

No Child Left Behind (NCLB) Act of 2001 : Title III Biennial Evaluation Report

District Code:	District Name:	Contact Name:	Contact Phone:

The summaries requested below should be based on activities conducted during the school years 2006-2007 and 2007-2008. Please indicate difficulties other than financial and whether your district needs technical assistance from DESE/MELL. Use separate sheets to respond to the questions. Please limit your responses to each question to no more than one page. Place this questionnaire on top of your responses.

Program design and activities conducted during the two immediately preceding fiscal years

1. Provide a narrative summary of any difficulties or problems which require technical assistance from DESE/MELL.

Difficulties or problems, other than financial, which require technical assistance from DESE/MELL to improve any progress made by ELL students in learning English and meeting the challenging State academic content and student achievement standards.

2. Description of difficulties or problems encountered in achieving English language proficiency progress (MAC II).
3. Description of difficulties or problems encountered in meeting challenging state academic content and student achievement progress (MAP).

Increasing number and percent of children attaining English proficiency (advanced-all domains) at the end of each school year

4. Please specify any difficulties or problems, other than financial, in attaining English language proficiency, which require technical assistance from DESE/MELL.

Difficulties or problems, other than financial, in meeting challenging state academic content and student achievement progress (MAP) for each of the two years after the student is no longer receiving services.

5. Description of difficulties or problems in monitoring progress during the first year.
6. Description of difficulties or problems in monitoring progress during the second year.

Percentage of students who have transitioned into classroom not tailored to ELL students

7. Please summarize any difficulties or problems which require technical assistance from DESE/MELL.

Program(s) strengths or weaknesses

8. Please indicate the overall strengths or weaknesses of your program(s).

Professional development activities

9. Please indicate the professional development activities provided during the two immediately preceding fiscal years 2006-2007 and 2007-2008.

Virgina Report On Nclb Act

SA Dillow



Virginia Report On Nclb Act:

Closing the achievement gap the impact of standards-based education reform on student performance : draft report for commissioners' review. ,2004 *Report of the Virginia Board of Education* Virginia. State Board of Education,2006

Virginia School Law Deskbook ,2007 **No Child Left Behind Act of 2001** United States. Congress. House. Committee on Education and the Workforce,2001 *Education Regulations* United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Early Childhood, Elementary, and Secondary Education,2011 High Stakes Accountability Jennifer King Rice,Christopher Roellke,2009-01-01 In this third volume of Research in Education Fiscal Policy and Practice editors Jennifer King Rice and Christopher Roellke have assembled a diversity of research studies focused on the current policy environment of high stakes accountability and how this context has impacted educators and students at multiple levels of the system This effort to leverage student performance through high stakes reform has accelerated and intensified considerably since the 2002 reauthorization of the federal Elementary and Secondary Education Act commonly referred to as No Child Left Behind NCLB In order for high stakes accountability reforms to realize their stated aims targeted schools must have or acquire the resources and capacity to meet prescribed performance standards Hess 1999 Malen Mintrop 2003 2004 Wong et al 1999 yet little systematic research has been assembled to document the implications of high stakes accountability systems on the resources and capacity of schools and school systems This book aims to fill that gap With this in mind authors were asked to pay specific attention to challenges school systems confront as a result of NCLB and other high stakes reforms The contributing authors were asked to think of policymakers and practitioners at local state and national levels as the intended audiences for their work Our contributors responded with a collection of studies examining the relationship between high stakes reform and school district staffing the recruitment and distribution of high quality teachers curriculum making and the provision of supplemental educational services to children Our book is organized into three sections The first provides a framework for assessing the impact of high stakes accountability policy on school capacity and also addresses implementation challenges at both state and local levels The second section focuses on the impact of federal and state policymaking on teacher staffing and workplace conditions The final section includes three chapters that provide a range of critiques on federal policymaking including legal challenges to NCLB **A Review of the Report** Lisa G. Driscoll,2006 **Federal Funding for the No Child Left Behind Act** United States. Congress. Senate. Committee on Appropriations. Subcommittee on Departments of Labor, Health and Human Services, Education, and Related Agencies,2007

The Race Controversy in American Education Lillian Dowdell Drakeford Ph.D.,2015-07-28 In this unique two volume work expert scholars and practitioners examine race and racism in public education tackling controversial educational issues such as the school to prison pipeline charter schools school funding affirmative action and racialized curricula This work is built on the premise that recent efforts to advance color blind race neutral educational policies and reforms have not only proven

ineffective in achieving racial equity and equality of educational opportunities and outcomes in America's public schools but also exacerbated existing inequalities. That point is made through a collection of essays that examine the consequences of racial inequality on the school experience and success of students of color and other historically marginalized populations. Addressing K-12 education and higher education in historically black as well as predominantly white institutions, the work probes the impact of race and racism on education policies and reforms to determine the role schools, school processes, and school structures play in the perpetuation of racial inequality in American education. Each volume validates the impact of race on teaching and learning and exposes the ways in which racism manifests itself in U.S. schools. In addition, practical recommendations are presented that may be used to confront and eradicate racism in education. By exposing what happens when issues of race and racism are marginalized or ignored, this collection will prepare readers to resist and perhaps finally overcome the racial inequality that plagues America's schools. Acts of the General Assembly of the Commonwealth of Virginia, Virginia, 2007.

Urban Educational Leadership for Social Justice Jeffrey S. Brooks, Melanie C. Brooks, 2015-06-01. The chapters in *Urban Educational Leadership for Social Justice: International Perspectives* constitute a collection of works that explore dynamics related to equity in multiple contexts. Authors examined these issues in Turkey, Egypt, the United States, Thailand, and at a global level by comparing and contrasting school leadership practice across borders. Considered as a whole, these papers explore various topics that will be at the forefront of educational research for years to come. Increasingly, educational leaders understand that there are important lessons to be learned internationally and globally. This book includes important research conceived from these perspectives. Our hope is that individually and collectively, they might contribute to our understanding of international and global issues in educational leadership and that they will extend, challenge, and deepen extant lines of inquiry and begin others. Building the Federal Schoolhouse, Douglas S. Reed, 2014-06-26. Over the past fifty years, the federal government's efforts to reform American public education have transformed U.S. schools from locally run enterprises into complex systems jointly constructed by federal, state, and local actors. The construction of this federal schoolhouse, an educational system with common national expectations and practices, has fundamentally altered both education politics and the norms governing educational policy at the local level. *Building the Federal Schoolhouse* examines these issues through an in-depth, fifty-year examination of federal educational policies in the community of Alexandria, Virginia, a wealthy yet socially diverse suburb of Washington, D.C. The epochal social transformations that swept through America in the past half century hit Alexandria with particular force, transforming its Jim Crow school system into a new immigrant gateway district within two generations. Along the way, the school system has struggled to provide quality education for special needs students and has sought to overcome the legacies of tracking and segregated learning while simultaneously retaining upper middle class students. Most recently, it has grappled with state and federally imposed accountability measures that seek to boost educational outcomes. All of these policy initiatives have contended with

the existing political regime within Alexandria at times forcing it to a breaking point and at other times reconstructing it All the while the local expectations and governing realities of administrators parents politicians and voters have sharply constrained federal initiatives limiting their scope when in conflict with local commitments and amplifying them when they align Through an extensive use of local archives contemporary accounts school data and interviews Douglas S Reed not only paints an intimate portrait of the conflicts that the federal schoolhouse s creation has wrought in Alexandria but also documents the successes of the federal commitment to greater educational opportunity In so doing he highlights the complexity of the American education state and the centrality of local regimes and local historical context to federal educational reform efforts

Education Reform in the American States Jerry McBeath, Maria Elena Reyes, Mary Ehrlander, 2008-04-01 Education Reform in the American States is a timely evaluation of the accountability movement in American public education culminating in the No Child Left Behind Act federal legislation of 2002 The authors treat the current accountability movement placing it in historical context and addressing the evolution in public education policymaking from the overwhelming emphasis on state and local discretion to increasing federal oversight and mandates related to federal funding They provide case studies of the educational accountability movements in nine states and analyze the factors and forces which explain progress in achievement levels as measured on standardized tests and the states prospects for meeting their NCLB targets The book and the individual case studies acknowledge the merits of NCLB while exposing several significant flaws and unintended harmful consequences of the act particularly its incentives for states to lower their standards in order to meet annual yearly progress targets and its threat to withdraw federal funds from districts with the highest percentage of disadvantaged students The audience for this study includes local state and federal education policy makers administrators and instructors in schools of education and other teaching programs educators and the general public

STEM Education in Underserved Schools Julia V. Clark, 2023-11-14 This contributed volume is intended to help increase equitable opportunities in STEM education for all students It identifies best practices and challenges related to producing more equitable and inclusive routes to access STEM education and professions

Improving the No Child Left Behind Act's Accountability System United States. Congress. House. Committee on Education and Labor. Subcommittee on Early Childhood, Elementary, and Secondary Education, 2008

Concurrent Resolution on the Budget FY 2008 United States. Congress. Senate. Committee on the Budget, 2007

Wise Social Studies in an Age of High-Stakes Testing Elizabeth Anne Yeager, O. L. Davis, 2005-08-01 The chapters in this volume illustrate how teachers are bringing creativity higher order thinking and meaningful learning activities into particular school settings despite pressures of standards and testing We chose the word wise for the title of this book and we use it frequently to describe the pedagogical practices we have identified The words powerful and ambitious are used as well The larger point as Keith C Barton makes in his chapter is that there is no necessary connection between content standards and high stakes tests on the one hand and lowlevel rote

instruction on the other He reminds us as Thornton 1991 and Wiggins 1987 previously have argued that teachers play a crucial role in mediating educational policy and their intentions and interpretations have at least as much influence on classroom practice as does the content of standards and highstakes tests Barton also asserts that this makes it all the more crucial to identify the wisdom of practice that enables teachers to engage students in powerful educational experiences

The No Child Left Behind Act's Impact on Indian Education United States. Congress. House. Committee on Education and Labor. Subcommittee on Early Childhood, Elementary, and Secondary Education, 2008 **No Child Left Behind and other Federal Programs for Urban School Districts** Frank Brown, Richard C. Hunter, 2006-07-04 The No Child Left Behind NCLB Act is designed to close the achievement gap between disadvantaged and disadvantaged children through its Title I program This book explores models to achieve equity in Title I schools and defines what is required of states in Title I schools It examines how each state implements NCLB accountability standards ENC Focus Review , 2003

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