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Focusing on the controversial 'No Child Left Behind' policy, The 13th Bracey Report on the Condition of Public Education (2003) determines that the former to be a source of additional educational problems rather than a set of solutions for existent ones. Paying particular attention to the concept of student proficiency and teacher qualifications, Bracey (2003) effectively validates his argument.

Student proficiency standards emerge as problematic within the context of the "No Child Left Behind Policy." The law allows for states to formulate their own definitions for proficiency but that is an unsustainable policy since it opens the way for tremendous levels of discrepancy throughout the country. Therefore, the NAEP's definition will predominate and, given that numerous institutions and organizations have assessed it as "fundamentally flawed," this is hardly a positive development (Bracey, 2003, p. 149). As proof of the problematic nature of flawed and discrepant proficiency definitions, Bracey (2003) points towards the fact that while the assessment tests used in Texas declared over 9 out of 10 eighth grade students proficient at mathematics, the NAEP assessment tests put the number at only 2.4 students out of every 10. The implication here is that the absence of a single, agreed-upon definition for proficiency leads to flawed and inaccurate assessment tests. Matching the problematic nature of the proficiency issue is the NCLB's "requirements for highly qualified teachers" (Bracey, 2003, p. 149). Stating that by 2005-2006 all teachers had to meet the new qualification standards, the NCLB quite effectively called for the impossible. In the first place, the 100% expectation is unrealistic and virtually impossible to fulfill. In the second place, while one of the criterion for qualification is "full state

certification," the NCLB does not identify the components of full certification  
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(Bracey, 2003, p. 151). Consequently, not only does it establish impossible standard but it fails to precisely define these standards.

In the final analysis, The 13th Bracey Report on the Condition of Public Education (2003) quite clearly establishes the existence of fundamental flaws in the " No Child Left Behind" policy and the standards which inform it. Needless to say, the implications of the stated are hardly positive as pertains to the future of education in the country. Thus, it is imperative that this policy be thoroughly re-assessed and revised.