

# Exemplifying the Implementation of the “No Child Left Behind Policy” on the Elementary Schools

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**Abstract:** *This study seeks to describe implementing features of the "No Child Left Behind Policy" in selected elementary schools in Pampanga. This study employed the use of the mixed- method design specifically, explanatory sequential design. Fifty-three (53) teachers from three (3) elementary schools participated in the quantitative phase, answering a survey questionnaire, and fifteen (15) informants in the qualitative phase, responding a semi- structured questionnaire. In the qualitative data, there are four subthemes addressing the benefits of the “No Child Left Behind Policy” namely free tuition, increase in enrollment, open opportunities for students for a better future, and support from stakeholders. Two subthemes for the influences of the “No Child Left Behind Policy” on promoting pupils emerged namely compliance with the legalities of the policy and fulfillment of the teachers’ duties and obligations to their students. Based on the conclusion, it is recommended that the teachers and parents must work together for the children’s academic performance. The school and community should provide programs for the parents. Teachers must instill in their students the value of education and how this can transform their lives.*

**Keywords:** NCLBP, Implementation, Features, Teacher Involvement, Facilities, Parents, Community

## INTRODUCTION

Children play a significant role in the society. They can contribute to the world's development and advancement. Undoubtedly, communities are doing their best to provide quality and inclusive education that children need to gain the knowledge and skills necessary for the current world and the changes coming.

As stated by Bhardwaj (2016), education includes a vital role in life and the foundation of human standards. It is a necessity to measure a decent life in society, and a sign of opportunity. Through education, avenues are varied and open for students to had it.

Bland (2014) cited that the “No Child Left Behind Policy” is an excellent educational concept for bringing all students and teachers up to the same level of expertise in the hopes of ensuring educational development. Thus, this policy enables to assist children in completing their education, since one of its goals is to focus on students who require financial assistance and educational services, as well as to provide free education to adults (Lee, 2018).

McManis (2020) stated that it is considered education if students receive a good quality education, involvement, and support in the curriculum in age-appropriate classes in their local schools. In the United States, “No Child Left Behind Policy” is ensuring that education is for all and not based on social status and race (Chen, 2019).

A civilization that does not provide equal opportunity to all children would fall behind, as this will result in lack of development in many institutions. This only emphasizes the importance of strengthening the “No Child Left Behind Policy”. In fact, Manalo (2016) claims that the policy has been improved even further and that teachers should use differentiated teaching approaches and all available methods to ensure that all students will benefit and learn. Each subject must be taught appropriately, and the level of learning is determined by the teacher's approach in involving each student in various tasks. That suggests that teachers will make a difference and use the technique to reach their objectives which is to provide all pupils with the same knowledge and learning opportunities.

Education is the process of creating a learning environment in which students can obtain knowledge, experience, and abilities. It equips people with the needed skills to thrive as adults in the world. Students should be engaged in their studies and want to be involved in society’s education. A positive learning environment can influence students' motivation and learning. Providing a safe school environment leads to children’s engagement and enjoyment. The Global Education Monitoring Report Team (2016) claims that a high-quality education is the pillar of growth. People can break the cycle of poverty if they have access to high-quality education. Education promotes socioeconomic mobility by providing skills that improve job prospects and individual earnings. It aids in the reduction of inequities, the strengthening of gender equality, the promotion of healthy activities, and the promotion of inter-personal tolerance. All of which are contributory to more peaceful communities.

**Features of the “No Child Left Behind Policy” in the Philippines**

## Learning Facilities and Resources

According to UNICEF (2016), they collaborate and work with the Philippine government to fulfill children's right to quality and inclusive lifelong learning. They ensure that children are ready for school and that school is ready for children. One of their goals is to provide formal and non-formal learning opportunities not just for children but as well as for adults by supporting the government's capacity and ability to improve the quality and relevance of the teaching and learning environment. To provide a high-quality education, students and teachers should have better learning facilities.

### Parental Involvement

Parents have important roles in shaping and influencing their children. As stated by Sumanasekera et. al (2021), parents can inspire their children to achieve academic excellence. Their active involvement in their children's learning processes has a huge impact on their learning outcomes. Helping and checking schoolwork at home; attending school activities and parent-teacher interaction sessions; communicating with teachers; volunteering at school; and working with the community are examples of these activities. Children's values and standards are inculcated through interactions at school with the purpose of increasing awareness and skills for the future work force of the country.

However, if parents are less involved with their children's education, it can affect the students physically and mentally. As mentioned by Wilder (2014), parental involvement was identified as one of the factors affecting students' accomplishment. The students who are supported by their parents are more likely to succeed in school.

### Teacher Involvement

A teacher has a powerful influence on a child's success, personality, and behavior. As stated by Abazaoglu et al. (2014), teachers play a significant role in accepting the responsibility for teaching and instilling the right knowledge in children. Individuals cannot develop a sense of responsibility unless they are given the opportunity to make decisions and be responsible for the consequences of those decisions. As mentioned by Lynch (2018), teachers play an important role in the academic performance of all the students they teach. However, teachers play greater roles in helping students who are facing academic failure or below their academic potential. This is not very easy for the teachers, especially when there are other students who also need help and guidance. Like parents, teachers also play the hardest role in children's lives. According to Chetty et. al. (2014), research has shown that teachers have had a significant impact on their students' academic and life performance over the last decade.

### Community Involvement

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Kwashabawa (2013) believes that school-community engagement is important. A two-way symbiotic relationship is when the school and the community work together to achieve a common goal. The community's goals are realized, and vice versa. In addition, Epstein et. al., (2016) discovered that strengthening links and increasing cooperation across the school, family, and community contexts can enhance student behavior and school discipline. As mentioned by Willems and Gonzalez-DeHass (2012), school-community partnerships are defined as significant interactions between community members, organizations, and schools. They must be committed to work together with a shared duty of improving students' intellectual, social, and emotional development. Partnerships between schools and the community can lead greater impact to the students.

### Benefits of the “No Child Left Behind Policy”

According to The Global Education Monitoring Report Team (2016), the global poverty rate would be more than halved, and at least 171 million people would be lifted out of extreme poverty if all children graduated with basic reading abilities. NCLBP will give the opportunity to students who are not privileged enough to acquire an education.

According to Gikunda (2020), the minority and underprivileged must be treated equally leading to improvements. In doing so, teachers must have a vast knowledge and higher educational background to further help the students.

### Drawbacks of the “No Child Left Behind Policy”

Every policy has its own flaws or disadvantages. In the implementation of the “No Child Left Behind Policy”, there are several problems. According to Gaille (2017), the “No Child Left Behind Act” had the drawback of taking too long to implement changes. Missing benchmarks for two years in a row would necessitate a two-year improvement plan by the school, and students would be permitted to transfer to a better school in the district. As stated by Garcia (2019), which was mentioned in the study of Lumang, et al. (2021), it has been a tricky journey for the DepEd to implement the “No Child Left Behind” which during the implementation, no students should be denied possessing access to basic education irrespective of what are the explanations. But there is a misunderstanding of the meaning of the policy between the Department of Education and schools leading to the teachers' interpretation to mass promotion which has become the barely passing culture within the school. In the study of Lumang et al. (2021), it was mentioned by Dousel (2019), that the teachers were pressured to push students irrespective of their poor performance for it will affect the teachers' Results-based Performance Management System (RPMS).

Furthermore, Balinbin (2020) mentioned that in Southeast Asian countries, students in the Philippines are falling behind. It shows that fifth-grade students are not proficient in reading, writing, and mathematics compared in other countries. According to the data released by Southeast Asia Primary Learning Metrics (SEA-PLM), 2019. The percentage of grade 5 Filipino students when it comes to reading, writing, and mathematics was much lower than in Vietnam and Malaysia, but the Philippines is slightly better than Laos and Myanmar. Majority of grade 5 Filipino pupils showed reading competency levels comparable to those in the first years of primary school, with 27% of students still at the level (lowest on a scale of 2 to 6) where they can only match single words to an image of a recognizable item or concept. Only 29% of grade 5 students in the country are proficient in reading a variety of daily texts, such as simple narratives and personal viewpoints, and connecting with their content.

According to Dee, Jacob, and Schwartz (2013), NCLB resulted in a curriculum narrowing in terms of a higher proportion of instructional time spent on tested subjects, though the effect was minimal. Tested subjects may become less fascinating for kids, maybe because of teachers "teaching to the test" in a rote fashion, leading to greater externalizing behaviors among bored children.

### Implementation in the Philippines

In the recent studies pertaining to the "No Child Left Behind Policy", it was found out by the Division of Presidential Communication Operations Office (2020) that the NCLB policy for the Filipinos was reflected in the 1987 Philippine Constitution. Under this policy, no Filipino child should be left behind, the bill's main objective is to encourage all Filipino children to complete elementary, secondary, and college education by establishing a systematic program that will ensure that Filipino children of appropriate age complete elementary and college level.

According to the findings of the Programme for International Student Assessment (PISA) in 2018, among the 79 countries that participated in the Trends in Mathematics and Science Study (TIMSS), 15-year-old Filipinos have the lowest score and second lowest in the math and science subjects. This shows how bad the state of education is in the Philippines. The government, schools, and communities should work together and exert more effort in improving the education system of our country. However, in the study of Dee & Jacob (2011), findings show that NCLB resulted in a statistically significant increase in fourth-grade mathematics achievement, as well as improvements in the lower and upper percentiles. There is also evidence of progress in eighth-grade mathematics, especially among traditionally low-achieving groups and at the lower percentage.

### Statement of the Problem

The aim of this study is to describe the implementation features of the "No Child Left Behind Education Policy".

More specifically, this study aims to address the following:

1. How may the participants describe the implementation of "No Child Left Behind Policy" in terms of:
  - 1.1 learning facilities and resources;
  - 1.2 parental involvement;
  - 1.3 teacher involvement and,
  - 1.4 community involvement?
2. How do the informants perceive the benefits of the "No Child Left Behind Policy"?
3. How does the "No Child Left Behind Policy" affect the teacher's decision in promoting pupils?

## METHOD

### Research Design

This study employed mixed-method research approach to provide a better understanding of the research problems. More specifically, the study utilized sequential explanatory design. According to Creswell (et al. 2003), sequential explanatory research commonly connects two parts while choosing the participant for the qualitative follow-up analysis based on the quantitative results of the first part. It involves gathering and interpreting data in two stages, first is the quantitative followed by qualitative phased within one study.

### Respondents

The respondents in this study are elementary teachers from different schools in Pampanga. More specifically, the researchers chose three (3) elementary schools in Pampanga and include the total population per school.

### Sampling Technique

This research utilized a purposive sampling technique in selecting the participants for the quantitative phase of the study specifically, a total population sampling technique. According to Glen (2018), complete enumeration is defined as a type of purposive sampling technique that entails examining the entire population with a specific set of characteristics (e.g., specific attributes or traits, experience, knowledge, skills, exposure to an event, and so on).

For the qualitative phase, a purposive sampling technique was utilized. As stated by Patton (2002), purposive sampling is a qualitative research technique for identifying

and selecting information-rich situations to make the most efficient use of limited resources. This includes identifying and selecting individuals or groups of individuals who are particularly educated or experienced in a topic of interest (Cresswell & Plano Clark, 2011).

### Research Instrument

#### Survey Questionnaire and Its Pilot Testing Procedure

A survey questionnaire and a semi-structured questionnaire were used as the research instrument. A questionnaire with a Likert scale was used to collect data for the quantitative study. On the survey questions, respondents had to encircle the number that corresponds to whether the implementation of the policy is ( 5 ) excellent, ( 4 ) good, ( 3 ) fair, ( 2 ) adequate, or ( 1 ) poor.

To ensure the reliability of the researcher-made survey instrument, the researchers pilot-tested it to fifty (50) elementary teachers in five (5) elementary schools in Pampanga.

#### Construction and Validation of the Questionnaire

In the qualitative phase, semi-structured questionnaires were used. The questionnaire was checked by three validators, one research specialist, one research instructor, and one teacher whose specialization is Elementary Education. After series of revisions, the questionnaire was used in the interview process.

#### Data Gathering Procedure

To acquire permission to conduct the study, the researchers presented a letter of approval to the Dean of the College of Education. Following the approval, the researchers requested permission from the principals of the chosen schools to conduct the study. Upon approval, the researchers distributed the questionnaires to the teachers who have been chosen to participate in the study. The researchers used the survey questionnaire to collect sufficient data. To supplement the quantitative data, the researchers conducted an interview, using the semi-structured questionnaire as a guide. The researchers ensured the personal privacy of the informants' answers and identities. The researchers selected informants until such time the data has been saturated.

#### Statistical Treatment of Data

In the quantitative method, the researchers summarized and organized the data so they can be easily understood. The mean and standard deviation were calculated using descriptive statistics to determine how a dataset's dispersion compares to its mean. The researchers assessed how distributed the data is in comparison to the mean.

### Data Analysis

For the qualitative method, a thematic analysis was used. According to Clarke & Braun (2017), thematic analysis is a technique for finding, analyzing, and interpreting meaning patterns in qualitative data.

### Ethical Consideration

Before the researchers conducted an interview and written interview, consent was asked from the participants. In the interview, to avoid conflicts or misunderstandings, the researchers informed the participants of their limits. The researchers had assured the participants that all the data gathered would be kept confidential and would not be known by anyone not involved in the study. This case would not be ignored or set aside by the researchers. In the interview, punctuality was observed. The dress code was appropriate and precise. And finally, the researchers were careful to avoid misunderstandings with the participants and would show respect. Furthermore, the confidentiality of the information was maintained by keeping the acquired data private and not exposing the identity of the participants while releasing the results.

### Results, Findings and Discussion

#### Phase 1: Quantitative Data

Table 4.

Descriptive Analysis of the respondents` on the Learning Facilities and Resources as an indicator of the “No Child Left Behind Policy”

Indicators	WM	SD	Verbal Description
The government provides well-ventilated classrooms with chairs, desks, and blackboards.	4.08	0.78	Good
Libraries are filled with different kinds of books, and computers are available with internet connection.	3.00	1.14	Fair
Students have a 1:1 student textbook ratio.	3.47	1.05	Good
The utilization of television and audiovisual discs and tapes, the internet, and other visual aids are encouraged to enhance the learning and acquisition of knowledge.	3.92	0.78	Good
School supplies are distributed to pupils every grading period.	3.02	1.28	Fair
<b>Grand Mean</b>	<b>3.50</b>	<b>1.01</b>	<b>Good</b>

Table 4 sums up the answers of the respondents in the implementation of the “No Child Left Behind Policy” in terms of learning facilities and resources, with a grand mean of 3.50 and a standard deviation of 1.01 with a verbal description of good.

Table 5.

Descriptive Analysis of the respondents` on the Parental Involvement as an indicator of the “No Child Left Behind Policy”.

Indicators	WM	SD	Verbal Description
Parents have a clear understanding of the goal and objective of the policy.	4.02	0.89	Good
Parents - Teacher communication is regular and clear regarding their child’s performance.	4.36	0.62	Excellent
The parents support their children with their other activities.	3.83	0.73	Good
Parents make sure that their children are prepared before going to school.	3.79	0.74	Good
Parents are cooperative if there are pupils’ concerns.	3.85	0.74	Good
Parents are knowledgeable of their children's rights to education.	3.87	0.79	Good
<b>Grand Mean</b>	<b>3.95</b>	<b>0.75</b>	<b>Good</b>

Table 5 summarizes the answers of the respondents in the implementation of the “No Child Left Behind Policy” in terms of parental involvement with a grand mean of 3.95 and a standard deviation of 0.75 with a verbal description of good.

Table 6.

Descriptive Analysis of the respondents` on the Teachers` Involvement as an indicator of the “No Child Left Behind Policy”.

Indicators	W M	SD	Verbal Descripti on
The teachers understand the meaning and purpose of the policy.	4.68	0.51	Excellent
The teachers attend seminars and meetings to improve their teaching techniques.	4.68	0.51	Excellent
The teachers provide an equal opportunity for every student to participate in class discussions.	4.68	0.51	Excellent
The teachers exert more effort in helping pupils with grade-related problems.	4.75	0.48	Excellent
The teacher works with the parents to improve their students' progress.	4.70	0.50	Excellent
<b>Grand Mean</b>	<b>4.70</b>	<b>0.50</b>	<b>Excellent</b>

Table 6, the gathered data from the respondents in the implementation of the “No Child Left Behind Policy” in terms of teacher involvement got a grand mean of 4.70 and a standard deviation of 0.50 with a verbal description of excellent.

Table 7.

Descriptive Analysis of the respondents` on the Community Involvement as an indicator of the No Child Left Behind Policy

Indicators	WM	SD	Verbal Descripti on
The community is supporting the school in making it a clean and safe place.	4.32	0.58	Excellent
The community is making sure all the students in the area are attending school by conducting meetings	3.74	1.04	Good

with their parents twice a month.

The community is working well with the teachers and parents. 4.15 0.63 Good

The community provides meetings to assist the parents with their role in their children's education. 3.89 0.80 Good

The community is helping in providing for the school's needs. 4.06 0.77 Good

**Grand Mean 4.03 0.76 Good**

Table 7 sums up the answers of the respondents in the implementation of the “No Child Left Behind Policy” in terms of community involvement with a grand mean of 4.04 and a standard deviation of 0.766 with a verbal description of good.

## Phase II- Qualitative Data

### 2. Perceived Benefits of the No Child Left Behind Policy

#### 2.1 Free Tuition Fees

The informants of the study stated that free tuition fees have a play a major role on the implementation of the “No Child Left Behind Policy”. The pupils are encouraged to attend school because one of the key reasons why Filipino students cannot attend school is due to financial constraints. The burden of school fees for Filipino students and parents has lowered because of the Governance of Basic Education Act 2001, which is currently in effect. Many students were able to attend school because of the free tuition. As a result, the number of student enrollment increased. There are numerous opportunities opened for the students because of the free tuition fee. It encourages all parents and students to attend school because it is completely free and does not require a large financial investment. The students who are very much willing to go to school to study had the chance to fulfill their dreams because of the free education and they make the free education their motivation to finish their studies. However, it was also revealed that despite having free education participants stated that the daily expenses from everyday life affect the students from going to school.

According to Section 2 of the Republic Act No. 9155, it is declared that the State's policy is to defend and promote all citizens' right to quality basic education and to make such education accessible to everyone by providing all

Filipino children with a free and obligatory elementary education and a free and compulsory high school education.

*“Free education increases student enrollment because many of the students are given the chance to pursue their studies even if they are having hardships because of poverty.” - TC8*

## 2.2 Increased Number of Enrollees

It was mentioned by the informants that the free tuition allowed students to acquire the education that they deserved. The Philippines enrollment rate increased as a result. The "No Child Left Behind Policy", which allows the government to fund some of the necessities for students, was a major factor in the increase in enrollment. Similar to the feeding program, students were given foods that would increase the amount of nutrition in their bodies that a youngster requires. According to the informants, the free education and the NCLBP increased the number of enrollees. The Pantawid Pamilyang Pilipino Program (4p's) is another program that assists the poorest of the poor households.

The "No Child Left Behind Policy" was approved and implemented in the Philippines, resulting in a large increase in the number of pupils enrolled. According to the Philippine Statistics Authority (2017), 26.3 million students from kindergarten to college were enrolled in public and private schools. By 2014 and 2018, the "No Child Left Behind Policy" intends to ensure that all Filipino students have finished elementary and secondary school. The NCLBP increases the number of students enrolled.

*“In my opinion, student enrollment has increased. The number one reason is that children who really want to study have been given the opportunity. They now have the opportunity to go to school without thinking about the tuition fee, so the only expense they need to pay for is school projects, which is not expensive, unlike their tuition fee.”*

-TC10

## 2.3 Open Opportunities to Students for a Better Future

According to the informants of the study the students have a lot of options for a better future now that they have the chance to complete their schooling. There will be numerous options available to pupils. One of a student's ambitions is to finish their education in the Philippines. Previously, several obstacles made it difficult to achieve that goal. However, because of the government's programs to assist those in need, this is no longer the case. Completing and receiving a bachelor's degree is not as difficult as it formerly was because of the government's project where they offer free education from elementary to college and still enhancing and offering more chances and opportunities for the youth in the Philippines. According to Al-Shuaibi (2014), education is considered the key or main reason for anyone's future success.

It creates a pathway leading to bright futures and more opportunities along the way. There are numerous opportunities available after finishing a degree. Completing one's studies will help in the achievement of life's goals. A bachelor's degree opens doors to interesting opportunities that might otherwise be unavailable. Degree holders not only have access to more opportunities than high school graduates, but the ones that are available are also more accessible.

*“Free education is a big help in increasing student enrollment. First, not paying the tuition fee is a big savings for parents. Second, it can motivate the child to get a free education because he will be able to study and he will be able to achieve his dream. Third, students are given the opportunity to further develop their knowledge and have sufficient skills so that they can treat their future.”* -TC5

## 2.4 Support from the Stakeholders

As stated by the informants, stakeholders help them in various ways. Prior to the start of class, there is a program called "The Brigada Eskwela" in which parents and other members of the community assist in cleaning and repairing the school. It is quite beneficial to the teachers to have someone who assists them in preparing their classroom and school so that pupils feel at ease while at school. In the article entitled "Brigada Eskwela: A Model of Community Participation in the Philippines" (2021), in the Philippines pupils and teachers, must deal with a dirty classroom, blackboards that are already too rough to write on, chairs with broken armrests, and other items that require repair, maintenance, and cleaning when the school first opens.

The installation of "Brigada Eskwela" has received widespread support from stakeholders ranging from the school's graduates to local businesses and industries. This DepEd program has been a regular activity and one of the programs of each school to open its doors to the community to solve problems like maintenance, lack of facilities, or even contributions of things and supplies that are necessary to teaching and learning over the years. Teachers can now begin classroom lessons on the first day of classes, and students can focus on their lectures instead of worrying about cleaning their classroom before school starts.

Furthermore, it was mentioned by the informants that some stakeholders provide the items that the schools lack. One of its stakeholders offers a hand when there is a sudden shift from face-to-face classes to online classes, lending students who do not have gadgets to use in blended learning. It provides a great deal of assistance to the elementary school.

*“In the community, we have a collaboration on the "adapt a pupil literacy program". Then, it's like a free tutorial, reading the tutorial in case there's an MOA, which is an agreement. Parents, aside from giving to the children, they also give*

*donations like thermal scanners and family machines as well. Donation from the parents.” -TC3*

### 2.4.1 Parental Support

Parents' involvement is one of the important factors in the education of a student because it is the most important factor that a child uses to become more involved in school and achieve academic success. Even at normal times, parents who are more involved in their children's education have children who do better in school. Children whose parents are more involved in their education have better grades and standardized test scores and are less likely to be disciplined at school. Parents' involvement is much more important now, in the midst of the COVID-19 pandemic, since parents are more directly responsible for areas of their children's online education that were traditionally done at school. As stated by Nihat & Gürbüzürk (2013), parents must be seen as a constant and important part of the curriculum. Involving parents in education has proven to be beneficial and results in many good consequences including enhanced student achievement, school attendance and improved academic success, motivation, school attachment, responsibility, and confidence, as well as better social adaptation and better discipline in their behavior, are all positive traits.

As mentioned by Thill (2020), children do better or are more likely to succeed if their parents are involved in their education compared to those parents who are not involved with their children. Parent involvement in school-based activities appears to have the biggest impact on children's grades, although parent involvement at home appears to play a role as well.

*“Mostly, of my parents are supportive. They provide things needed for my pupils. Example, they donate electric fan so their learning will be conducive for them. Health essential to prevent the spreading of diseases.” -TC7*

## 3. Identified Influences of No Child Left Behind Policy on Promoting Pupils

### 3.1 Compliance with the Legalities of the Policy

The key informants of the study shared their experience in promoting pupils' compliance with the legalities of the policy. According to Chen (2022), all pupils must be proficient in reading and numeracy. If they are still not proficient enough, the teachers, including the school, should provide additional programs or interventions for them. But the participants believed that promoting a pupil is still based on their performance or class standing.

According to the memorandum No. 067, s. 2014, "No Read, No Pass Policy" in the intermediate grade, to pass any subject, students should be able to read both English and

Filipino with comprehension. Retaining or not promoting pupils is not easy. There are many factors to consider. Informants believe that teachers must do everything possible to help all students so that no child will be left behind. The teachers must identify the reasons why students are failing. These can be financial or family problems, or home visitation to talk to the guardians. The teacher should provide intervention or remedial class. As stated by Sudhakar (2018), students who are falling behind in their classes or studies have a right to have a remedial class. Remedial teaching should be provided immediately if students are not showing any progress or failing, therefore, they will not be permanently left behind or fail. A teacher can use different methods and materials to strengthen the weaknesses of the students or be able to help them read proficiently.

*“It's up to the performance of the child, for example there is a policy for grade 1 students that no read no pass. Even if there is a No child left behind policy if they can't read, they will not be promoted to the next grade because they will have a hard time on the following grade level.” -TC5*

## 3.2 Fulfillment of the Teachers' Duties and Obligations to their Students

The elementary teachers shared their commitment and fulfillment in teaching. As stated by Gjelten (2018), most individuals would agree that a teacher's primary duty is to effectively impart knowledge. Federal, state, and local education agencies set out standards for delivering high quality instruction and guaranteeing that all students can learn, above and beyond the minimal qualifications for the job (including education and credentials). Thus shows that elementary teachers are fulfilling their duties in compliance with the “No Child Left Behind Policy” by going the extra mile in offering remedial classes, doing home visitation, and giving all consideration to the pupils. The teachers exert effort in helping pupils with grade-related problems. This also means providing everything they can offer to the pupils, not just for them to simply pass, but also to help them succeed, develop, and learn better. It is the teacher's obligation to teach and help their pupils, but for them, it is not just a simple obligation, because for them it is also love for the pupils. They don't want them to be retained or to fail. Seeing their pupils succeed makes them happy and fulfilled.

*“In our experienced, if we have a failing students, we have remedial classes. We give extra learning materials or sometimes we do home visitations. We ask the parents what is the reason why the child is failing, because sometimes one of the factors why the child is failing is family problems.” -TC8*

## Phase III- Mixed Method Analysis

### 1.1 Learning Facilities and Resources

In implementing educational policy, governments, schools, and teachers should be fully prepared. The government provides educational assistance and funds under the “No Child Left Behind Policy” for public schools to ensure that all students have equal access to education. This also means learning resources and facilities should be available to provide high-quality education to the students. The implementation of the “No Child Left Behind Policy” in terms of learning facilities and resources got a grand mean of 3.50 and a standard deviation of 1.01. Based on the findings from the gathered data, learning facilities and resources got a good verbal description because of the free tuition that the government provide and the support that the school receive from the stakeholders. Even if its free tuition the government still provides school buildings and classrooms that are filled with chairs, desks, and blackboards. Libraries are not provided, but every classroom has a reading corner filled with books and other materials. As for the learning resources, projectors and computers are available, but the internet connection is limited or not provided. Learning facilities and resources are important in making the educational process interesting and engaging. As Bušljeta (2013) mentions in her paper that the growing influence of various media, particularly television and the internet, has an impact on society, including education. This is why most students nowadays have different interests and perspectives on education and the educational process than students before. They prepare an education that is interesting, fun, and unique, such as the use of images, videos, and presentations on television and the usage of different websites. Before the growth of technology, the teacher's way of teaching was limited to traditional discussion with the use of chalk and blackboard. Although speaking or traditional discussion is one of the most important skills of the teacher, in today's teaching process it's difficult to teach and encourage students without the use of various learning resources.

Furthermore, the respondents mentioned that stakeholders are very supportive. They are actively participating in school programs, assisting the teachers in making the school clean and ready. They are also donating school supplies and other resources which can help to improve the quality of education that students receive and to make their learning environment good. These facilities are not just to accommodate the students, but to give them a safe place where they can learn and develop. As mentioned by Andrews (2019), school learning facilities have an overall impact on students' and teachers' school experience. School facilities also have an impact on teacher recruitment and retention. As for the students, this has an impact on their health, behavior, and involvement. As a result, having good facilities helps the school and teachers to provide a better education. It shows that having good learning facilities and a good environment can help students concentrate and stay motivated.

### 1.2 Parental Involvement

One of the most significant forms of parental participation that a child can receive is parental support when it comes to their child's education. Parents are one of the most important people in a child's life because they are the ones in charge of guiding and molding their child outside the classroom. A student that is guided by their parents is more likely to do well than students who lack their parents' support. The implementation of the “No Child Left Behind Policy” in terms of parental involvement got a grand mean of 3.95 with a standard deviation of 0.75 and a verbal description of good. Parents should work with teachers and schools to help their children achieve academic success. In the interview conducted with the participants, it shows that teachers sometimes have trouble communicating with their pupils' parents. Their active involvement in their children's learning processes is also significant in influencing their learning outcomes. Good learning outcomes will result in better opportunities in the future. The teacher conducts meetings with parents to inform them if their child is actively attending school or having problems in class. And fortunately, according to the key informants, most of the parents are active and cooperate with the teachers and school to help provide for their children's needs.

Parents need to be knowledgeable about their child's rights in education since they are the ones who are in charge of guiding and motivating their children to go to school. As mentioned in the study of Kimu (2012), on parent involvement in public primary schools in Kenya, he believes that a society needs to raise its level of educational involvement, which begins with parental support. He thinks that teacher-parent interaction can improve parent-school relationships because teachers are the primary link between parents and the school.

The teacher-parent relationship is important for the achievement of the students as well as parental involvement. However, as mentioned by the respondents, when the student is failing or having a problem, the teacher will communicate with the parents to know what are the possible reasons that can affect their child's performance at school and eventually find a solution to help them.

### 1.3 Teacher Involvement

In modern culture, teachers have a vital role, particularly for children. The power of education is provided by educators. Teachers make abstract topics accessible to students by simplifying the complicated. Teachers also introduce children to concepts and topics that they might not otherwise encounter. They can broaden their students' interests and encourage them to accomplish better. The implementation of the “No Child Left Behind Policy” in terms of teacher involvement got a grand mean of 4.70 with a standard deviation of 0.50 and a verbal description of excellent. It shows that teachers are complying with the legalities of the policy and fulfilling their duties and

obligations to their students. The teacher follows the policies implemented by the government. According to the DepEd Order 45 series of 2002, Regional Memorandum 013-2020 titled, "Reiteration of the 'No Read, No Pass' Policy," stated that no pupil is expected to be promoted to the next grade "unless he or she manifests mastery of the basic literacy skills in a particular grade level." Due to this, teachers are very strict when it comes to promoting students. The teachers fully understand the meaning and purpose of the policy which results in the participants not pass the pupil if she/he cannot read.

In the policy of the NCLBP, teachers are doing extra effort to help all their students as they all want them to success. For the failing students they are offering all consideration to the pupil such as home, visitation, giving reading materials, offering remedial classes, and doing intervention to the child. In the article entitled "Should Students Be Allowed to Fail Grades?" (2011), Researchers recommend early intervention when students are having difficulty in their studies. Literacy programs, remedial, and tutoring while working closely with parents as alternatives to grade retention. Grade retention is not a cure for poor academic performance; unique intervention procedures are required to help each student. It was mentioned by the respondents that in grades 1-3, students who cannot read, write, and do basic math will not be promoted to the next grade level, especially if they take remedial classes and still have not shown any progress. Students in grades 4-6 should be proficient or master in reading, writing, and other skills. They emphasize that students will not be promoted or retained in the same grade level if they do not pass all subjects or have failing grades in two or more subjects. That concludes that all teachers are strictly complying with the policy given by the government.

#### 1.4 Community Involvement

Community involvement is one of the most important supports that a school can get. A school that is supported by a community, is a school that is successful. Having a harmonious relationship between the school and the community will be a great help to the student's environment and performance. The implementation of the "No Child Left Behind Policy" in terms of community involvement got a grand mean of 4.03 with a standard deviation of 0.76 with a verbal description of good. The community is supporting the school to make it safe and clean. The community conducts meetings with parents to assure pupils are attending school. The community is cooperating with teachers and parents and helps in providing for the school's needs. Stakeholders, like the community, assist and support in meeting the needs of students. Schools work together with stakeholders to establish projects that benefit both the school and the children. These projects have a substantial impact on the school's improvement. The researchers believe that the community and the stakeholders should work together with the school.

These collaborations can benefit not only the teachers in the school but also the students and parents. As the respondent said, the community and the stakeholders have big help in making the school environment clean. With the help of the community, the programs, interventions, and projects of the school become successful. As mentioned by Eisenstein (2019), local community involvement has been found to have significant short and long-term benefits, not just for the students but as well as the school within the community. When school boards collaborate to create programs and projects that encourage and support students' engagement, it helps the students succeed. Schools with a higher level of local community participation have a statistically significant improvement in their reputation. The people in the community will show their support and help because when the school considers or involves the community. With the success of this collaboration, the school and the teachers receive the support they need, which can result in improving students' performance and achievements.

Based on the quantitative results of the study, all grand means of the features of the implementation of the policy indicated the verbal description of good. This corresponds to all the stated benefits in the qualitative findings of the study. The key-informants of the study did not mention any drawback on the policy. Furthermore, they also stated that the "No Child Left Behind Policy" has no bearing in promoting or failing their pupils, since they simply follow what is stated in the policy. The policy also simply indicated that the teachers must know what their duties and obligations should be.

#### Implication of the Results to Elementary Education

The study aims to help the school administrators, teachers, the community, and government on how to improve and expand the features of this policy. With the help of this study, they will know what actions and plans they need to make to reach every Filipino child around the Philippines.

#### Summary, Conclusion, and Recommendation Summary of Findings

This study focused on the descriptions of the implementation of the "No Child Left Behind Policy". With that, the following indicates the summary of findings:

##### 1. Features of the No Child Left Behind Policy.

1.1 The implementation of the "No Child Left Behind Policy" in terms of learning facilities and resources got a grand mean of 3.50 and a standard deviation of 1.01 with a verbal description of good.

1.2 The implementation of the "No Child Left Behind Policy" in terms of parental involvement got a grand mean of 3.95 with a standard deviation of 0.75 and a verbal description of good.

1.3 The implementation of the “No Child Left Behind Policy” in terms of teacher involvement got a grand mean of 4.70 with a standard deviation of 0.50 and a verbal description of excellent.

1.4 The implementation of the “No Child Left Behind Policy” in terms of community involvement got a grand mean of 4.03 with a standard deviation of 0.76 with a verbal description of good.

2. As from the key informants, because of the “No Child Left Behind Policy”, enrolled students have increased. Free education became a very big help to the students and specially to their parents who struggle to support their child's education. In addition to that, every child can now achieve their dreams because they all have their chance to finish studying.

3. The study's key informants did not indicate any drawbacks to the policy. They also asserted that the "No Child Left Behind Policy" has no influence on whether their students are promoted or fail, because they just follow the policy's instructions. The policy further stated that teachers must be aware of their responsibilities and obligations.

## 2. Benefits of the No Child Left Behind Policy

Informants perceive the benefits of NCLBP with four (4) subthemes; (1) Free Tuition Fees, (2) Increased Number of Enrollees, (3) Open Opportunities to Students for a Better Future, and (4) Support from the Stakeholders. The data shows that upon the implementation of the policy there is a sudden surge of enrollees because of the free tuition fee. This results in accessible education that opens new opportunities not just for the learners as well for the teachers. It shows that the support from stakeholders also plays a significant role in providing learning opportunities to the students. Stakeholders are also a great help for the teachers, assisting them every opening of the school year and providing for the needs of the teacher and school.

## 3. Influence of No Child Left Behind Policy on Promoting Pupils

Based on the findings of the researchers shared by the key informants in the Influence of the “No Child Left Behind Policy” on Promoting Pupils, with two (2) subthemes: (1) Comply with the legalities of the policy; and (2) Fulfillment of the Teachers' Duties and Obligations to their Students. It shows that the teachers are complying with the “No Child Left Behind Policy” mandated by the government, which is to give equal opportunity to every Filipino learner, but in terms of promoting students, it is still based on their performance. If the students fail, the teacher will provide remedial and other activities for the students, but even after this intervention, if they don't meet the requirements, they will not be promoted to the next grade level.

## Conclusion

The purpose of this research is to investigate how the “No Child Left Behind Policy” is being implemented as per the researchers' findings in terms of the learning Facilities and Resources, under the “No Child Left Behind Policy”. The government finances and educational support to the public schools to guarantee that the pupils will have equal access to education. Based on the information that the key informants shared, the government provides the school facilities with blackboards, chairs, and desks. Although there are no libraries available, each school has a reading corner with books and other items in their respective classrooms.

Parental involvement, according to key informants, is an important source of support for a child. Some parents are unable to fund their children's education, while others are prepared to do so to provide a better life for their children. Parents and teachers collaborate to preserve a strong relationship and improve their children's education because they think that the greatest gift, they can give their children is support and a good education, even when life is difficult.

When it comes to teachers' involvement, teachers play a vital role in the implementation of the “No Child Left Behind Policy”. The teachers ensure that there is no child who is left behind, and they do everything for the students to make sure that the student receives a quality education. According to the key informants, they shared that they are conducting programs or activities for the students, for them to comply with their education. They mention some of the things that they do for the students who are not complying.

With regard to community involvement, the key informants stated that the community and stakeholders give support to the school. Community and stakeholders give help to the school to achieve the “No Child Left Behind Policy”. The community and stakeholders give donations to the school to maintain an environment that is sustainable for the students. With the help of the community and stakeholders in the school, they ensure that the students have a comfortable and clean environment to study.

## Recommendations

Based on the findings of the paper, it is recommended to parents to inform them about their child rights to free education, the following recommendation are proposed:

1. The teacher must work with the parents regarding their children's educational progress. It must be emphasized to the parents that their presence and support are very important to their children's growth which can help them not just in academically but as a whole person;

2. The school, together with the community, should hold seminars and programs for parents regarding their children's rights in education. Through these, parents will understand that it is important to send their children to school;

3. The teacher must encourage students to value their studies for them to achieve their goals in life. There is a lot of opportunities that the school can offer for the students that may open new opportunities which may lead them to a successful career in the future; and

4. Parents must encourage and motivate their child to attend school, free and quality education is given to Filipino learners. Where everyone has equal access to education, a chance to finish school and get a degree. If everyone has been given proper education, this may be one of the best ways to reduce poverty, promote social fairness, and foster inclusive growth since it empowers people to become better and more competent individuals. If we take advantage of free tuition, there are many advantages for both parents and students. In particular, it will benefit children if we encourage them to continue their education, pursue their goals, and to be better citizens of society.

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