



What Does “No Child Left Behind” Mean for my Child?

Helping parents understand
Standards, School Improvement,
School Choice, and Supplemental
Educational Services

Book report
was about a boy and
treehouse in the
summer

What do you know about
“No Child Left Behind”?

Goals of this Presentation

- Help parents better understand “No Child Left Behind.”
- Help parents understand key parts of “No Child Left Behind” including:
 - Standards
 - School Improvement
 - School Choice
 - Supplemental Services

What is “No Child Left Behind”?

- Often referred to as NCLB.
- Federal legislation focusing on educational reform.
- Signed into law by President Bush in January 2002.
- Designed to improve student achievement and teaching.

What is the main goal of NCLB?

“...to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.”

NCLB focuses on 4 principles of education reform

- Stronger accountability for results.
- Increased flexibility and local control.
- Expanded options for parents.
- Emphasis on teaching methods that are proven to work.

NCLB's Nationwide Objectives for all children

- Proficiency in reading and math by the 2013-2014 school year.
- Qualified teachers in every classroom.
- English proficiency for Limited English Proficient students.
- Safe and drug free learning environments.
- High school graduation for all students.

Focus of this presentation

- Standards
- School Improvement
- School Choice
- Supplemental Educational Services (SES)

Standards

- States are required to set challenging standards for what children should know and be able to do at various grade levels in reading, math, and science.

Testing:

Are the Standards being Met?

- By 2005-2006 States must test (in reading and math) all students in grades 3-8 and at least once between grades nine and 12.
- By 2007-2008, states must add a science test at three grade levels.
- Used to determine the percentage of students who are “proficient” (on grade level) in the tested subject.

Report Cards

- States and school districts must create and distribute annual report cards on schools.
- These report cards must include information on:
 - Information on student performance
 - The percentage of students proficient or above in the targeted subjects
 - Also reported by subgroups
 - » Gender (boys/girls)
 - » Minorities
 - » Low income
 - » Disabilities
 - » Limited English
 - Graduation rate
 - Percentage of students not tested
 - Percentage of teachers who are certified.
 - Whether the school is classified as “In Need of Improvement.”

Annual Yearly Progress (AYP)

- By 2014 all students must be proficient in at least reading and math.
- States set annual progress goals as they reach for this eventual goal.
- This involves raising the bar each year.
- All subgroups of students must make progress each year.
- AYP is required for all schools.

School Improvement

- If a Title I school does not make Annual Yearly Progress (AYP) for two consecutive years, the school moves into Year 1 of School Improvement.
- If the school continues not to make AYP it moves into subsequent years of school improvement.
 - Year 2 of School Improvement
 - Year 3 of School Improvement
 - Year 4 of School Improvement
- Each subsequent year of School Improvement carries with it consequences.

School Improvement (Title I Schools)

- Year 1 of School Improvement:
 - A school improvement plan must be developed.
 - School choice is offered.
- Year 2 of School Improvement:
 - Supplemental services must be offered.
 - School choice is still offered.
- Years 3 & 4 of School Improvement:
 - School choice and SES continue.
 - More significant steps are taken to improve the school must be taken (which might include changing the curriculum, internal reorganization, decreased local control, replacing the principal and staff, etc.).

Public School Choice (Title I Schools)

- When a Title I school is in Year 1 (or later) of School Improvement, parents can request their children be transferred to a school within the same district that is not classified as “In Need of Improvement.”
- The school district must tell parents how and when to apply for the transfer.
- The parent must make the application for transfer.
- The school district must provide transportation to the new school (until the original school starts making AYP).
- Children from low income families who are most in need academically will be prioritized for available transfer slots.

Supplemental Educational Services (SES) (Title I Schools)

- When a school reaches Year 2 of School Improvement it must provide Supplemental Educational Services (SES).
- SES are services such as tutoring that are provided outside of regular school hours.
- They must be provided by a service provider (individuals, agencies, or companies) approved by the State.
- Parents must make the request, choose the approved provider, and provide transportation for their child.
- You may get a list of approved providers from your school or the Arkansas Department of Education website.
- Priority for these supplemental services is given to children from low-income families who are most in need academically.

Conclusion

- NCLB is difficult to understand.
- Summary of presentation
 - NCLB requires states to set academic standards.
 - NCLB requires states to test students at certain grade levels to determine what percentage of students are meeting these standards.
 - This information is provided to parents in report cards on their child's school.
 - The goal is to have 100% of students proficient in reading and math by 2014.
 - If a school is not making required progress toward this goal there are consequences that may include such things as school choice and supplemental services.
- Handout