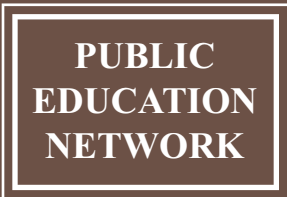


No Child Left Behind

State Accountability System

Action Guide for Parents and Communities



Public involvement. Public education. Public benefit.

NCLB requires that each state develop and implement a single, state wide accountability system assuring that each public school district and all public and elementary schools make adequate yearly progress based on the components reviewed on the following pages

State and Local School District Title I Plan

Provisions

The state must submit a NCLB plan to the US Department of Education, and each school district must submit a plan to the state for approval

Timelines & Funding

By the 2002-2003 school year with periodic adjustments and revisions thereafter for both state and local plans

Parent Involvement

Parents must be “consulted” the development of both the state and local school district plan. At the state level, a peer review process including parents shall be used to review the state plan. The district must include in it’s state plan how Title I parents will be involved; along with a delineation of the notices parents must receive under NCLB requirements.

Community Engagement

Community leaders not required to be “consulted,” but each state and local district should include them. Plan must also include description of how the district will integrate community services for migrant, disabled, native American and immigrant children into NCLB.

State Role

Identify a process whereby parents will be “consulted” in the development of the state plan. Each state plan shall describe how the state will support the collection and dissemination of effective parent involvement practices to schools & school districts & how those practices can be used to lowering barriers to great parent participation.

District Role

Identify a process whereby parents will be “consulted” in the development of the state plan. Each district must describe the strategies it will use to implement effective parental involvement in the state plan.

Challenging State Content Standards

Provisions

Every state required to develop in at least reading/language arts, math & science and that applies to all public school students in the state.

Timelines & Funding

Must be in place for reading/language arts & math by May 2003 grades 3-8 & grades 10-12; for science developed by beginning of school year 2005-2006.

Parent Involvement

Should include input of parents, but not required. Parents should be informed about the stan-

dards & what their children are expected to know. For Title I schools, parents must be informed at beginning of school year.

Community Engagement

Should include input of community members, but not required. Community should be informed about the standards.

State Role

Responsible for the development, implementation and dissemination of standards.

District Role

Notify parents and community about the standards and what students are expected to know. District should widely disseminate.

Challenging State Academic Achievement Standards

Provisions

Every state is required to develop in at least reading/language arts, math & science that applies to all public schools and students in the state.

Timelines & Funding

Must have developed and implemented for reading/language arts & math by beginning of 2005-2006 school year for grades 3-8 and grades 10-12; for science developed and implemented for each of the grade spans 3-5, 6-9, and 10-12 by beginning of school year 2007-2008.

Parent Involvement

Should include input of parents, but not required. Parents should be informed about the standards & what their children are expected to know.& do. For Title I schools, parents must be informed at beginning of each school year.

Community Engagement

Should include input of community members, but not required. Community should be informed about the standards.

State Role

Responsible for the development, implementation and dissemination of standards.

District Role

Notify parents and community about the standards and what students are expected to know. District should widely disseminate.

State Assessments

Provisions

As the means of determining AYP, assessment must test at least reading/language arts, math & science, & shall be aligned with the standards. Assessments must be high-quality, trustworthy, valid and reliable. Atleast 95% of the students are required to take the assessment.

Timelines & Funding

Must administer assessments in reading/language arts and mathematics at least once annually during grades 3 through 5; grades 6 through 9; and grades 10 through 12 by beginning of the 2004-2005 school year.

Parent Involvement

Parents should have input into the development of assessments, but not required. Parents should

be informed about the assessment program and the impact on their students. For Title I schools, parents must be informed at beginning of school year.

Community Engagement

Community members should have input into the development of assessments, but not required. Community should be informed about the assessment program and the impact on their students.

State Role

State is responsible for developing, overseeing and working with school districts to implement & administer the assessment system. Assessments must describe three levels of achievement: advance, proficient and basic. The state shall ensure that assessment results from a school year are available to the district before the beginning of the next school year.

District Role

Is required that at least 95% of its students must take the test. Should communicate requirements & results of assessment to parents and community.

Annual Yearly Progress (AYP)

Provisions

Measure the progress of students in at least reading/language arts and math, & sets state annual academic expectations for all students in these subject areas.

Timelines & Funding

AYP starts with the 2001-2002 school year & runs through the 2013-2014 school year. Each year, the school district must notify every school of their annual progress prior to the beginning of the school year.

Parent Involvement

Parents should be informed about the state's academic progress requirements, and the impact if a school/district does not meet state expectation.

Community Engagement

Community should be informed, but no requirements that they must be.

State Role

Make available to the school district and the public a list of those schools that did not make AYP and have been identified for school improvement, corrective action or restructuring. Must include a system of sanctions & rewards for schools and districts.

District Role

Must annually review district & school progress in making AYP. For a school to make AYP, the school or district as a whole as well as each group of students must meet or exceed the AYP expectations.

Disaggregated Data

Provisions

Must break out (disaggregate) student progress by race, income, major ethnic group, disability and limited proficient English that is part of the AYP. In addition, the state, school district and school must report progress by gender and migrant status as well.

Timelines & Funding

Data system completed by the 2005-2006 school year except for those states that already had a

data system in place as a result of the 1994 federal law or through their state accountability system.

Parent Involvement

Parents must be informed by report card of the academic progress on a state, school district and school level of the academic progress of each of the disaggregated groups.

Community Engagement

Academic progress of each of the disaggregated groups should be widely disseminated by the state and school district.

State Role

Responsible for creating a state data system that collects and reports on the academic progress of each of the disaggregated groups, In addition, the state must include graduation rate as a high school indicator, and at least 1 other indicator for elementary grades.

District Role

Must report assessment data to the state. In addition, the district must disseminate student academic progress by disaggregated groups along with the additional indicators.

Annual State Report Card

Provisions

Provides key statewide academic information which includes:

- achievement information on state assessments in math and reading/language arts; two year trend data in achievement;
- comparison between student achievement and state expectations; percentage of the state's students who scored at the basic, advanced and proficient levels;
- percentage of students not tested;
- information about other academic indicators; list of schools not making AYP;
- percentage of teachers teaching with emergency /provisional credentials, percentage of classes not taught by highly qualified teachers, and broken out between low schools in the top quartile of income and the bottom quartile of poverty. The state may include other indicators such as school attendance rates, average class size, and school safety measures.

Timelines & Funding

Not later than the beginning of the 2002-2003 school year, unless the state has received a one-year extension for exceptional or uncontrollable circumstances.

Parent Involvement

Report should be concise and presented to parents in an understandable and uniform format, & to the extent practicable, provided in language that parents can understand. While not required under NCLB, it is highly recommended that parents & the community be involved in the development of the format and design of the report card. The district should work with parents & the community in how to use the report card information to improve student learning.

Community Engagement

Community should be informed about the state's academic progress requirements, and the impact if a school/district does not meet state expectation. Public agencies can be used to disseminate achievement data throughout community and to the media. The district cannot reveal personally identifiable information about an individual student. The community should provide assistance interpreting report card results, and using the data to drive improvement.

State Role

The state must disaggregate student achievement data by gender, income, race & ethnicity, disability, migrant status, and limited English proficiency. For each of the groups, state must list the proportions of students in each of the proficiency levels. Lastly, state must also include graduation rate high school and 1 other academic indicator for elementary school students. Note: gender and migrant status are to be reported in state report cards, but not used in the calculation of the AYP.

District Role

School district must collect data including the number & percentage of schools identified for improvement, a comparison of how district students achieved compared to the state as a whole, and how each school's students compared with the state as a whole. District must disseminate information widely to all schools and parents such as posting on Internet, through the media, and through public agencies.

Annual School District & Individual School Report Card

Provisions

Provides key academic and school district information and to be disseminated widely in the community. The school district is responsible for collecting and disseminating the same information as appears on the state report card, but applied to their own school district and individual schools. In addition, the district also must provide for each school:

- the number & percentage of schools identified for school improvement & how long the schools have been identified;
- information that shows how students & schools in the school district performed compared to students in the state as a whole; &
- information on any other academic indicators that state or school district may have chosen.

Timelines & Funding

Must develop not later than the 2002-2003 school year, except that the state may allow the school district another year due exceptional or uncontrollable circumstances such as natural disaster or decline in resources.

Parent Involvement

It is the district report cards that will transmit the information to parents and community which schools are not meeting the AYP requirements. Report card information must be disseminated to parents in a concise, understandable and uniform format, & to the extent practicable, in a language that parents can understand.

Community Engagement

Community should be informed about the state's academic progress requirements, and the impact if a school/district does not meet state expectation. Public agencies can be used to disseminate achievement data throughout community and to the media. The district cannot reveal personally identifiable information about an individual student. The community should provide assistance interpreting report card results, and using the data to drive improvement.

State Role

The state is responsible for creating the data system that collects district and school information and breaks out that information by groups.

District Role

Annually, at beginning of school year, must disseminate to parents, teachers, principals, schools and community information on the performance of the school district as a whole, and each school served by the district, in making AYP, & on the effectiveness of the parental involvement activities carried out in each Title I school.

Parents Right to Know

Provisions

School districts must notify Title I parents that they may request from the district information regarding the student's classroom teachers

Timelines & Funding

Starting in the 2002-2003 school year, and at the beginning of each school year thereafter.

Parent Involvement

Parents may request the following: whether the teacher has met state qualifications for grade level and subject area in which the teacher teaches; whether teacher is teaching under an emergency or provisional certificate; the BA degree major & other degrees held by teacher; & if a child is being taught by a paraprofessional, and if so, their qualifications. A school must notify parents if their child has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

Community Engagement

While NCLB is required to protect the privacy of individuals under this section, the district should provide the community information with information about the number of teachers meeting the criteria for a highly qualified teacher as established by the state.

State Role

State is required to provide information annually on the state report card about the professional qualifications of teachers in the state, percentage teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers, as a whole, & disaggregated by high poverty vs. low poverty schools.

District Role

District is responsible for meeting the teacher quality requests of Title I parents, disseminating the information to parents in an understandable & uniform format, & to the extent practicable, in a language that the parents can understand.

Title I School Improvement

Provisions

Schools or school districts that fail to make AYP for two consecutive years are designated as "needing improvement." Under this status, Title I parents must be notified that the school has been identified as not making AYP for two consecutive years. After the second year of not meeting AYP, parents are eligible to transfer their child to another public school that has met AYP, and the third year (three years of not making AYP), are eligible for receiving supplemental educational services (see below).

Timelines & Funding

Starting in school year 2002-2003 as a carry-over from the 1994 statute the Improving Schools Act and continuing through the implementation of NCLB. Schools are no longer identified as

needing improvement corrective action or restructuring if the school has made AYP for two consecutive years. State is required to set aside at least 2% rising to 4% of their Title I dollars for helping school needing improvement corrective action and restructuring—95% of which must be sent to the local level for school improvement.

Parent Involvement

Schools must notify teachers and parents that the school is identified as needing improvement. In addition, parents shall participate in making recommendations for a school plan for improvement to be completed no later than 3 months after the school has been identified as needing improvement. The district must also publish and disseminate, to both parents and the public, information regarding any action taken by the school and the district address the problems that led to the identification. NCLB also requires that parents be on state school support teams which provide assistance to schools needing improvement, corrective action and restructuring.

Community Engagement

Community leaders should seek to be part of the state organized school support team comprised of persons knowledgeable about scientifically based research known to improve learning for low performing students.

The team is required to provide technical assistance to Title I schools needing improvement, corrective action or restructuring.

The community shall participate in making recommendations for a school plan for improvement to be completed no later than 3 months after the school has been identified as needing improvement. The district must also publish and disseminate, to both parents and the public, information regarding any action taken by the school and the district address the problems that led to the identification.

State Role

State must inform school districts of all schools identified as needing improvement; provide “intensive and sustained support and improvement” for Title I schools needing improvement to help meet their plan; recommend effective instructional strategies based on scientifically based research; and address problems related to implementing parental involvement activities or professional development. The state is also required to create school support teams assigned to Title I schools to “review all facets of the school’s operation, collaborate with parents and staff in devising a school improvement plan, & evaluating staff effective at least every six months.

District Role

District must provide schools opportunity to review school level data on which identification is based and raising questions on the identification criteria; approve school plans required of all schools identified as low performing; & provide technical assistance to schools based on “scientifically-based research” school.

Title I School Improvement: Public School Choice

Provisions

Schools identified for school improvement for two consecutive years must offer students an opportunity to transfer their child to another public school in the district that is not identified as low performing; or transferring their child to another district if that district gives consent..

Timelines & Funding

Starting the school year 2002-2003. District must be set aside 20% of their Title I funds, 5%

must be spent on school choice transportation, 5% which must be used for supplemental services, and 10% which must be used for either purpose. An additional 10% must be spent on teacher professional development.

Parent Involvement

Not later than the first day of school following the identification of the school as low performing, parents shall be given the choice of transferring their child to another public school or charter school, that has not been identified as low performing. Notice that their child is eligible to attend another public school due to identification of the current school as in need of improvement. Parents should be provided with the following information:

- academic achievement of the schools that the parents may select;
- explanation of why the choice of parents may be limited due to transportation, availability of non low performing schools, or health and safety concerns;
- districts must take into consideration parent preferences when choosing another school.

Community Engagement

Community should be involved, with the district, in the development of a fair school choice process. The community should also provide special help information to parents such as academic achievement, class size, quality of teachers, competency of the principal, and the services provided by the school.

State Role

NA

District Role

The district must ensure that school choice is offered; priority in case not all of the eligible children can be accommodated shall be given to the lowest achieving children from low-income families; and shall pay for the transportation of students who transfer. A district is permitted to offer the supplemental services option if no school is available to provide parents choice.

Title I School Improvement: Supplemental Education Services (SES)

Provisions

If a school fails to make AYP of the fourth consecutive year, parents must be given the additional option, besides transferring their child to another public school, of receiving tutoring or “other supplemental academic enrichment services. These services would be in addition to the instruction provided during the regular school day. Student eligibility is not dependent on whether a student is a member of a subgroup that caused the school not to make AYP, or whether the student is in a grade that is required to take the state assessment. If funds are insufficient to serve all eligible students, the district must give priority to the “lowest-achieving children.”

Timelines & Funding

District is required to set-aside 20% of their Title I funds for choice & SES: 5% to be used for choice related transportation, 5% for SES, & 10%, which must be used for either. An additional 10% must be set side for teacher professional development.

Parent Involvement

District MUST notify parents with an explanation of SES, what this identification means, what the school, district & state are doing to address the academic problems, & ways that parents can

become involved.

1. The first role of parents is that they would still be able to transfer their child to another public or charter school.
2. The second role, if parents decide not to exercise the choice option is to choose among the list of SES providers.
3. Their third role is to work with the district & their provider to develop achievement goals for the student that will lead to meeting the state's required AYP. Parents & teachers should receive regular updates from the provider informing them, of student progress.

Parents should receive the following information from the district: a list of the eligible SES providers, as approved by the state; describe the services & qualifications of each provider; describe the timelines and procedures parents must follow in selecting a provider; communicate with parents in easily understandable language & in a uniform format, & provide parents with which students are eligible in case the district does not have sufficient funds to serve all. The list of providers should include those with the ability to work with disabled and LEP children.

Community Engagement

Community-based, & faith- based organizations may qualify as service providers, if they meet the state's criteria for approval. Public schools, (including charter schools), private schools, a school district, educational service agencies, institution's of higher education, & private business are among the types of entities that may apply for approval by the state. In addition, NCLKB permits Internet based approaches as well as distance learning technologies, which may appeal to rural school districts that have a limited number of SES choices.

State Role

The state must: consult with parents, teachers & districts related to the following: identify a large number of SES providers; develop criteria and process for the provider to gain approval to be on the SES list; maintain a list of updated providers; give district a list of providers; & develop, implement & report on the quality and effectiveness of services of SES providers. The state must ensure that each provider is financially sound, has a record of improving student achievement, provides services consistent with state standards, as well as Federal, state & local health, and safety & civil rights laws. State must update the SES list annually, make it public, & inform the school district which providers may deliver services in their school district.

District Role

The district must: notify parents of the availability of SES; help parents chose providers if asked; apply fair and equitable procedure for serving students if number of spaces at approved providers is not sufficient to serve all students; enter into an agreement with the provider selected by the parents; provider information to the state to evaluate the quality of services, and protect the privacy of the students who receive SES.

Title I Corrective Action

Provisions

The school district must identify a school for corrective action if after two years of school improvement such school fails again to meet AYP. This would constitute the fourth year that a school did not meet the AYP expectations.

Timelines & Funding

The school district may delay for a period not to exceed 1 year corrective action if the school

makes AYP for one year, or if it fails to make AYP due to uncontrollable circumstances such as a natural disaster or a decline in financial resources. If a school makes AYP for the second consecutive year, it leaves improvement status.

Parent Involvement

Parents must be notified that their child's school has been identified as a "corrective action" school. Parents must be offered the option of transferring their child to another public school, or to chose SES if the child remains in the school. Parents and the public must be informed by the district of any corrective action that the district takes through such channels as the Internet, the media and public agencies. This should be in an understandable & uniform format, and to the extent practicable, in a language that parents can understand. Lastly, parents should be on the state school support team.

Community Engagement

Community members should be notified by the district of any corrective action taken by the school district. Community members should continue to be part of the local school decision-making process making recommendations for improvement; & on the school support team which is required by law to "review all facets of a school's operation" within the state.

State Role

The state must continue to provide "intensive and sustained support and improvement" of low performing Title schools. States must give first priority to schools under corrective action, & to assist those schools for which the school district has failed to carry out its responsibilities.

District Role

The district must continue to provide technical assistance to schools identified for corrective action. The district must take at least one of the following corrective actions: replace some school staff relevant to school not making AYP; implement a new curriculum; provide teacher professional development; decrease school's management authority; appoint an outside advisor; extend the school day or school year; and/or restructure the internal organization of the school.

Title I Restructuring

Provisions

After a third year in improvement (the fifth year of failing to meet AYP), the school shall be identified as requiring restructuring if it does meet the AYP expectations.

Timelines & Funding

If, after a full school year of corrective action, a school will be subject to restructuring if it does not meet AYP. The district has a full school year to prepare a plan and make the necessary arrangements for an alternate governance design, consistent with State law. The next school year, the district is required to begin implementing that plan.

Parent Involvement

Parents must be notified that their child's school has been identified as a requiring restructuring. Parents must be offered the option of transferring their child to another public school, or to chose SES if the child remains in the school. In addition, parents must be informed of the district's restructuring plan. Parents **MUST** be involved in the school decision-making process in developing the alternate governance plan, and the district **MUST** provide parents and teachers the opportunity to comment on the final proposed plan.

Community Engagement

The community should be notified, although the law does not require it, to be notified when a school has been identified as requiring restructuring. Community leaders should be involved in the development of the alternate governance plan, and should have any opportunity to comment on the plan before it is approved and adopted. The community should lend its expertise in several areas: integrating community services in support of the school; providing management and financial expertise related to sound fiscal practices; and identification of community instructional supports for the teachers and staff; & support for parents.

State Role

The state continues to be required to provide intensive technical assistance, monitoring and review by the state support team, & take corrective action against school districts that have failed to carry out their NCLB responsibilities. In the case of rural school districts with a total less than 600 students, the US Department of Education is required to provide technical assistance if requested by the school district.

District Role

The district is required to implement one of the following alternate governance options: reopen the school as a public charter school; replace all or most of the school staff (which may include the principal) relevant to school not making AYP; enter into a contract with a private management company to run the school; turn the operation of the school over to the state; make major changes in the structure of the school such as changing staff or redesigning how the school is governed.

Title I School District Needing Improvement

Provisions

A state shall identify a school district or local education agency (LEA) that failed to make AYP for two consecutive years as needing improvement or corrective action. Generally, the same steps apply to an entire district needing improvement, as they do for individual school(s).

Timelines & Funding

The district shall implement the new plan not later than the beginning of the next school year after the school year in which the district was identified for improvement.

Parent Involvement

The state must notify parents of each student enrolled in a school served by the school district identified as needing improvement with information about why the school was identified, & the ways that parents can be involved in upgrading the quality of schools in the district. In addition, the school district is required to consult with parents, school staff & others in developing the new or revised district improvement plan.

Community Engagement

Community leaders and organizations should be notified that the entire district is being identified as needing improvement, and they must be involved in the development of the school district improvement plan required by the state. In addition, they should be involved in analyzing the assessment data, determining why the prior school district improvement plan did not work, and what new has to be undertaken to increase achievement.

State Role

Before identifying a school district as needing improvement, the state education agency shall provide the local school district with an opportunity to review the data upon which the identifi-

cation was based. If the district believes the evidence is in error, the district can appeal the state decision, & the state has 30 days after the state has notified the district to make the final decision. The state shall also promptly provide a notice to parents that the district was identified as needing improvement. The state is required to provide technical assistance to develop & implement the school plan supported by scientifically based research, & address problems in implementing the parent involvement activities related to the school district parent involvement policy.

District Role

Each district, not more than 3 months after being identified, must develop or revise a plan for improvement in consultation with parent, school staff & others. The plan must: identify action that have the greatest likelihood of having students meet AYP; address the professional needs of the teachers and principals; create measurable achievement targets for each of the groups of students not making AYP; address the reasons why the prior plan failed to bring about students meeting AYP; strategies for more effective parental involvement; incorporate activities such as before school, after school, during the summer and an extension of school year; & specify the responsibilities of state and local school districts for providing technical assistance.

Title I School District Needing Corrective Action

The state pursues this route in response to a school district that has demonstrated consistent academic failure.

Timelines & Funding

A district is defined as needing corrective action by the end of the second full school year after the identification of the district defined as needing improvement.

Parent Involvement

The state shall publish, and disseminate to parents and the public, information on any corrective action undertaken by the state. Parents must be involved in the state decisions to determine the route of corrective action to take since the actions are among the severest of the law.

Community Engagement

The community must be involved, with parents, in any corrective actions that the state may wish to undertake. With such extensive and severe corrective actions available to the state, it is important that the changes have community buy-in and ownership.

State Role

The state must call a hearing no later than 45 days following the decision to pursue corrective action. The state is required to continue providing technical assistance under the corrective action identification. Under this identification, the state must take at least one of the following measures: defer programmatic funds or reduce administrative funds; instituting and implementing a new curriculum; replace school district personnel relevant to district not meeting AYP; remove certain schools from under the jurisdiction of the school district or seek alternate forms of governance; appoint a receiver or trustee to administer the affairs of the district; abolishing or restructuring the school district; and/or allow students to transfer to higher performing schools in another school district.

District Role

NA

Our Vision

Every day, in every community, *every* child
in America benefits from a quality public education.

Our Mission

To build public demand and mobilize resources for
quality public education for *all* children through a national
constituency of local education funds and individuals.



Public involvement. Public education. Public benefit.

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