



North Carolina and No Child Left Behind



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- Signed into law Jan. 8, 2002
 - Tremendous impact on North Carolina's public schools
 - Closing achievement gaps
 - Holding schools accountable for all students
 - Highly qualified teachers
 - Will be integrated with the ABCs
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- PowerPoint developed February 2003



North Carolina's ABCs and NCLB are based on:

- Greater local school accountability and control
- Rewards for success
- Sanctions for not meeting standards
- Strong basics
- Flexibility in resource allocation
- Parent communication, participation, and, in NCLB, school choice



History of ABCs schools' success

3rd-8th graders proficient in both reading and math

2001-02	74.7%
1996-97	61.7%
1992-93	53%

Low-performing schools

2001-02	.8% K-12 schools
1996-97	7.5% K-8 schools



The achievement gap

In 2001, the General Assembly mandated that, beginning in the 2002-03 school year, the state include a “closing the achievement gap” component in its measurement of student growth

Achievement gap: Percent at or above grade level in reading and math 3-8 EOGs

2001-02	56.6% black students	84.4% white students
2000-01	52% black students	82% white students
1992-93	30.1% black students	63.4% white students



NCLB is the next step

- All students proficient or better in reading and mathematics (according to state standards) by 2013-14
- Building on the success of the ABCs to meet the goal of the federal law



ABCs 2002-03 incentives*

- Certified staff in schools meeting ABCs Expected Growth = **\$600 each**
- Certified staff in schools meeting High Growth = **\$600 each**
- Certified staff in schools meeting NCLB's AYP = **\$600**
- For possible total of **\$1,800**
- **\$200 each** for a possible total of **\$600** for teacher assistants
- *pending legislative approval



Broad effects of NCLB in NC

- Expands testing – scope and participation
- Focuses assessment data on subgroup performances
- Increases reporting of disaggregated data results and progress toward closing the achievement gap
- www.ncpublicschools.org/nclb



Broad effects of NCLB in NC

- Raises standards for teacher and paraprofessional quality
- Increases the flexibility and amount of federal funding to over \$352 million (a 24%+ increase in NCLB program areas compared to 2001-02)
- Opens more options for parents – supplemental services, information and school choice



NCLB expands testing

- Annual reading and mathematics tests for Grades 3-8 (already in place) and in Grades 10-12 (reinstating Comprehensive Tests of Reading and Mathematics for Grade 10)
- Continued NAEP sample testing in reading and mathematics in Grades 4-8 (biennially)
- Science testing required by 2007-08
- LEP students must be tested annually



Adequate Yearly Progress targets

- The school as a whole
- White
- Black
- Native American
- Asian/Pacific Islander
- Hispanic
- Multiracial
- Limited English Proficient
- Students with Disabilities
- Economically Disadvantaged Students



Targets for meeting Adequate Yearly Progress

Year	Grades 3-8 (%)		Grade 10 (%)	
	Reading	Math	Reading	Math
2002-03	68.9	74.6	52	54.9
2004-05	76.7	81	64	66.2
2007-08	84.5	87.3	76	77.5
2010-11	92.2	93.7	88	88.7
2013-14	100	100	100	100



How AYP is determined

- All subgroups meet or exceed AYP targets for the year OR
- The percentage of students not scoring proficient in a subgroup is reduced by at least 10 percent in a year, and the subgroup makes progress on the other AYP indicator



The achievement gap

- Starting points were determined by AVERAGE scores
- Many student subgroups at many schools score below this average

Achievement gap: Percent at or above grade level in reading and math 3-8 EOGs

2001-02	74.7% total	56.6% blacks	84.4% whites
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- More than half our schools probably won't make AYP



School Improvement schools

- Only 27% of NC elementary and middle schools would have made AYP for 2000-01
- Only 11 districts would have made AYP in 2000-01
- There are 15 schools currently in School Improvement under the old Title I AYP definitions – 11 of these are charter schools



Title I School Improvement > corrective actions > restructuring

Year	Status	Sanctions
Year 1	Fails to make AYP	None
Year 2	Fails to make AYP	None
Year 3	Fails to make AYP In Title I SI	Public school choice, technical assistance
Year 4	Fails to make AYP In Title I SI	Public school choice, supplemental educational services, technical assistance



Title I School Improvement > corrective actions > restructuring

Year	Status	Sanctions
Year 5	Fails to make AYP In Title I SI	Public school choice, supplemental education services, corrective action, technical assistance
Year 6	Fails to make AYP In Title I SI	Public school choice, supplemental educational services, plan for restructuring, technical assistance
Year 7	Fails to make AYP In Title I SI	Public school choice, supplemental educational services, implement plan for restructuring



NC Title I schools

- Public
 - 840 schoolwide
 - 235 targeted assisted
- Charter
 - 16 schoolwide
 - 41 targeted assisted



Highly qualified teachers

- By June 30, 2006, all core subject area teachers will meet NCLB's definition of highly qualified
- Teachers must meet the requirements for full certification and have demonstrated competency in each of the subjects that they teach
- Almost 30% of NC's 85,817 teachers are not fully licensed and/or are lacking subject area certification



Highly qualified teachers

- Newly-hired teachers (those who began work in the 2002-03 school year) working in Title I funded programs teaching in core academic areas must already meet NCLB's definition of highly qualified
- Lateral entry teachers must meet the same qualifications in three years (not five years)
- No provisional, emergency or temporary licenses



Highly qualified teachers

- Not-new teachers in core subject areas must meet the definition of highly qualified by June 30, 2006
- Passing Praxis II test(s) demonstrates subject area knowledge
- Other options: major or its equivalent, graduate degree in subject area, master's level licensure in subject area, NBC in subject area



Highly qualified teachers

- Not-new teachers can complete HOUSE (soon to be established in North Carolina) instead of the Praxis II to demonstrate subject matter competence
- See <http://teach4NC.org>. and <http://sbepolicy.dpi.state.nc.us/> on the web



New standards for instructional paraprofessionals

- Designed to ensure they have the skills needed to help in reading, writing, mathematics and/or readiness for schooling instruction
- Requirements vary depending on school (Title I or not), position held and hire date
- Law applies to 57% of our 25,900 paraprofessionals (unlike teachers where all core subject area teachers are affected)



New standards for instructional paraprofessionals

- High school degree
- Associate's degree and/or two years of higher education
- Formal assessment of instructional abilities including a staff development component
- Work under direct supervision of a highly qualified teacher
- Exceptions: paraprofessionals who perform translation, parental involvement, or only non-instructional duties



Deadlines for paraprofessionals

- Jan. 8, 2006 for not-new paraprofessionals
- Already for paraprofessionals hired on or before Jan. 8, 2002



Parent knowledge, involvement and choices

- NCLB calls for states and districts to provide annual report cards on school performance and teacher quality to parents and the public
- www.ncreportcards.org
- Title I school parents have extensive rights to notification, information and involvement opportunities



Local, district, state report cards

- School basics
- Aggregated scores and AYP information
- Disaggregated scores by subgroups
- Percentage of students not tested
- Score comparisons to state objectives
- Two-year trend data
- Graduation/attendance rates
- Status of all districts including those identified for school improvement
- Teacher qualifications/credentials



Challenges

- Additional challenges
 - Data collection
 - Persistently dangerous schools



Communication is key

- Many communications challenges
- Use communications ideas in the Toolkit at www.ncpublicschools.org/nclb
- Communicate our commitment to educating each child in this state