

No Child Left Behind (NCLB) Basics

What is the No Child Left Behind Act? The No Child Left Behind (NCLB) Act is a federal law guiding reforms in the nation's public schools. It went into effect on January 8, 2002. One goal of No Child Left Behind is to ensure that ALL children are performing on grade level within 12 years.

Does this law apply only to Title I schools?

The law mandates and defines accountability for all schools, but the federal and state departments of education (DOE) will impose different sanctions for Title I or Non-Title schools.

What does the law say? The law is a 1,200-page document that covers many areas. Some of the major themes are:

- 1) Schools and school systems must test students in grades 3-8 and must report the scores.
- 2) Schools must show improvement each year. This is called Adequate Yearly Progress. If a school does not meet improvement goals after two years, it is assigned Needs Improvement status.
- 3) Parents of students in "Needs Improvement" schools may send their child to another higher-performing school, with transportation costs provided for Title I schools.
- 4) Low-income parents whose children attend a Title I Needs Improvement school that has not made AYP for 3 years also may request supplemental educational services, such as free tutoring for their students.
- 5) Schools must hire highly qualified staff and must tell parents about the qualifications of the staff.
- 6) States must develop a definition of "persistently dangerous" schools and allow public school choice for students who attend a school that meets the definition or who have been victims of a violent criminal offense.

What resources are available to parents who are looking for more information about No Child Left Behind?

Georgia Department of Education Web site: <http://www.doe.k12.ga.us/support/plan/nclb.asp>

US Department of Education Web site: <http://www.nclb.gov/>

NCLB Terms

Adequate Yearly Progress (AYP)—AYP is a series of performance goals that every school, school system, and the state as a whole must achieve within time frames specified in law in order to meet the 100% proficiency goal of the federal No Child Left Behind Act. AYP applies to all public schools, including Title I and non-Title I schools. Non-Title I schools must meet AYP for No Child Left Behind, but they are not subject to all of the rewards and sanctions under Title I.

To meet AYP, each school and system must meet the following criteria:

95% Participation: Students as a whole and all student groups above 40 students must have a participation rate of 95% or above on state assessments;

Meet or Exceed Proficiency: Students as a whole and each student must meet the State's annual measurable objective regarding the percentage of students scoring proficient on state assessments.

Additional Indicator: Each school, school district, and the state as a whole must show progress on an additional indicator (with group progress required where "safe harbor" is used).

Schools who do not make AYP...

Number of Years	Status	Parent Options
2 consecutive years	Needs Improvement (NI)	School Choice
3 consecutive years	NI-2	School Choice OR Supplemental Services
4 consecutive years	NI-3/Corrective Action	School Choice OR Supplemental Services, School must make significant changes to improve teaching and learning. (Additional consequences from the local and state level may result in additional options for parents and students.
5 consecutive years	NI-4/Corrective Action	School Choice OR Supplemental Services, School enters into an annual state-directed improvement contract with terms and conditions directed by the Georgia Department of Education.

Choice—The choice option is given to parents to transfer their child from a “Needs Improvement” (NI) school to another school in the district that is not in NI status. Parents may select from a list of schools the school district provides as “receiving schools” that may take transfers.

CRCT—Criterion-Referenced Competency Tests (CRCTs) are used in Georgia to measure mastery of the state’s curriculum. Results of the CRCT determine Adequate Yearly Progress for elementary and middle schools.

EGHSGT – The Enhanced Georgia High School Graduation Test is used to determine high school AYP, based on the results of first-time test-takers on the English/Language Arts and Math portions of the test. This is a state-mandated test taken by Georgia 11th graders.

ESEA—ESEA stands for the Elementary and Secondary Education Act of 1965. No Child Left Behind revises this federal legislation governing public schools.

Needs Improvement (NI)—Needs Improvement (NI) status is assigned to schools that do not make Adequate Yearly Progress for two or more consecutive years.

No Child Left Behind (NCLB) Act of 2001—This federal legislation authorizes an accountability program for the nation’s schools and reforms in schools receiving Federal Funds. The law went into effect Jan.8, 2002.

Persistently Dangerous Schools (PDS)— This segment of NCLB is designed to ensure that all students have a safe and secure educational environment conducive to learning. Georgia’s definition of a persistently dangerous school is one in which for three consecutive years:

1. At least one student is found by official tribunal action (disciplinary panel) to have violated a school rule related to a violent criminal offense (including aggravated battery, aggravated child molestation, aggravated sexual battery, aggravated sodomy, armed robbery, arson, kidnapping, murder, rape, or voluntary manslaughter) either on campus or at a school sanctioned event;
2. At least 2 percent of the student body or 10 students, whichever is greater, have been found to have violated school rules related to other identified criminal offenses, including non-felony drugs, felony drugs, felony weapons, or terroristic threats;
3. Any combination of 1 and 2

Transfers will be offered in the third consecutive year, but the victim of a violent crime at school may transfer immediately to another school.

Subgroup-- One of several groups of students that may be in a school. These subgroups are monitored for academic achievement, participation and the additional indicator. Subgroups include: economically disadvantaged, migrants, special education, limited English proficient, and ethnicity (Asian/Pacific Islander, Black, Hispanic, American Indian/Alaskan Native, White and Multiracial).

Supplemental Educational Services—Supplemental Educational Services (SES) are research-based extended-day programs that are proven to increase student achievement. These may include opportunities provided by the school system or by private providers. The services are free for students who schools that have not met AYP for two years.

Title I—Title I provides federal support for schools with a high percentage of students from low-income families. Gwinnett County Public Schools currently has 54 Title 1 schools: Berkmar High, Central Gwinnett High, Meadowcreek High, Norcross High, Shiloh High, and South Gwinnett High; Berkmar, Grace Snell, Lilburn, Moore, Radloff, Richards, Shiloh, Snellville, Summerour, and Sweetwater middle schools; Alcova, Alford, Anderson-Livsey, Annistown, Beaver Ridge, Benefield, Bethesda, Britt, Cedar Hill, Centerville, Chesney, Corley, Ferguson, Harris, Hopkins, Jenkins, Kanoheda, Knight, Lovin, Lawrenceville, Lilburn, Magill, Meadowcreek, Minor, Nesbit, Norcross, Norton, Partee, Peachtree, Rockbridge, Rosebud, Shiloh, Simonton, Stripling, Sycamore, and Winn Holt elementary schools; and alternative schools GIVE East and GIVE West.