



To learn more about No Child Left Behind  
please call Connecticut Parent Advocacy Center  
1-800-445-2722

With passage of, *No Child Left Behind Act of 2001 (No Child Left Behind)*, Congress reauthorized the *Elementary and Secondary Education Act (ESEA)*--the principal federal law affecting education from kindergarten through high school. In amending *ESEA*, the new law represents a sweeping overhaul of federal efforts to support elementary and secondary education in the United States. It is built on four common-sense pillars: accountability for results; an emphasis on doing what works based on scientific research; expanded parental options; and expanded local control and flexibility.

**No Child Left Behind does the following for parents and children:**

**Supports learning in the early years, thereby preventing many learning difficulties that may arise later**  
Children who enter school with language skills and pre-reading skills (e.g., understanding that print reads from left to right and top to bottom) are more likely to learn to read well in the early grades and succeed in later years. In fact, research shows that most reading problems faced by adolescents and adults are the result of problems that could have been prevented through good instruction in their early childhood years (Snow, Burns and Griffin 1998). It is never too early to start building language skills by talking with and reading to children. *No Child Left Behind* targets resources for early childhood education so that all youngsters get the right start.

**Provides more information for parents about their child's progress**

Under *No Child Left Behind*, each state must measure every public school student's progress in reading and math in each of grades 3 through 8 and at least once during grades 10 through 12. By school year 2007-2008, assessments (or testing) in science will be underway. These assessments must be aligned with state academic content and achievement standards. They will provide parents with objective data on where their child stands academically.

**Alerts parents to information on the performance of their child's school**

*No Child Left Behind* requires states and school districts to give parents easy-to-read, detailed report cards on schools and districts, telling them which ones are succeeding and why. Included in the report cards are student achievement data broken out by race, ethnicity, gender, English language proficiency, migrant status, disability status and low-income status; as well as important information about the professional qualifications of teachers. With these provisions, *No Child Left Behind* ensures that parents have important, timely information about the schools their children attend--whether they are performing well or not for *all* children, regardless of their background.

**Gives children and parents a lifeline**

In this new era of education, children will no longer be trapped in the dead end of low-performing schools. Under *No Child Left Behind*, such schools must use their federal funds to make needed improvements. In the event of a school's continued poor performance, parents have options to ensure that their children receive the high-quality education to which they are entitled. That might mean that children can transfer to higher-performing schools in the area or receive supplemental educational services in the community, such as tutoring, after-school programs or remedial classes.

Information taken from "No Child Left Behind: A Parent's Guide Introduction and Overview"

U.S. Department of Education, 2003, [www.nochildleftbehind.gov](http://www.nochildleftbehind.gov)

Distributed by Connecticut Parent Advocacy Center, Inc., 2009

[www.cpacinc.org](http://www.cpacinc.org) 1-800-445-2722



### **Improves teaching and learning by providing better information to teachers and principals**

Annual tests to measure children's progress provide teachers with independent information about each child's strengths and weaknesses. With this knowledge, teachers can craft lessons to make sure each student meets or exceeds the standards. In addition, principals can use the data to assess exactly how much progress each teacher's students have made and to better inform decisions about how to run their schools.

### **Ensures that teacher quality is a high priority**

*No Child Left Behind* defines the qualifications needed by teachers and paraprofessionals who work on any facet of classroom instruction. It requires that states develop plans to achieve the goal that all teachers of core academic subjects be highly qualified by the end of the 2005-06 school year. States must include in their plans annual, measurable objectives that each local school district\* and school must meet in moving toward the goal; they must report on their progress in the annual report cards.

### **Gives more resources to schools**

Today, more than \$7,000 on average is spent per pupil by local, state and federal taxpayers. States and local school districts are now receiving more federal funding than ever before for all programs under *No Child Left Behind*: \$23.7 billion, most of which will be used during the 2003-04 school year. This represents an increase of 59.8 percent from 2000 to 2003. A large portion of these funds is for grants under Title I of *ESEA*: Improving the Academic Achievement of the Disadvantaged. Title I grants are awarded to states and local education agencies to help states and school districts improve the education of disadvantaged students; turn around low-performing schools; improve teacher quality; and increase choices for parents. For fiscal year (FY) 2003, funding for Title I alone is \$11.7 billion--an increase of 33 percent since the passage of *No Child Left Behind*. President Bush's FY 2004 budget request would increase spending on Title I by 48 percent since he took office.

### **Allows more flexibility**

In exchange for the strong accountability, *No Child Left Behind* gives states and local education agencies more flexibility in the use of their federal education funding. As a result, principals and administrators spend less time filling out forms and dealing with federal red tape. They have more time to devote to students' needs. They have more freedom to implement innovations and allocate resources as policymakers at the state and local levels see fit, thereby giving local people a greater opportunity to affect decisions regarding their schools' programs.

### **Focuses on what works**

*No Child Left Behind* puts a special emphasis on implementing educational programs and practices that have been clearly demonstrated to be effective through rigorous scientific research. Federal funding will be targeted to support such programs. For example, the Reading First program makes federal funds available to help reading teachers in the early grades strengthen old skills and gain new ones in instructional techniques that scientifically based research has shown to be effective.

\*Note: For the purpose of discussion in this document, the terms "district" and "local education agency" are used interchangeably in discussing the agency at the local level responsible for maintaining administrative control of public elementary and secondary schools in a given area or political subdivision of the state.

Information taken from "No Child Left Behind: A Parent's Guide Introduction and Overview"

U.S. Department of Education, 2003, [www.nochildleftbehind.gov](http://www.nochildleftbehind.gov)

Distributed by Connecticut Parent Advocacy Center, Inc., 2009

[www.cpacinc.org](http://www.cpacinc.org) 1-800-445-2722

