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2004



For Immediate Release
Office of the Press Secretary
January 8, 2004

President Discusses 2nd Anniversary of "No Child Left Behind" Act

West View Elementary
Knoxville, Tennessee

[Fact Sheet: President Bush Celebrates 2nd Anniversary of No Child Left Behind Act](#)

[In Focus: Education](#)

11:14 A.M. EST



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THE PRESIDENT: Thanks for coming. Melvenia, thanks. We are here because West View Elementary School is an example of what can happen when you have leadership that is willing to set high standards and to hold people to account and to realize every child can learn.

One of the things that I've learned as a Governor, now as the President, that successful schools not only require a teaching corps that cares a lot, and parents involved in the school, but it requires a principal who is willing to challenge mediocrity. And so, Melvenia, you're right. We're here because you've been successful. And the results show it. This school had been measured during the measurement process. The early measurement process had been a school that wasn't performing the way that you wanted it, or any citizen of Knoxville, Tennessee would want. In other words, it was below standards.

And now it's exemplary in math, above standards in reading. You're accomplishing that which we all want, and that is not one single child be left behind in the state of Tennessee and the city of Knoxville. You're doing a great job. Thank you for your hospitality. (Applause.)

I mentioned the No Child Left Behind Act. We're here to discuss that piece of bipartisan legislation. It is legislation which I would call historic, because for the first time, the federal government is spending more money, and now asking for results. See, in the past it used to be we would send a check and hope something happened.



And now the federal government is sending checks, at record amounts, I might add, for Title I students and teacher training and reading programs. But we're now saying, listen, we trust you. We trust the Melvenias of the world and the teachers to accomplish a mission; why don't you just show us that you are.

And so we've worked with states and local governments to develop an accountability system all around the country, accountability systems which says that, first of all, we believe in the worth and the intelligence of every child, an accountability system that says, let us know whether or not every child is learning, an accountability system that tests curriculum to determine whether they're working, accountability systems that enable us to address problems early before they're too late.

The No Child Left Behind Act is a great piece of legislation which is making a difference around our country. We've got some people here from around America that are going to discuss what they're doing to accomplish the national objective in a positive way. The national objective is to challenge the soft bigotry of low expectations and to raise the standards for every single child.

You don't know unless you measure. Listen, I've heard every excuse in the book about measurement: you're

testing too much, you're teaching the tests, don't test. If you don't test, you have a system that just shuffles the kids through. And that's unacceptable. It's unacceptable to quit on a kid early, and just say, move through and hope you learn. What you've got to do is measure to determine where they are, and then you can compare districts and compare states.

And as a result of strong accountability measures and good teachers and more funding, the results are positive, the fourth grade math test scores around the nation are up nine points since 2000. In other words, we're beginning to achieve -- meet national objectives, which is a more literate group of students. The reading -- the eighth grade math scores are up five points. Fourth graders are now testing above -- reading tests are increasing for fourth graders. We're making a difference.



I say, we. It's not the federal government that's making the difference. The federal government is a funding mechanism for Title I students, for some teacher training programs. The truth of the matter is, the responsibility for educational excellence resides at the local level. Teachers must be free to teach, principals must be free to lead, superintendents of schools must be comfortable with making changes where change is needed. The best education policy is local control of schools. And that's exactly what's another part of the No Child Left Behind Act that's important for you all to understand.

We've got some people here in the audience I want to introduce, before I get to our panel, that know something about education. They're on the front lines of education reform. But before I do so, speaking about a guy who is on the front line of education reform, the United States Senator from the great state of Tennessee, Lamar Alexander, is with us. He was a former governor, was willing to challenge the soft bigotry of low expectations before it was cool to challenge the soft bigotry of low expectations. He did an excellent job as the Secretary of Education under old Number 41 -- (laughter) -- and is now a fine United States Senator. Senator, I'm honored you're with us today. (Applause.)

Jimmy Duncan and Zach Wamp and Bill Jenkins and Marsha Blackburn are all members of the United States Congress. Of course this is Jimmy's district, as he was quick to point out at the airport. (Laughter.) And he invited the three other congresspeople with us today. But these are fine members of the Congress. These are people that believe in the value and worth of every single child. They understand that public education is a top domestic priority of this administration. I thank them for being here and I appreciate your good work on this issue. Thanks for coming. (Applause.)

Charles Lindsey is with us. He's the Superintendent of the Knox County schools. Charles, I'm honored you're here. I appreciate you coming. (Applause.) Bill Haslam is the mayor, newly elected mayor. Where are you, Bill? Thanks for coming. I'm glad you're here. (Applause.) My only advice is to fill the potholes and collect the garbage. (Laughter.) Mike Ragsdale, who is the Mayor of Knox County, is with us. Thank you for coming, Mr. Mayor. I appreciate you being here.

I met a fellow at the airport named Nat Foster. You probably haven't heard of Nat. Where are you, Nat? Oh, there you are. Thanks for coming. Nat is a -- I told him at the airport, I said, you're a drill sergeant in the army of compassion. You see, Nat is a -- one of millions of our fellow citizens who has heard the call to love a neighbor just like you'd like to be loved yourself, and is a mentor. He understands what I know, that the strength of the country is the heart and soul of our fellow citizens. The fact that people are willing to take time out of their busy life and to tutor a child, to serve as a role model for a child, and to teach a child how to read is a defining part of the American civic scene.

And I appreciate Nat Foster being here. I appreciate his willingness to serve as an example for others. January happens to be National Mentoring Month. I hope others in the Knoxville area and all around Tennessee -- and the country, for that matter -- follow the lead of a soldier in the army of compassion like Nat, and serve your country, and your state, and your community by finding a child who needs adult guidance, and mentor, to serve as an example. We can change America one heart and one soul and one conscience at a time. (Applause.)

I'm joined today by the Secretary of Education. He was the Superintendent of Schools in Houston, Texas when I was the Governor. I saw firsthand his deep desire to defeat mediocrity, to insist upon excellence for every single

child regardless of their background. He had a deep understanding that every child can learn, and the system must understand that.

I'm comfortable in asking the Congress for more money in the '05 budget, which I will do. We've increased the Title I disadvantaged students spending by 52 percent since fiscal year '01. The teachers and principal program is up by 39 percent. The reading programs are up by over 400 percent. The reason I'm comfortable is because I know that at the helm of the Department of Education, we have a man who knows that putting money into a bad system is not money well spent. Putting money into a system that believes in the worth of every child and is focused on results is money well spent. And that man is Rod Paige. Rod, thank you for joining us. I'd be glad to have some comments. (Applause.)

You've got something to say?

SECRETARY PAIGE: Well, Mr. President, I do.

THE PRESIDENT: Because you better. (Laughter.)

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THE PRESIDENT: Thank you, Rod. You see, what he's saying is: if you believe certain kids can't learn, guess what, they're not going to. If you believe certain children, based upon the color of their skin, can't learn, they won't. And the system will reflect that. Basically, at some school districts, I hate to say, the tendency is to say, let's just move them through. They can't learn, therefore, why measure, why determine, why don't we just get them out of the way? That's unacceptable to America. It's unacceptable to our Secretary of Education. I appreciate the attitude of busting the status quo when the status quo is not meeting the great dreams of our country.

Public education, we've got to get it right. It's the gateway to hope. It is essential for this country to have a public education system that responds to the needs of every child so that we can meet great objectives for this country. It's trite, it's been said a lot, but it's true: The future of the country depends on our capacity to educate every child.

A person who understands that is Dr. Jim Pughsley from the Charlotte-Mecklenburg Public School system. He's the Superintendent of Schools. And he and Rod have been Superintendents before. But the reason why he has been invited is because he brings an extraordinary record as the Superintendent of Schools. Seven years ago, African-American fifth graders, reading at grade level in the state of North Carolina, were at 35 percent in his district. Today, they're at 78 percent. (Applause.) All fifth graders seven years ago were at 59 percent. And now, they're at 86 percent.

So not only has it been improvement for all students, the minority knowledge gap has closed dramatically. I'll let Jim tell you why, but as a result of these great results and his leadership and the leadership, obviously -- I'm sure he'll tell you -- of principals and teachers who get it, who understand that every child matters, he was named the 2003 Superintendent of the Year by the National Alliance of Black School Educators.

Welcome. I'm glad you're here, Jim. Thanks for coming. (Applause.)

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THE PRESIDENT: I'll drop a fancy word on you, called, disaggregate. He said, we're disaggregating results. We're focusing not just on the whole, we're trying to understand whether or not a black child is learning or a Hispanic child is learning. In other words, we're unwilling to accept the past, where everybody was just kind of measured all together. What we want to know, is we want to know specifically who is succeeding, and who is not. And the No Child Left Behind Act provides additional federal money to stay focused on those children who need help early.

And that's an essential part. You see, these school districts measure. They see a child needs a little extra help in reading or an after-school program. There is money in the budget to focus on that child. And that's an essential change, an essential reform.

Kathy Cox, who is the State School Superintendent from the great state of Georgia has joined us. She was a classroom teacher for 15 years. She is now the Executive Director of the Department of Education. I'm honored you're here. Why don't you share with us your experiences in the great state of Georgia.

* * * * *

THE PRESIDENT: I want to pick up on two points she made. One is truancy and parental involvement. There's nothing like test results being published to get the attention of a parent. A lot of parents believe in the best, of course, and they believe that the school their child goes to was meeting all kinds of standards and is an excellent school. After all, they've been told that. That may not be the case. And so when you begin to publish the test results, it does enhance parental involvement. It encourages the parent to become involved.

What the No Child Left Behind Act does, it not only provides extra help for a child that needs help early, it also gives parents more options in the process. A parent can take money and send that child to an after-school tutoring program -- by the way, tutoring programs, the sponsor of which can be public-sector or private-sector programs. The child can send the -- the parent can send the child to another public school. In other words, there is a consequence.

Because one of the principles in the No Child Left Behind Act is we're not going to leave children trapped in schools that will not teach or change. There's time for schools to change. There's time for schools to use the accountability system to determine whether or not they're using the right curriculum or not. But there has to be an end to mediocrity at some point in time, and that's what the -- for the parents, as far as the parents are concerned, so the parents have got a lot of different options now available when a school takes Title I money. And that's a very important reform.

But the most important part of the reform is that parents are now becoming more involved in their schools. After all, the child's first teacher is a mom or a dad. And it's essential, as the principal will tell you, that the more civic involvement you get with your schools, the more parental involvement you get with your schools, the more likely it is that school is going to be able to meet the objectives of the No Child Left Behind Act.

Speaking about people who understand the need to use a curriculum that works, Norm Mishelow is with us; he is a principal at the Baron Elementary School in Milwaukee, Wisconsin. He has come south for some warm weather. (Laughter.) Didn't work. (Laughter.)

MR. MISHELOW: I think it's the same temperature here as there.

THE PRESIDENT: That's right. (Laughter.) One of the things we've done is we've at the federal level put a primary focus on reading. As I mentioned to you, the amount of reading money now available is an increase of 400 percent over the last three years. And what's important about reading programs is they actually work -- not that they sound good, but they actually achieve the objective. And the way to determine whether or not reading programs work is to measure. If a child can read, it will show up on an accountability system.

And, Norm, why don't you tell us about what we call research-based reading programs, and tell us about your school and what you're doing.

* * * * *

THE PRESIDENT: A couple of observations. First of all, we're learning what works when it comes to reading. It's not guess work anymore. For a while it was a guess work. You might remember the great debates, capsulized -- whole language versus phonics. There was a lot of political capital expended over that. And all of a sudden the accountability system starts to clarify reality. And as Norm mentioned, they've chosen a program and a curriculum that is now working. Why do we know? Because they measure. They're able to tell because there is a measurement standard. The other thing that happens when Norm's school does well, other schools say, wait a minute, old Norm doesn't seem to be all that good, how is he able to do what he's doing? (Laughter.)

MR. MISHELOW: Who are you talking to?

THE PRESIDENT: Well -- (laughter) -- just guessing, Norm. (Laughter.) But it serves as a go by. See, when you have accountability and you lay the results out for everybody to see, all of a sudden people start saying, what's Norm doing that I'm not doing? Because as Norm mentioned to you, he's taken a school of children who -- as we say -- used to say, tough to educate, and showing what can happen. I appreciate, Norm, your leadership. You said you've got a great staff. You do. It also -- you're an educational entrepreneur, somebody who is willing to focus on what works. And thank you for what you're doing. I appreciate -- I know the people of Milwaukee are thrilled that you are where you are.

With us, as well, is Margie Willis, Grace Christian Elementary, Hattiesburg, Mississippi. Grace Christian is a Title I school, receives Title I money. Title I, by the way, for those who aren't aware of the term, are federal monies aimed at economically disadvantaged kids. It's an important part of the federal funding -- the education funding program. It's a commitment that the federal government has made, will continue to make.

But Margie is a literacy coach. That's an interesting term, isn't it? She is -- has met -- the students have met expectations. Tell us about your school, Margie. Tell us what you're doing, and tell us how you've been so successful.

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THE PRESIDENT: I appreciate you. Thank you so much. (Applause.) By the way, research-based reading means phonics, in essence. And it is -- it works. It works, and we know it works, and you've heard personal testimony that it does work. And I would urge schools that aren't using research-based reading programs to take a look at them. If you're not meeting standards, listen to the personal testimony of people in the front line of public education, and listen to the joy in their voices about achieving fantastic results and watching all the kids from all walks of life, all economic backgrounds succeeding.

I'll never forget, one time we were in Houston and Rod had a -- he didn't call her a reading -- a literacy coach. He called her a reading czar. But anyway -- czarina in this case. And she stood up and said, reading is the new civil right. And we're getting it right in more and more schools. I want to thank both of you all for being on the front edge of change. Thank you for your examples.

Jerry Hodges is with us today. He's the Executive Director of Project GRAD based right here in Knoxville, Tennessee. Project GRAD is a non-profit trying to close the achievement gap by talking about and spreading curriculum that works. Thanks for coming.

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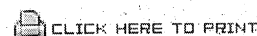
THE PRESIDENT: Well, I appreciate it. Thanks, good job. Thank you. (Applause.)

Non-profits, corporate Tennessee, people who care about the future of your state need to follow the example of Project GRAD and become involved in your school districts. I appreciate the Superintendent and the school board members for reaching out and understanding that educational excellence is a local responsibility. People really shouldn't hope that the federal government develops the blue print for success. That's not our role.

And you don't want a one-size-fits-all education approach. You want a -- the best education reform comes when the local people decide to reform, when your principals reform, when the people running at the state level reform, when businesses and local community leaders say, wait a minute, we're not happy with the way things are, let's change for the good of everybody.

And that's what's taking place here in Knox County schools. I want to thank you for that. Listen, I want to thank you all for coming. I'm honored our panel came from around the country to share with us the stories of success. And by the way, we're just beginning in America. See, one of these days, we won't have enough room on the stages as we bring people from all around the country to talk about what is happening, the tremendous success as a result of the No Child Left Behind Act. I'm honored you all came. I want to thank you again for believing in every child and raising that bar and believing in the worth of every individual.

May God bless your work, and may God continue to bless our country. Thank you for coming. (Applause.)



For Immediate Release
Office of the Press Secretary
January 8, 2004

Fact Sheet: President Bush Celebrates 2nd Anniversary of No Child Left Behind Act

en Español

Today's Presidential Action

In a visit to West View Elementary School in Knoxville, Tennessee, President Bush celebrated the second anniversary of the signing of the No Child Left Behind Act of 2001 with educators from across the Nation and announced new resources to make a real difference for America's schools.

President Bush's overall Fiscal Year (FY) 2005 budget represents a 48% increase for elementary and secondary education since FY 2001. It includes an additional:

- \$1 billion in Title I funding for disadvantaged students, for a total that represents a 52% increase since FY 2001.
- \$138 million for reading programs, for a total that is over four times the amount spent in FY 2001.
- \$1 billion for special education programs, in total, an increase of 75% since FY 2001.

Through the No Child Left Behind Act, these historic levels of support are combined with an unprecedented commitment to achieving high standards and accountability to ensure that America's schools are producing real results for every child in America. And the new law has already begun to make a difference for students, teachers and administrators across the United States.

Two Years of Accomplishment With No Child Left Behind

High Standards and Accountability: Since President Bush signed No Child Left Behind (NCLB) into law, all states have a plan in place to ensure that all students become proficient at reading and math and that achievement gaps are closed between students of different socio-economic backgrounds. States, districts, and schools are using their unique accountability plans to measure the progress of student achievement, report student and school progress to parents, identify for improvement those schools not making adequate yearly progress, provide support for the improvement of schools and districts, and provide options -- including public school choice and tutoring -- for children in underperforming schools.

- When President Bush entered office in January 2001, only 11 states were in full compliance with previous Federal education accountability standards. On June 10, 2003, President Bush announced that all 50 states have approved accountability plans under NCLB.

Reading First and Early Reading First: President Bush proposed and signed into law the Reading First and Early Reading First initiatives as part of his unequivocal commitment to ensuring that every child can read by the third grade. These programs enable more children to receive scientifically-based reading instruction programs in the early grades.

- All 50 States and the District of Columbia have approved Reading First plans to ensure that every child is reading on grade level by the end of the third grade.
- As of October 1, 2003, \$1.78 billion in Reading First funds have been distributed to the states that have provided training to tens of thousands of teachers and provided instructional materials. In addition, since the passage of No Child Left Behind, states have received almost \$200 million in funds for early childhood

reading efforts through such initiatives as Early Reading First and the Early Childhood Educator Professional Development program.

- Extensive technical assistance has been made available to states, districts, and schools as they develop and implement their Reading First programs. The Department of Education recently awarded a \$36.8 million contract to establish the National Center for Reading First Technical Assistance to provide ongoing, high-quality technical assistance to states, districts and schools by the country's leading experts in the implementation of scientifically-based reading instruction.

Options Available for Parents

- **Supplemental Services** -- Using tutoring money provided under NCLB, parents can select from the over 1600 supplemental service providers approved by the states. With this option, parents, for the first time can find a program that is focused, rigorous, and directed at the specific needs of their child.
- **Faith- and Community-Based Organizations** -- To expand the options available to parents, more than \$1.7 billion per year has been made accessible to faith- and community-based organizations through NCLB, enabling these groups to receive grants and to provide quality supplemental educational services. Faith- and community-based providers can participate in the 21st Century Community Learning Centers after school program, the Title I-Supplemental Educational Services program that provides extra academic help for disadvantaged students, the Early Reading First program, and physical education programs.
- **More Information for Parents** -- Under NCLB, states and school districts publish report cards showing how well students in each socio-economic sub-group are achieving so communities and parents can know how well their schools are doing.

Supporting What Works

- **Institute for Education Sciences** -- The Institute of Education Sciences reflects the intent of the President and Congress to advance the field of education research, making it more rigorous in support of evidence-based education and therefore a critical component to the success of No Child Left Behind.
- **Data Management Tools** - Additionally, in September 2003, President Bush with Secretary Paige announced the School Information Partnership, a unique public-private partnership designed to assist states in meeting the letter and the spirit of NCLB as it relates to educational data reporting. Through the financial support of the Broad Foundation and the Department of Education, states have been given the opportunity, at no cost for the next two years, to report and analyze certain data through an easy-to-use web-based service. Further, the Partnership will enable states and their districts to communicate educational data to parents, educators, and the general public, consistent with the requirements of NCLB, while providing policymakers with better information to improve decision-making.

Unspent Federal Funds Available: No Child Left Behind has made significant new resources available to states and local school districts, but some states and school districts have not been able to take full advantage of these resources. According to the Department of Education, as of December 11, 2003, a total of nearly \$6 billion in Federal education funds remained unspent, waiting to be drawn down by state officials. These funds are from amounts appropriated in 2000 through 2002.

- The total includes nearly \$2 billion in No Child Left Behind Title I funds intended to benefit disadvantaged children across America. The total also includes more than \$1.6 billion in unspent No Child Left Behind school improvement funds that provide extra help to struggling schools, and nearly \$2 billion to assist children with disabilities. Some of the money has been in the account since fiscal year 2000, more than a year before No Child Left Behind was even enacted.
- In Tennessee alone, more than \$116 million in Federal education funds have not been spent, including nearly \$43 million in No Child Left Behind Title I funding for disadvantaged students and schools that was provided by Congress from fiscal year 2000 through fiscal year 2002. The total also includes more than \$33 million in unspent No Child Left Behind school improvement funds that are meant to be used to provide extra help to schools, and more than \$30 million to assist children with disabilities.

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THE WHITE HOUSE

WASHINGTON

March 9, 2004

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MEMORANDUM FOR THE PRESIDENT

3/12/04
THE PRESIDENT HAS SEEN

THROUGH: MARGARET SPELLINGS

FROM: HOLLY KUZMICH

SUBJECT: HIGHLY QUALIFIED TEACHER FLEXIBILITY AND OUTREACH

Purpose

The No Child Left Behind Act (NCLB) requires that, no later than the end of the 2005-06 school year, all public elementary and secondary school teachers of core academic subjects be "highly qualified." Many States have argued that the qualification requirements for secondary school teachers are too rigorous, and schools have complained that the requirements are hard to implement, especially with regard to teachers who teach multiple subjects and teachers in rural areas.

The Department of Education will continue to work with States on ways they can exercise existing flexibility provided by NCLB. Additionally, Secretary Paige will announce changes to Departmental policies to give States additional flexibility in this area. Because States are beginning to hire teachers for the 05-06 school year, Secretary Paige would like to announce the changes in the near future.

Background

Under NCLB's highly qualified teacher requirements, elementary school teachers must have a bachelor's degree and state certification and pass a state test. The rules for secondary school teachers are more complex. They must have a bachelor's degree and state certification and satisfy one of the following requirements: pass a rigorous state test in each subject that the teacher teaches; have an undergraduate major or graduate degree in each subject that the teacher teaches; or meet a High Objective Uniform State Standard of Evaluation (HOUSSE) in each subject that the teacher teaches. HOUSSE is a flexible way for veteran teachers to demonstrate subject matter competency through a combination of their experience, continuing education and through other means, as defined by the state.

Last summer, Secretary Paige announced the formation of the Teacher Assistance Corps (TAC) to support state implementation of the highly qualified teacher provisions in NCLB. The Department has sent experts to 49 States to explain the requirements of the law and answer policy questions. Schools raised particular concerns that secondary school teachers who teach multiple subjects must satisfy numerous requirements, which make the requirements particularly difficult to meet in rural areas.

Discussion

To address these concerns, the Department would like to take the following steps:

Provide Guidance on Existing Flexibility in NCLB

- **Highly Qualified Middle School Teacher Requirements:** Clarify that States have the authority to define what constitutes elementary and middle school, consistent with State law or policy. For example, a State may determine that a teacher teaching general sixth-grade content at a middle school is subject to the elementary school requirements, but that an eighth-grade algebra teacher must satisfy the secondary school requirements.
- **HOUSSE for Veteran Teachers:** Clarify that States may use the HOUSSE to evaluate the skills and expertise of existing teachers; these teachers are not required to go back to school, which is a misconception frequently found in the field.

Provide New Flexibility

- **Flexibility for Rural Teachers:** As a matter of enforcement policy, allow flexibility in implementing the highly qualified teacher requirements in small, rural school districts. The 4900 districts (out of approximately 15,000 total school districts) eligible for funding under the NCLB Small, Rural Achievement Program qualify for this flexibility.

Under this policy, eligible school districts may permit teachers to teach multiple subjects for three years without satisfying requirements in every subject, provided that they meet requirements for at least one of the subjects they teach and the school district provides high-quality professional development and intensive supervision in the additional subjects, as defined by the State. After three years, teachers must satisfy requirements for each subject taught.

- **Multiple Subject HOUSSE Procedures:** Inform States of the flexibility available to them to allow teachers of multiple subjects to demonstrate competency through one set of HOUSSE procedures. While this flexibility is already in the law, no State has taken advantage of it. For example, a State could develop one HOUSSE procedure for teachers teaching multiple subjects within a disciplinary family such as history, civics, and geography, instead of making them go through the HOUSSE procedure three times in three different but related subjects.
- **Clarify Requirements for Science Teachers:** Allow States more flexibility to determine competency requirements in the sciences. For example, if a State currently certifies teachers in a general field of science, a State may evaluate competency in science generally, rather than in specific scientific fields, such as physics, chemistry, and biology.

The Department will also provide new technical assistance to States in implementing these rules through summer institutes on strategic teaching and by launching a website (www.teacherquality.us) with best practices. Additionally, the Department will reiterate its commitment to enforcement of the highly qualified teacher data reporting required under NCLB.

When States were required to report to the Department of Education in September of 2003 the percentage of classes taught by highly qualified teachers, 10 States were still gathering their data and 16 States did not yet have data collection systems in place to gather and report the data. The Department placed conditions on these 26 States' grant awards requiring them to comply by July 1, 2004. The Department is prepared to delay the release of their July 1 Title I funding until the States satisfy these data reporting issues, and will work with them in the coming months to ensure their compliance. This proactive announcement will ensure that States satisfy the requirements before any decisions have to be made by the Secretary this summer to withhold Title I funds.

THE WHITE HOUSE

WASHINGTON

March 26, 2004

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3/26/04
THE PRESIDENT HAS SEEN

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: MARGARET SPELLINGS
FROM: HOLLY KUZMICH
SUBJECT: PARTICIPATION RATE FLEXIBILITY UNDER NO CHILD LEFT
BEHIND

Purpose

To update you on additional flexibility that the Department of Education will announce on Monday, March 29, on participation rates under No Child Left Behind (NCLB).

Background

In order to make adequate yearly progress (AYP) under NCLB, schools must satisfy two general requirements: (1) they must meet annual performance objectives in reading and math for the school and each subgroup of students (white, African-American, Hispanic, low-income, disabled, and limited English proficient); and (2) at least 95% of all students in a school and each subgroup within that school must participate in the state assessment (which is referred to as a school's "participation rate"). If the participation rate falls below 95% for the school or any subgroup within the school, it is identified as not making AYP. The 95% provision was included in NCLB because, too often, certain children were exempted from assessments, and thus from the accountability system, which led to a false picture of the academic performance of the school.

Examination of the first year's data and anecdotal reports shows that there are circumstances in which schools have been identified as not making AYP based upon the absence of only a small number of students. Furthermore, the Department of Education has received complaints that some small schools have been identified as needing improvement only because one student in one smaller subgroup was absent the day the test was administered.

On Monday, the Department of Education will announce a policy permitting states to average their participation rate with up to 2 previous years of data (for a 3-year average). This will help even out any one-year aberrations in participation rates but will still hold schools to a high standard. The statute already provides for the three-year averaging of assessment data. The Department will also clarify that states may exclude from the participation rate the calculation of

students who are absent during the entire testing period due to a documented, significant medical emergency.

This new policy is consistent with the statutory language and can be accomplished by a guidance letter to the states. Any state that chooses to exercise this flexibility will be required to submit an amendment to its state plan.

Effect of this Announcement

Data from a sampling of states show that the effect of this policy will vary from state to state, but that there will be a visible reduction in the number of schools identified as not making AYP based solely on participation rates. In a few states, among the schools that did not make AYP, over half of them did not make AYP based solely on participation rates. In other states, the numbers are very minimal. Most states will be somewhere in between, where of the schools that did not make AYP, 10-30% did not make AYP based solely on participation rates. We cannot calculate, however, how many of these schools will benefit from the policy since we only have one year of data and we do not know whether schools will repeatedly miss the 95% target or fluctuate from year to year. It is important to announce this proposal now as testing for the 2003-2004 school year will be occurring in the next few months, and this round will provide the second year of participation rate data for schools.

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July 13, 2004

MEMORANDUM FOR THE PRESIDENT

THROUGH: MARGARET SPELLINGS

FROM: DAVID DUNN

RE: No Child Left Behind Implementation

Summary

School districts – in addition to school campuses – will be identified for improvement under No Child Left Behind for the first time this year. Early data indicate that in many states 90-95 percent of the districts would be identified for improvement. Tennessee submitted a creative amendment to their state accountability plan to lower the number of districts identified within the parameters of the law. This proposal will have virtually no effect on students. Secretary Paige intends to approve this proposal. DPC concurs.

Background

The primary focus of No Child Left Behind (NCLB) is the school building. But, for the first time, NCLB also requires that school districts achieve annual student performance targets aimed at 100 percent proficiency by 2013-14. Districts are identified for improvement if they fail to meet their performance target for two years in a row. This year is the first year that districts will be identified under NCLB.

NCLB allows states to set separate performance targets for elementary, middle and high schools. To date, for states using this approach, states and the Department of Education (DoEd) have interpreted the law to require that districts must meet targets for each of these grade spans in both reading and math for each student sub-group.

Since districts can be held accountable for three grade spans – elementary, middle and high – compared to only one at the school level, they have to meet three times as many performance targets. (See attached charts.) Many states, including most Southern states, indicate that virtually all districts will be identified for improvement this year. For example, Tennessee has indicated that 92 percent of their school districts will be on the needs improvement list.

States are allowed to submit amendments to their accountability plans to DoEd. As part of this process, Tennessee submitted a creative proposal for identifying school districts. Tennessee uses two grade spans, elementary and middle/high schools. Tennessee proposes to identify districts for improvement only if a student group misses the target in both grade spans in the same year. Data indicate this would reduce the number of districts identified for improvement from 92 percent to 65 percent of the districts in Tennessee.

Though neither the law nor Secretary Paige label these schools as failing, the press and the general public inevitably do. The Secretary and many education reform advocates believe that labeling 90 percent of the schools districts as "failing" will not pass the common sense test and could erode public support for the law.

Districts identified for improvement face significant consequences. They must set aside 36 percent of their Title I funds for school improvement plans, transportation for school choice and tutoring services. Further, under DoEd rules, districts on the needs improvement list may not be a tutoring provider under NCLB. Additionally, they lose access to the funds transferability provisions that are an important part of the flexibility provided by NCLB.

Though the policy proposal allows some districts to avoid significant fiscal and management consequences, it has little or no impact on parents and students. The proposal has no impact on the identification of school campuses for improvement. Parents in schools identified for improvement would retain the opportunity to move their student to a higher performing public school or access tutoring services. In fact, the policy might preserve options for parents if it keeps a school district that has been directly providing tutoring services off the needs improvement list.

The Tennessee proposal improves the common sense validity of NCLB, protects options for parents and students and helps states manage the school districts that need the most help. Unless you object, Secretary Paige intends to approve this proposal. DPC recommends you allow the Secretary to approve this proposal.

We expect other states to take note of this approval and submit requests for similar amendments to their plan next year. This proposal has been met with some concern on the Hill. Chairmen Boehner and Gregg have asked that the DoEd implement it in such a way as to stave off an avalanche of similar requests from other states.

Attachment

Sample Accountability Checks for Schools

	Reading	Math
All		
Asian		
Black		
Hispanic		
Native Am		
White		
LEP		
SWD		
SES		

Sample Accountability Checks for Districts

	Elementary School Reading	Middle School Reading	High School Reading	ES Math	MS Math	HS Math
All						
Asian						
Black						
Hispanic						
Native Am						
White						
LEP						
SWD						
SES						

COPY FROM ORM

THE WHITE HOUSE

WASHINGTON

July 30, 2004

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: MARGARET SPELLINGS
FROM: HOLLY KUZMICH
RE: No Child Left Behind Results

Summary

Over the past several months, several studies have been released on the implementation of No Child Left Behind (NCLB). In addition, states have recently started to release their annual lists of schools in need of improvement under NCLB, and these lists will continue to be released over the next two months. North Carolina, Oregon, and Delaware are expected to release their lists next week. So far, news has been positive, and states are beginning to see increases in student achievement and a closing of the achievement gap. While the national press continues to report about many of the critics of NCLB, we wanted to highlight several positive stories that show NCLB is working.

The Education Commission of the States also recently released a report indicating that states have made significant progress in implementing NCLB, but we realize there are still areas to improve in implementation and we will continue to work with the Department of Education to address these areas. While we cannot expect every state to have positive news, we are optimistic that the trend will continue, and we will continue to provide you periodic updates as states release performance data.

Results

Urban Schools Nationwide

- According to a study released in March by the Council of Great City Schools, the achievement gap – in both reading and math, in urban schools – between African Americans and whites, and Hispanics and whites, is narrowing. Between the 2001-2002 and 2002-2003 school years (the period since enactment of NCLB), the percentage of urban 4th graders scoring at or above proficiency levels on their respective state reading tests increased from 42.9 percent to 47.8 percent – an increase of 4.9 percentage points. The percentage of urban 4th graders scoring at or above proficiency levels on their respective state math tests increased from 44.2 percent to 51.0 percent – an increase of 6.8 percentage points. Reports from previous years showed that the numbers of urban students approaching proficiency

were increasing, but the Council of Great City Schools did not see large numbers meeting or exceeding proficiency until this most recent report. In testimony before the House Education and Workforce Committee, Dr. Mike Casserly, the Executive Director of the Council of Great City Schools, credited NCLB for helping to focus attention on improving student achievement in the Nation's big-city schools.

Chicago

- In an April *Chicago Sun-Times* analysis, Chicago public school children who transferred from schools in need of improvement to higher performing schools under NCLB showed substantial improvements in reading and math scores. These transfer students averaged 8 percent greater gains in reading and math than the national average – compared to their achievement the previous year at their original school where their gains were 24 percent less in reading and 17 percent less in math than the national average. That is a huge turnaround and a great success story.

Maryland

- Maryland recently announced its test results for the 2003-2004 school year, and the percentage of African American third graders scoring in the proficient range in reading increased 16 points in one year. The percentage of Hispanic fifth-graders scoring in the proficient range in math increased nearly 10 points since 2002-2003. Overall, 14 percent of public schools in Maryland – 199 out of 1,430 – were identified for school improvement this year. In addition, 25 schools exited school improvement status this year because of their rising test scores.

Wisconsin

- The number of schools identified as needing improvement in Wisconsin decreased from 68 schools last year to 54 schools this year. Twenty-eight schools left the school improvement list because they met annual performance objectives for two straight years.

Georgia

- Georgia has seen a closing of the achievement gap in its third grade reading scores. In 2002, there was a 13-point difference between the percentage of African American and white students meeting standards, and that gap was reduced to only eight points in 2004. In addition, Hispanic students narrowed the gap by four points with their white classmates.
- The percentage of schools making adequate yearly progress this past school year in Georgia increased from 64 percent in 2003 to 78 percent in 2004. A total of 278 schools came off of the needs improvement list this year.

Florida

- The number of schools making AYP in Florida increased to 23 percent in 2004 from 16 percent in 2003.

DP
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FROM ORM

September 17, 2004

638388-5
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INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: MARGARET SPELLINGS

FROM: DAVID DUNN

SUBJECT: No Child Left Behind Results

9/22/04

Summary

Over the summer, 39 states released their annual list of schools in need of improvement under No Child Left Behind (NCLB). **Every state that has released results reported progress in one or more areas.** Four states reported fewer schools in need of improvement. 22 states reported more schools meeting adequate yearly progress (AYP) targets. And a number of states closed the achievement gap for Hispanics, African-Americans or both.

Recent Positive Results

Below are a few examples of the progress over 2003 in selected states.

Ohio

- Eighty-three percent of Ohio schools made AYP this year, up from 75 percent last year.

New Mexico

- Fourth- and eighth-grade students made substantial increases in reading and math. In grade 4, student proficiency in math increased by five percent, and reading proficiency increased by four percent. In grade 8, reading proficiency increased by six percent and math proficiency increased by three percent. There were also gains in every subgroup in both reading and math.

North Carolina

- The percentage of schools making AYP in North Carolina was 70 percent, up from 49 percent last year.

California

- The percentage of schools making AYP in California was 65 percent, up from 54 percent last year.

Massachusetts

- The percentage of African American, Asian, and Hispanic students performing at proficient or advanced in Language arts increased in all tested grades (3, 4, 7, and 10).

Outstanding Issues

Of the 11 states that have not yet publicly released their AYP lists, four are expected to release data soon (Colorado, South Carolina, New Jersey, and Oklahoma). Five states are delayed for legitimate reasons, such as testing contractor problems (Connecticut, Hawaii, Maine, Montana, and Vermont). Two states are in danger of being found out of compliance with notification requirements (Texas and Utah).

In Texas, the state has agreed to notify, by September 27, the approximately 300 schools expected to be identified as in need of improvement this year. These schools will be required to immediately offer public school choice or offer free tutoring to students using a portion of their federal Title I funds.

Utah has, thus far, been unresponsive to Department of Education efforts to bring the state into compliance with the notification requirements. Secretary Paige may exercise his authority to levy a penalty, up to 25 percent of the state administrative funds.



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Paige Issues Statement Announcing Resignation ARCHIVED INFORMATION

[en Español](#)

FOR RELEASE:
November 15, 2004

Contact: Susan Aspey
(202) 401-1576

The following is a statement from U.S. Secretary of Education Rod Paige concerning his resignation:

"I did not come to Washington as a career move. I came to help President Bush launch *No Child Left Behind* and Reading First and to help establish a culture of accountability in American education.

"No Child Left Behind is indelibly launched. A culture of accountability is gripping the American educational landscape. The next report of the National Assessment of Educational Progress will show that reading scores of our young people have catapulted to a record high because of Reading First.

"At the end of the President's first term, I will have served longer than any Republican United States Secretary of Education. At that time, my work here will be accomplished."

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Last Modified: 11/17/2004

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**Paige's Resignation
Letter**

**President's
Statement**



THE WHITE HOUSE
PRESIDENT
GEORGE W. BUSH



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For Immediate Release
Office of the Press Secretary
November 15, 2004

President Thanks Secretary Paige

Statement by the President

Rod Paige has been at the forefront of fundamentally reforming and improving our nation's public education system so that no child is left behind in America. His passion for taking on the status quo and fighting for reform underscores his strong commitment to our country's young people and his desire to give them a brighter future. Throughout his life, Rod has overcome great obstacles and achieved great success. He represents the best of America.

We have only begun the long-term transformation of education so that future generations can enjoy all of the promise and opportunity America has to offer. Thanks to the hard work of Rod Paige, we have a very strong start and are well on our way to fulfilling that promise.

I am thankful for Rod's leadership during this important time and am grateful for his friendship. I wish him all the best.

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THE WHITE HOUSE
PRESIDENT
GEORGE W. BUSH



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For Immediate Release
Office of the Press Secretary
November 17, 2004

President Bush Nominates Margaret Spellings as Secretary of Education

The Roosevelt Room

11:07 A.M. EST

THE PRESIDENT: Thank you all. Please be seated. Good morning. I'm proud to announce my nomination of Margaret Spellings to be the Secretary of Education.



VIDEO Multimedia

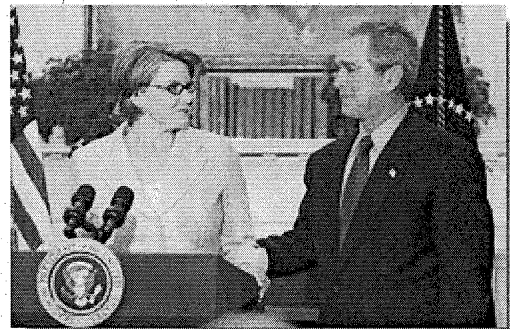
President's Remarks

[view](#)

[listen](#)

I've known Margaret Spellings for more than a decade. I have relied on her intellect and judgment throughout my career in public service. As governor of Texas, I called on her to serve the children of our state as my chief education advisor, a job she carried out with conviction and great results.

When I was elected President, I asked her to serve as Assistant to the President for Domestic Policy. I've benefited from her knowledge and experience on many issues -- from health care to immigration to job training. I'm now calling on this energetic reformer to serve the children of America by continuing our vital work of improving our nation's public schools.



Margaret Spellings has a special passion for this cause. She believes that every child can learn, and that every school can succeed. And she knows the stakes are too high to tolerate failure. She believes in high standards and improving the resources necessary -- and providing the resources necessary to meet those standards. In Margaret Spellings, America's children, teachers and parents will have a principled, determined ally in my Cabinet. She has my complete trust and she will be an outstanding Secretary of Education.

With the Senate's approval, Margaret Spellings will continue the work of a fine educator and leader, Secretary Rod Paige. As Secretary of Education, this humble and decent man inspired his department and implemented the most significant federal education reform in a generation. Today, thanks to the No Child Left Behind Act, students of every background are making hopeful progress in reading and math. The nation's schools are stronger because of Rod Paige's leadership. I'm grateful for his friendship; I'm grateful for his years of service.

We've made great progress in our schools, and there is more work to do. Margaret Spellings and I are determined to extend the high standards and accountability measures of the No Child Left Behind Act to all of America's public high schools. We must ensure that a high school diploma is a sign of real achievement, so that our young people have the tools to go to college and to fill the jobs of the 21st century. And in all our reforms, we will continue to stand behind our nation's teachers, who work so hard for our children.

The issue of education is close to my heart. And on this vital issue, there is no one I trust more than Margaret Spellings. Two decades ago, as a young aid in the Texas state legislature, Margaret dedicated herself to strengthening public schools. She went on to help lead the Texas Association of School Boards, to advise two governors on school reform, and to serve four years as my top domestic policy advisor right here in the White House. And now her talent and idealism have brought her to the highest education office in the land. Through it all, she has kept her good humor and her perspective on life. She is a devoted, loving mother to Mary and Grace, and Laura and I are proud to count her and Robert as good friends.

I urge the Senate to promptly confirm Margaret Spellings as America's eighth Secretary of Education. And I look forward to having her in my Cabinet. Congratulations. (Applause.)

MS. SPELLINGS: Thank you, Mr. President. I am joined today, as you said, by my husband, Robert, and our -- two of our four children, my daughters Mary and Grace LaMontagne, who get to miss school to be here. (Laughter.) On behalf of myself and my family, thank you, Mr. President for this opportunity not only to serve you and our country, but the children of America. I am humbled and honored by your confidence.

More than 10 years ago, you gave me the opportunity to work with you on improving Texas schools. You said then that the government should do a few things and do them well, and that one of those few things is educating all children. I share your passion for education and your commitment to seeing that each and every child has the skills and qualities necessary to realize the American Dream. Our schools must keep their promise to all our children. And I pledge to do all I can to ensure that no child is left behind.

It has been a privilege to serve as your domestic policy advisor for these past four years. I have mixed feelings about leaving this White House and will miss all of my wonderful friends and colleagues here: our great Chief of Staff, my wonderful Domestic Policy Council staff, and of course, all the great Texans who have been at your side for more than a decade.

One of those great Texans is, of course, Secretary Rod Paige, who distinguished himself as an educator and has served admirably as your Secretary of Education. He has laid the foundation for leaving no child -- leaving no child behind, and I pledge to honor his lifelong commitment to children by continuing the good work he started.

To you, Mr. President, and to Mrs. Bush, who shares your commitment to education, thank you. I am a product of our public schools. I believe in America's schools, what they mean to each child, to each future President or future domestic policy advisor, and to the strength of our great country. If confirmed by the Senate, I commit to work alongside America's educators and my new colleagues at the Department of Education to make our schools the finest in the world.

Mr. President, thank you for this opportunity and for your continued trust and confidence in me.

THE PRESIDENT: Good job. (Applause.)

END 11:13 A.M. EST

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U.S. Students Show Improvement in International Mathematics and Science Assessment

U.S. fourth- and eighth-graders score well above international average in 46-nation TIMSS study
ARCHIVED INFORMATION

FOR RELEASE:

December 14, 2004

Contact: David Thomas
(202) 401-1576

MORE RESOURCES

**Trends in
International
Mathematics &
Science Study
(TIMSS)**

America's fourth- and eighth-grade students significantly outperformed many of their international peers, scoring well above the international average in both mathematics and science, according to the latest results from the Trends in International Mathematics and Science Study (TIMSS). In addition, U.S. eighth-graders improved their scores compared to previous years (1999 and 1995), with gains across most student groups, including boys, girls, and minority students. Scores for U.S. fourth graders remained static in mathematics and science.

U.S. Secretary of Education Rod Paige expressed optimism with the TIMSS results, which measured students from up to 46 nations, including economically developed members of the Organization for Economic Co-operation and Development (OECD).

"Eighth-grade results from TIMSS confirm what we have seen domestically—that a greater emphasis on higher standards in the classroom leads to improved performance and a smaller achievement gap. However, the results also show that we have further to go, particularly in earlier grades, toward establishing a culture of excellence and achievement at all grade levels."

Paige noted that the TIMSS tests are closely linked to the curricula of the participating countries. "In that sense they are a good indicator of our schools' performance as well," he said. "We must remain committed to staying the course of reform to ensure that every student in every school has a real opportunity to learn."

The TIMSS results followed another international assessment released last week, the Program for International Student Achievement (PISA), which showed America's 15-year-olds performing below the international average in mathematics literacy and problem-solving. "Education does not happen in a vacuum, but in the world," Paige said. "We must redouble our efforts to prepare all of our students for a future that has never been more competitive and challenging. They must graduate from high school ready to succeed in college and in life."

The report on the U.S. TIMSS results, *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003*, was released today by the Education Department's National Center for Education Statistics (NCES) in the Institute of Education Sciences. The international results from TIMSS were released today by the Amsterdam-based International Association for the Evaluation of Educational Achievement (IEA).

Other key findings from TIMSS 2003

- In 2003, U.S. eighth-graders improved their average mathematics and science performances compared to 1995. The growth in achievement occurred primarily between 1995 and 1999 in mathematics, and between 1999 and 2003 in science. Moreover, the available data suggest that the performance of U.S. eighth-graders in both mathematics and science was higher in 2003 than in 1995 relative to the 21 other countries that participated in the studies.
- No measurable changes were detected in the average mathematics and science scores of U.S. fourth-graders between 1995 and 2003. Moreover, the available data suggest that the performance of U.S. fourth-graders in both mathematics and science was lower in 2003 than in 1995 relative to the 14 other countries that participated in the studies.
- U.S. fourth-grade girls showed no measurable change in their average performance in mathematics and science between 1995 and 2003. U.S. fourth-grade boys also showed no measurable change in their average mathematics performance, but showed a measurable decline in science performance over the same period.
- U.S. African American fourth-graders and eighth-graders and Hispanic American eighth-graders improved markedly in both mathematics and science between 1995 and 2003. Hispanic fourth-graders showed no measurable changes in either subject. As a result, the gap in achievement between White and Black fourth- and eighth-grade students in the United States narrowed between 1995 and 2003 in both mathematics and science. The gap in achievement between Black and Hispanic fourth-graders also narrowed in science over the same period.

In releasing the U.S. findings, Grover (Russ) Whitehurst, Director of the Institute for Education Sciences, said, "international assessments such as TIMSS provide important information about education in the United States and in other industrialized nations, and an external perspective on U.S. performance. For example, TIMSS not only shows that U.S. eighth-graders are making strides in mathematics and science when measured against their prior performance, but that they are also making gains relative to their international peers, with fewer countries outperforming them and more countries underperforming them."

TIMSS is organized under the auspices of the IEA and is directed in the United States by the NCES, with additional financial support from the National Science Foundation. The IEA is an international organization of national research institutions and governmental research agencies that focuses on research in education. TIMSS assesses students every four years to provide participating nations with regular information on their understanding of mathematics and science topics taught through school curricula. TIMSS also provides nations with information on students' classroom experiences, teachers' pedagogical approaches, and school administrators' policies and decision-making processes across the participating nations.

In 2003, TIMSS was administered at the fourth- and eighth-grade levels in participating nations. TIMSS was last administered at fourth grade in 1995, and at eighth grade in 1995 and 1999.

For further information on TIMSS or to download the report *Highlights from the Trends in International Mathematics and Science Study (TIMSS) 2003*, please visit NCES' TIMSS Web site at <http://nces.ed.gov/timss>.

The TIMSS report can also be ordered by calling toll-free 1-877-4ED-PUBS (1-877-433-7827), TTY/TTD 1-877-576-7734; e-mailing edpubs@inet.ed.gov; or making a request via the Internet at <http://www.ed.gov/pubs/edpubs.html>.

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Last Modified: 12/15/2004

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COPY
FROM ORM

THE WHITE HOUSE
WASHINGTON

September 21, 2004

MEMORANDUM FOR THE PRESIDENT

THROUGH: MARGARET SPELLINGS

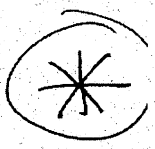
FROM: DAVID DUNN

SUBJECT: Second-Term Education Initiatives

9/22/04

The No Child Left Behind Act (NCLB) created significant reforms in K-12 education based on the principles of accountability for results; local control over the methods used to achieve results; encouraging research-based teaching methods; and expanding information and options for parents. Your second-term agenda for education builds on NCLB to ensure that every child begins school ready to succeed; every high school student graduates with the skills necessary to succeed in college or a globally competitive workforce; and every adult can access the skills and knowledge necessary to succeed in the workplace.

The event on Wednesday is intended to highlight your education agenda, with particular attention to your teacher initiatives.



Teacher Initiatives

NCLB's Title II Teacher Quality funding gives states and school districts funds to improve teacher quality through recruitment, hiring, training, and retention activities. You requested \$2.93 billion for Title II Teacher Quality funding in FY 2005, a 39 percent increase in funding since 2001. You have also increased funding for the Reading First program from \$286 million in FY 2001 to a proposed level of \$1.125 billion in FY 2005. School districts are using this funding to implement scientifically-based reading programs to ensure all students are reading on grade level by the end of the third grade. Much of this funding goes for teacher training.

To reward, attract, and retain good teachers, you have proposed:

Teacher Incentive Fund: Beginning in 2006, this \$500 million Fund would be used by states and school districts that choose to reward schools and teachers who:

- demonstrate success in closing the achievement gap or raising student achievement; or
- agree to teach in the neediest schools.

The fund would be divided into two funding streams:

- Grants for interested States to reward schools and teachers that have made the most significant progress in meeting their adequate yearly progress targets or closing the achievement gap; and
- Grants for interested school districts to individually assess and reward effective teachers based on improvement in student achievement. Grants could also be used to give bonuses to effective teachers who agree to teach in the neediest schools, which will assist states in meeting the NCLB requirement that poor and minority children are taught by qualified teachers.

States and school districts that design programs to individually and fairly assess teachers can use this information to identify particular strengths and weaknesses and provide appropriate professional development in needed areas.

Adjunct Teacher Corps: This \$40 million initiative, included in your 2005 budget, would provide competitive grants to partnerships between schools districts and private institutions that create opportunities for professionals to teach middle and high school courses in core academic subjects, particularly in mathematics and science. Many school districts need personnel to strengthen instruction in middle and high schools in core academic subjects. The Adjunct Teacher Corps would help alleviate teaching shortages by bringing professionals with subject-matter knowledge and experience into the classroom.

Increased Loan Forgiveness: Under current law, teachers who agree to teach in low-income schools can qualify for \$5,000 in educational loan forgiveness for their Federal student loans. In your last several budgets, you have proposed to raise this amount to \$17,500 for highly qualified math, science, and special education teachers who teach in low-income schools. The House has passed a bill providing the expansion, and it is awaiting Senate action.

Tax Relief for Teachers: In 2002, you signed into law the so-called "crayola credit," a \$250 tax deduction that teachers can take for out-of-pocket classroom expenses. Teachers took advantage of this credit in 2003; however, it expired at the end of 2003. Your FY 2005 budget proposes to increase this deduction to \$400 and make it permanent.

Other Aspects of Education Agenda

Early Childhood

To prepare every child for school, you launched the Good Start/Grow Smart initiative in 2002 and proposed significant reforms to the Head Start program in your FY 2004 budget. Through this initiative, you have provided early literacy training to 50,000 Head Start teachers and 3,000 volunteer parents who will train other parents this fall. You have instituted a national reporting system to identify which Head Start programs are demonstrating the most success with children. And you have directed the Department of Education and the National Institutes of Health to

undertake additional research on effective early childhood interventions, including curriculum development.

You have now proposed to build on these reforms by:

- Training additional teachers and parents in early literacy methods;
- Giving priority funding to states in a number of programs that agree to take part in your Head Start pilot program coordinating all early childhood and pre-K programs in the state;
- Expanding Reach Out and Read, which trains pediatricians to emphasize the importance of early literacy as part of their discussions with parents;
- Distributing Healthy Start/Grow Smart booklets to more states and developing a booklet for the second year of a child's life; and
- Involving more faith- and community-based groups, as well the minority community, in helping parents develop early literacy teaching skills.

Elementary and Secondary Education

You proposed changes to provide additional resources to help high school students who have fallen behind and to ensure additional accountability in high schools.

Extra Help for Students Who Need it

Early Intervention Fund: Beginning in 2006, \$200 million, which states would use to encourage schools to use eighth grade test data to develop a performance plan for each entering high school student (with the input of his or her parents). The proposal would also take advantage of computer technology by requiring periodic classroom-based assessment of individual students.

Striving Readers: \$200 million in 2006, twice the level you proposed for 2005, to help middle and high schools teach reading to students who have fallen behind.

Math-Science Partnership program: Increase this program by \$120 million in 2005, to \$269 million, to help middle and high schools teach math to students who have fallen behind.

Accountability

High School Tests: NCLB requires individual assessments in grades three through eight and once in high school. To ensure that high school diplomas are more meaningful, you recently proposed requiring state assessments in grades three through eleven (which would require states to add up to two tests in high school over the next several years). New Federal funding would cover the \$250 million cost of these new assessments.

12th Grade NAEP: Require all states to participate in the 12th Grade National Assessment of Educational Progress (NAEP), which tests a sample set of twelfth graders.

More Rigorous Curriculum

Advanced Placement: An increase of \$28 million in 2005 to provide Advanced Placement training to more teachers in low-income schools;

Expanded State Scholars: An additional \$12 million in 2005 to expand the State Scholars program, which encourages students to take rigorous coursework, to all 50 states;

Perkins Reform: Reform vocational education to encourage more rigorous coursework; and

Enhanced Pell Grants for State Scholars: \$33 million in 2005 to reward students who have taken rigorous high school course work with larger Pell Grants. Funding will double in the second year when the program serves both first and second year students.

Getting a Jump Start on College

Community College Access Grants: \$125 million in 2006 to help community colleges provide dual-enrollment programs, which allow high school students to earn college credit and graduate more quickly.

Higher Education

You proposed changes to Federal law and regulation to make the higher education system more appropriate for the needs of today's students, including for older students returning for additional training.

Increased Federal Assistance to Low-income Students

Pell Grant Increases: In FY 2005, you proposed to provide \$12.8 billion for Pell Grants, which would provide awards of up to \$4,050 to about 5.3 million students, one million more than in 2001. Your 2005 budget provides financial aid to nearly 10 million students.

Math and Science Scholars: Beginning in 2006, \$50 million for a public private partnership to provide scholarships to college students taking advanced math and science coursework. The Federal funds would be matched with \$50 million in private funds.

Making Federal Aid Work for Non-Traditional Students

Loans for Short-Term Training. A new Federal student loan program available to help workers pay for short-term training that leads to an industry-recognized credential or certificate starting in 2006.

Increase Flexibility of Federal Student Aid Programs. Your proposals would increase post-secondary education options, including online options, and eliminate student aid restrictions that limit colleges' ability to provide Web-based programs.

Year-Round Pell: Permit the availability of year-round Pell Grants starting in 2006 for students who are accelerating their programs of study to graduate sooner. This proposal costs \$84 million.

Putting Technology to Work

Web-based Adult Literacy: A comprehensive Web-based literacy tool for adults, which would be made available in public libraries, community colleges, and at social service offices, including Head Start Centers and One-Stop job centers.

eLearning Clearinghouse: A clearinghouse of online learning opportunities available to students and adults.

Double the Number of Workers Trained Through the Largest Federal Program

Workforce Investment Act Reform: Give governors more flexibility; reduce Federal red tape; and provide more workers with access to flexible Innovation Training Accounts, vouchers they can use to obtain the training they need.

\$250 million in additional funding for community colleges: Grants under this 2005 Department of Labor initiative to help community colleges and local businesses work together to train workers for high-demand jobs.

Education Proposals Second Term

PROPOSAL	COST (in millions)	
	<u>2005</u>	<u>2006</u>
Early Childhood		
Reprise early efforts		
High School		
New Proposals:		
Early Intervention	--	\$200
Striving Readers	--	\$100
High School Tests	--	\$250
Clearinghouse	--	\$1
Teacher Performance Pay	--	\$500
Sub Total	0	\$1051
Previous High School Proposals*		
Striving Readers	\$100	\$100
Math Science	\$120	\$120
Advanced Placement	\$28	\$28
Adjunct Teacher Corp	\$40	\$40
State Scholars	\$12	\$12
NAEP	--	\$22.5
Sub Total	\$300	\$322.5
<i>Total High School</i>	\$300	\$1,373.5
Higher Education		
New Proposals:		
Community College Access Grants	--	\$125
Life-Long Learning**	--	
Year Round Pell	--	\$84
Adult Literacy	--	--
Sub Total	0	\$209
Previous Higher Education*		
Enhanced Pell Grants	\$33	\$66***
Math Science Scholars Fund	--	\$50
Community College Job Training Grants	\$250	\$250
Sub Total	\$283	\$366
<i>Total Higher Education</i>	\$283	\$575
TOTAL	\$583	\$1,948.5

* 2005 proposed funding levels are assumed to continue in 2006, except where noted. These levels are subject to change in 2006 process.

** Cost estimate still under development. New program will be financed with funding already included in 2005 budget estimates.

*** Preliminary estimate of second-year cost.



THE WHITE HOUSE
PRESIDENT
GEORGE W. BUSH



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Office of the Press Secretary
September 26, 2004

Education: The Promise of America

Education Policy Book

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Executive Summary

Education has always been a fundamental part of achieving the American Dream. An educated citizen is more likely to hold a good job, escape poverty, own a home, start a business, be free from crime, and participate in America's democracy.

During the President's first week in office, he submitted a plan to reform our Nation's elementary and secondary schools to ensure that all children are proficient in reading and math by the 2013-14 school year. Passed by Congress with overwhelming bipartisan majorities and signed into law by President Bush, the No Child Left Behind Act (NCLB) represents the most important Federal education reform in a generation. This law insists that testing, accountability, and high standards will join with record new funding to help ensure educational excellence for every child. And our Nation is seeing progress, especially in the early grades.

More Needs to Be Done: *President Bush knows that more needs to be done to prepare our students for the future. The President's new education proposals build on his first successful reforms by:*

- ***Ensuring every high school student graduates with the skills needed to succeed in college and a globally competitive workforce.*** For 2006, President Bush proposed to increase funding for his Striving Readers program to \$200 million annually, and to establish a \$200 million fund for states to encourage schools to develop performance plans for entering high school students. To ensure that high school diplomas are truly meaningful, President Bush proposed requiring state assessments in grades three through eleven - and he will support this effort with \$250 million in annual funding. To strengthen online educational opportunities, he is creating an eLearning Clearinghouse of online courses available to students and adults. To reward teachers who demonstrate success in preparing their students through increases in student achievement, he proposed a \$500 million incentive fund for states and school districts.
- ***Ensuring every adult can access the skills and knowledge needed to succeed in the workplace.*** The President proposed establishing a new \$125 million Community College Access Grants Fund to improve the services that community colleges provide and encourage high school students to continue on to college, especially for low-income and minority students. To make worker training more affordable, the President proposed to make loans available to help workers pay for short-term training that leads to an industry-recognized credential or certificate. And, the President's plan would increase post-secondary education options and eliminate needless student aid restrictions - particularly for adult students - giving them greater access to the skills they need to succeed.
- ***Ensuring high-quality education opportunities so every child begins school ready to succeed.*** President Bush will expand efforts to strengthen early childhood education, including Head Start.

Record of Results: *Since 2001, President Bush has worked tirelessly to improve education.*

- **No Child Left Behind: A Record of Accomplishment**

President Bush believes a high-quality education is fundamental to achieving the American Dream. The President signed the No Child Left Behind Act into law to ensure that all students become proficient in reading and math and to close the achievement gap that exists between students of different socio-economic backgrounds. Schools in states across the country are already making progress as achievement for African-American and Hispanic students is on the rise. President Bush has requested unprecedented funding increases for education with his overall FY 2005 budget which represents a 49% funding increase for elementary and secondary education since FY 2001. The President has increased Title I funding for America's low-income, public schools by 52 percent since 2001, including his FY 2005 request, and has requested a 75 percent increase in funding for special education since 2001. The goals of No Child Left Behind include:

- Requiring Accountability
- Ensuring Funding and Flexibility for Schools to Improve
- Giving Parents Options
- Supporting Teachers including extra incentives for effective teachers
- Reading First is the Key to Success

- **No Child Left Behind: High-Quality, High School Initiatives**

While the No Child Left Behind Act is setting high standards and increasing student achievement for schools across America, the President believes there is more to be done to improve our Nation's high schools to prepare our students for the jobs and opportunities of the 21st century. The President's high school initiatives include:

- Better Preparation for High School
- Better Assessments with New High School Tests
- Striving Readers Initiative
- Mathematics and Science Partnership Program
- Improved Advanced Placement
- Adjunct Teacher Corps: Bringing Experience into the Classroom
- Rigorous Courses with the State Scholars Program
- Strengthening and Modernizing Support for Vocational Education
- Assessing Whether High Schools Are Producing Educated Graduates
- More On-line Opportunities with the eLearning Clearinghouse

- **Skills for the 21st Century: Better Training for Better Jobs**

The President believes that America has the finest system of higher education in the world with a wide and diverse range of options available. Yet, there is a significant shortage of workers with the post-secondary education and training they need to be successful. The President's higher education proposals include:

- Community College Access Grants
- Opportunities for Life-Long Learning with new loans to pay for short-term training; increased flexibility in federal student aid programs; and year-round Pell Grants for low-income students
- Enhanced Pell Grants
- Increased funding for Historically Black Colleges and Universities and Hispanic-Serving Institutions
- Presidential Math and Science Scholars Fund
- Doubling the Number of Workers Receiving Job Training
- Expanded National Community Service
- Community-Based Job Training Grants
- Better Adult Literacy Tools

- **Good Start, Grow Smart: Strengthening Early Learning**

The President believes that Head Start is an important opportunity to prepare low-income and disadvantaged children to enter school ready to learn and has worked to strengthen the program. The goals of the President's Good Start, Grow Smart initiative are:

- Strengthening Head Start
- Partnering with states to improve early childhood learning, and
- Providing parents, teachers and caregivers with information on early learning.

No Child Left Behind: A Record of Achievement

In January 2001, only 11 states were in full compliance with previous Federal education accountability standards. So, President Bush called for significant reforms to K-12 education through No Child Left Behind to set high standards and produce real results for every child in America. President Bush signed into law the No Child Left Behind Act to help the youngest Americans receive a quality education and learn the basic skills they need to succeed in the future. No Child Left Behind is providing increased funding for education, closing the achievement gap that exists between students of different socio-economic backgrounds, and providing more information and better options for parents.

"We want America to be promising for every single child of every background so that not one single child in America is left behind."

*President George W. Bush
(May 11, 2004)*

All skills begin with the basics of reading and math, which should be learned in the early grades in America's schools. Yet for too long and for too many children, those skills were never mastered. With the bipartisan No Child Left Behind Act, America is making progress toward educational excellence for every child.

The President's Accomplishments:

- **Requiring Accountability to Measure Progress**

President Bush, working closely with Republicans and Democrats, achieved significant and historic education reform with the No Child Left Behind Act, which promotes student achievement, accountability, and greater choices for parents.

- All 50 states, the District of Columbia, and Puerto Rico have accountability plans for measuring progress in educating America's children. Using unique state-designed accountability plans, schools are measuring the progress of student achievement, keeping parents informed of student and school progress, identifying schools in need of improvement, and using funding and support provided by the Federal government for these schools and districts.
- For the first time, children in grades 3-8 will be tested every year on basic reading and math skills to measure their progress and keep them on grade level.
- Annual test results are now published so parents can measure school performance and statewide progress, and evaluate the quality of their child's school, the qualifications of teachers, and student progress in key subjects.
- Statewide reports reveal progress for all student groups, not just an average of scores.

- **Increased Funding and Flexibility to Improve Schools**

- With President Bush's budget requests, including his FY 2005 request, elementary and secondary education funding has increased by \$12 billion - an increase of 49 percent since 2001.
- Title I funding to America's public schools serving low-income students has increased by 52 percent since 2001, with the President's FY 2005 budget request.
- President Bush has requested a 75 percent increase in funding for special education since 2001.
- Funding for federal reading programs has quadrupled under the President's 2005 budget.

- **Giving Parents Options**

- No Child Left Behind expands options for parents with children in chronically under-performing schools.

President Bush believes that no child should be forced to stay in a bad school. Now, with No Child Left Behind, parents can choose to send their children to a better-performing public or charter school.

- For the first time, Title I funds from the Federal government are required to be used to provide supplemental educational services - including tutoring, after school services, and summer school programs - for children in under-performing and low-income schools.
- Parents, educators, and community leaders have far more opportunities than ever before to open charter schools to serve the needs of the local community.
- The President's Administration worked with the U.S. Congress to pass the D.C. School Choice program, providing scholarships to low-income students in Washington, D.C., to expand their options for education, including local private schools.

• **Supporting Teachers**

A well-prepared teacher is vitally important to a child's education, and No Child Left Behind helps ensure that students are taught by highly qualified teachers. NCLB requires states to develop a plan that will ensure that all teachers of core academic subjects are highly qualified by the end of the 2005-06 school year. The President's FY 2005 budget includes more than \$5 billion in funding to support teachers - an increase of 61 percent since 2001.

- **Expanded Tax Relief for Teachers.** As a result of the President's tax relief package signed into law in 2002, teachers were able to take a \$250 tax deduction for out-of-pocket expenses in the classroom in the 2002 and 2003 tax years. The President's FY 2005 budget proposes to make this deduction permanent and to increase the deduction to \$400.
- **Innovative Pathways to Teaching.** President Bush has provided unprecedented support for innovative programs to recruit new teachers into the teaching profession, including the Troops to Teachers program with \$14.9 million in funding in the President's FY 2005 budget, Transition to Teaching Program with \$45.3 million in funding in FY 2005, and Teach for America with \$4 million in funding in FY 2005.
- **Funding for Teacher Training.** No Child Left Behind provides billions of dollars in funding for teacher training and gives teachers the skills and knowledge they need in the classroom to raise student achievement, including:
 - **Improving Teacher Quality.** No Child Left Behind makes Title II Teacher Quality funds available specifically to support teachers and improve teaching and learning. Title II Teacher Quality funding gives states and school districts the flexibility to improve teacher quality through recruitment, hiring, training, and retention activities. President Bush has requested \$2.9 billion in funding in Fiscal Year 2005, a 39 percent increase in funding since 2001.
 - **Teacher Training to Put Reading First.** President Bush has also provided substantial funding for the Reading First program, with funding increasing from \$286 million in FY 2001 to a proposed level of \$1.1 billion in FY 2005. School districts are using this funding to implement proven, scientifically-based reading programs to have all students reading on grade level by the end of the third grade. Much of this Reading First funding goes for teacher training. So far, over 75,000 teachers across the country have been trained to use proven reading practices.
- **On-line Resources for Teachers.** The U.S. Department of Education sponsors the Web site www.teacherquality.us. It includes links to information on improving teaching and learning from many successful state and district initiatives around the Nation, along with other information specifically designed for classroom teachers.
- **Teacher Protection Act.** No Child Left Behind helps ensure that teachers, principals, and other school professionals can maintain order and discipline in the classroom without the fear of lawsuits. NCLB provides protection to teachers, instructors, principals, administrators, and other education professionals for reasonable actions taken to maintain discipline, order or control in the school or classroom.

• **Reading First is the Key to Success**

President Bush believes reading is the cornerstone of a good education. So the President proposed and signed into law the Reading First and Early Reading First initiatives, the largest Federal reading programs, to ensure that every child learns to read by the third grade. These programs promote scientifically-based reading instruction programs that are proven to work for every child. The Reading First program has already provided more than \$2.5 billion to train over 75,000 teachers in effective reading instruction.

- All 50 States, the District of Columbia, American Samoa and the Bureau of Indian Affairs are participating in Reading First to ensure that every child is reading on grade level by the end of the third grade. Reading First funds also provide training to tens of thousands of teachers.
- Reading First is improving reading instruction and raising student achievement for more than 1.4 million students in kindergarten through third grade. Effective early reading instruction can prevent the difficulties that too many American students, especially disadvantaged students, now face. Progress in reading programs is closely monitored to provide immediate intervention and prevent students from falling behind.
- President Bush supports America's teachers through Reading First by providing professional development to more than 75,000 kindergarten through third grade teachers. This training ensures that teachers, including special education teachers, have the skills they need to teach reading and monitor student progress.

The President's New Education Proposals for Teachers:

- **Incentives for Effective Teachers**

President Bush understands and appreciates the hard work of our Nation's teachers. The President proposed a \$500 million Teacher Incentive Fund beginning in FY 2006 for states and school districts that choose to reward effective teachers. The Fund would serve two goals: rewarding effective teachers teaching in schools most in need; and rewarding effective teachers in schools that are top performers in closing the achievement gap and are meeting the annual targets of the No Child Left Behind Act. This Teacher Incentive Fund would provide a \$5,000 award to approximately 100,000 teachers across the country. The President's Teacher Incentive Fund will:

"Teaching is one of the great callings, one of the most noble professions, and America deeply appreciates the service of America's teachers."

*President George W. Bush
(May 11, 2004)*

- **Reward teachers and schools making great progress in closing the achievement gap that exists between students of different socio-economic backgrounds.** States would receive funding to design and implement rewards for schools and teachers that have made the most significant progress in meeting adequate yearly progress and closing the achievement gap under NCLB.
- **Reward effective teachers who are successful at raising student achievement and producing real results for all children.** School districts would be able to design programs to individually and fairly assess and reward teachers based on growth in student achievement in the classroom.
- **Provide incentives for the most effective teachers who choose to teach in low-income schools.** Grants could also be used to give stipends to effective teachers who agree to teach in low-income schools, which will assist states in carrying out the NCLB requirement to ensure that low-income and minority students are taught by highly qualified teachers.

These grants will not only give states and districts a way to reward effective teachers, but states and districts could also use this information to identify particular strengths and weaknesses and provide the appropriate professional development in needed areas.

- **Supporting Teachers**

- **Well-trained Teachers for Advanced Placement.** President Bush has proposed a \$28 million increase for the Advanced Placement program authorized in the No Child Left Behind Act, bringing spending to nearly \$52 million in FY 2005. The increase in funding will help ensure that teachers in low-income schools are well-trained to teach Advanced Placement (AP) and International Baccalaureate (IB) courses. The President's support for Advanced Placement programs will not only encourage the growth of AP and IB courses, but also serve as a mechanism for upgrading the entire high school curriculum for all students.
- **Strengthening Instruction with the Adjunct Teacher Corps.** The President has proposed a new \$40 million initiative in FY 2005 to create the Adjunct Teacher Corps. The Adjunct Teacher Corps would provide opportunities for professionals to teach middle and high school courses in the core academic subjects, particularly in mathematics and science, by providing competitive grants for school district

partnerships with public-private institutions. Many school districts need personnel to strengthen instruction in middle and high schools in the core academic subjects, especially mathematics and science. The Adjunct Teacher Corps would help alleviate this critical situation by bringing professionals with subject-matter knowledge and experience into the classroom.

- o **Loan Forgiveness for Teachers.** President Bush has proposed expanded loan forgiveness, from \$5,000 to \$17,500, for highly qualified math, science, and special education teachers who teach in low-income schools.

No Child Left Behind: A Snapshot of Results from Across the Nation

NCLB has already begun to make a difference for students, parents, teachers, and administrators across the United States. Every state that has released results this year has reported progress in one or more areas. More results include:

- **Urban Schools.** According to a study released in March by the Council of Great City Schools, the achievement gap between African Americans and whites, and Hispanics and whites, is narrowing in both reading and math in urban schools. Between the 2001-2002 and 2002-2003 school years (the first year NCLB was in effect), the percentage of urban 4th graders scoring at or above proficiency levels on their respective state reading tests increased 4.9 percentage points. The percentage of urban 4th graders scoring at or above proficiency levels on their respective state math tests increased 6.8 percentage points.
- **Chicago, IL.** In an April, 2004, *Chicago Sun-Times* analysis, Chicago, Illinois public school children who transferred from schools in need of improvement to higher performing schools under NCLB showed substantial improvements in reading and math scores. These transfer students averaged eight percent greater gains in reading and math than the national average - compared to their achievement the previous year at their original school where their gains were 24 percent less in reading and 17 percent less in math than the national average.
- **Maryland.** The percentage of African-American third graders scoring in the proficient range on state tests in reading increased 16 points in one year in the state of Maryland. The percentage of Hispanic fifth-graders scoring in the proficient range in math increased nearly 10 points in one year.
- **Wisconsin.** The number of schools identified as needing improvement in the state of Wisconsin decreased from 68 schools last year to 54 schools this year. Twenty-eight schools left the school improvement list because they met annual state performance objectives for two straight years.
- **Pennsylvania.** In 2004, the percentage of schools making adequate yearly progress in Pennsylvania was 81 percent, up from 61 percent in 2003.
- **Georgia.** The state of Georgia has seen a closing of the achievement gap in its third grade reading scores. In 2002, there was a 13-point difference between the percentage of African American and white students meeting standards. In 2004, the gap was reduced to only eight points. In addition, Hispanic students narrowed the gap by four points with their white classmates. In addition, the percentage of schools making adequate yearly progress this past school year in Georgia increased from 64 percent in 2003 to 78 percent in 2004. A total of 278 schools came off of the school improvement list this year.
- **New Mexico.** Fourth- and eighth-grade students made substantial increases in reading and math in the state of New Mexico. In 4th grade, student proficiency in math increased by five percent, and reading proficiency increased by four percent. In 8th grade, reading proficiency increased by six percent and math proficiency increased by three percent.
- **North Carolina.** In 2004, the percentage of schools making adequate yearly progress under NCLB in the state of North Carolina was 70 percent, up from 47 percent last year.
- **Massachusetts.** The percentage of African American, Asian, and Hispanic students performing at proficient or advanced in Language arts increased in all tested grades (3, 4, 7, and 10) in the state of Massachusetts.
- **California.** The percentage of schools making AYP in California was 64 percent, up from 54 percent last year.
- **West Virginia.** The percentage of schools making AYP in West Virginia was 71 percent, up from 60 percent last year.

- **Delaware.** The percentage of schools making AYP in Delaware increased from 44 percent last year to 74 percent this year.

No Child Left Behind: High-Quality, High School Initiatives

No Child Left Behind is already beginning to show results in elementary reading and math scores, but President Bush also wants to ensure that all high school students will be better prepared to enter higher education or the workforce. Unfortunately, recent results from the National Assessment of Educational Progress (NAEP) demonstrate that, while achievement for our Nation's fourth- and eighth-graders is on the rise, scores for twelfth-graders have declined in both reading and mathematics. In addition, today's middle and high school students did not have the chance to benefit from the reforms of the No Child Left Behind Act in elementary school, and many of these students need additional help to graduate from high school and enter college or the workforce prepared to succeed. Statistics show:

- Students who fall behind in reading have a greater chance of dropping out of high school altogether. Nationally, of 100 ninth-graders, only 68 will graduate from high school on time, only 40 will directly enter college, only 27 are still enrolled in college their sophomore year, and only 18 will end up graduating from college. The rates for minority students are even lower. Of 100 African-American ninth-graders, only 49 will graduate from high school on time, only 27 will directly enter college, and only 9 will end up graduating from college.
- Only 24 states require at least three years of math to graduate from high school, and only 21 states require at least three years of science.
- According to the College Board, only 60 percent of high schools offer at least one Advanced Placement course.
- According to the American Diploma Project, 73 percent of employers rate high school graduates' writing, grammar, and spelling skills as "fair" or "poor"; 63 percent rate their basic math skills as "fair" or "poor." College professors give very similar ratings.

The President's New High School Initiatives:

President Bush's proposals will help to ensure that every high school student graduates with the skills needed to succeed in college and a globally competitive workforce. Proposals include:

- **Better Preparation for High School.** President Bush proposed to establish a \$200 million fund in FY 2006 for states to encourage schools, with the input of parents, to use 8th grade test data to develop performance plans for entering high school students. The proposal also utilizes computer technology by requiring periodic classroom-based assessment of individual students. Research shows that providing teachers with weekly information on the performance of individual students, with computer-generated suggestions on what to teach, what to review, and specific lessons for remedial work, is effective in accelerating student achievement and ensuring that students do not fall behind during an individual school year.
- **Better Assessments with New High School Tests.** The No Child Left Behind Act requires assessments in grades three through eight and once in high school to determine if a student needs assistance in early grades. To ensure that high school diplomas are truly meaningful, President Bush proposed requiring two additional state assessments in grades nine through eleven, so that students are assessed in grades three through eleven. This proposal would require states to phase in the assessments in high school over several years, and Federal funding would cover the costs of these new assessments with \$250 million in annual funding beginning in FY 2006.
- **Striving Readers Initiative.** The President has proposed a \$100 million Striving Readers Initiative in FY 2005 making available competitive grants to develop, implement, and evaluate effective reading interventions for middle or high school students reading significantly below grade level, and the President has pledged to increase total funding to \$200 million in FY 2006. This program complements the President's Reading First state grants program, which provides comprehensive, scientifically based reading instruction

"Putting money into a system that believes in the worth of every child and is focused on results is money well spent."

*President George W. Bush
(January 8, 2004)*

for children in kindergarten through third grade. The proposal provides funds to approximately 100 to 200 school districts for reading intervention programs to help middle and high school students catch up to their peers in reading.

- **Mathematics and Science Partnership Program.** The President has proposed a \$120 million increase in FY 2005, for a total of \$269 million, for the Mathematics and Science Partnership program authorized in the No Child Left Behind Act. The increase supports direct, Federal competitive grants to partnerships to increase achievement in mathematics for secondary students. The new 3-year competitive grants would support projects that have significant potential to accelerate the mathematics achievement of all secondary students, but especially low-achieving students. The program would focus on ensuring that states and school districts implement professional development projects for mathematics teachers that are strongly grounded in research and that help mathematics teachers strengthen their skills.
- **Advanced Placement.** President Bush has proposed a \$28 million increase in FY 2005 for the Advanced Placement program authorized in the No Child Left Behind Act, bringing spending to nearly \$52 million per year. The increase in funding will help ensure that teachers in low-income schools are well-trained to teach Advanced Placement (AP) and International Baccalaureate (IB) courses. The President's support for Advanced Placement programs will not only encourage the growth of AP and IB courses, but also serve as a mechanism for upgrading the entire high school curriculum for all students.
- **Adjunct Teacher Corps: Bringing Experience into the Classroom.** The President has proposed a new \$40 million initiative in FY 2005 to provide competitive grants to school district partnerships with public-private institutions to create the Adjunct Teacher Corps, with opportunities for professionals to teach middle and high school courses in the core academic subjects, particularly in mathematics and science. Many school districts need personnel to strengthen instruction in middle and high schools in the core academic subjects, especially mathematics and science. The Adjunct Teacher Corps would help alleviate this critical situation by bringing professionals with subject-matter knowledge and experience into the classroom.
- **Rigorous Courses with the State Scholars Program.** President Bush has proposed \$12 million in funding in FY 2005 for the successful State Scholars program to make grants available nationwide. In August 2002, President Bush announced the State Scholars Initiative, modeled on the successful Texas Scholars program, to encourage high school students to take more rigorous high school courses. Under the State Scholars Initiative, 12 states have already received assistance in developing and promoting strong courses of study, as well as providing special incentives for students enrolled in these programs.
- **Strengthening and Modernizing Support for Vocational Education.** President Bush has proposed to modernize the major Federal program for vocational education, the Perkins Vocational Education program, to better serve the needs of the 21st Century worker. The President's proposal redirects \$1 billion in FY 2005 in annual funding from the Perkins Vocational Education program into a new Secondary and Technical Education program and requires that schools participating in the program offer 4 years of English, 3 years of math and science, and 3½ years of social studies as part of their vocational education curriculum.
- **Assessing Whether High Schools Are Producing Educated Graduates.** The President's plan includes testing 12th graders in the National Assessment of Educational Progress (NAEP), a nationally representative assessment that allows policymakers to evaluate America's education system. Today, states are required to participate in the NAEP in 4th and 8th grades in reading and math every two years. Extending this requirement to 12th grade will enable parents and educators to assess whether high schools are meeting the needs of students. It will also help to identify areas where schools are not meeting the needs of students and to strengthen teaching methods to ensure improvement in those areas.
- **More On-line Opportunities with the eLearning Clearinghouse.** President Bush proposed creating a clearinghouse of online learning opportunities available to students and adults. Today, there is no single place where students, parents, and adults can search and compare available online courses. Under the President's proposal, students will be able to easily search for specific courses based on various criteria including price, schedule, and type of provider including non-profit, for-profit, and higher education establishments. The eLearning Clearinghouse would also provide a user-rating system that would provide feedback from customers on both providers and courses.

Skills for the 21st Century: Better Training for Better Jobs

President Bush believes that America has the finest system of higher education in the world with a wide and diverse range of options available. Yet, there is a significant shortage of workers with adequate post-secondary education. Eighty percent of the fastest-growing jobs of the 21st century require post-secondary education or

training. Approximately 650,000 adults are in need of short-term training and are not receiving the training today.

Traditionally, the system of higher education, including student aid formulas, was designed for full-time students between the ages of 18 and 24, who attend post-secondary education once in their lifetimes. Today's statistics indicate that only about one-third of the 15 million students enrolled in post-secondary education are these once-in-a-lifetime students, and changes in technology and the new economy are increasingly requiring individuals to return for additional post-secondary education to upgrade their skills.

"We want every citizen in this country to be able to get the skills necessary to fill the jobs of the 21st Century. There are new jobs being created. We just want to make sure the people have got the skills necessary to fill those jobs."

*President George W. Bush
(April 6, 2004)*

The President's higher education proposals make the system more user-friendly - more oriented to the needs of today's students - and ensure students have access to programs that will provide the skills needed in the globally competitive 21st century economy. These proposals will also allow students greater access to programs based on recent technological advances.

The President's Accomplishments:

- **Increased Pell Grant Funding:** Since 2001, funding for the Pell Grant program, which provides grants to low-income undergraduate students, will have increased \$4.1 billion, or 47%, including the President's FY 2005 budget. In addition, the number of Pell Grant recipients has risen by approximately one million since 2001, and the Pell Grant maximum award has risen from \$3,750 in 2001 to \$4,050 in the President's FY 2005 budget.
- **Increased Student Financial Aid:** The President's FY 2005 budget expands overall, available student financial aid to \$73.1 billion, an increase of \$4.4 billion or 6% over the 2004 level. The number of recipients of grant, loan, and work-study assistance would grow by 426,000 to 10 million students and parents.
- **Strengthened Historically Black Colleges and Universities and Hispanic-Serving Institutions:** President Bush signed an Executive Order supporting the White House Initiative on Historically Black Colleges and Universities to help find new ways to strengthen these schools. The President's Board of Advisors on Historically Black Colleges and Universities is helping these schools benefit from Federal programs, obtain private-sector support for their endowments, and build partnerships to strengthen faculty development and cooperative research. The President's FY 2005 budget meets his goal of increasing funding for minority-serving institutions, including Historically Black Colleges and Universities and Hispanic-Serving institutions, by 30 percent over the 2001 funding level.
- **Expanded National Community Service:** AmeriCorps is on track to support 75,000 members this year, a 50 percent increase from the year before. Upon successful completion of the program, all full-time AmeriCorps members receive an Education Award of \$4,725, which can be used to pay for college, graduate school, or to pay back school loans within a seven year time frame. Additionally, some colleges and universities are matching the Education Award as a way to attract AmeriCorps members to their schools.

The President's New Higher Education Initiatives:

- **Community College Access Grants.** The President proposed establishing a new Community College Access Grants Fund at \$125 million in FY 2006 to improve the services that community colleges provide. Dual-enrollment and early college programs play an important role in encouraging high school students to continue on to college, especially for low-income and minority students. Current state funding rules discourage dual-enrollment programs because high schools and community colleges each receive funds on a per-student basis, and are therefore hesitant to share students and share funds. The Community College Access Grants Fund would provide:
 - An incentive for community colleges to provide dual-enrollment programs, which allow high schools students to earn college credit;
 - Incentives for states to make it easier for students to transfer credits earned at community colleges to four-year institutions;
 - Funding to give scholarships to students who enroll in and complete a dual-enrollment program and who continue on to receive a bachelor's degree.

- **Opportunities for Life-Long Learning:**

- **Provide New Loans to Pay for Short-Term Training.** The President proposed to make loans available to help workers pay for short-term training that leads to an industry-recognized credential or certificate. These loans would help many non-traditional students upgrade their skills - including older workers, workers transitioning to new jobs, and older workers pursuing a second career.
- **Increase Flexibility of Federal Student Aid Programs.** The President's proposal increases post-secondary education options and eliminates needless student aid restrictions. Specifically, the President's proposal would:
 - Expand the availability of competency-based programs, as an alternative to traditional credit-hour programs. Competency-based programs award students with degrees or certifications when they have acquired the necessary skills and knowledge, as measured through assessments tailored to their degree program.
 - Encourage post-secondary education programs that allow students to enroll when ready and not only at the traditional start of the semester.
 - Eliminate the so-called 90-10 rule to expand higher education opportunities for low-income students. Under current Federal law, the 90-10 rule requires an institution to derive at least 10 percent of its revenue from non-Federal sources. This can be a disadvantage for institutions that serve lower-income populations.
 - Increase online post-secondary education opportunities by eliminating current Federal student aid restrictions on distance education.
- **Year-Round Pell Grants for Low-income Students.** The President's proposals would permit the availability of year-round Pell Grants for students who are accelerating their program of study with the intent of graduating early. Currently, students are allowed to receive only one Pell Grant during a single award year, which discourages students from attending school throughout the entire school year so they can graduate earlier, including completing a four-year program in three years.
- **Enhanced Pell Grants.** The President has proposed establishing a \$33 million program in FY 2005 to enhance Pell Grants to reward low-income students who participate in the State Scholars Program by taking a rigorous high school curriculum. This Enhanced Pell Grants program would provide up to an additional \$1,000 per year to students in the first two years of college who complete the rigorous State Scholars curriculum in high school, enroll in college full-time, and are Pell Grant recipients. The State Scholars Initiative encourages high school students to take more rigorous high school courses. In its first year, approximately 36,000 low-income graduating high school seniors would be eligible to receive an enhanced Pell Grant under this proposal.
- **Presidential Math and Science Scholars Fund.** To ensure that America remains the world leader in the innovation economy - and to ensure that America's graduates have the training they need to compete for the best jobs of the 21st century - President Bush seeks to expand opportunities for math and science education in colleges and universities. The President has proposed establishing a new public-private partnership to provide \$100 million in grants in FY 2006 to low-income students who study math or science. Under this plan, approximately 20,000 low-income students would receive up to \$5,000 each to study math or science. Students would have to be eligible for Pell Grants to receive this additional \$5,000, although this new fund would be run separately from the Pell Grant program.
- **Community-Based Job Training Grants.** The President's Jobs for the 21st Century Initiative includes a \$250 million proposal in FY 2005 to help America's community colleges train 100,000 additional workers for the industries that are creating the most new jobs. This proposal expands the Department of Labor's successful High Growth Job Training Initiative, launched under President Bush in 2002, which has provided \$92 million to 47 partnerships nationwide between community colleges, public workforce agencies, and employers. These new grants will help community colleges produce graduates with the skills most in demand by local employers.
- **Modernized and Reformed Student Financial Aid Programs:** The President proposed to modernize the Federal student aid programs to help millions of students and families realize their dreams through higher education. To help students meet rising tuition costs, the President's proposal increases loan limits for first-year students, extends the favorable interest rate framework currently available to students, and eases and expands repayment options so millions of students can manage higher debts. In total, the President's budgets would provide \$7.4 billion in additional benefits to students over the next 10 years. These costs are offset by proposals that help strengthen the financial stability of the

student loan programs.

- o **Improving Adult Literacy.** The President proposed developing a comprehensive web-based literacy tool for adults, which would be made available in public libraries, community colleges, and at social service offices, including Head Start Centers and One-Stop job centers. This new, web-based literacy tool will increase adult literacy across the U.S.

Good Start, Grow Smart: Strengthening Early Learning

Early childhood development is one of the best investments America can make to help ensure that children are successful in school and later in life. Studies show vocabulary, letter knowledge, and phonological awareness, in addition to social and emotional factors, have a significant impact on later success in school. Whether in pre-school or at home with parents or other caregivers, every young child should have the opportunity to develop the skills needed to succeed in school.

"On the first day of school, children need to know letters and numbers. They need a strong vocabulary. And they need to love books. These are the building blocks of learning."

*President George W. Bush
(April 3, 2002)*

Good Start, Grow Smart

The President's Good Start, Grow Smart initiative has three goals:

- o Strengthening Head Start
- o Partnering with states to improve early childhood learning, and
- o Providing parents, teachers and caregivers with information on early learning.

The President's Accomplishments:

Since announcing the Good Start, Grow Smart initiative, the President's Administration has made significant progress:

o **Strengthening Head Start**

The President's Administration believes that Head Start is an important opportunity to prepare low-income and disadvantaged children to enter school ready to learn and has worked to strengthen the program, including:

- **Training teachers in early learning:** Over 50,000 Head Start teachers have received training in early language and literacy development and in state-of-the-art early literacy teaching strategies through a Train the Trainers program.
- **Enacting a National Reporting System:** Through the National Reporting System, Head Start programs engage in a brief procedure to assess all 4 and 5 year-olds on a limited set of language, literacy, and numeracy indicators. These indicators are predictive of a child's later success in school, especially with reading. By using the same set of tools to collect information from every Head Start program, the Department of Health and Human Services will be able to document Head Start's effectiveness nationally in a new, valid, and reliable way.
- **Greater flexibility for local programs:** The Head Start Bureau redesigned the national training and technical assistance system for Head Start programs that maximizes the benefits to local programs, provides greater flexibility and responsiveness to local programs' needs and increased the amount of funds available for support of national training and technical assistance by \$20 million through administrative savings.

o **Partnering with States to Improve Early Learning**

The President's Good Start, Grow Smart initiative called on states to develop quality criteria for early childhood education, including voluntary guidelines on pre-reading and language skills activities that align with State K-12 standards. Since that time, the President's Administration has undertaken a number of steps to form partnerships with states to improve early childhood programs, including:

- **Encouraging states to develop quality criteria for early childhood education:** The President's Administration established the new planning requirements for states and trained state officials on

early research and Good Start, Grow Smart requirements. Child Care Development Fund applications last year show that all states are making progress on early learning guidelines, professional development plans, and coordination of early childhood programs.

- **Expanding state flexibility** in meeting Federal Child Care Development Fund match requirements.
- **Establishing early childhood educator training academies** and providing guidance to states on ways to coordinate services.
- **Providing Parents, Teachers, and Caregivers Information on Early Learning**
Children need parents, teachers, and others to prepare them for success in school and in life. Scientific research clearly demonstrates that parents and preschool programs can use specific activities to prepare children for school. But there is a gap between what we know and what we do in early childhood education. In order to close this gap, the Departments of Education and Health and Human Services are establishing partnerships with private, public, and civic groups to highlight the importance of early childhood development. These partnerships provide parents, pre-school providers, teachers, policy-makers, and the public, with information and curricula to help guide children effectively toward successful vocabulary development, pre-reading, and numeracy skills.
 - **Providing information to parents and caregivers:** The President's Administration has provided millions of guides to parents and caregivers featuring the latest research, including 17.5 million copies in English and Spanish of Healthy Start, Grow Smart, a 13-pamphlet series on infant health care and child development. In addition, the President's Administration has distributed over 900,000 copies of Teaching Our Youngest, an early learning guide for teachers and child care providers and over 150,000 copies of A Child Becomes a Reader: Birth to Preschool, a guide providing advice for parents of children from birth to preschool on how to support reading development at home, and how to recognize preschool and day care activities that start children on the road to becoming readers.
 - **Launching early childhood education research:** The President directed that research and program development in early childhood education be given high priority and stressed the need for research and programmatic efforts in early childhood education to be comprehensive by linking together programs and curricula to ensure optimal development of cognitive abilities, social competencies, and emotional health along with ensuring physical health and family-school relationships. Since the Good Start, Grow Smart program was launched both the Department of Education and the National Institute of Child Health and Development have undertaken significant new research projects.

President Bush's Proposals Support and Improve Head Start

- **Funding for Head Start** has increased by nearly \$750 million with the President's Fiscal Year 2005 budget request, a 12% increase over FY 2001.
- **Training for Head Start Teachers:** More than 50,000 Head Start teachers have been provided training in early learning.
- **Significant improvements to Head Start** have been proposed, including a new focus on preparing children for school. And a National Reporting System has been established to determine which Head Start centers are successful in preparing children for school and which centers are in need of assistance. The Bush Administration has also proposed giving states greater opportunity to coordinate Head Start, state Pre-K programs, and child care programs.

The President's Continued Efforts to Strengthen Early Learning

President Bush continues his efforts to strengthen early childhood education through the Good Start, Grow Smart program, including his proposal to strengthen Head Start. Additionally, the President will:

- Give priority consideration for Federal funding to early childhood programs in states that have a coordinated early childhood plan involving Head Start, pre-K, and childcare services;

- Continue volunteer parent early literacy training through Head Start;
- Continue to fund research to: develop the most effective curricula and programs for teaching children early literacy and math skills; develop developmentally appropriate measurements; and identify effective adult and family literacy programs;
- Expand the Reach Out and Read program, which seeks to make early literacy a standard part of pediatric primary care;
- Continue and expand distribution of Healthy Start, Grow Smart booklets to provide parents the information they need to enhance their children's early development;
- Engage faith-based and community-based organizations to help provide parents with the skills they need to advance their children's healthy development; and
- Increase outreach efforts to minority families to better disseminate effective early childhood development strategies.

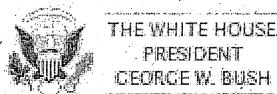
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For Immediate Release
Office of the Press Secretary
January 12, 2005

President Discusses No Child Left Behind and High School Initiatives

J.E.B. Stuart High School
Falls Church, Virginia

[Fact Sheet: No Child Left Behind--High-Quality, High School Initiatives](#)

[In Focus: Education](#)

10:31 A.M. EST



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THE PRESIDENT: Thank you all, very much. Thank you all. Thanks, a lot. Please be seated. Thanks for the warm welcome. Dr. Riddile, thank you for inviting me and Laura to come to your great school. He said, we're not very far from the White House. I said, fine, I'll just drive over. It turns out, I didn't see any traffic. (Laughter.)

I want to thank all the students who are here today. Thank you for coming to let an old guy speak to you. Dr. Riddile said, make one thing -- make sure you do one thing, Mr. President. I said, what is that? He said, keep the speech short, students can't wait to get back into class. (Laughter.) Here we go.



I also want to thank the folks that Laura and I got to meet earlier -- teachers and superintendent, parent. They explained to us why their school is so good. And we're here because this is a great school. I'll talk a little bit about that later on. But one thing for certain is that the philosophy of this school needs to be the philosophy of every school -- and that is, you believe in the best for every student, and you do what is necessary to make sure that every child -- not groups of children -- but every child can read and write and add and subtract, and every child has got the potential to achieve his or her dreams in America.

The first thing I want to do is congratulate the leadership of this school, the principal, the teachers, and the involved parents for a job well done. (Applause.)

I want to thank Laura for traveling with me today. She's been traveling with me for a long time. (Laughter.) And for a public school librarian, the highway has been a little bumpier than she probably thought. But she is -- she shares the same passion I do, and that is to put systems in place to encourage every child to learn to read. And so thank you for coming, looking forward to working with you on education matters during the next four years.

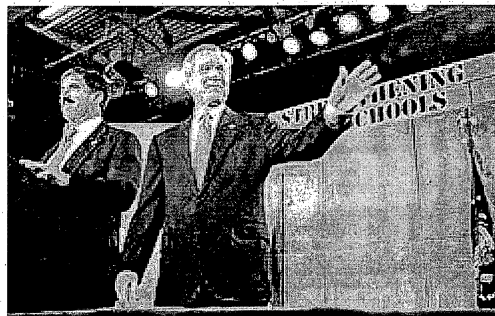
I want to thank Rod Paige, who's joined us. Rod is the outgoing Secretary of Education. Four years ago when I was looking at the Cabinet, I decided to pick somebody who had been on the front lines of educational excellence. Rod was the former superintendent of schools in the Houston Independent School District. That's the front lines. And the results of his hard work are noticeable in Houston. And I want to thank you, Rod, for not only serving in Houston, but coming from the great state of Texas to serve our country for four years. (Applause.)

I don't know whether the senators will think this is breaking protocol, but Margaret Spellings is traveling with me today. Let's just say she is my domestic policy advisor -- and if the Senate so decides, will succeed Rod as the Secretary of Education. I don't know where you are, Margaret. There you are. Thanks, yes. (Applause.) I suspect that if confirmed, the seat will improve. (Laughter.)

Again, I want to thank Mel Riddile for being such a fine principal. He's what I would call an educational

entrepreneur. You can't have a good school unless you've got a good leader. And the principal is the leader of the school, and I appreciate you. I appreciate your spirit. I appreciate your vision, and I appreciate the high standards. (Applause.)

And I want to thank the superintendent of schools for recognizing that this good man is a good principal. And I want to thank you for being here, Jack. Jack Dale -- Dr. Jack Dale is with us, who is the superintendent of the Fairfax County Public School District. Thanks for taking on a big job. (Applause.)



I was pleased to see that United States senators from the great state -- or the Commonwealth of Virginia have joined us. Senator John Warner is with us today. I'm honored you're here, Senator. Thank you for coming. (Applause.) Senator George Allen is with us. Thank you for being here, George. (Applause.) Congressman Tom Davis, proud you're here. (Applause.) A member of the Stuart PTA, I presume? At one time. After all, his daughter Shelley graduated from the high school here. I want to thank you all for coming. I appreciate the attorney general of the great state of Virginia joining us, Jerry Kilgore. (Applause.) I want to thank all the state and local officials. Thanks once again to the students and parents for allowing me to come today.

This is one of the first stops in the year 2005 for me. And there's a reason why it's one of the first stops, is we are dedicated to doing everything we can at the federal level to improve public education. You can't have a hopeful America without a public school system that's working to the best of its abilities. I'm optimistic we can achieve that, and I'm optimistic we can achieve a lot of things. I'm optimistic we can spread freedom, and therefore peace around the world. I'm optimistic that we can continue to protect our homeland.

I'm looking forward to working with our fellow citizens to continue to spread the great compassion of America. I want to thank those of you in this audience who have contributed to the tsunami relief effort. I appreciate so very much our fellow citizens for joining President Clinton and President Bush in lending your heart, through your money, to help those who suffer. The federal government will continue to remain focused on making sure the victims of that natural disaster get the best help possible.

I'm going to continue to work in 2005 to keep this economy of ours strong so people can find work. And one way to do so is to keep your taxes low and to reduce the burden of junk lawsuits and needless regulations on our nation's employers. (Applause.) Looking forward to making sure that, to the best of our ability, that health care is more affordable and available.

It's hard for me to come to a high school class and look at our youngsters and say, the Social Security system is in good shape when I understand it's not. To the seniors of America, nothing is going to change when it comes to your Social Security check. But if this Congress doesn't join this administration in working to reform and strengthen Social Security, we will not be able to look at the high school seniors of today and say, we have done our duty in protecting Social Security for you, for, after all, the system will be bankrupt by the year 2040. And now is the time for the United States Congress to join with the administration to save and strengthen Social Security for generations to come. (Applause.)



To keep this country prosperous and to keep this country hopeful, we've got to make sure these public schools of ours stay strong, and we started on that road to strengthening every public school three years ago, when I signed the No Child Left Behind Act. The theory of this law is straightforward, it's pretty easy to understand: that in return for federal dollars, we are asking for results. That makes sense if you're a taxpayer. It makes sense, frankly, if you're an innovative teacher and a strong principal. We're leaving behind the old attitude that it's okay for some students just to be shuffled through the system. That's not okay. And three years ago we began to change the system that too often had given up on a child, primarily those children whose mothers or dads didn't speak English as a first language or those children who may be growing up in inner-city America, whose mom or dad didn't have big income levels. This administration believes, and most people in America believe that every child can learn.

And so we're raising the standards for every public school in America. If you believe every child can learn, then it makes sense to raise the bar, not lower the bar. (Applause.) If you believe every child can learn, then it makes sense to measure to determine whether every child is learning. That's called accountability, accountability for results. Accountability is so crucial to achieve our goal for every child learning to read, write, add and subtract. Accountability helps to correct problems early, before it is too late. Accountability enables a good teacher to test a curriculum as to whether or not that curriculum is working. Accountability allows principals and teachers to determine whether methodology is working. Accountability also is a way to make sure parents stay involved in the educational systems across our country.

You know, for a while, in certain districts, a parent -- you'd ask a parent, how is your school doing? And the parent's natural reaction is, it's the best there is. In some cases, like the parents here at Stuart High, they're right. But in some cases, because there was no accountability system, they were wrong. Accountability system allows a parent or a local official or concerned citizen to compare results from one school to another within a district, and from one district to another within a state. And that's important. Because by putting parents in the center of the school system, it not only encourages parental responsibility, it enables parents to demand reform when there -- reform needs to be done. It enables parents, when they see excellence, to do what every parent should do, and that is thank the teacher and the principal for a job well done. (Applause.)

Accountability systems don't work unless there are consequences. And so in the No Child Left Behind Act, if a school fails to make progress, parents have options. They can send their child to free after-school tutoring, or they can send their child to a different public school.

For the past three years, thanks to Rod Paige's hard work, these reforms have been put into action. All 50 states, plus the District of Columbia and Puerto Rico, have drawn up plans to measure performance in every school. And the reporting process is beginning to work.

But more importantly than the process of putting reform in place is that we're beginning to see results. If you measure, you get to determine whether or not we're achieving things. Fourth grade math test scores across this nation went up nine points between the years 2000 and 2003. Eighth graders improved by five points in the same period. In other words, because we measure, I can now stand up and say, we're beginning to close an achievement gap in America. (Applause.) We've got reading scores -- reading scores for 4th graders increased in the vast majority of states that tested between 1998 and 2003, including Virginia. African American and Hispanic and Native American children are beginning to learn to read. There is a significant achievement gap in America, and that is not right. And we're closing that gap. And you know how we know, is because we measure, because we're willing to devise measurement systems, not at the federal level, but at the state level.

The results in Virginia are strong. Last school year, 69 percent of the schools met their target for progress. That's up 10 percentage points from the previous year. That's great. Except I'm now focused on the other 31 percent, and I know the government here in Virginia will be as focused, as well. Sixty-nine percent and an increase of 10 percent is really good news.

But one day, I hope to be able to stand here in my term, or a future President or a future governor, and say, we're up to 100 percent success in the great state of Virginia. That's what we want. We're not interested in mediocrity. We're interested in excellence, so not one single child is left behind in our country.

African American and Hispanic students in your state improved their scores in reading and math. Things are happening in America. Things are happening in Virginia. A lot of it has to do with good principals and hard-working teachers, and I understand that.

You know, the people of this country are probably saying, why did you come to Stuart High School? And let me tell you why. It wasn't so long ago that Stuart High School was a troubled school. I can't remember what the words the principal used. I think he said that they deemed it to be a "failure," if I'm not mistaken. Nobody -- at least the people in this school didn't want to be called a "failure." So you set out to do something about it. In 1997, the test scores were the lowest in Fairfax County, and among the lowest in all of Virginia.

By focusing on results and stressing the importance of reading, by making sure that the measurement systems focuses on each individual child, by not tolerating excuses for failure, this school has been turned around. (Applause.) And how do we know? See, I can say that with certainty -- in other words, I'm not guessing. I'm not

saying, oh, you know, the principal looks like a pretty good guy and the teachers sounded smart and the students are cheering loudly. (Laughter.) I know because you measure. The test scores in reading and math are now above the state average, and the trend lines are excellent. Dr. Riddile told me what you would expect. He said, I am really proud of the students here. He said, we're willing to do what it takes for the students to succeed. I like that attitude; I hope the parents like that attitude, as well. Whatever it takes for the students to succeed. He said, it's not magic. It takes hard work and smart work, and that's something other schools can do.

I'm here at Stuart High School because I want other schools who have got a student population as diverse as a Stuart High School does to know that success and excellence is possible. (Applause.) And the goal for our high schools around our country is for them to achieve the same good results you've achieved here at Stuart -- seems like a realistic goal. And, yet, many of our nation's high schools face serious challenges.

Out of a hundred 9th graders in our public schools, only 68 will complete high school on time. Now, we live in a competitive world. And a 68 percent graduation rate for 9th graders is not good enough to be able to compete in this competitive world. In math and science, the problem is especially urgent. A recent study showed that American 15-year-olds ranked 27th out of 39 countries in math literacy. I don't know about you, but I want to be ranked first in the world, not 27th. (Applause.)

I view the results in our high school as a warning, and a call to action. And I believe the federal government has a role to play. As you can tell, I believe the federal government had a role to play in primary education, and I believe the federal government has a role to play in secondary education. Up to now, the reforms, as I've explained to you, focus on the primary schools. Today, I propose a \$1.5 billion initiative to help every high school student graduate with the skills necessary to succeed. (Applause.) Before you get too nervous, please understand that I strongly believe in local control of schools. I don't believe you can have innovation at Stuart High School if the federal government is trying to teach you how to run your school.

The role of the federal government is to -- is to serve as a funding source for specific projects, and an instigator for accountability systems. The accountability system is, of course, devised by local people. The state of Virginia has devised its own accountability system. I don't believe in a federal test. I believe a federal test leads to federal control, and I believe federal control of the public school systems leads to failure. (Applause.) And so I believe the federal government has an obligation to help in a way that helps local districts and local schools achieve our objectives. Some of that money ought to be -- that I've just announced will go to early intervention programs.

Under this plan, high school teachers will analyze 8th grade test data for incoming 9th grade students so that when they see a student at risk of falling behind, the teachers and the parents can get together and design a program to help make sure that child can catch up, before it's too late. I believe in programs being flexible and uniquely tailored to each student's needs, just like you do here at Stuart High School. And so this program will enable and help school districts and schools intervene early, assess and design programs that meet the needs of that particular student.

To support intervention plans, I believe we need to improve the way the federal government funds high schools. The federal government -- oh, we've got a lot of programs designed to help high school students; over the years, programs have developed. The problem is they're like silos. They're prescriptions that may not meet the needs of the local high school, or the local school district -- you know, a program to promote vocational education, or to prepare for college preparation, or to encourage school restructuring. They all sound fine, and they're all important. But they may not be what is necessary for a particular school district or a high school to achieve the objective of teaching every child to read and write and add and subtract. So I believe we ought to consolidate the high school improvement programs so that states have the flexibility to choose the program that works best for their students. (Applause.)

See, we've got to be careful about pre-judging results in Washington, D.C. We ought to say, you can achieve the results, and here's the flexibility necessary to do so. And by giving you flexibility, it means we're -- we're more likely to achieve the results that we all want.

To ensure that the intervention programs are working and graduates are prepared, we need to be certain that high school students are learning every year. So the second component of my high school initiative is to measure progress with tests in reading and math in the 9th, 10th and 11th grade. (Applause.) Listen, I've heard every excuse in the book not to test. My answer is, how do you know if a child is learning if you don't test. We've got money in the budget to help the states implement the tests. There should be no excuse saying, well, it's an

unfunded mandate. Forget it -- it will be funded. I've heard people say you're teaching the test; if you teach a child to read, they'll pass the test. Testing is important. Testing at high school levels will help us to become more competitive as the years go by. Testing in high schools will make sure that our children are employable for the jobs of the 21st century. Testing will allow teachers to improve their classes. Testing will enable schools to track. Testing will make sure that diploma is not merely a sign of endurance, but the mark of a young person ready to succeed. (Applause.)

The principal of this great school said we spell hope: R-E-A-D. I thought that's a pretty darn good slogan. And the reason why that's a good slogan is to make sure every high school student has a chance to realize his or her dreams, each graduate must read -- must know how to read. You can't -- you cannot achieve in America if you cannot read and, yet, too many of our children cannot read. And so I'm asking Congress to increase funding for my Striving Readers Initiative to \$200 million. We'll use these resources to help more than a hundred school districts train teachers in research-based methods so they can provide effective interventions for middle and high school students struggling in reading.

There is such a program here at Stuart. One reason why Stuart is doing so well is because you've got an intervention program when it comes to reading. How do I know? I met with the intervener. (Laughter.) I met with the person who designed the reading program. I met with the person whose force of personality is so huge that not only are people working on reading in reading classes, but they're doing so at P.E. and math, and that is the reading coach, Sandy Switzer, who is with us today. Thank you for your -- (applause.) She knows what she's talking about. And as a result, the high school students here are reading.

And it sounds odd, doesn't it, for the President to stand up and say, we need to focus on reading in high school. But that's the state of affairs. Someday, when No Child Left Behind is fully implemented and kicked in, there are not going to need to be early intervention programs or intervention reading programs in high school. But, today, we need them. And, therefore, this program will help school districts make sure that at the very minimum, a high school graduate has got the capacity to read.

I met with Zenab Abu-Taleb today. She is from Syria. And three of her daughters -- one has gone to this school, and two others -- by the way, one of them is going to college, which is a fantastic achievement for the family. And she was talking about what it means to have her daughters in Ms. Switzer's reading program. And I'm not going to put words in her mouth, but I will describe the excitement that she had in her voice when she talked about the fact that her girls are learning to read, are becoming literate. She did something pretty smart, though, by the way, and I hope other parents around the nation follow suit. She said to her girls: you will be reading more than you watch TV. (Laughter.) That's pretty hard to do. (Applause.)

She's excited by the fact that Ms. Switzer and the teachers here are using research-based reading programs. I'm sure some of you are aware of these reading debates that go on around the country, endless hours of air time are spent -- this one works, this one doesn't work. The only way you can know is you measure.

And so Ms. Switzer has taken a program that achieves measurable results and is spreading it all across this school. And as a result, the students here are improving dramatically when it comes to reading. And as a result, test scores in other subjects are improving dramatically, as well. Congratulations for a job well done. (Applause.)

To make sure that people can find work in the 21st century, high school graduates also need a firm grasp on math. I'm proposing a \$120 million initiative to improve high school math. With these funds, school districts will set up programs to train math teachers in methods proven to succeed. Every student should be prepared in math so that every graduate has the skills necessary to succeed.

I talked to Stuart Singer. He's a math teacher here. You may have heard of him. (Applause.) He's only been here 32 years. (Laughter.) He recognizes what I recognize: that the best jobs are those that require math, some sense of understanding of math. And too many of our students don't understand that -- understand math. And we've got to get it right. I want to thank you for teaching, Stuart. Stuart, by the way -- you're not going to believe this -- falls in the incredibly small world category. He graduated from SMU in Dallas the same year that Laura graduated from SMU in Dallas. (Applause.) I asked him if they ever went to the bar together. (Laughter.) Both of them said, no, they were in the library. (Laughter and applause.) It probably distinguishes their college career from mine. (Laughter and applause.)

One of the things we must be willing to always do is raise the bar. We've got to continue to raise the bar in our high schools. And one of the best ways to do so is by promoting advanced placement and the international baccalaureate programs. At Stuart High, you've got a fantastic IB program. It really means that you're willing to challenge every student. That's what it says. It just says, we're not going to be -- we just simply will not accept the status quo, that we're going to try to bring innovative programs to this school to continue to raise the bar, to challenge students as best as we possibly can.

Stuart, by the way, offers an IB course -- or IB courses. He talks about former students that have come back from college that have taken the IB classes, and he says -- he says, the sacrifice -- they say, the sacrifice is worth it; it makes a big impact. And that's important.

And so for the students here wondering whether or not the American experience or the American future belongs to you, absolutely. But it's up to you to decide to continue to soar and to seek new heights. And this school, one reason Stuart succeeds is because the school continually raises standards and raises expectations.

And that's what we need to do around the country. Every student with the passion and ability to take an AP or IB class should have the opportunity to do so. That's why we've increased federal support for AP and IB programs; a 73 percent increase over the current amount is what I'm proposing. These programs will help school districts train teachers to offer college-level courses. In other words, you can't offer a program in a high school unless the teachers are trained to do so.

And we also need to help low-income students pay for the tests. It does not make any sense that a family budget, when it comes to taking AP tests or IB tests, should stand between a student's dreams and the ability to take the test (Applause.)

Another way to encourage students to take demanding courses is through the state scholars program. In Virginia, you have a similar program which gives high schoolers an incentive to take advanced courses in math and science and other subjects. That makes a lot of sense. Taking high-level courses like these makes the graduates more likely to succeed. And so it makes sense for the federal government to work with the state government, and the state government to work with local districts to continue to provide incentives to encourage students to take tougher and tougher courses, to take a more rigorous course load. And so we're going to continue to fund state scholars programs around the country because they get results.

And I believe another way to encourage students to take rigorous classes is to enhance the Pell grants scholarships for low-income students who've completed the state scholars program. (Applause.) High achieving students -- high achieving students who take rigorous course loads will receive up to an additional thousand dollars during each of their first two years in college. (Applause.)

Let me talk about our nation's teachers. I was the governor of Texas once, and one of our great governors was Sam Houston. And he had been a United States senator and a governor. He was actually the president of Texas. We were a country once. (Laughter.) He had a lot of interesting jobs. He was quite a colorful character. They asked him toward the end of his life, what was the most important thing he had ever done. He said, being a teacher. I want to thank the teachers who are here. You've got a tough job, but you have a vital job. (Applause.)

By the way, I want to thank the parents who take an interest in your child's education. A mom or a dad is the child's first teacher. And a school -- I bet you've got a pretty strong PTA here, and I want to thank the parents for staying involved with school. The teachers, I know, appreciate it. I'm sure the principal appreciates it, most of the time. (Laughter.) But I appreciate your involvement, it means a lot.

Lastly, I want to thank the Congress for sending a bill called the Crayola Credit, which reimburses teachers for up to \$250 of out-of-pocket classroom expenses. It's an important signal that we care of our teachers. It's a proper use of federal legislation. (Applause.)

And we also passed a good piece of legislation that expanded loan forgiveness from \$5,000 to \$17,500 for talented math, science and special ed teachers who teach at low-income schools. I thought that was a good piece of legislation. (Applause.) Unfortunately -- unfortunately, it's about to expire. So I would hope the Congress -- we can work with the Congress to make loan forgiveness permanent. It sends the right signals to our teachers and helps school districts that are looking for good teachers to attract those teachers.

And, finally, I believe the federal government can put a program together to help reward success for our teachers. I proposed a new \$500 million incentive fund to reward teachers who get results. Teachers could qualify for an award by raising student performance, or closing the achievement gap, or volunteering to teach in low-income schools. That will be up to the local districts to decide how to disburse the money. But I think it makes sense to encourage excellence by providing a \$5,000 bonus to nearly a 100,000 outstanding teachers across the country. The program won't be administered at the federal level. It will be administered at the state and local level. But it's a way to help say to teachers, thanks for a job well done. Here's a little extra because of merit. Here's -- here's our way of saying thanks for doing what you want to do, which is to provide excellence.

And so here's some practical ideas for the Congress to consider as we head into a new session, to make sure that the good folks of this country understand that we're committed to education reform at all levels. We're making great progress of the No Child Left Behind Act. I will vigorously defend the No Child Left Behind Act. We will not accept rolling back the -- the accountability systems in the No Child Left Behind Act, because I believe the accountability systems are beginning to make a huge difference in the lives of children from all walks of life across this country. (Applause.)

Here's some ideas to 9th graders when they're coming into high school, so we can assess their problems and meet their needs before they lose hope, so the 68 percent graduation number soars. Here's a way to help reward teachers. Here's a way to provide good incentives. Here's a way to make sure that we achieve what we all want: the best school system in the world.

Thank you for letting me come by to visit. May God bless you all. Thank you all. (Applause.)

END 11:10 A.M. EST

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THE WHITE HOUSE
PRESIDENT
GEORGE W. BUSH



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For Immediate Release
Office of the Press Secretary
January 12, 2005

Fact Sheet: No Child Left Behind--High-Quality, High School Initiatives

en Español

Presidential Action

- President Bush on January 12, 2005 highlighted the need to do more to prepare our high school students for the future. His education proposals would ensure that every high school student graduates with the skills needed to succeed in college and in a globally competitive workforce
- The President's Fiscal Year 2006 budget will provide \$1.5 billion in funding for a new High School Initiative to help states hold high schools accountable for teaching all students and to provide effective and timely intervention for those students who are not learning at grade level. This initiative includes requirements for state assessments in high school to ensure that diplomas are truly meaningful.
- The President's plan for high schools will help to ensure excellence for every student.
 - President Bush will propose to increase funding for his **Striving Readers** program to \$200 million annually, and will propose \$269 million for the **Mathematics and Science Partnership** program.
 - To **reward teachers who demonstrate success** in preparing their students through increases in student achievement and teach in low-income schools, he will propose a \$500 million incentive fund for states and school districts.
 - The President's support for Advanced Placement programs will not only **encourage the growth of AP and IB courses**, but also serve as a mechanism for upgrading the entire high school curriculum for all students. President Bush will also propose the **State Scholars** Initiative for states to develop and promote strong courses of study to increase student achievement.

Background on Presidential Action

President Bush's plan to reform our Nation's elementary and secondary schools to ensure that all children are proficient in reading and math by the 2013-14 school year was passed in Congress with bipartisan majorities. The President signed into law the No Child Left Behind Act (NCLB) so that testing, accountability, and high standards will join with record new funding to help ensure educational excellence for every child. The early grades are seeing progress across America, but we must finish the job with American high schools.

According to the latest results from the Program for International Student Assessment, America's 15-year-olds performed below the international average in mathematics literacy and problem-solving, placing 27th out of 39 countries. These disappointing results should be a call to action so that our graduates are prepared for a lifetime of achievement and active participation in our country. To build on America's education reforms, the President's high school initiatives will increase the quality of secondary education and ensure that every student graduates from high school prepared to enter college or the workforce with the skills to succeed.

- **The President's New High School Initiative: High School Intervention and State Assessments**
 - The President's new High School Initiative will provide \$1.5 billion in the Fiscal Year (FY) 2006 budget. \$1.2 billion will be used for High School Intervention to help states hold high schools accountable for teaching all students and to provide effective interventions for those students who are not learning at grade level. In return for a commitment to improve academic achievement and graduation rates for secondary school students, states will receive the flexibility to choose which programs will be most effective in serving the needs of their high school students. And \$250 million will be used for State Assessments to ensure that high school diplomas are truly meaningful with required state assessments in high school.
 - To make the taxpayer dollar work smarter, and still provide funding for states under the High School

Initiative, programs with a narrow focus and programs that have not proven effective in improving our secondary students' academic achievement will be consolidated.

- **Increasing Reading Skills for America's Striving Readers**

- Students who fall behind in reading have a greater chance of dropping out of high school altogether. The President's Striving Readers initiative provides a focus on improving the reading skills of high school students who read below grade level. This Presidential initiative, first funded in 2005, builds on the No Child Left Behind elementary school reading initiatives. The President's FY 2006 budget will provide \$200 million, an increase of \$175 million, eight times the 2005 level to improve the reading skills of these high school students.

- **Enhancing Mathematics and Science Achievement**

- To accelerate mathematics and science achievement for our high school graduates, the President will again propose a total of \$269 million in the FY 2006 budget, for the Mathematics and Science Partnership program authorized in the No Child Left Behind Act. \$120 million will be dedicated to support projects to accelerate the mathematics achievement of all secondary students, and especially low-achieving students. The program works to ensure that states and school districts implement professional development projects for mathematics teachers that are strongly grounded in research, and that help mathematics teachers strengthen their skills.
- The President also supports partnerships between school districts and public-private institutions to create an Adjunct Teacher Corps, with opportunities for professionals to teach middle and high school courses in the core academic subjects, particularly in mathematics and science. Many school districts are in need of personnel to strengthen instruction in middle and high schools in the core academic subjects, especially mathematics and science.

- **Accelerating Student Achievement with Advanced Placement and International Baccalaureate**

- President Bush will propose \$52 million in the FY 2006 budget for the Advanced Placement program authorized in the No Child Left Behind Act – an increase of 73%. This funding will help ensure that teachers in low-income schools are well-trained to teach Advanced Placement (AP) and International Baccalaureate (IB) courses. The President's support for Advanced Placement programs will not only encourage the growth of AP and IB courses, but also serve as a mechanism for upgrading the entire high school curriculum.

- **Promoting Scholastic Achievement with State Scholars**

- President Bush will propose \$45 million to encourage students to take more rigorous high school courses. Under the President's State Scholars Initiative, 12 states have already received assistance to create the State Scholars program which requires high school students to take at least three years of math and science, three and one-half years of social studies, four years of English, and two years of foreign language courses.
- In addition, low-income high school students will be eligible for up to \$1,000 in additional Pell Grant aid for the first two years of college if they complete the State Scholars curriculum.

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For Immediate Release
Office of the Press Secretary
January 31, 2005

President Thanks Secretary Spellings at Swearing-In Ceremony

U.S. Department Of Education
Washington, D.C.

10:47 A.M. EST

THE PRESIDENT: Please be seated. Thanks for coming. Laura and I are pleased to be here at the Department of Education with Margaret Spellings. Madam Secretary, thanks for inviting us over. (Applause.)



VIDEO Multimedia

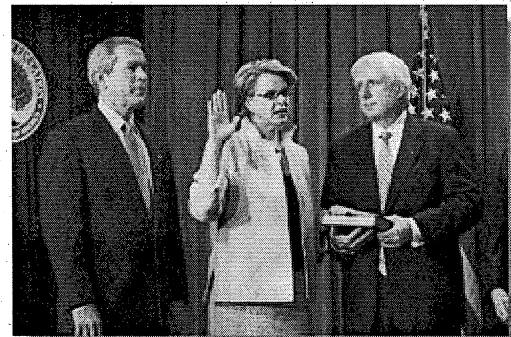
President's Remarks

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I have known Margaret for a long time, before we both came to Washington. When I was the governor of Texas she was a senior advisor for education, and at the White House she has been my senior domestic policy advisor. For more than 10 years, she's been right down the hall or by my side, and now I look forward to having her take her seat in the Cabinet Room. (Applause.)

It's good to be here with members of her family. I've known her husband for a while, Robert Spellings. It's good that Robert and Britain are with us. Mary and Grace are with us, as well, Margaret's daughters. Her parents, John and Peg Dudar, are here, as are other members of her family. Welcome to Washington, D.C.



I'm pleased members of the Congress have come. I am so grateful that Senator Ted Kennedy and Senator Mike Enzi are with us today. Thank you both for coming. I appreciate Congressman John Boehner, Ralph Regula, and Mac Thornberry from Texas for being here. You're very gracious to take time to be here. Thank you all for being here. (Applause.)

Looking around, I see other nominees for the Cabinet and members of our administration, all fans of Margaret. I see a few Texans have come up from the great state -- thank you all for being here. We're honored you're here. I know Margaret is especially honored you're here.

She will be an outstanding Secretary of Education. She has been involved in all our efforts to strengthen America's public schools. She was instrumental in getting the No Child Left Behind Act passed, that will help raise standards in our public schools. She believes, as I do, that every child can learn, and that every school must teach.

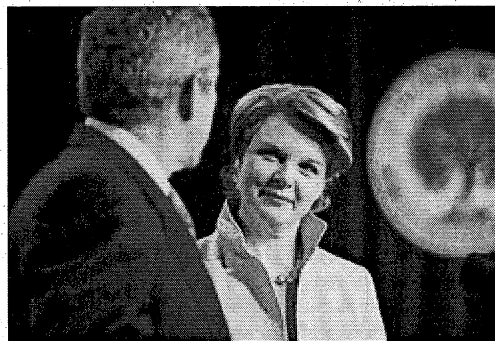
In the past four years, we have made great strides. Today, children across America are scoring higher on state reading and math tests. The achievement gap in America is closing. We've made important progress, but Margaret understands there is still more work to be done. We will maintain the high standards of No Child Left Behind. We will extend those high standards and accountability to America's public high schools.

Today, only about 60 out of every 100 students entering our public high schools ever make it to graduation four years later. Margaret understands, as do I, that is unacceptable. We're committed to ensuring that every high school student succeeds and leaves with the skills he or she needs to succeed in college or the workplace.

Because most new jobs in our 21st century economy will require post-secondary education or training, Margaret understands we need to make higher education more affordable and accessible for all Americans. We will reform the student aid system and increase college assistance for low-income students. We'll increase the maximum award for Pell grants, and make them available to students year-round. And we will expand access to community

colleges, so that more Americans can develop the skills and knowledge they need to succeed in the workplace.

Margaret is the right person to carry out a reform agenda. She is talented, she is smart, she is capable, and she is a lot of fun to be around. (Laughter and applause.) She is a mom. She has a personal stake in the success of our nation's schools. She knows that to build on the progress of No Child Left Behind, the government, the President and the Secretary of Education, and those who work in this building must listen to those closest to our children -- their parents, their teachers and their principals. She will be a thoughtful and determined leader of this department. The people who work in this building will find out that they are very lucky to have been led by the likes of Margaret Spellings. I am proud to welcome her into my Cabinet.



Margaret. (Applause.)

SECRETARY SPELLINGS: Thank you, Mr. President. I've been honored to serve you and our great country these past four years, and to have worked with you for the past decade, going back to our days in Texas. Thank you for your confidence and for your generosity and kindness to my family and me. I'd also like to thank Mrs. Bush for being here today, and for her support and commitment to improving education in this country and around the world.

Thanks to you, Secretaries Chao, Jackson, Johanns, Leavitt, and Veneman for being here today. Thanks also to Chairman Enzi, Senator Kennedy, Chairman Boehner and Chairman Regula. Your presence means so much. To all the United States Senators, I thank you for my quick confirmation. Our positive experience portends well for our ability to work together.

I am eager to work with members of Congress on both sides of the aisle and in both chambers to continue the progress begun under Secretary Rod Paige, to whom I am grateful. I'm grateful, as well, to the White House Chief of Staff, Secretary Andy Card, and my former colleague, Jim Towey, for their important roles today. And thanks to Deputy Secretary Jean Hickock for making me feel so welcome here.

Of course, I'd like to thank my family: my parents, John and Peg Dudar; my sister, Ellen; and sister and brother-in-law Nan and John Lawson; and most importantly, my husband, Robert, and our sons Britain and Robert, and daughters Mary and Grace LaMontagne.

Let me offer a special thanks to the department's 4,600 employees, my new colleagues. I look forward to our close collaboration and communication.

Mr. President, your passion for education has become our policy. Your belief that every child can learn has become our mission. When you signed No Child Left Behind into law three years ago, it was more than an act, it was an attitude; an attitude that says it's right to measure our children's progress from year to year so we can help them before it's too late; an attitude that says expecting students to read and do math at grade level or better is not too much to ask.



Mr. President, you had faith that our teachers, principals and administrators could make it happen, and your faith is being rewarded. Across the nation, test scores in reading and math are rising, with disadvantaged and minority students leading the way. Yes, after long decades, the pernicious achievement gap is beginning to close. We've learned a new equation: Accountability plus high expectations plus resources equals results. We must stay the course.

At the same time, we must work to close another gap, the skills gap, faced by our high school graduates. We must introduce the reforms of No Child Left Behind to our high schools, so that diplomas become tickets to

success in the 21st century. America enjoys many, many good schools and great teachers who share our passion and commitment to excellence. As someone who has worked for school boards, a state legislature and a Texas governor, I know that many solutions can be found outside of Washington, D.C. We will find and share them as we continue to build bridges to educators, public officials and parents.

Finally, let me say a few words about this department. One of the first things you notice is that there is no ivory tower. I pledge to run an open, honest and accessible department, one that operates with integrity at all levels.

I stand here today as a product of the public schools. I'm also an education consumer, the first mother of school-age children to serve as Secretary of Education. In carrying out my duties to the American people, I will be carrying out my duties as a mom. And there's none more important than to provide a quality education to our children.

Thank you. (Applause.)

END 10:55 A.M. EST

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WASHINGTON

March 14, 2005

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INFORMATION

MEMORANDUM TO THE PRESIDENT

THROUGH: CLAUDE A. ALLEN

FROM: HOLLY KUZMICH

SUBJECT: Update on No Child Left Behind Implementation and High School Reform

I. No Child Left Behind

Since the passage of No Child Left Behind, a majority of states have shown increases in student achievement scores and are closing the achievement gap. However, the Department of Education continues to confront implementation issues. Some state leaders and education organizations claim to support the goals of NCLB but advocate for changes or waivers that would undermine the basic tenets of the law. Secretary Spellings is committed to making the law flexible and workable so states can comply with NCLB and achieve results for students.

Flexibility on No Child Left Behind

By April, Secretary Spellings plans to announce a "new way of doing business with states" on NCLB. During her confirmation hearing, she committed to making NCLB "flexible and workable." As part of this effort, she intends to announce the bright line priorities of the Act:

- closing the achievement gap;
- implementing annual assessment in grades 3-8 (and additional flexibility for states that volunteer to extend assessments to grades 9-11);
- using disaggregated data to ensure all children are learning (including all subgroups specified by law: gender, racial and ethnic groups, limited-English-proficient students, students with disabilities, and low-income students); and
- ensuring that parents and students have the options provided by law (tutoring and public school choice) and the information to act on these options.

If states meet these conditions, the Secretary would be willing to grant flexibility in other areas, but limited to areas restricted by regulation rather than statute. For example, additional flexibility may allow states to use a measure of student progress over time for calculating adequate yearly progress (AYP) instead of the current requirement to meet a specific target each year.

As a first step, the Secretary will announce the revision of the current regulation about how states count the assessments of students with the most significant cognitive disabilities. Under the current regulation, schools are allowed to count up to only one percent of their total student population as proficient using alternate assessments. Accountability provisions for special education students are one of the most criticized provisions of NCLB. States and schools claim the one percent figure in the current regulation is too low, and expert opinion of researchers seems to concur. The Secretary is considering increasing that percentage to as much as three percent but only if states develop and use tests that accurately measure progress for these students and include additional instruction for these students.

Specific Issues with the States

Texas and Special Education

Last summer, the Department of Education and Texas reached an agreement regarding assessment scores for special education students. This agreement called for Texas to limit the use of alternate assessments to one percent of all students when making AYP decisions, in accordance with the Department's current regulation on this issue.

Last month, Texas announced its final AYP decisions and may have ignored this agreement by administering alternate assessments to as many as nine percent of all students. Texas may have used scores from alternate assessments in AYP decisions without limit – in violation of the statute and regulation. The Department is investigating this issue and continuing conversations with Texas officials to determine what happened. Press accounts are portraying this as a standoff between Texas and the Department, and other states are watching the unfolding events quite carefully. The Secretary will have to decide what action to take once a determination is made on whether the agreement was violated.

Utah and State Legislative Action

In recent months, Utah finalized work on a state accountability system known as U-PASS and asked for approval to substitute U-PASS for its currently approved accountability system under NCLB. U-PASS, however, conflicts with NCLB: it does not hold schools and districts accountable for subgroup performance; it does not have an end goal of all students being proficient in reading and math by 2014; it does not follow requirements for the assessment and inclusion of limited English proficient students and students with disabilities; and it does not provide for holding schools accountable for reading/language arts and mathematics separately.

Utah knows that U-PASS does not meet NCLB requirements and has asked the Department for a waiver. The Department has denied this request and has been working with State officials to get them to amend U-PASS to make it compliant with NCLB. The state has so far resisted making such changes.

Recently, the Utah House of Representatives passed legislation which has the potential to put the state out of compliance with NCLB and jeopardize the state's future receipt of Title I and other Federal funds. The legislation requires schools and districts to give first priority to meeting state

goals, objectives, and accountability systems as they relate to Federal programs and second priority to implementing Federal goals, objectives, and accountability systems. If a state like Utah chooses to put priority on other matters and, as a result, does not meet Federal requirements, the state would be out of compliance and subject to having its approximately \$120 million in Federal money withheld or terminated.

The Utah Senate is set to vote on this legislation when it reconvenes in April for a special session called by Governor Jon Huntsman (R). Utah Senate leaders have recently been quoted as saying that they will pass the House bill. Governor Huntsman will be meeting with Secretary Spellings in Washington on Tuesday, March 15, to discuss this issue.

Other state legislatures are considering similar efforts to opt out of or seek waivers from NCLB, including: Arizona, Colorado, Connecticut, Idaho, Illinois, Minnesota, Nebraska, New Mexico, North Dakota, Vermont, and Virginia.

II. Update on High School Reform

In your FY 2006 budget, you proposed to terminate the Perkins Vocational Education Program and redirect the funding to your High School Initiative, which requires annual assessments in three grades of high school and funding for high school intervention activities. The goal of this program is to ensure our Nation's high school students graduate with the skills they need to be successful in college or the workforce. The National Governors Association (NGA) held an "Education Summit on High Schools" during its winter meeting two weeks ago, and Secretary Spellings spoke about the need to focus Federal and state efforts on our nation's high schools. At the summit, thirteen states announced they are joining a coalition committed to transforming high schools, and Secretary Spellings plans on visiting high schools later this month with key governors whose states are members of this coalition. In addition, the Gates Foundation and many business organizations and education groups are making this issue a priority. While there is not agreement on the specific components of this issue, there is consensus among these groups that high schools are ripe for reform.

Congress, however, has indicated no desire to address high school reform and has rejected your proposals so far. The Senate and House of Representatives both marked up their Perkins reauthorization bills in Committee on March 9 with few changes to the current program. On that same day, Secretary Spellings sent letters to the Senate and House Committees stating her "strong opposition" to the bills. On March 10, the Senate passed its Perkins reauthorization bill by a vote of 99-0.

Secretary Spellings is committed to trying to get Congress to make reforms to the Perkins reauthorization so that it more closely aligns with your budget proposal. She will meet separately with Congressman Boehner (R, OH-08) and Senator Enzi (R, WY) to ask for three changes to the Perkins bill in conference that were proposed last year in the Administration's Perkins proposal:

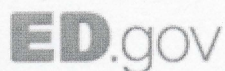
- Ensure all career and technical education students have access to a rigorous academic curriculum;

- Provide authority for the Secretary to establish common measures to assess program performance and ensure that data provided by the states is valid and reliable; and
- Provide the Secretary with authority to negotiate specific performance measures with each state.

Secretary Spellings will also ask Members to work with the Administration on high school reform in the Higher Education Act. That law contains several programs targeting at-risk high school students such as the GEAR Up and TRIO programs that you proposed including in your High School Initiative in the FY 2006 budget. Funding under these programs, which currently bypasses the states and is allocated by the Federal government directly to grantees, could be more effective if it is merged with Federal and state efforts to reform high schools.

Your legislative affairs staff believes that we should vigorously pursue these changes but that Congress is not likely to make them.





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Secretary Spellings Announces More Workable, "Common Sense" Approach To Implement *No Child Left Behind* Law

New policy remains true to law's mission to raise student achievement, takes into account each state's unique situation

Special education first example of new policy

ARCHIVED INFORMATION

[en Español](#)

FOR RELEASE:

April 7, 2005

Contact: Susan Aspey, Samara Yudof
(202) 401-1576

Under a new approach to implementing the *No Child Left Behind* law, states will have additional alternatives and flexibility if they can show they are raising student achievement and closing the achievement gap, U.S. Secretary of Education Margaret Spellings announced today. Secretary Spellings made the announcement during a meeting with the nation's state education chiefs and other education leaders at George Washington's Mount Vernon estate near Washington, D.C.

Secretary Spellings said the new guidelines, *Raising Achievement: A New Path for No Child Left Behind*, are a comprehensive approach to implementing the law and she reiterated that "the bright lines of the statute"—such as annual testing to determine student achievement, reporting results by student subgroups and highly qualified teachers—are not up for negotiation.

"We have learned a lot over the last three years as our infant law has matured, and these past three years have helped us be smarter about how this law is working in the schools," Secretary Spellings said. "These new guidelines show us the way forward given what we've learned. They focus on results for all students, the fundamental mission of the *No Child Left Behind* Act.

"States that show results and follow the principles of *No Child Left Behind* will be eligible for new tools to help them meet the law's goals of getting every child to grade level by 2013-14. It's a shared responsibility.

"Think of this new policy as an equation: the principles of the law, such as annual testing and reporting of subgroup data, plus student achievement and a narrowing of the achievement gap, plus overall sound state education policies, equals a new, common sense approach to implementation of *No Child Left Behind*.

"In other words, it is the results that truly matter, not the bureaucratic way that you get there. That's just common sense, sometimes lost in the halls of the government."

RAISING ACHIEVEMENT

See also May 10,
2005, Announcement

A New Path for NCLB

Alternate
Assessments

Action Plan

Spellings' Remarks

Simon's Remarks

Hager's Remarks

Op-Ed

Webcast

Photos

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Raising Achievement: A New Path includes the four key principles of *No Child Left Behind*:

- **Ensuring students are learning:** Raising overall achievement and closing the achievement gap;
- **Making the school system accountable:** Including all students in all schools and districts in the state; ensuring all students are part of a state's accountability system and are tested in reading and math in grades three through eight and once in high school by the 2005-06 school year; providing data on student achievement by subgroup;
- **Ensuring information is accessible and parents have options:** Informing parents in a timely manner about the quality of their child's school and their school choice options, identifying schools and districts that need to improve, developing a dynamic list of after-school tutors, encouraging public school choice and the creation of charter schools and creating easily accessible and understandable school and district report cards; and
- **Improving teacher quality:** Providing parents and the public with accurate information on the quality of their local teaching force, implementing a rigorous system for ensuring teachers are highly qualified and making aggressive efforts to ensure all children are taught by highly qualified teachers.

"This is a comprehensive approach to the implementation of this law," Secretary Spellings said. "States seeking additional flexibility will get credit for the work they have done to reform their education systems as a whole."

"States that understand this new way of doing things will be gratified. It makes sense, plain and simple. Others looking for excuses to simply take the federal funds, ignore the intent of the law and have minimal results to show for their millions upon millions in federal funds will think otherwise and be disappointed."

Secretary Spellings announced that the first example of this "workable, sensible approach" would be to apply the latest scientific research and allow states to use modified assessments for their students with persistent academic disabilities who need more time and instruction to make substantial progress toward grade-level achievement. These scores will be limited to 2 percent of all students for accountability purposes; this is a separate policy from the current regulation that allows up to 1 percent of all students being tested (those with the most significant cognitive disabilities) to take an alternate assessment.

"This new approach recognizes that these children should not all be treated alike. By relying on the most current and accurate information on how children learn and how to best serve their academic needs, this new policy focuses on children. They continue to be included in the accountability system because we know that otherwise, they risk being ignored, as was often the case before *No Child Left Behind*."

Secretary Spellings also announced that she was directing an additional \$14 million in immediate support for these students and that the Department would provide states with a comprehensive tool kit to help them identify and assess students with disabilities.

"It's you—the educators out in the states—who are closing the achievement gap. You're demanding more and getting more. You're refusing to accept old excuses for poor performance. Thanks to your leadership, we are seeing significant educational improvement on a national scale. And as we continue to watch this law grow and mature, we will address other concerns raised by educators—again, as long as the children are learning."

No Child Left Behind is the bipartisan landmark education reform law designed to change the culture of America's schools by closing the achievement gap among groups of students, offering

more flexibility to states, giving parents more options and teaching students based on what works. Under the law's strong accountability provisions, states must describe how they will close the achievement gap and make sure all students, including those with disabilities, achieve academically.

More information about today's announcement, including the Secretary's speech and fact sheets on the new policy and the *No Child Left Behind Act* is available at www.ed.gov.

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Raising Achievement: A New Path for *No Child Left Behind*

Full Version

The Department of Education is announcing a set of guiding principles to help states implement the *No Child Left Behind Act* (NCLB) while taking their unique situations into consideration. The Department will take these principles into account when discussing amendments to state accountability plans or consolidated applications to allow for innovation that helps states achieve the goals of NCLB.

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- **Ensuring students are learning.** The principle of raising overall achievement and closing achievement gaps is paramount. Even as the benefits of an educated citizenry are enjoyed individually and nationally, states and local districts have the primary responsibility to ensure that all students are learning and that achievement gaps are closing. States seeking additional flexibility must demonstrate significant improvement in student achievement that is readily apparent to the public. Evidence of such progress may be demonstrated in a number of ways, including:
 - Adequate Yearly Progress (AYP) results;
 - Significant improvement trends in overall achievement or in specific grade levels on state assessments, particularly for subgroups;
 - National Assessment of Educational Progress results that show overall improvement or reductions in the achievement gap.
- **Making the school system accountable.** A strong standards, assessment and accountability system that applies to all public elementary and secondary schools and includes all public school students is a pillar of NCLB. Holding **all** students to academic content standards is critical to improving the achievement of **all** students.

This principle provides the tools for demonstrating results on the first principle. Without assessments, parents and the public do not know whether students are learning. Without valid and reliable accountability systems, there is little incentive for the system to improve. While both testing and accountability are not new to NCLB, this law has placed new importance on them. As states seek additional flexibility in implementing NCLB, the Department will consider the manner with which states are implementing these two fundamental aspects of NCLB. Evidence of such rigorous implementation may be demonstrated in a number of ways, including:

- Assessments in reading/language arts and mathematics are implemented in each of grades 3-8 and high school, or the state is on track to implement such assessments by 2005-06;
- Alternate assessments based on alternate achievement standards are based on content standards;
- Student participation rates are consistently at 95% or above;
- The AYP definition, including key design elements such as the trajectory of all students reaching grade level by 2014, the use of confidence intervals, the establishment of reasonable and consistent subgroup sizes and subgroup inclusion in school AYP decisions, and expectations for significant improvements in graduation rates;
- All schools and districts receive an AYP decision, including small, specialized or

- alternative schools;
- A four-year longitudinal graduation rate that can also be disaggregated by student subgroups, or the state is within a year or two of being able to generate such information.
- **Ensuring information is accessible and options are available.** This principle highlights the role of parents in their need to have easily accessible and understandable student and school information and in their desire to access educational options. NCLB introduced public school choice and supplemental educational services into the educational system in new ways: As states seek flexibility in implementing NCLB, the Department will consider the manner with which states have instituted these two new provisions and other aspects important to parents, such as district report cards. Evidence of such rigorous implementation may be demonstrated in a number of ways, including:
 - A state has a coherent and easy-to-understand explanation of accountability, including how AYP and the state's accountability system work as a whole;
 - Report cards are easy to understand, easy to find on a state's website and are readily available or accessible through other means (e.g., newspapers, direct mail);
 - Schools are identified for improvement before the beginning of the school year;
 - Providers of supplemental services (including community and faith-based organizations) are available in urban and rural areas, available for special education and limited English proficient students, and are rigorously evaluated;
 - The state's school districts are implementing supplemental services in good faith, ensuring easy parental access to all state-approved providers;
 - The state is working with its districts to expand capacity for public school choice.
- **Improving the quality of teachers.** Key to informed parents and improved achievement is providing parents and the public accurate information on the quality of their local teaching force, implementing a rigorous system for ensuring teachers are highly qualified, and making aggressive efforts to ensure all children, beginning in the 2006-07 school year, are taught by highly qualified teachers. The success of this law rests to a great extent on the quality of a state's teaching force, and the extent to which teachers have a deep and meaningful knowledge of the subject(s) they teach. Evidence of such rigorous implementation may be demonstrated in a number of ways, including:
 - States collect and accurately report on the percentage of classes in public elementary, middle, and secondary schools taught by highly qualified teachers;
 - District letters sent to parents of Title I students who are taught by teachers who are not highly qualified are accurate, easily understood, and provided in a timely manner;
 - States have assessments in place for elementary school teachers who are new to the profession to confirm that they know and are able to teach reading, writing, mathematics, and other areas of the elementary school curriculum;
 - States require teachers to demonstrate subject matter competency through measures that rigorously evaluate their subject matter knowledge and teaching skills in each core academic subject they teach;
 - States have policies in place to ensure that poor and minority students are taught by highly qualified teachers as often as their more affluent peers;
 - States and districts provide high quality, intensive and sustained professional development to all teachers so they can improve and expand their skills knowledge, and success.

The examples above outline a number of ways in which states may demonstrate how they are meeting the fundamental principles of the *No Child Left Behind Act*. In addition to those principles, the Department may consider (when appropriate and as necessary) the following factors for approving additional flexibility under the law:

- Compliance with NCLB and its predecessor, the Improving America's Schools Act;
- Graduation and drop-out rates;
- Fiscal management;
- High school reform initiatives;
- Data infrastructure capabilities and state capacity to improve achievement;
- State academic standards;
- Availability of alternate teaching certification programs; and
- School improvement processes that integrate approaches to serve the needs of all students including those receiving special education and who are limited English proficient.

As the Department moves forward with the implementation of NCLB, the above guiding principles will guide our efforts. The Department will consider very carefully the extent to which states demonstrate progress and effective implementation in the areas covered by these principles. We intend to reward innovative and effective reformers and to use what we've learned from research, and the field, over the last three years to move the law and student achievement forward. We are willing to show states a more workable and informed approach on other aspects of the law, such as how students with persistent academic disabilities will be assessed and included in accountability. Another example of such flexibility could include a request for the use of growth models; or states may have their own proposals for demonstrating progress and effective implementation; these principles will help the Department consider and help states implement those ideas.

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NEA, States Challenge 'No Child' Program

Bush's Premier Education Measure Taken to Court

By Michael Dobbs
Washington Post Staff Writer
Thursday, April 21, 2005; Page A21

The nation's largest teachers union joined school districts in Michigan, Texas and Vermont in filing a federal lawsuit yesterday charging that the Department of Education has failed to provide adequate funding for the No Child Left Behind initiative.

The first-of-its-kind suit is the latest in a series of challenges to the Bush administration's signature education law, which is designed to make every student in the country proficient in reading and math by 2014.

On Tuesday, the Utah legislature voted to give priority to its own school accountability system over the federal law in the event of a conflict.

"The rebellion is growing," said Jack Jennings, president of the Center on Education Policy, a Washington-based think tank that has been tracking implementation of the No Child Left Behind law. "These actions are all ratcheting up the pressure on the Bush administration to either relax some of the requirements of No Child Left Behind or provide more money to fund it," he said.

New Education Secretary Margaret Spellings has been attempting to defuse protests against No Child Left Behind by promising a "common-sense" attitude toward interpreting the law and by broadening exemptions for disabled students. But she has been unable to bridge the gap with several states, including Utah, Connecticut and her home state of Texas, all of which are demanding greater concessions from the federal government.

"Since taking office, I have made a point of reaching out to state education leaders, and at every possible opportunity have signaled that I will be flexible and work with states to implement No Child Left Behind. But I will not do so at children's expense," Spellings said in a prepared statement. "Turning back the clock and returning to the pre-NCLB days of fuzzy accountability and hiding children in averages will do nothing to help the students who are currently enrolled in Utah's schools."

Lawyers for the National Education Association, which represents 2.7 million educators and has been at the forefront of protests against No Child Left Behind, cited a clause in the law that protects states from incurring "any costs not paid for under this Act." Opponents depict the law as an underfunded federal mandate that has imposed billions of dollars of extra spending on states.

"The principle of the law is simple," said Reg Weaver, president of the NEA. "If you regulate, you have to pay."

Bush administration officials dispute studies by several states that show they are being forced to pick up the costs of additional standardized testing required by the 2002 law. They argue that federal funding for education has increased significantly over the past five years.

"Today's announcement is regrettable," said Education Department spokeswoman Susan Aspey. "Four separate studies assert the law is appropriately funded and not a mandate."

Although several school districts have mounted legal challenges to parts of the No Child Left Behind law, the section of the statute on unfunded federal mandates has yet to be tested in court. The NEA case is likely to center on complicated arguments and conflicting estimates of the costs of the standardized tests that form the centerpiece of the accountability system promoted by the Education Department.

The case illustrates the changing nature of the rebellion to No Child Left Behind, which is shifting away from outright opposition to complaints about a lack of funding. The Republican-controlled Utah legislature dropped an earlier threat to opt out of the law completely in order not to lose tens of millions of dollars in federal subsidies for some of the state's lowest-performing schools.

Instead, states are seeking relief from certain requirements while continuing to receive federal funds. Texas, for example, has exempted 9 percent of its students from regular state tests on the grounds they are learning-impaired. Spellings has agreed to exempt as much as 3 percent of students in each state.

The new Utah law authorizes state officials to ignore provisions of No Child Left Behind that have not been fully funded by the federal government. Legislators voted for the law in a special session despite warnings from Spellings that they ran the risk of losing \$76 million in federal funding.

After meeting with Spellings earlier this month, Virginia Superintendent of Public Instruction Jo Lynne DeMary said she was "very encouraged" by Spellings's more flexible attitude, particularly over required tests of disabled students. DeMary and Maryland Superintendent of Schools Nancy S. Grasmick predicted changes would lead to a sharp drop in schools failing to meet a requirement that they show "adequate yearly progress" in student test scores.

But the changes failed to satisfy several other states, including Connecticut, which is preparing a lawsuit that challenges a federal requirement that students be tested annually between grades three and eight, as well as in grade 10. According to calculations by state auditors, the mandate will cost Connecticut \$8 million more than the federal government provides.

Connecticut Attorney General Richard Blumenthal delayed the suit to wait for the outcome of negotiations between state education officials and the U.S. Department of Education. But little came from a meeting this week between Spellings and Connecticut Education Commissioner Betty J. Sternberg, and Blumenthal said he expects to file the lawsuit "imminently."

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Withdrawal Marker

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Memorandum	Update on the No Child Left Behind Act - To: POTUS - From: Sonya Medina	3	05/02/2005	P5;

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Von Der Heydt, Thomas (Tommy) - Bush Record Policy Memos

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No Child Left Behind: A Timeline (2001 - 2008) [2]

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Spellings Hails New National Report Card Results

Today's News "Proof That *No Child Left Behind* Is Working"

ARCHIVED INFORMATION

[en Español](#)

FOR RELEASE:

July 14, 2005

Contact: Susan Aspey
(202) 401-1576

U.S. Secretary of Education Margaret Spellings released the following statement regarding the 2004 National Assessment of Educational Progress (NAEP) Long-Term Trends in Academic Progress, also known as the Nation's Report Card. This particular NAEP long-term trend assessment has been administered using the same exact test in reading and mathematics for over 30 years:

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The results from the newest Report Card are in and the news is outstanding. Three years ago, our country made a commitment that no child would be left behind. Today's Report Card is proof that *No Child Left Behind* is working-it is helping to raise the achievement of young students of every race and from every type of family background. And the achievement gap that has persisted for decades in the younger years between minorities and whites has shrunk to its smallest size in history.

More than half of the progress in reading for 9-year olds during the Report Card's entire history has been made in the last five years. It is not a coincidence that progress accelerated so dramatically during this time period. The results are a tribute to students, teachers, parents, principals, school administrators, and state and national policymakers.

So I am pleased with today's results, but in no way completely satisfied. We are at the beginning of the journey and certainly have room for improvement, particularly at the high school level. We must support older students with the same can-do attitude that helped their younger brothers and sisters.

Changing the direction of America's schools is like turning the Queen Mary, a large ship whose captain can't change course on a dime. The goal requires a lot of time and effort, but we are beginning to turn our own Queen Mary around. I know we can continue to do it together-teachers, principals, parents-so that all children receive the quality education a nation such as ours is capable of providing.

Full results of the Long-Term Trend NAEP can be found at: nces.ed.gov/nationsreportcard

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Secretary Spellings Announces Growth Model Pilot, Addresses Chief State School Officers' Annual Policy Forum in Richmond

ARCHIVED INFORMATION

FOR RELEASE:

November 18, 2005

Contacts: Chad Colby, Samara Yudof
(202) 401-1576

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Letter

Guidance (Jan 2006)

U.S. Secretary of Education Margaret Spellings today announced a pilot program where interested and qualified states can submit proposals for developing growth models that follow the bright-line principles of *No Child Left Behind*. As part of the pilot, the Department will approve no more than 10 high-quality growth models in 2005-06. Secretary Spellings made the special announcement during an address to the Council of Chief State School Officers' (CCSSO) Annual Policy Forum in Richmond, Va.

Following are excerpts from Secretary Spellings' announcement:

"A growth model is not a way around accountability standards. It's a way for states that are already raising achievement and following the bright-line principles of the law to strengthen accountability.

"We're open to new ideas, but we're not taking our eye off the ball. There are many different routes for states to take, but they all must begin with a commitment to annual assessment and disaggregation of data. And they all must lead to closing the achievement gap and every student reaching grade level by 2014. This is good policy for all students and we must stick with it."

Below are Secretary Spellings' prepared remarks in their entirety (Note: speaker sometimes deviates from text):

Thank you, Tom [Houlihan], for that kind introduction. We all appreciate your leadership, and it's always a pleasure to work with you.

It's an honor to be here today with all of you again. A lot has happened since we met last April at Mount Vernon.

I've gained a few pounds. I dropped my oldest daughter off at college for the first time. And mysteriously, I've had hot water for my morning shower for the first time in a long time.

I stole Henry Johnson from your ranks and made him my new assistant secretary for elementary and secondary education. I'm thrilled to have him on my team along with my deputy, Ray Simon, who reminds me to thank all the deputy chief state school

officers for all the good work you do behind the scenes. Ray likes to make believe he's the guy in the cartoon who has to pick up after the parade and put everything in order. And I really appreciate all his good work.

Over the last few months, we've all faced unprecedented challenges. We've seen hurricanes displace thousands of students across the Gulf Coast. And I've been touched—but not surprised—by the way the education community has pulled together to help hurricane victims. You all have answered the call and reached out to welcome displaced students into your schools and communities. I've been working closely with many of you, especially the chiefs from the most affected states—Hank Bounds, Joe Morton, Cecil Picard, Shirley Neeley and John Winn. You've been nothing short of heroic. And you've made us all proud. Governor Barbour told me the other day that every school in Mississippi has reopened, thanks in no small measure to the good work of Hank Bounds.

Hurricane Katrina was a powerful reminder that we all must work together to help our students. With your input, we've proposed a plan to provide districts with up to \$7,500 per displaced student for one year. We're also giving severely affected schools the flexibility to delay moving forward on the school improvement timeline for one year if they miss making Adequate Yearly Progress because of the hurricanes. And schools taking in displaced students may request to count them as a separate student subgroup.

We must keep our commitment to ensure all these children receive the quality education they deserve, and we must do it in a way that honors the hard work and dedication of our nation's educators. Hurricane Katrina threw us all into uncharted territory, but the bright-line principles of *No Child Left Behind*—annually assessing students, disaggregating data and closing the achievement gap by 2014—continue to show us the way forward.

Since taking office in January, I've been traveling around the country talking with parents, educators and policymakers about how this law is working and what needs to work better. And wherever I go, I hear the same three questions: How can we do a better job assessing students with disabilities? What's the best way to measure the progress of students new to the English language? And how can we reward schools for improving from year to year? I promised to work with you to address these issues in a sensible, workable way that makes raising student achievement our top priority.

When we spoke at Mount Vernon last April, I announced a common-sense approach for implementing *No Child Left Behind* based on the core principles of the law. And together, we've taken some important steps down that path. The hurricane flexibilities were just the latest example.

- Thirty-one states have signed up for developing modified achievement standards for students with disabilities who need additional time and intensive instruction to meet standards. Before the end of the year, we'll be releasing a regulation and a tool kit to help states develop these assessments and identify the 2 percent of students who fit this description.
- In addition, we convened a working group of researchers and educators to study how we can best measure the progress of students new to the English language.
- We also aligned the timeline for paraprofessionals with the timeline for highly

qualified teachers. We've pledged to work with states that are making a good-faith effort to place a highly qualified teacher in every classroom, especially in lower-income communities where a good teacher can make all the difference.

- And we've launched pilot programs with Chicago, Boston, New York City and Virginia to help more low-income students take advantage of free tutoring under *No Child Left Behind*.

I know a law is only as good as its implementation. And with all these measures, our focus has been on working with you to help students who in the past have often been left behind—students with disabilities, students new to the English language and students from disadvantaged backgrounds. Thanks to *No Child Left Behind*, the conversation has shifted from "can these students learn" to "how can we make sure they learn."

For the first time ever, we are holding ourselves accountable for ensuring every child—regardless of race, income or special need—can read and do math on grade level. The latest nation's education report card shows we're on the right track, but we must pick up the pace to close the achievement gap and get every child to grade level or above by 2014.

As I said, many educators and policymakers have asked me about the possibility of using growth models to recognize the progress schools are making toward this goal. This summer my department convened a working group to explore how states could use growth models for state accountability plans under *No Child Left Behind*.

We met with experts, researchers and policymakers, including many of you who have used growth models as part of your state accountability systems for years. We discussed what's required to implement a growth model and how they can show how schools and students are improving from year to year.

At the same time, we're not just looking for any level of improvement. We're working to meet specific goals within the next decade, as laid out in the law. A successful growth model under *No Child Left Behind* must put all students on track to be on grade level by 2014. That means when a student is behind, one year of progress for every year of instruction is not enough to close the gap. We will expect more. We must not—and I will not—back away from this important goal.

Today, I'm announcing a pilot program where interested and qualified states can submit proposals for developing growth models that follow the bright-line principles of *No Child Left Behind*. The Department will approve no more than 10 high-quality growth models as part of this pilot. I will be releasing a letter soon outlining the key elements that states must meet in submitting a growth model proposal to the Department. It goes without saying that you can't measure growth without annual assessment data and states that haven't had annual assessment for more than a year will have to wait to do so. And you can't close the achievement gap unless you continue to break down that assessment data by student groups.

It's no accident that states that have been annually assessing students and following these core principles the longest are getting the best results, and they're also the ones that have now arrived at the point where they can consider growth models to meet the goals of *No Child Left Behind*. There is nothing inconsistent between this pilot and the bright lines of the law. A growth model is not a way around accountability standards.

It's a way for states that are already raising achievement and following the bright-line principles of the law to strengthen accountability.

Many of your states may not yet have the assessment systems or data systems to meet the requirements for the pilot. But you can still reward schools for making improvements by using an index model. Under *No Child Left Behind*, nine states currently use index models that give schools credit for improving student achievement as a way of holding them accountable. I'll include more information on how these models work in my letter as well.

We're open to new ideas, but we're not taking our eye off the ball. There are many different routes for states to take, but they all must begin with a commitment to annual assessment and disaggregation of data. And they all must lead to closing the achievement gap and every student reaching grade level by 2014. This is good policy for all students, and we must stick with it.

We know the formula for success: higher standards and accountability for results. That's why every state must have its assessment system fully in place by the end of this school year.

As I said, states that have been out in front as pioneers are already getting great results—states like Massachusetts where Dave Driscoll has been relentless in his fight to close the achievement gap. The hard work is paying off. He's made Massachusetts a shining example for other states.

Last week, I unveiled a new resource for states called *No Child Left Behind: A Road Map to State Implementation*. We have copies here today, and I hope you all will have the chance to review it. The road map describes ways the Department—together with state and local policymakers—is making *No Child Left Behind* work for students and educators across our country.

We all hear a lot of stories about why schools are missing Adequate Yearly Progress, but we don't hear much about how thousands of other schools are making it and closing the achievement gap. We must work together to do a better job recognizing these schools and sharing their stories. We must hold them up as models for other schools to follow.

We have a lot more work to do, especially in our high schools where we've made no progress in 30 years. This spring I visited Huguenot High School here in Richmond with Governor Warner, who has been a powerful voice for high school reform in Virginia and across the nation. That's because he understands the stakes. About 80 percent of the fastest-growing jobs require at least some postsecondary education. Yet far too many students are leaving high school unprepared for college. A recent study from ACT found that less than half of high school students graduate ready for college-level math and science.

We've already seen what a difference higher standards and accountability have made for our younger students. Now we must extend those same principles to our high schools. That's why President Bush and I are supporting high school reform that focuses on core subjects like reading, math and science—to help more students graduate ready for college or work.

Thanks for inviting me today. Together, we've taken some important steps forward

since last April when I announced a new path for *No Child Left Behind*. Scores are rising, the achievement gap is closing, and the law is working. Now we must continue to work together to close the achievement gap and ensure every child receives a quality education.

We still have much to do, but we know the path forward. The bright lines of the law—annually assessing students, disaggregating data and closing the achievement gap—point the way.

Thanks again, and now I'd be happy to take your questions.

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Lawsuit Challenging 'No Child Left Behind' Thrown Out

Wednesday, November 23, 2005

Associated Press

WASHINGTON —

ADVERTISEMENT

A judge threw out a lawsuit Wednesday that sought to block the No Child Left Behind law, President Bush's signature education policy. The **National Education Association** said it would appeal.

The NEA and school districts in three states had argued that schools should not have to comply with requirements that were not paid for by the federal government.

Chief U.S. District Judge **Bernard A. Friedman**, based in eastern Michigan, said, "Congress has appropriated significant funding" and has the power to require states to set educational standards in exchange for federal money.

The NEA, a union of 2.7 million members and often a political adversary of the administration, had filed the suit along with districts in Michigan, Vermont and Bush's home state of Texas, plus 10 NEA chapters in those states and Connecticut, Illinois, Indiana, New Hampshire, Ohio, Pennsylvania and Utah.

The school districts had argued that the law is costing them more than they are receiving in federal funding.

The law requires states to revise academic standards and develop tests to measure students' progress annually. If students fail to make progress, the law requires states to take action against school districts.

Reg Weaver, president of the NEA, said his group would appeal.

"Parents in communities where school districts are financially strained were promised that this law would close the achievement gaps," he said. "Instead, their tax dollars are being used to cover unpaid bills sent from Washington for costly regulations that do not help improve education."

The lawsuit alleged that there was a gap between federal funding and the cost of complying with the law. Illinois, for example, will spend \$15.4 million annually to meet the law's requirements on curriculum and testing but will receive \$13 million a year, the lawsuit said.

Friedman said that the law "cannot reasonably be interpreted to prohibit Congress itself from offering federal funds on the condition that states and school districts comply with the many statutory requirements, such as devising and administering tests, improving test scores and training teachers."

Education Secretary **Margaret Spellings** said, "This is a victory for children and parents all across the country. Chief Judge Friedman's decision validates our partnership with states to close the achievement gap, hold schools accountable and to ensure all students are reading and doing math at grade-level by 2014."

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