



No Child Left Behind Act Fact Sheet on Accountability

What is the No Child Left Behind Act of 2001?

The *No Child Left Behind (NCLB) Act of 2001* is a landmark in education reform designed to improve student achievement and change the culture of America's schools. It is driving education policy for all children. The \$15 billion program was enacted January 8, 2002 and reauthorizes the *Elementary and Secondary Education Act (ESEA)*-the principal federal law affecting education from kindergarten through high school). The 2003-2004 school year is the second year of implementation of the Act. Title 1 of the Act focuses on improving the academic achievement for the disadvantaged.

What are the principal components of NCLB?

NCLB is built on four themes: (1) accountability for results; (2) an emphasis on doing what works based on scientific research; (3) expanded parental options; and (4) expanded local control and flexibility. Issues that significantly impact speech-language pathologists and audiologists in school settings include:

- € “highly qualified” teachers and paraprofessionals;
- € Use of accommodations, modifications, and alternate assessments for students with disabilities;
- € assessment of English language learners;
- € sanctions for schools identified as in need of improvement, including the provision of supplemental services; and
- € accountability and adequate yearly progress.

What is the centerpiece of NCLB?

Accountability is the centerpiece of NCLB. The Act requires states to implement statewide accountability systems covering all public schools and students. These systems must be based on challenging state standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years. The Act requires a single statewide accountability system that will be effective in ensuring that all districts and schools make adequate yearly progress.

NCLB requires states to use accommodations, modifications, and alternate assessments, as required by the Individuals with Disabilities Education Act, and as needed, to ensure that students with disabilities participate fully in NCLB testing. On March 20, 2003 the U.S. Department of Education issued proposed rules regarding state, local education

agency (LEA), and school accountability for the academic achievement of students with the most significant cognitive disabilities that would establish a 1% cap for students with the most significant cognitive disabilities whose achievement could be measured against alternate achievement standards.

What does “adequate yearly progress” (AYP) mean?

Each state establishes a definition of AYP to use each year to determine the achievement of each school district and school. Assessment results and state progress objectives must be broken out by poverty, race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind. The new definition of AYP is diagnostic in nature, and intended to highlight where schools need improvement and should focus their resources.

- € Student achievement is judged relative to annual measurable objectives to determine if the school or LEA made AYP.
- € The school and each subgroup of students must:
 - o meet the annual objective, or
 - o decrease the percent of students who are not proficient by 10% and make progress on another indicator.
- € Method for calculating AYP ensures that schools and districts are focused on the accountability goal — all students proficient.

What are the components of AYP?

Test Performance

- € % Proficient — Reading/Language Arts
- € % Proficient — Mathematics

Test Participation

- € Reading/Language Arts
- € Mathematics

Other Indicator(s)

- € Graduation Rate
- € Other - the state may, but is not required to, increase the goals of its other academic indicators over the course of the timeline

What are AYP requirements?

- € Same high standards of academic achievement for all students within the state
- € A statistically valid and reliable accountability system
- € Continuous and substantial academic improvement for all students

- € Separate measurable annual objectives for achievement
 - All students
 - Racial/ethnic minorities
 - Economically disadvantaged students
 - Students with disabilities (IDEA, Sec. 602)
 - Students with limited English proficiency
 - Graduation rates for HS and one other indicator for other schools

What happens to schools that do not show AYP?

States must determine if each school and district (even those that do not receive Title I funds) make AYP, and identify for improvement any Title I school that does not meet the state's definition of AYP for two consecutive years. Children are eligible for school choice when the Title I school they attend has not made AYP in improving student achievement as defined by the state for two consecutive years or longer and is therefore identified as needing improvement, corrective action or restructuring. The third year of missing AYP requires the provision of supplemental educational services. Districts and schools not participating under Title I are not subject to the requirements of Sec. 1116 regarding school improvement.

School districts and schools that fail to make AYP toward statewide proficiency goals will, over time, be subject to improvement, corrective action, and restructuring measures aimed at getting them back on course to meet state standards. The statute grants flexibility to state and LEAs to direct resources and tailor interventions to the needs of individual schools. Schools that meet or exceed AYP objectives or close achievement gaps will be eligible for State Academic Achievement Awards.

What do Local Education Agencies (LEAs) need to do?

Each Title I LEA must

- € review annually the progress of each Title I school to determine whether the school is making AYP
- € publish and disseminate results to parents, teachers, schools and the community
- € review the effectiveness of activities to provide parent involvement, professional development, and other Title I activities

How does a state make AYP?

Annual peer review

- € determines whether the state made AYP for each subgroup of students [as defined in 1111(b)(2)]
- € determines whether the state met its annual measurable achievement objectives for limited English proficient (LEP) attainment of English proficiency under Title III

€ starts with the beginning of the third school year of implementing Title I Part A and Title III Part A

Annual testing in reading and math for grades 3-8 and once for grades 10-12 is required, and must be based on state academic standards and curricula. If states do not have these they must establish standards and curricula and develop these tests.

Additional Resources:

U.S. Department of Education Web site on NCLB

(<http://www.ed.gov/nclb/landing.jhtml>)

State Department of Education Web site

(http://www.nasdse.org/state_departments_of_education.htm)

IDEA and ESEA: Intersection of Access and Outcomes

(<http://www.nea.org/specialed/ideaeseaintersection.html>)