



“NO CHILD LEFT BEHIND” FACT SHEET

Goals of NCLB

Public charter schools receiving Title I allocations must comply with four major goals of the “No Child Left Behind” Act of 2001. To satisfy the mandates of NCLB, schools must: 1) *ensure that all students in grades 3-8 & 10 achieve proficiency on their state’s identified standardized exam¹ by school year 2013-2014 in the required academic areas²*; 2) *meet Adequate Yearly Progress (AYP)*; 3) *provide corrective actions if school is not meeting AYP as necessary*; and 4) *ensure that teachers meet the “highly qualified” requirements under NCLB.*

I. How is “Proficiency” determined under NCLB?

Proficiency standard’s for DC CAS was determined based on scale scores established by DCPS in its State Education Agency role. A committee of educators across the city reviewed test and test results to determine in their judgment what a proficiency score was. Although there is not a common number that is the same for each grade level; proficiency levels are more consistent on DC CAS than on SAT-9. The following “scale sores” were used to determine AYP for the 2005-2006 school year for all public schools in DC, including public charter schools.

i. Elementary Schools Scale Scores

DC CAS Reading Cut Scores for Performance Levels

Grade	Proficient	
	Raw Score	Scale Score
3	40	54
4	35	55
5	39	56
6	36	55

¹ *In the District of Columbia this is the District of Columbia Comprehensive Assessment Systems (DC CAS) Test.*

² *The required academic areas in the District of Columbia are Reading and Math. Science will become a required academic subject in SY 2007-2008.*

DC CAS Math Cut Scores for Performance Levels

Grade	Proficient	
	Raw Score	Scale Score
3	46	60
4	42	58
5	42	60
6	36	54

ii. Secondary Schools Scale Scores

DC CAS Reading Cut Scores for Performance Levels

Grade	Proficient	
	Raw Score	Scale Score
7	35	56
8	33	56
10	37	56

DC CAS Math Cut Scores for Performance Levels

Grade	Proficient	
	Raw Score	Scale Score
7	32	52
8	30	50
10	29	51

Six intermediate proficiency benchmarks have been set for elementary and secondary public schools for reading and mathematics. Schools' progress will be measured in the following 2 year intervals: 2004, 2006, 2008, 2010, 2012, and 2014. The following targets have been established for the 2005-2006 and 2006-2007 school years.

i. Elementary Schools

School Year 2006-2007:

- Reading – **48.37% proficient.** That is, to make AYP, 48.37% of all students that will take the test are expected to perform at or above their grade level scale scores; i.e. 48.37% of 3rd graders must achieve a scale score of 54 or better in reading to meet proficiency standards.
- Math – **40.28% proficient.** That is, to make AYP, 40.28% of all students that will take the test are expected to perform at or above their grade level scale scores; i.e. 40.28% of 3rd graders must achieve a scale score of 60 or better in math to meet proficiency standards.

ii. **Secondary Schools**

School Year 2006-2007:

- Reading – **43.58% proficient**. That is, to make AYP, 43.58% of all students that will take the test are expected to perform at or above their grade level scale scores; i.e. 43.58% of 7th graders must achieve a scale score of 56 or better in reading to meet proficiency standards
- Math – **40.55% proficient**. That is, to make AYP, 40.55% of all students that will take the test are expected to perform at or above their grade level scale scores; i.e. 40.55% of 7th graders must achieve a scale score of 52 or better in math to meet proficiency standards.

II. How is Adequate Yearly Progress (AYP) determined?

AYP is an annual measure of each school's progress in both reading/language arts and math; and its attendance and graduation rates. To make AYP, schools must meet or exceed the state's proficiency benchmarks for all students *and* all subgroups. Attendance rates will be used as an additional indicator for elementary and middle schools. At the secondary level, graduation rates will be used as an indicator for all high schools once they have been calculated across the city. Schools that fail to meet one or more criteria will be considered as failing to meet AYP.

i. All students and all subgroups (except gender and migrant status) are measured to determine AYP.

- Each student subgroup must have at least a 95% participation rate in the statewide assessment.
- Subgroups with at least 10 but less than 40 students must be reported to the State Education Office. These scores will be reflected in the State's Report Card, not the school's report card.
- Subgroups with 40 or more students are counted towards the school's AYP.
- Any student entering a school after the October enrollment count will not be included in that school's AYP report. These scores will be reflected in the State Report Card. Only students in attendance at the school for a full academic year (*October enrollment count to the first day of testing*) will be included in the school's AYP report.

For the purpose of AYP, subgroups are identified as:

- Major race/ethnicity categories
- Special Education status
- Limited English Proficient
- Economically disadvantaged

ii. **English Language Learners (ELL/LEP)** – English Language Learners and Limited English Proficient students must participate in the identified state standardized exams,

Criterion Reference Test (CTB) Reading/Language and Math Assessments by McGraw Hill.

- All ELL students (LEP and NEP students) must take the Criterion Reference Test (CTB) Math Assessment.
 - LEP students must take the Criterion Reference Test (CTB) Reading/Language Arts and Math Assessments. There are **NO** exemptions of LEP students regarding the state exams regardless of when they arrive in the country.
 - ELL students living in the country for less than one (1) calendar year are exempt from the state exam Reading/Language Assessment. Students who arrive in this district after the last day of the previous year's standardizing testing period **and** who have a **NEP** English Language Proficiency status according to the Language Assessment Scales (LAS) are exempt from taking the DC CAS Reading/Language Arts Assessment.
 - If a school decides to test NEP students in Reading/Language Arts, those students will become a subgroup for AYP purposes, and thus, their scores will be reflected in the school's AYP report.
- iii. Safe Harbor** - A school may meet AYP if it can demonstrate that the number of students not meeting AYP in a student subgroup, has been reduced from the previous year by at least 10%. Safe Harbor may be applied to each subgroup.
- iv. High School Graduation Rates** - Graduation rates shall be based on the average for all DC public schools, including public charter schools. Schools **above** the state average are defined as "achieving adequate yearly progress," provided their rate does not decline by two percentage points over two consecutive years. To make AYP, schools **below** the state average rate must increase each year until they reach the state average rate.
- The graduation rate will be calculated by dividing the number of graduates by the sum of the number of graduates and dropouts for the four preceding years.
 - The baseline DC high school graduation rate average will be calculated based on the one-year data available for 2001-2002. A four-year DC high school graduation rate average will be calculated after the 2004-2005 school year.
- v. Attendance Rates** – Attendance rates will be used as the additional indicator for elementary and middle schools. Attendance will be calculated by dividing the total daily attendance over the full academic year by the total daily enrollment taken over the same period. Schools will be required to record and report both daily attendance and enrollment.
- Schools with less than 90% attendance rate must show annual improvement up to a target of 90% attendance in order to make AYP.
 - Any school, including those performing at or above the 90% target, which has a decline of 2% or more in attendance each year for two consecutive years will be considered 'in need of improvement' for this academic indicator.

- vi. **Exemption** – The only exception in meeting AYP will be for students in special education programs who have the “most significant cognitive disabilities.” (*An alternative assessment for this category of students has been developed for DC public schools and public charter schools.*)

III. What corrective actions must schools take if AYP is not met?

Schools that are below their target levels in testing, attendance and graduation rates are identified as “not meeting AYP”. Schools that do not meet AYP two years in a row are “identified for improvement.” These schools must improve performance until they reach the state average.

i. **After 2 Years of not making AYP – Year 1 of School Improvement**

“Schools may spend up to an amount equal to 20 percent of its Title I allocation on choice-related transportation; supplemental educational services; or a combination of both”.

- No later than the first day of school, schools must offer all students attending an identified school the option to transfer to another public (charter or traditional) school, that has not been identified for improvement.
- Charter schools that are not able to secure choice options in schools meeting AYP must offer supplemental services to their identified low-income students.
- Schools are not required to give weighted preference to students coming from schools identified for improvement when transferring to a public charter school of choice.
- Identified schools must begin to develop a school improvement plan.

ii. **After 3 Years of not making AYP – Year 2 of School Improvement**

- For schools that fail to make AYP by the end of the first full school year after identification:
- Continue to provide transfer (choice) option
- Make supplemental educational services available to children from low-income families
- Revise school improvement plan

iii. **After 4 Years of not making AYP – Year 3 of School Improvement**

- For schools that fail to make AYP by the end of the second full school year after identification:
 - Continue to provide transfer (choice) option
 - Make supplemental educational services available to eligible students
 - Designate at least 1 corrective action:
 - Replacement of staff relevant to the failure to make AYP
 - Institute new curriculum
 - Extend school day

- iv. **Schools that make AYP for 2 consecutive years** – Any school identified for improvement or corrective action that makes AYP for 2 consecutive years will no longer be so designated.

IV. What are the guidelines for a “Highly Qualified Teacher” (HQT)? All LEAs (Local Educational Agencies - public charter schools) must ensure that all elementary and secondary core curriculum subject area teachers (grades 1-12) hired after the first day of the 2002-2003 school year are “highly qualified.”

For NCLB purposes *academic or core curriculum subject areas* are defined as: English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts (visual, theater, dance, and music), History and Geography.

A teacher is considered “highly qualified” if the following guidelines have been adequately satisfied:

- i. **Early Childhood Teachers (Head Start, Pre-School, Pre-K thru 3rd)***
- Bachelor’s Degree; *and*
 - Passed Early Childhood Education Praxis (020).
- *In order to meet “No Child Left Behind” highly qualified subject proficiency criteria for Grades 1-3, Early childhood license holders (PreK-3) are also required to pass the Elementary Education: Content Knowledge (014) exam.*
- ii. **Elementary Teachers (1st thru 6th grades)**
- Bachelor’s Degree; *and*
 - Passed the Elementary Praxis II (014)
- iii. **Secondary Teachers (7th thru 12th grades)**
- Bachelor’s Degree; *and*
 - Passed the Praxis II in each academic subject taught; *or* have completed an undergraduate academic major; *or* a graduate degree in the subject area taught; *or* have completed coursework equivalent to an undergraduate major (33 hours with 18 hours in the upper division in D.C.); *or* advanced certification *or* credentialing in each academic subject taught.
- iv. **Vocational Education Teachers** are exempt from NCLB “highly qualified” requirements.
- v. ***Foreign Educators who wish to Teach in the District of Columbia**
Educators who did not earn a degree from an accredited college or university in the Continental US are required to submit a Credential Evaluation conducted by an Approved Foreign Evaluator. Please see the following website for an approved list: <http://www.naces.org/>.
- vi. **Paraprofessionals**
All LEAs (Local Educational Agencies - public charter schools) must ensure that all paraprofessionals hired after January 8, 2002 in a program supported with Title I funds, must have:
- Completed at least two years of higher education; *or*

- Obtained an associate’s degree (or higher); *or*
- Passed a rigorous assessment that demonstrates knowledge and the ability to assist in instructing reading, writing and mathematics.

vii. Timeline

- All teachers and paraprofessionals, whether existing, new to the profession or new to the school, must meet the “highly qualified” requirements as of the 2005-2006 school year (see page 6 of the NCLB Fact Sheet for requirements).
- Schools’ existing teachers and paraprofessionals (hired before 2002-2003) must meet the “highly qualified” requirements by the end of the 2005-2006 school year.
- Teachers not new to the profession and who do not meet the “HQ” requirements, may take the HOUSE subject area competency to meet the “highly qualified” requirements.

V. Parent Notification

At the beginning of each school year, schools must notify parents and the community of their AYP status, in addition schools must also inform parents of their right to request information on the qualifications of their child’s core subject area teachers. Information regarding the professional qualifications of the student’s core subject area teacher should include the following:

- i. Whether the teacher has met the qualifications under NCLB to be considered “highly qualified”.
- ii. Whether the teacher has met the qualifications under NCLB for the grade levels and subject areas in which the teacher provides instruction.
- iii. The baccalaureate degree major of the teacher, and any other graduate certification or degree held by the teacher in the field or discipline of his/her certificate or degree.
- iv. If the teacher has not met the qualifications under NCLB to be considered “highly qualified,” then timely notification (7 days) to each individual parent that the parent’s child has been assigned. Parents also must be notified if the child has been taught for four or more consecutive weeks by a teacher who is not considered “highly qualified” (includes long-term substitutes).
- v. Whether or not the child is provided service by a paraprofessional, and if so, his/her qualifications.

NOTES

- (1) For the purposes of NCLB **pre-kindergarten and kindergarten** are not considered part of the academic or core curriculum subject areas. *However, if any portion of a pre-kindergarten or kindergarten teachers salary is paid by Title I funds, as an instructor of core curriculum subjects (language arts and mathematics), then they have to meet the NCLB Highly Qualified Teacher requirements.*
- (2) For purposes of NCLB an **Elementary School** is defined by the local education agency where classes are generally organized by self-contained classrooms. If a school is a K-8 school, it is considered an elementary school because the majority of the grades (1-6) are on that level. However, if a teacher only teaches a core subject, regardless of grade level, he/she is required to be “highly qualified” under the secondary education qualification requirements.
- (3) For purposes of NCLB a **Middle School** is defined by the local education agency where classes are generally organized by subject or departmental classrooms.
- (4) For purposes of NCLB a **High School** is defined by the local education agency where classes are generally organized by subject or departmental classrooms. If a school is a 6-12 school, it is considered a secondary school because the majority of the grades (7-12) are on that level.
- (5) For the purposes of NCLB **Academic or Core Subjects** are defined as English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History and Geography.
- (6) The **highly qualified teacher requirements** are not applicable when instruction is not within the academic or core curriculum subject areas. For example, the physical education teacher does not have to meet the HQT requirements to instruct dance, a performing art, as exercise. However, if dance is an elective arts course, i.e. part of the core curriculum, then the instructor must meet HQT requirements, regardless of the source of funding, i.e. private grants or in-kind services.
- (7) **HOUSE** represents High Objective Uniform Standard of Evaluation adopted by the State as an option for meeting the subject area competence for teachers not new to the profession. *(DCPS will develop this assessment, which will be an alternative standard for “HQT”. Date of completion is undetermined.)*
- (8) **PRAXIS** is a standard pedagogical and content knowledge exam for teacher professionals. In the District of Columbia this exam is used for teacher certification, and under the NCLB Act this exam is used in DC to make determinations for the “Highly Qualified” teacher requirements. Not all subject areas have a specific Praxis II exam, so please consult the website to get further details regarding testing www.ets.org/praxis/prxdc.html or 1-800-772-9476.
- (9) **DCPS State Education Agency Contact**

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- (10) **DCPS Office of Educational Credentialing and Standards Branch**
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www.k12.dc.us/dcps
- (11) **Department of Education’s Title I Regulations**
www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html.