

State Accountability System: At A Glance

State and Local School District Title 1 Plan	Must be completed by 2002-2003 school yr. Both state and local levels must consult with parents and the public in the development of the plans. State must explain how parent involvement can be enhanced, and local district must include in it's state plan how Title I parents will be involved
Challenging State Content Standards	State required to develop reading/language arts, math and science for all public school students. Must be in place for reading/language arts and math by May 2003 grades 3-8 and 10-12; for science beginning of school year '05-'06. Parents and public must be informed about the standards.
Challenging State Academic Achievement Standards	State required to develop reading/language arts, math and science for all public school students. Must be in place for reading/language arts and math by beginning of school year 2005-06 for grades 3-8 and 10-12. science grades 3-5, 6-9, and 10-12 by '07-'08. . Parents and public must be informed about the standards.
State Assessments	To determine AYP, assessment must test reading/language arts, math and science, and shall be aligned with the standards. At least 95% of the students are required to take the assessment. Parents should be informed about the assessment program and the impact on their students. .
Annual Yearly Progress (AYP)	Measures progress of students in reading/language arts and math, and sets state annual academic expectations for all students in these subject areas. Starts with the '01-'02 school yr. And requires that all student score proficient by the 2013-2014 school year. Parents and the public must be informed annually about the about the state's and school districts academic progress, and impact if school/district does not meet AYP expectations.
Disaggregated Data	By school year 2005-2006 school year, the state and districts must disaggregate student academic progress by race, income, major ethnic group, disability and limited proficient English. Academic progress must also be reported by gender and migrant status, but does not count as AYP measure. .
Annual State Report Card	Provides key academic state information to be disseminated widely parents and the public beginning in the school year 2002-2003. Includes: achievement information on state assessments in math and reading/language arts; two year trend data in achievement; comparison between student achievement and state expectations; percentage of the state's students who scored at the basic, advanced and proficient levels; percentage of students not tested; information about other academic indicators; list of schools not making AYP; percentage of teachers teaching with emergency /provisional credentials, percentage of classes not taught by highly qualified teachers, and broken out between low schools in the top quartile of income and the bottom quartile of poverty.
Annual School District and Individual School Report Card	Provides key academic and school district information to be disseminated widely to parents and in the community beginning in the school year 2002-2003. School district is responsible for reporting g the same information as appears on the state report card, but applied to their own school district and individual schools as outlined in the law. The district may include other indicators such as school attendance rates, average class size, and school safety measures.
Parents Right to Know	School districts must notify Title I parents that they may request from the district information regarding the student's classroom teachers including specific criteria outlined in law. School must notify parents if a teacher who is not highly qualified taught their child for 4 or more consecutive weeks.

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Title I School Improvement: Public School Choice and Supple- mental Educational Services

Schools or school districts that fail to make AYP for two consecutive years are designated as “needing improvement.” After the second year of not meeting AYP, parents are eligible to transfer their child to another public school that has met AYP, and after three years of not making AYP, are eligible for receiving supplemental educational services that are provided outside of the school day or year. Non-profit, for-profit, faith-based organizations, community based-organizations and school districts themselves can apply with the state to become service providers.

Title I School Corrective Action

After four years of not meeting AYP, a school is identified for corrective action. Corrective actions may include: replace some school staff; implement a new curriculum; provide teacher professional development; decrease school’s management authority; appoint an outside advisor; extend the school day or school year; and/or restructure the internal organization of the school. Parents and public must be informed of corrective actions.

Title I School Restructuring

After five years of not meeting the AYP expectations, the school shall be identified as requiring restructuring. Restructuring could include: reopening the school as a public charter school; replace school staff; enter into a contract with a private management company to run the school; turn the operation of the school over to the state; make major changes in the structure of the school; In addition, parents and the public must be involved in the school decision-making process in developing the alternate governance plan, and be provided the opportunity to comment on the final proposed plan.

Title I School District Needing Improvement Corrective Action, or Restructuring

The state pursues this route in response to a school district that has demonstrated consistent academic failure. Defined as needing improvement, corrective action or restructuring, the state must offer parents public school choice to another school district, SES, corrective action or restructuring. Parents and public must be involved in the state decisions to determine actions taken by the state to address low performing districts.

Teacher Quality

By the 2005-2006 school every, every public school teacher teaching a core subject must meet the state’s definition of a highly qualified teacher. Parents and the community must be involved in establishing the “highly qualified” definition.