

Benchmarking in U.S. Education The Genesis and Implementation of No Child Left Behind

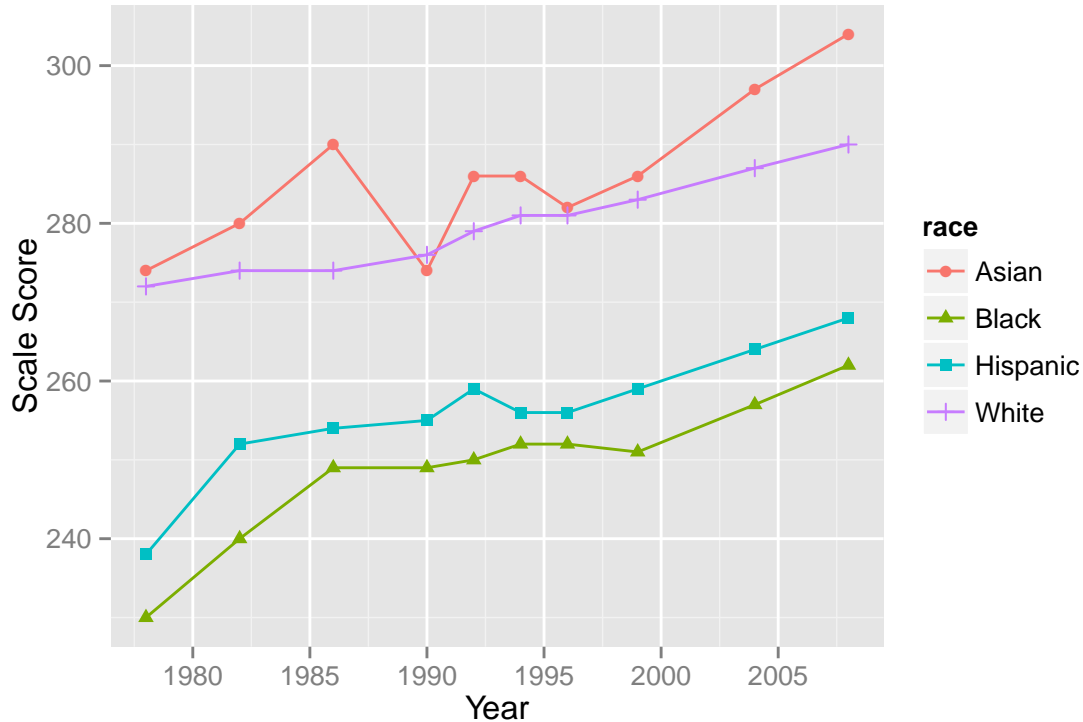
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Roots of NCLB



- *Policy problem:* Racial disparities in educational performance
- *Initial solution:* Increase funding to provide equal educational materials
- *Benchmarks:* National Assessment of Educational Progress

Achievement Gap Persists



ESEA did not meet expectations

New Theory of Action

IASA(1994) and NCLB (2001)

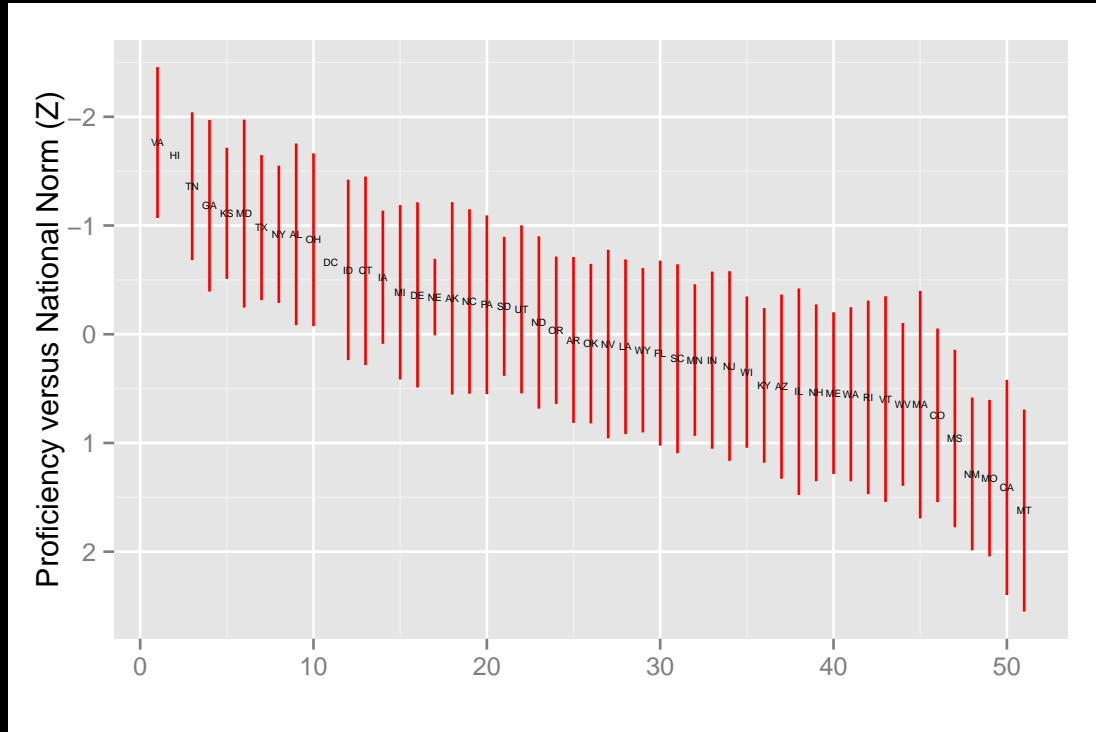
- Low academic standards → Poor academic results
- *States* are to set academic content standards and benchmarks



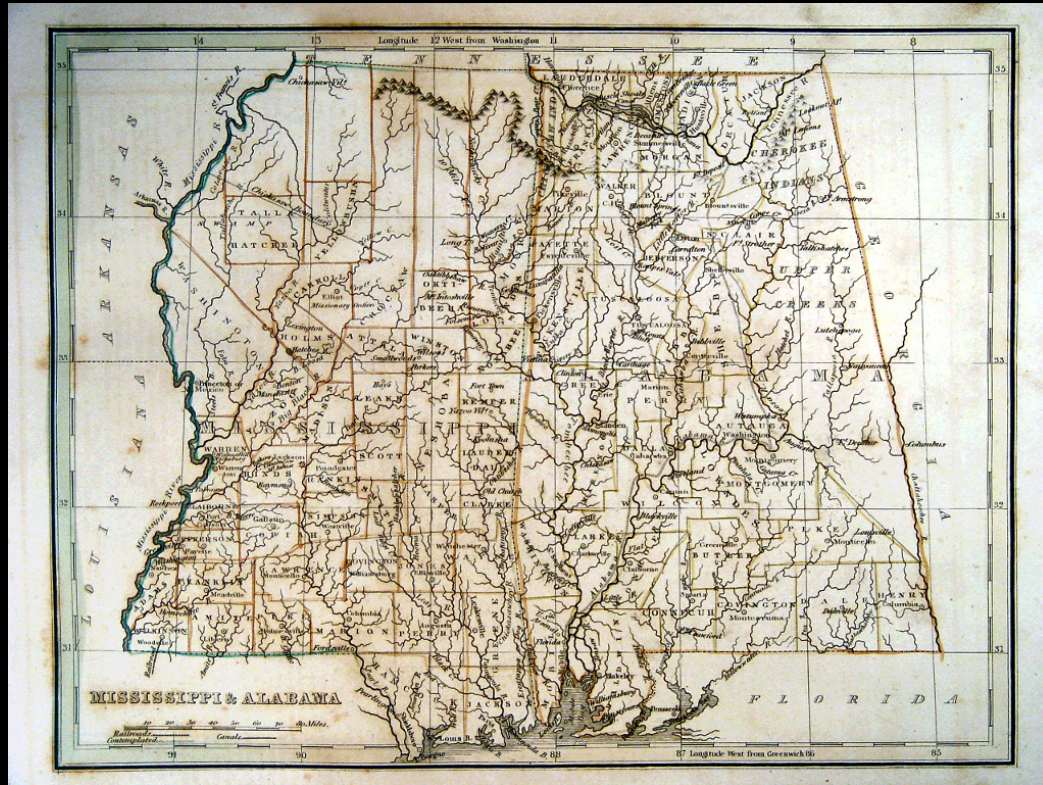
NCLB Basics

- Continues IASA requirement for state academic standards...
- ...but requires annual testing for math and reading
- ...and reporting of results in four levels: Below basic, basic, proficient, and advanced
- Requires 100% “proficiency” by 2013–14

Comparable Benchmarks?



Are these really so different?



Conclusion: Course Correction?



- Common curriculum standards
- Federal pressure, but no official federal direction
- Maintains NCLB's original focus but without formal linkage to results
- Others have pushed for new theory of action: teacher quality → academic results!