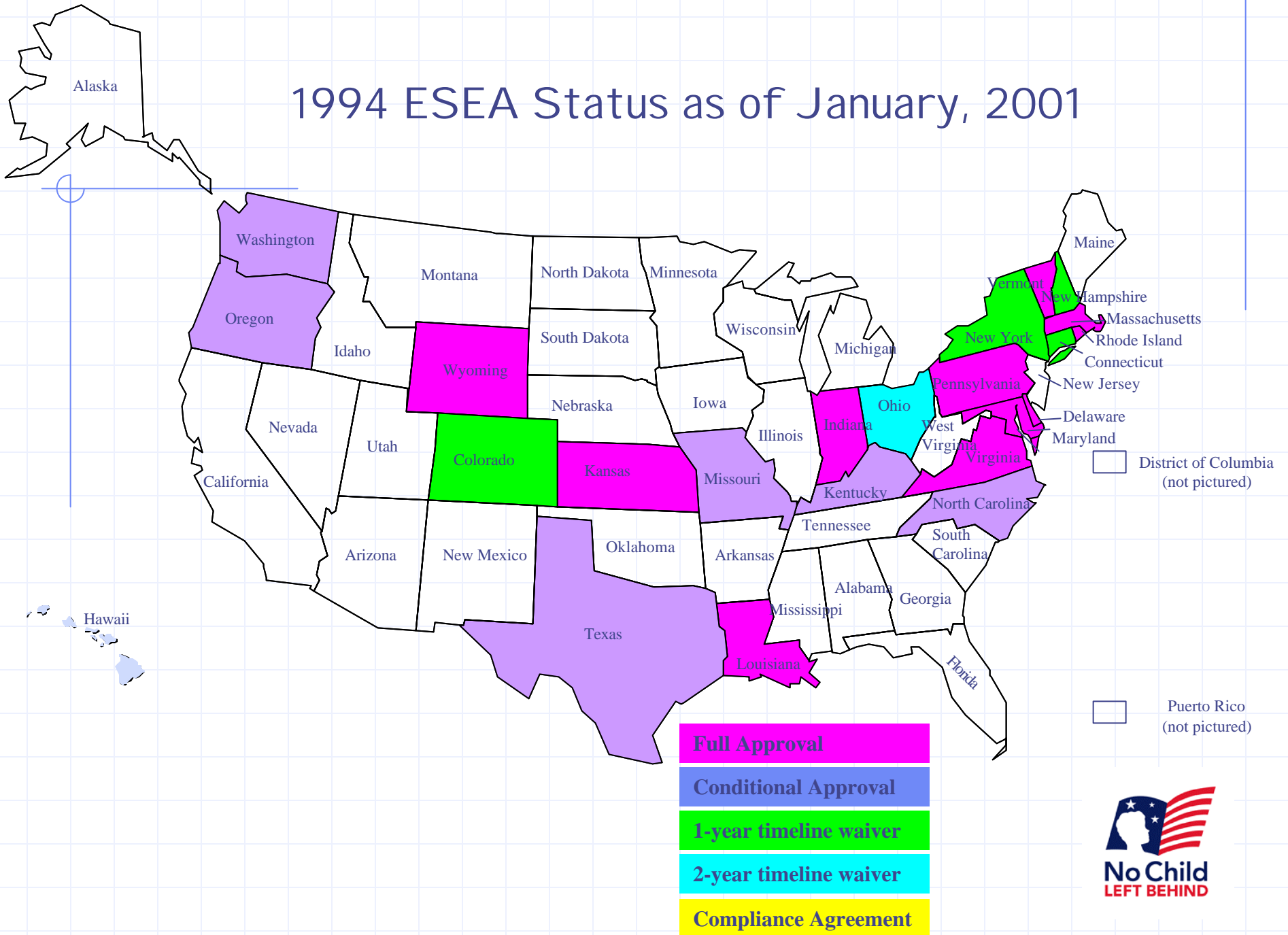
When it comes to this effort toward higher academic standards, do you think your school district should:



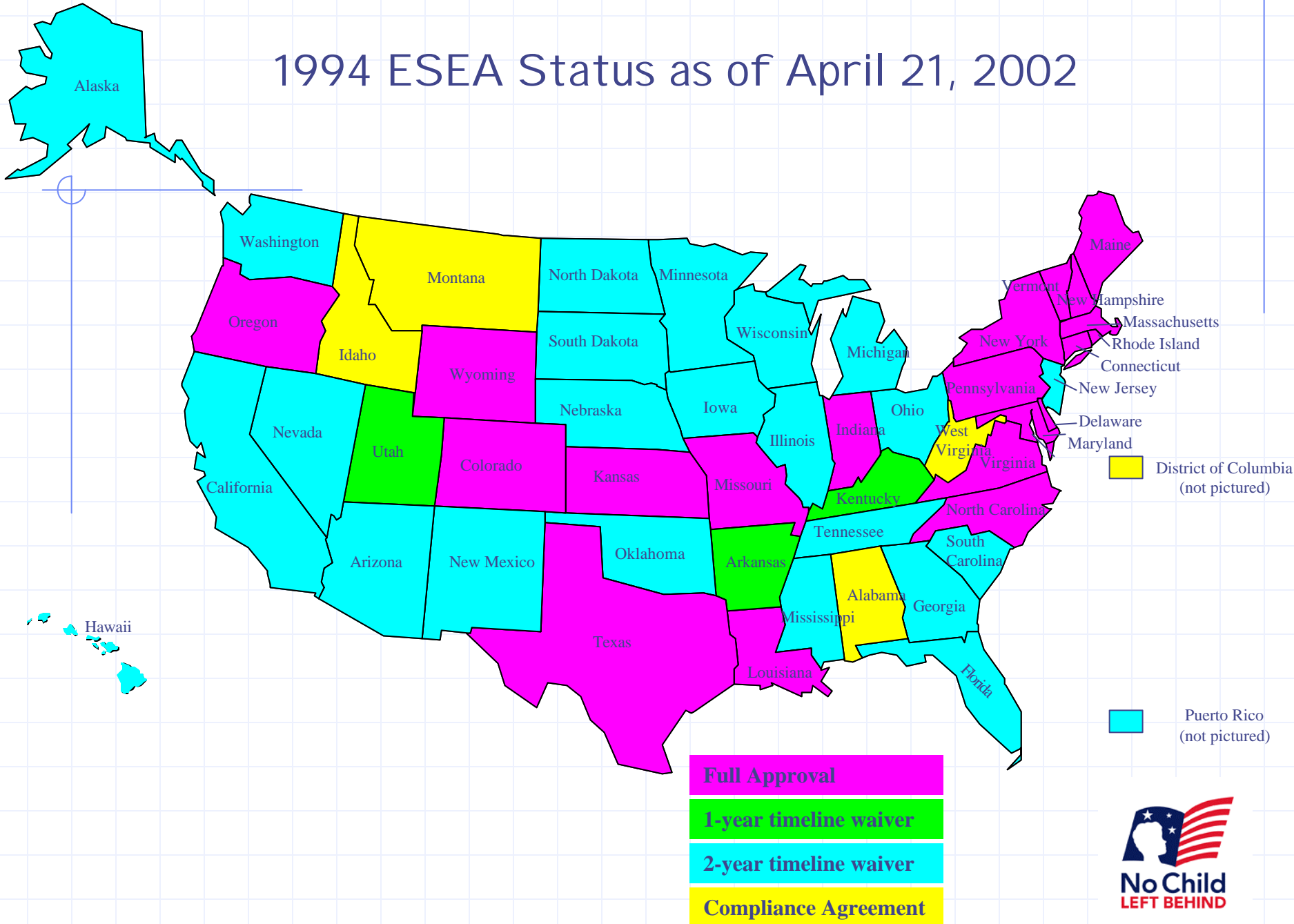
Source: Public Agenda 12/01



1994 ESEA Status as of January, 2001



1994 ESEA Status as of April 21, 2002



State Content Standards

Grade or Course Specific

Grade Spans

Mix of Spans and Grade/Course Specific

English/LA

15

30

5

Math

15

30

5

Science

15

32

3

Why Test?

- If we don't test, we don't know when children are falling behind.
- If we don't test every year, a child can lose a year or more – precious time that can't be replaced.

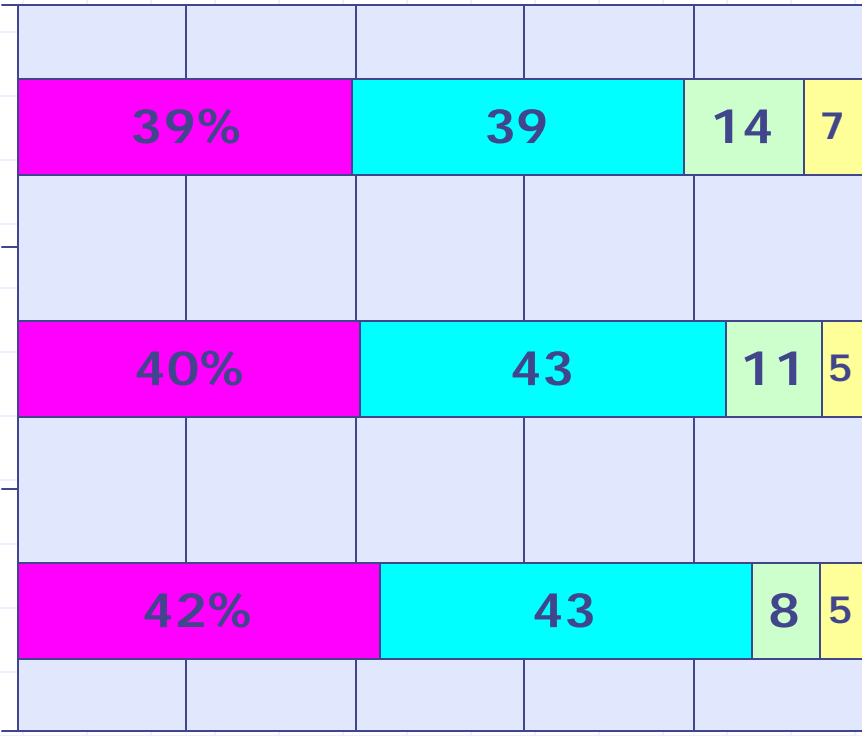


Most Americans say that statewide tests are useful for evaluating school and student performance

Scores on statewide tests are helpful for parents to keep up with how their children are doing

Scores are very useful for parents and the community to evaluate how well their schools are performing

Scores on statewide tests are very useful for schools to evaluate how well their students are performing



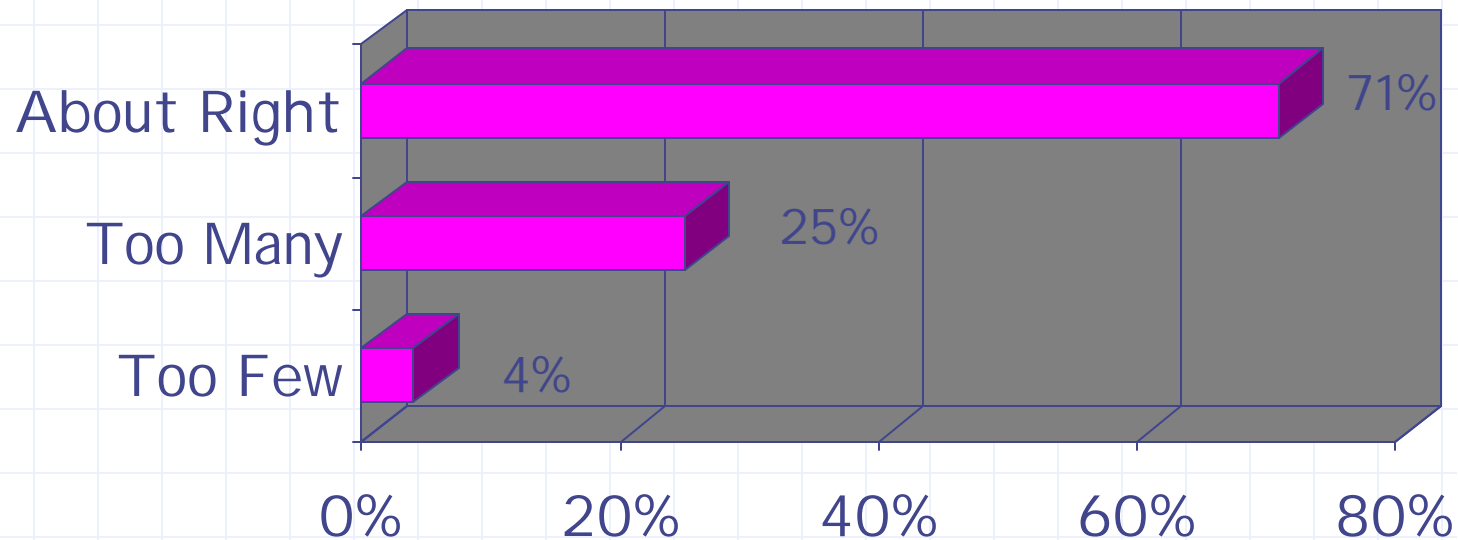
■ Strongly Agree
 ■ Somewhat Agree
 ■ Somewhat Disagree
 ■ Disagree



Source: Belden Russonello & Stewart/BRT 07/00

Student Perceptions of Testing

Do you think you have to take too many tests, too few, or just about right?

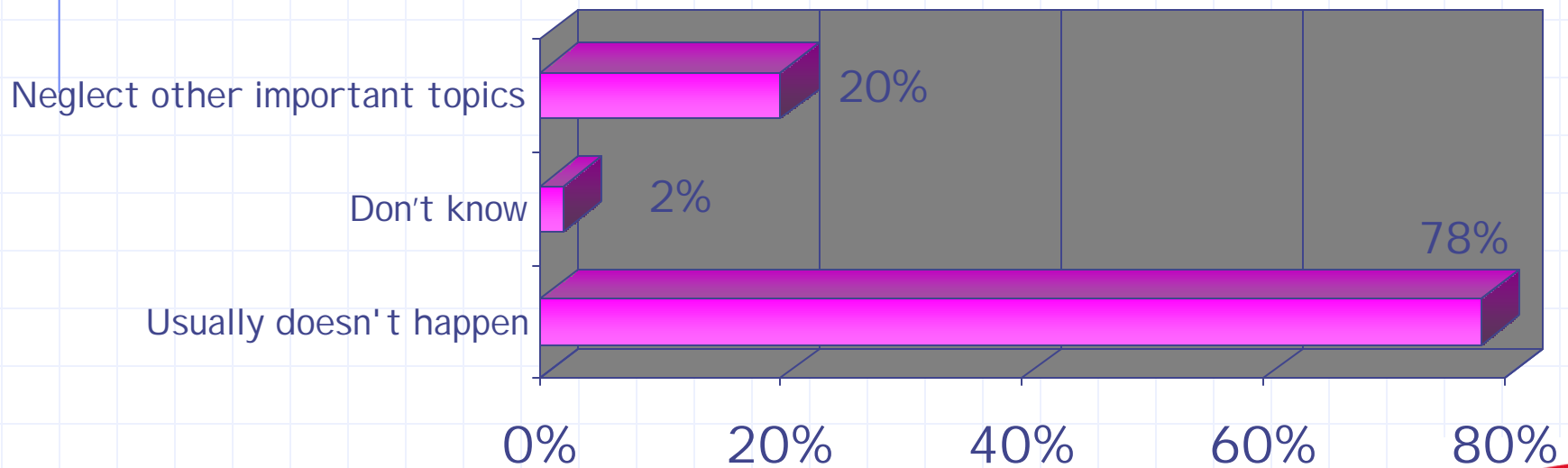


Source: Public Agenda 12/01



Student Perceptions (cont.)

Do your teachers focus so much on preparing for standardized tests that they neglect other important topics, or does this usually not happen?



Source: Public Agenda 12/01

Student Perceptions (cont.)

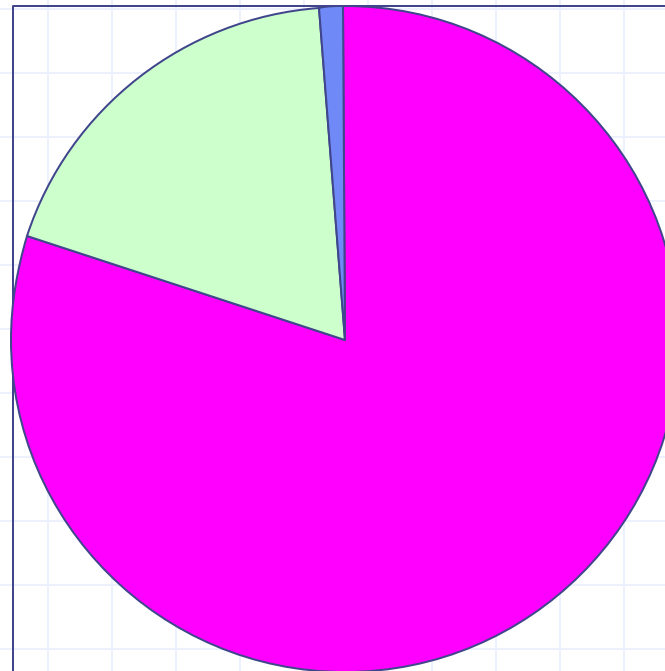
From your experience, do these tests ask fair questions that you should be able to answer, or are the questions so difficult or unfair that you cannot be expected to answer them?

Percent of Students Saying

Don't know

1%

Difficult or
unfair
questions
19%

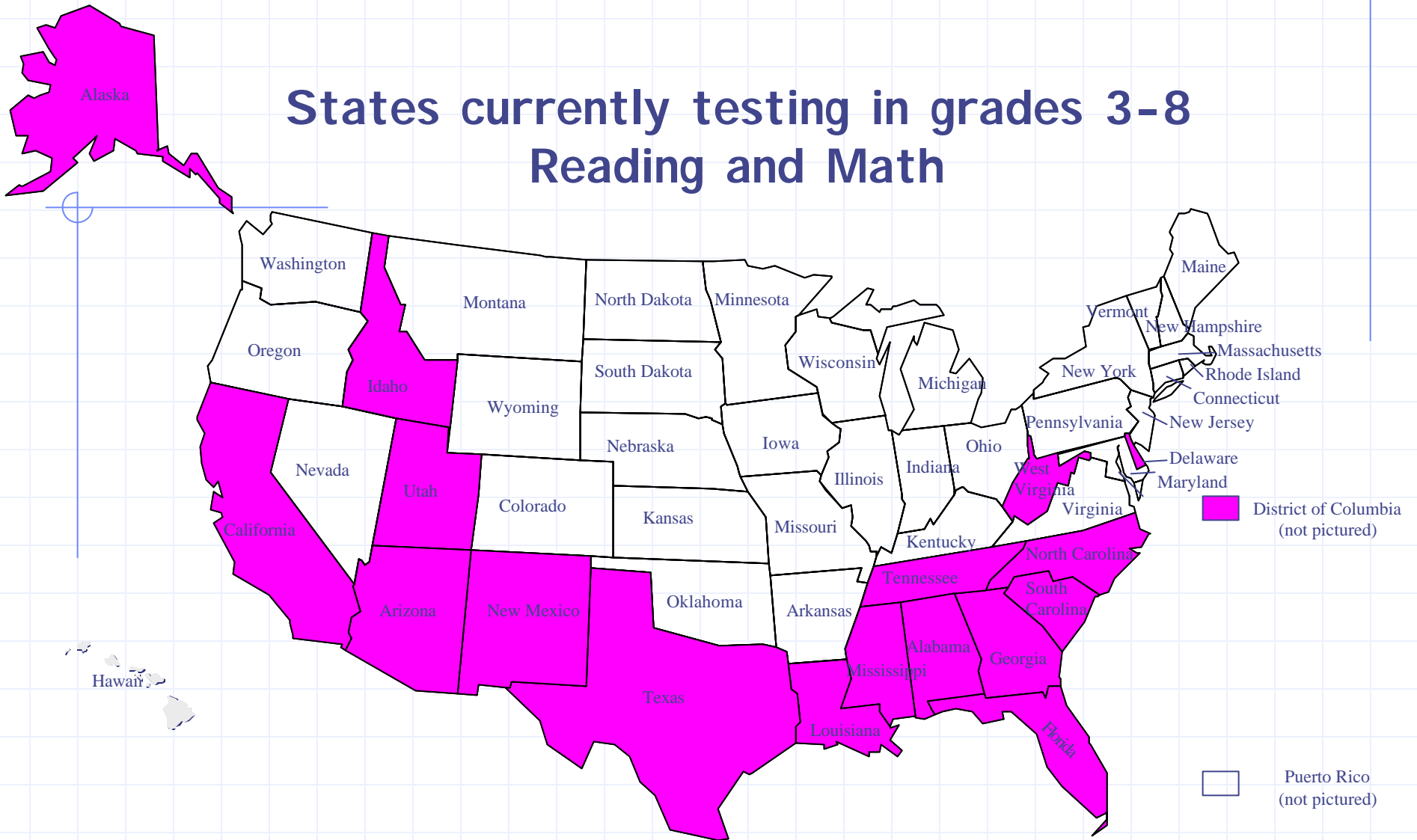


Fair questions
80%



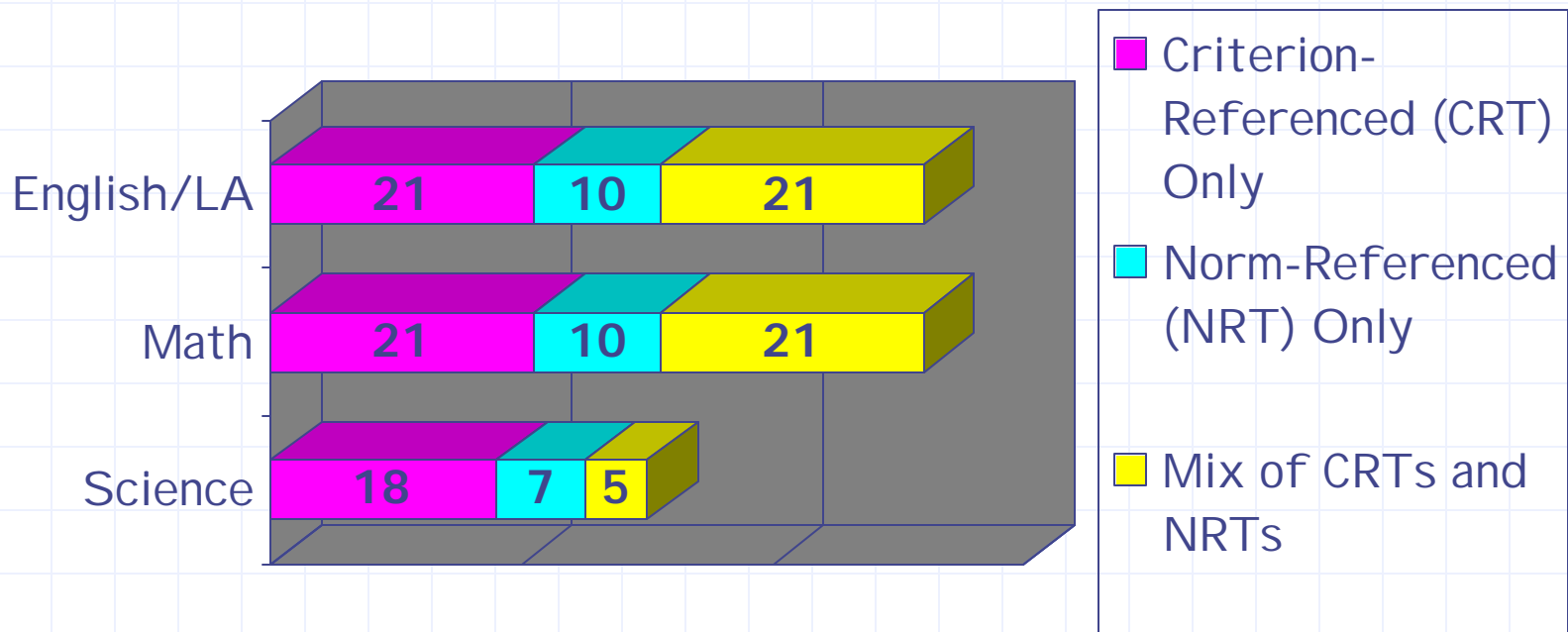
Source: Public Agenda
12/01

States currently testing in grades 3-8 Reading and Math



Types of Statewide Assessments Currently Used in Grades 3-8

States' Various Exams



"Adequate Yearly Progress" (AYP)

✎ The goal is 100 percent proficiency for all students in 12 years.



✎ Provides separate, measurable objectives for all children and for specific groups (disadvantaged, racial/ethnic, disabled, LEP)

✎ The goal is ambitious, but achievable.

✎ Why 100 percent? Anything less means children will be left behind.





What if a school fails to make AYP?

- ✎ For the first time, parents, voters and taxpayers will know when schools aren't getting the job done.
- ✎ Failing schools will receive extra help.
- ✎ Students in chronically failing schools will have escape routes.
- ✎ Schools that continue to fail after receiving extra help may be reformed by the state.



PARENTAL OPTIONS

 Testing empowers parents with data. But parents must be able to do something with that data if a failing school does not improve.

 There must be a “safety valve” for students trapped in chronically failing or dangerous schools.



Empowering Parents

- ✎ Parents of students in Title I schools identified for school improvement, corrective action, or restructuring will have the option to transfer to another public school in the district not in school improvement.
- ✎ Parents of students in Title I schools identified for their 2nd year of school improvement, corrective action, or restructuring will be eligible to receive supplemental services for their children.



Focus on What Works

Scientifically Based Research

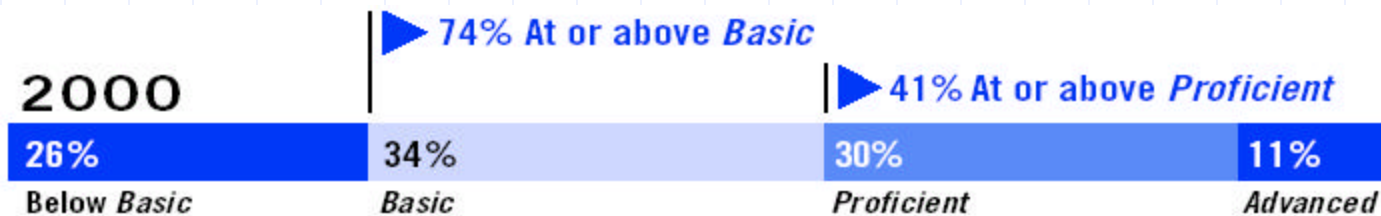


“The most basic educational skill is reading.
The most basic obligation of any school is to
teach reading” – President George W. Bush

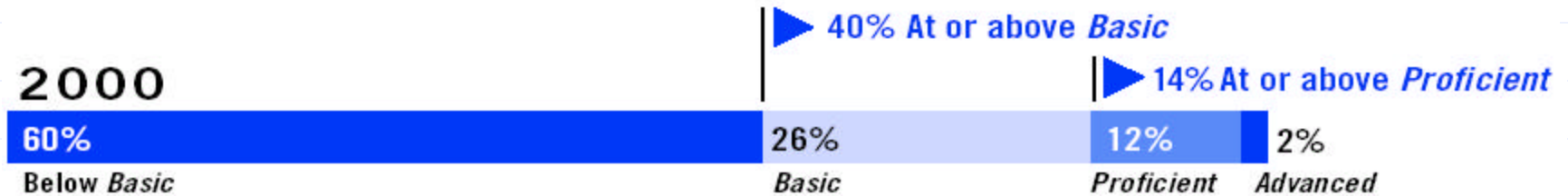


Reading First is a national effort to make EVERY child a proficient reader

Not Eligible for Free or Reduced Lunch



Eligible for Free or Reduced Lunch






Basic Premises of Reading First

- ✎ All but a very small number of children can be taught to be successful readers
- ✎ Prevention of reading problems is far more cost effective and efficient than remediation
- ✎ Reading failure can be prevented by relying on the extensive scientific research base in reading



Why Scientifically Based Research?

Scientific Research...

-  Is not subject to fads and fashions
-  Makes teaching more effective, productive, and efficient
-  Is less subject to political correctness



What Works in Reading Instruction

Report of the National Reading Panel: Teaching Children to Read



National
Reading
Panel

TEACHING CHILDREN TO READ:
An Evidence-Based Assessment
of the Scientific Research Literature
on Reading and Its Implications
for Reading Instruction

Five Essential Components of Reading Instruction

- Phonemic awareness

- Phonics

- Fluency

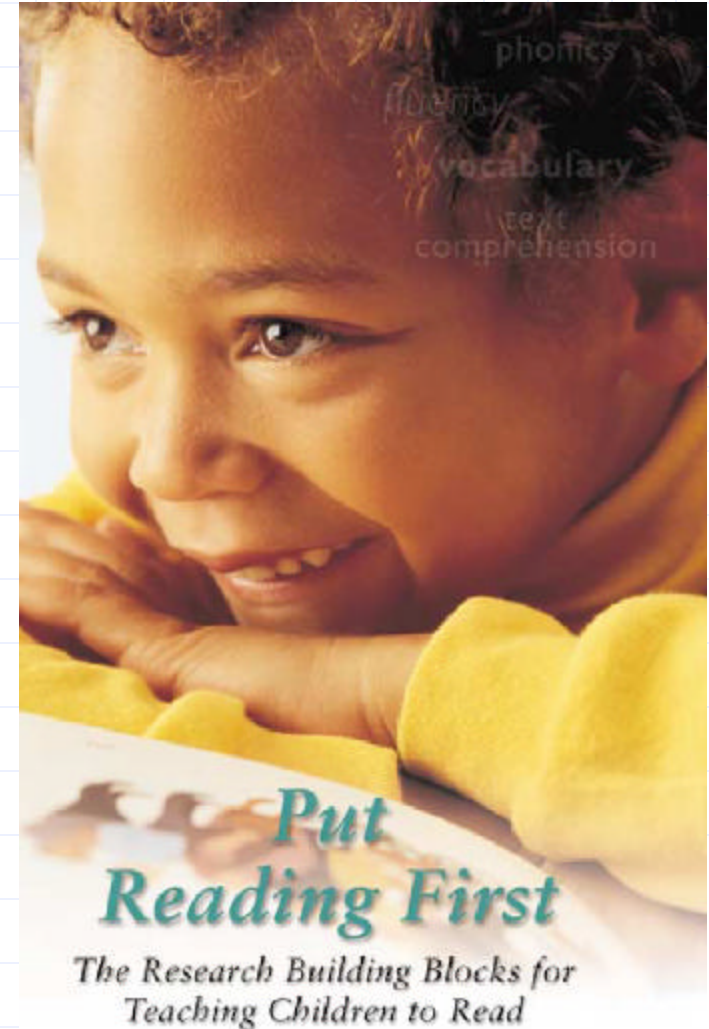
- Vocabulary

- Comprehension



How will Reading First help schools and teachers produce successful readers?

- ✎ By focusing on high quality, comprehensive K-3 reading instruction for all children
- ✎ By basing instructional decisions on a “what works” basis
- ✎ By putting the solid research base on reading into the hands of teachers



Supporting and Recruiting Quality School Teachers

- We're asking a lot of our nation's schoolteachers.
- America is facing a growing shortage of qualified teachers. (2.2 million new teachers needed in next 10 years).
- Teachers should be treated and supported like the professionals they are.





A Highly Qualified Teacher in Every Classroom

- ✎ Beginning with the first day of 2002-2003 school year, new teachers hired to teach in Title I -supported programs must be “highly qualified”
- ✎ State must have a plan for achieving annual increases in the percentage of highly qualified teachers, to ensure that all teachers of core academic subjects are highly qualified by 2005-2006





What is a “highly qualified teacher”?

Elementary school teacher:

-  Holds a bachelors degree
-  Has demonstrated mastery by passing a rigorous test in reading, writing, math and other areas of the curriculum

Middle or High School Teacher:

-  Holds a bachelors degree
-  Has demonstrated competency in subject area taught by passing a rigorous State test, or through completion of an academic major, graduate degree, or comparable coursework

Good Teachers Make Lifelong Differences

To help states and local school districts place highly-qualified teachers in every classroom, the No Child Left Behind Act:

- Provides a 35 percent increase in Federal funds to help states and local schools train, recruit, and retain high quality teachers.
- Lets local school districts use Federal funds to improve teacher training, reduce class sizes, and increase teacher pay.



Flexibility & Local Control



Flexibility & Local Control: Other Elements of Reform

- Local school administrators, teachers, and parents are most familiar with students' unique needs.
- Teachers and school officials need less red tape and bureaucracy, and more freedom in choosing how to use resources.



New Flexibility for Every Local School District

Under the *No Child Left Behind* Act:

- ✎ Every local school district receives significant new flexibility and decision-making authority in the use of Federal education funds.
- ✎ Local officials can use Federal funds to help address the unique needs of students, rather than following “one-size-fits-all” Washington rules.



How It Works

- ✎ Local school districts can make spending decisions for up to 50 percent of their non-Title I Federal funding.
- ✎ Flexibility applies to non-Title I Federal funds, including teacher quality, technology, after-school learning, and Safe and Drug Free Schools.
- ✎ Example: if a local district prefers to use 50 percent of its Federal technology funds for recruiting quality teachers instead of technology, it can do so.
- ✎ In addition, up to 150 local school districts nationwide can participate in a local flex “pilot project” to make spending decisions for 100 percent of non-Title I Federal funds.



States Get More Flexibility, Too

- Current law requires state activity funds (Federal funds held at the state level) to be used for specific purposes.
- States are allowed to make spending decisions with up to 50 percent of their state activity funds under No Child Left Behind.
- New state flexibility applies to teacher quality, technology, after-school learning, Safe and Drug Free Schools, and the Innovative Programs grant.



“Flexibility Partnerships”

To ensure that Federal funds are used most effectively to meet students' unique needs:

- States and local school districts can coordinate efforts through state-local “flexibility partnerships.”
- Each participating state can work with up to 10 participating local school districts.
- Both the state and the participating school districts within that state will have new flexibility to address students' needs jointly.



Historic Support for Education Reform

To support education reform, President Bush and Congress have:

- ✎ Provided a dramatic increase in Title I aid to local schools (from \$8.6 billion in FY2002 to \$10.4 billion this year).
- ✎ Provided a 35 percent increase in teacher quality aid to states and local schools. Tripled funding for reading programs.
- ✎ Provided support for 1,800 new and existing charter schools.
- ✎ Increased special education (IDEA) funding by \$1.3 billion.



Fulfilling Education Reform's Promise to Our Children



"This is education's moment. For the first time in years, our two major parties are in agreement on education. For these critical tasks, America's children depend on us. We must not thrust that burden onto our posterity. It is ours to bear."

**-- U.S. Secretary of Education Rod Paige,
January 9, 2002**

- The academic achievement gap must be closed.
- All children in America must have the chance to learn and succeed.
- No child should be left behind.

