

No Child Left Behind (ESEA)

Education YES!

Comparison

By Wayne RESA

Overview

	No Child Left Behind (ESEA)	Education YES!
Purpose	Sets policy, program and funding to assure that <i>no child is left behind in terms of academic success</i> , especially those of color, disability and poverty	Developed by the Michigan Department of Education as an accountability framework that will lead all Michigan schools towards greater success.
Key Components	<ul style="list-style-type: none"> • Use of research proven instructional programs • Focus on reading, mathematics and science • Supplemental services • Accountability standards • Emphasis on teacher quality • Reporting to public and parents on school quality 	<ul style="list-style-type: none"> • Establishes measures of student performance <ul style="list-style-type: none"> ✓ Focus on core academic content (mathematics, reading, science and social studies) as measured by MEAP • Establishes measures of school performance <ul style="list-style-type: none"> ✓ Indicators of Engagement, ✓ Indicators of Instructional Quality ✓ Indicators of Learning Opportunities
Reporting	<ul style="list-style-type: none"> • Annual state, district and building report card • Standardized measure of success 	<ul style="list-style-type: none"> • Annual school report card • Requires use of the measures of: <ul style="list-style-type: none"> ✓ Student performance ✓ School performance
Funding	Appropriations represent 25% increase in current ESEA district funds	None
Starting Point	2001-2 data is starting point against which progress is measured	First composite scores and grades will be released December 2002 using 2001-2 data

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Highlights

	No Child Left Behind (ESEA)	Education YES!
Assessments	<ul style="list-style-type: none"> • Requires testing in reading and math in each of the grade spans 3-5, 6-9, 10-12 through 2005. (Annual testing in grades 3-8 in reading and math beginning 2005-6.) • Science testing beginning 2007-8 in each of the grade spans • Disaggregated by gender, major racial and ethnic groups, English proficiency status migrant status, and for disabled and economically disadvantaged students. • Requires adequate yearly progress (see below) 	<ul style="list-style-type: none"> • Measures of school performance including indicators of <ul style="list-style-type: none"> — Engagement — Instruction — Learning Opportunities • Measure of student achievement <ul style="list-style-type: none"> — <u>Status</u>: Data measuring equitable educational opportunity — <u>Change</u>: Trend data — <u>Growth</u>: One year of growth for one year of instruction
Adequate Yearly Progress	<ul style="list-style-type: none"> • Defined by the state • Requires all school in compliance within three years or penalties implemented (alternative services required) • Provides alternative programs including supplemental services from approved state list with funding from district to support • Parental option for school choice if school does not make AYP for two years 	<ul style="list-style-type: none"> • Linked to the “<u>Change</u>: Trend data” under measures of student achievement
Staff Qualifications	<ul style="list-style-type: none"> • 2002-5: New Title 1 teachers must be “highly qualified” • 2005-6: All teachers must be “highly qualified” 	Reported under the Instructional Quality measure of school performance as “Teacher Quality and Professional Development”