No Child Left Behind Act

January 2002
• Revision of Elementary and Secondary Education Act (ESEA)
• Education is a state and local responsibility
• Insure that states set high learning standards and that all students meet these standards.
• Bi-partisan support in Congress
• Larger scale version of “successful” educational reform imitative under Governor Bush (Texas Miracle: set high standards, hold schools accountable, then student achievement increases.)
NCLB Goals

• All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.
• By 2013-2014, all students will be proficient in reading by the end of the third grade.
• By 2005-2006, all students will be taught by highly qualified teachers.
• All limited English proficient students will become proficient in English.
• All students will graduate from high school.

(Illinois State Board of Education: http://www.isbe.state.il.us/nclb/default.htm)
NCLB Requirements

- Annual testing of all students against *state standards* in reading and mathematics in grades 3-8 and in science at three times in a student’s school career (including once in high school).
- “Verification” of each state’s assessment system via required participation (every other year) by selected districts in the NAEP (National Assessment of Educational Progress) test.
- Aggregate and disaggregate analysis and reporting of student achievement results.
- A state definition and timeline for determining whether a school, district and the state are making “*adequate yearly progress*” (AYP) toward the goal of 100 percent of students meeting state standards by the 2013-2014 school year.
NCLB Requirements

• Technical assistance and then sanctions for schools, districts and the state for failure to make AYP.
• Highly qualified teachers in core academic subjects by 2005-2006.
• Support for students not meeting standards and/or for those who have special needs (e.g., homeless, limited-English-proficiency).
• The use of “scientifically-based” programs and strategies.
PA NCLB

• Assessment Grades and Subjects for Accountability Purposes:
  
  • SY 2002-03: Grades 5, 8 and 11 Reading and Math
  • SY 2005-06: Grades 3, 4, 6, 7 Reading and Math
  • SY 2007-08: Grades 4, 8 and 11 Science

PA Dept of Education  http://www.pde.state.pa.us
PSSA
Pennsylvania System of School Assessment

Levels of Performance:

- **Advanced:** Superior academic performance. Indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Academic Content Standards (PACS)

- **Proficient:** Satisfactory academic performance. Indicates a solid understanding and adequate display of the skills included in the PACS.

- **Basic:** Marginal academic performance. Indicates a partial understanding and limited display of the skills included in the PACS. This work is approaching satisfactory performance, but has not been reached. There is a need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

- **Below Basic:** Inadequate academic performance. Indicates little understanding and minimal display of the skills included in the PACS.
PSSA

Statewide Performance Level Results 2004-2005

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Advanced Math</th>
<th>% Proficient Math</th>
<th>% Basic Math</th>
<th>% Below Basic Math</th>
<th>% Advanced Reading</th>
<th>% Proficient Reading</th>
<th>% Basic Reading</th>
<th>% Below Basic Reading</th>
</tr>
</thead>
<tbody>
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<td>22.0</td>
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http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=3&q=115258
See PSSA results and AYP results
<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Proficient or above in Reading</th>
<th>Percent Proficient or above in Math</th>
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<tr>
<td>2002-04</td>
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<td>89</td>
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<tr>
<td>2014</td>
<td>100</td>
<td>100</td>
</tr>
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</table>
The three AYP categories in 2005 are:

1. **School Attendance and Graduation Rate**
   - for schools without a High School graduating class:
     Target of 90% attendance or any improvement from previous year;
   - for schools with High School graduating class:
     Target of 80% graduation rate or any improvement from previous year.

2. **Achieving Proficiency (Performance):**
   Schools and every measurable subgroup in the school must meet math (45% proficient) and reading (54%) standards.

3. **Taking the Test (Participation):** At least 95% of students overall and within each subgroup must take the test.
Allentown School District

- Navigate to Lehigh County, Allentown City SD, then click on Allentown City SD to get report.
- NCLB “Report cards” for district/schools should be available Oct 28, 2005
## 2004 - 2005 PSSA

### ALLENTOWN CITY SD

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Advanced/Proficient Math</th>
<th>% Advanced/Proficient Reading</th>
<th>Number Scored Math</th>
<th>% Advanced Reading</th>
<th>% Proficient Math</th>
<th>% Basic Math</th>
<th>% Below Basic Math</th>
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<th>% Proficient Reading</th>
<th>% Basic Reading</th>
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</tr>
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• **Safe Harbor:** a subgroup has greatly improved since the previous year — even though it did not meet the state target.

• Must have at least a 10% percent reduction of the percentage of students who scored *below proficient* for Reading or Mathematics from last year to this year.
• **School Improvement:**
  • 1st year (of not meeting targets): Warning
  • 2nd Year: School Improvement I
    – School choice, school assistance teams, and a specific plan for improvement.
  • 3rd Year: School Improvement
    – Same, plus Supplemental Education Services (SES) such as tutoring, after school and summer school for eligible students (paid for by district).
  • 4th Year of not meeting Targets: Corrective Action I
    – Same as School Improvement plus significant changes in leadership, curriculum, professional development or other strategies.
  • 5th Year: Corrective Action II
    – Same, plus significant changes in governance such as reconstitution, chartering, or privatization.
School Choice

• If a school is identified as being in School Improvement, the school/district is required to offer parents the option of sending their child to another public school (including charter schools) within the school district.

• If no other school within the district is available, a district shall, to the extent practical, enter into a cooperative agreement with another district that will allow students to transfer.
Issues:

• Political setting
• What material gets tested on PSSA?
• School choice: other districts are not taking students.
• Unfunded mandates: district pay test taking, scoring costs.
Texas Miracle:

- Thesis: When schools are held accountable for results and high standards are set, then student achievement will go up.

  - Cheating by school administrators.

  - Improvement on state test but not on NEAP; teaching to the test? Test scores go up but learning (i.e. transferable) does not.

  - How valid are the Texas results?
  - Should we use them as a basis of making a national policy?
NAEP
National Assessment of Educational Progress

- http://nces.ed.gov/
- http://nces.ed.gov/nationsreportcard/about/
  see State NAEP; then 2003 assessments in math and science.