

INSTRUCTIONS:

1. Tab in between fields to fill in narrative data and then "save as" with the brief title as the file name.
2. Close document, then re-open. Click on "view" tab, then "toolbars" then "forms." A box should appear with forms in the title bar.
3. Select the padlock button to unlock the document, complete the "data at a glance box" and insert your graph.
4. Select padlock button to lock the document and then save document again. **DELETE THIS BOX PRIOR TO THE LAST YOU SAVE!**



SOCIAL WORK DEPARTMENT Student Research Brief

Minority Children Starts the School Behind: No Child Left Behind Act Title here

By: Sandra Silvels (BSW Class of 2008)
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Introduction

The No Child Left Behind Act (NCLB), was passed in the House of representatives on May 23, 2001 and signed into law on January 8, 2002. This act is to improve the performance of primary and secondary schools by increasing the standards of accountability for states, and school districts. The No Child Left Behind federal education policy takes root in our public schools across the nation, reforming the underachieving profile of poor, minority children and their community (Wong, 2007). The act requires states to develop assessments in basic skills to be given to all students in certain grades. The President's testing proposal is to address the gap between the poor and middle-class students by requiring states to report their scores separately. School districts that fail to make progress in closing the achievement gap would risk losing monetary assistance through Title One of the Elementary and Secondary Education Act (Meyer, 2004). Federal Funds under No Child Left Behind are mostly distributed to school districts whose populations come from lower economic levels and represent culturally diverse populations (African Americans, Native Americans, Asians, and Latinos). The No Child Left Behind mission is to hold school districts and states accountable, encouraging the use of flexible educational approaches, and supporting parents rights to school of their choice (Wong, 2007).

Summary of Primary Findings

No Child Left Behind Act is the reauthorization of the Elementary and Secondary School Education Act of 1965. The NCLB is a tool for improving achievement and closing the achievement gap. Low-income students and students of color have consistently been short changed. They've had least qualified teachers, the least challenging curriculum and the poorest equipped schools. The No Child left Behind Act holds states responsible for making sure that all students are held to high standards

(McGuinn, 2005). Every state and school district is responsible for ensuring that students meet the state standard for proficient within 12 years. Each year grades three through eight are required to test students reading and mathematics skills. All students in the same grade level throughout the state take the same test once a year. Parents have the option to

transfer their children to higher performing schools or to receive supplement education services paid for with federal money. The No Child Left Behind has improved the minority culture, African- American and Hispanic students which are making progress according to the

Department of education: In 4th grade reading, the achievement gap between white and African-American students is at all-time low. In 4th and 8th grade African -American student achieved their highest scores in math. Hispanic 8th graders achieved their highest score in reading (sleeter, 2004).

Implications for Social Work Practice

The No Child Left behind was intended to reform U.S. public education and improve student achievement through testing and accountability. School social workers needs to become more aware of the potentially negatively consequence that stem from reliance a high stakes testing. Need to become more aware of such consequences faced by vulnerable and disempowered clients.

DATA AT A GLANCE

U.S. DEPT. OF EDUCATION

NO CHILD LEFT BEHIND ACT IS A LAW THAT AFFECTS EVERY STATE AND SCHOOL DISTRICT IN AMERICA.

STATISTICS

32% PERCENT OF 4 GRADERS CAN READ AT GRADE LEVEL.

17% PERCENT OF 12 GRADERS ARE PROFICIENT IN MATH.

18 PERCENT OF 12 GRADERS ARE PROFICIENT IN SCIENCE.

References

10 Recommendations for Practice with Systems of All Sizes

1. Continue to strengthen the effort to close achievement gap through high standards, and accountability.
2. Students who live in poverty and students of color should be taught with a challenging curriculum that will push them to do their best.
3. There should be a support system in place for struggling students.
4. Schools should empower parents with information and options about No Child left Behind Act.
5. State must prepare low- income students with academic standards for English and Mathematics in order to be succeeding in college and the workplace.
6. The State need to continue to invest in student's grade 6-12.
7. Need different resources for students who are mostly in need.
8. Improving assessments for students with disabilities and limited English proficiency.
9. Qualified teachers need funds for tools to help their students achieve.
10. Make sure low-income and minority students get at least their fair share of good teachers.

Conclusion

The No Child left Behind Act is a policy that distributes funds to public schools whose populations come from lower economic levels and represent culturally diverse populations. Its mission is to close the achievement gap by holding school districts and states accountable, encouraging the use of flexible educational approaches and supporting parent's rights to school choice.

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About the Author

I am a BSW student at The University of Tennessee at Chattanooga. I am a student of great promises. For my research project I will be discussing: Minority Children Starts the School Behind.

