



A Union of Professionals

No Child Left Behind Changes Announced by the U.S. Department of Education

Following is a compilation of changes announced by the U.S. Department of Education affecting the implementation of NCLB. This does not include changes that have been “allowed” to state accountability plans, but official announcements made by the Secretary of Education.

When	Change
September 2006	English language learners Three regulatory changes: <ul style="list-style-type: none">• Schools are not required to give ELLs their state’s regular English language arts tests if such students have been enrolled in U.S. schools for less than a year.• During their first year in U.S. schools, ELLs’ scores can be exempt from AYP calculations.• States may count students who have become proficient in English within the past two years in their calculations of AYP for the English language learner subgroup.
September 2006	Highly Qualified Teachers: All states are allowed to submit revised plans to get 100 percent of teachers highly qualified by the end of the 2006-07 school year. This extends NCLB’s original deadline by one year. The HOUSSE continues to be allowed as an option for veteran teachers to demonstrate that they are highly qualified.
July 2006	Supplemental Educational Services (SES): 27 school districts in six states can reverse the order of SES and choice for the 2006-07 school year. This would allow schools that have not made AYP for two consecutive years to offer SES, and for three consecutive years to offer SES and choice. Four districts (Anchorage, Boston, Chicago, and Memphis) that are in school improvement and therefore prohibited from being a provider of SES may provide SES as part of a pilot during 2006-07.
May 2006	Growth Models: Two states (TN and NC) can use growth models to determine AYP for the 2005-06 school year. States will be allowed to reapply to the U.S. Department of Education to use growth models for next school year. The U.S. Department of Education has indicated that no more than ten states will be allowed to use growth models to determine AYP in this pilot program.
December 2005	Modified Assessments: Up to 2 percent of students—those who can make academic progress but not at the same rate as their peers—can have proficient scores from modified assessments based on modified standards included as proficient in AYP calculations. This is in addition to the 1 percent already allowed. (This was originally announced in April 2005.)

September 2005	Disaster Relief: Schools and districts “heavily impacted” by Hurricanes Katrina and Rita may be able to establish separate subgroups of displaced students for the 2005-06 school year. Those students need not be counted in any other subgroup. A provision in the federal law already delays sanctions for schools and districts directly affected by “exceptional or uncontrollable circumstances” if they fail to make AYP.
June 2005	Paraprofessional Qualifications: The deadline for paraprofessionals to meet their qualification requirements was effectively moved from January 8, 2006 to the end of the 2005-06 school year in alignment with the deadline for teachers to meet their highly qualified requirements.
March 2004	Test-participation rates: States may average participation over a two- or three-year period to meet the demand that schools test at least 95 percent of students. When calculating participation, schools may omit students who miss the testing window because of a medical emergency.
March 2004	Highly qualified teachers: Extra flexibility is provided for teachers in rural communities and for science teachers in meeting the "high qualified" mandate. The revisions also streamline the HOUSSE option for current teachers seeking to demonstrate subject-matter mastery in multiple subjects.
December 2004	Students with disabilities: Up to 1 percent of students—those with severe cognitive disabilities—may have proficient scores from an alternate assessment counted as proficient for AYP calculations.