

**No Child Left Behind  
Act of 2002**

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Presented to the Penn Manor  
School Board  
3/3/03

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**NCLB**

- Amends and reauthorizes Elementary and Secondary Education Act of 1965
- Encompasses Title 1

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**Annual Testing**

- All public school students are required to take state administered tests in reading and math, Grades 3 – 8 by 2005
- Tests must be aligned with state standards
- By 2007-2008 states must assess science annually
- Must assess at least 95% (overall and disaggregated) of school's students
- Sample of 4<sup>th</sup> and 8<sup>th</sup> graders must participate in National Assessment of Educational Progress testing in reading and math every year - measures PSSA

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## Academic Progress

- States set minimum proficiency level and bring all students to that level within 12 years
- Progress must be reported by subgroups, including low income, major racial or ethnic subgroups, students with disabilities, ESL students
- Measurement based primarily on performance on state assessments
- Each school/district must reduce number of students below proficient in each subgroup by 10% from previous year; baseline set from 2001-2002 test scores
- Each subgroup and overall student population must meet proficient level

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## Stage 1: Consequences

- School is identified for improvement if it hasn't made progress for two consecutive years
- School would be required to develop a plan to strengthen academic achievement
- If school fails to make AYP two years in a row, students offered choice of other public schools to attend in the district
- If school fails to make AYP three years in a row, low income students must be offered supplemental educational services, including private tutoring outside regular school day

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## Stage 2: Corrective Action

- After 4 years of not meeting AYP school is subject to corrective action
- School improvement provisions continue
- District must take one or more actions including: outside expert evaluation, new curriculum, replace staff, modify school schedule

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### Stage 3: Reconstitution

- School must be restructured after 6 years of not meeting AYP
- Options include: charter school, replace principal and most staff, manage by another entity, state takeover

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### Report Cards

- 2002-2003 school year – states must show annual report card
- Student achievement data broken down by subgroup (disaggregated data)
- Performance of school districts reported by state
- School-by-school data reported by districts

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### Teacher Qualifications

- By end of 2005-2006 school year every teacher working in public school must be “highly qualified”
- Teacher must be proficient in his/her subject matter
- Teachers must be teaching in field
- Paraprofessionals hired with Title 1 money must have completed two years of college and obtained associate’s degree

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## Reading First

- \$900 million in federal funds
- Helps states and school districts set up research based reading programs for early literacy
- Targets schools with disadvantaged students – 19% free and reduced lunch

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## Funding Changes

- Funding to target resources for school districts with high concentrations of poor children
- Gives greater flexibility in spending of federal money

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## NCLB - Source of controversy and debate

- High profile testing – defining failure, rigor of assessments
- Where states set proficiency levels
- Disaggregated groups' progress
- Time lines
- How AYP is calculated
- Public school choice
- Highly qualified teachers
- Unfunded mandates

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## Wide variations

- Michigan – 1513 schools needing improvement (40%)
- California – 1009 (12%)
- Ohio – 760 (70%)
- West Virginia – 13 (2%)
- District of Columbia – 12 (7%)
- Wyoming, Arkansas – 0
- Students in 8600 schools nationwide could have transferred to another school in 2002-2003

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