



No Child Left Behind Act

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What is NCLB?

- Was the main law for K–12 general education in the United States from 2002–2015
- The law held schools accountable for how kids learned and achieved.
- The law was controversial because it penalized schools that didn't show improvement.

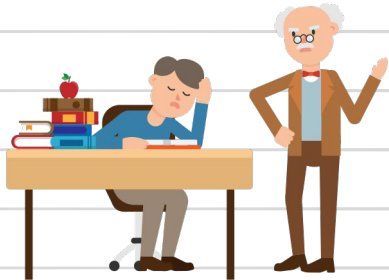
Goals:

- close student achievement gaps
- providing all children with a fair, equal, and significant opportunity
- to obtain a high-quality education.
- Offer more than 1 billion a year towards education



Pros NCLB

- Socioeconomic gaps had less influence
- Teacher qualifications were emphasized
- Minority students could provide an equal contribution
- Improved student test scores
- Quality State Academic Content
- Extra Help



Cons NCLB

- Schools tied student performance to teacher salaries
- Created teacher shortages in many communities
- Smart children do not always perform well on standardized tests
- Negatively changed the goal of learning
- The structure of NCLB was more about money than student learning
- It never really addressed the core issues behind poor student learning

No Child Left Behind > Every Student Succeeds Act

- ESSA was passed in 2015 by the Obama Administration, therefore replacing the controversial **No Child Left Behind Act (NCLB)**.

Some additions to the NCLB that makes it the ESSA...

- Allows for alternate academic achievement standards for students with cognitive disabilities
- Limits the federal government's role in elementary and secondary education
 - moving more accountability and responsibility to the state
 - the standardized testing that was so widely criticized during No Child Left Behind remains in this program but is slightly less frequent



We won't see the final effect of ESSA till the 2021-2022 school year!

Why ESSA?

- Includes investments made into high-quality preschool
- Every state is required to measure performance in reading, math, and science
 - must inform parents about their standards and their results (limit in standardized tests, allows more computer based testing)
- All states have to develop a concise and easily understandable “State Report Card” (online accessible) and provides parents important information on test performance in R,M, and S
 - graduation rates, suspensions, absenteeism, teacher qualifications, and etc.
- States are required to report how much money, on average, they spend per student. (Per Pupil Expenditures)
- States must list their lowest performing 5% of schools; these schools require “comprehensive support and improvement” intervention (evidence based)
- Extends flexibility for funds to be invested in career and technical education
 - transportation for students to attend higher performing schools



Ambitious yet Achievable Long-Term Goals for All Students

Decrease the percentage of non-proficient and non-graduating students in each subgroup by 50% by the end of the 2030 school year.

4-Year Graduation Rate Goal:
84.3% → 92.1%

ELA Goal:
52.09% → 76.05%

Math Goal:
40.49% → 70.25%

Long-term goals for English Learners :

% Meeting Targets:
41.3% → 77.1%

National

Four-Year Adjusted Cohort Graduation Rate		
Subgroup	Starting Point (2014-2015)	Long-Term Goal (2030)
All students	84.3%	92.1%
Economically disadvantaged students*	73.7%	86.8%
Children with disabilities*	63.7%	81.9%
English learners	68.7%	84.3%
African American	81.8%	90.6%
American Indian or Alaska Native	65.8%	82.9%
Asian or Native Hawaiian/Other Pacific Islander	93.7% – Asian >95.0% – Hawaiian	>95.0%
Hispanic or Latino	79.8%	90.0%
White	87.0%	93.5%

*These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.

Student Group	English/Language Arts		Mathematics	
	2016	2030	2016	2030
All Students	39.34%	69.67%	33.76%	66.88%
American Indian or Alaska Native	34.49%	67.24%	26.19%	63.09%
Asian	66.24%	83.12%	67.26%	83.63%
Black or African American	23.85%	61.92%	16.26%	58.13%
Hispanic/Latino of any race	25.63%	62.82%	20.31%	60.16%
Native Hawaiian or Other Pacific Islander	42.23%	71.11%	36.26%	68.13%
White	52.93%	76.46%	48.71%	74.36%
Two or more races	45.34%	72.67%	38.54%	69.27%
Students with disabilities	8.52%	54.26%	9.31%	54.65%
English Learner	4.33%	52.16%	8.36%	54.18%
Economically disadvantaged students	21.61%	60.80%	16.64%	58.32%

MD

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