



NO CHILD LEFT BEHIND:
A TIMELINE
(2001–2008)

DOMESTIC POLICY COUNCIL

THE WHITE HOUSE

WASHINGTON

MEMORANDUM

THROUGH: KARL ZINSMEISTER

FROM: CLAIRE SULLIVAN

SUBJECT: NO CHILD LEFT BEHIND

George W. Bush believes that a high-quality education plays one of the most fundamental roles in helping individuals achieve the American dream. If our country fails in its responsibility to educate every child, we are likely to fail in many other areas. 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 American democracy.

In Texas, President Bush saw too many children being segregated by low expectations, illiteracy, and self-doubt. In a constantly changing world demanding increasingly complex skills from its workforce, too many children were literally being left behind. Certain that it did not have to be that way, President Bush made improving public schools his top priority as Governor of Texas.

President Bush strengthened the State's accountability system and called on parents, businesses, communities, and his government to focus on helping school districts achieve a bold goal—teaching every student in Texas, regardless of race or background, to read at grade-level by the third grade. He targeted State and Federal funds to proven programs that taught reading in the early grades, improved teacher training, and promoted model school programs and effective instruction methods for struggling students. He sought to end social promotion by focusing on student achievement results. These commonsense reforms produced dramatic results, especially for the most disadvantaged students in Texas. As of 1999, the number of students passing all parts of the Texas State assessment had increased by 51 percent, and the number of minority students and economically disadvantaged students passing all parts of the test had increased by 89 percent under Governor George W. Bush.

These results convinced President Bush that the Federal government could help States pursue similar strategies to turn around a public school system that was failing to educate far too many of the Nation's most disadvantaged students. Too many American children were segregated into schools without standards and shuffled from grade-to-grade because of their age, regardless of their knowledge. Before President Bush came to office, nearly 70 percent of inner-city fourth graders were unable to read at a basic level on national reading tests. The achievement gap between rich and poor students and white and minority students was wide—and in some cases, it was growing. On the 2000 National Assessment of Education Progress (NAEP) math test, the

achievement gaps between white and African American students, and between white and Hispanic students were large at every grade level. In fact, the gap between white and Hispanic students on the NAEP reading test was larger in 1998 than it was in 1992. Moreover, 68 percent of fourth-graders in high-poverty schools were unable to read at the “basic” level on the NAEP, compared to only 25 percent in low-poverty schools.

George W. Bush called this what it was—discrimination, pure and simple—the soft bigotry of low expectations. Driven by the conviction that this education achievement gap was the civil rights challenge of our time, George W. Bush made education reform a cornerstone of his candidacy for president, pledged to close the achievement gap, and developed a reform agenda that would transform the Federal role in education. Under his plan, academic standards would be set by States, schools would be held accountable for results, and the Federal government would support both with increased resources and flexibility.

Laying the groundwork for this transformation was one of President Bush’s first acts as President. On January 23, 2001, just three days after his inauguration, he presented Congress with his blueprint for nationwide education reform, which would become the No Child Left Behind Act (NCLB). The plan emphasized four priorities: (1) increasing accountability for the performance of all students, (2) emphasizing effective, research-based education programs, (3) increasing flexibility for States and school districts, and (4) empowering parents with more information and more choices.

The President worked closely with Congress to make his reform agenda into law. For almost a year, Administration officials negotiated with members of the House and Senate to ensure that the lawmakers created a bipartisan education bill that satisfied these priorities. Finally, on December 18, 2001, Congress passed NCLB with overwhelming bi-partisan support and ushered in a new era in education reform.

The President and his Administration dedicated themselves to ensuring that this groundbreaking new law was implemented in a way that promoted the law’s key principles of accountability for all students, flexibility, local control, research-based programs and practices, and parental choice. After the President signed NCLB into law on January 8, 2002, Secretary of Education Rod Paige began to issue the needed regulations and guidance, approve State accountability plans, and implement the authorized grant programs.

Through its regulations and guidance, the Department began the difficult task of implementing the law. Under NCLB, States design their unique accountability plans. These plans measure the progress of student achievement, report student and school progress to parents, identify for improvement those schools not making adequate yearly progress (AYP) toward having all students proficient by 2014, provide support for the improvement of schools and districts, and provide options—including public school choice and tutoring—for children in underperforming schools. In order to verify that States’ standards and assessments are sufficiently rigorous, and to track the performance of all States on a common scale, the Department requires that a sample of students in each State participate in the NAEP, a national assessment that tests fourth and eighth graders in math and reading.

Schools that fail to meet AYP for consecutive years are identified as needing improvement and face an escalating set of interventions, which include: developing a school improvement plan; providing public school choice; offering tutoring; taking “corrective action,” such as reorganizing the school internally or implementing a new curriculum; or “restructuring” the school by replacing the principal and staff, allowing the State to take over the school, or converting the school to a public charter school. In June 2002, the Secretary called on the States to move quickly to implement two provisions of the law that empower parents with more options—public school choice and supplementary education services (SES). Public school choice allows parents of a child in a school identified as in need of improvement (for failing to make AYP) to transfer that child to another, higher performing school in the district. In addition, all students in a school determined by the State to be “persistently dangerous” or any individual student who is a victim of a violent crime are allowed to transfer to another public school.

Under the SES provision, low-income students in schools that have failed to make AYP for three consecutive years are eligible to receive free tutoring or remedial assistance from over 1,600 providers (including faith-based organizations) approved by the States. This extra help can be provided before or after school, on weekends, or in the summer. A study conducted by the RAND Corporation for the U.S. Department of Education found that students in nine urban school districts receiving SES experienced significant gains in achievement. Those who participated for multiple years made gains that were twice as large as those in the program for one year. The study also found that SES-enrolled students had lower academic achievement than other students, suggesting that the program is reaching the students who need it the most.

NCLB’s flagship grant program was Reading First, a \$900 million initiative that, like President Bush’s reading program in Texas, was designed to reform reading instruction in the U.S. to ensure that all American children learned to read by the end of the third grade. The key to Reading First was its focus on instructional methods proven by rigorous scientific research. The grant program funded scientifically-based instructional programs, materials, and strategies; valid and reliable diagnostic assessments; and professional training to teachers in these proven methods. The Reading First initiative builds on the findings of years of scientific research, which, at the request of Congress, were compiled by the National Reading Panel. Reviewing and analyzing over 100,000 studies on reading, the National Reading Panel found five components essential to a child’s learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

States have received over \$6 billion in Reading First grants. However, in FY 2008, Congress decreased the appropriation for Reading First by 61 percent. While President Bush’s FY 2009 budget proposed to restore Reading First funding to \$1 billion, the Congress appropriations committees proposed to zero fund the program, which would represent the first time in decades that the Federal government did not support a single reading initiative. This lack of congressional support is stunning given that recent achievement data reported by States show that Reading First students from nearly every grade and subgroup have made impressive gains in reading proficiency. In Grade 1, 44 of 50 States reported increases in the percentage of students proficient in reading comprehension. In Grade 2, 39 of 52 States reported improvement, and in Grade 3, 27 of 35 States reported improvement.

These implementation efforts had an immediate, positive impact on some of America's neediest students. 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, the President announced that all 50 states had approved accountability plans under NCLB. The 2003 Nation's Report Card showed that the achievement gap between white and African American students was closing for both fourth- and eighth-graders, and Hispanic fourth-graders were also narrowing the achievement gap with their white peers. In addition, State AYP results indicated that students were making progress in a number of areas.

In late 2004, with NCLB showing positive effects at the elementary school level, the President turned his attention to improving our Nation's high schools. On January 12, 2005, he released *The Promise of America*, which outlined new high school initiatives to help States hold high schools accountable for teaching all students, provide timely and effective intervention for those students who were performing below grade-level, and expand the number of students taking rigorous coursework through advanced placement (AP) and International Baccalaureate (IB) courses.

Despite the increased Federal support for education and evidence of NCLB's positive effects on student achievement, many States and school districts contested NCLB's requirements. They complained that the testing requirements were too onerous and argued that holding States accountable for every student reaching proficiency was too high a bar. Further, many States were slow to come into full compliance with the law.

In response, the President's new Secretary of Education, Margaret Spellings, announced new guidelines entitled *Raising Student Achievement: A New Path for No Child Left Behind* in April 2005. The guidelines incentivized States to come into compliance with the law by offering greater flexibility to States that met certain guiding principles of NCLB. For example, States were allowed to use modified assessments for their students with persistent academic disabilities and to use growth models to give schools credit for students' improvement over time.

Student achievement continued to improve under this new era of increased flexibility. In May 2005, a report from the Council of Great City Schools showed gains in the achievement of urban students, especially in math, and the 2005 Nation's Report Card results revealed that the achievement gap between minority students and white students had shrunk to its smallest size in history and that progress in fourth-grade reading had accelerated dramatically.

Bolstered by these encouraging results, in late 2006, President George W. Bush called on Congress to reauthorize NCLB. In his 2007 State of the Union Address, the President outlined his blueprint for reauthorization, which called for preserving the core principles of NCLB, such as annual assessments, disaggregation of data, and timely information and options for parents. He also called for new initiatives that would strengthen the law by giving States rewards for individual student progress and flexibility for innovation, providing greater incentives for effective teachers, increasing accountability for high schools, and giving parents more timely information and greater options.

The President's call to Congress for reauthorization was strengthened by assessment results that continued to demonstrate that NCLB was working. The 2007 Nation's Report Card showed across-the-board improvement in reading and math and record high scores for minority students.

Regardless, by early 2008, Congress had still not reauthorized the law. As a result, the President asked the U.S. Department of Education to begin strengthening NCLB through administrative action. In March 2008, Secretary Spellings announced the Differentiated Accountability pilot program, which would allow States to differentiate their school interventions based on the academic reasons for a school's identification as in need of improvement. Further, in April 2008, the Department proposed new regulations that would strengthen the inclusion of students, improve graduation rate calculations, require States to report NAEP scores, and increase students' participation in SES and school choice. To that end, the proposed regulations would require districts to work with community-based organizations to inform parents of their options before the district could reallocate unused funds and require districts to notify parents of their choice and SES options at least 14 days before the first day of school. These regulations became final in October 2008.

The last eight years have demonstrated President George W. Bush's commitment to his belief that every child can learn and that our system of public education must rise up to help students reach high expectations. For decades the Federal government poured money into schools and hoped for the best. Under NCLB, we are investing more in our Nation's schools, but we are expecting—and getting—results. The achievement scores of U.S. students (measured by NAEP) have reached all-time highs. Between 2003 and 2007, fourth- and eighth-grade students improved by the equivalent of an extra half-year of instruction. As a result, fourth graders attained their highest reading and math scores in history on the 2007 NAEP, and eighth graders achieved their highest math scores ever. In addition, as of the 2007–08 school year, 48 States and the District of Columbia had either improved or held steady in all academic categories.

Significant progress has also been made on one of the law's principal goals—closing the achievement gap. African-American and Hispanic students have achieved all-time highs in a number of categories on NAEP. In fourth-grade reading, the achievement gap between white and black students is the narrowest it has ever been, and in math, fourth- and eighth-grade black students achieved their highest scores to date on the 2007 Nation's Report Card. Hispanic students also posted their highest scores on record in fourth-grade reading and in fourth- and eighth-grade math.

The President's reforms, and the results they delivered, have led to a radical shift in the way the Nation discusses education reform. There is now a consensus around critical principles of establishing high expectations, insisting on results for every subgroup of students, implementing research-based instructional practices, providing parents with clear information on their local school and their child's progress, and intervening when schools fail to serve students well. While these reforms will evolve in years to come, they have their roots in the legacy left by President George W. Bush.

Chronology of Events

(tab #)

2001: Laying the Groundwork for NCLB

January 23, 2001	President George W. Bush presents to Congress his blueprint for nationwide education reform entitled "No Child Left Behind." The 30-page legislative blueprint calls for a broad block-grant program giving new spending flexibility to States, annual testing of students in grades 3-8, and the reporting of performance of students disaggregated by ethnic and economic subgroups.	1
	The President meets with the Joint Congressional Education Leadership Group to discuss his education plan.	2
	The President and Secretary Paige hold a press conference to introduce NCLB to the public.	3
May 23, 2001	The House of Representatives passes an education reform bill by a vote of 384-45. The bill requires States to develop rigorous academic standards, assess students against those standards, and identify struggling schools that need improvement or corrective action. The bill also provided students in struggling schools with the opportunity to transfer to better performing public schools or receive tutoring.	4
June 5, 2001	The President meets with the Senate Education Working Group to encourage passage of the House bill.	5
June 14, 2001	The Senate passes an education reform bill by a vote of 91-8. The bill increases Federal funding for education and requires that each student subgroup improve its test scores by at least a 1 percent each year.	6
August 2, 2001	The President meets with the conference committee, Chairman of the House Education Committee, and Secretary Paige to discuss the conference committee's work on NCLB.	7
December 11, 2001	The House-Senate conference comes to an agreement on NCLB. States are required to publish annual State and school district report cards to inform parents about State and school academic progress. Schools that do not make progress must provide supplemental services, such as free tutoring or after-school assistance, and take corrective actions. States and school districts are provided with unprecedented flexibility to transfer up to 50 percent of the Federal formula grant funds they receive under between several Federal programs or to their Title I program. The bill supports a new \$1 billion a year program titled Reading First that uses scientifically-based research to inform reading instruction.	9

December 18, 2001	The NCLB conference report is adopted by the House and Senate by a vote of 381-41.	10
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2002-2004: NCLB Implementation

January 8, 2002	The President signs NCLB. • Fact Sheet: No Child Left Behind Act.	11
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April 8, 2002	When President George W. Bush entered office in January 2001, only 11 States were in full compliance with previous Federal education accountability standards. Secretary Paige clears this backlog bringing all States come into compliance with the 1994 education law.	12
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October 25, 2002	Memo to the President recommending adoption of the Department of Education's strict interpretation of Adequate Yearly Progress (AYP), which would require States to set high expectations and hold all schools accountable for ensuring that all students meet those expectations.	13
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November 5, 2002	The Act to Provide for Improvement of Federal Education Research creates the Institute of Education Sciences (IES) to improve the rigor and quality of Federal education research.	14
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December 12, 2002	The President unveils new guidance that empowers faith-based and community groups to provide supplementary education services (SES) to low-income students.	15
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January 6, 2003	Memo to the President announcing the Department of Education's approval of the first five State accountability plans under NCLB.	16
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January 8, 2003	The President celebrates the first anniversary of NCLB.	17
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January 23, 2003	Secretary Paige announces that 30 organizations—including school districts and other public, nonprofit, and private organizations—in 22 States are to receive \$72 million in Early Reading First grants. Each grant funds projects that use strategies, curricula, materials, and professional development to prepare young children to enter kindergarten with the language and cognitive skills that prevent future reading difficulties.	18
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June 10, 2003	Every State NCLB accountability plan is approved by the Department of Education. States must describe how they will close the achievement gap and make sure all students, including those who are disadvantaged, achieve academic proficiency. In addition, they	19
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must produce annual State and school district report cards that inform parents and communities about State and school progress.

June 16, 2003	Memo to the President seeking approval of the Department of Education's regulations allowing States to develop alternative achievement standards for students with disabilities.	20
September 8, 2003	The President and Secretary Paige highlight the progress of States and school districts in implementing the supplemental educational services (SES) provisions of NCLB.	21
November 13, 2003	The Nation's Report Card shows that math scores on the National Assessment of Educational Progress (NAEP) are increasing across a number of subgroups. As a result, the achievement gap between white and African American students is closing for both fourth- and eighth-graders, and Hispanic fourth-graders are also narrowing the achievement gap with their white peers.	22
December 3, 2003	Memo to the President explaining that the Department of Education will be issuing a final regulation that gives school districts flexibility in meeting the AYP requirements for special education students.	23
January 8, 2004	The President discusses the success of NCLB at a school in Knoxville, Tennessee, on the second anniversary of the law and highlights the new resources that are being made available to America's schools. He uses the occasion to preview the FY 2005 budget which includes a 48 percent increase for elementary and secondary education over FY 2001. • Fact Sheet: President Bush Celebrates 2nd Anniversary of NCLB.	24
March 9, 2004	Memo to the President explaining that the Department of Education will provide additional guidance on existing Highly Qualified Teacher flexibility as well as new flexibility in meeting these requirements, such as allowing veteran teachers of multiple subjects to demonstrate competency through a State-determined combination of experience and continuing education.	25
March 26, 2004	Memo to the President explaining the Department of Education's decision to allow States to calculate their participation rates using a three-year average.	26
July 13, 2004	Memo to the President explaining the decision to approve Tennessee's proposal that school districts only be identified for improvement if a student group misses the target in both grade spans in the same year.	28

July 30, 2004	Memo to the President reporting that States' AYP results show that the achievement gap is narrowing.	29
September 17, 2004	Memo to the President reporting that every State that had released AYP results reported progress in one or more areas.	30
November 15, 2004	Secretary Paige announces his resignation.	31
	The President praises Paige for his service and leadership.	1
November 17, 2004	The President nominates Margaret Spellings as Secretary of Education.	2
December 14, 2004	U.S. students show improvement on the Trends in International Mathematics and Science Study (TIMSS). America's fourth- and eighth-graders score well above the international average in both math and science, and U.S. eighth-graders showed gains across most student groups, including boys, girls, and minority students.	3

2004-2005: Focus on High Schools

September 21, 2004	Memo to the President outlining the second-term education agenda building on the core principles of NCLB: Teacher Incentive Fund to attract, retain, and reward good teachers; Early childhood initiatives, such as training additional teachers and parents in early literacy methods; and high school programs that increase accountability and provide additional resources to help high school students who have fallen behind.	4
September 26, 2004	The White House releases the President's education policy book, <i>The Promise of America</i> . The book highlights the results of the President's tireless efforts to improve education, including increased accountability, flexibility, and spending for schools, more options for parents, and greater support for teachers. The book also outlines the President's plans for new high school initiatives, which will improve students' preparation for high school, increase accountability for high schools, and develop more effective intervention strategies for struggling readers.	5
January 12, 2005	The President announces his \$1.5 billion plan to improve high schools. The plan will include an extra \$200 million to improve high school literacy, \$269 million for the Mathematics and Science	6

Partnership program, a \$500 million incentive fund to reward teachers who demonstrate success in preparing their students through increases in student achievement and teach in low-income schools, and additional support to expand the availability of Advance Placement programs.

- Fact Sheet: NCLB—High Quality, High School Initiatives.

January 31, 2005

Secretary Spellings is sworn in.

7

2005-2006: Expanding Flexibility for States and Districts

March 14, 2005

Memo to the President outlining Secretary Spellings' commitment to make NCLB more "flexible and workable" by allowing States that meet the bright line priorities of NCLB to have greater flexibility in other areas, such as measuring student progress over time in AYP calculations.

8

April 7, 2005

Secretary Spellings announces new guidelines entitled *Raising Student Achievement: A New Path for No Child Left Behind*, which offers States that meet certain guiding principles of the law more flexibility, including allowing these States to use modified assessments for their students with persistent academic disabilities.

9

- Raising Achievement: A New Path for NCLB.

April 20, 2005

The National Education Association (NEA), the Nation's largest teachers union, filed a lawsuit against the Department of Education on behalf of school districts in Michigan, Texas, and Vermont and some State-level associations affiliated with the NEA. The suit claims that, as implemented, NCLB is an unfunded mandate in violation of the Act's own provisions and constitutional principles.

10

May 2, 2005

Memo to the President describing recent developments concerning NCLB, including: the NEA lawsuit claiming that NCLB is an unfunded mandate; the Department of Education's decision to withhold Title I funds from Georgia, the District of Columbia, Minnesota, and Texas; and a recent report from the Council of Great City Schools showing gains in the achievement of urban students, especially in math.

11

July 14, 2005

The release of the Nation's Report Card provides evidence that NCLB is working. Results on NAEP demonstrate that the achievement gap between minority students and white students has shrunk to its smallest size in history and that progress in fourth grade reading has accelerated dramatically.

12

November 18, 2005 Secretary Spellings announces the Growth Model pilot program, which will allow States to give schools credit for student improvement over time by tracking individual student achievement year to year. 13

November 23, 2005 The NEA's lawsuit against the Department of Education is dismissed by a Federal district court because the judge found that Congress has the power to set educational standards and had appropriated sufficient funding for NCLB. 14

2006-2007: Calling for NCLB Reauthorization

October 4, 2006 Memo to the President briefing him on the status of NCLB and plans for the upcoming reauthorization of the law. The memo highlights key issues, including the need to increase eligible students' participation in supplementary services and to encourage high schools to provide their students with more challenging coursework. The memo also addresses the goals of reauthorization: institutionalizing accountability and assessment, strengthening the restructuring of persistently failing schools, expanding accountability to high schools and other subjects, and promoting an outcome-based definition of "highly effective teacher." 16

October 5, 2006 Memo to the President preparing him to discuss reauthorization with Department of Education officials. The memo highlights the following priorities: making Opportunity Scholarships available to children in persistently failing schools, increasing access to supplemental educational services, increasing charter school capacity, and expanding NCLB accountability to high schools. 17

The President discusses reauthorization at the Department of Education and thanks Secretary Spellings and her team for all their hard work. 19

- Fact Sheet: NCLB—Challenging Students through High Expectations.

December 15, 2006 Memo to the President for the December 15 policy time on the reauthorization of NCLB, which describes the following priorities: preserving the core principles of NCLB, such as annual assessments, disaggregation of data, and timely information and options for parents; and new initiatives that will strengthen the law, including giving States rewards for progress and flexibility for innovation, providing greater incentives for effective teachers, increasing accountability for high schools, and giving parents more timely information and greater options. 20

January 8, 2007	The President discusses reauthorization with Senators Kennedy and Enzi and Congressmen Miller and McKeon on the fifth anniversary of NCLB. Discussion focuses on how Congress and the Administration can work together to address some of the major concerns that some have with NCLB without straying from the core principles of the bill.	21
January 23, 2007	President George W. Bush delivers his State of the Union address and outlines his blueprint for strengthening NCLB by increasing flexibility, helping struggling schools improve, and giving parents with children in failing schools the right to choose a better school. • <i>Building on Results: A Blueprint for Strengthening NCLB.</i>	23
April 19, 2007	Reading First achievement data demonstrate dramatic improvement in reading proficiency of America's neediest children.	24
June 25, 2007	The President congratulates the Presidential Scholars and calls on Congress to reauthorize NCLB. • Fact Sheet: NCLB—Keeping an Historic Commitment to Our Children.	25
August 28, 2007	Chairman George Miller introduces the Miller-McKeon discussion draft for the reauthorization of Title I of NCLB. Secretary Spellings responds with a letter that outlines her concerns with the draft, particularly Miller's changes that would weaken accountability and decrease information and options available to students and parents.	26
September 25, 2007	The 2007 Nation's Report Card shows record high scores for eighth graders in math and for fourth graders in reading and math. African American and Hispanic students also posted all-time highs in several categories. • Fact Sheet: 2007 Nation's Report Card Shows Minority Students Posting All-Time Highs.	27
October 9, 2007	Memo to the President outlining the legislative strategy for the reauthorization and identifying which of the changes to NCLB being discussed in Congress should provoke an Administrative veto (for example, any bill that would weaken accountability or consequences or add complexity to the legislation).	28
	The President speaks with civil rights leaders and advocates for minority and disadvantaged students about the recent NAEP results showing a narrowing of the achievement gap between white and minority students and the importance of reauthorizing NCLB.	29

December 7, 2007	Secretary Spellings invites additional States to join an expanded Growth Model pilot program.	30
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2008: Taking Administrative Action to Improve NCLB

	The NEA's lawsuit against NCLB is reinstated by the Sixth Circuit Court of Appeals on the grounds that the law might be an unfunded mandate.	1
March 18, 2008	Secretary Spellings introduces the "Differentiated Accountability" pilot program, which will allow States to vary the intensity and the type of intervention that a school receives to match the academic reasons for that school's identification as a school in need of improvement.	2
April 3, 2008	The Nation's Report Card indicates that student achievement in writing is on the rise. Average writing scores for eighth- and twelfth-graders were higher than in previous assessments in 1998 and 2002, and the racial, ethnic, and gender achievement gaps narrowed.	3
April 15, 2008	Memo to the President recommending the approval of administrative actions including new regulations and pilot programs that would strengthen the inclusion of students, improve graduation rate calculations, require States to report NAEP scores, and improve parental notification.	4
April 22, 2008	Secretary Spellings announces proposed regulations that would: strengthen the inclusion of students, improve graduation rate calculations, require States to report NAEP scores, and improve parental notification.	5
April 24, 2008	The President attends the White House Summit on Inner-City Children and Faith-Based-Schools. • Fact Sheet: Providing Greater Opportunities for Our Children by Ensuring Access to Faith-Based Schools.	6

2001





THE WHITE HOUSE

PRESIDENT GEORGE W. BUSH

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Foreword by President George W. Bush

Bipartisan education reform will be the cornerstone of my Administration.

The quality of our public schools directly affects us all as parents, as students, and as citizens. Yet too many children in America are segregated by low expectations, illiteracy, and self-doubt. In a constantly changing world that is demanding increasingly complex skills from its workforce, children are literally being left behind.

It doesn't have to be this way.

Bipartisan solutions are within our reach. If our country fails in its responsibility to educate every child, we're likely to fail in many other areas. But if we succeed in educating our youth, many other successes will follow throughout our country and in the lives of our citizens.

This blueprint represents part of my agenda for education reform. Though it does not encompass every aspect of the education reforms I plan to propose, this blueprint will serve as a framework from which we can all work together Democrat, Republican, and Independent to strengthen our elementary and secondary schools. Taken together, these reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America. And I am very open to working with Members of Congress who have additional ideas to meet our shared goals.

I look forward to working with Congress to ensure that no child is left behind.

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Executive Summary

"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

-- Thomas Jefferson, 1816

Transforming the Federal Role in Education So That No Child is Left Behind

As America enters the 21st Century full of hope and promise, too many of our neediest students are being left behind.

Today, nearly 70 percent of inner city fourth graders are unable to read at a basic level on national reading tests. Our high school seniors trail students in Cyprus and South Africa on international math tests. And nearly a third of our college freshmen find they must take a remedial course before they are able to even begin regular college level courses.

Although education is primarily a state and local responsibility, the federal government is partly at fault for tolerating these abysmal results. The federal government currently does not do enough to reward success and sanction failure in our education system.

Since 1965, when the federal government embarked on its first major elementary-secondary education initiative, federal policy has strongly influenced America's schools. Over the years Congress has created hundreds of programs intended to address problems in education without asking whether or not the programs produce results or knowing their impact on local needs. This "program for every problem" solution has begun to add up -- so much so that there are hundreds of education programs spread across 39 federal agencies at a cost of \$120 billion a year. Yet, after spending billions of dollars on education, we have fallen short in meeting our goals for educational excellence. The academic achievement gap between rich and poor, Anglo and minority is not only wide, but in some cases is growing wider still.

In reaction to these disappointing results, some have decided that there should be no federal involvement in education. Others suggest we merely add new programs into the old system. Surely, there must be another way a way that points to a more effective federal role. The priorities that follow are based on the fundamental notion that an enterprise works best when responsibility is placed closest to the most important activity of the enterprise, when those responsible are given greatest latitude and support, and when those responsible are held accountable for producing results. This education blueprint will:

- **Increase Accountability for Student Performance:** States, districts and schools that improve achievement will be rewarded. Failure will be sanctioned. Parents will know how well their child is learning, and that schools are held accountable for their effectiveness with annual state reading and math assessments in grades 3-8.
- **Focus on What Works:** Federal dollars will be spent on effective, research based programs and practices. Funds will be targeted to improve schools and enhance teacher quality.

- **Reduce Bureaucracy and Increase Flexibility:** Additional flexibility will be provided to states and school districts, and flexible funding will be increased at the local level.
- **Empower Parents:** Parents will have more information about the quality of their child's school. Students in persistently low-performing schools will be given choice.

Though these priorities do not address reforms in every federal education program, they do address a general vision for reforming the Elementary and Secondary Education Act (ESEA) and linking federal dollars to specific performance goals to ensure improved results. Details about other programs and priorities will be provided at a later date.* Our priorities in this blueprint consist of seven performance-based titles:

- I. Improving the academic performance of disadvantaged students
- II. Boosting teacher quality
- III. Moving limited English proficient students to English fluency
- IV. Promoting informed parental choice and innovative programs
- V. Encouraging safe schools for the 21st Century
- VI. Increasing funding for Impact Aid
- VII. Encouraging freedom and accountability

* (These proposals are presented within a new legislative framework. There are programs and policies in the current Elementary and Secondary Education Act that are not addressed in these proposals. The proposals that are starred in this document will be considered separately from the ESEA reauthorization.)

There will be additional funds targeted to needy schools and districts. States and school districts will have the flexibility to produce results, and may lose funds if performance goals are not met.

In America, no child should be left behind. Every child should be educated to his or her full potential. This proposal sets forth the President's proposed framework to accomplish that goal. This Administration will work with Congress to ensure that this happens quickly, and in a bipartisan manner.

The Policy

The Administration's education reform agenda is comprised of the following key components, many of which would be implemented during the re-authorization of the Elementary and Secondary Education Act (ESEA):

Closing the Achievement Gap :

- **Accountability and High Standards.** States, school districts, and schools must be accountable for ensuring that all students, including disadvantaged students, meet high academic standards. States must develop a system of sanctions and rewards to hold districts and schools accountable for improving academic achievement.
- **Annual Academic Assessments.** Annual reading and math assessments will provide parents with the information they need to know how well their child is doing in school, and how well the school is educating their child. Further, annual data is a vital diagnostic tool for schools to achieve continuous improvement. With adequate time for planning and implementation, each state may select and design assessments of their choosing. In addition, a sample of students in each state will

be assessed annually with the National Assessment of Educational Progress (NAEP) 4th and 8th grade assessment in reading and math.

- **Consequences for Schools that Fail to Educate Disadvantaged Students.** Schools that fail to make adequate yearly progress for disadvantaged students will first receive assistance, and then come under corrective action if they still fail to make progress. If schools fail to make adequate yearly progress for three consecutive years, disadvantaged students may use Title I funds to transfer to a higher-performing public or private school, or receive supplemental educational services from a provider of choice.

Improving Literacy by Putting Reading First:

- **Focus on Reading in Early Grades.** States that establish a comprehensive reading program anchored in scientific research from kindergarten to second grade will be eligible for grants under a new Reading First initiative.
- **Early Childhood Reading Instruction.** States participating in the Reading First program will have the option to receive funding from a new "Early Reading First" program to implement research-based pre-reading methods in pre-school programs, including Head Start centers.

Expanding Flexibility, Reducing Bureaucracy:

- **Title I Flexibility.** More schools will be able to operate Title I schoolwide programs and combine federal funds with local and state funds to improve the quality of the entire school.
- **Increased Funds to Schools for Technology.** E-rate funds and technology grant funds will be consolidated and distributed to schools through states and local districts based on need. This will also ensure that schools no longer have to submit multiple grant applications and incur the associated administrative burdens to obtain education technology funding.
- **Reduction in Bureaucracy.** Overlapping and duplicative categorical grant programs will be consolidated and sent to states and school districts.
- **New State and Local Flexibility Options.** A charter option for states and districts committed to accountability and reform will be created. Under this program, charter states and districts would be freed from categorical program requirements in return for submitting a five-year performance agreement to the Secretary of Education and being subject to especially rigorous standards of accountability.

Rewarding Success and Sanctioning Failure:

- **Rewards for Closing the Achievement Gap.** High performing states that narrow the achievement gap and improve overall student achievement will be rewarded.
- **Accountability Bonus for States.** Each state will be offered a one-time bonus if it meets accountability requirements, including establishing annual assessments in grades 3-8, within two years of enacting this plan.
- **"No Child Left Behind" School Rewards.** Successful schools that have made the greatest progress in improving the achievement of disadvantaged students will be recognized and rewarded

with "No Child Left Behind" bonuses.

- **Consequences for Failure.** The Secretary of Education will be authorized to reduce federal funds available to a state for administrative expenses if a state fails to meet their performance objectives and demonstrate results in academic achievement.

Promoting Informed Parental Choice:

- **School Reports to Parents.** Parents will be enabled to make informed choices about schools for their children by being given access to school-by-school report cards on student achievement for all groups of students.
- **Charter Schools.** Funding will be provided to assist charter schools with start-up costs, facilities, and other needs associated with creating high-quality schools.
- **Innovative School Choice Programs and Research.** The Secretary of Education will award grants for innovative efforts to expand parental choice, as well as to conduct research on the effects of school choice.

Improving Teacher Quality:

- **All Students Taught by Quality Teachers.** States and localities will be given flexibility in the use of federal funds so that they may focus more on improving teacher quality. States will be expected to ensure that all children are taught by effective teachers.
- **Funding What Works.** High standards for professional development will be set to ensure that federal funds promote research-based, effective practice in the classroom.
- **Strengthening Math and Science Education.** K-12 math and science education will be strengthened through math and science partnerships for states to work with institutions of higher education to improve instruction and curriculum.

Making Schools Safer for the 21st Century:

- **Teacher Protection.** Teachers will be empowered to remove violent or persistently disruptive students from the classroom.
- **Promoting School Safety.** Funding for schools will be increased to promote safety and drug prevention during and after school. States will be allowed to give consideration to religious organizations on the same basis as other nongovernmental organizations when awarding grants for after-school programs.
- **Rescuing Students from Unsafe Schools.** Victims of school-based crimes or students trapped in persistently dangerous schools will be provided with a safe alternative. States must report to parents and the public whether a school is safe.
- **Supporting Character Education.** Additional funds will be provided for Character Education grants to states and districts to train teachers in methods of incorporating character-building lessons and activities into the classroom.

Achieving Equality Through High Standards and Accountability

Title I

(Part A: Closing the Achievement Gap for Disadvantaged Students)

Overview

The federal government can, and must, help close the achievement gap between disadvantaged students and their peers.

To meet that goal, the federal investment in Title I must be spent more effectively and with greater accountability. This proposal changes current law by requiring that states, school districts and schools receiving Title I funds ensure that students in all student groups meet high standards. Schools must have clear, measurable goals focused on basic skills and essential knowledge. Requiring annual state assessments in math and reading in grades 3-8 will ensure that the goals are being met for every child, every year. Annual testing in every grade gives teachers, parents and policymakers the information they need to ensure that children will reach academic success.

Schools that fail to make sufficient progress should receive special assistance. Students should not be forced to attend persistently failing schools, and they must at some point be freed to attend adequate schools. Under this plan, disadvantaged students will not be required to sacrifice their education and future for the sake of preserving the status quo.

Accountability for student performance must be accompanied by local control and flexibility. If schools are to be held to high standards, they must have the freedom to meet those standards.

Summary of Proposals

Close the achievement gap for disadvantaged students by providing states additional assistance and flexibility in return for implementing rigorous accountability for results:

Sets High Standards. Most states have established standards for what students should know in reading and math. This proposal requires that states also set challenging content standards in history and science.

Establishes Annual Assessments for Every Child in Grades 3-8. Annual reading and math assessments will provide parents with the information they need to know how well their child is doing in school, and how well the school is educating their child. With adequate time to plan and implement, states may select and design assessments of their choosing. The only requirement would be that the results in student achievement would be comparable from year to year. States will have three years to develop and implement the assessments. Federal funds will cover the cost of developing these assessments.

Requires Progress Reports on All Student Groups. In keeping with current law, states will be required to report student assessment results to parents. In order to hold schools accountable for improving the performance of all students, these results must also be reported to the public disaggregated by race, gender, English language proficiency, disability, and socio-economic status.

Expects Adequate Yearly Progress for Disadvantaged Students. Under current law, districts must determine whether each Title I school is making adequate yearly progress based on whether its students are meeting state content and performance standards. The status quo does not ensure, however, that disadvantaged students within each school make progress. Under this proposal, a states definition of adequate yearly progress must apply specifically to disadvantaged students, as well as to the overall

student population. This expectation will serve to hold schools and districts accountable for improving the performance of disadvantaged students and to help educators, parents and others discern whether achievement gaps are closing.

Helps States with Technical Assistance Funds to Help Turn Around Low-Performing Schools.

Federal funds will be available to states and districts to augment their efforts to provide capacity building and technical assistance to schools identified as needing improvement. State technical assistance provided with these funds must be grounded in scientifically-based research.

Increases Flexibility for Schools. Flexibility will be increased by lowering the schoolwide poverty threshold from 50 percent to 40 percent, so that more schools can combine their federal dollars to improve the quality of the school.

Provides Corrective Action for Low-Performing Schools and Districts. Schools and districts that have not made adequate yearly progress for one academic year will be identified by the district or state as needing improvement. Immediately after identification, these schools will receive assistance to improve performance:

- If the identified school still has not met adequate yearly progress after two years, the district must implement corrective action and offer public school choice to all students in the failing school.
- If the school fails to make adequate progress after three years, disadvantaged students within the school may use Title I funds to transfer to a higher performing public or private school, or receive supplemental educational services from a provider of choice. All non-public providers receiving federal money will be subject to appropriate standards of accountability.
- Students may continue to attend a school of choice for the duration of the time they would have attended the failing school. Choice options must continue to be offered until two years after the school is no longer identified as being in need of improvement.
- There will be an appropriate transition period for schools that have already been identified as needing improvement under current law.

Rewards Schools and States That Narrow the Achievement Gap. Schools and states that make significant progress in closing the achievement gap will be honored with awards from a "No Child Left Behind" school bonus fund and an "Achievement in Education" state bonus fund.

Puts in Place Consequences for Failure. States that fail to make adequate yearly progress for their disadvantaged students will be subject to losing a portion of their administrative funds. Sanctions will be based on a states failure to narrow the achievement gap in meeting adequate yearly progress requirements in math and reading in grades 3 through 8. Progress on state assessments will be confirmed by state results on an annual sampling of 4th and 8th grade students on the National Assessment of Educational Progress (NAEP) in math and reading.

Protects Homeschools and Private Schools. Federal requirements do not apply to home schools or private schools. Protections in current law would be maintained.

Improving Literacy by Putting Reading First

(Part B: Reading First)

Overview The Administration is committed to ensuring that every child can read by the third grade. To help meet this goal, a new program will be established known as the "Reading First" initiative.

The Reading First initiative gives states both the funds and the tools they need to eliminate the reading deficit. The findings of years of scientific research on reading are now available, and application of this research to the classroom is now possible for all schools in America. The National Reading Panel issued a report in April 2000 after reviewing 100,000 studies on how students learn to read. The panel concluded:

"effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness), teaching them that these sounds are represented by letters of the alphabet which can then be blended together to form words (phonics), having them practice what they have learned by reading aloud with guidance and feedback (guided oral reading), and applying reading comprehension strategies to guide and improve reading comprehension."

The Reading First initiative builds upon these findings by investing in scientifically-based reading instruction programs in the early grades. Ensuring that more children receive effective reading instruction means that more children will receive the help they need before they fall too far behind. This will also reduce the cost burden on all levels of government as fewer children are diagnosed as needing IDEA services simply because they did not receive proper reading instruction during the crucial early years.

Summary of Proposals

Creates Comprehensive, Statewide Reading Programs to Ensure Every Child is Reading by the Third Grade. States and local districts will have access to funds from the new Reading First program to implement comprehensive, science-based reading programs in Kindergarten through second grade. The Reading Excellence Act would be consolidated under Reading First. The Even Start family literacy program (Title I Part B) also would become a part of this larger initiative, while continuing to fund family literacy programs throughout the nation.

Supplements Reading First with an Early Childhood Reading Initiative. States participating in the Reading First program will have the option to receive "Early Reading First" funding to implement research-based reading programs in existing pre-school programs and Head Start programs that feed into participating elementary schools. The purpose of this program is to illustrate on a larger scale recent research findings that children taught pre-reading and math skills in pre-school enter school ready to learn reading and mathematics.

Improving Teacher Quality

Title II (Part A: Grants for Improving Teacher Quality) Overview

The Administration's proposal for preparing, training and recruiting teachers is based upon the basic principle that teacher excellence is vital to achieving improvement in student achievement.

This proposal will provide a major boost to schools in their efforts to establish and support a high-quality teaching force. According to the U.S. General Accounting Office, there are 28 programs within

the Department of Education that spend a significant portion of their funds on teacher training. A total of 87 programs support teacher training, administered by 13 different agencies.

This proposal combines the funding of Federal education programs, including the Class Size Reduction program and the Eisenhower Professional Development program, into performance-based grants to states and localities. Using these funds, they will have the support and flexibility necessary to improve academic achievement through such initiatives as providing high-quality training for teachers that is grounded in scientific research. In return, states will be held accountable for improving the quality of their teachers.

Summary of Proposals

Grants States and Districts Greater Flexibility for Effective Professional Development. Every child in America deserves a high-quality teacher. The current structure of federal programs fails to deliver on this promise. In order to assist states in their efforts to prepare, recruit and train high-quality teachers, the Eisenhower Professional Development Program and the Class Size Reduction program will be consolidated into more flexible teacher quality grants to states and local districts.

Establishes High Standards for Professional Development. States and local districts will be permitted to use this funding to meet their particular needs and to strengthen the skills and improve the knowledge of their public school teachers, principals, and administrators. In return, states and districts would be required to ensure that federal funds promote the use of scientific, research-based and effective practice in the classroom.

Promotes Innovative Teacher Reforms. In addition to funding professional development, states and school districts will be free to use their funds to promote innovative programs such as reforming teacher certification or licensure requirements; alternative certification; tenure reform and merit-based teacher performance systems; differential and bonus pay for teachers in high-need subject areas such as reading, math and science, and in high poverty schools and districts; and mentoring programs.

Expects Teacher Quality to Improve. States will be accountable for ensuring that all children are taught by effective teachers and for developing a plan to ensure this goal will be met.

Awards Grants for Excellence in Teaching. One percent of funding for this program is set aside for the Secretary of Education to award grants to states that develop teacher assessment systems that measure teacher performance using gains in student academic achievement.

Protects Teachers. Teachers, principals, and school board members acting in their official capacity will be shielded from federal liability arising out of their efforts to maintain discipline in the classroom, so long as they do not engage in reckless or criminal misconduct.* *

Provides Tax Deductions for Teachers. Teachers will be able to make tax deductions of up to \$400 to help defray the costs associated with out-of-pocket classroom expenses, such as books, school supplies, professional enrichment programs and other training.*

Empowers Parents with Teacher Quality Information. Parents have a right to know if their child's teacher is effective. Local districts, upon the request, will be required to disclose to parents information about the quality of their child's teacher, as defined by the state.

Improving Math and Science Instruction

(Part B: Math and Science Partnerships)

Overview

Among the underlying causes for the poor performance of U.S. students in the areas of math and science, three problems must be addressed -- too many teachers teaching out-of-field; too few students taking advanced coursework; and too few schools offering a challenging curriculum and textbooks.

The Higher Education Community recognizes that it has a vested interest in working to improve elementary and secondary math and science achievement. More than twenty states have begun to form partnerships with colleges and universities for the purpose of raising math and science standards for students, providing math and science training for teachers, and creating innovative ways to reach underserved schools.

The Math and Science Partnership program provides funds for states to join with institutions of higher education in strengthening K-12 math and science education. States that access these funds will be required to establish partnership agreements with state colleges, universities and community colleges and school districts, with the goal of strengthening K-12 math and science education. These funds could be used by the states to defray the cost of the partnerships and to involve other colleges and community colleges in their math and science initiatives.

The success of partnerships between states and institutions of higher education will be linked to accountability goals that measure important indicators such as student performance on state assessments, increasing participation of students in advanced courses in math and science and passing advanced placement exams, and increasing the numbers of teachers that major in math or science.

Summary of Proposals

Establishes Math and Science Partnerships. States and local districts would be eligible to receive new federal funds to help fund partnerships with the math and science departments of institutions of higher education. Partnerships would focus on strengthening the quality of math and science instruction in elementary and secondary schools and could include such activities as making math and science curricula more rigorous, improving math and science professional development, attracting math and science majors to teaching, and aligning high school math and science standards to foster college placement.

Involves Major Research Institutions. Research universities will be encouraged to participate fully in these state partnerships in order to strengthen K-12 math and science education.

Moving Limited English Proficient Students to English Fluency

(Title III)

Overview

One of America's greatest attributes is our diversity. Ensuring that all children, regardless of background, have the chance to succeed is a central purpose of the federal role in education. The changes that our schools have witnessed over the last decade have created new challenges to teaching and learning. All parents want their children to graduate with the basic tools needed to work and succeed in today's global marketplace. For the more than 3 million Limited English Proficient (LEP) students in America, this means learning English in school.

Unfortunately, there are indications that LEP students are not receiving the services they need to make

this transition. For example, research has shown that English language learners, when compared with their English-fluent peers, tend to receive lower grades and often score below the average on standardized math and reading assessments. This is partly because federal funding for bilingual education currently has no performance measures attached to it. Our proposal will give districts more flexibility in using bilingual funds in exchange for effectively transitioning LEP students into English fluency and improving their achievement.

In order for all students to meet high standards, limited English proficient (LEP) students need to master English as quickly as possible. To accomplish this goal, states and school districts will be held accountable for making annual increases in English proficiency from the previous year. Moreover, they will be required to teach children in English after three consecutive years of being in school.

Summary of Proposals

Streamlines ESEA Bilingual Education Programs. These programs will be streamlined into performance-based grants to states and local districts.

Sets Performance Objectives for Improving English Fluency. As part of their application for funds, states will set performance objectives to ensure LEP children achieve English fluency within three years. States would also ensure that LEP students meet standards in core content areas that are at least as rigorous as those in classes taught in English.

Imposes Sanctions for Poor Performance. States that do not meet their performance objectives for LEP students could lose up to ten percent of the administrative portion of their funding for all ESEA state administered formula grant programs.

Frees School Districts to Select a Teaching Approach That Meets the Needs of Students. Regulations on the funds mandating a particular method of instruction to educate LEP students will be prohibited.

Promoting Parental Options and Innovative Programs

(Title IV) Overview

The purpose of Title IV is to promote parental choice and to increase the amount of flexible funds available to states and school districts for innovative education programs.

Systems are often resistant to change no matter how good the intentions of those who lead them. Competition can be the stimulus a bureaucracy needs in order to change. For that reason, the Administration seeks to increase parental options and influence. Parents, armed with data, are the best forces of accountability in education. And parents, armed with options and choice, can assure that their children get the best, most effective education possible.

Summary of Proposals

Promotes Charter Schools. Funding will be provided to assist charter schools with start-up costs, facilities, and other needs associated with creating high-quality schools.

Broadens Education Savings Accounts. The amount of funding that can be contributed annually to these accounts will be increased to \$5,000 and allowable uses of funds will be expanded to include education-related expenses in Kindergarten through 12th grade.*

Expands School Choice. A school choice fund will be created and administered by the Secretary of Education to demonstrate, develop, implement, evaluate, and disseminate information on innovative approaches that promote school choice.

Consolidates Categorical Grant Programs to Send More Dollars to Classrooms. Overlapping and duplicative grant programs will be consolidated into one flexible grant for innovative programs and sent to states and school districts. Funds may be used for local innovative programs, as well as to provide choice to students in persistently failing or dangerous schools so they can attend adequate, safe schools of choice.

Expands Public-Private Partnership in School Construction. States are currently allowed to issue a certain number of tax-exempt bonds for private contractors to build public facilities, such as airports and low-income housing. Public school construction is currently not an allowable use of such bonds. By allowing private activity bonds to be used for public school construction, local districts across America will be able to leverage additional funds to be used for school construction and repair. The amount of bonds in each state able to be used for public-private partnerships in school construction would be based on the state population.*

Safe Schools for the 21st Century

(Title V)

Part A: Supporting Drug and Violence Prevention and Education for Students and Communities Overview

The purpose of Title V is to help children meet challenging academic standards by empowering states and school districts with the means to provide a high-quality education that is also safe and drug free.

This proposal seeks to ease the burden of administering two separate but similar programs that clearly overlap each other in statute and practice. It streamlines the Safe and Drug Free Schools program and the 21st Century Learning Centers program into a performance-based grant for before and after-school learning opportunities, as well as for violence and drug prevention activities. States are held accountable for using research-based programs to improve academic achievement, improve school safety, and reduce drug use. In addition, this Title ensures that parents know whether their child attends a safe school, and frees students from those that are dangerous.

Summary of Proposals

Consolidates and Simplifies Funding for the Safe and Drug Free Schools Program and the 21st Century Learning Centers Program. School districts will be able to use federal dollars on after-school learning opportunities and drug and violence prevention activities.

Establishes Accountability for School Safety and Achievement. In order to receive funds for this program, states must develop a definition for a "persistently dangerous school" and must report on safety

on a school-by-school basis. Victims of serious, school-based crimes and students trapped in persistently dangerous schools will be provided the option to transfer to a safe alternative.

Grants Teachers Control Over Their Classrooms. Teachers will be empowered by the states to remove violent or persistently disruptive students from the classroom. In order to receive funds from this program, states must adopt a zero-tolerance policy for violent or persistently disruptive students.

Focuses on What Works. An emphasis will be placed on preventing drug use and violence among youth and ensuring that schools utilize funds for programs that have demonstrated proven effectiveness in making schools safer. Funds may be used for after school programs, to provide students with safety and anti-substance abuse activities before, during and after school; and to educate students about the dangers of drugs, especially newly emerging drugs.

Allows Community-Based Organizations to Receive Grants for After-School Programs. Before and after-school learning opportunities will be expanded by granting states and school districts freedom to award grants to faith-based and community-based organizations.

Facilitates Crime Prevention and Prosecution. The Federal Education Rights and Privacy Act (FERPA) will be amended to make it easier for public school districts and local law enforcement authorities to share information regarding disciplinary actions and misconduct by students.*

Strengthens Gun Law Enforcement. Project Sentry, a new federal-state partnership will be established to identify, prosecute, punish, and supervise juveniles who violate state and federal firearms laws. *

Increases Funds for Character Education. Funding for character education grants to states and districts to train teachers in methods of incorporating character-building lessons and activities in the classroom would be increased.

Enhancing Education Through Technology

(Part B: Grants for Education Technology) Overview

The Administration believes schools should use technology as a tool to improve academic achievement, and that using the latest technology in the classroom should not be an end unto itself.

This proposal begins to accomplish that goal by streamlining duplicative technology programs into a performance-based technology grant program that sends more money to schools. Consolidating the technology grant programs and allocating with E-rate funds by formula ensures that schools will not have to submit multiple grant applications and incur the associated administrative burdens to obtain education technology funding. Furthermore, a single program will facilitate comprehensive and integrated education technology strategies that target the specific needs of individual schools.

Summary of Proposals

Sends More Dollars to Schools for Technology. Consolidated technology grant programs and E-rate funds will be allocated by formula to states and school districts to ensure that more technology funds reach the classroom. Funds will be targeted to high-need schools, including rural schools and schools serving high percentages of low-income students.

Reduces Paperwork and Increases Flexibility. Burdensome paperwork requirements will be eliminated by sending E-rate funds to schools by a formula instead of the current application process. Flexibility will be increased by allowing funds to be used for purposes that include software purchases and development, wiring and technology infrastructure, and teacher training in the use of technology.

Allows Funds to be Used for Internet Filters. In support of Children's Internet Protection Act of 2000, funds may be used to purchase filters to protect children from obscene and adult material on the Internet.

Focuses Funds on Proven Means of Enhancing Education Through Advanced Technology. States will be encouraged to set performance goals to measure how federal technology funds are being used to improve student achievement.

Offers Matching Grants for Community Technology Centers. Matching federal grants will be provided through the Community Development Block Grant Program administered by the Department of Housing and Urban Development in order to establish Community Technology Centers in high poverty areas.*

Impact Aid

(Title VI)

Rebuilding Schools for Native Americans and Children from Military Families Overview

The federal government has a special obligation to certain schools those schools that educate the children of families who serve in the United States military and those that educate Native American children.

However, the federal obligation to these schools has often not been met, most notably in the area of school construction. These shortfalls can be addressed by increasing funds for construction in the Impact Aid Program and the Bureau of Indian Affairs.

Approximately 700,000 dependents of military personnel are educated in public schools. More than three-quarters of these students are educated in 600 school districts located on or near military facilities. Funded by the Department of Education, these "Military Impacted Schools" are located throughout the country. Schools educating military dependents generally receive federal school construction funding from the Department of Defense Education Activity program for DODEA schools located on military facilities, and through the Department of Education's "Impact Aid" program for other public schools located on or near such facilities.

During the 1999 school year, more than 50,000 children attended 185 Native American schools in 23 states. The majority of these schools managed by the Bureau of Indian Affairs (BIA) are concentrated in Arizona, New Mexico, North Dakota, South Dakota, and Washington State. Enrollment in BIA schools is growing, having increased by 25 percent since 1987. While more children are attending BIA schools, they are doing so in physical environments that are among the worst in the nation.

Summary of Proposals

Increases Funds to the Impact Aid Construction Program. Funds will improve the quality of public school buildings and eliminate the backlog of repairs and construction for schools on or near military

facilities and those serving children from Native American lands.

Establishes a Tribal Capital Improvement Fund. Funds will help replace schools and eliminate the backlog of school repairs in Bureau of Indian Affairs schools. *

Freedom and Accountability

(Title VII) Overview

The purpose of Title VII is to establish a system for how states and school districts will be held accountable for improving student achievement.

States and school districts will be granted unprecedented flexibility by this proposal in how they may spend federal education funds. Accountability for student results is expected in return. States will submit plans that address specific accountability requirements. States and schools that make significant progress will be honored with rewards. The Secretary of Education will be authorized to withhold administrative funds from states that fail to make adequate progress.

Sanctions and rewards will be based on state assessment results as confirmed by the results of an annual sample of students in each state on the National Assessment of Educational Progress (NAEP) 4th and 8th grade assessment in reading and math.

Summary of Proposals

Frees Schools, Local School Districts, and States with More Flexibility:

Creates a Charter Option for States and Districts on the Cutting-Edge of Accountability and Reform. Interested states or school districts will be able to enter into a charter agreement with the Secretary of Education. The agreement would offer freedom from the current requirements placed on categorical grant programs in return for submitting a five-year performance agreement to the Secretary establishing specific goals for increased student performance. During the course of the charter, states or school districts will be subject to strict accountability for improving student achievement, review during the course of the charter, and sanctions for failing to meet the terms of the agreement. A state or school district would lose "charter" status if student achievement and other performance indicators did not improve as agreed to in the charter.

Increases Funding for the Individuals with Disabilities Education Act (IDEA). IDEA funds will be increased in order to reduce the burden that states and local districts bear in meeting the special needs of their disabled students. *

Increases Accountability for Improved Student Achievement:

Expects States to Improve Academic Achievement. In a manner similar to that in current law, states will, within a reasonable period of transition, submit to the Secretary of Education a consolidated state plan for all ESEA funds. The plan will include assurances that the state:

- Has adopted standards, annual assessments of all children in grades 3-8 in math and reading, reporting, and consequences for academic achievement in LEAs and schools. Federal funds will be available to help pay for such assessments and state accountability systems.
- Has developed a system of sanctions and rewards to hold LEAs accountable for meeting performance objectives.
- Publishes school-by-school report cards for parents, as well as on the Internet for all public schools. These report cards should include math and reading results disaggregated by ethnicity, gender, poverty, students with disabilities as compared to non-disabled students, and English proficiency. These report cards should be integrated with existing state and local report cards where possible.
- Agrees to participate in an annual National Assessment of Educational Progress (NAEP) for grades 4 and 8, in reading and math. Congress would fund administration of the test.

Creates Sanctions for Low-Performing States. The Secretary of Education will be authorized to reduce the amount a state may use for administration of ESEA programs if a state fails to meet its performance objectives. Sanctions will be based on whether a state meets its performance objectives for improving the achievement of disadvantaged students and English language proficiency.

Rewards for High-Performing States and Schools:

Creates an Achievement in Education Fund. The "Achievement in Education" fund will reward high-performing States that have made the greatest progress in closing achievement gaps and improving English proficiency. Performance will be evaluated using state assessment results. Those results will be confirmed with other indicators of academic achievement and the National Assessment of Educational Progress (NAEP).

Grants Bonuses for Early Implementation of Annual Assessments. States that implement annual reading and math assessments in grades 3-8 before the end of the second year after this plans enactment will be eligible to receive a one-time bonus.

Awards "No Child Left Behind" School Bonuses. This proposal reforms the current Blue Ribbon Schools program. The Secretary of Education will administer a "No Child Left Behind" bonus fund that would honor and provide financial rewards to schools that make significant progress in closing the achievement gap.

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President Bush Discusses Education Plan Before Meeting with Joint Congressional Education Leadership Group

PRESIDENT BUSH: Good morning, everybody. I want to welcome you all. I particularly want to welcome senior members of the Senate and the House. We're here today to discuss a domestic policy issue of high importance, and that's public education -- how to make sure every child in America gets educated.

I have always said that public schools, the common schools, issues related to public schools are not a Republican issue or Democrat issue; it's an American issue. And we'll agree on things, we won't agree on things, but we will always agree that making sure every child is educated is of national importance, because it is a major priority.

There is a role for the federal government, there's a role for state government, there's a role for local governments, and part of the -- part of our discussions and eventual legislation will recognize those roles.

And I am so honored that the senators came over and members of the House leadership that's going to help carry legislation. I believe the best way for the vice president and I to help the legislative process is to discuss issues in a frank and open way, and that's the beginning of a process here. So thank you all for coming. I'm honored you're here.

Q Mr. President, Senator McCain yesterday said that he has a mandate. Do you agree with him that he has a mandate and, if so, what is that mandate?

PRESIDENT BUSH: I'm going to meet with the senator tomorrow night to discuss issues of concern for him. I suspect one of them might be campaign funding reform. But I'll let you know how the conversation goes. I'm confident it's going to be friendly and productive.

John and I are friends. I remember we debated the issue several times -- I think you might have been there -- and I think there's a need to discuss good campaign funding reform, and we will.

Q Mr. President, how much of a sticking point for Democrats do you think your school choice, or voucher, program is?

And are you willing to give ground in order to get a broader deal?

PRESIDENT BUSH: I think that there is consensus on a couple things. One, accountability is the cornerstone for reform. And secondly, in order for there to be a -- an accountability system that's got merit, there has to be a consequence. And that's what we're going to discuss.

Representative Miller from the state of California understands that accountability is crucial for success. And so does Boehner, and I hope the senator -- I haven't had a chance to speak specifically with Senator Kennedy yet. I'm about to. But we got to measure, and there needs to be flexibility at the local level, to make sure that local folks can chart the path to excellence.

But in order for an accountability system to work, there has to be consequences, and I believe one of the most important consequences will be, after a period of time, giving the schools time to adjust and districts time to try different things, if they're failing, that parents ought to be given different options.

If children are trapped in schools that will not teach and will not change, there has to be a different consequence.

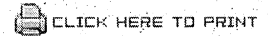
None of us at the federal government should try to impose a school voucher plan on states and local jurisdictions. That's not the prerogative of the federal government, as far as I'm concerned. But to the extent that the federal government spends money, we ought to expect good results and good consequences.

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For Immediate Release
Office of the Press Secretary
January 23, 2001

Press Conference with President George W. Bush and Education Secretary Rod Paige to Introduce the President's Education Program

SEC. PAIGE: (Applause.) Thank you very much. Thank you.

Good afternoon. It's an honor and privilege as well for me to be here at this important time -- period in time. I've known President Bush for many years, and I've had the opportunity to work with him in Texas, where he distinguished himself by his commitment to quality education in public schools. He got results in Texas as governor, and he'll get results across America as president.

Today he takes the first step towards becoming the education president by proposing to the Congress a strong program to improve America's schools. As you will see, the program is based upon the sound principles of high standards, accountability, and measurements, for which he's always stood. President Bush confirmed that education is his first priority as president, first in time, and first in importance. I'm humbled to introduce him and to pledge to work day and night to help get the results the president and America expects.

Mr. President? (Applause.)

PRESIDENT BUSH: Thank you all. Thank you. (Continued applause.) Thank you.

Thank you, Mr. Secretary. Appreciate you being here.

SEC. PAIGE: Thank you.

PRESIDENT BUSH: And it's good to see a former secretary of Education here. Lamar, thank you very much for coming. Surrounded by two fine Texans, I might add. (Laughter.) You are in good position! I was going to say a rose between two thorns -- (laughter) -- but Diane Natalisio (ph) is not a thorn, she's a fabulous educator in the great state of Texas. Miller, on the other hand -- (laughter). At any rate, I'm glad you all are here. It's good to see so many faces of friends. Welcome you to our new temporary abode.

This is an important moment for my administration because I spent such amount of -- a long amount of time campaigning on education reform. It's been the hallmark of my time as governor of Texas. My focus will be on making sure every child is educated, as the president of the United States as well.

Both parties have been talking about education reform for quite a while. It's time to come together to get it done so that we can truthfully say in America, "No child will be left behind -- not one single child."

We share a moment of exceptional promise -- a new administration, a newly sworn-in Congress, and we have a chance to think anew and act anew.

All of us are impatient with the old lines of division. All of us want a different attitude here in the nation's capital. All in this room, as well as across the country, know things must change.

We must confront the scandal of illiteracy in America, seen most clearly in high-poverty schools, where nearly 70 percent of fourth graders are unable to read at a basic level. We must address the low standing of America test scores amongst industrialized nations in math and science, the very subjects most likely to affect our future competitiveness. We must focus the spending of federal tax dollars on things that work. Too often we have spent without regard for results, without judging success or failure from year to year.

We must face up to the plague of school violence, with an average of 3 million crimes committed against students and teachers inside public schools every year. That's unacceptable in our country. Change will not come by adding a few new federal programs to the old. If we work only at the edges, our influence will be confined to the margins. We need real reform.

Change will not come by disdaining or dismantling the federal role of education. I believe strongly in local control of schools. I trust local folks to chart the path to excellence. But educational excellence for all is a national issue, and at this moment is a presidential priority. I've seen how real education reform can lift up scores in schools and effectively change lives.

And real education reform reflects four basic commitments. First, children must be tested every year in reading and math. Every single year. Not just in the third grade or the eighth grade, but in the third, fourth, fifth, sixth and seventh and eighth grade. I oppose a national test, one designed here in Washington, D.C., because I now it would undermine local control of schools and undermine state curricula. But states should test each student each year. Without yearly testing, we don't know who is falling behind and who needs help. Without yearly testing, too often we don't find failure until it is too late to fix.

Consider what some parents face under the current system in some states. A child may pass the third grade reading test.

He or she gets in the eighth grade and, lo and behold, fails the eighth grade test. And the parent says, "Who do I hold accountable? What happened? My child was successful in the third, and here he or she is in the eighth. What went wrong? How come? Where did the system let me down?"

Too much precious time has lapsed in this case for us to achieve what we want: every child being able to learn. Testing every child every year is the way to stop the cycle. We must care enough to ask how our children are doing. We must have the data to know how poor and minority children are doing, to see if we're closing the achievement gap in America. Annual measurement is a special concern of mine. I understand it's crucial -- it's a crucial part of -- of a solid reform package.

But the good news is, I'm not alone. Take, for example, Congressman George Miller from California. Some might think it odd that the president -- a Republican president be mentioning a Democrat member of the House. But he and I have had discussions already. He understands the importance of strong accountability. And we're going to work together to make sure this is an integral part of a reform package coming through the House and Senate.

Secondly, the agents of reform must be schools and school districts, not bureaucracies. Teachers and principals, local and state leaders must have the responsibility to succeed and the flexibility to innovate. One size does not fit all when it comes to educating the children in America. School districts, school officials, educational entrepreneurs should not be hindered by excessive rules and red tape and regulation.

The principle here is a basic one. If local schools do not have the freedom to change, they cannot be held accountable for failing to change. Authority and accountability must be aligned at the local level, or schools will have a convenient excuse for failure. "I would have done it this way, but some central office or Washington, D.C., caused me to do it another way."

Flexibility in education spending is a special concern of members of both parties with whom I've discussed. Today I had a good meeting with the chairman of the Education Committee in the House, John Boehner. I know he shares my passion for flexibility at the local level, as with people like Senator Judd Gregg or Tim Hutchinson.

Third, many of our schools, particularly low-income schools, will need help in the transition to higher standards. When a state sets standards, we must help schools achieve those standards.

We must measure, we must know; and if a school or school district falls short, we must understand that help should be applied. Senator Jeff Bingaman of New Mexico brought this up to our attention, about the need to make sure there is a transition period between the moment -- the moment of consequence and the first indication of failure. Once failing schools are identified, we will help them improve. We'll help them help themselves. Our goal is to improve public education. We want success, and when schools are willing to accept the reality that the accountability system points out and are willing to change, we will help them.

Fourth, American children must not be left in persistently dangerous or failing schools. When schools do not teach and will not change, parents and students must have other meaningful options. And when children or teenagers go to school afraid of being threatened or attacked or worst, our society must make it clear it's the ultimate betrayal of adult responsibility.

Parents and children who have only bad options must eventually get good options, if we are to succeed all across the country. There are difference of opinions about what those options should be. I made my opinion very clear in the course of the campaign, and will take my opinion to the Hill and let folks debate it.

Today, I was pleased to see that Senator Joe Lieberman brought up his plan that includes different options for parents. It's a great place to begin. He and I understand that an accountability system must have a consequence; otherwise, it's not much of an accountability system.

These four principles are the guides to our education reform package. Yet today I'm offering more than principles. I'm sending a series of specific proposals to the United States Congress; my own blueprint for reform. I want to begin our discussion in detail with the members of the House and the Senate, because I know we need to act by this summer so that the people at the local level can take our initiatives and plan for the school year beginning next fall.

I'm going to listen to suggestions from folks. If somebody's got a better idea, I hope they bring it forward, because the secretary and I will listen.

We've got one thing in mind: an education system that's responsive to the children, an education system that educates every child, an education system that I'm confident can exist; one that's based upon sound fundamental curriculum, one that starts teaching children to read early in life, one that focuses on systems that do work, one that heralds our teachers and makes sure they've got the necessary tools to teach, but one that says every child can learn. And in this great land called America, no child will be left behind.

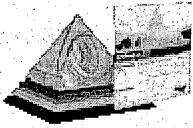
It's an honor to be here. I'm so thrilled you all came. God bless. (Applause.)

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Tracking this Bill

Because this bill was introduced in a previous session of Congress, no more action can occur on this bill. To see if related legislation is introduced in the current Congress, you will have to monitor the relevant subject areas, such as the ones listed in the *Other Info* tab.

Primary Source



See

H.R. 1 [107th] on THOMAS
for the official source of information on this bill.

What is a House Bill (H.R.)?



A bill must be passed by both the House and Senate and then be signed by the

[Legislation](#) > 2001-2002 (107th Congress)

H.R. 1 [107th]: No Child Left Behind Act of 2001

To close the achievement gap with accountability, flexibility, and choice, so that no left behind.

Overview

Summary

Amendments

Articles About This Bill

No articles are associated with this bill.

You can suggest an article for inclusion here

President before it becomes law.

See also: How a bill becomes a law from Project Vote Smart.

Status Widget

Embed the status of this bill on your own web page.

- Gun-Free Schools Act
- Improving Language Instruction Educational Programs For Academic Achievement Act
- Jacob K. Javits Gifted and Talented Students Education Act of 2001
- McKinney-Vento Homeless Education Assistance Improvement Act of 2001
- Native American Education Improvement Act of 2001
- Native Hawaiian Education Act
- Paul Coverdell Teacher Protection Act of 2001
- Pro-Children Act of 2001
- Rural Education Achievement Program
- Safe and Drug-Free Schools and Communities Act
- Star Schools Act
- State and Local Flexibility Demonstration Act
- State and Local Transferability Act
- Women's Educational Equity Act of 2001

This bill supersedes S. 1 (Status: Dead).

Votes on Passage

May 23, 2001: This bill **passed** in the **House of Representatives** by roll call vote. The totals were 384 Ayes, 45 Nays, 4 Present/Not Voting.

[View Votes \(House of Representatives roll no. 145\)](#)

You are not watching the votes of any senators or representatives. To monitor votes, look up a Member of Congress.

Jun 14, 2001: This bill **passed** in the **Senate** by roll call vote. The totals were 91 Ayes, 8 Nays, 1 Present/Not Voting.

[View Votes \(Senate roll no. 192\)](#)

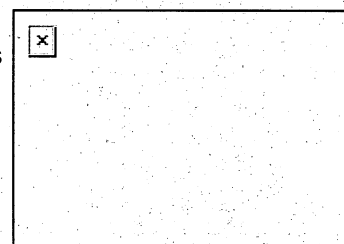
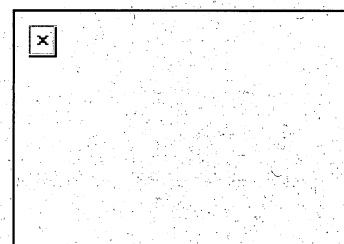
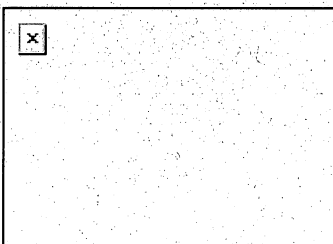
You are not watching the votes of any senators or representatives. To monitor votes, look up a Member of Congress.

Dec 13, 2001: After passing both the Senate and House, a conference committee is created to work out differences between the Senate and House versions of the bill. A conference report resolving those differences **passed** in the **House of Representatives**, paving the way for enactment of the bill, by roll call vote. The totals were 381 Ayes, 41 Nays, 12 Present/Not Voting.

[View Votes \(House of Representatives roll no. 497\)](#)

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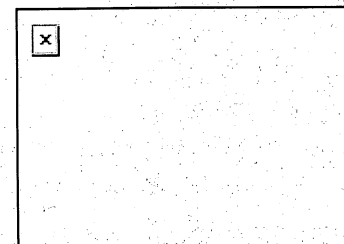
Dec 18, 2001: After passing both the Senate and House, a conference committee is created to work out differences



between the Senate and House versions of the bill. A conference report resolving those differences **passed** in the **Senate**, paving the way for enactment of the bill, by roll call vote. The totals were 87 Ayes, 10 Nays, 3 Present/Not Voting.

[View Votes \(Senate roll no. 371\)](#)

You are not watching the votes of any senators or representatives. To monitor votes, look up a Member of Congress.



All Roll Call Votes

Date	Where	Description	Result
Dec 18, 2001 12:13 PM	Senate	Final Vote - Conference Report (Senate)	Conference Report Agreed to 87-10, 3 not voting
Dec 13, 2001 2:42 PM	House	Final Vote - Conference Report (House)	Passed 381-41, 12 not voting
Jul 18, 2001 12:46 PM	House	Table Motion to Instruct Conferees: H R 1 No Child Left Behind Act	Passed 296-126, 11 not voting
Jul 18, 2001 12:23 PM	House	On Motion to go to Conference: H R 1 No Child Left Behind Act	Passed 424-5, 4 not voting
Jun 14, 2001 4:58 PM	Senate	Final Vote (Senate)	Bill Passed 91-8, 1 not voting
May 23, 2001 7:25 PM	House	Final Vote (House)	Passed 384-45, 4 not voting
May 23, 2001 6:52 PM	House	On Motion to Recommit with Instructions: H R 1 No Child Left Behind Act	Failed 207-223, 3 not voting
May 23, 2001 6:19 PM	House	On Agreeing to the Amendment: Amendment	Failed 101-326, 5 not voting

27 to H R 1

May 23, 2001 6:12 PM	House	On Agreeing to the Amendment: Amendment 25 to H R 1	Agreed to 425-3, 4 not voting
May 23, 2001 6:04 PM	House	On Agreeing to the Amendment: Amendment 20 to H R 1	Agreed to 239-189, 4 not voting
May 23, 2001 3:37 PM	House	On Agreeing to the Amendment: Amendment 19 to H R 1	Agreed to 415-9, 8 not voting
May 23, 2001 3:29 PM	House	On Agreeing to the Amendment: Amendment 18 to H R 1	Agreed to 361-67, 4 not voting
May 23, 2001 3:19 PM	House	On Agreeing to the Amendment: Amendment 13 to H R 1	Agreed to 246-181, 5 not voting
May 23, 2001 3:10 PM	House	On Agreeing to the Amendment: Amendment 10 to H R 1	Failed 191-236, 5 not voting
May 23, 2001 3:00 PM	House	On Agreeing to the Amendment: Amendment 16 to H R 1	Failed 186-241, 6 not voting
May 23, 2001 2:42 PM	House	On Agreeing to the Amendment: Amendment 15 to H R 1	Failed 155-273, 5 not voting
May 22, 2001 4:55 PM	House	On Agreeing to the Amendment: Amendment 8 to H R 1	Agreed to 366-57, 9 not voting
May 22, 2001 4:46 PM	House	On Agreeing to the Amendment: Amendment	Agreed to 217-209, 6 not voting

9 to H R 1

May 22, 2001 3:27 PM	House	On Agreeing to the Amendment: Amendment 5 to H R 1	Agreed to 420-3, 9 not voting
May 22, 2001 3:18 PM	House	On Agreeing to the Amendment: Amendment 6 to H R 1	Failed 173-255, 5 not voting
May 22, 2001 1:52 PM	House	On Agreeing to the Amendment: Amendment 3 to H R 1	Agreed to 422-0, 10 not voting
May 22, 2001 1:43 PM	House	On Agreeing to the Amendment: Amendment 2 to H R 1	Agreed to 421-2, 9 not voting

Related Legislation

See Also

Below are related bills identified by Library of Congress staff:

H. Con. Res. 289 [107th]: Directing the Clerk of the... *Passed House, Passed Senate*
H. Res. 143 [107th]: Providing for consideration of the... *Passed House (99% of Repul supporting, 100% of Democrats opposing.)*
H. Res. 315 [107th]: Waiving points of order against the... *Passed House*
S. 1 [107th]: Better Education for Students and Teachers Act *Dead*

Other Bills with the Same Title

The list below shows legislation in this and previous sessions of Congress that had the same title as this bill. Often bills are incorporated into other omnibus bills, and you may be able to track the status of provisions of this bill by looking for an omnibus bill below. Note that bills can have multiple titles.

103rd Congress: S. 1513: Improving America's Schools Act *Dead*
103rd Congress: H.R. 6: Improving America's Schools Act *Enacted*
103rd Congress: H.R. 987 *Dead*
103rd Congress: H.R. 1743 *Dead*
103rd Congress: H.R. 1793 *Dead*
103rd Congress: H.R. 1804: Goals 2000: Educate America Act *Enacted*
106th Congress: S. 2: Educational Opportunities Act *Dead*
106th Congress: S. 1180 *Dead*
106th Congress: S. 1264: Sexual Harassment Prevention Training Grants Act *Dead*

106th Congress: S. 1487 *Dead*
106th Congress: S. 1642 *Dead*
106th Congress: S. 1704 *Dead*
106th Congress: H.R. 2: Student Results Act *Passed House (Bipartisan support.)*
106th Congress: H.R. 1960 *Dead*
106th Congress: H.R. 2505: Sexual Harassment Prevention Training Grants Act *Dead*
106th Congress: H.R. 3195 *Dead*
106th Congress: H.R. 4141: Supporting Drug and Violence Prevention and Education for Students and Communities Act *Dead*
106th Congress: H.R. 4346: Holocaust Education Assistance Act *Dead*
106th Congress: H.R. 4508 *Dead*
106th Congress: H.R. 4564 *Dead*
106th Congress: H.R. 4577: Assets for Independence Act Amendments *Enacted*
106th Congress: H.R. 5656: Department of Labor Appropriations Act, 2001 *Dead*
107th Congress: S. 1: 21st Century Community Learning Centers Act *Dead*
107th Congress: S. 102 *Dead*
107th Congress: S. 103 *Dead*
107th Congress: S. 211 *Dead*
107th Congress: S. 334 *Dead*
107th Congress: S. 413 *Dead*
107th Congress: H.R. 340 *Dead*
107th Congress: H.R. 611 *Dead*
107th Congress: H.R. 1162: NTIA Digital Network Technology Program Act *Dead*
107th Congress: H.R. 1614: Safe and Drug-Free Schools and Communities Act of 2000
110th Congress: S. 1775: McKinney-Vento Homeless Education Assistance Improvement Act *Introduced*
110th Congress: S. 2051: Rural Education Achievement Program Reauthorization Act *Introduced*
110th Congress: H.R. 3545: Rural Education Achievement Program Reauthorization Act *Introduced*

Subject Terms

This bill is related to other bills in these subject areas:

Academic performance
Accreditation (Education)
Administrative procedure
Administrative remedies
AIDS (Disease)
Air pollution
Alaska

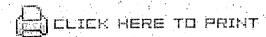
To cite this information, we recommend the following:

GovTrack.us. H.R. 1--107th Congress (2001): No Child Left Behind Act of 2001, *GovTrack.us (database of federal legislation)* <<http://www.govtrack.us/congress/bill.xpd?tab=main&bill=h107>> (accessed May 29, 2008)

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For Immediate Release
Office of the Press Secretary
June 5, 2001

President Bush Meets with Senate Education Working Group

The Cabinet Room

2:08 P.M. EDT

THE PRESIDENT: Listen, thank you all for coming. It is good to see members of the Senate coming back from the Memorial Day break. We're here to discuss the education bill that has been passed by the House of Representatives that will be debated soon, I believe; we hope soon. This afternoon on the floor of the United States Senate. And I, of course, am anxious to talk to the Chairman of the Education Committee, Senator Kennedy, about getting the bill done.

There's been a lot of discussion about the bill, a lot of agreements that have been made. There's been a lot of hard work from a lot of people around this table, and my hope is, is that we don't try to add to or subtract from the bill after our agreements have been made.

I look forward to hearing from the members about how best to get this bill complete. I think we have an opportunity -- I know we have an opportunity to show the American people that although the structure of the Senate may have been altered somewhat, we still can get things done in a way that's positive for America.

So, welcome the members here. Secondly, I am deeply concerned, as are members of the Senate around this table, about the situation in the U.S. steel industry. And we're concerned about unfair trade practices that may be affecting the economics of the steel industry and, therefore, call upon the International Trade Commission under Section 201 to have a full investigation of the industry, the imports coming into the United States and make sure that our industry is not being affected by unfair trade practices.

I'll be glad to answer a few questions, and then we look forward to a discussion.

Q Mr. President, Senator Kennedy is the chairman of this committee because Senator Jeffords is leaving the party, saying that he could no longer, because of the conservative bent of the party, he could no longer work as well with you and other leaders of --

THE PRESIDENT: Why do you have to make the guy feel bad in front of the TV cameras?

Q Because I get paid good money for it, sir. (Laughter.) Let's not get into your tax cut proposal now. What does that say about your ability to oversee a party that's supposedly supposed to have a broad tent, and specifically your ability to govern as you promised as a bipartisan leader

THE PRESIDENT: Well, that's what this meeting is all about. And there's going to be an opportunity for us to work on a variety of issues. We did so on the tax relief package. That package got a pretty good Democratic vote out of the Senate and a good Democratic vote out of the House. We'll do so on the education plan.

There's a patients' bill of rights that's working its way through the Senate. I'm confident we'll have a series of discussions on that. As a matter of fact, there's an author of one of the bills here, and there's two authors of a secondary bill, a second bill here. And as you know, we've been working with Senator Frist and Senator Jeffords on that alternative to try to make it conform to some principles that I discussed.

There's going to be a lot of give and take on key issues. And I think when people see the fine print of the education bill, they'll find there's been a lot of give and take in order to get a good bill out that improves public education. So I'm confident we'll be able to work together.

Q And the steel ruling, is this going to anger European allies going into the summit?

THE PRESIDENT: Ron, I certainly hope it doesn't anger European allies. As you know, I've told the world that we are going to have an active international -- internationalist foreign policy, with U.S. interests at its heart. And it's in our nation's interests to make sure that if there are unfair trade practices in the steel industry, that we address them in an aggressive way, which this administration will do.

Yes, Jim. Nice seeing your brother the other day.

Q Yes, sir. He was happy to see you.

THE PRESIDENT: He speaks highly of you. (Laughter.)

Q Sir, do you have any fears that the changeover in the Senate will threaten the education reform? Is that the reason for calling this meeting?

THE PRESIDENT: The reason for calling this meeting is because I wanted to touch base with the people that are making the bill move, to let them know how much I appreciate the hard work that has gone into the bill, ask what we can do to help make it move as quickly as possible so that we can sign a bill, in time for public districts around the United States to plan for next fall.

And one reason why the Secretary of Education is here is he is going to be in charge of implementing the new bill. And that's why they're here.

Q You have more than 100 amendments still to be dealt with, sir. Is that something you would like to ask the members here to streamline? Is there some way to make the process move a little faster?

THE PRESIDENT: That's going to be up to the Chairman, and I am sure he will have a few good ideas. He has been around here a lot longer than I have. And he'll have good ideas to move the bill as quickly as possible.

My only request is that we adhere to the spirit of our negotiations as best as possible. I know the Senator is a man of his word. Our administration is as well. I am confident we can get something done in a positive way.

Q Mr. President, what are you expecting to accomplish by sending CIA Director Tenet to the Middle East, and what do you feel about the recent events out there?

THE PRESIDENT: Well, we believe strongly we need to stop the cycle of violence before anything can happen. And I have been on the phone and the Secretary of State has been on the phone urging all parties involved to adhere to the cease-fire. We believe enough progress has been made on the cease-fire that it is time to send George Tenet to the Middle East to start serious discussions at the security level about how to make sure the cease-fire continues.

And we are very hopeful that this will -- this step will continue to -- will be a part of building confidence in the region, confidence between skeptical leaders. And George is going to be on a very important mission and we are all hopeful in the United States that the mission begins to achieve the objective.

Once the violence has ceased, once there is a cease-fire in place, once there are strong security arrangements back in place, then we can start having political discussions.

Q Former --

THE PRESIDENT: The Mitchell Report was a very good report and I called former Senator Mitchell to thank him for his contributions. Our government and our nation supports the Mitchell Report. The Mitchell Report clearly says, step one is to stop the violence. And that is where our efforts are from our government. We are doing everything we can to make it clear to all parties that we will work as hard as we can to stop the violence.

Thank you all very much.

END
2:15 P.M. EDT

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THE WHITE HOUSE
PRESIDENT
GEORGE W. BUSH



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For Immediate Release
Office of the Press Secretary
June 14, 2001

President Commends Senate for Passing Education Reform Bill

I commend the Senate for passing an education reform bill that will significantly improve and strengthen our public schools. The reforms in this bill reflect the core principles of my education agenda: accountability, flexibility, local control, and more choices for parents. I congratulate Chairman Kennedy, Ranking Member Gregg, and all those Senators - Democratic, Republican, and Independent - whose hard work helped to produce this bill.

We are close to a monumental achievement with bipartisan support. As a result of our efforts, we have wide agreement on the principles of education reform. I urge Congress to remain true to these principles during the upcoming conference committee.

Many also agree on the need to provide historic levels of funding to help states and local schools to implement these needed reforms. Additional spending on education surely is justified. But the increases must be carefully directed and effectively spent. In the past, increased spending and the creation of multiple new programs have not improved student achievement.

As a nation, we made a promise 36 years ago that disadvantaged children would be well educated in our country. We have not yet fulfilled that promise. Now we must. If we are to do so, we must change our approach. I challenge the House and Senate conferees to keep this imperative for real change in mind as they begin their deliberations. Empowering parents and educators closest to the children, insisting on real accountability for results, streamlining and placing more focus on proven programs, and increasing resources in an intelligent and reasonable manner tied to the reforms all work. Adhering to these approaches can provide us an historic opportunity for our children and our country. Let's seize it.

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For Immediate Release
Office of the Press Secretary
August 2, 2001

Remarks by the President on Education

The Oval Office

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2:51 P.M. EDT

THE PRESIDENT: Listen, thank you all for coming. It's my honor to meet with the Senate conferees and the Chairman of the Education Committee in the House and, of course, the Secretary of Education to discuss the Conference Committee on Education and the education reform package, and how best to -- what I can do to help move the bill, and to work with the members to get a -- to continue the spirit of reform that was a part of the Senate bill and the House bill.

Today, one of the things that I hope the nation notices is that the NAEP is out, the National Assessment statistics. And one of the things -- one of the powerful statistics is that states that use strong accountability systems, states that measure, states that say every child could matter are the states that perform best when it comes to teaching children the basic skills, in this case math. It so happened to be that one of those states was Texas, the other was North Carolina.

But it is a strong message to the advocates for reform who sit here in the Oval Office, strong message for the members who doubt whether or not accountability is important; that accountability is crucial for reform. And after all, we're all united in making sure every child can learn in America, and no child, not one child is left behind.

So I want to thank the members for coming. I'm hopeful that we can get a bill on my desk as soon as possible. I know that's the intent of the two Chairmen. And when I do -- when it is, and when I sign it, it will be really good for the public education of the country.

Thank you all for coming.

END 2:53 P.M. EDT

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THE WHITE HOUSE
PRESIDENT
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For Immediate Release
Office of the Press Secretary
December 11, 2001

President Pleased With Education Agreement

The education of every child in America must always be a top priority. I commend the conferees for agreeing on a series of profound reforms to help provide our children the best education possible. I also thank the bipartisan leadership of the Conference Chair, Congressman Boehner, as well as Senators Kennedy, and Gregg, and Congressman Miller, for taking major steps toward improving education throughout our country.

The Conference agreement will ensure that no child in America is left behind through historic education reforms based on real accountability, unprecedented flexibility for states and school districts, greater local control, more options for parents, and more funding for what works. I urge members of the House and Senate to act soon and send me this legislation so that states and school districts can begin implementing these important reforms.

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For Immediate Release
Office of the Press Secretary
December 18, 2001

President Commends Congress for Passage of Landmark Education Bill

I commend members of Congress for acting boldly and in an overwhelmingly bipartisan way to help make sure no child in America is left behind. These historic reforms will improve our public schools by creating an environment where every child can learn through real accountability, unprecedented flexibility for states and school districts, greater local control, more options for parents, and more funding for what works.



[En Español](#)

Many share in the credit for making these reforms a reality. I look forward to standing side-by-side with the bipartisan leadership, Congressman Boehner, Senator Kennedy, Senator Gregg and Congressman Miller, early next year and signing these important reforms into law.

By putting aside partisan differences and working to find common ground, we can get things done so that all our children have the opportunity for a better and brighter future.

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2002



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For Immediate Release
Office of the Press Secretary
January 8, 2002

President Signs Landmark No Child Left Behind Education Bill

Hamilton High School
Hamilton, Ohio

- [View the President's Remarks](#)
- [In Focus: Education](#)
- [Listen to the President's Remarks](#)
- [Fact Sheet: No Child Left Behind](#)

Select your state or territory for more information about education reform in your state.

9:50 A.M. EST

THE PRESIDENT: Thank you all very much.

AUDIENCE: U-S-A! U-S-A!

THE PRESIDENT: Okay. I know you all are anxious to get back to class. (Laughter.) So please be seated. (Laughter.) Thank you for such a warm welcome. It's great to be in the home of the Big Blue. (Applause.) Hamilton High School. I want to thank you all for coming. I particularly want to thank my friend, the Governor of the great state of Ohio, Governor Taft, for being here. (Applause.)



I want to thank Tracy Miller for being so hospitable. (Applause.) I want to thank all who have come to witness this historic moment. For those of you who have studied the history of our government, you know most bills are signed at the White House. But I decided to sign this bill in one of the most important places in America -- a public school. (Applause.)

We've got large challenges here in America. There's no greater challenge than to make sure that every child -- and all of us on this stage mean every child, not just a few children -- (applause) -- every single child, regardless of where they live, how they're raised, the income level of their family, every child receive a first-class education in America. (Applause.)

And as you know, we've got another challenge, and that's to protect America from evil ones. And I want to assure the seniors and juniors and sophomores here at Hamilton High School that the effort that this great country is engaged in, the effort to defend freedom and to defend our people, the effort to rout out terror wherever it exists, is noble and just and right, and your great country will prevail in this effort. (Applause.)

I long for peace. But I also understand that if we do not lead the world against terror, that your children and your grandchildren will not grow up in a society that is as free as the society we have today. Freedom is the precious gift that one generation can pass to the next. It is a gift and a promise that I intend to keep to the American children. (Applause.)

And we owe the children of America a good education. And today begins a new era, a new time in public education in our country. As of this hour, America's schools will be on a new path of reform, and a new path of results.

Our schools will have higher expectations. We believe every child can learn. Our schools will have greater

resources to help meet those goals. Parents will have more information about the schools, and more say in how their children are educated. From this day forward, all students will have a better chance to learn, to excel, and to live out their dreams. (Applause.)

I want to thank the Secretary of Education, Rod Paige, for being here and for his leadership. (Applause.) I asked Rod to join my administration because I wanted somebody who understood what it meant to run a school district in Washington, D.C. I didn't need somebody that based his knowledge on theory; I wanted somebody who based his knowledge on experience. And Rod was a teacher, a school board member, and the Superintendent of the Houston Independent School District. He did a fine job there, and he's doing a fine job in Washington. (Applause.)

Reaching this moment has not been easy, as you could tell from Chairman Boehner's discussion. (Laughter.) But we made it, because of the willingness of four fine leaders to do what was right for America. We made it because proud members of the House and the Senate, loyal to their parties, decided to set partisan politics aside and focus on what was right for America. (Applause.)

I want to thank George Miller. I call him Big George, Jorge el Grande. (Laughter.) As John mentioned, George and I aren't from the same political ideology -- except when I met with George in Austin, I could tell he shares the same passion I share for making sure that every child gets educated. And he, like me and others, realize that a system that simply shuffles children through the schools is a system that's going to leave people behind. And so we made up our minds right then and there to do something about it.

I appreciate so very much my friend, Judd Gregg, from the state of New Hampshire, being here. He was my campaign manager in the New Hampshire primary. I still invited him to come with me. (Laughter and applause.) After here, we're going to New Hampshire. I look forward to singing Judd's praises because he is a solid, solid United States senator -- honest, full of integrity, and like the others here, he buckled down to do what was right for the children.

And then, of course, there's Senator Edward Kennedy. And the folks at the Crawford Coffee Shop -- (laughter) -- would be somewhat shocked when I told them I actually like the fellow. (Laughter and applause.) He is a fabulous United States senator. When he's against you, it's tough. When he's with you, it is a great experience. (Applause.)

And I'm signing this bill here because it's the home of the Chairman, John Boehner. (Applause.) John did a really good job. He shepherded the process. He made sure people showed up for the meetings. He was dogged in his determination to get this bill done. It would not have happened without his leadership. And all four of these members up here need to be proud of the legacy they have left behind. This is a good bill for the American children, and I'm proud to sign it in their presence. (Applause.)

There are other members of the Congress who are here, as well, and I want to thank them for coming. Senator Evan Bayh from the state of Indiana, is here. Evan, thank you for your leadership on education reform. (Applause.) Senator Mike DeWine of your state of Ohio, who helped author -- (applause) -- who helped to author the safe and drug-free schools part of this bill. Thank you for your leadership. (Applause.)

Steve Chabot of Ohio, Van Hilleary of Tennessee -- thank you both for coming, as well. (Applause.) In that box is the bill. I don't intend to read it all. (Laughter.) It's not exactly light reading. (Laughter.) But if you were to read it all, you would find that it contains some very important principles that will help guide our public school system for the next decades.

First principle is accountability. Every school has a job to do. And that's to teach the basics and teach them well. If we want to make sure no child is left behind, every child must learn to read. And every child must learn to add and subtract. (Applause.) So in return for federal dollars, we are asking states to design accountability systems to show parents and teachers whether or not children can read and write and add and subtract in grades three through eight.

The fundamental principle of this bill is that every child can learn, we expect every child to learn, and you must show us whether or not every child is learning. (Applause.) I read a quote one time from a young lady in New York. She said, "I don't ever remember taking an exam. They just kept passing me along. I ended up dropping

out in the 7th grade. I basically felt nobody cared."

The story of children being just shuffled through the system is one of the saddest stories of America. Let's just move them through. It's so much easier to move a child through than trying to figure out how to solve a child's problems. The first step to making sure that a child is not shuffled through is to test that child as to whether or not he or she can read and write, or add and subtract.

The first way to solve a problem is to diagnose it. And so, what this bill says, it says every child can learn. And we want to know early, before it's too late, whether or not a child has a problem in learning. I understand taking tests aren't fun. Too bad. (Laughter.) We need to know in America. We need to know whether or not children have got the basic education. (Applause.)

No longer is it acceptable to hide poor performance. No longer is it acceptable to keep results away from parents. One of the interesting things about this bill, it says that we're never going to give up on a school that's performing poorly; that when we find poor performance, a school will be given time and incentives and resources to correct their problems. A school will be given time to try other methodologies, perhaps other leadership, to make sure that people can succeed. If, however, schools don't perform, if, however, given the new resources, focused resources, they are unable to solve the problem of not educating their children, there must be real consequences. There must be a moment in which parents can say, I've had enough of this school. Parents must be given real options in the face of failure in order to make sure reform is meaningful.

And so, therefore, this bill's second principle is, is that we trust parents to make the right decisions for their children. Any school that doesn't perform, any school that cannot catch up and do its job, a parent will have these options -- a better public school, a tutor, or a charter school. We do not want children trapped in schools that will not change and will not teach. (Applause.)

The third principle of this bill is that we have got to trust the local folks on how to achieve standards, to meet the standards. In Washington, there's some smart people there, but the people who care most about the children in Hamilton are the citizens of Hamilton. The people who care most about the children in this school are the teachers and parents and school board members. (Applause.) And therefore, schools not only have the responsibility to improve, they now have the freedom to improve.

The federal government will not micromanage how schools are run. We believe strongly -- we believe strongly the best path to education reform is to trust the local people. And so the new role of the federal government is to set high standards, provide resources, hold people accountable, and liberate school districts to meet the standards. (Applause.)

I can't think of any better way to say to teachers, we trust you. And, first of all, we've got to thank all the teachers who are here. I thank you for teaching. (Applause.) Yours is indeed a noble profession. And our society is better off because you decided to teach. And by saying we trust local folks, we're really saying we trust you. We trust you. We want you to have as much flexibility as possible to see to it that every child that walks in your classroom can succeed. So thank you for what you do. (Applause.)

And a fourth principle is that we're going to spend more money, more resources, but they'll be directed at methods that work. Not feel-good methods, not sound-good methods, but methods that actually work. Particularly when it comes to reading. We're going to spend more on our schools, and we're going to spend it more wisely.

If we've learned anything over the last generations, money alone doesn't make a good school. It certainly helps. But as John mentioned, we've spent billions of dollars with lousy results. So now it's time to spend billions of dollars and get good results. (Applause.)

As John mentioned, too many of our kids can't read. You know, a huge percentage of children in poverty can't read at grade level. That's not right in America. We're going to win the war overseas, and we need to win the war against illiteracy here at home, as well. And so this bill -- (applause) -- so this bill focuses on reading. It sets a grand goal for the country. Our children will be reading by the third grade.

That's not an impossible goal. It's a goal we must meet if we want every child to succeed. And so, therefore, we tripled the amount of federal funding for scientifically-based early reading programs. We've got money in there to

make sure teachers know how to teach what works. We've got money in there to help promote proven methods of instruction.

There are no more excuses, as far as I'm concerned, about not teaching children how to read. We know what works. The money is now available, and it's up to each local district to make sure it happens. It's up to you, the citizens of Hamilton, to make sure no child is left behind. And the federal government can spend money and we can help set standards, and we can assist upon accountability. But the truth of the matter is our schools will flourish when citizens join in the noble cause of making sure no child is left behind.

This is the end of a legislative process. Signing this bill is the end of a long, long time of people sitting in rooms trying to hammer out differences. It's a great symbol of what is possible in Washington when good people come together to do what's right. But it's just the beginning of change. And now it's up to you, the local citizens of our great land, the compassionate, decent citizens of America, to stand up and demand high standards, and to demand that no child -- not one single child in America -- is left behind.

Thank you for letting us come. May God bless. (Applause.)

END 10:14 A.M. EST

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For Immediate Release
Office of the Press Secretary
January 8, 2002

Fact Sheet: No Child Left Behind Act

en Español

President Bush today signed into law the No Child Left Behind Act - the most sweeping reform of federal education policy in a generation. The legislation, which closely follows the President's agenda to improve America's public schools, passed Congress with overwhelming bipartisan majorities.

— *Accountability for Results*: Creates strong standards in each state for what every child should know and learn in reading and math in grades 3-8. Student progress and achievement will be measured for every child, every year.

- Results from these tests will be made available in annual report cards so parents can measure school performance and statewide progress, evaluate the quality of their child's school, the qualifications of teachers, and their child's progress in key subjects.
- Statewide reports will show progress for all student groups in closing achievement gaps between disadvantaged students and other groups of students.
- Schools will be held accountable for improving performance of all student groups, so every school will be performing at proficient levels within 12 years.

— *Unprecedented State & Local Flexibility & Reduced Red Tape*: Provides new flexibility for all 50 states and every local school district in America in the use of federal education funds.

- Every local school district in America and all 50 states will receive the freedom to target up to 50 percent of federal non-Title I dollars to programs that will have the most positive impact on the students they serve.
- The new law consolidates and streamlines programs and targets resources to existing programs that serve poor students, reducing the overall number of ESEA programs from 55 to 45.

— *Focusing Resources on Proven Educational Methods*: Focuses educational dollars on proven, research-based approaches that will most help children to learn.

- Implements President Bush's Reading First initiative by increasing federal funding for reading programs from \$300 million in FY 2001 to more than \$900 million in FY 2002, and tying federal funding to the use of scientifically-proven methods of reading instruction.
- Implements a new Early Reading First program to support early language, literacy, and pre-reading development of preschool-age children, particularly those from low-income families.
- Strengthens teacher quality by providing \$2.8 billion for teacher quality programs and allowing local school districts to use additional federal funds to hire new teachers, increase teacher pay, improve teacher training and development or other uses.

— *Expanded Choices for Parents*: Enhances options for parents with children in chronically failing schools - and makes these options available immediately in the 2002-03 school year for students in thousands of schools already identified as failing under current law.

- *Public/Charter School Choice*: Once a school is identified as failing, parents will be allowed to transfer their child to a better-performing public or charter school.
- *Supplemental Services*: For the first time, federal Title I funds (approximately \$500 to \$1,000 per child) can be used to provide supplemental educational services - including tutoring, after school services, and

summer school programs - for children in failing schools. Services can be provided by faith- and community-based organizations.

- Charter Schools: Expands the charter school initiative, creating more opportunities for parents, educators and interested community leaders to create schools outside the education establishment.

Accountability for Results

Problem

- Since the original Elementary and Secondary Education Act (ESEA) was signed into law in 1965, the federal government has spent more than \$130 billion to improve public schools.
- Unfortunately, this investment in education has not reduced the achievement gap between well-off and lower-income students or between minority students and non-minority students.

Solution

The NCLB Act will strengthen Title I accountability by requiring States to implement statewide accountability systems covering all public schools and students.

- These systems must be based on challenging State standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years.
- Assessment results and State progress objectives must be broken out by student groups based on poverty, race and ethnicity, disability, and limited English proficiency to ensure that no group is left behind.
- School districts and schools that fail to make adequate yearly progress (AYP) toward statewide proficiency goals will over time be subject to corrective action and restructuring measures aimed at getting them back on course to meet State standards.
- If a school fails to make AYP for two consecutive years, it will be identified as needing improvement and must develop improvement plans incorporating strategies from scientifically based research. School districts will be required to offer public school choice (unless prohibited by state law) to all students in the failing school no later than the first day of the school year following identification. The district must provide transportation to the new school.
- If a school fails to make AYP for a third consecutive year, the district must continue to offer public school choice and provide Title I funds (approximately \$500 to \$1,000 per child) for low-achieving disadvantaged students in the school to obtain supplemental services -- tutoring, after school services, or summer school programs -- from the public- or private-sector provider selected by their parents from a State-approved list. Twenty percent of Title I funds at the local school district level must be used for public school choice and supplemental services.
- If a school fails to make AYP for a fourth consecutive year, it will be subject to increasingly tough corrective actions such as replacing school staff or significantly decreasing management authority at the school level. If a school continues to fail, the school could ultimately face restructuring, which involves a fundamental change in governance, such as a State takeover or placement under private management.
- Schools that meet or exceed AYP objectives or close achievement gaps will be eligible for State Academic Achievement Awards.

Unprecedented State & Local Flexibility

Problem

— For too long, federal education programs have come with unfunded federal mandates, one-size-fits-all approaches, and unnecessary and duplicative paperwork.

— When the Elementary and Secondary Education Act was reauthorized in 1994, for example, states were required to regularly test public school students in reading and math. But this federal requirement did not come with the necessary flexibility and resources for states to focus their education strategies on what works to improve student achievement.

Solution

The No Child Left Behind Act provides unprecedented new flexibility for all 50 states and every local school district in America in the use of federal education funds. It will revitalize the "flexibility for accountability" agreement with States first struck by President George H.W. Bush during his historic 1989 education summit with the Nation's Governors at Charlottesville, Virginia. While prior flexibility efforts have focused on waiving some program requirements, the NCLB Act moves beyond this limited approach to give States and school districts unprecedented flexibility in the use of Federal education funds in exchange for strong accountability for results. No Child Left Behind in essence moves decision making away from Washington, D.C., and empowers states and local districts to make more decisions with federal funds for goals such as teacher quality, English language proficiency, technology, and after school enrichment.

— The Department of Education administers four major state grant programs -- Teacher Quality State Grants, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools. New flexibility provisions in the NCLB Act will allow every school district in America to transfer up to 50 percent of the federal funding they receive between any one of these programs or to Title I. This will allow school districts to put resources into the programs that most closely match their unique local needs. States will be permitted to transfer may transfer up to 50 percent of their State administrative funding this way.

— The new law also includes a competitive State Flexibility Demonstration Program that permits up to seven States to consolidate the State administration and State activity funds from a variety of ESEA programs, including: the Innovative Programs Block Grant; the state administration components of Title I, Part A Grants (Education for the Disadvantaged); and the state administration and state activities components of Title I Part B (Reading First and Even Start). Participating States must enter an agreement with the Secretary covering the use of the consolidated funds, which may be used for any educational purpose authorized under the ESEA. As part of their plans, States also must enter into up to ten local performance agreements with districts, which will enjoy the same level of flexibility granted under the separate Local Flexibility Demonstration Program.

— A new Local Flexibility Demonstration Program would allow up 150 school districts to consolidate funds received under Teacher Quality State Grants, Educational Technology State Grants, Innovative Programs, and the Safe and Drug-Free Schools programs. Participating districts would enter into performance agreements with the Secretary of Education, and would be able to use the consolidated funds for any ESEA-authorized purpose.

Focusing Resources on Proven Educational Methods

Problem

— Not enough attention has been focused on ensuring that education dollars are invested in programs that are research-based and proven to be effective in educating our children - particularly on proven approaches to reading and math instruction.

— Federal education policy has often focused on adding new programs, rather than investing more resources into proven approaches that work. Over the years, programs authorized under the Elementary and Secondary Education Act (ESEA) expanded from 6 in 1965 to 55 in 2001.

Solution

Putting Reading First

— The No Child Left Behind Act implements President Bush's unequivocal commitment to ensuring that every child can read by the third grade. To accomplish this goal, the new Reading First initiative will significantly increase the Federal investment in scientifically based reading instruction programs in the early grades. One major benefit of this approach will be reduced identification of children for special education services due to a lack of appropriate reading instruction in their early years.

— The NCLB Act fully implements the President's Reading First initiative. The new Reading First State Grant program will make 6-year grants to States, which will make competitive subgrants to local communities. Local recipients will administer screening and diagnostic assessments to determine which students in grades K-3 are at risk of reading failure, and provide professional development for K-3 teachers in the essential components of reading instruction.

— The new Early Reading First program will make competitive 6-year awards to districts to support early language, literacy, and pre-reading development of preschool-age children, particularly those from low-income families. Recipients will use instructional strategies and professional development drawn from scientifically based reading research to help young children to attain the fundamental knowledge and skills they will need for optimal reading development in kindergarten and beyond.

Consolidating and Streamlining Federal Education Programs

— The No Child Left Behind Act consolidates and streamlines programs and targets resources to existing programs that serve poor students. It reduces the overall number of Elementary and Secondary Education Act (ESEA) programs from the 55 to 45 - ensuring that education dollars will be more carefully targeted.

— Improving Teacher Quality: NCLB combines the Eisenhower Professional Development and Class Size Reduction programs into a new Improving Teacher Quality State Grants program that focuses on using practices grounded in scientifically based research to prepare, train, and recruit high-quality teachers. The new program gives States and districts flexibility to select the strategies that best meet their particular needs for improved teaching that will help them raise student achievement in the core academic subjects. In return for this flexibility, districts are required to demonstrate annual progress in ensuring that all teachers teaching in core academic subjects within the State are highly qualified.

— Improving Bilingual Education: The NCLB Act also simplifies Federal support for English language instruction by combining categorical bilingual and immigrant education grants, which previously benefited only a small percentage of limited English proficient students in relatively few schools, into a State formula program. The new formula program will facilitate comprehensive planning by States and school districts to ensure implementation of programs that benefit all limited English proficient students by helping them learn English and meet the same high academic standards as other students. The NCLB Act also inserts strong accountability into programs for bilingual students, requiring states to test limited English proficient children for reading and language arts in English after they have attended school in the United States for three consecutive years.

— Improving the Safe and Drug-Free Schools Program: NCLB improves efforts to keep schools safe and drug-free, while at the same time ensuring that students-particularly those who have been victims of violent crimes on school grounds-are not trapped in persistently dangerous schools. As passed in No Child Left Behind, States must allow students who attend a persistently dangerous school, or who are victims of violent crime at school, to transfer to a safe school. States also must report school safety statistics to the public on a school-by-school basis, and districts must use Federal Safe and Drug-Free Schools and Communities funding to implement drug and violence prevention programs of demonstrated effectiveness.

Historic Progress on Improved Educational Choices and Options for Parents

Problem

— Too often, especially in low-income and minority areas, parents find their children trapped in persistently failing and dangerous public schools and have little or no recourse.

Solution

The No Child Left Behind Act makes historic progress in providing real choices for parents with children in chronically failing or unsafe schools. Expanding school choice and supplemental services will provide a substantial incentive for low-performing schools to improve. In order to avoid losing students-along with the portion of their annual budgets typically associated with those students- schools will have to improve or, if they fail to make Adequate Yearly Progress for 5 years, they run the risk of reconstitution under a restructuring plan. These new options will be made available immediately (for the 2002-03 school year) for students in thousands of schools already identified as failing under current law.

— **School Choice:** Districts must give students attending schools that are failing for at least two years the opportunity to attend a better public school, which may include a public charter school, within the school district.

— **Support for Supplemental Services:** For students attending persistently failing schools (those that have failed to meet State standards for at least 3 of the 4 preceding years), districts must provide Title I funds (approximately \$500 to \$1,000 per child) for low-achieving disadvantaged students in the school to obtain supplemental services -- tutoring, after school services, or summer school programs -- from the public- or private-sector provider selected by their parents from a State-approved list. Providers must meet State standards and offer services tailored to help participating students meet challenging State academic standards. To help ensure that districts offer meaningful choices, the new law requires school districts to spend up to 20 percent of their Title I allocations to provide public school choice and supplemental educational services to eligible students.

— **Charter Schools:** Expands the charter schools initiative, expanding opportunities for parents, educators and interested community leaders to create schools outside the education establishment. Authorizes \$300 million in federal funds to states and local communities to help fund charter schools. Authorizes \$150 million for the Charter School Facility Demonstration Project, which encourages schools and States to develop innovative approaches to funding charter school construction and infrastructure needs.

For more information on the President's initiatives, please visit www.whitehouse.gov

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All States Now in Compliance with 1994 ESEA, Paige Says

Fewer than half were in compliance with law when Paige took office

ARCHIVED INFORMATION

FOR RELEASE:

April 8, 2002

Contact: Dan Langan

Melinda Malico

(202) 401-1576

Since taking office in January 2001, U.S. Secretary of Education Rod Paige has cleared a burdensome backlog of states that were not in compliance with the Elementary and Secondary Education Act (ESEA) of 1994.

"We have made outstanding progress in bringing all states and school districts on board to achieve the goals of President Bush's *No Child Left Behind Act*," Paige said. "This milestone means that more children in more schools will receive better academic preparation and we will see the progress they have made.

"But today's accomplishment is only the first step in meeting the letter and intent of this groundbreaking law. We will continue to work as a partner with states to reach the president's goals, but will hold firm on states that try to delay or dodge the accountability goals of the new law."

Under the 1994 law, states were required to establish high-quality academic content standards, challenging performance standards, and valid and reliable assessments covering three grade spans—by the 2000-2001 school year. When Paige took office, only 22 states had met this requirement or had a formal plan for achieving it. Under the *No Child Left Behind Act*, which reauthorized ESEA, all states were required to comply with the 1994 law by April 8, 2002.

During the last year, Paige and the U.S. Department of Education established a partnership with state leaders to ensure that every state has a system in which every educator, school and district is accountable for student achievement. Bringing the remaining states and jurisdictions into compliance puts the department firmly on the path of enforcing greater accountability for student achievement at the local, state and federal levels, Paige said.

Alabama, the District of Columbia, Idaho, Montana and West Virginia now have formal "compliance agreements," Paige announced, which bring the final states into compliance with the 1994 ESEA's standards and assessments requirements and deadlines.

A compliance agreement allows a state to continue to receive federal education funds while it comes into compliance under specific terms, conditions and a timeline spelled out in the written agreement, with three years as the maximum time allowed. A hearing is held in the state to hear evidence that full compliance is not feasible until a future date. The substance of the agreements and the department's findings will be published in the *Federal Register*. The department will monitor states' progress step by step, and states must provide evidence that they are meeting the timelines set forth in the agreements.

Eighteen states now have fully approved assessments systems under the 1994 law, with New Hampshire's assessments the most recent to gain approval. Twenty-nine states have a formal plan and timeline to fulfill the requirements, and five have compliance agreements.

For more information on *No Child Left Behind Act* and the accountability provisions, go to:
<http://www.nochildleftbehind.gov/>

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Last Modified: 02/07/2007

October 25, 2002

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MEMORANDUM FOR THE PRESIDENT

FROM: DAVID DUNN

THROUGH: MARGARET SPELLINGS

SUBJECT: No Child Left Behind Implementation – Adequate Yearly Progress

SUMMARY

The key component of the accountability provisions of the No Child Left Behind Act (NCLB) is the calculation of adequate yearly progress (AYP). AYP is the improvement in student achievement necessary for states and schools to ensure that all students are proficient in reading and math within twelve years. If schools do not meet AYP for two years in a row they are labeled "in need of improvement" under the Act and face consequences from state assistance to public school choice and after-school tutoring requirements.

The first key decision states must make in setting AYP is to set the initial expectation schools must meet in demonstrating progress so that all students achieve proficiency. The Department of Education plans to enforce a strict interpretation of AYP, requiring states and schools to set high expectations and to hold schools accountable for ensuring that all students meet those expectations.

Governors and school districts are asking for some flexibility on this issue. They are concerned that the Department's approach will result in too many schools— as many as 70 percent in some states – to be labeled as failing. They want to establish expectations based on where students are now and require a trajectory that will ensure they achieve proficiency within twelve years. This approach would allow them to set different expectations for white, black, Hispanic, low-income and disabled students.

We agree with the Department's approach to AYP. We believe this approach insists on high expectations for all students, builds on existing state accountability systems and provides consistency from state to state. While it is likely that adherence to the statute will result in a high number of schools not making AYP, this should be expected, because we know that over 60 percent of the nation's students perform poorly on the National Assessment of Educational Progress (NAEP). The approach the states are suggesting would subject us to the criticism that we are encouraging the soft bigotry of low expectations.

BACKGROUND

In September, the Department reviewed the proposed accountability systems in five states: North Carolina, Louisiana, Massachusetts, Colorado and Indiana. After site visits in the five states and preliminary review of the other 45 state systems, it appears that no state currently has a system that completely complies with the statute and could be approved by the Department. In addition to AYP, there are a number of required components to state accountability systems including:

- using the same system for all schools and including all students in the system,
- using disaggregated data and separate scores for reading and math,
- making annual accountability decisions for schools based primarily on academic assessments,
- including graduation rates for high schools,
- maintaining a statistically valid and reliable system, and
- ensuring that at least 95 percent of the students are assessed each year.

Most of these components will be relatively easy for states to achieve. The Department is pulling together a team of technical advisors who will be trained and available to help states adapt their accountability systems to meet the requirements of the new law.

NCLB also includes specific language dictating the calculation of state starting points for setting AYP targets. The law requires the starting point to be set at the higher percentage of students at the proficient level of either the lowest performing student sub-group (i.e., African American, Hispanic, low income disabled, limited English) or the school at the 20th percentile in the state ranked in order of student performance. For example, in North Carolina, the lowest performing sub-group is special education students, only 35 percent of whom perform at the proficient level. The school at the 20th percentile has 65 percent of its students performing at the proficient level. Therefore, the starting point for North Carolina would be 65 percent of all students and each student sub-group performing at the proficient level. This approach requires that schools in North Carolina move special education students from 35 percent proficiency to 65 percent proficiency within the first year. (A "safe harbor" provision, however, also allows schools to meet AYP if sub-groups not meeting the target improve by at least 10 percent each year.)

Chart A (attached) demonstrates the effect of integrating a strict interpretation of AYP into North Carolina's existing system. While 97 percent of the state's best schools meet AYP, nearly 80 percent of its average schools and over 90 percent of its worst schools do not. Many states are concerned that it will be very difficult to move their lowest performing student sub-groups up to the AYP level (which in some cases would require very significant increases) in only two years.

Chart B (attached) demonstrates an alternate proposal. It would set different expectations for different sub-groups. For example, in the first year, 80 percent of white students would initially be expected to achieve proficiency, while only 55 percent of black

students and 35 percent of limited English students would be expected to achieve proficiency. This approach essentially allows each student sub-group to make annual improvement in steady and consistent increments to 100 percent proficiency in twelve years.

While this approach may be legally defensible under the Act, we believe it is not consistent with the philosophy of NCLB and would subject us to the criticism that we are establishing lower expectations of improvement for some students. It would, however, have the effect of reducing the number of schools labeled "in need of improvement."

TIMING and COMMUNICATIONS

The final regulations will be released by the end of November. States must submit accountability plans to the Department by the end of January 2003. The Department then has 120 days to work with each state through the peer review process. Soon after the release of the regulations, the Department should be able to approve the first state accountability plan, that of North Carolina, contingent on North Carolina's acceptance of uniform expectations for all students.

States have been anxiously awaiting guidance on how to move forward with their accountability plans. We recommend that the implementation schedule be accompanied by a high-level communications campaign. Governors, members of Congress, state education agencies and the press need to have a full understanding of the accountability provisions of the Act and what it means for them.

The statute says that if schools do not meet AYP for two years in a row, they are labeled "in need of improvement." Unfortunately, the press translates this as "failing schools." An aggressive campaign to focus on the school improvement aspect rather than "failing schools" is critical.

Schools "in need of improvement" get help. They are eligible for federal school improvement funds and other assistance from the state. If the schools are "in need of improvement" for two years in a row, parents are given the choice to move their children to higher performing schools. If "in need of improvement" for three years in a row, schools are required to provide after-school tutoring or other services. This is not to punish schools but rather to target assistance to those schools most in need of it.

This communications campaign should begin with the release of the regulations in November, continue through the first anniversary of the bill signing (January 8) and the submission of state plans in January, and extend through the peer review process in the spring and early summer of 2003.



THE WHITE HOUSE
PRESIDENT
GEORGE W. BUSH

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For Immediate Release
Office of the Press Secretary
November 5, 2002

President's Statement on H.R. 3801, Act to Provide for Improvement of Federal Education Research

Today I have signed into law H.R. 3801, an act to provide for improvement of Federal education research, statistics, evaluation, information, and dissemination, and for other purposes. This Act will substantially strengthen the scientific basis for the Department of Education's continuing efforts to help families, schools, and State and local governments with the education of America's children. This Act is an important complement to the No Child Left Behind Act enacted earlier this year.

The executive branch shall construe sections 115, 116(f), 117(d), 119, 156(b), and 186 of the Act in a manner consistent with the President's constitutional authority to supervise the unitary executive branch and shall construe section 116(f) in a manner consistent with the President's authority under the Recommendations Clause of the Constitution to submit for the consideration of the Congress such measures as the President shall judge necessary or expedient. Also, in accordance with the President's constitutional power to select individuals for nomination, the executive branch shall construe section 116(c)(2) as advisory only. In addition, the Director of the Institute of Education Sciences shall implement section 186(a) of the Act subject to the supervision and direction of the Secretary of Education. Finally, the executive branch shall construe section 156(b) regarding the furnishing of compilations or surveys in a manner consistent with the principles enunciated by the U.S. Supreme Court in 1983 in *INS v. Chadha*, which do not permit the Congress by law to authorize a congressional committee to direct an executive branch entity to create a compilation or survey.

The executive branch shall construe provisions of the Act that require taking account of race, culture, gender, age, region, socioeconomics, ideology, secularity and partisan politics, including sections 111(b)(2)(B), 114(f)(7) and (8), 115(a)(1), 116(b)(8) and (10), 133(c)(7), and 151(b)(3), in a manner consistent with First Amendment freedoms and the requirements of equal protection and due process under the Due Process Clause of the Fifth Amendment.

The executive branch shall construe section 174 and title II of the Act as imposing duties on a State or its officials only when the duties are a condition of a Federal grant or contract accepted by or under the authority of a State, as is consistent with the principles governing Federal-State relations enunciated by the U.S. Supreme Court in 1997 in *Printz v. United States*.

GEORGE W. BUSH
THE WHITE HOUSE,
November 5, 2002.

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President Bush Unveils New Guidance Empowering Faith-Based and Community Groups to Provide Extra Academic Help to Low-Income Students

ARCHIVED INFORMATION

FOR RELEASE:

December 12, 2002

Contact: Melinda Malico
or Sonya Sanchez,
(202) 401-1576

Philadelphia — Appearing at a faith-based conference today, President George W. Bush announced several steps that will strengthen his administration's compassion agenda by making it easier for America's faith-based and community groups to work with the federal government to help the nation's neediest.

MORE RESOURCES

**Supplemental
Educational Services
Non-Regulatory
Guidance**

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One important step taken by the U.S. Department of Education is the adoption of guidance for the *No Child Left Behind Act of 2001* that will ensure that faith-based and community organizations are eligible to provide supplemental educational services under the new law.

In January, President Bush signed the landmark *No Child Left Behind* (NCLB) education reform plan into law. Under NCLB, federal funds may be used to give disadvantaged children who attend Title I-funded schools that are in need of improvement extra academic help, or "supplemental services." Supplemental services provide extra help before or after school, on weekends or during the summer, in reading, language arts and math.

The updated guidance announced by the president today clarifies that faith-based and community groups may provide services to these students as long as they meet the criteria for approval of such providers and comply with the legal requirements that apply to faith-based organizations (FBOs) that receive government funds.

U.S. Secretary of Education Rod Paige noted that the guidance makes it very clear that local school districts must provide equal opportunity and cannot discriminate against any organization that wants to help children and is willing to do so under the law's strict requirements. "We must put the welfare of children first, and these measures will ensure that all hard-working and effective organizations have the opportunity to help children in their communities," Paige said. "Across our nation, we see a great need for experienced and proven providers to step up to the plate and offer supplemental services. Faith-based and community groups frequently have a strong track record—often developed on a shoestring budget—of helping communities and community members succeed. It is critical that we all join forces to ensure that no child is left behind."

Highlights of the guidance:

- Supplemental services are available to students from low-income families who attend schools that have not made adequate yearly progress for two years, and therefore have been designated as in need of improvement, as well as schools that have not improved after the initial two-year period, and are thus subject to corrective action or restructuring.
- State education agencies, responsible for determining the list of eligible providers, may not discriminate against potential supplemental services providers with regard to religion or any other factor.
- FBOs that receive funding to provide supplemental services may maintain their religious character and identity, but may not discriminate against beneficiaries based on religion.
- Federal funds may not be used to support religious practices, such as religious instruction, worship or prayer. FBOs may offer such practices, but not as part of the supplemental educational services. FBOs should comply with accounting requirements to ensure that federal funds are not used to support these activities.

The criteria for the approval of supplemental service providers include:

- a demonstrated record of effectiveness, as defined by the states, in improving student academic achievement;
- documentation that the instructional strategies used by the provider are of high quality and based upon research;
- assurance that services are consistent with the instructional program of the local education agency and with state academic content standards;
- evidence that the provider is financially sound; and
- assurance by the organization that it will provide supplemental educational services consistent with applicable federal, state and local health, safety and civil rights laws.

The guidance will be available at: <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>.
Information about President Bush's Faith-Based and Community Initiative can be found at <http://www.fbc.gov>.

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MEMORANDUM FOR THE PRESIDENT

FROM: DAVID DUNN

THROUGH: MARGARET SPELLINGS

SUBJECT: No Child Left Behind Anniversary

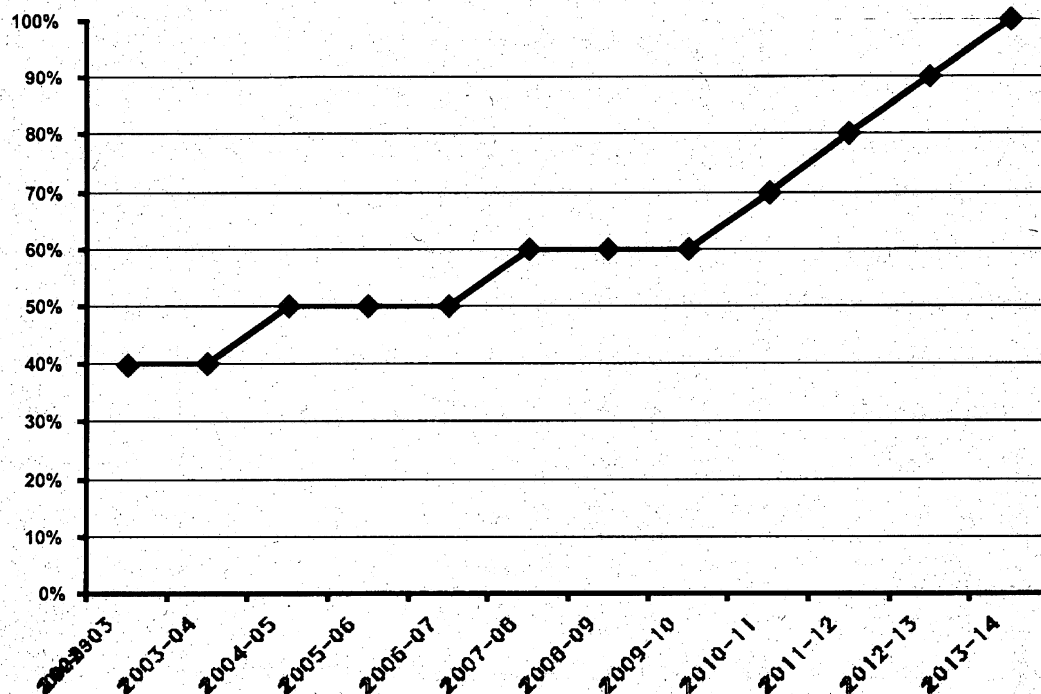
As part of the event celebrating the first anniversary of your signing of the No Child Left Behind Act (NCLB) on Wednesday, January 8, you will be announcing the Department of Education's approval of the first five state accountability plans: Ohio, Colorado, New York, Indiana and Massachusetts.

Many are complaining that the requirements of the new law are too rigorous and inflexible and that the January 31 deadline for the submission of state accountability plans is too tight to allow states to comply. These states prove the critics wrong. The requirements of the law are very specific. But, recognizing the differing needs of the various states, the Department strived to allow states flexibility to build on existing accountability systems. The plans of these states demonstrate the willingness of the Department to allow flexibility and variety among states, within the limits of the law.

Two areas of flexibility may generate some press.

1) The law requires states to set annual objectives for improving student achievement which will result in all students achieving proficiency within twelve years. The law requires the first increase in objectives within the first two years of implementation and then each subsequent increase in no more than three years. Both Ohio and Indiana have submitted plans that backload much of the required growth in student proficiency. The graph below demonstrates the Ohio proposal.

However, African American students are currently performing at 28 percent proficiency. Ohio is requiring that districts raise their performance twelve points in the first year. Special education students will be required to make similar improvements. Also, they argue that districts and schools need time to develop and implement practices that will improve achievement. Once these practices are implemented, they contend that improved achievement will come much more rapidly.



2) Many states, including Texas, allow students multiple opportunities to pass a state assessment, particularly high stakes tests where students are required to pass in order to graduate or to be promoted to the next grade. The law is silent on which administration of the test counts for school accountability purposes. The regulations require that schools are held accountable the first time the test is taken. The Department believes that schools should be accountable for ensuring students master the necessary objectives within the grade expectations established by the state.

The Regents Exam in New York is widely regarded as having among the most rigorous high school graduation requirements in the country. They claim that proficiency on the tests reflects achieving at a twelfth grade level. The Regents exam is essentially a series of end-of-course exams. Students take the exam when they pass the course, for example they take the Biology portion of the Regents exam when they complete Biology. Once they have passed all components, they may graduate.

New York asserts that high schools should be held accountable for ensuring all students pass the complete series of tests and that it is unfair to hold schools accountable for students passing each test the first time it is taken. They also contend that the Department exceeded its authority in requiring the first test to be used because the law is silent and this requirement appeared for the first time in the final regulations and was not subject to public comment.

The Department agrees that this regulation should be submitted for comment and that it may be appropriate to refine the regulation. They recommend approval of New York's plan conditioned on final resolution of this regulation.

Other areas of Flexibility - Contrary to many published reports, the Department has provided flexibility where the law allows. Examples of additional flexibility include:

- States can continue using their current accountability designs while integrating the requirements of NCLB into their system. For example, New York is integrating NCLB into its existing index system.
- States may allow failure to meet objectives two years in a row in the same subject to put a school "in need of improvement".
- States may also use information produced through adequate yearly progress (AYP) calculations to target interventions and resources. Every school that is identified for improvement is not alike.
- States have the authority and, in fact, responsibility to make a number of other decisions that affect accountability: (1) how many years of data will be examined for AYP purposes; (2) how many students must be in a subgroup before the school is held accountable for that group, (3) how to intervene after a district or school has been identified for improvement, corrective action, or restructuring.

Approval of these first five plans, with the flexibility exercised by each, will provide models and demonstrate to other states how the accountability requirements of No Child Left Behind can be met.



THE WHITE HOUSE
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For Immediate Release
Office of the Press Secretary
January 8, 2003

President Bush Celebrates First Anniversary of No Child Left Behind

The East Room

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

[In Focus: Education](#)

1:46 P.M. EST



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THE PRESIDENT: Thank you all. Thanks for coming. Thank you. It's one of the few jobs in America where you get introduced by your wife on a regular basis -- (laughter) -- in your home. (Laughter.) And we're glad you're here. This is a -- you're one of our first guests we've had since the new year. And this is an appropriate gathering because Laura and I share a deep passion to make sure every child gets educated in America.

We want to thank you for coming. And this is an interesting day; it marks the anniversary of an incredibly important legislative accomplishment. It was a year ago that I signed the No Child Left Behind Education Act. It was the most meaningful education reform probably ever.

I wish all the Democrats and Republicans who helped us on that bill were here today. They've got other business. One Republican is here, and that's Senator Judd Gregg from New Hampshire, who is the author -- the Senate author on the Republican side.



This was a part of what is possible in Washington. It was a legislative victory on behalf of the children of America. And it showed the American people that when people set aside this needless partisan bickering, we can get some positive things done.

So, a year ago we signed the piece of legislation that I'm absolutely confident is going to change our schools for the better. Change the whole structure of education for the good. But it also was a signal to those who love to divide in Washington, D.C. that when we put our minds to it, when we focus on the greater good, we can get a lot done.

So I want to congratulate the members of both political parties on this anniversary for working so hard to accomplish a significant and meaningful piece of legislation. And now we've got to get to work. Now we got to do the job that's expected.

We can say that the work of reform is well begun. And that's -- that's a true statement. The work will be complete, however, when every school -- every public school in America is a place of high expectations and a place of achievement. That is our national goal. (Applause.)

And there are a lot of good people working on that goal. We've got good people here at the federal level working on it -- no better advocate than -- excellence in public schools than Laura. She was a school teacher -- (applause.) She's a school teacher. She's a reading expert. She is a public school librarian. She's very knowledgeable, and she is passionate. And so this year she's going to spend a lot of time working with the local folks to achieve excellence for every single child.

And so is our -- so is Rod Paige, who is running the Department of Education. I like to tease Rod a little bit. When

I was looking for somebody to run the Department of Education, I wasn't interested in anybody who was good on the theory. I wanted somebody who was good on actually doing the job of being a superintendent of schools. And he ran the toughest school district in our state of Texas, which was the Houston Independent School District. And he did a great job, because he believed in high standards, accountability and local control for the schools in the district. And Rod is the right man to be the Secretary of Education at this time in our nation's history. And he has not let us down.

SECRETARY PAIGE: Thank you.

THE PRESIDENT: Appreciate you. (Applause.)

If you follow schools and if you follow public education, you know that you can find excellence in schools where you've got a good principal. Obviously, it requires good teachers. But if you've got a good principal, an innovative, smart, capable person, who is motivated and dedicated and who believes every child can learn, you'll find excellence in that particular school. And we've got eight such principals with us today. And it is my honor to herald them.

Bernice Whelchel, who is the principal of City Springs Elementary School right here in Baltimore, Maryland, or right close here in Baltimore, Maryland. I want to thank you. (Applause.)

Mary Ann Hawthorne is the principal of the Samuel Gompers Vocational and Technical High School in Bronx, New York. (Applause.) Appreciate you, Mary Ann. Thank you.

Keith Owens, who is from Beulah Heights Elementary School in Pueblo, Colorado. (Applause.) Keith. Yes, thank you.

Keith Posley is from Clarke Street Elementary in Milwaukee, Wisconsin. (Applause.)

J.R. Guinn, Del Valle High School, El Paso, Texas. (Applause.)

Lorraine Fong, who is the principal from Kew Elementary in Inglewood, California. I appreciate you, Lorraine. Good to see you again. (Applause.)

Patrick Galatowitsch, who is the principal of Rolling Hills Elementary School, Orlando, Florida. (Applause.)

Beth Hager, principal of the Whitney M. Young Middle School in Cleveland, Ohio. (Applause.)

I appreciate you all. I'm glad you're here. I want to thank you for standing up here with Laura and me and Rod. It is a chance for us to remind our fellow citizens that when you find a good principal, thank him or her from the bottom of your heart for doing one of the toughest jobs in the country. But I hope it's one of the most rewarding jobs for you. Because, after all, you're achieving what a lot of people say can't happen, and that is you've taken some tough schools and converted them to little centers of excellence. And you can truly say that, because of your efforts and your love and your energy, no child in your school is going to be left behind. (Applause.)

Today I had the honor of meeting members of the President's Commission on Special Education. I want to thank you all for your hard work. We will be reauthorizing IDEA this year with members of Congress. I know Senator Gregg holds this issue close to his heart. I think you'll find that the reforms suggested in the Commission's findings is going to be a great place for you to start, and hopefully finish, Mr. Senator. (Laughter and applause.)

I also want to thank the education officials from five states, which I will be naming a little later -- officials who are on the leading edge of education reform. I'm not going to tip my hand as to why you're here yet, but thank you all for coming. (Laughter.) I know that many in this room have devoted your entire lives to bringing a spirit of high achievement to education in America, and I want to thank you for that. You understand success. You've seen success firsthand -- and, unfortunately, too many instances you are aware of the persistent problems in our schools.

Perhaps the biggest problem is that we have passed children from grade to grade, year after year, and those --

child hadn't learned the basics of reading and math. That says to me that somebody somewhere along the way believes certain children can't learn, so, therefore, let's just shuffle them through.

Many schools in our country are places of hope and opportunity. Eight such schools are here; many schools in the five states represented are places where people can feel hopeful for the future. Unfortunately, too many schools in America have failed in that mission. The harm has been greatest in the poor and minority communities. Those kids have been hurt the worst because people have failed to challenge the soft bigotry of low expectations.

Over the years, parents across America have heard a lot of excuses -- that's a reality -- and oftentimes have seen little change. One year ago today, the time for excuse-making has come to an end. With the No Child Left Behind Act, we have committed the nation to higher standards for every single public school. And we've committed the resources to help the students achieve those standards. We affirm the right of parents to have better information about the schools, and to make crucial decisions about their children's future. Accountability of results is no longer just a hope of parents. Accountability for results is now the law of the land.

In return for receiving federal money, states must design accountability systems to measure whether students are learning to read and write and add and subtract. In return for a lot of money, the federal government, for the first time, is asking, are we getting the kind of return the American people want for every child. The only way to be sure of whether or not every child is learning is to test regularly and to show everybody, especially the parents, the results of the tests. The law further requires that test scores be presented in a clear and meaningful way, so that we can find the learning problems within each group of students. I'll show off a little bit -- it's called disaggregation of results. (Laughter and applause.)

Annual report cards are required to grade the schools, themselves, so parents can judge how the schools compare to others. Excellence will be recognized. It's so important for us to measure, so that we can praise the principals and teachers who are accomplishing the objectives we all hope for. And, at the same time, poor performance cannot be disguised or hidden.

Schools that perform poorly will be noticeable and given time, and given incentives, and given resources to improve. Schools that don't improve will begin to face consequences, such as that parents can move their child to another public school, or hire a tutor, or any other academic help. We will not accept a school that does not teach and will not change.

Schools have a responsibility to improve and they also have the freedom to improve in this law, and that's important. I can assure you, I haven't changed my attitude about federal control of schools. When I was the governor of Texas, I didn't like the idea of federal control of schools. I felt we were pretty competent in the state of Texas to run our own schools. I still feel that way, now that I've been up here for two years. I believe in local control of schools. And this principle is inherent in this bill.

The key choices about curriculum and teaching methods will be made at the state and local level. Input will be given by parents and teachers and principals who know the local culture best. Parents and educators will not be bystanders in education reform. As a matter of fact, in our view, they are the agents of education reform. And this law upholds that principle, as well.

Across America, states and school districts are working hard to implement these reforms. Today, Secretary Paige is approving the first five accountability plans -- hence the five folks I've invited here. (Laughter.) The first five accountability plans have been approved, and they are from the states of Ohio and Massachusetts, New York, Colorado and Indiana. (Applause.)

Their plans are rigorous and their plans are innovative. They are also varied, reflecting the different strengths and challenges within each state. One size doesn't fit all when it comes to public education. What counts are results. What counts are the fact that the schools will be teaching the basics, and children learn how to read and compute. These states recognize that.

I want to thank you very much for showing what is possible for being on the leading edge. The plans show the kind of energy and commitment and good faith that education reform demands. These leaders who have prepared these plans show us that high standards are not a burden to carry. They show us that this a opportunity to seize. The leaders also show a faith and confidence in their students, a belief that every child can learn.

Children respond to an atmosphere of high standards. As teachers and parents can tell you, children love to learn, just love it. And they sense when we have faith in them, and they love to justify that faith. And that's what you all have shown, faith in every child.

The main reservations we've heard in the year since we passed the reform have come from some adults, not the children, who say the testing requirement is an unfunded mandate on the states. Well, that's not true. We put up \$387 million to provide for testing, to pay for the testing in this year's budget. I intend to ask for the same amount next year. We demanded excellence. We're going to pay for the accountability systems to make sure that we do get excellence.

Some have claimed that testing somehow distracts from learning. I've heard this excuse since I was the governor of Texas -- oh, you're teaching to test. Well, if a child can pass the reading test, the child has learned to read, as far as I'm concerned. (Applause.)

Other critics worry that high standards and measurement invite poor results. In other words, don't measure; you might see poor results, I guess is what they're saying. That they fear that by imposing clear standards, we'll set some schools up for failure, and that we'll identify too many failing schools. Well, the reasoning is backwards as far as I'm concerned, and a lot of other good people are concerned, as well. You don't cause a problem by revealing the problem. Accountability doesn't cause failure; it identifies failure. And only by acknowledging poor performance can we ever help schools to achieve. You can't solve a problem unless you first diagnose the problem.

And so the accountability schools understand -- the accountability rules understand that schools can achieve. And that's why these eight are up here with us. And I want to cite two examples. One, Beulah Heights Elementary in Pueblo, Colorado. The proportion of fourth graders reading at or above proficiency has gone from 50 percent, which is clearly unacceptable, to 86 percent in three years. (Applause.)

How do we know? We measured. He wouldn't be standing here if we didn't measure. We'd be guessing as to whether or not -- and we'd find out, unfortunately, after the 50 percent that couldn't read graduated from high school and still couldn't read. Accountability helps address problems early, before it's too late. Accountability gives us a chance to praise a principal -- and thank your teachers, too.

At Del Valle High School in El Paso, less than half the children in that high school could pass an Algebra I exam two years ago. See, we measured in Texas. We wanted to know. This year, the number has risen to 74 percent.

I want to tell you what J.R. Guinn has said. He said, you have to make the expectation of success part of your belief system. We're raising the bar, and we expect success. And, J.R., you're getting success. Thank you for your leadership. Good guy. (Applause.)

All these school leaders understand it's not easy to turn a school around. They know that. It's hard to go from frustration and despair to achievement and pride. Yet these principals and the teachers have made the effort, and they're seeing the results. And it must make you feel great.

This administration is committed to your effort. And with the support of Congress, we will continue to work to provide the resources school need to fund the era of reform. This school year, we're providing more money than ever before to help states and school districts. The federal government is going to spend \$22 billion this year. Over the last two years, we've increased funding for elementary and secondary education by 49 percent. That's a large increase.

It is not enough to spend more on schools, however. This issue is not just about money. We must spend money more wisely. We must spend money on what works. And we must make sure we continue to insist upon results for the money we spend.

The priorities of the No Child Left Behind Act will be reflected in the budgets I submit, as long as I'm working here. (Applause.) This year, for example, I'm requesting more than \$1 billion for the federal reading programs in next year's budget.

Now, I want you to know something about reading. Laura and I share a passion for reading. We want to make sure every child learns to read by the third grade. However, we will not fund reading programs which do not work. (Applause.) My friend, Reid Lyon is here, from the National Institute of Health. Reid is a reading expert. He understands the science of reading. He explained to me a long time ago, some curricula work and some don't. He understands what works. Again, I repeat, we're willing to spend more money. We're not going to spend money on curriculum that will not teach our children how to read.

But we are willing to spend it, because we understand that if you can't read, the science programs don't matter, it's hard to excel in math. Reading is the gateway to knowledge. Reading is the true civil right of the 21st century, as far as I'm concerned. (Applause.)

And we're proposing more money for Title I students, as well. We're going to ask for the '04 budget a billion dollar increase, up to \$12.3 billion for Title I students. Because one of the goals in this nation has got to be to close the achievement gap.

That starts with having high expectations. You see, I want to repeat what I said earlier -- I believe that too many of the adults figure certain children cannot learn. And they just say, heck, let's just move them through. So we not only need to make sure the money is there, but we've got to make sure the attitude changes. And the accountability systems within the No Child Left Behind Act insist that we have an attitude change in America. That's what this says.

One year ago, we met the first challenge of education reform. We passed the law. And now we've got another challenge, and that's the implementation of this law. Today, we honor five states; there are 45 more to go. Some of the education leaders of those states are here. We look forward to seeing your plans. We look forward to seeing the spirit of the No Child Left Behind law in your plans. We look forward to strong accountability systems. We look forward to seeing the implementation of curricula that works. We look forward to the hiring of principals who know how to lead a school. We look forward to rewarding teachers who are not only lending their hearts, but their talents, to make sure no child gets left behind. We look forward to a culture in America that understands every child can learn. And we look forward to the day that no child in this country is ever left behind.

Thank you all: (Applause.)

END 2:11 P.M. EST

Return to this article at:

<http://www.whitehouse.gov/news/releases/2003/01/20030108-4.html>



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Paige Announces \$72 Million in Early Reading First Grants

Grants going to groups in 22 states are authorized under the No Child Left Behind Act

ARCHIVED INFORMATION

FOR RELEASE:

January 23, 2003

News Media Contact: Melinda Malico

(202) 401-1576

Program Office Contact: Mary Anne Lesiak

(202) 260-2195

MORE RESOURCES

Audio Clips

U.S. Secretary of Education Rod Paige today announced the first-ever Early Reading First grants -- 30 grants totaling more than \$72 million -- to support local efforts to improve the language and pre-reading skills of young children.

Early Reading First is President Bush's initiative to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. It builds upon the president's vast Good Start, Grow Smart initiative to improve early learning.

School districts, other public, nonprofit and private organizations -- including faith-based organizations -- and collaborations of the same entities competed for the grants. The grants announced today are going to organizations in 22 states. Funded by the U.S. Department of Education (ED) for up to three years, the projects incorporate strategies, curricula, materials and professional development for teachers to prepare young children to enter kindergarten with the necessary language, cognitive and early reading skills that can avert reading difficulties and ensure continued school success.

"Children who are most at risk for school failure need and benefit the most from high-quality early learning experiences," said U.S. Secretary of Education Rod Paige, "Tragically, they are the least likely to have access to programs providing these experiences. The good news is: we know what works. We have a knowledge base from scientific research that lays out the skills young children need before they enter kindergarten."

To achieve the president's goals, the Early Reading First Grant Program has five aims:

- Professional development for teachers, based on scientific research, to enhance children's language, cognitive and early reading skills;
- High-quality language and literature-rich reading activities drawn from scientifically based reading research, to help children obtain the fundamental knowledge and skills they must have;
- Age-appropriate cognitive learning for preschoolers that covers oral language, phonological awareness, print awareness and alphabetic knowledge;

-- Screenings and assessments to determine the skills children are learning in order to prevent reading failure; and,

-- Improving and integrating all aspects of an instructional program -- including materials, activities, tools and assessments.

In addition to these new grants, the president and Mrs. Bush have vigorously pursued an early childhood education agenda, Good Start, Grow Smart, that is unprecedented and multi-faceted. Among the accomplishments to date:

-- A White House Summit on Early Childhood Cognitive Development;

-- Four regional Early Childhood Educator Academies and grants to improve the skills of early childhood educators;

-- Research on early childhood that will accumulate scientifically based research on effective preschool programs to help educators make better curricula choices;

-- Good Start, Grow Start Early Childhood Award Program that will draw attention to highly effective preschool programs, ultimately promoting strong content as well as effective use of funds;

-- Formation of an internal ED and HHS Task Force on Early Childhood Cognitive Development; and,

-- Publication of numerous resources for parents and educators, including the Healthy Start, Grow Smart series; Teaching Our Youngest: A Guide for Preschool Teachers and Child Care and Family Providers; Seven Super Things Parents and Caregivers Can Do; A Child Becomes a Reader (Birth to Preschool); A Child Becomes a Reader (K-3), Helping Your Child Become a Reader; Helping Your Preschool Child; and Guide for Parents, How Do I Know a Good Early Reading Program When I See One?

Publications may be downloaded or ordered through: <http://www.ed.gov/about/pubs.jsp>.

Early Reading First is authorized under Title I of the No Child Left Behind Act of 2001. For more information about Early Reading First, go to: www.ed.gov/offices/OESE/earlyreading/.

A list of grant recipients follows.

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EDITOR'S NOTE: An audio clip of U.S. Secretary of Education Rod Paige discussing this announcement is posted at <http://www.ed.gov/offices/OPA/news/broadcasthome.html>.

GRANT RECIPIENTS

State

City

Applicant Name 3-Year Funding

ALABAMA

Montgomery

Alabama Department of Children's Affairs \$824,872

Project Director: Millie Dorman
(334) 223-0502

Birmingham
The University of Alabama at Birmingham \$ 2,508,061
Project Director: Kathleen Martin
(205) 975-5369

ARIZONA

Rio Rico
Santa Cruz Valley Unified School District #35 \$ 782,330
Project Director: Kristine Cleary Fontes
(520) 375-7458

CALIFORNIA

Red Bluff
Tehama County Department of Education \$ 1,956,629
Project Director: Paula Brown-Almond
(530) 528-7343

COLORADO

Cortez
Pinon Project \$ 1,039,079
Project Director: Virginia Howey
(970) 564-1195

Denver
The Clayton Foundation \$ 3,134,317
Project Director: Meera Mani
(303) 355-4411

FLORIDA

Fort Myers
United Way of Lee County, Inc. Success by 6 \$ 1,633,807
Project Director: Greg Gardner
(941) 433-2000

ILLINOIS

Chicago
Ounce of Prevention Fund \$ 1,621,924
Project Director: Brenda Eiland-Williford
(312) 922-3863

KANSAS

Topeka
Topeka Public Schools, USD 501 \$ 2,143,566

Project Director: James L. Glass
(785) 575-6155

MAINE

Belfast
Waldo County Preschool & Family Services \$ 2,026,323
Project Director: Ruth H. Southworth
(207) 338-2200

MARYLAND

Baltimore
Baltimore City Head Start Program \$ 1,394,100
Project Director: Carlethea Johnson
(410) 396-7414

Rockville
Montgomery County Public Schools \$ 3,619,131
Project Director: Pamela Prue
(301) 230-0691

Largo
Prince George's Child Resource Center \$ 1,669,338
Project Director: Margaret Watkins
(301) 772-8420

MICHIGAN

Grand Rapids
Grand Rapids Community College \$ 2,509,424
Project Director: Rebecca Brinks
(616) 234-4084

MISSOURI

Kansas City Children's TLC-Therapeutic Learning Center \$ 2,651,911
Project Director: Laura McCrary
(816) 756-0780

NEW MEXICO

Prewitt
Baca Community School \$ 912,098
Project Director: Jacque Mangahm
(505) 876-2769

Albuquerque Regents of the University of New Mexico \$ 2,354,711
Project Director: Carol Westby
(505) 277-8715

NEW YORK

Bronx

Bronx Community School District 7 \$ 3,158,488

Project Director: John Piazza

(718) 742-6524

Bronx

Bronx Community School District 9 \$ 3,117,538

Project Director: Melvin R. Thompson

(718) 681-6656

New York

New York University \$ 1,275,003

Project Director: Ms. Sheila Smith

(212) 998-5014

OKLAHOMA

Norman

University of Oklahoma \$ 4,078,132

Project Director: Susan J. Kimmel

(405) 799-6383

OREGON

Wilsonville Oregon Child Development Coalition \$ 2,362,745

Project Director: Juanita Santana

(503) 570-1110

PENNSYLVANIA

Philadelphia

School District of Philadelphia \$ 4,483,364

Project Director: Donna Piekarski

(215) 299-7502

PUERTO RICO

San Juan

Puerto Rico Department of Education \$ 3,267,456

Project Director: Eileen L. Reyes

(787) 759-8910

SOUTH CAROLINA

Marion

Marion School District 1 \$ 4,257,946

Project Director: Cleo Richardson

(843) 423-1811

TEXAS

San Marcos

Community Action, Inc of Hays, Caldwell & Blanco Counties \$ 4,353,282
 Project Director: Corina Jaimes
 (512) 392-1161

El Paso
 Region 19 Education Service Center \$ 3,000,000
 Project Director: Blanca Enriquez
 (915) 790-4610

WASHINGTON

Seattle
 City of Seattle \$ 2,979,414
 Project Director: Billie Young
 (206) 386-1143

WEST VIRGINIA

Webster Springs
 Webster County Board of Education \$ 1,368,615
 Project Director: Madonna Blyler
 (304) 847-5638

WYOMING

Cowley
 Big Horn School District #1 \$ 1,573,750
 Project Director: Matt Davidson
 (307) 548-2238

TOTAL: \$72,057,354

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President Bush, Secretary Paige Celebrate Approval of Every State Accountability Plan Under No Child Left Behind

Major milestone in meeting goals of historic law

ARCHIVED INFORMATION

FOR RELEASE:

June 10, 2003

Contact: Jo Ann Webb

Susan Aspey

(202) 401-1576

MORE RESOURCES

President's Remarks

Secretary's Online Discussion

In an historic milestone of education reform, President Bush today announced that every state, Puerto Rico and the District of Columbia now have in place new accountability plans outlining how they will achieve the bold goal of making sure no child in America is left behind. U.S. Education Secretary Rod Paige joined the president for the announcement in the White House Rose Garden.

This morning, Secretary Paige approved the following state plans, in addition to the 35 plans already approved: Alabama, Alaska, Arizona, California, Connecticut, Idaho, Illinois, Kentucky, Maine, Minnesota, Montana, Nebraska, Nevada, New Hampshire, North Dakota, Virginia and Utah.

When the president took office, only 11 states were in compliance with the Elementary and Secondary Education Act of 1994.

"The era of low expectations is ending; a time of great hopes and proven results is arriving," President Bush said. "And together, we are keeping a pledge: Every child in America will learn, and no child will be left behind."

"The development of these plans involved a lot of hard work. Governors stepped up to the line, along with their education chiefs. I also want to thank the principals and teachers and parents on the frontlines who are working so hard to improve our public schools. Instead of throwing up your hands in despair, you decided to challenge the status quo and to help each child. On behalf of the nation, I want to thank all who are involved in America's public schools, all who demand excellence, for your service to our country."

The president hosted principals, students, teachers and state education chiefs for today's announcement. A complete list of the states represented at today's announcement follows at the end of this release.

"Never before has a president of the United States invested so much in the education of our children," Secretary Paige said. "And never before has our nation responded with such enthusiasm. Just as we as a nation have always pulled together to ensure our freedom, we are now pulling together to ensure our children are educated. Americans have heard President Bush's call for meaningful education reform so that no child is left behind, and they are joining forces with him to see that the mission is accomplished."

"But this is not the end -- it is the beginning," Paige added. "The extraordinary efforts of the states have laid the foundation for education improvement and accountability. The reforms of No Child Left Behind mean that, for the first time in history, every child in every school in every state in this country will have an education accountability plan for them -- and accountability means results."

No Child Left Behind is the landmark education reform law designed to change the culture of America's schools by closing the achievement gap, offering more flexibility, giving parents more options and teaching students based on what works.

Under the act's strong accountability provisions, states must describe how they will close the achievement gap and make sure all students, including those who are disadvantaged, achieve academic proficiency. In addition, they must produce annual state and school district report cards that inform parents and communities about state and school progress. Schools that do not make progress must provide supplemental services, such as free tutoring or after-school assistance; take corrective actions; and, if still not making adequate yearly progress after five years, make dramatic changes to the way the school is run.

All states submitted draft accountability plans to the U.S. Department of Education by the Jan. 31 deadline. Following an initial review and technical assistance, if needed, the next step was onsite peer reviews of each state's proposed accountability plan. Teams of three peer reviewers -- independent, nonfederal education policy, reform or statistical experts -- conducted each peer review. Following a review of the team's consensus report, the department provided feedback to the state and worked to resolve any outstanding issues. Ultimately, Paige approved all the state plans.

State accountability plans will be posted online at www.ed.gov/offices/OESE/CFP/csas/index.html.

For more information about the No Child Left Behind Act, go to www.nochildleftbehind.gov.

ATTENDEES AT ANNOUNCEMENT OF APPROVED STATE EDUCATION ACCOUNTABILITY PLANS

Alabama	Edward R. Richardson, Superintendent of Education
Alaska	Roger Sampson, Commissioner of Education and Early Development
America Samoa	Sili Sataua, Director of Education
Arizona	Thomas Charles Horne, Superintendent of Public Instruction
Connecticut	Theodore S. Sergi, Commissioner of Education
D.C.	Dr. Paul Vance, Superintendent of Public Schools
Delaware	Valerie A. Woodruff, Secretary of Education
Florida	James Wallace Horne, Commissioner of Education
Georgia	Kathryn Burgess Cox, State Superintendent of Schools
Idaho	Marilyn Lenore Howard, Superintendent of Public Instruction Karen McGee, Member, Idaho Board of Education
Iowa	Frederick Minor Stilwill, Director of Education
Kansas	Brad Pepper, Principal, Jefferson Elementary, Wichita

Maryland	Nancy S. Grasmick, State Superintendent of Schools
Massachusetts	David Paul Driscoll, Commissioner of Education
Michigan	Thomas Daniel Watkins, Superintendent of Public Instruction
Minnesota	Cheri Pierson Yecke, Commissioner of Education
Mississippi	Henry L. Johnson, Superintendent of Education
Missouri	Alison Berezo, Student, St. Louis Special School District Alene Haskell, Mother of Alison Linda Lamers, Teacher, St. Louis Special School District Paula Witkowski, Teacher, St. Louis Special School District
Montana	Linda Harmon McCulloch, Superintendent of Public Instruction
Nebraska	Douglas D. Christensen, Commissioner of Education
Nevada	Jack W. McLaughlin, Superintendent of Public Instruction
New Jersey	William Librera, Commissioner of Education Gail Cropper, Principal, Washington Elementary School, Trenton
North Carolina	Michael Edward Ward, Superintendent of Public Instruction Stan Frazier, Principal, Merry Oaks International, Charlotte
North Dakota	Wayne Godfrey Sanstead, Superintendent of Public Instruction
Oklahoma	Sandy Garrett, Superintendent of Public Instruction
Oregon	Corey Stevens, Student, Lake Labish Elementary School, Salem
Pennsylvania	Vicki Phillips, Secretary of Education
Puerto Rico	Cesar Rey-Hernandez, Secretary of Education
Rhode Island	Peter McWalters, Commissioner of Education
South Carolina	Rahkial Byrd, Student, Arden Elementary, Columbia Delores Bell, Teacher, Arden Elementary, Columbia
South Dakota	W. Thomas Hawley, Interim Secretary of Education
Vermont	David Larsen, Acting Commissioner of Education
Virginia	Jo Lynne DeMary, Superintendent of Public Instruction Mark Christie, President, Virginia Board of Education
Wisconsin	Josephine Mosley, Principal, Martin Luther King, Jr., Milwaukee
Wyoming	Amber Warriner, Student, Arp Elementary, Cheyenne

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Last Modified: 08/30/2004

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June 16, 2003

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MEMORANDUM FOR THE PRESIDENT

FROM: DAVID DUNN

THROUGH: MARGARET SPELLINGS

SUBJECT: Special Education and Adequate Yearly Progress

We are seeking your approval for a proposed regulation by the Department of Education that would hold states and school districts accountable for the academic achievement of special education students under the No Child Left Behind Act without punishing schools for the performance of a small group of students with cognitive disabilities who simply cannot pass a grade level test. The regulation would allow states to test students with cognitive disabilities based on standards that are consistent with the level at which they are taught.

BACKGROUND

The No Child Left Behind Act requires all students to achieve at proficient levels by the year 2014. The law also requires states to disaggregate data and holds all student groups to the same standard, including students with disabilities. States have set annual performance targets to ensure that schools have made adequate yearly progress (AYP) toward the standard. If schools do not meet the targets, the law imposes consequences.

The Department of Education recognizes that a small percentage of students with severe cognitive disabilities will not be able to perform on grade level. But the performance of these students must still be measured and progress must be required.

The Department issued a separate regulation for public comment to address this issue and the comment period recently closed. The proposed regulation allows a state or school district to count up to 1 percent of its students with severe cognitive disabilities (effectively an IQ of 55 or less) to be judged against alternate standards and, if measurable progress is demonstrated, counted as meeting adequate yearly progress (AYP). All other special education students must meet grade level standards to be considered proficient.

Under the Individuals with Disabilities Education Act, the curriculum and assessments for students are decided as part of the Individualized Education Program (IEP) and agreed to by the parent, the teacher and the school. Students with mild or moderate cognitive disabilities often are taught curricula at lower grade levels as determined by their IEP team. Many states argue it is inappropriate to test students on grade level standards for which they were not taught. If they are assessed at grade level, they are

likely to fall short of proficiency levels and schools with significant numbers of these students would be unlikely to meet AYP targets.

Through public comment and discussions with states during the plan approval process, the Department has become concerned about the impact of the regulation on a second group of students, those with less severe intellectual disabilities but who are still unlikely to perform at grade level. Research indicates that between 3-6 percent of the general student population cannot perform at grade level because of cognitive disability. While we should be encouraging states to reduce the number of students tested at lower levels, the current regulation would effectively require every student in the second group to be tested at grade level which would often go against the student's education plan. It is unclear which law would prevail and this would likely be litigated.

This issue was the single greatest hurdle for states in negotiating approval of accountability plans. While states have agreed to comply with the current regulation, they have submitted comments seeking change. States and local districts will support the proposal because it will significantly reduce the number of schools identified as needing improvement as required by the Act. For example, under the existing regulation about 90 percent of schools in Mississippi would be "in need of improvement." Spring testing data is still being analyzed, but we estimate that a large number of these schools are placed on the list due to this regulation. Before this regulation is finalized, we will complete this analysis.

PROPOSED REGULATION

We recommend revising the Department's regulation to allow states to test students with cognitive disabilities on standards consistent with the level at which they were taught. This proposal would be in three parts.

- 1) A transition policy applying only to the use of 2002-03 assessment data allowing states to continue their current program for assessing students at their instructional level.
- 2) Adoption of a final rule later this summer allowing students with cognitive disabilities to be assessed using an alternate test as the law allows but limiting the number that can be counted as proficient and developing a definition that will ensure only students with true intellectual disabilities are counted as proficient on something other than grade level standards.
- 3) Recognizing that many states will have to develop new assessments to meet the proposed rule, a phase-in of the rule that will require states to reach full compliance by the 2005-06 school year.

Development of the final regulation will require the Department to conduct further data analysis, review public comment and available research. Many states have allowed students with learning disabilities to be labeled as special education and exempted them

from state tests because they have been poorly taught in the past, which lets schools avoid accountability for previous inadequate instruction. Any final regulation would be constructed to encourage states to test as many students as possible at grade level.

ANTICIPATED REACTION

Advocates for students with disabilities recognize the problem of students tested inappropriately but believe, correctly, that states overidentify these students. The advocates will want to ensure that only students with true cognitive disabilities are allowed to be considered proficient based on an alternate assessment. As part of this proposal we will target resources to research and pilot best practices to help states and schools accurately identify these students. States will react very favorably to this regulation.

We believe that it is unfair to assess students legitimately taught at a different instructional level and that the enforcement of the current regulation will cause severe problems for states and schools striving to meet the high standards of the No Child Left Behind Act. We recommend that the Department continue its work to refine the regulation to ensure all students are held to high, but appropriate, standards.



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President Bush, Secretary Paige Highlight After-School Services Available under No Child Left Behind Act

ARCHIVED INFORMATION

FOR RELEASE:

September 8, 2003

Contact: Dan Langan

David Thomas

(202) 401-1576

MORE RESOURCES

President's Remarks

NASHVILLE, Tenn. -- President Bush today visited Kirkpatrick Elementary School to highlight the progress of states and school districts in implementing the "supplemental educational services" provisions of the No Child Left Behind Act. U.S. Secretary of Education Rod Paige joined the president at today's event.

Supplemental educational services are after-school tutoring and other educational enrichment programs that children from low-income families can receive if they attend schools that are identified as needing improvement under the act.

"For too long, education has operated like a monopoly, shuffling students through the system. The needs of the system outweighed the needs of the children in it," Secretary Paige said. "Now, the focus is on the child. Thanks to No Child Left Behind, disadvantaged students can get extra help when they need it, through extra services like tutoring, remedial education, extra classes, summer school, after-school programs and other supplemental academic services to help boost their achievement."

President Bush signed the No Child Left Behind Act into law on Jan. 8, 2002. The law requires states and school districts to implement strong accountability systems to ensure that every child in America is receiving a quality education.

If a school is identified by its state for two or more years as not making the progress required to ensure that every child is at grade level proficient in reading and math, the low-income students attending the school must be offered the opportunity to receive "supplemental educational services."

Some of the key elements of the supplemental educational services of the law are:

- **Parental Choice** -- All students enrolled in an eligible school who are from low-income families must be given the opportunity to receive these services. The parents of those children then select the services they believe are most appropriate for their child.
- **Focus on High Academic Achievement** -- Any type of for-profit or nonprofit entity (including businesses, faith- and community-based organizations, schools and even individuals) can become a provider of supplemental educational services. But in order to

become an approved provider in a state, an entity must demonstrate to the state that it provides high-quality services and has a record of improving student achievement.

- **Accountability for Results** -- Providers must enter into contracts with local school districts specifying a timetable for improving a child's academic achievement. States must withdraw approval from any provider that fails, over a two-year period, to meet its goals for raising achievement.

As of early September 2003, 42 states and the District of Columbia have posted lists of supplemental service providers online. State lists include a total of 1,405 providers, a net increase of 141 during the month of August alone. These providers include private companies (795), local education agencies and public schools (401), colleges and universities (32) and others (36).

The After-School Program in Nashville

Parents of eligible students in Nashville can select from 12 different supplemental service providers during the 2003-04 school year. The school district offers parents numerous opportunities to learn about supplemental services and provider options through vendor fairs, parental notices, telephone calls to parents, community bulletin board notices and other means.

President Bush's remarks from today's event are available online today at www.whitehouse.gov.

For more information about the supplemental services provisions of the No Child Left Behind Act, visit www.ed.gov/parents/academic/involve/suppservices/index.html.

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Results From Nation's Report Card Show Improvement in Math; Narrowing of Achievement Gap

Results Represent a Turning of the Corner

ARCHIVED INFORMATION

[en Español](#)

FOR RELEASE:

November 13, 2003

Contact: Elaine Quesinberry
(202) 401-1576

U.S. Secretary of Education Rod Paige participated today in the release of new data from the National Assessment of Educational Progress (NAEP) on the performance of the nation's fourth and eighth graders in mathematics and reading. Secretary Paige said that there is good news, and he is encouraged by the results.

"These results show that the education revolution that *No Child Left Behind* promised has begun," Paige said. "Every child can and will learn—and these scores show that. We should be proud of our nation's teachers who led their students to these higher levels of achievement. They are the best in the world.

"I am particularly pleased to see that the achievement gap is starting to close as African American, Hispanic and low-income students account for some of the most significant improvements," Paige added.

The NAEP, known as the "Nation's Report Card," is the only on-going, nationally representative assessment of what American students know and can do in various academic subject areas. This is the first year that state results are provided for all 50 states and the District of Columbia. Additional information about NAEP is available at <http://nces.ed.gov/nationsreportcard>.

Secretary Paige's prepared remarks follow:

INTRODUCTION

I appreciate the detailed analysis by Val Plisko and Peggy Carr of the National Center for Education Statistics in the department's Institute of Education Sciences. This is good news—positive news of improvement. I am extremely encouraged by these results.

I think our nation's teachers, administrators and students have a lot to be proud of. These results show that the education revolution that *No Child Left Behind* promised has begun. We are slowly picking up steam and the reforms are starting to work. Every child can learn—and these scores show that.

These gains are not limited to our best students. Instead, we are seeing increases across nearly all subgroups. And in math, the achievement gap separating African American or Hispanic students

from their peers is clearly closing. This is an important turning point in American educational history. We have proof that all children can indeed learn—no matter the color of their skin or their ethnic heritage.

People are paying attention to standards-based instruction and assessment. While we still have some work to do, we are definitely on the right path.

Let me highlight a few of the findings just covered and further discuss their significance.

MATHEMATICS

The first area to note is the stellar math results. Here we have very good news. Our future economic growth requires a workforce with the skills necessary to thrive in a high-tech world. Mathematics is the foundation of those skills. That's why I was so pleased to see math scores up markedly. For both fourth and eighth graders, between 2000 and 2003, there is a significant improvement in average scores, and big jumps in the percentage of students scoring at or above both the basic and proficient levels.

Again, I want to point out that these gains extend across nearly all subgroups. Importantly, African American, Hispanic American, and low-income students account for some of the most significant improvements.

As a result, in the most recent period the achievement gap between White and African American students is closing for both fourth and eighth graders. Hispanic fourth graders also are narrowing the achievement gap with their White peers. Although there is no significant change in the achievement gap at the eighth grade level for Hispanic students, improving scores for these students remains a high priority.

The fact that we are reaching our youngest learners with our reforms bodes well for continued improvement as these students advance through their formal schooling. Our challenge now is to build on these improvements. Each and every child must have the opportunity to contribute to the modern economy and compete effectively with their peers around the world.

READING

It is only one year since the last assessment in reading. So, we didn't expect to see much change this year. The good news in the 2003 report is that the gains recorded in the 2002 NAEP results for fourth graders have held steady. The 2003 scores continue to be well above 2000 and 1998 levels. Some of the most impressive gains were registered by African American and Hispanic fourth graders, whose 2003 scores are also significantly above 2000 and 1998 levels.

When looking at the reading scores over time, it is important to note that twice the number of Hispanic students—many of whom do not speak English as a first language—now take NAEP assessments in comparison to a decade ago. Given this increase in the proportion of non-native English speaking students taking the test, the fact that the scores show any improvement is in itself a positive sign. This is historically an underserved population, and now we know that the tools we have under *No Child Left Behind* can indeed make a difference.

A principal focus of *No Child Left Behind* is improved reading skills. I fully expect reading scores to continue to increase once our Reading First program has been fully implemented around the country. We must be vigilant. We still have a long way to go. But we are on the right track.

CONCLUSION

Today, our children are showing strong progress in fundamental skills.

These NAEP results represent a turning of the corner. We can build on this success. I am certain we will have further gains in the coming years. I am particularly pleased to see that the achievement gap is starting to close—that is welcome news. But as long as ANY achievement gap remains, we should all be concerned. The President and I want to see the gap eliminated. And that is the focus of *No Child Left Behind*—eliminating the achievement gap. We can see from these NAEP results that it can slowly be done. Kudos again to everyone—the students and their teachers—for these great marks.

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WASHINGTON

December 3, 2003

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INFORMATION

MEMORANDUM FOR THE PRESIDENT

FROM: DAVID DUNN

THROUGH: MARGARET SPELLINGS

SUBJECT: Special Education and Adequate Yearly Progress

On Tuesday, December 9, the Department of Education will be issuing a final regulation that gives school districts flexibility in meeting the adequate yearly progress (AYP) requirements of the No Child Left Behind Act for special education students. This final regulation will ensure that schools receive credit for progress in the achievement of children with the most significant cognitive disabilities.

Background

The No Child Left Behind Act requires all students to achieve at proficient levels by the year 2014, and requires the states to disaggregate data and hold all students to the same standard, including students with disabilities. However, the Act did not give consideration to the small number of students with significant cognitive disabilities who will not be able to perform proficiently on a grade level assessment, which is estimated to be between 0.5% and 1% of all students.

At the same time, the Individuals with Disabilities Education Act (IDEA) requires that all special education students be assessed using either a regular assessment, an assessment with accommodations, or an alternate assessment. Some states also use an out-of-level test, such as giving an eighth-grader a fifth-grade test, for special education students. This practice, while not prohibited, is not seen as good practice by the Department of Education because it does not promote access to the general, grade-level curriculum that most special education students should be receiving, and most states are moving away from using out-of-level assessments.

The Department of Education recognizes that a small percentage of students with severe cognitive disabilities will not be able to perform on grade level and are more appropriately assessed with an alternate assessment. In order to ensure that disabled students who take the alternate assessment are included in the accountability system and the calculation of AYP, the Department of Education issued a proposed regulation in March 2003.

Final Regulation

The final regulation will allow states and school districts to count as meeting AYP up to 1% (or about 10% of students with disabilities) of its students with significant cognitive disabilities who score proficiently on an alternate assessment. Without this flexibility, those scores on the alternate assessment would be counted against the school as "not proficient." In order to ensure that this flexibility is used appropriately, states and school districts may count only up to 1% of all students as "proficient" under an alternate test. The final regulation does not dictate how individual students must be assessed; that is left up to the parents and teachers of each student, consistent with IDEA. The regulation only prescribes the percent of scores that can be counted as proficient based on alternate achievement standards. In order to ensure that students with disabilities are appropriately assessed, states must work with school districts to provide information on the types of assessments available and train staff so that decisions on the special education programs for disabled students support access to the most challenging curriculum possible.

For example, if a school district has 1000 students, approximately 100 of those students would be special education students according to national prevalence rates. Under No Child Left Behind, the school district has to report on the performance of the special education subgroup of 100 students and whether they have made their AYP target. This regulation allows the school district to use the proficient scores on an alternate assessment from 1% of all students, or 10 students, in their calculation of AYP for that special education subgroup. If this regulation were not in effect, the school district would receive a zero for any student that took the alternate assessment, even if that was appropriate for that particular student. Therefore, under this regulation, the school district gets credit for those 10 students who score proficiently on the alternate assessment when they calculate whether they have made AYP. It is the view of the Department of Education that schools should be held accountable for the grade-level performance of the other 90 special education students through either the regular assessment or the regular assessment with accommodations.

The regulation will also allow states and school districts to seek a figure higher than 1% if they can demonstrate through a peer review process that they have a larger population of students with the most significant cognitive disabilities. States or school districts may have a larger percentage of students with significant cognitive disabilities because of their proximity to special facilities or hospitals, or because of an exceptional special education program in their area. The regulation will go into effect thirty days after publication in the *Federal Register*.

There is one major change that was made in this final regulation compared to proposed regulation. The proposed regulation included a definition of students with significant cognitive disabilities, which was effectively an IQ of 55 or less. Most comments opposed this definition because it is too restrictive and is based on the IQ test, which the Department of Education and Congress are moving away from in IDEA. The Department of Education concurs with these comments, and has removed the definition so that states have the flexibility to define this population of students.

For the purposes of this regulation, out-of-level assessments must fall under the 1% cap along with alternate assessments. There are a small number of states that still use out-of-level assessments for a percentage of students much larger than the 1% cap, which will make compliance difficult for the current school year. It is estimated that approximately ten states (including Texas) use alternate or out-of-level tests for a group larger than one percent of all students. The Department of Education will work with these states and possibly enter into compliance agreements that will transition them down to the 1% cap over a number of years.

Anticipated Reaction

As states and school districts have been implementing No Child Left Behind, school officials and the press have raised concerns that it is inherently unfair to hold schools accountable for the achievement of certain special education students who cannot perform on grade level. This regulation will alleviate some of their concerns, but there will be those in both the school and disability communities who do not think the regulation addresses the entire population of disabled students. We will continue to monitor implementation to ensure that all students are held to the highest standards appropriate to their disability.

Throughout the development of the final regulation, we have worked with interested parties including both the disability community and school groups. All have reacted favorably to the concept of the final regulation. In addition, we have consulted with the Hill, and they are supportive of this regulation and are awaiting its publication so that they can assist in generating positive feedback in their communities.