

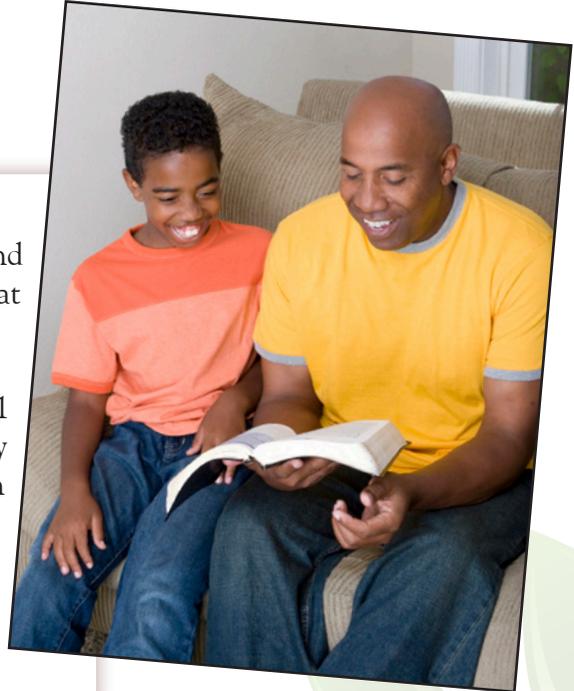


A Parent's Guide to **No Child Left Behind**

This booklet is designed to help caregivers and community members understand legislation that affects Indiana's students.

No Child Left Behind (NCLB) was passed in 2001 as a revision of the Elementary and Secondary Education Act (ESEA) that was introduced in 1965.

Indiana's specific education legislation is PL 221, Public Law 221.



indiana
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Parent Information & Resource Center

The Indiana Partnerships Center

Terms to Know

NCLB

No Child Left Behind—Refers to a federal law that was passed in 2001 and affects all public schools in the United States. NCLB was passed with the aim of eliminating the achievement gap between groups of students, in order to bring all students (regardless of race, ethnicity, gender, or income) to the 'proficient level' on state standardized tests by the 2013-14 school year. To that end, NCLB stresses accountability and parent engagement.

PL 221

Public Law 221—Indiana's accountability law, passed in 1999, that requires all Indiana schools to teach specific skills at each grade level.

Title I

Supplemental federal funding for low achieving students targeted to high poverty schools. A program that provides extra academic support and learning opportunities for children who are failing, or most at risk of failing, state and local standards.

AYP

Adequate Yearly Progress—An individual state's measure of progress toward the goal of 100 percent of students achieving state academic standards in at least reading/language arts and math. It sets the minimum level of performance that the state, its school districts, and schools must achieve each year on annual tests and related academic indicators.

LEP/ ELL

Limited English Proficient/English Language Learner—A language minority student whose English proficiency is below that of grade and age level peers; a language minority student who is learning English.



MOM
DAD
ME



Parent Involvement

NCLB requires schools to involve parents in their child's education and in the activities of the school, including school improvement. NCLB defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

Districts that receive Title I money in excess of \$500,000 must designate at least 1% for parent involvement, primarily for school-based partnership programs. This guide will point out what communication parents and caregivers should receive from the school, as well as the ways parents should be involved in school activities.

In addition to communicating schools' Adequate Yearly Progress to parents in parent-friendly language, schools should also conduct activities or workshops on subjects such as attendance, family literacy, homework tips, etc. These sorts of programs must be planned with the 'meaningful consultation' of parents. Parents should have the opportunity to volunteer within the school and be part of the school's decision-making process, or decision-making teams.

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The Indiana Department of Education published a School-Parent-Community Partnerships Resource Guide, available online at: http://doe.state.in.us/publications/pdf_other/SFCPnarrative.pdf.

Also see the publication *No Child Left Behind: What's in It for Parents*, by Anne T. Henderson, available in English and Spanish at: www.prichardcommittee.org/CPL/CPLPublications/tabid/32633/Default.aspx.

For a comparison of NCLB and Indiana's Public Law 221, see the NCLB section of our website, www.fscp.org.



Resources

Standards & Assessments (Testing)

Standards

Indiana schools, like all U.S. schools, have education goals at every grade level (K-12) for reading, writing, math, science, and social studies. These standards are reviewed and updated every six years.

Every year parents should have access to the “Indiana Academic Standards,” which outline specific goals for core subject areas by grade level. They may request a copy of these goals from their child’s school or find them online at www.indianastandards.org.

Assessments

Every school must provide tests on a yearly basis to check for student knowledge and educational progress.

Indiana currently uses the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) to test students. The state must administer the math and language arts assessments each year for grades 3-8, and at least once for grades 10-12. Science achievement tests will be administered at least once during three grade spans (3-5, 6-9, 10-12). Beginning in spring 2009, Social Studies will also be administered to students in grades 5 and 7.

The 2008-2009 school year will include transition from fall to spring ISTEP+ testing. Students will be testing in spring 2009 and every spring thereafter.

Every school must publish its progress and the results of its yearly assessments.



Parents can request a copy of the academic goals from their child’s school. They can also be found online in English and Spanish at: www.indianastandards.org. The site also provides additional information that parents might find helpful.

Resources

Standards & Assessments (Testing)

In order to know if a group of students is falling behind, the information will be separated into categories (“disaggregated”) by economic background, race and ethnicity, gender, English proficiency, and disability.

95% of all students in each category must participate in the statewide testing program.

Categorizing and publishing information will allow parents to know if groups of students are falling behind, even if the school as a whole is meeting the requirements of NCLB.

Changes in test procedures are designed to meet revised legal requirements. For example, students with limited English proficiency are now required to take the test.

Revisions to GQE (Graduation Qualifying Exams)

Beginning with the graduating class of 2012 (incoming freshmen for the fall 2008 school year), students will have to pass Algebra I and English 10 ECAs (End of Course Assessments) as Graduation Qualifying Exams. Graduating classes between 2009-2011 will continue with current GQE requirements in mathematics and English. They will also take Core 40 ECAs required under PL 221: Algebra I, Algebra II, English 11, Biology I, and U.S. History, but they are not required to pass these ECAs in order to graduate.

Students entering grade 9 in fall 2008 will follow the new GQE requirements—Algebra I and English 10—and will also take Core 40 ECAs required under PL 221: Algebra II, English 11, Biology I, and U.S. History.

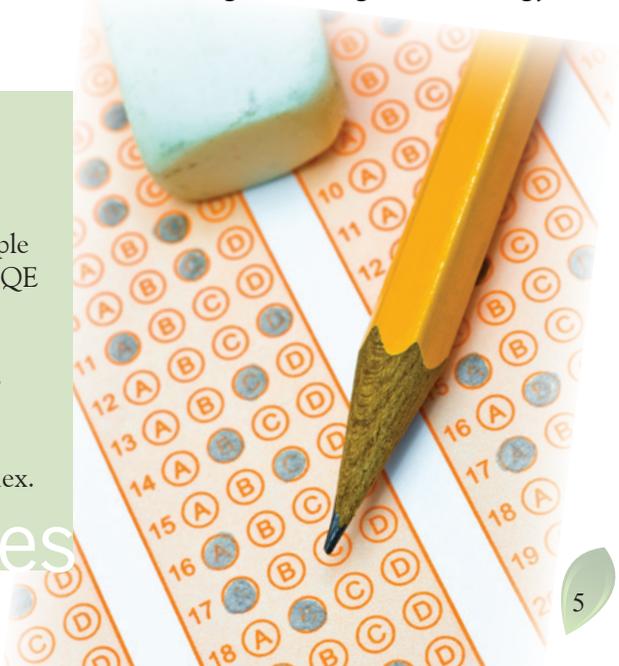
The Department of Education hosts an ISTEP+ information site at: <http://doe.state.in.us/istep>.

The site includes test results, ISTEP+ guides, sample tests from previous years, and information about GQE revisions.

Information on specific schools and corporations is available at: <http://doe.state.in.us/asap/data.html>.

Check out our “ASAP Guide” at: www.fscp.org/index.asp?p=63.

Resources



Adequate Yearly Progress/Report Cards

NCLB requires each state to establish a measure of Adequate Yearly Progress (AYP) as a way to identify student progress for all students.

Indiana has adopted 'report cards' for each school as a way of telling parents how well the school is meeting the requirements of NCLB.

Each year in Indiana, AYP is expected to increase (i.e. student achievement should increase) if the school is to remain in good standing.

Schools are required to report student progress separately in English and math, with scores averaged across subject and grade level and split into separate categories (such as gender, race/ethnicity, free/reduced lunch, limited English proficiency, and general and special education). Schools are also required to show their attendance rates and percentage of students who participated in the annual assessment.

Test scores from standardized tests (such as ISTEP+) and high school graduation rates are the primary indicators of a school's success, and both indicators are reported to the public, often in local newspapers. Additionally, Indiana requires the use of alternative documentation as another indicator of quality education.

Although AYP applies to all public schools, and not just Title I schools, the consequences of not making AYP—interventions and corrective actions such as Supplemental Educational Services (free tutoring) and School Choice—apply only to Title I schools.

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATH/ MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	10/22		
	Absent	2/22		
	Tardy	0/22		
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Incomplete / Incomplete				
Student:	Grade:	Year:		



Current and archived achievement data for Indiana schools can be accessed online at www.doe.state.in.us/asap/data.html. The data is broken down into demographic data and displayed in text and graphics.

The Indiana Partnerships Center offers a tutorial on the ASAP website at www.fscp.org/index.asp?p=63.

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Differentiated Accountability Model

In July 2008, Indiana was chosen by the federal government to be one of six states to participate in the Differentiated Accountability pilot. The Pilot targets assistance to Title I schools that are in need of improvement based on their level of need. This allows Indiana to distinguish between those schools in improvement that are slightly missing AYP goals and those that need significant reform. Differentiated accountability allows Indiana to vary the amount and type of interventions to match the academic reasons that led to a school's identification for improvement. School improvement interventions are now determined by a formula that calculates the schools that are most in need. Schools are categorized into 2 categories:

1. Comprehensive: furthest from AYP goals, failing to meet AYP in more subgroups. *(examples of subgroups would be free/reduced lunch, white, black, special ed, etc.)*
2. Focused: closer to meeting AYP goals, fewer subgroups missing AYP.

Parents must be notified by the school if the school fails to meet AYP requirements two years in a row. After two years of not making AYP, schools are required to enter into a school improvement phase, either comprehensive or focused.

Under Indiana's Public Law 221, all Indiana schools, including those not listed as a "school in need of improvement," must develop improvement plans and designate a committee for each school improvement category. Each committee develops a plan with specific goals for its specified category. Examples of school categories are attendance, instruction, evaluation, and school climate.

Parents may request to serve on a committee that assists with the development of a school improvement plan. Title I schools require additional parent involvement in school improvement plans, as well as parent input through annual Title I meetings and Parent/Teacher Compacts.

Indiana schools will report their test scores online:
<http://doe.state.in.us/asap/data.html>.

More information on the new Differentiated Accountability Model can be found at http://www.doe.state.in.us/TitleI/differentiated_accountability.html.



Resources

Supplemental Educational Services

Title I schools in their first year of school improvement (not making AYP for 2 consecutive years) will provide “Supplemental Educational Services” (SES). Supplemental educational services (free tutoring) must be offered to all academically at-risk students who qualify for free and reduced lunch. These schools will continue to receive technical assistance.

Schools are required to notify parents if their students are eligible for supplemental services. Parents choose the group that provides their child’s remediation from a state-approved list. Additionally, schools in the Comprehensive improvement category must provide services on-site, as well as provide transportation to off-site services. Transportation must also be offered for schools in the Comprehensive category if the tutoring takes place at the school.

Parents do not pay for supplemental educational services.



“Extra Help for Student Success,” a publication of the U.S. Department of Education, is available at: <http://www.ed.gov/parents/academic/involve/suppservices/services.pdf>.

The state-approved list of SES Providers in Indiana can be found at <http://mustang.doe.in.gov/dg/ses/welcome.html>. This site also has a link to Parent Information, as well as a link to SES Provider Evaluation and Monitoring Information.

Resources

School Choice

Starting in 2009-2010, when a school does not make AYP for 3 consecutive years (entering year 2 of a school improvement phase), the school or district will need to notify parents of the school's improvement status and their option to transfer to another school not identified for improvement under No Child Left Behind (NCLB). The letter of notification must be mailed directly to parents. If possible, the district must offer at least two options for School Choice. Schools may not use lack of capacity as a reason to deny Choice.

Parents may elect to transfer their child to another school within the district (transportation will be provided). However, should the child's original school begin to meet AYP, the school will no longer be responsible for the child's transportation to the new school.

2009-2010 Accountability: Schools failing to meet AYP (Adequate Yearly Progress) Objectives

Year 1: Does not meet AYP = no consequence

Year 2: Does not meet AYP = School Improvement
Begin 5 Years (and beyond) of School
Improvement:

1st Year:

- School must use scientifically-based strategies for improvement
- Supplemental educational services (SES) made available for non-proficient students in poverty

2nd Year:

School Choice made available for non-proficient students

3rd Year and beyond:

Corrective Actions & Restructuring Options based on Differentiated Accountability Model

For more information, go to
http://www.doe.state.in.us/TitleI/differentiated_accountability.html.



English Language Learners

All LEP (limited English proficient) students must be included in the ISTEP+ academic assessment. LEP students in their first year of enrollment in U.S. schools are required to take the math and science assessments but may be exempt from the English/language arts portion, as determined by the school.

First year LEP students may participate in either the English/language arts ISTEP+ assessment or the LAS Links English proficiency assessment to meet the Language Arts assessment requirement.

LEP students must take the language arts portion of the annual test (ISTEP+) in the English language if they have attended school in the United States for at least one year. In Indiana, all academic assessments are available only in English.

The LAS Links English proficiency Assessment establishes a student's level (1-5) of English fluency. Level 1 is Beginner. Level 2 is Early Intermediate. Level 3 is Intermediate. Level 4 is Advanced. Level 5 is Fluent. Students will be assessed with LAS Links each year until they reach Level 5: Fluent.



The Indiana Department of Education's Office of English Language Learning and Migrant Education can be found online at: www.doe.in.gov/englishlanguagelearning and <http://www.doe.state.in.us/lmmp/assessment.html>.

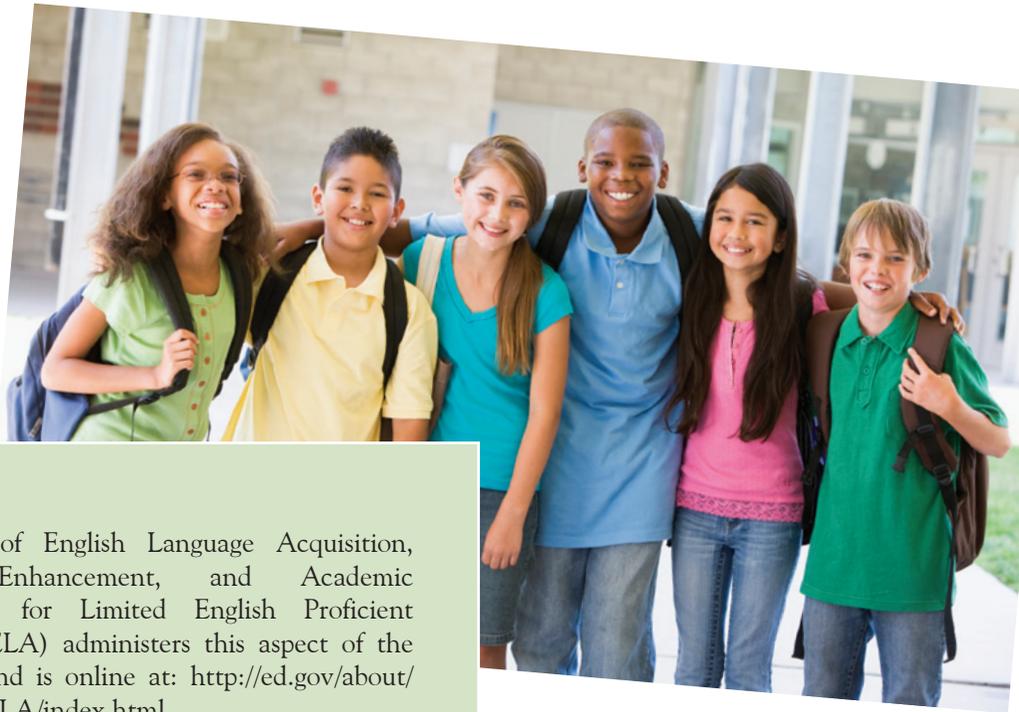
Resources

English Language Learners

Parents will be informed of their child's scores on the LAS Links English proficiency assessment, the test used to assess limited English proficient students' level in each language domain.

All LEP students must participate in both ISTEP+ and LAS Links assessments. Level 1-4 LEP students qualify for accommodations on ISTEP+, such as longer time to take the test or the use of an approved bilingual dictionary. Accommodations are made on an individual basis, taking into consideration the student's Individual Learning Plan (ILP). Parents may request an appointment with a school official for additional information or explanation.

Please contact your child's instructor for more information on your child's testing options and to see their ILP (Individual Learning Plan).



The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) administers this aspect of the NCLB Act and is online at: <http://ed.gov/about/offices/list/OELA/index.html>.

Resources

Students with Special Needs

The Indiana General Assembly requires all students to participate in the ISTEP+ testing; however, accommodations may be made for eligible students when these accommodations are needed to support their participation in the public education programs. For a student with a disability, receiving services according to an Individualized Education Program (IEP) or a 504 Plan, accommodations may be provided, but those accommodations must be outlined in that student's respective IEP or 504 Plan.

Available accommodations may include extended testing time, testing in a different location, or testing at a different time. Accommodations do not include shorted versions of the test, reduced number of possible responses, or simplified directions.



For more information about federal-level Special Education law, see our new "Parent's Guide to IDEA" in the "Special Interest" section of our website, www.fscsp.org.

Special Education information, including Article 7, Indiana's Special Education law, may be obtained from the Indiana Department of Education at: www.doe.in.gov/exceptional/welcome.html.

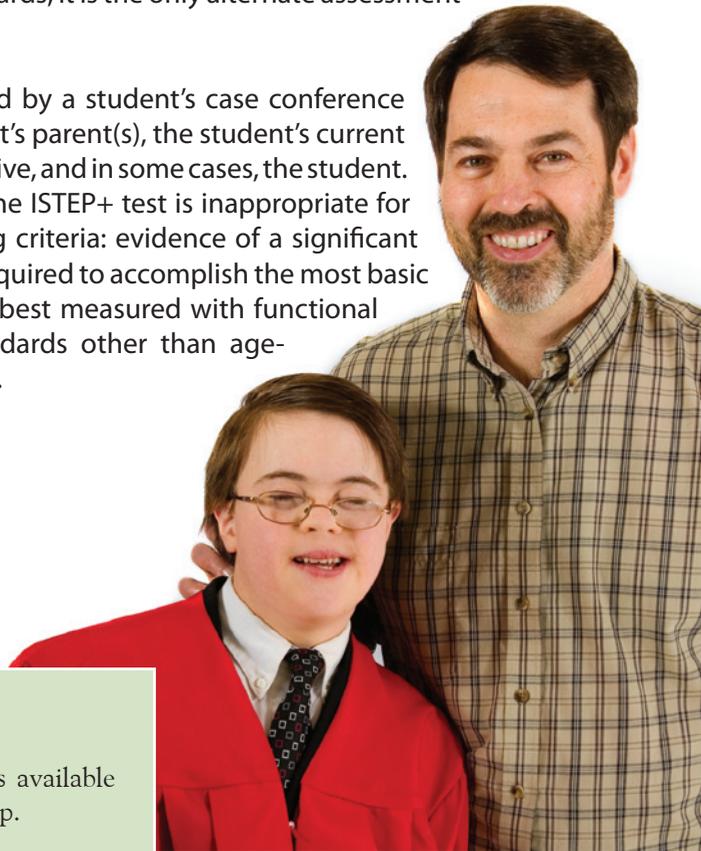
Information about Individuals with Disabilities in Education Improvement Act (IDEA 2004): "A Parent's Guide to Understanding IDEA 2004" is now available. Please contact The Indiana Partnerships Center (1.866.391.1039, toll free) to request a free copy.

Resources

Students with Special Needs

Students with the most significant cognitive disabilities may be assessed with an alternate assessment based on alternate achievement standards. The instrument used to assess a student on alternate achievement standards is the Indiana Standards Tool for Alternate Reporting (ISTAR). The ISTAR system is a web-based system that utilizes teacher ratings to measure the progress of students on functional achievement indicators and academic standards other than age-appropriate, grade-level academic standards; it is the only alternate assessment recognized by the state.

Eligibility for the ISTAR system is determined by a student's case conference committee (CCC), which includes that student's parent(s), the student's current teacher of record, a public agency representative, and in some cases, the student. The CCC must include an explanation why the ISTEP+ test is inappropriate for the student, citing evidence in the following criteria: evidence of a significant cognitive disability, intensity of instruction required to accomplish the most basic functions, and curricular outcomes that are best measured with functional achievement standards and academic standards other than age-appropriate, grade-level academic standards.



Information about the ISTAR assessment is available at: <https://ican.doe.state.in.us/beta/index.php>.

Information about ISTEP + is available at: <http://www.doe.in.gov/istep/>.

Resources

Teacher Qualification

“ **Highly Qualified** is the term **No Child Left Behind** uses for a teacher who proves that he or she knows the subjects he or she is teaching, has a college degree, and is state-certified. **No Child Left Behind** requires that your child be taught by a **Highly Qualified Teacher** in core academic subjects. ”

All teachers must have a degree in the area they teach and be licensed in the area and grade level that they teach. Teachers must also pass a test, such as PRAXIS II or the National Teacher Exam, or earn 100 points on the HOUSSE (High Objective Uniform State Standard of Evaluation).

Parents have the right to ask for information about their child’s teacher(s), including information about: “completion of state requirements for licensure and certification; emergency or other provisional status; educational background;” and the qualifications of the teachers’ aides.



Paraprofessionals (teachers’ aides) must have attended at least two years of college or pass state testing. They may not teach except under the supervision of a highly qualified teacher.

Indiana requires testing for paraprofessionals who do not have at least two years of college. Indiana uses the Educational Testing Service (ETS) ParaPro Assessment for paraprofessionals.

Information about highly qualified teachers is available at: www.ed.gov/teachers/nclbguide/improve-quality.html and www.doe.state.in.us/hqt/.

Information about the ETS ParaPro Assessment can be found at: www.ets.org/parapro.

Resources

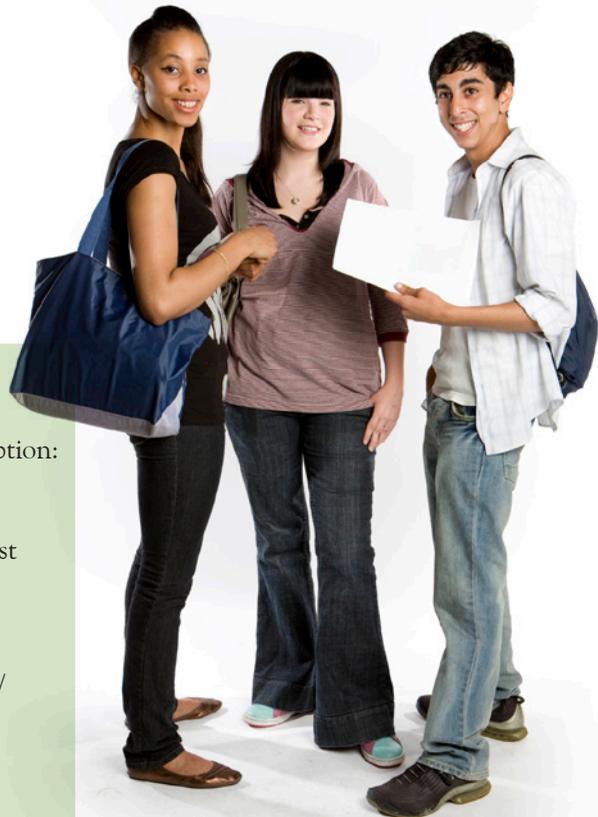
School Safety

A student who is a victim of a violent crime at school or attends a “persistently dangerous” school may transfer to a “safe” school within the corporation.

Indiana defines a “persistently dangerous” school as one in which, for 3 consecutive years, more than 2% of the student body has been expelled for a violent crime (as defined by IC-5-2-6.1-8) or possessing a firearm, deadly weapon, or destructive device (as defined by IC 35-47-1-5, IC 35-41-1-8, and IC 35-47.5-2-4, respectively).

Victims of violent crime may transfer regardless of the school’s safety designation.

Parents must be notified of transfer procedures within 30 days of the school’s designation as “persistently dangerous.”



Indiana’s Policy Under The Unsafe School Choice Option:
<http://doe.state.in.us/esea/pdf/uscofinalv2.pdf>.

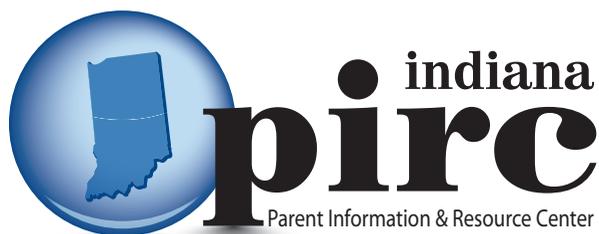
Information about the Indiana School Safety Specialist Academy is available at: <http://www.doe.in.gov/issas/welcome.html>.

“The Facts about School Safety” (NCLB) is at: <http://www.ed.gov/nclb/freedom/safety/keepingkids.html>.

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