

Key Provisions of the No Child Left Behind Act

Assessment

- States are required to test every child in grades 3 through 8, and one grade in high school, in reading and mathematics by the 2005-06 school year.
- States must implement fair and effective annual tests that are aligned to the state's high academic standards.
- The US Dept. of Education will provide funding to states to design and implement these tests.

Highly Qualified Staff

- States must ensure that all teachers teaching in “core academic subjects” are highly qualified by June 2006.
- States and districts must have plans to ensure that all teachers are “highly qualified” by June 2006. Districts must use 5% of their Title I funds for professional development to ensure that all teachers are “highly qualified.”

Scientifically Based Research

- The new law places a major emphasis on requiring schools to use teaching methods that have been proven to work, that is proven to raise student achievement.
- Federal dollars are tied to funding only those programs that use scientifically based teaching practices and programs.

Accountability or Adequate Yearly Progress

- A state's definition of adequate yearly progress must apply to the overall student population.
- The law requires a single, statewide accountability system for all LEAs and public schools except that LEAs and schools not receiving Title I funds are not subject to the school improvement provisions.
- All public schools and LEAs are held accountable for the achievement of individual subgroups of students in the school, as well as overall student achievement.
 1. Economically disadvantaged students
 2. Limited English Proficient (LEP) students
 3. Students with disabilities
 4. Major ethnic/racial groups

AYP Continued

- If a school does not make adequate yearly progress for academic achievement for two consecutive years, the school is identified for Program Improvement.
- Parents with a child enrolled in a school identified for program improvement will be given the option to transfer their child to a performing public school within their district.
- If a school has failed to make adequate yearly progress for three consecutive years, parents of disadvantaged students have the right to supplemental educational services at the expense of the school district.

Reporting to Parents

- School and district performance will be reported to all patrons of the community in district and state report cards.
- Schools are required to make these report cards available to parents and community members.
- The report cards will also be available on the Department's website at www.ade.state.az.us.

Reporting to Parents Continued

- At the beginning of each school year, a school that receives Title I funds must notify all parents of all students that they may request information regarding the professional qualifications of teaching staff. If a school receives such a request, the school **MUST** provide parents with this information.
- A district is also **REQUIRED** to notify parents if their student is taught for four consecutive weeks by a teacher who is not “highly qualified” as defined by the NCLB act.

The Importance of Parent Involvement

- Parents . . .you can influence the success of your child in school more than any teacher or federal program.
- Research shows that how well a child does in school depends a great deal upon how much their parents get involved in their education.