

ECS Data Base Summarizes State Policies Relative to No Child Left Behind Requirements

The Education Commission of the States has developed a data base which provides information on the way state policies match up with the requirements of No Child Left Behind. Attached is an excerpt from the data base's national grid as of the first of February.

With regard to **NCLB standards and assessments**, nearly 85 percent of the states are on track in the development of *science standards*, with the remainder in pretty good shape. About 55 percent are fully on track with their *science assessments* and seven states are not on track at all in this category. Only about a third of the state are completely on track in the development of *annual assessments in reading* and in *math*. In terms of *assessments of English language proficiency*, about 45 percent of the states are fully on track, but more than a third do not appear to be on track at all. About 45 percent are also fully on track to *include LEP students* in their assessments, but again nearly a quarter of the states are not at all on track. The findings are similar for the *inclusion of migrant students* with about half the states fully on track and less than fifteen percent not on track. On the other hand, more than two-thirds of the states are on track for the *inclusion of students with disabilities* and only four states not at all on track.

In terms of key NCLB **accountability** requirements, only nine states appear to be completely on track to require *accountability for all subgroups*. Half of the states are apparently not on track at all. The findings are a little better for the *inclusion of graduation rates and other indicators*; a third of the states are fully on track and about 40 percent are not on track.

With regard to key requirements under NCLB's **school improvement** provisions, only three states are considered to be fully on track when it comes to *timely identification* of schools in need of improvement. Eleven states appear not to be on track; the remaining three quarters of the states are classified as partially on track. In terms of providing appropriate *rewards and sanctions* for school improvement, nearly half of the states are fully on track with about a quarter not on track at all.

States tend to be in better shape with regard to the **supplemental services** of NCLB. More than 80 percent of the states are considered to be on track when it comes to having appropriate *criteria for supplemental services*. About 55 percent are fully on track in terms of developing a *list of approved supplemental services providers*, but more than 40 percent of the states are not thought to be on track at all. Only about 37 percent of the states are fully on track when it comes to *monitoring supplemental services providers*; half are not considered on track at all. With regard to overall *implementation of supplemental services*, nearly 40 percent of the states are considered fully on track, about 15 percent are partially on track, and the remaining 45 percent are not on track at all.

The issue of **teacher quality** under NCLB is the most troublesome. Only two states are considered to be fully on track with *high-quality professional development*. Another six states are partially on track with all the remaining states not considered to be on track at all.

The full data base, including detailed state information is available at: <http://nclb.ecs.org/nclb/>.