



No Child Left Behind Act (NCLB) of 2001

**Presentation to Cabinet and Board
May 2002**



WCPSS: NCLB



Overview

- Reauthorization of Elementary and Secondary Education Act
- Largest federal overhaul of education
- Largest increase of federal school funding
- Effective dates: Jan. 8, 2002 — 2007



WCPSS: NCLB



NCLB Goals

- Increased accountability for states, school districts, and students
- Greater choice for parents and students
- More flexibility using federal dollars
- Stronger emphasis on reading



WCPSS: NCLB



Presentations

- Overview of Title Programs
- Teachers and Paraprofessionals
- Accountability and Adequate Yearly Progress
- School Improvement and Sanctions



WCPSS: NCLB



Overview of Title Programs



WCPSS: NCLB



TITLE I

Improving the Academic Achievement of the Disadvantaged

	2002-03 Planning Allocation	2001-02 Allotment	% Change
Title I Basic (PRC 050)	\$ 9,338,548	\$ 7,349,912	27%
Title I Migrant (PRC 051)	\$ 200,279	\$ 226,058	-11.5%

Please refer to Handout 1 for additional information.



WCPSS: NCLB



TITLE II

Preparing, Training, and Recruiting High Quality Teachers and Principals

	2002-03 P l a n n i n g A l l o c a t i o n	2001-02 A l l o t m e n t	% C h a n g e
Title II, Part A (P R C 103)	\$ 2,942,160	\$ 2,110,535	39.4%
Local Technology Grant (P R C 107)	\$ 245,472	N / A	N / A



WCPSS: NCLB



TITLE III

Language Instruction for Limited English Proficient and Immigrant Students

	2002-03 P l a n n i n g A l l o c a t i o n	2001-02 A l l o t m e n t	% C h a n g e
Language Acquisition (P R C 104)	\$ 414,704	\$ 381,271	8.8%

TITLE IV

Twenty-First Century Schools

Safe and Drug-Free Schools (P R C 048)	\$ 482,175	\$ 404,512	19.2%
---	------------	------------	-------



WCPSS: NCLB



TITLE V

Promoting Informed Parental Choice and Innovative Programs

	2002-03 P l a n n i n g A l l o c a t i o n	2001-02 A l l o t m e n t	% C h a n g e
Title V , P a r t A (P R C 059)	\$ 562,621	\$ 570,420	-1%

TITLE VI

Flexibility and Accountability

F l e x i b i l i t y a n d A c c o u n t .

N / A

N / A



WCPSS: NCLB



TITLE VII

Indian, Native Hawaiian and Alaska Native Education

	2002-03 P l a n n i n g A l l o c a t i o n	2001-02 A l l o t m e n t	% C h a n g e
Indian Education	??	\$ 38,898	??

TITLE VIII

Impact Aid Program

Impact Aid Formula Grant (PRC 070)	??	\$ 7,703	??
---------------------------------------	----	----------	----



WCPSS: NCLB



TITLE IX General Provisions

	2002-03 P l a n n i n g A l l o c a t i o n	2001-02 A l l o t m e n t	% C h a n g e
General Provisions	N /A	N /A	

TITLE X

Repeals, Redesignations and Amendments to Other Statutes

Education for Homeless Children (P R C 026)	??	\$ 36,023	??
--	----	-----------	----



WCPSS: NCLB



Major Implications

- Significant increase in Title I funding, but with major implications for school and LEA accountability
- Significant increase in Title II funding with greater flexibility in use of funds.
- Increased participation of non-public schools



WCPSS: NCLB



Teachers and Paraprofessionals



WCPSS: NCLB



Teacher and Staff Quality

- Raises standards for teachers, paraprofessionals
- Standards immediate for Title I paraprofessionals
- Teacher standards by Dec. 31, 2005



WCPSS: NCLB



Teacher Qualifications

- All teachers highly qualified by Dec. 31, 2005
 - State certification/licensing exam &
 - BA degree &
 - demonstrate competence in subject
- No emergency credentials



WCPSS: NCLB



Teacher Qualifications

- Applies to Title I teachers first day of 2002-03
- Applies to teachers hired prior to 2002-03 - end of 2005-06
- Charter schools exempt



Title I Paraprofessionals

- As of January 8, 2002, all new hires must have:
 - 2 years of higher education OR
 - an Associate degree OR
 - pass a formal assessment
- Previous hires have 4 years to meet



WCPSS: NCLB



Accountability and Adequate Yearly Progress



WCPSS: NCLB



Overview

- Texas and NC served as models
- NC already meets many requirements
- Implementation details are not complete
- Emphasizes use of research-based practices



WCPSS: NCLB



Testing

- Annual reading and math at grades 3-8
- Reading and math once at 10-12 by 2005-06
- Science once in 3-5, 6-9, 10-12 by 2007-08
- NAEP (reading and math) biennially starting 2002-03, grades 4 and 8



WCPSS: NCLB



High School

- AYP uses math, reading, and science (requiring new tests) and graduation rates
- ABCs used 10 EOC, competency, computer skills and dropout rates



WCPSS: NCLB



Testing

- Aligned with state curriculum
- Valid and reliable
- All students tested (95% per subgroup)



LEP Students

- Legislation requires they be tested in English within 3 years of entry to U.S.
- U.S. Education Department has stated they must be tested every year in:
 - ✓ Language Proficiency
 - ✓ Reading and Math*

***May be in home language, although DPI is considering the AAI.**



WCPSS: NCLB



Adequate Yearly Progress

- Goal: 100% of students “proficient” within 12 years (by 2013-14)
- Intermediate Goals: State sets to increase every 2-3 years by subject
- Annual Objectives: Schools and districts must make “Adequate Yearly Progress”



WCPSS: NCLB



Adequate Yearly Progress Measure (AYP)

- State determines baseline with 2001-02 data
- Does not assess growth in same way as ABCs
- Monitors performance over time by subgroup and overall



WCPSS: NCLB



Testing: Major Subgroups in NC

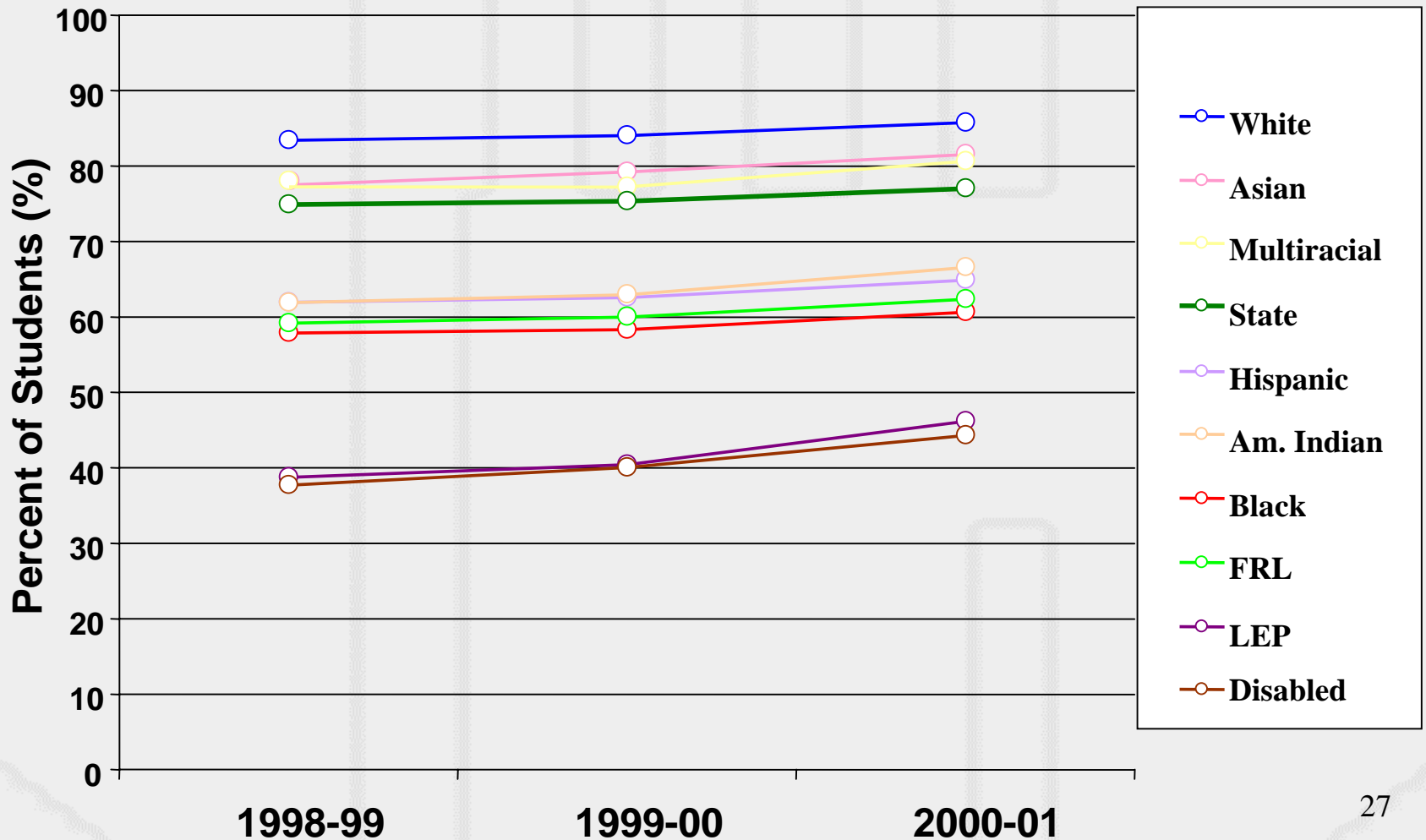
W h i t e	A s i a n	F r e e / R e d u c e d L u n c h
B l a c k	N a t i v e A m e r i c a n	L E P
H i s p a n i c / L a t i n o	M u l t i r a c i a l	D i s a b l e d
		T o t a l S c h o o l o r L E A
R e p o r t (b u t w i l l n o t c o u n t) : m i g r a n t , m a l e , f e m a l e (a n d p e r h a p s n o t d i s a b l e d a n d A G)		



WCPSS: NCLB



North Carolina Reading





AYP: Meeting Standards

All subgroups of 30 or more must meet AYP objective or the school (or school system) does not meet AYP.

- Some subgroups don't count.
- If subgroup starts above the objective, it must stay above that level.
- If subgroup starts below the objective, it must reach that level.

Please refer to Handout #3 for sample report card.



WCPSS: NCLB



To meet AYP:

- If subgroup does not reach the objective bar, it will still be considered AYP if:
 - The percent of students below grade level is reduced by 10% AND
 - Second improvement criteria is met (e.g., graduation rate at high school).

Please refer to Handout #3 for sample report card and Handout #4 for additional information.



WCPSS: NCLB



AYP: North Carolina Status

If in effect last 3 years:

- Only 22-27% of NC schools would have met the objectives each year.
- More diverse schools (schools with more subgroups of 30 or more) were less likely to meet AYP.
- In 2000-01, only 12 of the 117 LEAs would have met the objectives; only two in both 1999-00 and 2000-01.



WCPSS: NCLB



AYP: WCPSS Status

- If in effect, most WCPSS schools would not have met AYP objectives.
- Our percentage of students at grade level is higher than state for subgroups.
- However, our FRL, Disabled, Black, LEP, and Hispanic/Latino students are below initial benchmarks (as in state).



WCPSS: NCLB



Reporting

- Disseminate district and school report cards with:
 - ✓ Data for all major subgroups
 - ✓ School improvement status
 - ✓ State comparisons
 - ✓ Teacher qualifications
 - ✓ Starts fall 2002 based on 2001-02



School Improvement and Sanctions



WCPSS: NCLB



What does School Improvement Mean? (Failing to Make AYP)

- Any Title I school that fails to meet AYP for two consecutive years shall be identified for school improvement.
- Identification must take place before the beginning of the school year following the failure to make AYP.

Please refer to Handout #5 for additional information.



WCPSS: NCLB



In Year 1 – School Improvement (SEVERE SANCTIONS)

- Within 3 months LEAs must develop and implement a school plan
- Must spend not less than 10% of allocation for professional development
- Must ensure that each identified school receives technical assistance
- Must provide all students the option to transfer to another public school not identified for school improvement
- Must provide or pay for transportation to the choice school



WCPSS: NCLB



In Year 2 – School Improvement

If a school fails to make AYP by the end of the first full year after identification, the district must:

- Continue to provide technical assistance
- Continue to make public school choice available
- Make supplemental educational services available, i.e. tutoring or other extra educational services



WCPSS: NCLB



In Year 2 – School Improvement

Up to 20% of LEA allocation may be used for transportation and supplemental services:

- 5% transportation
- 5% supplemental services
- 10% either transportation or supplemental services



WCPSS: NCLB



In Year 3 – Corrective Action

- Continue to make public schools available
- Continue to make supplemental services available
- Take at least one of the following corrective actions:
 - **Replace school staff relevant to the failure**
 - **Institute and implement a new curriculum**
 - **Significantly decrease management authority in the school**
 - **Appoint outside experts to advise the school**
 - **Extend school year or school day**
 - **Restructure internal organization of the school**



In Year 4 – Restructuring

If a school fails to make AYP after one full year of corrective action, the LEA must:

- Continue to make public school choice available
- Continue to make supplemental services available
- Prepare a plan to restructure the school



WCPSS: NCLB



In Year 5 - Restructuring

By the beginning of the school year (Year 5), the LEA must do one of the following:

- Reopen school as a public charter school
- Replace all or most of school staff
- Enter into a contract with entity, such as a private management company, with a demonstrated record of effectiveness to operate the school
- State takeover
- Any other major restructuring of the school's governance arrangement



Exiting School Improvement

If a school identified for improvement, corrective action or restructuring makes AYP for two consecutive years, the school is no longer subject to improvement.



WCPSS: NCLB



State Recognition

- NCLB continues the IASA requirement that the states provide support for lagging Title I schools and recognition for Title I schools that are succeeding.

Academic Achievement Awards Program

- Each state must establish a program of academic achievement awards to recognize schools meeting specified criteria for success (Title I and non-Title I schools).
- However, the statute authorizes financial awards only to Title I schools.

To Win an Academic Award

- LEAs must have:
 1. “Significantly closed” the achievement gap between the subgroups of students described in the state’s AYP measure (low-income, disabled, LEP, and major racial and ethnic groups); or
 2. Exceeded the state’s measure of AYP for two or more consecutive years.



WCPSS: NCLB



Distinguished Schools

- **Schools that make the greatest gains closing the achievement gap or in exceeding the state's definition of AYP can also be designated as "distinguished schools."**
- **Distinguished schools may serve as models for and provide support for other schools, particularly those identified for improvement.**



WCPSS: NCLB



Awards to Teachers

If one of these schools consistently makes significant gains in academic achievement in the areas in which the teacher provides instruction, then the state may give that teacher a financial award. The state may also give financial awards to teachers or principals designated as “distinguished” for the purposes of the statewide system of technical assistance and support.

Distinguished School Systems

If an LEA for two consecutive years has exceeded AYP, then the SEA may reward the LEA, in accordance with the awards described above.



WCPSS: NCLB



Other NCLB Legislation

- Unsafe School Choice Policy (Title IX): Each state must implement a statewide policy requiring that a student attending a persistently dangerous school, or who becomes a victim of a violent criminal offense, be allowed to attend a safe school within the LEA, including charters.
- Education for Homeless Children and Youths (Title X): NCLB legislation establishes requirements associated with immediate enrollment even without required documents, enrollment at base schools, and coordination with Title I program.

Please refer to Handout #6 for additional information.



WCPSS: NCLB



Helpful Websites

- www.ncpublicschools.org/esea
- www.HEMWEB.org
- www.ed.gov/nclb



No Child Left Behind Act of 2001

Bill Carruthers, E&R Grants
Nancy Baenen, E&R Accountability
Janice Hall, Guidance and Social Work
Helen Adams, Title I



**HANDOUT #1
Overview of Title Programs**

TITLE I: IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

- ◆ Title I Basic (PRC 050)
Poverty based formula based on funding levels as calculated by the Federal Department of Education.
- ◆ Title I Migrant (PRC 051)
Each LEA/Charter with a migrant count receives an allotment based on a needs based formula. The calculated funding rate is determined by dividing the total funds available, by the weighted migratory head count. This amount is adjusted to a minimum equal to ½ the average teacher salary (\$48.84 per count, minimum \$22,545).
- ◆ Other: Local School Improvement grants; Reading First State grants; Early Reading First; Even Start; Improving Literacy Through School Libraries; Prevention and Intervention Programs for Neglected or Delinquent Children; Title I Evaluation and Demonstrations; Comprehensive School Reform; Advanced Placement; School Dropout Prevention

TITLE II: PREPARING, TRAINING AND RECRUITING HIGH QUALITY TEACHERS AND PRINCIPALS

- ◆ Title II, Part A (PRC 103) (*Consolidates Eisenhower and Class Size Reduction*)
Hold Harmless Base Allotment – Each LEA receives the amount they were entitled to receive in FY 2001-02 for the former Eisenhower Professional Development and Class Size Reduction Programs.
Remaining Funds After Hold Harmless – Eighty percent (80%) of the available funds are based on child population in poverty ages 5-17 (\$59.03 per count). Twenty percent (20%) of the available funds are allotted based on the age 5-17 population (\$2.47 per count).
- ◆ Local Technology Grant (PRC 107)
The available funds are allotted based on each LEA's/Charter's proportionate share of funds under Part A of Title I for the current year. The planning allotment is based on the most current year's information available.
- ◆ Other: Mathematics and Science Partnerships; Troops-To-Teachers; Transition to Teaching; Teaching of Traditional American History

TITLE III: LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS

- ◆ Language Acquisition (PRC 104) (*Consolidates 13 current bilingual and immigrant education programs into a State formula grant program*)
The available funds are allotted based on dollars per Limited English Proficient student (\$65.62 per count). A LEA's/Charter's allotment must be at least \$10,000 to receive funding or the must form a consortia.

TITLE IV: TWENTY-FIRST CENTURY SCHOOLS

- ◆ Safe and Drug-Free Schools Communities (PRC 048)
Sixty percent (60%) of available funds are based on relative amounts such agencies received under Part A of Title I for the preceding fiscal year. Forty percent (40%) of available funds are based on ADM (\$2.31 per ADM), including private schools.
- ◆ Other: Twenty-First Century Community Learning Centers

TITLE V: PROMOTING INFORMED PARENTAL CHOICE AND INNOVATIVE PROGRAMS

- ◆ Title V, Part A (PRC 059) (*Previously Title Vi Basic*)
Sixty percent (60%) of available funding is based on ADM (\$3.79 per ADM), including private schools. Forty percent (40%) of funding is based on the December 2001, free lunch count (\$7.92 per count).
- ◆ Other: Charter Schools; Voluntary Public School Choice; Magnet Schools Assistance; Fund for the Improvement of Education (FIE). FIE programs include Elementary and Secondary School

HANDOUT #1 (continued)

Counseling; Character Educational; Smaller Learning Communities; Reading is Fundamental; Gifted and Talented Students; Star Schools; Ready to Teach; Foreign Language Assistance Programs; Carol M. White Physical Education Programs; Community Technology Centers; Exchange Programs for Alaska Natives, etc.; Excellence in Economic Education; Mental Health of Children; Arts in Education; Local Family Information Centers; Combating Domestic Violence; Healthy, High-Performance Schools; Capital Expenses for Private Schools; Earmark for Centennial, Pennsylvania; Women's Educational Equity Act

TITLE VI: FLEXIBILITY AND ACCOUNTABILITY

- ◆ Title VI (*Authorizes formula grants to states in developing the assessments required under NCLB legislation*)
Authorizes \$490 million for: (1) formula grants to States to assist States in developing the assessments required under No Child Left Behind; and (2) competitive grants to States, or consortia of States, to support collaborative efforts with IHEs or research institutions to improve the quality of assessments (Enhanced Assessment Instruments Grants).
- ◆ Other: ESEA Flexibility Provisions; Rural Education Initiative; National Assessment of Educational Progress

TITLE VII: INDIAN, NATIVE HAWAIIAN AND ALASKA NATIVE EDUCATION

- ◆ Indian Education Formula Grants (PRC 076)
Retains, with a few changes, current programs to address the educational needs of Native American children, including formula grants to LEAs, discretionary grants, and national activities for research evaluation, and data collection.
- ◆ Other: Education of Native Hawaiians; Alaska Native Education

TITLE VIII: IMPACT AID PROGRAM

- ◆ Impact Aid Formula Grant (PRC 070)
Reauthorizes the Impact Aid program, which provides financial assistance to local educational agencies (LEAs) affected by Federal activities. Impact Aid helps replace the lost local revenue that would otherwise be available to LEAs to finance the education of these students. With the exception of competitive Impact Aid Construction grants, the statutory language for Impact Aid generally remains unchanged from current law (it was reauthorized in 2000).
- ◆ Other: Basic Support Payments; Payments for Children with Disabilities; Facilities Maintenance; Payments for Children with Disabilities; Facilities Maintenance; Payments for Federal Property; and Construction

TITLE IX: GENERAL PROVISIONS

- ◆ Title IX (*ESEA General Provisions*)
In general, Title IX of the ESEA continues, with minor and updating changes, many of the types of provisions found in Title XIV of the predecessor law, such as definitions, flexibility provisions relating to consolidated plans and use of administrative funds, Secretarial waivers, uniform provisions, and limitations on the Federal role in education. Summarized below are some of the more significant new general provisions.

TITLE X: REPEALS, REDESIGNATIONS AND AMENDMENTS TO OTHER STATUTES

- ◆ Education for Homeless Children (PRC 026)
The No Child Left Behind Act of 2001 transfers and redesignates the statutory language for the Comprehensive Regional Assistance Centers program from Part A of Title XIII of the ESEA, to part K of the Education Research, Development, Dissemination, and Improvement Act of 1994 (ERDDIA), with no changes except for authorizing continued funding of the current Centers until the ERDDIA is reauthorized. The act also transfers and redesignates the statutory language for the statutory language for the Eisenhower Regional Mathematics and Science Consortia from Part C of Title XIII of

HANDOUT #1 (continued)

the ESEA, to Part M of the Educational Research, Development, Dissemination, and Improvement Act of 1994. Additionally, the act authorizes funding for the remaining years of the current grant to the Regional Technology in Education Consortia under Part J of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (ERDDIA). Extensions on a year-to-year basis are also authorized if the grant expires before the ERDDIA is reauthorized. Title X retains, with some changes, the current program to provide grants to States to help ensure that homeless children and youth have access to the same free and appropriate public education, including preschool education, as other children and youth. Title X also amends Title II of the Higher Education Acts of 1965 to authorize grants, contracts, and competitive agreements to consortia for carrying out programs that prepare prospective teachers to use technology to improve student learning, and programs that improve the ability of institutions of higher education to carry out such programs. The act amends section 445 of the General Education Provisions Act (Protection of Pupil Rights) by adding new provisions relating to student privacy, parental access to information, and the administration of physical exams to students who are minors.

- ◆ Other: Comprehensive Regional Assistance Centers; Eisenhower Regional Mathematics and Science Consortia; Regional Technology in Education Consortia; Preparing Tomorrow's Teachers to Use Technology; Protection of Pupil Rights



**HANDOUT #2
Teachers and Paraprofessionals**

Teacher and staff quality are important to efforts to improve schools. For this reason ESEA raises standards for teachers and paraprofessionals (teacher assistants).

FOR TEACHERS

- ◆ The goal is to have a “highly qualified” teacher in every public school classroom within four years (by Dec. 31, 2005). This means teachers will need to have state certification, including passing a licensing exam, and at least a bachelor’s degree. Teachers also will need to demonstrate competence in the subject they teach.
- ◆ For Title I teachers, the new standards are effective with the beginning of the 2002-03 school year. For other teachers, the standards must be met by Dec. 31, 2005.
- ◆ For North Carolina teachers, we expect that the current PRAXIS requirement would be sufficient to show that a teacher has demonstrated competence.
- ◆ No emergency credentials will be allowed under ESEA.
- ◆ Charter schools are exempt from the new teacher qualifications under the ESEA.

FOR PARAPROFESSIONALS

- ◆ The new standards affect new Title I paraprofessionals immediately. Those hired on or after Jan.8, 2002 must have two years of higher education or an associate degree or pass a formal assessment.
- ◆ Title I paraprofessionals who were hired prior to Jan.8, 2002 have four years to meet the new standards.
- ◆ Exceptions to the new requirements for Title I paraprofessionals are employees who provide translation services or employees who work to foster parent involvement.

REPORTING REQUIREMENTS

- ◆ By 2002-2003, each LEA, must report their progress in having all teachers in core academic subjects meet the highly qualified threshold by the end of 2005-2006.

VERIFICATION

- ◆ Principals attest annually in writing as to whether their school is in compliance and this written verification must be made available to anyone upon request and must be maintained at the school and the central office.

ENFORCEMENT

- ◆ When a school fails to comply with one of the sections above, the Department of Education can withhold Title I funds or seek a return of Title I funds spent on activities not in compliance with the statute.



WAKE COUNTY PUBLIC SCHOOL SYSTEM: NCLB

**HANDOUT #3
Sample School Report Card Under NCLB Bars**

Group	Number of students tested	Does it count for AYP?*	Reading			Math		
			(Initial standard is estimated to be 70%)	(Initial standard is estimated to be 70%)	(Initial standard is estimated to be 70%)	(Initial standard is estimated to be 76%)	(Initial standard is estimated to be 76%)	(Initial standard is estimated to be 76%)
			% Proficient in 2001-2002	% Proficient in 2002-2003	AYP in Reading?	% Proficient in 2001-2002	% Proficient in 2002-2003	AYP in Math?
Total	500	Yes	83	85	Yes	84	86	Yes
LEP	45	Yes	73	75	Yes	78	80	Yes
Low-income	90	Yes	67	70	Yes	62	71	Yes**
Disabled/Special Ed	30	Yes	65	70	Yes	63	65	No
White	290	Yes	91	93	Yes	88	90	Yes
Black	100	Yes	68	70	Yes	74	76	Yes
Hispanic	60	Yes	63	65	No	71	76	Yes
Asian	25	No	87	89		93	95	
Native American	5	No	na	na		na	na	
Multi-racial	10	No	77	79		79	81	
Migrant	35	No	38	40		43	45	
Not Disabled	470	No	87	89		89	91	
Male	251	No	84	86		85	87	
Female	249	No	82	84		83	85	
*30 or more students will probably be required for the group to count in AYP analyses.								
** AYP Consideration (aka Safe Harbour): If a group does not meet the achievement standard, but reduced the percentage of students below the standard by 10%, and made improvement on another indicator of success established by the state (e.g., writing or graduation rates), then that group will be considered to have shown AYP.								



HANDOUT #4
Accountability and Adequate Yearly Progress

Basic Accountability Requirements

The new ESEA legislation increases accountability requirements and specifies a new method for assessing the status of all schools. Similar to our 95% goal, the intent of the new Elementary and Secondary Education Act (ESEA) is to have schools focus on the success of all children, with a goal of 100% meeting achievement standards ("No Child Left Behind") by 2013-14 (12 years). However, the Adequate Yearly Progress (AYP) method of monitoring this success varies considerably from the state ABCs and our 95% goal.

With NCLB, we must:

- ◆ Test all students annually in grades 3-8 in reading and math, with 2001-02 as the base year.
◆ Test all students at least once in grades 9-12 in reading and math (by 2005-06).
◆ Test all students in science once per grade span (3-5, 6-9, and 10-12) no later than 2007-2008.
◆ Test all limited English Proficient (LEP) students (when they will count towards AYP is unclear).
◆ Make progress in closing the achievement gaps between subgroups, with annual monitoring of all major subgroups. The ten NC subgroups:
- White, Black, Hispanic/Latino, Asian, Native American, Multiracial, Free/Reduced Lunch, LEP, Disabled, Total School or LEA
- Report (but will not count): migrant, male, female, not disabled, and perhaps AG
◆ Disseminate annual district and school report cards reflecting all major subgroups and district to state performance comparisons starting next fall (reflecting 2001-02 data).
◆ Provide status reports on all schools and districts in state based on new annual yearly progress (AYP) criteria.
◆ Carry out stiff sanctions for Title I schools that fail to make AYP goals over time.
◆ Use National Assessment of Educational Progress (NAEP) as a secondary indicator for statewide samples at grades 4 and 8. No sanctions are attached at this time.
◆ Conduct "sound scientific research" on the success of our efforts to improve achievement for students.

Annual Yearly Progress (AYP) Method

AYP looks at "progress" in a different way than ABCs. Performance by subgroup is gauged against benchmarks that increase over time. The type of growth monitored in ABCs based on scale scores is absent from AYP.

- ◆ 100% of students in major subgroups are expected to reach the 100% achievement goal by 2013-14. Note students may be counted more than once in different subgroups.
◆ States set a baseline in spring 2002. DPI estimates NC baseline will be about 70% proficient on EOG reading and 76% in math based on the 20th percentile school. These achievement objectives will increase incrementally every 2-3 years until they reach 100%.

1 NC DPI says this means 95% of each subgroup.

HANDOUT #4 (continued)

- ◆ Annual achievement objectives (AYP) for achievement are drawn separately for each subgroup and the total population of the school or district. All subgroups of 30 or more must meet the objectives or the school does not meet AYP. This standard is similar for school systems.
- ◆ To meet AYP, subgroups that start above the objective must stay above the objective bar. For those below the bar, each group must reach the achievement objective or meet AYP Consideration (AYPC) standards. AYPC is met if the percentage of the group **not** meeting proficiency is **reduced** by 10% from the prior year **and** the group shows progress on another academic indicator. (See graph and chart.)

North Carolina Status

Gongshu Zhang of Title I at DPI ran analyses to see how North Carolina would have stood if the new ESEA had been in effect the last three years. On the ABCs, NC has shown steady progress on the percentage of students scoring at grade level. However, NC would not have fared very well based on the ESEA/No Child Left Behind standards. These analyses did not include meeting the other indicator of school success, which could lower the percentages.

- Our lowest NC subgroups, LEP and disabled, were at 48% proficient in reading and about 59% in math. Our highest groups were at about 88% in reading and 90% in math (White and Asian students).
- **Only 22-27% of the schools in North Carolina would have met the standards each year (1998-99, 1999-00, and 2000-01).** Schools with the most subgroups with at least 30 students each had the lowest percentage of students meeting AYP standards.
- **Few LEAs met the standards** any of the three years. In 2000-01, the best of the three years, **12 of the 117 LEAs** met the standards. Only two met AYP in both 1999-00 and 2000-01.

Since the criteria we were using in NC were different from AYP these past three years, it is probable that our AYP results will look slightly better than this. However, it is still a stark contrast to our present status. Many of our schools could go from schools of excellence to schools in need of improvement due to the significant differences in the way success is measured.

WCPSS Status

We were not among the LEAS who met AYP. The percentage of our students who score at Level III or IV is higher than the state, but some subgroups still score considerably lower than others (similar to the state). Free/reduced price lunch (FRL or low income), disabled, Black, LEP, and Hispanic students in WCPSS all fall below the estimated initial achievement standards, from 54.5% for FRL to 66% for Hispanic/Latino students



HANDOUT #5

School Improvement (1116 of Title I): Title I Sanctions

Any Title I school that fails to meet Adequate Yearly Progress for two consecutive years shall be identified for school improvement.

Year 1 – School Improvement

- ◆ LEA must offer all students in Title I School Improvement the option to transfer to another school in the LEA that has not be identified for improvement
- ◆ LEA will use Title I funds to pay for transportation to another school (20% of total allocation.
- ◆ LEA must use other funds to pay for transportation costs if the amount the LEA is allowed to spend under Title I is exceeded
- ◆ School must develop or revise its school plan not later than 3 months after identification; Plan must cover 2 years
- ◆ Plan must include strategies that are based on scientifically-based research
- ◆ School must set aside at least 10% of its Title I funds each year for professional development
- ◆ Plan must establish specific annual, measurable objectives for a continuous and substantial program
- ◆ Plan must include strategies to promote effective parental involvement
- ◆ Plan must incorporate extended school activities
- ◆ Plan must incorporate a teacher mentoring program
- ◆ Plan must specify the responsibilities of the school, the LEA, and the SEA; including technical assistance to be provided by the LEA
- ◆ Plan must describe how the school will provide written notice to parents of the status of the school; LEA must preview and approve the plan

Year 2 – School Improvement

- ◆ Continue to provide technical assistance
- ◆ Continue to make school choice available
- ◆ Provide supplemental services (e.g. Sylvan Learning Center)

Year 3 – Corrective Action

If a school fails to make Adequate Yearly Progress by the end of the second full year after identification, the LEA will:

- ◆ Continue to provide technical assistance
- ◆ Continue to make school choice available
- ◆ Continue to make supplemental services available

Identify the school for corrective action and take at least one of the following:

- ◆ Replace school staff relevant to the failure of the school
- ◆ Institute and implement a new curriculum
- ◆ Significantly reduce management authority in the school
- ◆ Appoint outside experts to advise the school
- ◆ Extend the school year or school day
- ◆ Restructure the internal organization of the school

HANDOUT #5 (continued)

Year 4 – Restructuring

If a school fails to make Adequate Yearly Progress after one full year of corrective action, the LEA will:

- ◆ Continue to make school choice available
- ◆ Continue to make supplemental services available
- ◆ Prepare a plan to restructure the school

Year 5 – Restructuring

The LEA must implement one of the following alternative governance arrangements (consistent with state law):

- ◆ Reopen the school as a charter school
- ◆ Replace all or most of the school staff, including the principals
- ◆ Enter into a contract with an entity that has a demonstrated record of effectiveness to operate the school
- ◆ State takeover
- ◆ Any other major restructuring of the school's governance arrangements



HANDOUT #6
Rights of Students in Homeless Situations
McKinney-Vento Homeless Assistance Act 2001

Homelessness is a lack of permanent housing resulting from extreme poverty or from the lack of a safe and stable living arrangement.

EDUCATIONAL STABILITY

- ◆ Requires LEAs to keep homeless students in their schools of origin, to the extent feasible, unless it is against the parent or guardian's wishes. Students are also permitted to remain in their schools of origin for the duration of their homelessness and until the end of any academic year in which they move into permanent housing.
- ◆ Requires LEA's to provide transportation to the school of origin, at the request of the parent or guardian, or, in the case of an unaccompanied youth, at the request of the district's homeless liaison.

IMMEDIATE SCHOOL ACCESS

- ◆ Requires LEAs to immediately enroll students in homeless situations, even if they do not have required documents, such as school records, medical records, proof of residency, or other documents. The term "enroll" is defined as attending classes and participating fully in school activities.
- ◆ Requires enrolling schools to obtain school records from the previous school. Students must be enrolled in school while records are obtained.
- ◆ Requires the district's homeless liaison to immediately assist in obtaining immunizations or medical records for those students who do not have them. Students must be enrolled in school in the interim.
- ◆ Requires a school to provide a written explanation of its decision and the right to appeal if a student is sent to a school other than that requested by a parent or guardian.

APPOINTED LEA LIAISON

- ◆ Requires liaison to ensure that homeless children and youth are identified; that they enroll in, and have full and equal opportunity to succeed in the schools of the LEA; and that they and their families receive educational services for which they are eligible, including Head Start, and pre-school programs administered by the LEA, as well as referrals to health, mental health, dental, and other appropriate services.
- ◆ Requires liaisons to ensure that public notice of the educational rights of students in homeless situations is disseminated where children and youth receive services.
- ◆ Also requires liaisons to ensure that parents or guardians are informed of educational and related opportunities available to their children, are provided with meaningful opportunities to participate in the education of their children, and are informed of and assisted in accessing all transportation services, including to the school of origin.

HANDOUT #6 (continued)

TITLE I FUNDS

- ◆ Homeless students are automatically eligible for Title I services, regardless of their current academic performance.
- ◆ LEA's must set aside funds as necessary to provide services comparable to those provided to children in Title I, Part A,-funded schools to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children experiencing homelessness may live.
- ◆ An LEA may receive funding under Title 1, Part A, only if the LEA has on file with State Educational Agency a plan, approved by the state Educational Agency that is coordinated with the McKinney-Vento Homeless Assistance Act.
- ◆ Each LEA Title I plan must include a description of the services that will be provided to homeless children, including services provided with funds from the Reservation of Funds set-aside.
- ◆ Any state desiring to receive funding under Title I, Part A, must submit a plan to the Secretary that is coordinated with the McKinney-Vento Homeless Assistance Act.