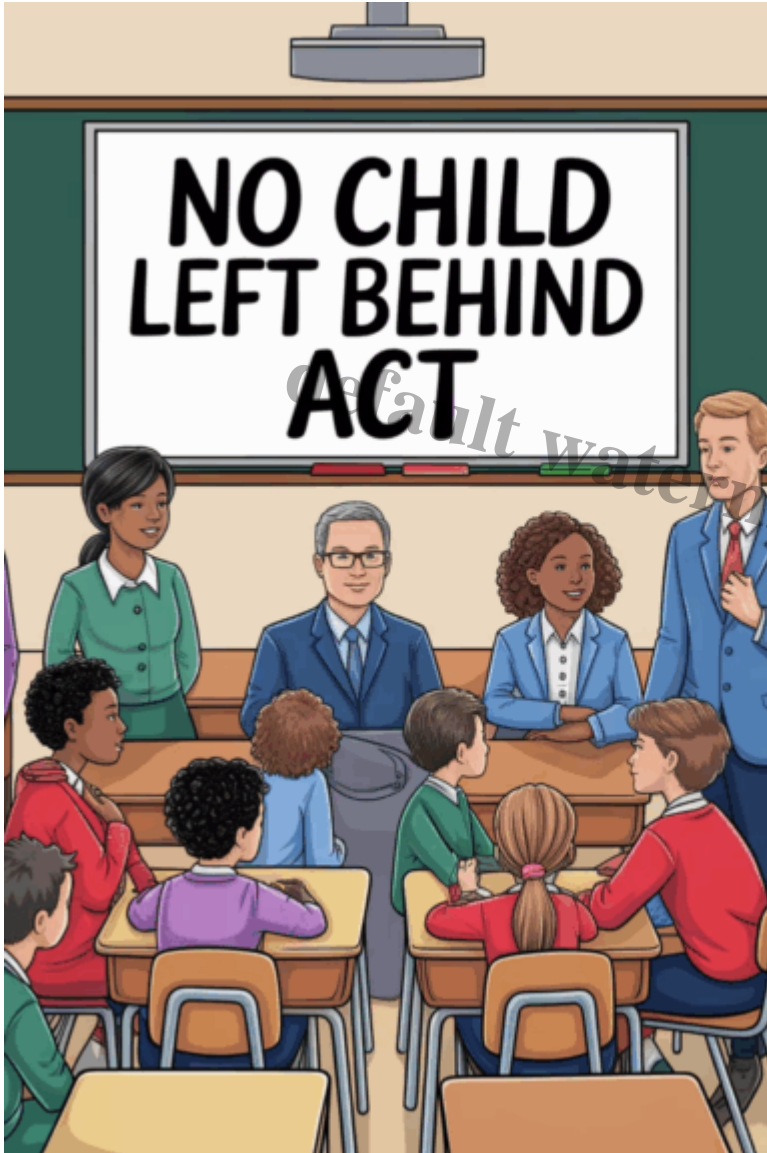


## Evaluating No Child Left Behind (NCLB)

### Description



## Evaluating "No Child Left Behind"

Darling-Hammond, L. (2007, May 2). *Evaluating "No Child Left Behind"*.  
<https://www.thenation.com/article/arch>

**J** by Jane Park

# No Child Left Behind Act (NCLB)

The No Child Left Behind Act (NCLB) was a U.S. law passed in 2002, signed into law by President George W. Bush. NCLB aimed to improve education by increasing accountability for schools and focusing on student achievement. It required states to test students annually and hold schools accountable for results.

## 1 Annual Testing

NCLB required states to administer annual standardized tests in reading and math for students in grades 3-8 and at least once in high school.

## 2 Accountability Measures

Schools were required to demonstrate Adequate Yearly Progress (AYP) in student achievement, with consequences for failing to meet targets.

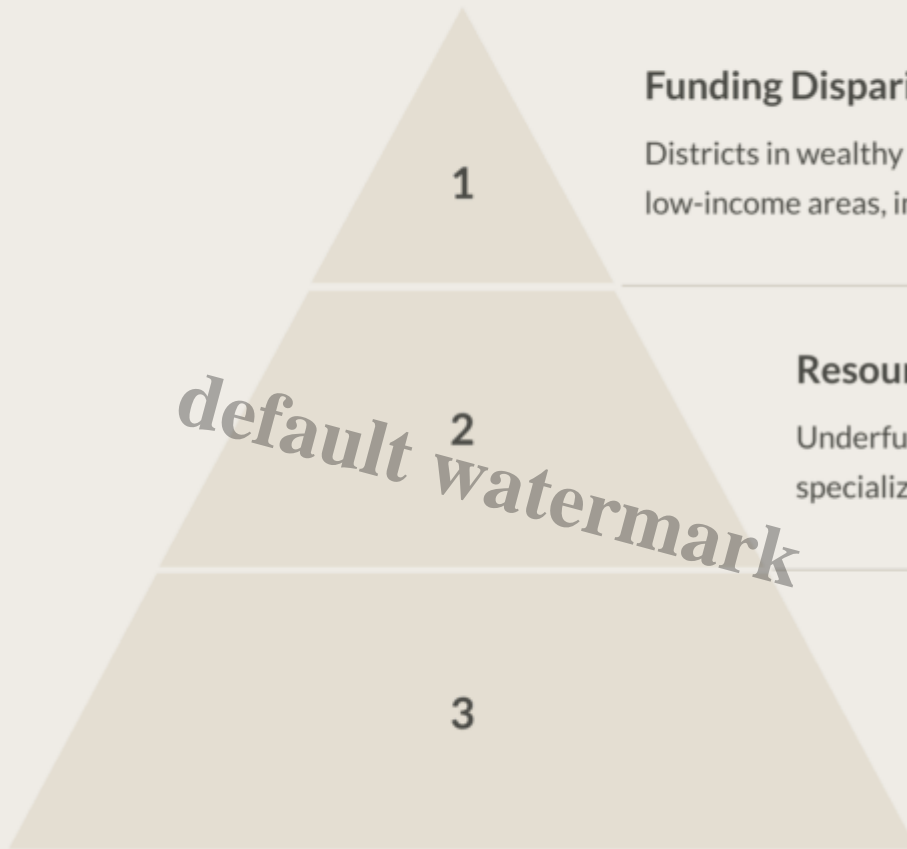
## 3 Highly Qualified Teachers

The act mandated that all teachers be "highly qualified," meaning they had to have a bachelor's degree, full state certification, and demonstrated subject matter competence.

## 4 Focus on Reading First

NCLB emphasized evidence-based reading instruction and provided funding for programs like Reading First to improve reading skills.

# Educational Inequalities



## Funding Disparities

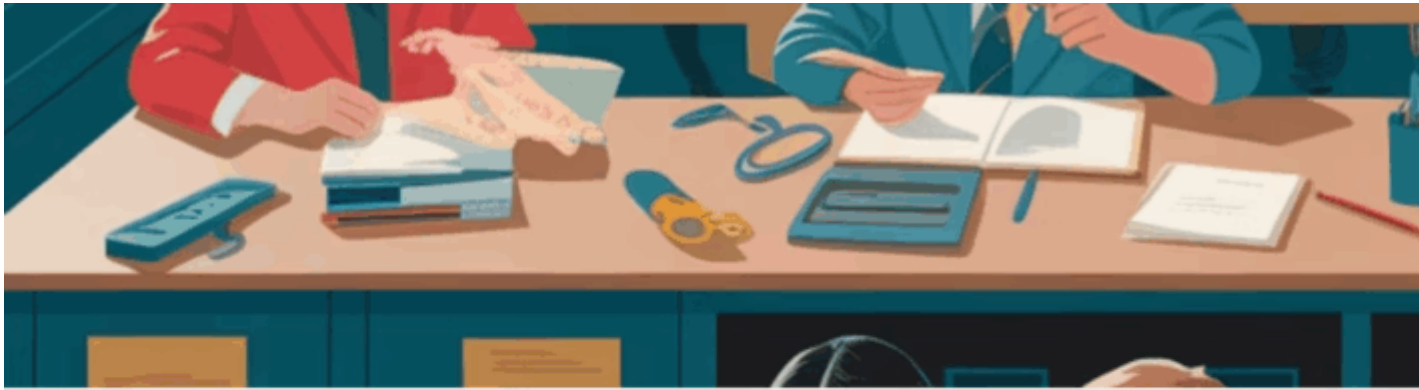
Districts in wealthy areas receive significantly more funding than low-income areas, impacting resources and opportunities.

## Resource Inequalities

Underfunded schools often lack up-to-date textbooks, specialized programs, and experienced teachers, hindering student learning.

## Achievement Gaps

Significant disparities persist in standardized test scores and graduation rates between different demographic groups, highlighting systemic issues.



## Consequences

### "Teaching to the test"

Increased focus on standardized test preparation in reading and math has reduced time for subjects promoting critical thinking, creativity, and well-rounded education.

1

2

### School Labeling

The NCLB's accountability system, particularly those schools being unfairly labeled as failing, has led to negative perceptions and decreased resources.

### Student Exclusion

The pressure to meet AYP targets created incentives for schools to exclude low-performing or special needs students from standardized tests, or to push them out of the school system altogether, in order to boost overall test scores.

3

4

### Declining Graduation Rates

Despite the law's focus on graduation rates, graduation rates for students have stagnated, suggesting that NCLB is not addressing their needs.

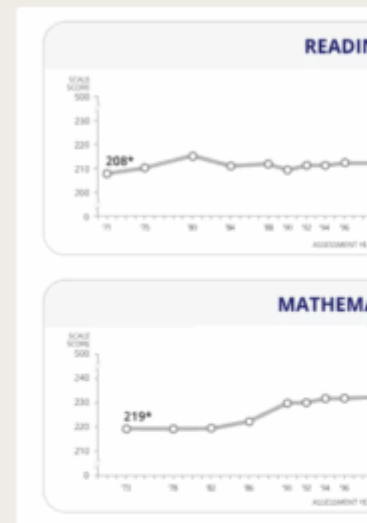
# Arguments For and Against National Standard Assessments (Meier vs. Schmidt)

## Arguments in Favor

- **Enhance school performance and global competitiveness:** National standards provide a clear, consistent framework for evaluating student achievement, enabling targeted interventions and resource allocation to improve educational outcomes and better prepare students for the global workforce.
- **Ensure consistent benchmarks and evaluations across all states:** Standardized assessments offer comparable data across states, allowing for objective evaluation of educational programs and policies, and promoting accountability by identifying areas where schools and students need additional support.

## Arguments Against

- **Overlook crucial elements and local control:** Standardized assessments often focus on rote memorization and problem-solving skills, overlooking critical aspects of learning such as critical thinking and problem-solving skills. This one-size-fits-all approach that disregards diverse student populations and local educational needs.



# A New Paradigm for Education

1

## World-Class Standards

Develop performance-based assessments that promote critical thinking.

2

## Comprehensive Evaluation

Measure school progress using multiple factors beyond test scores.

3

## Address Educational Debt

Ensure equitable access to education resources for all students.

4

## Invest in Teaching

Implement a Marshall Plan for Teaching to improve teacher quality.



# Marshall Plan for Teaching

## Recruit

Offer service scholarships for high-need fields and locations.

## Improve

Offer incentives for expert teachers in high-need schools.



# Timeline

## 1965: Elementary and Secondary Education Act (ESEA)

Provided federal funding to schools, emphasizing equal access to education.

## 2009: Race to the Top

Incentivized states to adopt specific education reforms, including Common Core standards.

## 2002: No Child Left Behind Act (NCLB)

Reauthorized ESEA, increasing accountability through standardized testing.

## 2010: Common Core Standards Initiative

Introduced national standards for English language arts and

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## Real Accountab

The **Federal Government** has the primary responsibility to identify the national interest in education and should help fund and support efforts to protect and promote that interest. It must provide the national leadership to ensure that the nation's public and private resources are marshaled to address the issues.

**Principals and superintendents** play a crucial leadership role in developing school and community support for reforms. School boards need to provide them with the professional development and support required to carry out their leadership role effectively.

*Final Thoughts:* True accountability means which all students can succeed, not just p  
We should hold elected officials account  
necessary to achieve educational goals.

## References

Darling-Hammond, L. (2007, May 2). Evaluating "No Child Left Behind." <https://www.thenation.com/left-behind/>

Deborah Meier, Are National Standards the Right Move? <https://deborahmeier.com/wp-content/uploads/2012/02/2010-nationalstandards.pdf>

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### Category

1. Uncategorized

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