

NORTH CAROLINA

No Child
LEFT BEHIND

NO CHILD LEFT BEHIND:

For North Carolina Parents with Students Attending Title I Schools



Public Schools of North Carolina
Department of Public Instruction

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The No Child Left Behind (NCLB) Act of 2001 renewed and renamed the Elementary and Secondary Education Act (ESEA) of 1965. NCLB made significant changes that impact every public elementary and secondary school in the country. The state's ABCs of Public Education program, begun in 1996, focused on the same academic standard-setting and accountability initiatives found in the NCLB legislation. But many changes brought by NCLB are new for the state. Here's a look at what's new and what's not.

ACADEMIC STANDARDS

NCLB required states to adopt academic standards for students, but North Carolina had already done so years before. Academic standards are public statements about what all students should know and be able to do. North Carolina's standards for the major academic subjects in each grade, known as the NC Standard Course of Study, are posted on the Web at www.ncpublicschools.org/curriculum/ncscos. Below is an example of fifth grade math goals. You can get a copy of the goals for your child's grade level from your child's school or by accessing the Web.

COMPETENCY GOAL 2:

The learner will recognize and use standard units of metric and customary measurement.

OBJECTIVES

- 2.01 Estimate the measure of an object in one system given the measure of that object in another system.
- 2.02 Identify, estimate, and measure the angles of plane figures using appropriate tools.

ASSESSMENTS

NCLB established testing requirements so that parents, students and educators could find out if students were making progress toward meeting the academic standards. All schools must measure student achievement in reading/language arts and math in grades 3-8 each year and at least once during the high school years. Algebra I and a combination of the English I end-of-course assessments and the Grade 10 writing assessments determine AYP in math and reading/language arts at the high school level. Once again, this didn't really mean anything new for North Carolina. The ABCs established annual end-of-grade and end-of-course testing years before.

In addition, science assessments must be conducted at least once in grades 3-5, 6-9, and 10-12, to meet NCLB requirements. In North Carolina, students in grades 5 and 8 are assessed in science. The NC end-of-course biology test meets NCLB science testing requirements at the high school level.

Test results are reported in terms of Level IV, advanced; Level III, proficient; Level II, basic; and Level I, below basic. Levels III and IV are passing.

So far in our look at NCLB, it might seem as if not much has changed in North Carolina. But that's not so. Schools, districts and the state now report student achievement in a new way.

PUBLIC REPORTING

Under NCLB, schools must issue a "report card" for each school. North Carolina was already doing that, but NCLB required the information on the report card to be more detailed with more reporting information on specific groups of students as you can see below. With this reporting, the academic achievement of students as a whole at a school can't mask the underachievement of certain groups of students, often called the "achievement gap."

Of course, parents are usually most interested in the achievement level of their child. Your school is required by law to keep you informed of your child's achievement level.

Percentage of Students At or Above Level III (Grade Level)														
	All	Male	Female	White	Black	Hispanic	Amer. Indian	Asian/Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	84.6	82.9	86.3	88.1	74.3	72.7	N/A	N/A	77.8	72.2	89.7	69.2	N/A	48.6
District	81.9	78.7	85.2	87.8	74.3	69.7	81.8	90.1	86.0	71.9	89.8	59.3	52.9	47.3
State	84.9	82.0	88.0	91.4	75.3	73.9	76.7	90.7	87.8	76.2	92.6	61.0	58.1	56.2

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

Title I is the keystone of NCLB. If you have a student attending a Title I school, your school has certain obligations and you have certain opportunities and rights. Title I provides funding for high poverty schools to help students who are behind academically or at risk of falling behind. Many of NCLB's requirements – Adequate Yearly Progress, Highly Qualified teacher and teacher assistant standards, accountability, sanctions for schools designated for improvement, achievement standards and assessments, annual state report cards, professional development and parent involvement – are outlined in Title I.

About 45 percent of North Carolina's public schools are Title I schools. You can find out if your school is a Title I school by asking your principal or by going to www.ncpublicschools.org/nclb/title1/schools/ for listings of Title I schools.

WHAT ARE MY RIGHTS?

You have a right to a great deal of information, such as the qualifications of your child's teacher(s). Parents may request information concerning the professional qualifications of their child's teacher(s) including the degrees held, certifications held, and whether the teacher is certified in the area he/she is teaching.

All teachers who teach in core academic subject areas are required to be Highly Qualified. Highly Qualified teachers are fully certified and/or licensed by the state; hold at least a bachelor's degree from a four-year institution; and demonstrate competence in each core academic subject area in which they teach.

North Carolina's school report cards report Highly Qualified information about your school and district and state comparisons under the "Quality Teachers" tab.

Title I schools must notify parents if their child has been assigned, or has been taught for at least four consecutive weeks by a teacher who does not meet the Highly Qualified criteria. Parents also may request information concerning whether their child is receiving instruction by a teacher assistant, and if so, his/her qualifications.

A special communication process is involved between schools and parents of students with disabilities or English language learners.

NCLB goes beyond the emphasis on parent communication to include parent involvement.



WHAT ARE SOME WAYS THE LAW SAYS PARENTS CAN BE INVOLVED?

A school district with a Title I allocation of more than \$500,000 must determine the percentage of the allocation that it wishes to reserve for parental involvement activities. That percentage must be at least 1 percent of the school district's Title I allocation.

NCLB states that parents in Title I schools:

- Must be a part of developing a written parent involvement policy that is distributed to all parents and to the local community and announced at an annual meeting.
- Must be involved in a meaningful way in making decisions about the school program, as outlined in the parent involvement policy. The policy also must include a copy of a school-parent compact that describes how the school will work with parents to improve achievement.
- Every Title I school district must have a similar parent involvement policy applicable at the district level.

WHAT IS AYP?

You may hear that your school "made AYP" or "didn't make AYP." AYP, or Adequate Yearly Progress, is a calculation measuring the yearly progress toward achieving grade-level performance in math and reading for each student group in a school, district or state. NCLB's major goal is for all public school children to perform at grade level in reading and math by the end of the 2013-14 school year. NCLB's accountability requirements are designed to tell whether schools, districts, and states are making progress toward meeting that goal.

If just one student group at a school does not meet a target goal, then the school does not make AYP for that year. Forty or more students across the tested grades in a school in the following categories make up student groups: 1) the school as a whole (all students); 2) White; 3) Black; 4) Hispanic; 5) Native American; 6) Asian; 7) Multiracial; 8) economically disadvantaged students (students eligible for free or reduced-price lunch); 9) limited English proficient students; and 10) students with disabilities. Many students are counted in more than one group. This requirement of the law is to make sure that historically underserved students receive the attention they need and deserve.

WHAT ARE YOUR OPTIONS?

If your school receives Title I funding and it doesn't make AYP in the same subject for two or more years in a row, then the school must send you a letter informing you of that fact and your options.

NCLB designates Title I schools that haven't met state target goals for AYP for two or more years in the same subject (reading/language arts or math) as Title I School Improvement schools. Sanctions escalate for schools remaining in Improvement. (See the chart on the next page.) To exit Improvement, schools must make AYP for two years in a row in the subject that designated them for Improvement. Non-Title I schools that do not make AYP do not face sanctions, but must amend their School Improvement Plans to indicate how they will improve. In past years, over half of the state's schools have not made AYP.

What happens when a school goes into Title I School Improvement?

When a school enters Title I School Improvement, it must offer transfer options or, if the school is in an SES (Supplemental Educational Services) pilot district, free tutoring.

How long must Title I School Improvement schools offer transfer options or SES services?

Title I School Improvement schools must offer public school choice and/or free tutoring services to low-income students until they make AYP in the subject that first identified them for two years in a row. Whatever is offered in the first year – public school choice or free tutoring services – must continue to be offered in addition to other obligations that schools must fulfill if they remain in Title I School Improvement year after year.



TITLE I SCHOOL IMPROVEMENT UNDER NO CHILD LEFT BEHIND (NCLB)

After...	then...	and implements...
1 year of not making Adequate Yearly Progress (AYP) in mathematics or reading/language arts,	the school addresses challenge areas,	no sanctions under NCLB.
2 consecutive years of not making AYP in the same subject,	the school enters Year 1 of Title I Improvement at the beginning of the next school year	school choice, unless the school is in a pilot district offering supplemental educational services as the first year option, and receives technical assistance.
3 years of not making AYP in the same subject,	the school enters Year 2 of Title I Improvement at the beginning of the next school year	school choice, supplemental educational services and receives technical assistance.
4 years of not making AYP in the same subject,	the school enters Year 3 of Title I Improvement at the beginning of the next school year	school choice, supplemental educational services, corrective action and receives technical assistance.
5 years of not making AYP in the same subject,	the school enters Year 4 of Title I Improvement at the beginning of the next school year	school choice, supplemental educational services, devises a plan for restructuring and receives technical assistance.
6 years of not making AYP in the same subject,	the school enters Year 5 of Title I Improvement at the beginning of the next school year	school choice, supplemental educational services, restructuring and receives technical assistance.

NOTES: Title I schools enter Improvement after two consecutive years of not making Adequate Yearly Progress (AYP) in the same subject (reading/language arts or mathematics). Title I schools exit Improvement after two consecutive years of making AYP in the subject that identified them for Improvement. If a school makes AYP in the identifying subject in any one year after entering Improvement, it does not move to the next level of sanctions in the next school year. For every year a school in Improvement does not make AYP in the identifying subject, it moves to the next level of sanctions. It is possible for a school to exit Improvement for one subject, while entering into or remaining in Improvement based on the other subject.

A list of districts participating in the SES Pilot Program is on the Web at www.ncpublicschools.org/nclb/ses/pilot.

Are there any exceptions to a school's having to offer public school choice in its first year in Title I School Improvement?

Yes. Districts participating in a national pilot offer Supplemental Educational Services (SES) to low-income students in the first year a school is in Title I School Improvement instead of public school choice options. (A list of districts participating in the SES pilot is on the Web at <http://www.ncpublicschools.org/nclb/ses/pilot/>.) In addition, there may be certain instances when there are no school transfer choices available.

What schools can serve as transfer options?

Districts determine which schools are designated as transfer options. Schools in Title I School Improvement cannot be transfer options.

How long are students allowed to attend the transfer option, or choice school?

A student who transfers to a choice school can remain at that school until he or she has completed the highest grade in the school. However, the school district is not obligated to provide transportation for the student after the end of the school year in which the original school is no longer identified for Title I School Improvement.

What if a school continues to not make AYP and stays in Title I School Improvement?

After its first year in Title I School Improvement, a school must offer special tutoring services, known as supplemental educational services (SES), to economically disadvantaged students if the school offered public school choice in its first year. If the school offered special tutoring services in its first year in Title I School Improvement, due to its participation in the national pilot, then it must offer public school choice in its second year of Improvement. Once a school offers public school choice or SES, it must continue to do so until it exits Title I School Improvement. So, regardless of whether a school is in an SES pilot district, it must offer public school choice and special tutoring services after three years of not making AYP in the same subject.

What are supplemental educational services?

Supplemental educational services are extra academic services such as tutoring and other academic enrichment services offered outside of the regular school day to help students improve reading and mathematics skills. State Board-approved providers serve as tutors.

Who is eligible for free tutoring?

Students at schools offering SES are eligible for free tutoring if they qualify for free or reduced-cost school lunch, regardless of academic performance.

Can students at Title I School Improvement schools transfer to another public school and receive free tutoring services?

No. When both options are available, parents may choose the transfer option or free tutoring services, but not both.

What happens if a Title I school continues to not make AYP in the same subject for more than three years?

After four years of not making AYP in the same subject, a Title I school must implement corrective action measures such as replacing school staff, implementing a new curriculum, or changing the school's organizational structure. The next phase is planning for restructuring and restructuring. During all of these phases, the school must continue to offer transfer option(s) to all students and to offer free tutoring to economically disadvantaged students.

Please visit the Web at www.ncpublicschools.org/nclb/ for more answers to frequently asked questions about NCLB.

Here's one more way NCLB might affect you: District Improvement. You may have gotten a letter from your school district announcing that it is in Title I District Improvement. Even though less than half of North Carolina's schools receive Title I funding, all of North Carolina's school districts do. Like schools, if districts consistently don't meet target goals, they go into Title I Improvement and face sanctions. Detailed district AYP reports are on the Web at <http://ayp.ncpublicschools.org/nclb>. A current listing of District Improvement districts can be accessed on the Web at www.ncpublicschools.org/docs/nclb/district/.

TERMS MENTIONED IN THIS PUBLICATION

The ABCs of Public Education is North Carolina's major school reform effort focusing on local school accountability, an emphasis on student mastery of basic skills, and as much local board and local educator control as possible.

Academic (achievement) standards are set by the North Carolina Standard Course of Study (NCSOS) outlining what all students should know and be able to do for each grade level and academic subject. It defines the minimum standards for school systems to follow and to communicate to the public.

Accountability is the system in which the state sets academic standards for what students should know and learn at each grade level. Accountability includes conducting student assessments to find out if students are making progress toward meeting the academic standards and reporting those assessment results to the public.

Assessment is another word for test. The term assessment is sometimes used to encompass not only standard tests, but state-designed alternate assessments by which some students with disabilities are assessed.

Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics and government, social studies, economics, arts, history, geography, and kindergarten through Grade 6 (K-6). Under NCLB, only teachers meeting Highly Qualified criteria can teach these subjects.

Corrective action is a significant intervention in a Title I school after it has not made Adequate Yearly Progress in the same subject (reading/language arts or mathematics) for four years. Corrective action is an intervention for districts at a certain level of Title I District Improvement as well.

District Improvement is the status a district enters by not meeting target goals in the same subject (reading/language arts or math) in each of three grade spans (3-5, 6-8, and high school) for two years in a row. All school districts in North Carolina receive Title I funding and are subject to being placed in Title I District Improvement.

Elementary and Secondary Education Act is the principal federal law affecting K-12 education. When the ESEA of 1965 was reauthorized and amended in 2001, it was renamed the No Child Left Behind Act. The 2001 reauthorization represented significant changes in the law that affect all public elementary and secondary schools in the country.

Highly Qualified is an NCLB-defined teacher requirement which, in North Carolina, is a teacher who has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence.

No Child Left Behind (NCLB) Act of 2001 is the most recent reauthorization of the Elementary and Secondary Education Act of 1965. The reauthorized law added strict new accountability changes and mandated that every child be taught by a Highly Qualified teacher. The law emphasizes new standards for teachers and new consequences for Title I schools that do not meet student achievement standards for two or more consecutive years. The law's major goal is for every school to be at 100 percent proficiency by 2013-14 as measured by state tests.

North Carolina Standard Course of Study (NCSOS) provides a guideline of what all students should know and be able to do for each grade level and academic subject. It defines the minimum standards for school systems to follow and to communicate to the public. State accountability measures are derived from the state curriculum.

Proficient/Proficiency are terms referring to student work that meets the achievement standard set by North Carolina for that grade level.

Restructuring is the sanction level applied to a Title I school. After five years of not making Adequate Yearly Progress, the school must plan for restructuring. After six years of not making Adequate Yearly Progress, the school must implement the plan for restructuring.

Sanctions is the term often used to describe the consequences for Title I schools in various levels of Title I School Improvement. The more years a school does not meet its Adequate Yearly Progress target goals in the same subject (reading/language arts and/or math), the more severe sanctions become.

School choice refers to the sanction applied to Title I schools not meeting state proficiency target goals for Adequate Yearly Progress in the same subject (reading/language arts or mathematics) for two or more years. Those schools must offer parents the option of transferring their children to another public school designated by the district, as required by NCLB.

School Improvement is the status a Title I school enters after not making Adequate Yearly Progress for two consecutive years in the same subject (reading/language arts or mathematics). A Title I school exits Improvement after two consecutive years of making Adequate Yearly Progress in the subject that identified it for Improvement (reading/language arts and/or math). It is possible for a school to exit Improvement for one subject, while entering into or remaining in Improvement based on the other subject.

Supplemental Educational Services (SES) are extra academic services, such as tutoring, offered outside of regular school hours free of cost to economically disadvantaged students regardless of their academic performance. Schools begin offering SES the first year of Title I School Improvement, if their district is participating in the SES pilot program, and in the second year of Title I School Improvement otherwise. Once offered, the school must continue to offer SES until it exits Title I School Improvement. Services are designed to increase academic achievement, especially in reading, language arts and mathematics. Service providers must be approved by the NC State Board of Education.

Target goals are what determine whether a school or district makes Adequate Yearly Progress. For a school to make Adequate Yearly Progress, each student group in the tested grades must meet proficiency targets in reading/language arts and math and each student group must have at least a 95 percent participation rate in the assessments for both subjects. This represents four targets (proficiency and participation in reading/language arts and math assessments) for each student group. In addition, the school as a whole must show progress on the Other Academic Indicator (attendance rate or the cohort graduation rate).

Title I is the largest federal education funding program for schools. It provides funding for high poverty schools to help students who are behind academically or at risk of falling behind. Many of NCLB's requirements – Adequate Yearly Progress, Highly Qualified teacher standards, accountability, sanctions for schools designated for improvement, achievement standards and assessments, annual state report cards, professional development and parent involvement – are outlined in Title I. Title I used to be called Chapter One.

WEB SITES

NCLB in North Carolina: www.ncpublicschools.org/nclb/

Your school's performance:

The ABCs of Public Education: <http://abcs.ncpublicschools.org/abcs/>

NC School Report Card: www.ncreportcards.org/src/

AYP status: <http://ayp.ncpublicschools.org/>

North Carolina's Standard Course of Study (the state's curriculum):
www.ncpublicschools.org/curriculum/ncscos

North Carolina's Testing Program: www.ncpublicschools.org/accountability/testing/

Title I School Listings: www.ncpublicschools.org/nclb/title/schools/

US Department of Education's NCLB Web site: www.ed.gov/nclb/landing.jhtml

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