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No Child Left Behind Fact Sheet

In 2002 Congress passed NCLB under the promise of improving education

The goal: 100% test proficiency by 2014. **The means:** State standardized tests, high stakes of school sanctions and penalties

NCLB Expenditures

Annual Reporting Expense: The National Conference of State Legislators estimated the burden for meeting the NCLB reporting requirements at \$135,000,000 annually.

Cost to Implement: In January 2004, Ohio announced the results of an analysis of NCLB's financial impact on the state. The study concluded that the state will have to spend \$1.447 billion dollars more annually to implement NCLB, an 11% increase in education spending in Ohio.

Multi-billion dollar testing industry: According to McGraw Hill, publisher of tests in 26 states, "the Key to CTB's base business is the implementation and continued funding of NCLB's assessment and accountability provisions." McGraw Hill listed revenues at \$276 million and Pearson posted \$462 million in profits for 2009.

Federal Aid to Education: Current federal spending is only 7.4 percent.

Measurable Return on Investment: Zero



NCLB's Negative Outcomes

Widening academic achievement gap between rich and poor children: "The achievement gap between children from high and low income families is roughly 30-40 percent larger among children born in 2001 than among those born twenty-five years earlier. (Reardon, 2011)

Burgeoning drop-out rates: Drop-out crisis continues with 1.2 million students dropping out each year. 7,000 students are estimated to drop out of school each day.

Scores flat and declining: Despite evidence curriculum has been narrowed and there is teaching to the tests, state test scores have remained relatively flat. Since the passage of NCLB, results from the National Assessment of Educational Progress, NAEP have failed to show consistent increases and SAT scores have declined. Socio-economic-status has proven to be the highest correlation to student's performance on test scores in all cases.

Unprepared for college: The emphasis on basic skills, memorization and short answer responses have left students unprepared for the rigors of college. More Universities are reporting the need for remediation of incoming freshman.



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No Child Left Behind Act - Expensive and Ineffective

No Child Left Behind [2002]

NCLB shifted accountability away from citizens and locally elected school boards. The emphasis on testing has created a monopoly for testing corporations, the primary recipients of federal education spending. Under the weight of standardization and high-stakes testing schools are collapsing and opportunities for children continue to diminish.

Punishments and Sanctions

Requires annual assessments in grades 3-8
Requires state and local report cards on academic achievement

Requires states to implement a single statewide accountability system

Requires states to specify annual measurable objectives to measure student progress reach proficiency in reading and math within 12 years (2014)

Requires local school districts to ensure that all Title I teachers in core academic subjects are "highly qualified"

Institutes corrective actions such as replacing school staff. (According the US Department of Education 84% of all American Schools are not meeting the criteria for AYP adequate yearly progress.)

Mandates the fundamental restructuring of any school that fails to improve over an extended period of time, including reopening the school as a charter school or turning over school operations either to the state or to a private company.

More children in poverty:

In the era of No Child Left Behind, 22 % of all children in America are living in poverty. Almost one million more children fell into poverty between 2009 and 2010.



Elementary Secondary Education Act

ESEA targeted federal aid at the most at-risk children. As a result of the original ESEA many schools got their first libraries, special-education and English-second language teachers. The outcome of increased funding and tax revenues being returned to communities and increased school funding, poverty declined and more women, minorities, and people with disabilities entered college and the workforce.

Resources and Services

Financial Assistance for the education of children from low-income families

School Library Resources textbooks and other instructional materials

Supplementary Educational Centers and Services

Educational Research training grants and staff development

Aid to Handicapped Children (1966 Amendment)

Bilingual Education Programs (1967 Amendment)

Children rise out of poverty:

In the decade following the ESEA, poverty rates in the U.S. dropped to their lowest levels: from 17.3% in 1965 to 11.1% in 1973.

[1] The National Conference of State Legislators (NCSL), February 15th 2007.

[2] School Funding Information

[3] Harold McGraw III, Chairman's letter, 2003

[4] McGraw-Hill Annual Report

[5] Pearson Investment Statement 2009

[6] Reardon, Sean. The Widening Academic Achievement Gap between the Rich and the Poor: New Evidence and Possible Explanations. Stanford University, January 2011

[7] The White House, Office of the Press Secretary, Fact Sheet March 01, 2010

[8] NAEP Results Produce More Evidence of NCLB Failure, Press release, FairTest, April 28, 2009.

[9] What Influences Students' Need for Remediation in College? Evidence from California

[10] No Child Left Behind Act Desktop Reference

[11] U.S. Census Income, Expenditure, Poverty Wealth

[12] US Census Bureau - 1959-2009