NCLB and the Transformation of Federal Education Policy, 1965-2005

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No Child Left Behind and the Transformation of Federal Education Policy, 1965–2005

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NO CHILD LEFT BEHIND (2001)

- Bipartisan: 381-41 in the House and 87-10 in the Senate
- Dramatically increased federal education role/spending

MANDATES FOR STATES:

- Academic standards for ALL students
- Yearly proficiency tests grades 3-8 & HS
- Make AYP; all students proficient by 2014
- Public report cards with disag. data
- Cascade of remedies for failing schools
- “Highly qualified” teachers
- Noncompliance means lose federal $
I WANT NO CHILD LEFT BEHIND!
COMPARISON OF ESEA AND NCLB

ESEA (1965):
- Narrowly targeted—disadvantaged students
- Focused on school inputs (resources)
- Contained few federal mandates

NCLB (2001):
- Addresses ALL schools and students
- Focused on school outputs (achievement)
- Remarkably prescriptive
- The National Schoolmarm
NCLB Successes

- Better data and transparency of outcomes
- Greater public, media, pol. awareness
- Sub-group disaggregation & accountability
- Increased role and capacity of SEAs
- Focus on school turnarounds
- Expanded choice, charter growth (but…)
- Much more ed innovation/experimentation
- Data driven instruction; empirical research
- Launched teacher quality discussion
NCLB Problems

• States’ resistance, call for flexibility, $
• Uneven state testing/data systems
• Increase/ quality of tests
• Gaming the system: states set own standards, tests, and proficiency def
• SEA intervention/capacity issues
• School restructuring loopholes
• USED limited enforcement tools
• Law focused on ends not means
Key Issues for ESEA Reauthorization

- Loosey/Tighty problem and NCLB Waivers
- Fed accountability and school turnarounds
- National standards & assessments (C Core)
- But standardized tests or multiple measures?
- AYP & “utopian” timetables; drop or extend?
- Teacher quality (Ed schools, tenure, merit pay)
- Expanded learning time; pre-school
- School choice: Charters, vouchers, portability