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AP English IV

13 March 2015

## No Child Left Behind

The No Child Left Behind Act was created in 2001 by President George W. Bush. The act was created to raise the standards of low performing children. (The New Rules) The act was also created to reform an earlier education act put in place by President Johnson as a part of his War on Poverty; the Elementary and Secondary Education Act "...established that children from low-income homes required more educational services than children from affluent homes." (The Elementary and Secondary Education Act of 1965) and also it budgeted one billion dollars to Title I services in underprivileged high schools. The No Child Left behind act continued on the basis of this principle; ① however, very little is stated about the high achieving student in either act. The No Child Left Behind program does not address, nor does it provide, educational opportunities or benefits for the higher advanced learners.

~~It has been said that~~ the Elementary and Secondary Education Act is the most far-reaching federal legislation affecting education. This act created funds for primary and secondary education, as well as funds for professional development, common instructional materials, support to educational programs, and parent involvement within the school system. <sup>The act</sup> It was mainly meant to help give equal educational opportunities to children in low income homes or low income schools. <sup>In addition to leveling the socioeconomic opportunities this act</sup> it also established high accountability and standards. <sup>for ??...</sup> It was aimed to close the achievement gap between low achieving students and high achieving students. <sup>the legislation</sup> (Elementary and Secondary Education Act) <sup>what type of standards?</sup> The ESEA however, 2

↑ put this acronym in parentheses or commas after the whole name before you start using it alone.

forbids ✓  
 # This is your 3rd "however" you are over using the term.  
 forbid a national curriculum for schools. (The New Rules) The Elementary and Secondary Education Act was approved in 1965, however, it is enacted again every five years since its first passage. The No Child Left Behind Act of 2001 by President Bush is the most current reauthorization of the ESEA act. (Elementary and Secondary Education Act)

updated? latter?  
 The No Child Left Behind Act was up date to the later education act. The No Child Left Behind act increase the amount of involvement from the federal government in children's opportunity for equal education. (The New Rules) "No Child Left Behind continues the legacy of the Brown v.

Board decision by creating an education system that is more inclusive, responsive, and fair."

Where is this in your works cited?  
 (History of No Child Left Behind) Bush partially wrote the act because of his education reforms in Texas, that focused on the improvement of purpose to improve test scores. (Pros and Cons of The No Child Left Behind Act) The No Child Left Behind has added more requirements to today's education, such as funding for school

districts, requiring states to have learning standards and requiring testing programs that assess children's

performance. (No Child Left Behind Act of 2001) The main areas of improvement were the accountability, teacher quality and report cards on the school currently, most of this were aimed towards the low income school district or low performing schools. The act was designed to have gains

What do you mean by accountability? Who is accountable? What are the accountability?  
 in student achievements as well as to hold states and schools more accountable for their student progress, which helped to close the achievement gap. Under this law it was required for states to state how they plan to close the achievement gap for all students and making them academically proficient.

ultimately closing  
 States are  
 The requirement also said that students would have to be academically proficient by the 2013-2014 school year. In order to achieve this goal, schools had to meet the adequate yearly progress for all students and certain subgroups. The requirement also included all disabled students in the high school.

(Accountability of No Child Left Behind) Title I was created in order to help those children who are of

are these subsections within a citation? Never mind.

use a different word "outline" or "document"

in low income and are failing to meet the academic standards set by the state. With Bush's act, Title I has received more money than before. However, there is very little stated about the Higher learning *the focus remains narrowed to the fund, it is only about the low achieving.* (Title I)

The achievement gap is defined as the difference in test scores between certain groups of people, such as minority and races. *The gap* It can be founded in all places and is currently a problem within the US. The tests that are used include, but are not limited to, ACT, SAT, statewide test, and MSLs; differences are often most noticeable in these tests. *Test score gaps often lead to longer-term gaps, including high school and college completion and the kinds of jobs students secure as adults.*

*(Students Affected by Achievement Gap)* There are certain indicators to whether there is an achievement gap, such as performance on test, opportunities for higher level classes (AP and IB), and attainments (number of students receiving diplomas). Through this act however, it was suppose to make harder tests and more tests in order to close the gap. *This in turn made teachers teach by test, it has also caused students to cheat on the tests.* The achievement gap is only being close by raising the lower students to where the high are, and not improving the high, so in turn everyone becomes average. *while maintaining high students' performance*

AIG is stands for Academically or Intellectually Gifted Students; AIG students are defined as students who "...show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment." (Academically or Intellectually Gifted) The AIG program is mainly in elementary and secondary school systems which are go through junior high and then stop. The Javits act was created in order to help the AIG student, this act provides scientific research to be conducted, demonstration projects, and innovative strategies in order to help meet the standard of the higher learner. The Javits Act is the only federal level program for higher learners and it does not fund any local gifted programs. The money that the AIG departments

*why? was it due to time pressure or did it state "teach by test"?*

receive are through grants in which they apply for, so there is no set amount of money given to the departments. (Jacob Javits Gifted and Talented Students Education Act) There is not much given to the AIG students mostly due to the No Child Left Behind Act.

The No Child Left Behind is mainaimed to help middle and low students and because of this most schools are shifting from AIG programs to programs such as Title I and others that help lower students. This shift helps the schools from getting in trouble because of lack of underprivileged programs. Even though it is not stated that schools have to move away from AIG programs, it is like an unspoken rule, this is because many schools and states interpret the law incorrectly, which negatively affects the gifted students. The underprivileged are getting attention while AIG students are sitting in classrooms that barely challenge them to learn. "...if the students are not being pulled out for AIG services they may not be getting the acceleration or differentiated work that they really need."

(Susan Price-Cole) The rigorous curriculum is not provided to the higher learner because they receive the same as a lower learner in order to make everyone equal, this all ties in to making the lower children smart. Some gifted students even go unrecognized because of the lack of uniformity across the country

and school system identification standards. The state of North Carolina however, make school identify AIG students and provide for their needs, to the degree in which they provide is not detailed. The states select the tests to display how their student are achieving, this sways the results which makes it hard to

determine who is really AIG. The number of gifted students are decreasing steadily because of a number of problems.

"...most recent "State of the States Report" compiled by the National Association for Gifted Children reveals a number of issues affecting services for the gifted: a lack of conformity and uniformity, limited service options, insufficient teacher

The individual departments must receive these grants

There is clearly a lack of funding for AIG programs which can be contributed to the N.C.L.B.A. Due to

Refrain from circumvent criticism for a none of the acts directly

has developed into

The cause of this movement stems from

accelerated

instruction

an attempt to offer equality

within identification standards

The procedures for meeting those needs are not clearly defined.

an eligibility determine

ability

Each

identified

due to the inefficiency

of common assessment tools

change this to talk about the differences within eligibility criterion make it difficult to assess an overall standard for AIG determination.

training, inconsistent reporting and accountability measures, and a lack of state funds." (Kristen Stephens and Jan Riggsbee)

No Child Left Behind has left the most important children behind. (The Children Neglected By No Child Left Behind)

The No Child Left Behind has a small section that details what is suppose to be done for the AP (advanced placement) programs, it can be referred to as Access to High Standards Act. There are nine purposes to the act, which are very similar to goals, the distribution of funds are included in this as well.

The No Child Left Behind says that it supports state and local efforts to improve the Advanced Placement programs so that it better for the students, however the NCLB doesn't state that there needs to be a national standard so that each state's education is the same. There are more than 600,000 that take AP classes each year but do not take the exam, the NCLB is encourage students to take the exam.

In turn that it would build up students benefits for taking AP classes by providing certain skills that are appreciated nation wide. The NCLB act states that one purpose would be to expand the AP in schools

and maybe to middle schools with some pre-advanced placement classes. When the program expands

in age it would also diversify, meaning that one purpose is to diversify the race of people taking the AP

classes. Throughout this all success in the program is required. Poverty areas and schools who don't

have advanced placement classes would be offered classes, which would help to bring the poor and

lower students to a higher level. With that increase the amount of students who succeed in getting the

college credit. (Inside No Child Left Behind) The NCLB act wants more low income student to

participate, higher scores from students so they receive college credit, they want the AP class to be

supported, plus finish the classes in less time but still have the same results, if not better. It does seem

like NCLB is supporting the success in students who participate in AP programs, because they want all

increased higher enrollment of low income students, increased assessment proficiency, more support and funding, to be completed in a shorter time frame.

Additional funding of requires approval that may have grants limited availability.

\*The NCLB shows <sup>partial</sup> support by recommending expectations for AP programs but lacks actual requirements for schools to follow, unlike Title I which fully supports the underprivileged, low learner by detailing the requirements each school must follow.

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of this. It never states that it is required for the AP programs but that it is wanted for school to have them. However, when Title I is state it is required for every school to fully support the underprivileged, low learner. Then the AP are put into the mix, most of the funds are to properly train teacher and to wave the exam fees for the people for low income. <sup>↑ derogatory, petty</sup> Any other funds have to be applied for through grants and then the grant passes up the chain until it either gets approved or denied. There is also a dramatic difference in price between the low income student to paying an AP exam than a student that doesn't qualify for free and reduced lunch.

This carries the tone of a rant. Be careful how you word your thoughts.

Is this statement relevant? No student has to pay this year.

The No Child Left Behind was created by President Bush but has been further reformed by

President Obama. Obama has made changes to the act as well as renewing the No Child Left Behind Act every five years because <sup>due to the act's five year renewal mandate,</sup> it is stated that every five years it has to be reapproved. He has tried to fix the fail act by creating programs that help to balance everything, such as Race to the Top. President

? what do you mean by "everything"?

Obama created waivers in order for the schools to keep open because most of the schools in America did not achieve student proficiency this year. The waivers allow the schools to waive the restrictions by saying they are implementing certain programs that help to <sup>non-proficient to remain</sup> reach student proficiency. The No Child Left Behind Act does not prepare the children for college, so the Obama administration has implemented college ready programs in order to help all students to <sup>assist</sup> be prepared when entering college. (The Times Editorial Board) <sup>where is this in your work cited?</sup>

make strides toward

in preparation for

The Race to the Top program was announced on July 4, 2009. The Race to the Top <sup>Race to the Top innovation</sup> is a competition between school in the US to receive funding, the total money that was to be used was 4.35 billion dollars. It was meant to trigger reforms that were innovation within K-12 schools. Race to the Top was also supposed to close the achievement gap and make student college ready. It was established under the American Recovery and Reinvestment Act of 2009, often referred to as The

Stimulus or The Recovery Act. The Stimulus act was created as a reaction to the recession; it's main objects are to one, to save and make jobs, and two, to help people most affected by the recession.

States earn "points" by meeting certain education policies as well as meeting teacher and principal performance standards. States can also earn points by adopting Common Core learning and abiding by those standards. If a State turns a low performing school or poor school around they receive more points. (Tiffany D. Miller and Robert Hanna) The total points that a state could receive was 500 points,

each category weighed differently in the scale. There were three different rounds or phases to the competition each time funds were awarded to states. North Carolina, in the first phase, ranked twelfth with 414 points and in the second phase North Carolina ranked ninth and received 400 million dollars toward school systems. North Carolina didn't participate in the third phase. Race to the Top however is criticized for having unreliable test and having the federal government be too involved in school.

Government officials said that the test haven't been reliable in past uses and the test don't accurately measure the students or teachers.

"Waivers are needed because No Child Left Behind is broken in significant ways." The Obama administration has tried to fix the act by fill the cracks with waivers. The waivers allow the states to discard some of the restriction made by the No Child Left Behind Act. In turn the states have to reform elements of their school to increase flexibility. One example that a state might gain a waiver is if they adopt the Common Core state standards for student's score on test and teacher evaluations. Based off of those score a state/ school can be freed of the restriction made by No Child Left Behind. The Common Core standards should be learned at each grade level and are as follows:

"...1. Research and evidence based

2. Clear, understandable, and consistent

adjectives

Reword.

You changed tense. Make sure you keep

the same tense all the way through the paragraph

measure what about them?

Students' S S

3. Aligned with college and career expectations
4. Based on rigorous content and the application of knowledge through higher-order thinking skills
5. Built upon the strengths and lessons of current state standards
6. Informed by other top-performing countries to prepare all students for success in our global economy and society..." (Read The Standards)

If a state can't make these standards or chooses not to abide by them <sup>then</sup> there waiver will be revoked.

There was a situation like this with Washington state, the state was accused of not keep the promise of abiding by the standards. Washington almost lost it's waiver. States have been notified that their waivers could be revoked. The effort for all states to adopt common core have been under way but it unclear the impact of Common Core or the waivers will be.

No Child Left Behind has changed over the years, from when it started to currently. The change can be seen through the reforms that had to be made by the Obama administration in order to keep the act valid, such as creating waivers for the states. As time has gone on the act has just continued to worsen. The NCLB under Bush seems to focus more upon the student who need Title I and the lower income student. The NCLB under Obama still focuses on those students but it also looks at the students as a whole <sup>and</sup> getting them ready for college so they can get a better job. <sup>gr</sup> the recession played a bigger role in Obama's education reform. The NCLB <sup>gr</sup> however as a whole, meaning both under Bush and Obama, ignores the higher, gifted, academic students. This act in general bring the lower and middle students' standards up but does nothing for the higher learner. If the higher learner is not being pushed in classrooms they will become average just like everyone else, this will make all of the future learner <sup>Re word!</sup> average no one will have an edge on the other. "...roughly 1.5 million students need a curriculum

Re word!  
Does not sound professional

more rigorous than the current standard..”, “...between 10 and 20 percent of all high school dropouts test in the gifted range...”, “...as many as 40 percent of all gifted students are underachievers...”, ( Does No Child Left Behind Require that No Child Be Ahead?) all of these statistics are about the higher learner/ AIG student, most of this is cause from the lack of support from the government in the NCLB program which is the government main educational reform. There has even been a negative effect on the other end of the spectrum. Most states have not put programs in place to help intervene and help the chronically low students. Other problems for education arise because of the flexibility put in place by the NCLB act. The flexibility allows all states to have their own accountability system, each having different requirements for teachers, students and standards. Trend lines are graphs that depict a general course of tendency. The trend lines help to mislead the public that their state's education situation is better or worse. An example would be in a growth model if a student is three years behind her reading level and at the end of the year she is only one year behind, it would not be viewed as failing. So in turn the NCLB act sees growth as succeeding rather than achievement. There is however, some positives that have come from the No Child Left Behind Act. The NCLB act has diversified the education of lower schools as well as help the low achieving student and at raise their standards. The No Child Left Behind act has also been one of the only acts to focus it attention to the lower half of students; therefore it is the most sweeping education act. maybe use a different adjective here. Unfortunately there is no uniformity of standards in education, even though the standards are supposedly raised by the No Child Left Behind act. There are multiple definitions of student proficiency and highly qualified teachers. They do implement that states have education standards but the government does not implement a national standard for each grade over all education systems. The test s that they implement to measure the student actually only measure if students perform at their grade level;

high level student perform sometimes three grade levels above theirs. In turn it shows that the government test are very poor at measuring the performance of students. The states also sometimes inflate their test scores just so they are able to meet the requirement of the NCLB act. This in turn leads to a loss of education for the student, which further leads to a loss of proficiency. The NCLB act has main different parts but they all link together in the end.

This act has caused education to be one of the most forefront policies on a political campaign. However, it has also gotten a very bad reputation of being ineffective, which is true. It has had a very narrow like vision, instead of its original use which was to make education available to everyone. The

No Child Left Behind act only focuses on the lower students' improvement in education and not the high students' improvement. If there is anything for the higher learning student it is not clear what programs are available such as for lower students. This will cause our high student to become average and then every student will be the same.

are

Also, states have been known to...

No! "had"

Reword.

Reword.

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