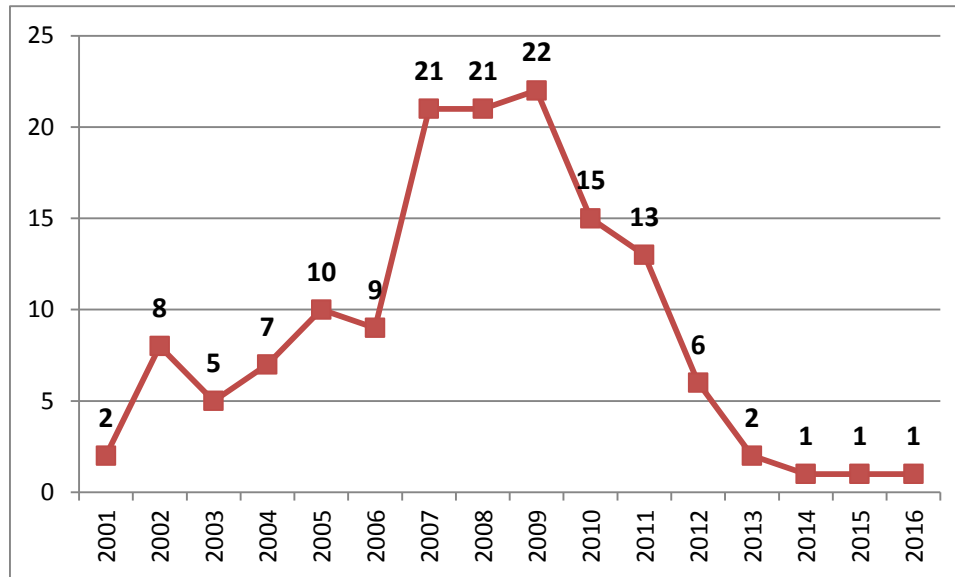


Suche “NCLB” in CEP Center of Education Policy (<https://www.cep-dc.org/data/searchquery.cfm?search=Yes>) 5.6.2019

Autor: Lorenz Lassnigg (lassnigg@ihs.ac.at)

Verteilung der Treffer



Titel der Treffer, nach Jahren aufsteigend geordnet (die Originalsuche ordnet alphabetisch)

- | | |
|------|---|
| 2001 | Defining Adequate Yearly Progress: Strengthening Responsibility for Results Without Toppling State Accountability Systems
The Future of the Federal Role in Elementary and Secondary Education |
| 2002 | A New Federal Role in Education
Knocking on Your Door
Maryland Points to the Future
New Leadership for New Standards
State High School Exit Exams 2002 Annual Report
TestTalk for Leaders-Issue 1: Teaching to the Test: The Good, the Bad, and Who Is Responsible |

	TestTalk for Leaders-Issue 2: What Tests Can and Cannot Tell Us
	What to Expect From the No Child Left Behind Act
2003	A Tale of Three Cities: Urban Perspectives on Special Education
	From the Capital to the Classroom: State and Federal Efforts to Implement the No Child Left Behind Act
	Implementing the No Child Left Behind Act: A First Look Inside 15 School Districts in 2002-03
	Keeping Score
	State High School Exit Exams 2003 Annual Report: Put to the Test
2004	2004 Election Results and the No Child Left Behind Act
	From the Capital to the Classroom: Year 2 of the No Child Left Behind Act
	Rule Changes Could Help More Schools Meet Test Score Targets for the No Child Left Behind Act
	State High School Exit Exams 2004 Annual Report: A Maturing Reform
	TestTalk for Leaders-Issue 3: My School Didn't Make Adequate Yearly Progress - So What Does That Mean?
	Title I Funds - Who's Gaining, Who's Losing, and Why (School Year 2004-2005)
	Washington Post Op-Ed: Talk Tough, but ...
2005	From the Capital to the Classroom: Year 3 of the No Child Left Behind Act
	Hope but No Miracle Cures: Michigan's Early Restructuring Lessons
	Identifying School Districts for Improvement and Corrective Action Under the No Child Left Behind Act
	NCLB Policy Brief 1
	NCLB Policy Brief 2
	NCLB Policy Brief 3
	NCLB Policy Brief 4
	State High School Exit Exams 2005 Annual Report: States Try Harder, But Gaps Persist
	States Test Limits of Federal AYP Flexibility
	Title I Funds - Who's Gaining and Who's Losing: School Year 2005-06 Update
2006	A Shell Game: Federal Funds to Improve Schools
	CEP Roundtable Discussions on Improving NCLB's Highly Qualified Teacher Provisions - November 29, 2006
	CEP Roundtable Discussions on Improving NCLB's Highly Qualified Teacher Provisions - October 17, 2006
	Keeping Watch on Reading First
	State High School Exit Exams 2006 Annual Report: A Challenging Year
	State High School Exit Exams: 2006 Policy Briefs
	Ten Big Effects of the No Child Left Behind Act on Public Schools
	Title I Funds - Who's Gaining and Who's Losing: School Year 2006-07 Update
	Wrestling the Devil in the Details: An Early Look at Restructuring in California
2007	Answering the Question That Matters Most: Has Student Achievement Increased Since No Child Left Behind?

	<p>Beyond the Mountains: An Early Look at Restructuring Results in California</p> <p>English Language Learners' Provisions of the No Child Left Behind Act</p> <p>Making Mid-Course Corrections: School Restructuring in Maryland</p>
	<p>NCLB Year 5: Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era</p> <p>NCLB Year 5: Educational Architects: Do State Education Agencies Have the Tools Necessary to Implement NCLB?</p> <p>NCLB Year 5: Implementing the No Child Left Behind Teacher Requirements</p> <p>NCLB Year 5: Moving Beyond Identification: Assisting Schools in Improvement</p> <p>NCLB Year 5: Reading First: Locally Appreciated, Nationally Troubled</p> <p>NCLB Year 5: State Implementation of Supplemental Educational Services under the No Child Left Behind Act</p> <p>No Child Left Behind at Five: A Review of Changes to State Accountability Plans</p> <p>Principles for Reauthorizing the Teacher Provisions of the No Child Left Behind Act and the Higher Education Act</p>
	<p>Reauthorizing the Elementary and Secondary Education Act of 1965: Recommendations from the Center on Education Policy</p> <p>State High School Exit Exams 2007 Annual Report: Working to Raise Test Scores</p> <p>State High School Exit Exams: 2007 Policy Briefs</p> <p>Students with Disabilities' Provisions of the No Child Left Behind Act: Summary of a Roundtable Discussion and Guiding Principles for Reauthorization of ESEA/NCLB</p> <p>Testimony of Jack Jennings Before the House Education and Labor Committee</p> <p>Testimony of Jack Jennings Before the House Education and Labor Subcommittee on Early Childhood, Elementary and Secondary Education</p> <p>Testimony of Jack Jennings before the Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education</p> <p>Title I Funds - Who's Gaining, Who's Losing: School Year 2007-08 Update</p> <p>What Now? Lessons from Michigan About Restructuring Schools and Next Steps Under NCLB</p>
2008	<p>A Call to Restructure Restructuring: Lessons from the No Child Left Behind Act in Five States</p> <p>Building on State Reform: Maryland School Restructuring</p> <p>CEP Annual Report, 2008</p> <p>CEP Testimony on NCLB School Restructuring</p> <p>Forums: Rethinking the Federal Role in Elementary and Secondary Education</p> <p>From the Capital to the Classroom: Year 5 of the No Child Left Behind Act</p> <p>Has Student Achievement Increased Since 2002? State Test Score Trends Through 2006–07</p> <p>It Takes More Than a Hero: School Restructuring in Ohio Under the No Child Left Behind Act</p> <p>Lessons From The Classroom Level: Federal and State Accountability in Illinois</p> <p>Lessons From The Classroom Level: Federal and State Accountability in Rhode Island</p>
	<p>Managing More Than a Thousand Remodeling Projects: School Restructuring in California</p> <p>Many States Have Taken a "Backloaded" Approach to No Child Left Behind Goal of All Students Scoring "Proficient"</p> <p>NCLB Year 5: Instructional Time in Elementary Schools: A Closer Look at Changes for Specific Subjects</p> <p>NCLB Year 5: Some Perspectives from Rural School Districts on The No Child Left Behind Act</p>

	<p>Open Letter to District of Columbia Public School Officials on School Restructuring</p> <p>Restructuring Under the No Child Left Behind Act in Maryland: 2007-08 Follow-Up Report</p> <p>State High School Exit Exams 2008 Annual Report: Moving Toward End-of-Course Exams</p> <p>State High School Exit Exams: 2008 Policy Briefs</p> <p>The Sit Down Dinner: Formalizing Restructuring Under the No Child Left Behind Act in Michigan</p> <p>Title I Funds - Who's Gaining, Who's Losing: School Year 2008-09 Update</p> <p>Uncharted Territory: An Examination of Restructuring Under NCLB in Georgia</p>
2009	<p>Beyond Restructuring: Ohio Retools State Support for High-Need Districts Through Differentiated Accountability</p> <p>Big Money for School Improvement: Title I School Improvement Funds Under the American Recovery and Reinvestment Act of 2009 (ARRA) and the Fiscal Year 2009 Appropriations</p> <p>CEP Forum 5 on Rethinking the Federal Role: Economic Stimulus Package</p> <p>CEP on Pennsylvania Test Results</p> <p>Commissioned Papers for CEP's Project to Rethink the Federal Role in Elementary and Secondary Education</p> <p>Differentiating and Simplifying: Transforming School Restructuring under No Child Left Behind in New York</p> <p>Education Week Commentary: Rethinking 'Restructuring'</p> <p>Expanded Learning Time: A Summary of Findings from Case Studies in Four States</p> <p>Expanding Restructuring and Taking on High Schools: An NCLB Follow-up Report in Michigan</p> <p>How State and Federal Accountability Policies Have Influenced Curriculum and Instruction in Three States: Common Findings from Rhode Island, Illinois, and Washington</p> <p>Intensified Support: Changes in School Restructuring in Georgia under the No Child Left Behind Act</p> <p>Lessons From The Classroom Level: Federal and State Accountability in Washington State</p> <p>Looking For New Ways to Make Progress: School Restructuring in Maryland, 2008-09 Follow-Up Report</p> <p>Mining the Opportunities in Differentiated Accountability: Lessons Learned from the No Child Left Behind Pilots in Four States</p> <p>State High School Exit Exams 2009 Annual Report: Trends in Test Programs, Alternate Pathways, and Pass Rates</p> <p>State Student Achievement Testing Data</p> <p>State Test Score Trends Through 2007-08, Part 1: Is the Emphasis on Proficiency Shortchanging Higher- and Lower-Achieving Students</p> <p>State Test Score Trends Through 2007-08, Part 2: Is There a Plateau Effect in Test Scores?</p> <p>State Test Score Trends Through 2007-08, Part 3: Are Achievement Gaps Closing and Is Achievement Rising for All?</p> <p>State Test Score Trends Through 2007-08, Part 4: Has Progress Been Made in Raising Achievement for Students with Disabilities?</p> <p>Summary: Lessons from the Classroom Level about Federal and State Accountability in Rhode Island and Illinois</p> <p>Top Down, Bottom Up: California Districts in Corrective Action and Schools in Restructuring under NCLB</p>
2010	<p>A Call to Action to Raise Achievement for African American Students</p> <p>Better Federal Policies Leading to Better Schools</p> <p>How Many Schools and Districts Have Not Made Adequate Yearly Progress? Four-Year Trends</p> <p>How Many Schools Have Not Made Adequate Yearly Progress Under the No Child Left Behind Act?</p> <p>Improving Achievement for the Growing Latino Population Is Critical to the Nation's Future</p>

	Improving Low-Performing Schools: Lessons from Five Years of Studying School Restructuring under No Child Left Behind
	Policy Implications of Trends for Asian American Students
	State High School Tests: Exit Exams and Other Assessments
	State Test Score Trends Through 2007-08, Part 5: Are There Differences in Achievement Between Boys and Girls?
	State Test Score Trends Through 2007-08, Part 6: Has Progress Been Made in Raising Achievement for English Language Learners?
	State Test Score Trends Through 2008-09, Part 1: Rising Scores on State Tests and NAEP
	State Test Score Trends through 2008-09, Part 2: Slow and Uneven Progress in Narrowing Gaps
	The Achievement Gap: Slow and Uneven Progress for Students
	The Policy and Politics of Rewriting the Nation's Main Education Law
	The Window is Closing on Sensible School Reform
2011	A Serious Step Backward
	AYP Results for 2010-11
	Discussion of CEP Report State Test Score Trends Through 2008-09, Part 3: Student Achievement at 8th Grade
	Discussion of CEP Report State Test Score Trends Through 2008-09, Part 5: Progress Lags in High School, Especially for Advanced Achievers
	Federal Aid to the Schools - Wasteful or Helpful?
	Get the Federal Government Out of Education? That Wasn't the Founding Fathers' Vision
	Get The Federal Government Out Of Education? That Wasn't The Founding Fathers' Vision
	Have We Gotten It Wrong on School Reform?
	Public Radio Podcast on the Future of the No Child Left Behind Act
	State Test Score Trends Through 2008-09, Part 3: Student Achievement at 8th Grade
	State Test Score Trends Through 2008-09, Part 4: Is Achievement Improving and Are Gaps Narrowing for Title I Students?
	State Test Score Trends Through 2008-09, Part 5: Progress Lags in High School, Especially for Advanced Achievers
	Turning Around the Lowest Performing Schools: A Noble Goal and a Daunting Challenge
2012	AYP Results for 2010-11 — May 2012 Update
	AYP Results for 2010-11 — November 2012 Update
	Major Accountability Themes of Second-Round State Applications for NCLB Waivers
	NCLB Waivers and Accountability
	State High School Exit Exams: A Policy in Transition
	The Evolution of the Center on Education Policy: From An Idea To A Major Influence
2013	States' Perspectives on Waivers: Relief from NCLB, Concern about Long-term Solutions
	Year 3 of Implementing the Common Core State Standards: State Education Agencies' Views on the Federal Role
2014	Amid the Chaos of Washington Lies Opportunity
2015	As policymakers consider a reauthorized ESEA, let's try using what we know about federal policies for school improvement.
2016	To Show Teachers Appreciation, We Can Start By Listening

Treffer vollständig, nach Jahren aufsteigend geordnet (die Originalsuche ordnet alphabetisch)

2004	<p>Title: 2004 Election Results and the No Child Left Behind Act Author: CEP Abstract: Published in the Fall 2004 issue of Notebook, a publication of the Grantmakers in Education association, this articles touches on effects the coming election might have on the No Child Left Behind Act. Keyword: 2004 Election Results and the No Child Left Behind Act, 2004, Grantmakers in Education association, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, Title I, What does the future hold for the Bush Administration's signature education initiative?, Jack Jennings, John Kerry, George Bush, Congress, Notebook Publication Date: September 1, 2004 Article (PDF format, 264 KB) Topic: Federal Education Policy & Programs</p>
2001	<p>Title: Defining Adequate Yearly Progress: Strengthening Responsibility for Results Without Toppling State Accountability Systems Author: Mary Jean LeTendre Abstract: This report, requested by CEP, was written to assist the House and Senate in designing the adequate yearly progress provisions for the No Child Left Behind Act. Keyword: Defining Adequate Yearly Progress: Strengthening Responsibility for Results Without Toppling State Accountability Systems, AYP, student performance, measurement, high-stakes test, school progress, student progress, achievement, accountability system, No Child Left Behind, NCLB, performance, minority, economically disadvantaged, federal mandate, federal law, government mandate, micromanage, state control, local control, federal control, federal role, government role, improvement, proficiency, Department of Education, Elementary and Secondary Education Act, ESEA, standards-based, standards, intervention, failing school, Bush administration, George W. Bush, President Bush, high-poverty, Title I, Texas, statewide system, nationwide system, prescriptive, 100% proficiency, 2014, percentage proficient, achievement gap, close gap Publication Date: January 1, 2001 Full Report (PDF format, 52.9 KB)</p>
2001	<p>Title: The Future of the Federal Role in Elementary and Secondary Education Author: CEP Abstract: This collection of invited papers presented at the December 2000 conference discuss the history of, present problems and strengths with, and possible future direction of the federal role in elementary and secondary education. Presented Papers: "An Education Agenda for the Congress and New Administration" by Jack Jennings "Federal Aid to Education Since World War II-Purpose and Politics" by Carl F. Kaestle "New Federal Roles in Education" by Richard Rothstein "Rethinking the Federal Role in Elementary and Secondary Education" by Paul T. Hill "The Federal Role in Standards-Based Reform" by Margaret E. Goertz "The Elementary and Secondary Education Act and Standards-Based Reform" by Paul E. Barton "Refashioning the Federal Role in Education--Keep it Focused-Keep It Simple" by Elizabeth Pinkerton "Title I--Politics, Poverty, Knowledge" by David K. Cohen & Susan L. Moffitt Keyword: The Future of the Federal Role in Elementary and Secondary Education, Congress, Administration, Bush, Department of Education, No Child Left Behind, NCLB, policy, politics, federal role, federal control, mandate, regulation, official, local control, district control, teacher association, lessons, federal program, education program, standards-based, reform, accountability, achievement, raise achievement, low-performing, underserved, at risk, equity, equality, opportunity, failing school, underachieving, private school, capacity, curriculum, history, federal aid, involvement, scholarship, Congress, house of representatives, senate, reauthorization, ESEA, elementary and secondary education act, hands-off, simple, scale-back, Title I, poverty, Supreme Court, opposition, religion, assistance, overview, legislation, discretionary, electorate, democracy, incentive, reward, consequence, finance, appropriate, aid, tax, comparable, failure, support, standards, minority, test, high-stakes test, monitor, evaluate, special needs, special ed, recruitment, teacher training, grants Publication Date: February 1, 2001 Introduction (PDF format, 34.8 KB)</p>

	Topic: Public School Facts & History
2002	<p>Title: A New Federal Role in Education Author: Jack Jennings, Diane Stark Rentner, Nancy Kober Abstract: This offers a brief overview of the provisions in the No Child Left Behind Act. Keyword: A New Federal Role in Education, 2002, Jack Jennings, Diane Stark Rentner, Nancy Kober, No Child Left Behind, NCLB, President Bush, testing, Accountability, National Assessment of Educational Progress, NAEP, DISAGGREGATED TEST SCORES, achievement gap, report card, failing schools, teacher qualifications, PARAPROFESSIONAL QUALIFICATIONS, Title I, Reading First, highly qualified Publication Date: September 1, 2002 Full Report (PDF format, 139 KB)</p>
2002	<p>Title: Knocking on Your Door Author: Jack Jennings Abstract: This article reprinted from the "American School Board Journal" describes the immediate and long term impact of the implementation of the No Child Left Behind Act. Keyword: Knocking on Your Door, With 'No Child Left Behind' the federal government is taking a stronger role in your schools, 2002, Jack Jennings, American School Board Journal, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, Title I, federal role, teacher quality, student achievement, President Bush, President Clinton, Rod Paige, capacity, technical assistance, failing schools, federal law Publication Date: September 1, 2002 Article (PDF format, 148 KB)</p>
2002	<p>Title: Maryland Points to the Future Author: Jack Jennings Abstract: The Next Phase of Education Reform - A summary of the recommendations by Maryland to implement the No Child Left Behind Act and the implications for other states. Keyword: Maryland Points to the Future, Standards-based reform, testing, accountability, high-stakes test, achievement, raise achievement, Visionary Panel for Better Schools, Nancy Grasmick, Superintendent Grasmick, high standards, standards, No Child Left Behind, NCLB, accountability system, assessment, assessment system, proficiency level, percent proficient, curriculum guidelines, high school assessments, low-performing school, failing school, standards and rewards, intervention, student performance, performance-based assessment, highly qualified teacher, certification, high-qualified principal, reform plan Publication Date: April 1, 2002 Summary (PDF format, 136 KB) Topic: Federal Education Policy & Programs</p>
2002	<p>Title: New Leadership for New Standards Author: Jack Jennings Abstract: This column from the Wallace Readers Digest Funds, "Leaders Count Report," indicates the key points of the No Child Left Behind Act and its impact on educational and community leaders. Keyword: New Leadership for New Standards, 2002, Jack Jennings, Wallace Readers Digest Funds, Leaders Count Report, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, Title I, President Bush, federal policy, school leaders, low-income, achievement gap, test data Publication Date: January 1, 2002 Article (PDF format, 9.53 KB) Topic: Federal Education Policy & Programs</p>
2002	<p>Title: State High School Exit Exams 2002 Annual Report Author: Naomi Chudowsky, Nancy Kober, Keith Gayler, Madlene Hamilton Abstract: This report is the first in an annual series of reports on exit exams as part of the implementation of the No Child Left Behind Act. Keyword: State High School Exit Exams 2002 Annual Report, achievement gaps, ACT, Alabama, Alabama high school graduation exam, AHSGE, Alaska, alignment, Alternative Routes, Arizona, assessments, Basic Skills Test, BST, California, diplomas, disaggregated graduation rates, end-of-course exam, EOC, English language learners, ELL, exams, exemptions, exit exams, Florida, Florida comprehensive assessment test, FCAT, free or reduced-price lunch, FRPL, gateway examination, GE, GED, Georgia, Georgia High School Graduation Test, GHSGT, Graduation Exit Exam, GEE, Graduation Qualifying Exam, GQE, graduation rates, High School, high school proficiency assessment, HSAP, High School Proficiency Assessment, HSPA, High School Proficiency Examination, HSPE, Indiana, Individuals with Disabilities Act, IDEA, limited English proficient, LEP,</p>

	<p>Louisiana, Maryland, Massachusetts, Massachusetts Comprehensive Assessment System, MCAS, minimum competency exams, Minnesota, Mississippi, national assessment of educational progress, NAEP, National Center for Education Statistics, NCES, Nevada, New Jersey, New Mexico, New Mexico High School Competency Examination, NMHSCE, New York, No Child Left Behind, NCLB, North Carolina, North Carolina Competency Tests, Ohio, pass rates, Regents Examinations, remediation, SAT, South Carolina, standards, standards of learning end-of-course exams, SOL, standards-based reform, state standards, Tennessee, tests, Texas, Texas Assessment of Academic Skills, TAAS, Texas Assessment of Knowledge and Skills, TAKS, Utah, Virginia, waivers, Washington</p> <p>Publication Date: August 1, 2002 Full Report (PDF format, 879 KB) Topic: High School Exit Examinations</p>
2002	<p>Title: TestTalk for Leaders-Issue 1: Teaching to the Test: The Good, the Bad, and Who Is Responsible Author: Nancy Kober Abstract: Issue 1: Teaching to the Test: The Good, the Bad, and Who Is Responsible - A brief review of what constitutes good and bad practices in "teaching to the test." Keyword: Test Talk, Teaching to the Test: The Good, the Bad, and Who's Responsible, testing, teaching to the test, accountability, standards, tests scores, No Child Left Behind, NCLB, curriculum, assessment, domain, Fairfax County Virginia, Montgomery County Maryland, Massachusetts, ethical practices, high-stakes testing, low-stakes testing, moderate-stakes testing, standardized tests, standards based reforms, test-taking skills, unethical practices, cheating, Publication Date: June 1, 2002 Issue 1 (PDF format, 145 KB) Topic: Public School Facts & History</p>
2002	<p>Title: TestTalk for Leaders-Issue 2: What Tests Can and Cannot Tell Us Author: Nancy Kober Abstract: Issue 2: What Tests Can and Cannot Tell Us - A brief overview of the pluses and minuses of standardized testing. Keyword: Test Talk, What Tests Can and Cannot Tell Us, tests, accountability, testing, standard error, teaching to the test, No Child Left Behind, NCLB, test scores, score inflation, sampling variation, test-taking population, aggregated scores, large-scale tests, high-stakes testing, norm-referenced tests, sampling variation, score inflation, standard errors, standardized tests Publication Date: October 1, 2002 Issue 2 (PDF format, 250 KB) Topic: Public School Facts & History</p>
2002	<p>Title: What to Expect From the No Child Left Behind Act Author: Jack Jennings Abstract: Stricter Federal Demands: Bigger State Role - This article, which appeared in "The State Education Standard," a quarterly publication of the national Association of State Boards of Education, indicates the changing roles for states and local school districts under the No Child Left Behind Act. Keyword: What to Expect From the No Child Left Behind Act, Stricter Federal Demands, Bigger State Role, 2002, Jack Jennings, federal role, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, Title I, Individuals with Disabilities Education Act, IDEA, President George H. W. Bush, President Bill Clinton, Goals 2000: Educate America Act, national tests, President George W. Bush, disaggregate student test data, highly qualified, Ted Kennedy, George Miller, academic standards, Technical Assistance, Professional Development, Teacher Quality, School Finance Publication Date: June 1, 2002 Article (PDF format, 25.4 KB)</p>
2003	<p>Title: A Tale of Three Cities: Urban Perspectives on Special Education Author: Myrna Mandlawitz Abstract: The report summarizes the results of a 2002 study on special education programs in Chicago, Cleveland, and Milwaukee in relation to the reauthorization of the Individuals with Disabilities Education Act. Keyword: A Tale of Three Cities: Urban Perspectives on Special Education, special education, students with disabilities, Chicago, Milwaukee, Cleveland, IDEA, NCLB, early identification and intervention, funding Publication Date: February 1, 2003 Full Report (PDF format, 415 KB) Topic: Federal Education Policy & Programs</p>

2003	<p>Title: From the Capital to the Classroom: State and Federal Efforts to Implement the No Child Left Behind Act</p> <p>Author: Diane Stark Rentner, Naomi Chudowsky, Tom Fagan, Keith Gayler, Madlene Hamilton, Nancy Kober, Elizabeth Pinkerton, Jack Jennings, Caitlin Scott, Barbara Buell</p> <p>Abstract: Findings from review of first year of implementation of the No Child Left Behind Act at state and federal levels. This also includes the 15-District case study "Implementing the No Child Left Behind Act: A First Look Inside 15 School Districts in 2002-03" which are initial findings on how 15 diverse school districts are initially implementing the No Child Left Behind Act.</p> <p>?</p> <p>Keyword: From the Capital to the Classroom: State and Federal Efforts to Implement the No Child Left Behind Act, No Child Left Behind Act, NCLB, Elementary and Secondary Education Act, Title I, adequate yearly progress, accountability, school improvement, public school choice, supplemental education services, highly qualified teachers, ELL, English language learners, U.S. Department of Education, USED, state capacity, paraprofessionals, regulations, guidance, scientifically-based research, Hamilton, Ohio, North Carolina, California, Elk Grove Unified School District, Reading First, professional development, Calhoun County School District, Kodiak Island Borough School District, Fayetteville Public Schools, Grant Joint Union High School District, Fort Lupton Weld-Re-8 School District, Collier County School District, Kansas City, Kansas Public Schools, Avon Public School District, Cloquet Independent School District, Bayonne School District, Cleveland Municipal School District, Cuero Independent School District, Sheboygan Area School District, Alabama, Alaska, Arkansas, California, Colorado, Florida, Kansas, Massachusetts, Minnesota, Missouri, New Jersey, Ohio, Texas, Wisconsin, Elementary and Secondary Education Act, Implementing the No Child Left Behind Act: A First Look Inside 15 School Districts in 2002-03, Secretary of Education Roderick Paige</p> <p>Publication Date: January 1, 2003</p> <p>Full Report (PDF format, 858 KB)</p>
2003	<p>Title: Implementing the No Child Left Behind Act: A First Look Inside 15 School Districts in 2002-03</p> <p>Author: Elizabeth Pinkerton, Nancy Kober, Caitlin Scott, Barbara Buell</p> <p>Abstract: Initial findings on how 15 diverse school districts are initially implementing the No Child Left Behind Act.</p> <p>Keyword: Implementing the No Child Left Behind Act: A First Look Inside 15 School Districts in 2002-03, Implementation, challenges, limitation, federal mandate, regulation, accountability, NCLB, law, federal control, federal role, impact, consequences, adequate yearly progress, AYP, ELL, English language learner, state target, state goal, achievement goal, achievement target, minority, special education, subgroup, district, local control, local role, district role, teacher quality, reform, initiative, proficiency, 2014, 100% proficient, percent proficient, budget cut, funding gap, Bush, urban, rural, disaggregated, achievement data, raw data, Kodiak Island Borough, Alaska, Bayonne, New Jersey, Calhoun Country, Alabama, Fayetteville, Arkansas, Grant Joint Union, California, Fort Lupton Weld Re-8, Colorado, Collier County, Florida, Chicago, Illinois, Kansas City, Kansas, Avon, Massachusetts, Cloquet Independent School District #94, Minnesota, Hermitage, Missouri, Cleveland Municipal, Ohio, Cuero Independent School District, Texas, Sheboygan, Wisconsin, teacher quality, highly qualified teacher, HQT, school choice, professional development, evaluation, teacher training, reform, retention, attract teachers, supplemental service, rural, urban, turnaround, intervention, consequence, unforeseen, case study, survey, focus group, interview, test, data collection, observation</p> <p>Publication Date: October 1, 2003</p> <p>Case Study Summary (PDF format, 186 KB)</p>
2003	<p>Title: Keeping Score</p> <p>Author: Jack Jennings</p> <p>Abstract: This article from the Chattanooga Times Free Press advocates testing and accountability should just be part of an overall strategy for educational reform.</p> <p>Keyword: Keeping Score, 2003, Jack Jennings, Chattanooga Times Free Press, testing, accountability, education reform, tests, Tennessee, No Child Left Behind, NCLB, increased testing, Council of Great City Schools</p> <p>Publication Date: August 1, 2003</p> <p>Article (PDF format, 100 KB)</p>
2003	<p>Title: State High School Exit Exams 2003 Annual Report: Put to the Test</p> <p>Author: Keith Gayler, Naomi Chudowsky, Nancy Kober, Madlene Hamilton</p> <p>Abstract: Results and findings from second year of state high school exit exams mandated by the No Child Left Behind Act.</p> <p>Keyword: State High School Exit Exams 2003 Annual Report: Put to the Test, achievement gaps, ACT, Alabama high school graduation exam, AHSGE, Alaska, alignment, Alternative Routes, Arizona, assessments, Basic Skills Test, BST, California, disaggregated graduation rates, end-of-course exam, EOC, English language learners, ELL, exams, exemptions, exit exams, Florida, Florida comprehensive assessment test, FCAT, free or reduced-price lunch, FRPL, Gateway Examinations, GE, GED, Georgia, Georgia High School Graduation Test, GHSGT, Graduation Exit Exam, Graduation Qualifying Exam, GQE, graduation rates, high school proficiency assessment, HSAP, High School Proficiency Assessment, HSPA, High School Proficiency Examination, HSPE, Indiana, Individuals with Disabilities Act, IDEA, limited English proficient, LEP, Louisiana, Maryland, Massachusetts, Massachusetts Comprehensive Assessment System, MCAS, Minnesota, national assessment of educational progress, NAEP, National Center for Education Statistics, NCES, Nevada, New Jersey, New Mexico, New Mexico High School Competency Examination, NMHSCE, New York, No Child Left Behind Act, NCLB, No</p>

	<p>Child Left Behind Act, NCLB, North Carolina, North Carolina Competency Tests, Ohio, pass rates, Regents Examinations, remediation, SAT, South Carolina, standards, standards of learning end-of-course exams, SOL, Tennessee, tests, Texas, Texas Assessment of Academic Skills, TAAS, Texas Assessment of Knowledge and Skills, TAKS, Virginia, waivers, Washington</p> <p>Publication Date: August 1, 2003</p> <p>Declaraciones de Jack Jennings en Español (PDF format, 61.9 KB)</p> <p>Topic: High School Exit Examinations</p>
2004	<p>Title: 2004 Election Results and the No Child Left Behind Act</p> <p>Author: CEP</p> <p>Abstract: Published in the Fall 2004 issue of Notebook, a publication of the Grantmakers in Education association, this articles touches on effects the coming election might have on the No Child Left Behind Act.</p> <p>Keyword: 2004 Election Results and the No Child Left Behind Act, 2004, Grantmakers in Education association, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, Title I, What does the future hold for the Bush Administration's signature education initiative?, Jack Jennings, John Kerry, George Bush, Congress, Notebook</p> <p>Publication Date: September 1, 2004</p> <p>Article (PDF format, 264 KB)</p> <p>Topic: Federal Education Policy & Programs</p>
2004	<p>Title: From the Capital to the Classroom: Year 2 of the No Child Left Behind Act</p> <p>Author: Elizabeth Pinkerton, Caitlin Scott, Barbara Buell, Nancy Kober</p> <p>Abstract: This report from the Center on Education Policy describes the implementation and effects of the No Child Left Behind Act (NCLB) during calendar year 2003, the second year of the Act's existence. The report is the first and most comprehensive national examination of all main aspects of NCLB implementation at the federal, state, and local levels, and is the second CEP report to examine the implementation of NCLB. The information in this report is based on a survey of 47 states and the District of Columbia, a nationally representative survey of 274 school districts, in-depth case studies of 33 urban, suburban, and rural school districts, and other research methods.</p> <p>Among our major findings are that: states and school districts are trying hard to meet the requirements of the Act and agree with its goals; broader and deeper effects of the law were being felt by school districts in 2003, which is resulting in additional help for schools identified for improvement; choosing another public school is rarely used by parents of children in identified schools, while the option of receiving tutoring services is used more frequently; states and school districts are moving slowly to update the qualifications of teachers and paraprofessionals as required by the Act; some of the requirements of the Act are unworkable; and states and school districts face serious funding pressures and a lack of capacity to carry out the Act.</p> <p>List of School Districts in Case Studies: Alabama: Calhoun County School District Alaska: Kodiak Island Borough School District Arkansas: Fayetteville Public Schools California: Escondido Union Elementary School District California: Grant Joint Union High School District California: Oakland Unified School District Colorado: Colorado Springs District 11 Colorado: Fort Lupton Weld Re-8 School District Florida: Collier County School District Idaho: Joint School District No. 2 -- Meridian Illinois: Chicago Public Schools Kansas: Kansas City, Kansas Public Schools Louisiana: St. John the Baptist Parish Public Schools Massachusetts: Avon Public School District Massachusetts: Boston Public Schools Minnesota: Cloquet Independent School District No. 94</p> <p>Keyword: From the Capital to the Classroom: Year 2 of the No Child Left Behind Act, A Look Inside 33 School Districts: Year 2 of the No Child Left Behind Act, No Child Left Behind Act, NCLB, Elementary and Secondary Education Act, Title I, adequate yearly progress, accountability, assessment, school improvement, public school choice, supplemental education services, highly qualified teachers, state capacity, flexibility, Individuals with Disabilities Education Act, English language learners, limited English</p>

	<p>proficient, funding, U.S. Department of Education, state capacity, paraprofessionals, regulations, guidance, scientifically-based research, Elk Grove Unified School District, Reading First, professional development, Calhoun County School District, Kodiak Island Borough School District, Fayetteville Public Schools, Escondido Union Elementary School District, Grant Joint Union High School District, Oakland Unified School District, Colorado Springs District 11, Fort Lupton Weld-Re-8 School District, Collier County School District, Joint School District #2 Meridian, Chicago Public Schools, Kansas City, Kansas Public Schools, St. John the Baptist Parish Public Schools, Avon Public School District, Boston Public Schools, Cloquet Independent School District, Pascagoula School District, Hermitage School District, Heartland School District, Clark County School District, Bayonne School District, Bloomfield School District, Romulus Central Schools, Wake County Public School System, Napoleon School District, Cleveland Municipal School District, Tigard-Tualatin School District, Berkeley County School District, Cuero Independent School District, Marlboro School District, Orleans Central Supervisory Union, Waynesboro School District, Sheboygan Area School District, Alabama, Alaska, Arkansas, California, Colorado, Florida, Idaho, Illinois, Kansas, Louisiana, Massachusetts, Minnesota, Mississippi, Missouri, Nebraska, New Jersey, New Mexico, Ohio, Oregon, South Carolina, Texas, Vermont, Virginia, Wisconsin</p> <p>Publication Date: January 1, 2004 Full Report (PDF format, 2315 KB)</p>
2004	<p>Title: Rule Changes Could Help More Schools Meet Test Score Targets for the No Child Left Behind Act Author: Naomi Chudowsky, Victor Chudowsky, Nancy Kober, Diane Stark Rentner Abstract: This report shows the changes approved and disapproved by the US Department of Education in states' NCLB accountability plans and how these changes may affect the states making adequate yearly progress. Keyword: Rule Changes Could Help More Schools Meet Test Score Targets for the No Child Left Behind Act, 2004, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, Title I, consequences under NCLB, district accountability, adequate yearly progress, AYP, accountability plans, Naomi Chudowsky, Victor Chudowsky, Nancy Kober, Diane Stark Rentner, federal guidelines, Identifying schools for improvement, Identifying districts for improvement, small schools, proficiency data, subgroup size, graduation rate, students with disabilities, SWD, English Language Learners, ELL Publication Date: October 1, 2004 Report (PDF format, 103 KB)</p>
2004	<p>Title: State High School Exit Exams 2004 Annual Report: A Maturing Reform Author: CEP Abstract: Preview of findings from the 2004 CEP report, STATE HIGH SCHOOL EXIT EXAMS: A Maturing Reform. Keyword: STATE HIGH SCHOOL EXIT EXAMS: A Maturing Reform, achievement gaps, ACT, Alabama, Alabama high school graduation exam, AHSGE, Alaska, Alaska high school graduation qualifying exam, alignment, Alternative Routes, Arizona, assessments, Basic Skills Test, BST, California, diplomas, disaggregated graduation rates, end-of-course exam, EOC, English language learners, ELL, exams, exemptions, exit exams, Florida, Florida comprehensive assessment test, FCAT, free or reduced-price lunch, FRPL, gateway examination, GE, GED, Georgia, Georgia High School Graduation Test, GHSGT, Graduation Exit Exam, Graduation Qualifying Exam, GQE, graduation rates, High School, high school proficiency assessment, HSAP, High School Proficiency Assessment, HSPA, High School Proficiency Examination, HSPE, Indiana, Indiana, Individuals with Disabilities Act, IDEA, limited English proficient, LEP, Louisiana, Maryland, Massachusetts, Massachusetts Comprehensive Assessment System, MCAS, Minnesota, Mississippi, national assessment of educational progress, NAEP, National Center for Education Statistics, NCES, Nevada, New Jersey, New Mexico, New Mexico High School Competency Examination, NMHSCE, New York, No Child Left Behind Act, NCLB, North Carolina, North Carolina Competency Tests, Ohio, Ohio graduation tests, OGT, pass rates, Regents Examinations, remediation, SAT, South Carolina, standards, standards of learning end-of-course exams, SOL, Tennessee, tests, Texas, Texas Assessment of Academic Skills, TAAS, Texas Assessment of Knowledge and Skills, TAKS, Utah, Virginia, waivers, Washington Publication Date: August 1, 2004 Full Report (PDF format, 2354 KB) Topic: High School Exit Examinations</p>
2004	<p>Title: TestTalk for Leaders-Issue 3: My School Didn't Make Adequate Yearly Progress - So What Does That Mean? Author: Nancy Kober Abstract: Issue 3: My School Didn't Make Adequate Yearly Progress -- So What Does That Mean? - A brief overview of the significance of failing to meet adequate yearly progress as it relates to states' progress as defined by the No Child Left Behind Act. Keyword: Test Talk, My School District Didn't Make Adequate Yearly Progress -- So What Does That Mean? No Child Left Behind, NCLB, adequate yearly progress, AYP, subgroups, test scores, Title I, race ethnicity, income, cut scores, growth models, confidence intervals, cut-off scores, diversity, No Child Left Behind, NCLB, proficient performance, safe harbor provision, test participation requirement Publication Date: October 1, 2004 Issue 3 (PDF format, 423 KB) Topic: Public School Facts & History</p>

2004	<p>Title: Title I Funds - Who's Gaining, Who's Losing, and Why (School Year 2004-2005)</p> <p>Author: Thomas Fagan</p> <p>Abstract: The report analyzes the mechanism for funding for Title I under the No Child Left Behind Act and the states that have either lost or gained federal funding under the program for school year 2004-2005.</p> <p>Keyword: Title I Funds - Who's Gaining, Who's Losing, and Why (School Year 2004-2005), No Child Left Behind, NCLB, Title I, funding, federal funding, federal demands, unfunded mandate, fund allocation, fund distribution, federal dollars, funding equity, needy district, neediest districts, funding data, poor district, Census Bureau, allocation formula, high-need district, expenditure factor, appropriations, funding fluctuation, gaining funds, losing funds, Department of Education, ED, low-poverty district, formula, targeted assistance grant, education finance incentive grant, state funds, state funding, per pupil expenditure, fully funded, full funding, recommendation, Secretary of Education Rod Paige, Bush Administration, House Committee on Education and the Workforce, Kansas, Maine, Massachusetts, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, North Dakota, Pennsylvania</p> <p>Publication Date: June 1, 2004</p> <p>Full Report (PDF format, 242 KB)</p>
2004	<p>Title: Washington Post Op-Ed: Talk Tough, but ...</p> <p>Author: Jack Jennings, Nancy Kober</p> <p>Abstract: Put the Money Where Your Mouth Is - Appearing in the Washington Post's op-ed Outlook section this letter points out the initial problems with the Administration's implementation of the No Child Left Behind Act.</p> <p>Keyword: Washington Post Op-Ed: Talk Tough, but ..., 2004, Jack Jennings, Nancy Kober, Put the Money Where Your Mouth Is, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, Title I, federal funding, President Bush, federal education law, swagger, implementation of NCLB</p> <p>Publication Date: October 1, 2004</p> <p>Article (PDF format, 19.9 KB)</p>
2005	<p>Title: From the Capital to the Classroom: Year 3 of the No Child Left Behind Act</p> <p>Author: CEP</p> <p>Abstract: Report of findings from the third year of implementation of the No Child Left Behind Act shows progress but problems in federal administration, funding, and capacity.</p> <p>Keyword: From the Capital to the Classroom: Year 3 of the No Child Left Behind Act, No Child Left Behind Act, NCLB, Elementary and Secondary Education Act, Title I, adequate yearly progress, accountability, assessment, achievement, school improvement, flexibility, public school choice, supplemental education services, highly qualified teachers, state capacity, Individuals with Disabilities Education Act, English language learners, limited English proficient, funding, U.S. Department of Education, state capacity, paraprofessionals, regulations, guidance, scientifically-based research, Elk Grove Unified School District, Reading First, professional development, Calhoun County School District, Kodiak Island Borough School District, Fayetteville Public Schools, Escondido Union Elementary School District, Grant Joint Union High School District, Oakland Unified School District, Colorado Springs District 11, Fort Lupton Weld-Re-8 School District, Collier County School District, Joint School District #2 Meridian, Chicago Public Schools, Kansas City, Kansas Public Schools, St. John the Baptist Parish Public Schools, Avon Public School District, Boston Public Schools, Avon Public School District, Flint Community School District, Harrison Community School District, Willow Run Community Schools, Cloquet Independent School District, Pascagoula School District, Hermitage School District, Heartland School District, Clark County School District, Bayonne School District, Bloomfield School District, Romulus Central Schools, Wake County Public School System, Napoleon School District, Cleveland Municipal School District, Tigard-Tualatin School District, Berkeley County School District, Cuero Independent School District, Marlboro School District, Orleans Central Supervisory Union, Waynesboro School District, Sheboygan Area School District, Alabama, Alaska, Arkansas, California, Colorado, Florida, Idaho, Illinois, Kansas, Louisiana, Michigan, Massachusetts, Minnesota, Mississippi, Missouri, Nebraska, New Jersey, New Mexico, Ohio, Oregon, South Carolina, Texas, Vermont, Virginia, Wisconsin</p> <p>Publication Date: March 1, 2005</p> <p>Full Report (PDF format, 2997 KB)</p>
2005	<p>Title: Hope but No Miracle Cures: Michigan's Early Restructuring Lessons</p> <p>Author: Caitlin Scott, Nancy Kober, Diane Stark Rentner, Jack Jennings</p> <p>Abstract: Progress report on three Michigan school districts undergoing the restructuring phase of the No Child Left Behind Act.</p> <p>Keyword: Hope but No Miracle Cures: Michigan's Early Restructuring Lessons, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, restructuring, restructure, sanctioned, sanction, implementation, underperforming, federal option, reform, federal, fund, governance, monitoring, support, test scores, options, assistance, support, state, district, approach, benchmark assessments, replace staff, negative consequences, strategies, federal mandate, Title I, grants, guidance, multiple strategies, charter school, contract management, Michigan Department of Education, achievement, coaching, replace principal, governance, framework, Harrison, Flint, Willow Run, grade level reconfiguration, all-day kindergarten, teacher teams, future focus, turnaround specialist, school improvement committee, external reform model, Improving America's Schools Act, IASA</p>

	<p>Publication Date: November 1, 2005 Press Release (PDF format, 18.7 KB)</p>
2005	<p>Title: Identifying School Districts for Improvement and Corrective Action Under the No Child Left Behind Act Author: Naomi Chudowsky, Victor Chudowsky Abstract: These findings indicate the way districts are identified for improvement under the No Child Left Behind Act, the consequences of that designation, and possible corrective actions. Keyword: IDENTIFYING SCHOOL DISTRICTS FOR IMPROVEMENT AND CORRECTIVE ACTION Under the No Child Left Behind Act, aggregating data, grade span, Improving America's Schools Act, IASA, No Child Left Behind Act, NCLB, restructuring, restructuring, supplemental education services, SES Title I, US Department of Education, USED Publication Date: March 1, 2005 Full Report (PDF format, 183 KB)</p>
2005	<p>Title: NCLB Policy Brief 1 Author: CEP Abstract: NCLB: Urban Schools are Targeted for Improvement at Higher Rates than Suburban or Rural Schools - Subset of data from the Center on Education Policy's December 2004 District Survey shows the disproportionate number of Title I urban schools identified for improvement under the No Child Left Behind Act. Keyword: NCLB Policy Brief 1, 2005, NCLB: Urban Schools are Targeted for Improvement at Higher Rates than Suburban or Rural Schools, Urban Schools Are Tagged for improvement at higher rates than suburban or rural schools, rural, improvement, No Child Left Behind, NCLB, Title I, Improvement Status, From the Capital to the Classroom: Year 3 of the No Child Left Behind Act, Urban, adequate yearly progress (AYP), test scores, district survey Publication Date: June 1, 2005 Policy Brief 1 (PDF format, 81.7 KB)</p>
2005	<p>Title: NCLB Policy Brief 2 Author: CEP Abstract: NCLB: Middle Schools are Increasingly Targeted for Improvement - Subset of data from the Center on Education Policy's December 2005 District Survey shows middle schools are disproportionately identified for improvement under the No Child Left Behind Act. Keyword: NCLB POLICY BRIEF 2: NCLB: Middle Schools are Increasingly Targeted for Improvement, Adequate yearly progress, AYP, elementary schools, high schools, identified for improvement, middle schools, Title I Publication Date: June 1, 2005 Policy Brief 2 (PDF format, 78.7 KB)</p>
2005	<p>Title: NCLB Policy Brief 3 Author: CEP Abstract: NCLB: Narrowing the Curriculum - Subset of data from the Center on Education Policy's December 2004 Fall District Survey shows schools change curriculum to accommodate reading/language arts and/or math requirements in the No Child Left Behind Act. Keyword: NCLB POLICY BRIEF 3: NCLB: Narrowing the Curriculum, art, language arts, math, music, physical education, reading, sciences, social studies, Title I Publication Date: July 1, 2005 Policy Brief 3 (PDF format, 88.4 KB)</p>
2005	<p>Title: NCLB Policy Brief 4 Author: CEP Abstract: NCLB: What School Districts are Doing to Improve Teacher Quality in High-Need Schools -Subset of data from the Center on Education Policy's December 2004 Fall District Survey shows strategies taken by school districts to evenly distribute qualified teachers among high-need schools. Keyword: NCLB POLICY BRIEF 4: NCLB: Urban Schools are Targeted for Improvement at Higher Rates than Suburban or Rural Schools, adequate yearly progress, AYP, Financial incentives, high-need schools, identified for improvement, improvement status, rural schools, suburban schools, teacher recruitment, teachers, Title I, urban schools urban schools Publication Date: July 1, 2005 Policy Brief 4 (PDF format, 102 KB)</p>

2005	<p>Title: State High School Exit Exams 2005 Annual Report: States Try Harder, But Gaps Persist</p> <p>Author: Patricia Sullivan, Margery Yeager, Eileen O'Brien, Nancy Kober, Keith Gayler, Naomi Chudowsky, Victor Chudowsky, Jana Wooden, Jack Jennings, Diane Stark Rentner</p> <p>Abstract: Study of state exit exam results showing that despite innovations by some states and increased state funding and support to improve pass rates achievement gaps still exist.</p> <p>Keyword: STATE HIGH SCHOOL EXIT EXAMS: States Try Harder but Gaps Persist, ACT, achievement gaps, Alabama, Alabama high school graduation exam, AHSGE, Alaska, Alaska high school graduation qualifying exam, alignment, Alternative Routes, Arizona, Arizona's instrument to measure standards, AIMS, assessments, basic skills test, BST, California, California's high school exit exam, CAHSEE, Class of 2006, disaggregated graduation rates, end-of-course exam, EOC, English language arts, ELA, English language learners, ELL, exams, exemptions, exit exams, Florida, Florida comprehensive assessment test, FCAT, free or reduced-price lunch, FRPL, gateway examination, GE, GED, Georgia, Georgia exit examination for the 21st century, GEE 21, Georgia High School Graduation Test, GHSGT, graduation qualifying exam, graduation rates, high school assessment program, HAS, high school proficiency assessment, HSAP, HSGQE, HSPA, HSPE, Idaho, Idaho standards achievement tests, ISAT, Indiana, individualized education program, IEP, Individuals with Disabilities Act, IDEA, limited English proficient, LEP, Louisiana, Maryland, Maryland high school assessment, Massachusetts, Massachusetts comprehensive assessment system, MCAS, minimum competency exam, MCE, Minnesota, Minnesota comprehensive assessments, MCA, Mississippi, Mississippi subject area testing program, national assessment of educational progress, NAEP, National Center for Education Statistics, NCES, Nevada, Nevada high school proficiency examination, New Jersey, New Mexico, New York, NMHSCE, No Child Left Behind Act, NCLB, No Child Left Behind Act, NCLB, North Carolina, North Carolina competency tests and tests of computer skills, NCCTTCS, Ohio, Ohio graduation tests, OGT, pass rates, regents comprehensive examination, RCE, remediation, SAT, SATP, South Carolina, standard based exam, SBE, standards, standards of learning end-of-course exams, SOL, Tennessee, tests, Texas, Texas assessment of knowledge and skills, TAKS, Utah, Utah basic skills competency test, UBSCT, Virginia, waivers, Washington, Washington assessment of student learning, WASL</p> <p>Publication Date: August 1, 2005</p> <p>ELL lanzamiento de prensa en español (PDF format, 20.9 KB)</p> <p>Topic: High School Exit Examinations</p>
2005	<p>Title: States Test Limits of Federal AYP Flexibility</p> <p>Author: Naomi Chudowsky, Victor Chudowsky</p> <p>Abstract: This reports describes states' flexibility in determining adequate yearly progress under the No Child Left behind Act.</p> <p>Keyword: States Test Limits of Federal AYP Flexibility, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, achievement target, confidence, interval, subgroup, test score, scoring proficient, performance index, Department of Education, ED, minimum subgroup size, retesting, Secretary Spellings, Rod Paige, sanctions, testing students with disabilities, schools not making AYP, AYP determination, test administration, Montana, New York, Georgia, students with disabilities, English language learners, ELLs, safe harbor, annual measurable objective, AMO, proficiency target, New Mexico, Louisiana, Pennsylvania, Pennsylvania Performance Index, PPI, alternate assessment, Kansas, modified standards, multiple standards, nonproficient, Option I, Option II, Massachusetts, North Carolina, Oregon, participation averaging, district in need of improvement, school in need of improvement, tutoring, transparency, Hurricane Katrina, implementation, parental involvement, Texas, accountability</p> <p>Publication Date: November 1, 2005</p> <p>Press Release (PDF format, 27.4 KB)</p>
2005	<p>Title: Title I Funds - Who's Gaining and Who's Losing: School Year 2005-06 Update</p> <p>Author: Thomas Fagan</p> <p>Abstract: The report shows the top gaining and losing school districts in Title I funding in the 2005-2006 school year.</p> <p>Keyword: Title I Funds - Who's Gaining and Who's Losing: School Year 2005-06 Update, No Child Left Behind, NCLB, Title I, funding, federal funding, federal demands, unfunded mandate, fund allocation, fund distribution, federal dollars, Department of Education, ED, funding equity, needy district, neediest districts, funding data, poor district, Census Bureau, allocation formula, high-need district, expenditure factor, appropriations, funding fluctuation, gaining funds , losing funds, low-poverty district, formula, targeted assistance grant, education finance incentive grant, state funds, state funding, per pupil expenditure, fully funded, full funding, recommendation, teacher quality, raise student achievement, dollars gained, percentage gain, hold harmless provision, funding adjustment, 4% set-aside</p> <p>Publication Date: July 1, 2005</p> <p>Press Release (PDF format, 26.2 KB)</p>
2006	<p>Title: A Shell Game: Federal Funds to Improve Schools</p> <p>Author: Thomas Fagan</p> <p>Abstract: This report describes problems with the way the funds under the No Child Left Behind Act are made available to schools identified for improvement.</p> <p>Keyword: A Shell Game: Federal Funds to Improve Schools, No Child Left Behind, NCLB, Title I, funding, federal fund, funding reservation, high-poverty district, high need district, funding increase, funding shortfall, funding, federal funding, federal demands, unfunded mandate, fund allocation, fund distribution, federal dollars, Department of</p>

	<p>Education, ED, funding equity, needy district, neediest districts, funding data, appropriations, improvement reservation, school in need of improvement, adequate yearly progress, AYP, funding authorization for school improvement, school improvement fund, state reservation for school improvement, Bush Administration, hold harmless provision, low-income children, state education agency, SEA, district in need of improvement, recommendation, Congress, Census Bureau</p> <p>Publication Date: February 1, 2006 Full Report (PDF format, 46.4 KB)</p>
2006	<p>Title: CEP Roundtable Discussions on Improving NCLB's Highly Qualified Teacher Provisions - November 29, 2006 Author: Jennifer McMurrer Abstract: On November 29, 2006, CEP convened representatives from 23 organizations to discuss possible changes to the NCLB definition of a highly qualified teacher. For more information on this meeting, click below on the meeting summary and the participating organizations' proposed improvements for NCLB reauthorization. View the resulting report "Principles for Reauthorizing the Teacher Provisions of the No Child Left Behind Act and the Higher Education Act" Keyword: CEP Roundtable Discussions on Improving NCLB's Highly Qualified Teacher Provisions, Principles for Reauthorizing the Teacher Provisions of the No Child Left Behind Act and the Higher Education Act, November, 2006, 2007, roundtable, meeting, Jennifer McMurrer, teachers, highly qualified, American Association of Colleges for Teacher Education, American Association of School Personnel Administrators, American Board for Certification of Teacher Excellence, American Federation of Teachers, Association of Teacher Educators, Campaign for Educational Equity Teachers College, Center for American Progress, Center for Teaching Quality, Citizens Commission on Civil Rights, Education Trust, National Association of Elementary School Principals, National Association of Secondary School Principals, National Association of State Boards of Education, National Board for Professional Teaching Standards, National Commission on Teaching and Americas Future, National Council for the Social Studies, National Council on Teacher Quality, National Education Association, National Middle School Association, National School Boards Association, New Teacher Center at UC Santa Cruz, Phi Delta Kappa International, Teach for America, HQT, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, teacher effectiveness, teacher recruitment, teacher retention, comprehensive data systems, Higher Education Act, NCLB definition, definition highly qualified teacher Publication Date: November 29, 2006 Meeting Summary (PDF format, 137 KB) Topic: Federal Education Policy & Programs</p>
2006	<p>Title: CEP Roundtable Discussions on Improving NCLB's Highly Qualified Teacher Provisions - October 17, 2006 Author: Jennifer McMurrer Abstract: On October 17, 2006, CEP convened 22 organizations to discuss possible changes to the NCLB requirement to equitably distribute qualified, experienced teachers among high-need and lower-need schools. For more information on this meeting, click below on the meeting summary and the participating organizations' proposed improvements for NCLB reauthorization. View the resulting report "Principles for Reauthorizing the Teacher Provisions of the No Child Left Behind Act and the Higher Education Act" Keyword: CEP Roundtable Discussions on Improving NCLB's Highly Qualified Teacher Provisions, Principles for Reauthorizing the Teacher Provisions of the No Child Left Behind Act and the Higher Education Act, October, 2006, 2007, roundtable, meeting, Jennifer McMurrer, teachers, equitably distribute, experienced teachers, high-need, lower-need schools, equitable distribution, highly qualified teacher, HQT, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, teacher effectiveness, teacher recruitment, teacher retention, comprehensive data systems, Higher Education Act, NCLB definition, definition highly qualified teacher, American Board for Certification of Teacher Excellence, American Federation of Teachers, Association of Teacher Educators, Campaign for Educational Equity Teachers College, Center for American Progress, Center for Teaching Quality, NCATE, Center on Reinventing Public Education, Education Trust, National Association of Elementary School Principals, National Association of Secondary School Principals, National Association of State Boards of Education, National Board for Professional Teaching Standards, National Commission on Teaching and Americas Future, National Council for the Social Studies, National Council on Teacher Quality, National Education Association, National School Boards Association, New Teacher Center at UC Santa Cruz, Teach for America Publication Date: October 17, 2006 Meeting Summary (PDF format, 144 KB) Topic: Federal Education Policy & Programs</p>
2006	<p>Title: Keeping Watch on Reading First Author: Caitlin Scott Abstract: The report highlights findings from CEP's surveys of state and school district officials and school district case studies regarding the federal Reading First program. CEP found that state and district officials believe that Reading First is having a significant and positive impact on student achievement, and has led to many changes in curriculum, instruction, and assessment. Also significant majorities of state and districts officials surveyed by CEP credit Reading First for student achievement gains. Keyword: Keeping Watch on Reading First, 2006, Caitlin Scott, state survey, district survey, case study, interview, Reading First, student achievement, Title I, reading program, Nevada, Washington, Success for All, Reading Recovery, Boston Public Schools, Massachusetts, MA, school improvement, No Child Left Behind, NCLB, Waynesboro Public</p>

	<p>Schools, Virginia, VA, Palmdale Elementary School District, California, CA, Yucca Elementary, Anastacia Arnold, Escondido Union School District, Central Elementary, Harrison Community Schools, Michigan, Michele Sandro, Hillside Elementary, Striving Readers, Orleans Central Supervisory Union, Vermont, VT, Ron Paquette, Clark County Schools, Nevada, NV, Early Reading First, assessment, funding, appropriations, Rebecca Barns</p> <p>Publication Date: September 30, 2006</p> <p>Press Release (PDF format, 122 KB)</p>
2006	<p>Title: State High School Exit Exams 2006 Annual Report: A Challenging Year</p> <p>Author: Nancy Kober, Dalia Zabala, Naomi Chudowsky, Victor Chudowsky, Keith Gayler, and Jennifer McMurrer</p> <p>Abstract:</p> <p>This study of state high school exit exams analyzes the challenges that states faced in 2005-06 as they implemented these exams and describes the remediation services and other support that states provide to help students pass the exams.</p> <p>Keyword: State High School Exit Exams 2006 Annual Report: A Challenging Year, achievement gaps, ACT, Alabama, Alabama high school graduation exam, AHSGE, Alaska, Alaska high school graduation qualifying exam, alignment, Alternative Routes, Arizona, Arizona's instrument to measure standards, AIMS, assessments, Basic Skills Test, BST, California, California's high school exit exam, CAHSEE, disaggregated graduation rates, end-of-course exam, EOC, English language learners, ELL, exams, exemptions, exit exams, Florida, Florida comprehensive assessment test, FCAT, free or reduced-price lunch, FRPL, Gateway Examinations, GE, GED, Georgia, Georgia High School Graduation Test, GHSGT, Graduation Exit Exam, Graduation Qualifying Exam, GQE, graduation rates, high school proficiency assessment, HSAP, High School Proficiency Assessment, HSPA, High School Proficiency Examination, HSPE, Idaho, Idaho standards achievement tests, ISAT, Indiana, Individuals with Disabilities Act, IDEA, limited English proficient, LEP, Louisiana, Maryland, Maryland High School Assessment, Massachusetts, Massachusetts Comprehensive Assessment System, MCAS, Minnesota, Mississippi, Mississippi subject area testing program, national assessment of educational progress, NAEP, National Center for Education Statistics, NCES, Nevada, New Jersey, New Mexico, New Mexico High School Competency Examination, NMHSCE, New York, No Child Left Behind Act, NCLB, No Child Left Behind Act, NCLB, North Carolina, North Carolina Competency Tests, Ohio, Ohio graduation tests, OGT, pass rates, Regents Examinations, remediation, SAT, South Carolina, standards, standards of learning end-of-course exams, SOL, Tennessee, tests, Texas, Texas Assessment of Knowledge and Skills, TAKS, Virginia, waivers, Washington, Washington assessment of student learning, WASL</p> <p>Publication Date: August 1, 2006</p> <p>Summary (PDF format, 131 KB)</p> <p>Topic: High School Exit Examinations</p>
2006	<p>Title: State High School Exit Exams: 2006 Policy Briefs</p> <p>Author: Dalia Zabala</p> <p>Abstract:</p> <p>Policy Brief 1: Basic Features</p> <p>A snapshot of main or basic features of state exit exams taken from the Center on Education Policy's August 2005 report, STATE HIGH SCHOOL EXIT EXAMS: States Try Harder but Gaps Persist.</p> <p>Published: December 01, 2005 Availability: PDF</p> <p>Policy Brief 2: Effects on Traditionally Underserved Students</p> <p>Snapshot of data on traditionally underserved students taken from the Center on Education Policy's August 2005 report, STATE HIGH SCHOOL EXIT EXAMS: States Try Harder but Gaps Persist.</p> <p>Published: January 01, 2006</p> <p>Policy Brief 3: Special Problems Affecting English Language Learners</p> <p>Snapshot of results on problems with English language learners in regard to exit exams taken from the Center on Education Policy's August 2005 report, STATE HIGH SCHOOL EXIT EXAMS: States Try Harder but Gaps Persist</p> <p>Published: February 01, 2006</p> <p>Policy Brief 4: Standards Differ from the No Child Left Behind Act</p> <p>Snapshot of results on differences between states' and of the No Child Left Behind Act's requirements on graduation taken from the Center on Education Policy's August 2005 report, STATE HIGH SCHOOL EXIT EXAMS: STATES TRY HARDER BUT GAPS PERSIST.</p> <p>Published: March 01, 2006</p> <p>Keyword: State High School Exit Exams: 2006 Policy Briefs, STATE HIGH SCHOOL EXIT EXAMS: States Try Harder but Gaps Persist, ACT, achievement gaps, Alabama, Alabama high school graduation exam, AHSGE, Alaska, Alaska high school graduation qualifying exam, alignment, Alternative Routes, Arizona, Arizona's instrument to measure standards, AIMS, assessments, basic skills test, BST, California, California's high school exit exam, CAHSEE, Class of 2006, disaggregated graduation rates, end-of-course exam, EOC, English language arts, ELA, English language learners, ELL, exams, exemptions, exit exams, Florida, Florida comprehensive assessment test, FCAT, free or reduced-price lunch, FRPL, gateway examination, GE, GED, Georgia, Georgia exit examination for the 21st century, GEE 21, Georgia High School Graduation Test, GHSGT, graduation qualifying exam, graduation rates, high school assessment program, HAS, high school proficiency assessment, HSAP, HSGQE, HSPA, HSPE, Idaho, Idaho standards achievement tests, ISAT, Indiana, individualized education program, IEP, Individuals with Disabilities Act, IDEA, limited English proficient, LEP, Louisiana, Maryland, Maryland high school</p>

	<p>assessment, Massachusetts, Massachusetts comprehensive assessment system, MCAS, minimum competency exam, MCE, Minnesota, Minnesota comprehensive assessments, MCA, Mississippi, Mississippi subject area testing program, national assessment of educational progress, NAEP, National Center for Education Statistics, NCES, Nevada, Nevada high school proficiency examination, New Jersey, New Mexico, New York, NMHSCE, No Child Left Behind Act, NCLB, No Child Left Behind Act, NCLB, North Carolina, North Carolina competency tests and tests of computer skills, NCCTTCS, Ohio, Ohio graduation tests, OGT, pass rates, regents comprehensive examination, RCE, remediation, SAT, SATP, South Carolina, standard based exam, SBE, standards, standards of learning end-of-course exams, SOL, Tennessee, tests, Texas, Texas assessment of knowledge and skills, TAKS, Utah, Utah basic skills competency test, UBSCT, Virginia, waivers, Washington, Washington assessment of student learning, WASL</p> <p>Publication Date: March 1, 2006 Policy Brief 1 (PDF format, 539 KB) Topic: High School Exit Examinations</p>
2006	<p>Title: Ten Big Effects of the No Child Left Behind Act on Public Schools Author: Jack Jennings, Diane Stark Rentner Abstract: This article describes ten major effects of the No Child Left Behind Act based on CEP's four year study of the implementation of NCLB at the federal, state, and local levels. The article appeared in the October 2006 Phi Delta Kappan, a magazine of Phi Delta Kappa International. Keyword: Ten Big Effects of the No Child Left Behind Act on Public Schools, 2006, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, Title I, Jack Jennings, Diane Stark Rentner, major effects of the No Child Left Behind Act, Phi Delta Kappan, PDK, curriculum alignment, state tests, achievement gaps, low-performing schools, federal role Publication Date: November 1, 2006 Article (PDF format, 59.0 KB)</p>
2006	<p>Title: Title I Funds - Who's Gaining and Who's Losing: School Year 2006-07 Update Author: Tom Fagan Abstract: School Year 2006-07 Update. This report provides information on the federal Title I, Part A funding for states and school districts for school year 2006-07. Keyword: Title I Funds - Who's Gaining and Who's Losing: School Year 2006-07 Update, No Child Left Behind, NCLB, Title I, funding, federal funding, federal demands, unfunded mandate, fund allocation, fund distribution, federal dollars, Department of Education, ED, funding equity, needy district, neediest districts, funding data, poor district, Census Bureau, allocation formula, high-need district, expenditure factor, appropriations, funding fluctuation, gaining funds , losing funds, low-poverty district, formula, targeted assistance grant, education finance incentive grant, state funds, state funding, per pupil expenditure, fully funded, full funding, recommendation, funding freeze, funding shortfall, fund reduction, school in need of improvement, school needing improvement, state reservation for school improvement activities, reservation requirement, stagnant appropriation, 4% set-aside Publication Date: August 1, 2006 Press Release (PDF format, 126 KB)</p>
2006	<p>Title: Wrestling the Devil in the Details: An Early Look at Restructuring in California Author: CEP Abstract: This look at selected school districts in California that are restructuring under the No Child Left Behind Act may offer insights for other schools that must reevaluate their structures. Keyword: Wrestling the Devil in the Details: An Early Look at Restructuring in California, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, restructuring, restructure, sanctioned, sanction, implementation, underperforming, federal option, reform, federal, fund, governance, monitoring, support, test scores, options, assistance, support, state, district, approach, benchmark assessments, replace staff, negative consequences, strategies, federal mandate , Title I, California, California Department of Education, CDE, data, charter school, contract management, accountability, Maryland , Michigan, S4, Look Before You Leap, SCCAC Publication Date: February 1, 2006 Press Release (PDF format, 17.0 KB)</p>
2007	<p>Title: Answering the Question That Matters Most: Has Student Achievement Increased Since No Child Left Behind? Author: CEP Abstract: Using testing data from all 50 states, this study addresses two key questions in the debate surrounding the No Child Left Behind Act: has student achievement increased and have achievement gaps narrowed since NCLB was enacted in 2002? View 2005-6 State Profiles and Worksheets Keyword: Answering the Question That Matters Most: Has Student Achievement Increased Since No Child Left Behind?, 2007, Naomi Chudowsky, Victor Chudowsky, Nancy Kober, Jennifer McMurrer, HumRRO, Sunny Becker, Art Thacker, Hilary Campbell, Laureess Wise, Monica Gribben, Lee Koger, Emily Dickinson, Diane Stark Rentner, Jack</p>

	<p>Jennings, Laura Hamilton, Eric Hanushek, Frederick Hess, Robert Linn, W. James Popham, Council of Chief State School Officers, comparability of test data, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, tests, assessment, achievement gap, student achievement, percent proficient, state-by-state, subgroup, reading, mathematics, math, trends, state profiles, 2005-06 state profiles, accountability, Adequate Yearly Progress, AYP, proficient, state testing data, Adequate Yearly Progress, AYP, African American, Asian, Latino, Native American, white, low-income, Free lunch, Reduced-price lunch, FRPL, Gender, Male, Female, boy, girl, students with disabilities, SWD, special education, SPED, Individuals with Disabilities Act, IDEA, English language learner, ELL, Limited English Proficiency, LEP, effect size, cut score, standard deviation, National Assessment of Educational Progress, NAEP, pre-NCLB, post-NCLB</p> <p>Publication Date: May 31, 2007 Press Invitation (DOCX format, 12.1 KB) Topic: State Testing Data and Student Achievement</p>
2007	<p>Title: Beyond the Mountains: An Early Look at Restructuring Results in California Author: Caitlin Scott Abstract: This study examines the No Child Left Behind Act's restructuring process in California. The number of California schools in NCLB restructuring nearly doubled in the last year, increasing from 401 schools in 2005-06 to 701 in 2006-07, or roughly 8% of California schools. CEP's study found that California schools in restructuring implementing multiple reform efforts tailored to individual school needs were more likely than other schools in restructuring to meet AYP targets in English language arts.</p> <p>Keyword: Beyond the Mountains: An Early Look at Restructuring Results in California, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, restructuring, restructure, sanctioned, sanction, implementation, underperforming, federal option, reform, federal, fund, governance, monitoring, support, test scores, options, assistance, support, state, district, approach, benchmark assessments, replace staff, negative consequences, strategies, federal mandate , Title I, California, California Department of Education, CDE, data, charter schools, any other action, Michigan, Maryland, Improving America's Schools Act, IASA, Grant Joint Union, Oakland Unified , Palmdale Elementary, Tahoe-Truckee, Southern California Comprehensive Assistance Center, SCCAC, WestEd, interview, school closing, state survey, technical assistance, Advancement Via Individual Determination, AVID, Launching Education and Academic Performance, LEAP, Look Before You Leap, Building A Culture of Continuous Improvement, Reading First, internal restructuring, new school creation, bilingual education</p> <p>Publication Date: March 1, 2007 Press Release (PDF format, 136 KB) Topic: Federal Education Policy & Programs</p>
2007	<p>Title: English Language Learners' Provisions of the No Child Left Behind Act Author: Dalia Zabala Abstract: As part of its comprehensive, multiyear study of state and local implementation of the No Child Left Behind Act, the Center on Education Policy hosted a roundtable discussion on March 20, 2007 with leaders from 25 organizations to address potential improvements to the English language learners' provisions of NCLB. For more information about this meeting see the meeting summary and other supporting material below provided by Diane August and Stanley Rabinowitz, guest speakers invited to initiate our discussion.</p> <p>Keyword: English Language Learners' Provisions of the No Child Left Behind Act, roundtable, No Child Left Behind, NCLB, English Language Learner, ELL, Limited English Proficiency, LEP, Dalia Zabala, 2007, meeting, Diane August, Stanley Rabinowitz, Elementary and Secondary Education Act, ESEA, Title I, Center for Applied Linguistics, WestEd, powerpoint, language proficiency assessment, Alliance for Excellent Education, American Association of Colleges for Teacher Education, American Federation of Teachers, Association for Supervision and Curriculum Development, Campaign for Educational Equity, Teachers College, Center for American Progress, Center for Applied Linguistics, Center for Law and Education, Citizens' Commission on Civil Rights, Council of Chief State School Officers, Education Trust, GW Center for Equity and Excellence in Education, Internationals Network for Public Schools, MALDEF, National Association of Secondary School Principals, National Association for Bilingual Education, National Center on Immigrant Integration Policy, National Conference of State Legislatures, National Council of La Raza, National Education Association, National PTA, Phi Delta Kappa International, Second Language Testing, Inc, Senator Clinton's (Dem. N.Y) Representative, Teachers of English to Speakers of Other Languages, Title III, Weighted Assessment Results, opportunity to learn, Accommodations</p> <p>Publication Date: June 7, 2007 Meeting Summary (PDF format, 129 KB) Topic: Federal Education Policy & Programs</p>
2007	<p>Title: Making Mid-Course Corrections: School Restructuring in Maryland Author: Brenda Neuman-Sheldon Abstract: This report describes findings from case studies of 10 Maryland schools undergoing restructuring in accordance with the requirements of the federal No Child Left Behind Act. The ten schools are located in four school districts in Maryland: Anne Arundel County Public Schools, Baltimore City Public Schools; Baltimore County Public Schools; and Prince George's County Public Schools. Interviews were also conducted with state officials.</p> <p>Keyword: Making Mid-Course Corrections: School Restructuring in Maryland, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, restructuring, restructure,</p>

	<p>sanctioned, sanction, implementation, underperforming, federal option, reform, federal, fund, governance, monitoring, support, test scores, options, assistance, support, state, district, approach, benchmark assessments, replace staff, negative consequences, strategies, federal mandate , Title I, Maryland State Department of Education, MSDE, Anne Arundel County, Baltimore City, Prince George's County, turnaround , specialist, interview, contract, charter school, external reform, private management company, Teacher Capacity Needs Assessment, TCNA, assessment, data, Voluntary State Curriculum, city data project, special education, Principal's Academy, Restructuring Implementation Technical Assistance, RITA, tutoring, increased instructional time, diagnostic data, Intensive Support and Intervention Schools, ISIS, teacher mentors, coaches, testing coordinator, faculty support team, curriculum reform, content area specialist, instructional program review, zero basing, teacher contract, reactions to restructuring, school closing</p> <p>Publication Date: December 5, 2007 Press Release (PDF format, 47.1 KB) Topic: Federal Education Policy & Programs</p>
2007	<p>Title: NCLB Year 5: Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era Author: Jennifer McMurrer Abstract: This report examines the amount of time spent during the school week on core academic subjects and how that allocation of time across subjects has changed since school year 2001-02 when NCLB was enacted. The report finds that approximately 62% of school districts increased the amount of time spent in elementary schools on English language arts and or math, while 44% of districts cut time on science, social studies, art and music, physical education, lunch or recess. Note: Although the overall findings of this report have not changed, some of the specific numbers have been revised since its original publication to correct initial contractor data tabulation errors. To review the specific changes made, please click on "Report with Specific Revisions in Tracking". Keyword: From the Capital to the Classroom: Year 5 of the No Child Left Behind Act, Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era, 2007, Jennifer McMurrer, No Child Left Behind, NCLB, magnitude of changes in instructional time, Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era, amount of instructional time, English language arts, ELA, reading, Mathematics, math, social studies, science, art, music, physical education, PE, recess, lunch, instructional minutes, pre-NCLB, decrease instructional time, increase instructional time, time, NCLB era, elementary school, survey, Elementary and Secondary Education Act, ESEA, instructional time, curriculum, case study, interview, Bayonne City School District, New Jersey, NJ, Bloomfield School District, New Mexico, NM, Boston Public Schools, Massachusetts, MA, Calhoun County School District, Alabama, AL, Chicago Public Schools, Illinois, IL, Cleveland Municipal School District, Ohio, OH, Colorado Springs School District 11, Colorado, CO, Escondido Union School District, California, CA, Fayetteville Public Schools, Arkansas, AR, Joint School District No. 2, Meridian, Idaho, ID, Oakland Unified School District, Sheboygan Area Schools, Wisconsin, WI, Tigard-Tualatin School District, Oregon, OR, Identified school, length of school day, middle school, high school, curriculum changes, curriculum alignment, test preparation, survey, Elementary and Secondary Education Act, ESEA, title I Publication Date: July 24, 2007 Full Report – Revised December 2007 (PDF format, 3181 KB)</p>
2007	<p>Title: NCLB Year 5: Educational Architects: Do State Education Agencies Have the Tools Necessary to Implement NCLB? Author: Angela Minnici and Deanna D. Hill Abstract: The second report in a series of CEP publications on the implementation of the No Child Left Behind Act examines the capacity of state education agencies to carry out the requirements of NCLB. An analysis of survey data from all 50 states and interview data of 15 high-ranking state education officials from 11 states revealed four major capacity challenges: (1) limitations in staffing and infrastructure; (2) inadequate federal and state funding; (3) a lack of sufficient guidance and technical support from the U.S. Department of Education; and (4) barriers in NCLB and within state education agencies. Supplemental Report on District Perspectives on State Capacity Keyword: From the Capital to the Classroom: Year 5 of the No Child Left Behind Act, Educational Architects: Do State Education Agencies Have the Tools Necessary to Implement NCLB?, 2007, Angela Minnici, Deanna D. Hill, Ying Zhang, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, Title I, capacity of state education agencies, capacity, state capacity, survey, case study, interviews, Supplemental Report on District Perspectives on State Capacity, state education agencies, low-performing schools, school improvement, schools in improvement, restructuring, corrective action, state officials, district perspectives, NCLB requirements, federal funding, state funding, State Education Agencies, SEA Publication Date: May 9, 2007 Full Report (PDF format, 1160 KB)</p>
2007	<p>Title: NCLB Year 5: Implementing the No Child Left Behind Teacher Requirements Author: Jennifer McMurrer Abstract: This report examines how states and school districts have implemented the No Child Left Behind Act's teacher quality requirements. The report finds that, according to state and district officials, the NCLB highly qualified teacher requirements have had minimal or no impact on student achievement and have not had a major impact on teacher effectiveness. The report also discusses state and district implementation of the federal requirements to equitably distribute experienced, highly qualified teachers among higher and lower poverty schools.</p>

	<p>Keyword: From the Capital to the Classroom: Year 5 of the No Child Left Behind Act, Implementing the No Child Left Behind Teacher Requirements, 2007, Jennifer McMurrer, No Child Left Behind, NCLB, Title I, state survey, district survey, case study, interview, teacher quality, highly qualified teacher, teacher effectiveness, Title I, student achievement, special education, teacher recruitment, teacher retention, roundtable, Avon Public School District, Massachusetts, MA, Berkeley County School District, South Carolina, SC, Clark County School District, Nevada, NV, Cloquet Independent School District #94, Minnesota, MN, Cuero Independent School District, Texas, TX, Fort Lupton Weld Re-8 School District, Colorado, CO, Fremont County School District #1, Wyoming, WY, Heartland Community Schools, Nebraska, NE, Hermitage R-IV School District, Missouri, MO, Kansas City Public Schools, Kansas, KS, Kodiak Island Borough School District, Alaska, AK, Marlboro Elementary School, Vermont, VT, Napoleon School District, North Dakota, ND, Orleans Central Supervisory Union, Romulus Central Schools, New York, NY, Wake County Public School System, North Carolina, NC, Waynesboro Public Schools, Virginia, VA, science teachers, math teachers, middle school teachers, rural school teachers, state capacity, mentoring, induction programs, master teachers, equitable distribution, professional development</p> <p>Publication Date: August 22, 2007</p> <p>Full Report (PDF format, 593 KB)</p>
2007	<p>Title: NCLB Year 5: Moving Beyond Identification: Assisting Schools in Improvement</p> <p>Author: CEP</p> <p>Abstract: This report examines the kind of assistance that schools in improvement receive and how effective district and state officials believe that assistance to be. The report's findings are based on CEP's annual survey of 50 state departments of education; our nationally representative annual survey of districts; and 12 case study districts involving interviews with district and school officials.</p> <p>Keyword: From the Capital to the Classroom: Year 5 of the No Child Left Behind Act, Moving Beyond Identification: Assisting Schools in Improvement, 2007, Caitlin Scott, assistance, schools in improvement, survey, case study, interviews, districts with schools in improvement, student achievement, No Child Left Behind, NCLB, Title I, Bayonne City School District, Lincoln Community School, New Jersey, NJ, Bloomfield School District, New Mexico, NM, Boston Public Schools, Massachusetts, MA, Calhoun County School District, Alabama, AL, Chicago Public Schools, Carson Elementary, Pope Elementary, Illinois, IL, Cleveland Municipal School District, Ohio, OH, Colorado Springs School District 11, Colorado, CO, Escondido Union School District, California, CA, Fayetteville Public Schools, Arkansas, AR, Joint School District No. 2, Meridian, Idaho, ID, Linder Elementary, Meridian Elementary, Oakland Unified School District, Cox Elementary, New Highland Elementary, Sobrante Park Elementary, Whittier Elementary, Tigard-Tualatin School District, Fowler Middle School, Metzger Elementary School, Tualatin High School, Oregon, OR, urban districts, Corrective action, restructuring, state strategies, Maryland, MD, Michigan, MI, state capacity, change in time, improvement strategy, achievement gap, funding school improvement</p> <p>Publication Date: July 11, 2007</p> <p>Full Report (PDF format, 843 KB)</p>
2007	<p>Title: NCLB Year 5: Reading First: Locally Appreciated, Nationally Troubled</p> <p>Author: Caitlin Scott</p> <p>Abstract: Despite problems with the federal administration of the Reading First program, this CEP report finds that the program is widely credited by state and local officials for lifting the achievement of students who receive Reading First services. Overall, more than three-fourths of states and two-thirds of districts with Reading First grants reported that the program's assessment and instructional programs were important causes of gains in student achievement. Further, the report finds that Reading First's impact is felt far beyond the participating schools, with more than half of Reading First districts using elements of Reading First in non-Reading-First schools and in the upper grades. Similarly, states reported that more than 3,000 non-Reading-First districts participated in state-led Reading First professional development.</p> <p>Keyword: From the Capital to the Classroom: Year 5 of the No Child Left Behind Act, Reading First: Locally Appreciated, Nationally Troubled, 2007, Caitlin Scott, No Child Left Behind, NCLB, Reading First, Title I, state survey, district survey, case study, interview, Boston Public Schools, Massachusetts, MA, Chicago Public Schools, Carson Elementary, Pope Elementary, Illinois, IL, Clark County School District, Nevada, NV, Colorado Springs School District 11, Colorado, CO, Escondido Union School District, California, CA, Fort Lupton Weld Re-8 School District, Kansas City, Kansas Public Schools, Kansas, KS, Oakland Unified School District, Cox Elementary Education of Change, New Highland Elementary, Sobrante Park Elementary, Palmdale Elementary School District, Yucca Elementary, Elementary and Secondary Education Act, ESEA, Inspector General, student achievement, adequate yearly progress, AYP, supplemental education services, SES, school choice, student mobility, teacher turnover, reading programs, reading coach</p> <p>Publication Date: October 31, 2007</p> <p>Full Report (PDF format, 546 KB)</p>
2007	<p>Title: NCLB Year 5: State Implementation of Supplemental Educational Services under the No Child Left Behind Act</p> <p>Author: Angela Minnici and Alice P. Bartley</p> <p>Abstract: This report describes state efforts to carry out the supplemental educational services requirements. It is the first in a series of CEP publications on the NCLB implementation that will report on the results of our 2006 surveys of officials from 50 state educational agencies and a national sample of school districts, as well as case study research.</p> <p>Keyword: From the Capital to the Classroom: Year 5 of the No Child Left Behind Act, State Implementation of Supplemental Educational Services under the No Child Left</p>

	<p>Behind Act, 2007, Angela Minnici, Alice P. Bartley, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, Title I, Supplemental Education Services, SES, survey, district survey, case study, interview, capacity, federal funds, state funds, SES providers, impact of SES</p> <p>Publication Date: March 1, 2007 Press Release (PDF format, 102 KB)</p>
2007	<p>Title: No Child Left Behind at Five: A Review of Changes to State Accountability Plans Author: Naomi Chudowsky, Victor Chudowsky Abstract: This report summarizes the changes to state NCLB accountability plans approved by the U.S. Department of Education during 2006, and discusses the changes in and expansion of state testing programs as a result of NCLB. Keyword: No Child Left Behind at Five: A Review of Changes to State Accountability Plans, 2007, Naomi Chudowsky, Victor Chudowsky, state testing programs, state tests, No Child Left Behind, NCLB, Title I, Elementary and Secondary Education Act, ESEA, adequate yearly progress. AYP, student achievement, proficient, reading, mathematics, math, Margaret Spellings, assessment, annual measurable objectives, AMO, Minnesota, MN, state policy, comparability, indexing, confidence interval, retesting, students with disabilities, SWD, subgroup size, Hurricane Katrina, districts for improvement Publication Date: January 1, 2007 Full Report (PDF format, 92.8 KB) Topic: Federal Education Policy & Programs</p>
2007	<p>Title: Principles for Reauthorizing the Teacher Provisions of the No Child Left Behind Act and the Higher Education Act Author: CEP Abstract: As part of its comprehensive, multiyear study of state and local implementation of the No Child Left Behind Act, the Center on Education Policy hosted two meetings last fall with leaders from nearly two dozen education organizations to address potential improvements to the teacher provisions of NCLB. The recommendations that received the broadest support during the two roundtable sessions are included in Principles for Reauthorizing the Teacher Provisions of the No Child Left Behind Act and the Higher Education Act, which is intended to offer policymakers a set of principles to consider as they undertake reauthorization efforts. CEP Roundtable Discussions on Improving NCLB's Highly Qualified Teacher Provisions -- October 17, 2006 CEP Roundtable Discussions on Improving NCLB's Highly Qualified Teacher Provisions -- November 29, 2006 Keyword: NCLB No Child Left Behind Publication Date: February 1, 2007 Full Report (PDF format, 37.8 KB) Topic: Federal Education Policy & Programs</p>
2007	<p>Title: Reauthorizing the Elementary and Secondary Education Act of 1965: Recommendations from the Center on Education Policy Author: CEP Abstract: Since the No Child Left Behind Act (NCLB) was signed into law in 2002, the Center on Education Policy (CEP) has been monitoring the effects of this important national policy. This paper presents CEP's recommendations for changes to the Elementary and Secondary Education Act of 1965 (ESEA) as amended by NCLB. These recommendations grow out of the main findings of CEP's research on the effects of NCLB. Keyword: Reauthorizing the Elementary and Secondary Education Act of 1965: Recommendations from the Center on Education Policy, recommendations , No Child Left Behind, NCLB, achievement gap, survey research, test data, case study research, achievement, reauthorize, reauthorization, Elementary and Secondary Education Act, ESEA, narrow gap, curriculum , instruction, impact of testing, emphasis on art and music, teach to the test, curriculum narrowing, content emphasis, federal, funds, accountability, growth model, academic progress, multiple measures, adequate yearly progress, AYP, National Academy of Education, National Academy of Sciences, state test, objective measures, federal regulation, individual education program, IEP, school in need of improvement, SINI, proficiency assessment, English language learner, ELL, school choice, supplemental education service, school improvement strategy, graduated approach to assistance, reform effort, reform model, reform plan, state department of education, technical assistance, students with disabilities, special needs assessments, differentiated assessment, U.S. Department of Education, ED, authorized funding, Reading First, teacher quality, teacher effectiveness , highly qualified teacher, teacher recruiting, teacher retention, comprehensive data system Publication Date: August 28, 2007 Full Report (PDF format, 510 KB)</p>
2007	<p>Title: State High School Exit Exams 2007 Annual Report: Working to Raise Test Scores Author: Dalia Zabala, Dr. Angela Minnici, Jennifer McMurrer, Dr. Deanna Hill, Alice P. Bartley, and Jack Jennings Abstract: This report looks at the new developments in the implementation of state high school exit exams in the 26 states that currently implement or plan to implement these exams. The report focuses on the efforts made at the state and local level to raise initial pass rates for all students, help students who fail on their first attempt, and close the achievement gap.</p>

	<p>Some information on Mississippi's profile, page 111, has been updated (December 2007).</p> <p>Keyword: State High School Exit Exams 2007 Annual Report: Working to Raise Test Scores achievement gaps ACT Alabama Alabama high school graduation exam, AHSGE Alaska Alaska high school graduation qualifying exam alignment Alternative Routes Arizona Arizona's instrument to measure standards, AIMS Arkansas Arkansas Comprehensive Assessment Program assessments Basic Skills Test, BST California California's high school exit exam, CAHSEE disaggregated graduation rates end-of-course exam, EOC English language learners, ELL exams exemptions exit exams Florida Florida comprehensive assessment test, FCAT free or reduced-price lunch, FRPL Gateway Examinations, GE GED Georgia Georgia High School Graduation Test, GHSGT Graduation Exit Exam Graduation Qualifying Exam, GQE graduation rates Graduation Required Assessments for Diploma, GRAD high school proficiency assessment, HSAP High School Proficiency Assessment, HSPA High School Proficiency Examination, HSPE Idaho Idaho standards achievement tests, ISAT Indiana Individuals with Disabilities Act, IDEA limited English proficient, LEP Louisiana Maryland Maryland High School Assessment Massachusetts Massachusetts Comprehensive Assessment System, MCAS Minnesota Mississippi Mississippi subject area testing program national assessment of educational progress, NAEP National Center for Education Statistics, NCES Nevada New Jersey New Mexico New Mexico High School Competency Examination, NMHSCE New York No Child Left Behind Act, NCLB No Child Left Behind Act, NCLB North Carolina North Carolina Competency Tests Ohio Ohio graduation tests, OGT Oklahoma Oklahoma End-of-Instruction Exams, EOI pass rates Regents Examinations remediation SAT South Carolina standards standards of learning end-of-course exams, SOL Tennessee tests Texas Texas Assessment of Knowledge and Skills, TAKS Virginia waivers Washington Washington assessment of student learning, WASL</p> <p>Publication Date: September 6, 2007</p> <p>Press Release (PDF format, 138 KB)</p> <p>Topic: High School Exit Examinations</p>
2007	<p>Title: State High School Exit Exams: 2007 Policy Briefs</p> <p>Author: Dalia Zabala</p> <p>Abstract:</p> <p>Policy Brief 1: States Continue Trend Toward Higher-Level Exit Exams, More Subjects Tested</p> <p>A snapshot of main features of state exit exams taken from the Center on Education Policy's August 2006 report, STATE HIGH SCHOOL EXIT EXAMS: A Challenging Year.</p> <p>Policy Brief 2: Growth in High School Exit Exams Levels Off But Minority Students Affected Disproportionately</p> <p>A snapshot on the number of states currently implementing or planning to implement state mandated high school exit exams, and the percentages of minority students impacted.</p> <p>Information taken from the Center on Education Policy's August 2006 report, STATE HIGH SCHOOL EXIT EXAMS: A Challenging Year.</p> <p>Policy Brief 3: Gaps Persist in High School Exit Exams Pass Rates</p> <p>A snapshot at changes in initial pass rates for all students and each of the subgroups from 2004-05. Information taken from the Center on Education Policy's August 2006 report, STATE HIGH SCHOOL EXIT EXAMS: A Challenging Year.</p> <p>Keyword: State High School Exit Exams: 2007 Policy Briefs, State High School Exit Exams 2006 Annual Report: A Challenging Year, achievement gaps, ACT, Alabama, Alabama high school graduation exam, AHSGE, Alaska, Alaska high school graduation qualifying exam, alignment, Alternative Routes, Arizona, Arizona's instrument to measure standards, AIMS, assessments, Basic Skills Test, BST, California, California's high school exit exam, CAHSEE, disaggregated graduation rates, end-of-course exam, EOC, English language learners, ELL, exams, exemptions, exit exams, Florida, Florida comprehensive assessment test, FCAT, free or reduced-price lunch, FRPL, Gateway Examinations, GE, GED, Georgia, Georgia High School Graduation Test, GHSGT, Graduation Exit Exam, Graduation Qualifying Exam, GQE, graduation rates, high school proficiency assessment, HSAP, High School Proficiency Assessment, HSPA, High School Proficiency Examination, HSPE, Idaho, Idaho standards achievement tests, ISAT, Indiana, Individuals with Disabilities Act, IDEA, limited English proficient, LEP, Louisiana, Maryland, Maryland High School Assessment, Massachusetts, Massachusetts Comprehensive Assessment System, MCAS, Minnesota, Mississippi, Mississippi subject area testing program, national assessment of educational progress, NAEP, National Center for Education Statistics, NCES, Nevada, New Jersey, New Mexico, New Mexico High School Competency Examination, NMHSCE, New York, No Child Left Behind Act, NCLB, No Child Left Behind Act, NCLB, North Carolina, North Carolina Competency Tests, Ohio, Ohio graduation tests, OGT, pass rates, Regents Examinations, remediation, SAT, South Carolina, standards, standards of learning end-of-course exams, SOL, Tennessee, tests, Texas, Texas Assessment of Knowledge and Skills, TAKS, Virginia, waivers, Washington, Washington assessment of student learning, WASL</p> <p>Publication Date: January 1, 2007</p> <p>Policy Brief 1 (PDF format, 82.6 KB)</p> <p>Topic: High School Exit Examinations</p>
2007	<p>Title: Students with Disabilities' Provisions of the No Child Left Behind Act: Summary of a Roundtable Discussion and Guiding Principles for Reauthorization of ESEA/NCLB</p> <p>Author: Angela Minnici</p> <p>Abstract:</p> <p>As part of its comprehensive, multiyear study of state and local implementation of the No Child Left Behind Act, the Center on Education Policy hosted a roundtable discussion on May 1, 2007 with leaders from 25 organizations to address potential improvements to the students with disabilities' provisions of NCLB. For more information about this meeting see the meeting summary and guiding principles for reauthorization of ESEA/NCLB and other supporting material below provided by Nancy Reder and Stanley Rabinowitz, guest speakers invited to initiate our discussion.</p> <p>Keyword: Students with Disabilities' Provisions of the No Child Left Behind Act: Summary of the Roundtable Discussion and Guiding Principles for Reauthorization of</p>

	<p>ESEA/NCLB, NCLB,IDEA, students with disabilities, alternate assessments, National Association of State Directors of Special Education, WestEd</p> <p>Publication Date: June 29, 2007</p> <p>Summary and Recommendations (PDF format, 44.1 KB)</p> <p>Topic: Federal Education Policy & Programs</p>
2007	<p>Title: Testimony of Jack Jennings Before the House Education and Labor Committee</p> <p>Author: Jack Jennings</p> <p>Abstract: On September 10, 2007, Jack Jennings, CEP's president, testified before the U.S. House of Representatives' Education and Labor Committee on the Miller/McKeon Discussion Draft of ESEA reauthorization legislation.</p> <p>Keyword: Testimony of Jack Jennings Before the House Education and Labor Committee, congressional testimony, Congress, NCLB, multiple indicators, growth models, ELLs, students with disabilities, school improvement</p> <p>Publication Date: September 10, 2007</p> <p>Testimony (PDF format, 118 KB)</p>
2007	<p>Title: Testimony of Jack Jennings Before the House Education and Labor Subcommittee on Early Childhood, Elementary and Secondary Education</p> <p>Author: Jack Jennings</p> <p>Abstract: On June 7, 2007 Jack Jennings, CEP's president, testified before the U.S. House of Representatives ' Education and Labor Committee 's Subcommittee on Early Childhood, Elementary and Secondary Education. Mr. Jennings was asked by the Subcommittee to testify on CEP's report, Answering the Question That Matters Most: Has Student Achievement Increased Since No Child Left Behind?</p> <p>Keyword: Testimony of Jack Jennings Before the House Education and Labor Subcommittee on Early Childhood, Elementary and Secondary Education, congressional testimony, Congress, NCLB, student achievement, state test scores, achievement gap, NAEP</p> <p>Publication Date: July 9, 2007</p> <p>Testimony (PDF format, 112 KB)</p>
2007	<p>Title: Testimony of Jack Jennings before the Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education</p> <p>Author: Jack Jennings</p> <p>Abstract: The Center on Education Policy was asked to testify before the Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education on March 14, 2007. The testimony highlights CEP's research on funding issues surrounding the implementation of the No Child Left Behind Act.</p> <p>Keyword: Testimony of Jack Jennings Before the Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education, congressional testimony, Congress, appropriations, funding, costs of NCLB, Title I ESEA, school improvement, federal role in education, state capacity</p> <p>Publication Date: March 14, 2007</p> <p>Testimony (PDF format, 109 KB)</p>
2007	<p>Title: Title I Funds - Who's Gaining, Who's Losing: School Year 2007-08 Update</p> <p>Author: Tom Fagan</p> <p>Abstract: This report discusses funding for states and schools districts under the federal Title I, Part A program for school year 2007-08. (Title I is the largest federal program assisting elementary and secondary schools, and contains the key accountability provisions under the No Child Left Behind Act.) The report highlights the impact of annual poverty count updates on the distribution of funds and discusses the mandatory state reservation of funds for school improvement activities.</p> <p>Keyword: Title I Funds - Who's Gaining, Who's Losing: School Year 2007-08 Update, No Child Left Behind, NCLB, Title I, funding, federal funding, federal demands, unfunded mandate, fund allocation, fund distribution, federal dollars, Department of Education, ED, funding equity, needy district, neediest districts, funding data, poor district, Census Bureau, allocation formula, high-need district, expenditure factor, appropriations, funding fluctuation, gaining funds , losing funds, low-poverty district, formula, targeted assistance grant, education finance incentive grant, state funds, state funding, per pupil expenditure, fully funded, full funding, recommendation, funding freeze, funding shortfall, fund reduction, school in need of improvement, school needing improvement, state reservation for school improvement activities, reservation requirement, stagnant appropriation, separate appropriation, low-income children, LEA grant, funding volatility, 4% set-aside</p> <p>Publication Date: August 15, 2007</p> <p>Full Report (PDF format, 241 KB)</p>
2007	<p>Title: What Now? Lessons from Michigan About Restructuring Schools and Next Steps Under NCLB</p> <p>Author: Caitlin Scott</p> <p>Abstract: CEP's third review of school restructuring in Michigan finds that over half of Michigan's 90 restructuring schools improved student achievement enough to meet the state's AYP</p>

	<p>targets for two consecutive years, allowing them to graduate out of the school improvement designation altogether. A CEP analysis of the restructuring approaches used indicates that no single factor is most responsible for improving student achievement. Instead, schools that implemented five or more reforms over the past two years were significantly more likely to exit restructuring than were other restructuring schools.</p> <p>Keyword: What Now? Lessons from Michigan About Restructuring Schools and Next Steps Under NCLB, No Child Left Behind, student achievement, increase achievement, raise achievement, state target, state goal, state standard, turnaround specialist, turnaround school turnaround, reform option, school reform, reform, consultant, specialist, restructuring, failing school, adequate yearly progress, AYP, school in need of assistance, in need of improvement, school improvement, gain, federal policy, state policy, policy change, consequence, transform, transformation, charter, replacement, firing, replace, staff development, curriculum, radical, fund, finances, financing, funding, reform strategy, strategies, Michigan Department of Education, Department of Education, Detroit Public Schools, Flint Community Schools, Harrison Community Schools, Willow Run Community Schools, Cerveney, Cleveland Middle School, William Beckham, Brownell, Larson, Hillside, Willow Run, 100% proficiency, 2014, Improving America's Schools Act</p> <p>Publication Date: March 1, 2007</p> <p>Full Report (PDF format, 193 KB)</p> <p>Topic: Federal Education Policy & Programs</p>
2008	<p>Title: A Call to Restructure Restructuring: Lessons from the No Child Left Behind Act in Five States</p> <p>Author: Caitlin Scott</p> <p>Abstract:</p> <p>This report synthesizes findings from CEP's research on how the No Child Left Behind Act's school restructuring requirements are being implemented in Michigan, California, Maryland, Ohio, and Georgia. Document reviews and interviews with state officials were conducted in the five states, and case study research was carried out in 19 districts and 42 schools. Among the report's findings are that more schools have entered restructuring and many remain in that status for multiple years; the "any other" restructuring option is the most popular option in the states studied; and the five states varied greatly in the supports they offered restructuring schools.</p> <p>Keyword: A Call to Restructure Restructuring: Lessons from the No Child Left Behind Act in Five States, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, data, restructuring, restructure, improvement, differentiated accountability, consequences, corrective action, graduation rate, urban, suburban , rural, fund, grant, school staff, district, interview, federal, Title I, school audit, growth model, assistance, corrective action, stalled, turnaround, replace staff, restructuring results, state official, federal official, monitoring, recommendations, choices, National Implementation Research Network, Maryland, Georgia, Michigan, Ohio, New York, federal option , state option, set-aside funds, state support, coach, tutor</p> <p>Publication Date: September 23, 2008</p> <p>Full Report (PDF format, 750 KB)</p> <p>Topic: Federal Education Policy & Programs</p> <p>Sub-Topic: NCLB School Improvement</p>
2008	<p>Title: Building on State Reform: Maryland School Restructuring</p> <p>Author: Brenda Neuman-Sheldon</p> <p>Abstract:</p> <p>This report summarizes the State of Maryland's strategy in dealing with 79 schools that are in NCLB's restructuring phase because they have missed adequate yearly progress targets for five or more consecutive years. The report also highlights several schools in restructuring or planning for restructuring in Prince George's County Public Schools, Baltimore County Public Schools, and Anne Arundel County Public Schools.</p> <p>Keyword: Building on State Reform: Maryland School Restructuring, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, restructuring, restructure, sanctioned, sanction, implementation, underperforming, federal option, reform, federal, fund, governance, monitoring, support, test scores, options, assistance, support, state, district, approach, benchmark assessments, replace staff, negative consequences, strategies, federal mandate , Title I, Maryland, Maryland State Department of Education, MSDE, School Improvement Grant, Baltimore, Anne Arundel County, Prince George's County, mandate, school report card, School Performance Assessment Program, MSPAP, State Performance Index, SPI, charter school, management company, private management, annual measurable objective, AMO, external reform, internal reform, turnaround specialist, alternative governance mechanism, Department of School Improvement and Accountability, DSIA, instructional specialist, increased instructional time, data, marginal student, tutor, test preparation, staff training, test celebration, extended day, master educator, class size, curriculum alignment</p> <p>Publication Date: September 20, 2006</p> <p>Press Release (PDF format, 101 KB)</p>
2008	<p>Title: CEP Annual Report, 2008</p> <p>Author: CEP</p> <p>Abstract:</p> <p>The Center on Education Policy has issued a report on its activities for the calendar year 2008. This report also describes the Center's plans for 2009 and shows CEP's overall impact.</p> <p>Keyword: CEP Annual Report 2008, Building understanding of and support for public education, No Child Left Behind, NCLB, high school exit exam, exit exam, high-stakes test, diploma, dropout, drop out, role of public schools, purpose of public schools, activities, summary of year, publications, summary, policy impact, statistics, data, gather data,</p>

	<p>student achievement, state data, raw data, state profiles, achievement trends, monitoring, school restructuring, comprehensive, assessment, effect of accountability, consequences, federal role, federal control, reauthorization, Obama, evidence-based, reform, continue, reporting, achievement gaps, curriculum, observation, survey, focus group, Washington, Illinois, Rhode Island, influence, Presidential, Clinton, Bush, journalist, media, academic, citation, scholarly, information, inform, public policy, policy, politics, politicians, discussion, postsecondary, graduate, research</p> <p>Publication Date: February 24, 2009 CEP Annual Report 2008 (PDF format, 945 KB)</p>
2008	<p>Title: CEP Testimony on NCLB School Restructuring Author: Caitlin Scott Abstract: On January 24, 2008, Dr. Caitlin Scott, CEP consultant, testified before California's Little Hoover Commission about school restructuring under the No Child Left Behind Act. The Little Hoover Commission is an independent state oversight agency that investigates state government operations and aims to promote efficiency, economy, and service. The testimony is based on CEP studies of restructuring in California, Maryland, and Michigan, as well as CEP's five-year study of NCLB, our annual reports on Title I funding, and our 2007 study of state capacity. Keyword: CEP Testimony on NCLB School Restructuring, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, restructuring, restructure, sanctioned, sanction, implementation, underperforming, federal option, reform, federal, fund, governance, monitoring, support, test scores, options, assistance, support, state, district, approach, benchmark assessments, replace staff, negative consequences, strategies, federal mandate, California, California Department of Education, CDE, Michigan, Maryland, contract, charter school, Title I, Elementary Secondary Education Act, ESEA, Improving America's Schools Act, IASA, Least Restrictive Environment Survey Self Assessment, English Learner Subgroup Self Assessment, Process Mentor Team, Leadership Coach, team planning, recommendation, Statewide System of Support, education agency, ESEA amendment, growth model</p> <p>Publication Date: January 24, 2008 Testimony (PDF format, 186 KB)</p>
2008	<p>Title: Forums: Rethinking the Federal Role in Elementary and Secondary Education Author: CEP Abstract: In 2008, the Center on Education Policy undertook a project to rethink the federal role in elementary and secondary education. As a first step, CEP commissioned a series of papers on key issues, requiring the authors to provide evidence of the effects of various programs and initiatives, and to provide recommendations. Each paper was peer-reviewed by individuals with diverse points of view on the issue. Also, CEP convened a series of public forums in 2008 through 2009 to discuss several of the papers. We also compiled a compendium of key studies on the No Child Left Behind Act. The result of these efforts formed a set of recommendations for the new President and Congress for shaping the federal role in elementary and secondary education. FORUM 1: Oct 6, 2008 at the Dirksen Senate Office Building Paul Manna of the College of William and Mary presented a paper on the history of the federal role in education. FORUM 2: Nov 19, 2008, at the Rayburn House Office Building Papers were presented by Heather Weiss of the Harvard Family Research Project and Sharon Lynn Kagan of Columbia University. Dr. Weiss's paper addresses the federal role in out of school learning. Dr. Kagan's paper is on early childhood education. FORUM 3: Nov 20, 2008, at the Rayburn House Office Building Laura S. Hamilton and Brian M. Stecher of the RAND Corporation presented their paper on standards-based education reform, and W. James Popham of the University of California at Los Angeles presented his paper on the role of assessments in federal education programs. FORUM 4: Mar 5, 2009 at the Rayburn House Office Building (Rm 2261) Authors Gary Sykes and Kenne Dibner discussed their paper on federal efforts to improve teaching. FORUM 5: Apr 30, 2009 at the Capitol Visitor Center in the U.S. Capitol Building (Rooms 208/209 SVC) CEP convened its fifth forum in this series to discuss the impact of the economic stimulus funds on the federal role in elementary and secondary education. Speakers included Jeff Simering of the Council of the Great City Schools; Mary Kusler of the American Association of School Administrators; Dane Linn of the National Governors Association; Deborah Rigsby of the National School Boards Association; and Gene Wilhoit of the Council of Chief State School Officers. Presenters addressed two questions: how are the education funds in the economic stimulus package now being spent, and will there be any effect on the future federal role in elementary and secondary education as a result of the stimulus package? View Forum Materials FORUM 6: Jul 1, 2009 at the Dirksen Office Building (Senate Health, Education, Labor and Pensions hearing room) Dr. Russell Rumberger of the University of California at Santa Barbara presented his paper on the federal role in improving high schools. View the Commission Papers & Research Compendium View Resulting Recommendations: "Better Federal Policies Leading to Improved Teaching" Keyword: Forums: Rethinking the Federal Role in Elementary and Secondary Education, Federal control, mandate, regulations, guidelines, accountability, No Child Left</p>

	<p>Behind, NCLB, Elementary and Secondary Education Act, ESEA, federal program, commission, cooperation, Title I, Individuals with Disabilities Education Act, IDEA, teacher quality, HQT, highly qualified teacher, Eisenhower Professional Development program, consequences, effect, initiative, incentive, resources, distribution, aid, funding, financing, fund, finance, result, standards, standards-based, reform, SBR, decentralization, monitor, evaluate, alignment, assessment, achievement, accountability, National Assessment of Educational Progress, NAEP, underserved, demographic, minority, poverty, low-income, free and reduced priced lunch, FRPL, school lunch, early childhood, Australia, Germany, Canada, Early Childhood Education, ECE, Quest for Excellence, Coherence and Equity, ECE2, history, out of school learning, after school, summer school, family, parental involvement, support, community, computer assisted instruction, Star Schools, E-Rate, PLATO, Sesame Street, technology, gap, scale, FDA, retain, attract, recruit</p> <p>Publication Date: October 6, 2008 (format, Invalid size argument)</p> <p>Topic: Federal Education Policy & Programs</p>
2008	<p>Title: From the Capital to the Classroom: Year 5 of the No Child Left Behind Act</p> <p>Author: CEP</p> <p>Abstract: Research report on the impact of the fifth year of implementation of the No Child Left Behind Act on a geographically diverse list of schools and school districts.</p> <p>The following reports comprise the Annual Report for Year 5 (Click to View the individual reports):</p> <p>Some Perspectives from Rural School Districts on The No Child Left Behind Act by Ying Zhang Published: 06/10/2008</p> <p>Instructional Time in Elementary Schools: A Closer Look at Changes for Specific Subjects by Jennifer McMurrer Published: 02/20/2008</p> <p>Reading First: Locally Appreciated, Nationally Troubled by Caitlin Scott Published: 10/31/2007</p> <p>Implementing the No Child Left Behind Teacher Requirements by Jennifer McMurrer Published: 08/22/2007</p> <p>Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era by Jennifer McMurrer Published: 07/24/2007 rev 12/2007</p> <p>Moving Beyond Identification: Assisting Schools in Improvement by CEP Published: 07/11/2007</p> <p>Educational Architects: Do State Education Agencies Have the Tools Necessary to Implement NCLB? by Angela Minnici and Deanna D. Hill Published: 05/09/2007</p> <p>State Implementation of Supplemental Educational Services under the No Child Left Behind Act by Angela Minnici and Alice P. Bartley Published: 03/01/2007</p> <p>Keyword: 2007, 2008, achievement gap, ACHIEVEMENT GAPS IN RURAL, adequate yearly progress, AYP, Alabama, AL, Alaska, AK, Alice P. Bartley, amount of instructional time, Angela Minnici, Arkansas, AR, art, assistance, Avon Public School District, Bayonne City School District, Berkeley County School District, Bloomfield School District, Boston Public Schools, Caitlin Scott, Calhoun County School District, California, CA, capacity of state education agencies, capacity, state capacity, Carson Elementary, case study, change in time, Chicago Public Schools, Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era, Clark County School District, Cleveland Municipal School District, Cloquet Independent School District #94, Colorado Springs School District 11, Colorado, CO, corrective action, Cox Elementary, Cox Elementary Education of Change, Cuero Independent School District, curriculum, curriculum alignment, curriculum changes, Deanna D. Hill, decrease instructional time, district perspectives, district survey, districts with schools in improvement, Educational Architects: Do State Education Agencies Have the Tools Necessary to Implement NCLB?, Elementary and Secondary Education Act, ESEA, elementary school, English language arts, ELA, equitable distribution, Escondido Union School District, Fayetteville Public Schools, federal funding, federal funds, Fort Lupton Weld Re-8 School District, Fowler Middle School, Fremont County School District #1, From the Capital to the Classroom: Year 5 of the No Child Left Behind Act, funding school improvement, Heartland Community Schools, Heartland School District, Hermitage R-IV School District, Hermitage School District, high school, highly qualified teacher, Idaho, ID, Identified school, Illinois, IL, impact of SES, Implementing the No Child Left Behind Teacher Requirements, improvement strategy,</p>

	<p>increase instructional time, induction programs, Inspector General, instructional minutes, instructional time, Instructional Time in Elementary Schools: A Closer Look at Changes for Specific Subjects, interview, interviews, Jennifer McMurrer, Joint School District No. 2, Kansas City, Kansas Public Schools, Kansas, KS, Kodiak Island Borough School District, length of school day, Lincoln Community School, Linder Elementary, low-income, FRPL, low-performing schools, lunch, magnitude of changes in instructional time, Marlboro Elementary School, Marlboro School District, Maryland, MD, Massachusetts, MA, master teachers, math teachers, Mathematics, math, mentoring, Meridian, Meridian Elementary, Metzger Elementary School, Michigan, MI, middle school, middle school teachers, Minnesota, MN, Missouri, MO, Moving Beyond Identification: Assisting Schools in Improvement, music, Napoleon School District, NCLB era, NCLB requirements, Nebraska, NE, Nevada, NV, New Highland Elementary, New Jersey, NJ, New Mexico, NM, New York, NY, No Child Left Behind, NCLB, non-rural, North Carolina, NC, North Dakota, ND, Oakland Unified School District, Ohio, OH, Oregon, OR, Orleans Central Supervisory Union No. 34, Palmdale Elementary School District, physical education, PE, Pope Elementary, pre-NCLB, professional development, reading, reading coach, Reading First, Reading First: Locally Appreciated, Nationally Troubled, reading programs, recess, restructuring, Romulus Central School District, Romulus Central Schools, roundtable, rural districts, rural school teachers, rural schools, school choice, school improvement, school improvement plans, schools in improvement, science, science teachers, SES providers, Sheboygan Area Schools, Sobrante Park Elementary, social studies, Some perspectives from rural school districts on the No Child Left Behind Act, South Carolina, SC, special education, state capacity, State Education Agencies, SEA, state funding, state funds, State Implementation of Supplemental Educational Services under the No Child Left Behind Act, state officials, state strategies, state survey, student achievement, student mobility, students with disabilities, Supplemental Education Services, SES, Supplemental Report on District Perspectives on State Capacity, survey, teacher effectiveness, teacher quality, teacher recruitment, teacher retention, teacher turnover, test preparation, Texas, TX, Tigard-Tualatin School District, time, Title I, Tualatin High School, urban districts, Vermont, VT, Virginia, VA, Wake County Public School System, Waynesboro Public Schools, Whittier Elementary, Wisconsin, WI, Wyoming, WY, Ying Zhang, Yucca Elementary</p> <p>Publication Date: June 10, 2008</p> <p>Methodology for Reports in the NCLB Yr 5 Series (PDF format, 254 KB)</p>
2008	<p>Title: Has Student Achievement Increased Since 2002? State Test Score Trends Through 2006–07</p> <p>Author: Nancy Kober, Naomi Chudowsky, Victor Chudowsky</p> <p>Abstract:</p> <p>Using testing data from all 50 states, this study addresses two key questions: has student achievement increased and have achievement gaps narrowed since the No Child Left Behind Act was enacted in 2002. A comparison is also made between state test results and results from the National Assessment of Educational Progress.</p> <p>View 2006-7 State Profiles and Worksheets</p> <p>Keyword: Has Student Achievement Increased Since 2002? State Test Score Trends Through 2006–07, 2008, Naomi Chudowsky, Victor Chudowsky, Nancy Kober, Jennifer McMurrer, HumRRO, Sunny Becker, Hilary Campbell, Lauress Wise, Monica Gribben, Diane Stark Rentner, Jack Jennings, Laura Hamilton, Eric Hanushek, Frederick Hess, Robert Linn, W. James Popham, tests, assessment, achievement gap, student achievement, percent proficient, mean scale scores, subgroup, reading, mathematics, math, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, trends, state profiles, 2006-07 state profiles, accountability, Adequate Yearly Progress, AYP, basic, proficient, advanced, basic-and-above, proficient-and-above, state testing data, Adequate Yearly Progress, AYP, National Assessment of Educational Progress, NAEP, African American, Asian, Latino, Native American, white, low-income, Free lunch, Reduced-price lunch, FRPL, Gender, Male, Female, boy, girl, students with disabilities, SWD, special education, SPED, Individuals with Disabilities Act, IDEA, English language learner, ELL, Limited English Proficiency, LEP, effect size, cut score, standard deviation</p> <p>Publication Date: June 24, 2008</p> <p>Full Report (rev July 15, 2008) (PDF format, 1792 KB)</p> <p>Topic: State Testing Data and Student Achievement</p>
2008	<p>Title: It Takes More Than a Hero: School Restructuring in Ohio Under the No Child Left Behind Act</p> <p>Author: Maureen Kelleher, Caitlin Scott</p> <p>Abstract:</p> <p>This report describes Ohio's school restructuring efforts under the No Child Left Behind Act, including findings from interviews with state officials and case studies of nine schools in four school districts: Cincinnati Public Schools, Cleveland Metropolitan School District, Mansfield City Schools, and Mount Vernon City Schools. Key findings from the report include: (1) despite holding steady for the previous three years, the number of Ohio schools in restructuring rose from 56 schools in 2006-07 to 130 schools in 2007-08; (2) only 7 of the 177 Ohio schools ever in restructuring have successfully exited; (3) districts in Ohio that receive federal improvement funds must share data and permit state officials to visit their schools; and (4) while some Ohio schools have received attention for choosing to replace their entire staffs, most report doing so reluctantly and advise other schools to do so only as a last resort.</p> <p>Keyword: It Takes More Than a Hero: School Restructuring in Ohio Under the No Child Left Behind Act, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, restructuring, restructure, sanctioned, sanction, implementation, underperforming, federal option, reform, federal, fund, governance, monitoring, support, Interview, test scores, geographic, options, assistance, support, state, district, approach, common theme, priority, accountability, leadership, administration, official, Ohio, Cincinnati Federation of Teachers, Ohio Department of Education, ODE, Cincinnati Public School District, Cleveland Metropolitan School District, Mansfield City School District, Mount Vernon City School District, letter of agreement, pilot, charter school, institutional coaching, Teacher Advancement Program, TAP, Instructional Support Teams, IST, lead principal, restaffing, Title I, Connected Mathematics, school closing, Ohio Integrated Systems Model for Academic and Behavior Supports, OISM, urban, suburban</p> <p>Publication Date: August 7, 2008</p>

	Full Report (PDF format, 589 KB)
2008	<p>Title: Lessons From The Classroom Level: Federal and State Accountability in Illinois Author: Deepa Srikantaiah, Ying Zhang, and Lisa Sway Hoover Abstract: This report takes an in-depth look at how classroom practices have been influenced by No Child Left Behind and related state policies in Illinois. Drawn from classroom observations and interviews, the report sheds new light on how teachers, principals, and administrators have responded to the federal school accountability law. Keyword: Lessons From The Classroom Level: Federal and State Accountability in Illinois, federal accountability, state accountability, No Child Left Behind, NCLB, interview research, survey research, Prairie State Achievement, Exam, PSAE, Illinois Standards Achievement Test, ISAT, ACT, parental involvement, curriculum, teach to the test, state standards, alignment, funding, resources, English language arts, ELA, achievement, standardized tests, math testing, curriculum instruction, adequate yearly progress, AYP, school classification, consequences, assessments, grade level expectation, GLE, grade span expectation, GSE, curriculum narrowing, test prep, test based accountability, instructional strategy, assessment strategy, strategic targeting, data, Illinois, alternative test for english language learners, ELLs, urban, suburban, rural, classroom observation, Illinois Measure of Annual Growth in English Test, IMAGE, Standards Aligned Curriculum Initiative, curriculum mapping, commercially produced curriculum, teacher collaboration Publication Date: December 22, 2008 Full Report (PDF format, 184 KB)</p>
2008	<p>Title: Lessons From The Classroom Level: Federal and State Accountability in Rhode Island Author: Deepa Srikantaiah, Ying Zhang, and Lisa Sway Hoover Abstract: This report takes an in-depth look at how classroom practices have been influenced by No Child Left Behind and related state policies in Rhode Island. Drawn from classroom observations and interviews, the report sheds new light on how teachers, principals, and administrators have responded to the federal school accountability law. Keyword: Lessons From The Classroom Level: Federal and State Accountability in Rhode Island, rhode island, federal accountability, state accountability, No Child Left Behind, NCLB, interview research, survey research, New England Common Assessment Programs, NECAP, curriculum, teach to the test, state standards, alignment, funding, resources, English language arts, ELA, achievement, standardized tests, math testing, curriculum instruction, adequate yearly progress, AYP, school classification, consequences, assessments, grade level expectation, GLE, grade span expectation, GSE, curriculum narrowing, test prep, test based accountability, instructional strategy, assessment strategy, strategic targeting, data, parental involvement Publication Date: November 25, 2008 Full Report (PDF format, 1411 KB)</p>
2008	<p>Title: Managing More Than a Thousand Remodeling Projects: School Restructuring in California Author: Caitlin Scott Abstract: This report describes California's school restructuring under the No Child Left Behind Act, and also includes findings from case studies of nine schools in four school district: Grant Joint Union, Oakland Unified, Palmdale Elementary, and Tahoe-Truckee Joint Unified. Keyword: Managing More Than a Thousand Remodeling Projects: School Restructuring in California, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, restructuring, restructure, sanctioned, sanction, implementation, underperforming, federal option, reform, federal, fund, governance, monitoring, support, Interview, test scores, options, assistance, support, state, district, approach, benchmark assessments, replace staff, negative consequences, strategies, federal mandate , On The Right Track symposium, California, California Department of Education, CDE, Grant Joint Union, Oakland Unified, Palmdale Elementary, Tahoe-Truckee Joint Unified, "any other", urban, suburban, rural, achievement , Title I, technology academy, charter school, internal restructuring, Look Before You Leap, school closing Publication Date: February 7, 2008 Press Release (PDF format, 138 KB)</p>
2008	<p>Title: Many States Have Taken a "Backloaded" Approach to No Child Left Behind Goal of All Students Scoring "Proficient" Author: Naomi Chudowsky and Victor Chudowsky Abstract: This report examines the interim objectives for student achievement established by states in their accountability plans for the No Child Left Behind Act. These objectives lay out the percentages of students that must score at or above the proficient level on state tests each year, on the way toward meeting the law's ultimate goal of 100% of students achieving proficiency by school year 2013-14. These annual objectives are used by states to determine whether schools and districts have made adequate yearly progress. CEP's analysis found that almost half of the states (23 states) have "backloaded" their trajectories for reaching 100% proficiency. In other words, they have called for smaller achievement gains in the earlier years of the trajectory and much steeper gains in later years, as 2014 grows nearer. Another 25 states and the District of Columbia have adopted a more incremental approach that assumes steadier progress toward the 100% goal. The two remaining states have blended trajectories that do not fit readily into the backloaded or incremental categories. Keyword: Many States Have Taken a "Backloaded" Approach to No Child Left Behind Goal of All Students Scoring "Proficient", No Child Left Behind, NCLB, Adequate</p>

	<p>Yearly Progress, AYP, achievement target, confidence interval, subgroup, test score, scoring proficient, performance index, Department of Education, ED, minimum subgroup size, sanctions, testing students with disabilities, schools not making AYP, AYP determination, test administration, students with disabilities, English language learners, ELLs, safe harbor, annual measurable objective, AMO, proficiency target, district in need of improvement, school in need of improvement, state objective, accountability, backloaded trajectory, backloaded goal, 100% proficient, 2014, incremental goal, unrealistic goal, blended trajectory, blended approach, state comparison, state definition, state standard, state goal, goal trajectory</p> <p>Publication Date: May 19, 2008 Full Report (PDF format, 342 KB)</p>
2008	<p>Title: NCLB Year 5: Instructional Time in Elementary Schools: A Closer Look at Changes for Specific Subjects Author: Jennifer McMurrer Abstract: This report examines the magnitude of changes in instructional time in elementary schools in the years since NCLB took effect in 2002, and is a follow up report to Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era that was issued by CEP in July 2007. Keyword: From the Capital to the Classroom: Year 5 of the No Child Left Behind Act, Instructional Time in Elementary Schools: A Closer Look at Changes for Specific Subjects, 2008, Jennifer McMurrer, No Child Left Behind, NCLB, magnitude of changes in instructional time, Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era, amount of instructional time, English language arts, ELA, reading, Mathematics, math, social studies, science, art, music, physical education, PE, recess, lunch, instructional minutes, pre-NCLB, decrease instructional time, increase instructional time, time, NCLB era, elementary school, survey, Elementary and Secondary Education Act, ESEA Publication Date: February 20, 2008 Full Report (PDF format, 412 KB)</p>
2008	<p>Title: NCLB Year 5: Some Perspectives from Rural School Districts on The No Child Left Behind Act Author: Ying Zhang Abstract: This CEP report examines the impact of NCLB on student achievement and teacher quality in some rural districts and the challenges those rural districts face in complying with the Act. The findings in this report are drawn from CEP's 2006-07 nationally representative survey of school districts and from interviews with administrators in eight rural districts in various parts of the country. Keyword: From the Capital to the Classroom: Year 5 of the No Child Left Behind Act, Some perspectives from rural school districts on the No Child Left Behind Act, 2008, Ying Zhang, No Child Left Behind, NCLB, rural schools, rural districts, teacher quality, non-rural, survey, reading first, school improvement plans, curriculum, achievement gap, students with disabilities, low-income, FRPL, highly qualified teacher, interview, case study, Cloquet Independent School District #94, Minnesota, MN, Fremont County School District #1, Wyoming, WY, Romulus Central School District, New York, NY, Hermitage School District, Missouri, MO, Heartland School District, Nebraska, NE, Napoleon School District, North Dakota, ND, Orleans Central Supervisory Union No. 34, Vermont, VT, Marlboro School District, Kodiak Island Borough School District, Alaska, AK, ACHIEVEMENT GAPS IN RURAL, Elementary and Secondary Education Act, ESEA Publication Date: June 10, 2008 Full Report (PDF format, 277 KB)</p>
2008	<p>Title: Open Letter to District of Columbia Public School Officials on School Restructuring Author: Jack Jennings and Caitlin Scott Abstract: To assist officials of the District of Columbia Public Schools with their efforts to develop and implement school restructuring plans consistent with the No Child Left Behind Act, on May 28, 2008, the Center on Education Policy sent an open letter to Chancellor Rhee, State Superintendent Gist, and Board President Bobb outlining the key lessons we have learned from studying the NCLB school restructuring process. CEP has examined school restructuring in Michigan for four years, and restructuring in California and Maryland for three years. This summer, CEP will also issue reports on the restructuring process in Georgia and Ohio. The key lessons shared with DCPS officials are based on examining data related to restructuring in those five states as well as detailed case studies of 19 districts and 42 restructuring schools within those districts. Keyword: Open Letter to District of Columbia Public School Officials on School Restructuring, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, restructuring, restructure, sanctioned, sanction, implementation, underperforming, federal option, reform, federal, fund, governance, monitoring, support, Interview, test scores, geographic, options, assistance, support, state, district, approach, Michelle Rhee, Superintendent Gist, Chairman Bobb, D.C., DCPS, California, Maryland, Michigan, Ohio, benchmark assessments, replace staff, negative consequences, school closing, strategies, federal mandate Publication Date: May 28, 2008 Letter (PDF format, 898 KB)</p>
2008	<p>Title: Restructuring Under the No Child Left Behind Act in Maryland: 2007-08 Follow-Up Report Author: Brenda Neuman-Sheldon Abstract:</p>

	<p>This report, CEP's third annual review of Maryland's efforts to restructure schools under the No Child Left Behind Act, finds that (1) although between school years 2006-07 and 2007-08 the number of schools in the restructuring implementation phase declined slightly, there was a drastic increase in the number of schools entering restructuring planning; (2) more restructuring schools are choosing to replace most or all of their staff (including principals) as a strategy; and (3) the "turnaround specialist" option for restructuring is losing favor in Maryland. The report's findings are based on interviews with state officials, case studies of four school districts and 10 schools within those districts.</p> <p>Keyword: Restructuring Under the No Child Left Behind Act in Maryland: 2007-08 Follow-Up Report, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, data, restructuring, restructure, improvement, differentiated accountability, consequences, corrective action, graduation rate, fund, school staff, district, interview, federal, Title I, turnaround, specialist, MSDE, Baltimore City, Anne Arundel, Prince George's County, restructuring options, Andres Alonso, guidelines, support, replace staff</p> <p>Publication Date: September 12, 2008</p> <p>Full Report (PDF format, 737 KB)</p>
2008	<p>Title: State High School Exit Exams 2008 Annual Report: Moving Toward End-of-Course Exams</p> <p>Author: Dalia Zabala, Dr. Angela Minnici, Jennifer McMurrer, Liza Briggs</p> <p>Abstract:</p> <p>This report examines the new developments in the implementation of state high school exit exams in the 26 states that currently implement or plan to implement these tests. The report specifically focuses on the states' move away from minimum-competency and comprehensive exams toward end-of-course exams.</p> <p>Keyword: State High School Exit Exams 2008 Annual Report: Moving Toward End-of-Course Exams, achievement gaps, ACT, Alabama, Alabama high school graduation exam, AHSGE, Alaska, Alaska high school graduation qualifying exam, alignment, Alternative Routes, Arizona, Arizona's instrument to measure standards, AIMS, Arkansas, Arkansas Comprehensive Assessment Program, assessments, Basic Skills Test, BST, California, California's high school exit exam, CAHSEE, disaggregated graduation rates, end-of-course exam, EOC, English language learners, ELL, exams, exemptions, exit exams, Florida, Florida comprehensive assessment test, FCAT, free or reduced-price lunch, FRPL, Gateway Examinations, GE, GED, Georgia, Georgia High School Graduation Test, GHSGT, Graduation Exit Exam, Graduation Qualifying Exam, GQE, graduation rates, Graduation Required Assessments for Diploma, GRAD, high school proficiency assessment, HSAP, High School Proficiency Assessment, HSPA, High School Proficiency Examination, HSPE, Idaho, Idaho standards achievement tests, ISAT, Indiana, Individuals with Disabilities Act, IDEA, limited English proficient, LEP, Louisiana, Maryland, Maryland High School Assessment, Massachusetts, Massachusetts Comprehensive Assessment System, MCAS, Minnesota, Mississippi, Mississippi subject area testing program, national assessment of educational progress, NAEP, National Center for Education Statistics, NCES, Nevada, New Jersey, New Mexico, New Mexico High School Competency Examination, NMHSCE, New York, No Child Left Behind Act, NCLB, No Child Left Behind Act, NCLB, North Carolina, North Carolina Competency Tests, Ohio, Ohio graduation tests, OGT, Oklahoma, Oklahoma End-of-Instruction Exams, EOI, pass rates, Regents Examinations, remediation, SAT, South Carolina, standards, standards of learning end-of-course exams, SOL, Tennessee, tests, Texas, Texas Assessment of Knowledge and Skills, TAKS, Virginia, waivers, Washington, Washington assessment of student learning, WASL</p> <p>Publication Date: August 13, 2008</p> <p>Full Report (PDF format, 636 KB)</p> <p>Topic: High School Exit Examinations</p>
2008	<p>Title: State High School Exit Exams: 2008 Policy Briefs</p> <p>Author: Dalia Zabala and Angela Minnici</p> <p>Abstract:</p> <p>Policy Brief 1: A Move Toward End-of-Course Exams</p> <p>Author(s): Dalia Zabala</p> <p>States continue to move toward end-of-course exams. The use of end-of-course exams as a graduation requirement began with one state in 2002, four states in 2007, and an expected 12 states in 2015. This brief illustrates this shift and summarizes some of the upcoming changes.</p> <p>Published: January 31, 2008</p> <p>Policy Brief 2: Patterns in Gaps in Pass Rates</p> <p>Author(s): Dalia Zabala and Angela Minnici</p> <p>In this brief, the Center on Education Policy highlights two patterns in state high school exit exam pass rates. States with higher percentages of white students passing exit exams also tend to report higher percentage pass rates for students of color. Furthermore, states with higher overall pass rates tend to report smaller achievement gaps between subgroups.</p> <p>Why do these relationships exist?</p> <p>Published: February 28, 2008</p> <p>Policy Brief 3: Students with Disabilities</p> <p>Author(s): Dalia Zabala</p> <p>States with mandated high school exit exams consistently report low pass rates for students with disabilities. These low pass rates have led educators to implement various intervention and remediation programs. Yet these gaps persist until the end of 12th grade, even though students have had multiple opportunities to retake the exam. This brief highlights some of the most common alternative paths to graduation for students with disabilities in states that require students to achieve passing scores on exit exams to receive a high school diploma.</p>

	<p>Published: March 25, 2008 Availability: Policy Brief 1 Policy Brief 2 Policy Brief 3 Keyword: State High School Exit Exams: 2008 Policy Briefs, State High School Exit Exams 2007 Annual Report: Working to Raise Test Scores, achievement gaps, ACT, Alabama, Alabama high school graduation exam, AHSGE, Alaska, Alaska high school graduation qualifying exam, alignment, Alternative Routes, Arizona, Arizona's instrument to measure standards, AIMS, Arkansas, Arkansas Comprehensive Assessment Program, assessments, Basic Skills Test, BST, California, California's high school exit exam, CAHSEE, disaggregated graduation rates, end-of-course exam, EOC, English language learners, ELL, exams, exemptions, exit exams, Florida, Florida comprehensive assessment test, FCAT, free or reduced-price lunch, FRPL, Gateway Examinations, GE, GED, Georgia, Georgia High School Graduation Test, GHSGT, Graduation Exit Exam, Graduation Qualifying Exam, GQE, graduation rates, Graduation Required Assessments for Diploma, GRAD, high school proficiency assessment, HSAP, High School Proficiency Assessment, HSPA, High School Proficiency Examination, HSPE, Idaho, Idaho standards achievement tests, ISAT, Indiana, Individuals with Disabilities Act, IDEA, limited English proficient, LEP, Louisiana, Maryland, Maryland High School Assessment, Massachusetts, Massachusetts Comprehensive Assessment System, MCAS, Minnesota, Mississippi, Mississippi subject area testing program, national assessment of educational progress, NAEP, National Center for Education Statistics, NCES, Nevada, New Jersey, New Mexico, New Mexico High School Competency Examination, NMHSCE, New York, No Child Left Behind Act, NCLB, No Child Left Behind Act, NCLB, North Carolina, North Carolina Competency Tests, Ohio, Ohio graduation tests, OGT, Oklahoma, Oklahoma End-of-Instruction Exams, EOI, pass rates, Regents Examinations, remediation, SAT, South Carolina, standards, standards of learning end-of-course exams, SOL, Tennessee, tests, Texas, Texas Assessment of Knowledge and Skills, TAKS, Virginia, waivers, Washington, Washington assessment of student learning, WASL Publication Date: March 25, 2008 Policy Brief 1 (PDF format, 215 KB) Topic: High School Exit Examinations</p>
2008	<p>Title: The Sit Down Dinner: Formalizing Restructuring Under the No Child Left Behind Act in Michigan Author: Caitlin Scott, Maureen Kelleher Abstract: This report describes Michigan's school restructuring efforts under the No Child Left Behind Act, and includes findings from case studies of nine schools in four school districts: Detroit Public Schools, Flint Community Schools, Harrison Community Schools, and Willow Run Community Schools. Key findings from the report include (1) more Michigan schools are in restructuring due to a greater number of high schools entering restructuring; (2) the state offers additional assistance and monitoring to restructuring schools through intermediate school districts and other regional entities; (3) turnaround specialists remain the most popular restructuring option; and (4) federal Title I funds increased, but state financial difficulties hinder restructuring. Keyword: The Sit Down Dinner: Formalizing Restructuring Under the No Child Left Behind Act in Michigan, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, restructuring, restructure, sanctioned, sanction, implementation, underperforming, federal option, reform, federal, fund, governance, monitoring, support, Interview, test scores, options, assistance, support, state, district, approach, benchmark assessments, replace staff, negative consequences, strategies, federal mandate , Michigan, Michigan Department of Education, MDE, Office of School Improvement, Title I, turnaround, turnaround specialist, Detroit Public Schools, Flint Community Schools, Harrison Community Schools, Willow Run Community Schools, Process Mentor Team, School audit, Leadership coach, principal fellowship, data , achievement, peer literacy coach, SMART program, Quality Leadership by Design, External Expert, student with disabilities, district oversight, school closing, foundation academies Publication Date: April 22, 2008 Press Release (PDF format, 103 KB)</p>
2008	<p>Title: Title I Funds - Who's Gaining, Who's Losing: School Year 2008-09 Update Author: Tom Fagan Abstract: This report discusses funding for states and schools districts under the federal Title I, Part A program for school year 2008-09. (Title I is the largest federal program assisting elementary and secondary schools, and contains the key accountability provisions under the No Child Left Behind Act.) The report highlights the impact of annual poverty count updates on the distribution of funds, and discusses funding for school improvement activities. The report also examines the targeting of Title I funds to the highest poverty districts. Keyword: Title I Funds - Who's Gaining, Who's Losing: School Year 2008-09 Update, No Child Left Behind, NCLB, Title I, funding, federal funding, federal demands, unfunded mandate, fund allocation, fund distribution, federal dollars, Department of Education, ED, funding equity, needy district, neediest districts, funding data, poor district, Census Bureau, allocation formula, high-need district, expenditure factor, appropriations, funding fluctuation, gaining funds, losing funds, high-poverty district, low-poverty district, formula, targeted assistance grant, education finance incentive grant, state funds, state funding, per pupil expenditure, fully funded, full funding, recommendation, funding freeze, funding shortfall, fund reduction, school in need of improvement, school needing improvement, state reservation for school improvement activities, reservation requirement, stagnant appropriation, separate appropriation, low-income children, 4% set aside, Hurricane Katrina, Mississippi, Louisiana , New Orleans, Basic Grant formula, Concentration Grant formula, Title I-A, funding volatility, Katrina fund, Education Finance Incentive Grant, EFIG Publication Date: September 9, 2008 Full Report (PDF format, 87.7 KB)</p>

2008	<p>Title: Uncharted Territory: An Examination of Restructuring Under NCLB in Georgia Author: Elizabeth Duffrin, Caitlin Scott Abstract: This report describes Georgia's school restructuring efforts under the No Child Left Behind Act, including findings from interviews with state officials and regional administrators and case studies of five schools in three school districts: Atlanta Public Schools, Muscogee County School District, and Stewart County School District. Key findings from the report include: (1) the number of Georgia schools implementing restructuring has declined since 2004 and a substantial number have exited; (2) restructuring plans in Georgia tend to focus on state priorities for school improvement; (3) the small number of schools in restructuring, as well as the state's willingness to invest additional dollars in improving them, has allowed Georgia to provide intensive intervention in schools; and (4) Georgia imposes requirements beyond those in federal law on schools that have implemented restructuring for two years without making adequate yearly progress. Keyword: Uncharted Territory: An Examination of Restructuring Under NCLB in Georgia, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, restructuring, restructure, Georgia, GDOE, sanctioned, sanction, implementation, underperforming, federal option, charter school, reform, federal, fund, governance, monitoring, support, Improving America's Schools Act, IASA, Interview, Stewart County School District, Atlanta Public Schools, Muscogee County School District, test scores, geographic, options, assistance, support, state, district, approach, common theme, priority, accountability, leadership, administration, official, Title I, school closing Publication Date: August 28, 2008 Full Report (PDF format, 510 KB)</p>
2009	<p>Title: Beyond Restructuring: Ohio Retools State Support for High-Need Districts Through Differentiated Accountability Author: Maureen Kelleher Abstract: This report describes Ohio's efforts to assist schools in restructuring during school year 2008-09 and reports on the state's participation in the NCLB differentiated accountability pilot program. Keyword: Beyond Restructuring: Ohio Retools State Support for High-Need Districts Through Differentiated Accountability, school improvement, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, Title I, Cincinnati Public Schools, Cleveland Metropolitan School District, Mansfield City Schools, Mount Vernon City Schools, implementation, restructuring, restructure, requirements, growth model, AYP target, differentiated accountability, local, interview, administrator, test data, Ohio Improvement Process, STEM, accountability system, federal funding Publication Date: September 3, 2009 Full Report (PDF format, 464 KB)</p>
2009	<p>Title: Big Money for School Improvement: Title I School Improvement Funds Under the American Recovery and Reinvestment Act of 2009 (ARRA) and the Fiscal Year 2009 Appropriations Author: CEP Abstract: States and school districts will receive an unprecedented amount of funding -- more than \$4.5 billion -- in the coming months targeted at providing extra assistance to schools that have failed to meet achievement targets under the No Child Left Behind Act. This report outlines how the Title I school improvement funds are distributed to school districts and what types of activities those funds can support. Keyword: Big Money for School Improvement: Title I School Improvement Funds Under the American Recovery and Reinvestment Act of 2009 (ARRA) and the Fiscal Year 2009 Appropriations, No Child Left Behind, NCLB, Title I, funding, federal funding, federal demands, unfunded mandate, fund allocation, fund distribution, federal dollars, Department of Education, ED, funding equity, needy district, neediest districts, funding data, poor district, Census Bureau, allocation formula, high-need district, expenditure factor, appropriations, funding fluctuation, gaining funds, losing funds, high-poverty district, low-poverty district, formula, targeted assistance grant, state funds, state funding, per pupil expenditure, fully funded, full funding, recommendation, funding freeze, funding shortfall, fund reduction, school in need of improvement, school needing improvement, reservation requirement, stagnant appropriation, low-income children, American Recovery and Reinvestment Act, ARRA, education funding bill, stimulus package, Obama Administration, President Obama, recession, separately authorized fund, school improvement provision, grant restriction, accountability, school improvement fund Publication Date: April 13, 2009 Full Report (PDF format, 99.6 KB)</p>
2009	<p>Title: CEP Forum 5 on Rethinking the Federal Role: Economic Stimulus Package Author: CEP Abstract: On April 30, 2009, CEP convened a forum to discuss the impact of the economic stimulus funds on the federal role in elementary and secondary education. Speakers included Jeff Simering of the Council of the Great City Schools; Mary Kusler of the American Association of School Administrators; Dane Linn of the National Governors Association; Deborah Rigsby of the National School Boards Association; and Gene Wilhoit of the Council of Chief State School Officers. Presenters addressed two questions: how are the education funds in the economic stimulus package now being spent, and will there be any effect on the future federal role in elementary and secondary education as a result of the stimulus package? Below are links to the written and audio transcripts of the meeting.</p>

	<p>Audio transcript of this meeting</p> <p>Keyword: CEP Forum 5 on Rethinking the Federal Role: Economic Stimulus Package, No Child Left Behind, NCLB, federal, funding, stimulus package, economic stimulus, Elementary and Secondary Education Act, ESEA , federal role, federal impact, federal money, state money, governors, stimulus effects, National Governors Association, NGA, Chief State School Officers, Great City Schools, School Administrators, School Boards, fiscal environment, fiscal climate, Diane Linn, National Association of State Budget Offices, FY 09, FY 10, American Recovery and Reinvestment Act, ARRA, Missouri , Alabama, Texas, Massachusetts, Congressional Budget Office, CBO, General Accounting Office, GAO, State Accountability Official, accountability, OMB, Gene Wilhoit, assessment system, standards, data , data system, federal requirement, Illinois , Arkansas, high quality teacher, HQT, reform, reauthorization, IES, IDEA, Deborah Rigsby, Mississippi, National League of Cities, Title I, North Carolina, California, AFT, Rebuild America's Schools Coalition, graduation rate, Mary Kusler, create jobs, job creation, fiscal stabilization fund, Virginia, shortfall, Secretary of Education, early childhood, special education, funding cliff, inverted funding, Jeff Simering, equity, FMAT, class size, state aid, Wyoming, Joel Packer, Secretary Duncan, Secretary Spellings, Adequate Yearly Progress, AYP, Stephanie Sullich, early intervention, RTI, professional development, Mississippi, private sector, US Department of Education, ED, English Language Learner, ELL, Commissioned Papers, federal role, Elementary and Secondary Education Act, ESEA, No Child Left Behind, NLCB, public forum, recommendation, federal program, funding, federal, President Obama, Congress, Paul Manna, Title I, Individuals with Disabilities Education Act, IDEA, Eisenhower Professional, Development Program, high quality teacher, HQT, professional development, program effect, policy initiative, policy effect, Laura S Hamilton, Brian Stecher, Kun Yuan, standards, standards-based reform, SBR, assessments, accountability, accountability indices, National Assessment of Educational Progress, NAEP, evaluation, incentives, W. James Popham, accountability test, state-level testing, federal role, Australia, Germany, federal system, student tracking, teacher recruitment, Sharon L. Kagan, Jeanne L. Reid, ECE2 policy, Early Childhood Education, ECE, Excellence, Coherence and Equity, ECE, data, data gap, historical context, early education, infrastructure, education system, Heather B. Weiss, Priscilla Little, Suzanne Bouffard, Sarah Deschenes, Helen Janc Malone, out of school learning, after school program, summer program, summer learning, family involvement, learning support, complementary learning, pathway, Matthew Cherian, education technology, Sesame Street, PLATO, computer-assisted instruction, CAI, Star Schools, E-Rate, achievement gap, rural , Geoffrey Borman, high-poverty school, scaled reform, Comprehensive School Reform, Federal Drug Administration, FDA, Gary Sykes, Kenne Dibner, federal teacher policy, teacher retention, evaluation procedure, teacher evaluation, Russell Rumberger, high school performance, school restructuring, non-academic outcome, capacity, data systems</p> <p>Publication Date: April 30, 2009</p> <p>Text Transcript (PDF format, 129 KB)</p> <p>Topic: Federal Education Policy & Programs</p>
2009	<p>Title: CEP on Pennsylvania Test Results</p> <p>Author: CEP</p> <p>Abstract:</p> <p>On August 19, 2009, Jack Jennings, President of CEP, participated in an event at the state capitol in Harrisburg, Pennsylvania to discuss the gains made in the state's test scores since 2002. The press release appears below with links to the first 2009 CEP state test scores report, and the Pennsylvania profile used for that report.</p> <p>View "State Test Score Trends Through 2007-08: Part 1 of Report"</p> <p>Keyword: CEP on Pennsylvania Test Results 2009, State Test Score Trends Through 2007-08: Part 1 Is the Emphasis on "Proficiency" Shortchanging Higher- and Lower-Achieving Students? Pennsylvania State Data Testing Profile Pennsylvania , PA general achievement trends Harrisburg Jack Jennings tests assessment average yearly gains achievement gap student achievement percent proficient mean scale scores subgroup reading mathematics, math No Child Left Behind, NCLB Elementary and Secondary Education Act, ESEA trends state profiles, 2007-08 state profiles basic proficient advanced accountability state testing data</p> <p>Publication Date: August 19, 2009</p> <p>Pennsylvania State Data Testing Profile (PDF format, 286 KB)</p> <p>Topic: State Testing Data and Student Achievement</p>
2009	<p>Title: Commissioned Papers for CEP's Project to Rethink the Federal Role in Elementary and Secondary Education</p> <p>Author: CEP</p> <p>Abstract:</p> <p>In 2008 and 2009, the Center on Education Policy (CEP) commissioned a series of major papers to assist in rethinking the federal role in elementary and secondary education. Authors were asked to review areas of activity in which the federal government has been involved over the past half century, determine the purposes of the federal programs, examine the evidence of their effect on education, and make recommendations for the future role of the federal government in public education. Each paper was peer-reviewed by individuals with diverse points of view on the issue. CEP also convened a series of public forums to discuss several of the papers and compiled a compendium of key studies on the No Child Left Behind Act.</p> <p>In February 2010, CEP issued its recommendations for reauthorizing the Elementary and Secondary Education Act of 1965 (as amended by the No Child Left Behind Act). In developing these recommendations, CEP drew upon these papers, forums, research compendium, as well as CEP's comprehensive studies of NCLB and our long-term experience with federal policies. The document, Better Federal Policies Leading to Better Schools, provides guidance for President Obama and the Congress in shaping the federal role in elementary and secondary education.</p> <p>View the Compendium of Key Studies</p> <p>Presented Papers:</p>

	<p>"Federal Aid to Elementary and Secondary Education: Premises, Effects, and Major Lessons Learned" by Paul Manna, College of William and Mary</p> <p>"Standards-Based Reform in the United States: History, Research, and Future Directions" by Laura S. Hamilton, Brian M. Stecher, and Kun Yuan, RAND Corp.</p> <p>"The Role of Assessment in Federal Education Programs" by W. James Popham, University of California, Los Angeles</p> <p>"Demographic Trends and the Federal Role in Education" by Harold Hodgkinson, Hodgkinson Associates, Ltd.</p> <p>"The Federal Role in Education: Lessons from Australia, Germany, and Canada" by Chad R. Lykins and Stephen P. Heyneman, Vanderbilt University</p> <p>"Advancing ECE2 Policy: Early Childhood Education (ECE) and its Quest for Excellence, Coherence, and Equity (ECE)" by Sharon L. Kagan and Jeanne L. Reid, Teachers College, Columbia University</p> <p>"The Federal Role in Out-of-School Learning: After-School, Summer Learning, and Family Involvement as Critical Learning Supports" by Heather B. Weiss, Priscilla M. D. Little, Suzanne M. Bouffard, Sarah N. Deschenes, and Helen Janc Malone, Harvard Family Research Project</p> <p>"From PLATO to Podcasts: Fifty Years of Federal Involvement in Educational Technology" by Mathew Cherian, Graduate Student, Massachusetts Institute of Technology</p> <p>"National Efforts to Bring Reform to Scale in America's High-Poverty Elementary and Secondary Schools: Outcomes and Implications" by Geoffrey D. Borman, University of Wisconsin-Madison</p> <p>"Fifty Years of Federal Teacher Policy: An Appraisal" by Gary Sykes and Kenne Dibner, Michigan State University</p> <p>"What the Federal Government Can Do to Improve High School Performance" by Russell W. Rumberger, University of California, Santa Barbara</p> <p>Related Papers:</p> <p>Two other papers that are informing this project to rethink the federal role in elementary and secondary education were developed in 2004 for a CEP forum on the No Child Left Behind Act.</p> <p>"Ruminations Regarding NCLB'S Most Malignant Provision: Adequate Yearly Progress" by W. James Popham, University of California, Los Angeles</p> <p>"Rethinking the No Child Left Behind Accountability System" by Robert L. Linn, National Center for Research on Evaluation, Standards, and Student Testing, University of Colorado at Boulder</p> <p>Keyword: Commissioned Papers for CEP's Project to Rethink the Federal Role in Elementary and Secondary Education, Federal control, mandate, regulations, guidelines, accountability, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, federal program, commission, cooperation, Title I, Individuals with Disabilities Education Act, IDEA, teacher quality, HQT, highly qualified teacher, Eisenhower Professional Development program, consequences, effect, initiative, incentive, resources, distribution, aid, funding, financing, fund, finance, result, standards, standards-based, reform, SBR, decentralization, monitor, evaluate, alignment, assessment, achievement, accountability, National Assessment of Educational Progress, NAEP, underserved, demographic, minority, poverty, low-income, free and reduced priced lunch, FRPL, school lunch, early childhood, Australia, Germany, Canada, Early Childhood Education, ECE, Quest for Excellence, Coherence and Equity, ECE2, history, out of school learning, after school, summer school, family, parental involvement, support, community, computer assisted instruction, Star Schools, E-Rate, PLATO, Sesame Street, technology, gap, scale, FDA, retain, attract, recruit</p> <p>Publication Date: October 1, 2009</p> <p>Manna Paper (PDF format, 322 KB)</p>
2009	<p>Title: Differentiating and Simplifying: Transforming School Restructuring under No Child Left Behind in New York</p> <p>Author: Caitlin Scott, Elizabeth Duffrin, Maureen Kelleher</p> <p>Abstract:</p> <p>This report describes New York's efforts to assist schools in restructuring during school year 2008-09 and reports on the state's participation in the NCLB differentiated accountability pilot program.</p> <p>Keyword: Differentiating and Simplifying: Transforming School Restructuring under No Child Left Behind in New York, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, New York, New York City, NYC, Regional School Support Center, David Bryant, restructuring, restructure, improvement, differentiated accountability, coordination, sub-groups, English Language Learner, ELL, consequences, corrective action, graduation rate, urban, suburban, rural, fund, grant, class size, time on task, kindergarten, full-day, charter school, school staff, district, interview, federal, Title I, intervention, evaluation, strategies, focus, Central Islip Union Free, Syracuse City School District, data</p> <p>Publication Date: September 3, 2009</p> <p>Full Report (PDF format, 588 KB)</p> <p>Topic: Federal Education Policy & Programs</p>
2009	<p>Title: Education Week Commentary: Rethinking 'Restructuring'</p> <p>Author: Jack Jennings, Caitlin Scott, and Nancy Kober</p> <p>Abstract:</p> <p>On May 13, 2009, Education Week featured an article by CEP drawing conclusions from its five years of work reviewing the restructuring of schools required by NCLB. The piece was written by Jack Jennings, Caitlin Scott, and Nancy Kober.</p> <p>Keyword: Education Week Commentary: Rethinking 'Restructuring', No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, data, restructuring, restructure, improvement, differentiated accountability, consequences, corrective action graduation rate, urban, suburban, rural, fund, grant, school staff, district, interview, federal, Title I,</p>

	<p>intervention, evaluation, strategies, Obama, Congress, California, Georgia, Maryland, Michigan, Ohio, achievement , coordinated, administrator, test</p> <p>Publication Date: May 26, 2009</p> <p>Article (PDF format, 103 KB)</p>
2009	<p>Title: Expanded Learning Time: A Summary of Findings from Case Studies in Four States</p> <p>Author: Jennifer McMurrer, Matthew Frizzell, Nanami Yoshioka, Caitlin Scott, and Nora Ostler</p> <p>Abstract:</p> <p>This summary report describes the strategies being used by case study sites to meet federal requirements and encouragements for increased or expanded learning time, and the challenges, successes, and impacts associated with this implementation process. The report is based on the findings of a series of case studies of 17 low-performing schools within 11 school districts in four geographically dispersed states—Connecticut, Colorado, Oregon and Virginia. CEP interviewed 49 education leaders at the state, district, and school-levels to collect data for the study. Also available on this site are detailed reports for each of the four states and 11 districts with the 17 case study schools and a webinar presentation of the key findings.</p> <p>Case Study Reports</p> <p>Webinar</p> <p>Keyword: Expanded Learning Time: A Summary of Findings from Case Studies in Four States, increased learning time, ILT, ELT, School Improvement, School Improvement Grants, SIG, No Child Left Behind Waiver, NCLB Waiver, ESEA Flexibility, ESEA Waiver, case study, Colorado, Connecticut, Oregon, Virginia, Astron, Premier, Sportura, Seiko, Frogman, Oceanus, Pathfinder, Bienne, Meylan, Glycine, Ebel, Movado, Grenchen, Breitling, Corduba, Invicta, Kirov, Poljot, Santos, Cartier, Artisan, Romulus, Corum, Patria, Tutima, Pythagoras, Minerva, Expanded Learning Time in Colorado: Local Control and Innovation Status, Expanded Learning Time in Connecticut: State Initiatives Mirror Federal Program Requirements, Expanded Learning Time in Oregon: Embracing Initiatives and Addressing Challenges, Expanded Learning Time in Virginia: Initiatives Varied Depending on Resources and Local Context</p> <p>Publication Date: January 13, 2015</p> <p>Press Release (PDF format, 169 KB)</p> <p>Topic: More and Better Learning Time</p>
2009	<p>Title: Expanding Restructuring and Taking on High Schools: An NCLB Follow-up Report in Michigan</p> <p>Author: Caitlin Scott</p> <p>Abstract:</p> <p>This report describes Michigan's efforts to assist schools in restructuring during school year 2008-09 and reports on the state's implementation of a growth model to measure student performance for purposes of accountability.</p> <p>Keyword: Expanding Restructuring and Taking on High Schools: An NCLB Follow-up Report in Michigan, No Child Left Behind, NCLB, School improvement, restructuring, restructure, failing school, struggling school, strategy, Adequate Yearly Progress, AYP, Michigan,, California, Georgia, Maryland, New York, Ohio, federal, interview, school official, state official, administrator, data, consequences, setbacks, staff replacement, accountability systems, recommendations, government agency, assessments, Title I, evaluate, evaluation, urban, suburban, rural, reform, implementation, federal option</p> <p>Publication Date: April 2, 2009</p> <p>Full Report (PDF format, 694 KB)</p> <p>Topic: Federal Education Policy & Programs</p>
2009	<p>Title: How State and Federal Accountability Policies Have Influenced Curriculum and Instruction in Three States: Common Findings from Rhode Island, Illinois, and Washington</p> <p>Author: Deepa Srikantaiah</p> <p>Abstract:</p> <p>This report takes an in-depth look at how classroom practices in Rhode Island, Illinois, and Washington State have been influenced by state accountability policies and the No Child Left Behind Act (NCLB). The report, How State and Federal Accountability Policies Have Influenced Curriculum and Instruction in Three States, examines how teachers and administrators have responded to increased accountability and pressure to meet state standards. Drawing from case studies of 18 schools in the three states, CEP highlights the national implications for how accountability is impacting curriculum and instruction and provides recommendations to help mitigate some of the harmful effects of standards-based accountability systems.</p> <p>Keyword: How State and Federal Accountability Policies Have Influenced Curriculum and Instruction in Three States: Common Findings from Rhode Island, Illinois, and Washington, federal accountability, state accountability, No Child Left Behind, NCLB, interview research, survey research, curriculum, state standards, alignment, funding, resources, achievement, standardized tests, math testing, curriculum instruction, adequate yearly progress, AYP, school classification, consequences, assessments, test prep, test based accountability, instructional strategy, assessment strategy, data, parental involvement, curriculum alignment, curriculum narrowing, standards, teaching to the test, multiple measures, professional development, recommendations</p> <p>Publication Date: October 6, 2009</p> <p>Press Release (PDF format, 11.6 KB)</p>

2009	<p>Title: Intensified Support: Changes in School Restructuring in Georgia under the No Child Left Behind Act</p> <p>Author: Elizabeth Duffrin</p> <p>Abstract: This report describes Georgia's efforts to assist schools in restructuring during school year 2008-09 and reports on the state's participation in the NCLB differentiated accountability pilot program.</p> <p>Keyword: Intensified Support: Changes in School Restructuring in Georgia under the No Child Left Behind Act, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, Georgia, data, restructuring, restructure, improvement, differentiated accountability, consequences, corrective action, graduation rate, urban, suburban , rural, fund, grant, school staff, district, interview, federal, Title I, intervention, evaluation, strategies, instructional strategy, student achievement, focus, academic growth, proficiency target, safe harbor, state test, National Assessment of Educational Progress, NAEP, scoring scale, Kathy Augustine, Atlanta, Beverly Hall, Middle School Transformation Initiative, Grady County, Diane Bradford, instructional strategies, Muscogee School District, GDOE, school response, ineffective teacher, school management, special education</p> <p>Publication Date: September 3, 2009 Full Report (PDF format, 1910 KB)</p>
2009	<p>Title: Lessons From The Classroom Level: Federal and State Accountability in Washington State</p> <p>Author: Deepa Srikantaiah, Carolyn Moilanen, and Lisa Swayhoeover</p> <p>Abstract: This report takes an in-depth look at how classroom practices have been influenced by No Child Left Behind and related state policies in Washington. Drawn from classroom observations and interviews, the report sheds new light on how teachers, principals, and administrators have responded to the federal school accountability law.</p> <p>Keyword: Lessons From The Classroom Level: Federal and State Accountability in Washington State, federal accountability, state accountability, No Child Left Behind, NCLB, interview research, survey research, curriculum, state standards, alignment, funding, resources, achievement, standardized tests, math testing, curriculum instruction, adequate yearly progress, AYP, school classification, consequences, assessments, test prep, test based accountability, instructional strategy, assessment strategy, data, parental involvement, washington assessment of student learning, WASL, state standards, instructional style, failing student intervention, graduation requirement, classroom observation, standards based accountability, curriculum alignment, Starbucks, Microsoft, struggling student services, curriculum narrowing, teaching to the test, inquiry-based instruction, additional form of assessment, teacher motivation</p> <p>Publication Date: July 28, 2009 Full Report (PDF format, 1923 KB)</p>
2009	<p>Title: Looking For New Ways to Make Progress: School Restructuring in Maryland, 2008-09 Follow-Up Report</p> <p>Author: Brenda Neuman-Sheldon</p> <p>Abstract: This report describes Maryland's efforts to assist schools in restructuring during school year 2008-09 and reports on the state's participation in the NCLB differentiated accountability pilot program.</p> <p>Keyword: Looking For New Ways to Make Progress: School Restructuring in Maryland, 2008-09 Follow-Up Report, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, data, restructuring, restructure, improvement, differentiated accountability, consequences, corrective action, graduation rate, urban, suburban , rural, fund, grant, school staff, district, interview, federal, Title I, school audit, growth model, assistance, Maryland, Anne Arundel County Public Schools, Baltimore City Public Schools System, Prince George's County Public Schools, test score data, state report card, staff replacement, Maryland DAP, support, capacity building, monitoring process, implementation, technical assistance, special education, district response</p> <p>Publication Date: April 2, 2009 Full Report (PDF format, 4007 KB)</p>
2009	<p>Title: Mining the Opportunities in Differentiated Accountability: Lessons Learned from the No Child Left Behind Pilots in Four States</p> <p>Author: Caitlin Scott</p> <p>Abstract: This report examines how four states—Georgia, Maryland, New York, and Ohio—have taken advantage of the flexibility under the Differentiated Accountability Pilot program to help low-performing schools under the No Child Left Behind Act. Launched by the U.S. Department of Education in 2008, the program allows nine states to vary the intensity and type of intervention they use with struggling schools and focus their resources on those with the greatest needs.</p> <p>Keyword: Mining the Opportunities in Differentiated Accountability: Lessons Learned from the No Child Left Behind Pilots in Four States, accountability, adequate yearly progress, AYP, data, Differentiated Accountability Pilot, federal assistance, Georgia, low performing schools, Maryland, monitoring, New York, No Child Left Behind, NCLB, Ohio, Ohio Improvement Process, restructuring, school choice, school climate, school districts, school improvement, school reform, school turnaround, Title I, turnaround, tutoring, U.S. Department of Education</p> <p>Publication Date: September 3, 2009 Press Release (PDF format, 23.3 KB)</p> <p>Topic: Federal Education Policy & Programs</p>

2009	<p>Title: State High School Exit Exams 2009 Annual Report: Trends in Test Programs, Alternate Pathways, and Pass Rates Author: Ying Zhang Abstract: The report draws from CEP's eight-year study of high school exit exams to identify long-term trends in state policies and student performance. It highlights a growing trend among states to establish alternate pathways to graduation for students who are struggling to pass exit exams. The report also analyzes exit exam pass rates and finds that 11 of the 16 states showed an average annual growth in the proportion of students passing the test in reading and 13 states showed average annual growth in mathematics. Although many states narrowed the gaps in initial pass rates between the various student subgroups over the years, the gaps remain large in both subjects.</p> <p>Keyword: State High School Exit Exams 2009 Annual Report: Trends in Test Programs, Alternate Pathways, and Pass Rates, achievement gaps, ACT, Alabama, Alabama high school graduation exam, AHSGE, Alaska, Alaska high school graduation qualifying exam, alignment, Alternative Routes, Arizona, Arizona's instrument to measure standards, AIMS, Arkansas, Arkansas Comprehensive Assessment Program, assessments, Basic Skills Test, BST, California, California's high school exit exam, CAHSEE, disaggregated graduation rates, end-of-course exam, EOC, English language learners, ELL, exams, exemptions, exit exams, Florida, Florida comprehensive assessment test, FCAT, free or reduced-price lunch, FRPL, Gateway Examinations, GE, GED, Georgia, Georgia High School Graduation Test, GHSGT, Graduation Exit Exam, Graduation Qualifying Exam, GQE, graduation rates, Graduation Required Assessments for Diploma, GRAD, high school proficiency assessment, HSAP, High School Proficiency Assessment, HSPA, High School Proficiency Examination, HSPE, Idaho, Idaho standards achievement tests, ISAT, Indiana, Individuals with Disabilities Act, IDEA, limited English proficient, LEP, Louisiana, Maryland, Maryland High School Assessment, Massachusetts, Massachusetts Comprehensive Assessment System, MCAS, Minnesota, Mississippi, Mississippi subject area testing program, national assessment of educational progress, NAEP, National Center for Education Statistics, NCES, Nevada, New Jersey, New Mexico, New Mexico High School Competency Examination, NMHSCE, New York, No Child Left Behind Act, NCLB, No Child Left Behind Act, NCLB, North Carolina, North Carolina Competency Tests, Ohio, Ohio graduation tests, OGT, Oklahoma, Oklahoma End-of-Instruction Exams, EOI, pass rates, Regents Examinations, remediation, SAT, South Carolina, standards, standards of learning end-of-course exams, SOL, Tennessee, tests, Texas, Texas Assessment of Knowledge and Skills, TAKS, Virginia, waivers, Washington, Washington assessment of student learning, WASL</p> <p>Publication Date: November 5, 2009 Full Report, updated 1/13/2010 (PDF format, 811 KB) Topic: High School Exit Examinations</p>
2009	<p>Title: State Student Achievement Testing Data Author: CEP Abstract: This brochure invites research and analysis of the unique stockpile of data found on CEP's Web site regarding K-12 testing results from all 50 states. The brochure describes the wealth of available test data and explains how to access that information.</p> <p>Keyword: State Student Achievement Testing Data, 2009, brochure, stockpile of data, wealth of state test data, 50 states, student subgroup, achievement levels, student achievement, percentages proficient, basic, proficient, advanced, mean scale scores, standard deviation, effect size, numbers of test takers, statistics, comparable test data, test characteristics, data limitations, profiles, worksheets, worksheets in excel, overall achievement, achievement gap, reading, math, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, number of test-takers, white, African American, Latino, Asian, Native American, free or reduced-price lunch, low income, non low income, students with disabilities, SWD, Special Education, SPED, English language learners, ELL, limited English proficiency, LEP, English as a second language, ESL, males, boys, females, girls, Title I students, migrant students, HumRRO</p> <p>Publication Date: October 1, 2009 Brochure (PDF format, 297 KB) Topic: State Testing Data and Student Achievement</p>
2009	<p>Title: State Test Score Trends Through 2007-08, Part 1: Is the Emphasis on Proficiency Shortchanging Higher- and Lower-Achieving Students Author: Naomi Chudowsky, Victor Chudowsky, and Nancy Kober Abstract: This report is the first in a series of reports describing results from CEP's third annual analysis of state testing data. The report provides an update on student performance at the proficient level of achievement, and for the first time, includes data about student performance at the advanced and basic levels. Also included are profiles for each state, which show trends in reading and math for basic, proficient, and advanced levels in elementary, middle, and high school. The study provides an in-depth look at the full range of student performance in order to better understand whether the No Child Left Behind Act's focus on proficiency has caused teachers to shortchange students at either end of the academic spectrum. **updated July 15, 2009</p> <p>(Errata outlining the specific changes from the June 17th version of the report are available upon request. Please call or e-mail us at 202-822-8065 or cep-dc@cep-dc.org.) View 2007-08 State Profiles and Worksheets</p> <p>Keyword: State Test Score Trends Through 2007-08, Part 1: Is the Emphasis on Proficiency Shortchanging Higher- and Lower-Achieving Students, 2009, Naomi Chudowsky, Victor Chudowsky, Nancy Kober, Jennifer McMurrer, HumRRO, Sunny Becker, Hilary Campbell, Wade Buckland, Monica Gribben, Diane Stark Rentner, Jack Jennings, Laura Hamilton, Eric Hanushek, Frederick Hess, Robert Linn, W. James Popham, tests, assessment, African American, Asian, Latino, Native American, white, low-income, Free lunch,</p>

	<p>Reduced-price lunch, FRPL, Gender, Male, Female, boy, girl, National Assessment of Educational Progress, NAEP, achievement gap, student achievement, percent proficient, mean scale scores, subgroup, reading, mathematics, math, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, trends, state profiles, 2007-08 state profiles, supplemental tables, accountability, Adequate Yearly Progress, AYP, basic, proficient, advanced, state testing data</p> <p>Publication Date: June 17, 2009</p> <p>Full Report (PDF format, 358 KB)</p> <p>Topic: State Testing Data and Student Achievement</p>
2009	<p>Title: State Test Score Trends Through 2007-08, Part 2: Is There a Plateau Effect in Test Scores?</p> <p>Author: Naomi Chudowsky and Victor Chudowsky</p> <p>Abstract:</p> <p>Many in the research and policy worlds have taken for granted the existence of a phenomenon known as the "plateau effect," wherein test scores rise in the early years of a test-based accountability system and then level off. Drawing from our database of reading and math test results from all 50 states going back as far as 1999, we looked for evidence of a plateau effect in 55 trend lines from 16 states with six to ten years of consistent test data. This report outlines those findings.</p> <p>View 2007-08 State Profiles and Worksheets</p> <p>Keyword: State Test Score Trends Through 2007-08, Part 2: Is There a Plateau Effect in Test Scores?, 2009, Naomi Chudowsky, Victor Chudowsky, Nancy Kober, HumRRO, Sunny Becker, Diane Stark Rentner, Jack Jennings, Laura Hamilton, Eric Hanushek, Frederick Hess, Robert Linn, W. James Popham, plateau effect, phenomenon, NCLB effect, zigzag, tests, assessment, achievement gap, student achievement, percent proficient, mean scale scores, subgroup, reading, mathematics, math, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, trends, state profiles, 2007-08 state profiles, accountability, cut score, state testing data</p> <p>Publication Date: July 21, 2009</p> <p>Media Advisory (PDF format, 24.5 KB)</p> <p>Topic: State Testing Data and Student Achievement</p>
2009	<p>Title: State Test Score Trends Through 2007-08, Part 3: Are Achievement Gaps Closing and Is Achievement Rising for All?</p> <p>Author: Naomi Chudowsky, Victor Chudowsky, and Nancy Kober</p> <p>Abstract:</p> <p>This report examines testing data from all 50 states to determine if achievement gaps between subgroups of students are narrowing. The report also looks at the achievement trends of subgroups of students at the elementary school level.</p> <p>View 2007-08 State Profiles and Worksheets</p> <p>Keyword: State Test Score Trends Through 2007-08, Part 3: Are Achievement Gaps Closing and Is Achievement Rising for All?, 2009, Naomi Chudowsky, Victor Chudowsky, Nancy Kober, Jennifer McMurrer, HumRRO, Sunny Becker, Hilary Campbell, Wade Buckland, Rebecca Dvorak, Monica Gribben, Diane Stark Rentner, Jack Jennings, Laura Hamilton, Eric Hanushek, Frederick Hess, Robert Linn, W. James Popham, tests, assessment, African American, Asian, Latino, Native American, white, low-income, Free lunch, Reduced-price lunch, FRPL, Gender, Male, Female, boy, girl, National Assessment of Educational Progress, NAEP, achievement gap, student achievement, percent proficient, mean scale scores, subgroup, reading, mathematics, math, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, trends, state profiles, 2007-08 state profiles, supplemental tables, accountability, cut score, state testing data</p> <p>Publication Date: October 1, 2009</p> <p>Full Report (PDF format, 346 KB)</p> <p>Topic: State Testing Data and Student Achievement</p>
2009	<p>Title: State Test Score Trends Through 2007-08, Part 4: Has Progress Been Made in Raising Achievement for Students with Disabilities?</p> <p>Author: Naomi Chudowsky, Victor Chudowsky, and Nancy Kober</p> <p>Abstract:</p> <p>Using data from state reading and mathematics tests, this report takes an in-depth look at the performance of students with disabilities and highlights the problems with the testing data for these students.</p> <p>(Updated April 6, 2010)</p> <p>View 2007-08 State Profiles and Worksheets</p> <p>Keyword: State Test Score Trends Through 2007-08, Part 4: Has Progress Been Made in Raising Achievement for Students with Disabilities?, 2009, Naomi Chudowsky, Victor Chudowsky, Nancy Kober, HumRRO, Sunny Becker, Hilary Campbell, Wade Buckland, Rebecca Dvorak, Monica Gribben, disability, students with disabilities, SWD, special education, Individual with Disabilities Act, IDEA, tests, assessment, achievement gap, student achievement, percent proficient, mean scale scores, subgroup, reading, mathematics, math, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, trends, state profiles, accountability, 2007-08 state profiles, state profiles</p> <p>Publication Date: November 16, 2009</p> <p>Full Report (PDF format, 256 KB)</p> <p>Topic: Federal Education Policy & Programs</p>

2009	<p>Title: Summary: Lessons from the Classroom Level about Federal and State Accountability in Rhode Island and Illinois</p> <p>Author: CEP</p> <p>Abstract: In the winter of 2008, the Center on Education Policy released reports examining the impact of national and state accountability systems on curriculum, instruction, and student achievement in Rhode Island and Illinois. Using classroom observations and interviews with school administrators, instructional specialists, teachers, parents, and students, CEP developed case studies of 12 schools in the two states. This report summarizes the common findings across the two states and discusses findings that were unique to each state.</p> <p>Keyword: Summary: Lessons from the Classroom Level about Federal and State Accountability in Rhode Island and Illinois, Rhode Island, Illinois, No Child Left Behind, NCLB, federal accountability, state accountability, district administrator, school administrator, classroom observation, instructional practice, instructional coach, time sampling, focus group, instructional specialist, test preparation, alignment, teacher-led, data, bubble kid, parental involvement, english language learner, ELL, IMAGE test, curriculum</p> <p>Publication Date: February 6, 2009</p> <p>Summary Report (PDF format, 116 KB)</p>
2009	<p>Title: Top Down, Bottom Up: California Districts in Corrective Action and Schools in Restructuring under NCLB</p> <p>Author: Caitlin Scott</p> <p>Abstract: This report describes California's efforts to assist schools in restructuring during school year 2008-09 and reports on the state's expanded approach to technical assistance, which includes public as well as private providers.</p> <p>Keyword: Top Down, Bottom Up: California Districts in Corrective Action and Schools in Restructuring under NCLB, No Child Left Behind, NCLB, School improvement, restructuring, restructure, failing school, struggling school, strategy, Adequate Yearly Progress, AYP, Michigan, California, Georgia, Maryland, New York, Ohio, federal, interview, school official, state official, administrator, data, consequences, setbacks, staff replacement, accountability systems, recommendations, government agency, assessments, Title I, evaluate, evaluation, urban, suburban, rural, reform, implementation, federal option</p> <p>Publication Date: April 2, 2009</p> <p>Full Report (PDF format, 1757 KB)</p>
2010	<p>Title: A Call to Action to Raise Achievement for African American Students</p> <p>Author: Nancy Kober, Naomi Chudowsky, Victor Chudowsky, and Shelby Dietz</p> <p>Abstract: These three reports, "A Call to Action to Raise Achievement for African American Students", "Improving Achievement for the Growing Latino Population Is Critical to the Nation's Future", and "Policy Implications of Trends for Asian American Students" examine the performance of these students on state reading and math tests used for accountability under NCLB. The reports examine trends since 2002 in the percentages of students in each of the ethnic/racial group studied that reached the proficient level on state tests, the achievement gaps between each of the three subgroups and white students, and the performance of these students on 2008 state tests. The reports also explore possible policy implications for the achievement trends.</p> <p>Keyword: A Call to Action to Raise Achievement for African American Students, Student Achievement Policy Brief #1: African American Students, 2010, Nancy Kober, Naomi Chudowsky, Victor Chudowsky, Shelby Dietz, HumRRO, Sunny Becker, Hilary Campbell, Emily Dickinson, Rebecca Dvorak, Monica Gribben, Diane Stark Rentner, Jennifer McMurrer, tests, assessment, African American, Asian, Latino, Native American, white, low-income, Free lunch, Reduced-price lunch, FRPL, Gender, Male, Female, boy, girl, achievement gap, student achievement, percent proficient, mean scale scores, subgroup, reading, mathematics, math, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, trends, state profiles, appendix tables, accountability, isolation, state testing data</p> <p>Publication Date: June 30, 2010</p> <p>Full Report (PDF format, 350 KB)</p> <p>Topic: State Testing Data and Student Achievement</p>
2010	<p>Title: Better Federal Policies Leading to Better Schools</p> <p>Author: Nancy Kober, Jack Jennings, and Jody Peltason</p> <p>Abstract: In February 2010, CEP issued its recommendations for reauthorizing the Elementary and Secondary Education Act of 1965 (as amended by the No Child Left Behind Act). This document contains CEP's recommendations for reauthorizing the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act. These recommendations are based on a two-year review of current and past federal policies and a wide range of research, including CEP's own comprehensive studies of NCLB and student achievement in all 50 states. In developing the recommendations, we also brought to bear our long-term experience with federal policies and consulted with numerous experts of varying backgrounds, including commissioning 11 papers on key issues. The document provides guidance for President Obama and the Congress in shaping the federal role in elementary and secondary education.</p> <p>In developing these recommendations, CEP drew upon a series of commissioned papers, public forums and research compendium associated with their project Rethinking the Federal Role, as well as CEP's comprehensive studies of NCLB and our long-term experience with federal policies.</p>

	<p>View Forum Highlights</p> <p>View Commissioned Papers & Research Compendium</p> <p>Keyword: Better Federal Policies Leading to Better Schools, Obama , Congress, recommendation, No Child Left Behind, NCLB, achievement gap, survey research, test data, case study research, achievement, reauthorize, reauthorization, Elementary and Secondary Education Act, ESEA, narrow gap, curriculum , instruction, impact of testing, emphasis on art and music, teach to the test, curriculum narrowing, content emphasis, federal, funds, accountability, growth model, academic progress, multiple measures, adequate yearly progress, AYP, state test, objective measures, federal regulation, individual education program, IEP, school in need of improvement, SINI, district in need of improvement, DINA, proficiency assessment, English language learner, ELL, charter school, school choice, supplemental education service, school improvement strategy, reform effort, reform model, reform plan, state department of education, technical assistance, students with disabilities, special needs assessments, differentiated assessment, U.S. Department of Education, ED, authorized funding, Reading First, teacher quality, teacher effectiveness , highly qualified teacher, teacher recruiting, teacher retention, comprehensive data system, Title I, federal role, common standards, limited goal, standard-based reform, continuous improvement , evaluation, capacity building, resource equity, low-performing schools, complementary learning, annual testing, public reporting, tutoring, federal accountability, state accountability, 100% proficient, state standard, state assessment, regional assessment, national assessment, state assessment, intervening, intervention, support, fund, grant, economic stimulus , economic stabilization, coordinate programs, Title II, Title III, federal role, test prep, streamline, societal factors, state context, local context, reevaluate, common core standards, alignment, sanctions, partnership, resource distribution, Race to the Top, RTT, American Recovery and Reinvestment Act, ARRA</p> <p>Publication Date: February 18, 2010</p> <p>News Release (PDF format, 18.3 KB)</p>
2010	<p>Title: How Many Schools and Districts Have Not Made Adequate Yearly Progress? Four-Year Trends</p> <p>Author: Alexandra Usher</p> <p>Abstract:</p> <p>This report analyzes trends over four years in the number of schools and school districts that did not make adequate yearly progress (AYP) in raising student achievement under the No Child Left Behind Act (NCLB). Using data from the Consolidated State Performance Reports submitted to the U.S. Department of Education by all 50 states and the District of Columbia, we calculated the percentage of schools and districts in the nation and in each state that did not make AYP based on testing in school years 2005-06 through 2008-09. An update to this report will be released early in 2011 and will include data from school year 2009-10.</p> <p>Keyword: How Many Schools and Districts Have Not Made Adequate Yearly Progress? Four-Year Trends, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, Consolidated State Performance Report, US Department of Education, ED, not making AYP, state comparison, district not making adequate yearly progress, state not making adequate yearly progress, backloaded trajectory, backloaded approach, state goal, scoring proficient, percentage proficient, english language learners, ELLs, students with disabilities, subgroups, graduation rate target, state objective, state-determined , student achievement, accountability, accountability measure, achievement measure, safe harbor, below proficient, intervention, school in need of improvement, SINI, district in need of improvement, DINI, annual objective, 100% proficient, 2014, federal mandate, federal requirement, standard test, AYP results, AYP data, reporting AYP, AYP determination, state exemption, AYP exempt, Texas, variation between states, education quality , cut scores, state differences, AYP requirement, Elementary and Secondary Education Act, ESEA, Obama Administration, President Obama, reform, reauthorization, blueprint, A Blueprint for Reform, recommendation, flawed system, common core state standards, CCSS, common standards, common assessment</p> <p>Publication Date: December 13, 2010</p> <p>Full Report (PDF format, 289 KB)</p>
2010	<p>Title: How Many Schools Have Not Made Adequate Yearly Progress Under the No Child Left Behind Act?</p> <p>Author: Shelby Dietz, Malini Roy</p> <p>Abstract:</p> <p>Drawing on data from state departments of education and other public sources, this report estimates the number and percentage of public schools that did not make adequate yearly progress. The report finds that approximately one-third of the nation's public schools did not make AYP in school year 2008-09, although the number varied greatly by state. A table outlining the percentage of schools not making AYP by state is also included.</p> <p>Keyword: How Many Schools Have Not Made Adequate Yearly Progress Under the No Child Left Behind Act?, AYP, NCLB, majority, not making AYP, did not make AYP, percent proficient, student achievement, measure, 100% proficient, backloaded, 2014, AYP target, accountability system, failing school, AYP results, pass or fail</p> <p>Publication Date: March 11, 2010</p> <p>Full Report (PDF format, 65.6 KB)</p>
2010	<p>Title: Improving Achievement for the Growing Latino Population Is Critical to the Nation's Future</p> <p>Author: Nancy Kober, Naomi Chudowsky, Victor Chudowsky, and Shelby Dietz</p> <p>Abstract:</p> <p>These three reports, "A Call to Action to Raise Achievement for African American Students", "Improving Achievement for the Growing Latino Population Is Critical to the Nation's Future", and "Policy Implications of Trends for Asian American Students", examine the performance of these students on state reading and math tests used for accountability under NCLB. The reports examine trends since 2002 in the percentages of students in each of the ethnic/racial group studied that reached the proficient level on state tests, the achievement gaps between each of the three subgroups and white students, and the performance of these students on 2008 state tests. The reports also explore possible</p>

	<p>policy implications for the achievement trends.</p> <p>Keyword: Improving Achievement for the Growing Latino Population Is Critical to the Nation's Future, Student Achievement Policy Brief #3: Latino Students, 2010, Nancy Kober, Naomi Chudowsky, Victor Chudowsky, Shelby Dietz, HumRRO, Sunny Becker, Hilary Campbell, Emily Dickinson, Rebecca Dvorak, Monica Gribben, Diane Stark Rentner, Jennifer McMurrer, tests, assessment, African American, Asian, Latino, Native American, white, low-income, Free lunch, Reduced-price lunch, FRPL, Gender, Male, Female, boy, girl, achievement gap, student achievement, percent proficient, mean scale scores, subgroup, reading, mathematics, math, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, trends, state profiles, appendix tables, accountability, ethnic isolation, state testing data</p> <p>Publication Date: June 30, 2010 Summary of Major Findings (PDF format, 135 KB) Topic: State Testing Data and Student Achievement</p>
2010	<p>Title: Improving Low-Performing Schools: Lessons from Five Years of Studying School Restructuring under No Child Left Behind Author: Caitlin Scott, Nancy Kober Abstract: On Dec 7, 2009, CEP held a forum in Washington, D.C. to discuss CEP's five-year study of schools in restructuring under NCLB. The event included a discussion of CEP's research on schools in restructuring under NCLB in six states — California, Georgia, Maryland, Michigan, New York and Ohio — and in 23 districts and 48 schools within those states. Panelist included an official from the U.S. Department of Education, as well as education leaders from states and school districts, and principals of successfully restructured schools. This report summarizes the presentations and discussion at that meeting.</p> <p>Keyword: No Child Left Behind, NCLB, School improvement, restructuring, restructure, failing school, struggling school, strategy, Adequate Yearly Progress, AYP, Michigan, California, Georgia, Maryland, New York, Ohio, federal, interview, school official, state official, administrator, data, consequences, setbacks, staff replacement, accountability systems, recommendations, government agency, assessments, Title I, evaluate, evaluation, urban, suburban, rural, reform, implementation, federal option</p> <p>Publication Date: April 13, 2010 2009 Full Report (PDF format, 731 KB) Topic: Federal Education Policy & Programs</p>
2010	<p>Title: Policy Implications of Trends for Asian American Students Author: Nancy Kober, Naomi Chudowsky, Victor Chudowsky, and Shelby Dietz Abstract: These three reports, "A Call to Action to Raise Achievement for African American Students", "Improving Achievement for the Growing Latino Population Is Critical to the Nation's Future", and "Policy Implications of Trends for Asian American Students", examine the performance of these students on state reading and math tests used for accountability under NCLB. The reports examine trends since 2002 in the percentages of students in each of the ethnic/racial group studied that reached the proficient level on state tests, the achievement gaps between each of the three subgroups and white students, and the performance of these students on 2008 state tests. The reports also explore possible policy implications for the achievement trends.</p> <p>Keyword: Policy Implications of Trends for Asian American Students Student Achievement Policy Brief #2: Asian American Students 2010, Nancy Kober Naomi Chudowsky Victor Chudowsky Shelby Dietz HumRRO Sunny Becker Hilary Campbell Emily Dickinson Rebecca Dvorak Monica Gribben Diane Stark Rentner Jennifer McMurrer tests assessment African American Asian Latino Native American white low-income, Free lunch, Reduced-price lunch, FRPL Gender, Male, Female, boy, girl achievement gap student achievement percent proficient mean scale scores subgroup reading mathematics, math No Child Left Behind, NCLB Elementary and Secondary Education Act, ESEA trends state profiles appendix tables accountability state testing data</p> <p>Publication Date: June 30, 2010 Summary of Major Findings (PDF format, 135 KB) Topic: State Testing Data and Student Achievement</p>
2010	<p>Title: State High School Tests: Exit Exams and Other Assessments Author: Shelby Dietz Abstract: CEP's 9th annual report on high school exit exams discusses new developments in state high school exit exam policies and how students enrolled in school in states with these policies are affected. This year's report finds that 28 states required high school exit exams in the 2009-10 school year (up from 26 in 2009), and public schools in those states enroll 83 percent of the nation's students of color and more than three-quarters of the country's low-income pupils. For the first time, this year's report also includes information about graduation requirements in states that do not require exit exams.</p> <p>Key findings from this year's report: View all CEP videos about State High School Tests: Exit Exams and Other Assessments. Keyword: State High School Tests: Exit Exams and Other Assessments, achievement gaps, ACT, Alabama, Alabama high school graduation exam, AHSGE, Alaska, Alaska high school graduation qualifying exam, alignment, Alternative Routes, Arizona, Arizona's instrument to measure standards, AIMS, Arkansas, Arkansas Comprehensive Assessment Program, assessments, California, California's high school exit exam, CAHSEE, Common Core State Standards, disaggregated graduation rates, end-of-course exam,</p>

	<p>EOC, English language learners, ELL, exams, exemptions, exit exams, Florida, Florida comprehensive assessment test, FCAT, free or reduced-price lunch, FRPL, Gateway Examinations, GE, GED, Georgia, Georgia High School Graduation Test, GHSGT, Graduation Exit Exam, Graduation Qualifying Exam, GQE, graduation rate calculation, graduation rates, Graduation Required Assessments for Diploma, GRAD, high school proficiency assessment, HSAP, High School Proficiency Assessment, HSPA, High School Proficiency Examination, HSPE, Idaho, Idaho standards achievement tests, ISAT, Indiana, Individuals with Disabilities Act, IDEA, limited English proficient, LEP, Louisiana, Maryland, Maryland High School Assessment, Massachusetts, Massachusetts Comprehensive Assessment System, MCAS, Minnesota, Mississippi, Mississippi subject area testing program, national assessment of educational progress, NAEP, National Center for Education Statistics, NCES, Nevada, New Jersey, New Mexico, New Mexico High School Competency Examination, NMHSCE, New York, No Child Left Behind Act, NCLB, No Child Left Behind Act, NCLB, North Carolina, North Carolina Competency Tests, Ohio, Ohio graduation tests, OGT, Oklahoma, Oklahoma End-of-Instruction Exams, EOI, pass rates, portfolios, Regents Examinations, remediation, SAT, South Carolina, standards, standards of learning end-of-course exams, SOL, Tennessee, tests, Texas, Texas Assessment of Knowledge and Skills, TAKS, Virginia, waivers, Washington, Washington assessment of student learning, WASL</p> <p>Publication Date: December 21, 2010 Alabama (DOC format, 379 KB) Topic: High School Exit Examinations</p>
2010	<p>Title: State Test Score Trends Through 2007-08, Part 5: Are There Differences in Achievement Between Boys and Girls? Author: Naomi Chudowsky and Victor Chudowsky Abstract: Using data from state reading and mathematics tests, this report takes an in-depth look at the performance of male and female students. The study includes a national snapshot of 2008 achievement differences in both subjects at grades 4, 8, and in high school. View 2007-08 State Profiles and Worksheets Keyword: State Test Score Trends Through 2007-08, Part 5: Are There Differences in Achievement Between Boys and Girls?, 2010, Naomi Chudowsky, Victor Chudowsky, Nancy Kober, HumRRO, Sunny Becker, Hilary Campbell, Wade Buckland, Rebecca Dvorak, Monica Gribben, Gender gap, Boys, Male, Girls, Female, tests, assessment, achievement gap, student achievement, percent proficient, mean scale scores, subgroup, reading, mathematics, math, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, trends, state profiles, accountability, 2007-08 state profiles, state profiles, state testing data Publication Date: March 17, 2010 Full Report (PDF format, 241 KB) Topic: State Testing Data and Student Achievement</p>
2010	<p>Title: State Test Score Trends Through 2007-08, Part 6: Has Progress Been Made in Raising Achievement for English Language Learners? Author: Naomi Chudowsky and Victor Chudowsky Abstract: This report examines the performance of English language learners on state reading and math tests, and discusses the issues surrounding the classification and testing of these students. View 2007-08 State Profiles and Worksheets Keyword: State Test Score Trends Through 2007-08, Part 6: Has Progress Been Made in Raising Achievement for English Language Learners?, 2010, Nancy Kober, Naomi Chudowsky, Victor Chudowsky, HumRRO, Sunny Becker, Hilary Campbell, Wade Buckland, Rebecca Dvorak, Monica Gribben, English Language Learner, ELL, Limited English Proficient, LEP, non-ELL, English as a second language, ESL, tests, assessment, achievement gap, student achievement, percent proficient, mean scale scores, subgroup, reading, mathematics, math, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, trends, state profiles, accountability, 2007-08 state profiles, state profiles, state testing data Publication Date: April 7, 2010 Full Report (PDF format, 297 KB) Topic: State Testing Data and Student Achievement</p>
2010	<p>Title: State Test Score Trends Through 2008-09, Part 1: Rising Scores on State Tests and NAEP Author: Naomi Chudowsky and Victor Chudowsky Abstract: This report compares state math and reading proficiency scores in grades 4 and 8 to National Assessment of Educational Progress (NAEP) basic scores for the period of 2005 to 2009. The study found that scores on state tests and NAEP have increased in most states with sufficient data. Also included with the report are profiles for the 23 states that are included in the research because they did not have breaks in their testing data for the years studied. View 2008-09 State Profiles Keyword: State Test Score Trends Through 2008-09, Part 1: Rising Scores on State Tests and NAEP, 2010, Naomi Chudowsky, Victor Chudowsky, Nancy Kober, HumRRO, Sunny Becker, Hilary Campbell, Emily Dickinson, Rebecca Dvorak, Monica Gribben, Diane Stark Rentner, Jennifer McMurrer, Malini Roy, Rebecca Johnson, Jack Jennings, Laura Hamilton, Eric Hanushek, Frederick Hess, Robert Linn, W. James Popham, tests, assessment, average yearly gains, National Assessment of Educational Progress, NAEP,</p>

	<p>achievement gap, student achievement, percent proficient, mean scale scores, subgroup, reading, mathematics, math, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, trends, state profiles, 2008-09 state profiles, basic, advanced, accountability, state testing data</p> <p>Publication Date: September 15, 2010</p> <p>Press Release (PDF format, 20.2 KB)</p> <p>Topic: State Testing Data and Student Achievement</p>
2010	<p>Title: State Test Score Trends through 2008-09, Part 2: Slow and Uneven Progress in Narrowing Gaps</p> <p>Author: Nancy Kober, Naomi Chudowsky, Victor Chudowsky</p> <p>Abstract:</p> <p>This report provides a detailed look at student performance on state tests and examines whether state-level results from the National Assessment of Educational Progress (NAEP) confirm the trends found on state tests. The report tracks data for all states and the District of Columbia in math and reading for grades 4, 8, and high school by student race, ethnicity, income, and gender from as early as 2002 through 2009, where three or more years of comparable data are available. Also available are 50 state profiles with detailed student achievement data and tables showing the performance of various student groups on 2009 state tests. Finally, also posted here are short video clips of CEP's President and CEO Jack Jennings explaining the main findings of this study.</p> <p>The Appendix Tables provides state-by-state tables showing the 2009 percentages proficient, mean test scores, and achievement gaps in reading and math for all major subgroups in the states with sufficient data.</p> <p>View 2008-09 State Profiles</p> <p>View the comments by CEP President Jack Jennings, as he shares his viewpoints on the report and what it means for education reform here. Preview: Jennings, Achievement Gap 1 from Spotlight on Vimeo.</p> <p>View all CEP videos about State Test Score Trends through 2008-09, Part 2: Slow and Uneven Progress in Narrowing Gaps.</p> <p>Keyword: State Test Score Trends through 2008-09, Part 2: Slow and Uneven Progress in Narrowing Gaps, 2010, Nancy Kober, Naomi Chudowsky, Victor Chudowsky, HumRRO, Sunny Becker, Hilary Campbell, Emily Dickinson, Rebecca Dvorak, Monica Gribben, Diane Stark Rentner, Jennifer McMurrer, Malini Roy, Rebecca Johnson, Alexandra Usher, Jack Jennings, Laura Hamilton, Eric Hanushek, Frederick Hess, Robert Linn, W. James Popham, tests, assessment, African American, Asian, Latino, Native American, white, low-income, Free lunch, Reduced-price lunch, FRPL, Gender, Male, Female, boy, girl, National Assessment of Educational Progress, NAEP, achievement gap, student achievement, percent proficient, mean scale scores, subgroup, reading, mathematics, math, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, trends, state profiles, appendix tables, years to close gap, accountability, state testing data</p> <p>Publication Date: December 14, 2010</p> <p>Full Report (PDF format, 676 KB)</p> <p>Topic: State Testing Data and Student Achievement</p>
2010	<p>Title: The Achievement Gap: Slow and Uneven Progress for Students</p> <p>Author: CEP</p> <p>Abstract:</p> <p>Center on Education Policy's New Findings</p> <p>After eight years of implementing the federal No Child Left Behind Act (NCLB) and other school reforms, how much progress have states and school districts made in raising achievement for students from all backgrounds and closing achievement gaps based on race, ethnicity, income, and gender?</p> <p>In its new report, the Center on Education Policy analyzed trends in reading and mathematics performance and achievement gaps for several groups of students: African American, Asian American, Latino, Native American, and white students, as well as low-income, male, and female students.</p> <p>View the comments by CEP President Jack Jennings, as he shares his viewpoints on the report and what it means for education reform.</p> <p>What are the key findings of the report on the achievement gap in schools?</p> <p><i>Jack Jennings, President, Center on Education Policy</i></p> <p>What are the messages the report communicates?</p> <p><i>Jack Jennings, President, Center on Education Policy</i></p> <p>What is the impact on low-income children?</p> <p><i>Jack Jennings, President, Center on Education Policy</i></p> <p>What needs to change in schools in order to close the achievement gaps for poor children and children of color?</p> <p><i>Jack Jennings, President, Center on Education Policy</i></p> <p>What are the highlights of the report concerning Hispanic and Native American students?</p>

	<p><i>Jack Jennings, President, Center on Education Policy</i> What gaps did you find between male and female students?</p> <p><i>Jack Jennings, President, Center on Education Policy</i> Which states have been able to close the achievement gap?</p> <p><i>Jack Jennings, President, Center on Education Policy</i> Video content produced by Spotlight on Poverty and Opportunity. Keyword: NCLB Publication Date: December 14, 2010 (format, Invalid size argument) Topic: Federal Education Policy & Programs Sub-Topic: No Child Left Behind</p>
2010	<p>Title: The Policy and Politics of Rewriting the Nation's Main Education Law Author: Jack Jennings Abstract: This article, written by CEP President and CEO Jack Jennings, looks at the prospects for reauthorizing the Elementary and Secondary Education in the 112th Congress given the outcomes of the 2010 elections and the resulting divided government. The article appeared in the December 2010 <i>Kappan</i> magazine. Keyword: The Policy and Politics of Rewriting the Nation's Main Education Law, Elementary and Secondary Education Act, ESEA, reauthorization, No Child Left Behind, NCLB, assessment system, adequate yearly progress, AYP, assessment, achievement gap, funding, federal role, federal, Congress, political climate, President Obama, Obama Administration, US Department of Education, ED, A Blueprint for Reform, common core state standards, CCSS, standards, standards-based accountability, consequences, school improvement, reform, blueprint, accountability, subgroups, achievement targets, privatization, school choice, charter school, highly effective teacher, teacher evaluation, teacher compensation, achievement-based compensation, Teacher Incentive Fund, TIF, Race to the Top, RTT, teacher pay, pay system, formula grant, competitive grant, teachers union, bipartisan, legislation, national education organization, minority student, rewrite, Teach for America, TFA Publication Date: December 12, 2010 Article (PDF format, 997 KB)</p>
2010	<p>Title: The Window is Closing on Sensible School Reform Author: Jack Jennings Abstract: This article, written by CEP President Jack Jennings, appeared in The Hill on March 2, 2010, and discusses the critical last chance that effective ESEA reauthorization now faces. Keyword: The Window is Closing on Sensible School Reform, Education and Labor Committee, House of Representatives, Elementary and Secondary Education Act, ESEA, President George W. Bush, No Child Left Behind, NCLB, President Obama, Obama Administration, Bush Administration, renewal, reauthorization, rewrite, federal government, adequate yearly progress, AYP, failing schools, AYP target, subgroups, unfair measure, accountability system, school in need of improvement, improvement assistance, intervention, inaccurate measure, legislation overhaul, common academic standards, student growth measurement, school reform, legislative action Publication Date: March 2, 2010 Article (PDF format, 65.2 KB)</p>
2011	<p>Title: A Serious Step Backward Author: Jack Jennings Abstract: On October 24, the Huffington Post carried a blog written by Jack Jennings, CEP's president and CEO, on the views of the Republican presidential aspirants on the role of the federal government in education. Keyword: A serious step backward, Huffington post, blog, Education Reform , Federal Education , Republican Candidates, Republicans Education , federal role, federal government, desegregation, presidential, Romney, Huntsman, Bachmann, George W. Bush, NCLB, No Child Left Behind, ESEA, Department of Education, business community, Chamber of Commerce, business leaders, election, Tea Party, dropouts, international ranking, international comparison, competitiveness, local control, national standards, school lunch, Title IX, loans, disabilities, IDEA, GI Bill of Rights, Morrill Act, state college, land grant college, academic standards Publication Date: October 24, 2011 Blog Post (PDF format, 73.3 KB) Topic: Public School Facts & History</p>

2011	<p>Title: AYP Results for 2010-11 Author: Alexandra Usher Abstract: This report updates previous CEP research with data from the 2010-11 school year on the number of schools not making adequate yearly progress (AYP) under the No Child Left Behind Act (NCLB). The estimated percentage of all U.S. schools not making AYP was 48% in 2011, an all-time high and an increase from 39% in 2010. The report also provides six years of trends in the percentage of schools in all 50 states, D.C., and the nation not making AYP, using official numbers from the State Consolidated Performance Reports submitted to the U.S. Department of Education.</p> <p>Keyword: AYP results for 2010-11, AYP, adequate yearly progress, NCLB, No Child Left Behind, Duncan, Department of Education, proficiency, 100%, 2014, 48%, ESEA, elementary and secondary education act, reauthorization, waiver, flexibility, backload, cut score, consolidated state performance report, Alabama, Arkansas, Alaska, Arizona, California, Colorado, Connecticut, D.C., Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, north Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming</p> <p>Publication Date: December 15, 2011 Report (PDF format, 240 KB) Topic: Federal Education Policy & Programs</p>
2011	<p>Title: Discussion of CEP Report State Test Score Trends Through 2008-09, Part 3: Student Achievement at 8th Grade Author: Jack Jennings Abstract: On April 5, 2011, CEP released a report that provides a detailed look at student performance on 8th grade state reading and math tests, tracks testing data by student race, ethnicity, income, and gender from as early as 2002 through 2009. The report finds that contrary to popular wisdom, there have generally been upward trends in state reading and math test scores at 8th grade. The progress is more noteworthy in math, where every state with sufficient data made gains in the percentage of 8th grade students reaching the advanced level and all but one of these states showed gains at the proficient level. In most of the states, however, gaps have widened between lower- and higher-achieving subgroups of 8th graders at the advanced level in math.</p> <p>Watch the video below to hear CEP President and CEO Jack Jennings, and Deborah Kasak, Executive Director of the National Forum to Accelerate Middle-Grades Reform, discuss the report's findings.</p> <p>Spotlight: CEP Middle School Report from Spotlight on Vimeo. Click here to view videos by topic.</p> <p>Keyword: middle schools, student achievement, National Assessment of Educational Progress, NAEP, state test scores, the No Child Left Behind Act, NCLB, achievement gap, African American students, Latino students, Asian American students, white students, proficiency levels, basic, proficient, advanced, State Test Score Trends Through 2008-09, Part 3: Student Achievement at 8th Grade</p> <p>Publication Date: April 8, 2011 (format, Invalid size argument)</p>
2011	<p>Title: Discussion of CEP Report State Test Score Trends Through 2008-09, Part 5: Progress Lags in High School, Especially for Advanced Achievers Author: Jack Jennings Abstract: On October 5th, 2011, Progress Lags in High School, Especially for Advanced Achievers, CEP's latest report on student achievement, was the topic of a taped discussion sponsored by Spotlight on Poverty and Opportunity. Jack Jennings, CEP's president and CEO was one of the discussants.</p> <p>Poverty Single Most Important Factor in High School Achievement from Spotlight on Vimeo. CEP Report Findings on High School Achievement from Spotlight on Vimeo. Common Standards Impact on Future from Spotlight on Vimeo.</p> <p>Keyword: State Test Score Trends Through 2008-09, Part 5: Progress Lags in High School, Especially for Advanced Achievers, high school, student achievement, achievement, achievement trends, tests, math, English language arts, reading, achievement gap, proficient, proficiency, advanced, state tests, mean scores, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, accountability, state tests</p> <p>Publication Date: October 5, 2011 (format, Invalid size argument)</p>
2011	<p>Title: Federal Aid to the Schools - Wasteful or Helpful? Author: Jack Jennings Abstract: This blog posted on April 21, 2011, in the <i>Huffington Post</i>, by Jack Jennings counters the criticisms of conservative critics of federal aid to education by describing the equity purpose of this aid and then highlighting the major educational achievements of the groups principally targeted for this assistance.</p>

	<p>Keyword: African American Students , Elementary And Secondary Education Act , Federal Aid To The Schools--Wasteful Or Helpful? , Individuals With Disabilities Education Act , Latino Students , National Assessment Of Educational Progress , Title IX , Academic Achievement , Equality Of Educational Opportunity , Equity , Esea , Federal Aid To Education , Idea , Mathematics , Naep , Nclb , No Child Left Behind , Reading , Students Of Color , Students With Disabilities , Education News</p> <p>Publication Date: April 21, 2011</p> <p>Blog Post (PDF format, 67.2 KB)</p> <p>Topic: Public School Facts & History</p>
2011	<p>Title: Get the Federal Government Out of Education? That Wasn't the Founding Fathers' Vision</p> <p>Author: Jack Jennings</p> <p>Abstract: This article, written by Jack Jennings, CEP's president and appearing in the February 7, 2011 <i>Huffington Post</i>, discusses the history of the federal role in education, and gives reasons why the federal government should continue to be involved in education.</p> <p>Keyword: Federal government, Congress, Founding Fathers, George Washington, Department of Education, Federal role, State role, District role, Tea party, conservatives, Republicans, National education system, Public schools, Local control, Local district, School control, Federal control, District control, Federal funding, federal funds, Federal support, Land Ordinance, Northwest Ordinance, Common schools, Revolution, Territories, Statehood, Colonies, Land grant, Federal grant, Land trust, School fund, Morrill Act, Land grant college, land grant university, Taxes, Indirect aid, Local tax, State tax, Federal tax Bonds, Cost of college, college cost, Student aid, Federal aid, Loans, federal loans, Equal opportunities, Civil rights, Educational equality, Educational opportunity, Segregation, desegregation, integration, Disabled minority, Title nine, President Obama, Achievement gap, Economy, International standards, International competition, Educational competition, Academic achievement, Common standards, Academic standards, Higher standards, Raise standards, State standards, Federal standards, Common assessments, No Child Left Behind, NCLB, George W. Bush, Educated citizenry, Democracy</p> <p>Publication Date: February 7, 2011</p> <p>Blog Post (PDF format, 149 KB)</p>
2011	<p>Title: Get The Federal Government Out Of Education? That Wasn't The Founding Fathers' Vision</p> <p>Author: Jack Jennings</p> <p>Abstract: In this paper, CEP president and CEO Jack Jennings tracks the federal government's involvement in education through the course of American history, and argues that this involvement must continue. Jennings provides evidence that the government has played an essential role in the development of public schools – consistent with the founding fathers' vision – and that this role is vital to the continued success of the country. Supplemental papers by Wayne Riddle and Alexandra Usher discuss in more detail two aspects of federal involvement: special provisions written into the U.S. tax code that provide substantial indirect financial support for public education, and the federal land grants given to states for the support of public schools. PDFs of states' original Enabling Acts establishing their land grants are also available below.</p> <p>Keyword: Get the federal government out of education, get the federal government out of education? that wasn't the founding father's vision, NCLB, No Child Left Behind, Title IX, Title Nine, government, federal government, tea party, federal role, federal involvement, states rights, Department of Education, Rand Paul, Blake Farenthold, Mike Lee, Congress, founding father, history, land grant, George Washington, President, Continental Congress, Northwest Ordinance, Land Ordinance, colonial, territory, Wayne Riddle, Riddle, How public education benefits from the federal income tax deduction for state and local taxes and other special tax provisions, westward expansion, establish, public, school, system, education, Jefferson, Eisenhower, Enabling Act, Morrill Act, tax, revenue, support, provision, bonds, district, charitable donation, taxpayer, college, cost of college, postsecondary education, college degree, Pell Grant, Perkins Loan, Ford Direct Loan, Stafford Loan, loan, grant, student aid, GI bill, immigrants, civil rights, segregation, integration, discrimination, gender, race, Individuals with Disabilities Act, IDEA, disability, disabled, special needs, equity, achievement gap, ethnicity, Latino, demographic, achievement, Obama, Bush, accountability, standards, Common Core State Standards, Public Schools and the Original Federal Land Grant Program, land grant, enabling act, trust, trustee, public school, colonial, founding father, founders, continental congress, Washington, Jefferson, section 16, section 32, union, land ordinance, northwest ordinance, system, education, Eisenhower, federal government, federal involvement, feds, department of education, states rights, state trust land, tea party, Morrill act, local control, federal influence, policy, revolution, control, Constitution, liberty, democracy, freedom, support, aid, common schools, territory, westward expansion, tax, public domain, municipality, Supreme Court, legal, beneficiary, interest, permanent fund, Homestead Act, federal state relationship, federal policy, monetary incentive, Obama, lease, sell, rent, revenue, funding, financing, fund, federalism, Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginian, New York, North Carolina, Rhode Island, Vermont, Kentucky, Tennessee, Ohio, Louisiana, Indiana, Mississippi, Illinois, Alabama, Maine, Missouri, Arkansas, Michigan, Florida, Texas, Iowa, Wisconsin, California, Minnesota, Oregon, Kansas, West Virginia, Nevada, Nebraska, Colorado, North Dakota, South Dakota, Montana, Washington, Idaho, Wyoming, Utah, Oklahoma, New Mexico, Arizona, Alaska, Hawaii, How Public Education Benefits from the Federal Income Tax Deduction for State and Local Taxes and Other Special Tax Provisions, tax, tax code, federal, income tax, state, local, exemption, finance, funding, government, role, involvement, public, school, system, education, special provision, indirect support, individual, Congress, spending, policy, taxing, taxation, deductible, deductibility, subsidy, postsecondary, k-12, preschool, early education, Joint Tax Committee, JTC, Office of Management and Budget, OMB, Hope Tax Credit, Lifetime Learning Coverdell, dependent, exemption, tax bracket, itemize, impact, revenue, per capita, impact index, exclusion, budget, spending, Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia,</p>

	<p>Washington, West Virginia, Wisconsin, Wyoming</p> <p>Publication Date: April 13, 2011</p> <p>Full Paper (Jennings) (PDF format, 342 KB)</p> <p>Topic: Public School Facts & History</p>
2011	<p>Title: Have We Gotten It Wrong on School Reform?</p> <p>Author: Jack Jennings</p> <p>Abstract: This November 23, 2011 <i>Huffington Post</i> blog written by CEP's president Jack Jennings highlights a recent study of the education systems in Shanghai (China), Finland, Japan, Singapore, and Ontario (Canada), and discusses what lessons can be learned from these countries to help improve public education in the United States.</p> <p>Keyword: benchmarking, common state standards, international studies, education funding, teacher pay, teacher preparation, student testing, the No Child Left Behind Act, NCLB, Obama, Have We Gotten It Wrong on School Reform?</p> <p>Publication Date: November 23, 2011</p> <p>Blog Post (PDF format, 337 KB)</p> <p>Topic: Public School Facts & History</p>
2011	<p>Title: Public Radio Podcast on the Future of the No Child Left Behind Act</p> <p>Author: CEP</p> <p>Abstract: On April 29, American RadioWorks, the producer of documentaries for public radio, released its podcast on the future of the No Child Left Behind Act. The program was an interview with Jack Jennings, CEP's president and CEO.</p> <p>Listen to the podcast here.</p> <p>Keyword: The Future of the No Child Left Behind Act, the No Child Left Behind Act, NCLB.</p> <p>Publication Date: April 29, 2011 (format, Invalid size argument)</p> <p>Topic: Federal Education Policy & Programs</p>
2011	<p>Title: State Test Score Trends Through 2008-09, Part 3: Student Achievement at 8th Grade</p> <p>Author: Naomi Chudowsky, Victor Chudowsky</p> <p>Abstract: This report, which provides a detailed look at student performance on 8th grade state reading and math tests, tracks testing data by student race, ethnicity, income, and gender from as early as 2002 through 2009. State test results are analyzed when three or more years of comparable data are available, and student performance at the basic, proficient, and advanced achievement levels are included in the analysis. The main finding is that, contrary to popular wisdom, there have generally been upward trends in state reading and math test scores at 8th grade. The progress is more noteworthy in math, where every state with sufficient data made gains in the percentage of 8th grade students reaching the advanced level and all but one of these states showed gains at the proficient level. In most of the states, however, gaps have widened between lower- and higher-achieving subgroups of 8th graders at the advanced level in math.</p> <p>Also available are 50 state profiles with detailed student achievement data and tables showing the performance of various student groups on state tests.</p> <p>View 2008-09 State Profiles</p> <p>Keyword: State Test Score Trends through 2008-09, Part 3: Student Achievement at 8th Grade, achievement, tests, assessment, 8th grade, middle school, African American, Asian-American, Latino, Native American, white, low-income, free lunch, reduced-price lunch, FRPL, gender, male, female, boy, girl, achievement gap, basic, proficient, advanced, mean scale scores, subgroup, reading, language arts, mathematics, math, No Child Left Behind, NCLB, trends, state profiles, accountability, state testing data</p> <p>Publication Date: April 5, 2011</p> <p>Press Release (PDF format, 18.8 KB)</p> <p>Topic: State Testing Data and Student Achievement</p>
2011	<p>Title: State Test Score Trends Through 2008-09, Part 4: Is Achievement Improving and Are Gaps Narrowing for Title I Students?</p> <p>Author: Nancy Kober, Jennifer McMurrer, Malini R. Silva</p> <p>Abstract: This report compares achievement trends since 2002 (or a more recent year in some states) on state reading and math tests for Title I students and students not participating in Title I. The largest of the federal aid programs for K-12 schools, Title I of the Elementary and Secondary Education Act of 1965 supports extra instructional services for low-performing students in low-income schools and for all students in the highest-poverty schools. Generally, achievement on state reading and math tests has improved in recent years for students participating in the Title I program in most of the 19 states with comparable data. Further, gaps between Title I participants and non-participants have also narrowed more often than they have widened since 2002, although trends were more positive at grades 8 and high school than at grade 4.</p> <p>A one-page profile of state-specific performance trends for Title I and non-Title I students is available for each of the 19 states included in the study.</p>

	<p>View 2008-2009 State Profiles</p> <p>Keyword: State test score trends through 2008-09, part 4: Is achievement improving and are gaps narrowing for Title I students?, student achievement, testing, accountability, achievement trends, title I, Title I, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, state tests, achievement gap, mean score, percentage proficient, Arizona, California, Colorado, Delaware, Idaho, Kansas, Kentucky, Maine, Maryland, Massachusetts, Missouri, New Hampshire, North Carolina, Pennsylvania, Rhode Island, Tennessee, Texas, Utah, Washington</p> <p>Publication Date: August 9, 2011</p> <p>Full Report (PDF format, 474 KB)</p> <p>Topic: State Testing Data and Student Achievement</p>
2011	<p>Title: State Test Score Trends Through 2008-09, Part 5: Progress Lags in High School, Especially for Advanced Achievers</p> <p>Author: Jennifer McMurrer and Nancy Kober</p> <p>Abstract:</p> <p>This report examines testing data from 40 states and the District of Columbia from 2002 through 2009 and finds that while high school scores on state English language arts and math tests rose in most states, smaller proportions of states made gains in high school compared with 4th and 8th grades. State testing data also show a lack of progress and widening gaps between various groups of high school students at the advanced level in many states.</p> <p>A supplemental appendix with listings of where states fall within the various analyses for this study is available as well as one-page profiles of state-specific performance trends at the advanced achievement levels for nine states.</p> <p>Keyword: State Test Score Trends Through 2008-09, Part 5: Progress Lags in High School, Especially for Advanced Achievers, high school, student achievement, achievement, achievement trends, tests, math, English language arts, reading, achievement gap, proficient, proficiency, advanced, state tests, mean scores, No Child Left Behind, NCLB, Elementary and Secondary Education Act, ESEA, accountability, state tests</p> <p>Publication Date: October 5, 2011</p> <p>Press Release (PDF format, 159 KB)</p> <p>Topic: State Testing Data and Student Achievement</p>
2011	<p>Title: Turning Around the Lowest Performing Schools: A Noble Goal and a Daunting Challenge</p> <p>Author: Jack Jennings</p> <p>Abstract:</p> <p>In this blog posted on April 7, 2011 in the <i>Huffington Post</i>, Jack Jennings describes the intent and weighs the prospects for success of President Obama’s initiative to make improvements in the nation’s lowest performing schools. The blog draws on the research conducted by CEP on schools needing restructuring under NCLB in assessing the chances for major improvement in these lowest performing schools.</p> <p>Keyword: Obama , Center On Education Policy , Miami Florida , NCLB. , Turning Around The Lowest Performing Schools: A Noble Goal And a Daunting Challenge , Cep , Lowest Performing Schools , Miami Central High School , No Child Left Behind , School Improvement Grants , Turn Around School , Education News</p> <p>Publication Date: April 7, 2011</p> <p>Blog Post (PDF format, 45.0 KB)</p> <p>Topic: Federal Education Policy & Programs</p>
2012	<p>Title: AYP Results for 2010-11 — May 2012 Update</p> <p>Author: Alexandra Usher</p> <p>Abstract:</p> <p>This report updates the December, 2011 report “AYP Results for 2010-11” to include AYP data from school year 2010-11 for New York State. Several numbers throughout the report have changed as a result of the new data from New York. Most notably, the estimated percentage of all public schools in the nation that did not make AYP for 2011 has been revised from 48% to 49%, an all-time high and an increase from 39% in 2010. The report also provides six years of trends in the percentage of schools in all 50 states, D.C., and the nation not making AYP.</p> <p>Keyword: Update, may 2012, waiver, flexibility, AYP results for 2010-11, AYP, adequate yearly progress, NCLB, No Child Left Behind, Duncan, Department of Education, proficiency, 100%, 2014, 48%, ESEA, elementary and secondary education act, reauthorization, waiver, flexibility, backload, cut score, consolidated state performance report, Alabama, Arkansas, Alaska, Arizona, California, Colorado, Connecticut, D.C., Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, New Mexico, New York, North Carolina, north Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming</p> <p>Publication Date: May 8, 2012</p> <p>Report (PDF format, 144 KB)</p> <p>Topic: Federal Education Policy & Programs</p>

2012	<p>Title: AYP Results for 2010-11 — November 2012 Update Author: Alexandra Usher Abstract: This report updates the May, 2012 report <i>AYP Results for 2010-11</i> to include AYP data from the Consolidated State Performance Reports from the U.S. Department of Education. Several numbers have changed as a result of the new data. The estimated percentage of all public schools in the nation that did not make AYP for 2011 was 48%, an all-time high and an increase from 39% in 2010. The report also provides six years of trends in the percentage of schools in all 50 states, D.C., and the nation not making AYP.</p> <p>Keyword: Update, November 2012, waiver, flexibility, AYP results for 2010-11, AYP, adequate yearly progress, NCLB, No Child Left Behind, Duncan, Department of Education, proficiency, 100%, 2014, 48%, ESEA, elementary and secondary education act, reauthorization, waiver, flexibility, backload, cut score, consolidated state performance report, Alabama, Arkansas, Alaska, Arizona, California, Colorado, Connecticut, D.C., Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming</p> <p>Publication Date: November 1, 2012 Report (PDF format, 119 KB) Topic: Federal Education Policy & Programs</p>
2012	<p>Title: Major Accountability Themes of Second-Round State Applications for NCLB Waivers Author: Wayne Riddle Abstract: This report analyzes the NCLB waiver applications submitted in the second round by 26 states and Washington, D.C. to the U.S. Department of Education in February 2012. Among the findings in the report is that, like the first round of applications, these states are proposing new accountability systems that will lead to greater complexity both within states and between states, but at the same time will be more integrated with states' own existing accountability systems. Also, nearly all the state applications propose annual achievement targets and performance levels that are more nuanced than what is currently in place under NCLB. At the same time, 19 of the 27 applications analyzed will use a combined subgroup for accountability decisions, rather than all of the student subgroups mandated under NCLB. None of the states analyzed will continue to require school choice and SES in schools identified for improvement, as is currently mandated.</p> <p>Keyword: waivers, no child left behind, accountability, common core state standards, adequate yearly progress, subgroups, NCLB, flexibility, No Child Left Behind, Duncan, ESEA, elementary and secondary education act</p> <p>Publication Date: May 8, 2012 Report (PDF format, 274 KB) Topic: Federal Education Policy & Programs</p> <p>Title: Makeovers, Facelifts, or Reconstructive Surgery: An Early Look At NCLB School Restructuring In Michigan Author: Caitlin Scott Abstract: Examination of the restructuring phase mandated by the No Child Left Behind Act in three Michigan school districts.</p> <p>Keyword: Makeovers, Facelifts, or Reconstructive Surgery: An Early Look At NCLB School Restructuring In Michigan, No Child Left Behind, NCLB, Adequate Yearly Progress, AYP, restructuring, restructure, sanctioned, sanction, implementation, underperforming, federal option, reform, federal, fund, governance, monitoring, support, test scores, options, assistance, support, state, district, approach, benchmark assessments, replace staff, negative consequences, strategies, federal mandate, Title I, Michigan, coach, interview, contract management, charter school, Improving America's Schools Act, IASA, Idaho, Nevada, accountability, Lansing, Detroit, external reform, Willow Run, Flint, Harrison, governance</p> <p>Publication Date: November 1, 2004 Full Report (PDF format, 188 KB)</p>
2012	<p>Title: NCLB Waivers and Accountability Author: Wayne Riddle and Nancy Kober Abstract: These two reports examine issues related to the accountability systems that approved waiver states have created with the Obama Administration's No Child Left Behind Act (NCLB) waiver requirements. The first report, <i>What Impact Will NCLB Waivers Have on the Consistency, Complexity, and Transparency of State Accountability Systems?</i>, compares the new accountability provisions in the waiver states with those in the NCLB statute. The report focuses on the complexity, transparency, and consistency of the new accountability systems in the waiver states, both on their own terms and in comparison with the NCLB statutory requirements. The second report, <i>Accountability Issues to Watch under NCLB Waivers</i>, highlights issues to lookout for over the next few years as states with waivers implement new accountability systems. For each of the issues discussed, the possible implications for public education systems, teachers, and students are considered.</p> <p>Keyword: Wayne Riddle, Nancy Kober, What impact will NCLB waivers have on consistency complexity and transparency of state accountability systems?, Accountability issues</p>

	<p>to watch under NCLB waivers,policy brief,NCLB,ESEA,ESEA reauthorization,accountability,waiver(s),waiver state,flexibility,Duncan,Obama,Annual Measurable Objectives (AMOs),subgroup(s),super subgroup(s),standards,assessments</p> <p>Publication Date: October 2, 2012</p> <p>What Impact Will NCLB Waivers Have on the Consistency, Complexity, and Transparency of State Accountability Systems? (PDF format, 268 KB)</p> <p>Topic: Federal Education Policy & Programs</p>
2012	<p>Title: State High School Exit Exams: A Policy in Transition</p> <p>Author: Shelby McIntosh</p> <p>Abstract: CEP's 11th annual report on state high school exit exams finds that states are embracing higher standards on their exit exams, which means schools and students will feel the impact. The report, based on data collected from state education department personnel in 45 states, discusses the present status of state exit exam policies, the future of these policies as states implement the Common Core State Standards and common assessments, and lessons that can be learned from states' past experiences with implementing new exit exam policies.</p> <p>State Profiles for Exit Exam Policies Through 2011-12</p> <p>Keyword: Shelby McIntosh, State High School Exit Exams: A policy in transition, Alternate Pathways, Pass Rates, achievement gaps, ACT, Alabama, Alabama high school graduation exam, AHSGE, Alaska, Alaska high school graduation qualifying exam, Alternative Routes, Arizona, Arizona's instrument to measure standards, AIMS, Arkansas, Arkansas Comprehensive Assessment Program, assessments, California, California's high school exit exam, CAHSEE, end-of-course exam, EOC, English language learners, ELL, exams, exemptions, exit exams, Florida, Florida comprehensive assessment test, FCAT, Gateway Examinations, GE, Georgia, Georgia High School Graduation Test, GHSGT, Graduation Exit Exam, Graduation Qualifying Exam, GQE, graduation rates, Graduation Required Assessments for Diploma, GRAD, high school proficiency assessment, HSAP, High School Proficiency Examination, HSPE, Idaho, Idaho standards achievement tests, ISAT, Indiana, Louisiana, Maryland, Maryland High School Assessment, Massachusetts, Massachusetts Comprehensive Assessment System, MCAS, Minnesota, Mississippi, Mississippi subject area testing program, national assessment of educational progress, Nevada, New Jersey, New Mexico, New Mexico High School Competency Examination, NMHSCE, New York, No Child Left Behind Act, NCLB, North Carolina, North Carolina Competency Tests, Ohio, Ohio graduation tests, OGT, Oklahoma, Oklahoma End-of-Instruction Exams, EOI, pass rates, Regents Examinations, remediation, SAT, South Carolina, standards, standards of learning end-of-course exams, SOL, Tennessee, tests, Texas, Texas Assessment of Knowledge and Skills, TAKS, Virginia, waivers, Washington, Washington assessment of student learning, WASL</p> <p>Publication Date: September 19, 2012</p> <p>Annual Report (PDF format, 764 KB)</p> <p>Topic: High School Exit Examinations</p>
2012	<p>Title: The Evolution of the Center on Education Policy: From An Idea To A Major Influence</p> <p>Author: Anne Lewis</p> <p>Abstract: This paper by free lance writer Anne Lewis describes the beginning and the development of the Center on Education Policy from 1995 to 2012.</p> <p>Keyword: Jack Jennings, Diane Stark Rentner, Nancy Kober, charitable foundations, federal aid to education, NCLB, The Evolution of the Center on Education Policy: From An Idea To A Major Influence</p> <p>Publication Date: January 27, 2012</p> <p>Paper (PDF format, 247 KB)</p> <p>Topic: Public School Facts & History</p>
2013	<p>Title: States' Perspectives on Waivers: Relief from NCLB, Concern about Long-term Solutions</p> <p>Author: Jennifer McMurrer and Nanami Yoshioka</p> <p>Abstract: This report describes states' early experiences in applying for flexibility from key requirements of the Elementary and Secondary Education Act (ESEA), also known as NCLB waivers, and their plans for implementing the new systems outlined in their applications. Findings from the 38 survey states indicate states believe that the waivers address several of the problems they see with the NCLB accountability requirements, however, many state officials are concerned about what will happen to the programs and policies in their waiver plans if ESEA is reauthorized. These and other key findings that emerged from the survey results are presented in this report.</p> <p>Keyword: States' Perspectives on Waivers: Relief from NCLB, Concern about Long-term Solutions, Flexibility, Waiver(s), ESEA flexibility, NCLB waiver(s), Elementary and Secondary Education Act, No Child Left Behind, ESEA reauthorization, NCLB reauthorization, Waiver states, Duncan waivers, Obama waivers, States, Accountability, Teacher, Principals, Evaluations, Standards, Assessments, 20% Set Aside, Choice, School choice, Supplemental Education Services, SES, AMO, Annual measurable objectives, Priority school, Focus school, Reward school, Title I</p> <p>Publication Date: March 4, 2013</p> <p>Press Release (PDF format, 85.6 KB)</p> <p>Topic: Federal Education Policy & Programs</p>

2013	<p>Title: Year 3 of Implementing the Common Core State Standards: State Education Agencies' Views on the Federal Role</p> <p>Author: Diane Stark Rentner</p> <p>Abstract: This report, based on a winter/spring 2013 survey of 40 Common Core State Standards-adopting states, examines state education agency (SEA) officials' views on the federal role in implementing the standards. The report finds that, although a direct federal role in implementing the Common Core State Standards has been controversial, a majority of states in the survey support legislative and/or regulatory changes to the federal Elementary and Secondary Education Act to help them with their implementation efforts. The report also addresses the issue of within-state opposition to standards and finds that the vast majority of survey states do not anticipate their state's decision to adopt the standards will be reversed, limited or changed in 2013-14.</p> <p>Keyword: Common Core State Standards, Elementary and Secondary Education Act, state education agency, federal role, Year 3 of Implementing the Common Core State Standards: State Education Agencies' Views on the Federal Role, Title I, Title III, NCLB waivers</p> <p>Publication Date: July 24, 2013</p> <p>Press Release (PDF format, 85.3 KB)</p> <p>Topic: Common Core State Standards</p>
2014	<p>Title: Amid the Chaos of Washington Lies Opportunity</p> <p>Author: Maria Ferguson</p> <p>Abstract: Several important education authorization bills are languishing in the U.S. Congress, victims of sharp policy and political differences with the White House. But things are somewhat quieter now, so it might be a good time for Democrats and Republicans alike to find some common ground by looking at what has worked to improve education in the past.</p> <p>Read the article here.</p> <p>Keyword: Amid the chaos of Washington lies opportunity, Congress, ESEA, federal, NCLB, policy, president, education, reauthorization, waivers, Duncan, Obama, War on Poverty, Bipartisan, agenda</p> <p>Publication Date: March 26, 2014 (format, Invalid size argument)</p> <p>Topic: Public School Facts & History</p>
2015	<p>Title: As policymakers consider a reauthorized ESEA, let's try using what we know about federal policies for school improvement.</p> <p>Author: Jennifer McMurrer, Diane Stark Rentner, and Nancy Kober</p> <p>Abstract: What, if anything, can the federal government do to improve persistently low-performing schools and ensure that all students attend effective schools? Congressional efforts to reauthorize the Elementary and Secondary Education Act (ESEA) reveal deep differences on this central question. Many Congressional Republicans say the answer is to substantially reduce the federal role and increase state and local control of education, a philosophy embodied in the <i>Student Success Act</i> reported by the House education committee. Key Congressional Democrats disagree, as do civil rights organizations, the Secretary of Education, and some business leaders; these groups emphasize the importance of maintaining federal protections and tracking achievement for disadvantaged students and providing targeted funding to high-poverty schools. Senate education committee leaders have introduced a bipartisan bill that would retain some federal requirements but give states more latitude in how they hold schools accountable. The bill would also pass responsibility to states and school districts to determine how to improve low-performing schools.</p> <p>To inform this debate, policymakers of diverse viewpoints can look to a body of research conducted over the past 13 years by the Center on Education Policy. Since 2002, CEP has studied implementation of the No Child Left Behind Act, particularly federal policies to improve low-performing schools and raise student achievement. This research includes state and local surveys, case studies, and analyses of test score trends. Summarized below are the main lessons learned from this body of work about the federal role in school improvement. These are by no means the only lessons from this research; all of the study reports on NCLB and school improvement are available for free at www.cep-dc.org.</p> <ol style="list-style-type: none"> 1. Allow some flexibility in the use of school improvement funds. School improvement is often a complex, iterative, and evolving process in which school and community context influences choices and implementation. Until very recently, the Obama Administration's rules for federal School Improvement Grants (SIGs) required recipients to use funds to implement one of four specific reform models. But the one-size fits all approach did not work for many grantees participating in CEP's research, especially schools in rural areas. It will be important to build some flexibility into any federal role in assisting states and districts with improving schools. 2. Recognize that even with a more flexible approach, some structure can be helpful in planning and implementing reforms. The federal school reform models, though flawed, did provide a process and a structure that encouraged many low-performing schools to analyze data, consider how they were doing things, and determine how they might improve. For example, by virtue of having to respond to federal requirements to expand learning time, schools often ended up making better use of instructional time in the school day and finding more time for teacher development, planning, and collaboration. 3. Provide dedicated funding for school and district reform. Federal SIGs were often a welcome source of extra funding because they allowed district and school leaders to try new approaches for improving student learning. Typically, other funding streams received by district and schools were not realistic sources of support for school reform because they were already obligated for salaries and other expenses.

	<p>4. Target a portion of federal dollars on improving the capacity of states and districts to help low-achieving schools. Often state education agencies lack sufficient staff to provide technical assistance on school improvement, while districts lack staff to fashion reform plans and to identify academic, curricular, staffing, or other issues that affect school performance. Although money for improvement is needed at the school level, it's just as important that federal funds are available to build state and local staffing capacity and expertise to help struggling schools.</p> <p>5. Recognize that real change may take longer than a three- or five-year grant cycle. There is a tendency among policymakers to declare a program or a policy a failure if it does not show immediate positive results. It takes time, however, to bring about systemic change and increase student achievement in schools that educate large proportions of low-income and disadvantaged students. For example, many schools that received federal SIGs funds focused the first year or more of their grant on improving school safety, attendance, parent involvement, and other aspects of school climate, which they viewed as a necessary precondition to improving achievement.</p> <p>6. Sustain funding for improvement activities. SIGs are provided for a limited number of years on the theory that local or state funds will gradually replace the federal dollars to sustain activities. CEP's research shows, however, that more often than not when the federal money goes away, so does the reform effort, no matter how promising.</p> <p>7. Study and report on school improvement efforts. Although the U.S. Department of Education has released some data on the impact of SIGs, there is much more to be learned about the state, district, and school roles in planning and implementing school improvement. For example, which approaches worked and did not work for states and schools to improve student achievement? And what were the conditions that contributed to the successes and obstacles of these approaches? What is needed is a sustained, multi-tiered federal approach to study school improvement efforts that are underway; this should include funds for localized, timely, and actionable research as well as larger federal data collection and analysis across multiple sites.</p> <p>CEP's research points to the need for a balanced federal role in school improvement that reduces some requirements but still provides a degree of structure; that provides dedicated funding for schools, districts, and states to carry out their respective responsibilities; and that allows for sustained support over a sufficient period of time.</p> <p>Thoughtful policymaking requires attention to lessons from the past, continued attention to emerging information in the present, and a candid discussion of how the past and present can inform the future. We hope that the House and Senate education committee members will take into consideration the valuable research done by CEP and other groups when crafting an ESEA policy on the federal role in improving low-performing schools.</p> <p>Keyword: As policymakers consider a reauthorized ESEA, let's try using what we know about federal policies for school improvement, Elementary and Secondary Education Act, ESEA, No Child Left Behind, NCLB, reauthorization, School Improvement, School Improvement Grants, SIG, School Reform, federal role</p> <p>Publication Date: April 14, 2015</p> <p>Blog post (PDF format, 129 KB)</p> <p>Topic: Federal Education Policy & Programs</p>
2016	<p>Title: To Show Teachers Appreciation, We Can Start By Listening</p> <p>Author: Gavin Payne</p> <p>Abstract:</p> <p>Gavin Payne, Director of U.S. Programs & Advocacy for the Bill & Melinda Gates Foundation, is the author of the Gates Foundation's <i>Impatient Optimists</i> blog, a series of interviews with education leaders. This month he interviews CEP Executive Director Maria Ferguson to discuss how good listening makes for better policy.</p> <p>Read the interview here.</p> <p>Keyword: Education Leaders Policy Research CEP Center on Education Policy Teachers Classroom practice Common Core Assessments Testing Collaboration Standards Politics Policymakers implementation states School districts English Language Arts Math NCLB Curriculum Instruction Time Autonomy elementary school high school Training Views Voices Education Federal Timelines Expectations Funding Zip Code</p> <p>Publication Date: May 6, 2016</p> <p>Blog Post (PDF format, 422 KB)</p> <p>Topic: 2016 National Teacher Survey</p>