

State and National Policy Making & Accountability Trends

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The Facts About No Child Left Behind



- **Funding:** gives school districts more money. In fact, President Bush and Congress are spending more money than ever before on the education of America's children.
- **Flexibility:** gives states and school districts more control and more flexibility to use resources where they are needed most. Principals and administrators will spend less time filling out forms and more time helping children learn.
- **Accountability:** holds schools and school districts accountable for results. Schools are responsible for making sure children are learning.



The Facts About No Child Left Behind



- **School District Report Cards:** gives parents report cards so they can see which schools in their district are succeeding and why. With this information, NCLB gives parents, community leaders, teachers, principals, and elected leaders the information they need to improve schools.
- **Public School Choice:** may let parents transfer their child to another public school if the state says their child's school is "in need of improvement." The school district may pay for transportation for children.



The Facts About No Child Left Behind



- **Extra Help With Learning:** may also provide children with free tutoring and extra help with schoolwork if the state says their school has been “in need of improvement” for at least 2 years. This extra help is often referred to as Supplemental Education Services.
- **Parental Involvement:** requires schools to develop ways to get parents more involved in their child’s education and in improving the school.



The Facts About No Child Left Behind



- **Measuring Knowledge:** requires states to test in reading and math every year in grades 3-8 and at least once in high school. The tests will help parents, students, and teachers know how well each child is learning and when he or she needs extra help.
- **Scientifically Based Research:** focuses on teaching methods that have been proven by research to work. There will be no more experimenting on children with educational fads.



The Facts About No Child Left Behind



- **Reading First:** provides more than one billion dollars a year to help children learn to read. Reading First is the part of NCLB that is dedicated to ensuring all children learn to read on grade level by the third grade. Reading First provides money to states and many school districts to support high quality reading programs based on the best scientific research.
- **Teacher Quality:** provides funding to help teachers learn to be better teachers.



Measured Progress: Achievement Rises and Gaps Narrow, But Too Slowly

October 2004

- Most states examined are moving in the right direction in reading and math at all elementary grades.
- Of the 24 states for which at least three years' worth of comparable state assessment data in math were publicly available, overall achievement is up in 23 states since 2002. Only in 1 state did math performance decline.
- Of the 23 states that had 3 years of reading data, 15 had an increase in reading achievement. In 5 states, student performance in reading declined. 3 states saw no change.



Measured Progress: Achievement Rises and Gaps Narrow, But Too Slowly October 2004

Of the states that had at least three years' worth of data broken down by students' race, ethnicity and family income, in reading:

- The African American-White gap narrowed in 16 states and widened in 3.
- The Latino-White gap shrank in 14 states and grew wider in 3. The gap remained the same in 2 states.
- The gap between poor and non-poor students shrank in 9 states and widened in 1.



Measured Progress: Achievement Rises and Gaps Narrow, But Too Slowly October 2004

Of the states that had at least three years' worth of data broken down by students' race, ethnicity and family income, in math:

- The African American-White gap shrank in 17 states. It grew wider in 2 and did not change in 1 state.
- The Latino-White gap narrowed in 16 states, widened in 3 and stayed the same in 1.

Council of the Great City Schools

Report: Beating the Odds V

- Students in 65 city school systems in 38 states have posted new gains in math and reading on state-mandated assessments since 2003, when results on urban school progress were cited in evaluating the first year of the federal *No Child Left Behind* law.
- The report indicates that an upward trend in urban education appears to be solidifying.

Council of the Great City Schools

Report: Beating the Odds V

Increases in Percentages of 4th and 8th Grade Urban Students Scoring at or above Proficiency in Reading and Math*

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>Change</u>
4 th Grade Reading	43.1%	48.1%	51.0%	+7.9
4 th Grade Math	44.1%	50.8%	55.3%	+11.2
8 th Grade Reading	37.2%	38.5%	39.9%	+2.7
8 th Grade Math	36.5%	39.4%	43.8%	+7.3

*Percentages based on differing state proficiency levels, enrollment counts and districts using identical tests in all three years.

Council of the Great City Schools Report: Beating the Odds V

Up through 2004, the study finds in math assessments that:

- 70.8% of cities had improved in all grades tested—up from 47% in the 2001 analysis
- 57.5% of all grades tested had reduced the achievement gaps between white and African American students—up from 49% in 2001
- 54.7% of all grades tested had reduced the achievement gaps between white and Hispanic students

Council of the Great City Schools Report: Beating the Odds V

In reading, the study shows that:

- 41.5% of cities had improved in all grades tested—up from 35% in the 2001 analysis

Council of the Great City Schools Report: Beating the Odds V

- Math Trends: Of all grades tested in the big-city school systems, 91.1% had shown gains in math scores
- Reading Trends: Of all grades tested in the big-city school systems, 77.2% had shown gains in reading scores

Center on Education Policy

From the Capital to the Classroom-Year 3 of NCLB (March 2005)

The Center's surveys and case studies suggest that:

- The law has focused greater attention on the needs of lower-achieving groups of students
- Districts and schools are providing extra instruction to struggling students and making greater use of test score data to inform decisions about teaching and learning
- Districts also report progress in raising the proportion of teachers who are highly qualified
- Some of case study districts note that NCLB is spurring more collaboration among classroom teachers, special education teachers and teachers supported through the federal Title I program for disadvantaged children

Center on Education Policy

From the Capital to the Classroom-Year 3 of NCLB (March 2005)

- Student achievement is improving on the state tests used for No Child Left Behind Act, according to 73% of the states and 72% of the school districts surveyed
- States and districts were also more likely to report that achievement gaps between white and African American students, white and Hispanic students, and English language learners and non-ELL students are narrowing rather than widening or staying the same

Center on Education Policy

From the Capital to the Classroom-Year 3 of NCLB (March 2005)

- All of the districts surveyed said they are increasing their use of student test data to inform instruction (100% of districts), aligning curriculum and instruction with standards and assessments (99%)
- About 96% of the districts also said they are increasing the quality and quantity of teacher professional development

Center on Education Policy

Report Recommendations for Improvement

- Make further adjustments in testing and accountability requirements for students with disabilities and English language learners
- Provide states and districts with additional funding and other resources and expertise to expand their capacity to help schools identified for improvement
- Allow school districts identified for improvement to continue as supplemental service providers if they are operating effective tutoring programs
- Bring greater consistency and clarity to federal administration of the Act by providing plain and timely information to all states about policies the Department has approved in various state accountability plans

Center on Education Policy

Report Recommendations for Improvement

- Work with Congress to provide increased funding for NCLB that is more in line with the law's demands and brings Title I appropriations closer to authorized levels
- In the upcoming reauthorization of the Higher Education Act, work with the Congress on amendments to address some of the disparities in teacher quality that NCLB has helped to reveal
- Allow a limited number of states to experiment with different types of growth models for NCLB accountability that emphasize gains schools have made in student achievement rather than whether they have reached fixed achievement targets

2004 NAEP Long Term Trend Data

- African American & Hispanic 9-year olds post highest scores ever in reading and math
- More than half the progress in reading for 9-year olds seen in the report's 30-plus year history has come in last 5 years
- Progress before 1999 was incremental for 9-year olds, with a general pattern of student achievement changing a few points at a time in either direction

2004 NAEP Long Term Trend Data

African American Achievement:

- Reading scores for 9-year olds reached an all-time high, up 14 points since 1999 and 30 points better than 1971.
- Math scores for 9-year olds reached an all-time high, up 13 points since 1999 and 34 points better than 1973.
- Math scores for 13-year olds reached an all-time high, up 11 points since 1999 and 34 points better than 1973.
- The achievement gap between white and African American 9-year old students in reading is at an all-time low.

2004 NAEP Long Term Trend Data

Hispanic Achievement:

- Reading scores for 9-year olds reached an all-time high, up 12 points since 1999 and 22 points better than 1975.
- Math scores for 9-year olds reached an all-time high, up 17 points since 1999 and 28 points better than 1973.
- The achievement gap between white and Hispanic 9-year old students in math reached an all-time low.

Nation's Report Card 2005 Data

- Latest Nation's Report Card shows steady growth and gains by America's schoolchildren, particularly among younger and minority students
- NAEP results show that achievement gaps continue to narrow even as student populations become more diverse

Nation's Report Card 2005 Data

Highlights:

- Achievement gap between white and Hispanic fourth-graders narrowed, reaching an all-time low in reading and matching its all-time low in math
- Achievement gaps in eighth-grade math between white and African American students, and between white and Hispanic students, narrowed to their lowest points since 1990
- Achievement gap between white and Hispanic students in 8th grade reading narrowed to its lowest point since 1998

Nation's Report Card 2005 Data

- In 4th grade reading, more progress was made from 2000 to 2005 (up 6 points) than from 1992 to 2000 (down 4 points), driven by gains among Hispanic (up 13 points) and African American students (up 10 points)
- In 4th grade math, nearly as much progress was made from 2000 to 2005 (up 12 points) as from 1990 to 2000 (up 13 points), driven by gains among Hispanic (up 18 points) and African American students (up 17 points)
- Since 2003, African American and Hispanic 4th graders have made significant gains in both math (up to 4 points each) and reading (up 2 points each)

Nation's Report Card 2005 Data

- Overall 4th grade and 8th grade math scores rose to all-time highs
- In 4th and 8th grade math, higher percentages of white, African American, Hispanic and Asian/Pacific Islander students performed at or above “proficient” levels as defined by NAEP than in any previous year
- 43 states and the District of Columbia either improved academically or held steady in all categories— 4th and 8th grade reading and 4th and 8th grade math

A Very Good Report Card for Texas

- Texas white, black and Hispanic students are performing better than their peers nationally in each subject and in each grade
- Black performance in Texas is 2nd best in the country in 4th grade math, 3rd best in 8th grade math and 8th best in 4th grade reading
- Hispanic performance in Texas is 2nd best in 4th grade math, 3rd best in 8th grade math and 9th best in 4th grade reading

A Very Good Report Card for Texas

- White performance in Texas is 2nd best in 4th grade math, 4th best in 8th grade math and 6th best in 4th grade reading
- While our minority populations are by percentage among the largest in the nation, our aggregate results are still above average and going higher

8th Grade NAEP Exclusions & Accommodations--Reading

		<u>2002</u>	<u>2003</u>	<u>2005</u>
Exclusions	National	6	5	5
	Texas	8	8	7
Accom.	National	4	5	6
	Texas	1	1	3

8th Grade NAEP Exclusions & Accommodations--Math

		<u>2000</u>	<u>2003</u>	<u>2005</u>
Exclusions	National	4	4	4
	Texas	8	7	6
Accom.	National	3	7	8
	Texas	2	2	4

Exclusion Rates

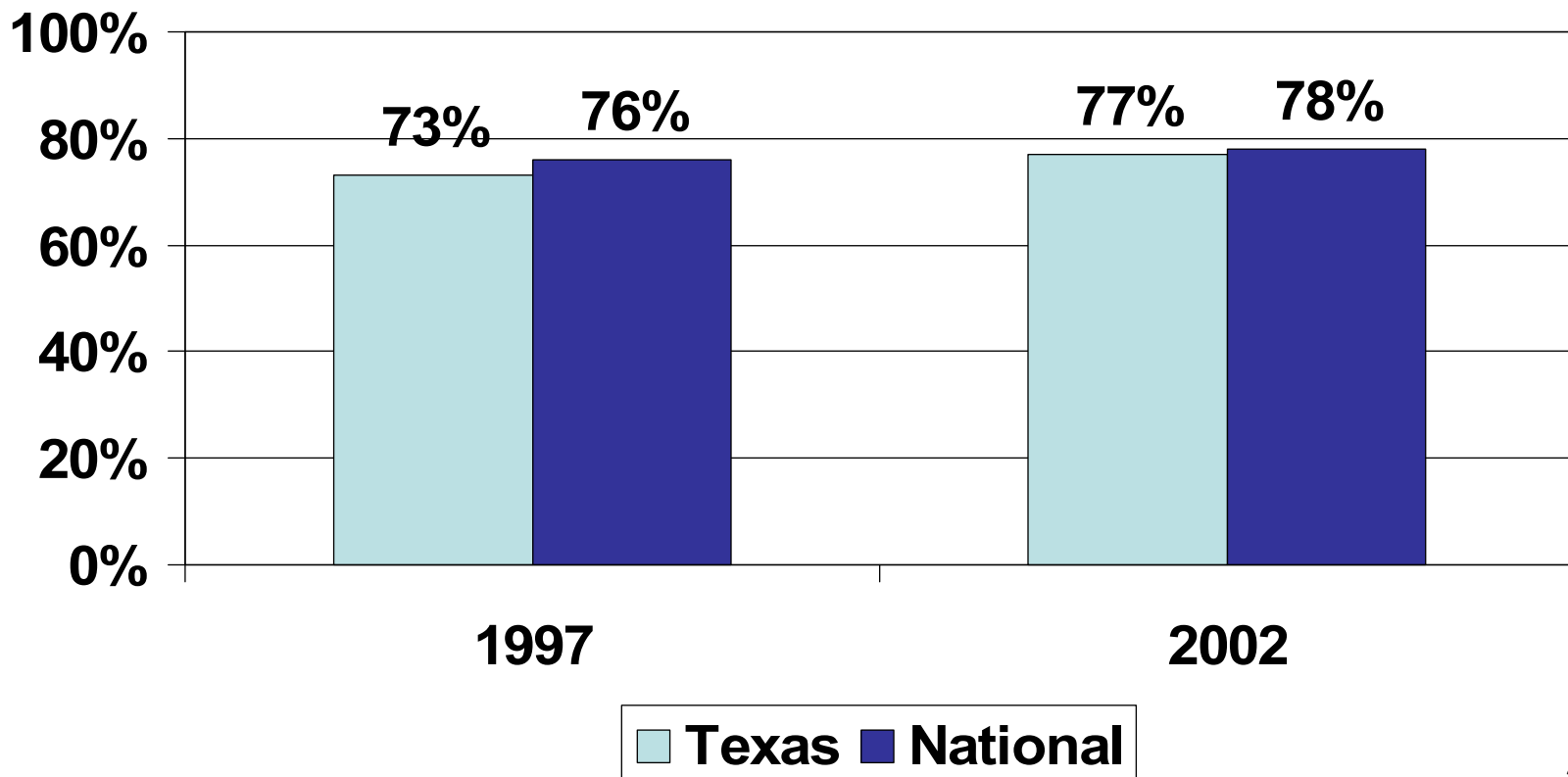
Texas gains from 2003 to 2005 were only marginally affected by exclusion rates:

- For example, in reading at grade 4 the reported gain of 3.9 points (on the high side for the nation) is reduced by only .1 to 3.8 if exclusion rates are taken into account.
- The same pattern holds for reading at grade 8 and math at grades 4 & 8.
- In general, exclusion rates between states are not strongly correlated with NAEP scores, but changes in exclusion rates are highly correlated with changes in NAEP scores. Thus, recent progress in Texas is not attributable to changes in exclusion rates.

Public High School Graduation and College-Readiness Rates: 1991–2002

J. Greene and M. Winters, Manhattan Institute

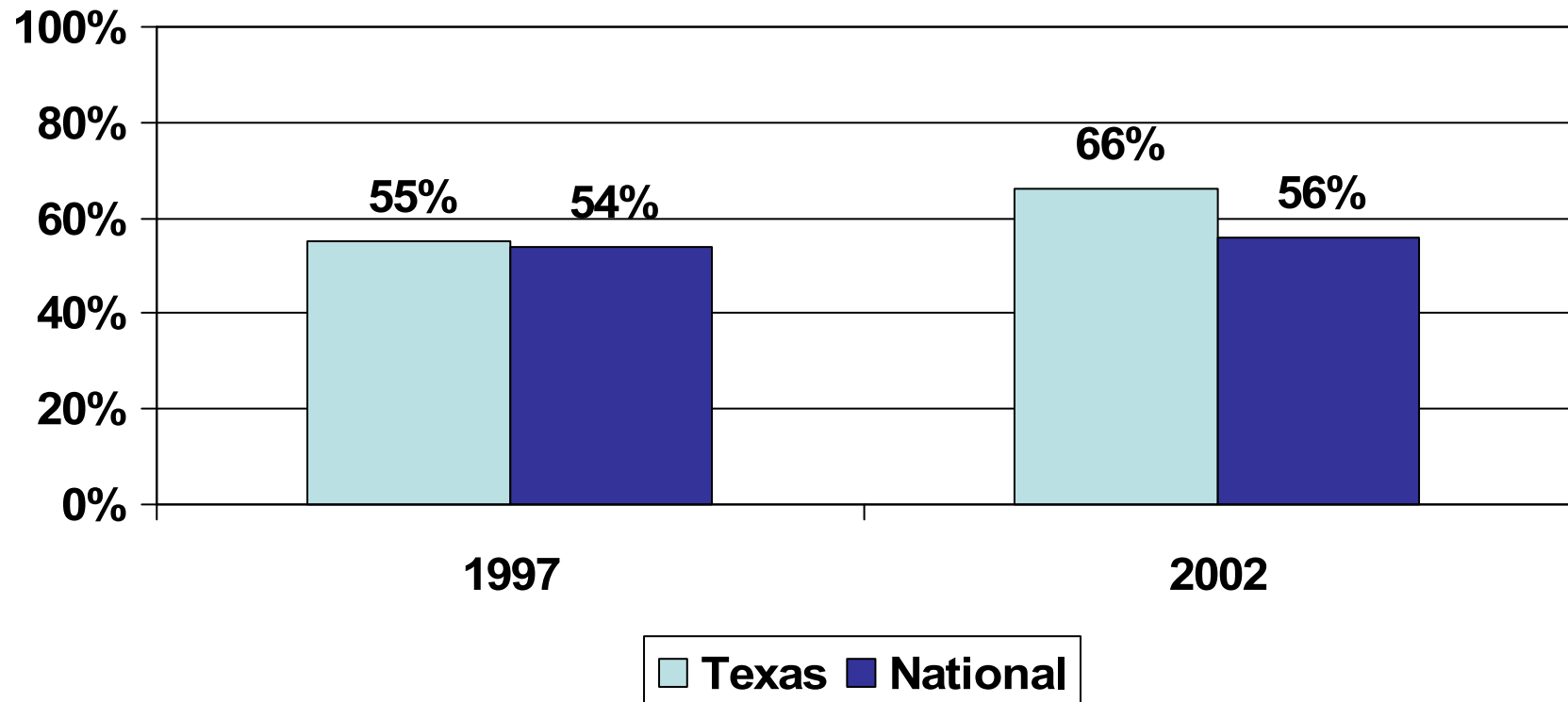
White High School Graduation Rates



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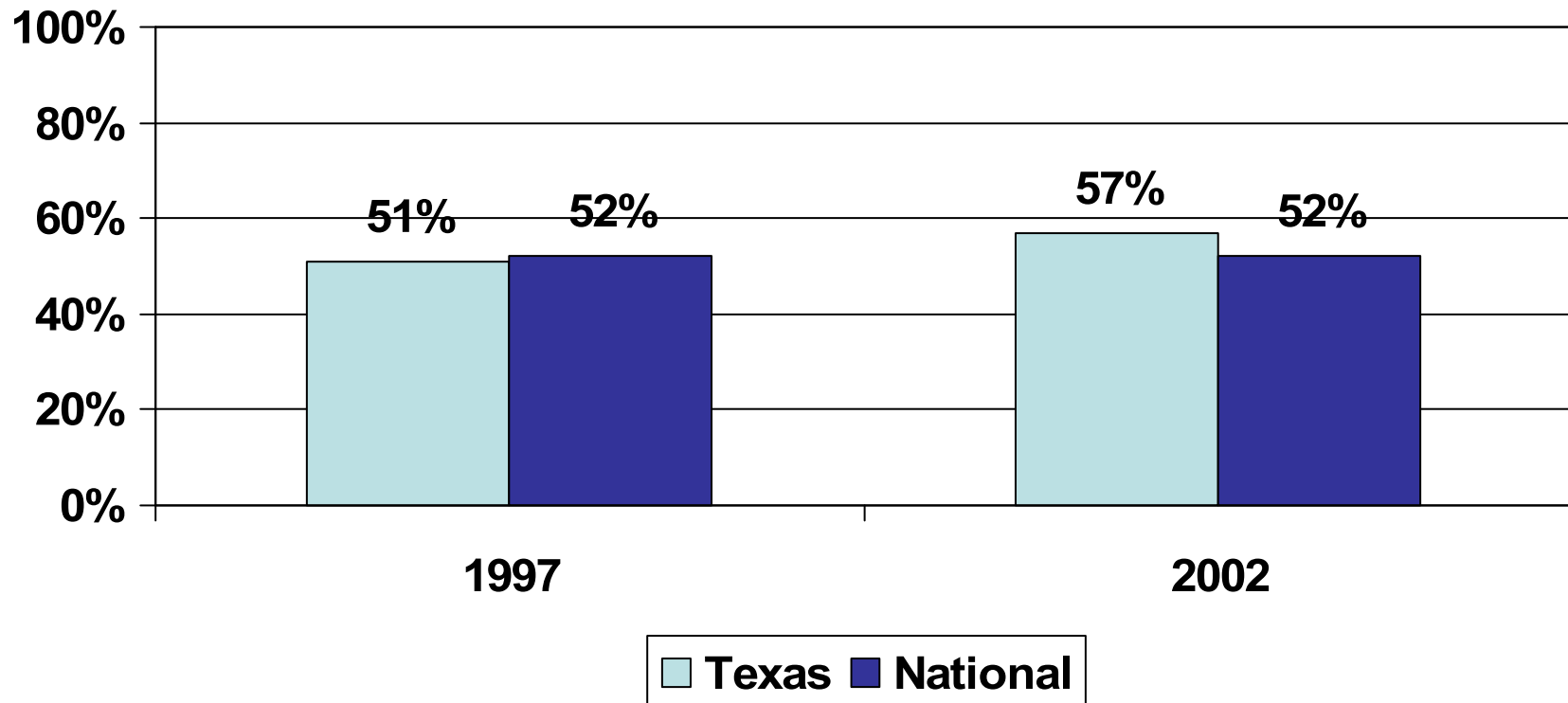
African American High School Graduation Rates



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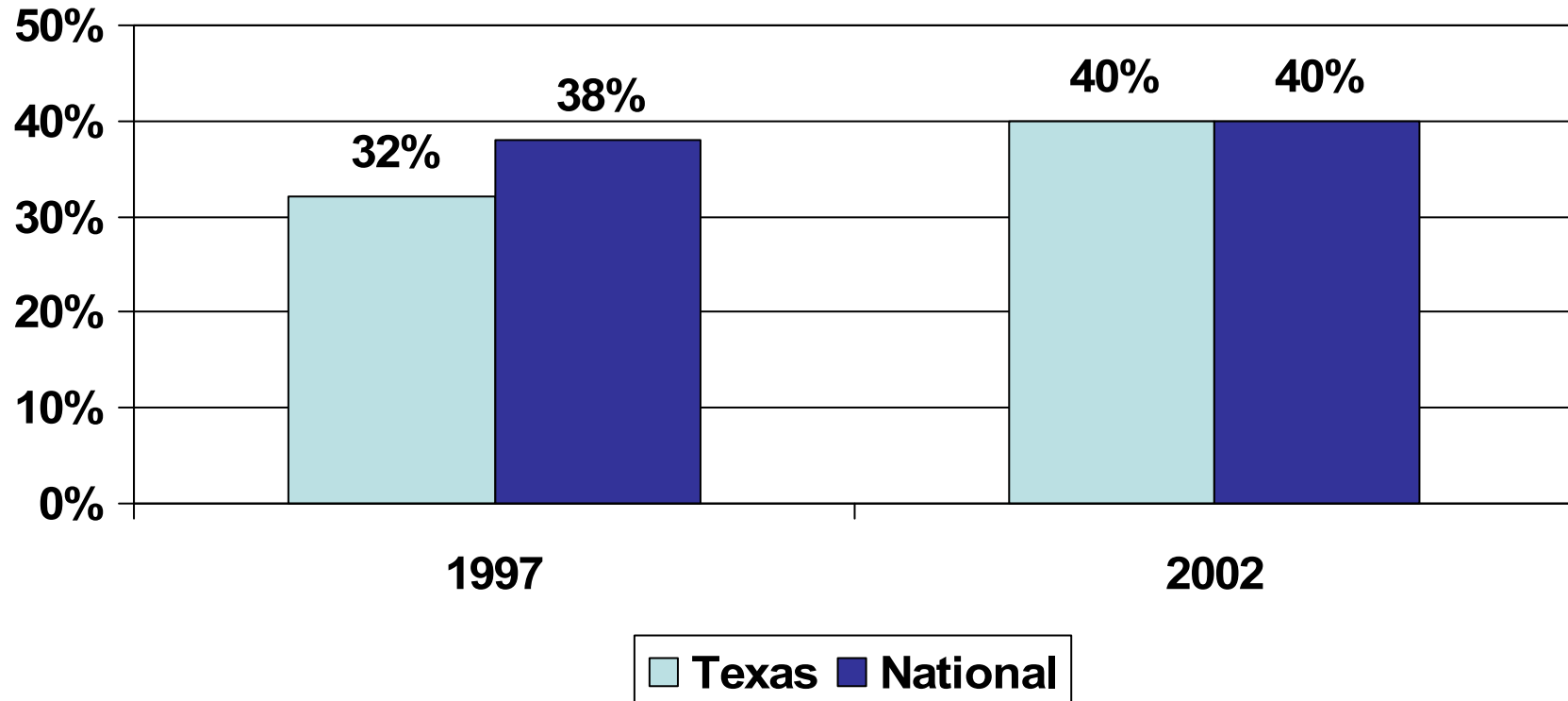
Hispanic High School Graduation Rates



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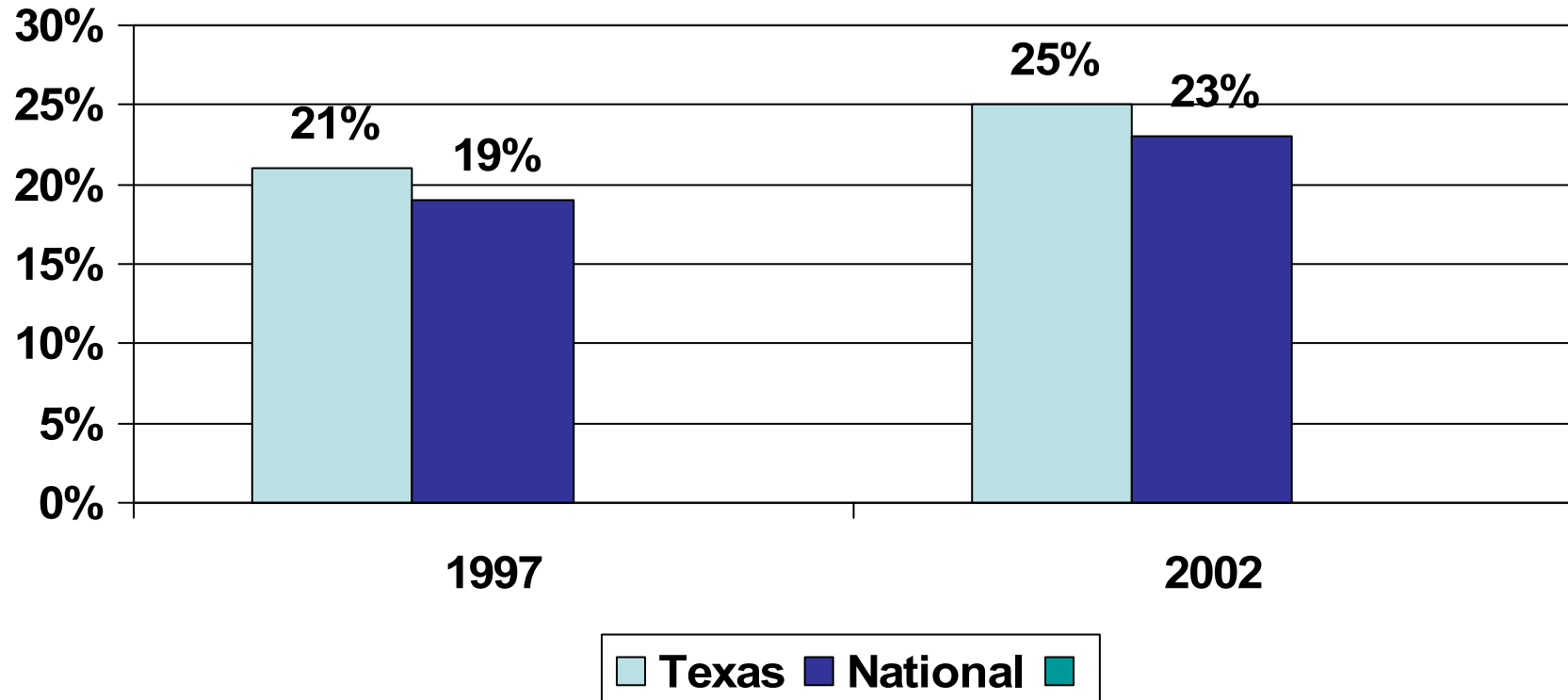
White College Readiness Rates



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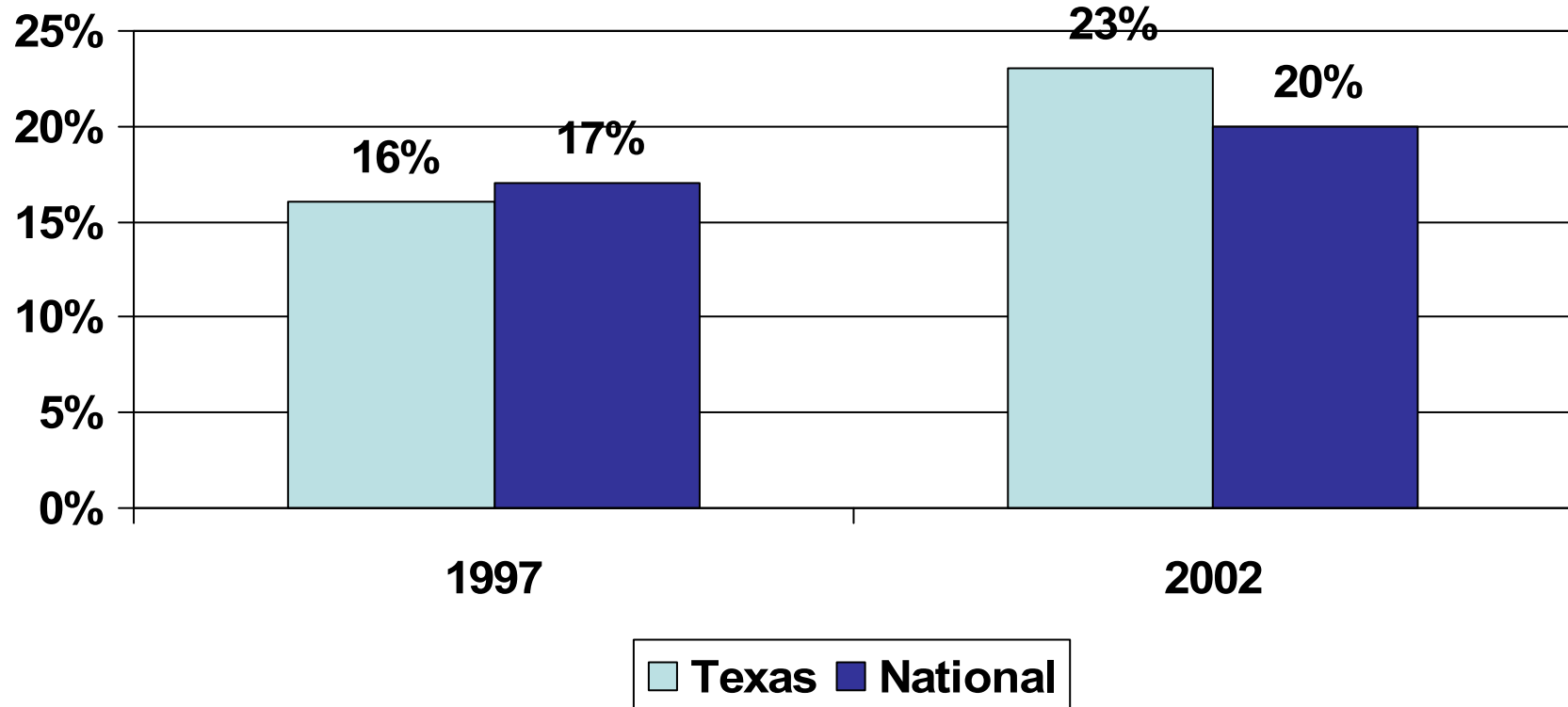
African American College Readiness Rates



Public High School Graduation and College-Readiness Rates: 1991–2002

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Hispanic College Readiness Rates



**Improvement is neither significant
nor fast enough...**

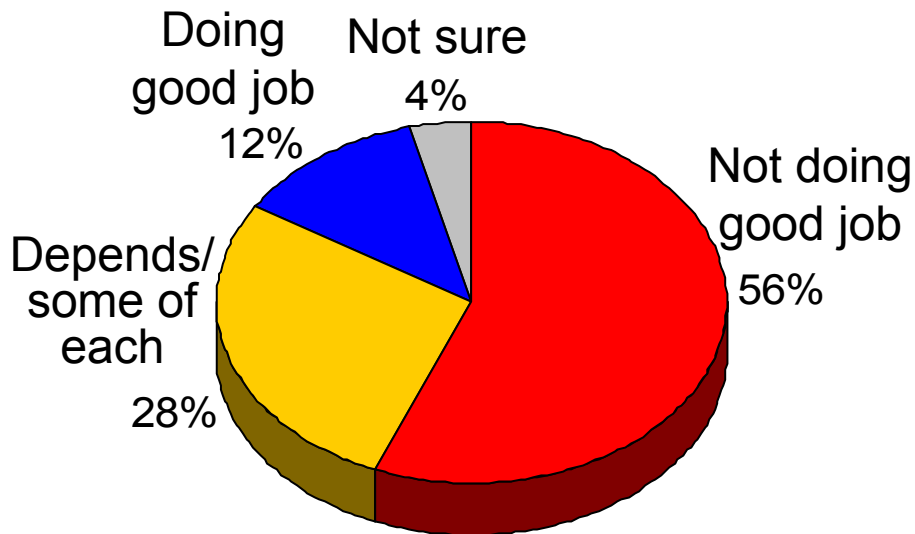
Serious Problems Lie Ahead:

Americans Say High Schools Failing

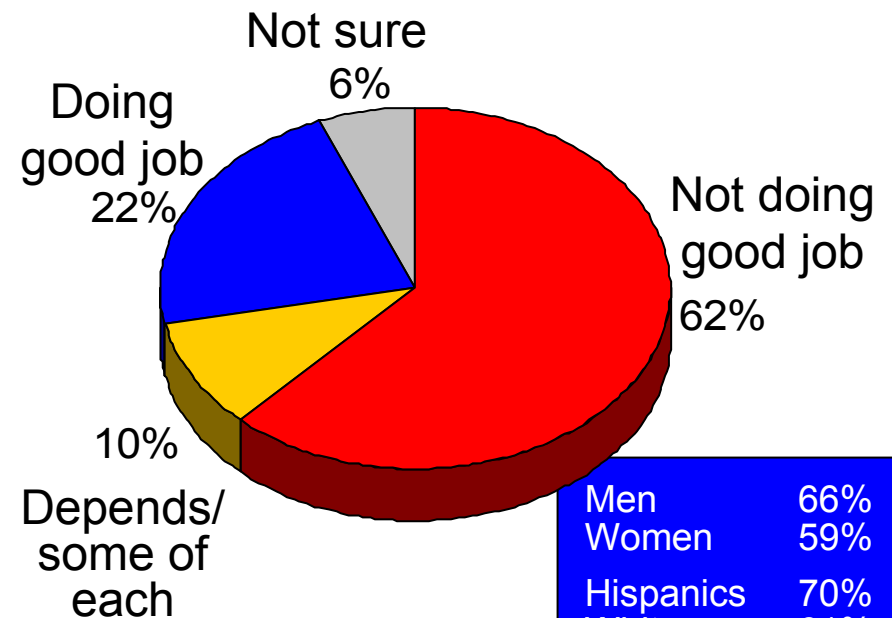
Business Roundtable, Tapping America's Potential

Are public high schools adequately preparing graduates to meet the demands they will face in college and the work world?

Opinion Leaders



Voters



Men	66%
Women	59%
Hispanics	70%
Whites	61%
Afr Amer.	62%
Parents	58%

Key Facts and Statistics

Meeting the Challenge of a Changing World: *Strengthening Education for the 21st Century* The White House

The Challenge: Accelerating Our Schools' Progress

- Every year approximately 1 million students drop out of high school, costing the nation more than \$260 billion in lost wages, taxes and productivity over the students' lifetimes. A high school graduate can expect to earn about \$275,00 more over the course of his or her lifetime than a student who doesn't finish high school; a college graduate with a bachelor's degree can expect to earn about \$1 million more. Dropouts are also three-and-a-half times more likely to be arrested, according to reports.

Key Facts and Statistics

Meeting the Challenge of a Changing World:
Strengthening Education for the 21st Century

The White House

The Challenge: Accelerating Our Schools' Progress

- Only one in five recent high school graduates in the workforce say they were challenged with high academic expectations in high school, according to Achieve, Inc.

Key Facts and Statistics
Meeting the Challenge of a Changing World:
Strengthening Education for the 21st Century
The White House

The Challenge: Knowledge of Math and Science

- Just 7 percent of America's fourth and eighth graders achieved the 'advanced' level on the Trends in International Mathematics and Science Study (TIMSS) test. In Singapore, 38 percent of fourth-graders and 44 percent of eighth-graders did.

NAEP Long-Term Trend Mathematics 2004 Age 13

7 is what percent of 175?

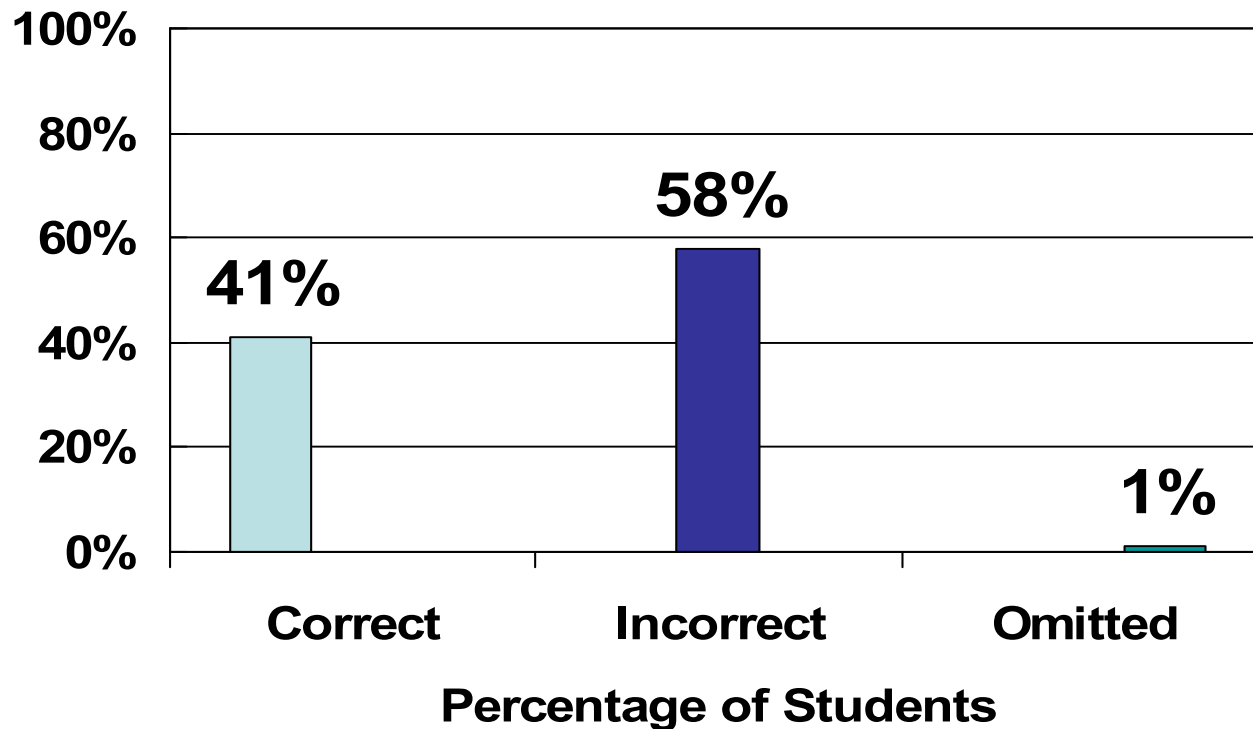
A) 4%

B) 12.25%

C) 25%

D) 40%

NAEP Long-Term Trend Mathematics 2004 Age 13



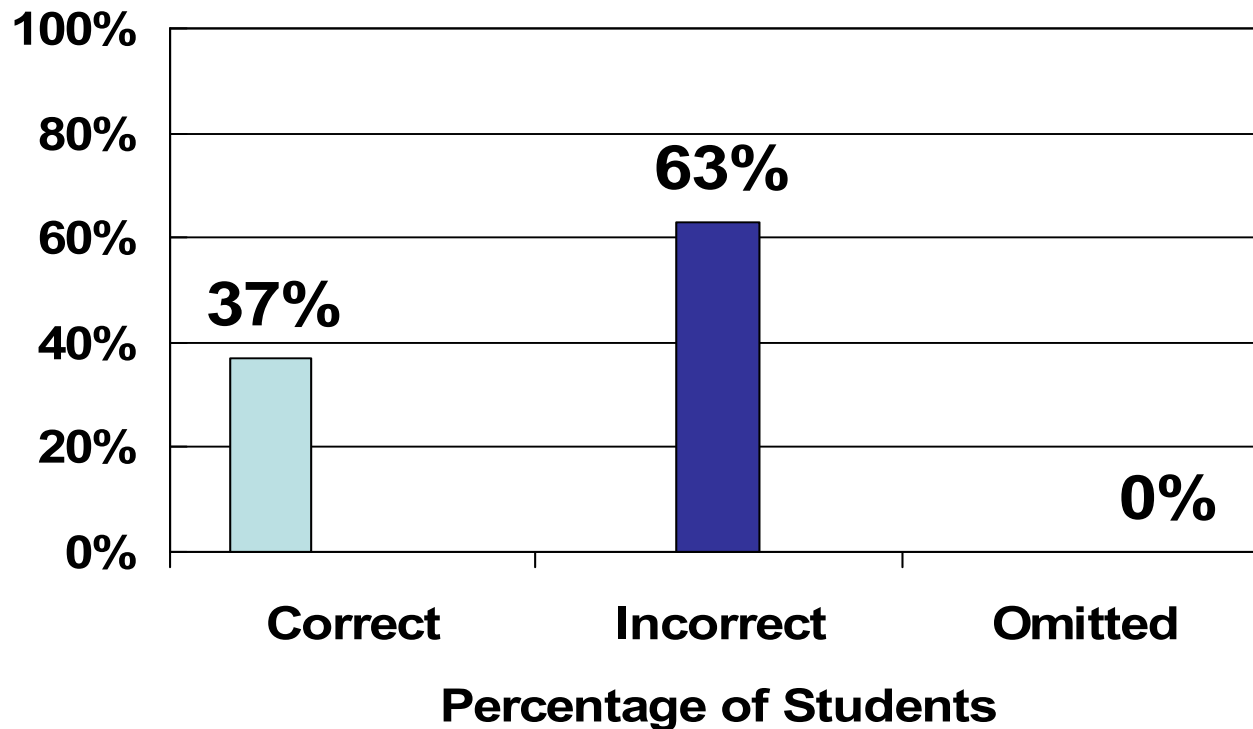
Note: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.

NAEP Long-Term Trend Mathematics 2004 Age 13

Which of the following means .7%?

- A) .7
- B) 7%
- C) .007
- D) 70

NAEP Long-Term Trend Mathematics 2004 Age 13



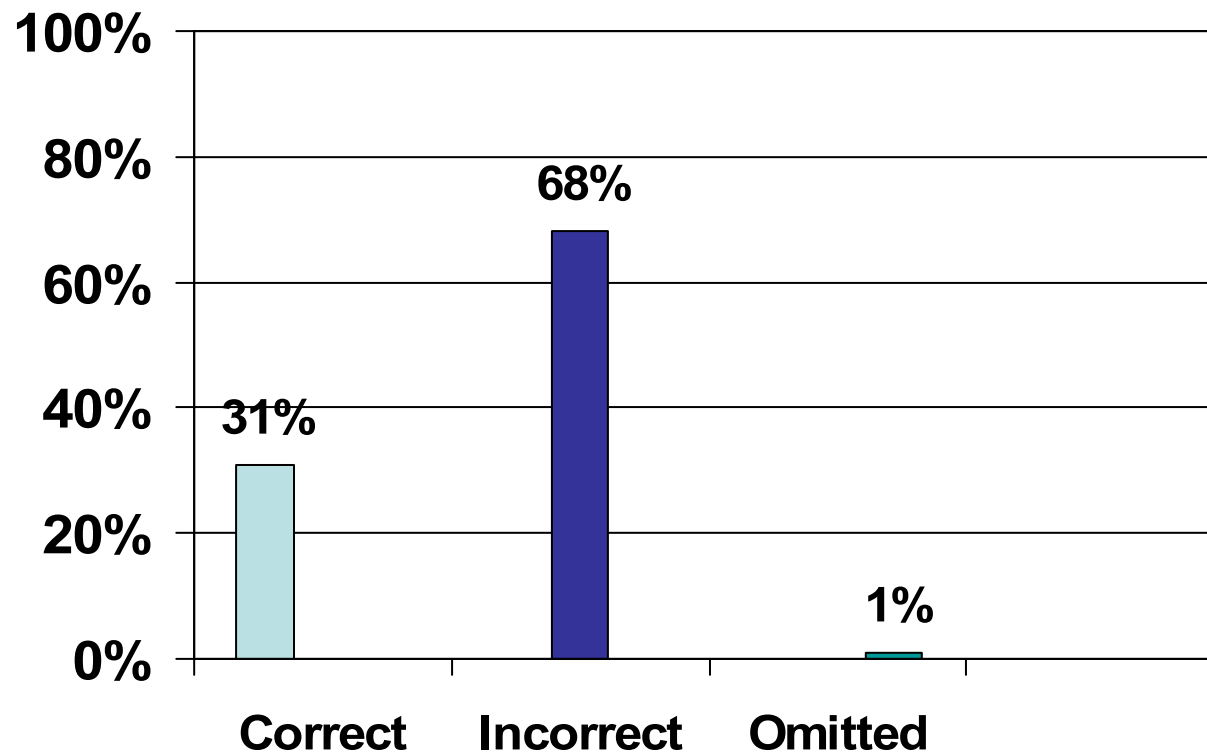
Note: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.

NAEP 2003 8th Grade Reading Sample Question

What is an acceptable way to place a \$1 Bargain Basement ad in this newspaper?

- A) Phone in the ad, pay by credit card
- B) Phone in the ad, pay by money order
- C) Mail the ad, pay by cash
- D) Mail the ad, pay by check**

NAEP Reading 2003 Results Grade 8



Key Facts and Statistics

Meeting the Challenge of a Changing World:
Strengthening Education for the 21st Century
The White House

The Challenge: Knowledge of Math and Science

- Three out of four fourth-grade math and science teachers in the U.S. do not have a specialization in those subjects.

Key Facts and Statistics

Meeting the Challenge of a Changing World:
Strengthening Education for the 21st Century
The White House

The Challenge: To Innovate Education

- About 80 percent of the fastest-growing jobs of the future will require some postsecondary education. It is therefore unacceptable that among all ninth-graders, about three in 10 do not graduate on time; or that for black and Hispanic students the figure is about five in 10.

Key Facts and Statistics

Meeting the Challenge of a Changing World:
Strengthening Education for the 21st Century

The White House

The Challenge: Knowledge of Math and Science

- And according to the Bureau of Labor Statistics, jobs requiring science, engineering or technical training will increase by more than 24 percent by 2014 to 6.3 million.

Key Facts and Statistics

Meeting the Challenge of a Changing World:
Strengthening Education for the 21st Century

The White House

The Answer: American Competitiveness Initiative

- More than half of undergraduate degrees awarded in China are in the fields of science, technology, engineering and math, compared to 16 percent in the U.S.

Tapping America's Potential: The Education Innovation Initiative

U.S. Chamber of Commerce (including participation by the Business Round Table) July 2005

Increasing international competition:

- By 2010, if current trends continue, more than 90 percent of all scientists and engineers in the world will be living in Asia.
- South Korea, with one-sixth of our population, graduates as many engineers as the United States.

Proposed Federal Response

1. Extension of NCLB to high school.
2. SMART grants.
3. President Bush's STEM initiative.
4. Other Congressional initiatives, principally on STEM.
5. Upcoming reauthorization of ESEA.

Thoughts for Texas

1. Goal- All Texas high school students graduate ready for college or a good job
 - a) Elevate standards
 - b) More rigor in high school
2. Radical restructuring of middle school
3. Sharper focus on standards and results
 - a) TEKS, TAKS, and teaching- a discussion of the objectives of the enterprise
 - b) Re-structuring of pre-service, in service, and other teacher preparation issues
 - c) “No tolerance for failure” accountability
4. End the war