

Suche Ebscohost Education research complete, 22.5.2019

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Auswertung

Beschreibung der Vorgangsweise und verwendete Klassifikationen

Schritt 1:

Die Suche erfolgte in der Teilmasse „Education Research Complete“ in EbscoHost am 22.5.2019

Gesucht wurde nach Titel (vorgegebener Ausdruck: ‚NCLB or No child Left Behind‘) und Abstract (vorgegebener Ausdruck ‚assessment‘). Die kompletten Abstracts der Treffer wurden chronologisch (Neueste zuerst) in word abgespeichert. In einer ersten inhaltlichen Durchsicht der Abstracts wurden tentativ Stichworte für Themenbereiche angemerkt, und interessante Beiträge gekennzeichnet, und – soweit verfügbar bzw. auffindbar – in Volltext abgespeichert).

Die Suche ergab 226 Treffer (darunter wurden die Treffer doppelt gefunden, tw. mit leicht abweichenden abstracts)

Schritt 2:

Die Titel der Treffer wurden mechanisch nach Stichworten durchsucht, um die behandelten Themenbereiche zu erfassen, siehe die Dokumentation der word-Stichwortsuche.

165 Treffer wurden zugeordnet

Schritt 3:

Die Titel der 61 in Schritt 2 mechanisch nicht zugeordneten Treffer wurden durchgesehen und manuell (M) zugeordnet.

Es verblieben 17 Treffer ohne Zuordnung (nicht klassifiziert)

Auswertung ausgewählter Bereiche: Policy und Wirkungen

NCLB repräsentiert die Schulpolitik der Bush Regierung 2001-09, die Publikationen konzentrieren sich zu 96% auf die Periode bis 2012, ab 2009-12 gibt es nur noch 5 bis 10 Publikationen pro Jahr, ab 2014 nur noch vereinzelt.

Ca. 60% der Treffer stammen aus Periodicals, die entweder wissenschaftliche Ergebnisse verbreiten, oder professionelle Stellungnahmen enthalten, ca. ein Drittel stammen aus akademischen Journalen, die originale gesicherte wissenschaftliche Erkenntnisse enthalten sollen. Absolut sind dies etwa 80 Publikationen, darüber hinaus gibt es einige andere Publikationen (Regierungsberichte, Buchkapitel, vereinzelt News). Die akademischen Beiträge stammen vor allem aus der Periode 2004 bis 2012 (mit 5 bis 10 Beiträgen pro Jahr), also als die Politik in Gang zu kommen begann bis kurz nach der neuen Obama-Präsidentschaft, später gibt es dann noch einige grundsätzliche bilanzierende Beiträge.

Nach der thematischen Klassifikation liegt ein Viertel der Treffer im Policy-Bereich, ein weiteres Fünftel im Bereich der Erfassung von Wirkungen, gegen 10% umfassen beide Bereiche (letztere erscheinen besonders interessant für wissenschaftliche Einschätzungen der Politik. Diese Beiträge folgen der politischen Entwicklung, mit einem Höhepunkt der policy-Beiträge in der Periode der an sich 2005-06 geplanten „Reauthorization“ des Gesetzes 2006-08, die Beiträge im Bereich der Wirkung steigen etwas zeitversetzt später zu den Policy-Beiträgen. Damit ist mehr als die Hälfte der Beiträge erfasst.

Je ca. 10% der Treffer beziehen sich auf die Bereiche Pädagogik, Unterrichts-Fächer, und spezifische Gruppen. Diese Treffer verteilen sich etwa stabil über die Zeit. Die Fächer konzentrieren sich auf English Language Learning (ELL, entspricht DAF Deutsch als Fremdsprache) mit ca. der Hälfte der Treffer in diesem Bereich, die Gruppen konzentrieren sich stark auf „Disabled“ (70% der betreffenden Beiträge).

Weniger als 5% der Treffer beziehen sich explizit vom Titel her auf Themen von Demokratie, öffentliche Interessen und Ungleichheit.

1. Beiträge Policy

Inhaltlich behandeln die Beiträge in den ersten Jahren bis 2005 oder 2006 Fragen der Implementation des komplexen Gesetzes, oft auf der Ebene von Bundesstaaten, und erklären die verschiedenen Programmteile. Obwohl es mit breiter Mehrheit beschlossen worden war, regte sich bald Widerstand auf der Praxisebene. 2004 wird bereits über „NCLB Rebellion“ berichtet. Streitpunkte waren die neuen, von den bestehenden staatlichen Regulationen abweichenden, Regulationen zu Testungen und Berichterstattung, sowie die Berücksichtigung der Leistungen von Disabled und ELLs. Teilweise haben Staaten auch geklagt, etwa um Ersatz für die Kosten der vom Bund vorgeschriebenen Testungen zu bekommen, oder diese aufzuschieben.

Ab 2006 geht es um eine Reautorisierung des Gesetzes, die eigentlich für 2007 vorgesehen war (aber letztlich erst 2015 mit dem ESSA-Gesetz „Every Student Succeeds“ unter Obama stattfand). Dieser Diskurs macht den Hauptteil des Materials im Policy-Bereich aus, wichtige parteiübergreifende Themen dieses Diskurses sind zunächst das Modell der Erfassung des Fortschrittes durch die Messung *der*

Veränderung statt des Status, und immer wieder die Frage der Einbeziehung von Special Education, Disabled und ELL.

Nur eine Minderheit der Beiträge (12 von 57 Treffern, ein Fünftel) in diesem Thema sind akademische Originalarbeiten, bis auf eine Ausnahme stammen alle aus den USA. Die Ausnahme ist ein Beitrag von Stefan Hopmann (2008), der sich mit der politischen Verwendung der Large-Scale-Assessments (LSAs) im „age of accountability“ auseinandersetzt und die NCLB-Politik als Beispiel ausführlich beschreibt und kritisiert, dass diesen Politikansätzen (auch PISA) ein (zureichendes) Aktionsmodell fehlt, das die Messung der Ergebnisse zu den pädagogischen Prozessen und den Curricula rückkoppeln würde. Die Politik würde diese Ergebnisse daher – abhängig von der verfassungsmäßigen Geschichte – in unterschiedlichen regionalen und politischen Traditionen (Norwegen und Schweden, Deutschland und Österreich, USA) sehr unterschiedlich verwenden.

Die anderen akademischen Beiträge beschäftigen sich meist mit speziellen Aspekten der Konzeption und Durchführung. Drei Beiträge (2003, 2004, 2007) beschäftigen sich mit Aspekten der Einbeziehung von Disabled und Special Education in die Messungen. Es besteht das Dilemma, dass einerseits unterschiedliche Anteile dieser Gruppen die Leistungsergebnisse der Schulen nicht beeinträchtigen sollten (Ausnahmen und spezielle Test-Arrangements), und andererseits keine Ausgrenzung bzw. Abwertung der Erwartungen und Anforderungen entstehen sollten. Ein Beitrag beschäftigt sich mit den neuen Anforderungen an die Superintendents (lokale politische Schulmanager) durch die Verantwortung für die Testungen und deren Verwendung und Reaktionen in deren Ausbildung, und einer (2016) beschreibt die Reautorisierung unter der Obama Präsidentschaft.

Fünf Beiträge (ab 2006 bis 2019) beschäftigen sich mit verschiedenen Aspekten der Umsetzung und den Ergebnissen der Testungen und der damit verbundenen Rechenschaftspflicht. *Keiner der Beiträge kommt zu positiven Ergebnissen der NCLB-Politik, obwohl die Rhetorik und die Ziele durchaus positiv gewürdigt werden.* Ein Beitrag (2006) arbeitet sehr stark am Beispiel der großen städtischen High Schools die Dysfunktionalitäten des bestrafenden Standards- und an Multiple-Choice Testungen orientierten Ansatzes heraus; Alternativen sind nicht keine Leistungsüberprüfungen sondern „performance assessments that cultivate higher-order thinking and performance abilities“. Die Einschränkungen durch das Gesetz gegenüber vorher besseren Assessment Ansätzen der US Staaten werden in einem weiteren Beitrag (2006) am Beispiel einer – dann zurückgewiesenen – Klage Connecticuts gegen den Bund („unfunded and illegal mandates“) dargestellt. Zwei Beiträge analysieren im Einklang mit den bisher erwähnten Kritiken jeweils spezielle Aspekte der Umsetzung, zum einen eine Actor-Network-Theory basierte Analyse der Prozesse rund um eine fälschlich als failing klassifizierten funktionierenden Schule in New York, und zum anderen wird politikwissenschaftlich die unterschiedliche – top-down oder bottom-up angelegte – Assessment Politik in zwei Bundesstaaten untersucht, basierend auf der unterschiedlichen Vorgeschichte des Umganges mit Bildungsstandards. Schließlich beschäftigt sich ein Beitrag (2009) mit der Frage, wie die Wirkungen der NCLB Politik eingeschätzt werden können und vergleicht die Messungen in verschiedenen Datenbasen 1992-2006 für das Ende der Grundschule (4th Graders). In einer langfristigen Betrachtung hat sowohl der Zuwachs der Scores als auch die Verringerung der Gruppenunterschiede seit NCLB gegenüber der Vorgeschichte der Messungen – die bereits in die 1970er zurückreicht, nachgelassen. Auch die großen Unterschiede in der Definition

der Leistungsergebnisse (Proficiency) zwischen den nationalen (NAEP - National Assessment of Educational Progress)¹ und den – viel niedriger angesetzten – einzelstaatlichen Testungen haben zugenommen.

2. Beiträge Wirkungen

In der Gruppe der Beiträge, die sich aufgrund der Klassifikation ihres Titels mit den Wirkungen und den (technischen) Problemen der Testung und Messung beschäftigen, sind akademische Beiträge ebenfalls mit einem Fünftel vertreten (11 von 50). Der Großteil dieser Beiträge stammt aus der Periode um das ursprünglich vorgesehene Reautorisierungsjahr 2005-2008, und einige Beiträge aus Periodicals berichten auch über veröffentlichte akademische Studien oder Berichte (die ansonsten nicht direkt in den akademischen Beiträgen aufscheinen).

Wichtige behandelte Aspekte in diesem Bereich sind die Unterschiede in den Messungen seitens NAEP und seitens der einzelstaatlichen Assessments (letztere wurden zwar in NCLB nach einem einheitlichen Format der Berichterstattung vorgeschrieben, haben jedoch substantiell unterschiedlich stattgefunden und auch über die Zeit variiert); Einschätzungen der Politik seitens verschiedener Stakeholder in Befragungen oder organisatorischen Stellungnahmen (z.B. Lehrpersonen); spezielle einzelstaatliche Probleme oder Ansätze (z.B. bundesstaatliche Anerkennung, oder Proteste/Gerichtsverfahren gegen das Gesetz); Behandlung von bemühten (struggling) vs. (hoch)-begabten (gifted) SchülerInnen und Probleme der High School; Aspekte im Zusammenhang mit der Reautorisierung (Einsetzung eines hochrangigen Panels zur Bewertung und Analyse,² Wissenschaft als dritter verbindlicher Assessment-Bereich zusätzlich zu Lesen und Mathematik und „Teaching-to-the-Test“, Verschiebung der Finanzierung/Aktivität von Pädagogik zur Testung, summatives vs. formatives Assessment: „imposes wrong kind of testing“, Abstimmung nationaler und einzelstaatlicher Messungen, faire und nicht ausgrenzende Erfassung von Disability: minimale N-Sizes vs. Konfidenz-Intervalle etc.).

Unter den nicht-akademischen Beiträgen beschäftigt sich ein großer Teil (17 Treffer) mit der Einschätzung der Wirkungen des Programms. Auf der Basis der NAEP-Ergebnisse von 2005 wurde in 3 Beiträgen eine Verbesserung der Leistungs-Ergebnisse festgestellt, die Zurechnung auf NCLB jedoch gleich wieder bezweifelt, da die Verbesserung bereits vor der Umsetzung des Programms einsetzte. Ein

¹ Siehe <https://nces.ed.gov/nationsreportcard/about/> "About NAEP. A Common Measure of Student Achievement. / The National Assessment of Educational Progress (NAEP) is the only assessment that measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically since 1969. / NAEP is a congressionally mandated project administered by the National Center for Education Statistics (NCES) within the U.S. Department of Education and the Institute of Education Sciences (IES). / NAEP is given to a representative sample of students across the country. Results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), not individual students. National results are available for all subjects assessed by NAEP. State and selected urban district results are available for mathematics, reading, and (in some assessment years) science and writing."

² Aspen Institute Commission: <https://www.edweek.org/ew/articles/2007/02/21/24aspen.h26.html>; Bericht: https://assets.aspeninstitute.org/content/uploads/files/content/docs/nclb/NCLB_Book.pdf?_ga=2.146798647.2078380518.1559031283-571171878.1559031283

(dann auch im weiteren immer wieder zitierter) Beitrag 2006³ zeigte bereits, dass die ambitionierten Ziele des Programms bis 2014 bei Fortsetzung der bisherigen Trends keinesfalls erreicht werden könnten, und dass diese Ziele auch völlig unrealistische Steigerungen der Scores voraussetzen würden (z.B. müssten die Math Scores auf grade 8 bis 2014 um 7,5 mal rascher steigen als in der Stützperiode 1996-2003). Eine Studie des „Harvard Civil Rights Project“ (2006)⁴ – die ebenfalls später immer wieder zitiert wird – arbeitete problematische Konsequenzen von NCLB auf große städtische Bezirke mit geringen Einkommen und hohen Anteilen von Minderheiten heraus. Vergleiche von staatlichen Assessments mit NAEP werfen Fragen der Validität der ersteren auf, die Fortschritte werden aufgrund zu einfacher Aufgabenstellungen übertrieben (2006).⁵ Drei weitere Beiträge (2006) arbeiten heraus, dass die NCLB Vorgaben die High Schools im Hinblick auf ihre Leistungen nicht unterstützen und schlagen veränderte Assessments vor. Der Bericht der Aspen Commission zur Reautorisierung (2007) schlägt in vielen Punkten Verschärfungen der Gangart vor, darunter stärkeres Gewicht auf nationale Assessments, und noch engere Bindung der Bewertungen der Lehrpersonen an die Ergebnisse der SchülerInnen. Fünf Beiträge 2007 diskutieren neuerliche Ergebnisse von NAEP, wiederum mit gemischten bis gegensätzlichen Einschätzungen zu den Wirkungen von NCLB. Ein Beitrag von CEP⁶ berichtet positive Entwicklungen auf Basis der State Assessments, die übrigen vier Beiträge sehen keine oder unzureichende Wirkungen von NCLB vor allem im Lesen, wobei wiederum die Diskrepanz zwischen State Assessments (z.B. zu „leichte“ Tests) und NAEP zum Tragen kommt. Zwei weitere Beiträge kritisieren, dass NCLB die „Gifted“ vernachlässigt, und dass die Steigerungen teilweise auf die zunehmende Routine mit der Art des (meist Multiple Choice) Testens zurückgeht, wobei auch die Zuwächse geringer werden. *In Summe unterstützt eine kleine Minderheit der erfassten Beiträge Befunde mit positiven Wirkungen von NCLB, die überwiegende Mehrheit sieht sehr geringe oder keine positiven Effekte, teilweise werden auch negative Wirkungen gesehen.*

³ Linn, Robert L. (2005) Fixing the NCLB Accountability System. CRESST Policy Brief 8, Summer. National Center for Research on Evaluation, Standards, and Student Testing (CRESST) <https://files.eric.ed.gov/fulltext/ED492874.pdf>

⁴ Harvard Civil Rights Project, Stories 1997-2004 <https://www.gse.harvard.edu/news-tags/civil-rights-project>; weitere Materialien: <https://www.gse.harvard.edu/news/new-national-study-finds-increasing-school-segregation> (1999); <https://civilrightsproject.ucla.edu/research/k-12-education/language-minority-students/what-works-for-the-children-what-we-know-and-dont-know-about-bilingual-education/crp-what-works-for-children-2002.pdf> (2002); <https://files.eric.ed.gov/fulltext/ED500820.pdf> (2004).

Fortsetzung UCLA aktuell: <https://civilrightsproject.ucla.edu/>

⁵ Siehe <https://www.edweek.org/ew/articles/2006/07/12/42sc-math.h25.html>; Studie von Policy Analysis for California Education (PACE <https://edpolicyinca.org/>), a research center affiliated with the University of California's Berkeley and Davis campuses and Stanford University Californian Universities: Fuller, Bruce; Gesicki, Kathryn; Kang, Erin; Wright, Joseph (2006) Is the No Child Left Behind Act Working? The Reliability of How States Track Achievement. (January) Policy Analysis for California Education.

<https://www.edpolicyinca.org/sites/default/files/WP.06-1.pdf>

⁶ Das CEP Center Education Policy (<https://www.cep-dc.org/>) versteht sich als unabhängiges Forschungsinstitut an der George Washington University (zur Entwicklung siehe: https://www.cep-dc.org/cfcontent_file.cfm?Attachment=Lewis%5FPaper%5FEvolution%5F1%2E27%2E12%2Epdf) und hat die Implementation mit jährlichen detaillierten Studien verfolgt (z.B. viertes Jahr: <https://www.cep-dc.org/displayDocument.cfm?DocumentID=301>); in einer Suche in CEP erscheinen im Zeitraum 17 Treffer (von 144) im Zeitraum 2004-11 unter der Autorschaft von CEP (siehe die Dokumentation der Suche unter <http://www.equi.at/material/NCLB-CEP-Suche.pdf>).

Die akademischen Beiträge stammen aus der Zeitspanne zwischen 2006 und 2012 und kommen aus unterschiedlichen Disziplinen, darunter drei ökonomisch/ökonomisch, drei psychologisch/interventionistisch/counseling, zwei aus der Evaluationsforschung, und je einer statistisch/methodisch bzw. pädagogisch bzw. soziologisch. Diese Beiträge sind in ihrer überwiegenden Mehrzahl problematisierend im Hinblick auf die Möglichkeiten der Erfassung von Wirkungen des Programms und beziehen sich auf spezielle Facetten aus der Sicht jeweiligen disziplinären Zugänge: etwa die Rolle der Schulpsychologie,⁷ die Probleme für die BeraterInnen aufgrund der zugrundeliegenden Werte und des Drucks auf die Lehrpersonen,⁸ die Selektionsprobleme aufgrund der Testanordnung für SchülerInnen mit speziellen Bedürfnissen,⁹ die Datenprobleme aufgrund der disparaten einzelstaatlichen Zugänge¹⁰ und daran anknüpfend unterschiedliche Möglichkeiten und Ansätze für Evaluation,¹¹ die Lernprobleme aufgrund des erhöhten Prüfungs- und Leistungs-Drucks auf allen Ebenen und seiner Weitergabe in der organisatorischen Hierarchie von der Politik über die Verwaltung und die Lehrpersonen auf die SchülerInnen bei gleichzeitigen Einsparungen.¹² Teilweise wird versucht, konstruktive Möglichkeiten in diesen Problemen zu skizzieren. Die ökonomischen Beiträge analysieren zum einen die Determinanten von Effizienz,¹³ und zum anderen präsentieren sie die unter den Treffern anspruchsvollste und autoritativste (Brookings-)Studie über die Effekte des Programms auf Basis der Zeitreihen des NAEP (die auch ansonsten häufig erwähnt wird).¹⁴ Die Wirkungen sind im Vergleich zur Dimension des Programms und seinen Zielen schwach (positiv und signifikant bei Grade 4 math, tendenziell positiv und nicht signifikant bei Grade 8 math) oder nicht existent (beide Grade reading).

3. Beiträge Policy und Wirkungen

20 Treffer der Literatursuche beziehen sich auf diese beiden Bereiche gemeinsam, darunter nur 2 akademische Artikel, 13 Periodicals und 5 andere Formen (darunter 3 kritisch-konstruktive

⁷ No.106 Roach, Andrew T.; Frank, Jennifer L. (2007) Large-Scale Assessment, Rationality, and Scientific Management: The Case of No Child Left Behind. *Journal of Applied School Psychology* 23(2) 7-25.

⁸ No.43 Duffy, Maureen; Giordano, Victoria A.; Farrell, Jill B.; Paneque, Oneyda M.; Crump, Genae B. (2008) No Child Left Behind: Values and Research Issues in High-Stakes Assessments. *Counseling & Values* 53(1), 53-66.

⁹ No.117 Layton, Carol A.; Lock, Robin H. (2007) Use Authentic Assessment Techniques to Fulfill the Promise of No Child Left Behind. *Intervention in School & Clinic* 42(3 Jan.), 169-173.

¹⁰ No.23 Furgol, Katherine E.; Ho, Andrew D.; Zimmerman, Dale L. (2010) Estimating Trends From Censored Assessment Data Under No Child Left Behind. *Educational & Psychological Measurement* 70(5 Oct.), 760-776.

¹¹ No.54 Azin, Mariam; Resendez, Miriam G. (2008) Measuring student progress: Changes and challenges under No Child Left Behind. *New Directions for Evaluation* 2008(117 Spring), 71-84.

No.55 Eddy, Rebecca M.; Berry, Tiffany (2008) Challenges and opportunities revealed by the impact of No Child Left Behind on evaluation as a discipline. *New Directions for Evaluation* 2008(117 Spring), 95-103.

Diese Spring-2008-Ausgabe von *New Directions for Evaluation* war als Special Issue der Evaluierung von NCLB gewidmet.

¹² No.45 Reyes, Maria Elena (2008) South Texas Schools after NCLB: A Status Report. *International Journal of Learning* 15(6), 249-252.

¹³ No.160 Primont, Diane F.; Domazlicky, Bruce (2006) Student achievement and efficiency in Missouri schools and the No Child Left Behind Act. *Economics of Education Review* 25(1), 77-90.

¹⁴ No.19 Dee, Thomas S.; Jacob, Brian (2011) The impact of no Child Left Behind on student achievement. *Journal of Policy Analysis & Management* 30(3 Summer), 418-446.

No.24 Dee, Thomas S.; Jacob, Brian (2010) Evaluating NCLB. *Education Next* 10(3 Summer), 54-61.

Regierungsberichte zu ländlichen Regionen, Growth-Assessment, und Datenproblemen, 1 Buch und 1 Forschungsbericht).

Unter den 13 Periodical-Beiträgen beziehen sich vier auf die Fragen im Zusammenhang mit der Reautorisierung (v.a. die Alternative Assessments bei Special Education, und die problematische Erfassung der jährlichen Fortschritte), vier Beiträge berichten über die Ergebnisse größerer Studien (das erwähnte kritische Harvard Civil Rights Project, eine CEP Studie,¹⁵ und über Auftragsprojekte zur Weiterentwicklung von NCLB bei RAND und AIR)¹⁶. Unter den verbleibenden 5 Beiträgen gibt es Berichte über die Zurückweisung von Anträgen von drei Staaten zur Verschiebung von Testungen, über mangelnde Förderung von IT zum Zwecke der Testung und „Tricks“ Mittel zu lukrieren, über die Förderung der privaten Testindustrie durch die verbindlichen Unterstützungsmaßnahmen, über den öffentlichen Widerstand („public resistance“) gegen das Gesetz und damit zusammenhängende Probleme der Wiederwahl der Gouverneure von Florida und Texas, sowie eine Stellungnahme der IRA (International Reading Association), die auf ihre verschiedenen Empfehlungen aufgrund des

¹⁵ Implementation im 3.Jahr: Bericht https://www.cep-dc.org/cfcontent_file.cfm?Attachment=FullReport%5FNCLB3%5F030105%2Epdf; Policy Brief: https://www.cep-dc.org/cfcontent_file.cfm?Attachment=CEPPB1%5F060105%2Epdf

¹⁶ Diese Projekte sind unter den folgenden Angaben zu finden:

RAND Corporation <https://www.rand.org/>

<https://www.rand.org/topics/no-child-left-behind-act-of-2001.html> Übersicht No Child Left Behind Act of 2001

https://www.rand.org/pubs/research_briefs/RB9287/index1.html >RAND / Published Research / Research Briefs / RB-9287 / >Evaluating Teacher Quality Under No Child Left Behind Evaluating Teacher Quality Under No Child Left Behind; Bericht: <https://www.rand.org/pubs/reprints/RP1283.html>

https://www.rand.org/pubs/research_briefs/RB9303/index1.html

RAND / Published Research / Research Briefs / RB-9303 >Accountability Under No Child Left Behind: Progress Toward Implementation Accountability Under No Child Left Behind. Progress Toward Implementation; Bericht: <https://www.rand.org/pubs/reprints/RP1303.html>

AIR American Institutes for Research <https://www.air.org/>

AIR Presse <https://www.air.org/news/press-release/study-finds-no-child-left-behind-accountability-systems-are-largely-in-place>

Study Finds that No Child Left Behind Accountability Systems Are Largely in Place, But Act's Promises Remain Uncertain, 19 Nov 2007, News Release, Bericht: <https://www2.ed.gov/rschstat/eval/disadv/nclb-accountability/nclb-accountability.pdf>

AIR Bericht <https://www.air.org/resource/state-and-local-implementation-no-child-left-behind-act-volume-ii> State and Local Implementation of the No Child Left Behind Act Volume II, 23 Aug 2007, Zugang Bericht:

<https://www2.ed.gov/rschstat/eval/teaching/nclb/index.html>; Bericht:

<https://www2.ed.gov/rschstat/eval/teaching/nclb/report07.pdf>

Bücher aus diesen Projekten

Kimmelman, Paul (2006) Implementing NCLB: Creating a Knowledge Framework to Support School Improvement. Thousand Oaks: Corwin Press.

Sunderman, Gail L., Hg. (2008) Holding NCLB Accountable: Achieving Accountability, Equity, & School Reform. Thousand Oaks: Corwin Press.

Stecher, Brian M.; Epstein, Scott; Hamilton, Laura S.; Marsh, Julie A.; Robyn, Abby (2008) Pain and Gain: Implementing No Child Left Behind in Three States, 2004-2006. Santa Monica: Rand Corporation.

Stecher Brian M.; Vernez, Georges (2010) Reauthorizing No Child Left Behind: Facts and Recommendations. Santa Monica: Rand Corporation.

Forschungsstandes in den 2000er Jahren verweist (ein wichtiger Punkt ist die Kritik an den einseitigen Multiple-Choice- und High-Stakes-Testungen).¹⁷

Die akademischen Beiträge in diesem Bereich beziehen sich erstens auf die soziologischen Aspekte der NCLB Politik¹⁸ und den Aspekt von „What Is Measured Is Treasured“ (2007)¹⁹ zu dem in einer Befragung der State Assessment Directors u.a. die gesunkene Aufmerksamkeit für „social studies, arts and humanities, listening, and technology/computer“ bestätigt wurde. Der soziologische Beitrag geht auf die (möglichen) un intendierten Folgen ein, diskutiert die Erwartungen und Probleme, und attestiert im Fazit, dass die Ungleichheiten in den Ergebnissen wenigstens angesprochen werden, wenn auch die hohen Erwartungen in die Politik nicht geteilt werden. *„As sociologists, we understand that the social forces that create and maintain poverty and racism do not accrue merely over the few years that a child is in school. Rather, they are historically created within institutions and social systems that protect privilege and the vested interests of classes and groups. NCLB represents a form of piecemeal social engineering that ignores many of these structural factors and interests. There is considerable pressure on school systems to produce the appearance of a narrowing of the gap, sometimes even by manipulating the data.”* (S.173)

Über die verschiedenen Treffer hinweg, ergibt sich ein Bild der vielfältigen Aspekte, die durch die Assessments und High Stakes betroffen sind, sowie der Schwierigkeiten ein derart großes Programm zu evaluieren. Bezüglich der Wirkungen von verbindlichen Testungen auf die Leistungen werden Hinweise auf positive Effekte in der Periode vor NCLB nicht ausgeschlossen, die Verknüpfung mit Sanktionen in der gewählten Art und die verstärkte Bundeskompetenz haben aber klar Schiffbruch erlitten. In ESSA wurden die Testungen nicht aufgegeben, aber die Konsequenzen wurden gestrichen.

¹⁷ Die IRA wurde in die ILA (International Literacy Association <https://www.literacyworldwide.org/>) umgewandelt, in der es auch eine österreichische Mitgliedorganisation gibt; die im Beitrag angeführten Statements sind noch zu finden: <http://www.readingrockets.org/article/roles-reading-specialist>; http://www.literacyworldwide.org/docs/default-source/where-we-stand/reading-coach-position-statement.pdf?sfvrsn=d04ea18e_6; https://www.literacyworldwide.org/docs/default-source/where-we-stand/multiple-methods-position-statement.pdf?sfvrsn=d04ea18e_6; <https://www.literacyworldwide.org/docs/default-source/where-we-stand/high-stakes-assessment-position-statement.pdf?sfvrsn=6> .

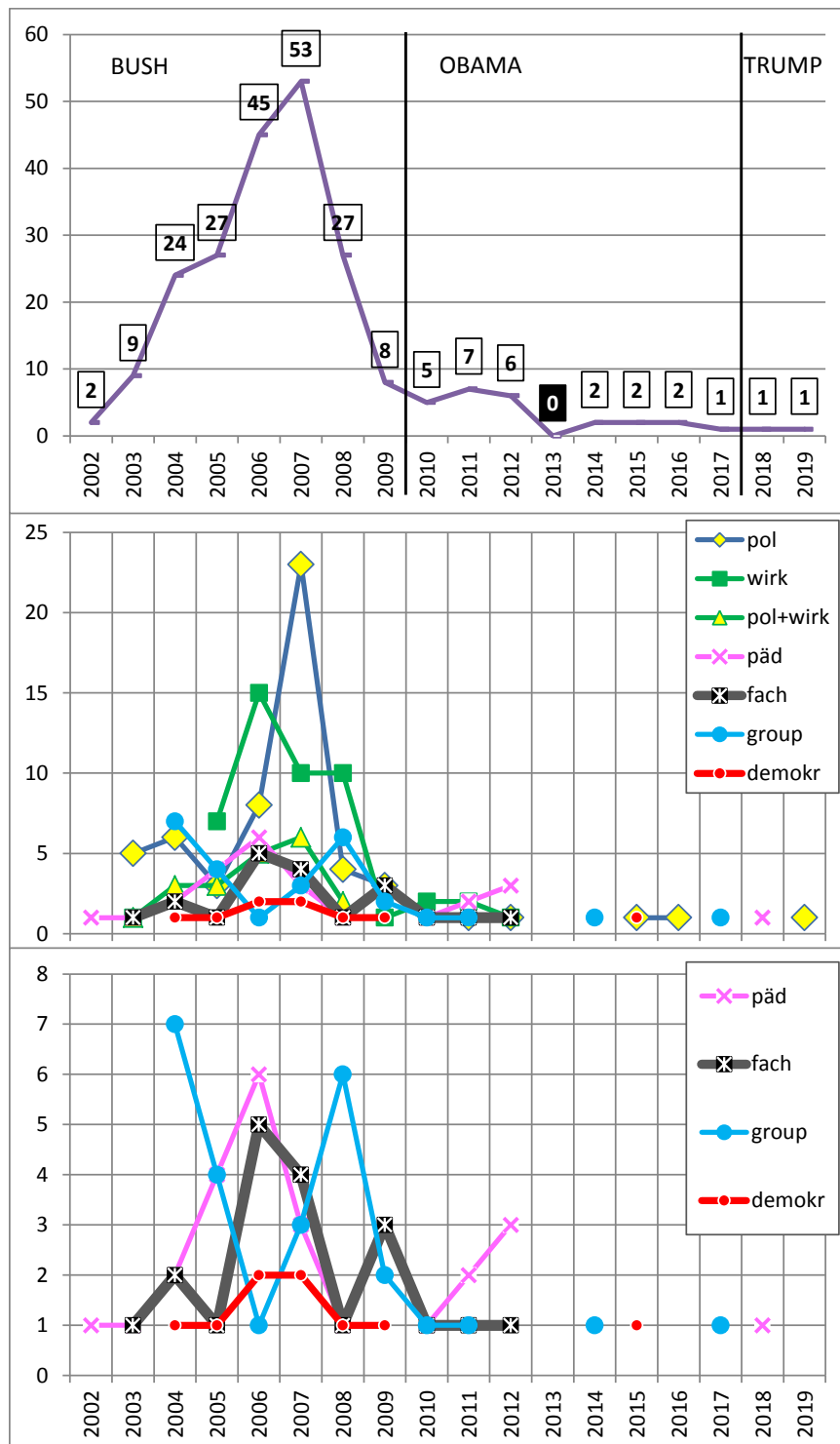
¹⁸ No.184. Dworkin, A. Gary (2005) The No Child Left Behind Act: Accountability, High-Stakes Testing, and Roles for Sociologists. *Sociology of Education* 78(2 Apr), 170-174.

¹⁹ No.85 Pederson, Patricia Velde (2007) What Is Measured Is Treasured: The Impact of the No Child Left Behind Act on Nonassessed Subjects. *Clearing House* 80(6 Jul), 287-291.

Darstellungen: Zahl und Verteilung der Treffer im Zeitverlauf

Abb. 1:	Treffer insgesamt und nach Themenbereichen 2002-19	11
Abb. 2:	Kumulative Entwicklung der Treffer 2002-19 (in %)	12
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Abb. 5:	Typ von Publikation, Entwicklung pro Jahr (absolut, in %).....	14
Abb. 6:	Typ von Publikation, nach Perioden (in %, absolut)	15

Abb. 1: Treffer insgesamt und nach Themenbereichen 2002-19



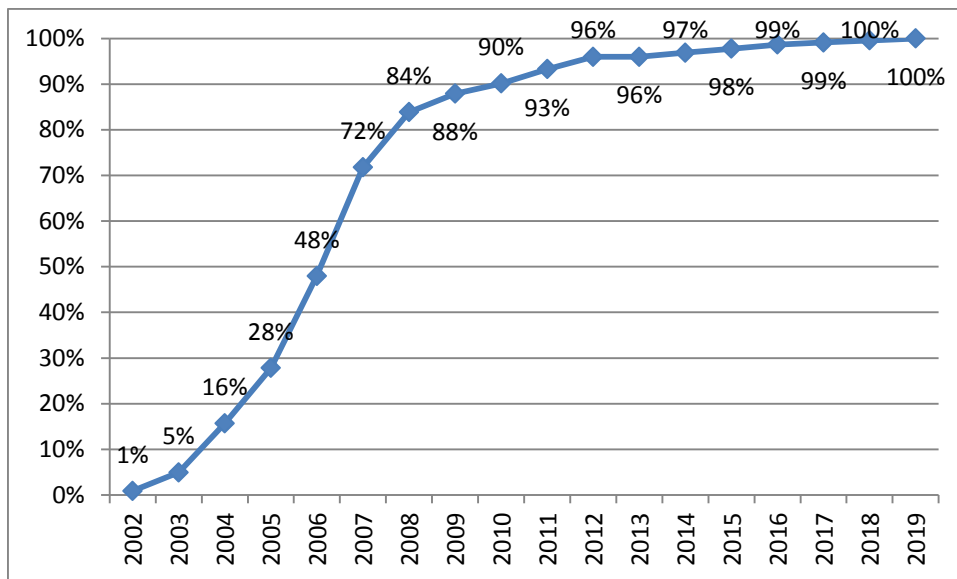
Quelle: Suche Ebscohost 22.5.2019, sh. auch Dokumentation der Themenbereiche und word-Stichwortsuche

Anm. Oben=Gesamtzahl der Treffer;

Mitte Treffer nach Themenbereichen, alle Themenbereiche;

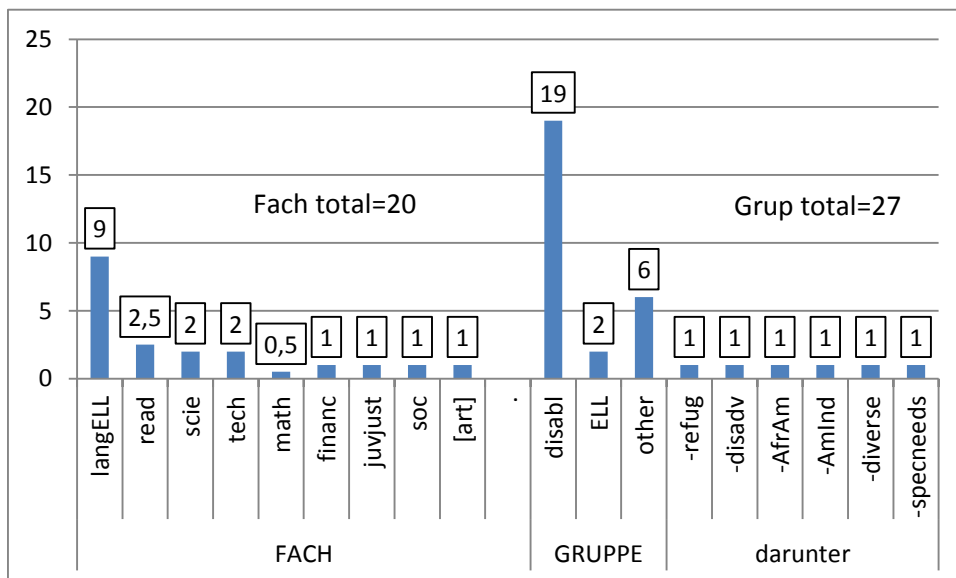
Unten kleine Themenbereiche herausgehoben

Abb. 2: Kumulative Entwicklung der Treffer 2002-19 (in %)



Quelle: Suche Ebscohost 22.5.2019, sh. auch Dokumentation der Themenbereiche und word-Stichwortsuche

Abb. 3: Fach und Gruppe nach Kategorien



Quelle: Suche Ebscohost 22.5.2019, sh. auch Dokumentation der Themenbereiche und word-Stichwortsuche

Anm. Ein Treffer enthält read und math, als jeweils 0,5 gewichtet

langELL=language und English Language Learners (ELL)

read=reading

scie=science

tech=technical

math=mathematics

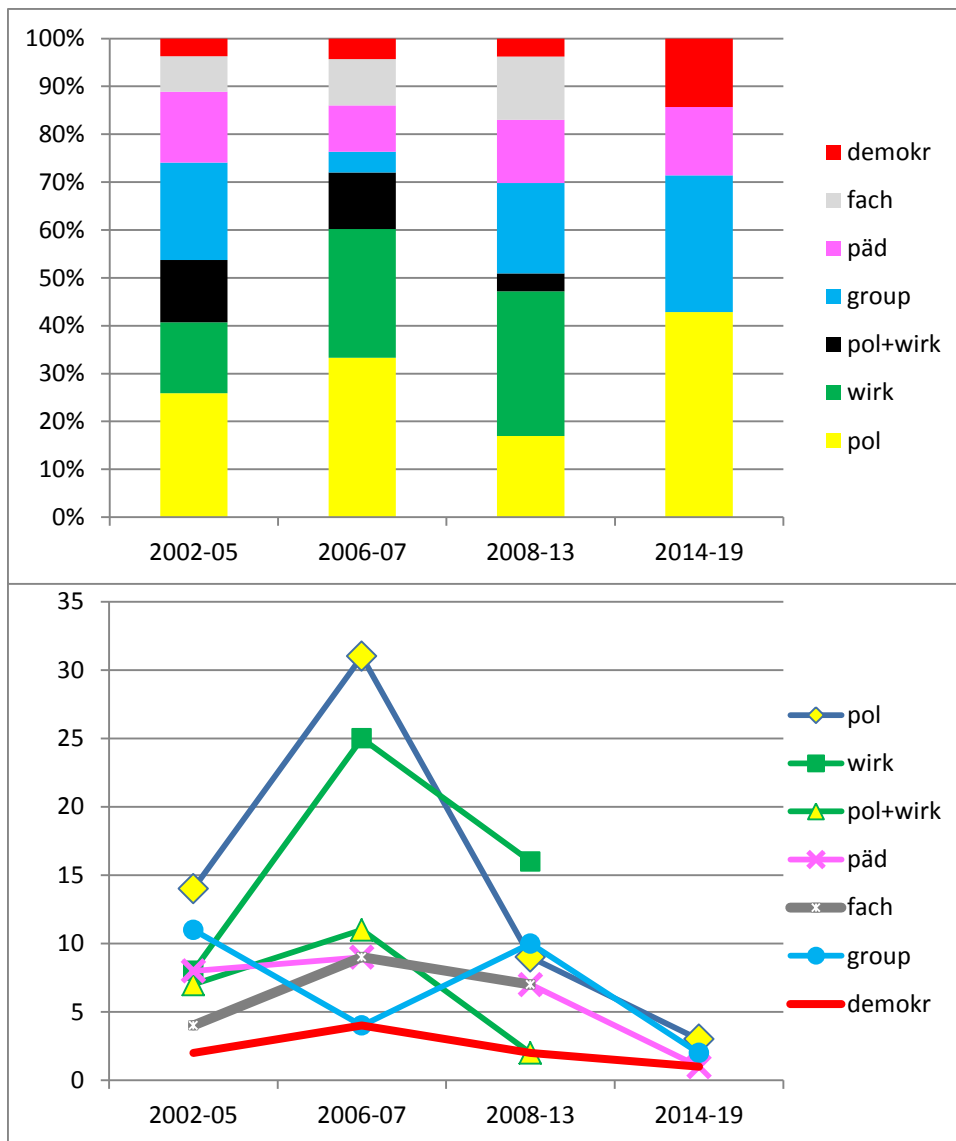
financ=finance

juvjust=juvenile justice

soc=social

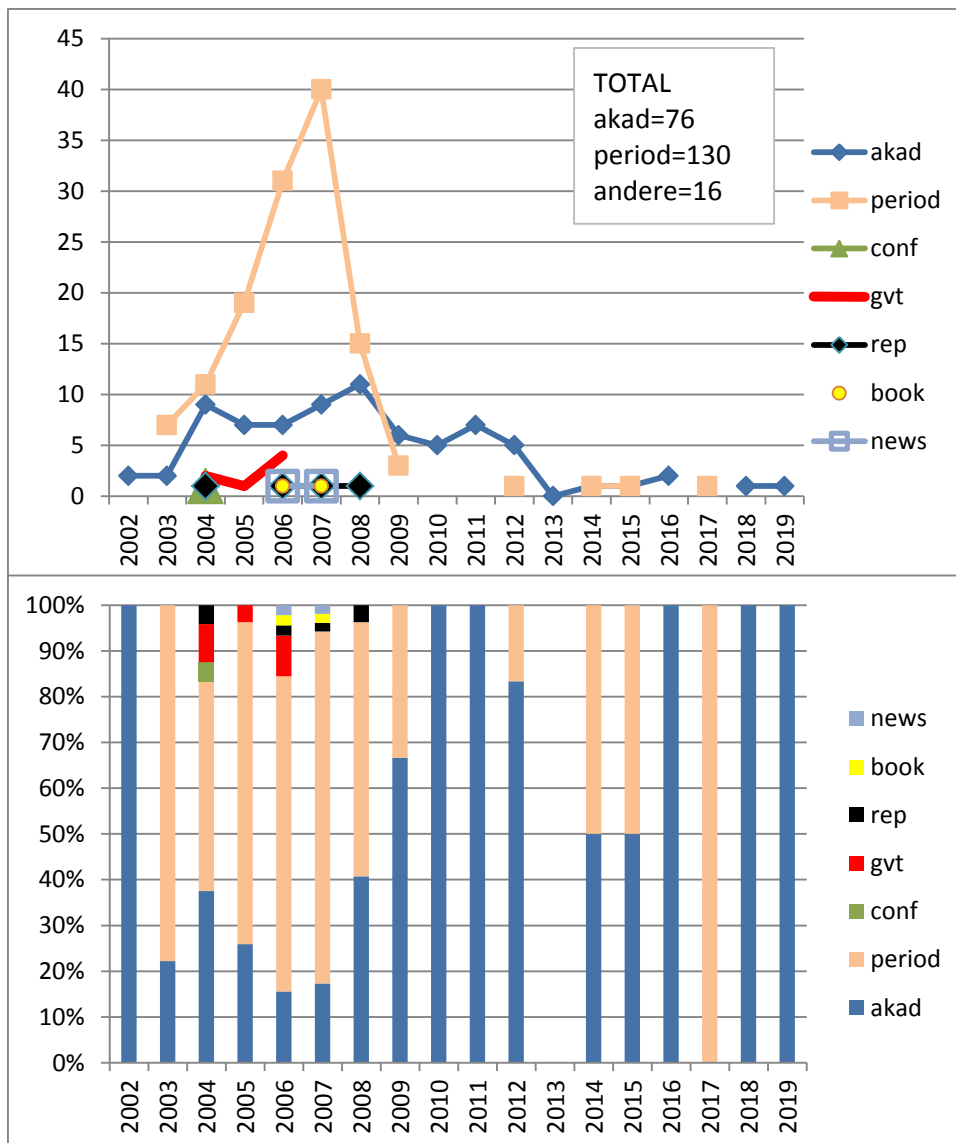
[art]=Fehlklassifikation]

Abb. 4: Themenbereiche nach Perioden, Verteilung (oben) und absolut (unten)



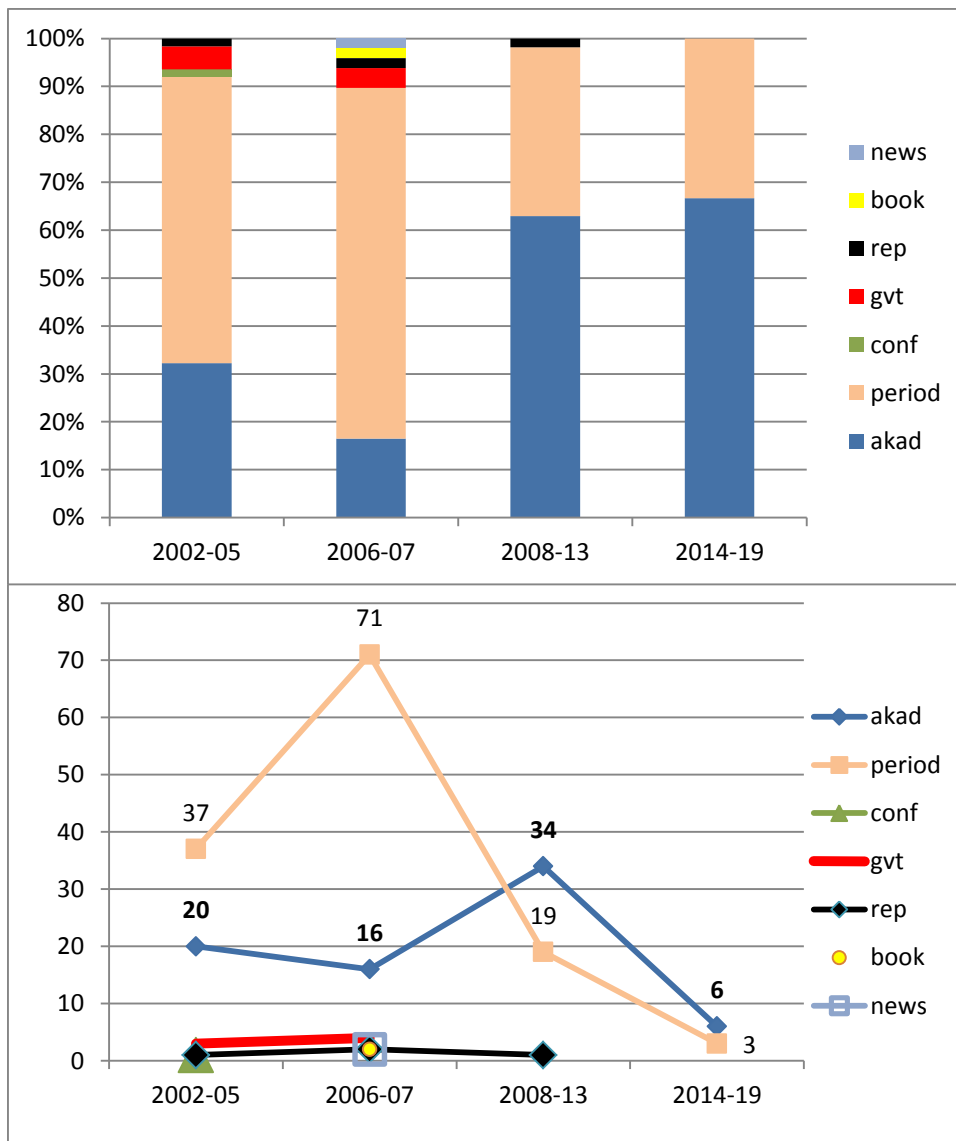
Quelle: Suche Ebscohost 22.5.2019, sh. auch Dokumentation der Themenbereiche und word-Stichwortsuche

Abb. 5: Typ von Publikation, Entwicklung pro Jahr (absolut, in %)



Quelle: Suche Ebscohost 22.5.2019, sh. auch Dokumentation der Themenbereiche und word-Stichwortsuche

Abb. 6: Typ von Publikation, nach Perioden (in %, absolut)



Quelle: Suche Ebscohost 22.5.2019, sh. auch Dokumentation der Themenbereiche und word-Stichwortsuche

Dokumentation der Treffer (Titel) nach Themenbereichen und Chronologie

Abb. 7	Nicht klassifiziert (n=17, 7,5%)	17
Abb. 8	Demokratie (n=9, / 4,0%	17
Abb. 9	Policy (n=57 / 25,5% / Periodical 39, Academic 12)	18
Abb. 10	Wirkung (n=50 / 22,1%)	20
Abb. 11	Policy und Wirkung (n=20 / 8,8%).....	22
Abb. 12	Pädagogik (n=26 / 11,5%)	23
Abb. 13	Fächer (20 / 8,8%)	24
Abb. 14	Gruppen (27 / 11,9%).....	24

Abb. 7 Nicht klassifiziert (n=17, 7,5%)

0	224. No Child Left Behind.	2002
0	200. NO CHILD LEFT BEHIND.	2004
0	202. An Overview of No Child Left Behind.	2004
0	211. No Child Left Behind -- Is Massachusetts Paying Attention? (istat)	2004
0	165. Eventful year sets stage for changes to NCLB. (cover story).	2005
0	178. NCLB Needs Changes, Stanford Group Says.	2005
0	186. No Child Left Behind?	2005
0	187. NO CHILD LEFT BEHIND.	2005
0	145. No Child Left Behind Comes to Preschool.	2006
0	151. The Increasing Complexity of No Child Left Behind.	2006
0	154. NCLB at Age 4: STILL A TODDLER?	2006
0	67. Twisted NCLB or Twisting NCLB?	2007
0	103. NO CHILD LEFT BEHIND.	2007
0	39. MOKYTOJŲ PASIŪLOS IR PAKLAUSOS KRYPČIŲ APŽVALGA JAV AKTO „NĖ VIENAS VAIKAS NEUŽMIRŠTAS,, ĮGYVENDINIMO LAIKOTARPIU.	2008
0	53. SCHOOL SAFETY UNDER NCLB'S UNSAFE SCHOOL CHOICE OPTION.	2008
0	8. Oklahoma working to retain NCLB waiver. (istat)	2014
0	5. No Child Left Behind: A Postmortem for Illinois. (istat)	2016

Abb. 8 Demokratie (n=9, / 4,0%)

13	192. Democrats press NCLB improvements.	2004
13	188. Excluded Children, Lost Learning: The Costs of Doing Business with NCLB.	2005
13	122. Will NCLB Improve or Harm Public Education?	2006
13,1	124. Accountability without Angst? Public Opinion and No Child Left Behind.	2006
13,1	84. Race, inequality and educational accountability: the irony of 'No Child Left Behind'.	2007
13,2	82. Selected Career and Technical Education Teachers' Perceptions of the No Child Left Behind Act (Public Law 107-110): An Exploratory Study.	2007
13	42. Secretary held to NCLB's civil rights promise.	2008
13,1	33. NERVOUS LAUGHTER AND THE HIGH COST OF EQUALITY: RENEWING "NO CHILD LEFT BEHIND" WILL SAFEGUARD A VIBRANT FEDERALISM AND A PATH TOWARD EDUCATIONAL EXCELLENCE.	2009
13	6. NCLB and Its Wake: Bad News for Democracy.	2015

Abb. 9 Policy (n=57 / 25,5% / Periodical 39, Academic 12)

1	216. AC No Child Left Behind: Changes and Challenges.	2003
1	217. P Timeline for Future NCLB Mandates. (cover story).	2003
1	219. P Implementing the Complexities of NCLB.	2003
1	221. P ED. DEPT. GRANTS TO HELP STATE WITH NCLB.	2003
1	222. P DEALING WITH THE DETAILS: Specific Plans for NCLB.	2003
1	197. GOVDOC No Child Left Behind Act: Improvements Needed in Education's Process for Tracking States' Implementation of Key Provisions: GAO-04-734.	2004
1	201. AC The No Child Left Behind Act and its Influence on Current and Future District Leaders.	2004
1	204. AC The No Child Left Behind Act: A Look at Provisions, Philosophies, and Compromises.	2004
1	205. P NCLB Rebellion. (cover story).	2004
1	207. CONF Transforming Schools: Can Texas Schools Implement the No Child Left Behind Act (2001) in an Era of Scarce Resources? (istat)	2004
1	209. P House Told NCLB Money Is Ample If States Are Creative.	2004
1	164. P New NCLB initiatives came down to the wire in 2005. (cover story).	2005
1	169. P Michigan adopts ACT exam to meet NCLB standards. (cover story). (istat)	2005
1	181. P NCLB waiver bill expected to pass Utah legislature.(istat)	2005
1	119. REPORT The No Child Left Behind Act: An Overview of Reauthorization Issues for the 110th Congress: RL33749.	2006
1	123. AC Why Connecticut Sued the Federal Government over No Child Left Behind. (istat)	2006
1	125. AC No Child Left Behind and High School Reform.	2006
1	130. P NCLB Drives Shift in Funding.	2006
1	135. P House bill would make NCLB flexible for rural states.	2006
1	140. P House bill would make NCLB flexible for rural states.	2006
1	143. P NCLB Critic Leaves Conn. Chief's Post.(istat)	2006
1	155. P States call for better grade alignment, NCLB flexibility. (cover story).	2006
1	66. P Top NCLB policy issues.	2007
1	68. P Report: States exploit NCLB loopholes.	2007
1	69. P Reauthorization of NCLB: Federal Management or Citizen Ownership of K-12 Education?	2007
1	75. P Reauthorization of No Child Left Behind Inches Ahead.	2007
1	81. AC Hidden Benefits and Unintended Consequences of No Child Left Behind Policies for Students Who Are Deaf or Hard of Hearing.	2007
1	83. P NCLB Reauthorization: Who Will Be Left Behind?	2007
1	90. AC Gauging Growth: How to Judge No Child Left Behind?	2007

1	91. P NCLB 2% Final Rule Released.	2007
1	92. P Bush Pressing His Case on Renewal of NCLB.	2007
1	93. P What Congress needs to hear about NCLB.	2007
1	94. P AFT offers NCLB solutions.	2007
1	96. REPORT The Elementary and Secondary Education Act, as Amended by the No Child Left Behind Act: A Primer: RL33960.	2007
1	98. P Diverse organizations unite to influence NCLB reauthorization.	2007
1	100. P Bush Claims About NCLB Questioned. (cover story).	2007
1	101. P NCLB Panel Endorses Tougher Standards for Law.	2007
1	102. P President Bush stumps for education legacy, NCLB.	2007
1	104. P AFT presses for voucher-free reauthorization of NCLB.	2007
1	105. P The Big Fixes Now Needed for "No Child Left Behind."	2007
1	108. P Despite dissent on NCLB, Hill leaders commit to stronger reforms. (cover story).	2007
1	111. P School Board Members Hit D.C. to Weigh In on NCLB.	2007
1	112. P State Chiefs Offer Their Prescription for Renewing NCLB.	2007
1	114. P Mayors want bigger role in NCLB reauthorization.	2007
1	115. P Let Systemic Changes Replace NCLB Sanctions.	2007
1	44. P Obama backs NCLB overhaul, charter school funding.	2008
1	47. AC No child, no school, no state left behind: schooling in the age of accountability.	2008
1	60. P Districts may pursue claim that NCLB is 'unfunded mandate.'	2008
1	63. P Spellings Seeks to Cast Her Glow Over NCLB. (cover story).	2008
1	30. P Time to Kill 'No Child Left Behind'.	2009
1	31. P Replacing No Child Left Behind.	2009
1	32. P Time to Kill 'No Child Left Behind'.	2009
1	22. AC Poll on NCLB: Americans Want a Useful Overhaul of Education Policy.	2011
1	10. AC Making Failure Matter: Enacting No Child Left Behind's Standards, Accountabilities, and Classifications.	2012
1	7. P NCLB, reauth proposals in House, Senate compared.	2015
1	4. AC EDITOR'S CORNER. Reauthorization of No Child Left Behind.	2016
1	1. AC State-level Autonomy in the Era of Accountability: A Comparative Analysis of Virginia and Nebraska Education Policy through No Child Left Behind. (istat)	2019

Quelle: Suche Ebscohost 22.5.2019, sh. auch Dokumentation der Themenbereiche und word-Stichwortsuche

Anm. AC=Academic Journal; P=Periodical

Abb. 10 Wirkung (n=50 / 22,1%)

2	215. Living (or Dying) With Your NCLB Tests.	2003
2	167. Computer-adaptive testing must meet NCLB mandates.	2005
2	168. NCLB accidentally boosts importance of formative assessment.	2005
2	170. Computer-adaptive testing must meet NCLB mandates. (cover story).	2005
2	172. Some say it's not fair to credit NCLB for NAEP gains.	2005
2	173. "NATION'S REPORT CARD" SAYS NCLB WORKING.	2005
2	175. Education advocates question NCLB's effect on NAEP.	2005
2	179. Survey: NCLB nudges out nontested subjects.	2005
2	120. NASDSE to focus on NCLB, assessment, N-sizes.	2006
2	126. NCLB: Is There Life Beyond Testing?	2006
2	131. NCLB focus leaves high schools behind, experts say.	2006
2	132. Experts: NCLB focus leaves high schools behind.	2006
2	133. NCLB focus leaves high schools behind, experts say.	2006
2	136. Snowline meets NCLB challenge with data analysis program.	2006
2	139. California Study Questions Validity of Gains Under NCLB. (istat)	2006
2	141. ED approves West Virginia's NCLB assessment system. (istat)	2006
2	144. NCLB Panel Gathers Views on Testing and Data Collection.	2006
2	147. Benchmark assessments key to meeting NCLB goals. (cover story).	2006
2	156. S.C. Tests Are First With NCLB Approval.	2006
2	157. Questions about NCLB's effectiveness continue to divide education leaders.	2006
2	159. NCLB--Will we get there by 2014?	2006
2	160. Student achievement and efficiency in Missouri schools and the No Child Left Behind Act	2006
2	161. Assessments-standards alignment an NCLB hurdle. (cover story).	2006
2	70. NAEP scores may play role NCLB debate.	2007
2	71. NCLB tests easiest in elementary grades.	2007
2	77. Research Using NAEP Results Shows No Significant Improvement Under NCLB.	2007
2	87. CEP finds student gains since NCLB.	2007
2	88. Long-term NCLB evaluations start to bear fruit.	2007
2	106. Large-Scale Assessment, Rationality, and Scientific Management: The Case of No Child Left Behind.	2007

2	109. NCLB commission's N-size advice met with mixed response.	2007
2	110. Panel Report Is Latest Rx for NCLB. (cover story).	2007
2	113. Iowa adopts a technology-infused model for meeting NCLB demands.	2007
2	117. Use Authentic Assessment Techniques to Fulfill the Promise of No Child Left Behind.	2007
2	40. NCLB: Achievement Robin Hood?	2008
2	41. NCLB: Achievement Robin Hood?	2008
2	43. No Child Left Behind: Values and Research Issues in High-Stakes Assessments.	2008
2	45. South Texas Schools after NCLB: A Status Report.(istat)	2008
2	46. NCLB Technical Panel Could Be Influential.	2008
2	48. NCLB testing: It's personal, Weaver says.	2008
2	49. Report: Align NCLB, Perkins to achieve 21st century goals.	2008
2	50. NCLB provisions neglect high-achieving students, study says.	2008
2	54. Measuring student progress: Changes and challenges under No Child Left Behind.	2008
2	55. Challenges and opportunities revealed by the impact of No Child Left Behind on evaluation as a discipline.	2008
2	57. A Flaw in NCLB Is Acknowledged.	2008
2	29. Are NCLB Assessment Test Scores Beginning to Plateau?	2009
2	23. Estimating Trends From Censored Assessment Data Under No Child Left Behind.	2010
2	24. Evaluating NCLB.	2010
2	18. Generating, comparing, manipulating, categorizing: reporting, and sometimes fabricating data to comply with No Child Left Behind mandates.	2011
2	19. The impact of no Child Left Behind on student achievement.	2011
2	11. Defiant, Wyoming Nixes NCLB Test. (istat)	2012

Abb. 11 Policy und Wirkung (n=20 / 8,8%)

8	218. 10 Technology Funding Sources in NCLB.	2003
8	191. NCLB Law Bestows Bounty on Test Industry.	2004
8	198. No Child Left Behind Act: Additional Assistance and Research on Effective Strategies Would Help Small Rural Districts: GAO-04-909.	2004
8	208. Harvard study cites NCLB implementation flaws.	2004
8	176. ED rejects states' bid to refer NCLB assessment until fall.	2005
8	180. NCLB News: Scores Up; Funding Challenges Remain.	2005
8	184. The No Child Left Behind Act: Accountability, High-Stakes Testing, and Roles for Sociologists.	2005
8	121. No Child Left Behind Act: Education's Data Improvement Efforts Could Strengthen the Basis for Distributing Title III Funds: GAO-07-140.	2006
8	127. Politicians Struggle with NCLB's Testing Regime.	2006
8	137. No Child Left Behind Act: States Face Challenges Measuring Academic Growth That Education's Initiatives May Help Address: GAO-06-661.	2006
8	142. Study Questions NCLB Law's Links to Achievement Gains.	2006
8	150. NCLB, RF, HQT, SBR, AYP: ASAP?	2006
8	73. NCLB draft lays down law on using alternate assessments.	2007
8	74. NCLB uses a flawed measuring stick to judge school performance.	2007
8	76. Leahy, Feingold unveil bill to overhaul NCLB testing. (cover story).	2007
8	78. NCLB draft lays down law on using alternate assessments.	2007
8	85. What Is Measured Is Treasured: The Impact of the No Child Left Behind Act on Nonassessed Subjects.	2007
8	118. CHAPTER TWO: NCLB Testing, Accountability, and Choice.	2007
8	56. What states can learn about state standards and assessment systems from No Child Left Behind documents and interviews with Central Region assessment directors.	2008
8	64. Taking Baby Steps to Meet NCLB Requirements.	2008

Abb. 12 Pädagogik (n=26 / 11,5%)

9,2	225. No Child Left Behind--How Will It Affect Science Educators?	2002
9,2	226. No Child Left Behind—How Will It Affect Science Educators?	2002
9,3	223. NAEP and No Child Left Behind: Technical Challenges and Practical Solutions.	2003
9	210. NCLB Spurs N.J. Tutoring Business.	2004
9,1	193. Teachers cite resources concerns tied to NCLB.	2004
9	177. NCLB deadline approaching fast for paraprofessionals. (cover story).	2005
9	185. Value-Add-On's Fine-Tune Teaching to the NCLB.	2005
9,235	183. "Highly Qualified" to Do What? The Relationship Between NCLB Teacher Quality Mandates and the Use of Reform-Oriented Instruction in Middle School Mathematics.	2005
9,3	171. Education stakeholders question crediting NCLB for NAEP gains.	2005
9	146. No Good Teachers Left Standing: Teachers' Perspectives on the No Child Left Behind Act.	2006
9	149. Preparing Teachers to Beat the Agonies of NCLB.	2006
9	162. Principals Make NCLB Suggestions.	2006
9,1	152. Urban educators see steady student gains under NCLB. (cover story).	2006
9,1	153. Urban educators query ED about NCLB waivers. (cover story).	2006
9,2	134. No Child Left Behind Act: Education Actions Needed to Improve Local Implementation and State Evaluation of Supplemental Educational Services: GAO-06-758.	2006
9	80. No Child Left Behind: What Would AI Say?	2007
9	116. NCLB Keeps Some Great Teaching Candidates Out Forever.	2007
9,3	97. AASA Responds to NCLB Commission Report.	2007
9,2	65. Supplemental Educational Services as a Consequence of the NCLB Legislation: Evaluating its Impact on Student Achievement in a Large Urban District.	2008
9	25. Teachers' Perceptions of the Influence of No Child Left Behind On Classroom Practices.	2010
9,2	20. Accountability-assessment under No Child Left Behind: Agenda, practice, and future.	2011
9,3	16. The Disheartened Teacher: Living in the Age of Standardisation, High-stakes Assessments, and No Child Left Behind (NCLB).	2011
9	14. Instructional Alignment under No Child Left Behind.	2012
9,233	15. Elementary Teachers' Beliefs About Teaching Science and Classroom Practice: An Examination of Pre/Post NCLB Testing in Science.	2012
9,325	12. No Child Left Behind and Tutoring in Reading and Mathematics: Impact of Supplemental Educational Services on Large Scale Assessment.	2012
9,1	2. Principals' Working Conditions, Job Stress, and Turnover Behaviors Under NCLB Accountability Pressure.	2018

Abb. 13 Fächer (20 / 8,8%)

10,4	220. NCLB Dominates at FETC.	2003
10,9	194. No Child Left Behind in Art?	2004
12,1	213. The No Child Left Behind Act and English Language Learners: Assessment and Accountability Issues.	2004
11,7	182. Survey: States testing social studies less in wake of NCLB.	2005
10,2	129. IRA issues NCLB recommendations. (cover story).	2006
10,3	163. CHAPTER 16: No Child Left Behind: Implications for Science Education.	2006
10,5	128. Financial literacy may find place in new NCLB.	2006
10,6	148. Juvenile Justice Education, No Child Left Behind, and the National Collaboration Project.	2006
12,1	138. No Child Left Behind Act: Assistance from Education Could Help States Better Measure Progress of Students with Limited English Proficiency: GAO-06-815.	2006
10,1	79. Language Provision in NCLB Draft Plan Criticized.	2007
10,2	99. IRA constant in monitoring Reading First, NCLB.	2007
10,3	72. No Child Left Behind and Science Education-Make Your Voice Heard.	2007
11,1	86. NCLB does not mandate language-sensitive assessments.	2007
11,4	62. Tests of Tech Literacy Still Not Widespread Despite NCLB Goals. (cover story).	2008
11,1	28. No Child Left Behind and English Language Learners: Issues in Assessment.	2009
12,1	35. 8. NO CHILD LEFT BEHIND AND ITS EFFECTS ON LANGUAGE POLICY.	2009
12,1	37. NO CHILD LEFT BEHIND AND ITS EFFECTS ON LANGUAGE POLICY.	2009
10,1	27. NCLB and English Language Learners: Challenges and Consequences.	2010
11,1	21. Testing English language learners under No Child Left Behind.	2011
12,28	13. Revisiting the Impact of NCLB High-Stakes School Accountability, Capacity, and Resources: State NAEP 1990–2009 Reading and Math Achievement Gaps and Trends.	2012

Abb. 14 Gruppen (27 / 11,9%)

3,1	199. SCHOOLS FOR THE DEAF AND THE NO CHILD LEFT BEHIND ACT.	2004
3,1	206. Special Education Solutions in the Age of NCLB.	2004
3,1	214. Review Of Final NCLB Rules For Severely Disabled Students.	2004
3,3	196. Education for the Disadvantaged: Overview of ESEA Title 1-A Amendments Under the No Child Left Behind Act: RL31487.	2004
5,1	212. New Task Force To Study Impact Of IDEA, NCLB Rules.	2004
6,3	195. The Effects of the No Child Left Behind Act on Diverse Learners.	2004

7,3	203. The Effects of the No Child Left Behind Act on Career and Technical Education: Implications for Students with Special Needs. (group+pol+wirk+tech)	2004
3,1	166. NCLB & IDEA.	2005
4,1	189. No Child Left Behind and Students with Disabilities in Rural and Small Schools.	2005
6,1	174. No Child Left Behind Act: Most Students with Disabilities Participated in Statewide Assessments, but Inclusion Options Could Be Improved: GAO-05-618.	2005
6,1	190. The Effect of No Child Left Behind on Rural Students with Low Incidence Disabilities.	2005
3,1	158. NCLB casts a wider disabilities net.	2006
3,1	95. The implications of no child left behind for students with developmental disabilities.	2007
3,2	107. ELLs benefit under NCLB, but hurdles remain.	2007
6,1	89. Assessment and Accommodation Issues Under the No Child Left Behind Act and the Individuals With Disabilities Education Improvement Act.	2007
3,1	59. Report: NCLB May Be Aiding Students With Disabilities.	2008
3,2	51. NCLB Move to Standardization for ELLs.	2008
4,1	58. Appeals court rules provisions of NCLB override those of IDEA.	2008
4,1	61. Paved With Good Intentions: The Federal Role in the Oversight and Enforcement of the Individuals With Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB).	2008
6,3	52. Mixed Messages: American Indian Achievement Before and Since the Implementation of No Child Left Behind.	2008
7,1	38. THE REAUTHORIZATION OF THE NO CHILD LEFT BEHIND ACT: RECOMMENDED PRACTICES REGARDING TEACHING STUDENTS WITH DISABILITIES. (group+pol+paed)	2008
5,1	36. THE NO CHILD LEFT BEHIND ACT AND HIGH SCHOOL GRADUATION FOR STUDENTS WITH AND WITHOUT DISABILITIES.	2009
7,1	34. Educator and Administrator Perceptions of the Impact of No Child Left Behind on Special Populations. (group+wirk+paed)	2009
4,3	26. Leaving Us Behind: A Political Economic Interpretation of NCLB and the Miseducation of African American Males.	2010
6,1	17. Capturing Implicit Policy From NCLB Test Type Assignments of Students With Disabilities.	2011
4,1	9. Sixty Years After Brown v. Board of Education: Legal and Policy Fictions in School Desegregation, the Individuals with Disabilities Education Act, and No Child Left Behind.	2014
3,3	3. No Child Left Behind: What About Refugees?	2017

Dokumentation der word-Stichwortsuche

Stichworte, farbliche Kennzeichnung und Zahl der Zuordnungen

GELB: pol=Policy, Politik

policy,ies 8
-poli(tical economic, ticians) 2
law 6
act 15
congress 2
(pres.) Bush 3
reauth(oration) 10
-overhaul 3
-renew 3
-replace, kill 4
judge 2
state 18
feder 4
local 1
-district (urban 1, rural 1) 4
-urban+ (educators, mayor 1) 3
-rural+ (states, schools, students) 4
court 1
implem 6
account(ability) 11
fund 6
resour 3

zusätzliche Information, nicht für Zuordnung verwendet: erwähnte US-Bundesstaaten

-indiv.state (add: istat) 14
Virginia (2), Nebraska, Illinois, Oklahoma, Wyoming, Texas (2), California, Utah, Michigan, Connecticut (2), New Jersey,

GRÜN: wirk=Wirkungen, Ergebnisse, Effektivität, Messung, Testung

impact 8
evalua(tion/ting) 5
result 2
effect(iveness) 8
flaw 3
test 21
>assess (students) 24
score 3
measure(e, ing) 4
achieve 9
achiev+ (ing, high) 1

PINK: päd=pädagogisches Personal, pädagogische Tätigkeiten und Praxis

teacher 9
-teaching 4
principal 2
administrator 1
educator 5
(politician) 1
tutoring 2
suppl educational service 3
instruct 2
practice (classroom, teaching, accountability) 5

GRAU: Fächer und inhaltliche Themenbereiche der Bildung (unterteilt in spezifische Fächer)

(1) language 8 (darunter ELL English Language Learners 4) ; +nur Abk. ELL 2, gesamt 10
(2) read 3
(3) science 6
(4) tech, subject 3
-tech delivery zugeordnet zu Wirkung 5
(5) math 3
(6) financial
(7) juvenile justice
(8) social
[(9) art > mechanische Fehlklass.]

TÜRKİS: Gruppen

refug(ee) 1
afric (am.) 1
(am.) indian 1
disadv 1
disab 13 (Sum 21)
-IDEA Individuals With Disabilities Education Act 4
deaf 1
-spec(ial populations, needs, education) 3
divers 1

ROT: Demokratie, Ungleichheit, Öffentlichkeit

democr(acys, ats) 2
public (law, education, opinion) 3
equal (equality, inequality) 2
equity 0
exclude 1
civil (right) 1

Title 'nclb or no child left behind', abstract 'assessment' 226 Treffer

1. State-level Autonomy in the Era of Accountability: A Comparative Analysis of Virginia and Nebraska Education Policy through No Child Left Behind. (istat)
2. Principals' Working Conditions, Job Stress, and Turnover Behaviors Under NCLB Accountability Pressure.
3. No Child Left Behind: What About Refugees?
4. EDITOR'S CORNER. Reauthorization of No Child Left Behind.
5. No Child Left Behind: A Postmortem for Illinois. (istat)
6. NCLB and Its Wake: Bad News for Democracy.
7. NCLB, reauth proposals in House, Senate compared.
8. Oklahoma working to retain NCLB waiver. (istat)
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10. Making Failure Matter: Enacting No Child Left Behind's Standards, Accountabilities, and Classifications.
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13. Revisiting the Impact of NCLB High-Stakes School Accountability, Capacity, and Resources: State NAEP 1990–2009 Reading and Math Achievement Gaps and Trends.
14. Instructional Alignment under No Child Left Behind.
15. Elementary Teachers' Beliefs About Teaching Science and Classroom Practice: An Examination of Pre/Post NCLB Testing in Science.
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20. Accountability-assessment under No Child Left Behind: Agenda, practice, and future.
21. Testing English language learners under No Child Left Behind.
22. Poll on NCLB: Americans Want a Useful Overhaul of Education Policy.
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24. Evaluating NCLB.
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26. Leaving Us Behind: A Political Economic Interpretation of NCLB and the Miseducation of African American Males.
27. NCLB and English Language Learners: Challenges and Consequences.
28. No Child Left Behind and English Language Learners: Issues in Assessment.
29. Are NCLB Assessment Test Scores Beginning to Plateau?
30. Time to Kill 'No Child Left Behind'.
31. Replacing No Child Left Behind.
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33. NERVOUS LAUGHTER AND THE HIGH COST OF EQUALITY: RENEWING "NO CHILD LEFT BEHIND" WILL SAFEGUARD A VIBRANT FEDERALISM AND A PATH TOWARD EDUCATIONAL EXCELLENCE.
34. Educator and Administrator Perceptions of the Impact of No Child Left Behind on Special Populations.
35. 8. NO CHILD LEFT BEHIND AND ITS EFFECTS ON LANGUAGE POLICY.
36. THE NO CHILD LEFT BEHIND ACT AND HIGH SCHOOL GRADUATION FOR STUDENTS WITH AND WITHOUT DISABILITIES.
37. NO CHILD LEFT BEHIND AND ITS EFFECTS ON LANGUAGE POLICY.
38. THE REAUTHORIZATION OF THE NO CHILD LEFT BEHIND ACT: RECOMMENDED PRACTICES REGARDING TEACHING STUDENTS WITH DISABILITIES.
39. MOKYTOJŲ PASIŪLOS IR PAKLAUSOS KRYPČIŲ APŽVALGA JAV AKTO „NĖ VIENAS VAIKAS NEUŽMIRŠTAS,, ĮGYVENDINIMO LAIKOTARPIU.
40. NCLB: Achievement Robin Hood?
41. NCLB: Achievement Robin Hood?
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48. NCLB testing: It's personal, Weaver says.
49. Report: Align NCLB, Perkins to achieve 21st century goals.

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87. CEP finds student gains since NCLB.M
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89. Assessment and Accommodation Issues Under the No Child Left Behind Act and the Individuals With Disabilities Education Improvement Act.
90. Gauging Growth: How to Judge No Child Left Behind?
91. NCLB 2% Final Rule Released.M
92. Bush Pressing His Case on Renewal of NCLB.
93. What Congress needs to hear about NCLB.
94. AFT offers NCLB solutions.M
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105. The Big Fixes Now Needed for "No Child Left Behind."M
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114. Mayors want bigger role in NCLB reauthorization.
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124. Accountability without Angst? Public Opinion and No Child Left Behind.
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143. NCLB Critic Leaves Conn. Chief's Post. (istat)M
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145. No Child Left Behind Comes to Preschool.
146. No Good Teachers Left Standing: Teachers' Perspectives on the No Child Left Behind Act.
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149. Preparing Teachers to Beat the Agonies of NCLB.
150. NCLB, RF, HQT, SBR, AYP: ASAP?
151. The Increasing Complexity of No Child Left Behind.
152. Urban educators see steady student gains under NCLB. (cover story).
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159. NCLB--Will we get there by 2014?M
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161. Assessments-standards alignment an NCLB hurdle. (cover story).
162. Principals Make NCLB Suggestions.
163. CHAPTER 16: No Child Left Behind: Implications for Science Education.
164. New NCLB initiatives came down to the wire in 2005. (cover story).M
165. Eventful year sets stage for changes to NCLB. (cover story).
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168. NCLB accidentally boosts importance of formative assessment.
169. Michigan adopts ACT exam to meet NCLB standards. (cover story). (istat)
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171. Education stakeholders question crediting NCLB for NAEP gains.M
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204. The No Child Left Behind Act: A Look at Provisions, Philosophies, and Compromises.
205. NCLB Rebellion. (cover story).
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210. NCLB Spurs N.J. Tutoring Business. (istat)
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212. New Task Force To Study Impact Of IDEA, NCLB Rules.
213. The No Child Left Behind Act and English Language Learners: Assessment and Accountability Issues.
214. Review Of Final NCLB Rules For Severely Disabled Students.
215. Living (or Dying) With Your NCLB Tests.
216. No Child Left Behind: Changes and Challenges.M
217. Timeline for Future NCLB Mandates. (cover story).M
218. 10 Technology Funding Sources in NCLB.
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220. NCLB Dominates at FETC.
221. ED. DEPT. GRANTS TO HELP STATE WITH NCLB.
222. DEALING WITH THE DETAILS: Specific Plans for NCLB.
223. NAEP and No Child Left Behind: Technical Challenges and Practical Solutions.
224. No Child Left Behind.
225. No Child Left Behind--How Will It Affect Science Educators?
226. No Child Left Behind—How Will It Affect Science Educators?

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2019

- 1.

[State-level Autonomy in the Era of Accountability: A Comparative Analysis of Virginia and Nebraska Education Policy through No Child Left Behind.](#)

Academic Journal

Autonomía a nivel estatal en la era de la rendición de cuentas: Un análisis comparativo de la política educativa de Virginia y Nebraska a través de **No Child Left Behind**. / Autonomia no nível estadual na era de prestação de contas (accountability): Uma análise comparativa da política educacional de Virginia e Nebraska por meio de **No Child Left Behind**. By: Richard Ruff, Ryan. Education Policy Analysis Archives. 1/21/2019, Issue 5/6, p1-28. 28p. Abstract (English): Following the 1983 A Nation at Risk report and culminating in **No Child Left Behind (NCLB)**, states designed and implemented accountability policies to evaluate student achievement. External **assessments** of these policies identified substantial variability in the level of stakes associated with each system. This paper presents a comparative analysis of accountability policy prior to and during implementation of **NCLB**. Using the Virginia Standards of Learning and the Nebraska School-based Teacher-led **Assessment** and Reporting System, it explores the role of the historical and political context in shaping **assessment** policy through the lenses of the processes, conditions, and consequences of the policy process. It concludes that the influence of Nebraskan historical culture embedded the role of local action in the design and interpretation of accountability policy, which when combined with the collaborative efforts of the board of education, legislature, and executive branch, resulted in an atypical **assessment** model involving actors across the policy process. The Virginia experience was characterized by a strong political identity of centralization, yielding a top-down accountability system that constrained resources and opportunities for transforming policy at local levels. Findings demonstrate how comparable policy intentions for accountability are transformed due to existing state-level conditions and local policy culture. [ABSTRACT FROM AUTHOR] DOI: 10.14507/epaa.27.4013. (AN: 134225257)

Subjects: School autonomy; Educational accountability; Education policy; Academic achievement; **No Child Left Behind Act** of 2001

[Cited References: \(64\)](#)

[PDF Full Text \(3MB\)](#)

2018

- 2.

[Principals' Working Conditions, Job Stress, and Turnover Behaviors Under NCLB Accountability Pressure.](#)

Academic Journal

By: Mitani, Hajime. Educational Administration Quarterly. Dec2018, Vol. 54 Issue 5, p822-862. 41p. Abstract: Purpose: Many studies have investigated the impact of the **No Child Left Behind (NCLB)** Act and its sanctions on students and teachers. Little research, however, has systematically examined the relationship between **NCLB** and its sanctions and school principals. Given the importance of school leadership and the accountability systems implemented at different levels of government, there has been a need for research that examines how school leaders behave under the accountability pressure. Research Method: Using the Schools and Staffing Survey data, the Principal Follow-up Survey data, and detailed school-level adequate yearly progress (AYP) and **assessment** data systematically collected from 45 states, I investigate the association between **NCLB** sanctions and principals' working conditions, job stress level, and turnover behaviors. I use a distance variable as a key matching variable in propensity score matching and estimate the association. Findings: I find strong evidence that **NCLB** sanctions are associated with a higher level of principals' job stress and a higher turnover rate. These findings hold even after controlling for the influence of state accountability systems. I do not find evidence that these associations are moderated by principal or school characteristics. I also find little evidence that job stress is a mediator of the relationship between **NCLB** sanctions and principal turnover. Implications: Sanction-based accountability pressure appears to make the principalship more stressful and lead to turnover. Policy makers currently redesigning state and local accountability systems under the Every Student Succeeds Act may include support programs for school leaders to reduce their job stress level and retain them for a longer period of time. [ABSTRACT FROM AUTHOR] DOI: 10.1177/0013161X18785874. (AN: 133107249)

Subjects: Educational leadership; School principals; **No Child Left Behind Act** of 2001; Job stress; Sanctions (International law)

[Cited References: \(85\)](#)



2017

- 3.

No Child Left Behind: What About Refugees?

Periodical

By: Moinolnolki, Neda; Han, Myae. Childhood Education. Jan/Feb2017, Vol. 93 Issue 1, p3-9. 7p. Abstract: As populations migrate and seek refuge around the world, educators in receiving countries need information about how to provide meaningful education experiences. Refugee **children** have higher rates of school dropout and are faced with many challenges, such as acculturation stress, poverty, poor housing, dangerous neighborhoods, and psychological disorders. The purpose of this article is to examine the research and current status of U.S. school system supports for the education of refugee **children** and to provide suggestions based on evidence-based practice for refugee **children's** success. The authors provide a historical overview of policies and provisions of refugee education, an **assessment** of multiple factors affecting refugee **children's** adjustment and success at school, and a review of evidence-based practice for refugee **children**. [ABSTRACT FROM PUBLISHER] DOI: 10.1080/00094056.2017.1275231. (AN: 120599602)

Subjects: Education of refugee **children**; Evidence-based education; Refugee **children**; Education policy; School districts; United States; Success



2016

- 4.

EDITOR'S CORNER. Reauthorization of No Child Left Behind.

Academic Journal

By: Block, Martin E. Palaestra. 2016, Vol. 30 Issue 2, p6-6. 1p. Abstract: The article focuses on the reauthorization of **no child left behind (NCLB)** act. Topics discussed include concerns with **NCLB** raised by republicans and democrats in the U.S. Congress; issues related to overreach of the federal government into local education policies and overemphasis on high stake testing; health and physical education which were not listed as core subjects in **NCLB**; and importance of alternative **assessment**. (AN: 116184580)

Subjects: Curricula (Courses of study); United States; Special education -- Law & legislation -- United States; Physical education -- United States



- 5.

No Child Left Behind: A Postmortem for Illinois.

Academic Journal

No Child Left Behind: Una autopsia para Illinois. / **No Child Left Behind:** Uma Autopsia para Illinois. By: Gregory Harman, W. m.; Boden, Camille; Karpenski, Jeremy; Muchowicz, Nicole. Education Policy Analysis Archives. 4/18/2016, Vol. 24 Issue 47/48, p1-24. 24p. Abstract (English): In this study, the outcomes of **No Child Left Behind (NCLB)**, as implemented in Illinois, are evaluated in terms of high school standards test ing results between 2003-2013. **NCLB** was a policy dedicated to closing the gap in schooling outcomes nationally in the space of a decade. There have been few systematic examinations of its macro-level results for those exiting high school, especially considering the attention, time, effort, and money dedicated to its implementation. It has been subsumed into newer reform policies that move forward from the same assumptions and structures without a look back. This is a macro study of the outcomes in one state, Illinois, using its **assessment** system. Data include Prairie State Achievement Examination (PSAE) results in reading and math as well as graduation rates from high schools. The data is evaluated across the state as a whole and within categories of urban, suburban, town, and rural. Outcomes in reading, math, and graduation rates remain unchanged across the decade at the state and all community-type categories. Potential problems with implementation and design of **NCLB** are proposed with the intention of informing current and future policy, especially in regard to continuing a standards/accountability regime under the Common Core. [ABSTRACT FROM AUTHOR] DOI: 10.14507/epaa.v24.2186. (AN: 114586951)

Subjects: Secondary education standards; Education policy; Data analysis; Graduation (Education); **No Child Left Behind Act of 2001**

[Cited References: \(19\)](#)

[PDF Full Text \(3.5MB\)](#)

2015

- 6.

NCLB and Its Wake: Bad News for Democracy.

Academic Journal

By: MEENS, DAVID E.; HOWE, KENNETH R. Teachers College Record. 2015, Vol. 117 Issue 6, p1-44. 44p. Abstract: Background: Local control has historically been a prominent principle in education policymaking and governance. Culminating with the passage of **No Child Left Behind (NCLB)**, however, the politics of education have been nationalized to an unprecedented degree, and local control has all but disappeared as a principle framing education policymaking. During the same period, policies imposed upon locales by state and federal governments have shifted from an emphasis on equity to accountability. Purpose: This paper examines what the eclipse of local control through **NCLB** and related policies means for democracy. Research Design: Drawing upon contemporary normative democratic theory, we distinguish two dimensions of

democracy that are at issue-- democratic policymaking and democratic education-- and conclude that the effect of **NCLB** has been to frustrate democracy along both of these dimensions. Findings: In terms of democratic policymaking, we argue that **NCLB** oversteps the boundaries that may be legitimately imposed upon local participation in policymaking on the basis of democratic principles. In terms of democratic education, we show how **NCLB** undermines both the content and the context of schooling likely to inculcate the skills, knowledge, and dispositions required for meaningful participation in democratic politics. Conclusions: Based upon this analysis, we offer a set of guidelines to aid in the **assessment** of future federal education policy vis a vis democracy. First, reform efforts should embrace a participatory model for engaging local communities. Second, curriculum standards adopted by states and locales should include a conscious and substantive focus on developing the deliberative skill and dispositions required of democratic citizenship. Third, efforts must be made to keep individuals and organizations that receive public funds accountable to the public through democratic procedures. Fourth, reform efforts must seek ways to more adequately and equitably finance schools. Fifth, the goal of better integrating schools across important categories of social difference should be revitalized in order to help ensure access to equal educational opportunities and the diverse context of learning that all students need for the inculcation of democratic character. [ABSTRACT FROM AUTHOR] (AN: 108695385)

Subjects: Democracy & education; **No Child Left Behind** Act of 2001; Education & politics -- United States; Local government -- United States; Policy sciences -- Social aspects; State governments -- United States; Educational accountability -- United States; Democracy -- United States

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- 7.

[NCLB, reauth proposals in House, Senate compared.](#)

Periodical

Education Daily. 4/23/2015, Vol. 48 Issue 74, p3-3. 1p. Abstract: The article compares some of the key provisions of the **No Child Left Behind** Act (**NCLB**) and the Elementary and Secondary Education Act (ESEA) reauthorization bills Student Success Act and Every **Child** Achieves Act. The **NCLB** and ESEA reauthorization bills are compared based on educational standards, **assessments**, accountability, and school improvement. The Senate is set to vote on the Every **Child** Achieves Act in the spring of 2015. (AN: 102283529)

Subjects: United States. Elementary & Secondary Education Act of 1965; **No Child Left Behind** Act of 2001; Public education -- Law & legislation; Educational standards -- United States; Educational tests & measurements -- United States; Educational accountability -- United States



2014

- 8.

[Oklahoma working to retain **NCLB** waiver.](#)

Periodical

Education Grants Alert (LRP Publications). 12/13/2014, Vol. 11 Issue 22, p1-7. 2p. Abstract: The article reports that the Oklahoma State Department of Education is working on its application for retaining the **No Child Left Behind** Act of 2001 (**NCLB**) waiver. The state is developing a differentiated accountability system to improve graduation rates, creating and implementing high-quality **assessments**, and improving its teacher and principal evaluation systems to ensure the retention of its reinstated **NCLB** waiver for the school year 2015-2016. (AN: 100094428)

Subjects: Educational planning; Educational evaluation; Oklahoma. Dept. of Education; **No Child Left Behind** Act of 2001; Waiver



- 9.

[Sixty Years After Brown v. Board of Education: Legal and Policy Fictions in School Desegregation, the Individuals with Disabilities Education Act, and **No Child Left Behind**.](#)

Academic Journal

By: TOWNSEND WALKER, BRENDA L. Multiple Voices for Ethnically Diverse Exceptional Learners. Fall2014, Vol. 14 Issue 2, p41-51. 11p. Abstract: The Brown v. Board of Education (1954) Supreme Court decision ruled that segregated schools were unequal and unconstitutional. Since Brown's ruling, scholars have questioned whether African American **children** have benefitted from school desegregation and subsequent school reform initiatives. In spite of several post-Brown school reform movements, the achievement gap persistently impacts African American learners including those with, or likely to be labeled with, disabilities. Thus, this article examines several legal and policy fictions inherent in Brown, the Individuals with Disabilities Education Act, and the **No Child Left Behind** Act (2001). After discussing the National **Assessment** of Education Progress (NAEP) data, strategies are identified to eradicate legal and policy fiction in school reform for African American learners. [ABSTRACT FROM AUTHOR] (AN: 110077958)

Subjects: African American students; **No Child Left Behind** Act of 2001

[PDF Full Text](#) (620KB)

2013

2012

- 10.

[Making Failure Matter: Enacting **No Child Left Behind's** Standards, Accountabilities, and Classifications.](#)

Academic Journal

By: Koyama, Jill P. Educational Policy. Nov2012, Vol. 26 Issue 6, p870-891. 22p. Abstract: This article ethnographically examines the paradoxical situation in which one high-achieving New York City public school is "constructed" as failing when **No Child Left Behind (NCLB) assessments** are miscalculated. Drawing upon actor-network theory (ANT)—a perspective that aims to explain how people, their ideas, and the material objects they produce assemble together in dynamic collective activity to attend to a particular issues—this work reveals how those in the school join with a for-profit educational support business, district administrations, and city officials to construct, encounter, and confront the situations created by the miscalculations. What unfolds over the three years after the school is incorrectly labeled as failing is shown to be an example of what is possible, if not probably when accountability-laden, sanctions-drive, and calculation-focused policies, such as **NCLB**, gain favor. By exploring the gaps between policy texts, policy aims, and their effects, this ANT analysis offers educational practitioners and researchers a way to interrogate and understand the endurance of policies, like NCLB, which show questionable efficacy over time. [ABSTRACT FROM AUTHOR] DOI: 10.1177/0895904811417592. (AN: 83512069)

Subjects: Educational accountability; New York (State); **No Child Left Behind Act of 2001**; Actor-network theory; Public schools -- New York (State)

[Cited References: \(44\) Times Cited in this Database: \(1\)](#)



- 11.

[Defiant, Wyoming Nixes **NCLB** Test.](#)

Periodical

By: UJIFUSA, ANDREW. Education Week. 8/22/2012, Vol. 32 Issue 1, p25-25. 1/5p. Abstract: The article reports on a decision by Wyoming officials to replace the Proficiency **Assessment** for Wyoming Students (PAWS), an accountability exam for high school juniors, with the ACT college-entrance examination, and its impact on the state's ability to comply with the **No Child Left Behind Act**. (AN: 79424409)

Subjects: ACT **Assessment**; Educational accountability -- United States; **No Child Left Behind Act of 2001**

[HTML Full Text](#)

- 12.

[No Child Left Behind and Tutoring in Reading and Mathematics: Impact of Supplemental Educational Services on Large Scale Assessment.](#)

Academic Journal

By: Muñoz, Marco A.; Chang, Florence; Ross, Steven M. Journal of Education for Students Placed at Risk. Jul2012, Vol. 17 Issue 3, p186-200. 15p. Abstract: This quantitative study evaluated the effects of Supplemental Educational Services (SES), a federally mandated component of **No Child Left Behind**, on student achievement in reading and mathematics. SES provides free tutoring outside school to disadvantaged students who attend Title I schools that are in their third year of failing to achieve adequate yearly progress on state **assessments**. Data from the fifth year of SES implementation in a large urban school were analyzed to determine if the mostly small and not statistically significant effects obtained in prior years were stronger as the tutoring services acquired additional refinement and maturity. A matched treatment-control group design was employed, in which students who received SES tutoring in reading, mathematics, or both were matched to similar schoolmates who were eligible for SES services but did not participate. Results showed consistently positive but small, not statistically significant, effect sizes for the outcome measures. Student achievement results and their implication for policy and practice are discussed. [ABSTRACT FROM AUTHOR] DOI: 10.1080/10824669.2012.688170. (AN: 78323580)

Subjects: Tutors & tutoring; Mathematics education; Education & training services industry; Academic achievement; Reading; Education research; United States; Quantitative research; **No Child Left Behind Act of 2001**



- 13.

[Revisiting the Impact of **NCLB** High-Stakes School Accountability, Capacity, and Resources: State NAEP 1990–2009 Reading and Math Achievement Gaps and Trends.](#)

Academic Journal

By: Lee, Jaekyung; Reeves, Todd. Educational Evaluation & Policy Analysis. Jun2012, Vol. 34 Issue 2, p209-231. 23p. Abstract: This study examines the impact of high-stakes school accountability, capacity, and resources under **NCLB** on reading and math achievement outcomes through comparative interrupted time-series analyses of 1990–2009 NAEP state **assessment** data. Through hierarchical linear modeling latent variable regression with inverse probability of treatment weighting, the study

addresses pre-**NCLB** differences in state characteristics and trends to account for variations in post-**NCLB** gains. While the states' progress was uneven among different grades, subjects, and subgroups, **NCLB** did not yet evidence sustainable and generalizable high-stakes accountability policy effects. Improving average achievement as well as narrowing achievement gaps was associated with long-term statewide instructional capacity and teacher resources rather than short-term **NCLB** implementation fidelity, rigor of standards, and state agency's capacity for data tracking and intervention. [ABSTRACT FROM PUBLISHER] DOI: 10.3102/0162373711431604. (AN: 74556370)

Subjects: Academic achievement; Educational standards; Educational accountability -- United States; **No Child Left Behind** Act of 2001; Time series analysis; Multivariate analysis

[Times Cited in this Database: \(17\)](#)



- 14.

[Instructional Alignment under **No Child Left Behind**.](#)

Academic Journal

By: POLIKOFF, MORGAN S. American Journal of Education. May2012, Vol. 118 Issue 3, p341-368. 28p. 6 Charts, 1 Graph. Abstract: The alignment of instruction with the content of standards and **assessments** is the key mediating variable separating the policy of standards-based reform (SBR) from the outcome of improved student achievement. Few studies have investigated SBR's effects on instructional alignment, and most have serious methodological limitations. This research uses content analyses of state standards and **assessments** and survey data on more than 27,000 teachers' instruction in mathematics, science, and English/language arts (ELA) to investigate changes in instructional alignment between 2003 and 2009. Fixed-effects models indicate that alignment in grades K-12 mathematics increased by approximately 0.19-0.65 standard deviations, depending on the grade and target. Alignment also increased to grades K-12 standards in ELA and grades 3-8 standards in science, though the magnitudes were smaller. Multiple alternative specifications support the findings of increased alignment. Implications for research and SBR policy are discussed. [ABSTRACT FROM AUTHOR] DOI: 10.1086/664773. (AN: 74207498)

Subjects: Outcome-based education; Curriculum alignment; Educational standards; State standards (Education); National educational standards; Academic achievement; Teaching research; Education accountability laws; **No Child Left Behind** Act of 2001

[Cited References: \(52\)](#) [Times Cited in this Database: \(11\)](#)

[PDF Full Text](#) (233KB)

- 15.

[Elementary Teachers' Beliefs About Teaching Science and Classroom Practice: An Examination of Pre/Post **NCLB** Testing in Science.](#)

Academic Journal

By: Milner, Andrea; Sondergeld, Toni; Demir, Abdulkadir; Johnson, Carla; Czerniak, Charlene. Journal of Science Teacher Education. Mar2012, Vol. 23 Issue 2, p111-132. 22p. 3 Diagrams, 6 Charts. Abstract: The impact of **No Child Left Behind** (**NCLB**) mandated state science **assessment** on elementary teachers' beliefs about teaching science and their classroom practice is relatively unknown. For many years, the teaching of science has been minimized in elementary schools in favor of more emphasis on reading and mathematics. This study examines the dynamics of bringing science to the forefront of **assessment** in elementary schools and the resulting teacher belief and instructional shifts that take place in response to **NCLB**. Results indicated that teachers' beliefs about teaching science remained unchanged despite policy changes mandated in **NCLB**. Teacher beliefs related to their perceptions of what their administrators and peer groups' think they should be doing influenced their practice the most. Most teachers reported positive feelings and attitudes about science and reported that their students had positive feelings and attitudes about science; however, teachers reported teaching science less as a result of **NCLB**. Implications for elementary science education reform and policy are discussed. [ABSTRACT FROM AUTHOR] DOI: 10.1007/s10972-011-9230-7. (AN: 73556884)

Subjects: Education policy; Science education (Elementary); Elementary school teachers; Science teachers; United States; **No Child Left Behind** Act of 2001; Educational change -- United States; Education -- United States

- [Show all 9 images](#)



- [Show fewer images](#)

[Cited References: \(62\)](#) [Times Cited in this Database: \(22\)](#)

[PDF Full Text](#) (316KB)

2011

- 16.

[The Disheartened Teacher: Living in the Age of Standardisation, High-stakes **Assessments**, and **No Child Left Behind** \(**NCLB**\).](#)

Academic Journal

By: Rubin, Daniel Ian. Changing English: Studies in Culture & Education. Dec2011, Vol. 18 Issue 4, p407-416. 10p. Abstract: There has been a universal movement towards government-regulated standardisation and high-stakes **assessment**. In the United States, this has resulted in the **No Child Left Behind** Act (2001). Because of the predominant focus on high-stakes reading and writing **assessments** required by **NCLB**, teachers in the subject area of English/Language Arts (ELA) have been

victims of increased expectations and regimentation, more so than most other content areas. Therefore, for teachers today, both in ELA and across the curriculum, **NCLB** is harming teachers, their practice and their long-term commitment to the teaching profession. [ABSTRACT FROM AUTHOR] DOI: 10.1080/1358684X.2011.630197. (AN: 69537578)

Subjects: Educational evaluation; Language arts; United States; Teacher evaluation -- United States; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States

[Cited References: \(49\) Times Cited in this Database: \(2\)](#)



- 17.

[Capturing Implicit Policy From NCLB Test Type Assignments of Students With Disabilities.](#)

Academic Journal

By: CHO, HYUN-JEONG; KINGSTON, NEAL. *Exceptional Children*. Fall2011, Vol. 78 Issue 1, p58-72. 15p. Abstract: This study examined the learner characteristics and performance scores of students in the 2009 alternate **assessment**-modified achievement standard for one Midwestern state. Comparing performance differences by disability category for each content area from the students' 2008 test type assignments and performance scores facilitated examining the appropriateness of the 2009 test type assignment. The results raise concerns because some students with disabilities seemed to have been inappropriately assigned to test type. Students with intellectual disabilities had the lowest performances across grade level and subject area. Limitations and implications of this study are discussed and suggestions for future research are offered. [ABSTRACT FROM AUTHOR] DOI: 10.1177/001440291107800104. (AN: 65067498)

Subjects: Students with disabilities; Achievement tests; Educational accountability; United States; United States. Individuals with Disabilities Education Act; **No Child Left Behind** Act of 2001

[Cited References: \(10\) Times Cited in this Database: \(8\)](#)

[HTML Full Text PDF Full Text](#) (936KB)

- 18.

[Generating, comparing, manipulating, categorizing: reporting, and sometimes fabricating data to comply with No Child Left Behind mandates.](#)

Academic Journal

By: Koyama, Jill P. *Journal of Education Policy*. Sep2011, Vol. 26 Issue 5, p701-720. 20p. Abstract: This article ethnographically examines the ways in which **No Child Left Behind (NCLB)** links local practices to the centralized processing of data through its narrowing of procedures and measurements aimed at accountability. Framed by actor-network theory, it draws upon data consistently collected between June 2005 and October 2008, and then intermittently through October 2010, to consider the ways in which policy technologies, such as standardized testing, bring together New York City (NYC) public schools, district administrators, for-profit educational support businesses, and government officials to address the accountability requirements of **NCLB**. This article reveals how, through a range of sophisticated mechanisms that support the generation and comparison of data, NYC schools become reduced to data calculation and management centers. **NCLB's** standardization, privatization, and marketization encourage local policy actors to become complicit in standardizing and quantifying academic **assessment** through their reliance on services and products marketed to schools and districts that are not meeting academic benchmarks. These services, mostly offered by for-profit vendors, help keep schools in compliance with policy requirements, but replace a focus on student learning with the production, management, and sometimes the fabrication, of data. [ABSTRACT FROM AUTHOR] DOI: 10.1080/02680939.2011.587542. (AN: 65456236)

Subjects: Information storage & retrieval systems; Standardized tests; For-profit schools; Schools -- Accounting; **No Child Left Behind** Act of 2001; Actor-network theory

[Cited References: \(55\) Times Cited in this Database: \(5\)](#)



- 19.

[The impact of no Child Left Behind on student achievement.](#)

Academic Journal

By: Dee, Thomas S.; Jacob, Brian. *Journal of Policy Analysis & Management*. Summer2011, Vol. 30 Issue 3, p418-446. 47p. Abstract: The **No Child Left Behind (NCLB)** Act compelled states to design school accountability systems based on annual student **assessments**. The effect of this federal legislation on the distribution of student achievement is a highly controversial but centrally important question. This study presents evidence on whether **NCLB** has influenced student achievement based on an analysis of state-level panel data on student test scores from the National **Assessment** of Educational Progress (NAEP). The impact of **NCLB** is identified using a comparative interrupted time series analysis that relies on comparisons of the test-score changes across states that already had school accountability policies in place prior to **NCLB** and those that did not. Our results indicate that **NCLB** generated statistically significant increases in the average math performance of fourth graders (effect size 5 0.23 by 2007) as well as improvements at the lower and top percentiles. There is also evidence of improvements in eighth-grade math achievement, particularly among traditionally low-achieving groups and at the lower percentiles. However, we find **no** evidence that **NCLB** increased fourth-grade reading achievement. © 2011 by the Association for Public Policy Analysis and Management. [ABSTRACT FROM AUTHOR] DOI: 10.1002/pam.20586. (AN: 61057599)

Subjects: Academic achievement; Schools; Government policy; Evaluation; Students; National **Assessment** of Educational Progress (Project); **No Child Left Behind** Act of 2001; Mathematics; Time series analysis

[Cited References: \(38\) Times Cited in this Database: \(59\)](#)



- 20.

Accountability-assessment under **No Child Left Behind**: Agenda, practice, and future.

Academic Journal

By: Deville, Craig; Chalhoub-Deville, Micheline. Language Testing. Jul2011, Vol. 28 Issue 3, p307-321. 15p. Abstract: The author reflects on the U.S. educational reform related to test development and practices under the moniker of **No Child Left Behind (NCLB)** and was validated in the reauthorization of the Elementary and Secondary Education Act (ESEA). He explores different aspects related to English language learners' (ELLs) **assessments** such as challenges, practices, and background information. Discussion of various papers with regards to this issue are also presented. DOI: 10.1177/0265532211400876. (AN: 63646210)

Subjects: Limited English-proficient students; Government policy; United States; United States. Elementary & Secondary Education Act of 1965; Educational change -- United States; **No Child Left Behind** Act of 2001

Cited References: (33) Times Cited in this Database: (3)



- 21.

Testing English language learners under **No Child Left Behind**.

Academic Journal

By: Bunch, Michael B. Language Testing. Jul2011, Vol. 28 Issue 3, p323-341. 19p. 14 Charts. Abstract: Title III of Public Law 107-110 (**No Child Left Behind; NCLB**) provided for creation of **assessments** of English language learners (ELLs) and established, through the Enhanced **Assessment** Grant program, a platform from which four consortia of states developed ELL tests aligned to rigorous statewide content standards. Those four tests (ACCESS for ELLs, CELLA, ELDA, and MWA) are now in use in one or more states, along with a host of other commercially available or locally developed tests. The tests (those developed by consortia as well as the others) are quite similar in many ways, principally in their contents: Listening, Speaking, Reading, and Writing. Most measure these domains with a combination of multiple-choice (MC) and open-ended (OE) test items. This article provides an overview to the four consortium-developed tests as well as an in-depth analysis of one representative example. It also provides a summary of the characteristics of four commercially available tests. Not surprisingly, the four commercially available tests are rather similar to one another and to the consortium-developed tests in terms of content, psychometric characteristics, and development. The primary difference between the two sets is that the commercially available tests tend to report percentile ranks as well as proficiency levels. Now that the Race to the Top program is in place, we face many of the same challenges we faced a decade ago when **NCLB** was passed. While the Enhanced **Assessment** Grant competition emphasized summative **assessment**, the latest competition emphasizes formative **assessment**, which gives rise to the hope that educators can not only discover students' strengths and weaknesses with these new tests, but do so in a timely manner and have opportunities to use the information constructively. Current work by at least one organization is encouraging in this regard. [ABSTRACT FROM AUTHOR] DOI: 10.1177/0265532211404186. (AN: 63646211)

Subjects: Limited English-proficient students; Educational standards; Multiple choice examinations; United States; **No Child Left Behind** Act of 2001; English language education -- United States; Services for linguistic minorities

Cited References: (28) Times Cited in this Database: (3)



- 22.

Poll on **NCLB**: Americans Want a Useful Overhaul of Education Policy.

Academic Journal

By: Neill, Monty. Social Studies & the Young Learner. Mar/Apr2011, Vol. 23 Issue 4, p32-32. 1p. Abstract: The article discusses the urge of Americans to change or abolish the **No Child Left Behind (NCLB)** law. It mentions that Democrats, Republicans and Independents have similar views about this issue. Surveys conducted, such as by the Public Education Network, showed that the people recognized that the standardized **assessment** is unmanageable. The U.S. Department of Education (DOE) Secretary Arne Duncan encourages the people to change the law. (AN: 60257577)

Subjects: United States; United States. Dept. of Education; **No Child Left Behind** Act of 2001; Democrats; Republicans; Duncan, Arne, 1964-



2010

- 23.

Estimating Trends From Censored **Assessment** Data Under **No Child Left Behind**.

Academic Journal

By: Furgol, Katherine E.; Ho, Andrew D.; Zimmerman, Dale L. Educational & Psychological Measurement. Oct2010, Vol. 70 Issue 5, p760-776. 17p. Abstract: Under the **No Child Left Behind** Act, large-scale test score trend analyses are widespread. These analyses often gloss over interesting changes in test score distributions and involve unrealistic assumptions. Further complications arise from analyses of unanchored, censored **assessment** data, or proportions of students lying within performance levels defined by unspecified cut scores. This article introduces "shift models," particularly the "normal-shift" model, to summarize the limited information available in censored data and to support distribution-wide trend analyses. A simulation study exploring this model's estimation procedure—an expectation-maximization algorithm for maximum likelihood estimates (MLEs) of normally distributed censored data—found that the MLEs exhibit little to no bias over a range of sample

sizes and cut scores. The normal-shift model was applied to two full state data sets and performed well in recovering effect size estimates in censored scenarios, except when censoring occurred at cut scores that generated particularly unrepresentative trends. The normal-shift model facilitates effect size estimation for unanchored, censored **assessment** data and, when applied to a large, cross-state data set, revealed significant positive trends from 2003-2005 and 2005-2007 for most states. [ABSTRACT FROM AUTHOR] DOI: 10.1177/0013164410366692. (AN: 55095774)

Subjects: Educational law & legislation; Achievement tests; Algorithms; Simulation methods in education; Theory; Data analysis; United States; Achievement tests -- United States; Education -- United States; Analysis of variance; Mathematical models; Research funding; Effect sizes (Statistics); Maximum likelihood statistics; Trend analysis

[Cited References: \(20\)](#) [Times Cited in this Database: \(1\)](#)



- 24.
[Evaluating NCLB.](#)

Academic Journal

By: DEE, THOMAS; JACOB, BRIAN. Education Next. Summer2010, Vol. 10 Issue 3, p54-61. 8p. 3 Graphs, 1 Map. Abstract: The article presents an evaluation of the **No Child Left Behind (NCLB)** Act which took full effect in the 2002-2003 academic year in the U.S. Data on math and reading achievement used in the analysis are from the National **Assessment** of Educational Progress (NAEP) of 40 states. Results suggest that the accountability provision of the **NCLB** has produced notable gain in the math achievement of 4th graders compared to 8th graders, but it also showed that it has **no** effect in the reading achievements of both groups. (AN: 51365622)

Subjects: Academic achievement; Mathematics education; Reading; United States; **No Child Left Behind** Act of 2001; Educational accountability -- United States



- 25.
[Teachers' Perceptions of the Influence of No Child Left Behind On Classroom Practices.](#)

Academic Journal

By: Mertler, Craig A. Current Issues in Education. Jul2010, Vol. 13 Issue 3, p1-34. 34p. 4 Charts. Abstract: Due to the magnitude of **NCLB**, the pressure on teachers has increased to perhaps immeasurable proportions. One could argue that **NCLB** has ramifications for nearly all aspects of the teaching-learning process, including classroom-based **assessment**. The purpose of this study was to describe the extent to which K-12 teachers perceive that **NCLB** has influenced their instructional and **assessment** practices. Differences based on several demographic variables were also examined. An original instrument was administered to teachers and 1,534 responses were received. Salient findings revealed that teachers believe **NCLB** is having negative impacts on instructional and curricular practices, including higher levels of stress related to improving student performance. Teachers reported several changes in how they assess students. Significant group differences were found, particularly on the resultant components of Student Test Preparation and Instructional Changes. [ABSTRACT FROM AUTHOR] (AN: 56666072)

Subjects: Teachers; Teaching; Learning; Educational change; Educational law & legislation -- United States

[Cited References: \(13\)](#) [Times Cited in this Database: \(1\)](#)



- 26.
[Leaving Us Behind: A Political Economic Interpretation of NCLB and the Miseducation of African American Males.](#)

Academic Journal

By: Donnor, Jamel K.; Shockley, Kmt G. Educational Foundations. Summer/Fall2010, Vol. 24 Issue 3/4, p43-54. 12p. Abstract: The article examines the disconnection between public school **assessment** policies and teaching practices in the U.S. in accordance with the **No Child Left Behind** Act of 2001 (**NCLB**), which was enacted by the federal government under the administration of former president George W. Bush to ensure that public schools are held accountable for students' academic progress. It highlights the divergences between occupation competencies for high-tier employment, the important skills required in the knowledge economy and **NCLB**. Also discussed are the effects of federal educational policies on the opportunity of African American males to take part in post-industrial workforce. (AN: 54846713)

Subjects: EDUCATION; GOVERNMENT policy; Job skills; Employment; Student development; Core competencies; United States; **No Child Left Behind** Act of 2001; African American men; Public schools -- United States; Teaching; Bush, George W. (George Walker), 1946-

[Cited References: \(44\)](#)

[PDF Full Text](#) (101KB)

- 27.
[NCLB and English Language Learners: Challenges and Consequences.](#)

Academic Journal

By: Menken, Kate. Theory Into Practice. Mar2010, Vol. 49 Issue 2, p121-128. 8p. 2 Charts, 1 Graph. Abstract: This article highlights key issues surrounding the **assessment** and accountability mandates of **No Child Left Behind (NCLB)** for English language learners (ELLs). The policy requires high-stakes testing of ELLs in English—a language that these students, by definition, have not yet mastered. After offering background on current federal education legislation, this article shares findings from a word frequency analysis of actual statewide exams. This analysis reveals that even academic content tests are linguistically complex, using words likely unknown by an ELL, which clarifies why testing poses unique challenges for this

student population. Analyses of recent ELL performance data on high-stakes tests are also provided, which document why these students and the schools serving them are disproportionately likely to be penalized in accordance with the law's requirements. The article concludes by challenging two of the more problematic assumptions at the core of **NCLB** mandates for ELLs. [ABSTRACT FROM AUTHOR] DOI: 10.1080/00405841003626619. (AN: 49236487)

Subjects: EDUCATION; Educational accountability; High-stakes tests; United States; Limited English-proficient students; **No Child Left Behind** Act of 2001; Linguistic analysis; Educational tests & measurements -- Social aspects; Fairness -- Social aspects

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○ Cited References: (14) Times Cited in this Database: (12)

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2009

• 28.

[No Child Left Behind and English Language Learners: Issues in Assessment.](#)

Academic Journal

By: Zimmerman, Lynn W. Education & Society. 2009, Vol. 27 Issue 3, p77-87. 11p. Abstract: This article first examines **assessment** focusing on standardized testing. Then it summarizes **NCLB** legislation, examining the implications of federal education standards and standardized testing for students who are ELL. Because the legislation does not make a clear distinction between school **assessment** and individual student **assessment**, the educational issues that English Language Learners (ELLs) face are not being addressed adequately. Finally, it offers some suggestions how teachers can use **assessment** strategies to support these students while preparing them for success in American schools. [ABSTRACT FROM AUTHOR] DOI: 10.7459/es/27.3.06. (AN: 52864801)

Subjects: Evaluation; Limited English-proficient students; Students -- Self-rating of; Standardized tests; United States; **No Child Left Behind** Act of 2001; Schools -- United States

Cited References: (18)



• 29.

[Are NCLB Assessment Test Scores Beginning to Plateau?](#)

Periodical

ERS e-Bulletin. 9/3/2009, Vol. 37 Issue 1, p3-3. 1p. Abstract: The article offers information on the report from the Center on Education Policy (CEP) in the U.S. related to the **No Child Left Behind (NCLB) assessment** test scores. It studies the trends for **NCLB** accountability requirements by the 50 states. Meanwhile, familiarity in testing routines is speculated to cause the gains in the test scores. (AN: 44201597)

Subjects: Test scoring; Education policy; United States; Services for children; **No Child Left Behind** Act of 2001

• 30.

[Time to Kill 'No Child Left Behind'.](#)

Periodical

By: Ravitch, Diane. Education Digest. Sep2009, Vol. 75 Issue 1, p4-6. 3p. Abstract: The article presents a reprint of the article "Time to Kill 'No Child Left Behind'" by Diane Ravitch, which appeared in the June 10, 2009 issue of "Education Week." The author argues that the U.S. **No Child Left Behind** Act of 2001 should not be renewed. She notes that the results, as measured by national and international **assessments**, have been meager, that it fails to adequately address the problems of students who fail, and that the sanctions it uses do not work. She notes that its unrealistic goals and lack of supports results in diminishing of state standards in order to show positive results. She states that the law is poorly designed and will not be improved by tinkering, and calls for fresh thinking and a new law. (AN: 44062206)

Subjects: Educational change; Educational standards; Education policy; Educational objectives; Tutoring services; School dropouts; School choice; Adequate Yearly Progress (Education); United States; National **Assessment** of Educational Progress (Project); Reprints (Publications); **No Child Left Behind** Act of 2001; Education -- United States; Educational tests & measurements -- United States

[HTML Full Text PDF Full Text](#) (162KB)

• 31.

[Replacing No Child Left Behind.](#)

Periodical

By: Rothstein, Richard. Education Week. 8/12/2009, Vol. 28 Issue 37, p28-29. 2p. Abstract: In this article the author discusses the **assessment** aspect of the U.S. **No Child Left Behind** Act. U.S. President Barack Obama's views on changing the law to include all of the factors that are part of a **child's** education is criticized. The Broader, Bolder Approach to Education campaign to hold schools accountable for a set of learning goals is discussed. (AN: 43831895)

Subjects: Educational law & legislation; Educational tests & measurements; United States; Education -- United States; **No Child Left Behind Act of 2001**; Obama, Barack, 1961-

[HTML Full Text](#)

- 32.

[Time to Kill 'No Child Left Behind'.](#)

Periodical

By: Ravitch, Diane. Education Week. 6/10/2009, Vol. 28 Issue 33, p36-30. 2p. 1 Color Photograph. Abstract: The author argues for discontinuing the **No Child Left Behind Act (NCLB)**, citing lack of effectiveness as evidenced by the 2009 release of scores from the National **Assessment** of Educational Progress (NAEP). Test results, both national and international, are cited showing lack of progress. The question is raised whether to adjust the law or throw it out. The author states that **NCLB** is a failed law and should be abolished, not tinkered with. (AN: 42314658)

Subjects: United States; National **Assessment** of Educational Progress (Project); **No Child Left Behind Act of 2001**; School improvement programs -- United States; Educational tests & measurements -- United States



- 33.

[NERVOUS LAUGHTER AND THE HIGH COST OF EQUALITY: RENEWING "NO CHILD LEFT BEHIND" WILL SAFEGUARD A VIBRANT FEDERALISM AND A PATH TOWARD EDUCATIONAL EXCELLENCE.](#)

Academic Journal

By: Consiglio, Anthony. Brigham Young University Education & Law Journal. 2009, Vol. 2009 Issue 2, p365-397. 33p. Abstract: The article discusses concerns about the U.S. Act of Congress **No Child Left Behind Act of 2001 (NCLB)** which includes policy concern about education and constitutional concern about federalism. **NCLB** requires U.S. states to develop **assessments** in basic skills to students to have the state eligible to receive federal funding for their school. It is stated that an education policy must have uniform standards and transparent accountability, and efforts must be sustained to build on the foundation of an adequate education to achieve the goals of **NCLB**. (AN: 44059701)

Subjects: Federal government; Education policy; United States; **No Child Left Behind Act of 2001**; Education -- United States

[PDF Full Text \(2MB\)](#)

- 34.

[Educator and Administrator Perceptions of the Impact of No Child Left Behind on Special Populations.](#)

Academic Journal

By: Vannest, Kimberly J.; Mahadevan, Lakshmi; Mason, Benjamin A.; Temple-Harvey, Kimberly K. Remedial & Special Education. May/Jun2009, Vol. 30 Issue 3, p148-159. 12p. Abstract: **No Child Left Behind (NCLB)** seeks to address the inequality in schools and to correct achievement disparities prevalent in education, but little is known of **NCLB's** effect on students in special education. This study assesses the impact of **NCLB** on special education by asking educators, administrators, and staff who serve students in special education about their perceptions of the impact of **NCLB** for students with disabilities. Survey responses were received from 248 respondents across the state of Texas. Findings include positive perceptions of changes related to accountability, teacher qualifications, and evidence-based practices; negative perceptions related to **assessment**; and perceptions of **no** changes in relationships and communication with parents or freedom for states and communities. [ABSTRACT FROM AUTHOR] DOI: 10.1177/0741932508315378. (AN: 39565670)

Subjects: Education accountability laws; Educational attainment; Achievement gap; Adequate Yearly Progress (Education); Comprehensive instruction (Reading); Cumulative instruction; Reading standards; Academic achievement; Motivation in education; United States; **No Child Left Behind Act of 2001**; Educational law & legislation -- United States

[Cited References: \(29\) Times Cited in this Database: \(7\)](#)



- 35.

[8. NO CHILD LEFT BEHIND AND ITS EFFECTS ON LANGUAGE POLICY.](#)

Academic Journal

By: Menken, Kate. Annual Review of Applied Linguistics. 2009, Vol. 29, p103-117. 15p. 1 Graph. Abstract: The most recent federal education policy in the United States, titled **No Child Left Behind (NCLB)**, was passed into law in 2001. High-stakes testing is the core of **NCLB**, as tests are used to hold each school, district, and state accountable for student performance, therein affording the federal government greater control over the constitutionally decentralized national system of U.S. education. Because the tests being used are administered in English, English language learners (ELLs) typically fail to meet the law's annual progress requirements, resulting in serious consequences for the students and their schools. This article reviews research about the effects of **NCLB** on language policies in education. Empirical studies show that the law--which is at face value merely an educational policy--is in actuality a de facto language policy. After explaining the law's **assessment** mandates, this article provides analyses of the wording of **NCLB** from a language policy perspective. It also reviews studies about the limitations of the required tests as instruments to carry out the law's demands, and about the effects of the law on instruction and the educational experiences of ELLs. [ABSTRACT FROM AUTHOR] DOI: 10.1017/S0267190509090096. (AN: 39356635)

Subjects: Education policy; Limited English-proficient students; United States; **No Child Left Behind Act of 2001**; Language policy -- United States; Education -- United States



- 36.

THE NO CHILD LEFT BEHIND ACT AND HIGH SCHOOL GRADUATION FOR STUDENTS WITH AND WITHOUT DISABILITIES.

Academic Journal

By: Cavendish, Wendy Morrison. *Advances in Learning & Behavioral Disabilities*. 2009, Vol. 22, p107-132. 26p. Abstract: The **No Child Left Behind Act (NCLB)** (2001) has led to widespread use of high-stakes **assessment** in determining graduation options for all students, including those with disabilities. In this chapter, we examine graduation trends in the state of Florida before and after the implementation of a high-stakes test used as a means to meet **NCLB** requirements and further examine specific trends in rates of graduation with a standard diploma attained by students with disabilities. As trends for students with disabilities reveal a reduction in standard diploma attainment, we discuss research related to the Individuals with Disabilities Education Improvement Act (IDEA) provisions for individualized education program (IEP) and transition planning for students with disabilities that are designed to improve students' graduation and post-school outcomes. We discuss ways in which schools might improve student graduation rates within the context of both **NCLB** and IDEA. Specifically, we report findings from a study conducted in a school district in Florida that demonstrates a positive relationship between student perceptions of school's efforts to facilitate student involvement in planning (as outlined by IDEA requirements) and the likelihood of graduation with a standard diploma (based on "passing" a high-stakes test) for students both with and without disabilities. Implications for policy and practice are discussed. [ABSTRACT FROM AUTHOR] DOI: 10.1108/S0735-004X(2009)0000022006. (AN: 92584394)



- 37.

NO CHILD LEFT BEHIND AND ITS EFFECTS ON LANGUAGE POLICY.

Academic Journal

By: Menken, Kate. *Annual Review of Applied Linguistics*. 2009, Vol. 29 Issue 1, p103-117. 15p. Abstract: The most recent federal education policy in the United States, titled **No Child Left Behind (NCLB)**, was passed into law in 2001. High-stakes testing is the core of **NCLB**, as tests are used to hold each school, district, and state accountable for student performance, therein affording the federal government greater control over the constitutionally decentralized national system of U.S. education. Because the tests being used are administered in English, English language learners (ELLs) typically fail to meet the law's annual progress requirements, resulting in serious consequences for the students and their schools. This article reviews research about the effects of **NCLB** on language policies in education. Empirical studies show that the law—which is at face value merely an educational policy—is in actuality a de facto language policy. After explaining the law's **assessment** mandates, this article provides analyses of the wording of **NCLB** from a language policy perspective. It also reviews studies about the limitations of the required tests as instruments to carry out the law's demands, and about the effects of the law on instruction and the educational experiences of ELLs. [ABSTRACT FROM PUBLISHER] DOI: 10.1017/S0267190509090096. (AN: 57119125)

Subjects: Education policy; School districts; United States; **No Child Left Behind Act** of 2001; Education -- United States
[Times Cited in this Database: \(4\)](#)



2008

- 38.

THE REAUTHORIZATION OF THE NO CHILD LEFT BEHIND ACT: RECOMMENDED PRACTICES REGARDING TEACHING STUDENTS WITH DISABILITIES.

Academic Journal

By: Quigney, Theresa A. *Planning & Changing*. 2008, Vol. 39 Issue 3/4, p146-157. 12p. Abstract: The article focuses on the impact of the implementation of the **No Child Left Behind (NCLB)** Act of 2001 on special education in the U.S. Particular emphasis is given on the **assessment** of students with disabilities and the definition of highly qualified special education teachers. A discussion on **NCLB** is given. It elaborates on issues to be considered in any reauthorization with regards to the testing of students with disabilities under **NCLB**. Also discussed are practices that are recommended for revision or addition during the reauthorization process. (AN: 44524644)

Subjects: Special education teachers; United States; **No Child Left Behind Act** of 2001; Special education -- United States; Education of **children** with disabilities -- United States; Educational law & legislation -- United States

[PDF Full Text](#) (400KB)

- 39.


MOKYTOJŲ PASIŪLOS IR PAKLAUSOS KRYPČIŲ APŽVALGA JAV AKTO „NĖ VIENAS VAIKAS NEUŽMIRŠTAS„ ĮGYVENDINIMO LAIKOTARPIU.

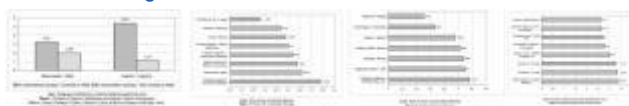
Academic Journal

AN OVERVIEW OF TEACHER SUPPLY AND DEMAND TRENDS IN THE UNITED STATES DURING THE **NO CHILD LEFT BEHIND ACT** IMPLEMENTATION PERIOD. By: Paulauskas, Rolandas. *Teacher Education / Mokytoju Ugdymas*. Dec2008, Vol. 11 Issue 2, p20-34. 15p. 1 Chart, 5 Graphs. Language: Lithuanian. Abstract (English): The controversial **No Child Left**

Behind (NCLB) Act was signed into law in the United States on January 8, 2002. It was co-authored by Democratic Representative George Miller from California and Democratic U.S. Senator Edward Kennedy from Massachusetts. **NCLB** enacted the philosophy of outcome-based education which promotes setting higher expectations and establishing measurable goals that lead to significant enhancement of student educational achievement. The Act bases primary and secondary education in the U.S. on four pillars: 1. Stronger Accountability for Results. Schools that do not make progress must provide supplemental services that may include free tutoring, after school assistance, and professional guidance. 2. More Freedom for States and Communities. **NCLB** Act affords schools and school districts unprecedented flexibility in how to use federal education funds under the Improvement Teacher Quality Education Grants, Educational Technology, Innovative Programs and Drug Free Programs. Schools also have more flexibility in hiring new teachers, increasing their pay, as well as improving teacher education and professional development. 3. Proven Education Methods. **NCLB** Act emphasizes utilization of proven effective education methods through scientific research. The latter trend enhances the role of teacher training colleges and universities that invest significant resources and man power into educational research. 4. More Choices for Parents. Parents in schools that do not meet **NCLB** promulgated standards may transfer their **children** to better performing schools or receive supplemental educational services such as free tutoring, after school assistance and summer school services. Student victims of school crime have an option to attend other schools within their district. In order to receive funding from federal government the states had to develop and implement standardized **assessments** of student knowledge and skills in different grades that serve as a means of evaluation of the efficiency of public schools and school districts. For example, today progress for all public school students is measured annually in mathematics, reading and science by grades 3-8 and at least once or twice during high school. Another important provision of the Act requires that all teachers have sufficient subject knowledge and skills. A "highly qualified teacher" (HQT) is defined as (1) having a minimum of bachelor's degree; (2) having a valid license to teach in a certain state and; (3) having demonstrated subject-matter competency by passing state approved academic subject test, or by meeting High Objective Uniform State Standards of Evaluation. The latter criterion is mostly applied to evaluate more experienced teachers, as well as special education teachers. Over the time that **NCLB** Act was signed into law, Congress increased federal funding of education from \$42.2 billion in 2001 to \$54.4 billion in 2007. The increase in funding is consistent with the demand of HQTs in many subject areas, as well as throughout most of the states. Not surprisingly, the highest demand for teachers in the United States is in the field of special education with an average annual salary exceeding \$45,000. The presentation also discusses teacher supply and demand statistics by state, explores the prestige of educator's profession as compared to other occupations, and reviews some teacher training and compensation trends in different areas. [ABSTRACT FROM AUTHOR] (AN: 44900112)

Subjects: Education policy; Outcome-based education; Academic achievement; Services for students; Federal aid to education; Teacher training; Teachers' salaries; United States; **No Child Left Behind** Act of 2001; Education -- United States

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Cited References: (13)

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● 40.

NCLB: Achievement Robin Hood?

Periodical

By: Bracey, Gerald W. Principal Leadership: High School Edition. Nov2008, Vol. 9 Issue 3, p47-49. 3p. Abstract: The article looks at high and low performers on the National **Assessment** of Educational Progress (NAEP) in the United States. It examines the "Robin Hood effects" of the **No Child Left Behind** Act (**NCLB**). A researcher at the Brookings Institute looked at trends for fourth graders who scored at the 10th and 90th percentiles in reading and math. (AN: 35131122)

Subjects: Educational evaluation; Educational tests & measurements; Education policy; United States; **No Child Left Behind** Act of 2001



● 41.

NCLB: Achievement Robin Hood?

Periodical

By: Bracey, Gerald W. Principal Leadership: Middle Level Edition. Nov2008, Vol. 9 Issue 3, p47-47. 1p. Abstract: The article offers information on the National **Assessment** of Educational Progress (NAEP). It is said that Chester E. Finn has commended the report that U.S. education achievement. He has arranged a conference to focus on the Robin Hood effects of the "**No Child Left Behind** Act (**NCLB**), which is said to neglect the gifted and talented students. (AN: 35125528)

Subjects: Students; National **Assessment** of Educational Progress (Project); Education -- United States; **No Child Left Behind** Act of 2001; Finn, Chester E., Jr., 1944-

● 42.

Secretary held to NCLB's civil rights promise.

Periodical

By: Sparks, Sarah D. Education Daily. 10/24/2008, Vol. 41 Issue 198, p1-6. 4p. Abstract: The article discusses a speech by U.S. Education Secretary Margaret Spellings on the merits of the **No Child Left Behind** (**NCLB**) Act. Educational gaps in minority and English language students are discussed, along with educational accountability testing. Also discussed are the National

Assessment of Educational Progress (NAEP), educational gaps in reading, English proficiencies among Hispanic and Asian students, and the Reading First initiative. (AN: 34991139)

Subjects: Educational productivity; Educational accountability; United States; **No Child Left Behind** Act of 2001; Education -- United States; Spellings, Margaret, 1957-



- 43.

[No Child Left Behind: Values and Research Issues in High-Stakes Assessments.](#)

Academic Journal

By: Duffy, Maureen; Giordano, Victoria A.; Farrell, Jill B.; Paneque, Oneyda M.; Crump, Genae B. Counseling & Values. Oct2008, Vol. 53 Issue 1, p53-66. 14p. Abstract: High-stakes testing and mandated **assessments**, which are major outcomes of the **No Child Left Behind** Act of 2001 (**NCLB**; 2002) contain multiple embedded values that affect the lives of students, their families, teachers, and counselors. A primary embedded value within the **NCLB** is the privileging of quantitative science over other methods of inquiry and **assessment**. Thus, accountability, a cornerstone of **NCLB** legislation, has come to be understood in a narrow way and is valued primarily as a feature of quantitative **assessment**. This restricted view of accountability has had significant effects on how teachers and counselors organize their work with students. [ABSTRACT FROM AUTHOR] (AN: 34868664)

Subjects: Educational accountability; Teachers; Counselors; United States; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States; Values (Ethics); Educational law & legislation -- Florida

Cited References: (26) Times Cited in this Database: (1)

[PDF Full Text](#) (1009KB)

- 44.

[Obama backs NCLB overhaul, charter school funding.](#)

Periodical

Education USA (LRP Publications). Oct2008, Vol. 5 Issue 3, p7-7. 1/2p. Abstract: This article focuses on a pledge made by Democratic presidential nominee Illinois Senator Barack Obama to double funding for responsible charter schools and clear a way to provide Advanced Placement courses to underserved districts, as of October 2008. Obama said he would make governors of the nation held charter schools accountable. Obama also renewed his pledge to overhaul **No Child Left Behind** and state **assessments**. (AN: 38810623)

Subjects: Advanced placement programs (Education); School districts; United States; Presidential candidates; Charter schools -- United States; **No Child Left Behind** Act of 2001; Obama, Barack, 1961-



- 45.

[South Texas Schools after NCLB: A Status Report.](#)

Academic Journal

By: Maria Elena Reyes. International Journal of Learning. 2008, Vol. 15 Issue 6, p249-252. 4p. Abstract: Many education researchers believe that Texas' enviable educational accountability system served as the model for the landmark **No Child Left Behind** (**NCLB**) education legislation that was passed by the U.S. Congress in 2001, which impacts millions of K-12 **children** in the U.S. (Watt, Powell, Mendiola, & Cossio, 2006). This presentation will briefly revisit the modern history of educational accountability in Texas and will speculate on the results of this legislation and its impact to K-12 students in South Texas, where the majority of students are of Latino, primarily Mexican, origin. According to the presenter's **assessment**, what is working are that academic gains being made as indicated by NAEP scores in the basic areas tested, a notable accomplishment considering the ethnicity and socioeconomic status of students in Texas public schools. However, **NCLB** appears to be unpopular legislation among many K-12 teachers and university faculty in Texas. In addition, some middle-class parents sometimes criticize legislation that essentially diverts resources and attention away from their **children**. The laudable educational accountability history of the state is not widely known, and the educational successes in the state's history are not widely celebrated. School administrators, perhaps fearing loss of their jobs, put undue pressure on classroom teachers to improve students' performance on state tests, and it appears that teachers pass on this pressure to their students. It is not uncommon for elementary students to become physically sick the days surrounding testing days. More and better research is needed to more carefully assess the implementation of this legislation at the school level and better training on all facets of student **assessment** for administrators and teachers is recommended. [ABSTRACT FROM AUTHOR] DOI: 10.18848/1447-9494/CGP/v15i06/45801. (AN: 34749938)

Subjects: Educational law & legislation; Education policy; Group identity; Demographic characteristics; Texas; Ethnicity

[PDF Full Text](#) (305KB)

- 46.

[NCLB Technical Panel Could Be Influential.](#)

Periodical

By: Hoff, David J. Education Week. 9/24/2008, Vol. 28 Issue 5, p23-24. 2p. Abstract: This article reports that the U.S. Department of Education is reviewing ways to adjust the **No Child Left Behind** Act. The Act will need to be reauthorized by Congress but until then an advisory committee will make recommendation for its improvement. Secretary of Education Margaret Spellings appointed the panel to advise the department on standards, **assessments**, and accountability. (AN: 34646542)

Subjects: Education policy; Educational law & legislation; Educational accountability; United States; United States. Dept. of Education; **No Child Left Behind** Act of 2001; Spellings, Margaret, 1957-

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- 47.

[No child, no school, no state left behind: schooling in the age of accountability.](#)

Academic Journal

By: Hopmann, StefanThomas. Journal of Curriculum Studies. Aug2008, Vol. 40 Issue 4, p417-456. 40p. 1 Chart. Abstract: Why and under which conditions do international student **assessment** programmes like PISA have success? How can the results of these **assessments** be useful for advocates of different, even contradictory, policies? What might explain different patterns of using **assessment** as a tool for school governance? Drawing on historical and comparative research, and using PISA as an example, this paper provides a frame for discussing these and other questions around the international rise of accountability as a key tool of social change. The basic argument is that even though accountability is a global phenomenon, the ways and means of enacting and encountering accountability are not. How accountability is experienced depends on deeply engrained 'constitutional mind-sets', i.e. diverse cultures of conceptualizing the relation between the public and its institutions. [ABSTRACT FROM AUTHOR] DOI: 10.1080/00220270801989818. (AN: 33158149)

Subjects: Educational accountability; Educational planning; Education policy; Educational change; School boards; School administration; Educational standards; Educational evaluation; Academic achievement; United States; Programme for International Student **Assessment**; **No Child Left Behind** Act of 2001; Social change

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Cited References: (22) Times Cited in this Database: (45)

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- 48.

[NCLB testing: It's personal, Weaver says.](#)

Periodical

Education Daily. 7/9/2008, Vol. 41 Issue 126, p4-4. 1/3p. Abstract: Information about the National Education Association (NEA) Representative Assembly held in 2008 is presented. It discusses the speech given by the outgoing NEA president, Reg Weaver. Topics include the **assessment** of educational standards of proficiency and the U.S. **No Child Left Behind** Act. (AN: 33229020)

Subjects: Conferences & conventions; United States; National Education Association of the United States; **No Child Left Behind** Act of 2001; Weaver, Reg



- 49.

[Report: Align NCLB, Perkins to achieve 21st century goals.](#)

Periodical

Education USA (LRP Publications). Jul2008, Vol. 4 Issue 12, p4-4. 1/2p. Abstract: The article focuses on the alignment of **No Child Left Behind** and Perkins Act to achieve education goals. According to the American Youth Policy Forum on June 4, 2008, the career goals of the Perkins Act should be aligned with the academic goals of the **NCLB** and integrate aspects like **assessments** and professional development. Recommendations in "Supporting High Quality Career and Technical Education through Federal and State Policy" focus on the development of a high school framework based on the 16 career clusters of the U.S. Department of Education. (AN: 33123453)

Subjects: Career development; Technical education; United States; United States. Dept. of Education; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States



- 50.

[NCLB provisions neglect high-achieving students, study says.](#)

Periodical

By: Wolfe, Frank. Education Daily. 6/19/2008, Vol. 41 Issue 118, p2-2. 2/3p. Abstract: The article discusses the U.S. **No Child Left Behind** Act (**NCLB**) and a study that was completed on it by the Thomas B. Fordham Institute, which concluded that the educational law hurts gifted students. Between 2000 to 2007 struggling students' performance on the National **Assessment** of Educational Progress (NAEP) increased while gifted students' test scores remained static. It is noted that the U.S. Congress is in the process of reauthorizing the law. (AN: 33024856)

Subjects: Gifted **children**; Educational standards; United States; National **Assessment** of Educational Progress (Project); **No Child Left Behind** Act of 2001



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Result List

- 51.

[NCLB Move to Standardization for ELLs.](#)

Periodical

Language Magazine. Jun2008, Vol. 7 Issue 10, p11-11. 1/3p. Abstract: The article reports on the publication of a list of proposed interpretations for Title III of **No Child Left Behind** by the U.S. Department of Education. The proposed interpretations are related to the annual **assessments** of limited English proficient students of schools who receive Title III funds. It calls for schools to use a consistent measurement to determine whether students are fluent in English or whether they should continue to receive special instruction. (AN: 32580876)

Subjects: English language ability testing; English language education; United States; United States. Dept. of Education; **No Child Left Behind** Act of 2001



- 52.

[Mixed Messages: American Indian Achievement Before and Since the Implementation of No Child Left Behind.](#)

Academic Journal

By: Garcia, David R. Journal of American Indian Education. 2008, Vol. 47 Issue 1, p136-154. 19p. Abstract: This article uses state-level achievement data to examine the academic progress of Arizona American Indian elementary public school students before and since the implementation of the **No Child Left Behind (NCLB)** Act. In most subjects and grades, American Indian students are making greater progress since the implementation of **NCLB**. Generally, American Indian students outpace all other major racial/ethnic groups. Compared to their White counterparts, however, American Indian students are most often either falling further **behind** or are not making sufficient progress to close the achievement gap. Most of the progress since **NCLB** coincides with changes to Arizona's state **assessments** and once data from a one-time test score spike are omitted, the achievement rates of American Indian students drop precipitously. The volatility of these results raises concerns about the integrity of state **assessments** in high-stakes accountability systems. Finally, recommendations are made to improve the **NCLB** large-scale **assessment** and evaluation provisions. [ABSTRACT FROM AUTHOR] (AN: 32432644)

Subjects: Native Americans -- Education; Achievement gap; Academic achievement; Educational tests & measurements; Arizona; United States; North America; Native Americans -- Arizona; **No Child Left Behind** Act of 2001

[Cited References: \(22\) Times Cited in this Database: \(3\)](#)



- 53.

[SCHOOL SAFETY UNDER NCLB'S UNSAFE SCHOOL CHOICE OPTION.](#)

Academic Journal

By: Gastic, Bill; Gasiewski, Josephine Ann. Penn GSE Perspectives on Urban Education. 2008, Vol. 5 Issue 2, p1-12. 12p. 2 Charts. Abstract: Despite its flaws, the USCO created the conditions for an unprecedented national statement on school safety. This study asks: How do states conceptualize school safety? While critics have denounced the dizzying assortment of state's persistently dangerous criteria, we argue that these differences have been grossly exaggerated. We contend that state's shared orientations toward school safety can be described using a risk **assessment** perspective. This article introduces a framework that distills school violence in terms of severity and likelihood. Using this framework, we show how all states define school safety in terms of risk-specifically, as the maximum level of risk that is acceptable at a school that can still be considered safe. [ABSTRACT FROM AUTHOR] (AN: 124772010)

Subjects: School safety; School violence -- Prevention; Risk **assessment**

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Dimensions of School Safety

Risk

Mode of Measurement

Examples

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- 54.

[Measuring student progress: Changes and challenges under No Child Left Behind.](#)

Academic Journal

By: Azin, Mariam; Resendez, Miriam G. New Directions for Evaluation. Spring2008, Vol. 2008 Issue 117, p71-84. 14p. 1 Chart. Abstract: Evaluators face a number of challenges in using student **assessment** data, given varying state and federal accountability requirements. Approaches to measuring student progress and specific characteristics of state **assessment** systems influence how data can be used. The continuous changes to state **assessment** systems and data create a significant challenge for evaluators wishing to use state repositories of student achievement data over time to track changes in achievement. The authors discuss the larger questions of the validity of tests being used and the potential limitations of single measures of student achievement in using state-collected student **assessment** data. © Wiley Periodicals, Inc. [ABSTRACT FROM AUTHOR] DOI: 10.1002/ev.253. (AN: 31163220)

Subjects: Academic achievement; Prompting (Education); Curriculum planning; Evaluators; School involvement; Education statistics; Institutional repositories; Educational accountability; **Assessment** of education; Standardization

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[Cited References: \(18\)](#)

[PDF Full Text](#) (91KB)

- 55.

[Challenges and opportunities revealed by the impact of **No Child Left Behind** on evaluation as a discipline.](#)

Academic Journal

By: Eddy, Rebecca M.; Berry, Tiffany. New Directions for Evaluation. Spring2008, Vol. 2008 Issue 117, p95-103. 9p. Abstract: The field of evaluation faces a number of serious challenges in light of **No Child Left Behind** legislation, among them feasibility, resources, and blurring lines among research, evaluation, and **assessment**. At the same time, these challenges open the door for opportunities in evaluation. Now more than ever, the expertise of evaluators is needed and the demand for well-prepared evaluators has increased. The external demands of this legislation on evaluation practice suggest multiple opportunities for research on evaluation that will extend knowledge within the discipline of evaluation. © Wiley Periodicals, Inc. [ABSTRACT FROM AUTHOR] DOI: 10.1002/ev.255. (AN: 31163218)

Subjects: **Assessment** of education; Feasibility studies; Theory of knowledge; **Child** advocacy (Law); Government policy; Teacher-student relationships; Educational law & legislation; Legislative bills; Research evaluation

[Cited References: \(15\)](#)

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- 56.

[What states can learn about state standards and **assessment** systems from **No Child Left Behind** documents and interviews with Central Region **assessment** directors.](#)

Report

What States Can Learn About State Standards & **Assessment** Systems from **No Child Left Behind** Documents & Interviews. 2008, Issue 36, piii-iv. 2p. Abstract: The article presents a summary of the study "What states can learn about state standards and **assessment** systems from **No Child Left Behind** (NCLB) documents and interviews with Central Region **assessment** directors" in the U.S. It states that teachers have administered classroom **assessments** to grade students for decades and districts have administered **assessments** to monitor district programs. The **NCLB** Act of 2001 added new federal requirements to the current local state **assessment** programs. (AN: 35186487)

Subjects: Educational standards; Educational evaluation; Teachers; Students; School districts; United States; **No Child Left Behind** Act of 2001

[PDF Full Text](#) (43KB)

- 57.

[A Flaw in **NCLB** Is Acknowledged.](#)

Periodical

By: Hoff, David J. Education Week. 2/27/2008, Vol. 27 Issue 25, p19-19. 1/6p. Abstract: The article focuses on the U.S. **No Child Left Behind** Act (**NCLB**). Comments from the Secretary of Education, Margaret Spellings, on the flaws in the act, such as the idea that states should report on persistently dangerous schools, are included and the **assessment** of school safety programs is discussed. Information about amendments made to the law is also offered. (AN: 31266192)

Subjects: Education policy; School safety; United States; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States; Spellings, Margaret, 1957-

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- 58.

[Appeals court rules provisions of **NCLB** override those of **IDEA**.](#)

Periodical

Education Daily. 2/13/2008, Vol. 41 Issue 29, p5-5. 1/3p. Abstract: The article discusses a case before the Seventh U.S. Circuit Court of Appeals called the Board of Education of Ottawa Township High School District 140 v. Margaret Spellings. The case examined whether the U.S. **No Child Left Behind** Act (**NCLB**) conflicts with the U.S. Individuals with Disabilities Education Act (**IDEA**) and its regulations involving alternative **assessment** for students with disabilities. (AN: 30040525)

Subjects: United States; United States. Individuals with Disabilities Education Act; United States. Court of Appeals (7th Circuit); Education -- United States; **No Child Left Behind Act of 2001**; Spellings, Margaret, 1957-



- 59.

Report: [NCLB May Be Aiding Students With Disabilities.](#)

Periodical

By: Samuels, Christina A. Education Week. 2/6/2008, Vol. 27 Issue 22, p9-9. 1/2p. Abstract: The article discusses the U.S. **No Child Left Behind Act (NCLB)** and whether its provisions for educational accountability do improve learning outcomes. The National Council on Disability released a report which evaluated the test scores of students with disabilities who took the National **Assessment** of Educational Progress. The report concluded that **NCLB** forced states to adhere to the U.S. Individuals with Disabilities Education Act (IDEA). (AN: 31141228)

Subjects: Educational outcomes; Educational accountability; United States; United States. Individuals with Disabilities Education Act; National **Assessment** of Educational Progress (Project); Legal status of students with disabilities; National Council on Disability (U.S.); **No Child Left Behind Act of 2001**

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- 60.

[Districts may pursue claim that NCLB is 'unfunded mandate.'](#)

Periodical

Pro Principal (LRP Publications). Feb2008, Vol. 4 Issue 1, p10-10. 2/3p. Abstract: The article discusses the court case Pontiac City School District v. the Secretary of the U.S. Department of Education. The 6th U.S. Circuit Court of Appeals rules that eight school districts can challenge the educational mandates of the **No Child Left Behind (NCLB)** Act where federal funds do not cover the increased costs of compliance. Reportedly, the federal government conditions receipt of **NCLB** funding to meet the act's requirements in the **assessment** of students and achievement of an adequate yearly progress. (AN: 29966993)

Subjects: School districts; Academic achievement; United States; United States. Court of Appeals (6th Circuit); Actions & defenses (Law); **No Child Left Behind Act of 2001**



- 61.

[Paved With Good Intentions: The Federal Role in the Oversight and Enforcement of the Individuals With Disabilities Education Act \(IDEA\) and the No Child Left Behind Act \(NCLB\).](#)

Academic Journal

By: Ramanathan, Arun. Teachers College Record. Feb2008, Vol. 110 Issue 2, p278-321. 44p. Abstract: Context: The context for this article is the public response to the federal role in the oversight and enforcement of the Individuals With Disabilities Education Act (IDEA) and the **No Child Left Behind Act (NCLB)**. This response has been characterized by a tension between concerns about federal interference in public education and support for federal activism. Despite a number of similarities between the state and local responses to the two laws, research on the federal role in implementing **NCLB** has largely disregarded the long record of federal oversight and enforcement of IDEA. Purpose: The purpose of this analytic essay is to address this omission through a comparative policy analysis of the oversight and enforcement mechanisms in IDEA and **NCLB**, the evolution of these mechanisms in the legislative process, their implementation by the Department of Education, and the interest group and academic responses to this implementation. Research Design: The research design consists of a review of the statutes, Congressional documents, governmental reports, interest group position papers, policy analyses, press reports, and relevant academic literature. The author discusses the implications of this analysis for the future of the federal role in the oversight and enforcement of **NCLB**, and the recently reauthorized IDEA and the federal focus on improving educational outcomes. The author argues that the design of **NCLB's** outcomes-based accountability model, combined with its dependence on the Department of Education to provide oversight and enforcement, has produced unintended consequences at the state level, including regulatory incoherence and incentives for "gaming the system." He notes that similar problems can be projected for the implementation of the new outcomes-based oversight and enforcement model in IDEA 2004. Recommendation: The author recommends that Congress turn the accountability model in **NCLB** "inside out," establishing national standards, a single national performance **assessment**, fixed and achievable targets for proficiency, and predefined subgroup sizes while devolving responsibility for the details of the district-and school-level accountability system to the states. In IDEA's case, he recommends setting national targets for a small number of outcome indicators while maintaining the current system of focused monitoring. He argues that this model, in combination with federal incentives for meeting performance targets, would provide for a more realistic and effective federal role in improving public education. [ABSTRACT FROM AUTHOR] (AN: 34354354)

Subjects: Laws on education of people with disabilities; Comparative studies; Preschool education of **children** with disabilities; Elementary education of **children** with disabilities; Education policy; **Assessment** of education; United States; United States. Individuals with Disabilities Education Act; United States. Dept. of Education; **No Child Left Behind Act of 2001**; Public schools -- United States; Law enforcement -- United States; Social change

[Cited References: \(100\)](#)



- 62.

[Tests of Tech Literacy Still Not Widespread Despite NCLB Goals. \(cover story\).](#)

Periodical

By: Cech, Scott J. Education Week. 1/30/2008, Vol. 27 Issue 21, p1-12. 2p. 1 Color Photograph. Abstract: The article focuses on the fact that many students are still not technologically literate despite the **No Child Left Behind Act (NCLB)**, which made this a U.S. national goal. Schools, however, are not held accountable by law and many states do not offer separate tech-literacy tests. Spokesman for Learning.com company comments on the increase in purchases of the middle school version of Tech-Literacy **Assessment**. The article also discusses the Educational Testing Service company. (AN: 28839192)

Subjects: Educational technology -- Study & teaching; Educational technology industries; Educational accountability; Testing; Academic achievement; United States; Standards; **No Child Left Behind Act of 2001**

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- 63.

[Spellings Seeks to Cast Her Glow Over NCLB. \(cover story\).](#)

Periodical

By: Hoff, David J. Education Week. 1/9/2008, Vol. 27 Issue 17, p1-20. 2p. 1 Color Photograph. Abstract: The article reports on U.S. Secretary of Education Margaret Spellings' efforts to promote and defend the federal **No Child Left Behind Act (NCLB)**. She is described as an effective but sometimes strident supporter of reauthorization of the educational law, which was enacted during the administration of President George W. Bush. She is reported to support the law's central tenets, including annual student **assessment** to determine adequate yearly progress (AYP) and school accountability reporting. (AN: 28520236)

Subjects: Educational law & legislation; Education policy; United States; **No Child Left Behind Act of 2001**; United States -- Politics & government -- 2001-2009; Spellings, Margaret, 1957-

[HTML Full Text](#)

- 64.

[Taking Baby Steps to Meet NCLB Requirements.](#)

Periodical

By: Miners, Zach. District Administration. Jan2008, Vol. 44 Issue 1, p20-20. 1/2p. 1 Color Photograph. Abstract: The article reports that experts from the Research and Development (RAND) Corporation and the American Institutes of Research found that states have implemented most of the test-based accountability requirements of the **No Child Left Behind (NCLB)** law of 2001. The author states that not all of the provisions of the law have been made with 20 states **behind** in implementing **assessments** that study English-language proficiency. High-poverty and minority areas were found to need the most improvement. (AN: 28320994)

Subjects: Education research; Educational evaluation; Rating of students; Education; Government policy; **Children**; Laws on foreign language education; Evaluation; Curriculum evaluation; United States; **No Child Left Behind Act of 2001**; Evaluation research (Social action programs)

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[PDF Full Text \(224KB\)](#)

- 65.

[Supplemental Educational Services as a Consequence of the NCLB Legislation: Evaluating its Impact on Student Achievement in a Large Urban District.](#)

Academic Journal

By: Muñoz, Marco A.; Potter, Allison P.; Ross, Steven M. Journal of Education for Students Placed at Risk. Jan2008, Vol. 13 Issue 1, p1-25. 25p. 9 Charts. Abstract: Supplemental Educational Services (SES), a federally mandated program, is designed to raise student achievement via the implementation of tutoring programs. Unfortunately, although the SES federal legislation has been adopted by school districts nationally, relatively limited empirical evidence from rigorous research studies exists regarding the effectiveness of SES in general, or of specific service providers in particular. Given the environment of high-stakes accountability associated with the **No Child Left Behind (NCLB)** legislation, the extent to which SES programs can demonstrate positive effects on reading and mathematics on the state **assessment** must be determined. This study evaluated the effects of SES programs on student achievement and participant satisfaction in an urban school district in Kentucky. Overall, findings showed nonsignificant effects in outcomes, as well as quality concerns in processes that are claimed as a core provision within the **NCLB** legislation. Results indicated that achievement results on the Kentucky Core Content Test in reading and mathematics were not significantly superior for the SES participants relative to matched control students. Questionnaire responses from parents, teacher, principals, and district coordinators indicated both areas for growth and areas of satisfaction with provider services. Implications for policy and future research are discussed. [ABSTRACT FROM AUTHOR] DOI: 10.1080/10824660701860342. (AN: 31563582)

Subjects: School administration; Federal legislation; Academic achievement; Urban schools; School districts; Tutors & tutoring; Reading; Kentucky; Educational law & legislation -- United States; **No Child Left Behind Act of 2001**; Mathematics

[Cited References: \(43\) Times Cited in this Database: \(1\)](#)



- 66.

[Top NCLB policy issues.](#)

Periodical

By: Sawchuk, Stephen; Sparks, Sarah D. Education Daily. 12/18/2007, Vol. 40 Issue 231, p5-5. 3/4p. Abstract: This article looks at policy issues surrounding the reauthorization process for the **No Child Left Behind (NCLB)** law in the U.S. There are uncertainties surrounding the proposed revision of the law's accountability system. According to Senate staffers, local **assessments** will play a role in their vision for accountability. Another issue for the reauthorization process is new performance pay programs for teachers. Particular focus is given to the proposed sanction system for schools that miss adequate yearly progress (AYP). (AN: 28058567)

Subjects: Education policy; Educational change; Educational accountability; Teachers' salaries; United States; **No Child Left Behind Act of 2001**; Pay for performance



- 67.

[Twisted NCLB or Twisting NCLB?](#)

Periodical

By: STARNES, BOBBY ANN. Phi Delta Kappan. Dec2007, Vol. 89 Issue 4, p314-315. 2p. Abstract: The author discusses the Roosevelt Elementary School in Kingsport, Tennessee and how it operates as a public "private" school within the parameters of the U.S. **No Child Left Behind Act (NCLB)**. Principal Dwain Arnold explains that the schools offered individualized education using formative **assessment**, and an integrated curriculum in which basic skills are taught in all classes. Arnold and Karen Reed-Wright, the district's literacy coordinator, discuss how they use **NCLB** to make their instructional environment possible by learning the research and deconstructing the law into its parts. DOI: 10.1177/003172170708900418. (AN: 27757436)

Subjects: Formative tests; Student-centered learning; Interdisciplinary education; United States; Roosevelt Elementary School (Kingsport, Tenn.); **No Child Left Behind Act of 2001**; Arnold, Dwain; Reed-Wright, Karen

[PDF Full Text](#) (77KB)

- 68.

[Report: States exploit NCLB loopholes.](#)

Periodical

What Works in Teaching & Learning. Dec2007, Vol. 4 Issue 5, p11-11. 1/3p. Abstract: The article presents the findings of the Education Sector, an independent think tank, regarding the questionable educational statistics furnished by schools in Alabama. The research cites that the number of schools in the state that meet the **No Child Left Behind (NCLB)** yearly proficiency benchmarks in reading and math increased from 23 percent to 87 percent. However, the National **Assessment** of Educational Progress ranks the state near the bottom of state rankings. The think tank emphasizes that the conflicting result can be explained by several statistical techniques used by the state to artificially boost school performance. (AN: 27991573)

Subjects: Research institutes; Educational statistics; School districts; Academic achievement; Education statistics; Data-based decision making in education; Alabama; Achievement tests -- United States; **No Child Left Behind Act of 2001**

- 69.

[Reauthorization of NCLB: Federal Management or Citizen Ownership of K-12 Education?](#)

Periodical

By: Hickok, Eugene; Ladner, Matthew. USA Today Magazine. Nov2007, Vol. 136 Issue 2750, p64-66. 3p. Abstract: The author comments on the decision of U.S. President George W. Bush to urge Congress to reauthorize the **No Child Left Behind Act**. The author asks Congress to end federal goals for student progress and return control of state standards and accountability policies to the state level. The author argues that any attempt to erect national standards and **assessments** only will serve to aggravate further the growing gap between the U.S. people and their public schools. The author calls for the restoration of state and local control of education. (AN: 27538561)

Subjects: Educational standards; Education policy; United States; **No Child Left Behind Act of 2001**; Educational law & legislation -- United States; Presidents of the United States; Bush, George W. (George Walker), 1946-



- 70.

[NAEP scores may play role NCLB debate.](#)

Periodical

What Works in Teaching & Learning. Nov2007, Vol. 4 Issue 4, p8-9. 2p. Abstract: The article underscores the effect of the National **Assessment** of Educational Progress (NAEP) report on the **No Child Left Behind Act of 2001 (NCLB)**. Observers of educational growth in the United States noted that the results of the 2007 NAEP in elementary math and reading could forward wide-ranging political significance. Relative to this, while overall rising scores generally propel the case for **NCLB** renewal, the

flat trend course in eighth-grade reading could renew debate regarding the use of various measures for accountability and the need to underline middle and high school literacy instruction. The slow progress in eighth-grade reading has been cited by Representatives Bobby Scott, Rubén Hinojosa, and Raúl Grijalva. (AN: 27429093)

Subjects: Reading (Elementary); Mathematics education; Elementary education; Literacy programs; Educational programs; Education; United States; National **Assessment** of Educational Progress (Project); **No Child Left Behind** Act of 2001; Scott, Bobby; Grijalva, Raúl, 1948-

- 71.

[NCLB tests easiest in elementary grades.](#)

Periodical

What Works in Teaching & Learning. Nov2007, Vol. 4 Issue 4, p11-11. 1/3p. Abstract: This article offers information regarding the **No Child Left Behind** Act of 2001 tests in elementary grades. The report which is released by the Northwest Evaluation Association and Thomas B. Fordham Institute revealed that states' elementary-grade tests are easier than their middle school tests. It also shows that most state's math standards are more rigorous than reading standards. The disparities will likely generate debates about whether state standards and **assessments** prepare students for sustained success. Michael Petrill, vice president of Fordham, said that the report has implications for stakeholders at all levels. (AN: 27429101)

Subjects: Middle schools; **Assessment** of education; Students; Reading; Examinations; **No Child Left Behind** Act of 2001; Standards; Debates & debating; Fordham, Thomas B.

- 72.

[No Child Left Behind and Science Education-Make Your Voice Heard.](#)

NSTA Express. 10/22/2007, p1-1. 1p. Abstract: The article announces that the U.S. Congress will be considering revisions to the **No Child Left Behind** Act. It also adds that despite of the fact that schools in the U.S. must assess students in science, most states science scores do not count, only reading and mathematics **assessment** scores are included in the Adequate Yearly Progress (AYP) measure. Because of this, many elementary schools have cut back on the amount of science provided to the students. NSTA says that they encourage Congress to make science a required component of the measure. (AN: 27216219)

Subjects: Mathematics education; Science education; United States; United States. Congress; **No Child Left Behind** Act of 2001; Mathematical programming

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- 73.

[NCLB draft lays down law on using alternate assessments.](#)

Periodical

Education USA (LRP Publications). Oct2007, Vol. 4 Issue 3, p6-6. 1/2p. Abstract: The article focuses on provisions of the proposed reauthorization of the U.S. **No Child Left Behind (NCLB)** Act which will allow students with cognitive disabilities to take alternate **assessments** in one or more subjects. The provisions, authored by legislator George Miller, requires states to have guidelines for IEP teams in deciding whether a student's disabilities warrant the use of an alternate tests. (AN: 27027211)

Subjects: Education of students with disabilities; Educational tests & measurements; United States; Educational law & legislation -- United States; **No Child Left Behind** Act of 2001



- 74.

[NCLB uses a flawed measuring stick to judge school performance.](#)

Periodical

International Educator. Oct2007, Vol. 22 Issue 1, p24-24. 1/5p. Abstract: The article proposes revisions to the U.S. **No Child Left Behind (NCLB)** Act. Paul E. Peterson, Harvard University professor, said that the **NCLB** Act is incompetent in pointing out failing schools. Peterson suggests the use of more accurate methods for **assessment** of educational progress and making students, teachers, and administrators responsible and accountable for improvement, rather than schools. Rep. George Miller, Chairman of the U.S. House of representatives Committee on Education and Labor, said that proposals will be considered for the **NCLB**. (AN: 27417807)

Subjects: Failing schools; Educational evaluation; Educational tests & measurements; Educational accountability; United States; **No Child Left Behind** Act of 2001; Peterson, Paul E.; Miller, George, 1945-

[PDF Full Text](#) (562KB)

- 75.

[Reauthorization of No Child Left Behind Inches Ahead.](#)

Periodical

By: Snyder, Neil. ASHA Leader. 9/25/2007, Vol. 12 Issue 13, p38-38. 1/2p. Abstract: This article discusses a draft from the U.S. Committee on Education and Labor concerning the reauthorization of the **No Child Left Behind (NCLB)** Act. The draft is a result of input from hearings and discussions with such groups as American Speech-Language-Hearing Association and others. The draft focuses on **assessment** requirements, aggregated data, and other hot issues. Some feel that U.S. Representative George Miller will try to push through a reauthorization bill. DOI: 10.1044/leader.PA2.12132007.38. (AN: 26803873)

Subjects: United States; American Speech-Language-Hearing Association; **No Child Left Behind Act of 2001**; Education -- United States; Educational law & legislation -- United States; Miller, George, 1945-



- 76.

[Leahy, Feingold unveil bill to overhaul **NCLB** testing. \(cover story\).](#)

Periodical

By: Sawchuk, Stephen. Education Daily. 9/19/2007, Vol. 40 Issue 170, p1-4. 2p. Abstract: The article reports on the introduction of the Improving Student Testing Act by U.S. Senators Russell Feingold and Patrick Leahy in September 2007. It is noted that the bill would allow states to make changes to testing and accountability requirements under the **No Child Left Behind Act**. The bill would allow states to use other academic indicators in making accountability determinations and to incorporate formative, portfolio and performance-based tests into **assessment** and accountability systems. (AN: 26799710)

Subjects: Educational accountability; Educational tests & measurements; United States; Educational law & legislation -- United States; **No Child Left Behind Act of 2001**; Feingold, Russ, 1953-; Leahy, Patrick J., 1940-



- 77.

[Research Using NAEP Results Shows **No Significant Improvement Under NCLB**.](#)

Periodical

ERS e-Bulletin. 9/13/2007, Vol. 35 Issue 1, p10-10. 1p. Abstract: The article focuses on a research which compares state-**assessment** results mandated under **No Child Left Behind (NCLB)** to the National **Assessment** of Educational Progress (NAEP). Researchers did not able to understand the impact of **NCLB** on student achievement. Researchers found that state proficiency standards are significantly lower than the NAEP proficiency threshold. They recommended the establishment of a consensus regarding the proficiency standard. (AN: 26909677)

Subjects: Academic achievement; Educational evaluation; Education policy; United States; National **Assessment of Educational Progress (Project)**

- 78.

[NCLB draft lays down law on using alternate **assessments**.](#)

Periodical

By: Sherman, Mark W. Education Daily. 9/6/2007, Vol. 40 Issue 161, p3-3. 2/3p. Abstract: The article reports on the plan of U.S. Representative George Miller to reauthorize the U.S. **No Child Left Behind Act**. It is indicated that the plan to reauthorize the **NCLB** will codify the rules that let students with cognitive disabilities take alternate **assessments** in one or more subjects. Nancy Reder of the National Association of State Directors of Special Education warns that the push for grade-level content presents certain challenges. (AN: 26685679)

Subjects: Laws on education of **children** with disabilities; United States; **No Child Left Behind Act of 2001**; Cognition disorders in **children**; Miller, George, 1945-; Reder, Nancy



- 79.

[Language Provision in **NCLB** Draft Plan Criticized.](#)

Periodical

By: Zehr, Mary Ann. Education Week. 9/5/2007, Vol. 27 Issue 2, p21-21. 1/3p. Abstract: The article discusses issues regarding the effect of the **No Child Left Behind Act** on English-learning students. Critics are concerned with costs and resources associated with the plans of the U.S. House Education and Labor Committee to require native-language **assessment** programs in some states. Other concerns involve the lack of language instruction and consistent application of portfolio tests. (AN: 26911052)

Subjects: Education & society; Bilingual education; Second language acquisition; Native language & education; School administration; United States; **No Child Left Behind Act of 2001**; United States -- Social conditions -- 1980-

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- 80.

[No Child Left Behind: What Would AI Say?](#)

Periodical

By: Kahlenberg, Richard D. Education Week. 9/5/2007, Vol. 27 Issue 2, p36-28. 2p. 1 Color Photograph. Abstract: The article focuses on the late president of the American Federation of Teachers, Albert Shanker. It discusses his efforts to deal with education reform in the U.S. The author believes Shanker would have supported the basic premise of the federal **No Child Left Behind Act** but would have contested its deviation from a standards-based reform, an idea originally conceived by Shanker. Also discussed are Shanker's **assessments** about student and teacher achievement, testing, and accountability. (AN: 26911061)

Subjects: **Assessment** of education; Academic achievement; Education; Teacher evaluation; Testing; United States; **No Child Left Behind** Act of 2001; Shanker, Albert

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- 81.

[Hidden Benefits and Unintended Consequences of **No Child Left Behind** Policies for Students Who Are Deaf or Hard of Hearing.](#)

Academic Journal

By: Cawthon, Stephanie W. American Educational Research Journal. Sep2007, Vol. 44 Issue 3, p460-492. 33p. Abstract: **No Child Left Behind (NCLB)** creates a high-stakes environment by holding schools accountable for how all students perform on state **assessments**, including students with disabilities and students who are English Language Learners. The focus of this article is on the impact of **NCLB** on students who are deaf or hard of hearing (SDHH). The SDHH have diverse linguistic characteristics and are served in a range of educational settings. The purpose of this article is to explore the hidden benefits and consequences of **NCLB** policy on SDHH in two areas: **assessment** and accountability. Drawing on findings from the author's program of research, the article illustrates areas where policy may differentially affect students depending on their state of residence and educational setting. The discussion ends with a summary of benefits and hidden consequences of **NCLB** for SDHH. [ABSTRACT FROM AUTHOR] DOI: 10.3102/0002831207306760. (AN: 26509068)

Subjects: Education of deaf **children**; EDUCATION; Education; Government policy; Educational test & measurement laws; Education accountability laws; Students with disabilities; Academic accommodations; Academic achievement testing; United States; **No Child Left Behind** Act of 2001; Hearing impaired **children**; Educational law & legislation -- Social aspects; UNITED States; Regional differences

[Cited References:](#) (69) [Times Cited in this Database:](#) (20)



- 82.

[Selected Career and Technical Education Teachers' Perceptions of the **No Child Left Behind** Act \(Public Law 107-110\): An Exploratory Study.](#)

Academic Journal

By: Gordon, Howard R. D.; Yocke, Richard J.; Maldonado, Cecilia; Saddler, Sterling J. Journal of Career & Technical Education. Fall2007, Vol. 23 Issue 1, p121-132. 12p. 1 Chart. Abstract: The purpose of this study was to determine how selected career and technical education teachers (CTE) in West Virginia perceived the impact of the **No Child Left Behind (NCLB)** Act. A convenience sample was used to select thirty-seven (N= 37) career and technical education teachers from five Southern West Virginia career and technical schools. The data suggest that professional development programs provided less than adequate provisions of **NCLB** to selected CTE teachers. It appears that selected CTE teachers were less than cognizant that the **NCLB** Act does not reduce local control of schools. Comments from selected participants suggest that more emphasis should be placed on accountability of students, government, and parents. Overall, selected career and technical education teachers' perceptions toward teacher quality and parental choices appeared to be mixed. On the other hand, selected CTE teachers were more likely to support local control and **assessment** provisions of the **NCLB** Act. [ABSTRACT FROM AUTHOR] DOI: 10.21061/jcte.v23i1.448. (AN: 28087675)

Subjects: Technical education teachers; Career education; Career development; United States; **No Child Left Behind** Act of 2001

[Times Cited in this Database:](#) (2)



- 83.

[NCLB Reauthorization: Who Will Be Left Behind?](#)

Periodical

By: McDonald, Dale. Momentum (0026914X). Sept/Oct2007, Vol. 38 Issue 3, p78-79. 2p. 1 Black and White Photograph. Abstract: The article looks the implications of the reauthorization of the **No Child Left Behind** Act for Catholic and private schools in the U.S. The expansion of the principle of flexibility of standards and **assessments** can have disadvantages for private schools. Participation of private school students and teachers in federal grants is also excluded from the provisions of the bill. (AN: 27058995)

Subjects: EDUCATION; Catholic schools; Private schools; United States; Catholic Church -- Education; Educational law & legislation -- United States; Catholic Church



- 84.

[Race, inequality and educational accountability: the irony of 'No Child Left Behind'.](#)

Academic Journal

By: Darling-Hammond, Linda. Race, Ethnicity & Education. Sep2007, Vol. 10 Issue 3, p245-260. 16p. 1 Chart. Abstract: The **No Child Left Behind** Act, the major education initiative of the Bush Administration, was intended to raise educational achievement and close the racial/ethnic achievement gap. Its strategies include focusing schools' attention on raising test scores, mandating better qualified teachers and providing educational choice. Unfortunately, the complex requirements of the law have failed to achieve these goals, and have provoked a number of unintended negative consequences which frequently harm the students

the law is most intended to help. Among these consequences are a narrowed curriculum, focused on the low-level skills generally reflected on high stakes tests; inappropriate **assessment** of English language learners and students with special needs; and strong incentives to exclude low-scoring students from school, so as to achieve test score targets. In addition, the law fails to address the pressing problems of unequal educational resources across schools serving wealthy and poor **children** and the shortage of well-prepared teachers in high-need schools. A policy that would live up to the law's name would need to address these issues and reshape the law's requirements to enable the use of **assessments** and school improvement strategies that support higher-quality teaching and learning. [ABSTRACT FROM AUTHOR] DOI: 10.1080/13613320701503207. (AN: 26461084)

Subjects: Educational law & legislation; Services for students; Academic achievement; Special needs students; Educational equalization; United States; **No Child Left Behind** Act of 2001; Minority students -- Services for

Cited References: (45) **Times Cited in this Database:** (85)



- 85.

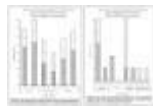
What Is Measured Is Treasured: The Impact of the **No Child Left Behind Act on Nonassessed Subjects.**

Academic Journal

By: Pederson, Patricia Velde. Clearing House. Jul2007, Vol. 80 Issue 6, p287-291. 5p. 2 Graphs. Abstract: In this article, the author reports the results of a national survey taken by state **assessment** directors on the impact of **No Child Left Behind** on nonassessed subjects between the years 2001-5. Results indicate that during this time, statewide **assessment** of science and writing increased whereas it decreased in the social studies, arts and humanities, listening, and technology and computers. Four themes emerged when survey takers queried participants about the impact of **No Child Left Behind** on nonassessed subject areas. First, reduction of resources and time for nontested subject areas was evident. Second, curriculum integration of nontested subject areas into the tested subjects increased. Third, alignment of curriculum and **assessment** with state standards increased. Fourth, several state **assessment** directors relayed they observed **no** impact. [ABSTRACT FROM AUTHOR] DOI: 10.3200/TCHS.80.6.287-291. (AN: 26288451)

Subjects: Curricula (Courses of study); Educational tests & measurements; Educational evaluation; Educational standards; **No Child Left Behind** Act of 2001; Surveys

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- 86.

NCLB does not mandate language-sensitive assessments.

Periodical

School Law News (LRP Publications). Jul2007, Vol. 35 Issue 7, p11-12. 2p. Abstract: The article summarizes the case Coachella Valley Unified School District, et al versus State of California which involves the discretionary authority of the state to conduct student **assessments** under the **No Child Left Behind** Act. The Supreme Court of California did not grant the request of a Hispanic civil rights group to force the state to provide testing in Spanish. The court reasoned that California was acting within its discretion under the law. (AN: 25624749)

Subjects: Educational tests & measurements; School administration; California; California. Supreme Court; Actions & defenses (Law); **No Child Left Behind** Act of 2001; Spanish language



- 87.

CEP finds student gains since NCLB.

Periodical

What Works in Teaching & Learning. Jul2007, Vol. 39 Issue 7, p12-12. 1/2p. Abstract: The article reports on the steady improvements in student test scores and proficiency in math and science since 2002, according to the Center on Education Policy (CEP) in the U.S. With the comprehensive analysis of state **assessment** scores, CEP and a panel of **No Child Left Behind** (NCLB) experts gathered and verified pre- and post-NCLB test scores and proficiency levels for reading and math. The **assessment** report shows that the overall scores have increased in math and reading, and the achievement gaps between white and minority students and poor and wealthy students stayed flat in most states. (AN: 25639290)

Subjects: Educational evaluation; Education policy; Educational ideologies; Educational law & legislation; State supervision of teaching; Test interpretation; Educational tests & measurements; Students; United States

- 88.

Long-term NCLB evaluations start to bear fruit.

Periodical

By: Sparks, Sarah D. Education Daily. 6/13/2007, Vol. 40 Issue 111, p6-6. 1p. 1 Graph. Abstract: The article reports on the long-term evaluations of the **No Child Left Behind** Act in the U.S. The author said that researchers found more overall acceptance

of standards-based accountability, specifically the use of student **assessment** data to adapt instruction and school programming. The study also found that infrastructure lags **behind** intentions. (AN: 25556086)

Subjects: Educational evaluation; School administration; United States; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States



• 89.

[Assessment and Accommodation Issues Under the **No Child Left Behind** Act and the Individuals With Disabilities Education Improvement Act.](#)

Academic Journal

By: Shriner, James G.; Ganguly, Rahul. **Assessment** for Effective Intervention. Summer2007, Vol. 32 Issue 4, p231-243. 13p. 2 Charts. Abstract: Including students with disabilities in the new standards and accountability systems is one of the key challenges facing school districts around the nation. In this article, the authors first address the evolving **assessment** and accommodations requirements of both the **No Child Left Behind** Act of 2001 (**NCLB**) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), with specific emphasis on the interrelationships between education curriculum standards, participation options, and accommodation decisions. Second, using findings from earlier studies, they discuss the decision-making practices of school personnel with regard to participation and accommodations practices for students with high-incidence disabilities who participate in state **assessments** with or without accommodations. Finally, they suggest areas for future research, including those that may arise with the emergence of alternate **assessments** based upon modified achievement standards and from the increased monitoring of accommodation decisions under both **NCLB** and IDEIA. [ABSTRACT FROM AUTHOR] DOI: 10.1177/15345084070320040501. (AN: 26562755)

Subjects: Special education -- Law & legislation; Students with disabilities; Evaluation; United States; **No Child Left Behind** Act of 2001

Cited References: (27) Times Cited in this Database: (3)



• 90.

[Gauging Growth: How to Judge **No Child Left Behind**?](#)

Academic Journal

By: Fuller, Bruce; Wright, Joseph; Gesicki, Kathryn; Kang, Erin. Educational Researcher. Jun/Jul2007, Vol. 36 Issue 5, p268-278. 11p. Abstract: Many policymakers feel pressure to claim that **No Child Left Behind** (**NCLB**) is boosting student performance, as Congress reconsiders the federal government's role in school reform. But how should politicians and activists gauge **NCLB's** effects? The authors offer evidence on three barometers of student performance, drawing from the National **Assessment** of Educational Progress (NAEP) and state data spanning the 1992-2006 period. Focusing on the performance of fourth graders, where gains have been strongest since the early 1970s, the authors find that earlier test score growth has largely faded since enactment of **NCLB** in 2002. Gains in math achievement have persisted in the post-**NCLB** period, albeit at a slower rate of growth. Performance in many states continues to apparently climb. But the bar defining proficiency is set much lower in most states, compared with the NAEP definition, and the disparity between state and federal results has grown since 2001. Progress seen in the 1990s in narrowing achievement gaps has largely disappeared in the post-**NCLB** era. [ABSTRACT FROM AUTHOR] DOI: 10.3102/0013189X07306556. (AN: 26047989)

Subjects: Educational evaluation; GOVERNMENT policy; School **children**; Educational tests & measurements; Academic achievement testing; Achievement gap; United States; National **Assessment** of Educational Progress (Project); **No Child Left Behind** Act of 2001; Educational change

Cited References: (43) Times Cited in this Database: (28)



• 91.

[NCLB 2% Final Rule Released.](#)

Periodical

By: Clarke, Catherine. ASHA Leader. 5/29/2007, Vol. 12 Issue 7, p3-3. 1/3p. Abstract: The article presents information on the 2 percent rule, which took effect May 9, 2007 and regulates how U.S. states assess certain students with disabilities under the federal **No Child Left Behind** Act (**NCLB**). The author explains that the U.S. Department of Education's regulations allow states to modify academic achievement standards and alternate **assessments** for students with disabilities who are capable of achieving high standards but who may take longer than their peers to do so. (AN: 25223289)

Subjects: Educational law & legislation; Education of learning disabled **children**; Academic achievement testing; GOVERNMENT policy; Government policy; United States; United States. Dept. of Education; Educational tests & measurements; **No Child Left Behind** Act of 2001; Education -- United States



• 92.

[Bush Pressing His Case on Renewal of **NCLB**.](#)

Periodical

By: Robelen, Erik W.; Hoff, David J. Education Week. 5/2/2007, Vol. 26 Issue 35, p20-22. 2p. Abstract: The article discusses the efforts of U.S. Republican President George W. Bush to promote the **No Child Left Behind** Act (**NCLB**). Some critics think that

Bush's proposals will have **no** effect when it comes to reforming **NCLB**. The article discusses the reauthorization timetable. A group of bipartisan senators has created a proposal to lower the number of high school dropouts without input from Bush or his proposals. Some Democrats do agree on the **NCLB's** main provisions for annual **assessment**. (AN: 25031077)

Subjects: High school dropouts; Educational tests & measurements; United States; Democratic Party (U.S.); Republican Party (U.S. : 1854-); **No Child Left Behind Act of 2001**

[HTML Full Text](#)

- 93.

[What Congress needs to hear about NCLB.](#)

Periodical

By: McElroy, Edward J. American Teacher. May/Jun2007, Vol. 91 Issue 7, p2-2. 1p. Abstract: The author summarizes the testimony he gave before the U.S. House and Senate education committees regarding changes to the **No Child Left Behind Act (NCLB)**. He said that the adequate yearly progress (AYP) **assessment** system should be modified. There are concerns that class time is being usurped by teaching for the standardized tests and not on areas where students need help. For-profit supplemental educational services (SES) are spending too little of their **NCLB** funds on tutoring. (AN: 25062947)

Subjects: Educational change; Standardized tests; United States; United States. Congress. House. Committee on Education & Labor; **No Child Left Behind Act of 2001**; United States. Congress. Senate. Education Committee



- 94.

[AFT offers NCLB solutions.](#)

Periodical

American Teacher. May/Jun2007, Vol. 91 Issue 7, p11-11. 1/4p. Abstract: The article discusses the recommendations that the American Federation of Teachers (AFT) have submitted to the U.S. Senate education committee for changes to the **No Child Left Behind Act (NCLB)**. The changes include adding a growth model to better track adequate yearly progress (AYP), more tailored **assessments** for English language learners and students with disabilities. For low-performing schools, interventions are recommended. AFT is working with the National Education Association. (AN: 25062966)

Subjects: Education; Education of students with disabilities; Foreign language education; United States; American Federation of Teachers; National Education Association of the United States; **No Child Left Behind Act of 2001**; United States. Congress. Senate. Education Committee



- 95.

[The implications of no child left behind for students with developmental disabilities.](#)

Academic Journal

By: Wakeman, Shawnee Y.; Browder, Diane M.; Meier, Irene; McColl, Ann. Mental Retardation & Developmental Disabilities Research Reviews. 2007, Vol. 13 Issue 2, p143-150. 8p. Abstract: In a review of current research and the **No Child Left Behind (NCLB)** legislation, this paper focuses on two specific issues: (a) how students with developmental disabilities show adequate yearly progress, including a description of the **assessments** in which this population may participate, and (b) the policy issues surrounding **NCLB** including technical requirements of alternate **assessments**, alignment of content standards, **assessments**, and instruction, the requirement of all teachers to be highly qualified, and the relationship between **NCLB** and the Individuals with Disabilities Education Improvement Act (IDEA, 2004). Areas for future research are identified through a review of relevant literature. © 2007 Wiley-Liss, Inc. MRDD Research Reviews 2007;13:143-150. [ABSTRACT FROM AUTHOR] DOI: 10.1002/mrdd.20147. (AN: 25425768)

Subjects: Developmental disabilities; United States; United States. Individuals with Disabilities Education Act; **No Child Left Behind Act of 2001**; Medical research



- 96.

[The Elementary and Secondary Education Act, as Amended by the No Child Left Behind Act: A Primer: RL33960.](#)

Report

By: Riddle, Wayne C.; Skinner, Rebecca R. Congressional Research Service: Report. 4/12/2007, p1. 22p. Abstract: The primary source of federal aid to K-12 education is the Elementary and Secondary Education Act (ESEA), particularly its Title I, Part A program of Education for the Disadvantaged. The ESEA was initially enacted in 1965 (P.L. 8910), and was most recently amended and reauthorized by the **No Child Left Behind Act of 2001 (NCLBA, P.L. 107-110)**. Virtually all ESEA programs are authorized through FY2008. During the current 110th Congress, congressional hearings are being conducted in anticipation of subsequent consideration of legislation to amend and extend the ESEA. The NCLBA initiated a major expansion of federal influence upon several aspects of public K-12 education, primarily with the aim of increasing the accountability of public school systems and individual public schools for improving achievement outcomes of all pupils, especially the disadvantaged. States must implement in all public schools and school districts a variety of standards-based **assessments** in reading, math and science; make complex annual adequate yearly progress (AYP) determinations for each public school and district; and require virtually all public school teachers and aides to meet a variety of qualification requirements. State AYP policies must incorporate an ultimate goal of all public school pupils reaching a proficient or higher level of achievement by the end of the 2013-14 school

year. Further, participating states must enforce a series of increasingly substantial consequences for most of their schools and almost all school districts that fail to meet the AYP standards for two consecutive years or more. All of these requirements are associated with state participation in the ESEA Title I-A program. Other major ESEA programs provide grants to support the education of migrant students; recruitment of and professional development for teachers; language instruction for limited English proficient students; drug abuse prevention programs; after-school instruction and care; expansion of charter schools and other forms of public school choice; education services for Native American, Native Hawaiian, and Alaska Native students; Impact Aid to compensate local educational agencies for taxes foregone due to certain federal activities; and a wide variety of innovative educational approaches or instruction to meet particular student needs. This report provides a brief overview of major provisions of the ESEA. It will not be updated. [ABSTRACT FROM AUTHOR] (AN: 24804830)

Subjects: Educational law & legislation; Federal aid to education; Educational finance; United States; United States. Elementary & Secondary Education Act of 1965; **No Child Left Behind Act of 2001**

- 97.

[AASA Responds to NCLB Commission Report.](#)

Periodical

District Administration. Apr2007, Vol. 43 Issue 4, p22-22. 2/3p. 1 Color Photograph. Abstract: The article reports that the "Beyond NLCB" report of the Commission on **No Child Left Behind** has been criticized by the American Association of School Administrators (AASA). The report contains 75 recommendations on how the U.S. Congress should revamp the **No Child Left Behind** (NLCB) law. The AASA cites the report's flawed **assessment** of the state and ill-advised proposed direction of the law. (AN: 24687370)

Subjects: Educational law & legislation; United States; American Association of School Administrators; **No Child Left Behind Act of 2001**; Education -- United States

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- 98.

[Diverse organizations unite to influence NCLB reauthorization.](#)

Periodical

Education USA (LRP Publications). Apr2007, Vol. 3 Issue 9, p4-4. 2/3p. Abstract: The article reports on the unity of organizations calling for changes to the **No Child Left Behind Act** in the U.S. in 2007. More than one hundred organizations signed for the campaign. They said the coalition encourages the mainstay organizations to consider various viewpoints on the law. The recommendations endorsed include revisions to the methods for measuring student progress, changes in states' **assessment** systems, a call for full funding, and a rethinking of the sanctions provisions. (AN: 25071154)

Subjects: Rating of students; Educational evaluation; United States; **No Child Left Behind Act of 2001**; Associations, institutions, etc. -- United States; Educational law & legislation -- United States



- 99.

[IRA constant in monitoring Reading First, NCLB.](#)

Periodical

Reading Today. Apr/May2007, Vol. 24 Issue 5, p7-7. 1/3p. Abstract: The article deals with recommendations of the International Reading Association (IRA) regarding changes to the **No Child Left Behind Act of 2001 (NCLB)** being implemented in the U.S. These include using nationally recognized evidence-based criteria to evaluate development and instructional programs, and student **assessments**. IRA also recommended inclusion of other components of effective reading instruction and vowed to continuously monitor the implementation of the Reading First program and **NCLB**. (AN: 24768569)

Subjects: Reading; Education policy; Government policy; United States; International Reading Association; **No Child Left Behind Act of 2001**; Educational law & legislation -- United States

[PDF Full Text](#) (234KB)

- 100.

[Bush Claims About NCLB Questioned. \(cover story\).](#)

Periodical

By: Hoff, David J.; Manzo, Kathleen Kennedy. Education Week. 3/14/2007, Vol. 26 Issue 27, p1-27. 3p. 4 Charts, 4 Graphs. Abstract: The article reports opinions as to whether the **No Child Left Behind Act (NCLB)** is meeting its goals. U.S. President George W. Bush says yes, based on part of the National **Assessment** of Educational Progress (NAEP) and certain Reading First data. Educational researchers call Bush's data questionable, in that it reports long-term trends predating **NCLB**. Critics say **NCLB** puts too much emphasis on test scores, and researchers say it has brought attention to challenges and inequity in education. (AN: 24412453)

Subjects: Education research; Academic achievement testing; United States; National **Assessment** of Educational Progress (Project); **No Child Left Behind** Act of 2001; Educational law & legislation -- United States; Bush, George W. (George Walker), 1946-

Times Cited in this Database: (1)

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Search Results: 101 - 150 of 226

Result List

- 101.

[NCLB Panel Endorses Tougher Standards for Law.](#)

Periodical

ERS e-Bulletin. 3/8/2007, Vol. 34 Issue 12, p1-1. 1p. Abstract: The article presents an overview on the research report conducted by the Commission on **No Child Left Behind (NCLB)**, a 15-member bipartisan commission in the U.S. The commission created to identify the success and challenges of **NCLB** Act proposes the use of student test scores in evaluating teacher effectiveness. Their recommendations include strong accountability, effective school improvement and fair and accurate **assessments** of student progress. (AN: 24351089)

Subjects: Educational reports; Education research; Educational tests & measurements; Teacher effectiveness; School improvement programs; United States; **No Child Left Behind** Act of 2001

- 102.

[President Bush stumps for education legacy, **NCLB**.](#)

Periodical

By: Sparks, Sarah. Education Daily. 3/6/2007, Vol. 40 Issue 43, p3-3. 1/3p. Abstract: The article reports on the clarification by U.S. President George W. Bush that he wants the federal government to have **no** part in designing a federal test. Bush said that they did not design the test because he believes a federal test undermines local control of schools. Education Secretary Margaret Spellings has expressed support for creating voluntary national standards and **assessments** in partnership with states and education experts. (AN: 24369747)

Subjects: Education policy; United States; Education -- United States; Bush, George W. (George Walker), 1946-; Spellings, Margaret, 1957-



- 103.

[NO CHILD LEFT BEHIND.](#)

Periodical

American School Board Journal. Mar2007 Supplement, Vol. 194, p8-8. 1p. Abstract: The article discusses the reauthorization of the **No Child Left Behind (NCLB)** Act of the U.S. The law imposes high standards for evaluating school and student performance. It also imposes sanctions to school districts that fail to make Adequate Yearly Progress (AYP). The National School Boards Association (NSBA) is urging the **NCLB** Commission to amend the law in order to give states more flexibility in designing alternative ways of measuring AYP. NSBA also opposes the **assessment** standard of the **NCLB** Act which measures school quality based on students' performance on a single **assessment**. (AN: 24468099)

Subjects: Educational law & legislation; Educational evaluation; Educational standards; Education policy; United States; National School Boards Association (Organization); **No Child Left Behind** Act of 2001

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- 104.

[AFT presses for voucher-free reauthorization of **NCLB**.](#)

Periodical

American Teacher. Mar/Apr2007, Vol. 91 Issue 6, p11-11. 1/3p. Abstract: The article presents American Federation of Teachers (AFT) president Edward J. McElroy's response to U.S. President George W. Bush's proposed changes to the **No Child Left Behind** Act. McElroy calls on Bush to work with Democratic party leaders in Congress. He states that Bush's inclusion of two voucher schemes will cause partisan argument, taking time away from needed debate on the definition of adequate yearly progress and **assessment** of English language learners and students with special needs. (AN: 24373861)

Subjects: Education policy; Educational change; United States; American Federation of Teachers; Education -- United States; **No Child Left Behind** Act of 2001; Bush, George W. (George Walker), 1946-; McElroy, Edward J.



- 105.

[The Big Fixes Now Needed for "No Child Left Behind."](#)

Periodical

By: Stover, Del. Education Digest. Mar2007, Vol. 72 Issue 7, p4-11. 8p. Abstract: The article discusses the reauthorization of the U.S. **No Child Left Behind Act (NCLB)** and the desire amongst educators for change. President George W. Bush and Education Secretary Margaret Spellings have campaigned for the law to be renewed. Reform seems possible because of the number of Democrats in the U.S. Congress. The article mentions that the Bill and Melinda Gates Foundation and other organizations want **NCLB** to be reformed. Critics complain that the adequate yearly progress (AYP) formulas inaccurately portray school performance. Funding could be another problem and has already caused a rift between Congressional Republicans and Democrats. Another problem is how to remake **assessments** that will accurately test English language learners (ELL) without skewing a school's AYP. (AN: 25057107)

Subjects: Educational standards; Educational tests & measurements; Foreign language education; Public spending; Federal aid to education; United States; **No Child Left Behind Act of 2001**; Educational change laws; Spellings, Margaret, 1957-

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- 106.

[Large-Scale Assessment, Rationality, and Scientific Management: The Case of No Child Left Behind.](#)

Academic Journal

By: Roach, Andrew T.; Frank, Jennifer L. Journal of Applied School Psychology. 2007, Vol. 23 Issue 2, p7-25. 19p. 1 Chart. Abstract: This article examines the ways in which **NCLB** and the movement towards large-scale **assessment** systems are based on Weber's concept of formal rationality and tradition of scientific management. Building on these ideas, the authors use Ritzer's McDonaldization thesis to examine some of the core features of large-scale **assessment** and accountability systems. According to Ritzer, McDonaldized systems and routines are characterized by four central features: (a) a pursuit of efficiency; (b) emphasis on calculability or quantification of outcomes; (c) predictability and uniformity; and (d) control through nonhuman technologies. Strengths and shortcomings of each of these features for schools and educators are discussed. The article concludes with ideas and strategies for school psychologists interested in maximizing the benefits and minimizing the negative outcomes of large-scale **assessment** and accountability systems. [ABSTRACT FROM AUTHOR] DOI: 10.1300/J370v23n02_02. (AN: 26426334)

Subjects: Psychological tests; Educational accountability; High-stakes tests; **No Child Left Behind Act of 2001**; Psychodiagnostics; Psychologists



- 107.

[ELLs benefit under NCLB, but hurdles remain.](#)

Periodical

What Works in Teaching & Learning. Mar2007, Vol. 39 Issue 3, p8-9. 2p. Abstract: The article discusses the barriers in the implementation of the **No Child Left Behind (NCLB)** Act reauthorization in the U.S. One disturbing pressure of the **NCLB** is the increasing number of American students who do not speak English. The English-language learners (ELL) have received the most attention and had made the most progress for the past years. This has been due to two standards, Title 1's adequate annual progress and Title 3's annual measurable achievement objectives. Meanwhile, Education Secretary Margaret Spellings launched a new limited English proficiency partnership to enhance better **assessments** and professional development programs. However, the most common request made by ELL educators, policymakers and parents is for flexibility in dealing with diverse funding standards. (AN: 24337919)

Subjects: Education; Students; Academic achievement; Parents; United States; United States. Dept. of Education; **No Child Left Behind Act of 2001**; English language; Legislators; Spellings, Margaret, 1957-

- 108.

[Despite dissent on NCLB, Hill leaders commit to stronger reforms. \(cover story\).](#)

Periodical

By: Mohr, Patti. Education Daily. 2/26/2007, Vol. 40 Issue 37, p1-8. 2p. Abstract: The article reports on the adherence of lawmakers in the U.S. toward a reformation of the testing requirements for the **No Child Left Behind Act (NCLB)**. Senators Edward Kennedy, Mike Enzi, George Miller and Howard McKeon stated that the National **Assessment** of Educational Progress scores must be given more federal action, particularly for secondary schools. (AN: 24238955)

Subjects: Educational change; Secondary education; United States; **No Child Left Behind Act of 2001**; Kennedy, Edward Moore, 1932-2009; Enzi, Michael B., 1944-; Miller, George, 1945-; McKeon, Howard P., 1938-



- 109.

[NCLB commission's N-size advice met with mixed response.](#)

Periodical

By: Arundel, Kara. Education Daily. 2/26/2007, Vol. 40 Issue 37, p3-3. 1/2p. Abstract: The article discusses issues on the recommendation of the Commission of **No Child Left Behind** to set a minimum N-size to strengthen the accountability systems of schools in the U.S. The advice was met with differing opinions. Scott Marion, vice president of the Center for **Assessment**, stated that using confidence intervals are more reliable than setting N-sizes. Some educators were anxious that lower N-sizes would leave schools and districts vulnerable to slight fluctuations in student demographics. (AN: 24238958)

Subjects: Educational accountability; United States; **No Child Left Behind** Act of 2001; Government agencies; Confidence intervals; Education -- United States; Marrión, Scott



- 110.

[Panel Report Is Latest Rx for **NCLB**. \(cover story\).](#)

Periodical

By: Hoff, David J. Education Week. 2/21/2007, Vol. 26 Issue 24, p1-30. 2p. 1 Chart. Abstract: The article reports on the U.S. Congressional debate over the **No Child Left Behind** Act (**NCLB**). The Aspen Institute's Commission on **NCLB** report suggested changes to the law and outlined ways to determine teachers' effectiveness. The U.S. House and Senate provide goals for reauthorizing the **NCLB** law. Academic progress should be tracked by annual **assessments** in reading and mathematics. Topics discussed include parental lawsuits, teacher quality, and the National **Assessment** Governing Board. (AN: 24204112)

Subjects: Teacher effectiveness; Educational tests & measurements; Mathematics education; Reading (Elementary); United States; **No Child Left Behind** Act of 2001

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- 111.

[School Board Members Hit D.C. to Weigh In on **NCLB**.](#)

Periodical

By: Klein, Alyson. Education Week. 2/7/2007, Vol. 26 Issue 22, p19-20. 2p. Abstract: The article discusses the re-authorization of the **No Child Left Behind** Act (**NCLB**) and the U.S. National School Boards Association. Secretary of Education Margaret Spellings underscored the chasm between the administration's plan for school choice and additional money and resources. The Elementary and Secondary Education Act, federal vouchers, teacher and student **assessments**, and views on education from Massachusetts representative Edward Kennedy and Alaska representative Don Young are discussed. (AN: 23973787)

Subjects: Federal aid to education; Education policy; United States; National School Boards Association (Organization); **No Child Left Behind** Act of 2001; Spellings, Margaret, 1957-; Kennedy, Edward Moore, 1932-2009; Young, Don, 1933-

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- 112.

[State Chiefs Offer Their Prescription for Renewing **NCLB**.](#)

Periodical

By: Hoff, David J. Education Week. 2/7/2007, Vol. 26 Issue 22, p21-21. 1/4p. Abstract: The article reports on **assessment** and accountability systems to gauge how well schools and districts are meeting the achievement goals set under the **No Child Left Behind** Act (**NCLB**). The Council of Chief State School Officers provided recommendations alongside the re-authorization of **NCLB**. States could win approval for an accountability system that doesn't assess students from the same tests each year. The opposition says annual testing is an important diagnostic tool. (AN: 23973772)

Subjects: Educational accountability; Students; Training; Education policy; Examinations; United States; **No Child Left Behind** Act of 2001

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- 113.

[Iowa adopts a technology-infused model for meeting **NCLB** demands.](#)

News

By: O'Connell, John; Phye, Gary. eSchool News. Feb2007, Vol. 10 Issue 2, p34-34. 1p. Abstract: The article describes the approach used by an Area Educational Agency (AEA), a consortium of school districts in Iowa, to increase student achievement in mathematics at the fourth grade level. It identifies the role of Math Perspectives Teacher Development Center in the endeavor. It describes the various intervention strategies selected by the AEA to achieve its goal, including ALEKS, a Web-based, artificially intelligent **assessment** and learning system. It assesses whether the AEA achieved its goal. (AN: 23944534)

Subjects: School districts; Mathematics education (Elementary); Academic achievement; Educational technology; Artificial intelligence; Instructional systems; Iowa



- 114.

[Mayors want bigger role in NCLB reauthorization.](#)

Periodical

By: Sparks, Sarah. Education Daily. 1/26/2007, Vol. 40 Issue 17, p1-4. 2p. Abstract: The article emphasizes the desire of the U.S. Conference of Mayors to have more role when the **No Child Left Behind (NCLB)** Act is reauthorized in 2007. The mayors particularly want to handle issues concerning teacher quality and **assessment** methods for special education students. Trenton, New Jersey Mayor Douglas Palmer, conference president, said the law should focus on improving struggling schools. The mayors want legislators to strengthen **NCLB** against unfunded mandate. (AN: 23914820)

Subjects: Educational law & legislation; United States Conference of Mayors; **No Child Left Behind** Act of 2001; Mayors -- United States; Local government; Palmer, Douglas



- 115.

[Let Systemic Changes Replace NCLB Sanctions.](#)

Periodical

By: Neill, Monty. Education Week. 1/24/2007, Vol. 26 Issue 20, p41-41. 1/6p. Abstract: The article presents a letter to the editor regarding the impact on classroom teaching and curricula from the U.S. **No Child Left Behind** Act and the National **Assessment** of Educational Progress (NAEP) exams. (AN: 23795231)

Subjects: Educational change; Letters to the editor

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- 116.

[NCLB Keeps Some Great Teaching Candidates Out Forever.](#)

Periodical

By: Wakefield, Dara. Education Digest. Jan2007, Vol. 72 Issue 5, p51-57. 7p. Abstract: The article asserts that the United States' Higher Education Act and **No Child Left Behind (NCLB)** may be keeping quality teaching candidates from getting a job. Both the Higher Education Act and **NCLB** allow states to design or select their **assessments** for screening candidates and certifying or licensing teachers. The primary stipulation is that states must provide quality assurances in order to receive federal funding and avoid fines. States have measured a teachers quality through tests of basic academic skills, which involves bubble sheet tests, fill in the blank tests, and writing paragraphs. The tests must also be done quickly. The author points out that such tests are not fair to those teacher candidates who have learning disabilities or can not afford the costs of taking the tests. (AN: 24052712)

Subjects: Educational tests & measurements; Teacher training; Learning disabilities; Education policy; Education -- Study & teaching; United States; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States; Achievement tests -- United States; Education -- United States

[HTML Full Text PDF Full Text](#) (369KB)

- 117.

[Use Authentic Assessment Techniques to Fulfill the Promise of No Child Left Behind.](#)

Academic Journal

By: Layton, Carol A.; Lock, Robin H. Intervention in School & Clinic. Jan2007, Vol. 42 Issue 3, p169-173. 5p. 5 Black and White Photographs. Abstract: The article discusses the use of authentic **assessment** plans to track the progress of state educational accountability programs brought about the U.S. **No Child Left Behind** Act of 2001 and the U.S. Individuals with Disabilities Education Improvement Act of 2004. The authors provide suggestions on how to assess individualized education programs used in special education programs for students with disabilities, including collecting student work samples, creating curriculum-based **assessments** to connect student performance to the curriculum, and using an educational portfolio to track the progress of the students. DOI: 10.1177/10534512070420030601. (AN: 23438017)

Subjects: Educational evaluation; Educational accountability; Curriculum-based **assessment**; Individualized education programs; Special education; Laws on education of people with disabilities; United States; United States. Individuals with Disabilities Education Improvement Act of 2004; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States

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- 118.

[CHAPTER TWO: NCLB Testing, Accountability, and Choice.](#)

Book

No Child Left Behind Primer. 2007, p27-61. 35p. 1 Black and White Photograph. Abstract: Chapter 2 of the book "**No Child Left Behind**" is presented. It evaluates the **assessment** and accountability system of the **No Child Left Behind Act (NCLB)** towards schools and school districts that failed to make adequate progress. It looks also into the impact of the accountability system and the options to be provided to the parents of **children** in the schools and its requirement for the implementation. (AN: 35947223)

Subjects: School districts; Educational accountability; **No Child Left Behind Act of 2001**; **No Child Left Behind (Book)**; Hess, Frederick M.; Petrilli, Michael J.

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2006

- 119.

[The No Child Left Behind Act: An Overview of Reauthorization Issues for the 110th Congress: RL33749.](#)

Report

By: Riddle, Wayne C. Congressional Research Service: Report. 12/16/2006, p1. 33p. 1 Chart. Abstract: Most programs of federal aid to K-12 education are authorized by the Elementary and Secondary Education Act (ESEA). The ESEA was most recently amended and reauthorized by the **No Child Left Behind Act of 2001 (NCLBA)**. ESEA programs are authorized through FY2008, and it is generally assumed that the 110th Congress will actively consider legislation to amend and extend the ESEA. Debates over reauthorization of the ESEA are likely to focus on the following overarching issues: (1) What has been the impact of the substantial expansion of standards-based **assessments** of pupil achievement required under the ESEA, and should these requirements be expanded further to include additional subjects and/or grade levels? (2) Are adequate yearly progress (AYP) requirements appropriately focused on improving education for disadvantaged pupil groups and identifying low-performing schools? (3) Have the program improvement, corrective actions, and restructuring required under the ESEA for schools and local educational agencies (LEAs) that fail to meet AYP standards for two consecutive years or more been effectively implemented, and have they significantly improved achievement levels among pupils in the affected schools? (4) Will states meet the requirement that all public school teachers (and many paraprofessionals) be "highly qualified" and that well-qualified teachers are equitably distributed across schools and LEAs? (5) Should ESEA programs be funded at levels closer to the maximum authorized amounts, and at what levels, if any, should authorizations be set for years beyond FY2007? (6) Should the ESEA place greater emphasis on enhancing the nation's international competitiveness in science, mathematics, and foreign language achievement? (7) The NCLBA, with its numerous new or substantially expanded requirements for participating states and LEAs, initiated a major increase in federal involvement in basic aspects of public K-12 education. Should the active federal role in K-12 education embodied in the NCLBA be maintained? [ABSTRACT FROM AUTHOR] (AN: 23579755)

Subjects: Educational law & legislation; Educational standards; Elementary education; Secondary education; United States; **No Child Left Behind Act of 2001**

- 120.

[NASDSE to focus on NCLB, assessment, N-sizes.](#)

Periodical

By: Walton, Robert. Education Daily. 12/14/2006, Vol. 39 Issue 226, p6-6. 1/2p. Abstract: The article focuses on the plan of the National Association of State Directors of Special Education (NASDSE) to discuss the **assessment** of students with disabilities under the U.S. **No Child Left Behind (NCLB) Act**. NASDSE plans to hold a discussion to emphasize the need for an intensive interventions on individual students and address the efficiency of N-sizes and subgroups in line with the reauthorization of **NCLB**. The **assessment** focus must be on expectations according to deputy executive director Nancy Reder. (AN: 23523339)

Subjects: Education of people with disabilities; Associations, institutions, etc.; United States; **No Child Left Behind Act of 2001**; Special education -- Societies, etc.; Reder, Nancy



- 121.

[No Child Left Behind Act: Education's Data Improvement Efforts Could Strengthen the Basis for Distributing Title III Funds: GAO-07-140.](#)

Government Document

By: Ashby, Cornelia. GAO Reports. 12/7/2006, p1. 57p. Abstract: Title III of the **No Child Left Behind Act of 2001 (NCLBA)** designates federal funds to support the education of students with limited English proficiency and provides for formula-based grants to states. This report describes the data the Education Department used to distribute Title III funds and the implications of data measurement issues for the two allowable sources of data-- American Community Survey (ACS) and state **assessment** data--for allocating funds across states. In addition, the report describes changes in federal funding to support these students under NCLBA and how states and school districts used these funds as well as Education's Title III oversight and support to states. To address these objectives, GAO reviewed documentation on ACS and state data, interviewed federal and state officials, and collected data from 12 states, 11 districts, and 6 schools. Education used ACS data to distribute Title III funds, but

measurement issues with both ACS and state data could result in funding differences. Education used ACS data primarily because state data were incomplete. In September, Education officials told us they were developing plans to clarify instructions for state data submissions to address identified inconsistencies. While Education officials expected their efforts to improve the quality of the data, they told us that they had not established criteria or a methodology to determine the relative accuracy of the two data sources. State data represent the number of students with limited English proficiency assessed annually for English proficiency, and ACS data are based in part on responses to subjective English ability questions from a sample of the population. ACS data showed large increases and decreases in numbers of these students from 2003 to 2004 in part due to sample size. ACS data and state counts of students with limited English proficiency for the 12 study states differed. GAO's simulation of the distribution of Title III funds for fiscal years 2005 and 2006 based on these numbers showed that there would be differences in how much funding states would receive. In fiscal year 2006, Congress authorized over \$650 million in Title III funding for students with limited English proficiency--an increase of over \$200 million since fiscal year 2001 under NCLBA. This increase in funding as well as the change in how funds are distributed--from a primarily discretionary grant program to a formula grant program--contributed to more districts receiving federal funding to support students with limited English proficiency since the enactment of NCLBA. States and school districts used Title III funds to support programs and activities including language instruction and professional development. Education provided oversight and support to states. Officials from 5 of the 12 study states reported overall satisfaction with the support from Education. However, some officials indicated that they needed more guidance in certain... [ABSTRACT FROM AUTHOR] (AN: 23420974)

Subjects: Education policy; Federal aid to education; United States; United States. Government Accountability Office; **No Child Left Behind Act of 2001**; Education -- United States

- 122.

[Will NCLB Improve or Harm Public Education?](#)

Academic Journal

By: Borkowski, John W.; Sneed, Maree. Harvard Educational Review. Winter2006, Vol. 76 Issue 4, p503-525. 23p. Abstract: Drawing on their legal expertise and their experience working with public school districts, John W. Borkowski and Maree Sneed discuss the controversies surrounding the implementation of the **No Child Left Behind Act (NCLB)**. They acknowledge that its principal benefits lie in its recognition of the right of each **child** to learn and be assessed by high academic standards, as well as in the act's requirement that test results be desegregated by race, ethnicity, socioeconomic status, disability, and English language learner status. However, they critique the act's imposition of untested, federally mandated remedies driven by ideology, rather than by scientific, educational research. These unproven, federally mandated remedies, along with inconsistencies in state and local implementation, are potentially more harmful than helpful. Finally, the authors examine the federal funding needed to implement additional tests, accountability measures, and the proven reforms necessary to improve educational outcomes. They argue that adequate funding has not been provided for these purposes, and that federal funds allotted for **NCLB** implementation should reflect the increases in resources necessary to improve public education and should be used for appropriate remedial measures designed and implemented at the state and local level. Borkowski and Sneed remain hopeful that with appropriate and consistent **assessments**, locally driven educational improvement measures, and adequate federal funding, **NCLB** can fulfill its promise to ensure educational equity for all students in American public schools. [ABSTRACT FROM AUTHOR] DOI: 10.17763/haer.76.4.c897030171683u82. (AN: 24126819)

Subjects: Education; Public schools; School districts; Examinations; Grading & marking (Students); **No Child Left Behind Act of 2001**; Reforms

[Cited References: \(37\) Times Cited in this Database: \(5\)](#)



- 123.

[Why Connecticut Sued the Federal Government over No Child Left Behind.](#)

Academic Journal

By: Blumenthal, Richard. Harvard Educational Review. Winter2006, Vol. 76 Issue 4, p564-569. 6p. Abstract: In April 2005, Connecticut attorney general Richard Blumenthal filed the first lawsuit against the U.S. Department of Education over the **No Child Left Behind Act (NCLB)**. In this essay, Attorney General Blumenthal presents Connecticut's reasons for legally challenging **NCLB**. He argues that prior to ratification of the act, Connecticut had been nationally recognized for its **assessment** program aimed at closing the achievement gap and increasing accountability. **NCLB** mandates that require testing at all grade levels would force Connecticut to replace its formative **assessments** with summative **assessments** and divert their limited educational funds from supplementary educational programs to the expansion of the state's testing office. Blumenthal argues that **NCLB's** unfunded testing mandates are illegal and may prove detrimental to Connecticut students' academic achievement. While he strongly supports the goals of **NCLB**, Blumenthal concludes that if schools are to achieve those goals, it is imperative that the federal government allow for flexibility and assume financial responsibility for implementation of **NCLB**. [ABSTRACT FROM AUTHOR] DOI: 10.17763/haer.76.4.4376tv744602288m. (AN: 24126822)

Subjects: Education policy; Educational programs; Federal government; Connecticut; United States; **No Child Left Behind Act of 2001**; Actions & defenses (Law) -- United States; Blumenthal, Richard, 1946-



- 124.

[Accountability without Angst? Public Opinion and No Child Left Behind.](#)

Academic Journal

By: Hess, Frederick M. Harvard Educational Review. Winter2006, Vol. 76 Issue 4, p587-610. 24p. Abstract: In this article, Frederick Hess discusses public opinion trends related to educational issues from the enactment of the **No Child Left Behind Act (NCLB)** in 2002 through 2006. Using data from three separate public opinion polls, Hess analyzes the general public's and parents' opinions on several issues, including the proper use of large-scale **assessments**, the appropriateness of punitive

action for failing schools, the place of school choice, and the responsibility for dosing achievement gaps across groups. Among many important findings, the author determines that **NCLB** has had little effect on the public's general opinion of public schools; that there is little public support for the sanctioning of struggling schools; and that while the public feels that schools should not be blamed for existing achievement gaps, schools should be responsible for closing them. He concludes with a discussion of implications for policymakers and practitioners. [ABSTRACT FROM AUTHOR] DOI: 10.17763/haer.76.4.p245w24572592m62. (AN: 24126824)

Subjects: Parent participation in education; Public schools; Academic achievement; **No Child Left Behind** Act of 2001; Public opinion; Public opinion polls

[Cited References: \(37\) Times Cited in this Database: \(4\)](#)



- 125.

[No Child Left Behind and High School Reform.](#)

Academic Journal

By: Darling-Hammond, Linda. Harvard Educational Review. Winter2006, Vol. 76 Issue 4, p642-667. 26p. Abstract: Although **No Child Left Behind (NCLB)** aims to close the achievement gap that parallels race and class, some of its key provisions are at odds with reforms that are successfully overhauling the large, comprehensive high schools that traditionally have failed students of color and low-income students in urban areas. While small, restructured schools are improving graduation and college attendance rates, **NCLB** accountability provisions create counter incentives that encourage higher dropout and push-out rates for low-achieving students (especially English language learners), create obstacles to staffing that allow for greater personalization, and discourage performance **assessments** that cultivate higher-order thinking and performance abilities. In this article, Linda Darling-Hammond proposes specific amendments to **NCLB** that could help achieve the goal of providing high-quality, equitable education for all students by recruiting highly qualified teachers and defining such teachers in appropriate ways; by rethinking the accountability metrics for calculating adequate yearly progress so that schools have incentives to keep students in school rather than pushing them out; and by encouraging the use of performance **assessments** that can motivate ambitious intellectual work. [ABSTRACT FROM AUTHOR] DOI: 10.17763/haer.76.4.d8277u8778245404. (AN: 24126826)

Subjects: Aims & objectives of secondary education; Comprehensive high schools; Educational law & legislation; Education policy; Students; Teachers; **No Child Left Behind** Act of 2001

[Cited References: \(73\) Times Cited in this Database: \(23\)](#)



- 126.

[NCLB: Is There Life Beyond Testing?](#)

Periodical

By: Guilfoyle, Christy. Educational Leadership. Nov2006, Vol. 64 Issue 3, p8-13. 6p. 2 Color Photographs. Abstract: The author explores testing issues created by the U.S. federal **No Child Left Behind** Act of 2001 (**NCLB**). She explains that **NCLB** holds Title 1 schools that receive federal money accountable by requiring them to meet proficiency targets on annual **assessments**. She explores the consequences for schools who do not meet **assessment** standards, the issue of teachers teaching to the tests, and flaws that exist with the **NCLB** testing and accountability structure. Efforts made by U.S. Secretary of Education Margaret Spellings to address these concerns are described, and an argument for the need for ongoing revision is presented. (AN: 23054693)

Subjects: Educational accountability; Education policy; Standardized tests; Educational tests & measurements; United States; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States; United States -- Politics & government -- 2001-2009; Spellings, Margaret, 1957-

[Cited References: \(4\) Times Cited in this Database: \(13\)](#)

[HTML Full Text PDF Full Text](#) (2.4MB)

- 127.

[Politicians Struggle with NCLB's Testing Regime.](#)

Periodical

Language Magazine. Nov2006, Vol. 6 Issue 3, p12-12. 1/3p. Abstract: The article reports that public opposition to the **No Child Left Behind** Act (**NCLB**) and the associated high-stakes testing could affect the political success of several candidates. Public opinion polls showed a growing discontent over the Florida Comprehensive **Assessment** Test which Governor Jeb Bush supported in an effort to determine various aspects of the school system. Meanwhile, the public opposition to testing has become a contending issue in the race for Texas governor. (AN: 23063607)

Subjects: Educational test & measurement laws; Educational law & legislation -- United States; **No Child Left Behind** Act of 2001; Achievement tests -- United States; Public opinion polls; United States -- Politics & government



- 128.

[Financial literacy may find place in new NCLB.](#)

Periodical

By: Sparks, Sarah. Education Daily. 10/6/2006, Vol. 39 Issue 180, p3-3. 1/2p. Abstract: The article discusses the legislative support for financial literacy in line with the reauthorization of the **No Child Left Behind** Act. The National Association of State Boards Education is moving to integrate financial literacy into math standards and **assessments**, social studies and economics curriculums at the high school level. (AN: 22750288)

Subjects: Literacy programs -- Finance; Educational finance; United States; **No Child Left Behind** Act of 2001; United States. National Association of State Boards of Education; Education -- United States



- 129.

[IRA issues NCLB recommendations. \(cover story\).](#)

Periodical

Reading Today. Oct/Nov2006, Vol. 24 Issue 2, p1-8. 2p. Abstract: The article focuses on the recommendations issued by the International Reading Association related to **No Child Left Behind** Act of 2001 provisions concerning highly qualified teachers, evidence-based reading instruction, **assessment**, accountability and funding in the U.S. The recommendations include supporting high-quality teachers, defining criteria for high-quality reading instruction and adequately funding literacy education. (AN: 22624902)

Subjects: Teachers; Reading; Literacy; United States; International Reading Association; Educational law & legislation -- United States

[PDF Full Text](#) (1.4MB)

- 130.

[NCLB Drives Shift in Funding.](#)

Periodical

District Administration. Sep2006, Vol. 42 Issue 9, p24-24. 1/2p. Abstract: The article reports that state **assessment** directors had increased their budget allocated for solving test security issues, **assessment**, tutoring and test preparation services as part of the "**No Child Left Behind**" Act in the U.S. This observation was supported by the surveys of Caveon Test Security and Eduventures which reveal that 77 percent of **assessment** directors are focusing more on supplemental content to help students in their education. (AN: 22543736)

Subjects: Education policy; Federal aid to education; Literacy programs; Educational finance; Educational evaluation; Tutors & tutoring; United States

[PDF Full Text](#) (124KB)

- 131.

[NCLB focus leaves high schools behind, experts say.](#)

Periodical

Education USA (LRP Publications). Sep2006, Vol. 3 Issue 2, p8-8. 3/4p. Abstract: The article reports that the **No Child Left Behind (NCLB)** Act have faltered in helping high schools in the U.S. prepare their graduates for college or work. The measurements of **NCLB** for high schools are cited. Research scientist Robert Balfanz proposed consolidating college entrance exams and state **assessment** tests. (AN: 22352671)

Subjects: High school graduates; Higher education; College entrance examinations; United States; **No Child Left Behind** Act of 2001; Balfanz, Robert



- 132.

[Experts: NCLB focus leaves high schools behind.](#)

Periodical

What Works in Teaching & Learning. Sep2006, Vol. 38 Issue 9, p11-11. 1/3p. Abstract: The article discusses the comments of academics and researchers regarding the focus of the **No Child Left Behind (NCLB)** Act only lower grades in the U.S. Experts remarked that the act's **assessments** have faltered in helping high schools in preparing their graduates for college or work. They gave little support to the repeated attempts of the federal government to expand testing under the law in high schools during the roundtable at Aspen Institute, but supported the law to improve the credentials of high school teachers. According to Fredreka Schouten, an associate at Education Trust, teachers need to master the subjects they are handling to get students to learn. Meanwhile, **NCLB** commissioner Tommy Thompson, plans to recommend to Congress the changes in the law. (AN: 22291050)

Subjects: Educational law & legislation; Educational evaluation; Educational standards; Secondary education; Teacher training; High school teachers; United States; **No Child Left Behind** Act of 2001; Thompson, Tommy George, 1941-

- 133.

[NCLB focus leaves high schools behind, experts say.](#)

Periodical

By: Kitto, Kris. Education Daily. 8/10/2006, Vol. 39 Issue 145, p6-6. 3/4p. Abstract: The article focuses on a claim by experts that the **No Child Left Behind (NCLB)** Act's **assessments** have failed in assisting U.S. high schools prepare their students for college or work. They say that the two measurements used by the **NCLB** for high schools do not address the more complex problems faced by the schools. The consolidation of college entrance examinations and state **assessment** tests into a single test is recommended. (AN: 22081208)

Subjects: High schools; Secondary education; United States; Educational tests & measurements -- United States; **No Child Left Behind Act of 2001**



- 134.

No Child Left Behind Act: Education Actions Needed to Improve Local Implementation and State Evaluation of Supplemental Educational Services: GAO-06-758.

Government Document

By: Shaul, Marnie S. GAO Reports. 8/4/2006, p1. 71p. 2 Diagrams, 6 Charts, 6 Graphs, 1 Map. Abstract: The **No Child Left Behind Act of 2001 (NCLBA)** requires districts with schools that have not met state performance goals for 3 consecutive years to offer their low-income students supplemental educational services (SES), such as tutoring, if these schools receive Title I funds. SES are provided outside of the regular school day by a state-approved provider, with responsibility for implementation shared by states and districts. GAO examined (1) how SES participation changed between school years 2003-2004 and 2004-2005; (2) how SES providers are working with districts to deliver SES; (3) how states are monitoring and evaluating SES; and (4) how the Department of Education (Education) monitors and supports state implementation of SES. To collect data on SES, GAO surveyed all states and a nationally representative sample of districts with schools required to offer SES. We also visited 4 school districts, interviewed 22 SES providers, reviewed SES-related research, and interviewed Education staff. SES participation among eligible students increased from 12 to 19 percent between school years 2003-2004 and 2004-2005, and the number of recipients also increased, due in part to a rise in the number of schools required to offer services. Districts have used some promising practices to inform parents and encourage participation, such as offering services on school campuses and at various times. However, challenges remain, including timely and effective notification of parents and attracting providers to serve certain areas and students, such as rural districts or students with disabilities. To promote improved student academic achievement, SES providers took steps to align their curriculum with district instruction and communicate with teachers and parents, though the extent of their efforts varied. A majority of the 22 providers we interviewed worked to align SES and district curriculum by hiring teachers familiar with the district curriculum as tutors. However, at least some providers did not have any contact with teachers in about 40 percent of districts. Both providers and district officials experienced challenges related to contracting and coordination of service delivery. Providers, districts, and schools reported that greater involvement of schools would improve SES delivery and coordination, as it has in some places where this is occurring. While state monitoring of district and provider efforts to implement SES has been limited in past years, more states reported conducting on-site reviews and other monitoring activities during 2005-2006. In addition, districts have taken a direct role in monitoring providers, and their monitoring efforts have similarly increased. Although states are required to withdraw approval from providers that fail to increase student academic achievement for 2 years, many states struggle to develop meaningful SES evaluations. While a few states have completed evaluations, none provides a conclusive **assessment**... [ABSTRACT FROM AUTHOR] (AN: 21878347)

Subjects: School districts; Parent-teacher relationships; Academic achievement; Education policy; United States. Government Accountability Office; United States. Dept. of Education; Legal status of **children**; **No Child Left Behind Act of 2001**

- 135.

House bill would make NCLB flexible for rural states.

Periodical

Education USA (LRP Publications). Aug2006, Vol. 3 Issue 1, p5-5. 1/6p. Abstract: The article enumerates the provisions introduced by U.S. Representative Don Young (R.-Alaska) to the **No Child Left Behind Act**, in August 2006. These include allowing states to use alternative **assessments** for **children** with disabilities and include the test scores when calculating annual yearly progress. (AN: 21893176)

Subjects: United States; **No Child Left Behind Act of 2001**; Educational law & legislation -- United States; Legislative bills; Young, Don, 1933-



- 136.

Snowline meets NCLB challenge with data analysis program.

News

By: Canter, Jim. eSchool News. Aug2006, Vol. 9 Issue 8, p30-30. 2/3p. Abstract: The article discusses how Snowline, a rural Southern California district of 8,000 students, addresses the challenge posed by the **No Child Left Behind Act** using ETS's Instructional Data Management System (IDMS). Through the program, state data storage and management was integrated with interim **assessment** analysis. It also generates teacher reports for local tests. A description of how the program works is presented and an example cited. One advantage of the program is that teachers are given invaluable IDMS data reports that are used to help make instructional program decisions within hours of giving tests. (AN: 22047266)

Subjects: School districts; Computer software; Information retrieval; Database management; Southern California; **No Child Left Behind Act of 2001**; Educational law & legislation -- United States; ETS (Electronic computer system); Management



- 137.

No Child Left Behind Act: States Face Challenges Measuring Academic Growth That Education's Initiatives May Help Address: GAO-06-661.

Government Document

By: Johnson, Henry L. GAO Reports. 7/28/2006, p1. 54p. Abstract: The **No Child Left Behind Act** (NCLBA) requires that states improve academic performance so that all students reach proficiency in reading and math by 2014 and that achievement gaps close among student groups. States set annual proficiency targets using an approach known as a status model, which calculates test scores 1 year at a time. Some states have interest in using growth models that measure changes in test scores over time to determine if schools are meeting proficiency targets. To determine the extent that growth models were consistent with NCLBA's goals, GAO assessed (1) the extent that states have used growth models to measure academic achievement, (2) the extent that growth models can measure progress in achieving key NCLBA goals, and (3) the challenges states may face in using growth models to meet adequate yearly progress (AYP) requirements and how the Department of Education (Education) is assisting the states. To obtain this information, we conducted a national survey and site visits to 4 states. While growth models are typically defined as tracking the same students over time, GAO used a definition that also included tracking schools and groups of students. In comments, Education said that this definition could be confusing. GAO used this definition of growth to reflect the variety of approaches states were taking. Twenty-six states were using growth models, and another 22 were considering or in the process of implementing growth models, as of March 2006. States were using or considering growth models in addition to status models to measure academic performance and for other purposes. Seventeen states were using growth models prior to NCLBA. Most states using growth models measured progress for schools and for student groups, and 7 also measured growth for individual students. States used growth models to target resources for students that need extra help or award teachers bonuses based on their school's performance. Certain growth models can measure progress in achieving key NCLBA goals. If states were allowed to use these models to determine AYP, they might reduce the number of lower-performing schools identified for improvement while allowing states to concentrate federal dollars in the lowest-performing schools. Massachusetts sets growth targets for schools and their student groups and allows them to make AYP if they meet these targets, even if they do not achieve state-wide goals. Some lower-performing schools may meet early growth targets but not improve quickly enough for all students to be proficient by 2014. If these schools make AYP by showing growth, their students may not benefit from improvement actions provided for in the law. States face challenges measuring academic growth--such as creating data and **assessment** systems to support growth models--that Education's initiatives may help address. The ability of states to use growth models to make AYP determinations depends on the complexity of the model they... [ABSTRACT FROM AUTHOR] (AN: 21805136)

Subjects: Students; Language arts; United States; United States. Dept. of Education; Educational law & legislation -- United States; **No Child Left Behind Act** of 2001; Mathematics

• 138.

[No Child Left Behind Act: Assistance from Education Could Help States Better Measure Progress of Students with Limited English Proficiency: GAO-06-815.](#)

Government Document

By: Shaul, Marnie S. GAO Reports. 7/26/2006, p1. 75p. Abstract: The **No Child Left Behind Act** of 2001 (NCLBA) focused attention on the academic achievement of more than 5 million students with limited English proficiency. Obtaining valid test results for these students is challenging, given their language barriers. This report describes (1) the extent to which these students are meeting annual academic progress goals, (2) what states have done to ensure the validity of their academic **assessments**, (3) what states are doing to ensure the validity of their English language proficiency **assessments**, and (4) how the U.S. Department of Education (Education) is supporting states' efforts to meet NCLBA's **assessment** requirements for these students. To collect this information, we convened a group of experts and studied five states (California, Nebraska, New York, North Carolina, and Texas). We also conducted a state survey and reviewed state and Education documents. In the 2003-2004 school year, state data showed that the percentage of students with limited English proficiency scoring proficient on a state's language arts and mathematics tests was lower than the state's annual progress goals in nearly two-thirds of the 48 states for which we obtained data. Further, our review of data 49 states submitted to Education showed that in most states, these students generally did not perform as well as other student groups on state mathematics tests. Factors other than student knowledge, such as how a state establishes its annual progress goals, can influence whether states meet their goals. For their academic **assessments**, officials in our five study states reported taking steps to follow generally accepted test development procedures and to ensure the validity and reliability of these tests for students with limited English proficiency, such as reviewing test questions for bias. However, our group of experts expressed concerns about whether all states are assessing these students in a valid manner, noting that some states lack the resources and technical expertise to take appropriate steps to ensure the validity of tests for these students. Further, Education's peer reviews of **assessments** in 38 states found that 25 states did not provide adequate evidence to ensure the validity or reliability of academic test results for these students. To improve the validity of these test results, most states offer accommodations, such as a bilingual dictionary. However, our experts reported that research is lacking on what accommodations are effective in mitigating language barriers. A minority of states used native language or alternate **assessments** for students with limited English proficiency, but these tests are costly to develop and are not appropriate for all students. Many states are implementing new English language proficiency **assessments** in 2006 to meet NCLBA requirements; as a result, complete information on their validity and reliability is not yet available. In 2006, 22 states used tests developed by one of four... [ABSTRACT FROM AUTHOR] (AN: 21805128)

Subjects: Academic achievement; Education; English language education; Students; Evaluation; Language & education

• 139.

[California Study Questions Validity of Gains Under NCLB.](#)

Periodical

By: Cavanagh, Sean. Education Week. 7/12/2006, Vol. 25 Issue 42, p19-19. 1/3p. Abstract: The article focuses a study by researchers at three universities in California that examines test scores in a dozen states and finds that their gains are often exaggerated as a result of overly easy exams. According to the study, student progress in reading has stagnated and in some cases declined since the passage of the **No Child Left Behind Act**. The study compares 4th graders' reading and math scores on individual, state-designed **assessments** with those on the National **Assessment** of Educational Progress. (AN: 21573971)

Subjects: Test scoring; Academic achievement; Educational tests & measurements; Rating of students; Achievement tests; California

[HTML Full Text](#)

- 140.

[House bill would make NCLB flexible for rural states.](#)

Periodical

Education Daily. 6/30/2006, Vol. 39 Issue 125, p6-6. 1/4p. Abstract: Provides an outline of several amendments to the **No Child Left Behind** Act defined in the legislation introduced by Representative Don Young (R-Alaska). Authorization of states and school districts to use alternative **assessments** for students with disabilities and students who are not proficient in English; Application of sanction systems to schools only when students in the same subgroup do not meet adequate yearly progress for two or more years; Flexibility of states in designing accountability systems. (AN: 21550507)

Subjects: Students with disabilities; Educational accountability; Legislative amendments; **No Child Left Behind** Act of 2001; Administrative sanctions



- 141.

[ED approves West Virginia's NCLB assessment system.](#)

Periodical

By: Sweeney, Jeanne. Education Daily. 6/27/2006, Vol. 39 Issue 122, p5-5. 1/3p. Abstract: The article reports that West Virginia was given full approval by the U.S. Education Department for its standards and **assessment** system under the **No Child Left Behind** Act. It became the third state to receive full approval after Maryland and Tennessee. West Virginia had been out of compliance with the Improving America's Schools Act, **NCLB's** predecessor, making its approval praiseworthy, according to Assistant Education Secretary Henry Johnson. (AN: 21502910)

Subjects: Educational standards; Educational law & legislation; West Virginia; United States. Dept. of Education; **No Child Left Behind** Act of 2001; Johnson, Henry



- 142.

[Study Questions NCLB Law's Links to Achievement Gains.](#)

Periodical

By: Manzo, Kathleen Kennedy. Education Week. 6/21/2006, Vol. 25 Issue 41, p11-11. 1/2p. Abstract: The article reports that the **No Child Left Behind** Act of 2001 (**NCLB**) has not accelerated improvements in student achievement or helped narrow the test-score gaps between various groups of students. This was evident by a report released by the Civil Rights Project at the Harvard University. The report, "Tracking Achievement Gaps and Assessing the Impact of **NCLB** on the Gaps: An In-Depth Look Into National and State Reading and Math Outcomes," compares state-**assessment** data with results of the National **Assessment** of Educational Progress in reading and math between 1990 and 2001. (AN: 21346727)

Subjects: Academic achievement; Educational evaluation; Reading; United States; National **Assessment** of Educational Progress (Project); **No Child Left Behind** Act of 2001

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- 143.

[NCLB Critic Leaves Conn. Chief's Post.](#)

Periodical

By: Archer, Jeff. Education Week. 6/21/2006, Vol. 25 Issue 41, p27-27. 1/9p. Abstract: The article reports that Betty J. Sternberg, Connecticut Commissioner of Education is stepping down to become a district superintendent. Her tenure may be best known for her clashes with the federal government over testing requirements under the **No Child Left Behind** Act. In August 2006, Sternberg is slated to assume the superintendency of public schools in Greenwich, Connecticut. Sternberg has served in the state education agency in various jobs since 1980. After becoming its top official in 2003, she became a vocal critic of testing provisions in the federal law that would "dumb up" the state's **assessments**. Those criticisms fueled a lawsuit against the U.S. Department of Education by Connecticut state Attorney General Richard Blumenthal. (AN: 21346742)

Subjects: Education policy; Educational ideologies; Federal government; Connecticut; United States; United States. Dept. of Education; Sternberg, Betty J.

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- 144.

[NCLB Panel Gathers Views on Testing and Data Collection.](#)

Periodical

By: Davis, Michelle R. Education Week. 5/17/2006, Vol. 25 Issue 37, p25-25. 1/2p. Abstract: This article focuses on the observations of the U.S. advocates, who addressed a private panel studying the education law and how to improve it. According

to the panelists, the **No Child Left Behind** Act of the country imposes the wrong kind of testing on schools and educators. The discussion centered on **assessments** and data systems with a group that included Connecticut's education commissioner and its state attorney general. Several panel members said that the type of testing being conducted under the federal law must be reevaluated. Several members of the panel also said the U.S. Department of Education should look more closely at testing that tracks individual student improvement over time. (AN: 21142761)

Subjects: Federal legislation; Education policy; United States; United States. Dept. of Education; Educational law & legislation - United States; **No Child Left Behind** Act of 2001

[HTML Full Text](#)

- 145.

[No Child Left Behind Comes to Preschool.](#)

Academic Journal

By: Stipek, Deborah. Elementary School Journal. May2006, Vol. 106 Issue 5, p455-465. 11p. Abstract: In this article I examine recent policy initiatives related to early childhood education that can be traced either directly to **No Child Left Behind (NCLB)** or to the emphasis on standards and accountability that produced **NCLB**, including the development of standards and **assessments** and moving the birth date for kindergarten eligibility to require **children** to be older when they enter school. I also discuss instructional and **assessment** issues that need to be considered if new pressures to teach academic skills in preschool benefit rather than do harm to young **children**. [ABSTRACT FROM AUTHOR] DOI: 10.1086/505440. (AN: 21080231)

Subjects: Education research; Early childhood education; **Children**; Kindergarten; Preschools; Preschool education; United States; **No Child Left Behind** Act of 2001

[Cited References: \(33\) Times Cited in this Database: \(27\)](#)

[PDF Full Text](#) (70KB)

- 146.

[No Good Teachers Left Standing: Teachers' Perspectives on the No Child Left Behind Act.](#)

Academic Journal

By: Grantham, Celeste; Bowden, Shelly H. Journal of Early Childhood Education & Family Review. May2006, Vol. 13 Issue 4, p17-30. 14p. Abstract: The article examines the teachers' perspectives on the **No Child Left Behind (NCLB)** Act in the U.S. **NCLB** aims to improve the public educational system by closing the achievement gap of **children**. Teachers affected by the **NCLB** identified two specific aspects of the Act worth examining, its personal and professional impact on teachers and the changes in the curriculum. Teachers believed that the **NCLB** Act resulted both in more testing than is necessary and in an overemphasis on **assessment**. (AN: 22341304)

Subjects: Achievement gap; Teachers; Curriculum change; Educational tests & measurements; United States; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States; Education -- United States



- 147.

[Benchmark assessments key to meeting NCLB goals. \(cover story\).](#)

Periodical

By: Mosser, Tricia. Education Daily. 4/21/2006, Vol. 36 Issue 76, p1-8. 2p. Abstract: Reports on the use of benchmark **assessments** by some state policymakers to meet the objectives of the **No Child Left Behind** Act in the U.S. Role of benchmark **assessments** systems in redefining the definition of adequate yearly progress; Expected launch of such **assessments**; Factors to be considered by district officials in developing a benchmark **assessment** system. (AN: 20730439)

Subjects: Education benchmarking; Educational standards; United States; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States; Education -- United States



- 148.

[Juvenile Justice Education, No Child Left Behind, and the National Collaboration Project.](#)

Periodical

By: Blomberg, Thomas G.; Blomberg, Janine; Waldo, Gordon P.; Pesta, George; Bellows, Jon. Corrections Today. Apr2006, Vol. 68 Issue 2, p143-146. 4p. Abstract: The article introduces the National Collaboration Project, a project intended to help states in the U.S. successfully implement the juvenile justice education requirements of **No Child Left Behind (NCLB)**. The project's initial task is to conduct a survey and **assessment** of each state's juvenile justice education system. **NCLB** poses unprecedented challenges for the reform of the country's schools. (AN: 20610248)

Subjects: Education policy; **Children's** rights; United States; Juvenile justice administration; Education -- United States

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- 149.

[Preparing Teachers to Beat the Agonies of NCLB.](#)

Periodical

By: Neill, Monty. Education Digest. Apr2006, Vol. 71 Issue 8, p8-12. 5p. Abstract: The article focuses on the efforts made by the teachers to beat the agonies of students caused by the **No Child Left Behind (NCLB)** Act. Many principals and teachers have concluded that high-stakes testing which has been mandated by the **NCLB** Act, is doing grave damage to education and to the lives of **children**. According to them, **assessment** is a necessary and valuable part of teaching, and they do not object to accountability. But they oppose accountability that is reduced to test scores and punishments. Their opposition in this regard is based on two key points: the limited nature of standardized tests and the consequences of attaching high stakes to them. Therefore, in response to the pressure which has been generated to raise test scores, school districts are increasingly relying on short, standardized multiple-choice tests called the benchmark tests, that are intended to predict how well a student will do on high-stakes exams. High-stakes testing leads to increased grade retention, which has repeatedly been proved to be counterproductive in terms of its effects on students. (AN: 20472841)

Subjects: Criterion referenced tests; High-stakes tests; Teachers; Students; Evaluation; School districts; Grade repetition; United States; **No Child Left Behind** Act of 2001

[Times Cited in this Database: \(1\)](#)

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- 150.

[NCLB, RF, HQT, SBR, AYP: ASAP?](#)

Periodical

By: Farstrup, Alan E. Reading Today. Apr/May2006, Vol. 23 Issue 5, p22-22. 2/3p. Abstract: Presents information on policy statements issued by the International Reading Association to achieve the objectives of several education policies in the U.S. "Excellent Reading Teachers"; "Using Multiple Methods of Beginning Reading Instruction"; High-Stakes **Assessments** in Reading." (AN: 20388318)

Subjects: Education policy; Reading teachers; Reading; United States; International Reading Association; Education -- United States

[PDF Full Text](#) (758KB)

Search Results: 151 - 200 of 226

Result List

- 151.

[The Increasing Complexity of No Child Left Behind.](#)

Periodical

By: Schwartzbeck, Terri Duggan. School Administrator. Apr2006, Vol. 63 Issue 4, p63-63. 1p. Abstract: The article focuses on the problem with the **assessment** process under the **No Child Left Behind** Act in the U.S. The problems with the confidence interval and group size used for **assessments** are mentioned. The alternative **assessments** for students with learning disability and academic disability are discussed. The advantages of growth models in student evaluation are cited. (AN: 20427166)

Subjects: Rating of students; **Assessment** of education; Learning disabilities; United States; **No Child Left Behind** Act of 2001; Confidence intervals

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[Urban educators see steady student gains under NCLB. \(cover story\).](#)

Periodical

By: Sparks, Sarah. Education Daily. 3/22/2006, Vol. 39 Issue 54, p1-6. 2p. Abstract: Reports on the improvement in student performance in state tests at urban school districts based on the National **Assessment** of Educational Progress Nation's Report Card in the U.S. in 2006. Notion about the U.S. urban districts; Improvement in student performance in math and reading as shown in the Trial Urban District **Assessment**. (AN: 20479368)

Subjects: Educational tests & measurements; Academic achievement testing; School districts; Urban schools; Schools



- 153.

[Urban educators query ED about NCLB waivers. \(cover story\).](#)

Periodical

By: Sparks, Sarah. Education Daily. 3/21/2006, Vol. 39 Issue 53, p1-2. 2p. Abstract: Discusses issues associated with the state-focused initiatives of the U.S. Department of Education. Remarks from Michael Casserly, executive director of the Council of Great City Schools, regarding the technical assistance provided by states for schools in need of improvement; Efforts of the Department of Education to increase the number of students participating in supplemental educational services; Importance of

the proposed regulations for developing modified **assessments** for a percentage of special education students according Raymond Simon, deputy secretary of the Department of Education. (AN: 20479740)

Subjects: Education policy; Education; School improvement programs; Special education; United States; United States. Dept. of Education



- 154.

[NCLB at Age 4: STILL A TODDLER?](#)

Periodical

By: Pascopella, Angela. District Administration. Mar2006, Vol. 42 Issue 3, p30-30. 1/4p. Abstract: The article evaluates the effectiveness of the implementation of the **No Child Left Behind (NCLB)** Act after its federal approval in 2002. U.S. president George W. Bush claims that the **NCLB** is working given the National **Assessment** of Educational Progress, wherein eighth-graders scored their highest in Math. The achievement gaps in Math and Reading of black and Hispanic **children** also narrowed. (AN: 20181703)

Subjects: Educational law & legislation; Achievement gap; Academic achievement; United States; Presidents; Bush, George W. (George Walker), 1946-

[PDF Full Text](#) (124KB)

- 155.

[States call for better grade alignment, **NCLB** flexibility. \(cover story\).](#)

Periodical

By: Sparks, Sarah. Education Daily. 3/1/2006, Vol. 39 Issue 39, p1-3. 2p. Abstract: Reports on the proposal of the National Governors Association (NGA) to add aligned standards and **assessment** for kindergarten through college in the **No Child Left Behind** Act in the U.S. in 2006. Action taken by the NGA to push its proposal to the Congress; Position of Education Secretary Margaret Spellings on the proposal; Implications of the proposal on governors. (AN: 20306483)

Subjects: Educational standards; United States; National Governors' Association; Educational law & legislation -- United States; Governors -- United States; Spellings, Margaret, 1957-



- 156.

[S.C. Tests Are First With **NCLB** Approval.](#)

Periodical

By: Richard, Alan. Education Week. 2/22/2006, Vol. 25 Issue 24, p30-30. 1/8p. Abstract: The article reports that South Carolina last week became the first state to gain final approval from the U.S. Department of Education for its student **assessments** under the federal **No Child Left Behind** Act. The federal law requires that all states have a panel of testing experts provide peer reviews of the **assessments**, looking at, among other things, evidence for the technical quality of the tests and their alignment with states' academic standards. Inez Tenenbaum, South Carolina's elected state schools superintendent and a Democrat, announced the federal approval on February 15, 2006. (AN: 19998614)

Subjects: Peer review (Professional performance); South Carolina; United States; United States. Dept. of Education; **No Child Left Behind** Act of 2001; Educational tests & measurements -- United States; Tenenbaum, Inez

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- 157.

[Questions about **NCLB**'s effectiveness continue to divide education leaders.](#)

Periodical

By: Hardy, Lawrence. American School Board Journal. Feb2006 Supplement, Vol. 193, p16-17. 2p. 2 Graphs. Abstract: The article reveals the divided opinion of education leaders in the U.S. on the effectiveness of the U.S. **No Child Left Behind** Act (**NCLB**). According to Education Secretary Margaret Spellings, the National **Assessment** of Educational Progress showed rising test scores and a narrowing achievement gap which proved that the act is working. Spellings said that it is helping to raise achievement of young students of every race and from every type of background. Meanwhile, the federal government was sued by Connecticut due to unfunded and illegal **NCLB** mandates. In early December, the U.S. Department of Education has decided to dismiss the case stating that it had **no** grounds to ask the federal government to pay for **NCLB** reforms. The act has certainly focused attention on the performance of poor, minority and low-performing students. Such attention is beneficial but it can also have negative consequences. A report by the Harvard Civil Rights Project revealed that the act's accountability mandates have a disparate impact on large urban districts with low-income and minority populations. (AN: 20553099)

Subjects: Academic achievement; Test scoring; United States; **No Child Left Behind** Act of 2001; Education -- United States; Spellings, Margaret, 1957-

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- 158.

[NCLB casts a wider disabilities net.](#)

Periodical

By: Hardy, Lawrence. American School Board Journal. Feb2006, Vol. 193 Issue 2, p10-10. 1/2p. Abstract: This article reports on the plans of the U.S. government to allow states and districts to use alternative **assessments on children** with academic disabilities. According to Education Secretary Margaret Spellings, in a late December 2005 speech at a Columbia, Maryland elementary school, the proposed changes would be published in the Federal Register. In determining Adequate Yearly Progress, states may include among students with disabilities those who have not received special education services for up to two years. The Department of Education, since spring of 2005, has worked with several states to develop alternative **assessments**. The new provisions, however, do not cover all **children** who might have difficulty on state tests because of learning disabilities. (AN: 19375674)

Subjects: Education policy; Education of **children** with disabilities; Alternative **assessment** (Education); Educational evaluation; United States; United States. Dept. of Education; Educational tests & measurements -- United States; Education -- United States; Spellings, Margaret, 1957-

[PDF Full Text](#) (210KB)

- 159.

[NCLB--Will we get there by 2014?](#)

Periodical

American School Board Journal. Feb2006, Vol. 193 Issue 2, p12-12. 1/2p. Abstract: The article deals with issues related to the **No Child Left Behind (NCLB)** law in the U.S. According to Robert L. Linn, codirector of the National Center for Research on Evaluation, Standards, and Student Testing, eighth-grade math scores on the National **Assessment** of Educational Progress would have to rise 7.5 times faster than the rate of increase between 1996 and 2003 for schools to meet **NCLB** goals of universal proficiency by 2014. However, there is a countervailing evidence, such as that cited by Education Secretary Margaret Spellings concerning some narrowing of achievement gaps between white and minority students. (AN: 19375676)

Subjects: Mathematical ability; Learning goals; Achievement gap; Academic achievement; United States; National **Assessment** of Educational Progress (Project); **No Child Left Behind** Act of 2001; Educational law & legislation -- United States; Spellings, Margaret, 1957-

[PDF Full Text](#) (235KB)

- 160.

[Student achievement and efficiency in Missouri schools and the No Child Left Behind Act](#)

Academic Journal

By: Primont, Diane F.; Domazlicky, Bruce. Economics of Education Review. Feb2006, Vol. 25 Issue 1, p77-90. 14p. Abstract: Abstract: The 2001 **No Child Left Behind** Act requires that schools make "annual yearly progress" in raising student achievement, or face possible sanctions. The **No Child Left Behind** Act places added emphasis on test scores, such as scores from the Missouri **Assessment** Program (MAP), to evaluate the performance of schools. In this paper, we investigate school performance in Missouri by measuring the efficiency with which schools provide their education services using a two-stage data envelopment analysis (DEA) approach. We simulate the effects of two sanctions (school transfer, and supplemental tutoring services) under the **No Child Left Behind** Act on the performance of failing schools. We find that the two sanctions differ in their impact on the failing school districts' managerial efficiency. If student performance improves as a result of the sanctions, the transfer of students sanction is more likely to improve managerial efficiency than is the tutoring services sanction. [Copyright &y& Elsevier] DOI: 10.1016/j.econedurev.2004.11.002. (AN: 19198509)

Subjects: Education; Students; Tutors & tutoring; Academic achievement

[Times Cited in this Database: \(2\)](#)



- 161.

[Assessments-standards alignment an NCLB hurdle. \(cover story\).](#)

Periodical

By: Sawchuk, Stephen. Education Daily. 1/18/2006, Vol. 39 Issue 10, p1-3. 2p. Abstract: The article reports that state governments should ensure that the science **assessments** they will institute as required under the **No Child Left Behind** Act (**NCLB**), are properly aligned with their standards. This also reports that many states stress the scientific inquiry process in their standards. However according to experts, if states' **NCLB** standardized examinations are expected to measure scientific inquiry, that could be a challenging hurdle financially and logistically. (AN: 19756323)

Subjects: Science education; United States; Educational tests & measurements -- United States; Educational law & legislation - United States; State governments



- 162.

Principals Make NCLB Suggestions.

Periodical

District Administration. Jan2006, Vol. 42 Issue 1, p24-24. 1/3p. Abstract: The article focuses on the recommendations made by the 15 member **No Child Left Behind (NCLB)** task force of the National Association of Secondary School Principals, United States. The 21 recommendations are made to make the **NCLB** act a more consistent, fair and flexible law. The task force was made of the leaders of urban, rural and suburban areas and it assessed the differences between the federal law and state plans, difference of Adequate Yearly Progress from state to state and **assessment** and teaching. (AN: 19342664)

Subjects: Secondary education; School principals; Evaluation; United States; **No Child Left Behind** Act of 2001; Task forces

[PDF Full Text](#) (87KB)

- 163.

CHAPTER 16: No Child Left Behind: Implications for Science Education.

Book

By: Mundry, Susan. Teaching Science in the 21st Century. 2006, p243-255. 13p. Abstract: Chapter 16 of the book "Teaching Science in the 21st Century" is presented. It discusses the implications of the 2001 U.S. Act **No Child Left Behind (NCLB)** in science education. It states that **NCLB** acknowledges and supports the need for partnership among stakeholder groups in the education system to increase learning for all students. Using research-based methods to teach science is one of the strategies cited by the U.S. Department of Education for enhancing science achievement in the **NCLB**. Implementation of **assessment** systems is also mentioned. (AN: 34108532)

Subjects: Educational law & legislation; Science education; Partnerships in education; Teaching methods; Research; Stockholders

[PDF Full Text](#) (143KB)

2005

- 164.

New NCLB initiatives came down to the wire in 2005. (cover story).

Periodical

By: Shek, Katherine; Sawchuk, Stephen; Sparks, Sarah. Education Daily. 12/20/2005, Vol. 38 Issue 229, p1-6. 2p. Abstract: The article focuses on initiatives, pilot programs and flexibility of the U.S. Department of Education under the **No Child Left Behind** Act in 2005. While state governments praised these initiatives like the use of growth models, modified **assessment** for special education students and adaptations for English-language learners, they lamented the delay in introducing these to their place. (AN: 19498693)

Subjects: Education policy; Educational law & legislation; GOVERNMENT policy; English language education; Government policy; United States; Special education



- 165.

Eventful year sets stage for changes to NCLB. (cover story).

Periodical

By: Shek, Katherine; Sawchuk, Stephen; Sparks, Sarah. Education Daily. 12/19/2005, Vol. 38 Issue 228, p1-8. 2p. Abstract: This article examines changes made to the U.S. **No Child Left Behind** Act in 2005. The changes aimed to help states and districts meet the challenges of the law, and partly to ease resistance from critics. One change was the flexibility of the general **assessment** requirements, which involved testing students from grades 3-8 and once in high school. (AN: 19521508)

Subjects: Educational evaluation; Grading & marking (Students); Elementary education; Education -- United States; **No Child Left Behind** Act of 2001



- 166.

NCLB & IDEA.

Periodical

District Administration. Dec2005, Vol. 41 Issue 12, p18-18. 1p. Abstract: The article presents an interview with Ed Shapiro, the director of Lehigh University's Center for Promoting Research to Practice about the reauthorization of Individuals with Disabilities Education Act (IDEA). Shapiro said that the revision of the IDEA is worded carefully for allowing options and flexibility. According to the revised Act, states cannot make it mandatory the use of the discrepancy between ability and achievement for an eligibility determination. He said that the revision will make it easier to identify students with language problems. INSET: More States Swapping Their High School **Assessment** (AN: 19342613)

Subjects: People with disabilities; Language disorders; Language & languages; United States; United States. Individuals with Disabilities Education Act; Shapiro, Ed

[PDF Full Text](#) (121KB)

- 167.

[Computer-adaptive testing must meet NCLB mandates.](#)

Periodical

Education USA (LRP Publications). Nov2005, Vol. 47 Issue 11, p5-5. 1/2p. Abstract: The article focuses on computer-based testing that adapts to each student's performance while meeting requirements of the **No Child Left Behind (NCLB)** Act in the U.S. Computer-adaptive testing, while beneficial to teachers, is only being used by few states because of fear that they might not be able to comply with **NCLB**. In Oregon, the Technology Enhanced Student **Assessment** is being used for accountability purposes under the act, and according to officials, the progressive system does not go out of grade level. (AN: 19404033)

Subjects: Computer adaptive testing; Rating of students; Educational evaluation; Competency tests (Education); Oregon; United States; Educational law & legislation -- United States



- 168.

[NCLB accidentally boosts importance of formative assessment.](#)

Periodical

What Works in Teaching & Learning. Nov2005, Vol. 37 Issue 11, p10-10. 1/2p. Abstract: The article discusses the importance of formative **assessment**. Formative **assessment** must be a priority if schools are to meet the goals set by the **No Child Left Behind Act (NCLB)**. This type of **assessment**, when used well, increases student engagement. The **NCLB** created a need for formative **assessment** by placing an emphasis on high-stakes tests and doling out certain punitive measures when schools fail to make adequate yearly progress. That makes the law both a blessing and a curse. According to Landon Fitch, a Professor at Central Washington University and former K-12 district administrator, it is very poor education policy and doesn't make good sense, but the result of it has been that it's helped move away from the focus on teaching to a focus on learning. It's made formative **assessment** essential. According to Buck Evans, adjunct professor at CWU and member of the Washington State Board of Education, the law doesn't specifically help improve or encourage the use of formative **assessment**. Still, the key shift **NCLB** brings is a focus on historically underrepresented students. (AN: 19089886)

Subjects: Educational tests & measurements; Formative tests; Schools; Students; Curriculum planning; Fitch, Landon

- 169.

[Michigan adopts ACT exam to meet NCLB standards. \(cover story\).](#)

Periodical

By: Sawchuk, Stephen. Education Daily. 9/28/2005, Vol. 38 Issue 173, p1-3. 2p. Abstract: Discusses issues concerning the ACT college entrance examinations in the U.S. Purpose of Michigan's move to adopt the ACT examinations; View of Beth Celva, director of the unit of student **assessment** for Colorado, on ACT; Reason multiple tests can create a tricky alignment issue when trying to create a composite score. INSET: Challenge is creating merit exam. (AN: 18440119)

Subjects: ACT **Assessment**; Educational tests & measurements; United States; Celva, Beth



- 170.

[Computer-adaptive testing must meet NCLB mandates. \(cover story\).](#)

Periodical

By: Sawchuk, Stephen. Education Daily. 9/20/2005, Vol. 38 Issue 167, p1-6. 2p. Abstract: Discusses issues concerning computer-adaptive testing in the education **assessment** of students in the U.S. as of September 2005. Information on the Technology Enhanced Student **Assessment** used by the state of Oregon for accountability purposes; Comparison of adaptive tests with fixed-form tests; Challenges facing the development of an adaptive test that passes the criteria of the **No Child Left Behind Act**. (AN: 18678129)

Subjects: Educational evaluation; Educational accountability; Educational tests & measurements; United States; **No Child Left Behind Act** of 2001



- 171.

[Education stakeholders question crediting NCLB for NAEP gains.](#)

Periodical

Education USA (LRP Publications). Sep2005, Vol. 47 Issue 9, p4-4. 1/2p. Abstract: Shows that a decade-long state focus on accountability, rather than implementation of the **No Child Left Behind Act (NCLB)**, is likely to be responsible for the positive results of young students in the National **Assessment** of Educational Progress tests, according to education stakeholders in the U.S. Remarks from U.S. Education Secretary Margaret Spellings about the results; Comment from Antonia Cortese of the American Federation of Teachers about the **NCLB**; Criticism of Bob Shaeffer of the National Center for Fair & Open Testing, on the U.S. Department of Education. (AN: 18217810)

Subjects: United States; National **Assessment** of Educational Progress (Project); United States. Dept. of Education; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States; Achievement tests -- United States; Spellings, Margaret, 1957-; Cortese, Antonia; Shaeffer, Bob



- 172.

[Some say it's not fair to credit NCLB for NAEP gains.](#)

Periodical

Education USA (LRP Publications). Aug2005, Vol. 47 Issue 8, p9-9. 1/4p. Abstract: Focuses on factors that contributed to the positive outcome of the National **Assessment** of Educational Progress (NAEP) tests in the U.S. Implications of the positive results for the implementation of the **No Child Left Behind** Act; Role of the efforts of states and local school districts to improve education in the outcome of the NAEP test. (AN: 17944814)

Subjects: Educational evaluation; Academic achievement testing; School districts; United States; National **Assessment** of Educational Progress (Project); Educational law & legislation -- United States



- 173.

["NATION'S REPORT CARD" SAYS NCLB WORKING.](#)

Periodical

School Planning & Management. Aug2005, Vol. 44 Issue 8, p3-3. 1/3p. Abstract: Focuses on the Nation's Report Card, a long term view of student achievement released by the National **Assessment** of Educational Progress in the United States. Change in the general pattern of student reading achievement; Achievement of younger students in the report's history, reading and mathematics. (AN: 18048337)

Subjects: Report cards; Academic achievement; Student records; Mathematics education; Reading; United States



- 174.

[No Child Left Behind Act: Most Students with Disabilities Participated in Statewide **Assessments**, but Inclusion Options Could Be Improved: GAO-05-618.](#)

Government Document

GAO Reports. 7/20/2005, p1. 43p. Abstract: The **No Child Left Behind** Act of 2001 has focused attention on improving the academic achievement of all students, including more than 6 million students with disabilities and requires that all students be assessed. Students with disabilities may be included through accommodations, such as extended time, or alternate **assessments**, such as teacher observation of student performance. To provide information about the participation of students with disabilities in statewide **assessments**, GAO determined (1) the extent to which students with disabilities were included in statewide **assessments**; (2) what issues selected states faced in implementing alternate **assessments**; and (3) how the U.S. Department of Education (Education) supported states in their efforts to assess students with disabilities. In the 2003-04 school year, at least 95 percent of students with disabilities participated in statewide reading **assessments** in 41 of the 49 states that provided data. Students with disabilities were most often included in the regular reading **assessment**, and relatively few took alternate **assessments**. Nationwide, the percentage of students with disabilities who were excluded from the National **Assessment** of Educational Progress (NAEP) was 5 percent, but varied across states, ranging from about 2 percent to 10 percent in 2002. Among the reasons for exclusion were differences in accommodations between states and the NAEP and variation in decisions among states about who should take the NAEP. National experts and officials in the four states we studied told us that designing and implementing alternate **assessments** was difficult because these **assessments** were relatively new and the abilities of students assessed varied widely. Officials in two states said they were not using an alternate **assessment** measured on grade-level standards because they were unfamiliar with such **assessment** models or because of concerns that the **assessment** would not appropriately measure achievement. In addition, learning the skills to administer alternate **assessments** was time-consuming for teachers, as was administering the **assessment**. Education provided support to states on including students with disabilities in statewide **assessments** in a number of ways, including disseminating guidance through its Web site. However, a number of state officials told us that the regulations and guidance did not provide illustrative examples of alternate **assessments** and how they could be used to appropriately assess students with disabilities. In addition, our review of Education's Web site revealed that information on certain topics was difficult to locate. [ABSTRACT FROM AUTHOR] (AN: 18174927)

Subjects: Students with disabilities; Inclusive education; Internet in education; United States; United States. Dept. of Education; United States. Government Accountability Office; Educational law & legislation -- United States

- 175.

[Education advocates question NCLB's effect on NAEP.](#)

Periodical

By: Sawchuk, Stephen. Education Daily. 7/18/2005, Vol. 38 Issue 130, p3-3. 1/3p. Abstract: Reports on the views of education advocates on the impact of the **No Child Left Behind** Act on the result of the National **Assessment** of Educational Progress in

the U.S. in 2005. Improvement in the performance of **children**; Views of Education Secretary Margaret Spellings on the act; Impact of the focus on accountability and standards on education policy in the 1990s. (AN: 17694279)

Subjects: Educational evaluation; Rating of students; Educational accountability; Education policy; United States; Educational law & legislation -- United States; Standards; Spellings, Margaret, 1957-



- 176.

[ED rejects states' bid to refer **NCLB assessment** until fall.](#)

Periodical

Education USA (LRP Publications). Jul2005, Vol. 47 Issue 7, p5-5. 1/3p. Abstract: Reports that the U.S. Department of Education has denied three New England states' request to postpone **No Child Left Behind** Act testing in a clash that further illustrates the agency's firm stance on annual **assessments** in 2005. Background on the plan proposed by New Hampshire, Rhode Island and Vermont that would exempt elementary and middle school students from testing for the 2004 to 2005 school year; Outline of the New England Common **Assessment** Program. (AN: 17606296)

Subjects: Educational law & legislation; Education policy; Elementary education; Middle schools; New Hampshire; Rhode Island; Vermont; United States



- 177.

[NCLB deadline approaching fast for paraprofessionals. \(cover story\).](#)

Periodical

By: Magnuson, Stew. Education Daily. 5/16/2005, Vol. 38 Issue 92, p1-8. 2p. Abstract: Announces that paraprofessionals hired before the passage of the **No Child Left Behind** Act in the U.S. in 2002 have until January 8, 2006 to meet the required number of years higher education or **assessment** of their skills and knowledge. Views of Tish Olshefski, director of the American Federation of Teachers' (AFT) Paraprofessionals and School-Related Personnel division, on the deadline; Anxiety caused by the deadline among members of the National Education Association; Average salary of paraprofessionals in 2003 according to an AFT report. INSET: What the law says. (AN: 17148970)

Subjects: Social workers; Higher education; Teachers' salaries; United States; Educational law & legislation -- United States; Associations, institutions, etc. -- United States; Olshefski, Tish



- 178.

[NCLB Needs Changes, Stanford Group Says.](#)

Periodical

By: Robelen, Erik W. Education Week. 5/4/2005, Vol. 24 Issue 34, p33-33. 1/9p. Abstract: This article reports that a research center at Stanford University, Palo Alto, California has issued a midterm **assessment** of the **No Child Left Behind** Act that offers suggestions to save the law while maintaining its core principles. The current law does need change; not only to strengthen it but to avoid potentially calamitous problems only now appearing on the horizon, says "Within Our Reach: How America Can Educate Every **Child**." The book was issued in April by the Hoover Institution's Koret Task Force on K-12 Education. (AN: 16995609)

Subjects: Research institutes; Palo Alto (Calif.); California; Stanford University; Legislative bills; Legal status of **children**

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- 179.

[Survey: NCLB nudges out nontested subjects.](#)

Periodical

What Works in Teaching & Learning. May2005, Vol. 37 Issue 5, p8-8. 1/2p. Abstract: The article focuses on a survey which found that U.S. states are choosing to cut back **assessments** in subjects where the **No Child Left Behind** Act doesn't require testing. The findings of the survey were presented by Patricia Pederson, a veteran teacher and senior director of social studies and science development at Harcourt **Assessment**, at the recent Association for Supervision and Curriculum Development's annual conference in Orlando, Florida. The number of social studies state **assessments** decreased from 27 to 19 from 2001 to 2005. INSET: Fewer resources for some subjects.. (AN: 17035703)

Subjects: Education; Legislation; Conferences & conventions; Florida; Surveys; Pederson, Patricia

- 180.

[NCLB News: Scores Up; Funding Challenges Remain.](#)

Periodical

ERS e-Bulletin. 4/21/2005, Vol. 32 Issue 15, p1-1. 1p. Abstract: The article presents information according to which student scores are on the rise, but helping low-performing schools is a challenge, declares this comprehensive study on **No Child Left Behind** (NCLB) in the U.S. Conducted by the Center on Education Policy, From the Capital to the Classroom: Year 3 of the **No**

Child Left Behind Act explores the positive and negative sides of **NCLB** implementation. District survey results show the number of schools targeted for improvement, which has changed little in two years, stands at 6,000. The report also reveals district improvement strategies, such as using student test data to inform instruction, aligning curriculum and instruction with standards and **assessments**, offering additional instruction to low achieving students, and enhancing teacher professional development. (AN: 17276016)

Subjects: Education policy; Career development; Students; United States; Strategic planning; Public institutions

- 181.

[NCLB waiver bill expected to pass Utah legislature.](#)

Periodical

By: Shek, Katherine. Education Daily. 4/19/2005, Vol. 38 Issue 73, p2-2. 1/2p. Abstract: Reports on a bill expected to be passed by the Utah legislature which will reject the **No Child Left Behind (NCLB)** Act in favor of the state's accountability system. Measure which requires all students to meet fixed academic targets; Remarks from Tim Bridgewater, education advisor of Utah Governor Jon Huntsman, regarding the legislation; Law that will allow educators to waive **NCLB** requirements if they conflict with the Utah Performance **Assessment** System for Students. (AN: 16916771)

Subjects: Educational law & legislation; Education; Utah; Legislative bills; Bridgewater, Tim



- 182.

[Survey: States testing social studies less in wake of NCLB.](#)

Periodical

By: Mosser, Tricia. Education Daily. 4/5/2005, Vol. 38 Issue 63, p3-3. 2/3p. Abstract: Presents the results of a survey of the impact of the **No Child Left Behind** Act on nontested subjects in the U.S. Number of science and writing **assessments** between 2001 and 2005; Decrease in the number of social studies **assessments** that were part of states' accountability systems during the same period; Other findings of the survey. INSET: Other findings. (AN: 16773573)

Subjects: Educational evaluation; Science education; United States; Educational law & legislation -- United States; Social sciences -- United States



- 183.

["Highly Qualified" to Do What? The Relationship Between NCLB Teacher Quality Mandates and the Use of Reform-Oriented Instruction in Middle School Mathematics.](#)

Academic Journal

By: Smith, Thomas M.; Desimone, Laura M.; Ueno, Koji. Educational Evaluation & Policy Analysis. Spring2005, Vol. 27 Issue 1, p75-109. 35p. 1 Diagram, 6 Charts, 4 Graphs. Abstract: The federal **No Child Left Behind** Act of 2001 (**NCLB**) calls for a highly qualified teacher in every classroom. According to the legislation, "highly qualified" is defined as full certification, a bachelor's degree, and demonstrated content knowledge in all core subjects taught. States, district, and schools are spending considerable resources addressing these provisions, but to what degree are the readily available measures of teacher qualifications associated with the type of teaching advocated by standards-based reform? The authors examine the relationships among educational credentials, preparedness to teach content, participation in professional development, and use of reform-oriented instruction by middle school mathematics teachers using data from the 2000 National **Assessment** of Educational Progress (NAEP). Their analyses suggest that preparedness to teach mathematics content and participation in content-related professional development activities are associated with reform-oriented teaching, measured here as increased emphases on conceptual learning goals for students and increased use of reform-oriented teaching strategies. [ABSTRACT FROM AUTHOR] DOI: 10.3102/01623737027001075. (AN: 16989246)

Subjects: Mathematics education; Teaching; Educational evaluation; Teacher effectiveness; Educational law & legislation -- United States

[Cited References: \(94\) Times Cited in this Database: \(28\)](#)



- 184.

[The No Child Left Behind Act: Accountability, High-Stakes Testing, and Roles for Sociologists.](#)

Academic Journal

By: Gary, Dworkin A. Sociology of Education. Apr2005, Vol. 78 Issue 2, p170-174. 4p. Abstract: This article focuses on the unanticipated consequences of the **assessment** and accountability mandates of the **No Child Left Behind** Act (**NCLB**) of 2001. Here, it suggests ways for sociologists to play significant roles in the states' implementation of their **assessment** and accountability systems. The key components of **NCLB** are not new, since the **assessment** of students is traceable to the post-Civil War era, and school accountability followed the publication of A Nation at Risk. **NCLB** mandates both **assessment** and accountability across all the states, the District of Columbia, and Puerto Rico. It seeks to eliminate gaps in test scores among racial/ethnic, socioeconomic, home-language, and special education status groups by the academic year 2013-14. Whether **NCLB** can narrow the gaps in achievement has been the subject of conjecture. The act will extend debates over high-stakes testing, the **assessment** of adequate yearly progress for schools, and equity in the treatment of schools that are in need of improvement. DOI: 10.1177/003804070507800205. (AN: 17144119)

Subjects: Educational accountability; Education; United States; Social scientists; Civil war; Behavioral scientists

Cited References: (12)



- 185.

[Value-Add-On's Fine-Tune Teaching to the NCLB.](#)

Periodical

By: Stover, Del. Education Digest. Mar2005, Vol. 70 Issue 7, p28-31. 4p. Abstract: Discusses the creation of value-added **assessment** programs to accurately measure the performance of the students and the schools. Reason **behind** the growing interests of educators and policymakers in utilizing the value-added **assessment** model; Advantages of the **assessment** program in the analysis of the test data; Concerns on the reliability of the **assessment** models. (AN: 16474065)

Subjects: Standardized tests; **Assessment** of education; Grading & marking (Students); Educational tests & measurements; Performance evaluation

[HTML Full Text PDF Full Text](#) (190KB)

- 186.

[No Child Left Behind?](#)

Academic Journal

By: Bianchi, Alison J.; Lancianese, Donna A.; Borman, Kathryn M. International Journal of Educational Policy, Research & Practice. Spring2005, Vol. 6 Issue 1, p3-29. 27p. Abstract: Using a new method to measure identity, we attempt to capture salient identities of young **children** developing into "good students." Using a nationally representative sample of American kindergarteners who advance to the first grade, derived from the Early Childhood Longitudinal Study, we examine identities based on socio-economic status, motor skills and weight that affect school performance as measured by both cognitive and non-cognitive skill **assessments**. Results reveal that identities derived from socioeconomic status and motor skills are positively linked to school performance outcomes, and parents of first graders negatively link identities derived from body weight to first graders' non-cognitive skills. Our findings have implications for policies that concentrate on cognitive skills and ignore work habits when evaluating performance. We discuss the importance of linking identity development to both types of skills because American teachers and parents, unlike teachers and parents in East Asia, do not recognize the need to stress ability and effort equally when assessing schooling. We also interpret the meaning of our results for the **No Child Left Behind** Policy. [ABSTRACT FROM AUTHOR] (AN: 18462795)

Subjects: School **children**; Students; Kindergarten; Educational evaluation; Education policy; Social status

[PDF Full Text](#) (70KB)

- 187.

[NO CHILD LEFT BEHIND.](#)

Academic Journal

By: Cochran-Smith, Marilyn. Journal of Teacher Education. Mar/Apr2005, Vol. 56 Issue 2, p99-103. 5p. Abstract: Focuses on how the **No Child Left Behind** Act (NCLB) is being assessed 3 years after it was signed into law. **Assessments** of the legitimacy and success of the **NCLB**; Central requirement of the **NCLB**; Stated goals of **NCLB**. DOI: 10.1177/0022487104274435. (AN: 16286177)

Subjects: **Children's** rights; Educational law & legislation -- United States; Education -- United States; Law; Legal status of **children**

Cited References: (21)



- 188.

[Excluded **Children**, Lost Learning: The Costs of Doing Business with NCLB.](#)

Academic Journal

By: Neill, Monty; Guisbond, Lisa. Social Studies & the Young Learner. Mar/Apr2005, Vol. 17 Issue 4, p31-32. 2p. Abstract: Focuses on the negative side of **No Child Left Behind** Act on teaching and learning in schools at risk of failure in the U.S. Effect of narrowing the curriculum in math and English test preparation on students; Essentiality of test preparations for the academic achievement for low-income minority students; Indispensability of reasonable and responsible **assessment** for the improvement of student learning. (AN: 16760018)

Subjects: Students; Education; Educational law & legislation; School administration; Curriculum planning; United States

[Times Cited in this Database: \(2\)](#)



- 189.

[No Child Left Behind and Students with Disabilities in Rural and Small Schools.](#)

Academic Journal

By: McLaughlin, Margaret J.; Emblar, Sandra; Hernandez, Glenda; Caron, Elizabeth. Rural Special Education Quarterly. Winter2005, Vol. 24 Issue 1, p32-39. 8p. 1 Diagram, 2 Charts, 1 Graph. Abstract: The recently enacted **No Child Left Behind** Act (2001) placesunprecedented pressure on schools to raise the academic achievement ofall students. Through annual testing of students, schools are to use theresults of these **assessments** to demonstrate that they are makingadequate yearly progress

(AYP). The provisions in **No Child Left Behind (NCLB)** apply to all states, districts, and schools equally, regardless of size or location. There are concerns, however, about applying the law's provisions in rural schools. Specifically, concerns surround the measurement of adequate yearly progress. In many rural schools, the number of students is small and this is especially true when disaggregating results for subgroups. The current study investigated the implementation of accountability reforms in rural schools and sought to identify schools that were experiencing better than expected results for students, especially students with disabilities. Findings indicate that validly measuring AYP in small rural schools is especially problematic given the small number of students in the subgroup, volatility in year-to-year scores, and changes in service delivery policies. Implications for accountability and policy are discussed. [ABSTRACT FROM AUTHOR] DOI: 10.1177/875687050502400107. (AN: 16872640)

Subjects: Special education; Elementary education of **children** with disabilities; **Child** welfare; Rural schools; Educational law & legislation; Administrative acts

[Times Cited in this Database: \(7\)](#)



- 190.

[The Effect of No Child Left Behind on Rural Students with Low Incidence Disabilities.](#)

Academic Journal

By: Collins, Belva C.; Hawkins, Sarah; Keramidas, Cathy Galyon; McLaren, Elizabeth M.; Schuster, John W.; Slevin, Barbara N.; Spoelker, Denise Lacy. Rural Special Education Quarterly. Winter 2005, Vol. 24 Issue 1, p48-53. 6p. Abstract: As part of a doctoral level seminar, students read recent articles on the **No Child Left Behind (NCLB)** legislation, summarized and developed a list of probable issues that face students with low incidence disabilities in rural areas, and then interviewed directors of special education. The five doctoral students contacted 14 directors of special education in rural districts and discussed the issues that they had identified. The results of these discussions are reported and involve various themes (e.g., school choice, transition, alternate **assessment**, etc.). In addition, a discussion section includes recommendations for service planning for students with low incidence disabilities in rural areas. [ABSTRACT FROM AUTHOR] DOI: 10.1177/875687050502400109. (AN: 16872643)

Subjects: Special education -- Law & legislation; Educational law & legislation; Elementary education of **children** with disabilities; Rural education; Students; Rural schools

[Times Cited in this Database: \(6\)](#)



2004

- 191.

[NCLB Law Bestows Bounty on Test Industry.](#)

Periodical

By: Olson, Lynn. Education Week. 12/1/2004, Vol. 24 Issue 14, p1-19. 3p. Abstract: This article reports that the **No Child Left Behind Act** has spawned new opportunities — and challenges — for an increasingly diverse testing industry. With all of the federal law's testing requirements, the Government Accountability Office estimates that states will have to spend between \$1.9 billion and \$5.3 billion in the next six years, depending on the types of tests used. That prospect has led to new openings both for traditional test publishers — like CTB/McGraw-Hill and Harcourt **Assessment** — and for a host of middle-market or niche players who are scrambling to keep pace with growing demand. That submarket is also expected to grow rapidly, to some \$473 million in 2006, in part as vendors that win and lose state contracts continually scale their capacity up and down. In addition to holding the primary contract in a number of states, many vendors hold subcontracts. INSET: States Writing Penalty Clauses Into Testing Contracts.. (AN: 15319655)

Subjects: Educational law & legislation; Contracts; Federal aid to education; Educational finance; United States; Legislative bills

[Times Cited in this Database: \(3\)](#)

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- 192.

[Democrats press NCLB improvements.](#)

Periodical

American Teacher. Nov 2004, Vol. 89 Issue 3, p18-18. 1/3p. Abstract: Reports on the rally of the Senate Democrats **behind** a bill introduced in September 2004 by Senator Edward M. Kennedy of Massachusetts to address several of shortfalls. **Assessment** of the **No Child Left Behind Improvement Act of 2004**; Implementation problems on the bill; Call for changes in the bill. (AN: 14952430)

Subjects: United States; United States. Congress. Senate; Demonstrations (Collective behavior); Legislative bills; Kennedy, Edward Moore, 1932-2009



- 193.

[Teachers cite resources concerns tied to NCLB.](#)

Periodical

American Teacher. Nov 2004, Vol. 89 Issue 3, p18-18. 1/4p. Abstract: Focuses on the concern of teachers on the **No Child Left Behind Act (NCLB)**. **Assessment** of the impact of the implementation of the bill on schools; Examination of the views of urban-

district teachers on the several key aspects of the law; Recommendations made by teachers for **NCLB** implementation. (AN: 14952431)

Subjects: Schools; Teachers; Legislative bills



- 194.

[No Child Left Behind in Art?](#)

Academic Journal

By: Chapman, Laura H. Arts Education Policy Review. Nov/Dec2004, Vol. 106 Issue 2, p3-17. 14p. Abstract: Discusses key terms and regulations in the U.S. **No Child Left Behind (NCLB)** Act of 2001 and its relationship with the Education Sciences Reform Act of 2002. Four basic principles of **NCLB**; Definition of the terms, best practices, standards and **assessments**; Type of schools and education service providers; Issues concerning the feasibility of the target of ensuring that 95 percent of students will score at the level of proficient by 2014. INSET: USDE Programs Open to Faith-based Organizations. DOI: 10.3200/AEPR.106.2.3-20. (AN: 15095779)

Subjects: Educational law & legislation; Educational evaluation; Educational standards; United States; Education -- United States; Schools -- United States; Students -- United States

[Cited References: \(70\) Times Cited in this Database: \(19\)](#)

[PDF Full Text](#) (1.5MB)

- 195.

[The Effects of the No Child Left Behind Act on Diverse Learners.](#)

Academic Journal

By: Chamberlain, Steven P. Intervention in School & Clinic. Nov2004, Vol. 40 Issue 2, p96-105. 10p. 2 Black and White Photographs. Abstract: The article presents an interview with professors Asa G. Hilliard III and Alba A. Ortiz. Hilliard rated the act based from its two major goals as low in terms of achievement and high in terms of intent. Ortiz thinks that one of the positive aspects of the law is that it has focused attention on groups that There is heightened interest in the achievement of diverse learners, in ensuring that administrators and teachers understand the implications of the law for racial and ethnic groups, and for limited-English proficient students, and in training to help educators understand these learners. Hilliard thinks that the act is falling short because the intent was actualized mainly through bureaucracy that made some assumptions based largely on academics more than anything else, rather than practitioners and especially successful practitioners. Meanwhile, Ortiz said that his greatest concerns is that the accountability provisions have narrowly defined how students progress is going to be measured, and **assessment** of outcomes is based on testing programs that have historically been shown to have limited validity or reliability for diverse populations and for students with disabilities. Teachers are required to provide effective instruction but without curricula that have been shown to be effective for diverse learners and without **assessments** that reflect the linguistic and cultural backgrounds of these students. DOI: 10.1177/10534512040400020501. (AN: 14678857)

Subjects: Teachers; Students with disabilities; Educational law & legislation -- United States; Hilliard, Asa G., 1933-2007; Ortiz, Alba A.

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[PDF Full Text](#) (432KB)

- 196.

[Education for the Disadvantaged: Overview of ESEA Title 1-A Amendments Under the No Child Left Behind Act: RL31487.](#)

Report

By: Riddle, Wayne. Congressional Research Service: Report. 10/28/2004, p1. 46p. 2 Charts. Abstract: Title I, Part A of the Elementary and Secondary Education Act (ESEA) authorizes aid to local educational agencies (LEAs) for the education of disadvantaged **children**. Title I-A grants are used to provide supplementary educational and related services to low-achieving and other pupils attending schools with relatively high concentrations of pupils from low-income families. Title I-A has detailed provisions regarding pupil **assessment**, program improvement, allocation of funds, school selection, fiscal accountability, and parental involvement, but very few constraints on such matters as the specific resources for which funds are used. The **No Child Left Behind** Act of 2001, P.L. 107-110, builds upon Title I-A provisions adopted in 1994 which required participating states to adopt curriculum content and pupil performance standards, and **assessments** linked to these, at three grade levels in reading and mathematics; initiated steps toward identifying lowerperforming schools and LEAs; attempted to increase targeting of funds on high poverty LEAs and schools; and increased flexibility. Highlights of the Title I-A provisions of P.L. 107-110 include (a) participating states are required to implement standards-based **assessments** for pupils in each of grades 3-8 in reading and mathematics by the 2005-2006 school year, and to implement **assessments** at three grade levels in science by the 2007-2008 school year; (b) states receiving Title I-A funds are required to participate in National **Assessment** of Educational Progress tests in 4th and 8th grade reading and mathematics every two years; (c) adequate yearly progress (AYP) standards, with a goal of all pupils reaching a proficient or advanced level of achievement on state **assessments** within 12 years, must be developed by states and applied to each public school, LEA, and state; (d) pupils at schools participating in Title I-A that fail to meet AYP for two consecutive years must be offered public school choice options, and if a Title I-A school fails to meet AYP for a third consecutive year, pupils from low-income families must be offered the opportunity to receive instruction from a supplemental services provider of their choice; (e) "corrective actions" must be taken with respect to Title I-A schools that fail to meet AYP for four consecutive years, and those that fail for five years must be "restructured"; (f) Title I-A allocation formulas are modified to increase targeting on high poverty states and LEAs under the Education Finance Incentive Grant formula, move Puerto Rico

gradually toward parity with the states, and increase state minimum grants; (g) states must ensure that all of their teachers in core subject areas are "highly qualified" by the end of the 2005-2006 school year; (h) within four years, all paraprofessionals paid with Title I-A funds must have completed at least two years of higher education or met a "rigorous standard of quality"; and (i) the authorization level for Title I-A is specified for each year, rising from \$13.5 billion for FY2002 to \$25 billion for FY2007. Issues regarding implementation of these requirements and other provisions are being considered by the 108th Congress. This report will be updated regularly, to reflect legislative and implementation developments. [ABSTRACT FROM AUTHOR] (AN: 18317574)

Subjects: Educational test & measurement laws; Educational finance laws; United States; **No Child Left Behind Act of 2001;** Educational law & legislation -- United States

• 197.

No Child Left Behind Act: Improvements Needed in Education's Process for Tracking States' Implementation of Key Provisions: GAO-04-734.

Government Document

By: Shaul, Marnie S. GAO Reports. 9/30/2004, p1. 56p. Abstract: The **No Child Left Behind Act of 2001 (NCLBA)** has focused national attention on improving the academic achievement of the nation's 48 million students by establishing a deadline--school year 2013-14--for public schools to ensure that all students are proficient in reading and math. Accordingly, states, the District of Columbia, and Puerto Rico developed plans that set goals for increasing the numbers of students who attain proficiency on state tests each year, with all meeting goals by 2014. To provide information about states' efforts, GAO determined (1) what goals states established for student proficiency and their implications for whether schools will meet these goals; (2) what factors facilitated or impeded selected state and school district implementation efforts; and (3) how the Department of Education (Education) supported state efforts and approved state plans to meet student proficiency requirements. States varied in how they established proficiency goals and measured student progress, which is permitted by NCLBA so that states can address their unique circumstances. For example, states differed in the annual rates of progress they expected schools to make in order to have all of their students academically proficient by 2014 and in methods used to determine whether schools had met state goals. This variation in state approaches could affect how many schools meet their annual goals over time. State and school district officials said that their leadership's commitment to improving student achievement and technical assistance provided by an Education contractor facilitated implementation of NCLBA requirements. However, tight timeframes for determining school progress and problems with student data impeded implementation. Measuring achievement with faulty data can lead to inaccurate information on schools meeting proficiency goals. Education is working on efforts to help states improve their data systems, such as monitoring state data quality policies. Education assisted states in developing their plans for improving student proficiency and by June 10, 2003 approved, fully (11) or conditionally (41), all plans. As of July 31, 2004, Education had fully approved 28 states' plans without conditions; plans from 23 states and the District of Columbia were approved but contained conditions needed to implement NCLBA requirements. To help states, Education asked **assessment** experts to review all plans and provide states with on-site evaluations. Although Education officials said that they are continually monitoring states whose plans have conditions, the Department does not have a written process that delineates how and when each state will meet its conditions. In addition, by the school year (2005-06) NCLBA requires states to increase **assessments**. Education has developed guidance for its review and approval of states' expanded standards and **assessments**. However, it has not established a written plan that clearly identifies the steps required, interim goals, review schedules, and timelines. Without such written plans, states may be challenged to meet NCLBA system requirements by the 2005-06 deadline. [ABSTRACT FROM AUTHOR] (AN: 18174490)

Subjects: Government policy; Education policy; Academic achievement; United States; United States. Government Accountability Office; Students -- United States

• 198.

No Child Left Behind Act: Additional Assistance and Research on Effective Strategies Would Help Small Rural Districts: GAO-04-909.

Government Document

By: Shaul, Marnie S. GAO Reports. 9/23/2004, p1. 58p. Abstract: To improve the academic achievement of the nation's 48 million school-aged **children**, the **No Child Left Behind Act (NCLBA)** introduced significant changes to state, district, and school accountability for student performance and teacher qualifications. Congress has raised concerns about difficulties rural districts face implementing NCLBA. GAO is providing NCLBA implementation information on (1) key challenges rural states and districts face, (2) strategies rural districts have developed, (3) expenditures and resources related to rural districts' compliance, and (4) guidance and assistance the Department of Education (Education) is providing. To address these objectives, GAO conducted a nationally representative survey of rural and nonrural school districts. Also GAO interviewed officials in rural states and districts and Education officials. Rural districts faced some challenges in meeting NCLBA provisions to a greater extent than nonrural districts. For example, rural district officials were more likely than nonrural district officials to report challenges presented by a large enrollment of economically disadvantaged students who may live in communities lacking resources such as libraries. Rural districts also identified small school size and geographic isolation as greatly affecting their ability to implement NCLBA. Rural officials we interviewed said that limited access to teacher training facilities and Internet line maintenance difficulties impeded NCLBA implementation efforts. Rural district officials reported using some strategies, such as training for teachers, to the same extent as nonrural respondents, to help meet student proficiency provisions and implement teacher qualification requirements of NCLBA. Rural districts were more likely to increase computer capacity than nonrural districts. However, small rural districts were less likely than other rural districts to report using certain strategies, such as teacher mentoring. Rural state and district officials we interviewed identified some specific expenditures related to NCLBA, such as those related to analyzing **assessment** results and providing tutoring services to students. However, district officials were unable to determine total expenditures made to implement NCLBA, in part because their accounting records were not maintained in a way that tracked expenditures by NCLBA categories; states we contacted did not require districts to report separately on NCLBA expenditures. Besides state and local funds, officials reported using multiple federal programs to implement NCLBA, such as the Rural Education Achievement Program (REAP). Since 2002, Education has provided NCLBA guidance and assistance to all states and districts, and since April 2003, it has focused on rural education issues by issuing new guidance, establishing a task force on rural issues, and awarded a grant in September 2004 for a rural education research

center. However, rural officials indicated that further assistance would be helpful for small rural districts that are experiencing difficulties in providing teacher development opportunities and identifying effective remedial services to improve student achievement. Currently, research on the effectiveness of different strategies to improve student performance is limited. [ABSTRACT FROM AUTHOR] (AN: 18175098)

Subjects: Educational accountability; Teachers; United States; United States. Government Accountability Office; Education -- United States; **No Child Left Behind Act of 2001**

- 199.

[SCHOOLS FOR THE DEAF AND THE NO CHILD LEFT BEHIND ACT.](#)

Academic Journal

By: Cawthon, Stephanie W. American Annals of the Deaf. Fall2004, Vol. 149 Issue 4, p315-324. 10p. Abstract: THE **NO CHILD LEFT BEHIND ACT OF 2001 (NCLB)** emphasizes educational accountability for all students. Twenty-eight states have policies to aggregate student participation and proficiency data for schools for the deaf in **NCLB** reports. The remaining states account for these students in other ways: referring student data to "sending" schools and aggregating data to the district or state level are most prominent. In reports of student **assessment** results for academic year 2002-2003, three schools for the deaf made "Adequate Yearly Progress" under **NCLB**: These schools demonstrated at least a 95% participation rate in **assessments**, and at least 95% of their students met or surpassed state proficiency benchmarks in reading and mathematics. Proficiency levels for other schools varied by report, but were often comparable to those of students with disabilities. Challenges and strategies for capturing the impact of **NCLB** accountability policies on deaf students are discussed. [ABSTRACT FROM AUTHOR] DOI: 10.1353/aad.2005.0002. (AN: 15445373)

Subjects: Educational law & legislation; Educational technology; Education; Education of the deaf; School administration; United States

[Cited References: \(5\)](#) [Times Cited in this Database: \(1\)](#)

[PDF Full Text](#) (2.9MB)

- 200.

[NO CHILD LEFT BEHIND.](#)

Academic Journal

Radical Teacher. Sep2004, Issue 70, p49-49. 1/4p. Abstract: Focuses on the comment of Deborah Meier on the **No Child Left Behind Act** of U.S. President George W. Bush. Opposition of school administrators on the legislation; Elimination of students; Use of the Texas **Assessment** of Academic Skills. (AN: 14504212)

Subjects: Legislation; Education; Texas **Assessment** of Academic Skills; Achievement tests; Presidents of the United States; Bush, George W. (George Walker), 1946-

[PDF Full Text](#) (121KB)

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- 201.

[The No Child Left Behind Act and its Influence on Current and Future District Leaders.](#)

Academic Journal

By: Petersen, George J.; Young, Michelle D. Journal of Law & Education. Jul2004, Vol. 33 Issue 3, p343-363. 21p. Abstract: The **No Child Left Behind Act (NCLB)** has generated a significant amount of debate regarding its impact on education in the United States. At the heart of the issue we find the problematic relationship between external and internal control and the implication for organizational change and improvement. **NCLB's** reliance on data from annual student achievement scores to determine the future of schools, students and school personnel brings about a complicated and ominous challenge to the daily professional life of school superintendents. The demand for proven results, extensive evaluations, and data-driven decision-making has moved the role of the superintendent from the sideline to the frontline of supporting student achievement. As a result, superintendent preparation programs must also change. The requirements of **NCLB** push programs to develop candidates with the necessary knowledge, experiences and expertise to substantively address the new reform agenda. In this manuscript we discuss the influences of **NCLB** on four critical areas on the job of the superintendent; (1) **assessment** and accountability, (2) parental choice, (3) resource flexibility, and (4) quality teachers. We also consider how these new responsibilities should be reflected in programs that prepare school and school system leaders. [ABSTRACT FROM AUTHOR] (AN: 13921275)

Subjects: School employees; School superintendents; Academic achievement; United States; Organizational change; Education -- United States

[Times Cited in this Database: \(2\)](#)



- 202.

[An Overview of No Child Left Behind.](#)

Periodical

By: Boswell, Susan. ASHA Leader. 6/22/2004, Vol. 9 Issue 12, p8-9. 2p. Abstract: Provides an overview of the **No Child Left Behind (NCLB)** Act. Principles of the **NCLB**; Participation of students with disabilities in statewide **assessments**; Implementation of the requirements of federal **NCLB**. INSET: SCHOOLS CONFERENCE TARGETS **NCLB**. (AN: 13522437)

Subjects: Education; Students with disabilities; Educational law & legislation

[Times Cited in this Database: \(1\)](#)



- 203.

[The Effects of the **No Child Left Behind** Act on Career and Technical Education: Implications for Students with Special Needs.](#)

Academic Journal

By: Gaona, JeanAnn. Journal of Industrial Teacher Education. Summer2004, Vol. 41 Issue 2, p4-4. 1p. Abstract: The article focuses on the impact of the U.S. **No Child Left Behind** Act of 2001 (NCLBA) on special education. The NCLBA modified the Elementary and Secondary Education Act of 1965 and restated the requirements for the educational success of a student. According to the provisions of the NCLBA, by the school year 2013-2014, all students must pass their state's proficiency requirements. Students with special needs should also pass a state-administered **assessment** test and passing according to the guidelines set by that state. For the past several years, the individual educational plan of a special needs student has guided that student's education and has provided a means to determine the level of that student's success. The impact of the NCLBA on career and technical education will be known after a few years. Educators might not recommend students with special needs to career and technical education programs so that more students are taught under the traditional secondary environment. This would guarantee the success of students in state-administered **assessment** tests. Educational policies are being framed so that students' needs are met. (AN: 20283827)

Subjects: Special education; Special needs students; Technical education; Career education; Education policy; United States; **No Child Left Behind** Act of 2001; Education -- United States; Educational law & legislation -- United States



- 204.

[The **No Child Left Behind** Act: A Look at Provisions, Philosophies, and Compromises.](#)

Academic Journal

By: Kymes, Nancy. Journal of Industrial Teacher Education. Summer2004, Vol. 41 Issue 2, p5-5. 1p. Abstract: The article presents information about the U.S. **No Child Left Behind** Act of 2001 (NCLBA). The NCLBA was initially perceived to be legislation which would have little or **no** impact on career and technical education (CTE). However, with the launch of several CTE centers, the NCLBA may have a significant impact on personnel and program issues for CTE centers. According to the provisions of the NCLBA, special needs students should clear state **assessment** tests. The NCLBA rewards school districts based on the performance of students. This makes special needs students feel personally responsible for their district's failure to receive such rewards. The NCLBA measures teacher effectiveness by analyzing the academic achievement of students. The primary objective of the NCLBA was to produce a workforce of skilled laborers. An important feature of the act is its focus on highly trained teachers. The act promotes the appointment of highly qualified teachers in schools and colleges. (AN: 20283828)

Subjects: Technical education; Career education; Special education; Special needs students; Academic achievement; United States; Educational law & legislation -- United States; **No Child Left Behind** Act of 2001; Education -- United States



- 205.

[NCLB Rebellion. \(cover story\).](#)

Periodical

By: Lewis, Anne C. Education Digest. May2004, Vol. 69 Issue 9, p48-49. 2p. Abstract: Discusses the actions taken by the U.S. Department of Education in 2004, following public rebellion against President George W. Bush's **No Child Left Behind** Act. Perception on the intensive activity of the agency; Issuance of regulations to ease testing requirements for English-language learners and **children** with disabilities; Request signed by states to use existing state accountability and **assessment** systems. (AN: 13074529)

Subjects: Educational law & legislation; Education policy; United States. Dept. of Education; Demonstrations (Collective behavior); Education -- United States

[HTML Full Text PDF Full Text](#) (252KB)

- 206.

[Special Education Solutions in the Age of NCLB.](#)

Periodical

By: Harvey, Cathryn. T H E Journal. May2004, Vol. 31 Issue 10, p68-68. 1p. Abstract: Focuses on the **No Child Left Behind** (NCLB) Act that specifies schools' responsibilities for including special education students in their overall **assessment** programs. Scope of the battery of **assessments** required to special education administrators and teachers to qualify a student for special education; Advantage of using criterion-referenced diagram and screening programs to teachers; Information on the publication titled "**No Child Left Behind**: Using Data to Influence Classroom Decisions" from the U.S. Department of Education. (AN: 14088730)

Subjects: Special education -- Law & legislation; Educational law & legislation; Educational evaluation; Special education teachers; Criterion referenced tests; United States; United States. Dept. of Education; Publications

[HTML Full Text](#)

- 207.

Transforming Schools: Can Texas Schools Implement the **No Child Left Behind** Act (2001) in an Era of Scarce Resources?

Conference

By: Lentz, Corliss. Conference Papers -- Midwestern Political Science Association. 2004 Annual Meeting, Chicago, IL, p1-28. 28p. 6 Charts. Abstract: The **No Child Left Behind** Act of 2001 impacts most school districts. Many of the regulations require changes to existing programs and practices, thus there is confusion among administrators. For Texas school districts, implementing **NCLB** is problematic considering a 12 percent cut in appropriations needed to balance the state budget. This paper focuses on the provisions to help low-achieving **children** in challenging achievement academic standards. The measure is difficult to achieve for several reasons. 1) it is difficult for districts to identify and reach under-served **children** because of legal restrictions on privacy;. 2) Changing state accountability measures many confound **assessments** required by **NCLB**. Texas changed its accountability instrument in FY2002-2003. 3) Provisions to expand programs are fiscally problematic. And 4) A highly qualified work force is problematic for Texas which has a shortage of certified teachers (U.S. Department of Education 2002). These concerns show the importance of this paper. In many cases, school administrators will be the agents of organizational change in order to implement **NCLB**. This paper should identify innovative change mechanisms that can transform schools and increase student achievement. The researcher will examine Texas budget records from the 2003 legislative session to assess cutbacks in educational spending and will interview a select group of school administrators to assess difficulties implementing **NCLB** in their districts. The interviewees will be doctoral students in the Educational Leadership program at San Houston State University that hold administrative posts. The research should give audiences an understanding of the difficulties of implementing programs that are conceived and passed into law by politicians. It should also identify the creativity that school administrators need to achieve the required results of **NCLB** within their budgets. [ABSTRACT FROM AUTHOR] DOI: mpsa_proceeding_24394.PDF. (AN: 16053367)

Subjects: School districts; School administrators; School administration; Academic achievement; Texas; U.S. state budgets; Public finance

- 208.

[Harvard study cites **NCLB** implementation flaws.](#)

Periodical

American Teacher. Apr2004, Vol. 88 Issue 7, p16-16. 1/2p. 2 Color Photographs. Abstract: Discusses findings of the Civil Rights Project at Harvard University's study examining the **No Child Left Behind** Act (**NCLB**) through its first year of implementation. Struggle of public educators at all levels to implement the law; Effects of federal accountability rules on state reforms and **assessment** strategies; Need for improving the market and choice-oriented policies imposed on schools. (AN: 12800239)

Subjects: Educational law & legislation; Education; School choice; Public schools; Educational change; United States



- 209.

[House Told **NCLB** Money Is Ample If States Are Creative.](#)

Periodical

Special Education Report (Aspen Publishers Inc.). Apr2004, Vol. 30 Issue 4, p3-3. 1p. Abstract: Despite pleas from states for additional funds to implement the **No Child Left Behind** Act, educators speaking at the U.S. congressional hearing, March 4, said the resources provided-if used "creatively"- are sufficient to meet the needs of disabled students under the law. A big part of that flexibility includes a rule that gives school districts and states the option of counting the "proficient" alternate-**assessment** scores of up to 1 percent of students with the most severe cognitive disabilities toward "adequate yearly progress" determinations. (AN: 12828600)

Subjects: Educational finance; Education policy; School districts; United States; Education -- United States; Cognition disorders



- 210.

[NCLB Spurs N.J. Tutoring Business.](#)

Periodical

By: Fratt, Lisa. District Administration. Mar2004, Vol. 40 Issue 3, p25-25. 1/4p. Abstract: Reports on the requirements of the **No Child Left Behind** policy being taken seriously in New Jersey schools. Number of students enrolled in tutoring programs; Offer of individual to large group and online instruction for students in reading, language acquisition and math by organizations; Plan of the state to implement a formula that includes student **assessment** data as well as teacher and parent feedback to analyze providers. (AN: 12420368)

Subjects: Tutors & tutoring; Teaching; Internet in education; Training; Continuing education; Education; New Jersey; United States

[PDF Full Text](#) (178KB)

- 211.

[No Child Left Behind -- Is Massachusetts Paying Attention?](#)

Academic Journal

By: Driscoll, David P. New England Reading Association Journal. 2004, Vol. 40 Issue 2, p63-64. 2p. Abstract: Discusses the role of the **No Child Left Behind** (**NCLB**) Act in improving the quality of education in Massachusetts. Historical background of

the public education system in the U.S.; Issue on the implementation of the Massachusetts Comprehensive **Assessment** System (MCAS) graduation requirement; Difference between MCAS and the adequate yearly progress requirement under the **NCLB** instituted in Texas. (AN: 15492280)

Subjects: Educational law & legislation; Education policy; Educational change; Universities & colleges -- Graduation requirements; Massachusetts



- 212.

[New Task Force To Study Impact Of IDEA, **NCLB** Rules.](#)

Periodical

Special Education Report (Aspen Publishers Inc.). Mar2004, Vol. 30 Issue 3, p12-12. 1p. Abstract: Reports on the creation of the Task Force on Special Education of the Council of Chief School State Officers in the U.S. Responsibility in studying the potential impact of federal law on special-needs students; Role in exploring the implications of the **No Child Left Behind** Act; Obligation to help states apply recently released regulations governing the use of alternate **assessments**. (AN: 12525292)

Subjects: Special education; Federal legislation; Education policy; United States; Task forces; Legislative bills



- 213.

[The **No Child Left Behind** Act and English Language Learners: **Assessment** and Accountability Issues.](#)

Academic Journal

By: Abedi, Jamal. Educational Researcher. Jan/Feb2004, Vol. 33 Issue 1, p4-14. 11p. 1 Diagram, 4 Charts. Abstract: There are major issues involved with the disaggregated **No Child Left Behind (NCLB)** Act in terms of its adequate yearly progress reporting for students with limited English proficiency (LEP). Inconsistent LEP classification, as well as the sparse population of LEP students in many states, threatens the validity of adequate yearly progress reporting. The LEP subgroup's lack of stability also threatens accountability, since students attaining English proficiency move out of the subgroup. The linguistic complexity of **assessment** tools may lower LEP student performance in areas with greater language demand. Finally, schools with larger numbers of LEP students with lower baselines may require greater gains. Thus, **NCLB's** mandates may unintentionally place undue pressure on schools with high numbers of LEP students. Continuing efforts to remedy these issues should bring more fair **assessment** and accountability. [ABSTRACT FROM AUTHOR] DOI: 10.3102/0013189X033001004. (AN: 12858066)

Subjects: Educational law & legislation; Foreign language education; Rating of students; Educational evaluation; Legal status of **children**

[Times Cited in this Database: \(118\)](#)



- 214.

[Review Of Final **NCLB** Rules For Severely Disabled Students.](#)

Periodical

Special Education Report (Aspen Publishers Inc.). Jan2004, Vol. 30 Issue 1, p6-8. 3p. Abstract: The article reviews the final **No Child Left Behind** Act (**NCLB**) rules for severely disabled students offering an overview of key elements that address special-needs of students. The final regulations permit states to establish alternate achievement standards for students with the most significant cognitive disabilities for the purposes of satisfying the adequate yearly progress (AYP) requirements of **NCLB**. Within certain limits, alternate **assessments** aligned to those standards may be used to determine the proficiency of these students when calculating AYP. (AN: 12015658)

Subjects: **Children** with disabilities; Academic achievement; Evaluation; Students with disabilities; Education; Cognition disorders



2003

- 215.

[Living \(or Dying\) With Your **NCLB** Tests.](#)

Periodical

By: Popham, W. James. School Administrator. Dec2003, Vol. 60 Issue 11, p10. 5p. 1 Black and White Photograph. Abstract: Focuses on how to deal with the **assessment** tests under the **No Child Left Behind** Act which was signed into law in January 2002. Discussion on the essential attributes of an instructionally sensitive **NCLB** test; Tips on how to discern whether a state's **NCLB** test is instructionally sensitive; Information on legitimate action steps for school administrators who work in a state where **NCLB** tests are instructionally sensitive; Steps in implementing a public information campaign about **NCLB** tests. INSET: AASA's Lead in Test Reform. (AN: 11274033)

Subjects: School administration; School administrators; Examinations; Legal status of **children**; Law

[Times Cited in this Database: \(2\)](#)

HTML Full Text

- 216.

[No Child Left Behind: Changes and Challenges.](#)

Academic Journal

By: Fritzberg, Gregory J. Journal of Education. 2003, Vol. 184 Issue 3, p37-43. 7p. Abstract: The article presents information about the accountability for schools and districts under the federal **No Child Left Behind Act (NCLB)**. Federal officials estimate that about 9% of special education students— themselves representing about 9% of all students— fall into **NCLB** category, and have thus capped the proportion of students that can be certified proficient in this way at 1%. **NCLB** clearly falls within the standards and **assessment** trajectory of Goals 2000 and indeed educational policy overall over the last decade. (AN: 15808076)

Subjects: Educational accountability; Education policy; Educational indicators; Educational productivity; Outcome-based education; Public institutions

[Cited References: \(12\) Times Cited in this Database: \(1\)](#)



- 217.

[Timeline for Future NCLB Mandates. \(cover story\).](#)

Periodical

NEA Today. May2003, Vol. 21 Issue 8, p31. 1/4p. Abstract: Presents a timeline for various mandates in the **No Child Left Behind Act** educational law in the U.S. from 2002 to 2008. Establishment of a proficiency threshold for adequate yearly progress; Availability of Targeted Assistance Grants; Development of science standards and **assessments** for reading, language and math in grade 3 through grade 8. (AN: 9641855)

Subjects: Educational law & legislation; Education policy; United States



- 218.

[10 Technology Funding Sources in NCLB.](#)

Periodical

By: Blaschke, Charles. T H E Journal. May2003, Vol. 30 Issue 10, SPECIAL SECTION p22. 3p. 1 Color Photograph. Abstract: Deals with the areas where U.S. school districts can use technology to meet the requirements of the U.S. federal education initiative, **No Child Left Behind Act**. Improvement of student achievement in mathematics and reading; Importance of aligning to state **assessments** and standards; Accommodation of special needs **assessments**. (AN: 9927679)

Subjects: Educational law & legislation; Education policy; Educational technology; Educational innovations; United States

HTML Full Text

- 219.

[Implementing the Complexities of NCLB.](#)

Periodical

By: Lohr, Neah J. T H E Journal. May2003, Vol. 30 Issue 10, SPECIAL SECTION p25. 4p. 1 Color Photograph. Abstract: Describes the approach of the state of Wisconsin to the implementation of the complexities of the U.S. federal education initiative, **No Child Left Behind Act**. Provision of information on the application for funds by school districts; Factors considered in the review of fund applications; Determination of recommendations for needs **assessment** and accountability. (AN: 9927680)

Subjects: Educational law & legislation; Education policy; Wisconsin; United States; Legislative bills

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- 220.

[NCLB Dominates at FETC.](#)

Periodical

Tech & Learning. Apr2003, Vol. 23 Issue 9, p6. 1/6p. Abstract: This article focuses on the domination of 'No Child Left Behind' at Florida Educational Technology Conference, where core curriculum software, instructional management packages, and **assessment** tools addressing the legislation's requirements took center stage. In particular, online professional development for reading has emerged in a big way in response to the Reading First initiative-with Scholastic, Classroom Connect, and Holt, Rinehart and Winston each touting their Web-based training and hardware vendors were playing up their role by offering professional development, outsourced technology support, and other services. (AN: 9529430)

Subjects: Computer assisted instruction; Educational technology; Curricula (Courses of study); Teaching aids

[Times Cited in this Database: \(1\)](#)



- 221.

[ED. DEPT. GRANTS TO HELP STATE WITH NCLB.](#)

Periodical

Techniques: Connecting Education & Careers. Apr2003, Vol. 78 Issue 4, p6. 2p. Abstract: Reports on the use of the grant funds from the U.S. Department of Education to assist states in developing **assessments** under the **No Child Left Behind** Act. Amount of the grant funds; Focus on students with disabilities and limited English proficiency; Availability of funding to cover the cost of testing. (AN: 9419838)

Subjects: Federal aid to education; United States; United States. Dept. of Education; Educational law & legislation -- United States

[PDF Full Text](#) (486KB)

- 222.

[DEALING WITH THE DETAILS: Specific Plans for NCLB.](#)

Periodical

By: Pascopella, Angela. District Administration. Mar2003, Vol. 39 Issue 3, p9. 1/4p. Abstract: Reports on the implementation plan of the states of Massachusetts and Colorado for the **No Child Left Behind** law. School accountability plans approved by the U.S. Department of Education; Annual yearly progress method in Massachusetts; State **assessment** system in Colorado. (AN: 9206162)

Subjects: Educational law & legislation; Massachusetts; Colorado; United States

[PDF Full Text](#) (268KB)

- 223.

[NAEP and No Child Left Behind: Technical Challenges and Practical Solutions.](#)

Academic Journal

By: Hombo, Catherine M. Theory Into Practice. Winter2003, Vol. 42 Issue 1, p59. 7p. Abstract: Analyzes the technical challenges of using the National **Assessment** of Educational Progress (NAEP) as a serious discussion tool in evaluating results of state **assessments** and in providing a common base for comparison between states. Information on the NAEP; Challenges posed by the **No Child Left Behind** Act; Conclusion. DOI: 10.1207/s15430421tip4201_8. (AN: 9611531)

Subjects: Testing; Education; Legislation; United States

[Cited References: \(9\) Times Cited in this Database: \(5\)](#)

[HTML Full Text PDF Full Text](#) (1.2MB)

2002

- 224.

[No Child Left Behind.](#)

Academic Journal

By: Sclafani, Susan. Issues in Science & Technology. Winter2002-03, Vol. 19 Issue 2, p43. 5p. Abstract: Discusses the **No Child Left Behind** education legislation by U.S. President George W. Bush. Principles on which the educational plan of Bush is based; Controversy surrounding the need for educational **assessment**; Features of the legislation. (AN: 8936443)

Subjects: United States; Educational law & legislation -- United States; Educational tests & measurements -- United States; Bush, George W. (George Walker), 1946-

[HTML Full Text PDF Full Text](#) (849KB)

- 225.

[No Child Left Behind--How Will It Affect Science Educators?](#)

Academic Journal

By: Peterson, Jodi. Science & **Children**. Oct2002, Vol. 40 Issue 2, p18-18. 1p. Abstract: The article presents information on an educational reform law signed by the U.S. President George W. Bush on January 8, 2002. The president signed into law the **No Child Left Behind** Act (**NCLB**), the sweeping new federal education reform law that will affect virtually every aspect of K-12 education. According to the law, first, by the 2007-2008 school year, all states must administer an annual science **assessment** to students in grades 3-5,6-9, and 10-12. Second, several new provisions under **NCLB** will profoundly influence the professional development provided to all teachers. **NCLB** requires that by the end of the 2005-2006 school year, all states must ensure that every core subject classroom teacher is highly qualified. To meet this definition, a teacher must be certified or licensed, hold a bachelor's degree, and have demonstrated competencies in his or her teaching area as determined by the state. Science teachers can take an active role in professional development by working with their school and district to create a needs **assessment**. (AN: 19111143)

Subjects: Educational law & legislation; Grading & marking (Students); Needs **assessment**; United States; Education -- United States; Presidents of the United States; Bush, George W. (George Walker), 1946-



- 226.

[No Child Left Behind—How Will It Affect Science Educators?](#)

By: Peterson, Jodi. Science Scope. Oct2002, Vol. 26 Issue 2, p57-57. 1p. Abstract: The article comments on how the **No Child Left Behind** Act will affect science educators in the U.S. By the 2007-2008 school year, all states must administer an annual science **assessment** to students in grades 3-5, 6-9 and 10-12. Several provisions of the act will influence the professional development provided to all teachers. The act requires that by the end of 2005-2006 school year, all states must ensure that every core subject classroom teacher is highly qualified. Science teachers can take an active role in professional development by collaborating with their school and district to create a Needs **Assessment**, then charting their own professional growth with an individual professional development plan. (AN: 18978458)

Subjects: Science teachers; Educators; Educational law & legislation; Science education; Educational tests & measurements; Career development; Needs **assessment**; United States; **No Child Left Behind** Act of 2001



Result List

2012

- 1.

[No Child Left Behind and Tutoring in Reading and Mathematics: Impact of Supplemental Educational Services on Large Scale Assessment.](#)

Academic Journal

By: Muñoz, Marco A.; Chang, Florence; Ross, Steven M. Journal of Education for Students Placed at Risk. Jul2012, Vol. 17 Issue 3, p186-200. 15p. Abstract: This quantitative study evaluated the effects of Supplemental Educational Services (SES), a federally mandated component of **No Child Left Behind**, on student achievement in reading and mathematics. SES provides free tutoring outside school to disadvantaged students who attend Title I schools that are in their third year of failing to achieve adequate yearly progress on state **assessments**. Data from the fifth year of SES implementation in a large urban school were analyzed to determine if the mostly small and not statistically significant effects obtained in prior years were stronger as the tutoring services acquired additional refinement and maturity. A matched treatment-control group design was employed, in which students who received SES tutoring in reading, mathematics, or both were matched to similar schoolmates who were eligible for SES services but did not participate. Results showed consistently positive but small, not statistically significant, effect sizes for the outcome measures. Student achievement results and their implication for policy and practice are discussed. [ABSTRACT FROM AUTHOR] DOI: 10.1080/10824669.2012.688170. (AN: 78323580)

Subjects: Tutors & tutoring; Mathematics education; Education & training services industry; Academic achievement; Reading; Education research; United States; Quantitative research; **No Child Left Behind Act of 2001**



2011

- 2.

[The Disheartened Teacher: Living in the Age of Standardisation, High-stakes Assessments, and No Child Left Behind \(NCLB\).](#)

Academic Journal

By: Rubin, Daniel Ian. Changing English: Studies in Culture & Education. Dec2011, Vol. 18 Issue 4, p407-416. 10p. Abstract: There has been a universal movement towards government-regulated standardisation and high-stakes **assessment**. In the United States, this has resulted in the **No Child Left Behind Act (2001)**. Because of the predominant focus on high-stakes reading and writing **assessments** required by **NCLB**, teachers in the subject area of English/Language Arts (ELA) have been victims of increased expectations and regimentation, more so than most other content areas. Therefore, for teachers today, both in ELA and across the curriculum, **NCLB** is harming teachers, their practice and their long-term commitment to the teaching profession. [ABSTRACT FROM AUTHOR] DOI: 10.1080/1358684X.2011.630197. (AN: 69537578)

Subjects: Educational evaluation; Language arts; United States; Teacher evaluation -- United States; **No Child Left Behind Act of 2001**; Educational law & legislation -- United States

[Cited References: \(49\) Times Cited in this Database: \(2\)](#)



- 3.

[Accountability-assessment under No Child Left Behind: Agenda, practice, and future.](#)

Academic Journal

By: Deville, Craig; Chalhoub-Deville, Micheline. Language Testing. Jul2011, Vol. 28 Issue 3, p307-321. 15p. Abstract: The author reflects on the U.S. educational reform related to test development and practices under the moniker of **No Child Left Behind (NCLB)** and was validated in the reauthorization of the Elementary and Secondary Education Act (ESEA). He explores different aspects related to English language learners' (ELLs) **assessments** such as challenges, practices, and background information. Discussion of various papers with regards to this issue are also presented. DOI: 10.1177/0265532211400876. (AN: 63646210)

Subjects: Limited English-proficient students; Government policy; United States; United States. Elementary & Secondary Education Act of 1965; Educational change -- United States; **No Child Left Behind Act of 2001**

[Cited References: \(33\) Times Cited in this Database: \(3\)](#)



- 4.

[Estimating Trends From Censored **Assessment** Data Under **No Child Left Behind**.](#)

Academic Journal

By: Furgol, Katherine E.; Ho, Andrew D.; Zimmerman, Dale L. Educational & Psychological Measurement. Oct2010, Vol. 70 Issue 5, p760-776. 17p. Abstract: Under the **No Child Left Behind** Act, large-scale test score trend analyses are widespread. These analyses often gloss over interesting changes in test score distributions and involve unrealistic assumptions. Further complications arise from analyses of unanchored, censored **assessment** data, or proportions of students lying within performance levels defined by unspecified cut scores. This article introduces "shift models," particularly the "normal-shift" model, to summarize the limited information available in censored data and to support distribution-wide trend analyses. A simulation study exploring this model's estimation procedure—an expectation-maximization algorithm for maximum likelihood estimates (MLEs) of normally distributed censored data—found that the MLEs exhibit little to **no** bias over a range of sample sizes and cut scores. The normal-shift model was applied to two full state data sets and performed well in recovering effect size estimates in censored scenarios, except when censoring occurred at cut scores that generated particularly unrepresentative trends. The normal-shift model facilitates effect size estimation for unanchored, censored **assessment** data and, when applied to a large, cross-state data set, revealed significant positive trends from 2003-2005 and 2005-2007 for most states. [ABSTRACT FROM AUTHOR] DOI: 10.1177/0013164410366692. (AN: 55095774)

Subjects: Educational law & legislation; Achievement tests; Algorithms; Simulation methods in education; Theory; Data analysis; United States; Achievement tests -- United States; Education -- United States; Analysis of variance; Mathematical models; Research funding; Effect sizes (Statistics); Maximum likelihood statistics; Trend analysis

[Cited References: \(20\) Times Cited in this Database: \(1\)](#)



- 5.

[No Child Left Behind and Engli Language Learners: Issues in **Assessment**.](#)

Academic Journal

By: Zimmerman, Lynn W. Education & Society. 2009, Vol. 27 Issue 3, p77-87. 11p. Abstract: This article first examines **assessment** focusing on standardized testing. Then it summarizes **NCLB** legislation, examining the implications of federal education standards and standardized testing for students who are ELL. Because the legislation does not make a clear distinction between school **assessment** and individual student **assessment**, the educational issues that English Language Learners (ELLs) face are not being addressed adequately. Finally, it offers some suggestions how teachers can use **assessment** strategies to support these students while preparing them for success in American schools. [ABSTRACT FROM AUTHOR] DOI: 10.7459/es/27.3.06. (AN: 52864801)

Subjects: Evaluation; Limited English-proficient students; Students -- Self-rating of; Standardized tests; United States; **No Child Left Behind** Act of 2001; Schools -- United States

[Cited References: \(18\)](#)



- 6.

[Are **NCLB** **Assessment** Test Scores Beginning to Plateau?](#)

Periodical

ERS e-Bulletin. 9/3/2009, Vol. 37 Issue 1, p3-3. 1p. Abstract: The article offers information on the report from the Center on Education Policy (CEP) in the U.S. related to the **No Child Left Behind (NCLB) assessment** test scores. It studies the trends for **NCLB** accountability requirements by the 50 states. Meanwhile, familiarity in testing routines is speculated to cause the gains in the test scores. (AN: 44201597)

Subjects: Test scoring; Education policy; United States; Services for **children**; **No Child Left Behind** Act of 2001

- 7.

[Adding Better **Assessments** Is Not **NCLB** Law's Solution.](#)

Periodical

By: Woestehoff, Julie. Education Week. 12/10/2008, Vol. 28 Issue 15, p25-26. 2p. 1 Color Photograph. Abstract: A letter to the editor is presented in response to the article "Could 'Open Source' Testing Help Resolve the Testing Impasse?," by Charles Barone in the November 19, 2008 issue. (AN: 36196273)

Subjects: Educational tests & measurements; Letters to the editor

[HTML Full Text](#)

- 8.

No Child Left Behind: Values and Research Issues in High-Stakes Assessments.

Academic Journal

By: Duffy, Maureen; Giordano, Victoria A.; Farrell, Jill B.; Paneque, Oneyda M.; Crump, Genae B. Counseling & Values. Oct2008, Vol. 53 Issue 1, p53-66. 14p. Abstract: High-stakes testing and mandated **assessments**, which are major outcomes of the **No Child Left Behind** Act of 2001 (**NCLB**; 2002) contain multiple embedded values that affect the lives of students, their families, teachers, and counselors. A primary embedded value within the **NCLB** is the privileging of quantitative science over other methods of inquiry and **assessment**. Thus, accountability, a cornerstone of **NCLB** legislation, has come to be understood in a narrow way and is valued primarily as a feature of quantitative **assessment**. This restricted view of accountability has had significant effects on how teachers and counselors organize their work with students. [ABSTRACT FROM AUTHOR] (AN: 34868664)

Subjects: Educational accountability; Teachers; Counselors; United States; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States; Values (Ethics); Educational law & legislation -- Florida

Cited References: (26) Times Cited in this Database: (1)

[PDF Full Text](#) (1009KB)

- 9.

What states can learn about state standards and assessment systems from No Child Left Behind documents and interviews with Central Region assessment directors.

Report

What States Can Learn About State Standards & Assessment Systems from **No Child Left Behind** Documents & Interviews. 2008, Issue 36, piii-iv. 2p. Abstract: The article presents a summary of the study "What states can learn about state standards and **assessment** systems from **No Child Left Behind** (NLCB) documents and interviews with Central Region **assessment** directors" in the U.S. It states that teachers have administered classroom **assessments** to grade students for decades and districts have administered **assessments** to monitor districtive programs. The **NCLB** Act of 2001 added new federal requirements to the current local state **assessment** programs. (AN: 35186487)

Subjects: Educational standards; Educational evaluation; Teachers; Students; School districts; United States; **No Child Left Behind** Act of 2001

[PDF Full Text](#) (43KB)

- 10.

States Try Out Remodeled NCLB Assessments.

Periodical

By: Scarpa, Steven. District Administration. Feb2008, Vol. 44 Issue 2, p22-22. 1/3p. Abstract: The article discusses the U.S. Department of Education's growth model pilot program to test potential reforms of the **No Child Left Behind** law (**NCLB**). It is reported that the growth model reforms track the performance of individual students rather than that of groups of students. The pilot program was reportedly instituted in 2005 in nine states including Alaska, Arizona, and Iowa. U.S. Secretary of Education Margaret Spellings comments on her hopes for **NCLB**. (AN: 28772767)

Subjects: Educational change; Educational statistics; Educational standards; United States; United States. Dept. of Education; Pilot projects; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States; Spellings, Margaret, 1957-

[PDF Full Text](#) (237KB)

2007

- 11.

NCLB draft lays down law on using alternate assessments.

Periodical

Education USA (LRP Publications). Oct2007, Vol. 4 Issue 3, p6-6. 1/2p. Abstract: The article focuses on provisions of the proposed reauthorization of the U.S. **No Child Left Behind** (**NCLB**) Act which will allow students with cognitive disabilities to take alternate **assessments** in one or more subjects. The provisions, authored by legislator George Miller, requires states to have guidelines for IEP teams in deciding whether a student's disabilities warrant the use of an alternate tests. (AN: 27027211)

Subjects: Education of students with disabilities; Educational tests & measurements; United States; Educational law & legislation -- United States; **No Child Left Behind** Act of 2001



- 12.

NCLB draft lays down law on using alternate assessments.

Periodical

By: Sherman, Mark W. Education Daily. 9/6/2007, Vol. 40 Issue 161, p3-3. 2/3p. Abstract: The article reports on the plan of U.S. Representative George Miller to reauthorize the U.S. **No Child Left Behind** Act. It is indicated that the plan to reauthorize the **NCLB** will codify the rules that let students with cognitive disabilities take alternate **assessments** in one or more subjects.

Nancy Reder of the National Association of State Directors of Special Education warns that the push for grade-level content presents certain challenges. (AN: 26685679)

Subjects: Laws on education of **children** with disabilities; United States; **No Child Left Behind** Act of 2001; Cognition disorders in **children**; Miller, George, 1945-; Reder, Nancy



- 13.

NCLB does not mandate language-sensitive **assessments**.

Periodical

School Law News (LRP Publications). Jul2007, Vol. 35 Issue 7, p11-12. 2p. Abstract: The article summarizes the case Coachella Valley Unified School District, et al versus State of California which involves the discretionary authority of the state to conduct student **assessments** under the **No Child Left Behind** Act. The Supreme Court of California did not grant the request of a Hispanic civil rights group to force the state to provide testing in Spanish. The court reasoned that California was acting within its discretion under the law. (AN: 25624749)

Subjects: Educational tests & measurements; School administration; California; California. Supreme Court; Actions & defenses (Law); **No Child Left Behind** Act of 2001; Spanish language



- 14.

Assessment and Accommodation Issues Under the **No Child Left Behind** Act and the Individuals With Disabilities Education Improvement Act.

Academic Journal

By: Shriner, James G.; Ganguly, Rahul. **Assessment** for Effective Intervention. Summer2007, Vol. 32 Issue 4, p231-243. 13p. 2 Charts. Abstract: Including students with disabilities in the new standards and accountability systems is one of the key challenges facing school districts around the nation. In this article, the authors first address the evolving **assessment** and accommodations requirements of both the **No Child Left Behind** Act of 2001 (**NCLB**) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), with specific emphasis on the interrelationships between education curriculum standards, participation options, and accommodation decisions. Second, using findings from earlier studies, they discuss the decision-making practices of school personnel with regard to participation and accommodations practices for students with high-incidence disabilities who participate in state **assessments** with or without accommodations. Finally, they suggest areas for future research, including those that may arise with the emergence of alternate **assessments** based upon modified achievement standards and from the increased monitoring of accommodation decisions under both **NCLB** and IDEIA. [ABSTRACT FROM AUTHOR] DOI: 10.1177/15345084070320040501. (AN: 26562755)

Subjects: Special education -- Law & legislation; Students with disabilities; Evaluation; United States; **No Child Left Behind** Act of 2001

Cited References: (27) Times Cited in this Database: (3)



- 15.

Large-Scale **Assessment**, Rationality, and Scientific Management: The Case of **No Child Left Behind**.

Academic Journal

By: Roach, Andrew T.; Frank, Jennifer L. Journal of Applied School Psychology. 2007, Vol. 23 Issue 2, p7-25. 19p. 1 Chart. Abstract: This article examines the ways in which **NCLB** and the movement towards large-scale **assessment** systems are based on Weber's concept of formal rationality and tradition of scientific management. Building on these ideas, the authors use Ritzer's McDonaldization thesis to examine some of the core features of large-scale **assessment** and accountability systems. According to Ritzer, McDonaldized systems and routines are characterized by four central features: (a) a pursuit of efficiency; (b) emphasis on calculability or quantification of outcomes; (c) predictability and uniformity; and (d) control through nonhuman technologies. Strengths and shortcomings of each of these features for schools and educators are discussed. The article concludes with ideas and strategies for school psychologists interested in maximizing the benefits and minimizing the negative outcomes of large-scale **assessment** and accountability systems. [ABSTRACT FROM AUTHOR] DOI: 10.1300/J370v23n02_02. (AN: 26426334)

Subjects: Psychological tests; Educational accountability; High-stakes tests; **No Child Left Behind** Act of 2001; Psychodiagnostics; Psychologists



- 16.

Use Authentic **Assessment** Techniques to Fulfill the Promise of **No Child Left Behind**.

Academic Journal

By: Layton, Carol A.; Lock, Robin H. Intervention in School & Clinic. Jan2007, Vol. 42 Issue 3, p169-173. 5p. 5 Black and White Photographs. Abstract: The article discusses the use of authentic **assessment** plans to track the progress of state educational accountability programs brought about the U.S. **No Child Left Behind** Act of 2001 and the U.S. Individuals with Disabilities Education Improvement Act of 2004. The authors provide suggestions on how to assess individualized education programs used in special education programs for students with disabilities, including collecting student work samples, creating curriculum-

based **assessments** to connect student performance to the curriculum, and using an educational portfolio to track the progress of the students. DOI: 10.1177/10534512070420030601. (AN: 23438017)

Subjects: Educational evaluation; Educational accountability; Curriculum-based **assessment**; Individualized education programs; Special education; Laws on education of people with disabilities; United States; United States. Individuals with Disabilities Education Improvement Act of 2004; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States

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2006

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17.

[NASDSE to focus on NCLB, assessment, N-sizes.](#)

Periodical

By: Walton, Robert. Education Daily. 12/14/2006, Vol. 39 Issue 226, p6-6. 1/2p. Abstract: The article focuses on the plan of the National Association of State Directors of Special Education (NASDSE) to discuss the **assessment** of students with disabilities under the U.S. **No Child Left Behind** (NCLB) Act. NASDSE plans to hold a discussion to emphasize the need for an intensive interventions on individual students and address the efficiency of N-sizes and subgroups in line with the reauthorization of NCLB. The **assessment** focus must be on expectations according to deputy executive director Nancy Reder. (AN: 23523339)

Subjects: Education of people with disabilities; Associations, institutions, etc.; United States; **No Child Left Behind** Act of 2001; Special education -- Societies, etc.; Reder, Nancy



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18.

[ED approves West Virginia's NCLB assessment system.](#)

Periodical

By: Sweeney, Jeanne. Education Daily. 6/27/2006, Vol. 39 Issue 122, p5-5. 1/3p. Abstract: The article reports that West Virginia was given full approval by the U.S. Education Department for its standards and **assessment** system under the **No Child Left Behind** Act. It became the third state to receive full approval after Maryland and Tennessee. West Virginia had been out of compliance with the Improving America's Schools Act, NCLB's predecessor, making its approval praiseworthy, according to Assistant Education Secretary Henry Johnson. (AN: 21502910)

Subjects: Educational standards; Educational law & legislation; West Virginia; United States. Dept. of Education; **No Child Left Behind** Act of 2001; Johnson, Henry



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19.

[Benchmark assessments key to meeting NCLB goals. \(cover story\).](#)

Periodical

By: Mosser, Tricia. Education Daily. 4/21/2006, Vol. 36 Issue 76, p1-8. 2p. Abstract: Reports on the use of benchmark **assessments** by some state policymakers to meet the objectives of the **No Child Left Behind** Act in the U.S. Role of benchmark **assessments** systems in redefining the definition of adequate yearly progress; Expected launch of such **assessments**; Factors to be considered by district officials in developing a benchmark **assessment** system. (AN: 20730439)

Subjects: Education benchmarking; Educational standards; United States; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States; Education -- United States



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20.

[Residents, teachers critical of NCLB, state assessment.](#)

Periodical

Education Daily. 3/7/2006, Vol. 39 Issue 43, p4-4. 1/4p. Abstract: Reports on a forum sponsored by the National Academy of Education in Missouri in which state residents expressed suspicion about and dissatisfaction with the U.S. **No Child Left Behind** Act (NCLB). Practicality of the legislation according to Nicole Hackett, a Missouri parent; Other negative comments about NCLB. (AN: 20306509)

Subjects: Parent participation in education; Missouri; **No Child Left Behind** Act of 2001; Educational law & legislation -- United States; Hackett, Nicole



- 21.

Assessments-standards alignment an **NCLB** hurdle. (cover story).

Periodical

By: Sawchuk, Stephen. Education Daily. 1/18/2006, Vol. 39 Issue 10, p1-3. 2p. Abstract: The article reports that state governments should ensure that the science **assessments** they will institute as required under the **No Child Left Behind** Act (**NCLB**), are properly aligned with their standards. This also reports that many states stress the scientific inquiry process in their standards. However according to experts, if states' **NCLB** standardized examinations are expected to measure scientific inquiry, that could be a challenging hurdle financially and logistically. (AN: 19756323)

Subjects: Science education; United States; Educational tests & measurements -- United States; Educational law & legislation - United States; State governments



2005

- 22.

NCLB accidentally boosts importance of formative **assessment**.

Periodical

What Works in Teaching & Learning. Nov2005, Vol. 37 Issue 11, p10-10. 1/2p. Abstract: The article discusses the importance of formative **assessment**. Formative **assessment** must be a priority if schools are to meet the goals set by the **No Child Left Behind** Act (**NCLB**). This type of **assessment**, when used well, increases student engagement. The **NCLB** created a need for formative **assessment** by placing an emphasis on high-stakes tests and doling out certain punitive measures when schools fail to make adequate yearly progress. That makes the law both a blessing and a curse. According to Landon Fitch, a Professor at Central Washington University and former K-12 district administrator, it is very poor education policy and doesn't make good sense, but the result of it has been that it's helped move away from the focus on teaching to a focus on learning. It's made formative **assessment** essential. According to Buck Evans, adjunct professor at CWU and member of the Washington State Board of Education, the law doesn't specifically help improve or encourage the use of formative **assessment**. Still, the key shift **NCLB** brings is a focus on historically underrepresented students. (AN: 19089886)

Subjects: Educational tests & measurements; Formative tests; Schools; Students; Curriculum planning; Fitch, Landon

- 23.

No Child Left Behind Act: Most Students with Disabilities Participated in Statewide **Assessments**, but Inclusion Options Could Be Improved: GAO-05-618.

Government Document

GAO Reports. 7/20/2005, p1. 43p. Abstract: The **No Child Left Behind** Act of 2001 has focused attention on improving the academic achievement of all students, including more than 6 million students with disabilities and requires that all students be assessed. Students with disabilities may be included through accommodations, such as extended time, or alternate **assessments**, such as teacher observation of student performance. To provide information about the participation of students with disabilities in statewide **assessments**, GAO determined (1) the extent to which students with disabilities were included in statewide **assessments**; (2) what issues selected states faced in implementing alternate **assessments**; and (3) how the U.S. Department of Education (Education) supported states in their efforts to assess students with disabilities. In the 2003-04 school year, at least 95 percent of students with disabilities participated in statewide reading **assessments** in 41 of the 49 states that provided data. Students with disabilities were most often included in the regular reading **assessment**, and relatively few took alternate **assessments**. Nationwide, the percentage of students with disabilities who were excluded from the National **Assessment** of Educational Progress (NAEP) was 5 percent, but varied across states, ranging from about 2 percent to 10 percent in 2002. Among the reasons for exclusion were differences in accommodations between states and the NAEP and variation in decisions among states about who should take the NAEP. National experts and officials in the four states we studied told us that designing and implementing alternate **assessments** was difficult because these **assessments** were relatively new and the abilities of students assessed varied widely. Officials in two states said they were not using an alternate **assessment** measured on grade-level standards because they were unfamiliar with such **assessment** models or because of concerns that the **assessment** would not appropriately measure achievement. In addition, learning the skills to administer alternate **assessments** was time-consuming for teachers, as was administering the **assessment**. Education provided support to states on including students with disabilities in statewide **assessments** in a number of ways, including disseminating guidance through its Web site. However, a number of state officials told us that the regulations and guidance did not provide illustrative examples of alternate **assessments** and how they could be used to appropriately assess students with disabilities. In addition, our review of Education's Web site revealed that information on certain topics was difficult to locate. [ABSTRACT FROM AUTHOR] (AN: 18174927)

Subjects: Students with disabilities; Inclusive education; Internet in education; United States; United States. Dept. of Education; United States. Government Accountability Office; Educational law & legislation -- United States

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- 24.

[ED rejects states' bid to refer **NCLB** assessment until fall.](#)

Periodical

Education USA (LRP Publications). Jul2005, Vol. 47 Issue 7, p5-5. 1/3p. Abstract: Reports that the U.S. Department of Education has denied three New England states' request to postpone **No Child Left Behind** Act testing in a clash that further illustrates the agency's firm stance on annual **assessments** in 2005. Background on the plan proposed by New Hampshire, Rhode Island and Vermont that would exempt elementary and middle school students from testing for the 2004 to 2005 school year; Outline of the New England Common **Assessment** Program. (AN: 17606296)

Subjects: Educational law & legislation; Education policy; Elementary education; Middle schools; New Hampshire; Rhode Island; Vermont; United States



- 25.

[Texas, ED at impasse over **NCLB** assessment cap dispute.](#)

Periodical

By: Brown, Steve. Education Daily. 4/22/2005, Vol. 38 Issue 76, p3-3. 1/2p. Abstract: Reports on the outcome of the meeting between Texas Education Agency (ED) Commissioner Shirley Neeley and the U.S. Education Department concerning the **No Child Left Behind** Act (**NCLB**). Willingness of the parties to continue working together; Maintenance of Texas ED on its defiance of **NCLB**; Overview of **NCLB**. (AN: 16916815)

Subjects: Meetings; Texas; Texas Education Agency; United States. Dept. of Education; Educational law & legislation -- United States; Neeley, Shirley



- 26.

[Top-Down and Bottom-Up: **No Child Left Behind**, Charter Schools, and the Challenges of **Assessment**.](#)

Conference

By: Abernathy, Scott. Conference Papers -- American Political Science Association. 2005 Annual Meeting, Washington DC, p1-45. 46p. 6 Charts, 5 Graphs. Abstract: The article explores the bureaucratic consequences of the **No Child Left Behind** Act of 2001 (**NCLB**) and charter schools in the U.S. It applied the theory of coping organizations developed by professor James Q. Wilson in order to analyze the effects of **NCLB** and charter schools. It also analyzed the link between student demographic characteristics, school leadership and the outcomes of **NCLB** and charter school reforms. (AN: 26625265)

Subjects: Charter schools; Educational leadership; Demographic characteristics; United States; **No Child Left Behind** Act of 2001; Wilson, James Q., 1931-2012

2004

- 27.

[No Child Left Behind? Assessing President Bush's **Assessment** Law.](#)

Academic Journal

By: Fritzberg, Gregory J. Educational Foundations. Summer/Fall2004, Vol. 18 Issue 3/4, p7-24. 18p. Abstract: This article presents an analysis of key problems with the latest Federal school reform initiative in the United States. It is informed that through the **No Child Left Behind** (**NCLB**) Act, U.S. President George W. Bush utilized education reform to bolster his stature as a moderate. The **NCLB** pushes a particular type of standards-based reform that--while it is so common today it appears almost synonymous with it--is much more problematic. The **NCLB** standards-based strategy emphasizes centrally determined and frequently administered high-stakes tests. The advocates of high-stakes testing believe that the prospect of public praise or shame is the most effective motivator for large bureaucratic institutions such as the state-run schools. There is probably some truth to this, but one also has to ask questions about the kinds of teaching and learning different kinds of high-stakes tests will encourage. Since states have great flexibility under **NCLB** to select their own tests so long as they are testing frequently enough, those that utilize "basic skills" tests will inadvertently narrow the focus of instruction as teachers understandably prioritize activities that prepare students for success on these tests. (AN: 17965907)

Subjects: Educational change; Educational planning; Comprehensive school reform; United States; Educational law & legislation -- United States; Achievement tests -- United States; Schools -- United States

[Cited References: \(33\) Times Cited in this Database: \(1\)](#)

[PDF Full Text](#) (128KB)

- 28.

[The **No Child Left Behind** Act and English Language Learners: **Assessment** and Accountability Issues.](#)

Academic Journal

By: Abedi, Jamal. Educational Researcher. Jan/Feb2004, Vol. 33 Issue 1, p4-14. 11p. 1 Diagram, 4 Charts. Abstract: There are major issues involved with the disaggregated **No Child Left Behind** (**NCLB**) Act in terms of its adequate yearly progress reporting for students with limited English proficiency (LEP). Inconsistent LEP classification, as well as the sparse population of

LEP students in many states, threatens the validity of adequate yearly progress reporting. The LEP subgroup's lack of stability also threatens accountability, since students attaining English proficiency move out of the subgroup. The linguistic complexity of **assessment** tools may lower LEP student performance in areas with greater language demand. Finally, schools with larger numbers of LEP students with lower baselines may require greater gains. Thus, **NCLB's** mandates may unintentionally place undue pressure on schools with high numbers of LEP students. Continuing efforts to remedy these issues should bring more fair **assessment** and accountability. [ABSTRACT FROM AUTHOR] DOI: 10.3102/0013189X033001004. (AN: 12858066)

Subjects: Educational law & legislation; Foreign language education; Rating of students; Educational evaluation; Legal status of **children**

Times Cited in this Database: (118)



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