



*Progress Education is an achievement management, professional services company helping educators raise the performance of the students they serve.*

*We Optimize Student Performance*

**Volume 2 Issue 1**

Dear Education Enthusiast,

Hello and welcome to the fourth issue of the Progress Education Newsletter. We know that the beginning of the school year is a busy time for educators and parents alike. It is with this in mind that we bring you the most current educational issues right to your fingertips!

This newsletter focuses on two current issues in the educational space; first, the growing number of states now requiring the ACT or SAT to be taken by all high school students; and second, the recent trend of granting states and schools more flexibility to meet the tough requirements of NCLB.

We hope that you find this newsletter to be concise and informative. And, as always, we thank you for your continued support and enthusiasm for the solutions offered by Progress Education Corporation.

Sincerely,

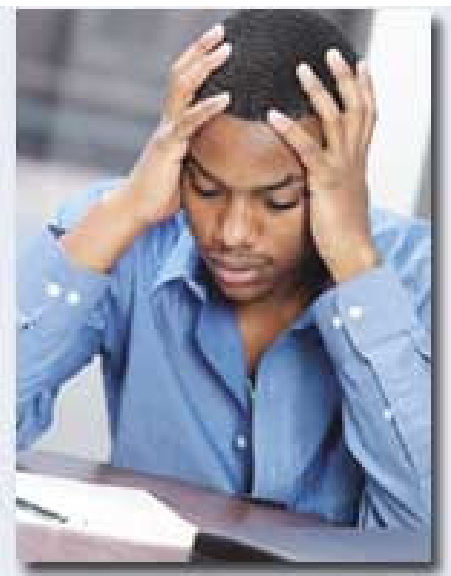
Thomas P. Jandris, Ph.D.  
Chairman and Chief Executive Officer  
Progress Education Corporation

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## ACT and SAT – Requirement or Choice?



The decision to take the ACT or SAT remains, for the most part, a choice left up to the individual. However, an increasing number of states are now making the exams a requirement. State officials cite the primary reason for making the tests mandatory and free of charge is to encourage more high school students to not only prepare for but to also enroll in post secondary education. Along with encouraging young people to think seriously about their future, come debatable policy issues such as whether the scores should be used to determine if schools have made adequate yearly progress under the provisions of No Child Left Behind.

Michigan, Illinois, and Maine are all waiting to hear from the U.S. Department of Education about whether they can use a college-admissions test as a key element for rating schools under the federal law. Opponents and analysts argue, however, that college admissions tests do not always align with states' academic-content standards. Groups such as the American Counseling Association and the National Association for College Admission Counseling contend that it is inappropriate to use the exams in a way that differs from the original design.

Another concern in using college entrance tests to measure AYP is that more and more parents are seeking outside coaching programs to raise children's scores. Such economic issues could cause a disparity in scores from school to school. Maine and Michigan are actively addressing those concerns by working to provide all high school students with access to online test-preparation materials.

Despite the challenges and concerns, states that have begun to require college entrance testing all agree on one thing – it's worth it. States such as Colorado and Illinois have seen student preparation for college improve and test scores increase. Colorado has even seen a rise in college enrollment. Despite such positive examples, the jury is still out on whether or not states will be able to directly link mandatory college entrance exam scores to AYP under No Child Left Behind. Amidst a myriad of differing opinions and challenging issues, one goal is clear: to have the most prepared students who are ready for college and for their future. Exactly how that goal is achieved remains to be seen.

Article Source: <http://www.edweek.org>

## Progress Solution Spotlight – ExamScore

Progress Education can help your students prepare for the ACT through the use of the ExamScore – ACT Practice Exam Scoring System. ExamScore simulates the actual conditions for the ACT exam using scanable forms and #2 pencils that allow you to quickly and easily score any ACT, Inc. published practice test and provides detailed, normed results identifying student strengths and weaknesses.



Multiple practice administrations of the ACT can be administered to evaluate the effectiveness of test preparation strategies and programs through pre and post tests. Additionally, instructors can identify individual student and/or class strengths and weaknesses by knowledge and skill area to provide actionable feedback on areas that need improvement.

Visit us online at [http://www.progresseducation.com/tools\\_page9.html#ExamScore](http://www.progresseducation.com/tools_page9.html#ExamScore)

## NCLB Update: Increased Flexibility in meeting NCLB Requirements



As Congress prepares to renew No Child Left Behind for 2007, many educators continue to worry about meeting its stringent requirements. In an effort to lessen this burden, Secretary Margaret Spellings has announced new policies that ease the rules on testing limited-English students while also defining "highly qualified" teachers.

The Department of Education gave all states final permission to leave out the test scores of newly enrolled, limited-English students when grading schools. This new flexibility was designed to give schools more time to work with these students before being held accountable for their yearly progress. Schools may also consider students as "limited-English" students for up to two years after they have proven that they know the English language.

In an additional policy change, the DoE will also allow states to count teachers as "highly qualified" under standards which the states choose. This had been the case until May, when the Department ordered states to phase out this system, citing weak and improper standards. Secretary Spellings has rescinded this order, and is "strongly encouraging," though not requiring, states to stop creating standards and to follow the "high objective uniform state standard of evaluation," or HOUSSE.

## Progress Success Stories –

This Fall, Progress Education Corporation will expand its implementation of the NEA Teacher ToolKit (TTK) to include its first state-affiliate implementation. As part of the partnership, Progress has developed an OEA branded TTK website and a new Individual Professional Development Plan (IPDP) module specifically for Ohio teachers. The IPDP module is designed to assist teachers with developing IPDPs and tracking their professional development activities. Both of which are required for licensure in the state of Ohio.



The Ohio Education Association (OEA) is comprised of over 131,000 members, and provides a wide range of professional education services in communities throughout the state of Ohio. Since 1847, the OEA has been working to make schools better and improve public education. Our association is dedicated to working in partnership with parents, community leaders, and elected officials to help Ohio's children and improve public education.

**For more information about our company, products, or services, please contact:**

**Kathleen Fritch  
(312) 751-1688**

**[kfritch@progresseducation.com](mailto:kfritch@progresseducation.com)**



110 Bishop Quarter Lane  
Oak Park, Illinois 60302  
Tel: (708) 358-0667  
Fax: (708) 358-0727  
[www.progresseducation.com](http://www.progresseducation.com)