Legislative Effects on ELLs:

Name:

Institution:

**Introduction**

The education of the ELL has been impacted by a myriad of laws and regulations at the federal, state and the local levels. One of the education policies is the No Child Left behind which is a policy for language minority students learning English. This is the policy which came about with the integration of language instruction for limited English Proficient and Immigrant Students. This essay lays the contributions and the anticipated improvements attached to the No Child Left Behind Policy.

**Contributions to Academic Success**

The main aim of the No Child Left Behind Act of 2001 was to ensure that all children regardless of their background receive high-quality education. According to the title 1 of this law, there was a requirement that there should be the raising of the school student achievement which eventually led to academic success. This was primarily because of the demand to test all students annually in grades 3 through 8 and also in math and reading while they are in high school. This was with the provisions to compete with the global and the knowledge-based society. The basic skills of the students in various schools were improved. There has been an improvement on the level of teachers employed ensuring that the schools have high quality teachers. This has seen the provision of high-level education thus contributing to academic success. In general there has been the increase in the number of students who have benefited from this policy making it a golden point for the disadvantaged students. This has been enabled through the provision of fair, equal and the significant opportunity in obtaining high-quality education and a high level proficiency on all students (Dee & Jacob, 2011, p. 6).

**Improving the Education for ELLs**

The conditions for the schools will continue improving due to the movement of the decision making role from the local schools and districts to the state and federal levels. Through the policy, the states are required to develop standards, standardized tests and accountability systems. The opportunities have thus been provided for the protected groups as well as the disadvantaged students to ensure that they have the maximum as pertains to their education demands. There has been increased anticipation in the amounts of data on the student achievement in the mathematics and readings. The policy provides a reference ground for the civil rights groups who gauge the conduct of the administrators of schools basing them on the standards set by the policy (Ovando & Combs, 2012, p. 11).

**Existing Gaps**

According to a recent research by Georgia Department of Education of the year 2010, many students especially those that come from undeserved communities do not receive high-quality education as anticipated. Also, although the policy has been sound, it has not fully reduced the disparity between the racial and the income definitions as regards the provision of education. The students achievement overall has not been fully leveled. The outcomes of the results after analysis still reveal that there are the deviation and the major differences between the advantaged and the disadvantaged child. The policy has a major focus on the mathematics and reading subjects with less regards to the other subjects. More so, many scholars believe that the provision of education should be broader than the teaching on the multiple choice tests. The same has also altered the instructional program as there has been a major focus on multiple-choice tests (Havnes & Mogstad, 2011, p. 3).

**Conclusion**

There has been the increase in the number of students who have benefited from this policy enabled through the provision of fair, equal and the significant opportunity in obtaining high-quality education and a high level proficiency on all students. The conditions for the schools continue improving due to the movement of the decision making role from the local schools and districts to the state and federal levels. Through the policy, the states are required to develop standards, standardized tests and accountability systems. However, according to a recent research by Georgia Department of Education of the year 2010, many students especially those that come from undeserved communities do not receive high-quality education as anticipated in the making of the policy.

Reference

Dee, T. S., & Jacob, B. (2011). The impact of No Child Left Behind on student achievement. *Journal of Policy Analysis and management*, *30*(3), 418-446.

Havnes, T., & Mogstad, M. (2011). No child left behind: Subsidized child care and children's long-run outcomes. *American Economic Journal: Economic Policy*, *3*(2), 97-129.

Ovando, C. J., & Combs, M. C. (2012). *Bilingual and ESL classrooms: Teaching in multicultural contexts*. New York, NY: McGraw-Hill.