



F O C U S O N Critical ISSUES

In This Issue

3 Implementation timeline

3 Is Oregon ready?

5 School boards in the hot seat

7 Title I: Increased accountability

8 Message from OSBA President

SUMMER 2002



Leave No Child Behind *Changing the business of education*

On January 8, 2002, President George W. Bush signed into law the revised Elementary and Secondary Education Act (ESEA), also called the No Child Left Behind Act of 2001.

This law represents the most significant change in federal education policy in a generation. The 1,180-page Act is being analyzed and implemented by state departments of education across the U.S. This issue of Focus on Critical Issues outlines the major aspects of the Act – and how Oregon is faring under its expectations.

Requirements in a nutshell

As part of its comprehensive approach to accountability, the No Child Left Behind Act (NCLB) requires:

- Annual testing in reading and math for all students grades 3-8;
- Regular reporting of test results to parents and the public;
- Fully qualified teachers in every classroom; and
- Greater choice for students in chronically failing schools.

States are free to develop their own systems of accountability based on state standards and assessments. Once those systems are in place, states will be rewarded for improving student performance. If they fail to make sufficient progress, they risk losing part of their federal funding.

Here is a brief look at the law's key provisions. To learn when the various requirements start, note the implementation timeline on page three.

Accountability and assessment

Alignment of content and assessment. NCLB 2001 requires states to adopt challenging academic content and achievement standards for all students. Achievement standards must be aligned with content standards.

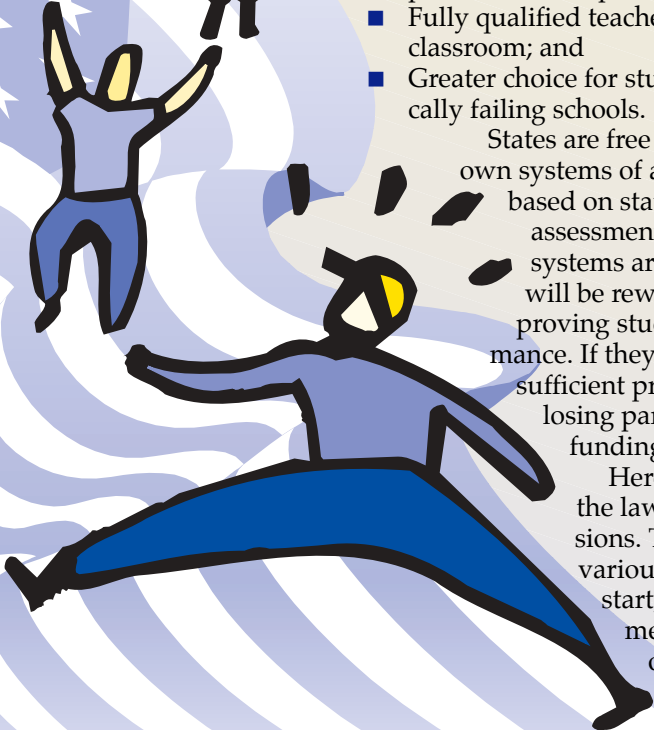
Adequate yearly progress. States must adopt a single statewide accountability system for defining "adequate yearly progress" (AYP) for all students, including those in charter schools. The Oregon Dept. of Education this summer will organize a work group of educators, board members, parents and the public to define what "adequate yearly progress" means in Oregon. AYP must be defined by May 2003. Goals must be set, data collected, and progress tracked for students who are:

- Economically disadvantaged;
- Members of a major racial or ethnic group;
- Disabled; or
- English language learners.

Annual student testing. Beginning in 2005-06, all students in grades 3-8 are to be tested annually in math and reading. Results of these tests will be the primary indicator of whether schools and districts are making adequate yearly progress.

State report cards. Beginning this fall, all school districts and states that receive Title I funding must prepare and distribute annual report cards. The state report cards must provide

Continued on page 2





NCLB – Continued from page 1

a great deal of detailed information including:

- Achievement results in math and reading;
- Achievement results separated by race/ethnicity, disability, socioeconomic level, gender, migrant status, and English language learners;
- Graduation rates;
- Number and names of schools identified as needing improvement; and
- Teacher qualifications.

School district report cards must include number and percentage of schools that need improvement and achievement results comparing the district with the state as a whole.

Consequences for poor performance. Schools and districts that don't meet requirements for adequate yearly progress will be identified as needing improvement and will face a series of consequences.

- After two consecutive years of needing improvement, schools must offer public school choice to students the next fall.
- After three consecutive years, schools must give low-income students the opportunity to receive supplemental instruction from a provider of the student's choice.
- After four consecutive years, schools must take major corrective action, which could include replacing staff, implementing new curricula, or reorganizing the internal structure.
- After five consecutive years, schools will be restructured. This may involve reopening as a public charter school, replacing all staff, or turning the school over to the state for operation.

School support and recognition. States must provide schools with a

variety of support services (such as curriculum development), with priority going to schools needing improvement. The law requires states to develop programs to reward schools and teachers who perform well under the new standards. For example, ODE publicly recognizes schools with high report card ratings.

Reading and literacy

Reading First. This new initiative provides competitive funds to help states and districts implement comprehensive reading instruction programs for students in grades K-3. (See story page 7.) A smaller grant program, Early Reading First, provides competitive grants to districts and/or public or private organizations working to enhance language, literacy, and pre-reading development for preschoolers, especially those from low-income families.

Quality of teaching

Teacher qualifications. Under NCLB, teachers must be "highly qualified." The Highly Qualified Staff Work Group being formed this summer by the ODE will help define what this means in terms of licenses and certification. The federal goal is that teachers be fully licensed or

certified and meet standards for subject knowledge and teaching skills. These requirements apply to new teachers working in Title I programs hired after the start of the 2002-03 school year and to all teachers in "schoolwide" Title I programs by the end of the 2005-06 school year. The work group will address the challenge this could create, especially in small rural areas and

other teacher shortage areas where staff teach subjects out of their certification areas. (More information, page 6.)

Paraprofessionals. All paraprofessionals (instructional assistants) working in a program supported by Title I funds must meet one of the

following requirements:

- Complete at least two years of post-secondary study;
 - Earn an associate's (or higher) degree; or
 - Be able to demonstrate, through assessment, the knowledge and ability to assist in teaching reading, writing, and math.
- Paraprofessionals hired after Jan. 8, 2002, must meet these requirements now. Paraprofessionals hired before Jan. 8, 2002, have until 2006 to meet requirements.

Reporting on teacher qualification. By the 2002-03 school year, states must include in their annual report cards detailed information about the professional qualifications of teachers. Districts must make this information available to parents.

School choice and innovation

NCLB revamps and expands the 21st Century Community Learning Centers program, created by the 1994 ESEA authorization. Funding is provided for before- and after-school programs, summer school, tutoring and enrichment programs, especially for students who attend schools needing improvement. In the past, only public schools were eligible for funds. Under the new law, school districts, community organizations and other public or private entities may apply for grants. Funding is available to help support public charter schools, magnet schools and public school choice. Participation in all these programs is voluntary.

Flexibility

Transfer of funds. States may choose to transfer up to 50 percent of the federal money received for state-level activities from a variety of programs including:

- Teacher quality state grants;
- Educational technology;
- Innovative programs;
- Safe and drug-free schools; and
- 21st Century Community Learning Centers.

Money may be transferred among these programs, or to Title I programs. Funds may not be transferred from Title I to other programs, however. Participation is voluntary.

Demonstration projects. The

The legislation is based on laudable goals . . . but failed to address the financial burdens it imposes on schools.

– Tom Bennett,
OSBA President

Is Oregon ready to 'leave no child behind'?



In education circles, Oregon is known for its innovative approaches to school improvement.

But the No Child Left Behind Act raises the bar considerably. How prepared is Oregon to carry out the provisions of this landmark

legislation?

The answer, according to state education officials, is encouraging. "Oregon is well-positioned to implement the federal legislation," says Kate Dickson, Deputy Superintendent of Public Instruction. "For the past 10 years, we've been developing high standards and aligning

assessments to those standards. We established a report card program and statewide system for collecting and reporting student achievement results. Oregon's goals, drawn from the Oregon Educational Act for the 21st Century, provide a strong foundation to meet and exceed the new federal requirements."

Here's a brief look at how Oregon stacks up against the requirements outlined in NCLB.

Alignment of content and assessment

Oregon already has a unified accountability system—statewide content standards and student assessments that are fully aligned.

Adequate Yearly Progress

Oregon must define what "adequate yearly progress" means, based on data collected for the 2001-02 school year. The state then has 12 years to bring all students to proficiency. Results must be reported by socioeconomic status, race/ethnicity, disability and English language learners. Oregon's Database Initiative for Education collects data in some of these categories and plans to collect data in all areas by July 2003.

Annual student testing

Oregon currently tests students in math, science, social studies and English in grades three, five, eight and 10. NCLB requires annual testing in reading and math for grades three through eight by 2005-06. Annual English language proficiency tests must begin this fall. Oregon already meets the requirements to test science once during each grade span (spans are grades 3-5, 6-9 and 10-12). ODE will adapt existing tests to develop tests for grades four, six and seven.

Participation in National Assessment of Educational Progress

Oregon already participates in this federal testing program.

Report cards

State, district and school report cards are issued each year in Oregon. Oregon's school report card bases ratings on student performance, student behavior and school characteristics. The new law requires

Continued on page 4

Timeline for Implementation

2002-03 SCHOOL YEAR	June–July	The Oregon Department of Education is forming committees of board members, educators and the public to help implement NCLB Act. (See page 4.)
	Beginning of the school year	<ul style="list-style-type: none"> Any new teachers hired with Title I funds must meet requirements of a "highly qualified" teacher. Any new paraprofessionals hired with Title I funds must meet new standards of quality as defined by each state.
	January	U.S. Department of Education must issue final regulations.
	During the school year	<ul style="list-style-type: none"> States must set adequate yearly progress targets based on 2001-02 data. Students must be assessed in their English proficiency. School districts must begin reporting their progress toward ensuring all teachers are highly qualified within three years. School districts must issue public report cards. New federal requirements may be merged into Oregon's existing state report cards.
2005-06 SCHOOL YEAR	Beginning of the school year	States must have standards for science. Oregon has these standards now.
	During the school year	Annual statewide assessments for reading and math in grades 3-8 must be in place.
	By the end of the school year	All teachers in core academic subjects must meet requirements to be highly qualified. All paraprofessionals working in a program supported with Title I funds must meet the requirements to be highly qualified. (See story on page 6.)
2007-08	During the school year	Annual science assessments in at least one of each of the following grade spans must be in place: 3-5, 6-9 and 10-12.



Oregon – Continued from page 3

additional details on student achievement and teacher qualification. New federal report card requirements may be “merged” into Oregon’s state-mandated school and district report cards.

Consequences for low-performing schools

In Oregon, schools identified as low-performing already file school improvement plans with the Superintendent of Public Instruction. These schools are eligible for grants and technical assistance to help them improve.

Teacher quality

The Teacher Standards and Practices Commission, which sets standards for Oregon teachers, will review its role in light of NCLB. Oregon has policies that allow alternative routes to teacher certification, which may ease the transition to having all teachers “highly qualified” with appropriate licences and certification. Districts and the state will be responsible for reporting on paraprofessional, teacher and administrator quality.

Paraprofessionals

Oregon must apply new federal standards in hiring paraprofessionals. Those hired since Jan. 8, 2002, must meet federal guidelines now issued. Existing paraprofessional staff will have four years to meet the new standards.

Although specific federal regulations and guidelines haven’t yet been published, Oregon’s consolidated application for federal funding was due in early June. District applications were due to the Oregon Department of Education (ODE) in mid-May.

“With the state’s budget crisis, we know this is frustrating for the districts. All we have is preliminary information at this point. We have to be as careful and accurate as possible in developing plans for next year,” Dickson says.

New federal money will begin flowing into the state in July. In addition to formula funding – distributed according to student population and other factors – there

are a number of competitive grant programs. As information is available, it will be posted on the ODE Web site (www.ode.state.or.us). The department also plans to form work groups this summer to begin looking at teacher quality, adequate yearly progress and other provisions of the federal law.

School districts and their boards don’t have to wait until July 1 to start implementing the new law, according to Ric LaTour, Director of ODE’s Office of Student Services.

“Most districts can begin looking at student achievement results by subgroup now,” he says. “Except for socioeconomic status, the information should be available. If there’s a problem with a specific subgroup, districts can start using federal resources to make improvements right away.”

School boards should immediately work with their superintendents to:

- Become familiar with how federal and district programs fit together.
- Gain a clear understanding of how funds can be used. According to federal law, increased funding for

Title I cannot be used to offset cuts in local programs, for example.

- Consider serving on an ODE work group to help steer how Oregon will implement NCLB rules.

Roll up your sleeves

The ODE is forming work groups of educators, board members, parents and the public to get input on merging what we do now under Oregon’s Educational Act for the 21st Century with new federal regulations.

A letter will be sent to all superintendents outlining the purpose of these groups and to recruit members. Subject areas are:

- Accountability & Adequate Yearly Progress**
- Support for Schools**
- Highly Qualified Staff**

Contact Kevin McCann, OSBA’s community / agency liaison, 800-578-6722 or e-mail kmccann@osba.org, if you are interested in volunteering for one of these work groups.

Federal funding at a glance

Federal funds will amount to about 7 percent of Oregon’s total public education dollars next year. Under the No Child Left Behind Act of 2001, the federal pot will grow by about \$51 million in 2002-03, and another \$22 million is expected in 2003-04. While the federal year is Oct. 1 to Sept. 30, schools may spend federal dollars as soon as grants are approved.

Funding for Oregon grows under NCLB

2001-02	\$334,707,585
2002-03	\$385,982,504

Funding growth in a medium-sized district

Compare federal funding dollars (for major “Title” categories) in a school district with 7,400 students; projections from ODE:

2001-02:	\$1,096,722
2002-03:	\$1,210,108

(An increase of \$113,386 over 2001-2002.)

For details, go to OSBA’s No Child Left Behind resource page and click on the “Federal Funding: Then and Now” chart. Next year’s estimated federal funds for each school district are listed under “District Funding Projections.”

Biggest increases

Title I programs get the biggest share, jumping from \$76 million to \$93 million on Oct. 1 with another \$8 million in 2003.

A new *Improving Teacher Quality* fund was established for 2002 at \$26.9 million.

Special education funds will increase by \$14.5 million on Oct. 1 with another \$11.8 million in 2003.

With the new reporting and accountability emphasis under NCLB, a new funding category for *State Assessments* begins on Oct. 1 with \$5.4 million and will grow slightly the next year.

No Child Left Behind puts school boards in the hot seat



The No Child Left Behind Act sets rigorous new standards for school accountability. It also provides increased federal funding to help states and districts carry out the law's provisions.

But is the funding enough?

Not by a long shot, says Reggie Felton, Director of Federal Relations for the National School Boards Association. "The legislation provides funds to develop assessments, for example, but little funding to do what's needed to improve performance," he says.

The new law also makes federal money available to private, for-profit organizations that provide after-school tutoring and other supplemental services. For the first time, public schools will be competing with private sector providers for federal dollars.

"This new law puts added pressure on local school districts," Felton says. "Boards need to start asking questions now, so they won't be caught short later."

Where's the money?

The biggest challenge school boards face in implementing NCLB is finding the money to do what's required. All across the country, districts are dealing with budget shortfalls as a result of the economic downturn. Increases in federal money can only be used for programs authorized under the new law. Programs funded with state and local money may end up taking a back seat.

Final federal regulations and guidelines for the new law haven't come out yet, but districts must be ready to begin implementation of some provisions right away. For example:

- Schools that are in "school improvement" status, based on the state report card criteria, for two consecutive years (Oregon has 14 of these schools) must begin offering

public school choice to parents and students in the fall of 2003.

- Districts must issue report cards to the public beginning with the 2002-03 school year. Oregon's current state report card meets some but not all of the federal requirements. The "Accountability" work group will address this issue and help decide whether the ODE should continue issuing its report card, or mesh *all* state and federal reporting requirements into one report.

Improving the quality of teachers and paraprofessionals also has financial implications. "Increasing the qualifications for staff will no doubt bring demands for higher compensation," says Ron Wilson, OSBA director of Human Resource Development. "Moving teachers into positions for which they are 'highly qualified' can get complicated because most districts have contracts that establish specific procedures for teacher transfers, including involuntary transfers."

The news is not all bad, however. NCLB offers increased flexibility in how states and districts use federal money. Districts that have not been identified as needing improvement may use up to 50 percent of their federal funding to improve teacher quality, fund educational technology, develop innovative programs, or promote safe, drug-free schools. Up

to 80 districts nationwide will be allowed to use some of their federal funding as they see fit, within the provisions of the law.

The challenges ahead

Schools will be held to higher standards of accountability than ever before. Teachers, administrators, state officials and school boards all share responsibility for making sure every student has a chance at success. But education is primarily a local matter: As elected representatives, school board members make the decisions and take the heat for what works and doesn't work in their communities.

School boards must step up to the challenge of this new law by asking questions and formulating policies as soon as possible, Felton says.

"School boards will have to figure out where to find the money to carry out new programs and how to monitor progress. Some of their decisions will be driven by state and federal rules, but ultimately, boards will be held accountable for results.

"Boards should begin by looking at transfer policies, teacher recruitment and retention, and curriculum design, to make sure their districts are aligned with federal requirements," he says. (The ECS Report is a good resource for this; see below.) "In the battle for resources, school boards would do well to engage the public: Open a dialogue and do what you can to build consensus and community-wide commitment. The public needs to understand and be involved in this process."

More resources, links from www.osba.org

Check OSBA's new No Child Left Behind resource page at www.osba.org for more details and links. Several agencies have created handy guides and explanations you can download for staff and community. Highly recommended: *ECS Special Report: No State Left Behind* (75 pages).

Because so many of the requirements and guidelines in the new federal legislation are on a "fast track" (and still changing), the

Oregon Department of Education's No Child Left Behind site at www.ode.state.or.us is frequently updated. You can get to this site from OSBA's site.

Post your questions and concerns on the ODE site and a representative will help you. The site includes links to the national site, plus resources for boards, parents and educators.

Updates will be posted on the ODE site on guidelines, work groups, grant opportunities and other details.



'Highly Qualified' teachers in every classroom

Teachers and administrators are not 'left behind' in new federal legislation



What will some \$27 million in new funding from the No Child Left Behind Act do to strengthen teaching in Oregon's school classrooms?

"We'll have more money for professional development for teachers and administrators in scientifically based research programs and practices," says Joanne Flint, associate superintendent of the Oregon Department of Education (ODE) Office of Curriculum, Instruction and Field Services. "The funds may be used to reduce class sizes. The challenge for school boards will be balancing the needs for class-size reduction and professional development."

Although the crisis in class size concerns teachers and parents alike, the need for well-prepared teachers who know what and how to teach – and who have a strong command of the subject they are asked to teach – also is critical.

No Child Left Behind legislation specifies that, by School Year 2005-06, states must have "highly qualified" teachers for core academic subjects, which include reading, language arts, math and science. Highly qualified, according to the act, means fully certified or licensed, with a bachelor's degree, and able to show competence in subject matter and teaching skills. Schools forced to fill positions with teachers not licensed in a particular subject – for instance a vocational education teacher assigned to teach music – would be exempt from this rule because these are not "core" subjects. (More details about how Oregon's teacher short-

age affects schools' ability to meet this requirement, along with what the Teacher Standards and Practices Commission is doing to help school districts, is on-line in OSBA's new NCLB resource page under "Teacher Quality.")

In addition, by School Year 2002-03, all new teachers hired and teaching in Title I programs must be highly qualified.

Recruiting and retaining highly qualified teachers should be easier now, as NCLB allows districts flexibility in the way federal dollars are spent to hire teachers, improving teacher training and other uses. School districts have the freedom to shift up to 50 percent of the funds received (grants for improving teacher quality, innovation, technology, and safe and drug-free schools) into any of the other three programs, or into the Title I program. Schools with a poverty rate of 40 percent may now use Title I funds to expand services to low-achieving students. Previously, schools needed a poverty rate of 50 percent to operate schoolwide Title I projects.

While the ODE is waiting on further clarification from the USDOE on how to help districts meet the new teacher quality rules, Flint is certain of one outcome of the federal emphasis on teacher and administrator quality: "We'll be getting more resources into our schools," she says. Sharing research-based information with educators, and expanding the use of technology to provide resources on-line, are two ways ODE plans to work to support educators, Flint says.

NCLB – Continued from page 2

Secretary of Education will select up to seven states that will be permitted to use federal funds for state activities and administration for any educational purpose authorized under NCLB. Up to 80 school districts in the remaining 43 states will be given the same opportunity. Small rural schools also may take advantage of flexibility provisions. This is a competitive grant program.

The bottom line

NCLB poses enormous challenges. Deadlines have been set for student testing, accountability systems and teacher quality. (See table on page 3.) States and districts must make annual, measurable progress in improving the performance of all students and narrowing the gap between advantaged and disadvantaged students. Those that don't will face a variety of consequences, including the loss of funding.

Federal spending on education will increase by about \$51 million over the current federal share Oregon receives (\$334 million); and, in 2003 by another \$22 million. There will be more support for a variety of programs targeted at students in low-income neighborhoods. States and districts will have some flexibility to use federal dollars as they see fit. A few will be given a free hand to show what they can do on their own.

From Title I instructional assistants, to school board members, to the State Superintendent of Public Instruction, everyone involved in education is now, or soon will be, taking a closer look at the No Child Left Behind Act of 2001.



Vol. 6

Issue 3

Critical Issues is OSBA's publication created to address topics impacting Oregon school boards.

Christopher L. Dudley, Executive Director
Editors: Shannon Priem, Margaret Peterson
Contributing writers: Chris Moore, Marjorie McVicar Kerr

Production: Judy Bennett

Questions regarding this publication or OSBA may be answered by calling the OSBA office at (503) 588-2800 or 1-800-578-OSBA(6722).

<http://www.osba.org>



Title I: *Increases in funding bring increased program accountability*



Oregon's Title I program next year is expected to receive about \$1 more in funding for every \$5 it received last year, due to additional funding from the No Child Left Behind Act. What will that money – approximately \$93 million, compared to \$76 million last year – buy for the state's most disadvantaged students?

"One thing it brings is a much greater emphasis on accountability," says Ric LaTour, ODE's Student Services director. "We won't only be looking at how kids are doing as a whole in Title I programs. Now we'll be separating out the data so we can see how different groups of students within the whole are doing."

Specific information about students from different racial and ethnic groups, students who speak limited English or have disabilities or economic disadvantages, for example, will shine a revealing light on the successes – and failures – of the program. "Programs will be judged only as successful as the lowest performing group in school," LaTour says.

Tightened accountability in Title I programs requires schools to show "adequate yearly progress" in meeting standards under the Oregon Educational Act for the 21st Century. If schools fail to meet those goals for two years, parents will have the option of enrolling their children in another public school "of their choice," with the district providing assistance to the school. In year three of failing to meet yearly progress, the parents may take their child's share of the school's Title I funding to pay for supplemental services, transportation and other school costs.

"With the increased accountability called for under this law, we're going to see more teachers trained to deal with specific student groups, more schools identified for school improvement, and more students

presented with the choice of attending another public school," he says.

To help schools better serve the diverse needs of students in Title I programs, additional funding from the act will be used for teacher training, according to LaTour. All new teachers hired with Title I funds after Fall 2002 must be 'highly qualified,' which means fully certified or licensed, and competent in both subject matter taught and teaching skills.

Paraprofessionals who work with teachers in many of Oregon's Title I programs will be required to meet higher qualifications under the law.

Increased flexibility in spending

Title I funds, combined with the increase in funds available, "will enable schools to rethink how to reach all their students," LaTour says. Federal guidelines that formerly required schools to have a poverty rate of 50 percent to receive funding have been revised, with the threshold dropped to 40 percent. That means some 101 more elementary schools in Oregon will be eligible for funding.

Currently, most school districts have to select which students they will serve in Title I, according to funding available. The additional funding will allow those districts to expand services.

What is the ultimate goal of the increased funding and accountability in Oregon's Title I program? "The federal target is 100 percent of our kids at proficiency by 2014," LaTour says, noting that "proficiency" means meeting state standards.

Reading First *The nation's number one priority for success*



New reading programs are like buses, right? Miss one, don't fret. Another one will be by shortly.

Reading First, the vehicle President Bush believes can help every American child become a successful reader

by third grade, is a program with a difference. That difference is based on classroom learning.

"The philosophy behind Reading First is that the classroom teacher – not a reading specialist – is responsible for success," says Dawn Billings, ODE director of Curriculum and Instruction.

In Reading First, teaching must be grounded in up-to-date, scientifically based research. The ODE will review state-adopted reading materials to determine how they mesh under Reading First criteria, says Billings. ODE will help teachers get and use relevant research.

Oregon school children are set to benefit from more than \$7 million of

Reading First funds each year for up to six years.

Reading First includes 90-minute blocks of reading instruction and flexible groupings that encourage students to move forward as skills improve.

Districts also must commit to rigorous testing to monitor student progress at least three times a year.

Some 20 percent of the state's funding for Reading First will support a professional development program for kindergarten through third-grade teachers, and to provide technical assistance to local schools to improve reading instruction. The remaining 80 percent of the funds will go to districts to meet students' instructional needs, with funding distribution based on need, Billings says. Districts with high poverty and high rates of reading failure will receive first priority. A statewide eligibility listing for grants will be available soon from ODE.



Remember the focus: *Student achievement*

by Tom Bennett, OSBA President



he No Child Left Behind Act provides a promising framework to help the nation's 47 million public school children reach higher levels of academic achievement.

The legislation is based on laudable goals: that all students must have a basic level of knowledge and skills for our Information Age; and, that school boards must rethink what they mean by student achievement.



Tom Bennett

NCLB reinforces the ongoing standards movement – of which Oregon is a leader – that all students meet certain levels of academic achievement. The legislation has a solid focus, including boosting literacy in the early grades, granting local school officials more flexibility in using federal funds to get results and a national program of state-developed annual testing in reading and math.

Despite these goals, the legislation

failed to address the ever-expanding financial burdens that the federal government imposes on the nation's school systems. At a time when Oregon's public education funding system is in crisis, school boards are faced with implementing federal legislation without sufficient funding to carry out the directives. While Congress approved funding increases for some K-12 education programs, these increases do not come close to matching the higher costs associated with implementing the new mandates in the NCLB law.

But the NCLB legislation is the law. And beneath all the regulations, we need to ask the question: Will these laws help us improve student learning and student achievement? I think the answer is "yes."

The NCLB Act and Oregon's Educational Act for the 21st Century both move school boards into a new area of assessing the work of our schools. This assessment is driven by data – not only knowing the raw scores, but understanding what they mean and how to use that data in assessing student achievement.

That's good for kids!

The OSBA Summer Board Confer-

ence – Power Tools for Leadership – will give you a head start in learning how to use data to focus your school district's resources on student learning. Be sure to attend!

The OSBA Annual Convention in November will feature two sessions on the NCLB Act to help school boards and superintendents implement the new federal legislation.

Kevin McCann, OSBA's new Community/Agency Liaison, is our link to the ODE in its work to fit the NCLB Act to Oregon's school improvement efforts. I urge you to volunteer to be a part of one of the three work groups ODE is creating that will merge Oregon's education act with the new federal regulations: Accountability and Adequate Yearly Progress, Support for Schools and Highly Qualified Staff. Please call Kevin at 800-578-6722 or e-mail him at kmccann@osba.org if you want to volunteer for an ODE work group.

School boards need to work with their superintendents to develop a road map to use in implementing this legislation. This publication provides the basic principles and provides you with avenues to look deeper.

Although we have more work to do, our efforts over the past 10 years to align curriculum and assessments put us in better shape than many states. Remember to stay focused on how we can best improve student learning.

Link to additional resources on the No Child Left Behind Act through: www.osba.org



P.O. Box 1068, Salem, OR 97308-1068
1201 Court St. NE, Ste. 400, Salem, OR 97301-4188
E-mail: info@osba.org
www.osba.org

PRSR STD
U.S. POSTAGE
PAID
Salem, Oregon
Permit No. 282