

# Life on the list

How the Title I and No Child Left Behind (NCLB) legations effect our district and how we test our students.

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## Title I Basics

**Who** Title I was created during Lyndon Johnson's presidency as part of his war on poverty.

**What** The nation's oldest and largest federally-funded program, it annually provides over \$14 billion to schools across the nation.

**Why** It was started to help ensure that all children meet challenging state academic standards.



## Testing regulations

State law requires each district to give what is known as Iowa Test of Basic Skills (ITBS) to 95% of students in grades 3-8 and the Iowa Test of Educational Development (ITED) to students in grades 9-11. The state changed the official name in 2011 to the Iowa Assessments.

The federal government requires each state to test students multiple times, in multiple forms. It also requires states to meet NCLB standards by having their students test at 100 percent proficient.



“No Child Left Behind had some serious flaws that are hurting our children instead of helping them. And in order to avoid having their schools labeled as failures, some states, perversely, have actually had to lower their standards in a race to the bottom instead of a Race to the Top.”

President Barack Obama on Sept. 23 2011

## No Child Left Behind basics

**Who** In Jan. 2001, NCLB, a 30-page legislative document, immediately became a focus for Congress. President George W. Bush later signed NCLB into law in 2002.

**What** NCLB is the main law for K-12 general education in the United States. The law holds schools accountable for how kids learn and achieve. Schools must have 100% proficiency to avoid sanctions.

**Why** Its goal is to level the playing field for students who may be at a disadvantage. This includes students in poverty, minorities, special education students and those who may not be fluent in English.

<p>Schools are required to test students in grades 3-8 in reading and math annually. They must also test students in science once at all three levels.</p>	<p>States must bring all students to "proficient." Individual schools must meet "adequate yearly progress" goals for population and demographic groups.</p>	<p>Schools are required to furnish annual report cards showing a range of information. Districts also provide reports showing school-by-school data.</p>
<p>Every teacher in core requirement areas must be certified and demonstrably proficient in the subject area.</p>	<p>A competitive grant program was created called Reading First to help districts set up "Scientific reading programs for grades K-3."</p>	<p>Funds are redistributed to help kids who fall under a specific demographic group such as students under the poverty line.</p>

### Pro Con

Pro	Con
<ul style="list-style-type: none"> <li>Schools have more qualified teachers.</li> <li>Test scores have improved.</li> <li>The achievement gap has drastically been reduced.</li> </ul>	<ul style="list-style-type: none"> <li>Tests are bias toward one type of thinker.</li> <li>Teachers feel obligated to teach to the test.</li> <li>Creative classes have been cut due to math and reading focus.</li> </ul>

### How this effects us

**How we meet the requirements**

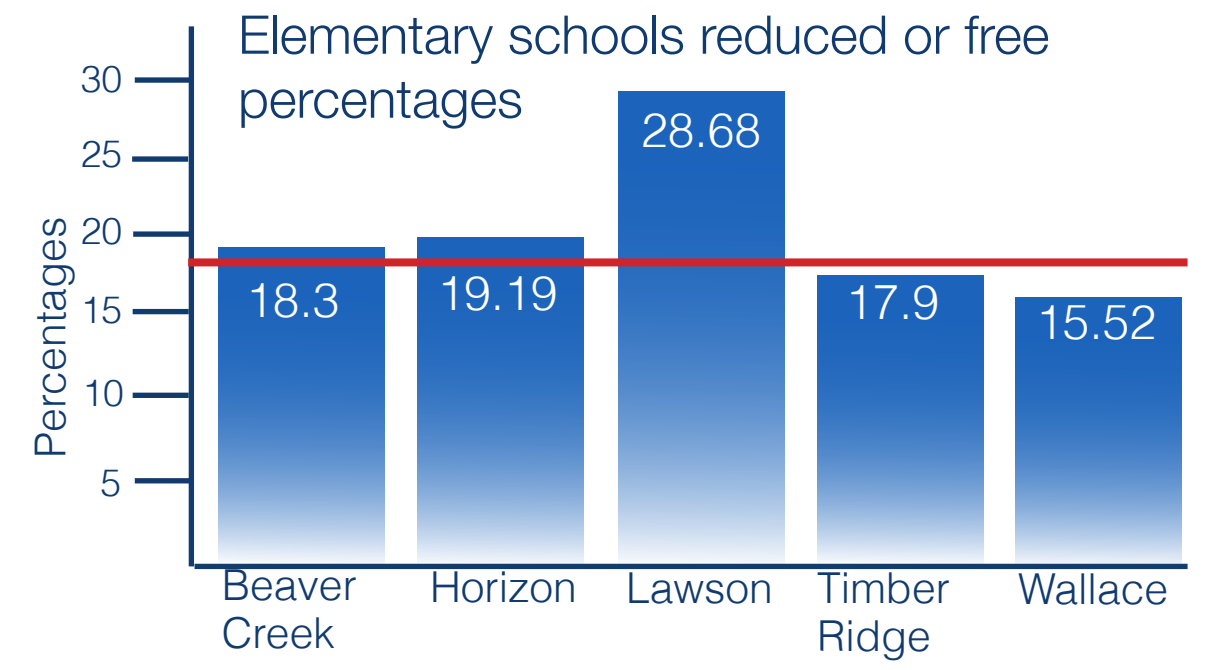
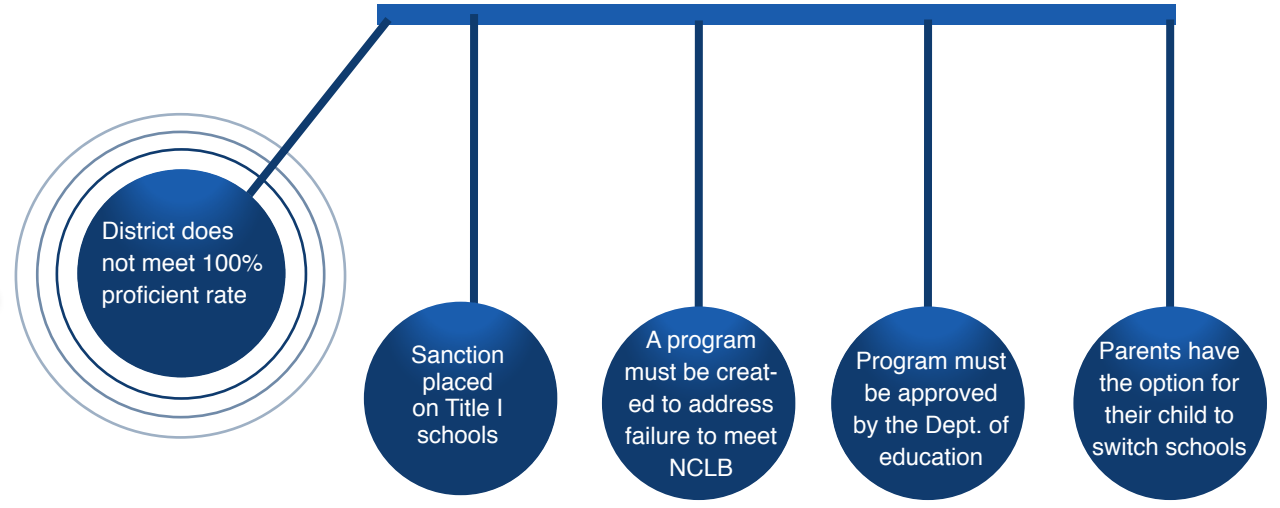
- Grade levels 3-11 must take ITED or ITBS typically at the end of Jan. to meet state requirements.
- Grade levels 3-9 must take MAP test twice a year. Grades 10-12 no longer take MAP tests.
- If a required class has a similar test given to all students the district can report those scores.

The state is considering switching from Iowa assessment to Smarter Balanced test for state wide testing.

- A ● A service provided by the University of California, Los Angeles.
- B ● \$22.50-\$27.30 per student
- C ● Estimated time for reading test: 3 hours  
Estimated time for math test: 3 hours
- D ● Tests are given in the last month of school

Smarter Balanced Assessment Consortium

## What happens now that we are on the list?



\*Johnston selects schools who are above the average reduced or free lunch to receive the Title I funds.

## What is proficient?

**41 percentile**

used to be the standard to be proficient. You needed to test in the top 41 percent of the nation.

**State by state**

proficiency varies as each state is allowed to set their own standards for proficiency.

**Specific scores**

are selected for each subject of the Iowa assignments to measure proficiency.