



2006 EXECUTIVE BRIEFING

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NO CHILD LEFT BEHIND *EXECUTIVE BRIEFING*



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Executive Summary

NO CHILD LEFT BEHIND

Executive Summary

The No Child Left Behind Act of 2001 is a landmark in education reform to improve student achievement and change the culture of America's schools. This new law, which President George W. Bush described as "the cornerstone of my administration," represents a sweeping overhaul of federal efforts to support elementary and secondary education in the United States.

The act, which passed with overwhelming bipartisan supports, embodies four key principles-stronger accountability for results; greater flexibility for states, school districts, and schools in the uses of federal funds; more choices for parents of children from disadvantaged backgrounds; and an emphasis on teaching methods that have been demonstrated to work.

The act also places an increased emphasis on reading, especially for young children, enhancing the quality of our nation's teachers, and ensuring that all children in America's schools learn English. In keeping with these principles, the No Child Left Behind (NCLB) Act affects virtually every program authorized under the Elementary and Secondary Act (ESEA)-ranging from Title I and efforts to improve teacher quality to initiatives for limited English proficient (LEP) students and safe and drug-free schools.



The No Child Left Behind Act of 2001: A Brief History



- 1954 — **Brown vs. the Board of Education**
No Child Left Behind (NCLB) is the next step in a long history of the Elementary and Secondary Education Act (ESEA). The principles of No Child Left Behind date back to Brown vs. the Board of Education, when the U.S. Supreme Court outlawed racial segregation in public schools and acknowledged the end of the “separate but equal doctrine.”
- 1958 — **National Defense Education Act**
Citing national security, the federal government becomes involved in public school policy by providing funds to improve mathematics and science education.
- 1964 — **Civil Rights Act**
Under President Lyndon B. Johnson, the Brown decision was codified by the 1964 Civil Rights Act requiring the desegregation of schools.
- 1965 — **Elementary and Secondary Education Act (ESEA)**
Sister legislation to the Civil Rights Act, the Elementary and Secondary Education Act (ESEA) passed in 1965. ESEA is part of President Johnson’s Great Society and War on Poverty and was designed to level the playing field between the rich and poor by focusing aid on high-poverty areas. The ESEA comes up for reauthorization in Congress roughly every seven years.
- 1983 — **Report: *A Nation at Risk***
The 1983 landmark report highlighting deficiencies of the education system at the time, *A Nation at Risk*, sparked an increased federal role in education reform nationwide and set the stage for standards based learning.
- 1994 — **Improving America’s Schools Act**
In 1994, under President Bill Clinton, The Improving America’s Schools Act reauthorized and revamped the Elementary and Secondary Education Act. This law required states to develop standards, establish tests to measure against those standards, and disaggregate the testing data to identify where the problems are and which population subgroups are being left behind. But, by the time the law was again up for reauthorization, only 11 states were in compliance with the 1994 ESEA because it lacked accountability mechanisms and rigorous enforcement.
- 2001 — **No Child Left Behind Act of 2001 proposed**
In January 2001, when President George W. Bush took office, he immediately convened a meeting of education experts. In this first month in office, the President proposed his blueprint for education reform, entitled “No Child Left Behind.”
- 2002 — **No Child Left Behind Act signed into law**
On January 8, 2002, President Bush signed the No Child Left Behind Act of 2001 into law with overwhelming bipartisan support. The final votes were 87-10 in the Senate, and 381-41 in the House. Senators Ted Kennedy (D-MA) and Judd Gregg (NH-R) and Congressmen George Miller (D-CA) and John Boehner (R-OH) were its co-sponsors. President Bush joined Congress to craft legislation that built upon the 1994 ESEA. This ensured additional accountability and flexibility as well as a tremendous increase in funding for education. It will create an education system that is more inclusive, responsive and fair.



The No Child Left Behind Act of 2001: Key Points

The bipartisan No Child Left Behind Act of 2001 is a landmark education reform designed to improve student achievement. The law is built on four common-sense pillars: accountability for results; an emphasis on doing what works based on scientific research; expanded parental options; and expanded local control and flexibility.

- **No Child Left Behind provides more information for parents.**
 - Each state must measure every public school student's progress in reading and math in each of grades 3 through 8 and at least once during grades 10 through 12.
 - These assessments provide parents with objective data on where their child stands academically.
 - States and school districts must give parents easy-to-read, detailed report cards on schools and districts, telling them which ones are succeeding and why.
- **No Child Left Behind gives children and parents a lifeline.**
 - Schools identified by states as in need of improvement must use their federal funds to make needed improvements and students might be able to transfer to higher-performing schools in the area or receive supplemental educational services, such as tutoring, after-school programs or remedial classes.
- **No Child Left Behind improves teaching by providing better information to teachers and principals.**
 - Annual tests to measure children's progress provide teachers with independent information about each child's strengths and weaknesses. With this knowledge, teachers can craft lessons to make sure every child is learning. In addition, principals can use the data to assess exactly how much progress each teacher's students have made and to better inform decisions about how to run their schools.
- **No Child Left Behind ensures that teacher quality is a high priority.**
 - No Child Left Behind requires all teachers of core academic subjects to be "highly qualified" by the end of the 2005-06 school year.
- **No Child Left Behind is providing more resources to schools.**
 - President Bush and Congress are investing more in education than at any point in history.
 - President Bush's FY 2005 budget increases No Child Left Behind funding to \$24.8 billion. If enacted, federal spending on K-12 education will have increased 39 percent under President Bush.
- **No Child Left Behind provides states and local schools more flexibility to target resources where they are needed most.**
 - In exchange for the strong accountability, No Child Left Behind gives states and local education agencies more flexibility in the use of their federal education funding.
- **No Child Left Behind focuses on what works.**
 - No Child Left Behind puts a special emphasis on implementing educational programs and practices that have been clearly demonstrated to be effective through rigorous scientific research.
 - For example, the Reading First program makes federal funds available to help reading teachers in the early grades strengthen old skills and gain new ones in instructional techniques that scientifically based research has shown to be effective.



“THE FOUR PILLARS”



No Child Left Behind is designed to change the culture of America’s schools by closing the achievement gap, offering more flexibility, giving parents more options, and teaching students based on what works.

Accountability – Guaranteeing Results

The NCLB Act is designed to help all students meet high academic standards by requiring that states create annual assessments that measure what children know and can do in reading and math in grades 3 through 8. States must describe how they will close the achievement gap and make sure all students, including those who are disadvantaged, achieve academic proficiency. They must produce annual state and school districts report cards that inform parents and communities about state and school progress.

Flexibility and Local Control – Local Control for Local Challenges

Another hallmark of the new law is that, in exchange for greater accountability for results, state and school districts will have unprecedented flexibility in how they can use federal education funds. The intent is to put greater decision-making powers at the local and state level where educators are most in touch with students’ needs.

Enhanced Parental Choice – Choices for Parents, Hope for Kids

Parents with children in schools that do not meet state standards for at least two consecutive years may transfer their children to a better-performing public school, including a public charter school, within their district. If they do so, the district must provide transportation, using Title I funds if necessary. Students from low-income families in schools that fail to meet state standards for at least three years are eligible to receive supplemental educational services, including tutoring, after-school services, and summer school.

Focuses on What Works – Solid Research equals Solid Results

The NCLB Act puts special emphasis on determining what educational programs and practices have been proven effective through rigorous scientific research. Federal funding is targeted to support these programs and teaching methods that work to improve student learning and achievement.

Figure 1. NCLB School Improvement Timeline

School Year 1	Does not make AYP	
School Year 2	Does not make AYP	
School Year 3	1st year of school improvement	<ul style="list-style-type: none"> • Technical assistance • Public school choice
School Year 4	2nd year of school improvement	<ul style="list-style-type: none"> • Technical assistance • Public school choice • Supplemental educational services



No Child Left Behind Act Is Working January 2006

Because of *No Child Left Behind's* accountability provisions, schools and parents are getting the information and help they need to focus attention and resources on the children who need it most—and it's working.

NCLB Benefits Children, Empowers Parents, Supports Teachers and Strengthens Schools.

- All children are counted under NCLB, and schools are responsible for making sure every child is learning.
- Parents are given unprecedented information and new options for their children, which may include free tutoring.
- Teachers utilize assessment data and scientifically based teaching methods to improve classroom instruction.
- Schools identified as in need of improvement receive extra help and resources to raise student achievement.

Multiple studies and reports show that student achievement is rising across America:

- The long-term Nation's Report Card (NAEP) results, released in July 2005, showed elementary school student achievement in reading and math at all-time highs and the achievement gap closing.
 - For America's nine-year-olds in reading, there's been more progress in the last five years than in the previous 28 combined.
 - America's nine-year-olds posted the best scores in reading (since 1971) and math (since 1973) in the history of the report. America's 13-year-olds earned the highest math scores the test ever recorded.
 - Reading and math scores for African American and Hispanic nine-year-olds reached an all-time high.
 - Math scores for African American and Hispanic 13-year-olds reached an all-time high.
 - Achievement gaps in reading and math between white and African American nine-year-olds and between white and Hispanic nine-year-olds are at an all-time low.
- The state-by-state Nation's Report Card results, released in October 2005, showed improved achievement in the earlier grades in which NCLB is focused. In the last two years, the number of fourth-graders who learned fundamental math skills increased by 116,000 - enough to fill on average 250 elementary schools!
 - Across-the-board improvements were made in mathematics and in fourth-grade reading.
 - African American and Hispanic students posted all-time highs in a number of categories.
 - Forty-three states and the District of Columbia either improved academically or held steady in all categories (fourth- and eighth-grade reading and fourth- and eighth-grade math).

- The Nation's Report Card Trial Urban District Assessment, released in December 2005, showed students in select urban school districts improving faster than their peers nationwide over the last two years.
 - Fourth-graders in eight of the 10 urban districts made larger gains in math scores than the national average.
 - Fourth-graders in seven of 10 urban districts made larger gains in reading scores than the national average.
 - Eighth-graders in seven of 10 urban districts made more progress in basic math skills than the national average.

- And a study by the Council of the Great City Schools, released in March 2005, showed urban students becoming more proficient in reading and math.
 - Between 2002 and 2004, the percentage of urban fourth-graders scoring at or above proficiency increased by eight percentage points on state reading tests, and by 11 percentage points on state math tests.

Because of *No Child Left Behind*, President Bush and Congress are investing more in elementary and secondary education than at any time in history. From 2001 to 2006 there have been dramatic funding increases, including:

- 36% increase in total Federal education funding (from \$42.2 billion in 2001 to \$57.6 billion in 2006);
- 41% increase in total K-12 funding (from \$24.7 billion in 2001 to \$35 billion in 2006);
- 34% increase in total NCLB funding (from \$17.4 billion in 2001 to \$23.3 billion in 2006);
- 45% increase in Title I (from \$8.8 billion in 2001 to \$12.7 billion in 2006);
- 67% increase for Special Education (IDEA) grants to states (from \$6.34 billion in 2001 to \$10.5 billion in 2006); and
- Quadrupled funding for reading (from \$286 million in 2001 to \$1.1 billion in 2006) (a 300% increase).



MYTH: NCLB is an Unfunded Mandate

- Some critics charge that No Child Left Behind takes away local power and imposes unfunded mandates. But No Child Left Behind mandates only one thing: results for every child.
- The law ends the old days of ever-higher federal spending with no expectation or demand for better student achievement or wise use of taxpayer funds.
 - No Child Left Behind respects the rights of states to establish their own standards, align their curriculum to their standards, and assess whether or not students are meeting those standards.
 - Schools and school districts must be accountable for how they spend taxpayer funds.
 - States must improve schools, produce results, and ensure that every child learns.
- And this law is amply funded. Democrats and Republicans passed a bill that combines record spending with a commitment to reform and results.
 - Fiscal Year 2003 funding for No Child Left Behind programs increased by more 36 percent over 2001, and 60 percent over 2000 levels.
 - This year America will spend more than **\$8,200** per student of which the federal contribution is now 8.4 percent.
 - Thanks to the record spending in No Child Left Behind, federal discretionary spending on education has more than **doubled** since 1996.
 - Spending without a plan, without accountability, without studying what works, without setting standards or expectations is a mandate of sorts—a mandate to fail every time.
- No Child Left Behind provides record spending—the highest spending per child ever. That federal money is meant to supplement and boost state and local spending, ensuring that all children receive a world-class education.
 - Educators can spend the money more freely than ever before, but they cannot waste taxpayer money on programs that don't work. That's why the bill measures every child's progress with tests and gives every parent report cards on how their school is doing.
 - According to a new study from the National Bureau of Economic Research, the average cost for testing is just **\$5.81 per student**—just a tiny fraction of the \$8,200 spent per student.
 - Total spending on all testing is a mere **seven-hundredths of one percent** (.07 percent) of the cost of K-12 education.

In addition, No Child Left Behind funds the development and implementation of new assessments required by the law. Unlike the previous law, which provided no money for required assessments, NCLB provides more than \$1.1 billion in State formula grant funding over three years before States are even required to put the new assessments into place in the 2005-2006 school year.

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NEW GAO REPORT FINDS THAT NO CHILD LEFT BEHIND IS NOT AN "UNFUNDED MANDATE"
Paige praises report, calling claims to the contrary a "red herring"

The General Accounting Office (GAO) released a new report, "Unfunded Mandates: Analysis of Reform Act Coverage," that found that the No Child Left Behind Act (NCLB) is in fact not an "unfunded mandate," as critics of the law have claimed. The following is a statement from U.S. Secretary of Education Rod Paige on the report and its findings as they pertain to NCLB:

"The General Accounting Office reviewed information on close to 500 different statutes and regulations enacted in 2001 and 2002, including Congressional Budget Office reports about No Child Left Behind. The non-partisan GAO found that No Child Left Behind was in fact not an "unfunded mandate," as those who are opposed to accountability and education reform have often portrayed it in the press. The chorus of the 'unfunded mandate' has now been exposed for exactly what it is — a red herring — trying to take focus off the true subject at hand: changing the way we do things so that every child in America is provided a quality education, regardless of her or his skin color, spoken accent or street address.

"According to the report, NCLB '[d]id not meet the UMRA's [Unfunded Mandates Reform Act of 1995] definition of a mandate because the requirements were a condition of federal financial assistance' and 'any costs incurred by state, local or tribal governments would result from complying' with conditions for receiving the funds. As I have said many times before, NCLB is a radical departure from the old ways of doing things: gone are the days where taxpayers' hard-earned money was dispensed without any accountability for whether children were achieving. If states do not want federal support, they are not required to take the funds. It's that simple. But if they do, we insist that they measure student progress so that they can diagnose areas that need improvement and ensure that all students are indeed learning.

"Perhaps we should think about what this law asks: getting all children in our great nation to be reading and doing math at grade level. I do not believe that is too much to ask, particularly given the \$500 billion we spend every year at the state, local and national levels on K-12 education. That should be the 'mandate' of every school in the nation anyway. It's time to put aside the excuses, roll up our sleeves and get down to the business of providing the great education that a nation such as ours is worthy of delivering."

The report can be found at <http://www.gao.gov/new.items/d04637.pdf>



MYTH: NCLB Erodes Local Control

- **No Child Left Behind is the first federal education law to give state and local governments more power and more authority to solve local problems.**
 - **No Child Left Behind encourages local control because local solutions are the best tools for fixing local problems.**
 - Congress and the president both recognize that state and local officials know what is best for their schools, and that will not change.
 - That's why under the new law, state and local officials have unprecedented flexibility to direct federal resources to the areas where they are needed most.
 - Some critics have claimed the law contains unfunded mandates. It does not. No Child Left Behind presents a moral vision voted for by both parties in Congress: that every dollar must be used wisely by every public official to ensure that every child is learning.
 - **Provides states and local communities the option of combining federal resources to pursue their own strategies for raising student achievement.**
 - States and local school districts may transfer up to 50 percent of the funding they receive for Teacher Quality, Educational Technology, Innovative Programs, and Safe and Drug Free Schools, to any one of these programs or to the program for the education of disadvantaged children known as Title I.
 - States and districts have the flexibility to find innovative ways to improve teacher quality, including alternative certification, merit pay, and bonuses for people who teach in high-need subject areas like math and science.
 - **Offers unique partnerships between local communities and the federal government.**
 - In return for more flexibility on how they spend their education dollars, states must set high academic standards for student academic achievement, and hold students, teachers and principals accountable for results.
 - The law provides for the creation of up to 150 local flexibility demonstration projects, where school districts will be allowed to consolidate funds received under four major formula programs in exchange for entering into performance agreements with the state or federal government.
 - **Under No Child Left Behind, state and local leaders can focus on student needs instead of maintaining the status quo.**
 - Education leaders now have the public support to reform the schools and equip children for the future.
 - For many states, districts, and schools, this will mean slimming down bureaucracy and meeting children's needs with better programs.
 - **Almost without exception, those attacking this law share an unstated belief that not every child can learn the basics and that debates about spending are the best excuse for not demanding more of the schools.**



MYTH: NCLB is an Attempt to Destroy Public Education

- Some critics charge that states and districts don't have to implement No Child Left Behind because it is really a "disguised plan" to kill the public schools and introduce vouchers.
- Never before has the introduction of choice been so feared and berated in American society.

POSITIVE ARGUMENTS FOR A POSITIVE LAW

- **No Child Left Behind is focused solely and completely on the needs of children and the best hopes of their parents. It chooses children over "the system."**
 - That's why the law gives parents the options to get their children help while their school works to improve.
 - Parents with disadvantaged children in schools that are designated "in need of improvement" for two years get new options to choose better schools in the area and get after-school help and tutoring.
 - School choice—with its trust in parents and focus on getting children immediate help—is the key to bringing about authentic education reform.
- **The law is designed to provide the information and the tools to improve our schools.**
 - It provides the highest federal spending ever, but also links new funds with real accountability.
 - It also requires federal funds to be used on scientifically based instruction methods—programs proven to work.
- **It provides parents with new options because choice is a basic requirement of authentic school reform.** Nothing is more powerful than parents' armed with information and options for improving their child's education.
- **State and local education officials decide how to meet performance goals, but real change must be implemented and will be rewarded.**
- **The law is a national declaration that schools can improve. It holds schools accountable. In fact, the law sets expectations that are met by hundreds of high-poverty, high-achieving schools every day.**
 - Inglewood Unified School District is a high-poverty area neighboring Los Angeles Unified School District. Despite being much smaller than LAUSD, Inglewood has five schools that make the state's high-performing, high-poverty list—more than LAUSD.
 - Bennett-Kew Elementary School scores nine out of ten on California's Academic Performance Index even though 100% of its students are in free or reduced lunch programs and 34% are learning English. And Bennett-Kew's students consistently meet and beat the national averages in math and reading.

Simply put, a school identified as "in need of improvement" because it doesn't meet the high expectations of teaching every child is a school that the president, the leaders in Congress, and the American people believe it can improve.



MYTH:

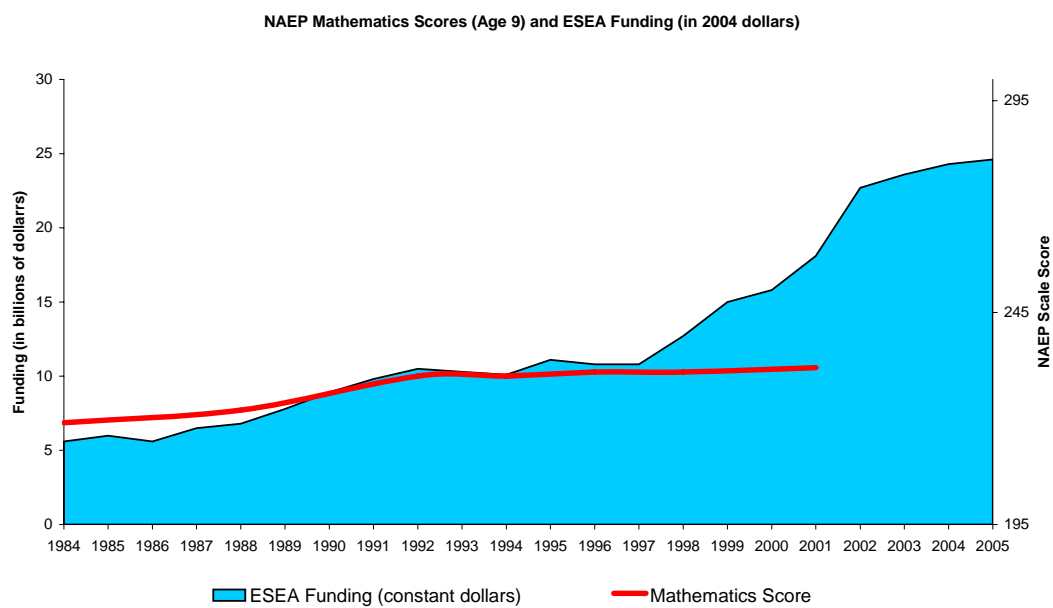
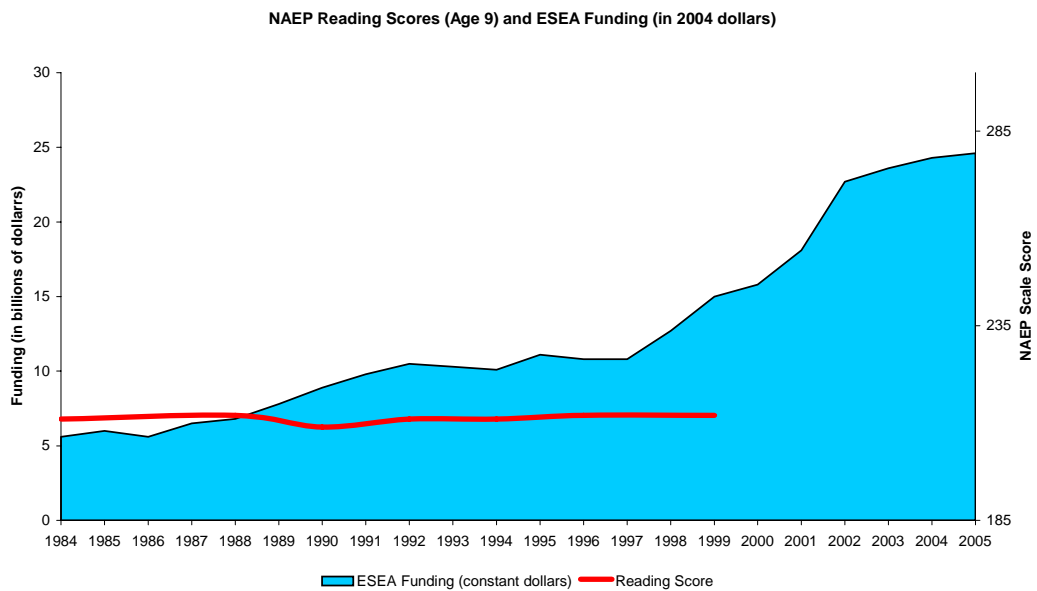
NCLB is Labeling Thousands of Schools as “Failing”

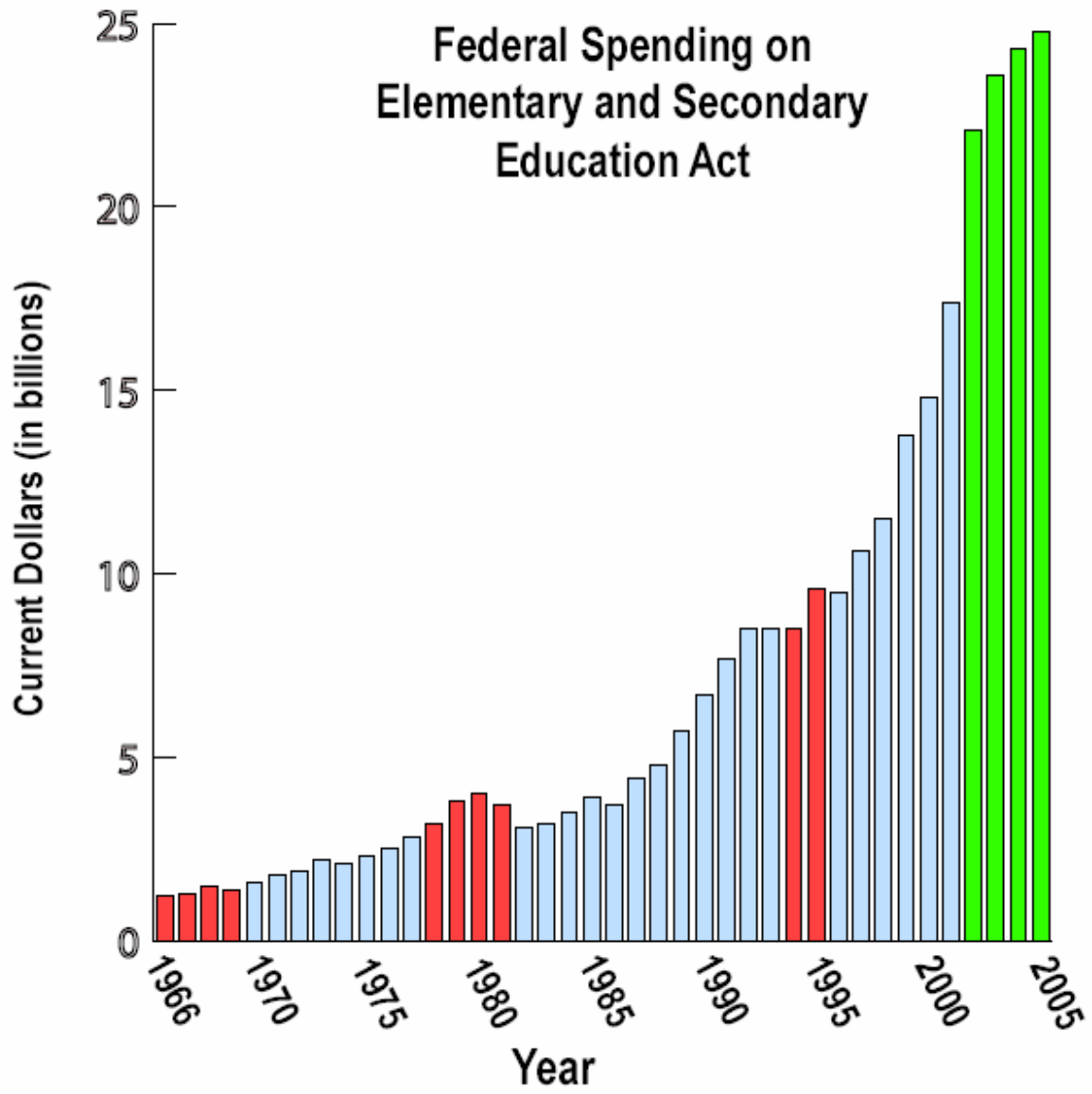
- Some critics charge that No Child Left Behind labels some schools as “failing schools.” But in reality the law identifies schools as “in need of improvement.”
- In this new era of accountability, a school identified as “in need of improvement” is a school that the president, the leaders in Congress, and the American people believe can improve.

ACROSS AMERICA – IN HOME TOWNS: 8,600 SCHOOLS “IN NEED OF IMPROVEMENT”

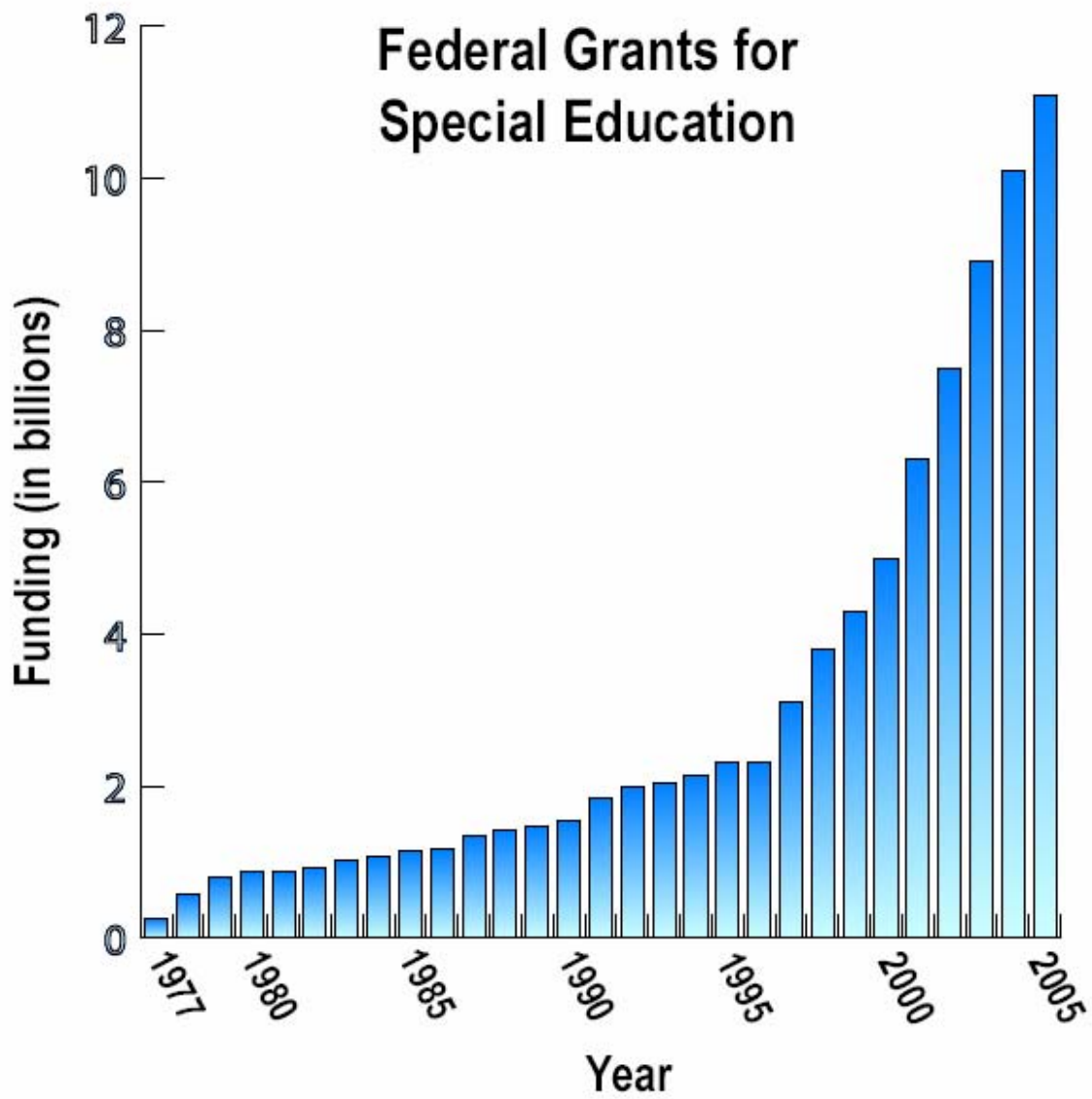
- In response to the new federal law, nearly every state has recognized the fundamental reality that thousands of schools are “in need of improvement” and that millions of children are not learning at high levels.
 - In fact, some states have taken a bold stand and listed hundreds, even thousands, of schools “in need of improvement” in an effort to get those schools the help they need.
 - Across our nation, our states have listed more than 8,600 schools as “in need of improvement.” And even more may be listed as our nation raises the bar of expectations to ensure every school is teaching every group of children well.
 - This isn’t surprising when less than one-in-three fourth-graders is reading proficiently, according to the National Assessment of Educational Progress.
- It is important to note the law never uses the term “failing” schools.
 - In some cases, schools identified as “in need of improvement” may, in fact, be succeeding for many children. Under the high standards of the law, a school needing improvement may have only a few children in a subgroup who are performing poorly.
- What’s important to remember, is that the American public now believes every school is capable of getting better results and that those results should extend to all of a school’s students.
 - By identifying schools as “in need of improvement” state and local education leaders are showing their bold commitment to help every one of their state’s schools reach their potential as soon as possible.
 - In fact, they are blazing a new trail of expectations as they confront the evidence and resolve to educate every child.
- No Child Left Behind is ultimately a constructive and positive law. Its reforms flow from a bipartisan spirit and belief that every child can learn. This belief in the future of every American boy and girl can transform the nation’s schools.
- Thanks to the higher expectations of No Child Left Behind, principals and districts have embraced a new spirit of accountability and achievement.
 - In Oregon, for instance, when several neighborhood schools were listed as in need of improvement, the principals gathered together with parents and presented a clear plan for action showing exactly what they will do to improve achievement.
- The good news is that we know what works in education reform: scientifically proven methods, aligned standards, assessments, and instruction, school and district leadership focused on student learning, accountability for results, and highly qualified teachers will improve achievement and bring success. No Child Left Behind brings all these tools to local schools to improve education for every child.

Funding has increased while Achievement still lags.



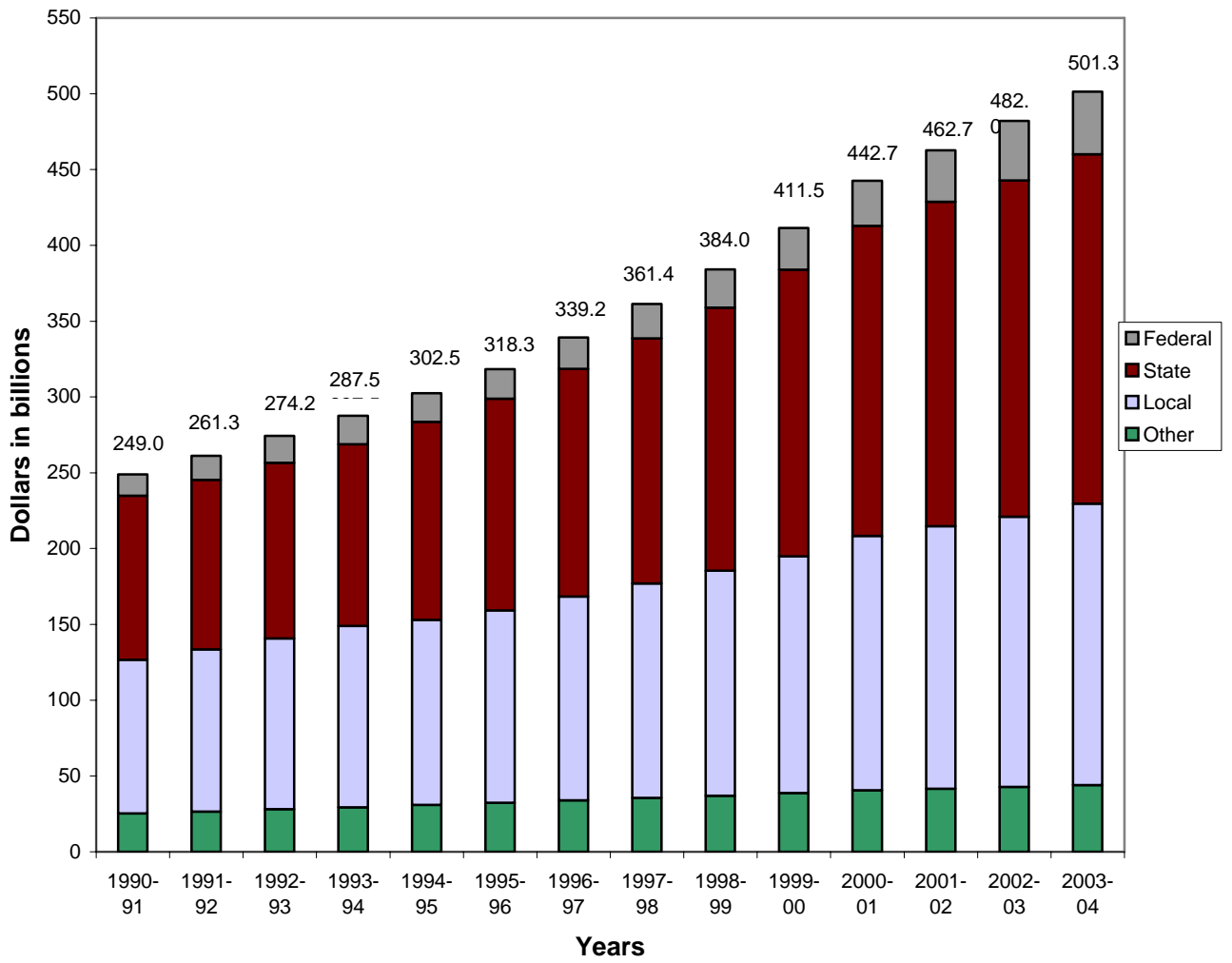


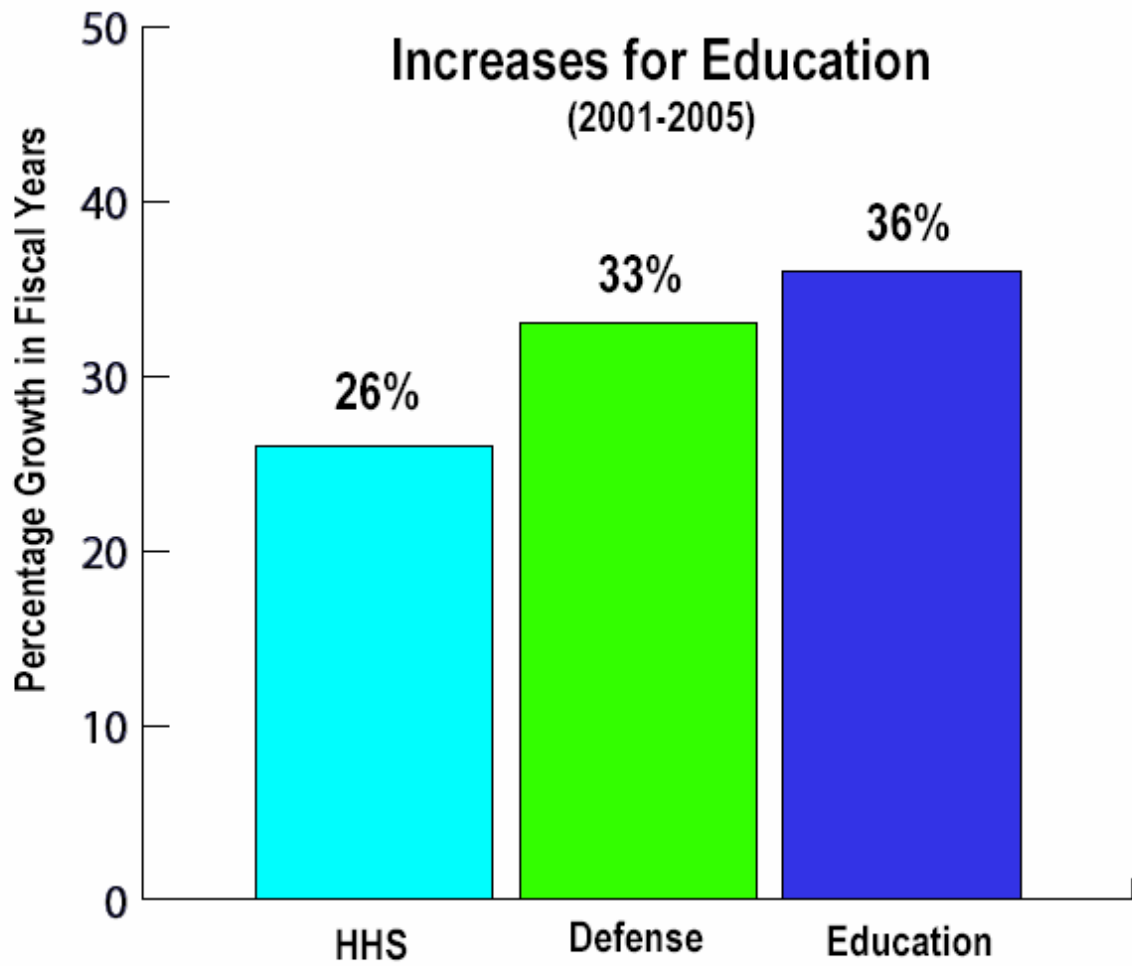
Source: 2005 U.S. Budget, Historical Tables



Sources: 2005 U.S. Budget, Historical Tables;
2004 final appropriations

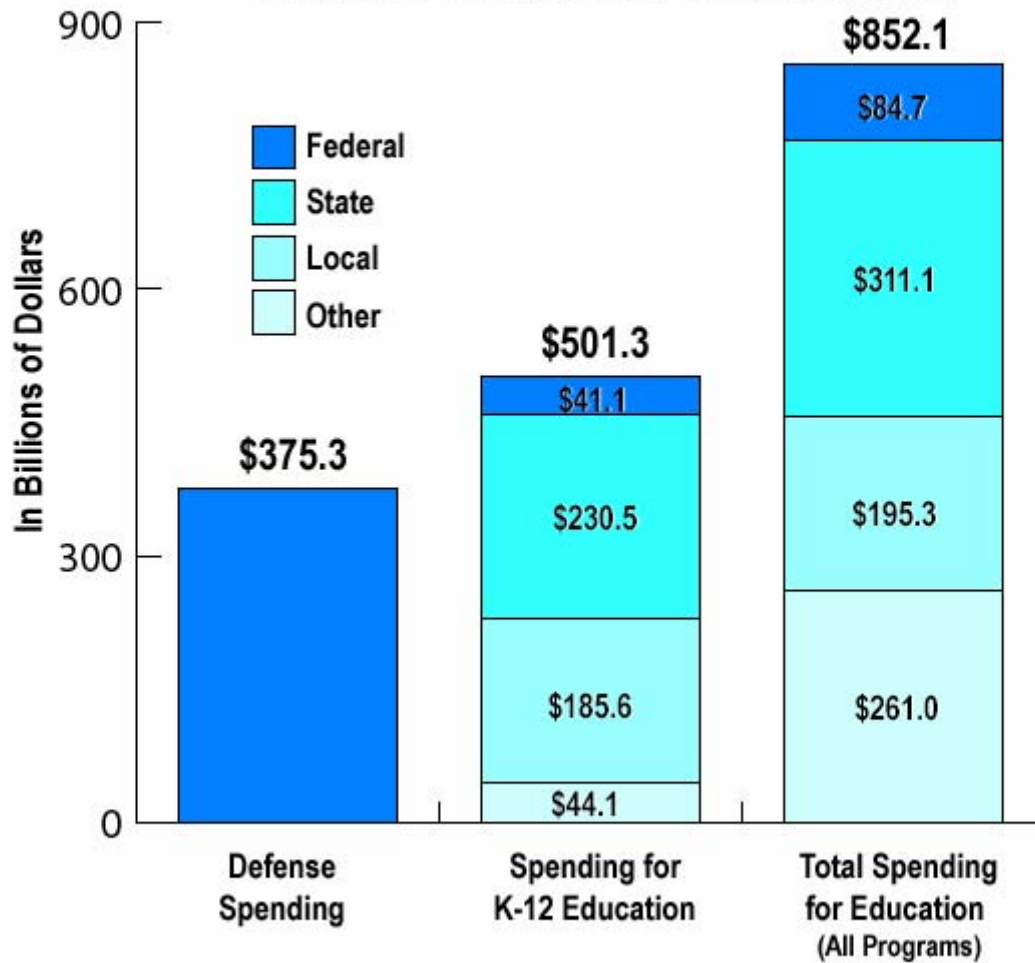
Expenditures for Elementary and Secondary Education





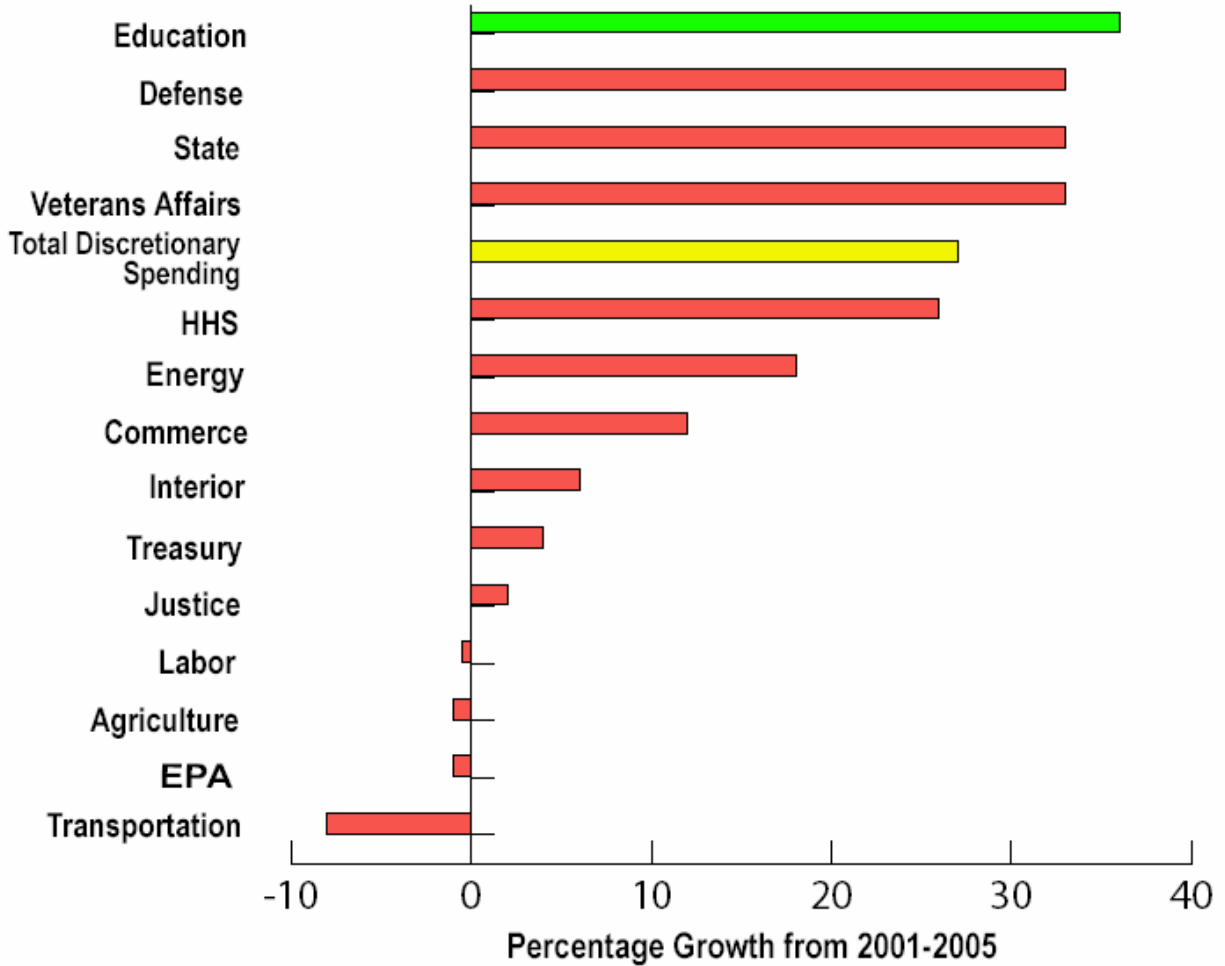
Source: 2005 U.S. Budget

A Nation Committed to Education



Sources: Education 2003-04 school year. Defense FY 2004 as reported in the Budget for FY 2005.

Top of the Class: Education Spending Grows



Source: 2005 U.S. Budget.



How No Child Left Behind Helps Parents

Parents receive detailed information about their child's progress and the performance of local schools.

- Regular testing lets parents know how well their children are learning and where they need extra help.
- No Child Left Behind requires states and school districts to give parents easy-to-read, detailed report cards on schools and districts, telling them which ones are succeeding and why.
- Included in the report cards are student achievement data broken out by race, ethnicity, gender, English language proficiency, migrant status, disability status and low-income status.

Public school choice and no-cost tutoring provide a lifeline for parents.

- To make sure children are no longer trapped in the dead end of low-performing schools, parents with children in struggling schools receive new options to ensure that their children receive the high-quality education to which they are entitled.
- When a school is identified by a state as needing improvement, parents receive the right to transfer their child to a higher-performing school.
- If a school continues to struggle, low-income children become eligible to receive supplemental educational services in the community, such as no-cost tutoring, after-school programs or remedial classes.

No Child Left Behind means more money for local schools.

- President Bush and Congress are investing more in education than at any point in history.
- Total K-12 federal spending has already gone up \$6.4 billion, or 37 percent, under No Child Left Behind.
- Title I funding has already increased \$2.9 billion, or 33 percent, under No Child Left Behind.

No Child Left Behind focuses on teaching methods that have been proven to work.

- There will be no more experimenting on children with educational fads.
- Federal funding is targeted to support programs and practices that have been clearly demonstrated to be effective through rigorous scientific research.
- For example, the Reading First program makes federal funds available to help reading teachers in the early grades strengthen old skills and gain new ones in instructional techniques that scientifically based research has shown to be effective.

No Child Left Behind ensures that every child will be taught by a highly qualified teacher.

- Recent studies confirm what parents have always known – the quality of a teacher is one of the most important components of how well students learn.
- No Child Left Behind requires that there be a “highly qualified” teacher in every public school classroom by the end of the 2005-2006 school year.
- All new teachers must be licensed or certified by the state, hold at least a bachelor's degree, and meet rigorous state requirements to demonstrate mastery of subject knowledge. States were required to ensure that new teachers in Title I schools met these requirements starting in the school year after the bill was enacted.

Call 1(888) 814-6252 or visit www.nclb.gov for more information on No Child Left Behind.



"Parents know what is best for their children. Expanding educational options for parents is one of the hallmarks of the No Child Left Behind Act and it remains one of the President's highest priorities."

-Secretary of Education Margaret Spellings

NO CHILD LEFT BEHIND INCREASES PARENTS' CHOICES

Empowering Parents With Information:

Under No Child Left Behind (NCLB), states and school districts must provide "report cards" for parents-that is, information tailored for parents telling them about the quality of education at their child's school. Written in an easy-to-read format, these report cards ensure that parents and taxpayers know which schools are achieving and how. Included in the report cards are student achievement data broken out by race, ethnicity, gender, English language proficiency, as well as breakouts by whether the students are immigrants or have disabilities, and whether they are disadvantaged. States and school districts must also provide parents and children in struggling schools timely notification of the public school choice and supplemental services options that may be available for their children.

Expanding Public School Choice:

- Under No Child Left Behind, children in schools in need of improvement must be given the opportunity to transfer to other public schools in their district, including public charter schools, and school districts are required to tell parents about this option, as well as pay for transportation to the other schools. During the 2003-04 school year at least 32,000 students took advantage of this option.

Supplemental Educational Services:

- Under No Child Left Behind, children from low-income families who attend schools in need of improvement for two or more consecutive years are given the opportunity to receive free supplemental services-such as tutoring and other academic services provided outside the regular school day-from a variety of State-approved providers. Parents have the opportunity to choose the provider that best meets the needs of their children.
- Many types of organizations are eligible to be supplemental service providers, including faith-based organizations, for-profit companies, school districts, private schools, charter schools and other community groups. As of August 2005, more than 2,796 providers have been approved to offer supplemental services.
- Districts must set aside an amount equal to 20 percent of their Title I allocation for supplemental services and transportation for public school choice.
- During the 2003-04 school year at least 226,000 students took advantage of the supplemental services option.

Expanding Options for Parents and Children

No Child Left Behind significantly expands educational choice for parents and children. In many school districts, however, there are too few alternatives for parents seeking quality educational options. Since President Bush took office in 2001, the Federal Government has provided over \$1.8 billion for programs and initiatives designed to help ensure that parents have more meaningful choices when it comes to their children's education. The President's 2006 budget request reflects his commitment to expanding options for parents by including \$455 million for programs such as:

Charter Schools:

- The President's 2006 budget provides \$218.7 million to continue the Charter School Program, including \$200 million to help create new charter schools and an additional \$18.7 million in matching funds to States that offer per-pupil financial assistance to charter schools to obtain facilities. Since 2001, over \$1 billion has been appropriated for the

Charter Schools Program. In 2005, 40 states, the District of Columbia, and more than half a million students are benefiting from this program.

- NCLB specifically includes public charter schools as an option for families when districts are required to permit students to transfer from a school identified for improvement to another public school.

Credit Enhancement for Charter School Facilities Program:

- This program supports competitive grants to public and nonprofit entities to help charter schools finance their facilities through such means as providing loan guarantees, insuring debt and other activities to encourage private lending. The President's 2006 budget provides \$37 million for this program, building on the \$124 million that has been appropriated since 2001. In 2005, more than 48,000 students are benefiting from this program.

Magnet Schools:

- Magnet schools provide a distinctive educational programs that attract diverse student populations. The President has requested \$107.8 million for this program in his 2006 budget. Since 2001, close to \$550 million has been appropriated to support magnet school programs across the country. In 2005, 52 school districts, 218 schools, and approximately 150,000 students are benefiting from this program.

Voluntary Public School Choice Program:

- The President's 2006 budget provides \$26.5 million for this program, which provides grants to states and school districts to establish or expand innovative public school choice programs. This program was created in 2002, and since that time, over \$104 million in grants have been awarded. In 2005, nearly 850,000 students are benefiting from this program.

D.C. School Choice Initiative:

- Started in 2004, this program provides low-income parents in our nation's capital more options for obtaining a quality education by providing scholarships for their children, especially those who are enrolled in schools in need of improvement. Over 1,000 students attended private schools on Opportunity Scholarships for the 2004-05 school year, the program's first year in implementation, and 1,086 new students were recently awarded scholarships for the 2005-06 school year. Since 2004, over \$27 million has been appropriated for D.C. Choice, and the President has requested an additional \$15 million for the program in his 2006 budget.

Choice Incentive Fund:

- In his 2006 budget request, the President has proposed a new initiative to support projects that develop, implement and evaluate innovative approaches to providing parents with expanded school choice options, including both private and public school choice. The \$50 million the President has requested for this program would support projects that demonstrate the greatest potential for measuring the effects of providing parents with expanded choice options for the education of their children.

For more information about No Child Left Behind visit www.ed.gov or call 1-800-USA-LEARN.



How No Child Left Behind Is Designed to Help Teachers Succeed

"For No Child Left Behind to succeed, teachers have to be able to succeed, and that is why the law was written with teachers in mind." -- Former U.S. Secretary of Education Rod Paige

No Child Left Behind was written with teachers in mind.

- No Child Left Behind helps make sure teachers are teaching subjects they know.
- It provides important liability protections so teachers can undertake reasonable actions to maintain order and discipline without the fear of litigation.
- No Child Left Behind helps make teachers' jobs easier by providing information on teaching methods that have been scientifically proven to work.

Every child deserves to be taught by a highly qualified teacher and No Child Left Behind is making that happen.

- No Child Left Behind is paving the way for us to place a highly qualified teacher in every classroom.
- States have a great deal of flexibility to help teachers meet the standards for high quality.
- States are encouraged to provide competent individuals with the desire to teach an opportunity to do so by setting high standards and low barriers.

To help teachers improve their skills, President Bush and Congress are providing record support for teacher training and professional development.

- No Child Left Behind provides a variety of new tools and historic levels of funding for states and local districts to recruit, retain, and develop strong teaching staffs.
- President Bush's proposed budget for FY 2004 calls for more than \$3.7 billion for programs and initiatives dedicated to teacher quality – that's an increase of \$1.1 billion, or 42 percent, since President Bush took office. There is broad flexibility for how these funds can be used.

Tax relief for out-of-pocket teacher expenses and loan forgiveness for teachers in high-need areas are just two more ways President Bush is working to help teachers succeed.

- For 2004, the President's budget proposes to expand the amount -- from \$250 to \$400 -- that teachers, instructors, counselors, principals, and other school aides who work at least 900 hours during the school year can deduct for their non-reimbursed classroom expenses, even if they do not itemize deductions.
- In his FY 2004 budget proposal, President Bush proposed a substantial increase in the amount of loan forgiveness for special education teachers and teachers of mathematics and science, reaching up to \$17,500 in loan forgiveness for each qualified individual.

The No Child Left Behind Act ensures that teachers and other school professionals can undertake reasonable actions to maintain order and discipline in the classroom without the fear of litigation.

- The law provides civil immunity in any state court and limits the financial liability of teachers, instructors, principals, administrators, and other education professionals for actions taken to maintain discipline, order or control in the school or classroom.
- No Child Left Behind also shields teachers from liability when they act within the scope of their employment and in accordance with applicable federal, state and local laws (including civil rights laws).

Call 1(888) 814-6252 or visit www.nclb.gov for more information on No Child Left Behind.



How No Child Left Behind Benefits African Americans

"President Bush and I believe education is a civil right and No Child Left Behind fulfills that promise by extending educational equality to all Americans." -- Former U.S. Secretary of Education Rod Paige

In the past, too many African American students have been shortchanged by our nation's schools.

- According to the most recent data, by the time African American students reach 12th grade, only one in six can read proficiently and only 3% are proficient in math.
- In the greatest country in the world, we have created two education systems – separate and unequal. Some students are taught well while the rest – mostly poor and mostly minority – flounder or flunk out.
- The "achievement gap" measuring the difference in academic achievement between white and African American students is large and has gone unaddressed for too long.

The bipartisan No Child Left Behind law is making sure schools are held accountable for the academic progress of every child, regardless of income, background, or race.

- Because of No Child Left Behind, closing the achievement gap is now a national priority.
- Schools are now held specifically accountable for the annual progress of African American students.
- Schools must also have the same expectations for every child, meaning the soft bigotry of low expectations will no longer be tolerated.

School report cards provide parents with important information about the performance of their child's school.

- No Child Left Behind requires states and school districts to give parents easy-to-read, detailed report cards on schools and districts, telling them which ones are succeeding and why.

When schools don't make the grade, parents must be offered the option of sending their children to a different public school.

- Schools that don't meet state standards for two years in a row are identified as "in need of improvement" and parents must be offered the option of sending their children to another public school in the district.
- Students must also be provided with transportation to the new school.

Low-income students in schools in need of improvement may also qualify for free tutoring.

- Schools that don't meet state standards for a third year in a row must also offer free tutoring or other academic enrichment services to low-income students.

No Child Left Behind encourages parents to get involved in improving their child's school.

- When a school is found to be in need of improvement, school officials are required to work with parents, school staff, the local education agency, and outside experts to develop a plan to turn the school around.
- Under No Child Left Behind, schools must develop strategies to promote effective parental involvement in the school.

Never before in history has a President invested so much in education.

- President Bush and Congress are investing more in education than at any point in history.
- Total K-12 federal spending has already gone up \$6.4 billion, or 37 percent, under No Child Left Behind.

Title I funding, targeted to low-income students, has already increased \$2.9 billion, or 33 percent, under No Child Left Behind.



NCLB



WHAT IT MEANS FOR HISPANIC AMERICANS

The Challenge

- We must close the achievement gap between Hispanic American students and their peers:
 - Hispanic children often don't attend school until they reach mandatory school age.
 - They have the highest dropout rates of any group in the country—more than 27 percent of Hispanic students drop out.
 - On the 2000 National Assessment of Educational Progress reading assessment, 40 percent of white fourth-graders scored at or above proficient, compared to only 16 percent of their Hispanic peers.
 - In math, Hispanic achievement also lagged: 35 percent of white fourth-graders scored at or above proficient. Just 10 percent of Hispanics scored as high achievers.
 - Just 13 percent of Hispanic students get a college education.

No Child Left Behind

- The President is committed to eliminating the achievement gap. That's why No Child Left Behind requires states to develop systems examining achievement every year in third through eighth grades by race, ethnicity, economic background and disabilities.
- English language learners will be assessed annually in English language acquisition and in math and reading, beginning in the third grade. Students can be tested in their native language in the content areas for three years in order to accurately assess their knowledge; a two-year extension is also possible. Parents will know how their children are progressing, and states and schools will be held accountable for results.
- No Child Left Behind's accountability provisions mean every parent will know when their child is falling behind, and they will have new options – tutoring, after-school programs, remedial classes, summer school, and transfers to other public schools – if their child's school isn't meeting their needs.

Funding

- Under the President's budget, Title I funding will be increased to \$12.4 billion to help children succeed in our nation's high-poverty area schools – a 55 percent increase in Title I funding since 2000.
- President Bush has requested more than \$94 million dollars to support Hispanic Serving Institutions (HSIs). HSIs are colleges or universities in which Hispanic Americans represent at least 25 percent of the student population, at least half of whom are low-income.
- Despite all the priorities competing for our tax dollars – strengthening our economy, defending our nation, and expanding opportunities for all Americans – the President's budget boosts education funding to \$53.1 billion – historic levels for our nation's children. This is an \$11 billion increase since the President first took office.

Research

- The President formed the Commission on Educational Excellence for Hispanic Americans which is developing a multi-year plan to close the educational achievement gap for Hispanic Americans through coordinated efforts among parents, community leaders, business leaders, educators and public officials. The Commission's report is due on March 31.

No Child Left Behind encourages all schools to use scientifically based instruction methods. For this reason, President Bush has called for new research to study the best ways to teach young boys and girls to become fluent in English.



How No Child Left Behind Benefits American Indians

In the past, too many American Indian and Alaska Native students have been shortchanged by our nation's schools.

- According to the most recent data, by the time American Indians and Alaska Natives reach 8th grade, only 15 percent are proficient in math and only 17 percent are proficient in reading.
- The "achievement gap" measuring the difference in academic achievement between white students and American Indian and Alaska Native students is large and has gone unaddressed for too long.

The bipartisan No Child Left Behind law is making sure schools are held accountable for the academic progress of every child, regardless of income, background, or race.

- Because of No Child Left Behind, closing the achievement gap is now a national priority.
- Schools are now held specifically accountable for the annual progress of American Indian and Alaska Native students.
- Schools must also have the same expectations for every child, meaning the soft bigotry of low expectations will no longer be tolerated.

No Child Left Behind provides parents with more information and more options.

- No Child Left Behind requires states and school districts to give parents easy-to-read, detailed report cards on schools and districts, telling them which ones are succeeding and why.
- The U.S. Department of Education is working with tribal governments and tribal education departments to explore practical options for alternative and supplemental services, including implementing tutoring, after-school programs, mentoring, and parent training programs.

No Child Left Behind is providing historic levels of funding for the education of American Indians and Alaska Natives.

- President Bush and Congress are investing more in education than at any point in history.
- Total No Child Left Behind funding that directly benefits American Indians and Alaska Natives has increased by \$94 million, or 47 percent, to more than \$297.2 million.
- The Bureau of Indian Affairs has seen its share of Title I funding to help low-income students increase by more than \$41.2 million, or 73 percent, to more than \$97.9 million.
- Grants awarded by the U.S. Department of Education are helping fund programs to increase Indian children's achievement, increase the rate of secondary school graduation, preserve and teach the native language and culture, and increase the number of new, highly qualified Indian individuals in professions that serve Indian people.
- The Bureau of Indian Affairs has received a \$30.4 million multiyear Reading First grant to implement scientifically proven reading programs.

No Child Left Behind is helping train teachers for American Indian and Alaska Native students.

In recent years, more than 50 grants have been awarded to schools and universities to provide training and professional development for more than 500 Indian teachers and administrators.



How No Child Left Behind Helps English-Language Learners

- President Bush has repeatedly stated that every child should learn fluency in two languages.
- His administration has taken specific steps to study the best ways for teaching new students English so that no child is left behind.
- Critics have attacked the President and his 2004 budget for his request of \$665 million for English Language Acquisition.
 - But this budget represents a phenomenal increase of \$487 million since 1996.
 - That's an increase of 274%—far greater than even the growing enrollment rate of bilingual education students.
- **The Real Challenge:** Reading, writing, and speaking English well are all critical skills for living the American dream. Nineteen states have reported an increase of more than 50% in English-language learners over the last three years—and that growth is expected to continue. America's schools need help.
- **Solution:** Provides states with new tools to increase oral and written language proficiency in English: higher academic standards and highly qualified teachers. President Bush has requested research to identify and implement in the classroom the best ways for students whose first language is not English to learn to speak, read, and write English in a fluent manner.
- **Speaking and reading English well is essential for success in America.**
 - Under No Child Left Behind, the academic progress of every child will be tested in reading and math, including those learning English. All English language learners will be tested annually to measure how well they are learning English, so their parents will know how they are progressing. states and schools will be held accountable for results.
 - Research shows that students who can't read or write in English have a greater likelihood of dropping out of school, and they often face a lifetime of diminished opportunity.
- **No Child Left Behind gives states the freedom to find the best methods of instruction.**
 - The new law does not dictate a particular method of instruction for learning English and other academic content.
 - States and local education agencies must establish English proficiency standards and provide quality language instruction, based on scientific research for English acquisition, in addition to high-quality academic instruction in reading and math.
 - States and local education agencies must place highly qualified teachers in classrooms where English language learners are taught.
 - Children who are becoming fluent in English are also learning in academic content areas such as reading and math, and they will be tested in these areas so they are not left behind.
- **No Child Left Behind encourages all schools to use scientifically based instruction methods. For this reason, President Bush has called for new research to study the best ways to teach young boys and girls to become fluent in English.** The National Institute of Child Health and Human Development, and the Department of Education's Institute of Education Sciences, English language acquisition and special education are sponsoring research into:
 - The most effective ways to spur English language learning for Spanish-speaking children;
 - The most effective methods for teaching children who may use a non-Roman alphabet (such as Korean, Chinese, Navajo, and Russian) and how to transfer their skills to learning English; and Methods for teaching all young learners.



Raising Achievement of Students with Disabilities

December 2005

Educators and families know that the vast majority of students with disabilities can achieve to grade level standards. Thanks to the *No Child Left Behind Act*, signed into law by President Bush in 2002, for the first time the nation is making sure that they do. By assessing students annually and breaking down results by student groups, States are held accountable for continuous improvement toward the goal of having all students read and do math at grade level and closing the achievement gap by 2014.

Last April at Mt. Vernon, Secretary Margaret Spellings promised a new, common-sense approach to implementing *No Child Left Behind*, and committed to using the best and latest research to ensure students with disabilities are learning and taking meaningful tests. Today the U.S. Department of Education announced proposed regulations that would enable States to improve how they measure the achievement of students with disabilities.

- States may develop modified achievement standards and give assessments to qualified students based on those standards.
- States may include "proficient" scores from the modified assessments toward determining Adequate Yearly Progress [AYP] (capped at 2 percent of the total tested population at the district and State levels).
- In addition, States may continue to include the "proficient" scores of students with the most significant cognitive disabilities (capped at 1 percent of the total tested population at the district and State levels).
- For AYP purposes, States may include within the "students with disabilities" subgroup the test scores of students previously identified as having disabilities for up to 2 years after they no longer receive special education services.
- The proposed regulation gives States credit for doing good work to raise the achievement levels of students with disabilities.

The proposed regulations are designed to meet the needs of students with disabilities who may not reach grade level within the same time frame as their peers, but who can make significant strides given the right instruction. They also contain key criteria to protect students with disabilities from being inappropriately assessed against modified achievement standards.

- States must establish guidelines for Individualized Education Program [IEP] teams to determine which students are most appropriately assessed against modified achievement standards.
- Standards must continue to hold students to high expectations; modified standards must be aligned with grade-level curriculum.
- Students assessed under modified achievement standards must receive grade-level instruction in the relevant subjects.
- Modified achievement standards may not preclude a student from earning a regular high school diploma.

The Department invites State officials, local educators and the general public to offer their opinions.

- The draft regulations will be published in the Federal Register on Thursday, December 15. The deadline for submitting comments is 75 days after publication. An informal version is currently available on the Department of Education's website, www.ed.gov.

Under the *No Child Left Behind Act*, the immediate needs and academic potential of students with disabilities have been made a national priority.

- Test scores must be disaggregated so parents and educators can follow their academic progress.
- The Department of Education is making available nearly \$14 million in technical assistance to assist States and conduct long-term research on the assessment of students with disabilities.
- A comprehensive Tool Kit for Students with Disabilities is being compiled for educators and school officials.

No Child Left Behind has removed the final barrier to full participation in the classroom, completing the effort begun 30 years ago with the passage of the *Individuals with Disabilities Education Act* [IDEA].

- Under NCLB, students with disabilities have made gains in reading and math at every level (Nation's Report Card).
- Under NCLB, students with disabilities are receiving more classroom time and attention, and at-risk students are being helped at an earlier stage (Center on Education Policy).
- Students with disabilities enjoy lower dropout rates and higher rates of postsecondary enrollment and employment than students 25 years ago (U.S. Department of Education).



Supplemental Educational Services Pilot Programs

"No Child Left Behind has truly empowered parents with better information and more options, including free tutoring under the supplemental educational services provision of the law." – Secretary Margaret Spellings

Raising Achievement – A New Path for *No Child Left Behind*.

- In her April 7, 2005 address at Mt. Vernon, Secretary Spellings announced a new, common-sense approach to the No Child Left Behind Act (NCLB) that offers states and school districts flexibility in their implementation of the law, provided they are meeting its core principles and its primary goal of improving student achievement. Four key principles will guide the Department's approach: ensuring students are learning; making the school system accountable; ensuring information is accessible and options are available; and improving the quality of teachers.

Giving Parents Real Options by Implementing Quality Supplemental Educational Service Programs.

- Supplemental educational services (SES), including free tutoring and afterschool assistance, are an **important component of NCLB**, and provide low-income parents real options to improve their children's academic performance. This extra help is offered to the neediest students in schools deemed "in need of improvement" for at least two years (a designation received after missing adequate yearly progress goals for three years). It is a vital element of the **schools' reform efforts** as well.
- SES is a new provision under NCLB, and we have learned valuable lessons in its first few years of implementation. Setting up a successful SES program requires **close coordination and cooperation** between a state, its school districts, SES providers, and parents.
- Unfortunately, there is evidence from across the country that the SES provision is not being implemented to its full potential. Too few eligible students are receiving SES. According to several studies, only about **10 to 20 percent** of eligible students across the country participated during 2003-04.

Under the Leadership of Secretary Spellings, the U.S. Department of Education is Testing New SES Pilot Programs During the 2005-06 School Year.

- To improve the delivery and quality of SES to students, the Department is testing a series of **SES pilot programs** in a select number of school districts across the country.
- These pilot programs will fulfill two key priorities: ensuring that **more eligible students** are receiving SES, and providing **more accurate and comprehensive information** to the Department on SES programs' effectiveness in improving student academic achievement.
- The Department hopes to gain valuable knowledge about SES from these pilot programs – information that can be shared with states and districts to **improve the quality and delivery** of these services.

SES Pilot Programs in Select Urban School Districts.

- The Department is working with the independent **Council of the Great City Schools** to enter into flexibility agreements with select urban school districts that are committed to providing SES to more eligible children.
- The agreements will serve to increase student participation in, and strengthen the quality of, SES programs in these districts.
- **Chicago Public Schools** is the first urban district to enter into a flexibility agreement with the Department; more agreements will be announced in the near future.

- Pilot districts will be eligible to act as SES providers in exchange for expanding students' ability to access SES providers and collecting achievement data to determine SES program effectiveness. Specifically, these districts have agreed to provide:
 - **Early notification** to parents of their children's eligibility to participate in SES;
 - **Extended enrollment periods** so that parents can make the best choice for their child;
 - The **use of district facilities** by non-district providers for a reasonable fee; and
 - Academic data to an **independent third party** to evaluate the effectiveness of SES services.
- Chicago Public Schools estimates that approximately **280,000 students in 357 schools** are eligible to participate in SES programs during the 2005-06 school year.

The SES Pilot Program in Virginia.

- The Department has also entered into a **flexibility agreement with the state of Virginia**. For the 2005-06 school year, Virginia will be allowed to reverse the order in which public school choice and SES are offered in the school improvement timeline in four divisions (districts): Alexandria City, Henry County, Newport News, and Stafford County. As a result, SES will be offered to low-income students in schools marked "in need of improvement" **one year earlier**.
- As part of this flexibility agreement, Virginia has committed to increasing the number of eligible students participating in SES; extending enrollment periods; expanding options for parents; and providing achievement data on students in the SES pilot districts.

For more information about No Child Left Behind visit www.ed.gov or call 1-800-USA-LEARN.



Models: Flexibility and Accountability November 18, 2005

"A growth model is a way for states that are already raising achievement and following the bright line principles of the law to strengthen accountability. We're open to new ideas, but we're not taking our eye off the ball."

Secretary of Education Margaret Spellings

In April, Secretary Spellings announced a New Path for *No Child Left Behind*—a set of common-sense principles to guide States in meeting the law's goals.

- This New Path "equation" includes the primary elements of the law, such as annual testing and reporting of subgroup data, plus increasing student achievement and a narrowing of the achievement gap, plus overall sound state education policies that ensure that progress is being made.
- States that show results and follow the requirements of NCLB are eligible for new tools to help them meet the law's goals of getting every child to grade level by 2014.

One of the approaches States have requested is the use of growth-based accountability models. They show promise as fair, reliable and innovative methods to measure school and student improvement.

- Growth models give schools credit for student improvement over time by tracking individual student achievement year to year.
- The Department convened a group of experts and policymakers to examine and compare various models to determine how growth models could meet the goals of NCLB.
- A pilot program gives the Department the ability to rigorously evaluate growth models and their alignment with NCLB, and to share results with other states.

As part of this new pilot program, States may propose a growth-based accountability model for use in AYP purposes, as long as they meet certain principles. The Department will approve no more than 10 high-quality growth models in this pilot program for 2005-06. The models must:

1. Ensure that all students are proficient by 2014 and set annual goals to ensure that the achievement gap is closing for all groups of students;
2. Set expectations for annual achievement based upon meeting grade-level proficiency, not based on student background or school characteristics;
3. Hold schools accountable for student achievement in reading/language arts and mathematics;
4. Ensure that all students in tested grades are included in the assessment and accountability system, hold schools and districts accountable for the performance of each student subgroup, and include all schools and districts;
5. Include assessments in each of grades three through eight and high school in both reading/language arts and mathematics, must have been operational for more than one year, and must receive approval through the NCLB peer review process for the 2005-06 school year. The assessment system must also produce comparable results from grade to grade and year to year.
6. Track student progress as part of the State data system; and
7. Include student participation rates and student achievement on a separate academic indicator in the state accountability system.

The Department will rigorously monitor and evaluate States that receive approval under the pilot this year.

- Outside peer reviewers with technical expertise will evaluate proposals.
- States that receive approval must provide data to the Department on how the growth model works compared to the current AYP model. This information will be useful to the Department and policymakers and will help inform future actions.
- States that wish to apply and meet the core requirements should submit their proposals to the Department by February 17, 2006, to allow sufficient time for review.

Some States do not have the assessment systems or data capabilities to use a growth model according to the principles above. But under *No Child Left Behind*, States currently have the flexibility to use an index model.

- For States that cannot track individual student progress, an index model provides an alternative that gives schools credit for moving students from "below basic" to "basic" even if they are not yet proficient. The end target of having students proficient in reading and math by 2014 still remains, however.
- Currently, nine states (Massachusetts, Minnesota, Mississippi, New Mexico, New York, Oklahoma, Pennsylvania, South Carolina, and Vermont) use index models to determine AYP.



Highly Qualified Teachers

October 21, 2005

Dear Chief State School Officers:

On January 8, 2002, President George W. Bush and the U.S. Congress agreed to a plan to eliminate our Nation's significant academic achievement gaps, especially in mathematics and reading. This plan, embodied in the No Child Left Behind Act of 2001 (NCLB), recognizes that teacher quality is one of the most important factors in improving student achievement and eliminating these achievement gaps. As a result, the law set the important goal that all students be taught by a "highly qualified teacher" (HQT) who holds at least a bachelor's degree, has obtained full State certification, and has demonstrated knowledge in the core academic subjects he or she teaches. In addition, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) reinforced this goal by aligning the requirements for special education teachers with the NCLB requirements.

Early in the 2005-06 school year, I am pleased to tell you that NCLB is working at the national, State, and local levels. The National Assessment of Educational Progress (NAEP) shows that achievement gaps in reading and mathematics between white and African American 9-year-olds and between white and Hispanic 9-year-olds are closing. We have made more progress closing these gaps in the last five years than in the previous 30 years combined. There is also evidence that States are improving the quality of their teaching forces. School districts are changing their policies to prohibit hiring teachers who do not meet the HQT requirements, and States are now reporting that a significant majority of their teachers are highly qualified. Districts are taking steps to ensure that highly qualified teachers are distributed equitably among classrooms with students from affluent and disadvantaged families by offering extra training or financial incentives to teach in hard-to-staff schools. States are raising standards for teacher preparation programs, and nearly every State now requires beginning teachers to demonstrate knowledge of the subjects that they will be teaching.

However, despite the progress we are making, there is still a lot of work to do to ensure that each State can meet the goal that every child is taught by a highly qualified teacher by the end of the 2005-06 school year. In our ongoing visits and communications with State and local officials, we are often asked what will happen if, despite their best efforts, districts cannot hire a highly qualified teacher for every class in a core academic subject by the end of the 2005-06 school year. Personnel decisions are made at the State and local levels, and the law relies on education leaders in the States to make the best educational decisions for improving student achievement. The purpose of my letter today is to assure you that States that do not quite reach the 100 percent goal by the end of the 2005-06 school year will not lose federal funds if they are implementing the law and making a good-faith effort to reach the HQT goal in NCLB as soon as possible.

REASONABLE APPROACH TO IMPLEMENTATION

The U.S. Department of Education (Department) will determine whether or not a State is implementing the law and making a good-faith effort to reach the HQT goal by examining four elements of implementation of the HQT requirements: (1) the State's definition of a "highly qualified teacher," (2) how the State reports to parents and the public on classes taught by highly qualified teachers, (3) the completeness and accuracy of HQT data reported to the Department, and (4) the steps the State has taken to ensure that experienced and qualified teachers are equitably distributed among classrooms with poor and minority children and those with their peers. In addition, the Department will look at States' efforts to recruit, retain, and improve the quality of the teaching force. If States meet the law's requirements and the Department's expectations in these areas but fall short of having highly qualified teachers in every classroom, they will have the opportunity to negotiate and implement a revised plan for meeting the HQT goal established in statute and regulation by the end of the 2006-07 school year. However, for States that either are not in compliance with the statutory HQT requirements or are not making a good-

faith effort to meet the goal of having all teachers highly qualified, the Department reserves the right to take appropriate action such as the withholding of funds.

As a first requirement in a State's effort to implement the law, it must have a definition of a "highly qualified teacher" that is consistent with the law, and it must use this definition to determine the status of all of its teachers. For new elementary teachers, States must have a test in place to assess subject-area knowledge in the key subjects in the standard elementary school curriculum. Further, for new middle and high school teachers, a State must either test content knowledge or require those teachers to have a college major, a major equivalent, or an advanced degree or credential, in each subject taught, in order to be considered highly qualified. If a State has charter schools, teachers who teach in these schools must have bachelor's degrees and must demonstrate subject-area competence in the same manner as other teachers do before they can be considered highly qualified, but certification requirements can be waived, if permitted by State law. For teachers of special education, States must meet the requirements established in Section 602(10) of IDEA.

The Department has released and periodically updated non-regulatory guidance explaining the HQT provisions, visited every State to provide technical assistance in implementing the provisions, and, thus far, monitored over 30 States' implementation of these provisions. As a result, we are confident that States understand and can faithfully implement the law, set satisfactory definitions of "highly qualified," and make accurate determinations of which teachers meet or do not meet the HQT requirements.

As a second requirement, States and districts must provide parents and the public with accurate, complete reports on the number and percentage of classes in core academic subjects taught by highly qualified teachers. States and districts must provide these data to parents through school, district, and State report cards. In addition, parents of students in schools receiving Title I funds must be notified that they may receive information regarding the professional qualifications of their children's teachers upon request, and they must be notified if their children have been assigned to or taught for four or more consecutive weeks by a teacher who is not highly qualified. We will monitor States' procedures for ensuring that districts implement fully the parents' "right to know" standards.

Complete and accurate reporting of HQT data to the Department is the third requirement. In January 2006, States must submit complete and accurate data to the U.S. Secretary of Education on their implementation of the HQT requirements as part of their Consolidated State Performance Report (CSPR). In addition to reporting the number and percentage of core academic classes being taught by highly qualified teachers in all schools, States must report on the number and percentage of core academic classes being taught in "high-" and "low-poverty" schools. In addition, they must have plans in place to ensure that disadvantaged and minority students are not taught by teachers who are not highly qualified at greater rates than other students. States must also provide additional information in the CSPR that describes the types of classes that still do not have a highly qualified teacher (see enclosure). Accurate data will ensure that teachers and principals know which teachers need additional support and will enable policymakers to determine whether or not resources are being used effectively to address real problems. States that do not submit the required HQT data as part of the CSPR in a timely manner will be out of compliance.

The fourth requirement is that States take action to ensure that inexperienced, unqualified, or out-of-field teachers do not teach poor or minority children at higher rates than other children. The Department, through its State monitoring, is reviewing the steps States are taking to ensure that highly qualified and experienced teachers are distributed equitably between disadvantaged students and their more affluent peers. Given the evidence that teachers are a critical factor in improving student achievement, it is in the best interest of each State to ensure that students who need the most academic support receive instruction from the most effective teachers. The Department will determine whether or not each State is making a good-faith effort in this area.

DATA-BASED PLANNING AND SUPPORT

Findings from our monitoring visits and discussions with State officials indicate that States have the capacity to report accurately, in the CSPR, on the status of their teachers' qualifications. The Department will offer a series of regional data workshops to support States in collecting the additional data on teachers who are not highly qualified that must be submitted in the January 2006 CSPR. States are accountable for producing complete and accurate data on the qualifications of their teaching forces and for using the data to identify areas that pose persistent challenges to having a highly qualified teacher in every classroom. The Department will monitor and verify the accuracy of the CSPR data throughout February and March of 2006.

After the States submit their CSPR data in January 2006, the Department will carefully review the accuracy of the data and determine each State's progress in meeting the HQT goal. If a State is falling short of the HQT goal, but meets all four of the requirements discussed above, the Department will request that the State submit, by May 31, 2006, a revised plan, based on its data, for reaching the HQT goal in the 2006-07 school year.

We know that there are circumstances in which having a highly qualified teacher in every classroom will be a continuing challenge to many States and districts, including, but not limited to, small rural schools, self-contained special education classes, and hard-to-fill advanced secondary courses. For some States and districts, the effects of Hurricanes Katrina and Rita will also have a significant and lingering impact on this work, and the Department will certainly take that into consideration. The revised plan should include detailed information on the activities the State and districts will undertake to ensure that teachers who are not highly qualified become so as quickly as possible, including the steps the State will take to ensure that disadvantaged and minority students are not taught by unqualified teachers at greater rates than are other students, as required by law. It is up to the States and districts to do everything possible to ensure that teachers who are not highly qualified can become highly qualified as soon as possible.

We know that States and districts have made a concerted effort to meet the NCLB goal of ensuring that all teachers of the core academic subjects are highly qualified. Much good work has been done to provide teachers with the training and professional development they need to become highly qualified, and we will continue to share the best practices we have seen in both States and districts. Despite these efforts, we have real concerns that not all States have established appropriate definitions for what a highly qualified teacher is, provided parents and the public with appropriate information on the qualifications of teachers in Title I schools and districts, and reported complete and accurate HQT data to the Department. Therefore, I am establishing the new requirements set forth above.

We look forward to working with you to ensure that all children are taught by highly qualified teachers and to tracking progress toward that goal in the current school year and beyond. As a first step we have invited all of the States to participate in regional data quality workshops, the first of which occurred on October 19 in Chicago, Illinois. We are also available to provide individual technical assistance to States, as necessary, to help them develop the capacity to collect and report complete and accurate teacher qualifications data. If you have any additional questions about the issues discussed in this letter, please contact [M. René Islas](#) in the Office of Elementary and Secondary Education at 202-205-8871. Thank you for your continued commitment to providing a quality education for each child in our Nation.

Sincerely,

/s/

Margaret Spellings



Hurricane Education Recovery Act

December 30, 2005

Dear Chief State School Officers:

I am pleased to inform you that, today, President Bush signed into law the Hurricane Education Recovery Act. The legislation authorizes three new grant programs to assist school districts and schools in meeting the educational needs of students displaced by Hurricanes Katrina and Rita and in helping schools that were closed as a result of the hurricanes to reopen as quickly and effectively as possible. This letter briefly describes each of these programs. More detailed guidance on the three programs and other key provisions of the legislation will be sent to you in the very near future. (For your convenience, I am enclosing a copy of the legislation.)

The new programs are as follows:

(1) Emergency Impact Aid for Displaced Students

Under this program, the Department will award emergency impact aid funding to State educational agencies (SEAs). SEAs will, in turn, provide assistance to local educational agencies (LEAs) for the cost of educating students enrolled in public and non-public schools who were displaced by Hurricanes Katrina and Rita during the school year 2005-2006.

Congress has appropriated \$645 million for the Emergency Impact Aid program. The Department will make four quarterly payments to SEAs based on quarterly counts of displaced students enrolled in public and non-public schools. States will make payments to LEAs based on those counts.

To receive funding, eligible SEAs will need to provide, on an expedited basis as required by the statute, data and other application information that we will be requesting shortly. Based on this information, we will promptly make initial payments to SEAs.

(2) Assistance for Homeless Youth

This program will provide a separate source of funding to SEAs to address the needs of homeless students displaced by Hurricanes Katrina or Rita. The Department will use data on displaced public school students collected under the Emergency Impact Aid program to make allocations under the Assistance for Homeless Youth program.

Congress has appropriated \$5 million for this program. We will be making awards to SEAs in the near future. After receiving their allocations, SEAs will award subgrants to LEAs on the basis of demonstrated need. LEAs must use the funds awarded under this program to support activities that are allowable under the McKinney-Vento Homeless Assistance Act.

(3) Immediate Aid to Restart School Operations

Under this program, the Department is authorized to award funds to the SEAs in Louisiana, Mississippi, Texas, and Alabama. These SEAs, in turn, will provide assistance or services to LEAs and non-public schools to help defray expenses related to the restart of operations in, the reopening of, and the re-enrollment of students in, elementary and secondary schools that serve an area in which a major disaster has been declared related to Hurricanes Katrina or Rita.

Congress has appropriated \$750 million for the Restart program. We know that States, LEAs, and non-public schools in the affected areas have incurred and continue to incur considerable expenses as they seek to reopen schools and are in urgent need of financial assistance. In order to help meet those needs, I am announcing today that the Department will immediately provide \$100 million to Louisiana, \$100 million to Mississippi, \$50 million to Texas, and \$3.75 million to Alabama under the Restart program. Consistent with the legislation, in determining the final, aggregate allocations, we will take into consideration the number of students who were enrolled, during the 2004-2005 school year, in elementary and secondary schools that were closed on September 12, 2005, as a result of Hurricane Katrina, or on October 7, 2005, as a result of Hurricane Rita, and other relevant factors.

We at the U.S. Department of Education are pleased to be able to provide these resources, and we are grateful for all you do on behalf of the children of our great country.

Sincerely,

/s/

Margaret Spellings



Troops to Teachers

This program supports the highly successful work of the Department of Defense's Troops-to-Teachers program. The program was established by the Department of Defense in 1994 to help improve public school education by providing funds to recruit, prepare, and support former members of the military services as teachers in high-poverty schools.

Under this program, the Secretary of Education transfers funds to the Department of Defense for the Defense Activity for Non-Traditional Education Support (DANTES) to provide assistance, including stipends of up to \$5,000, to eligible members of the armed forces so that they can obtain certification or licensing as elementary school teachers, secondary school teachers, or vocational/technical teachers and become highly qualified teachers by demonstrating competency in each of the subjects they teach. In addition, the program helps these individuals find employment in high-need local educational agencies (LEA's) or charter schools. A "high need LEA" is defined as an LEA that has a poverty rate of at least 20 percent or at least 10,000 poor children and has a high percentage of teachers teaching out of field or with emergency credentials. In lieu of the \$5,000 stipends, DANTES may pay \$10,000 bonuses to participants who agree to teach in high-poverty schools. A "high-poverty school" is defined as a school where at least 50 percent of the students are from low-income families or the school has a large percentage of students who qualify for assistance under the individuals with Disabilities Education Act.

Members of the armed forces who wish to receive the program's assistance for placement as an elementary or secondary school teacher must have a baccalaureate or advance degree, and their last period of service in the armed forces must have been honorable. In selecting members of the armed forces to participate in the program, the Department of Defense must give priority to those members who have educational or military experience in science, mathematics, special education, or vocational/technical subjects and who agree to seek employment as teachers in a subject area compatible with their backgrounds.

Kauffman Fellows Program

The Kauffman Fellows Program is an educational program designed to educate and train future venture capitalists and future leaders of high-growth companies. Ultimately, the Fellowship aims to increase wealth and job creation in the United States by supporting the development of high-potential start-up and early stage companies. The Kauffman Fellows Program provides firsthand experience in the venture capital process for exceptional men and women. Fellows spend most of their time in experiential "hands on" learning at selected Venture Capital firms throughout the United States, under the guidance of seasoned industry mentors. Throughout the program, Kauffman Fellows engage in all phases of VC investing, including deal prospecting, terms negotiation, due diligence, and management and exit of portfolio companies. Kauffman Fellows come together several times a year for customized learning programs, designed to complement their day-to-day experience. Kauffman Fellows receive an educational stipend, as well as insurance and other benefits. The minimum requirements for application are a graduate degree and three years' full-time work experience, and permanent US residency. Some additional "common characteristics" of successful applicants include management of people and/or projects, as well as an applied understanding of company-building, finance and technology.



Teacher-to-Teacher Initiative

"Highly skilled teachers are the key to closing the achievement gap and leaving no child behind. The U.S. Department of Education's Teacher-to-Teacher Initiative is helping teachers strengthen their skills by increasing their opportunities to engage in frequent professional development."

-- Secretary of Education Margaret Spellings

The Teacher-to-Teacher Initiative helps teachers to improve student achievement by supporting their professional development.

- Research confirms that teachers are the single most important factor in **raising student achievement**. Highly qualified teachers can maximize every child's potential to meet high academic standards. Good teachers are essential to closing the achievement gap and ensuring that no child is left behind.
- The Teacher-to-Teacher Initiative was created **by teachers for teachers**. It provides convenient access to free professional development activities and keeps teachers informed of new policies and best practices vital to their craft.
- The Initiative **reaches out to States and school districts** so that teachers will have the opportunity to **receive credit** toward professional development requirements.
- The Initiative offers help anytime, anywhere through **free online digital workshops**, an **eLearning website** and popular **teacher-to-teacher workshops** held in cities from coast to coast.
- The Initiative honors teachers for their hard work and dedication through the **American Stars of Teaching** award.

The Teacher-to-Teacher Initiative is working and is being expanded so more teachers can take advantage.

- The Initiative has helped **more than 200,000 teachers** learn effective strategies for raising student achievement -- and is expected to reach teachers of **more than one million students** within the coming year.
- Today, **all 50 states and the District of Columbia** grant professional development credit for Teacher-to-Teacher participation.
- The next round of Teacher-to-Teacher summer workshops begins in **Atlanta, Georgia** in 2006.
- The number of free online digital courses is being **expanded to 32** by Sept. 2005, with more to come.
- The Initiative is partnering with TechNet, a group of technology companies, to create **urban teacher workshops** focusing on math, science and technology.

The Teacher-to-Teacher Initiative is engaging the nation's best teachers and principals to share strategies for raising student achievement.

- **NEW! Teacher-to-Teacher Training Corps:** The Corps invites effective teachers and practitioners experienced in **scientifically based instruction** to share what they've learned with other teachers and district officials. Corps members will host regional workshops and provide on-site technical assistance, e-mail mentoring, webcasts and personal follow-up visits to other educators. They will also become eligible

to lead presentations at the Department's 2006 summer workshops. For information about applying, contact www.ed.gov/teacherinitiative

- **Teacher Workshops:** After an overwhelmingly positive response, the U.S. Department of Education hosted another series of **free summer workshops** in 2005 in Cincinnati, Minneapolis, San Jose, Phoenix, Tampa and Bethesda, Maryland. The sessions featured prominent teachers and principals sharing research-based practices they successfully applied in the classroom. Topics included research-based professional development, effective use of data, and teaching strategies to reach all students. Reading, mathematics, science, history and the arts were among the subjects covered.
- **eLearning:** Designed for both teachers and principals, eLearning models successful classroom **teaching strategies** and supports mastery of **academic content**, combined with classroom application, follow-up activities and an online assessment. It's simple: access the website (www.ed.gov/teacherinitiative), enroll, complete the course, take an assessment, complete the follow-up activities, and incorporate what you learn in the classroom. Sessions are developed from the highly successful summer and fall workshops.
- **"Teachers Ask the Secretary":** This easy-to-use interactive feature (<http://www.ed.gov/teachersask>) allows teachers to ask questions of the Secretary of Education and obtain answers on a wide range of issues, including Hurricane Katrina response, teacher quality, professional development, and meeting state academic standards. The page will be regularly updated to cover as many topics as possible.
- **"Hurricane Help for Schools":** The Department of Education has launched the "Hurricane Help for Schools" webpage (www.ed.gov/katrina) to serve as a nationwide clearinghouse addressing the needs of the affected children and schools and districts serving displaced students.
- **Teacher Updates:** Teachers may receive electronic updates from the Department of Education by signing up at www.ed.gov/teacherinitiative. These "e-bytes" address topics such as federal education policy and professional development opportunities, and provide links to classroom teaching and learning aids.
- **Teacher Roundtables:** The Department has hosted numerous teacher roundtables on various subjects so Department officials could listen to and interact with educators.
- **American Stars:** American Stars in Teaching recognizes and honors superior teachers with a track record of improving student achievement, using innovative instructional strategies and making a difference in the lives of their students. Candidates may be nominated by anyone -- parents, principals, school officials or former students. Names of the 2005 awardees will be posted in October; nominations for 2006 open in January. To nominate a teacher or learn about previous awardees, go to <http://www.ed.gov/teachers/how/tools/initiative/american-stars.html>

Call 1(888) 814-6252 or visit www.nclb.gov for more information on No Child Left Behind.



CONTACT INFORMATION

United States Department of Education
Office of the Secretary's Regional Representative
111 N. Canal Street
Suite 1094
Chicago, Illinois 60606
Telephone: 312-353-8192
Facsimile: 312-353-5147
Web site: www.ed.gov

Kristine Cohn
Secretary's Regional Representative

Todd Zoellick
Deputy Secretary's Regional Representative

Where to Go for More Information

Federal Resources

For information on *No Child Left Behind* and the U. S. Department of Education, call toll-free at 1-800-USA-LEARN. Or check the first two Web sites given below:

No Child Left Behind – www.NoChildLeftBehind.gov

U.S. Department of Education – www.ed.gov

The White House – www.whitehouse.gov

State and Local Resources

To locate a State Education Agency:

<http://nces.ed.gov/ccd.ccseas.html>

Note: The State Education Agency Web site should also provide links to Local Education Agencies' web sites.

To locate a particular school, use the Nation-wide School Locator:

<http://nces.ed.gov/globallocator>

Topics

Adequate Yearly Progress – www.nclb.gov/start/facts/yearly.html

Accountability – www.nclb.gov/next/faqs/accountability.html