



Knowledge is Power

Pitt County Schools
Title I Workshop

Objectives

- Identify significant aspects of the *No Child Left Behind* /ESEA legislation.
- Understand North Carolina's ABCs of Public Education.
- Identify North Carolina's Student Accountability Standards.
- Identify acronyms used in education.
- Identify powerful questions that parents and advocates should ask teachers and administrators.



No Child Left Behind (NCLB) Elementary Secondary Education Act (ESEA)

- Adequate Yearly Progress (AYP)
- School Choice
- Supplemental Educational Services
- Reporting
- Highly Qualified Teachers



The major goal of the federal *No Child Left Behind* law is for all public school children to perform at grade level in reading and math by the end of the 2013-14 school year.

- The School as a Whole
- White
- Black
- Hispanic
- Native American
- Asian
- Multicultural
- Economically Disadvantaged Students
- Limited English Proficient Students (LEP)
- Students with Disabilities (SWD)



TITLE I SCHOOL IMPROVEMENT UNDER NO CHILD LEFT BEHIND (NCLB)

After...	then...	and implements...
1 year of not making Adequate Yearly Progress (AYP) in mathematics or reading/language arts,	the school addresses challenge areas,	no sanctions under NCLB.
2 consecutive years of not making AYP in the same subject,	the school enters Year 1 of Title I Improvement at the beginning of the next school year	school choice* and receives technical assistance.
3 years of not making AYP in the same subject,	the school enters Year 2 of Title I Improvement at the beginning of the next school year	school choice, supplemental educational services and receives technical assistance.
4 years of not making AYP in the same subject,	the school enters Year 3 of Title I Improvement at the beginning of the next school year	school choice, supplemental educational services, corrective action and receives technical assistance.
5 years of not making AYP in the same subject,	the school enters Year 4 of Title I Improvement at the beginning of the next school year	school choice, supplemental educational services, devises a plan for restructuring and receives technical assistance.
6 years of not making AYP in the same subject,	the school enters Year 5 of Title I Improvement at the beginning of the next school year	school choice, supplemental educational services, restructuring and receives technical assistance.

*Schools in districts in the SES Pilot Program offer supplemental educational services, not school choice, at this stage.

NOTES: Title I schools enter Improvement after two consecutive years of not making Adequate Yearly Progress (AYP) in the same subject (reading/language arts or mathematics). Title I schools exit Improvement after two consecutive years of making AYP in the subject that identified them for Improvement. If a school makes AYP in the identifying subject in any one year after entering Improvement, it does not move to the next level of sanctions in the next school year. For every year a school in Improvement does not make AYP in the identifying subject, it moves to the next level of sanctions. It is possible for a school to exit Improvement for one subject, while entering into or remaining in Improvement based on the other subject.

ABCs of Public Education

- **A**ccountability
- Mastery of **B**asic Skills
- Local **C**ontrol



Student Accountability Standards



Gateways

- Grade 3
- Grade 5
- Grade 8
- High School

Student Accountability Standards

Personalized Education Plan



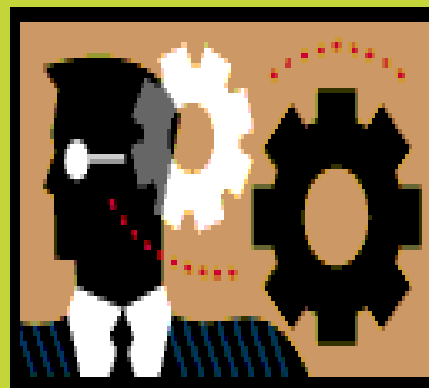
- Most include...
- Diagnostic evaluation
- Intervention strategies
- Monitoring component

North Carolina Graduation

Content Area	Career Prep	College Tech Prep	College/ University Prep	Occupational
English	4 Credits	4 Credits	4 Credits	4 Credits
Mathematics	4 Credits	4 Credits	4 Credits	3 Credits
Science	3 Credits	3 Credits	3 Credits	2 Credits
Social Studies	3 Credits	3 Credits	3 Credits	2 Credits
Second Language			2 Credits	
Computer Skills	Proficiency	Proficiency	Proficiency	Proficiency as specified in IEP
Health and Physical Education	1 Credit	1 Credit	1 Credit	1 Credit
Career/Technical	4 Credits	4 Credits		4 Credits
Arts Education	4 Credits	Recommend 1 Credit	Recommend 1 Credit	Recommend 1 Credit
Electives	2 Credits	2 Credits	3 Credits	6 Credits
Total	20 Credits	20 Credits	20 Credits	22 Credits

Conversations About Accountability

My Thoughts and Feelings



What About All Those Letters? (Activity)

ABC ESL

EOC

LEP



IPT SAT

AYP

ESL TIMSSCS



What SHOULD I Ask?



Empowering Questions Parents and Advocates Should Ask Schools

- At what level is my child performing on the End-of-Grade or End-of-Course Tests? What is my child's scale score within that level? (Note: If your child is performing at Level I or Level II, say, "I wish to review my child's Personal Education Plan." If there is not one, insist that one be written with parental input.)



Empowering Questions Parents and Advocates Should Ask Schools (continued)

- On what grade level is my child being taught?
- Who is my child's counselor and what does he/she do with my child?
- Is my child in rigorous and challenging classes? What does the school do to get more minority and other diverse students in these types of classes? What supports are given to these students – academically and socially?

Empowering Questions Parents and Advocates Should Ask Schools (continued)

- How does my child perform in class, academically, behaviorally, and with regard to completion of homework?
- Did our school make its ABC goals? What is the level of performance of our school? Did all of our school's subgroups make Adequate Yearly Progress (AYP)?

Empowering Questions Parents and Advocates Should Ask Schools (continued)

- How is the school using its “at-risk” funds, Title I funds, the Student Accountability Standards funds, or other funds to assist students who are functioning below grade level? (Ask specifically about your child if your child is performing at Level I or Level II.)



Empowering Questions Parents and Advocates Should Ask Schools (continued)

- Does our school use “ability grouping” to track students? If so, what is the percentage of minority students and other diverse students (African-American, American Indian, Hispanic, Free/ Reduced Lunch students) in those advanced classes or groups?



Empowering Questions Parents and Advocates Should Ask Schools (continued)


- What can I do to help my child? When can I schedule a time that my child and I can meet with all of my child's teachers? How do I contact the teacher? The Principal? Central Office? Administrators? The Superintendent?
- How do I join the school's parent organization (e.g. PTA, PTSA, PTSO, etc)?

Adapted from Marvin Pittman's "10 Questions to Ask Your School".

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Changing the Way We Do Business in the Village through Parent/Family Empowerment | Raising Achievement & Closing Gaps
PUBLIC SCHOOLS OF NORTH CAROLINA | State Board of Education | Department of Public Instruction





“Life is but one continual course of instruction. The hand of the parent writes on the heart of the child the first faint characters which time deepens into strength so that nothing can efface them.”

Rowland Hill (1744-1833)

You Can Make a Difference!

