

The No Child Left Behind Act: Negative Implications for Low-Socioeconomic Schools

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Research Questions

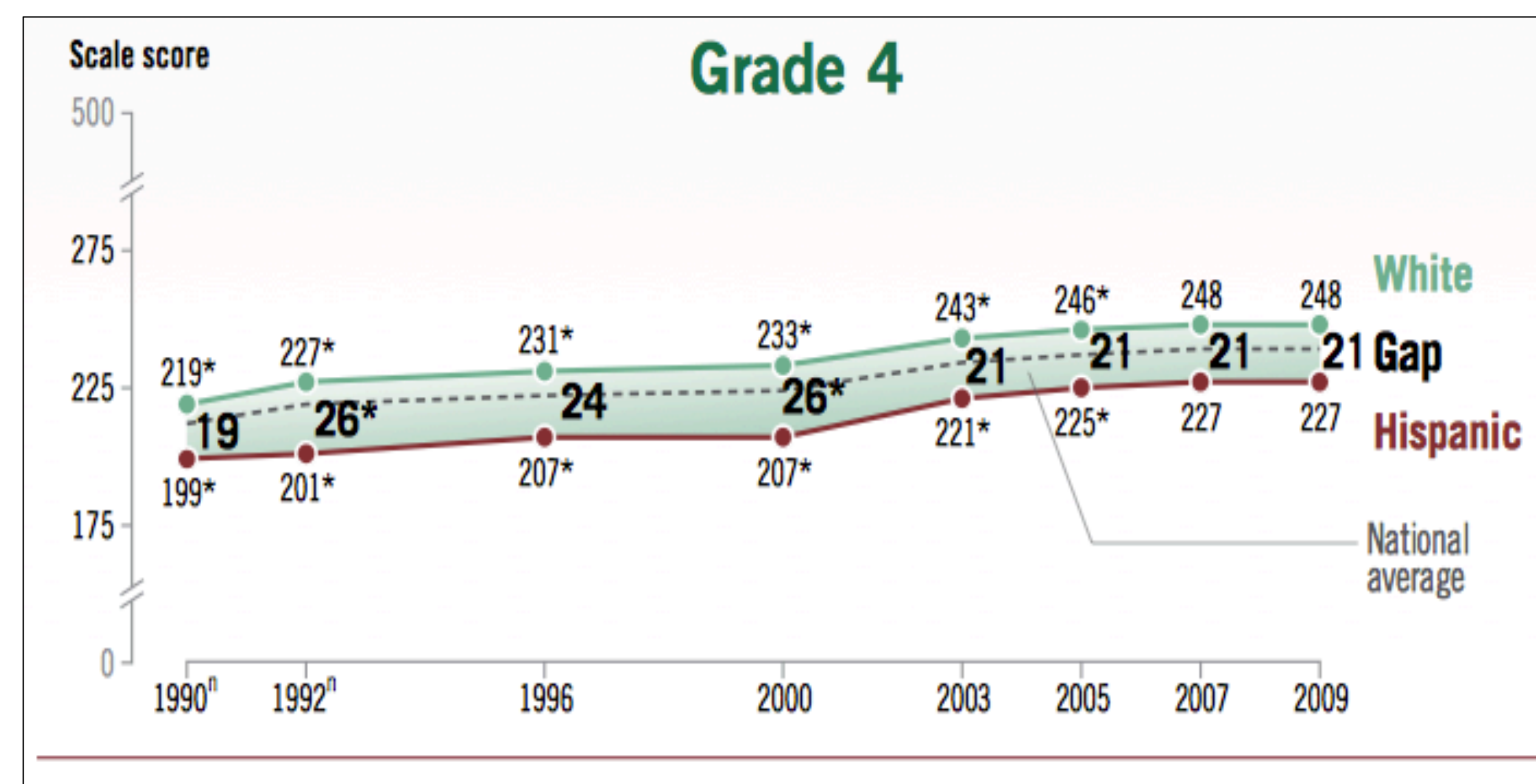
- How does The No Child Left Behind Act (NCLB) and the increase of high-stakes testing affect low-socioeconomic schools?
- This research closely investigates adequate yearly progress, school restructuring, curriculum narrowing, and waiver implementation.

Background

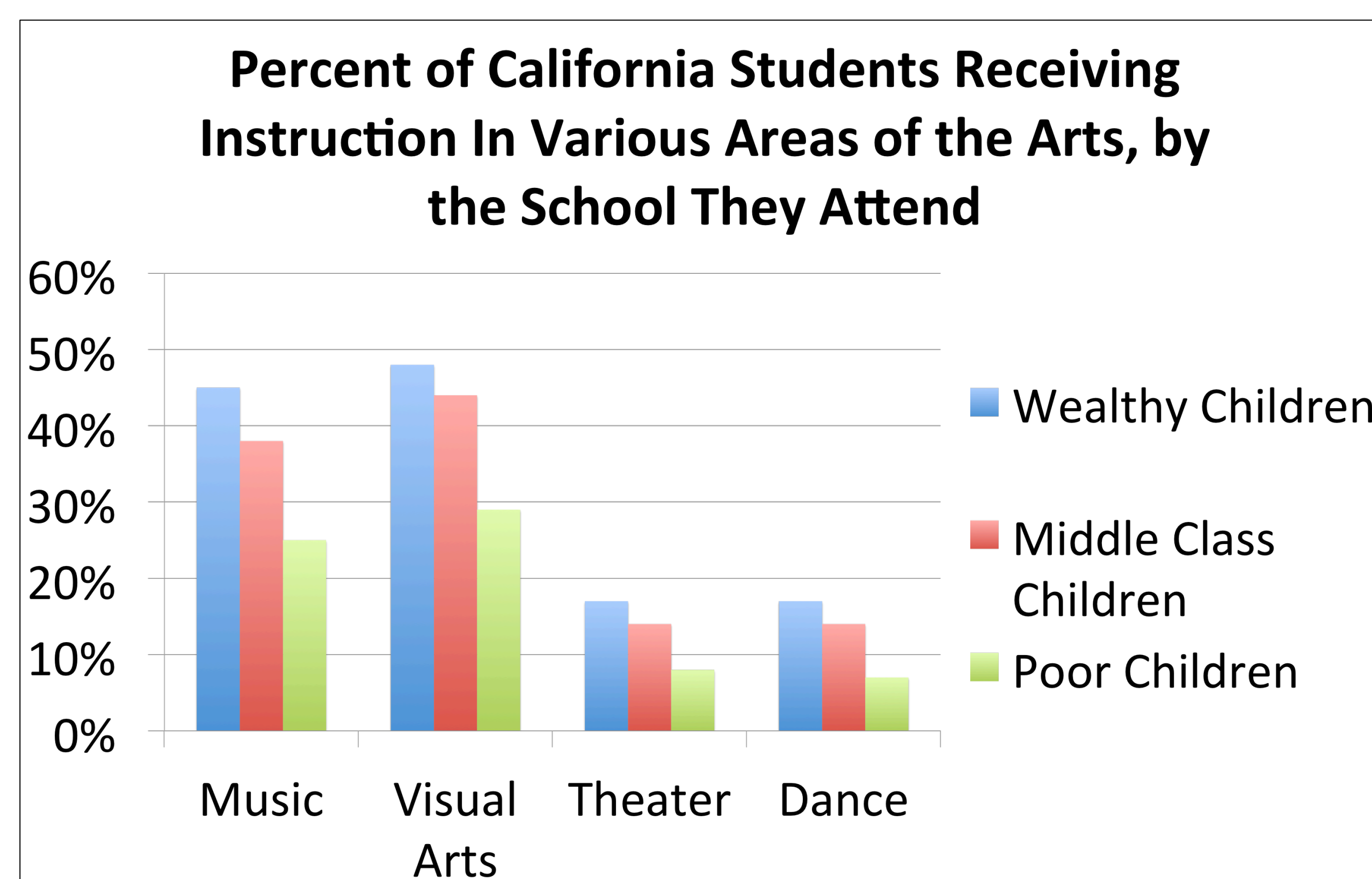
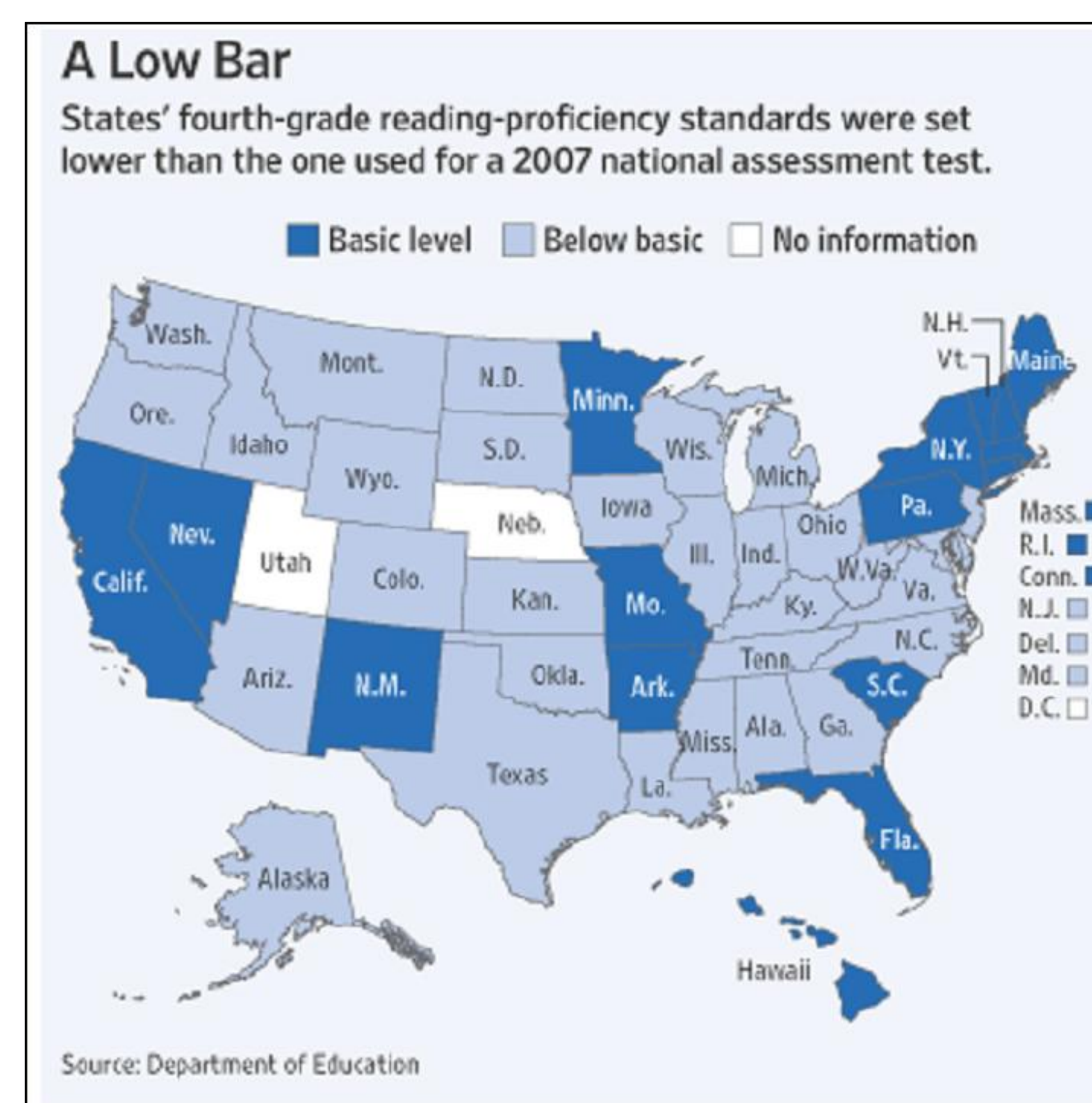
- Despite NCLB legislation to reach 100% proficiency levels in reading and math, and to close the achievement gap by 2014, both have remained fairly stagnant.
- In 2013, fewer than half of the nation's public school students scored at or above proficiency levels.
- 54% of 4th grade white children scored at or above the mathematic proficiency level in 2013, while 18% and 26% of Black and Hispanic children did, respectively.

Methodology

Data from government reports, case studies, literature reviews, and newspapers were researched and collected.



Source: National Assessment of Educational Progress



Source: Graph Data from Berliner (2011)

Conclusion

- States have the ability to lower standards and manipulate statistical measures such as adequate yearly progress (AYP), resulting in an inaccurate representation of the nation's performance.
- AYP and high-stakes testing measure the social capital of students more than their academic proficiency, hurting low-socioeconomic students.
- School restructuring has negligible correlations with student achievement, and has negative feedback from teachers and administration.
- High-stakes testing has led to low-socioeconomic schools reducing more time in the arts than higher socioeconomic schools.
- Waiver policies have left the US education system inconsistent.
- Ultimately, NCLB has failed to close the achievement gap and has penalized low-socioeconomic schools and students.

Acknowledgements

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