

WASHINGTON PARK COMMUNITY SCHOOL
Title I Parents Resource Guide

What, “No Child
Left Behind”
Means to my
Child



The *No Child Left Behind Act of 2001 (No Child Left Behind)* is a landmark in education reform designed to improve student achievement and change the culture of America's schools. President George W. Bush describes this law as the "cornerstone of my administration." Clearly, our children are our future, and, as President Bush has expressed, "Too many of our neediest children are being left behind."

With passage of *No Child Left Behind*, Congress reauthorized the *Elementary and Secondary Education Act (ESEA)*--the principal federal law affecting education from kindergarten through high school. In amending *ESEA*, the new law represents a sweeping overhaul of federal efforts to support elementary and secondary education in the United States. It is built on four common-sense pillars: accountability for results; an emphasis on doing what works based on scientific research; expanded parental options; and expanded local control and flexibility.

I. WHAT *NO CHILD LEFT BEHIND* DOES FOR PARENTS AND CHILDREN

Supports learning in the early years, thereby preventing many learning difficulties that may arise later

Children who enter school with language skills and pre-reading skills (e.g., understanding that print reads from left to right and top to bottom) are more likely to learn to read well in the early grades and succeed in later years. In fact, research shows that most reading problems faced by adolescents and adults are the result of problems that could have been prevented through good instruction in their early childhood years (Snow, Burns and Griffin 1998). It is never too early to start building language skills by talking with and reading to children. *No Child Left Behind* targets resources for early childhood education so that all youngsters get the right start.

Provides more information for parents about their child's progress

Under *No Child Left Behind*, each state must measure every public school student's progress in reading and math in each of grades 3 through 8 and at least once during grades 10 through 12. By school year 2007-2008, assessments (or testing) in science will be underway. These assessments must be aligned with state academic content and achievement standards. They will provide parents with objective data on where their child stands academically.

Alerts parents to important information on the performance of their child's school

No Child Left Behind requires states and school districts to give parents easy-to-read, detailed report cards on schools and districts, telling them which ones are succeeding and why. Included in the report cards are student achievement data broken out by race, ethnicity, gender, English language proficiency, migrant status, disability status and low-income status; as well as important information about the professional qualifications of teachers. With these provisions, *No Child Left Behind* ensures that parents have important, timely information about the schools their children attend--whether they are performing well or not for *all* children, regardless of their background.

Gives children and parents a lifeline

In this new era of education, children will no longer be trapped in the dead end of low-performing schools. Under *No Child Left Behind*, such schools must use their federal funds to make needed improvements. In the event of a school's continued poor performance, parents have options to ensure that their children receive the high-quality education to which they are entitled. That might mean that children can transfer to higher-performing schools in the area or receive supplemental educational services in the community, such as tutoring, after-school programs or remedial classes.

Improves teaching and learning by providing better information to teachers and principals

Annual tests to measure children's progress provide teachers with independent information about each child's strengths and weaknesses. With this knowledge, teachers can craft lessons to make sure each student meets or exceeds the standards. In addition, principals can use the data to assess exactly how much progress each teacher's students have made and to better inform decisions about how to run their schools.

Ensures that teacher quality is a high priority

No Child Left Behind defines the qualifications needed by teachers and paraprofessionals who work on any facet of classroom instruction. It requires that states develop plans to achieve the goal that all teachers of core academic subjects be highly qualified by the end of the 2005-06 school year. States must include in their plans annual, measurable objectives that each local school district and school must meet in moving toward the goal; they must report on their progress in the annual report cards.

Gives more resources to schools

Today, more than \$7,000 on average is spent per pupil by local, state and federal taxpayers. States and local school districts are now receiving more federal funding than ever before for all programs under *No Child Left Behind*: \$23.7 billion, most of which will be used during the 2003-04 school year. This represents an increase of 59.8 percent from 2000 to 2003. A large portion of these funds is for grants under Title I of *ESEA*: Improving the Academic Achievement of the Disadvantaged. Title I grants are awarded to states and local education agencies to help states and school districts improve the education of disadvantaged students; turn around low-performing schools; improve teacher quality; and increase choices for parents. 2003, funding for Title I alone is \$11.7 billion--an increase of 33 percent since the passage of *No Child Left Behind*. President Bush's FY 2004 budget request would increase spending on Title I by 48 percent since he took office.

Allows more flexibility

In exchange for the strong accountability, *No Child Left Behind* gives states and local education agencies more flexibility in the use of their federal education funding. As a result, principals and administrators spend less time filling out forms and dealing with federal red tape. They have more time to devote to students' needs. They have more freedom to implement innovations and allocate resources as policymakers at the state and local levels see fit, thereby giving local people a greater opportunity to affect decisions regarding their schools' programs.

Focuses on what works

No Child Left Behind puts a special emphasis on implementing educational programs and practices that have been clearly demonstrated to be effective through rigorous scientific research. Federal funding will be targeted to support such programs. For example, the Reading First program makes federal funds available to help reading teachers in the early grades strengthen old skills and gain new ones in instructional techniques that scientifically based research has shown to be effective.

II. Why *No Child Left Behind* Is Important to America

Federal Spending on K-12 Education under the Elementary and Secondary Education Act and NAEP Reading Scores

Appropriations for ESEA do not include funding for special education. Reading scores are the average scores for 9-year-olds, according to the National Assessment of Educational Progress (NAEP). A score of 200 implies an ability to understand, combine ideas and make inferences based on short, uncomplicated passages about specific or sequentially related information.

*Reflects the President's budget request for 2004.

Since the Elementary and Secondary Education Act first passed Congress in 1965, the federal government has spent more than \$242 billion through 2003 to help educate disadvantaged children. Yet, the achievement gap in this country between rich and poor and white and minority students remains wide. According to the most recent National Assessment of Educational Progress (NAEP) on reading in 2000, only 32 percent of fourth-graders can read at a proficient level and thereby demonstrate solid academic achievement; and while scores for the highest-performing students have improved over time, those of America's lowest-performing students have declined (National Assessment of Educational Progress 2001).

The good news is that some schools in cities and towns across the nation are creating high achievement for children with a history of low performance. If some schools can do it, then all schools should be able to do it.

III. United for Results

Because of No Child Left Behind:

Parents will know their children's strengths and weaknesses and how well schools are performing; they will have other options and resources for helping their children if their schools are chronically in need of improvement.

Teachers will have the training and resources they need for teaching effectively, using curricula that are grounded in scientifically based research; annual testing lets them know areas in which students need extra attention.

Principals will have information they need to strengthen their schools' weaknesses and to put into practice methods and strategies backed by sound, scientific research.

Superintendents will be able to see which of their schools and principals are doing the best job and which need help to improve.

School boards will be able to measure how their districts are doing and to measure their districts in relation to others across the state; they will have more and better information on which to base decisions about priorities in their districts.

Chief state school officers will know how the schools in their states and in other states are doing; they will be better able to pinpoint where guidance and resources are needed.

Governors will have a yearly report card on how their states' schools are doing; they will be able to highlight accomplishments of the best schools and target help to those schools that are in need of improvement.

Community leaders and volunteer groups will have information they can use to rally their members in efforts to help children and schools that need the most help.

IV. Questions and Answers on *No Child Left Behind...* for Charter Schools

What are charter schools and why are they named as a school-choice option under *No Child Left Behind*?

Charter schools are independent public schools designed and operated by parents, educators, community leaders, education entrepreneurs and others. They operate with a contract, or charter, from a public agency, such as a local or state education agency, an institution of higher education or a municipality. They must meet standards set forth in their charters for students and for the school as a whole, or else the chartering agency can close the school.

No Child Left Behind specifically names public charter schools as a school-choice option for children in schools that are identified for improvement, corrective action or restructuring, because they offer a viable alternative to public schools in the traditional system. In fact, the development of charter schools began in the 1990s as a means of providing expanded educational options for parents within

the public school system. Today there are some 2,700 U.S. charter schools serving some 700,000 students nationwide.

Do all states have charter schools?

No. Currently only 39 states have public charter schools laws that provide this option for students. While some states have laws that strongly promote charter school growth, others do not. As a result, the situation varies among states, with thriving charter schools in some and very little or no charter-school activity in others. Parents may contact their local school district or state department of education to determine the availability of charter schools or to find out if there is a mechanism for starting such a school in their area.

How are charter schools held accountable under *No Child Left Behind*?

Although charter schools operate outside the traditional system, they are still accountable. The accountability provisions and other requirements of *No Child Left Behind* must be applied to charter schools in accordance with the states' charter school laws. State-authorized chartering agencies, as established by the individual state laws, are responsible for ensuring that charter schools meet the accountability and testing provisions of *No Child Left Behind*. In March 2003, the Department issued guidance on the impact of the new Title I requirements on charter schools, including details on accountability requirements.

For too many years, too many schools have experimented with lessons and materials that have proven to be ineffective--at the expense of their students. Under *No Child Left Behind*, federal support is targeted to those educational programs that have been demonstrated

to be effective through rigorous scientific research. Reading First is such a program. Programs and practices grounded in scientifically based research are not fads or untested ideas; they have proven track records of success. By funding such programs, *No Child Left Behind* encourages their use, as opposed to the use of untried programs that may later turn out to be fads. Furthermore, *No Child Left Behind's* accountability requirements bring real consequences to those schools that continually fail to improve student achievement as a result of using programs and practices for which there is no evidence of success. Such schools would be identified as needing improvement and required to make changes as outlined in the section on, including using education programs that are grounded in scientifically based research.

What is scientifically based research?

To say that an instructional program or practice is grounded in scientifically based research means there is reliable evidence that the program or practice works. For example, to obtain reliable evidence about a reading strategy or instructional practice, an experimental study may be done that involves using an experimental/control group design to see if the method is effective in teaching children to read.

No Child Left Behind sets forth rigorous requirements to ensure that research is scientifically based. It moves the testing of educational practices toward the medical model used by scientists to assess the effectiveness of medications, therapies and the like. Studies that test random samples of the population and that involve a control group are scientifically controlled. To gain scientifically based research about a particular educational program or practice, it must be the subject of such a study. Going back to the example of reading: *No Child Left Behind* requires that Reading First support those programs that teach children five skills (phonemic awareness, phonics, fluency, vocabulary and comprehension). These skills have been shown to be critical to early reading success through years of scientifically based research on the practice of reading instruction. In April 2000, these research findings were reported in the congressionally mandated National Reading Panel report mentioned earlier; they have now been written into the new law.

How can parents find out about scientifically based research that applies to federal education programs, aside from the research on reading?

In 2002, the Department of Education's Institute of Education Sciences (IES) established the What Works Clearinghouse to provide a central, independent and trusted source of scientific evidence on what works in education for parents, educators, policymakers and anyone else who is interested. All of the research collected and conducted by the clearinghouse follows the same high scientific standards as those used for reading research and will be available via the Internet from the clearinghouse or through the Department's Web site. Parents may be able to use this information to find out about program and curricula selection at their child's school. The seven topics chosen for systematic review in the first year of the What Works Clearinghouse's operation reflect a wide range of our nation's most pressing education issues. They are:

- Interventions for Beginning Reading;
- Curriculum-based Interventions for Increasing K-12 Math Achievement;
- High School Dropout Prevention;
- Peer-Assisted Learning in Elementary Schools: Reading, Mathematics and Science Gains;
- Programs for Increasing Adult Literacy;
- Interventions to Reduce Delinquent, Disorderly and Violent Behavior, in and out of School; and
- Interventions for Elementary English Language Learners: Increasing English Language Acquisition and Academic Achievement.

Over time, as the clearinghouse begins to produce its reports on these issues, parents will be able to ask their principal, teachers and school board members about the extent to which they select programs and curricula that the research has determined to be effective. Under *No Child Left Behind*, educators are expected to consider the results of relevant scientifically based research--whenever such information is available--before making instructional decisions.

Parents can view information at the Ohio Parent Information and Resource Center on the web at: www.ohiopirc.org This web site provides information about “No Child Left Behind” and ways to help your child succeed in school.

V. Legal Rights and Responsibilities for Parents of Title I Students

Parents Right-to-Know

- 1111 h At the beginning of the year, the district notifies all parents in all Title I buildings that they may request information regarding the professional qualifications of the student's classroom teachers, including: If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught; the teacher is teaching under emergency or temporary status in which State qualifications or licensing criteria are waived; The teacher's baccalaureate degree major, graduate certification, and field of discipline; and Whether the student is provided services by paraprofessionals, and if so, their qualifications.
- 1111 h District provides notices to parents if their children are in schools that are in School improvement. The notices offer Public School Choice (PSC) and/or Supplemental Educational Services (SES), as appropriate.
- 1111 h District provides the following notifications to parents of students in Title I schools:
Timely notice that the child has been assigned to be taught, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified; and
Information on the level of achievement of the student in each of the State's academic assessment

Parent Notification

- 1112 g District provides notification to parents of limited English proficient (LEP) students participating in Title I-funded LEP programs that supplement locally-funded LEP programs.

Parent Involvement

- 1118 a District encourages parental input on the use of the 1% of funds.
- 1118 a District plans and implements programs, activities, and procedures for the involvement of parents in Title I programs. District jointly develops with, agrees on with, and distributes to parents a written parent involvement policy that establishes the district's expectations for parental involvement and describes how the district will: Involve parents in the joint development of the CCIP and in the process of school improvement; Provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student achievement; Build the schools' and parents' capacity for strong parental involvement by assisting parents in understanding such topics as the State's academic content and achievement standards, academic assessments, how to monitor a child's progress, and how to work with educators, by providing materials and training to help parents work with their children (including literacy and technology training) and by educating teachers, pupil personnel, principals and other staff in the value and utility of the contributions of parents and how to work with parents; Coordinate parental involvement strategies with those under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction for Preschool Youngsters, and State-run preschool programs (providing support for parental involvement activities as parents request it); Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy, including the identification of barriers to greater participation, especially by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; and Involve parents in the activities of the Title I-served school
- 1118 a District reserves no less than 1% of its Title I allocation (if over \$500,000) for parental involvement activities, including promoting family literacy and parenting skills. 95% of the 1% must be distributed to the schools.
- 1118 g District informs parents and parent organizations of the existence and purpose of the Ohio Parent Information and Resource Center (PIRC).
- 1118 c Each Title I-served school convenes an annual meeting to inform parents of their school's participation in Title I, as well as to explain Title I requirements and the right of parents to be involved.

- 1118 c Each Title I-served school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the school's parent involvement policy and the Schoolwide Plan.
- 1118 c Each Title I-served school offers a flexible number of meetings (the school may pay the cost of transportation, child care, or home visits for the purposes of parental involvement with Title I funds).
- 1118 c Each Title I-served school provides parents with timely information about Title I programs, an explanation of the curriculum used in the school, the types of academic assessment used, the proficiency levels students are expected to achieve, and, if requested by parents, opportunities to participate in decisions related to the education of their children.
- 1118 d Each Title I-served school jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student achievement, as well as the means by which the school and parents will build a partnership to achieve this end. The compact must:
Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the State's academic achievement standards, and the ways each parent will be responsible for supporting their child's learning (e.g., monitoring attendance, homework completion, and television viewing; volunteering in their child's classroom; and participating, as appropriate, in decisions related to the education of their child and positive use of extracurricular time); Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: Parent-teacher conferences in elementary school, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; -Frequent reports to parents on their child's progress; and -Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- 1118 e To build capacity for involvement, each school will:
Involve parents in the joint development of the CCIP, and in the process of school improvement; Provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student achievement; Build the schools' and parents' capacity for strong parental involvement by assisting parents in understanding such topics as the State's academic content and achievement standards, academic assessments, how to monitor a child's progress, and how to work with educators, by providing materials and training to help parents work with their children (including literacy and technology training) and by educating teachers, pupil personnel, principals, and other staff in the value and utility of the contributions of parents and how to work with parents; Coordinate parental involvement strategies with those under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction for Preschool Youngsters, and State-run preschool programs (providing support for parental involvement activities as parents request it); Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy, including the identification of barriers to greater participation, especially by parents who are economically disadvantaged, are disabled, have Limited English Proficiency, have limited literacy, or are of any racial or ethnic minority background; and Involve parents in the activities of the Title I-served schools.
- 1118 f District ensures that information related to school and parent programs, meetings, and other activities is sent to parents of Title I children in a format, and to the extent possible, in a language that the parents can understand.

Washington Park Community School
Title I Meeting and Progress Conference Schedule
2009-2010

9/21/09

Interim Progress Reports 1st Period

9/24/09

Open House

Title I Parent Information Meeting

5:30pm-7:00pm

10/23/09

End of 1st Period, Report Cards

10/29/09

Fall Parent / Teacher Conferences...1st Period Report Cards

12:30pm-8:00pm

12/4/09

Interim Progress Reports 2nd Period

1/15/10

Report Cards 2nd period

2/26/10

Interim Progress Reports 3rd Period

3/26/10

Report Cards 3rd Period

3/31/10

Spring Parent / Teacher Conferences

3:15pm-8:00pm

4/23/10

Interim Progress Report 4th Period

5/27/10

Report Cards 4th Period

5/28/09

CCIP/Title I Evaluation Meeting

9:00am

Teacher- Parent Compact for Students

School jointly develops a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student achievement, as well as the means by which the school and parents will build a partnership to achieve this end. Please read over this compact and discuss it with your child. After you have read and understood this agreement, please sign the bottom and return it to your child's teacher. Student success can only be achieved when schools and parents work cooperatively. We look forward to building a productive educational partnership with you and your family.

Teacher Responsibilities:

- 1) **Have all students performing at grade level by providing high academic standards through the implementation of Direct Instruction**
 - a. Continual student assessment and evaluation
 - b. Proper placement of students in instructional groups to promote skill mastery
 - c. Provide supplemental materials for students in order to meet their individual needs
- 2) **Maintain close contact with parent/guardian as to student progress**
 - a. Parent-teacher conferences at least annually, during which the compact will be discussed as it relates to the individual child's achievement.
 - b. Frequent reports to parents on their child's progress through interim progress reports, report cards, and check sheets
 - c. Provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities.
- 3) **Continue personal professional growth and development**
 - a. Attend workshops and in-service meetings provided both in and out of the school
 - b. Analyze research and new techniques of instructional delivery methods
 - c. Implement new, research based methods in to classroom when appropriate
 - d. Explore new information regarding curriculum, character, and citizenship
- 4) **Develop and implement an effective Behavior Management plan for the classroom**
 - a. Base management plan on research and use of effective strategies
 - b. Keep plan in line with the rules, goals, and beliefs of Washington Park Community School
 - c. Maintain open communication with parents/guardians regarding student behaviors

Parent Responsibilities:

- 1) **Support the educational beliefs and goals of the school**
 - a. Regular communication with classroom teachers.....(Teacher/Parent Check Sheet)
 - b. Observations of classroom instruction.....(Visitor Log)
 - c. Participation in parent/teacher conferences.....(Twice a year)
 - d. Working with students at home on identified needs.... (Teacher /Parent Check Sheet)
 - e. Monitor all homework and make sure of its completion and submission on a regular basis.
(Teacher/Parent Check Sheet)
- 2) **Promote and support the mission of Washington Park Community School within the community**
 - a. Attend scheduled informational meetings
 - b. Communicate frequently with staff and administration regarding perceptions, needs, or issues of conflict.
 - c. Read all informational materials published and distributed throughout the community by the school.
 - d. Participate in the parent/teacher organization
- 3) **Aid the students in their educational growth and citizenship**
 - a. Volunteer to participate in organized school programs
 - b. Coordinate or suggest fundraising or collection activities to enable students to help others
 - c. Support and encourage students in their endeavors to become caring, informed, and respectful citizens of the community
 - d. Promote the involvement of outside resources through written and/or verbal communication
 - e. Monitor student attendance to insure that the rate will not drop below 94%.
 - f. Complete 3-5 lessons a month from teacher supplied materials that reinforce concepts learned in the classroom

I have read and understand the above agreement and will work to the best of my ability to fulfill the stated requirements.

Parent

Date

Washington Park Community School

Parental Involvement Policy

The administration and staff at Washington Park Community School believe that the only way a school can be truly effective is to work as a team. This team consists of strong leadership, highly qualified teachers, and active and involved parents. Outlined below are several key components that all parents are expected to try and implement with their children on a frequent basis. This Parent Involvement Policy is an integral part of our School Improvement Plan and will assist in the development of your child. When schools work as a cooperative team, all child can succeed.

Washington Park Community School Responsibilities

Washington Park Community School will:

- involve parents in the joint development of the plan, process of school review, and process of improvement of the school by conducting an annual evaluation survey.
- provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement.
- improve school performance by helping the families learn how and when to assist their children in classroom learning activities and provide techniques, strategies, and skills to use at home. This will be served through the distribution of reading material, websites, and scheduled parent/helper visits to the classrooms to aid in instruction.
- Coordinate and integrate educational strategies of Direct Instruction and Saxon Math to improve student performance off all students.
- involve parents in school activities through the Washington Park PTO.
- explain the requirements and the rights of the parents to be involved in a timely manner through the distribution of the *Washington Park Community School Title I Parent Resource Guide*. This guide will include: description of parents rights, scheduled meetings, parent/teacher conferences, quarterly report cards, bi-quarterly interim progress reports, description and explanation of the curriculum to be used, and proficiency levels that students are expected to meet.
- respond to any parent suggestions as soon as practicably possible.
- distribute a School-Parent Compact, which is a written agreement of what schools and parents are each supposed to do to help students achieve, to all students serviced in Title I Programs within the first 30 Days of School. This compact will outline the responsibilities the classroom teacher and parent will share in order to provide the best possible learning environment for all students.

If parents are dissatisfied with the policy, Washington Park Community School shall submit any parent comments with their plan to the State Educational Agency (SEA)/State Department of Education.