

## Adequate Yearly Progress (AYP)

The goal of NCLB is to ensure that 100% of graduating students are proficient in mathematics and English language arts by 2014, based on state standards.

**Adequate Yearly Progress (AYP)** is the minimum level of academic improvement each school and district must achieve to reach that goal. For a school/district to have made AYP in Massachusetts:

- ✓ At least 95% of the students participated in the MCAS.
- ✓ The school/district met or exceeded state performance targets for English language arts and mathematics **or** the school/district met or exceeded its own improvement targets for ELA and mathematics.
- ✓ In K-8 schools and in districts, there was a 92% (or higher) attendance rate **or** a 1% improvement in attendance from the previous year. In high schools, 70% of the graduating class passed both the ELA and mathematics sections of the MCAS.

Schools/districts that do not make AYP for two years in a row are deemed **in need of improvement** and therefore, must develop an improvement plan.

## School and District Report Cards

Each year districts and schools must create and distribute **NCLB Report Cards** to parents that contain information about the school/district such as:

- Student achievement data on state tests (MCAS) broken into subgroups (for example: race, gender, English language proficiency, etc.) as compared with district and statewide results.\* A student could fall into more than one subgroup.
- Number and percentage of students tested (on MCAS).
- Qualifications of teachers and paraprofessionals.
- If a school is in need of improvement, corrective action, or restructuring for not making AYP.

Districts must explain to parents, in the parents' language, how to read the **NCLB Report Card**.

\*A subgroup's data would not be represented on the Report Card if the subgroup had fewer than 10 students or if the data would personally identify the students, for example, if all 20 members of a subgroup were ranked in the "warning" category.

## Options for Families

### School Choice

Districts must provide students attending Title I schools that are identified for improvement, corrective action, or restructuring, the option to transfer to another public school that is meeting state standards. The district must provide information on the performance of the schools from which families can choose. Students attending a "persistently dangerous" school, as determined by the state, or who were victims of a violent crime at school are also eligible for school choice.

Parents must be notified of this option before the start of the school year. Students who transfer may remain in the new school until they have completed the highest grade in the school. The district is responsible for paying for transportation to the new school only until the end of the school year; once the original school is no longer identified for improvement, corrective action, or restructuring. Schools must make AYP for two consecutive years to be removed from "needs improvement" status.

If all schools in a district at a grade span are in improvement, corrective action, or restructuring, or there is only one school per grade level, the school still must notify parents of the school and/or district's performance status and that although the child is eligible for choice, there are no choices available. The district may provide **Supplemental Educational Services** instead. The district must explain why the choices are limited. If the district can only offer some eligible students the chance to transfer, priority must be given to the lowest achieving, low-income students. Parents of students eligible for school choice should discuss options with the principal, Title I director, or an administrator.



## Supplemental Educational Services (SES)

Students attending a Title I school that has been in need of improvement for three years or more and who do not transfer to another school qualify for **Supplemental Educational Services (SES)**. SES is tutoring (paid for by the school district) that provides students extra assistance in reading, language arts, and/or math outside of school hours. Public or private (non-profit or for-profit) organizations that meet the state's criteria for approval can provide services to eligible students, at no cost to the parents.

Unlike school choice, which is available to all students enrolled in an identified school, **Supplemental Educational Services** are only available to eligible students. A student is eligible to receive SES if the child is from a low-income family. If funds are not available to provide SES to all eligible children, the district must prioritize the services for those students who are the lowest achieving. Districts/schools must notify parents on the availability of the services at least once per school year.

### SES: QUESTIONS PARENTS SHOULD ASK

Parents of eligible students may choose from a list of state-approved SES providers. This list is posted on the Massachusetts Department of Education Web site at [www.doe.mass.edu/ses/results.asp](http://www.doe.mass.edu/ses/results.asp). Parents should meet with the principal or designee to discuss options.

- ✓ What kinds of services are available?
- ✓ What kind of assistance does my child need?
- ✓ Who are the providers and what are their qualifications?
- ✓ Where will they offer the services?
- ✓ Does the provider offer transportation?
- ✓ Can parents observe the services?
- ✓ What kind of assessment do they use?
- ✓ Are there progress reports?
- ✓ Have the tutors had criminal background checks?
- ✓ Will my child be receiving one-on-one tutoring or group instruction? How large is the group? What is the age range of the students in the group?

Parents are encouraged to discuss any concerns about a provider with the school principal or designee.

### Resources for parents:

- ◆ SES Quality Center at [www.tutorsforkids.org](http://www.tutorsforkids.org)
- ◆ U.S. Education Department at (202) 205-4500 or <http://www.ed.gov/nclb/choice/help/ses/index.html>

## Parental and Family Involvement in Education

Title I law requires that funds be spent on parental, family, school, and community involvement/collaboration to help students achieve. Research has shown that students have a greater chance at academic success when families and educators work together.

- Schools must hold at least one meeting a year to provide parents\* information about the Title I program.
- Schools must build **all** parents' capacity for involvement in their children's learning.
- In **Targeted Assistance** programs, parents should be involved in identifying students most in need of Title I services.

○ Schools that receive Title I funds must work with parents to create a **School-Parent Compact** that outlines how educators, parents, and students will share responsibility for achievement. Compacts should address the student's individual academic needs.

○ Educators need to get parents' input on how to spend Title I funds earmarked for parent programs. A school/district's **Parent Involvement Policy**—the document that outlines how parents will be involved in the programs and activities of the school—must be created in consultation with, and approved by, parents.

○ Parental/family programs must align with the academic needs of the students; if students are struggling in reading, the school may offer training to parents on how to help their children in literacy.

○ Parents have the right to help create the school's Title I plan and evaluate the effectiveness of the services.

Each district has a Title I director who is responsible for managing the Title I funds the district receives. Many districts also have a parent coordinator or family liaison who organizes parental, family, and community involvement initiatives. To find out the name of the Title I director (or parent coordinator) in your district, please contact the Title I Dissemination Project, Inc. (see back panel).

\* "Parent" refers to anyone who is responsible for the care of a child, such as a guardian, grandparent, etc.