

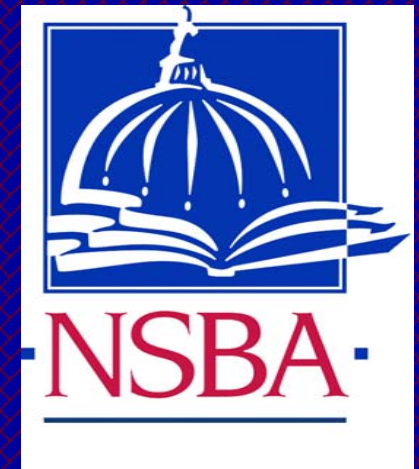


“ALL MEANS ALL”

**Understanding the Impact
of No Child Left Behind
on Education in Baltimore County**

Presented Monday, May 19, 2003 at Loch Raven High School

No Child Left Behind Act:



An Overview for Baltimore County Public Schools

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No Child Left Behind Act

- **Comprehensive federal commitment to public education**
- **Supplements state and local education programs**
- **Authorizes more than \$29.3 billion**
- **\$24 billion appropriated for 2003-2004**
- **Enacted in 1965 (ESEA)**
- **Reauthorized January 8, 2002**
- **Expires in 2008 (end of school year)**

Key Programs

- **Title I - \$11.7B**
- **Reading First/Early Reading First - \$1.07B**
- **21st Century Community Learning Centers - \$1B**
- **Safe and Drug-Free Schools - \$628M**
- **Language Acquisition - \$690M**
- **Education Technology - \$701M**
- **Teacher Quality - \$2.45B**
- **Rural Education - \$169M**
- **Impact Aid - \$1.2B**

Reading First

- **Replaces Reading Excellence—Helps teachers identify children at risk of reading failure and provides effective instruction**
- **States allocate 80% for 5-year competitive grants to LEAs, priority to those with at least 15% or 6,500 students in poverty**
- **LEAs may only serve schools with high numbers or percentage of children in K-3 below poverty and identified for improvement**

Early Reading First

Competitive grants directly from Department of Education to public and private organizations serving children 3-5 years old.

- **Early literacy program**
- **Professional development**
- **Research-based, pre-reading language and literacy activities**

**Bilingual Education and
Immigrant Education
Combined into New
Formula-based State Grant
Program**

Language Instruction for LEP/ Immigrant Education

- **Formula grants**
 - **80% LEP**
 - **20% immigrant**
- **Parental notification**
- **Annual Assessment**
- **AYP inclusion after 3 consecutive years**

Technology Education

- **Technology Literacy Challenge Fund**
- **National Challenge Grants for Technology**
- **Combined into 1 state grant →
State Technology Grant Program**
- **Goal: Technologically Literate by End of 8th Grade**

21st Century Community Learning Centers (CCLC)

Structured as formula grant to states with local grants awarded competitively to eligible local entities for a period of 3 to 5 years (LEAs, CBOs, and other public or private entities or consortium of one or more of the above)

95% awards to be made to eligible entities who will be serving students who attend schools eligible for schoolwide programs

- *Before and after school program*
- *Program for academic enrichment*
- *Additional services*
- *Literacy and related educational development services*

Safe & Drug-free Schools

- Federal government's major initiatives to prevent drug abuse and violence in and around schools
- Formula-based grants to states
- 20% for governor to award competitive grants and contracts to LEAs, CBOs, and other public entities, private groups and associations
- 80% for SEAs:
 - 7% state activities/93% LEAs
 - 60% poverty/40% enrollment public & private
- Drug-free Schools Act incorporated

Rural Education

- Fewer than 600
- Fewer than 10 persons per square mile
- School locale code of 7 or 8
- Secretary waiver

Rural Education

Alternative use of federal funds to support:

- **Basic Title I grants**
- **Teacher training**
- **Technology**
- **LEP/immigrant students**
- **Safe and drug-free schools**
- **21st Century Learning Centers**
- **Parental Choice**
- **Innovative Programs**

Rural Education

Grant program to support identified programs:

- May not exceed \$60K
- Formula-based ($\$100 \times \text{number of students above } 50$) + \$20K
- Review after 3 years (re: AYP)
- Restrict use to school improvements if AYP not achieved

Rural Education

Rural & low-income school grants:

- State option for grants to LEAs
- Specially qualified agencies (LEA) awarded by competition or formula
- 20% or more poverty
- Also supports parental involvement activities

Impact Aid

- **Federal acquisition of real property**
- **Federally connected children**
- **Construction**

Key Issues

- **Standards and Assessments**
- **Accountability/Proficiency**
- **Adequate Yearly Progress (AYP)**
- **Teacher/Paraprofessional Quality**
- **Public School Choice**
- **Supplemental Services**
- **Community-based Organizations**
- **Partnerships**
- **Disaggregated Data/Reporting**
- **Transferability**
- **Program Consolidation/Demonstration**

Assessments

Criteria

- Tied to state standards
- Applicable to all students
- Technically reliable (including students with disabilities)

Assessments

Who must be assessed?

- All schools (including non-Title I schools)
- All school districts
- All states
- 95% rule

Assessments

Who must be assessed?

All students

- Race
- Ethnicity
- Gender
- Disability status (at grade level)
- English proficiency
- Economic status

Assessments

What subjects? When?

- Prior to 2005-2006, previous ESEA requirements of reading and math tests at least once in each of three grade spans (3-5, 6-9, 10-12) remains in effect
- Starting in 2005-2006 school year, requires annual testing in at least math and reading for all students in grades 3-8, and at least once in grades 10-12
- Starting in 2007-2008, requires annual science assessment at least once in each grade span (science standards by 2005-2006)

Assessments

(continued)

- **Separate starting points must be established for English and Math**
- **Separate starting points for grade spans in each subject is discretionary.**

School Accountability

- Triggered by failure to make AYP, as defined in the state education plan
- **Accountability Stages**
 - *School Improvement* (2 consecutive years of failure to make AYP)
 - Creates school transfer option
 - Mandates development and implementation of school improvement plan
 - Requires provision of supplemental services in second year of school improvement designation



School Accountability

(continued)

- **Corrective Action** (4 consecutive years of failure to make AYP)
 - Continues supplemental services and school transfer options
 - Requires district to take corrective action
- **Restructuring** (failure to make AYP after full year of Corrective Action)

Adequate Yearly Progress

- **Defined by each state**
- **All students must reach proficiency levels on state assessments by 2014**
- **Starting bar based upon lowest achieving schools (20th percentile) OR lowest achieving demographic subgroups**
- **Bar must be raised in equal increments to reach 100% by 2014 (12 years)**
- **First increase must occur within 2 years, and increase at least every 3 years thereafter**

Adequate Yearly Progress

- Progress must be made overall for the school *and* for economically disadvantaged students, students from major racial and ethnic minority groups, students with disabilities, and limited English proficient students
- All students must be proficient by the end of the 2013-14 school year
- States must raise, in equal increments, the AYP “bar” within 2 years and at least every third year thereafter

Adequate Yearly Progress

- **Specific targets must be set for each subgroup**
- **If one subgroup fails to meet its AYP objective, the school and/or district fails to meet its AYP objective**
- **Measurement based on state assessments and one other academic indicator**
 - **Elementary school—optional**
 - **Secondary school—graduation rate**

Adequate Yearly Progress

States

- Determine which interventions to use for low-performing schools
- Define AYP
- Determine whether subgroups will be included for AYP accountability
- Determine the minimum number of students needed for subgroup

Adequate Yearly Progress

States (continued)

- Exempt students from AYP determinations who have been enrolled less than a full academic year.
- May use current accountability system subject to peer review.
- May adjust its timelines, annual objectives, and intermediate goals—provided 100% of students make AYP in 2013-14.

Adequate Yearly Progress

Local school districts

- Determine which interventions to use for low-performing schools
- Exempt students from AYP determinations who have been enrolled less than a full academic year in the school district
- Must include *all* students who have been enrolled in the school district for a full academic year

Consequences for Failure to Meet Accountability Requirements

Requirement

- **State Plan Requirements**

Consequence

- **Federal government may withhold state administration funds**

Requirements

- **Deadlines for developing standards**
- **System for measuring and monitoring AYP as set in 1994 amendments**
- **Any waiver or compliance agreement agreed to by the secretary of education**

Consequence

- **Federal government must withhold 25% of state administration funds**



Safe Harbor for Schools

Criteria

- **Overall progress being made, but one or more subgroups fails to make progress**
- **Percentage of students who failed declined by 10%**
- **Progress made on any additional indicators**
- **Targeted increase in graduation met (SS)**
- **Other academic indicator met (ES)**



Teacher Quality

- **65% allocated to states on a poverty-based formula; 35% allocated on basis of student population**
- **States must grant 95% to LEAs, and 2.5% to higher education partnerships (private or state institution)**
- **State allocations to LEAs: 80% based on poverty, 20% based on student enrollment**
- **LEA allocations must be targeted to schools that have the lowest percentage of highly qualified teachers highest average class size OR schools identified for school improvement**
- **Combines Eisenhower Professional Development and class-size reduction programs**
- **Provides funds to states to make sub-grants to local school districts and states agencies of higher education**

Qualifications for Paraprofessionals

As of January 8, 2002, new paraprofessional hires must have earned a high school diploma AND must have:

- **Completed at least two years of study at a higher education institution, or**
- **Obtained at least an associate's degree, or**
- **Met a rigorous standard of quality and can demonstrate, through formal state or local academic assessment**

Qualifications for Paraprofessionals

- Paraprofessionals choose which of three ways they can qualify. Non-regulatory guidelines will be issued.
- Highly qualified paraprofessionals apply to LEA employees, not to volunteers or those hired by a private contractor. Those hired by LEA to serve in the Title I programs in private schools must be highly qualified.
- Paraprofessionals in pre-kindergarten will be dealt with by non-regulatory guidance.

Qualifications for Teachers

- Beginning in the 2002-03 school year, only highly qualified teachers for Title I-supported programs may be hired (public and private).
- District must develop plan to have all teachers be highly qualified by the end of the 2005-06 school year.
- State must develop plan to have all teachers teaching in core academic subjects be highly qualified by the end of the 2005-06 school year.

Highly Qualified Teacher Requirements

- **Charter school teacher**
 - has met state's public charter school law requirements, and
 - has not had certification or licensure requirements waived on emergency, temporary or provisional basis
- **Elementary school teacher new to profession**
 - holds at least a bachelor's degree, and
 - has demonstrated relevant subject matter and teaching skills by passing rigorous state test



Highly Qualified Teacher Requirements

- **Middle or secondary school teacher new to the profession**
 - holds at least a bachelor's degree
 - has demonstrated high level of competency in each of the academic subjects in which he/she teaches by
 - passing rigorous state academic subject test in each subject, or
 - for each academic subject taught, successfully completing an academic major or equivalent coursework, or
 - for each academic subject taught, completing a graduate degree or advanced certification or credentialing

Highly Qualified Teacher Requirements

- **Elementary, middle, or secondary school teacher not new to the profession**
 - holds at least a bachelor's degree and
 - demonstrates competence in all academic subjects in which the teacher teaches based on a high, objective, uniform state standard of evaluation

Highly Qualified Teacher Requirements

- Newly hired requirements apply to all teachers in school-wide projects.
- State must ensure that Title I schools cannot be taught by inexperienced, unqualified, or out of field teachers at higher rates than other schools.
- Teachers employed by private schools, third party providers, and supplemental service providers don't have to be qualified.

Highly Qualified Teacher Requirements

- **Alternative certification process is limited to three years of teaching to prevent de facto permanent provisional certification.**
- **If a voc-ed teacher teaches a core subject (e.g., applied physics) as well as a trade, then the teacher must be highly qualified.**
- **Special ed personnel who support teachers but don't actually teach or who don't teach core subjects don't have to be highly qualified.**

Core Academic Subjects

- English
- Reading or language arts
- Mathematics
- Science
- Foreign languages
- Civics and government
- Economics
- Arts
- History
- Geography

Funding for Professional Development

- **Must show how funds will be used to get school out of improvement status.**
- **Sources:**
 - **5% of Title I (disadvantaged)**
 - **Title II (teacher quality)**
 - **Title VI (flexibility & accountability)**
 - **Title III (LEP/immigrant students)**
 - **Use of transferability provisions in Title IV (21st Century Schools)**

Placement of Highly Qualified Teachers

Districts must give priority to low-income and minority students in core subject areas when placing highly qualified teachers.

Report Cards

- **Establishes public accountability**
- **Informs parents and community**
- **Influences policies**
- **Influences public opinion**

Report Cards

- **Comparison of subgroups regarding achievement levels (If a subgroup/group is too small for statistical reliability, then reporting on them is at next level up.)**
- **Percentage of students not tested**
- **Most recent 2-year trend**
- **Graduation rates**

Report Cards

(continued)

- **Schools identified for school improvement**
- **Percentage of teachers with emergency or provisional credentials**
- **Percentage of classes not taught by highly qualified teachers**
- **Other state indicators to determine AYP**

Public School Choice

- Enrolled in schools not making adequate yearly progress after two years
- Enrolled in schools “persistently dangerous”
- Victim of violent crime in or on public school grounds

Public School Choice

- Same treatment as any new student
- Priority to lowest-achieving students
- School districts under desegregation plan not exempt
- Choice beyond district encouraged
- Magnet/special programs entrance requirement protected

Public School Choice

- The lack of seat capacity cannot be a basis for denying choice (get more teachers and a mobile class). However, if a district is large enough, it can offer choice for a child to attend those schools that aren't crowded.
- The 5% and 20% set asides for implementing choice do not include administrative costs. They must be paid on top of those amounts.
- Choice can't be to a school that is in improvement or is persistently dangerous.

Public School Choice

- A choice of more than one school must be offered.
- The receiving school must provide FAPE to children with disabilities.
- LEA's can provide information on receiving schools' performance in summary fashion—but not for all schools. (Enough for two or more choices.)

Public School Choice

- **Choice provisions don't require students to reapply annually (even if more needy students enroll in the following year.)**
- **Choice must be offered even if it means duplicating special services.**

Charter School Exemptions

- LEA's not subject to corrective action sanctions.
- Teacher qualifications determined by charter law—and may be different.
- If charter is not part of a school district, then there is no public school to offer choice.

Supplemental Education Services

- Outside school day
- Reading/language arts, math
- Per pupil spending under Title I, Part A (basic grants)
- “Researched based” not
“scientifically researched based.”

Supplemental Education Services

- The 5% and 20% set asides for supplemental service do not include transportation—which is on top of those amounts and can be paid from Title I.
- Supplemental services are annual. Therefore, (unlike choice) students must reapply each year.
- Supplemental services must be consistent with IEP but don't have to meet the goals and objectives of the IEP.

Supplemental Education Services

- LEA's cannot add to state eligibility criteria for selecting supplemental service providers.
- Intermediate school districts can provide supplemental services.
- Although a school that is in improvement status can't provide supplemental services, its teachers can.

Supplemental Education Services

- Supplemental services teachers don't have to be highly qualified.
- One-on-one tutoring during the school day can occur if it is at a non-teaching time. (The regulation limiting tutoring to non-school hours was eliminated.)

Supplemental Education Services

- **Disabled/LEP students must receive appropriate supplemental services—including accommodations.**
- **The school district must provide for accommodations, but not all of its providers have to offer that accommodation.**

Supplemental Education Services

- **Parent notification**
 - **Description of Services**
 - **Qualifications**
 - **Effectiveness**
- **Performance goals, measure, timelines**
- **Priority to lowest achievers/ lowest income**

Supplemental Education Services

- **Parents select service provider**
 - **May be private, nonprofit or for-profit**
 - **Subject to state approval on reasonable criteria**
- **Provider instruction must be secular, neutral, and non-ideological.**
- **Agreement must include a termination clause for failing to meet goals and timetables.**

Restructuring

If restructuring occurs, choice and supplemental services must continue to be offered.

Reason: A school must make AYP for two years before those services can be withdrawn.

Other Requirements

- **School districts must disaggregate their other indicators by each of the five groups (i.e., all students plus the four at risk groups) for purposes of 260.20(b)(2) and reporting but not for AYP except for safe harbor calculation.**
- **A certificate of attendance doesn't qualify as a regular diploma since it is not aligned with standards. Regulations require alignment with academic standards.**

Other Requirements

- To prevent penalizing schools with children who have disabilities, LEP, or returning dropouts, who may not be able to graduate in the standard number of years, states can account for them in an alternative definition of graduation rate.
- Students who drop out should not be counted as transferring to another school. Also, graduation rates should be measured from the beginning of high school.

Transferability

- **States may transfer up to 50% of funds for state-level activities for specified programs or into Title I**
- **Programs that may be transferred:**
 - **Technology**
 - **Safe & Drug-free Schools**
 - **21st Century Community Learning Centers**
 - **Innovative programs**
- **LEAs may transfer up to 50% (if identified for improvement; 30% if in “corrective action;” no transfers)**
- **Programs that may be transferred:**
 - **Teacher quality**
 - **Technology**
 - **Safe & Drug-free Schools**
 - **Innovative programs**

Program Consolidation

Participating States

- **Up to 7 states (4-10 LEAs in each state)**
- **Performance agreement**
- **States consolidate funds for state level activities and administration**
- **Programs that may be consolidated:**
 - Title I administration
 - Reading First
 - Teacher quality
 - Technology
 - Safe and Drug-free Schools
 - 21st Century Community Learning Centers
 - Innovative programs
- **Five-year trial period**

Non-participating States

- **Up to 3 school districts from any non-participating state up to a total of 80 school districts**



CBO/Partnerships

- **Public**
- **Private**
- **Non-profit**
- **For-profit**

School Prayer

- **Secretary Paige must provide guidance every two years.**
- **School districts must certify annually that no policy prevents or denies participation in constitutionally protected prayer in public schools.**
- **Initial certification to SEA by March 15, 2003; October 1 thereafter.**
- **Initial certification to USDE by April 15, 2003; November 1 thereafter.**

School Prayer

Students may:

- **Pray when not engaged in school activities or instruction.**
- **Organize prayer/religious clubs as other non-curricular activities.**
- **Use school media as other non-curricula student activities.**

School Prayer

Schools may:

- **Disclaim sponsorship in a manner that neither favors nor disfavors religious activities, speech content, etc.**
- **Excuse students from class to remove a significant burden on their religious exercise.**
- **Accommodate for religious purposes.**
- **Make school facilities and services available to religious organizations as non-religious organizations.**

School Prayer

Teachers, Administrators, and Other School Employees may:

- Participate in religious activities in their *personal* capacities.
- Participate in privately sponsored baccalaureate ceremonies in their *personal* capacities.
- Neither encourage nor discourage participation in religious activities in their *official* capacities.

Military Recruiting

- Provide access to names, addresses, telephone listings
- Provide parents with opportunity to deny access
- Provide military recruiters same access as colleges, universities, and prospective employers

Student Privacy

- **School districts must develop policies to protect student privacy**
 - **Surveys**
 - **Physical examinations**
 - **Data collection for marketing purposes**
- **School districts must provide parents with opportunity to deny participation of their child**

Boy Scouts/ Patriotic Society

Schools, school districts, and states must provide access if they provide “open forums” and receive funding from U.S. Department of Education

Homeless Education

- **Equal access to all educational programs and services, transportation**
- **Attend school in school of origin**
- **Attend school with non-homeless students**

Sex Education Programs

- **New restrictions and prohibitions on distribution of contraceptives and materials that may promote sexual activities**
- **Target federal funding toward development or purchase of new, age-appropriate curricula that emphasizes abstinence if not currently being used.**

Actions for School Board Members

- **What are the programmatic implications for your school district?**
- **What additional funding will be needed to implement the new requirements?**
- **What personnel realignments will be necessary?**
- **How will the implementation of these new requirements be monitored and assessed?**

Actions for School Board Members

- **Will your school districts initiate any partnerships?**
- **How will community-based organizations in your district be notified of changes regarding new funding options?**
- **How will your school district inform other stakeholders?**
- **What process will be used to determine participation in demonstration proposals for consolidation of funding?**