

Conference Calls, E-Mails, and Meetings. NSDC staff converse about the findings of this study. Further phone interviews are held with North Carolina personnel as needed to clarify various data.

Document Review. Careful review of the *Final Report* adds quality control to this study. Once again, leaders in the field of professional development review this study for the *Final Report*.

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Inventory Framework

Inventory Framework for Gathering Data from UNC Center for School Leadership Development Programs

Principles of the Backmapping Process	Questions	Evidence of Support
<p>Phase 1: Determine student achievement needs by analyzing student achievement data</p>	<ul style="list-style-type: none"> • How is student achievement data used in determining: <ul style="list-style-type: none"> - The goals of your program? - The services you provide? - The outcomes of your program? • How does your program use state student achievement data to design your program? Were there any patterns in the data? • Is your program aligned with state teaching standards? State professional development standards? State student standards? District standards and goals? National Standards (NSDC, National Board)? Are these standards readily accessible to you and those participating in your program? • How does your program provide educators with the knowledge and skills necessary to analyze student achievement data? To make changes to practice based on that data? • Are there other indicators of student performance that your program uses aside from the state assessment system (dropout, graduation, attendance rates, etc.)? 	<p>ASSET planning process</p> <p>Analysis of student achievement data with explanation of connection to program goals, outcomes and design</p> <p>Analysis of performance disaggregated by socioeconomic status, race, ethnicity and gender of students</p> <p>Reports or other publications that include student achievement analysis</p>
<p>Phase 2: Determine educators' learning needs</p>	<ul style="list-style-type: none"> • What methods do you use to gather information to ensure that your program reflects the learning needs of educators? 	<p>Survey or other assessment of educator learning needs</p>

	<ul style="list-style-type: none"> • How does your program reflect the learning needs of educators? • Do you have modules for determining educators learning needs? Models that can be replicated by those who participate in your program? 	<p>Analysis of educator learning needs</p> <p>Gap analysis of student performance and educator learning needs</p> <p>Training modules or other examples of assessing learning needs</p>
<p>Phase 3: Studying possible interventions and context</p>	<ul style="list-style-type: none"> • Does your program take into account teaching to diverse learners, poverty levels, and other differences in student demographics across districts? Explain. • Is attention being given to teachers with special needs students? • What knowledge and skills do you provide to teachers to help them cater services to individual learners? • Do you have a library of and use research-based curriculum programs and other interventions that have demonstrated evidence of improving student achievement? Is this information available to those who participate in your program? 	<p>ASSET planning process</p> <p>Examples of specific interventions and program design for various contexts</p>
<p>Phase 4: Planning program design and implementation and correlating evaluation plans</p>	<ul style="list-style-type: none"> • What is the overall budget of your program? What percentage of your revenues comes from the state? The federal government? Fees of individual educators or districts? Other grants and sources of revenue? 	<p>Last audited financial statement (2001-2002 school year if available)</p>

	<ul style="list-style-type: none"> • How many educators did your program serve during the 2001-2002 school year? Over the past three years? Five years and beyond? How many districts were represented? Were participants representative of the state as a whole (work in urban, rural, with high poverty students, etc.)? Explain. • Number of days/hours for program? Describe: <ul style="list-style-type: none"> - sessions - split sessions - residential - on site • What is the cost per participant of your program? Is this an actual figure or an estimate? • How many FTEs does your program employ? How many part time employees or consultants? What percentage of your overall budget goes to staffing? To overhead/indirect costs? • What percentage of your expenditures would you estimate are used to work with educators in high poverty districts? To work with those who serve diverse populations? • When planning and designing your program, how do you use state teaching standards? State professional development standards? District level goals and objectives? • How are professional development priorities set and plans developed? • Are there any links between school and district plans and program design? 	<p>Most recent budget (2002-2003 school year if available) Job descriptions and other information on staff utilization</p> <p>Cost per participant (if available and not part of budget and financial statement)</p> <p>Descriptions of programs and services</p> <p>Documentation of planning process (minutes, agendas, etc.)</p>
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	<ul style="list-style-type: none"> • On what research is the design of your program based? Is the research scientific? • Do you design your evaluation as you plan your program? How do you use this evaluation data to reassess your program design? 	
Phase 5: Providing ongoing support and monitoring progress	<ul style="list-style-type: none"> • How do you evaluate the success of your program? <ul style="list-style-type: none"> - Is student achievement data included? - Is state assessment data the only indicator or are there other measures of student achievement? - What evidence is gathered from program participants? - What evidence is gathered from schools or districts? • Explain the processes in place to ensure your programs are of quality? • How do you measure whether participants implement the content of your program? What support do you offer to participants and/or schools and districts after they leave your program? • Are effective strategies disseminated and replicated? By other programs in the UNC Center for Leadership? DPI? Schools and districts? 	<p>Rubrics or other method of assessing implementation</p> <p>Program evaluations (by participants, by schools and/or districts, outside evaluators, etc.)</p> <p>Evidence of increased student performance linked to your program</p> <p>Description and documentation of support services to participants and/or schools and districts</p> <p>Evidence of other providers using your program and/or strategies</p>

List of Reports on CSLD/Professional Development

- June 6, 2002: email response from Charles Coble to Shirley Iorio re: RFP to evaluate the effective of CSLD
- May 1, 2002: Center for School Leadership Development Strategic Plan for June 2002-January 2004
- Spring 2002: Honors Thesis "Money, Politics, and Educational Leadership: The University of North Carolina and Professional Development for Public School Teachers and Administrators, 1984-2002" by Eric David Johnson
- January 2002: Professional Development Needs of Public School Employees (prepared by DPI, basis for ASSET project)
- April 2, 2001: Follow-up Information on Goals and Outcomes as requested during Joint Appropriations Sub-Committee on Education on March 29, 2001
- March 29, 2001: Presentation to Joint Education Appropriations Subcommittee to accompany data collected by UNC in accordance with instructions from legislature
- March 2001: An Accountability Proposal for School Leadership Development Programs to General Assembly (in response to HB 1840)
- April 2002: Proceedings of the Seminar "Doing It All: Better Schools and High-Stakes Accountability" held October 7-8, 1999
- December 7, 1999: Professional Development for Teachers and Administrators – Theory and Practice, a report to the Joint Legislative Education Oversight Committee; also included December 15, 1998: Center for School Leadership Development: Recommendations for Governance, a preliminary report to the Joint Legislative Education Oversight Committee (amendment to G.S. 116-11)
- June 2, 1999: Strategic Priorities of the State Board of Education and UNC Professional Development Programs, report to the State Board of Education
- Fall 1998: Professional Development for Professional Public School Employees – A report to the General Assembly from the Task Force on Professional Development for Professional Public School Employees (in response to SB 272, the Excellent Schools Act)
- January 1, 1997: proposal for the organization, governance, and operation of the UNC Center for School Leadership Development, adopted by the Board of Governors
- April 1996: A Report on the Operation, Organization and Governance of Selected North Carolina Programs Established to Provide Continuing Education and Professional Development of Public School Teachers and Administrators (final report prepared by Dr. William Little, Senior Vice President, UNC General Administration; draft report by School Management Study Group in response to HB 229)
- April 1994: Report of the Joint Committee for a School Leadership Academy to the Joint Legislative Education Oversight Committee (Joint Committee convened by SB 27)
- February 15, 1993: Leaders for Schools, The Preparation and Advancement of Educational Administrators, report to the Joint Legislative Education Oversight Committee (Educational Leadership Task Force, convened by HB 1361)

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Dr. Wayne Adcock, Superintendent
Vance County School District

Dr. Becky Bloxam, Superintendent
Lexington City School District

Dr. Tommy Benson, Superintendent
Duplin County School District

The schools' principals and teachers generously gave of their time so that others could learn from their experiences. We thank Dr. Adcock for allowing Dr. Beverly (Marty) Smith to assist us with transportation and school information, Dr. Bloxam, for sharing her central staff's expertise, and Dr. Benson, for graciously driving us to sites while expanding our knowledge about the state.

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About NSDC

The National Staff Development Council is the nation's largest non-profit professional association committed to high levels of learning and performance for all students and staff members. The Council has over 11,000 members plus affiliates in more than 40 states.

NSDC's strategic plan emphasizes the importance of professional development that improves the performance of all educators and the learning of all students. While professional development can serve other important goals, the National Staff Development Council's primary focus is ensuring high levels of learning and performance for all students and staff members. NSDC's strategic priorities chart the Council's course for 2002-2007 in dramatically improving the quality of professional learning for all teachers and administrators in all schools.

NSDC's more significant program initiatives in recent years include:

Standards for Staff Development

NSDC staff convened a task force representing more than 15 national associations to produce a consensus document regarding effective staff development. Twelve standards delineate what is crucial if educators are to experience professional learning that will enable them to apply new skills and improve student learning. Various national education organizations have disseminated more than 100,000 copies of the Standards document and its accompanying resources since the original publication in 1994 and its revision in 2001.

Results-Based Staff Development

With the participation of national experts and local educators, NSDC staff researched and published studies identifying subject-specific professional development programs that increase student achievement. At the elementary, middle, and high school levels, individual reports identify staff development programs in English, mathematics, science, social studies, and interdisciplinary studies that have led to measurable student gains. The reports also identify some common traits of programs successful in raising student performance.

Strengthening the Evaluation of Staff Development

NSDC staff worked for two years with an advisory panel comprised of educational evaluation experts and local educators to study how to evaluate staff development effectively. This process culminated in the publication of a book that describes theories and tools practitioners can use for daily and long-term staff development evaluation. NSDC is currently conducting workshops to help educators implement this process of evaluating professional development.

NCLB - TITLE I: ACCOUNTABILITY AND ASSESSMENT

Any state wishing to obtain Title I funds must submit a State plan that shows the state has adopted challenging academic content standards and challenging student academic achievement standards for ALL public school children that will be used by the state, its local school systems, and its schools.

- ❖ Annual assessments must be aligned to state standards – in reading/language arts, math and science.
- ❖ Assessments must be valid, reliable, and consistent with national professional standards.
 - ❖ By 2005-06, states must test all students annually in grades 3-8 in math and reading or language arts, with reasonable adaptations and accommodations for students with disabilities and English Language Learners.
 - ❖ Science assessments must be in place by 2007-08 and administered at least once during each of these grade spans: 3-5, 6-9, and 10-12.
 - ❖ Standards and assessments must be described by three achievement levels: two levels of high achievement (proficient and advanced) and a basic level.
 - ❖ All students in the state must be performing at or above proficient levels in reading and math by the end of the 2013-14 school year.
 - ❖ Students who have attended school for at least 3 years in the US must take reading assessments in English; however, LEAs may make case-by-case decisions about assessing in other languages for up to two additional consecutive years.
 - ❖ Achievement on these tests will be used to measure district and school accountability.
 - ❖ At least 95% of students in each subgroup (see below) must participate in the assessment.

The Act authorizes \$387 million to help pay for the development of assessments in the first year and "such sums as necessary" for the following five years. If the appropriation falls below a set level (\$370 million for FY 2002 with \$10 million increases thereafter) states may defer the start or suspend the administration of assessments each year Congress fails to appropriate the determined amount for this effort. States may not defer or delay development of the assessments, however.

Adequate Yearly Progress

Under the 1994 reauthorization, adequate yearly progress (AYP) was introduced to apply only to disadvantaged (Title I) eligible students. NCLB expands this to apply to ALL public school students, including those in charter schools. States must set a minimum level of performance (the "bar") based on the lowest-achieving demographic subgroup, or the lowest-achieving schools in the state, whichever is higher. Once the bar is set, the state has 12 years to gradually raise the bar until the state reaches 100 percent proficiency in reading and math for all groups. Schools in which students, or a subgroup of students, fail to meet expected AYP but have demonstrated significant progress are provided some allowances.

- ❖ The State sets the starting point for proficiency goals, but may set the bar based upon the lowest-achieving demographic subgroup or the lowest achieving schools in the State, whichever is higher.
- ❖ The State also must set the amount of yearly progress.

- ❖ AYP must be based primarily on academic indicators, be technically rigorous, and apply to school, district, and state levels of progress.
- ❖ Baseline data for AYP will come from 2001-02 school year.
- ❖ AYP goals must be set, achievement data collected and disaggregated, and progress tracked for students by each of these subgroups:
 - Economically disadvantaged students (free & reduced lunch)
 - Major racial or ethnic group
 - Students with disabilities
 - English Language Learners
- ❖ State must set the minimum number of students in each subgroup for a reliable indicator (e.g., number of Hispanic students that met proficient level on 4th grade math assessment).
- ❖ Each subgroup in a school must meet the State uniform measure of progress for both math and English language arts, or the school will be identified as in need of improvement.
- ❖ While AYP is based primarily on student achievement in math and reading, states must identify two additional indicators. At high school, graduation rates are required; at elementary level, at least one academic indicator of the state's choosing must be incorporated into the State's AYP definitions. Additional academic indicators may not be used to reduce the number of schools or LEAs identified as not meeting AYP and may not be used to eliminate schools identified for intervention.

English Language Learners (ELL)

- ❖ State plans must identify the non-English languages spoken by students in the State, and identify the languages in which annual academic assessments are not available.
- ❖ States must make every effort to accommodate ELL, including to the extent practicable, assessments in the language most likely to accurately reflect student performance.
- ❖ States must develop annual achievement objectives for ELLs' development of English proficiency.
- ❖ These objectives must reflect students' time in a language instruction program and must use consistent methods and measurement of growth that reflect at least (a) annual increases in number of percentage of children making progress in learning English; (b) annual increases in the number of percentage of children attaining proficiency at the end of the school year; and (c) AYP for ELLs.
- ❖ These objectives may, at the State Board's discretion, include the number or percentage of children not receiving waivers for reading or language arts assessments.
- ❖ Annual English Language proficiency assessments required beginning this school year.

National Assessment of Educational Progress (NAEP)

- ❖ States must participate in NAEP every other year in grades 4 and 8 for reading and math, beginning in 2002-03.

Consequences for Low-Performing Schools

- ❖ These consequences apply to Title I schools; however, about 90% of schools receive some Title I funds. Also, as a condition of receipt of federal grants, the State must

also develop a "parallel" system of rewards and sanctions to hold ALL schools, including those that do not receive Title I funds, and LEAs accountable for AYP.

- ❖ A school that fails to meet AYP for two consecutive years must be identified as needing improvement. Technical assistance must be provided and, unless prohibited by State law, public school choice must be offered. Failure to meet AYP for three consecutive years requires adding supplemental tutoring services for disadvantaged students. States determine the criteria for eligible providers.
- ❖ Failure to meet AYP for four consecutive years requires LEAs to take corrective action(s), which include replacing school staff, appointment of an outside advisor for the school, extending the school day or year, or changing school's internal organization.
- ❖ Schools that fail to meet AYP for five consecutive years must be restructured. Restructuring includes reopening as a charter school, replacing all or most staff, state takeover of school's operations (if permitted by State law), or other major restructuring of school governance.
- ❖ Public school choice is where the LEA must provide the students with the option to transfer to another public school served by that LEA.
 - The schools to which a student may transfer may not include other schools identified for improvement or schools that the State has determined to be persistently dangerous.
 - It is not an option if State law prohibits choice through restrictions on public school assignments or the transfer of students from one public school to another.
 - The LEA is not exempt from this requirement even if it is under a desegregation plan.
 - LEAs may not use lack of capacity to deny students this option.
 - If there are no eligible schools within the LEA, then it must, "to the extent practicable" establish a cooperative agreement with one or more LEAs and may offer supplemental educational services.
 - Transportation must be provided to students who choose to transfer.
- ❖ Comparable consequences apply to LEAs that fail to meet AYP.
- ❖ State must provide technical assistance to low-performing schools.
- ❖ Within three months of the State identifying a LEA as not making AYP for two consecutive years, the LEA must develop a plan that incorporates scientifically based research, is targeted, allocates at least 10% of funding to targeted professional development, and sets its own achievement goals for AYP.
- ❖ In FY2002, State must set aside 2% of total funding for Title I, Part A, to fund the requirements of this section, as well as a statewide system of technical assistance and support for LEAs. Of those funds, 95% must go directly to LEAs for schools identified for school improvement, corrective action, and restructuring.
- ❖ State must provide LEAs with grants of between \$50,000 and \$500,000 for each school identified for improvement, corrective action, and restructuring. Funding priority is to be given to LEAs with lowest-achieving schools that demonstrate the greatest need for funding and the strongest commitment to ensuring resources are targeted to help those schools improve.
- ❖ State that fail to comply are subject to the Secretary withholding administrative funds.

School Support and Recognition

- ❖ State must develop support system for schools using resources from regional centers and laboratories, as well as other technical assistance providers
- ❖ Priority goes to schools subject to corrective action and school improvement policies
- ❖ Support system must include assistance to school support teams, the designation and use of distinguished principals and teachers, and the use of other approaches
- ❖ State also must develop strategies for high-performing schools, such as recognition of schools that either significantly close the achievement gap or exceed AYP for two or more consecutive years, using schools that make the greatest gains as models and sources of support for low-performing schools, and providing financial awards to teachers in schools that make the greatest gains.

Annual Report Cards

- ❖ Beginning 2002-03, states that receive Title I funds must prepare and disseminate annual State report cards that include:
 - Aggregated achievement on State assessments in reading and math/language arts
 - Disaggregated achievement by subgroups
 - Percentage of students not tested, disaggregated
 - Information that can be used to compare actual achievement levels with State objectives for each group
 - Most recent two-year trend data in achievement by subject area and grade level in areas where assessments are used
 - Aggregate information on State indicators used to determine AYP
 - Graduation rates for high school students and an elementary school indicator of State's choice
 - Information about performance of LEAs making AYP, plus numbers and names of schools identified for school improvement
 - Teacher qualifications and credentials, including percentage of teachers on emergency credentials and percentage of classes not taught by "highly qualified" teachers, both in aggregate and disaggregated by high-poverty compared to low-poverty schools
- ❖ Beginning 2002-03, LEAs must collect and disseminate the following in their annual report cards:
 - Number and percentage of schools identified for school improvement, and how long they've been in that category
 - Achievement data on statewide academic assessments, comparing the LEA and State as a whole
- ❖ LEAs must make available to parents, upon request, the following information about their child's classroom teacher:
 - Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas taught
 - Whether the teacher is on an emergency or other provisional status
 - The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher, and the subject area of the certification or degree
 - Whether the child is provided service by paraprofessionals and, if so, the paraprofessional's qualifications

No Child Left Behind (NCLB) *An Overview*

Brad Sneed
January 14, 2003



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No Child Left Behind Act of 2001

Amends the Elementary and Secondary Education Act of 1965 (ESEA) and replaces the Improving America's School Act of 1994

Ratified by Congress in December; signed by the President on January 8th, 2002 after a long and sometimes contentious process

Final regulations...November 26, 2002

Significant consolidation of programs and funding



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Key requirements in the new law are:

Closing the achievement gap for low-income students, minority students and students with disabilities

Holding schools accountable for all students performing at a high level

Increasing the number of "High Quality" educators



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Accountability isn't new to North Carolina

In 1996, the General Assembly passed legislation creating the ABCs of Public Education

In 1999, 3rd, 5th and 8th grade promotion standards were developed

In 2000, the State Board "raised the bar" for high school standards



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NC has built a strong foundation in

- standards and assessments
- improving teacher quality
- parent communication and involvement



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Achievement gap

The improvement of minority achievement and the closing of achievement gaps between minority students and white students are already major priorities in NC

In 2001, the General Assembly mandated that beginning in the 2002-03 SY, the state include a "closing the achievement gap" component in its measurement of educational growth in student performance for each school



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Achievement gap

The achievement gap narrowed about six percentage points over the past nine years

There was a 27.8 percentage point gap in 2001-02 in North Carolina

Achievement gap: Percent at or above grade level in reading and math 3-8 EOGs



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New Annual Assessments

- Reading and Math in 3-5, 6-9, 10-12
- Science by 2007-08
- Test LEP students in English after 3 consecutive years in US schools



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Adequate Yearly Progress

NCLB requires determination of student, school, school district, and state progress in achieving proficiency goals through the use of a measure called Adequate Yearly Progress (AYP)



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New Adequate Yearly Progress Measure

All students to "proficient" level within 12 years

- Race/ethnicity, disabled, low-income, LEP

State determines baseline on existing levels of proficiency in state

Based on 2001-2002 data

To make AYP, all subgroups must make annual measurable objectives

95% of each subgroup must take assessment



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Determining Adequate Yearly Progress

The state will establish the starting points from which to track Adequate Yearly Progress based on 2001-02 data

North Carolina will set performance targets designed to raise achievement in gradual, but equal increments to reach 100% by 2013-14



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Student achievement will be measured by:

Annual reading and mathematics tests for Grades 3-8 (ABCs tests will be used.) and once in 10-12 (reinstating Comprehensive Test of Reading and Mathematics for Grade 10).

Continued NAEP sample testing in reading and mathematics in Grades 4-8.

Science testing required by 2007-08 (for Grades 5 and 8 in NC).



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To make Adequate Yearly Progress ...

All of a school's subgroups must pass both the reading and mathematics test.

If even one subgroup in one subject does not meet its academic growth target, a Title I school will be designated for "School Improvement." Sanctions increase in number and severity with each year of the designation.



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Adequate Yearly Progress targets:

The school as a whole
White
Black
Native American
Asian/Pacific Islander
Hispanic
Multiracial

Limited English Proficient
Students with disabilities
Economically disadvantaged
students



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A school makes AYP if:

The percent of students passing the statewide tests in reading and in mathematics, schoolwide AND by subgroup, meets or exceeds the AYP targets for the year OR

The percentage of students not scoring proficient in a subgroup is reduced by at least 10 percent in a year, and the subgroup makes progress on the other AYP indicator



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Numbers of schools not making AYP

More than 8,600 schools nationwide have already been identified as not making AYP under a former law

Only 11 NC districts would have made AYP in 2000-01

Approximately 27 percent of NC's elementary and middle schools would have made AYP for 2000-01

NC could have over 1,500 schools not making AYP for 2002-03



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Title I school that fails to make AYP for two consecutive years must:

Provide all eligible students enrolled in the school with the option of transferring to another public school

Pay for transportation

Develop a plan for improvement

Provide professional development to staff (10% of budget)

Provide for notice to parents and involvement of the community



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ABCs 2002-03 incentives

Certified staff in schools meeting ABCs Expected Growth = \$600 each

Certified staff in schools meeting High Growth = \$600 each

Certified staff in schools meeting NCLB's AYP = \$600

For possible total of \$1,800

\$200 each for a possible total of \$600 for teacher assistants



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Both the ABCs and NCLB initiatives focus on:

- Greater local school accountability (in student achievement and in NCLB -- staff quality)
- Rewards for success
- Sanctions for failure
- Flexibility in resource allocation
- Parent communication, participation, and in NCLB -- options



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Steps Ahead for the SBE

- January 8 – discussion of NCLB issues
- January 14 – presentation before Joint Legislative Education Oversight Committee
- January 17 – CC meeting, and follow-up conference call with representatives of Superintendents, Principals and Teachers Advisory Committees
- January 22 – statewide superintendents meeting to review accountability workbook
- January 28 – called meeting for SBE action to approve workbook
- January 31 – deadline for submission of accountability workbook to US Dept. of Education



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education • Department of Public Instruction

Local School Accountability – Quality Staff

This fall, all new teachers and paraprofessionals hired with Title I funds or working in an instructional role in Title I-funded programs must meet NCLB's definition of "highly quality."

By the end of 2005-06, all teachers in all schools must be "highly qualified," as defined by the law.



PUBLIC SCHOOLS OF NORTH CAROLINA
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"Highly qualified" teachers

Almost 17 percent of North Carolina's 85,817 classroom teachers are not currently fully licensed. Even more are not certified in their subject area. Methods of demonstrating subject matter competence may not be compatible from one state to the next.

Determining what "highly qualified" means is an individual matter of mammoth proportions.



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A highly qualified teacher

- Holds full state licensure as a teacher, including licensure through alternate routes,
- at least a BA degree, and
- Teaches only in area(s) of endorsement.
- No emergency credentials



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To Whom It Applies and When...

Title I teachers hired on or after first day of 2002-03 = immediately

Teachers hired prior to 2002-03 = end of 2005-06



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Many more teachers will be affected by the "highly qualified" requirement at the end of the 2005-06 school year.

By that time, the law says, all teachers who teach "core academic subjects" (including English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography) will have to meet the definition.



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Title I Paraprofessional Qualifications

- All new hires must have:
 - 2 years higher education OR
 - An Associates degree OR
 - Passed a formal assessment
- Other paraprofessionals have 4 years to meet these requirements
- Exception: translation and parental involvement



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Challenges NCLB presents

Sheer numbers of schools not making AYP
NCLB/ABCs contradictory labeling of poor performing schools
Teacher shortage
Parent involvement/choice
Paraprofessionals



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Challenges For Local School Systems

Improving the knowledge and skill of teachers and placing the best teachers in schools serving at-risk students.

Improving the skill and knowledge of Title I paraprofessionals

Avoiding a loss of confidence in schools and improving the information that parents receive regarding the achievement and the qualifications of teachers in their children's schools.



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No Child Left Behind Act

Initiating reform at the federal level while integrating
Success seen with the ABCs =
An opportunity to further North Carolina's ongoing efforts to raise the level of achievement for all



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Got Burning Questions?



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Brad Sneed
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**No Child
LEFT BEHIND**

NCLB Timeline

Important Dates

1. NCLB signed into law: January 8, 2002
2. NCLB significant accountability provisions take effect in the 2002-03 School Year (SY)
3. Consolidated State Applications due to ED June 12, 2002
4. Guidance Schedule ([see page 13](#))
5. Early Childhood Educator Academies ([see page 10](#))

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Standards

(Academic Content & Achievement Standards)

Key Dates (School Year-SY)	NCLB Provision
Immediately	<ul style="list-style-type: none"> Standards and grade level expectations must be developed for Reading and Math in grades 3-8

May 2003	<ul style="list-style-type: none"> States must submit evidence to ED of meeting the standards requirements by May 2003
SY 2005-06	<ul style="list-style-type: none"> States must implement Reading and Math 3-8 grade level academic achievement standards by SY 2005-06
December 2006	<ul style="list-style-type: none"> States must submit evidence of implementing Reading and Math academic achievement standards to ED by December 2006
SY 2005-06	<ul style="list-style-type: none"> Science academic content standards must be developed for elementary, middle, and high school
May 2006	<ul style="list-style-type: none"> States must submit evidence of implementing Science standards to ED by May 2006
SY 2007-2008	<ul style="list-style-type: none"> States must implement Science academic achievement standards
December 2008	<ul style="list-style-type: none"> States must submit evidence of implementing Science academic achievement standards to ED by December 2008

Assessment/Testing

Key Dates	NCLB Provision
SY 2002-03 (SY 2003-04 & SY 2004-05)	<ul style="list-style-type: none"> States must administer tests in Reading and Math at least once in each of three grade spans: 3-5; 6-9; 10-12
2002 September 15, 2002	<ul style="list-style-type: none"> \$387 million available to help states develop & administer Reading and Math tests Applications for Section 6112 funds (Enhanced Assessment Instruments) are due to ED. Application guidelines were provided in the Consolidated State Application
SY 2005-06	<ul style="list-style-type: none"> States must administer tests every year in grades 3-8 (and at least once in grades 10-12) in Reading and Math
December 2006	<ul style="list-style-type: none"> States must submit evidence of implementing Reading and Math assessments in grades 3-8 to ED by December 2006
SY 2007-08	<ul style="list-style-type: none"> States must administer tests in Science at least once in each of three grade spans: 3-5; 6-9; 10-12

December 2008	<ul style="list-style-type: none"> States must submit evidence of implementing Science assessments to ED by December 2008
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Public School Choice

Key Dates	NCLB Provision
January 7, 2002	<ul style="list-style-type: none"> School districts should begin planning now, if they have not already begun, to make choice available for students in any school that was in school improvement status as of January 7, 2002
SY 2002-03	<ul style="list-style-type: none"> New parental choice options available for parents whose children attend schools in need of improvement
Fall 2002	<ul style="list-style-type: none"> New choice requirements must be implemented beginning in Fall 2002
2002	<ul style="list-style-type: none"> Approximately \$200 million in federal funds could be available to state/local communities to help fund charter schools

Supplemental Services

Key Dates	NCLB Provision
January 7, 2002	<ul style="list-style-type: none"> Title I schools that have been identified for school improvement for two or more consecutive years as of January 7, 2002 must start offering Supplemental Education Services
Beginning of SY 2002-03	<ul style="list-style-type: none"> State identifies providers of Supplemental Education Services
SY 2002-03	<ul style="list-style-type: none"> Low performing schools will have to offer public school choice and Supplemental Services for eligible students

Highly Qualified Teachers

Key Dates	NCLB Provision
SY 2005-06	<ul style="list-style-type: none"> SEAs & LEAs must have highly qualified teachers teaching in core academic subjects

Consolidated State Applications/Plans

(See page 11 for additional Timeline dates and topics)

Key Dates	NCLB Provision
June 12, 2002	<ul style="list-style-type: none"> Consolidated State Applications due to ED
June 12, 2002	<ul style="list-style-type: none"> State's agreement to adopt the 5 ESEA Goals and related Indicators (Part I) as well as a statement that the state will identify performance targets & submit baseline data for the targets requested in 2003 Five (5) OESE Goals are: Goal 1—Reading & Math Proficiency; Goal 2—English Proficiency for LEP Students; Goal 3—Qualified teachers; Goal 4—Safe & Drug Free Learning Environments; Goal 5—High School Graduation
September 15, 2002	<ul style="list-style-type: none"> Most conditions that have been placed on formula awards must be met by this date

January 31, 2003	<ul style="list-style-type: none"> • Description of how the state calculated its "starting point" as required for Adequate Yearly Progress (AYP), the state definition of AYP, and the minimum number of students the state has determined to be sufficient to yield statistically reliable information, will be due • The state's AYP definition must include the following: (1) starting point values for reading and math; (2) intermediate goals; (3) timeline; (4) annual objectives; (5) definition of graduation rate; and (6) definition of additional academic indicators to be used for elementary and middle schools
May 1, 2003	<ul style="list-style-type: none"> • State performance targets related to the ESEA Goals and Indicators are due
May 1, 2003	<ul style="list-style-type: none"> • Baseline data for AYP data and for related performance targets are due
September 1, 2003	<ul style="list-style-type: none"> • Baseline data for non-AYP performance targets are due

Biennial NAEP Assessment

(Reading & Math)

Key Dates	NCLB Provision
SY 2002-03 (Probably January/February 2003—will be given in odd years)	<ul style="list-style-type: none">The U.S. Dept. of Education will pay for a state to participate in the NAEP Reading & Math assessment for 4th & 8th graders every two years

LEP Student Assessment

Key Dates	NCLB Provision
SY 2002-03 & Beyond	<ul style="list-style-type: none">States must assure that LEAs administer annual assessments of English proficiency to LEP students

Report Cards

Key Dates	NCLB Provision
Beginning of SY 2002-03	<ul style="list-style-type: none">• States disseminate annual state report card
Beginning of SY 2002-03	<ul style="list-style-type: none">• Local school districts disseminate annual local report card

Consolidated State Report

Key Dates	NCLB Provision
SY 2002-03	<ul style="list-style-type: none">• Annual Consolidated State Report due to the U.S. Dept. of Education

Early Childhood Educator Academies (2002)

DATE	LOCATION	REGION
November 14-15	Los Angeles (CA)	Western Region
December 3-4	St. Louis (MO)	Mid-Western Region
December 9-10	Miami (FL)	Southern Region

Academy Goals

The Goals of the Early Childhood Educator Academies are to: (1) Develop an understanding of high quality voluntary state guidelines in early literacy and numeracy; (2) Create a common base of knowledge about scientific research based instructional practices, professional development and assessment and; (3) Promote interagency (HHS/ED) collaboration across the field of early childhood education.

TIMELINE FOR SUBMISSION OF COMPONENTS OF THE CONSOLIDATED STATE APPLICATION

(July 2002)

Application Section	Topic*	Date Due							
		6-12-02	9-15-02	1-31-03	5-01-03	9-01-03	5-01-06	12-01-06	12-01-08
Part I	Goals and Indicators								
	Adoption of Goals and Indicators	√							
	Setting State Targets				√				
	AYP Baseline Data				√				
	Non-AYP Baseline Data					√			
Part II	State Activities								
	1a Adopting academic content standards/grade-level expectations in math and reading	Timeline of major milestones			Evidence				
	1b Adopting academic content standards/grade-level expectations in science	Timeline of major milestones			Detailed timeline		Evidence		
	1c Developing and implementing required assessments	Timeline of major milestones			Detailed timeline			Evidence of 3-8	Evidence of science
	1d Setting academic achievement standards	Timeline of major milestones			Detailed timeline			Evidence of 3-8	Evidence of science
	1e Calculating starting point			√					
	1f Definition of AYP			√					
	1g Minimum number for statistical reliability & justification			√					
	1h Evidence of single accountability system	Plan			Evidence				
	1i Languages present, assessments in, assessments needed in	√							
	1j LEA assessment of English proficiency	√							
	1k Standards and objective for English proficiency	Status of efforts			Measurable objective				
	2 Subgrant process for each program with competitive subgrants	√							
	3 State system for monitoring, professional development, and technical assistance	√							
	4 Statewide system of support under Sec 1117	√							
	5 Activities related to: schoolwides, teacher quality, technology, parental and community involvement, securing	√							

		baseline and follow-up data								
	6	Coordination of programs	√							
	7	Strategies for determining subgrantee progress	√							
Part III		Programmatic Requirements and Fiscal Information								
		ALL	√							
		Assurances & Certifications								
		ALL	√							
Appendix		Sec 6112 Enhanced State Assessments								
		ALL		√						

*Topics are listed in abbreviated form. See body of application package for full text of submission requirements.

Key Dates	Pending Issues
November 7, 2002	<ul style="list-style-type: none"> • Paraprofessional Guidance
November 15, 2002	<ul style="list-style-type: none"> • Boy Scouts Guidance
December 2, 2002	<ul style="list-style-type: none"> • Title I Final Regulations
December 4, 2002	<ul style="list-style-type: none"> • School Choice Guidance
December 12, 2002	<ul style="list-style-type: none"> • Faith-Based and Community Groups Guidance
December 12, 2002	<ul style="list-style-type: none"> • Supplemental Services Guidance
Mid-to-late December	<ul style="list-style-type: none"> • Teacher Quality Guidance
Mid-to-late December	<ul style="list-style-type: none"> • Standards and Assessment Guidance

Sources

NCLB website: <http://www.nclb.gov>

June 6, 2002 Letter to education officials regarding implementation of NCLB from Secretary Paige

February 15, 2002 Letter to State Departments of Education on the implementation of NCLB from Secretary Paige

Letter to Consolidated State application contacts from Marcia Kingman, 202-260-2199

Consolidated State Application—for State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (Public Law 107-110)

Researched & prepared by: Claudia Gaines, Regional Services Team, OIIA

OESE data & contact information by: Celia Sims, Office of Elementary & Secondary Education

Grant information contact: Summer Casillas, Office of the Chief Financial Officer

Matrix design by: Kevin Sauls, Office of the Deputy Secretary

Revised: 12/12/02

VOLUNTARY PROGRAMS IN NO CHILD LEFT BEHIND

Title I: Improving the Academic Performance of the Disadvantaged

READING FIRST

A new program that replaces the Reading Excellence Act to help states and LEAs identify and adopt scientifically based reading programs for children in kindergarten through 3rd grade.

- State must apply for a grant. If State receives funds, it must report annually.
- Annual report must:
 - Identify schools and LEAs reporting largest reading gains
 - Describe progress made to reduce number of students reading below grade level
 - Provide evidence that the program has significantly increased the number and percentage of students, in all groups, who are reading at or above grade level.

EARLY READING FIRST

A discretionary grant program for LEAs, public organizations, and private organizations that serve preschool-age children to "support local efforts to enhance the early language, literacy and pre-reading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on scientifically-based reading research."

WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAM

The Even Start Family Literacy Program provides low-income families with integrated literacy services for parents and their young children (birth through age 7). The program was reauthorized with the following changes:

- Requires local projects to use instructional programs based on scientifically based reading research and preventing reading difficulties.
- Requires projects to offer instructional services during the summer months.
- Strengthens staff qualification requirements.
- Requires local projects to build on existing, high-quality community resources.

IMPROVING LITERACY THROUGH SCHOOL LIBRARIES

A competitive one-year grant program for LEAs in which at least 20 percent of the students are from families with incomes below the poverty line. It is designed to improve the literacy skills and academic achievement of students by providing them with access to up-to-date school library materials; technologically advanced school library media centers; and professionally certified school library media specialists. In years in which the appropriation exceeds \$100 million, the program operates as a state formula program. Then, districts are eligible if 15 percent of their students are from families with incomes

below the poverty line; or the percentage of these students is greater than the statewide percentage of children from such families.

PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youths in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs involving collaboration with locally operated correctional facilities.

CLOSE-UP FELLOWSHIP

The Close Up Fellowship program pays for economically disadvantaged, middle and secondary school teachers and students whose family has moved to the United States within the last five years to spend one week in Washington, D.C. attending seminars on government and current events and meeting with leaders from the three branches of the federal government. The program also supports professional development related to civic education for teachers of participating students.

ADVANCED PLACEMENT

The Advanced Placement Test Fee Program awards grants to states to pay test fees for low-income students enrolled in AP courses. Funds are allocated to states based on the number of low-income students in the state in relation to the total number of low-income students in the nation.

The Advanced Placement Incentive Program: awards one- to three-year, competitive grants to state education agencies (SEAs), school districts, and national nonprofit educational entities with expertise in AP services. Grants are designed to expand access to and participation in AP courses and tests for low-income students through teacher training, developing "pre-AP" and AP courses, coordinating and articulating curricula between grade levels to enhance student preparation for AP courses, and promoting online AP course-taking for students in schools that are unable to offer AP courses.

SCHOOL DROPOUT PREVENTION

The Dropout Prevention Program is a competitive grant program to SEAs and LEAs to implement research-based, sustainable, and coordinated school dropout prevention and reentry programs. The money can be used for activities such as professional development; reduction in student-teacher ratios; counseling and mentoring for at-risk students; and implementing comprehensive school reform models.

Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals

TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUNDS, GRANTS TO STATES

Authorizes a new State formula grant program that combines the Eisenhower Professional Development State Grants and Class-Size Reduction programs into one program that focuses on preparing, training, and recruiting high-quality teachers and principals. Funds are distributed in the form of competitive grants that can be used for a variety of things such as reforming licensure and certification; refining alternative routes to certification and licensure; recruiting highly qualified teachers and principals; reforming tenure systems, and providing assistance to enable teachers to become highly qualified, and other training and recruiting needs.

SCHOOL LEADERSHIP PROJECT

The School Leadership program is a new discretionary grant program that supports efforts to recruit, retain, and provide training and continuing professional development to principals and assistant principals to create a high-quality school leadership force. This program funds competitive awards to high-need local school districts, consortia of high-need school districts, and partnerships of high-need districts, nonprofit organizations, and institutions of higher education.

ADVANCED CERTIFICATION/CREDENTIALING

This new, discretionary grant program funds activities that support teachers seeking advanced certification or credentialing. Funds go toward high-quality professional teacher enhancement programs that are designed to improve teaching and learning.

EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT

This is a newly authorized competitive discretionary grant program that will provide two-year grants to partnerships consisting of: (1) one or more institutions of higher education or another public or private entity that provides professional development for early childhood educators who work with children from low income families in high-need communities; (2) one or more local or state public agencies, Head Start agencies, or private organizations; and (3) an entity that has demonstrated experience in providing training to educators in early childhood education programs in identifying and preventing behavior problems in children or working with children who are victims or suspected to be victims of abuse.

MATHEMATICS AND SCIENCE PARTNERSHIPS

This new program is designed to improve students' academic achievement in mathematics and science by providing competitive grants to partnerships for professional development, teacher recruitment, and curriculum redesign in mathematics and science. In years that the program receives more than \$100 million in funding, the U.S. Department of Education will allocate funds directly to states by formula so that they can award sub-grants to eligible partnerships that must include an engineering, mathematics or science department at an institution of higher education; and a high-need local education agency.

TROOPS-TO-TEACHERS

Assists eligible members of military in obtaining certification and becoming highly qualified teachers and facilitates their employment by school districts.

TRANSITIONS TO TEACHING

Grants to state education departments and high-need LEAs to develop teacher corps or other programs to recruit and retain highly qualified mid-career professionals and recent graduates as teachers in high-need schools, including recruiting teachers through alternative certification.

NATIONAL WRITING PROJECT

A noncompetitive grant award to The National Writing Project, a nonprofit educational organization that supports programs to train classroom teachers to teach writing effectively to their students.

CIVIC EDUCATION

This program funds (1) a noncompetitive grant to the Center for Civic Education to carry out civic education activities, (2) a noncompetitive grant to the National Council on Economic Education to carry out economic education activities, and (3) grants or contracts to other organizations to carry out international civic education activities.

TEACHING OF TRADITIONAL AMERICAN HISTORY

A direct federal-to-local discretionary grant program that funds districts, in partnership with institutions with extensive content expertise in American history, to implement high-quality programs that enhance teachers' knowledge, understanding and appreciation of American history.

TEACHER LIABILITY PROTECTION

The Paul D. Coverdell Teacher Protection Act of 2001 limits the financial liability of teachers, principals, and other school professionals for harm they may cause when acting on behalf of the school in disciplining students or maintaining classroom order. This provision protects educators from liability for harm they may cause while disciplining students, and limits the awarding of punitive damages against them, as long as they are acting within the scope of their employment and in accordance with applicable federal, state, and local laws, including civil rights laws. There are a number of exceptions, including violent crimes, sexual offenses, and actions committed under the influence of drugs or alcohol. The law also states that this provision has no effect on any state or local laws, rules, regulations, or policies about the use of corporal punishment. The provision applies to teachers, principals, administrators, school board members, educational professionals working in a school, any school employee whose job is to maintain discipline and ensure safety, and any school employee who is acting in an emergency to maintain discipline and ensure safety.

ENHANCING EDUCATION THROUGH TECHNOLOGY

The program supports improved student academic achievement through the use of technology in schools by supporting high-quality professional development; increased access to technology and the Internet; the integration of technology into curricula; and the use of technology for promoting parental involvement and managing data for informed decision-making. Districts are required to spend 25 percent of the funds they receive on professional development, though a state may exempt a district that demonstrates already

provides high-quality professional development in the integration of technology. In addition, the program will support national activities for disseminating information regarding best practices and providing technical assistance to states and districts and a rigorous, long-term study of the conditions and practices under which educational technology improves teaching and learning.

READY TO LEARN TELEVISION

The Ready-to-Learn Television program develops and disseminates educational programming for preschool and early elementary school children and their families. The program supports distribution of programming and printed materials to increase school readiness for young children in limited English proficient households and to increase family literacy

Title IV: 21st Century Schools

21ST CENTURY COMMUNITY LEARNING CENTERS

The 21st Century Community Learning Centers program provides services, during non-school hours or periods, to students and their families for academic enrichment, including tutorial and other services to help students, particularly those who attend low-performing schools, to meet state and local student academic achievement standards. It is a state-administered discretionary grant program in which states hold a competition to fund academically focused after-school programs

Title V: Promoting Informed Parental Choice and Innovative Programs

INNOVATIVE PROGRAMS

States will receive grants to support a variety of programs, including charter schools, yearly student assessments and school safety programs. States will then provide grants to LEAs which may use funds for such activities as charter schools, public school choice and magnet schools.

PUBLIC CHARTER SCHOOLS PROGRAM

This provides grants to support planning, design, and initial implementation of charter schools; only states with charter school laws are eligible.

CREDIT ENHANCEMENT INITIATIVES TO ASSIST CHARTER SCHOOL FACILITY ACQUISITION, CONSTRUCTION AND RENOVATIONS

This program helps charter schools with the costs of acquiring, constructing, and renovating facilities through innovative credit enhancement initiatives.

VOLUNTARY PUBLIC SCHOOL CHOICE

This provides grants of up to five years to eligible entities to establish or expand programs that provide students and parents with greater public school choice. Eligible entities include state education departments, LEAs, or partnerships between DPI or an LEA and public, for-profit or nonprofit entities. Priority is given to projects that provide widest variety of school choice programs, including those that allow students in low-performing schools to attend higher-performing schools. Grantees must use funds to provide participating students with transportation, or pay transportation costs, to their school of choice. Students must be selected by lottery if more apply that can be accommodated.

MAGNET SCHOOLS ASSISTANCE

Competitive grants to LEAs or consortia of LEAs for up to three years to establish and operate magnet schools in districts under a court-ordered or federally approved voluntary desegregation plan to eliminate, reduce or prevent minority-group isolation in elementary and secondary schools.

ELEMENTARY AND SECONDARY SCHOOL COUNSELING

This discretionary grant program authorizes the U.S. Department of Education to award grants directly to districts to establish or expand student counseling programs. Special consideration for awards must be given to applicants who demonstrate the greatest need for new or additional counseling services, propose the most promising and innovative approaches, and show the greatest potential for replication and dissemination.

PARTNERSHIPS IN CHARACTER EDUCATION

The Partnerships in Character Education is a discretionary grant program to provide grants to design and put into practice instruction about aspects of character such as citizenship, justice, respect, responsibility, trustworthiness, and giving.

SMALLER LEARNING COMMUNITIES

This competitive grant program provides grants to school districts to create smaller learning communities in large high schools.

READING IS FUNDAMENTAL—INEXPENSIVE BOOK DISTRIBUTION

The RIF-Inexpensive Book Distribution program provides a noncompetitive direct grant to Reading Is Fundamental, a nonprofit organization that provides assistance to local nonprofit organizations and to public agencies for reading motivation programs, including the distribution of inexpensive books to promote reading.

GIFTED AND TALENTED STUDENTS

The Jacob K. Javits Gifted and Talented Students Education Act supports research, demonstration projects, innovative strategies, and similar activities to help elementary and secondary schools meet the special educational needs of gifted and talented students. This discretionary grant program now requires that research supported by the program be scientifically based and Funds now may be used for technology to disseminate challenging course work to students in schools or districts that otherwise are unable to provide such instruction.

STAR SCHOOLS

The Star schools program emphasizes learning opportunities for underserved populations, including the disadvantaged, illiterate, limited English proficient, and individuals with disabilities through the use of telecommunications technologies. Applications are received from eligible statewide or multistate entities, which may include a public agency, corporation, or a partnership that includes three or more of the following entities: a school district, a state education agency, an adult and family education program, an institution of higher education, a teacher training center or academy, a public broadcasting entity, or a public or private elementary or secondary school. Funding is provided for such activities as development acquisition, maintenance and operation of telecommunications facilities, development and acquisition of live interactive instructional programming, and technical assistance for the use of such facilities and instructional programming.

READY TO TEACH

The Ready-To-Teach program provides grants to a nonprofit telecommunications organization or a partnership of such organizations to carry out national telecommunications-based programming to improve teaching in core curriculum areas.

FOREIGN LANGUAGE ASSISTANCE

The U.S. Department of Education offers competitive grants to state education agencies (SEAs) or school districts to pay the federal share of the cost of innovative model programs to establish, improve, or expand foreign language study for elementary and secondary school students.

PHYSICAL EDUCATION

The Carol M. White Physical Education Program awards grants and contracts to initiate, expand and improve physical education programs for all kindergarten through 12th-grade students.

COMMUNITY TECHNOLOGY CENTERS

The Community Technology Centers program promotes the development of model programs that demonstrate the educational effectiveness of technology in urban and rural areas and economically distressed communities. Eligible applicants for these up-to three-year grants include nonprofit organizations, for-profit businesses, institutions of higher education, school districts, or consortia of these entities that have the capacity to significantly expand access to computers and related services for disadvantaged residents of economically distressed urban and rural communities who would otherwise lack such access.

EDUCATIONAL, CULTURAL, APPRENTICESHIP, AND EXCHANGE PROGRAMS FOR ALASKA NATIVES, NATIVE HAWAIIANS, AND THEIR HISTORICAL WHALING AND TRADING PARTNERS IN MASSACHUSETTS

This program develops culturally based educational activities, internships, apprenticeship programs, and exchanges to assist Alaska Natives, native Hawaiians, and children and families of Massachusetts linked by history and tradition to Alaska and Hawaii, to learn about shared culture and traditions.

ARTS IN EDUCATION

If funding is greater than \$15 million, the Arts in Education program is authorized to provide assistance--either through discretionary grants, cooperative agreements, or contracts--to state education agencies, school districts, institutions of higher education, museums or other cultural institutions, and other public or private organizations. Arts education funds may be used for activities such as research on arts education, disseminating models of best practice, developing state arts education assessments based on a state's standards, or developing curriculum frameworks. If funding is \$15 million or less, direct noncompetitive grants are provided to the John F. Kennedy Center and Very Special Arts only.

PARENTAL ASSISTANCE INFORMATION CENTERS

The U.S. Department of Education awards competitive grants to nonprofit organizations and consortia of nonprofit organizations and school districts to establish school-linked or school-based parental information and resource centers. It now requires grantees to use at least 30 percent of their awards to establish, expand, or operate Parents as Teachers, Home Instruction Program for Preschool Youngsters, or other early childhood parent education programs.

WOMEN'S EDUCATIONAL EQUITY

Competitive grants are awarded to public agencies, private nonprofit agencies, organizations, institutions, student groups, community groups, and individuals. At least two-thirds of the funds are used to award grants that focus on developing model equity programs, and on local implementation of gender-equity policies and practices at all educational levels.

Title VI: Flexibility and Accountability

FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES

Allows states and districts to transfer up to 50% of nonadministrative funds received for specific programs, either among those programs or into Title I. The specific programs include: teacher quality state grants, educational technology, innovative programs, safe and drug-free schools, 21st Century Community Learning Centers.

STATE FLEXIBILITY DEMONSTRATION

U.S. Secretary of Education may select up to seven states to consolidate all funds available for state-level activities and state administration under Title I, Reading First, Teacher quality state grants, Educational technology state grants, Safe and Drug-Free Schools, Innovative Programs, and 21st Century Community Learning Centers. Each state must enter into performance agreements with 4-10 school districts, at least half of which must have poverty rates of at least 20% and each of these districts must

consolidate funds from these programs. The consolidated funds may be used for any educational purpose authorized under ESEA.

LOCAL FLEXIBILITY DEMONSTRATION

U.S. Secretary of Education may enter into agreements, on a competitive basis, with up to 80 school districts (but not in the 7 states selected above) to enable them to consolidate their money under the following programs for five years: teacher quality state grants, educational technology state grants, innovative programs, and safe and drug-free schools programs. Of the 80 districts, no more than three can be from any one state. To be eligible, a district must agree to a five-year plan describing how it intends to consolidate and use the funds to advance its education priorities, meet the general purposes of the included programs, improve student achievement, and narrow the achievement gap.

TECHNICAL ASSISTANCE

This allows the Secretary to provide technical assistance to states that, for two consecutive years, fail to meet measurable achievement objectives for LEP students.

RURAL EDUCATION INITIATIVE: SMALL, RURAL SCHOOL ACHIEVEMENT

This allows small, rural school districts to consolidate certain program funds. To be eligible for this program, a district must: (1) have an average daily attendance of fewer than 600 students or serve only schools located in counties with a population density of fewer than 10 persons per square mile and (2) serve only schools located in an area defined by the U.S. Department of Education as being rural or rural near an urban area (or the LEA can demonstrate that is located in an area defined as rural by a state government agency). Each participating district must administer an assessment that is consistent with the assessment required under Title I. State education agencies are required to determine, after the third year that a district participates, whether the district met the state's definition of adequate yearly progress. Districts must meet adequate yearly progress to continue to participate and have maximum flexibility in the use of funds. If a district fails to meet adequate yearly progress, it may continue to participate only if it uses its funds for Title I school improvement activities. Funds received under this program may not be used to supplant any other funds.

RURAL EDUCATION INITIATIVE: RURAL AND LOW-INCOME SCHOOLS

Certain small, rural school districts with a child poverty rate of at least 20% that do not qualify for funding under Small, Rural School Achievement Program may consolidate and use funds for teacher recruitment and retention, professional development, educational technology, parental involvement activities, activities under Safe and Drug-Free Schools, and activities authorized under Title I or II. If State does not participate, then districts may apply directly. Each state or eligible district that applies directly must establish, at a minimum, specific education goals and objectives related to increased student achievement, decreased student dropout rates, and other factors the state or district chooses to measure. Funds received under this program may not be used to supplant any other funds.

Title VII: Indian, Native Hawaiian, and Alaska Native Education

INDIAN EDUCATION

The Indian Education program supports the efforts of school districts, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students so that they can meet the same challenging state student academic achievement standards as all other students. NCLB authorizes school districts receiving funds under the formula program to consolidate funds from other federal programs that provide education and related services to Indians as a demonstration authority and requires the U.S. Department of Education to submit an interim report to Congress on the status of the demonstration project within two years of enactment and a final report within five years.

NATIVE HAWAIIAN EDUCATION

The Education of Native Hawaiians program develops innovative educational programs to assist native Hawaiians, provides direction and guidance to appropriate federal, state, and local agencies to focus resources on native Hawaiian education, provides periodic assessment and data collection, and encourages the maximum participation of native Hawaiians in planning and managing native Hawaiian education programs. NCLB consolidates six programs into one comprehensive grant program.

ALASKA NATIVE EDUCATION

This program is designed to meet the unique educational needs of Alaska Natives and support the development of supplemental educational programs for their benefit. Competitive grants and contracts are awarded to eligible applicants, which include Alaska Native organizations, educational entities with experience in developing or operating Alaska Native programs or programs of instruction conducted in Alaska Native languages; cultural, and community-based organizations, and state education agencies (SEAs) or school districts, if they apply as part of a consortium involving an Alaska Native organization

Title VIII: Impact Aid Program

IMPACT AID

Impact Aid provides financial assistance to school districts affected by federal activities. Because federal property is exempt from local property taxes, Impact Aid helps to replace the lost revenue that would otherwise be available to pay for educating children who live on federal property or whose parents work on federal property. Impact Aid provides formula and competitive grants directly to eligible school districts.

Title X: McKinney-Vento Homeless Education Assistance Improvements

Formula grants are made to the 50 states, the District of Columbia, and Puerto Rico based on each state's share of Title I funds. The outlying areas and the Bureau of Indian Affairs also receive funds. SEAs then provide competitive sub-grants to local school districts.

States must make sub-grants to districts to facilitate the enrollment, attendance, and success in school of homeless children and youths. These may address problems caused by transportation issues, immunization and residency requirements, lack of birth certificates and school records, and guardianship issues.

U. S. Department of Education
Actual Federal Funding for North Carolina
(as of 12/3/02)

NO CHILD LEFT BEHIND

	FY 2001-02	FY 2002-03	Difference
	Admin/ Leader	Admin/ Leader	Admin/Leader
ESEA Title I -- Grant to Local Educational Agencies	\$ 1,723,067	\$ 2,144,227	\$ 421,160
ESEA Title I -- School Improvement	\$ 861,534	\$ 214,423	\$ (647,111)
ESEA Title I -- Accountability	\$ -	\$ -	\$ -
ESEA Title I -- Capital Expenses for Private School Children	\$ -	\$ -	\$ -
ESEA Title I -- Even Start	\$ 274,650	\$ 279,057	\$ 4,407
ESEA Title I -- Reading First State Grants	\$ -	\$ -	\$ -
ESEA Title I -- Migrant	\$ 95,970	\$ 99,882	\$ 3,912
ESEA Title I -- Neglected and Delinquent	\$ -	\$ 9,428	\$ 9,428
ESEA Title I -- Comprehensive School Reform	\$ 211,948	\$ 233,972	\$ 22,024
State Grants for Improving Teacher Quality	\$ 3,000,753	\$ 2,005,896	\$ (994,857)
Class Size Reduction	#	\$ -	
Eisenhower Professional Development State Grants	#	\$ -	
School Renovation Grants	\$ 219,980	\$ -	\$ (219,980)
Safe and Drug-Free Schools State Grants	\$ 716,550	\$ 604,745	\$ (111,805)
Community Service-State Grants	\$ -	\$ 1,179,620	\$ 1,179,620
21st Century Community Learning Centers	\$ -	\$ 311,565	\$ 311,565
Educational Technology State Grants	\$ -	\$ 634,253	\$ 634,253
Innovative Education Program Strategies State Grants	\$ 1,005,765	\$ 1,475,993	\$ 470,228
Fund for the Improvement of Education -- Comprehensive School Reform	\$ 66,169	\$ 97,101	\$ 30,932
State Assessments	\$ 1,044,933	\$ 8,556,560	\$ 7,511,627
Rural and Low-Income Schools Program	\$ -	\$ 190,252	\$ 190,252
Language Acquisition State Grants	\$ 100,000	\$ 335,523	\$ 235,523
Immigrant Education	#	\$ -	
Education for Homeless Children and Youth	\$ 96,682	\$ 259,858	\$ 163,176
SUBTOTAL FOR NO CHILD LEFT BEHIND	\$ 9,418,001	\$ 18,632,355	\$ 9,214,354

IDEA HANDICAPPED

Special Education -- Grants to States	\$ 4,449,947	\$ 4,544,572	\$ 94,625
Special Education -- Deaf/Blind	\$ 261,374	\$ 261,374	\$ -
Special Education -- State Program Improvement Grant	\$ 1,220,000	\$ 1,210,000	\$ (10,000)
Special Education -- Preschool Grants	\$ 924,372	\$ 924,372	\$ -
SUBTOTAL FOR IDEA	\$ 6,855,693	\$ 6,940,318	\$ 84,625

CARL D. PERKINS VOCATIONAL EDUCATION ACT

Vocational Education -- State Grants	\$ 3,610,092	\$ 3,439,208	\$ (170,884)
Vocational Education -- Tech-Prep Education	\$ 185,000	\$ 181,388	\$ (3,612)
SUBTOTAL FOR CARL D. PERKINS ACT	\$ 3,795,092	\$ 3,620,596	\$ (174,496)

MISC.

STAR Schools	\$ 285,254	*	*
Virtual Teaching and Learning Communities	\$ 420,503	\$ 271,139	\$ (149,364)
Abstinence Education	\$ 115,188	*	*
Troops to Teachers	\$ 55,000	\$ 141,320	\$ 86,320
Foreign Language Assistance Program	\$ 39,568	\$ 19,040	\$ (20,528)
NAEP State Coordinator	\$ -	\$ 92,520	\$ 92,520
Common Core Data	\$ 8,726	*	*
Child Nutrition	\$ 2,105,799	\$ 2,200,598	\$ 94,799
Refugee Children School Impact	\$ -	\$ -	\$ -
HIV/Healthful Living	\$ 917,766	*	*
Byrd Honors Scholarships	\$ -	\$ -	\$ -
Scenic Byways	\$ 13,465	@	\$ (13,465)
Christa McAuliffe Fellowship Program	\$ 28,498	@	\$ (28,498)
Learn and Serve America	\$ 91,542	\$ 92,436	\$ 894
Public Chartered Schools	\$ 146,019	\$ 214,210	\$ 68,191
Advanced Placement Fee Payment Program	\$ 306,144	\$ 296,784	\$ (9,360)
SUBTOTAL FOR MISC.	\$ 4,533,472	\$ 3,328,047	\$ (1,205,425)
GRAND TOTAL	\$ 24,602,258	\$ 32,521,316	\$ 7,919,058

- For comparison purposes, 01-02 grants that are being combined into a new grant for 02-03 are being shown on the line with the new grant.
For example, Eisenhower, Class Size Reduction and Teacher Quality Enhancement are combined into Improving Teacher Quality;
Immigrant Education, Bilingual Education and Foreign Language Assistance are combined into Language Acquisition State Grants.

* - 02-03 grant award not yet received.

@ - No 02-03 grant funds expected.

U. S. Department of Education
Actual Federal Funding for North Carolina
(as of 12/3/02)

FY 2001-02	FY 2002-03	Difference
State Aid	State Aid	State Aid

NO CHILD LEFT BEHIND

ESEA Title I -- Grant to Local Educational Agencies	\$ 169,722,151	\$ 207,990,029	\$ 38,267,878
ESEA Title I -- School Improvement	\$ -	\$ 4,074,031	\$ 4,074,031
ESEA Title I -- Accountability	\$ 4,588,294	\$ -	\$ (4,588,294)
ESEA Title I -- Capital Expenses for Private School Children	\$ 2,728	\$ -	\$ (2,728)
ESEA Title I -- Even Start	\$ 4,302,856	\$ 4,371,895	\$ 69,039
ESEA Title I -- Reading First State Grants	\$ -	\$ -	\$ -
ESEA Title I -- Migrant	\$ 6,302,004	\$ 6,937,800	\$ 635,796
ESEA Title I -- Neglected and Delinquent	\$ 1,047,983	\$ 933,401	\$ (114,582)
ESEA Title I -- Comprehensive School Reform	\$ 4,027,009	\$ 4,445,467	\$ 418,458
State Grants for Improving Teacher Quality	\$ 41,054,171	\$ 57,834,013	\$ 16,779,842
Class Size Reduction	\$ #	\$ -	\$ -
Eisenhower Professional Development State Grants	\$ #	\$ -	\$ -
School Renovation Grants	\$ 21,778,065	\$ -	\$ (21,778,065)
Safe and Drug-Free Schools State Grants	\$ 7,245,121	\$ 8,034,469	\$ 789,348
Community Service-State Grants	\$ -	\$ -	\$ -
21st Century Community Learning Centers	\$ -	\$ 5,919,736	\$ 5,919,736
Educational Technology State Grants	\$ -	\$ 12,050,798	\$ 12,050,798
Innovative Education Program Strategies State Grants	\$ 9,051,885	\$ 8,363,960	\$ (687,925)
Fund for the Improvement of Education -- Comprehensive School Reform	\$ 1,257,204	\$ 1,844,921	\$ 587,717
State Assessments	\$ -	\$ -	\$ -
Rural and Low-Income Schools Program	\$ -	\$ 3,614,797	\$ 3,614,797
Language Acquisition State Grants	\$ 2,224,171	\$ 6,374,932	\$ 4,150,761
Immigrant Education	\$ #	\$ -	\$ -
Education for Homeless Children and Youth	\$ 631,881	\$ 779,573	\$ 147,692
SUBTOTAL FOR NO CHILD LEFT BEHIND	\$ 273,235,523	\$ 333,569,822	\$ 60,334,299

IDEA HANDICAPPED

Special Education -- Grants to States	\$ 164,990,227	\$ 198,179,657	\$ 33,189,430
Special Education -- Deaf/Blind	\$ -	\$ -	\$ -
Special Education -- State Proram Improvement Grant	\$ -	\$ -	\$ -
Special Education -- Preschool Grants	\$ 10,630,280	\$ 10,630,280	\$ -
SUBTOTAL FOR IDEA	\$ 175,620,507	\$ 208,809,937	\$ 33,189,430

CARL D. PERKINS VOCATIONAL EDUCATION ACT

Vocational Education -- State Grants	\$ 16,374,591	\$ 18,041,375	\$ 1,666,784
Vocational Education -- Tech-Prep Education	\$ 1,812,161	\$ 1,834,037	\$ 21,876
SUBTOTAL FOR CARL D. PERKINS ACT	\$ 18,186,752	\$ 19,875,412	\$ 1,688,660

MISC.

STAR Schools	\$ -	\$ -	\$ -
Virtual Teaching and Learning Communities	\$ -	\$ -	\$ -
Abstinence Education	\$ 1,036,688	*	*
Troops to Teachers	\$ -	\$ -	\$ -
Foreign Language Assistance Program	\$ -	\$ -	\$ -
NAEP State Coordinator	\$ -	\$ -	\$ -
Common Core Data	\$ -	\$ -	\$ -
Child Nutrition	\$ 223,901,573	\$ 223,901,573	\$ -
Refugee Children School Impact	\$ -	\$ 250,000	\$ 250,000
HIV/Healthful Living	\$ -	\$ -	\$ -
Byrd Honors Scholarships	\$ 1,098,000	\$ 1,074,000	\$ (24,000)
Scenic Byways	\$ -	\$ -	\$ -
Christa McAuliffe Fellowship Program	\$ -	\$ -	\$ -
Learn and Serve America	\$ 385,830	\$ 369,720	\$ (16,110)
Public Chartered Schools	\$ 2,774,356	\$ 4,070,000	\$ 1,295,644
Advanced Placement Fee Payment Program	\$ 119,184	\$ 283,824	\$ 164,640
SUBTOTAL FOR MISC.	\$ 229,315,631	\$ 229,949,117	\$ 633,486
GRAND TOTAL	\$ 696,358,413	\$ 792,204,288	\$ 95,845,875

- For comparison purposes, 01-02 grants that are being combined into a new grant for 02-03 are being shown on the line with the new grant.

For example, Eisenhower, Class Size Reduction and Teacher Quality Enhancement are combined into Improving Teacher Quality;

Immigrant Education, Bilingual Education and Foreign Language Assistance are combined into Language Acquisition State Grants.

* - 02-03 grant award not yet received.

@ - No 02-03 grant funds expected.

NCLB Report Card Reporting Requirements

Under the NCLB Act, States and school districts (LEAs) are required, **not later than the beginning of the 2002-03 school year**, to prepare and disseminate annual report cards. Requirements for the data elements to be reported are set forth under section 1111(h) of the law and summarized in this figure. Although schools are not required to prepare and disseminate their own reports, information about whether a school has been identified for improvement and how a school's students are achieving must be included in the State and school district reports.

States must also report annually, **beginning with school year 2002-03**, to the Secretary of Education information on their progress related to requirements set forth in section 1111(h)(4).

States and school districts reports are required to be concise and presented in "an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand" (sections 1111(h)(1)(B)(ii) and 1111(h)(2)(E)). Additionally, school district reports must be made "widely available through public means such as posting on the Internet, distribution to the media..." (section 1111(h)(2)(E)).

Items to be Reported	State Report Card 1111h(1)C	LEA Report Card 1111h(2)	School Report Card 1111h(2)B	State Report Card to the Secretary 1111h(4)
Assessment Information				
For each grade and subject tested: (1)percentage of student assessed and (2)information on students at each state defined proficiency level, in the aggregate and disaggregated ^{1,4} by:	X	X: Compared to state	X Compared to state and district	X
Gender ²	X	X	X	
Major Racial and Ethnic Group	X	X	X	X
English Proficiency Status	X	X	X	X
Migrant Status ²	X	X	X	
Students with Disabilities	X	X	X	X
Compared to Non-disabled students	X	X	X	X
Economically Disadvantaged	X	X	X	X
Compared to Non-Economically Disadvantaged	X	X	X	X
Most recent 2 year trend in each subject and grade level in student achievement ³	X	X	X	X
State's progress in developing required assessments				X
Accountability Information				
Comparison between the actual achievement for each group ¹⁴ and the State's annual objectives for AYP:	X	X	X	
All Students				
Economically Disadvantaged				
Major Racial and Ethnic groups				
Students with Disabilities				
Limited English Proficiency Students				
Aggregate and disaggregate ² information on other academic indicators that the State has selected for AYP: Including graduation rate for secondary and an academic indicator for Elementary, Middle schools	X	X	X	
Aggregate information on any additional indicators the state may use to determine AYP	X	X	X	
Performance of LEAs regarding achieving AYP	X	X		
Number of Schools identified for improvement	X	X		X
Names of Schools in improvement	X	X		X
Percentage of Schools identified for improvement		X		
How long the Schools have been identified for improvement		X		
Whether school has been identified for improvement			X	
Reason(s) school was identified for improvement				X
Measures taken to address achievement problems of Schools identified for improvement				X

Items to be Reported	State Report Card 111h(1)C	LEA Report Card 1111h(2)	School Report Card 1111(2)B	State Report Card to the Secretary 1111h(4)
Teacher Information⁵				
Professional qualifications of teachers as defined by the state	X	X	X	X
Percentage of teachers teaching with emergency or provisional credentials	X	X	X	
Percentage of classes taught by highly qualified teachers in the state, LEA, and school				X
Percentage of classes in the state not taught by highly qualified teachers (aggregate and in the highest and lowest quartile schools based on poverty)	X	X	X	
English Language Proficiency				
Information on the acquisition of English proficiency by LEP students				X
Supplemental Services and School Choice				
Number of students and schools that participated in supplemental services and public school choice				X
Time Line	Not later than the beginning of the 2002-2003 SY			Beginning with school year 2002-2003

¹Except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student

²Not required for Adequate Yearly Progress

³In any year before the State begins to provide information described above, information on the results of student academic assessments

⁴Including students who are enrolled in a school or LEA for a full academic year, as defined by the state.

⁵Sec. 1119 a/b requires reports on schools, LEAs, and the state—regarding meeting measurable objectives related to the percentage of highly qualified teachers in core academic subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Major racial and ethnic subgroups: African American/Black, Asian/Pacific Islander, American Indian/Alaskan Native, Hispanic, White

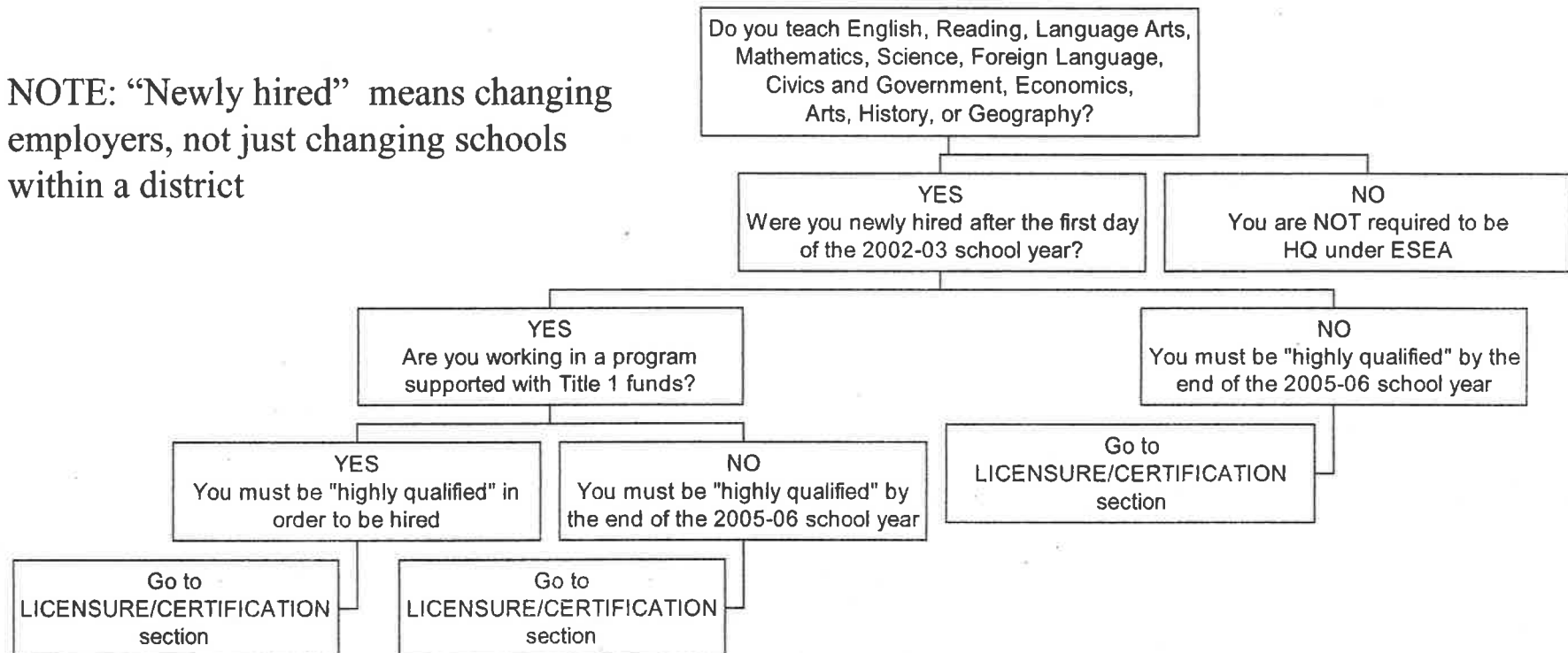
“Highly Qualified” Teacher

(as of December 1, 2002)

Follow the chart(s) until you reach: You are “highly qualified”

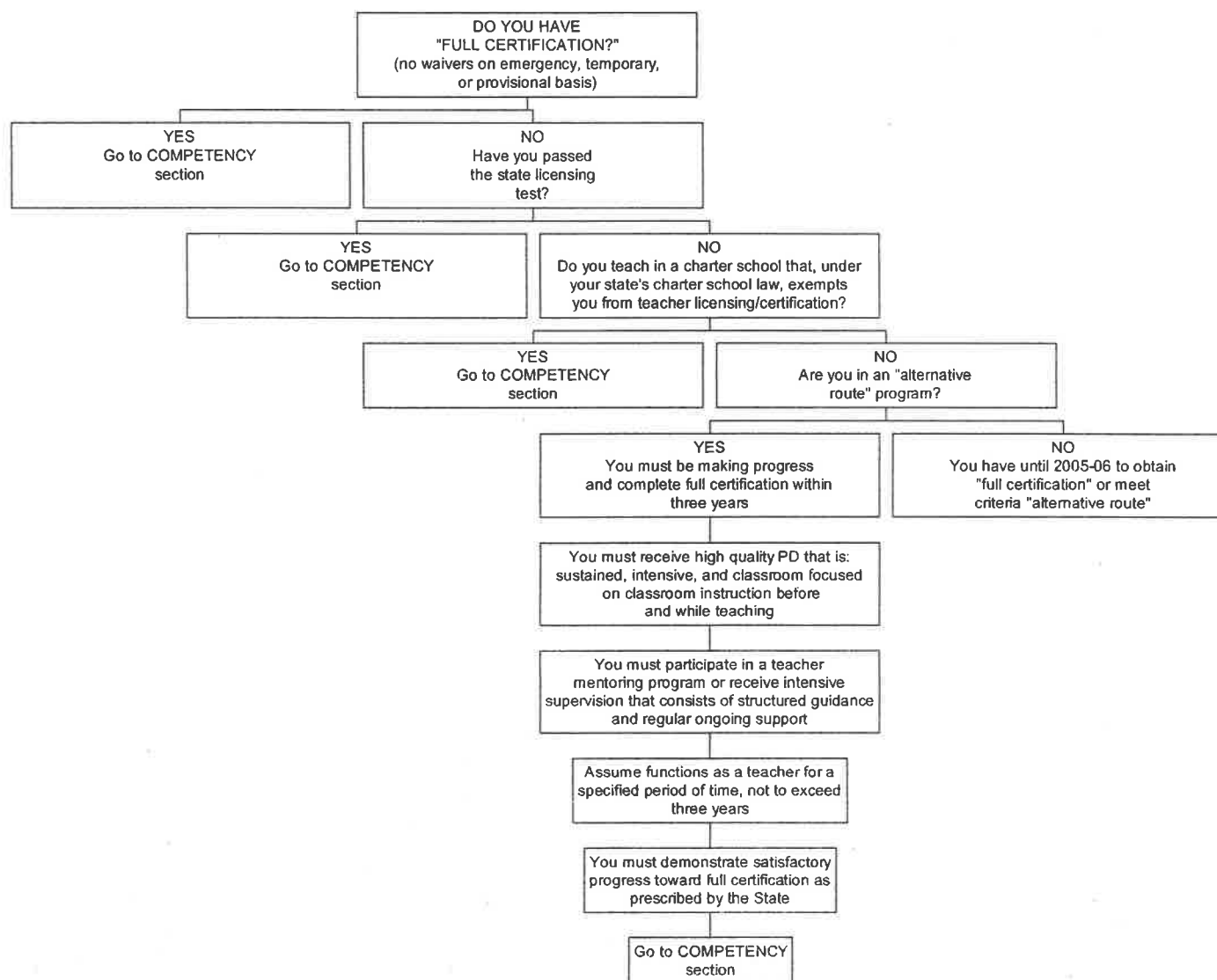
Timelines Section

NOTE: “Newly hired” means changing employers, not just changing schools within a district



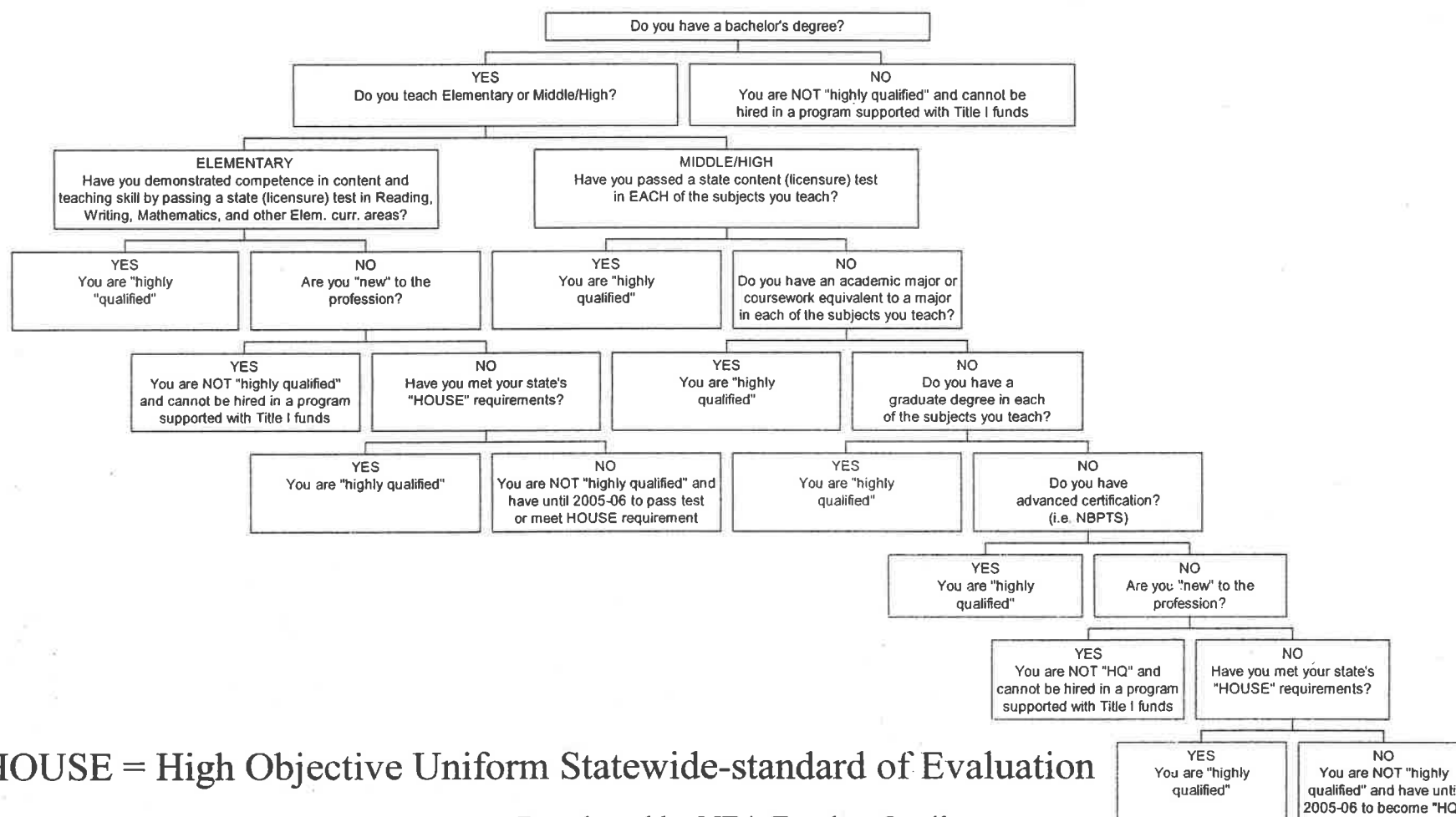
Developed by NEA Teacher Quality
Department

Licensure/Certification Section



Developed by NEA Teacher Quality
Department

Competency Section

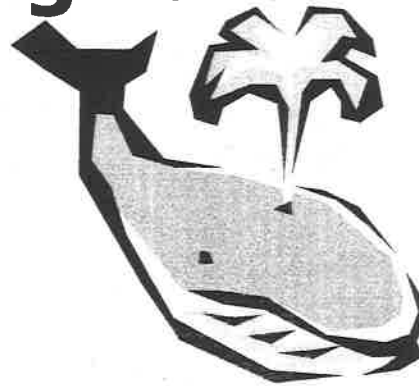


*HOUSE = High Objective Uniform Statewide-standard of Evaluation

Developed by NEA Teacher Quality
Department

Bipartisan Support

Subpart 12 — Educational, Cultural, Apprenticeship, and Exchange Programs for Alaska Natives, Native Hawaiians, and Their Historical Whaling and Trading Partners in Massachusetts



Purpose of No Child Left Behind

“...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”

No Unfunded Mandate

Nothing in this title shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's specific instructional content, academic achievement standards and assessments, curriculum, or program of instruction. *20 U.S.C. 6575*

TITLE I: Accountability and Assessment

Challenging academic content standards

Challenging student academic achievement standards for ALL public school children

Annual assessments must be aligned to state standards – in reading/language arts, math and science

ASSESSMENT – cont'd

Three achievement levels

All students in the state must be performing at or above proficient levels in reading and math by the end of the 2013-14 school year.

At least 95% of students in each subgroup must participate in the assessment.

SUBGROUPS

- Economically disadvantaged students (free & reduced lunch)
- Major racial or ethnic group
- Students with disabilities
- English Language Learners

ADEQUATE YEARLY PROGRESS (AYP)

Once it sets a minimum level of performance (the "bar"), the state has 12 years to gradually raise the bar until the state reaches 100 percent proficiency in reading and math for all groups.

AYP

- The State sets the starting point and amount of yearly progress
- AYP goals must be set, achievement data collected and disaggregated, and progress tracked for students by each of the subgroups
- Based primarily on student achievement in math and reading, states must identify two additional indicators

MAKING AYP

- At least 95% of students enrolled in each subgroup take the assessments.
- Each subgroup meets or exceeds State's annual measurable objectives; and
- Meets or exceeds the State's other academic indicators.
- For a group to be included, the number in the group must yield reliable information.

CONSEQUENCES

- Start after two consecutive years of failing to meet AYP
- Include technical assistance, public school choice, supplemental tutoring services
- May include corrective action or restructuring

