

The background of the slide is a close-up, slightly blurred image of the American flag, showing the stars and stripes. The flag is draped and appears to be moving, with the stripes creating a sense of depth and motion. The colors are vibrant, with a deep blue, bright red, and clean white.

# **Understanding No Child Left Behind (NCLB)**

NCLB Committee of Practitioners

August, 2007

# History

1965-2002

- President Lyndon B. Johnson signs Elementary and Secondary Education Act, 1965
- Improving America's Schools Act signed into law in 1994
- No Child Left Behind (NCLB) signed into law January, 2002
  - Reauthorizes Elementary and Secondary Education Act (ESEA) of 1965
  - Provides grants to states for education programs

# What is the Purpose of NCLB?

To close the achievement gap through:

- accountability
- flexibility
- parental choices
- research-based reforms

# Requires that States.....

- Demonstrate by 2013-14 that all students meet their state's definition of academically "proficient."
- Publish school district report cards.
- Test 95% of students in reading and math.
- Have "highly qualified" teachers in core academic subjects.
- Allow parents of students in chronically low-performing schools to transfer their child to a higher performing school in the district.
- Establish timelines for moving students to English proficiency.

# Requirements that Schools and Districts...

- Make Adequate Yearly Progress (AYP) in moving students to academic proficiency
- Create Improvement Plans if they do not make AYP
- Employ highly qualified teachers
- Are monitored by the state education agency
- Regularly report to the community on all programs
- Partner with parents to improve student achievement

# AYP-Adequate Yearly Progress

- Measures the achievement of schools, districts and states
- Measures:
  - The participation rate in the state assessment system (CSAP)
  - Academic performance and
  - Graduation rate

# AYP-Adequate Yearly Progress

- Requires the disaggregation of achievement data by different groups:
  - White
  - Native American
  - Asian
  - Hispanic
  - Black
  - English Language Learners
  - Economically disadvantaged and
  - Students with disabilities.
- Requires all disaggregated groups to make the statewide targets in reading and math

# If a school does not make AYP.....

- If a school receives Title I funds and does not make AYP for two consecutive years, the school is placed on School Improvement and:
  - Must develop a School Improvement Plan.
  - Must use Title I funds to provide district transportation for students in that school to a higher performing school in the district, if possible.
- If the school does not make AYP for a third year, it must also provide supplemental educational services for low-performing, low-income students.



# If a district does not make AYP....

- If a district receives Title I funds and does not make AYP for two consecutive years it is identified for Program Improvement and..
  - Must set aside 10% of its Title I funds for professional development
  - Must provide parents with a notification letter from the Colorado Department of Education (CDE)
    - Reasons for placement on improvement
    - How parents can get involved
    - Actions CDE and the district intend to take to strengthen areas where the district did not make AYP
  - Must develop an improvement plan

# Under NCLB, a Highly Qualified Teacher....

- Is fully certified and/or licensed by the state;
- Holds at least a bachelor's degree from a four-year institution;
- Has demonstrated competence in each core academic subject area that he or she teaches.

# Monitoring-(CFIRS)

## Colorado Federal Integrated Review System

- CDE is required by law to monitor all districts receiving federal funds to ensure compliance with federal regulations.
- CDE Monitors
  - Site visits in selected districts annually
  - Desk Reviews –all districts, ongoing throughout the year
  - All Title programs
  - Programmatic and Fiscal Requirements

# Annual Report to the Public

- Requires annual reporting of
  - Assessment data, including CSAP\* and CSAPA\*\*
  - Accountability data, including AYP for all groups
  - Teacher quality data, including certification and licensure status
  - Other data:
    - Attendance,
    - Graduation,
    - District assessment data, and
    - Evidence of a safe, civil learning environment

\*Colorado Student Assessment Program

\*\*Colorado Student Assessment Program Alternate

# To receive federal funds

School Districts must:

- Accept or decline funding from each Title program for which it is eligible
- Complete a Single Assurance Form for federal funds
- Submit a consolidated application, including a plan for spending each Title fund, which must be approved by CDE
- Submit a budget, aligned to the approved application, which must be approved by CDE

# School Board Responsibilities for NCLB

- Accept, decline, or assign funds for each program
- Appoint person as “Authorized Representative” of funds
- Approve Consolidated Application including plans for each program
- Review federal funds as part of the general district audit

# Superintendent Responsibilities for NCLB

- Oversee preparation of the Consolidated Application, including planning for all federal funds
- Ensure compliance with all requirements, including collection of all required data and documents
- Ensure Board has appointed an authorized representative to ensure that all federal funds are spent in accordance with regulations and with the approved plan
- Share program evaluation results

# Principal Responsibilities for NCLB

- Participate in the development of plans for the Consolidated Application
- Ensure that students that are at risk of not meeting standards are receiving supplemental instructional services and are making progress toward proficiency
- Ensure that the Schoolwide plan is implemented as written if a program is School wide
- Ensure that Title I services are supplemental
- Maintain all required documentation and data



# Goals of NCLB Title programs

- Academic achievement
- Reading skills
- Professional development
- Mathematics and science teaching
- Technologically integrated educational practice
- English language acquisition
- Safety
- Parental involvement
- Overall reform

# Title IA-Improving the Academic Achievement of the Disadvantaged

- Largest federal program supporting elementary and secondary education
- Based on poverty rates, but all students can benefit
- Intended to provide *supplemental* support for students who are at risk of not meeting academic standards
- Programs must meet requirements of a *Schoolwide or targeted assistance* program

## Title I-D - Prevention and Intervention Programs for Children who are Neglected, Delinquent, or At-Risk

Intended to:

- to provide such children with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education

(NCLB Section 1401)

# Title I-C – Migrant Education Program (MEP)

## Intended to:

- Support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from repeated moves;
- Ensure that migrant children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensure that migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migrant children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and
- Ensure that migrant children benefit from State and local systemic reforms  
(Title, Part C Non Regulatory Guidance, October 2003)

# Title IIA-Preparing, Training and Recruiting High Quality Teachers and Principals

Intended to:

- increase student academic achievement by improving teacher and principal quality
- Provides funds to school districts to:
  - improve training and development
  - help teachers become highly qualified
  - create incentives for the most effective teachers to teach at the most challenging schools
  - hire new educators
  - retain highly qualified educators

# Title II-D Enhancing Education through Technology

Intended to:

- improve academic achievement through the use of technology
- Requires technology curriculum integration and professional development

## Title III-Language Instruction for Limited-English Proficient and Immigrant Students

- Provides funds for English language instruction for limited English proficient (LEP) children and youth
- Provides funding to districts based on the number of LEP and immigrant students served
- Includes specific assessment requirements
- Includes parent notification requirements

# Title IV-Safe and Drug Free Schools

- Supports local programs of school drug and violence prevention in elementary and secondary schools
- Supports local programs for early intervention and rehabilitation
- Local programs must adhere to Title IV “Principles of Effectiveness.” (requires needs assessment and research-based practices)



# Title V A-Innovative Programs

Intended to:

- Increase student academic achievement and improve the quality of education for all students
- May be used for school reform initiatives, prevention programs, literacy programs, professional development and a variety of other ways
- Intended to be used as seed money for innovative practices in schools and districts

# Title VI B- Rural Education Initiative

Intended to:

- help rural districts that may lack the personnel and resources to compete effectively for Federal competitive grants and that often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes

# Parent Involvement

## Section 1118

- While all the titles of NCLB require parent involvement, Title I, Part A, Section 1118 describes in detail how the districts and schools must *meaningfully* engage parents in their programs
- The five main components of this law are:
  - (c) Policy Involvement**
  - (d) Shared Responsibility**
  - (e) Building Capacity for Involvement**
  - (f) Accessibility**
  - (h) Review (evaluation)**

# (C) Policy Involvement

- **Convene an annual meeting to explain to parents:**
  - The school's parent involvement policy
  - The schools' ability to provide a high-quality curriculum
  - State assessments, i.e. Colorado Student Assessment Program, Colorado English Language Assessment
  - School Accountability Report (SAR)
  - Adequate Yearly Progress (AYP)

## (C) Policy Involvement

- Involve parents in the planning, review, and improvement of programs which includes the parent involvement policy and the joint development of the schoolwide program plan.

## (D) Shared Responsibility

- Each Title I school will jointly develop, with parents, a school-parent compact and hold at least one parent/teacher conference to discuss the compact and how it relates to student achievement.
- The compact addresses:
  - How parents, school staff, and students share responsibility for improved student achievement
  - The school's responsibility to provide a high-quality curriculum
  - The importance of two-way communication between parents and teachers
  - Parents having reasonable access to staff, and opportunities to volunteer and/or observe in their child's classroom.

# (E) Building Capacity for Involvement

- Assist parents in understanding the State's Academic Content Standards and how these standards are being assessed to demonstrate proficiency.
- Provide materials and training to help parents work with their children for improved academic achievement.
- Train staff on the utility of parents and how to communicate effectively with them.
- Coordinate and integrate parent involvement programs and activities with other organizations such as Head Start, Parents as Teachers, etc.

## (F) Accessibility

- Provide all parents with full opportunities for participation, including those parents of limited English proficiency, and those with disabilities.
- Provide materials and training for parents in their home language, to the extent feasible.



## (h) Review

- A State Education Agency should review the district's parent involvement plan and programs to make sure they meet the requirements of this section

# Funding

- If a school district receives more than \$500,000 per year from Title I, 1% of its allocation must go to supplement parent involvement efforts

# Summary

- Assessment for ALL students
- Accountability for ALL students
- Public reporting for ALL schools
- Increased options for ALL parents
- Highly qualified personnel in ALL schools