

Research Brief No Child Left Behind Act

Question: In terms of NCLB, what are the measures of success?

Summary of Findings:

The bottom line is that each state decides what constitutes success under the No Child Left Behind Act. Under the NCLBA, schools are held accountable for the achievement of all students, not just average student performance. The first principle of accountability for results involves the creation of standards in each state for what a child should know and learn in reading and math in grades three through eight. With those standards in place, student progress and achievement will be measured according to state tests designed to match those state standards and given to every child, every year.

Under the NCLBA, each State establishes a definition of "adequate yearly progress" (AYP) to use each year to determine the achievement of each school district and school. It also provides a list of consequences under "school improvement," "corrective action" and "restructuring" that allow States to take a range of actions. States are free to build on the statutory requirements and to develop differentiated responses based on the degree to which a school has not made AYP. The law does not prescribe how States must officially designate schools that do not meet AYP requirements.

All definitions will be peer reviewed, as required by the statute, by a panel that includes representatives of parents, teachers, State educational agencies and local educational agencies. Peer review panelists will make recommendations as to how well each proposed definition meets the requirements of the statute. Approaches to meeting the statutory requirements that are at least as rigorous as the requirements of the statute and the regulations will be considered, provided that a State demonstrates that its system meets the following criteria:

1. A single statewide accountability system applied to *all* public schools and LEAs.
2. *All* public school students are included in the State accountability system.
3. A State's definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading and math no later than 2013-2014.
4. A State makes annual decisions about the achievement of all public schools and LEAs.
5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

6. A State's definition of AYP is based primarily on the State's academic assessments.
7. A State's definition of AYP includes graduation rates for high schools and an additional indicator selected by the State for middle and elementary schools (such as attendance rates).
8. AYP is based on separate reading/language arts and math achievement objectives.
9. A State's accountability system is statistically valid and reliable.
10. In order for a school to make AYP, a State ensures that it assessed at least 95% of students in each subgroup enrolled.

Online Resources:

No Child Left Behind:

What is "adequate yearly progress"? How does measuring it help to improve schools?

No Child Left Behind requires each state to define adequate yearly progress for school districts and schools, within the parameters set by Title I. In defining adequate yearly progress, each state sets the minimum levels of improvement--measurable in terms of student performance--that school districts and schools must achieve within time frames specified in the law. In general, it works like this: Each state begins by setting a "starting point" that is based on the performance of its lowest-achieving demographic group or of the lowest-achieving schools in the state, whichever is higher. The state then sets the bar--or level of student achievement--that a school must attain after two years in order to continue to show adequate yearly progress. Subsequent thresholds must be raised at least once every three years, until, at the end of 12 years, all students in the state are achieving at the proficient level on state assessments in reading/language arts and math.

<http://www.ed.gov/nclb/accountability/schools/accountability.html>

Letter to State and local education leaders outlining adequate yearly progress provisions under No Child Left Behind (July 24, 2002)

<http://www.ed.gov/policy/elsec/guid/secletter/020724.html>

Regulations: Title I

Improving the Academic Achievement of the Disadvantaged; 34 CFR Part 200; Final regulations; correction (January 8, 2003)

<http://www.ed.gov/legislation/FedRegister/finrule/2003-1/010803a.html>

Testing for Results

Helping Families, Schools and Communities Understand and Improve Student Achievement

<http://www.ed.gov/nclb/accountability/ayp/testingforresults.html>

Paige Announces That All States Are on Track by Submitting No Child Left Behind Accountability Plans on Time

Another important milestone reached in the implementation of historic law (February 3, 2003)

<http://www.ed.gov/news/pressreleases/2003/02/02032003b.html>

What's Happening in the Partnership States:

How Illinois Calculates AYP

<http://www.isbe.net/ayp/default.htm>

Iowa NCLB

<http://www.state.ia.us/educate/ecese/nclb/index.html>

Questions & Answers about No Child Left Behind – And What It Means for Missouri

<http://dese.mo.gov/divimprove/nclb/QandA.html>

Washington

<http://www.k12.wa.us/ESEA/default.aspx>

Oregon's Plan for No Child Left Behind

Every public school in Oregon must get 40 percent of its students to meet state reading standards and 39 percent of its students to meet state math standards in order to make adequate yearly progress (AYP). Schools must meet increasing AYP targets each year, and 100 percent of students must meet state reading, math, and science benchmarks by 2014. Schools must achieve those targets for all students, including disabled, low-income and minority students and students who speak English as a second language.

<http://www.ode.state.or.us/nclb/>

The Texas Education Agency's web page on the No Child Left Behind Act of 2001 (NCLB)

<http://www.tea.state.tx.us/nclb/topics.html>

Decision Letters on Each State's Final Assessment System Under Title I

<http://www.ed.gov/admins/lead/account/finalassess/index.html>

Approved State Accountability Plans

<http://www.ed.gov/admins/lead/account/stateplans03/index.html>



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Engaged Learning

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