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Nota di contenuto

Cover; Preface; Contents; Figures; Tables; Summary; Acknowledgments; Chapter One - Introduction; Standards-Based Accountability; Evidence Concerning SBA Effectiveness; How SBA Is Supposed to Work; District and School Responses to Accountability; Classroom Practice; Opinions and Attitudes; Barriers and Capacity; Evidence Concerning No Child Left Behind; How the Monograph Is Organized; Chapter Two - Study Design and Methods; Sampling; Instrumentation; Data Collection; Analyses; Technical Notes; Chapter Three - SBA Systems in California, Georgia, and Pennsylvania; Introduction
Prior Accountability Systems State Academic Content Standards; State Testing Programs; Adequate Yearly Progress Definitions; AYP Status of Schools; Specific AYP Targets Missed by Schools; State Awards; State Technical Assistance; Implementing NCLB's Highly Qualified Teacher Provisions; Summary; Chapter Four - Educators' Opinions About Standards, Assessments, and Accountability; State Content Standards; State Assessments; Adequate Yearly Progress; The Effects of Accountability; Summary; Chapter Five - School and District Improvement Strategies; School Improvement Strategies
Data-Based Decisionmaking Curriculum and Instructional Alignment; Activities Targeting Low-Performing Students; Other School Improvement Strategies; District and State Technical Assistance; Summary; Chapter Six - Instructional Practices Related to Standards and Assessments; Changes in Time Spent on Tested and Nontested Subjects; Alignment of Instruction with State Standards and Assessments; Effects of State Tests on Practices; Instructional Activities in Mathematics and Science; Summary; Chapter Seven - Perceived Barriers to School Improvement; Funding; Instructional Resources; Staffing
Skills and Knowledge Professional Development; Instructional and Planning Time; Conditions Outside of School; Students with Special Needs or Limited English Proficiency; Changes in Policy and Leadership; Summary; Chapter Eight - Conclusions and Implications; Key Findings; Implications; Conclusions; Appendix A - Sampling and Survey Responses; Appendix B - Supplementary Tables; Appendix C - Superintendent, Principal, and Teacher Surveys; References

Sommario/riassunto

Since 2001-2002, standards-based accountability (SBA) provisions of the No Child Left Behind Act of 2001 (NCLB) have shaped the work of public school teachers and administrators in the United States. NCLB requires each state to develop content and achievement standards in several subjects, administer tests to measure students' progress toward these standards, develop targets for performance on these tests, and impose a series of interventions on schools and districts that do not meet the targets. Many states had such systems in place before NCLB took effect, but, since 2001-2002, every state i