



ILLINOIS STATE BOARD OF EDUCATION

Rod Blagojevich
Governor

Jesse H. Ruiz
Chairman

Dr. Randy J. Dunn
State Superintendent of Education (Interim)

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BACKGROUND

**Local School Board
Review and Approval**

OF

**School and District
Improvement Plans**

**Background for Guidance Document
on School and District Improvement Plans
*No Child Left Behind (NCLB)***

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Part 1.0: No Child Left Behind (NCLB) Background

1.1 What is NCLB?

On January 8, 2002, President Bush signed *NCLB* and the *Improving America's School Act* into law. The law revised the 1965 Elementary and Secondary Education Act. *NCLB* is one of the most comprehensive and significant education policy initiatives since 1965.

1.2 What is the purpose of NCLB?

The purpose of *NCLB* is to ensure that each child in U.S. public schools meets the academic achievement standards of the state in which he or she lives. *NCLB* sets forth specific goals and timelines:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by school year 2013-14.
2. By 2013-14, all students will be proficient in reading by the end of the third grade.
3. All limited English proficient students will become proficient in English.
4. All students will be taught by highly qualified teachers.
5. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
6. All students will graduate from high school. (*Federal Register*, March, 2002)

1.3 How will schools and districts meet these goals?

To help schools and districts meet these goals, *NCLB* combines various requirements, incentives, and resources. The requirements include:

1. Beginning in 2006, annual testing of all students against state standards in reading and mathematics in grades 3 through 8 and once in high school; beginning in 2008, in science, three times in a student's school career, including once in high school.
2. Verification of each state's assessment system via required participation of selected districts in the National Assessment of Educational Progress test. National Assessment of Educational Progress tests are administered every other year.
3. Aggregating, disaggregating, analyzing, and reporting student achievement results.
4. A state definition and timelines for determining whether a school, district, and state are making adequate yearly progress toward the goal of 100 percent of students meeting state standards by the 2013-14 school year.
5. Technical assistance and sanctions for schools, districts, and the state for failure to make adequate yearly progress.
6. Highly qualified teachers in core academic subjects by the end of 2005-06.
7. Existing aides or paraprofessionals qualified by January 8, 2006.
8. Support for students not meeting standards and for those who have special needs, such as homeless children and those with limited English proficiency.

9. The use of programs and strategies based on scientifically-based research.

1.4 Does *NCLB* apply to all public schools or only those that receive Title I money?

Generally, *NCLB* requirements apply only to public schools that receive Title I money. But for a state to continue to receive Title I money, *NCLB* requires it to submit a state plan that integrates many of *NCLB* requirements with state law. For example, a state must implement a single accountability system (learning standards, assessments, definitions of proficiency) for all of its public schools (including charter schools) and districts. The Illinois State Board of Education (ISBE), for example, must measure, calculate, and report adequate yearly progress for all public schools. The U.S. Department of Education approved Illinois' plan in June, 2003, and amendments thereafter. (See the Illinois plan "Accountability Workbook" at http://www.isbe.net/nclb/pdfs/account_workbook.pdf.)

1.5 Which academic learning areas count in the calculation of school, district, or state adequate yearly progress?

ISBE administers state academic assessments—Prairie State Achievement Exams and Illinois Standards Achievement Tests—in reading, mathematics, and science in the spring semester each year. Under *NCLB* and Illinois law, only reading and mathematics test scores count in the calculation of adequate yearly progress; science results do not, but must be publicly reported.

1.6 Overall, how many criteria are used to determine whether a school makes adequate yearly progress?

A school must satisfy a maximum of 41 criteria to make adequate yearly progress: A composite score and nine subgroup scores in mathematics (10) and in reading (10); a composite score and nine subgroup scores in percent tested in mathematics (10) and in reading (10); plus attendance rate for grade schools or graduation rate for high schools (1). By group, each calculation represents all the students tested in the school. No school in Illinois has all of the *NCLB* subgroups, thus no school has all 41 targets. The annual School Report Card provides adequate yearly progress results for the applicable groups and subgroups.

1.7 How is district adequate yearly progress calculated?

District adequate yearly progress is calculated using the same criteria that are used to calculate school adequate yearly progress. In effect, a district is treated as if it were a school. To do so, data from all of its schools are simply aggregated.

1.8 Are there any differences between the calculation of school and district adequate yearly progress?

Yes: 1) *NCLB* requires that the calculation of adequate yearly progress (AYP) for districts limit the number of students scoring in the meets-and-exceeds category on the Illinois Alternative Assessment to no more than one percent of the student population of the district in all grades tested. Districts may request an exception to this limit by calling the Division of Special Education Services at 217-782-5589. This is not an AYP category or subgroup per se, but it affects the calculation of a district's AYP. 2) If a district includes both a grade school and a high school, its adequate yearly progress criteria include *both* attendance rate and graduation rate. This adds one additional criterion to the district calculation. (See Appendices 1 & 2)

1.9 What are the *NCLB* sanctions for a Title I school that does not make adequate yearly progress?

For Title I schools (numbers refer to years):

1. The school year following the first spring that a school does not make adequate yearly progress, no sanction is applied.
2. The school year following the second consecutive spring assessment that a school does not make adequate yearly progress, the school must offer parents a choice of schools within the district that are not subject to sanction. If there are none, the district must, to the extent practicable, establish a cooperative agreement with other districts in the area so that schools in other districts can accept the students.
3. After the third consecutive spring assessment, in addition to offering parents a choice, the school must offer parents supplemental educational services.
4. After the fourth spring assessment, in addition to offering parents choice and supplemental educational services, the district must implement corrective actions at the school.
5. After the fifth spring assessment, in addition to offering parents choice and supplemental educational services, the district must develop a plan to restructure the school.
6. After the sixth spring assessment, the school must implement the district's restructuring plan. (*NCLB*, Sec. 1116)

Two examples: 1) If a school does not make adequate yearly progress for the first time in the spring of 2005, there is no sanction during the next school year (2005-06). 2) If a school does not make adequate yearly progress for the fifth time in the spring of 2005, it must draft a restructuring plan for the school during school year 2005-06. If it does not make adequate yearly progress again in spring, 2006, the restructuring plan must be implemented at the beginning of the 2006-07 school year.

1.10 What are the *NCLB* sanctions for a non-Title I school that does not make adequate yearly progress?

None. *NCLB* sanctions do not apply to schools that do not receive Title I money.

1.11 Do Illinois law and rules apply to both Title I and non-Title I schools?

Yes.

1.12 What are the Illinois sanctions for a school that does not make adequate yearly progress?

Illinois law specifies the following sanctions for all schools that do not make adequate yearly progress (numbers refer to years):

1. The school year following the first spring that a school does not make adequate yearly progress, no sanction is applied.
2. The school year following the second consecutive spring assessment that a school does not make adequate yearly progress, the school is placed in Academic Early Warning Status.
3. After the third consecutive assessment, the school continues in Academic Early Warning Status.
4. After the fourth assessment, the school is placed in Academic Watch Status. ISBE must appoint a school improvement panel.
5. After the fifth assessment, the school continues in Academic Watch Status and the district must develop a restructuring plan for the school.
6. After the sixth assessment, the school must implement its district's restructuring plan.
7. After the seventh assessment, ISBE must take one of the following actions: a) direct the regional superintendent of schools to remove school board members, b) appoint an independent authority to operate the school, c) change the school's recognition status to nonrecognized, or d) reassign pupils or reassign or replace school district personnel who are relevant to the failure to meet adequate yearly progress. (105 ILCS 5/2-3.25d-f)

1.13 What are the major differences between the Title I and non-Title I sanctions?

The sanctions stated above are the same for Title I and non-Title I schools except non-Title I schools are *not* required to:

- offer a choice of schools,
- offer supplemental educational services, or
- undergo corrective action.

1.14 Is adequate yearly progress defined and calculated the same in *NCLB* and Illinois law?

Yes.

1.15 Are there requirements in addition to those outlined above?

Yes. *NCLB* and Illinois law specify many other requirements—such as notifying parents and the public, use of Title I money, teacher mentoring, parental involvement, professional development, after school programs, technical assistance, appeals procedures, and exception procedures—that are beyond the scope of this document.

APPENDIX 1
SCHEDULE OF NCLB AND ILLINOIS SANCTIONS FOR SCHOOLS

YEAR	AYP	ALL SCHOOLS	ONLY TITLE I SCHOOLS
1			
fall		standard operation	
spring	No	no sanction	
2			
fall		standard operation	
spring	No	<ul style="list-style-type: none"> • Academic Early Warning Status • Submit school improvement plan to local school board 	<ul style="list-style-type: none"> • Parental choice
3			
fall		Implement school improvement plan	Implement parental choice
spring	No	<ul style="list-style-type: none"> • Academic Early Warning Status continues • Submit school improvement plan to local school board 	<ul style="list-style-type: none"> • Supplemental educational services
4			
fall		Implement school improvement plan	Parental choice continues Implement supplemental educational services
spring	No	<ul style="list-style-type: none"> • Academic Watch Status • Submit school improvement plan to local school board and to ISBE • ISBE appoints school improvement panel to help develop school improvement plan 	<ul style="list-style-type: none"> • Corrective action options selected by district
5			
fall		Improvement panel helps to implement school improvement plan and report results to ISBE	Parental choice continues Supplemental educational services continue Implement corrective action
spring	No	<ul style="list-style-type: none"> • Academic Watch Status continues • Submit school improvement plan to local school board and to ISBE • District will develop a restructuring plan for the school 	
6			
fall		Improvement panel helps to implement school improvement plan District develops a restructuring plan for the school	Parental choice continues Supplemental educational services continue Corrective action continues
spring	No	<ul style="list-style-type: none"> • School notified that it will have to implement district restructuring plan 	
7			
fall		School implements district restructuring plan	Parental choice continues Supplemental educational services continue
spring	No	<ul style="list-style-type: none"> • ISBE selects one option: remove school board, appoint authority to manage school, nonrecognize school, reassign pupils, or replace personnel 	
8			
fall		ISBE implements one option: remove school board, appoint authority to manage school, nonrecognize school, reassign pupils, or replace personnel	

APPENDIX 2
SCHEDULE OF NCLB AND ILLINOIS SANCTIONS FOR DISTRICTS

YEAR	AYP	ALL DISTRICTS	ONLY TITLE I DISTRICTS
1			
fall		standard operation	
spring	No	no sanction	
2			
fall		standard operation	
spring	No	<ul style="list-style-type: none"> • Academic Early Warning Status • Submit district improvement plan to local school board 	
3			
fall		Implement district improvement plan	
spring	No	<ul style="list-style-type: none"> • Academic Early Warning Status continues • Submit district improvement plan to local school board 	
4			
fall		Implement district improvement plan	
spring	No	<ul style="list-style-type: none"> • Academic Watch Status • Submit district improvement plan to local school board and to ISBE • ISBE appoints district improvement panel to help develop district improvement plan 	<ul style="list-style-type: none"> • ISBE selects one or more corrective actions
5			
fall		Improvement panel helps to implement district improvement plan and report results to ISBE	Implement corrective action(s)
spring	No	<ul style="list-style-type: none"> • Academic Watch Status continues • Submit district improvement plan to local school board and to ISBE • ISBE notifies district that it will have to develop a district restructuring plan 	
6			
fall		District develops a restructuring plan	Implement corrective action(s)
spring	No	<ul style="list-style-type: none"> • ISBE notifies district that it will have to implement its restructuring plan 	
7			
fall		District implements district restructuring plan	
spring	No	<ul style="list-style-type: none"> • ISBE selects one option: remove school board, appoint authority to manage school, nonrecognize school, reassign pupils, or replace personnel 	
8			
fall		ISBE implements one option: remove school board, appoint authority to manage school, nonrecognize school, reassign pupils, or replace personnel	
spring	No	<ul style="list-style-type: none"> • If a district is nonrecognized in its entirety, it will be dissolved on July 1 	