



*Dear Colleagues: I am very pleased to send you this issue of CEO Education Update. Its goal is to keep all of us — regularly and briefly — up-to-date on the BRT's long-term campaign for better schools. In this first issue of my chairmanship, I want to acknowledge, on behalf of the business community, the extraordinary leadership provided by my predecessor, Ed Rust, Chairman and CEO of State Farm Insurance Companies. Ed's commitment to higher standards and improved achievement is an inspiration to all of us. Fortunately, Ed will continue to serve as a Vice Chairman of the BRT and a member of the Education Task Force. The BRT salutes Ed for his dedication to education reform over the past four years.*

Joseph M. Tucci  
 President and CEO, EMC Corporation  
 Chairman, Education Task Force, The Business Roundtable

## SPECIAL EDITION: IMPLEMENTING THE NEW EDUCATION REFORM LAW

### Use this information with:

- your state policymakers
- your Washington and state government relations offices
- your public affairs offices

Business leaders are hailing Congress and President Bush for passing new education reform legislation that promises to change the ways schools teach, assess student performance and are held accountable for their efforts. The January 8 signing into law of the No Child Left Behind Act marks a major milestone in the journey toward strengthening the nation's schools, but it's not the end of the road.

The hard work continues. Many public education systems must address tough questions, unanswered for years, now embedded in the federal law's time line for implementation (see page 2). How will schools guarantee quality instruction for all students? What are the most effective ways to measure progress? How should results be reported to the public? How do we ensure that each and every student is taught by a qualified teacher?

The business community, which actively shaped and advocated for the federal bill, now has an equally important role to play in its implementation, state by state. The BRT urges business leaders to focus efforts where they can have the greatest impact.

- Work through your state business coalition to help develop and submit your state's application by July 1 — approval allows release of federal funds for the next school year.
- Develop a state business strategy to support enabling legislation if needed by your state to meet the federal law's requirements.
- Continue to build public support for the law's new mandates: annual testing in grades three through eight and stronger accountability measures.
- Push for quality statewide assessments that measure student progress from year to year and permit comparisons among all schools in the state.
- Help state policymakers determine where to set the initial bar to identify — and implement consequences for — failing schools.

- Ensure that accurate performance data — for each school and every major student group — are reported to the public in easily understandable formats.
- Insist that the nearly \$3 billion provided to states to improve teacher quality and professional development is spent wisely.

Significantly, the new legislation gives states and school districts wider flexibility in how they use federal money. Aside from Title I money targeted for disadvantaged students, local school systems now will be able to spend up to half of all other federal funds as they wish.

Business leaders must work with education officials to craft plans that make the best use of these new dollars — to fortify teaching, magnify schools' focus on math and science, close student achievement gaps, and raise standards for all students. Now begins the crucial work of driving education reform from the nation's capital into classrooms. We asked for these policies. Now it's up to us to help make sure they live up to their lofty promise.

# NO CHILD LEFT BEHIND ACT

## Implementation Time Line

The No Child Left Behind Act commits the nation's states and schools to a timetable that swiftly implements a multitude of major reforms. Most notably, the law requires states to ensure that within 12 years, all students in grades three through eight — including minority, low-income, disabled, limited-English-proficient and other traditionally low-performing student groups — meet state standards for academic proficiency in reading and math. To help school systems meet these ambitious aims, the legislation

### 2002

**January.** President Bush signs the No Child Left Behind Act of 2001, providing \$22.1 billion in K–12 public school aid annually, up from \$18.7 billion under the previous Elementary and Secondary Education Act. States should start planning immediately based on the legislation's text (see [www.ed.gov/nclb](http://www.ed.gov/nclb)).

**March–April.** The U.S. Department of Education releases draft rules, reviews public comment and issues final implementation rules.

**July.** The secretary of education approves state applications submitted before the July 1 deadline, releasing federal funds for implementation in the 2002–03 school year. Complete plans will follow.

### 2002–03 School Year

**Proficiency Benchmarks.** Each state defines the initial level of “proficiency” that must be met by all schools and all major student groups.  
**Assessment.** School systems establish baseline achievement data, based on results from current assessments wherever states have not yet begun administering annual reading

and math assessments in third through eighth grades. These first-year data — detailed by school, district and student group — are the first that must be reported publicly.

**Failing Schools.** Consequences are triggered immediately for previously identified schools.

### 2003–04 School Year

**Accountability.** States measure “adequate yearly progress” of all schools, districts and student groups toward proficiency on assessments aligned with state standards. All major student groups must show progress for schools to succeed.

**Failing Schools.** Schools that fail to show progress by this second year must create improvement plans within 45 days. These schools must meet progress goals two years in a row to succeed.

authorizes billions of dollars in new federal funds for teacher professional development, math and science initiatives, instructional technology, early childhood literacy, and other efforts.

Successful implementation will depend upon sound leadership and effective coordination at the national, state and local levels. The business community has a crucial role to play in working with education officials in their areas to make the most of the law's funding opportunities and meet its new requirements.

### 2004–05 School Year

**Failing Schools.** Schools identified as needing improvement after three years of failure must allow students to transfer to

other public schools, provide transportation and carry out school improvement plans.

### 2005–06 School Year

**Reading and Math Assessments.** States must give annual assessments in reading and math to all students in grades three through eight. The tests, which must be aligned with state standards, are required to yield data that can be compared from one year to the next and from one school to another. States can use federal funds to cover the costs of creating and implementing tests.

**Failing Schools.** Schools identified two years in a row as needing improvement must provide students with supplemental services — such as tutoring and after-school and summer-school programs — as well as a choice of other public schools and transportation.

**Science Standards and Assessments.** States must adopt academic standards and create aligned assessments in science.

**Teaching Quality.** By the end of the school year, states must show that all public school teachers are highly qualified, possessing at least bachelor's degrees and demonstrating proficiency in the subjects they teach.

### 2006–07 School Year

**Failing Schools.** Schools that fail to show progress five years in a row receive corrective actions, including require-

ments for new improvement plans, new curricula and new policymaking structures.

### 2007–08 School Year

**Science Assessments.** States must give science assessments to students in at least one grade each from grades three through five, grades six through nine and grades 10 through 12.

**Failing Schools.** Schools that fail for a sixth consecutive year shut down and restructure. These schools may reopen as charter schools or regular schools with new staff and new curricula.

For more information or additional copies of this update, contact Susan Traiman at the BRT.

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