
North Dakota Department of Public Instruction

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State Title I Office

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The Title I AYP Communication Toolkit for Schools

*A resource for communicating with parents on Adequate
Yearly Progress, Program Improvement identification, and
sanctions under the No Child Left Behind Act.*

Updated April 2006

The Title I AYP Communication Toolkit for Schools

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Overview

This toolkit was created to offer sample letters and tools to provide guidance to schools as they work to meet the requirements for communicating with parents regarding Adequate Yearly Progress (AYP) and sanctions under the *No Child Left Behind Act*.

The toolkit has been organized according to the year that the school is in under the timeline for Title I school program improvement. Schools should use the Title I School Program Improvement timeline in the front of each section to determine which resources are appropriate for your school to reference.

For your information, a basic question and answer section is also included as a resource for you to use as you design parent communication or discuss AYP with parents who may visit with you regarding questions. The Q & A section was designed to communicate in very clear, concise terms the basic components of AYP to those who may not be familiar with the process.

The letters and other tools enclosed all require you to enter additional information and/or customization to meet your schools' needs. All are intended to be samples to provide you with ideas for communicating with parents as you design your own letters and forms. Only the brochures included are ready for distribution to parents. These are updated as of April 2006 so to get the most recent information, you may want to download the version available on our website at www.dpi.state.nd.us/title1/progress/index.shtm.

It is important, whether you create your own letters, modify the ones enclosed, or do a combination of the two, to make sure that you are meeting all requirements listed in Title I law under the *No Child Left Behind Act*. The final section of this toolkit lists the areas that are the focus of this toolkit (notifying parents on AYP, program improvement, school choice, and supplemental services) and the requirements specified in the law for each. Use this list as a final checklist to make sure that you are meeting all parent notification requirements.

If you have feedback on the resources included in this toolkit, suggestions for additional resources to be included, or ideas on how to improve the toolkit in general, please do not hesitate to contact the State Title I office at (701) 328-2282 or (888) 605-1951.

List of Department of Public Instruction Contacts

If you need more information on...	Contact...	At...
North Dakota State Accountability Plan	Greg Gallagher	(701) 328-1838
Proficiency Cut Scores	Jean Newborg	(701) 328-2755
North Dakota State Assessment	Jean Newborg	(701) 328-2755
Title I Law	Laurie Matzke	(701) 328-2284
Corrective Action and Alternative Governance	Ann Ellefson	(701) 328-2292
Program Improvement Plan	Flo Hilzendeger Lauri Nord	(701) 328-4646 (701) 328-2282
Annual Report	Ann Ellefson	(701) 328-2292
Additional Program Improvement Funding	Laurie Matzke Mary Neigum	(701) 328-2284 (701) 328-2281
School Choice	Laurie Matzke	(701) 328-2284
Supplemental Services	Laurie Matzke	(701) 328-2284
LEP (Limited English Proficient) Students	Mari Rasmussen	(701) 328-2958
IEP Students/Special Education Students	Bob Rutten	(701) 328-2692
Alternate Assessment	Doreen Strode	(701) 328-4562

North Dakota Department of Public Instruction Consequences for Schools NOT Making Adequate Yearly Progress

TIMELINE YEAR 1	TIMELINE YEAR 2	TIMELINE YEAR 3	TIMELINE YEAR 4	TIMELINE YEAR 5	TIMELINE YEAR 6	TIMELINE YEAR 7
		YEAR 1 OF PROGRAM IMPROVEMENT	YEAR 2 OF PROGRAM IMPROVEMENT	YEAR 3 OF PROGRAM IMPROVEMENT	YEAR 4 OF PROGRAM IMPROVEMENT	YEAR 5 OF PROGRAM IMPROVEMENT
Did not make AYP	Identified for School Program Improvement	10% of funds set-aside for Professional Development (PD) for all staff	Continue School Choice, TA, and 10% set-aside for PD	Continue School Choice, TA, 10% set-aside for PD, and Supplemental Services	Continue School Choice, TA, 10% set-aside for PD, Supplemental Services, and Corrective Action	Continue School Choice, TA, 10% set-aside for PD, Supplemental Services, and Corrective Action
		LEA must give school Technical Assistance (TA)				
	Within three months after identification, school is required to submit a Program Improvement Plan	Implement Program Improvement Plan	Update and Implement Program Improvement Plan	Update and Implement Program Improvement Plan	Update and Implement Program Improvement Plan	Update and Implement Program Improvement Plan
		School must provide option of School Choice	School must offer Supplemental Services	Corrective Action: Replace key staff OR New curriculum OR New management OR Extend year/day OR Restructure AND Increased state oversight	Plan for Alternative Governance	In North Dakota, Alternative Governance Possible Options: Defer administrative funds to program improvement schools OR Offer signing bonus or merit pay to retain exemplary staff OR Offer school choice across district boundaries OR Contract with an outside expert OR Other forms of major restructuring as identified by the school
		Did not make AYP	Did not make AYP	Did not make AYP	Did not make AYP	Did not make AYP

Section I. Q & A on Adequate Yearly Progress

Adjustments and revisions are constantly being made at the state and federal level.

Information provided within this toolkit is subject to change. For the most current information regarding the *No Child Left Behind Act*, please visit the U.S. Department of Education's website at www.ed.gov/index.jhtml.

Q & A on Adequate Yearly Progress

Q. What does the phrase Adequate Yearly Progress (AYP) mean?

A. Adequate Yearly Progress (AYP) is the State's measure of yearly progress toward state academic content standards. It sets the minimum level of improvement that states, school districts, and schools must attain each year. In addition, the *No Child Left Behind* (NCLB) Act requires that states and schools not only measure overall student improvement toward state academic standards, but also that particular subgroups of students who are traditionally at high risk of being left behind, be reported separately to ensure those students are not left behind. Achieving AYP means that all students in all schools, districts, and states are making progress toward high academic standards.

Q. What are the subgroups of students who are traditionally at risk of being left behind, that must be separated out when determining a school's Adequate Yearly Progress?

A. The subgroups that will be disaggregated are the following:

- Economically disadvantaged students,
- Limited English Proficient (LEP) students,
- Major ethnic/racial groups, and
- Students with disabilities.

Q. If subgroups must be separated out, and a school only has one member of any of the above subgroups, is it possible that a school could be identified for Title I program improvement on the basis of one student's test scores?

A. No. The North Dakota Department of Public Instruction has procedures and policies in place to eliminate any violation of the FERPA law regarding student privacy. The department employs a policy where any population less than ten will prohibit the reporting of students. Only populations of ten or greater will allow the reporting of students within an identified group.

Please note, however, that the Department of Public Instruction averages up to three years of data for reporting. Therefore, it is possible that small groups of students, when averaged over a three-year period of time, may be reportable.

Q. What process will the state use to determine Adequate Yearly Progress?

A. First, educators in the state defined cut points for what proficiency in reading and mathematics means for the State of North Dakota. What level do we consider proficient in reading and math? What is it that we want all students to know and be able to do at each grade level? On the tests that our students take, what score do all students need to reach to demonstrate proficiency?

Also, the *No Child Left Behind* Act requires the state to choose one of two methods for defining our state's starting point based on the lowest achieving demographic group or based on the lowest-achieving schools in the state, whichever method results in the highest percentage. Once the initial bar is established, the state is required to raise the bar gradually, over a twelve-year period, until all schools reach 100% proficiency.

Q. Have we identified our cut scores? If so, what are they?

- A. Yes, we have identified cut scores for reading and mathematics in grades 3, 4, 5, 6, 7, 8, and 11. On the tables below, you will find the cut scores identified for grades 3, 4, 5, 6, 7, 8, and 11 in reading and mathematics. As we continue to implement the *No Child Left Behind* Act, the percentage of students who must meet the cut point will steadily increase until we reach 100% proficiency by the 2013-2014 school year.

North Dakota State Assessment Achievement Standards Cut Scores* Established May 2005							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reading							
Partially Proficient	579	606	619	632	644	648	679
Proficient	610	630	645	655	666	670	700
Advanced	650	670	690	696	707	714	738
Mathematics							
Partially Proficient	547	586	609	627	641	654	702
Proficient	572	610	632	653	670	686	739
Advanced	632	655	672	692	706	725	775

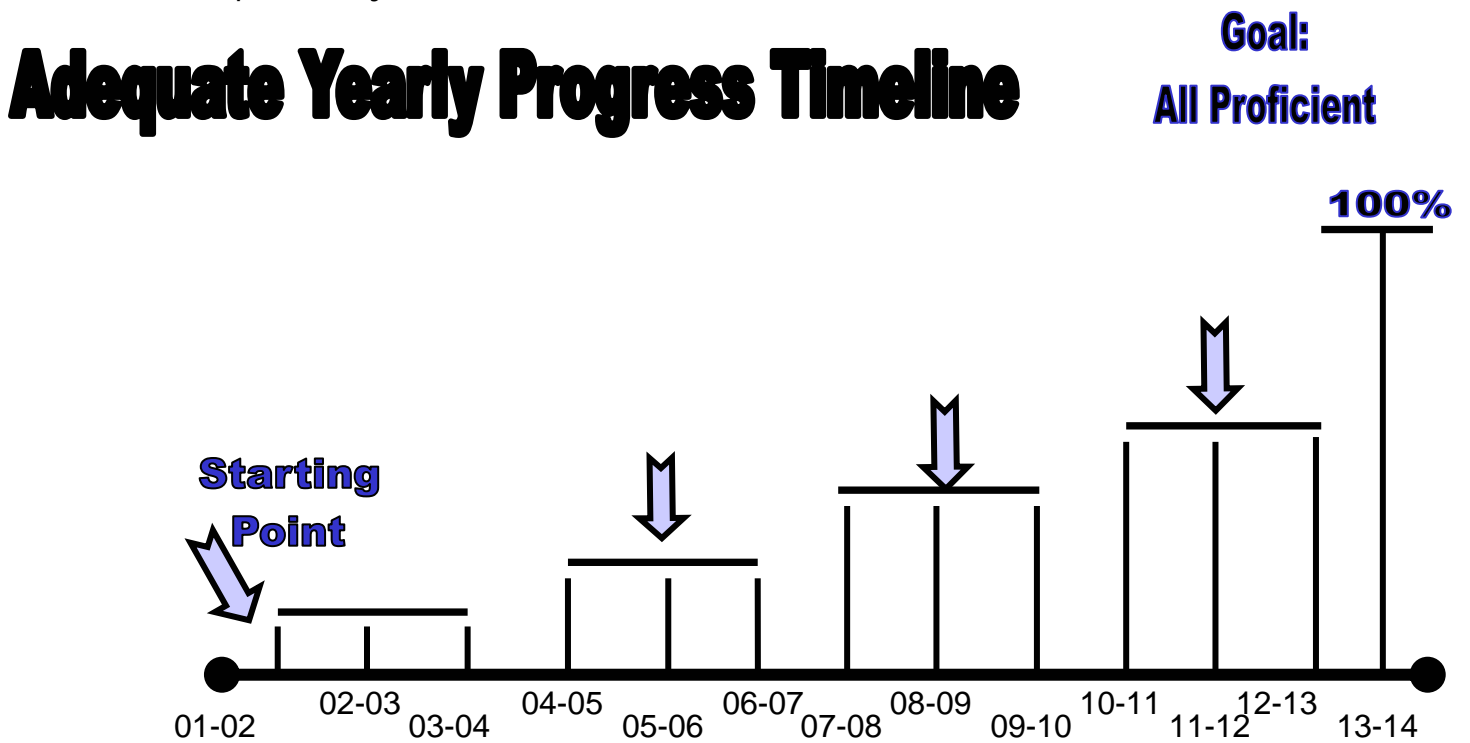
* Presented in scale scores on the North Dakota State Assessment

Q. What about new students? Can a school be held accountable for students who have only attended that particular school for a short period of time?

- A. Students need to have been enrolled in a particular school for one full year in order to be counted in the AYP scores. However, students who have not attended the school for a full year must still take the state assessment. Their scores **will not** be used to determine AYP for the school, but they **will** be used to determine AYP for the district, as well as the state.

- Q. How long must a student attend a school to be considered “enrolled for one full year?”**
- A. The term one full year means that the student has been enrolled at a particular school for a full academic year. A full academic year means the student must have been enrolled at the school for at least 173 instructional days prior to taking the state assessment.

- Q. Doesn't the *No Child Left Behind Act* require that 100% of the students be proficient?**
- A. Yes, by the 2013-2014 school year, 100% of the students are required to be proficient in reading and mathematics. The percentage of students who need to be proficient goes up in three-year increments until the requirement reaches 100% in the 2013-2014 school year. The graph below illustrates how required proficiency percentages will rise every three years (i.e., the intermediate goals until we make the final jump to 100% proficiency in 2013-2014).



- Q. What about special populations of students? For example, students who are labeled Limited English Proficient (LEP) required to take the state test? Are students who are on an Individual Education Plan (IEP) for special education required to take the state assessment?**
- A. Two new policies were released by the U.S. Department of Education in February 2004 that will help states and local school districts meet the requirements of the NCLB Act for limited English proficient students who are new to this country.
- The new policy will allow LEP students, during their first year of enrollment in U.S. schools, to have the option of taking the reading/language arts component

of the state assessment. These students would still be required to take the English language proficiency assessment (which is different from the state assessment). They would take the mathematics state assessment, with accommodations as appropriate. States are not required to include the academic achievement results from the mathematics or, if given, the reading/language arts content assessments in AYP calculations. This effectively includes the new LEP student within the state's accountability system by counting them in with the participation rate without holding the school or district responsible for the student's performance during that first year since entering the country. In subsequent years, the student will participate fully in the assessment and accountability system.

- Since all LEP students exit the LEP subgroup once they attain English language proficiency, states may have difficulty demonstrating improvements on state assessments for these students. Accordingly, the other new policy would, for AYP calculations, allow states up to two years to include the LEP subgroup students who have attained English proficiency. This option would allow schools and local education agencies (LEAs) to get credit for improving English language proficiency from year to year.

Regarding students on an IEP, these students are also required to take the state assessment. There is an alternate assessment that is available for special education students, but this assessment is only for students with significant disabilities, and for a student to take this assessment, it must be written into that student's IEP. The majority of students on an IEP must participate in the state assessment. Both tests (the alternate and the regular state assessment) will be used in the AYP calculations. Accommodations as described in the Test Coordinator's Manual are allowed (the manual is available online at www.dpi.state.nd.us/testing/assess/index.shtml).

Q. How will the state assure that all students participate in the state test?

- A. In order for a school to make adequate yearly progress, the school must ensure that at least 95% of the students at the district, school, and subgroup level participated in the state assessment. The law states that if fewer than 95% of the students participate in the state assessment in any given year, then the school and/or district automatically does not make AYP for that year (even if every child tested had proficient test scores).

Schools must report all student results by subgroups. The number of students in the composite score and each subgroup must be of sufficient size to produce statistically reliable results for the 95% requirement to affect adequate yearly progress. In other words, if the number of students in the composite score or in a subgroup is too small to produce statistically reliable results, the state will not, on the basis of the 95% requirement, identify the school as not making adequate yearly progress, even if fewer than 95% of the students in that subgroup take the state's assessment.

On Monday, March 29, 2004, U.S. Secretary of Education Paige issued a new policy for calculating participation rates under the *No Child Left Behind* Act. Under the new

policy, a state may use data from the previous one or two years to average the participation rate data for a school and/or subgroup as needed. If this two- or three-year average meets or exceeds 95%, the school will meet this AYP requirement. Schools that are performing well in this category may not be unduly identified as in need of improvement because of a one- or two- year dip in their participation rates.

Also, since there are rare circumstances when a student cannot take the assessment during the entire testing window, including make-up dates, due to a significant medical emergency, the new policy allows schools to omit such students when calculating their participation rates. This will ensure that schools whose averages might be affected by such situations will not be unduly identified for improvement.

Q. Other than the results of the state assessment and participation in the assessment, is there any other information about the school that will be used to determine whether or not a school is making Adequate Yearly Progress?

A. Yes. A state’s definition of AYP must include a secondary indicator for determining progress. The secondary indicator at the high school level is graduation rates and for the middle and elementary school level, North Dakota has chosen to use attendance rates. These indicators will be used to further identify schools that are not making AYP. However, these indicators may NOT be used to prevent a school from being identified for improvement.

Q. What if a school does not make Adequate Yearly Progress?

A. If a school does not make state-defined for two consecutive school years and the school receives Title I funds, the school will be identified for program improvement. Identified schools may receive additional resources to make improvements. In addition, schools will face certain sanctions.

<p>Second consecutive year of <u>school</u> not making AYP=</p>	<ul style="list-style-type: none"> • Development of plan for improvement. • Set aside 10% of district’s Title I allocation for professional development. • School must offer school choice, where parents are given the option to transfer their student to a different public school in the district.
<p>Third consecutive year of not <u>school</u> making AYP=</p>	<ul style="list-style-type: none"> • Continue/update the program improvement plan. • Set aside 10% of district’s Title I allocation for professional development. • Continue school choice. • Provide supplemental services to disadvantaged children, where parents of identified children are allowed to receive Title I funds to pay for educational services provided outside of the school day. Services must be provided by an entity approved for such services by the state.

<p>Fourth consecutive year of <u>school</u> not making AYP=</p>	<ul style="list-style-type: none"> • Continue/update the program improvement plan. • Set aside 10% of district's Title I allocation for professional development. • Continue providing school choice and supplemental services. • District must implement corrective actions such as replacing certain staff, implementing a new curriculum, or extending the school day or year.
<p>Fifth consecutive year of <u>school</u> not making AYP=</p>	<ul style="list-style-type: none"> • Continue/update the program improvement plan. • Set aside 10% of district's Title I allocation for professional development. • Continue school choice and supplemental services. • Continue corrective actions. • Plan for alternative governance.
<p>Sixth consecutive year of <u>school</u> not making AYP=</p>	<ul style="list-style-type: none"> • Continue/update the program improvement plan. • Set aside 10% of district's Title I allocation for professional development. • Continue school choice and supplemental services. • Continue corrective actions. • Implement alternative governance.

Q. What if a district does not make Adequate Yearly Progress?

- A. If a district does not make state-defined AYP for two consecutive school years and the district receives Title I funds, the district will be identified for program improvement. Identified districts may receive additional resources to make improvements. In addition, districts will face certain sanctions.

<p>Second consecutive year of <u>district</u> not making AYP=</p>	<ul style="list-style-type: none"> • Development of plan for improvement. • Set aside 10% of district's Title I allocation for professional development. • Disseminate correspondence from State Superintendent of Public Instruction regarding the district's identification for program improvement.
<p>Third consecutive year of <u>district</u> not making AYP=</p>	<ul style="list-style-type: none"> • Continue/update the program improvement plan. • Set aside 10% of district's Title I allocation for professional development. • Disseminate correspondence from State Superintendent of Public Instruction regarding the district's identification for program improvement.

<p>Fourth consecutive year of <u>district</u> not making AYP=</p>	<ul style="list-style-type: none"> • Continue/update the program improvement plan. • Set aside 10% of district's Title I allocation for professional development. • Disseminate correspondence from State Superintendent of Public Instruction regarding the district's identification for program improvement. • District must implement corrective action measure such as: defer administrative funds, implement a new curriculum, replace district personnel, remove schools from the district's jurisdiction, appoint a trustee to administer district's affairs, abolish or restructure the district, allow school choice across district boundaries, or other form of major restructuring.
<p>Fifth consecutive year of <u>district</u> not making AYP=</p>	<ul style="list-style-type: none"> • Continue/update the program improvement plan. • Set aside 10% of district's Title I allocation for professional development. • Disseminate correspondence from State Superintendent of Public Instruction regarding the district's identification for program improvement. • District must continue to implement corrective action measure. • Plan for alternative governance.
<p>Sixth consecutive year of <u>district</u> not making AYP=</p>	<ul style="list-style-type: none"> • Continue/update the program improvement plan. • Set aside 10% of district's Title I allocation for professional development. • Disseminate correspondence from State Superintendent of Public Instruction regarding the district's identification for program improvement. • District must continue to implement corrective action measure. • Implement alternative governance.

Section II. Communication of the School District Profile

The NCLB Act requires state education agencies to create report cards for all public school districts. In North Dakota, we refer to the report card as the School District Profile.

All districts must notify parents of the state-issued report cards/school district profiles upon their release.

The School District Profiles can be accessed on the Department of Public Instruction's website at www.dpi.state.nd.us/dpi/reports/profile/index.shtm.

This sample letter is for districts and or/schools to notify and communicate the availability of the district's report cards/school district profile.

North Dakota Department of Public Instruction

NOTIFICATION OF SCHOOL DISTRICT PROFILE—Communication of school district profile

SAMPLE

[Date]

Dear Parents and Patrons,

Every year the [Name] Public School District, in cooperation with the North Dakota Department of Public Instruction, publishes an annual progress report on student achievement called the *School District Profile*. This profile is now available for your review. I encourage you to access and study this important information. This report demonstrates the progress our students are making in terms of our challenging academic standards.

You may access the *School District Profile* for the [Name] School District on the Department of Public Instruction's website at the following address www.dpi.state.nd.us/dpi/reports/profile/index.shtm. Simply select the [Name] School District and the most recent year to access the various reports available. If you prefer, the staff at your local school or our central office will assist you and provide a printed copy to review.

The annual *School District Profile* summarizes how well our students performed this past year in reading/language arts and mathematics on the North Dakota State Assessment and on other academic indicators. The annual *School District Profile* presents the percentage of students who have achieved proficiency in reading/language arts and mathematics. The Profile also provides our student attendance rates and graduation rates. The Profile reviews the achievement of all students and of specific subgroups of students. Additionally, the Profile compares our student results over two years to those of the State as a whole.

The *School District Profile* for the [Name] School District is an important summary of how well our students are progressing in their basic academic skills. I encourage all parents and patrons to familiarize themselves with this information. Providing a quality education for our students is everyone's concern. In order for us to improve, we must begin with an understanding of how well our students are performing. We should all take pride in the support we collectively provide our students. Together, I am confident that we will build on our successes to improve and further raise the quality of education within the [Name] School District. I thank you for your continued commitment to building a strong education system here in [Name].

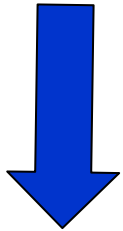
Sincerely,

Section III. Schools Making AYP

These sample letters are for schools that are making AYP and who have not entered the School Title I Program Improvement timeline. These letters include:

- School made AYP
- School made AYP due to Title I Trump
- School(s) and district made AYP (combination letter)

This section applies to schools here



School Title I Program Improvement

		Year 1	Year 2	Year 3	Year 4	Year 5
School is Making AYP	First year of not making AYP Not identified for Program Improvement No consequences	Second consecutive year of not making AYP	Third consecutive year of not making AYP	Fourth consecutive year of not making AYP	Fifth consecutive year of not making AYP	Sixth consecutive year of not making AYP
		Identified for Program Improvement	School Choice	School Choice	School Choice	School Choice
		Within 3 months submit a program improvement plan	Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services
		School Choice	10% Title I allocation for district-wide professional development	Corrective Action	Corrective Action	Corrective Action
		10% Title I allocation for district-wide professional development		10% Title I allocation for district-wide professional development	Plan for Alternative Governance	Alternative Governance
10% Title I allocation for district-wide professional development		10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development		

NOTIFICATION OF AYP REPORT—School made AYP

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's Adequate Yearly Progress Report (AYP report). You will note our school's AYP status on at the bottom of the report. According to the report, our school did make AYP and has NOT been identified as needing improvement.

What is our school doing to maintain its AYP status?

Improving the educational achievement of our students has always been a priority in our school district. We are constantly working to implement research-based methods of teaching and learning that will present our students with a quality educational program which provides them with the skills and knowledge they need to succeed upon graduation from our school. Currently, our school is undertaking the following improvement measures:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

What does this mean for parents?

In order to reach the high academic goals for student proficiency set in the *No Child Left Behind Act*, our school needs your participation. Supporting the school and becoming involved in your child's education is key to his/her academic progress. We would like to enlist your participation in our improvement planning and initiatives. We need your support, and would certainly welcome any ideas you have to continue our work to attain high academic standards for all students at our school. Please contact the school at [enter contact information] to become involved.

Sincerely,

North Dakota Department of Public Instruction

NOTIFICATION OF AYP REPORT—School made AYP due to Title I Trump

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

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3. Whether the school has met the secondary indicator for participation rates
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 - High Schools – student graduation rates

4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's Adequate Yearly Progress Report (AYP report). You will note our school's AYP status on at the bottom of the report.. According to the report, our school did make AYP and has NOT been identified as needing improvement. Our school actually made AYP through the Title I Trump provision.

The North Dakota Department of Public Instruction has a multi-tiered approach that applies various rules allowed under *No Child Left Behind* to help a school make AYP. One of these rules is called the Title I Targeted rule, otherwise known as Title I Trump. This rule exists as AYP calculations are a requirement under Title I law. This rule allowed our school to base the AYP results solely on the assessment scores of students that receive Title I services within our building. Due to this rule, our school made AYP.

What is our school doing to maintain its AYP status?

Improving the educational achievement of our students has always been a priority in our school district. We are constantly working to implement research-based methods of teaching and learning that will present our students with a quality educational program which provides them with the skills and knowledge they need to succeed upon graduation from our school. Currently, our school is undertaking the following improvement measures:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

What does this mean for parents?

In order to reach the high academic goals for student proficiency set in the *No Child Left Behind* Act, our school needs your participation. Supporting the school and becoming involved in your child's education is key to his/her academic progress. We would like to enlist your participation in our improvement planning and initiatives. We need your support, and would certainly welcome any ideas you have to continue our work to attain high academic standards for all students at our school. Please contact the school at [enter contact information] to become involved.

Sincerely,

North Dakota Department of Public Instruction

NOTIFICATION OF AYP REPORT—School(s) and district made AYP (combination letter)

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a district and its schools have made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates

4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our district and schools make AYP?

If you take a closer look at the enclosed AYP reports, you will notice that our district as a whole and each of the schools did make AYP and have NOT been identified as needing improvement. We believe that this success has a great deal to do with the support the district and each of its schools receives from our community and parental support.

[NOTE: Author of the letter should include district and school information as applicable, keeping in mind that all schools within the district (even those that do not receive Title I funds) must disseminate this information to parents.]

- The [Name] Public School District did make Adequate Yearly Progress
- The [Name] Elementary School did make Adequate Yearly Progress
- The [Name] Middle School did make Adequate Yearly Progress
- The [Name] High School did make Adequate Yearly Progress

What are our district and our schools doing to maintain its AYP status?

Improving the educational achievement of our students has always been a priority in our schools and our district. We are constantly working to implement research-based methods of teaching and learning that will present our students with a quality educational program which provides them with the skills and knowledge they need to succeed upon graduation from our school. Currently, our district and our schools are undertaking the following improvement measures:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

What does this mean for parents?

In order to reach the high academic goals for student proficiency set in the *No Child Left Behind Act*, our district and your child's school needs your participation. Supporting the district and school by becoming involved in your child's education is key to his/her academic progress. We would like to enlist your participation in our improvement planning and initiatives. We need your support, and would certainly welcome any ideas you have to continue our work to attain high academic standards for all students at our district. Please contact the school or district at [enter contact information] to become involved.

Sincerely,

Section IV. Insufficient Data

These sample letters are for schools whose AYP report reflects that there is insufficient data available to determine AYP. Any section on the AYP report marked with an “i” indicates that the student sample size was insufficient to make a reliable AYP determination and that multiple year data were referenced to generate the report. Technically, AYP reports for schools not in program improvement and schools in program improvement could potentially indicate there were insufficient data.

The sample letters include:

- School has insufficient data, not in program improvement
 - School has insufficient data, in program improvement (not in corrective action)
 - School has insufficient data, in program improvement (in corrective action or beyond)

The first letter applies to schools in either of these categories

The second letter applies to schools in Years 1 or 2

The third letter applies to schools in Years 3 or beyond

		Year 1	Year 2	Year 3	Year 4	Year 5
School is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Third consecutive year of not making AYP	Fourth consecutive year of not making AYP	Fifth consecutive year of not making AYP	Sixth consecutive year of not making AYP
		Identified for Program Improvement	School Choice	School Choice	School Choice	School Choice
	Not identified for Program Improvement	Within 3 months submit a program improvement plan	Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services
		No consequences	School Choice	10% Title I allocation for district-wide professional development	Corrective Action	Corrective Action
	10% Title I allocation for district-wide professional development		10% Title I allocation for district-wide professional development		Plan for Alternative Governance	Alternative Governance
					10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development

School Title I Program Improvement

North Dakota Department of Public Instruction

NOTIFICATION OF AYP REPORT—School has insufficient data, not in program improvement

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates

4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's Adequate Yearly Progress Report (AYP report). You will note our school's AYP status on at the bottom of the report. According to the report, our school had insufficient data to determine AYP.

What does insufficient data mean?

The term *insufficient data* indicates that the number of students at our school taking the state assessment was too few to generate a reliable AYP report. When this happens, the state will look at past years data. If this data was never reported out, then an AYP determination may be made on the combined sample size from the two to three most recent, contiguous years. If all of these years added together are equal to or greater than 10 students, an AYP determination will be made. This data then becomes non-reportable for future years. Even adding together three years of data, our school has insufficient data to determine AYP.

What is our school doing to help its students achieve?

Improving the educational achievement of our students has always been a priority in our school district. We are constantly working to implement research-based methods of teaching and learning that will present our students with a quality educational program which provides them with the skills and knowledge they need to succeed upon graduation from our school. Currently, our school is undertaking the following improvement measures:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

What does this mean for parents?

In order to reach the high academic goals for student proficiency set in the *No Child Left Behind Act*, our school needs your participation. Supporting the school and becoming involved in your child's education is key to his/her academic progress. We would like to enlist your participation in our improvement planning and initiatives. We need your support, and would certainly welcome any ideas you have to continue our work to attain high academic standards for all students at our school. Please contact the school at [enter contact information] to become involved.

Sincerely,

North Dakota Department of Public Instruction

NOTIFICATION OF AYP REPORT—School has insufficient data, in program improvement (not in corrective action)

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

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3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
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4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's Adequate Yearly Progress Report (AYP report). You will note our school's AYP status on at the bottom of the report. According to the report, our school had insufficient data to determine AYP. Due to the results of previous state assessments and AYP reports, our school has been previously identified for program improvement. This year's AYP report, reflecting insufficient data, puts us in a holding pattern regarding our program improvement status. During this holding pattern, we will continue to implement the program improvement requirements as in previous years. However, we do not progress further on the program improvement sanctions timeline. More information on these requirements is outlined below.

What does insufficient data mean?

The term *insufficient data* indicates that the number of students at our school taking the state assessment was too few to generate a reliable AYP report. When this happens, the state will look at past years data. If this data was never reported out, then an AYP determination may be made on the combined sample size from the two to three most recent, contiguous years. If all of these years added together are equal to or greater than 10 students, an AYP determination will be made. This data then becomes non-reportable for future years. Even adding together three years of data, our school has insufficient data to determine AYP.

What specific area(s) resulted in our identification for program improvement?

[NOTE: Schools should fill this in with the specific areas from previous years AYP reports that caused the identification for the school.]

How does our school compare with other schools in the district and state?

[NOTE: The school must fill in this section with information on how other schools in the district are doing in terms of AYP, as well as comparison information on this school versus AYP results statewide.]

What does our status as a Program Improvement School mean?

Meeting the educational needs of all of our students is a high priority at our school. Because we have been identified for program improvement, our staff has defined a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff, and school and is focused on research-based methods of raising student achievement. The specific activities that we are undertaking to try and improve the number of students reaching proficiency on the North Dakota State Assessment include the following:

[NOTE: School should list its improvement measures in the areas of reading and mathematics below.]

What does this mean for our school?

[NOTE: In order to shorten the length of the letter, schools may want to modify this section to only include information on the current status of the school, i.e., introductory information and the specific year of program improvement for the school.]

Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the sanctions our school must follow during this stage of its program improvement:

- Program Improvement Plan – Currently, a team of school personnel is working on developing a plan to raise mathematics and reading scores within our school. We are asking for your assistance and participation in our efforts to address our school's identification for program improvement.

Our school will be hosting a parent meeting on [Date] at [Time] in [Place] to review our draft improvement plan, further analyze student achievement data and other school data, and finalize our targets for instructional improvement and increased student learning. Please plan on attending this meeting so that you can offer input on our decisions and learn about how you, as a parent, can participate in our school's effort to leave no child behind.

- Professional Development Requirement – Our school is required to use 10% of the district's Title I allocation on professional development that is specifically designed to improve classroom teaching. Our school plans to implement the following high-quality, ongoing professional development within the school:

[NOTE: School should list its professional development initiatives, particularly those in the areas of reading and mathematics.]

The [enter school district] is also supportive of our initiatives. The district assists us in our professional development by:

[NOTE: School should list its district level professional development initiatives, particularly those in the areas of reading and mathematics.]

The state also offers our school professional development through an annual program improvement workshop, a quarterly program improvement newsbrief, a monthly newsletter, as well as ongoing technical assistance and support.

- Additional Resources – Our school believes with the dedication of staff, the support of families, the cooperation of the community, and adequate resources, all children can succeed. Our school remains committed to *No Child Left Behind's* goal of closing gaps in the achievement among our students. For this reason, our school has undertaken a number of initiatives to ensure that all children attain proficiency, including:

[NOTE: Schools should list its improvement measures, particularly those in the areas of reading and mathematics.]

- School Choice – During the first year of program improvement, a school must offer parents school choice, which means that parents may transfer their students to other schools in the district that have met AYP status. However, since our school district has only one school to choose from (i.e., we are not a large district with more than one elementary school), the school choice provision is not available to parents.
- Supplemental Services – In the second year of program improvement, a school must continue to offer school choice to its parents, and in addition, schools must provide the lowest achieving students with the opportunity to receive additional instruction in reading or math beyond the regular school day. These instructional services are called supplemental services. In the upcoming weeks, you will receive a letter from the school

explaining what supplemental services are and how, if your child is identified as eligible, your child can participate.

[NOTE: If the school is not sending a letter regarding supplemental services within the next few weeks, school should provide specific plans and details for supplemental services in this letter.]

Getting Involved

As you can see in the activities identified, we have strong plans for working to improve the educational programs at our school. We would like you and your child(ren) to continue to be an active participant in our educational system. Please help support our high expectations for student achievement by participating in the school's program improvement plan and offering input and support in our endeavors to raise student achievement. If you would like to be involved, by volunteering at the school or participating on one of our school improvement committees, please contact the school at [enter contact information].

Sincerely,

North Dakota Department of Public Instruction

NOTIFICATION OF AYP REPORT—School has insufficient data, in program improvement (in corrective action or beyond)

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

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4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's Adequate Yearly Progress Report (AYP report). You will note our school's AYP status on at the bottom of the report. According to the report, our school had insufficient data to determine AYP. Due to the results of previous state assessments and AYP reports, our school has been previously identified for program improvement. This year's AYP report, reflecting insufficient data, puts us in a holding pattern regarding our program improvement status. During this holding pattern, we will continue to implement the program improvement requirements as in previous years. However, we do not progress further on the program improvement sanctions timeline. More information on these requirements is outlined below.

What does insufficient data mean?

The term *insufficient data* indicates that the number of students at our school taking the state assessment was too few to generate a reliable AYP report. When this happens, the state will look at past years data. If this data was never reported out, then an AYP determination may be made on the combined sample size from the two to three most recent, contiguous years. If all of these years added together are equal to or greater than 10 students, an AYP determination will be made. This data then becomes non-reportable for future years. Even adding together three years of data, our school has insufficient data to determine AYP.

What specific area(s) resulted in our identification for program improvement?

[NOTE: Schools should fill this in with the specific areas from previous years AYP reports that caused the identification for the school.]

How does our school compare with other schools in the district and state?

[NOTE: The school must fill in this section with information on how other schools in the district are doing in terms of AYP, as well as comparison information on this school versus AYP results statewide.]

What does our status as a Program Improvement School mean?

Meeting the educational needs of all of our students is a high priority at our school. Because we have been identified for program improvement, our staff has defined a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff, and school and is focused on research-based methods of raising student achievement. The specific activities that we are undertaking to try and improve the number of students reaching proficiency on the North Dakota State Assessment include the following:

[NOTE: School should list its improvement measures in the areas of reading and mathematics below.]

What does this mean for our school?

[NOTE: In order to shorten the length of the letter, schools may want to modify this section to only include information on the current status of the school, i.e., introductory information and the specific year of program improvement for the school.]

Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the sanctions our school must follow during this stage of its program improvement:

- Program Improvement Plan – Currently, a team of school personnel is working on developing a plan to raise mathematics and reading scores within our school strict. We are asking for your assistance and participation in our efforts to address our school’s identification for program improvement.

Our school will be hosting a parent meeting on [Date] at [Time] in [Place] to review our draft improvement plan, further analyze student achievement data and other school data, and finalize our targets for instructional improvement and increased student learning. Please plan on attending this meeting so that you can offer input on our decisions and learn about how you, as a parent, can participate in our school’s effort to leave no child behind.

- Professional Development Requirement – Our school is required to use 10% of the district’s Title I allocation on professional development that is specifically designed to improve classroom teaching. Our school plans to implement the following high-quality, ongoing professional development within the school:

[NOTE: School should list its professional development initiatives, particularly those in the areas of reading and mathematics.]

The [enter school district] is also supportive of our initiatives. The district assists us in our professional development by:

[NOTE: School should list its district level professional development initiatives, particularly those in the areas of reading and mathematics.]

The state also offers our school professional development through an annual program improvement workshop, a quarterly program improvement newsbrief, a monthly newsletter, as well as ongoing technical assistance and support.

- Additional Resources – Our school believes with the dedication of staff, the support of families, the cooperation of the community, and adequate resources, all children can succeed. Our school remains committed to *No Child Left Behind’s* goal of closing gaps in the achievement among our students. For this reason, our school has undertaken a number of initiatives to ensure that all children attain proficiency, including:

[NOTE: Schools should list its improvement measures, particularly those in the areas of reading and mathematics.]

- School Choice – During the first year of program improvement, a school must offer parents school choice, which means that parents may transfer their students to other schools in the district that have met AYP status. However, since our school district has only one school to choose from (i.e., we are not a large district with more than one elementary school), the school choice provision is not available to parents.
- Supplemental Services – In the second year of program improvement, a school must continue to offer school choice to its parents, and in addition, schools must provide the lowest achieving students with the opportunity to receive additional instruction in reading or math beyond the regular school day. These instructional services are called supplemental services. In the upcoming weeks, you will receive a letter from the school

explaining what supplemental services are and how, if your child is identified as eligible, your child can participate.

[NOTE: If the school is not sending a letter regarding supplemental services within the next few weeks, school should provide specific plans and details for supplemental services in this letter.]

- Corrective Action – School choice and supplemental services continue into the third year of program improvement, while at the same time the school enters the corrective action phase. In the corrective action phase, the school must choose to undertake one of five corrective actions, including:
 - Implement a new curriculum
 - Extend school day or school year
 - Operate under new management
 - Replace key staff
 - Restructure the school

[NOTE: School should provide specific plans and details for implementing the chosen corrective action measure.]

We selected to [enter corrective action option], and so far we have seen the following results: [enter corrective action results].

- Plan for Alternative Governance – If a school continues to not make AYP, the school enters into the fourth year of program improvement. While continuing to offer school choice, supplemental services, and maintaining the corrective action chosen, the school must spend the fourth year planning for alternative governance. (See next bullet for more information on this sanction.)

[NOTE: School should provide specific plans and details on the schools plan to prepare for alternative governance.]

- Alternative Governance – During year five of program improvement, the school must now enter the alternative governance phase. Last year, during our fourth year of program improvement, we were required to research which alternative governance option would make the most sense for the students at our school. We developed a committee to analyze each option and to gathering information on possibilities for our school. These options included:
 - Defer administrative funds
 - Offer signing bonus or merit pay to retain exemplary staff
 - Offer school choice across district boundaries
 - Contract with an outside expert
 - Other forms of major restructuring

A final decision was made and our school chose [enter alternative governance option]. We believe that this alternative governance option will raise academic achievement at our school. We have outlined details regarding the implementation below:

[NOTE: School should identify which alternative governance measure the school has chosen and provide specific plans and details for implementing the chosen alternative governance measure.]

Getting Involved

As you can see in the activities identified, we have strong plans for working to improve the educational programs at our school. We would like you and your child(ren) to continue to be an active participant in our educational system. Please help support our high expectations for student achievement by participating in the school's program improvement plan and offering input and support in our endeavors to raise student achievement. If you would like to be involved, by volunteering at the school or participating on one of our school improvement committees, please contact the school at [enter contact information].

Sincerely,

Section V. Non-Title I Schools AYP Notification

The program improvement sanctions outlined in the *No Child Left Behind* Act only apply to schools receiving Title I funds. However, the AYP reports are calculated for all public schools throughout the state. Schools that do not receive Title I funds are still required to notify parents of the school's results as specified in federal law. The sample letters in this section are to assist the notification of parents in schools that do not receive Title I funds. Sample letters have been developed for:

- Non-Title I school made AYP
- Non-Title I school did not make AYP

**These letters
apply to
Non-Title I
schools here**

School Title I Program Improvement

		Year 1	Year 2	Year 3	Year 4	Year 5
School is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Third consecutive year of not making AYP	Fourth consecutive year of not making AYP	Fifth consecutive year of not making AYP	Sixth consecutive year of not making AYP
		Identified for Program Improvement	School Choice	School Choice	School Choice	School Choice
		Within 3 months submit a program improvement plan	Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services
		School Choice	10% Title I allocation for district-wide professional development	Corrective Action	Corrective Action	Corrective Action
		10% Title I allocation for district-wide professional development		10% Title I allocation for district-wide professional development	Plan for Alternative Governance	Alternative Governance
			10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	

NOTIFICATION OF AYP REPORT—Non-Title I School made AYP

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's Adequate Yearly Progress Report (AYP report). You will note our school's AYP status on at the bottom of the report. According to the report, our school did make AYP.

What is our school doing to maintain its AYP status?

Improving the educational achievement of our students has always been a priority in our school district. We are constantly working to implement research-based methods of teaching and learning that will present our students with a quality educational program which provides them with the skills and knowledge they need to succeed upon graduation from our school. Currently, our school is undertaking the following improvement measures:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

What does this mean for parents?

In order to reach the high academic goals for student proficiency set in the *No Child Left Behind Act*, our school needs your participation. Supporting the school and becoming involved in your child's education is key to his/her academic progress. We would like to enlist your participation in our improvement planning and initiatives. We need your support, and would certainly welcome any ideas you have to continue our work to attain high academic standards for all students at our school. Please contact the school at [enter contact information] to become involved.

Sincerely,

NOTIFICATION OF AYP REPORT— Non-Title I School did not make AYP

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

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2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's Adequate Yearly Progress Report (AYP report). You will note our school's AYP status on at the bottom of the report. According to the report, our school did not make AYP. Only schools receiving Title I funding and that do not make AYP are sanctioned by the federal government. Since our school does not receive Title I funding, no sanctions will be mandated on our school.

We do, nevertheless, want to communicate with you regarding the state's findings and inform you of the many improvement strategies our school has already implemented to help all students achieve.

What specific area(s) resulted in our school not making AYP?

[NOTE: Schools should fill this in with the specific areas from the AYP report that caused the identification for the school.]

How does our school compare with other schools in the district and state?

[NOTE: The school must fill in this section with information on how other schools in the district are doing in terms of AYP, as well as comparison information on this school vs. AYP results statewide].

What is our school doing to address this issue?

Meeting the educational needs of all of our students is a high priority at our school. Our staff has defined a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff and school, and is focused on research-based methods of raising student achievement. The specific activities that we are undertaking to try and improve the number of students reaching proficiency on the North Dakota State Assessment include the following:

[NOTE: School should list its improvement measures in the areas of reading and mathematics below.]

What does this mean for parents?

In order to reach the high academic goals for student proficiency set in the *No Child Left Behind* Act, our school needs your participation. Supporting the school and becoming involved in your child's education is key to his/her academic progress. We would like to enlist your participation in our improvement planning and initiatives. We need your support, and would certainly welcome any ideas you have to continue our work to attain high academic standards for all students at our school. Please contact the school at [enter contact information] to become involved.

Sincerely,

Section VI. Schools Not Making AYP for One Year

The sample letter in this section is for schools that have not made AYP for **one year**. These schools have not been identified for program improvement. If the school does not make AYP for a second consecutive year, then it will be identified as a program improvement school.

This section applies to schools here



School Title I Program Improvement

		School Title I Program Improvement				
School is Making AYP	First year of not making AYP Not identified for Program Improvement No consequences	Year 1	Year 2	Year 3	Year 4	Year 5
		Second consecutive year of not making AYP	Third consecutive year of not making AYP	Fourth consecutive year of not making AYP	Fifth consecutive year of not making AYP	Sixth consecutive year of not making AYP
	Identified for Program Improvement	School Choice	School Choice	School Choice	School Choice	School Choice
	Within 3 months submit a program improvement plan	Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services
	School Choice	10% Title I allocation for district-wide professional development	Corrective Action	Corrective Action	Corrective Action	Corrective Action
	10% Title I allocation for district-wide professional development		10% Title I allocation for district-wide professional development	Plan for Alternative Governance	Alternative Governance	Alternative Governance
				10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development

NOTIFICATION OF AYP REPORT—Schools that did not make AYP for ONE year, but not in Program Improvement

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

As indicated on the bottom of the enclosed district AYP report, you will find that our school did NOT make Adequate Yearly Progress (AYP); however, our school has not been identified as a school in need of improvement. In order to be identified as a school in need of improvement, also known as program improvement, a school must fail to make AYP for two consecutive years. In other words, if our school's North Dakota State Assessment results fall below the goals set by the state next year, our school will be identified as a program improvement school since it would be our second consecutive year for not making AYP. Being identified for program improvement would mean that our school would be required to write an improvement plan and face certain sanctions as outlined in the *No Child Left Behind Act*.

What is our school doing to improve its AYP status?

Improving the educational achievement of our students has always been a priority. We are constantly working to implement research-based methods of teaching and assessment that will present our students with a quality educational program that provides them with the skills and background they need to succeed upon graduation from our school. Currently, our school is undertaking the following improvement measures:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

What does this mean for parents?

In order to reach the high academic goals for student proficiency set in the *No Child Left Behind Act*, our school needs your participation. Supporting the school and becoming involved in your child's education is key to his/her academic progress. Because we are facing a second year of not making AYP, your involvement is key to our school improvement efforts. We would like to enlist your participation in our improvement planning and initiatives. We would certainly welcome any ideas you have to further our work to attain high academic standards for all students at our school. Please contact the school at [enter contact information] to become involved, or attend a meeting we have scheduled on [date] at [location] at [time].

Sincerely,

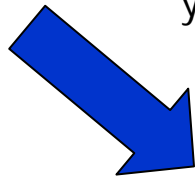
Section VII. Schools Not Making AYP for Two Consecutive Years

The sample letters in this section are for schools that have not made AYP for **two consecutive years** and have entered **Year 1** of the School Title I Program Improvement timeline. As a school identified for program improvement, schools are required to design a program improvement plan, use 10% of the district's Title I allocation for school focused professional development, and offer school choice for parents. If the school cannot offer school choice, it is encouraged to offer supplemental services one year ahead of the required timeline.

Sample letters have been developed for:

- School did not make AYP for two consecutive years—School Choice
- School did not make AYP for two consecutive years—No school choice available

This section applies to schools here



		Year 1	Year 2	Year 3	Year 4	Year 5	
School is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Third consecutive year of not making AYP	Fourth consecutive year of not making AYP	Fifth consecutive year of not making AYP	Sixth consecutive year of not making AYP	
		Identified for Program Improvement	School Choice	School Choice	School Choice	School Choice	
	No consequences	Not identified for Program Improvement	Within 3 months submit a program improvement plan	Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services
		School Choice	10% Title I allocation for district-wide professional development	Corrective Action	Corrective Action	Corrective Action	
				Plan for Alternative Governance	Alternative Governance		
				10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development		

**School Title I
Program Improvement**

NOTIFICATION OF AYP REPORT—School did not make AYP for Two Consecutive Years—School Choice

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's Adequate Yearly Progress (AYP) report(s). You will note our school's AYP status on at the bottom of the report. According to the report, you will find that our school did NOT make Adequate Yearly Progress (AYP). This is the school's second consecutive year for not making Adequate Yearly Progress; therefore, our school has been identified as a school in need of improvement, otherwise known as program improvement.

What specific area(s) resulted in our identification as not making AYP?

[NOTE: Schools should fill this in with the specific areas from the AYP report that caused the identification for the school.]

How does our school compare with other schools in the district and state?

[NOTE: The school must fill in this section with information on how other schools in the district are doing in terms of AYP, as well as comparison information on this school versus AYP results statewide.]

What does our status as a Program Improvement School mean?

Meeting the educational needs of all of our students is a high priority at our school. Because we have been identified for program improvement, our staff has defined a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff, and school and is focused on research-based methods of raising student achievement. The specific activities that we are undertaking to try and improve the number of students reaching proficiency on the North Dakota State Assessment include the following:

[NOTE: School should list its improvement measures in the areas of reading and mathematics below.]

What does this mean for our school?

Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the sanctions our school must follow during this stage of its program improvement:

- Program Improvement Plan – Currently, a team of school personnel is working on developing a plan to raise mathematics and reading scores within our school. We are asking for your assistance and participation in our efforts to address our school's identification for program improvement.

Our school will be hosting a parent meeting on [Date] at [Time] in [Place] to review our draft improvement plan, further analyze student achievement data and other school data, and finalize our targets for instructional improvement and increased student learning. Please plan on attending this meeting so that you can offer input on our decisions and learn about how you, as a parent, can participate in our school's effort to leave no child behind.

- Professional Development Requirement – Our school is required to use 10% of the district's Title I allocation on professional development that is specifically designed to improve classroom teaching. Our school plans to implement the following high-quality, ongoing professional development within the school:

[NOTE: School should list its professional development initiatives, particularly those in the areas of reading and mathematics.]

The [enter school district] is also supportive of our initiatives. The district assists us in our professional development by:

[NOTE: School should list its district level professional development initiatives, particularly those in the areas of reading and mathematics.]

The state also offers our school professional development through an annual program improvement workshop, a quarterly program improvement newsbrief, a monthly newsletter, as well as ongoing technical assistance and support.

- Additional Resources – Our school believes with the dedication of staff, the support of families, the cooperation of the community, and adequate resources, all children can succeed. Our school remains committed to *No Child Left Behind's* goal of closing gaps in the achievement among our students. For this reason, our school has undertaken a number of initiatives to ensure that all children attain proficiency, including:

[NOTE: Schools should list its improvement measures, particularly those in the areas of reading and mathematics.]

- School Choice – During the first year of program improvement, a school must offer parents school choice, which means that parents may transfer their students to other schools in the district that have met AYP status. In the upcoming weeks, you will receive a letter from the school explaining this provision and requesting more information from you if you would like to participate in the school choice option.

[NOTE: If the school is not sending a letter regarding school choice within the next few weeks, school should provide specific plans and details for school choice in this letter.]

Getting Involved

As you can see in the activities identified, we have strong plans for working to improve the educational programs at our school. We would like you and your child(ren) to continue to be an active participant in our educational system. Please help support our high expectations for student achievement by participating in the school's program improvement plan and offering input and support in our endeavors to raise student achievement. If you would like to be involved, by volunteering at the school or participating on one of our school improvement committees, please contact the school at [enter contact information].

Sincerely,

NOTIFICATION OF AYP REPORT—School did not make AYP for Two Consecutive Years—No school choice available

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's Adequate Yearly Progress (AYP) report(s). You will note our school's AYP status on at the bottom of the report. According to the report, you will find that our school did NOT make Adequate Yearly Progress (AYP). This is the school's second consecutive year for not making Adequate Yearly Progress; therefore our school has been identified as a school in need of improvement, otherwise known as program improvement.

What specific area(s) resulted in our identification as not making AYP?

[NOTE: Schools should fill this in with the specific areas from the AYP report that caused the identification for the school.]

How does our school compare with other schools in the district and state?

[NOTE: The school must fill in this section with information on how other schools in the district are doing in terms of AYP, as well as comparison information on this school versus AYP results statewide.]

What does our status as a Program Improvement School mean?

Meeting the educational needs of all of our students is a high priority at our school. Because we have been identified for program improvement, our staff has defined a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff, and school and is focused on research-based methods of raising student achievement. The specific activities that we are undertaking to try and improve the number of students reaching proficiency on the North Dakota State Assessment include the following:

[NOTE: School should list its improvement measures in the areas of reading and mathematics below.]

What does this mean for our school?

Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the sanctions our school must follow during this stage of its program improvement:

- Program Improvement Plan – Currently, a team of school personnel is working on developing a plan to raise mathematics and reading scores within our school. We are asking for your assistance and participation in our efforts to address our school's identification for program improvement.

Our school will be hosting a parent meeting on [Date] at [Time] in [Place] to review our draft improvement plan, further analyze student achievement data and other school data, and finalize our targets for instructional improvement and increased student learning. Please plan on attending this meeting so that you can offer input on our decisions and learn about how you, as a parent, can participate in our school's effort to leave no child behind.

- Professional Development Requirement – Our school is required to use 10% of the district's Title I allocation on professional development that is specifically designed to improve classroom teaching. Our school plans to implement the following high-quality, ongoing professional development within the school:

[NOTE: School should list its professional development initiatives, particularly those in the areas of reading and mathematics.]

The [enter school district] is also supportive of our initiatives. The district assists us in our professional development by:

[NOTE: School should list its district level professional development initiatives, particularly those in the areas of reading and mathematics.]

The state also offers our school professional development through an annual program improvement workshop, a quarterly program improvement newsbrief, a monthly newsletter, as well as ongoing technical assistance and support.

- Additional Resources – Our school believes with the dedication of staff, the support of families, the cooperation of the community, and adequate resources, all children can succeed. Our school remains committed to *No Child Left Behind's* goal of closing gaps in the achievement among our students. For this reason, our school has undertaken a number of initiatives to ensure that all children attain proficiency, including:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

- School Choice – During the first year of program improvement, a school must offer parents school choice, which means that parents may transfer their students to other schools in the district that have met AYP status. However, since our school district has only one school to choose from (i.e., we are not a large district with more than one elementary school), the school choice provision is not available to parents.

Getting Involved

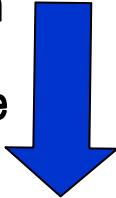
As you can see in the activities identified, we have strong plans for working to improve the educational programs at our school. We would like you and your child(ren) to continue to be an active participant in our educational system. Please help support our high expectations for student achievement by participating in the school's program improvement plan and offering input and support in our endeavors to raise student achievement. If you would like to be involved, by volunteering at the school or participating on one of our school improvement committees, please contact the school at [enter contact information].

Sincerely,

Section VIII. Schools Not Making AYP for Three Consecutive Years

The sample letter in this section is for schools that have not made AYP for **three consecutive years** and are in **Year 2** on the Title I School Program Improvement timeline. These schools must continue to implement their program improvement plan, use 10% of the district's Title I allocation for school focused professional development, offer school choice, and now offer supplemental services.

This section applies to schools here



		Year 1	Year 2	Year 3	Year 4	Year 5
School is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Third consecutive year of not making AYP	Fourth consecutive year of not making AYP	Fifth consecutive year of not making AYP	Sixth consecutive year of not making AYP
		Identified for Program Improvement	School Choice	School Choice	School Choice	School Choice
	Not identified for Program Improvement	Within 3 months submit a program improvement plan	Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services
		School Choice	10% Title I allocation for district-wide professional development	Corrective Action	Corrective Action	Corrective Action
	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development		Plan for Alternative Governance	Alternative Governance	
	No consequences	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	

School Title I Program Improvement

NOTIFICATION OF AYP REPORT—School did not make AYP for Three Consecutive Years—Supplemental Services

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's Adequate Yearly Progress (AYP) report(s). You will note our school's AYP status on at the bottom of the report. According to the report, you will find that our school did NOT make Adequate Yearly Progress (AYP). This is the school's third consecutive year for not making Adequate Yearly Progress; therefore our school has been identified as a school in need of improvement, otherwise known as program improvement.

What specific area(s) resulted in our identification as not making AYP?

[NOTE: Schools should fill this in with the specific areas from the AYP report that caused the identification for the school.]

How does our school compare with other schools in the district and state?

[NOTE: The school must fill in this section with information on how other schools in the district are doing in terms of AYP, as well as comparison information on this school versus AYP results statewide.]

What does our status as a Program Improvement School mean?

Meeting the educational needs of all of our students is a high priority at our school. Because we have been identified for program improvement, our staff has defined a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff, and school and is focused on research-based methods of raising student achievement. The specific activities that we are undertaking to try and improve the number of students reaching proficiency on the North Dakota State Assessment include the following:

[NOTE: School should list its improvement measures in the areas of reading and mathematics below.]

What does this mean for our school?

[NOTE: In order to shorten the length of the letter, schools may want to modify this section to only include information on the current status of the school, i.e., introductory information and the specific year of program improvement for the school.]

Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the sanctions our school must follow during this stage of its program improvement:

- Program Improvement Plan – Currently, a team of school personnel is working on developing a plan to raise mathematics and reading scores within our school. We are asking for your assistance and participation in our efforts to address our school's identification for program improvement.

Our school will be hosting a parent meeting on [Date] at [Time] in [Place] to review our draft improvement plan, further analyze student achievement data and other school data, and finalize our targets for instructional improvement and increased student learning. Please plan on attending this meeting so that you can offer input on our decisions and learn about how you, as a parent, can participate in our school's effort to leave no child behind.

- Professional Development Requirement – Our school is required to use 10% of the district's Title I allocation on professional development that is specifically designed to

improve classroom teaching. Our school plans to implement the following high-quality, ongoing professional development within the school:

[NOTE: School should list its professional development initiatives, particularly those in the areas of reading and mathematics.]

The [enter school district] is also supportive of our initiatives. The district assists us in our professional development by:

[NOTE: School should list its district level professional development initiatives, particularly those in the areas of reading and mathematics.]

The state also offers our school professional development through an annual program improvement workshop, a quarterly program improvement newsbrief, a monthly newsletter, as well as ongoing technical assistance and support.

- Additional Resources – Our school believes with the dedication of staff, the support of families, the cooperation of the community, and adequate resources, all children can succeed. Our school remains committed to *No Child Left Behind's* goal of closing gaps in the achievement among our students. For this reason, our school has undertaken a number of initiatives to ensure that all children attain proficiency, including:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

- School Choice – During our school's duration in program improvement, we must offer parents school choice, which means that parents may transfer their students to other schools in the district that have met AYP status. However, since our school district has only one school to choose from (i.e., we are not a large district with more than one elementary school), the school choice provision is not available to parents.
- Supplemental Services – During our school's duration in program improvement we must provide the lowest achieving students with the opportunity to receive additional instruction in reading or math beyond the regular school day. These instructional services are called supplemental services. In the upcoming weeks, you will receive a letter from the school explaining what supplemental services are and how, if your child is identified as eligible, your child can participate.

[NOTE: If the school is not sending a letter regarding supplemental services within the next few weeks, school should provide specific plans and details for supplemental services in this letter.]

Getting Involved


As you can see in the activities identified above, we have strong plans for working to improve the educational programs at our school. We would like you and your child(ren) to continue to be an active participant in our educational system. Please help support our high expectations for student achievement by participating in the school's Program Improvement plan and offering input and support in our endeavors to raise student achievement. If you would like to be involved, by volunteering at the school or participating on one of our school improvement committees, please contact the school at [enter contact information].

Sincerely,

Section IX. Schools Not Making AYP for Four Consecutive Years

The sample letter in this section is for schools that have not made AYP for **four consecutive** years and are entering **Year 3** on the Title I School Program Improvement timeline. These schools must continue to implement their program improvement plan, use 10% of the district's Title I allocation for school focused professional development, offer school choice, offer supplemental services, and now undertake a corrective action measure to raise academic achievement.

**This section
applies to
schools here**



		Year 1	Year 2	Year 3	Year 4	Year 5
School is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Third consecutive year of not making AYP	Fourth consecutive year of not making AYP	Fifth consecutive year of not making AYP	Sixth consecutive year of not making AYP
		Identified for Program Improvement	School Choice	School Choice	School Choice	School Choice
	Not identified for Program Improvement	Within 3 months submit a program improvement plan	Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services
		School Choice	10% Title I allocation for district-wide professional development	Corrective Action	Corrective Action	Corrective Action
	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development		Plan for Alternative Governance	Alternative Governance	
	No consequences	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development

**School Title I
Program Improvement**

NOTIFICATION OF AYP REPORT—School did not make AYP for Four Consecutive Years—Corrective Action

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's Adequate Yearly Progress (AYP) report(s). You will note our school's AYP status on at the bottom of the report. According to the report, you will find that our school did NOT make Adequate Yearly Progress (AYP). This is the school's fourth consecutive year for not making Adequate Yearly Progress; therefore our school has been identified as a school in need of improvement, otherwise known as program improvement.

What specific area(s) resulted in our identification as not making AYP?

[NOTE: Schools should fill this in with the specific areas from the AYP report that caused the identification for the school.]

How does our school compare with other schools in the district and state?

[NOTE: The school must fill in this section with information on how other schools in the district are doing in terms of AYP, as well as comparison information on this school versus AYP results statewide.]

What does our status as a Program Improvement School mean?

Meeting the educational needs of all of our students is a high priority at our school. Because we have been identified for program improvement, our staff has defined a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff, and school and is focused on research-based methods of raising student achievement. The specific activities that we are undertaking to try and improve the number of students reaching proficiency on the North Dakota State Assessment include the following:

[NOTE: School should list its improvement measures in the areas of reading and mathematics below.]

What does this mean for our school?

[NOTE: In order to shorten the length of the letter, schools may want to modify this section to only include information on the current status of the school, i.e., introductory information and the specific year of program improvement for the school.]

Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the sanctions our school must follow during this stage of its program improvement:

- Program Improvement Plan – Currently, a team of school personnel is working on developing a plan to raise mathematics and reading scores within our school. We are asking for your assistance and participation in our efforts to address our school's identification for program improvement.

Our school will be hosting a parent meeting on [Date] at [Time] in [Place] to review our draft improvement plan, further analyze student achievement data and other school data, and finalize our targets for instructional improvement and increased student learning. Please plan on attending this meeting so that you can offer input on our decisions and learn about how you, as a parent, can participate in our school's effort to leave no child behind.

- Professional Development Requirement – Our school is required to use 10% of the district’s Title I allocation on professional development that is specifically designed to improve classroom teaching. Our school plans to implement the following high-quality, ongoing professional development within the school:

[NOTE: School should list its professional development initiatives, particularly those in the areas of reading and mathematics.]

The [enter school district] is also supportive of our initiatives. The district assists us in our professional development by:

[NOTE: School should list its district level professional development initiatives, particularly those in the areas of reading and mathematics.]

The state also offers our school professional development through an annual program improvement workshop, a quarterly program improvement newsbrief, a monthly newsletter, as well as ongoing technical assistance and support.

- Additional Resources – Our school believes with the dedication of staff, the support of families, the cooperation of the community, and adequate resources, all children can succeed. Our school remains committed to *No Child Left Behind’s* goal of closing gaps in the achievement among our students. For this reason, our school has undertaken a number of initiatives to ensure that all children attain proficiency, including:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

- School Choice – During our school’s duration in program improvement, we must offer parents school choice, which means that parents may transfer their students to other schools in the district that have met AYP status. However, since our school district has only one school to choose from (i.e., we are not a large district with more than one elementary school), the school choice provision is not available to parents.
- Supplemental Services – During our school’s duration in program improvement we must provide the lowest achieving students with the opportunity to receive additional instruction in reading or math beyond the regular school day. These instructional services are called supplemental services. In the upcoming weeks, you will receive a letter from the school explaining what supplemental services are and how, if your child is identified as eligible, your child can participate.

[NOTE: If the school is not sending a letter regarding supplemental services within the next few weeks, school should provide specific plans and details for supplemental services in this letter.]

- Corrective Action – This phase of program improvement requires that our school choose to undertake one of five corrective actions, including:

- Implement a new curriculum
- Extend school day or school year
- Operate under new management
- Replace key staff
- Restructure the school

[NOTE: School should provide specific plans and details for implementing the chosen corrective action measure.]

Our school has chosen to implement [enter corrective action option]. We believe that this corrective action will raise academic achievement at our school. If you have questions about the corrective action phase, please do not hesitate to contact the school at [enter contact information].

Getting Involved

As you can see in the activities identified above, we have strong plans for working to improve the educational programs at our school. We would like you and your child(ren) to continue to be an active participant in our educational system. Please help support our high expectations for student achievement by participating in the school's Program Improvement plan and offering input and support in our endeavors to raise student achievement. If you would like to be involved, by volunteering at the school or participating on one of our school improvement committees, please contact the school at [enter contact information].

Sincerely,

Section X. Schools Not Making AYP for Five Consecutive Years

The sample letter in this section is for schools that have not made AYP for **five consecutive years** and are entering **Year 4** on the Title I School program improvement timeline. These schools must continue to implement their program improvement plan, use 10% of the district's Title I allocation for school focused professional development, offer school choice, offer supplemental services, implement a corrective action measure, and begin planning for alternative governance to raise academic achievement.

**This section
applies to
schools here**



		Year 1	Year 2	Year 3	Year 4	Year 5
School is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Third consecutive year of not making AYP	Fourth consecutive year of not making AYP	Fifth consecutive year of not making AYP	Sixth consecutive year of not making AYP
		Identified for Program Improvement	School Choice	School Choice	School Choice	School Choice
	Not identified for Program Improvement No consequences	Within 3 months submit a program improvement plan	Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services
		School Choice	10% Title I allocation for district-wide professional development	Corrective Action	Corrective Action	Corrective Action
		10% Title I allocation for district-wide professional development		10% Title I allocation for district-wide professional development	Plan for Alternative Governance	Alternative Governance
				10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development

**School Title I
Program Improvement**

NOTIFICATION OF AYP REPORT—School did not make AYP for Five Consecutive Years—Plan for Alternative Governance

SAMPLE

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's Adequate Yearly Progress (AYP) report(s). You will note our school's AYP status on at the bottom of the report. According to the report, you will find that our school did NOT make Adequate Yearly Progress (AYP). This is the school's fifth consecutive year for not making Adequate Yearly Progress; therefore our school has been identified as a school in need of improvement, otherwise known as program improvement.

What specific area(s) resulted in our identification as not making AYP?

[NOTE: Schools should fill this in with the specific areas from the AYP report that caused the identification for the school.]

How does our school compare with other schools in the district and state?

[NOTE: The school must fill in this section with information on how other schools in the district are doing in terms of AYP, as well as comparison information on this school versus AYP results statewide.]

What does our status as a Program Improvement School mean?

Meeting the educational needs of all of our students is a high priority at our school. Because we have been identified for program improvement, our staff has defined a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff, and school and is focused on research-based methods of raising student achievement. The specific activities that we are undertaking to try and improve the number of students reaching proficiency on the North Dakota State Assessment include the following:

[NOTE: School should list its improvement measures in the areas of reading and mathematics below.]

What does this mean for our school?

[NOTE: In order to shorten the length of the letter, schools may want to modify this section to only include information on the current status of the school, i.e., introductory information and the specific year of program improvement for the school.]

Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the sanctions our school must follow during this stage of its program improvement:

- Program Improvement Plan – Currently, a team of school personnel is working on developing a plan to raise mathematics and reading scores within our school. We are asking for your assistance and participation in our efforts to address our school's identification for program improvement.

Our school will be hosting a parent meeting on [Date] at [Time] in [Place] to review our draft improvement plan, further analyze student achievement data and other school data, and finalize our targets for instructional improvement and increased student learning. Please plan on attending this meeting so that you can offer input on our decisions and learn about how you, as a parent, can participate in our school's effort to leave no child behind.

- Professional Development Requirement – Our school is required to use 10% of the district's Title I allocation on professional development that is specifically designed to

improve classroom teaching. Our school plans to implement the following high-quality, ongoing professional development within the school:

[NOTE: School should list its professional development initiatives, particularly those in the areas of reading and mathematics.]

The [enter school district] is also supportive of our initiatives. The district assists us in our professional development by:

[NOTE: School should list its district level professional development initiatives, particularly those in the areas of reading and mathematics.]

The state also offers our school professional development through an annual program improvement workshop, a quarterly program improvement newsbrief, a monthly newsletter, as well as ongoing technical assistance and support.

- Additional Resources – Our school believes with the dedication of staff, the support of families, the cooperation of the community, and adequate resources, all children can succeed. Our school remains committed to *No Child Left Behind's* goal of closing gaps in the achievement among our students. For this reason, our school has undertaken a number of initiatives to ensure that all children attain proficiency, including:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

- School Choice – During our school's duration in program improvement, we must offer parents school choice, which means that parents may transfer their students to other schools in the district that have met AYP status. However, since our school district has only one school to choose from (i.e., we are not a large district with more than one elementary school), the school choice provision is not available to parents.
- Supplemental Services – During our school's duration in program improvement we must provide the lowest achieving students with the opportunity to receive additional instruction in reading or math beyond the regular school day. These instructional services are called supplemental services. In the upcoming weeks, you will receive a letter from the school explaining what supplemental services are and how, if your child is identified as eligible, your child can participate.

[NOTE: If the school is not sending a letter regarding supplemental services within the next few weeks, school should provide specific plans and details for supplemental services in this letter.]

- Corrective Action – One of the program improvement requirements that pertain to our school is the corrective action phase. During the corrective action phase, the school must choose to undertake one of five corrective actions, including:
 - Implement a new curriculum
 - Extend school day or school year
 - Operate under new management
 - Replace key staff
 - Restructure the school

[NOTE: School should provide specific plans and details for implementing the chosen corrective action measure.]

We selected to [enter corrective action option], and so far we have seen the following results: [enter corrective action results].

- Plan for Alternative Governance – Since our school has continued to not make AYP, we have entered into the fourth year of program improvement. We are now required to spend this year planning for alternative governance. Essentially, we must consider each of the five alternative governance options including:
 - Defer administrative funds
 - Offer signing bonus or merit pay to retain exemplary staff
 - Offer school choice across district boundaries
 - Contract with an outside expert
 - Other forms of major restructuring

At this time, we are currently researching which option would make the most sense for the students at our school. We have a committee analyzing each option and gathering information on possibilities for our school. We encourage you to offer your input and get involved by being a part of the alternative governance study committees. The next scheduled meeting date is [enter date].

Getting Involved

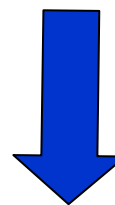
As you can see in the activities identified above, we have strong plans for working to improve the educational programs at our school. We would like you and your child(ren) to continue to be an active participant in our educational system. Please help support our high expectations for student achievement by participating in the school's Program Improvement plan and offering input and support in our endeavors to raise student achievement. If you would like to be involved, by volunteering at the school or participating on one of our school improvement committees, please contact the school at [enter contact information].

Sincerely,

Section XI. Schools Not Making AYP for Six Consecutive Years

The sample letter in this section is for schools that have not made AYP for **six consecutive years** and are entering **Year 5** on the Title I School program improvement timeline. These schools must continue to implement their program improvement plan, use 10% of the district's Title I allocation for school focused professional development, offer school choice, offer supplemental services, implement a corrective action measure, and implement alternative governance to raise academic achievement.

This section applies to schools here



		Year 1	Year 2	Year 3	Year 4	Year 5	
School is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Third consecutive year of not making AYP	Fourth consecutive year of not making AYP	Fifth consecutive year of not making AYP	Sixth consecutive year of not making AYP	
		Identified for Program Improvement	School Choice	School Choice	School Choice	School Choice	
	No consequences	Not identified for Program Improvement	Within 3 months submit a program improvement plan	Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services
		School Choice	10% Title I allocation for district-wide professional development	Corrective Action	Corrective Action	Corrective Action	
				10% Title I allocation for district-wide professional development	Plan for Alternative Governance	Alternative Governance	
				10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	

School Title I Program Improvement

North Dakota Department of Public Instruction

NOTIFICATION OF AYP REPORT—School did not make AYP for Six Consecutive Years—Alternative Governance

SAMPLE

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's Adequate Yearly Progress (AYP) report(s). You will note our school's AYP status on at the bottom of the report. According to the report, you will find that our school did NOT make Adequate Yearly Progress (AYP). This is the school's sixth consecutive year for not making Adequate Yearly Progress; therefore our school has been identified as a school in need of improvement, otherwise known as program improvement.

What specific area(s) resulted in our identification as not making AYP?

[NOTE: Schools should fill this in with the specific areas from the AYP report that caused the identification for the school.]

How does our school compare with other schools in the district and state?

[NOTE: The school must fill in this section with information on how other schools in the district are doing in terms of AYP, as well as comparison information on this school versus AYP results statewide.]

What does our status as a Program Improvement School mean?

Meeting the educational needs of all of our students is a high priority at our school. Because we have been identified for program improvement, our staff has defined a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff, and school and is focused on research-based methods of raising student achievement. The specific activities that we are undertaking to try and improve the number of students reaching proficiency on the North Dakota State Assessment include the following:

[NOTE: School should list its improvement measures in the areas of reading and mathematics below.]

What does this mean for our school?

[NOTE: In order to shorten the length of the letter, schools may want to modify this section to only include information on the current status of the school, i.e., introductory information and the specific year of program improvement for the school.]

Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the sanctions our school must follow during this stage of its program improvement:

- Program Improvement Plan – Currently, a team of school personnel is working on developing a plan to raise mathematics and reading scores within our school. We are asking for your assistance and participation in our efforts to address our school's identification for program improvement.

Our school will be hosting a parent meeting on [Date] at [Time] in [Place] to review our draft improvement plan, further analyze student achievement data and other school data, and finalize our targets for instructional improvement and increased student learning. Please plan on attending this meeting so that you can offer input on our decisions and learn about how you, as a parent, can participate in our school's effort to leave no child behind.

- Professional Development Requirement – Our school is required to use 10% of the district's Title I allocation on professional development that is specifically designed to

improve classroom teaching. Our school plans to implement the following high-quality, ongoing professional development within the school:

[NOTE: School should list its professional development initiatives, particularly those in the areas of reading and mathematics.]

The [enter school district] is also supportive of our initiatives. The district assists us in our professional development by:

[NOTE: School should list its district level professional development initiatives, particularly those in the areas of reading and mathematics.]

The state also offers our school professional development through an annual program improvement workshop, a quarterly program improvement newsbrief, a monthly newsletter, as well as ongoing technical assistance and support.

- Additional Resources – Our school believes with the dedication of staff, the support of families, the cooperation of the community, and adequate resources, all children can succeed. Our school remains committed to *No Child Left Behind's* goal of closing gaps in the achievement among our students. For this reason, our school has undertaken a number of initiatives to ensure that all children attain proficiency, including:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

- School Choice – During our school's duration in program improvement, we must offer parents school choice, which means that parents may transfer their students to other schools in the district that have met AYP status. However, since our school district has only one school to choose from (i.e., we are not a large district with more than one elementary school), the school choice provision is not available to parents.
- Supplemental Services – During our school's duration in program improvement we must provide the lowest achieving students with the opportunity to receive additional instruction in reading or math beyond the regular school day. These instructional services are called supplemental services. In the upcoming weeks, you will receive a letter from the school explaining what supplemental services are and how, if your child is identified as eligible, your child can participate.

[NOTE: If the school is not sending a letter regarding supplemental services within the next few weeks, school should provide specific plans and details for supplemental services in this letter.]

- Corrective Action – One of the program improvement requirements that pertain to our school is the corrective action phase. During the corrective action phase, the school must choose to undertake one of five corrective actions, including:
 - Implement a new curriculum
 - Extend school day or school year
 - Operate under new management
 - Replace key staff
 - Restructure the school

[NOTE: School should provide specific plans and details for implementing the chosen corrective action measure.]

We selected to [enter corrective action option], and so far we have seen the following results: [enter corrective action results].

- Alternative Governance – The final program improvement sanction that applies to our school is alternative governance. We were required to research which alternative governance option would make the most sense for the students at our school. We developed a committee to analyze each option and to gather information on possibilities for our school. These options included:
 - Defer administrative funds
 - Offer signing bonus or merit pay to retain exemplary staff
 - Offer school choice across district boundaries
 - Contract with an outside expert
 - Other forms of major restructuring

A final decision was made and our school chose [enter alternative governance option]. We believe that this alternative governance option will raise academic achievement at our school. We have outlined details regarding the implementation below:

[NOTE: School should identify which alternative governance measure the school has chosen and provide specific plans and details for implementing the chosen alternative governance measure.]

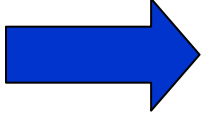
Getting Involved

As you can see in the activities identified above, we have strong plans for working to improve the educational programs at our school. We would like you and your child(ren) to continue to be an active participant in our educational system. Please help support our high expectations for student achievement by participating in the school's program improvement plan and offering input and support in our endeavors to raise student achievement. If you would like to be involved, by volunteering at the school or participating on one of our school improvement committees, please contact the school at [enter contact information].

Sincerely,

Section XII. Schools Not Making AYP for Seven or More Consecutive Years

The sample letter in this section is for schools that have not made AYP for **seven or more consecutive years**. The School Title I Program Improvement timeline does not outline a separate year for schools in this section, as there are no additional requirements placed on schools. The sanctions are a mirror of those that were implemented during Year 5 of the sanctions timeline. These schools must continue to implement their program improvement plan, use 10% of the district's Title I allocation for school focused professional development, offer school choice, offer supplemental services, implement a corrective action measure, and continue implementing an alternative governance option to raise academic achievement.

This section applies to schools beyond Year 5 

		Year 1	Year 2	Year 3	Year 4	Year 5
		Second consecutive year of not making AYP	Third consecutive year of not making AYP	Fourth consecutive year of not making AYP	Fifth consecutive year of not making AYP	Sixth consecutive year of not making AYP
	First year of not making AYP	Identified for Program Improvement	School Choice	School Choice	School Choice	School Choice
	Not identified for Program Improvement	Within 3 months submit a program improvement plan	Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services
	No consequences	School Choice	10% Title I allocation for district-wide professional development	Corrective Action	Corrective Action	Corrective Action
		10% Title I allocation for district-wide professional development		10% Title I allocation for district-wide professional development	Plan for Alternative Governance	Alternative Governance
		10% Title I allocation for district-wide professional development		10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development

School Title I Program Improvement

NOTIFICATION OF AYP REPORT—School did not make AYP for Seven or more Consecutive Years—Continuation of Year 5 sanctions

SAMPLE

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

As indicated on the bottom of the enclosed school AYP report, you will find that our school did NOT make Adequate Yearly Progress (AYP). This is the school's [insert number] consecutive year not making Adequate Yearly Progress; therefore our school will remain identified as in need of improvement, otherwise known as program improvement.

What specific area(s) resulted in our identification as not making AYP?

[NOTE: Schools should fill this in with the specific areas from the AYP report that caused the identification for the school.]

How does our school compare with other schools in the district and state?

[NOTE: The school must fill in this section with information on how other schools in the district are doing in terms of AYP, as well as comparison information on this school versus AYP results statewide.]

What does our status as a Program Improvement School mean?

Meeting the educational needs of all of our students is a high priority at our school. Because we have been identified for program improvement, our staff has defined a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff, and school and is focused on research-based methods of raising student achievement. The specific activities that we are undertaking to try and improve the number of students reaching proficiency on the North Dakota State Assessment include the following:

[NOTE: School should list its improvement measures in the areas of reading and mathematics below.]

What does this mean for our school?

[NOTE: In order to shorten the length of the letter, schools may want to modify this section to only include information on the current status of the school, i.e., introductory information and the specific year of program improvement for the school.]

Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the sanctions our school must follow during this stage of its program improvement:

- Program Improvement Plan – Currently, a team of school personnel is working on developing a plan to raise mathematics and reading scores within our school. We are asking for your assistance and participation in our efforts to address our school's identification for program improvement.

Our school will be hosting a parent meeting on [Date] at [Time] in [Place] to review our draft improvement plan, further analyze student achievement data and other school data, and finalize our targets for instructional improvement and increased student learning. Please plan on attending this meeting so that you can offer input on our decisions and learn about how you, as a parent, can participate in our school's effort to leave no child behind.

- Professional Development Requirement – Our school is required to use 10% of the district's Title I allocation on professional development that is specifically designed to

improve classroom teaching. Our school plans to implement the following high-quality, ongoing professional development within the school:

[NOTE: School should list its professional development initiatives, particularly those in the areas of reading and mathematics.]

The [enter school district] is also supportive of our initiatives. The district assists us in our professional development by:

[NOTE: School should list its district level professional development initiatives, particularly those in the areas of reading and mathematics.]

The state also offers our school professional development through an annual program improvement workshop, a quarterly program improvement newsbrief, a monthly newsletter, as well as ongoing technical assistance and support.

- Additional Resources – Our school believes with the dedication of staff, the support of families, the cooperation of the community, and adequate resources, all children can succeed. Our school remains committed to *No Child Left Behind's* goal of closing gaps in the achievement among our students. For this reason, our school has undertaken a number of initiatives to ensure that all children attain proficiency, including:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

- School Choice – During our school's duration in program improvement, we must offer parents school choice, which means that parents may transfer their students to other schools in the district that have met AYP status. However, since our school district has only one school to choose from (i.e., we are not a large district with more than one elementary school), the school choice provision is not available to parents.
- Supplemental Services – During our school's duration in program improvement we must provide the lowest achieving students with the opportunity to receive additional instruction in reading or math beyond the regular school day. These instructional services are called supplemental services. In the upcoming weeks, you will receive a letter from the school explaining what supplemental services are and how, if your child is identified as eligible, your child can participate.

[NOTE: If the school is not sending a letter regarding supplemental services within the next few weeks, school should provide specific plans and details for supplemental services in this letter.]

- Corrective Action – One of the program improvement requirements that pertain to our school is the corrective action phase. During the corrective action phase, the school must choose to undertake one of five corrective actions, including:
 - Implement a new curriculum
 - Extend school day or school year
 - Operate under new management
 - Replace key staff
 - Restructure the school

[NOTE: School should provide specific plans and details for implementing the chosen corrective action measure.]

We selected to [enter corrective action option], and so far we have seen the following results: [enter corrective action results].

- Alternative Governance – The final program improvement sanction that applies to our school is alternative governance. We were required to research which alternative governance option would make the most sense for the students at our school. We developed a committee to analyze each option and to gathering information on possibilities for our school. These options included:
 - Defer administrative funds
 - Offer signing bonus or merit pay to retain exemplary staff
 - Offer school choice across district boundaries
 - Contract with an outside expert
 - Other forms of major restructuring

A final decision was made and our school chose [enter alternative governance option]. We believe that this alternative governance option will raise academic achievement at our school. We have outlined details regarding the implementation below:

[NOTE: School should identify which alternative governance measure the school has chosen and provide specific plans and details for implementing the chosen alternative governance measure.]

Getting Involved

As you can see in the activities identified above, we have strong plans for working to improve the educational programs at our school. We would like you and your child(ren) to continue to be an active participant in our educational system. Please help support our high expectations for student achievement by participating in the school's program improvement plan and offering input and support in our endeavors to raise student achievement. If you would like to be involved, by volunteering at the school or participating on one of our school improvement committees, please contact the school at [enter contact information].

Sincerely,

Section XIII. Schools Making AYP for One Year, but still in Program Improvement

The sample letters in this section are for schools that are currently in program improvement, but have had **one year** of making AYP. However, these schools have not been removed from program improvement and are considered to be in a holding pattern. The schools need to make AYP for a second consecutive year, then they would be removed from program improvement. Letters have been generated for:

- School made AYP for one year, but still in program improvement (not in corrective action)
- School made AYP for one year, but still in program improvement (in corrective action or beyond)

The first letter applies to schools in Years 1 or 2

The second letter applies to schools in Years 3 and beyond

		Year 1	Year 2	Year 3	Year 4	Year 5
		Second consecutive year of not making AYP	Third consecutive year of not making AYP	Fourth consecutive year of not making AYP	Fifth consecutive year of not making AYP	Sixth consecutive year of not making AYP
		Identified for Program Improvement	School Choice	School Choice	School Choice	School Choice
School is Making AYP	First year of not making AYP	Within 3 months submit a program improvement plan	Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services
	Not identified for Program Improvement	School Choice	10% Title I allocation for district-wide professional development	Corrective Action	Corrective Action	Corrective Action
	No consequences	10% Title I allocation for district-wide professional development		10% Title I allocation for district-wide professional development	Plan for Alternative Governance	Alternative Governance
					10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development

School Title I Program Improvement

NOTIFICATION OF AYP REPORT—School made AYP for ONE year, but still in Program Improvement (not in corrective action)

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

As indicated on the bottom of the enclosed school AYP report, you will notice that our school did make Adequate Yearly Progress (AYP). Although the school made AYP according to the [insert school year] North Dakota State Assessment data, the school must make AYP for two consecutive years before being removed from program improvement status. Although our school celebrates our accomplishments, we must also state that our school will remain in program improvement for the subsequent school year.

We are very proud of our school's accomplishments and believe our hard work is leading to higher student achievement. Our school will continue to work hard to provide a quality program and appropriate content to address the needs of all of our students. School-wide training and hard work has paid off, as evidenced by our enclosed AYP report. To ensure sustained improvement, the school will continue to support staff training and initiatives throughout the school year.

What does our status as a Program Improvement School mean?

Meeting the educational needs of all of our students is a high priority at our school. Because we have been identified for program improvement, our staff has defined a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff and school, and is focused on research-based methods of raising student achievement. The specific activities that we are undertaking to try and improve the number of students reaching proficiency on the North Dakota State Assessment include the following:

[NOTE: School should list its improvement measures in the areas of reading and mathematics below.]

What does this mean for our school?

[NOTE: In order to shorten the length of the letter, schools may want to modify this section to only include information on the current status of the school, i.e., introductory information and the specific year of program improvement for the school.]

Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the sanctions our school must follow during this stage of its program improvement:

- Program Improvement Plan – Currently, a team of school personnel is working on developing a plan to raise mathematics and reading scores within our school. We are asking for your assistance and participation in our efforts to address our school's identification for program improvement.

Our school will be hosting a parent meeting on [Date] at [Time] in [Place] to review our draft improvement plan, further analyze student achievement data and other school data, and finalize our targets for instructional improvement and increased student learning. Please plan on attending this meeting so that you can offer input on our decisions and learn about how you, as a parent, can participate in our school's effort to leave no child behind.

- Professional Development Requirement – Our school is required to use 10% of the district's Title I allocation on professional development that is specifically designed to improve classroom teaching. Our school plans to implement the following high-quality, ongoing professional development within the school:

[NOTE: School should list its professional development initiatives, particularly those in the areas of reading and mathematics.]

The [enter school district] is also supportive of our initiatives. The district assists us in our professional development by:

[NOTE: School should list its district level professional development initiatives, particularly those in the areas of reading and mathematics.]

The state also offers our school professional development through an annual program improvement workshop, a quarterly program improvement newsbrief, a monthly newsletter, as well as ongoing technical assistance and support.

- Additional Resources – Our school believes with the dedication of staff, the support of families, the cooperation of the community, and adequate resources, all children can succeed. Our school remains committed to *No Child Left Behind's* goal of closing gaps in the achievement among our students. For this reason, our school has undertaken a number of initiatives to ensure that all children attain proficiency, including:

[NOTE: Schools should list its improvement measures, particularly those in the areas of reading and mathematics.]

- School Choice – During our school's duration in program improvement, we must offer parents school choice, which means that parents may transfer their students to other schools in the district that have met AYP status. However, since our school district has only one school to choose from (i.e., we are not a large district with more than one elementary school), the school choice provision is not available to parents.
- Supplemental Services – During our school's duration in program improvement we must provide the lowest achieving students with the opportunity to receive additional instruction in reading or math beyond the regular school day. These instructional services are called supplemental services. In the upcoming weeks, you will receive a letter from the school explaining what supplemental services are and how, if your child is identified as eligible, your child can participate.

[NOTE: If the school is not sending a letter regarding supplemental services within the next few weeks, school should provide specific plans and details for supplemental services in this letter.]

Getting Involved

As you can see in the activities identified above, we have strong plans for working to improve the educational programs at our school. We would like you and your child(ren) to continue to be an active participant in our educational system. Please help support our high expectations for student achievement by participating in the school's program improvement plan and offering input and support in our endeavors to raise student achievement. If you would like to be involved, by volunteering at the school or participating on one of our school improvement committees, please contact the school at [enter contact information].

Sincerely,

NOTIFICATION OF AYP REPORT—School made AYP for ONE year, but still in Program Improvement (in corrective action or beyond)

SAMPLE

[Date]

Dear Parents,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind Act*, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind Act*, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind Act* requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are actually four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates

4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

As indicated on the bottom of the enclosed school AYP report, you will notice that our school did make Adequate Yearly Progress (AYP). Although the school made AYP according to the [insert school year] North Dakota State Assessment data, the school must make AYP for two consecutive years before being removed from program improvement status. Although our school celebrates our accomplishments, we must also state that our school will remain in program improvement for the subsequent school year.

We are very proud of our school's accomplishments and believe our hard work is leading to higher student achievement. Our school will continue to work hard to provide a quality program and appropriate content to address the needs of all of our students. School-wide training and hard work has paid off, as evidenced by our enclosed AYP report. To ensure sustained improvement, the school will continue to support staff training and initiatives throughout the school year.

What does our status as a Program Improvement School mean?

Meeting the educational needs of all of our students is a high priority at our school. Because we have been identified for program improvement, our staff has defined a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff and school, and is focused on research-based methods of raising student achievement. The specific activities that we are undertaking to try and improve the number of students reaching proficiency on the North Dakota State Assessment include the following:

[NOTE: School should list its improvement measures in the areas of reading and mathematics below.]

What does this mean for our school?

[NOTE: In order to shorten the length of the letter, schools may want to modify this section to only include information on the current status of the school, i.e., introductory information and the specific year of program improvement for the school.]

Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the sanctions our school must follow during this stage of its program improvement:

- Program Improvement Plan – Currently, a team of school personnel is working on developing a plan to raise mathematics and reading scores within our school. We are asking for your assistance and participation in our efforts to address our school's identification for program improvement.

Our school will be hosting a parent meeting on [Date] at [Time] in [Place] to review our draft improvement plan, further analyze student achievement data and other school data, and finalize our targets for instructional improvement and increased student learning. Please plan on attending this meeting so that you can offer input on our decisions and learn about how you, as a parent, can participate in our school's effort to leave no child behind.

- Professional Development Requirement – Our school is required to use 10% of the district's Title I allocation on professional development that is specifically designed to

improve classroom teaching. Our school plans to implement the following high-quality, ongoing professional development within the school:

[NOTE: School should list its professional development initiatives, particularly those in the areas of reading and mathematics.]

The [enter school district] is also supportive of our initiatives. The district assists us in our professional development by:

[NOTE: School should list its district level professional development initiatives, particularly those in the areas of reading and mathematics.]

The state also offers our school professional development through an annual program improvement workshop, a quarterly program improvement newsbrief, a monthly newsletter, as well as ongoing technical assistance and support.

- Additional Resources – Our school believes with the dedication of staff, the support of families, the cooperation of the community, and adequate resources, all children can succeed. Our school remains committed to *No Child Left Behind's* goal of closing gaps in the achievement among our students. For this reason, our school has undertaken a number of initiatives to ensure that all children attain proficiency, including:

[NOTE: Schools should list its improvement measures, particularly those in the areas of reading and mathematics.]

- School Choice – During our school's duration in program improvement, we must offer parents school choice, which means that parents may transfer their students to other schools in the district that have met AYP status. However, since our school district has only one school to choose from (i.e., we are not a large district with more than one elementary school), the school choice provision is not available to parents.
- Supplemental Services – During our school's duration in program improvement we must provide the lowest achieving students with the opportunity to receive additional instruction in reading or math beyond the regular school day. These instructional services are called supplemental services. In the upcoming weeks, you will receive a letter from the school explaining what supplemental services are and how, if your child is identified as eligible, your child can participate.

[NOTE: If the school is not sending a letter regarding supplemental services within the next few weeks, school should provide specific plans and details for supplemental services in this letter.]

- Corrective Action – One of the program improvement requirements that pertain to our school is the corrective action phase. During the corrective action phase, the school must choose to undertake one of five corrective actions, including:
 - Implement a new curriculum
 - Extend school day or school year
 - Operate under new management
 - Replace key staff
 - Restructure the school

[NOTE: School should provide specific plans and details for implementing the chosen corrective action measure.]

We selected to [enter corrective action option], and so far we have seen the following results: [enter corrective action results].

- Plan for Alternative Governance – Another requirement of our school is that we spend a year planning for alternative governance. (See next bullet for more information on this sanction.)

[NOTE: School should provide specific plans and details on the schools plan to prepare for alternative governance.]

- Alternative Governance – The final program improvement sanction that applies to our school is alternative governance. We were required to research which alternative governance option would make the most sense for the students at our school. We developed a committee to analyze each option and to gathering information on possibilities for our school. These options included:
 - Defer administrative funds
 - Offer signing bonus or merit pay to retain exemplary staff
 - Offer school choice across district boundaries
 - Contract with an outside expert
 - Other forms of major restructuring

A final decision was made and our school chose [enter alternative governance option]. We believe that this alternative governance option will raise academic achievement at our school. We have outlined details regarding the implementation below:

[NOTE: School should identify which alternative governance measure the school has chosen and provide specific plans and details for implementing the chosen alternative governance measure.]

Getting Involved

As you can see in the activities identified above, we have strong plans for working to improve the educational programs at our school. We would like you and your child(ren) to continue to be an active participant in our educational system. Please help support our high expectations for student achievement by participating in the school's program improvement plan and offering input and support in our endeavors to raise student achievement. If you would like to be involved, by volunteering at the school or participating on one of our school improvement committees, please contact the school at [enter contact information].

Sincerely,

Section XIV. School Choice

The tools in this section are for all schools that are required to implement the school choice provision (Years 1-5 and beyond in School Title I Program Improvement timeline).

**This section
applies to
schools in
these years**

		Year 1	Year 2	Year 3	Year 4	Year 5
		Second consecutive year of not making AYP	Third consecutive year of not making AYP	Fourth consecutive year of not making AYP	Fifth consecutive year of not making AYP	Sixth consecutive year of not making AYP
School is Making AYP	First year of not making AYP	Identified for Program Improvement	School Choice	School Choice	School Choice	School Choice
	Not identified for Program Improvement	Within 3 months submit a program improvement plan	Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services
	No consequences	School Choice	10% Title I allocation for district-wide professional development	Corrective Action	Corrective Action	Corrective Action
				10% Title I allocation for district-wide professional development	Plan for Alternative Governance	Alternative Governance
		10% Title I allocation for district-wide professional development		10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development

**School Title I
Program Improvement**

North Dakota Department of Public Instruction

NOTIFICATION OF SCHOOL CHOICE—Parent letter on school choice SAMPLE

[Date]

Dear Parents,

When a school is identified as not meeting the state established Adequate Yearly Progress proficiency percentages for two consecutive years or more, the *No Child Left Behind* Act requires that the school be identified as a program improvement school and that the school offer school choice to parents whose students attend the identified school.

[Enter school name] has been identified as a program improvement school, which means that you have the option of transferring your child to another public school within our school district that has not been identified for program improvement. We have been working diligently on designing a school improvement plan to raise student achievement, and we are excited about many of the new strategies we plan to undertake. We want you to remain at our school, but you are entitled to be informed regarding the options available to you.

The following schools have made Adequate Yearly Progress and are available for possible transfer for your child:

- _____ Telephone: _____
- _____ Telephone: _____
- _____ Telephone: _____

Title I dollars have been set-aside to fund the transportation of your child to another school building. However, there are only a certain amount of funds available, so your child's transfer will be dependent upon the availability of funds. If more parents request transfer than there are funds available to cover transportation costs, the school will identify an objective process for determining which students will receive priority in utilizing school choice.

If you would like to participate in the school choice option, please complete the enclosed form and return it to our school by [enter date]. If you have further questions about the school choice option, or would like to discuss the school's program improvement status, please contact [enter contact person] at [enter contact name].

Sincerely,

School Choice Participation Form

*****This form MUST be returned to the school by _____*****

Yes, please enter my child(ren) into the eligibility pool to participate in Public School Choice.

Name of child: _____

Name of current school _____

Name of child: _____

Name of current school _____

Name of child: _____

Name of current school _____

If my child(ren) is (are) identified as eligible to participate in the Public School Choice option, I wish to transfer my child(ren) to the following school(s): (Choose from the list of schools identified on the attached letter. Enter information for each child above.)

First choice: _____

Second choice: _____

Third choice: _____

(You may want to contact the schools you are interested in to learn about the programs that would be available to your student.)

Parent/Guardian Signature: _____

Address: _____

Work Telephone: _____

Home Telephone: _____

Date: _____

***For additional information
contact***

Laurie Matzke
State Title I Office
Department of Public Instruction
State Capitol, 9th Floor
600 E Boulevard Ave., Dept 201
Bismarck, ND 58505-0440
Telephone: (701) 328-2284
Toll Free: 1-888-605-1951
Fax: (701) 328-4770
E-mail: lmatzke@state.nd.us



***Where can I get more
information?***

Schools identified for program
improvement:

— www.dpi.state.nd.us/title1/progress/index.shtm

School and state report cards:

— www.dpi.state.nd.us/dpi/reports/Profile/index.shtm

Information on the *No Child Left
Behind* Act:

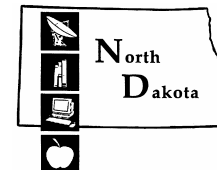
— www.dpi.state.nd.us/title1/targeted/general/reauthoriz/index.shtm

— www.NoChildLeftBehind.gov

PUBLIC SCHOOL CHOICE

*An Informational Brochure for
Parents on the Public School
Choice Option*

Department of Public Instruction
Dr. Wayne G. Sanstead
State Superintendent
600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
www.dpi.state.nd.us



Introduction

When students are attending schools that have not made adequate yearly progress in increasing student achievement for two or more consecutive years, parents have the option to participate in school choice.



Does my child qualify?

All students in Title I schools that have been identified as not making adequate yearly progress for two consecutive years (identified for school improvement) are eligible to participate in school choice options. If, however, more requests for transfer are requested than the school can accommodate, low-income students will receive priority.



How do I know if my school is required to offer school choice?

If your school has been identified for program improvement, the school and district is required to notify you of this status. The school and district must also notify you of your option to participate in school choice.

If you have not heard any information about program improvement, adequate yearly progress, or your school's report card, you can log on to the North Dakota Department of Public Instruction's website to view your school's report card and the list of the state's schools identified for program improvement to see if your school is on this list. Websites are listed on the back page of this brochure.

What costs DOES the district cover?

The district is responsible for paying all or a portion of the transportation costs necessary for your child to attend another eligible school in your district. If the district does not currently provide transportation to all schools in the district, the school may reimburse parents for the cost of transportation or the cost of using city transportation.

School choice out of district

For the first four years in Program Improvement, the school choice provision is limited to within District boundaries. If your school, however, fails to make Adequate Yearly Progress for six consecutive years, it is possible that school choice be offered across district boundaries. Contact your school officials to learn more.

All students at schools identified for program improvement are eligible to participate in school choice.

How can I get started?

Parents should be notified of their option to participate in school choice by the beginning of the start of the school year in which school choice will be offered.

If your school has been identified for program improvement, you should be receiving information about how to participate in school choice options. This should include a list of schools that can accommodate additional students.

Contact your school principal to learn when you need to notify the school that you wish to participate in school choice.

North Dakota Department of Public Instruction

NOTIFICATION OF SCHOOL CHOICE—Parent letter regarding school’s response on school choice

SAMPLE

[Date]

Dear Parents,

We have received your request to participate in the school choice option. Recognizing that we can only fund a certain number of students, your student

- Is eligible to participate in school choice and may now transfer to _____.
- Is not eligible to transfer.

The school has identified objective criteria for determining eligible students if more students request transfers than we have funds to support. If your student is not eligible and you would like to learn more about the criteria we selected, please feel free to contact the school.

If your child is eligible to transfer, please contact [enter name] at the transfer school to finalize your child’s enrollment. The telephone number is [enter telephone number].

Please note the following terms of your child’s transportation to the new school:

Sincerely,

Please note: Schools may want to send two separate notices—one to students who will participate in school choice and ones who didn’t qualify—rather than one form letter. Also, it would probably be best to contact all parents whose students are participating in school choice to set up some sort of transportation arrangements before finalizing it in this letter.

Section XV. Supplemental Services

The tools in this section are for all schools that are required to implement the supplemental services provision (**Years 2-5** and beyond in the School Title I Program Improvement timeline).

**This section
applies to
schools in
these years**

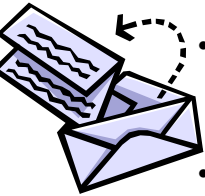
		Year 1	Year 2	Year 3	Year 4	Year 5
School is Making AYP	First year of not making AYP	Second consecutive year of not making AYP	Third consecutive year of not making AYP	Fourth consecutive year of not making AYP	Fifth consecutive year of not making AYP	Sixth consecutive year of not making AYP
		Identified for Program Improvement	School Choice	School Choice	School Choice	School Choice
	Not identified for Program Improvement	Within 3 months submit a program improvement plan	Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services
		School Choice	10% Title I allocation for district-wide professional development	Corrective Action	Corrective Action	Corrective Action
	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development		Plan for Alternative Governance	Alternative Governance	
	No consequences			10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development	10% Title I allocation for district-wide professional development

**School Title I
Program Improvement**

North Dakota Department of Public Instruction

Implementing the Supplemental Services Provision

Step by Step

- Step 1.** Set aside 20% of your Title I allocation. Determine your per-child cost for supplemental services and the estimated number of students you will be able to serve.*
- Step 2.** Identify the eligible pool of students from your school. Eligible students are students from low-income families.
- Step 3.** Retrieve the most current list of North Dakota-approved supplemental services providers (SSPs) at the DPI website at www.dpi.state.nd.us/title1/targeted/general/list.shtm. Contact each provider that could serve students in your school, including those in your general geographic area and on-line providers. Determine if the provider requires certain assistance from the school and make arrangements, if possible, to provide these services. Consider hosting an open house at the school to allow providers a chance to visit with eligible parents about the services they could provide.
- Step 4.** Design a parent packet for mailing to homes of eligible students including the following:
- A letter informing parents of AYP report and the school's placement in the program improvement timeline of sanctions.
 - A letter (separate or within letter above) informing them of the possible opportunity to participate in the supplemental services option. If the school believes that there will be more demand for supplemental services than there will be money available, the school must also explain that it will identify objective criteria and give priority to the lowest-achieving eligible students at the school.
 - A list of the approved supplemental service providers (brochure).
 - An overview of the meaning and purpose of supplemental services (brochure).
 - A form for parents to return stating their interest in participating in supplemental services. (The form should include a reasonable due date for return to the school.)
- 
- Step 5.** If the response from parents is under your estimated number of students, based on per-child allocation costs (step 1), make a second (and then third) attempt to enlist parents.
- Step 6.** When deadline for participation arrives, identify students who will be able to receive services. If more low-income students/parents have requested services than you will be able to serve, run through your priority system and identify who will receive services. Send a letter to all parents informing them if their child was identified as eligible (or not eligible, if you had to go through an eligibility process). The letter to parents whose students are eligible should include:
- A description of the services, qualifications, and evidence of effectiveness for each available provider (available online at www.dpi.state.nd.us/title1).
 - A form for parents to return identifying if they still want services. This form may also include a space for parents to enter their 1st and 2nd choices for supplemental service providers.
- Step 7.** When all forms are returned, identify the providers they have chosen. Contact parents who need your help in choosing a provider.
- Step 8.** Contact all supplemental services providers who will be utilized by your parents. Develop and sign provider agreements for services.
- Step 9.** When all supplemental service providers have returned all provider agreements, notify parents that they may now contact their preferred provider and begin receiving services.
- Step 10.** Determine specific timelines for communication with the provider. Make sure that you are receiving regular reports on the progress of all students who are receiving services.
- Step 11.** Conduct an evaluation process to identify how the implementation of the supplemental services provision went at your school. Identify specifically what worked well and what needs to be revised for next year.
- Step 12.** Submit the Annual Report for Program Improvement (SFN 52820) and Supplemental Services Provider Annual Report (SFN 54254) reports to the Department of Public Instruction

* The set-aside percentage is 20% to implement school choice and supplemental services. Actual per-child cost and the estimated number of students will vary based on the percentage of funds set-aside specifically for supplemental services.

North Dakota Department of Public Instruction

NOTIFICATION OF SUPPLEMENTAL SERVICES—Introductory letter to parents of eligible children

SAMPLE

[NOTE: This letter would be sent only to parents whose students are receiving free and reduced lunches. Only those students are eligible to participate in supplemental services. If, of these parents, more are interested than you have funds to support, then criteria would need to be developed so that services are given to the lowest achieving of these students].

[Date]

Dear Parents,

When a school is identified as not meeting the proficiency percentages required for Adequate Yearly Progress for two consecutive years, the *No Child Left Behind* Act requires that the school be identified as a program improvement school and offer parents the opportunity to transfer their student to an eligible school. If a school fails to make progress for a third consecutive year, the school must continue to offer school choice to parents whose students attend the identified school, OR the opportunity, if their student is deemed eligible, to participate in supplemental services.

[Enter school name] has been identified as a program improvement school, which means that you have the option of transferring your child to another public school that has not been identified for program improvement within our school district. However, since our school district has only one school to choose from (i.e., we are not a large district with more than one elementary school), the school choice provision is not available to parents.

Supplemental services are additional educational services, such as tutoring, that are offered to eligible students outside of the regular school day. Our school will cover the cost of providing supplemental services to eligible students before or after school. The supplemental services must be provided by state-approved providers. Enclosed you will find a list of the providers approved in the state of North Dakota. If you are interested in receiving services for your child, please complete the enclosed supplemental services participation form and return it to the school by [enter date].

There are only a certain amount of funds available to provide supplemental services. Although we would certainly like to cover the costs of all eligible students who wish to participate, it is possible that we will not have enough money available to pay for all students who sign up. Therefore, if the demand for supplemental services is greater than we have funds to cover costs, the school will identify a fair and equitable process for identifying which students will receive services.

If you have further questions about the supplemental services option, or would like to discuss the school's program improvement status, please contact [enter contact name] at [enter contact information].

Sincerely,

Supplemental Services Participation Form

This form MUST be returned to the school by: _____

Parent Name:	Student(s) Name:
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Please review the enclosed brochure that provides a brief overview of the supplemental services provision. Please note the list of North Dakota-approved providers.

Remember that participation is required. If your child does not attend the assigned services, you will forfeit his/her eligibility and services will be offered to another interested family.

Check one:

- Yes, I am interested in enrolling my child to receive supplemental education services. Please send me more information.

- No, I am not interested in receiving supplemental services for my child.

If you checked "Yes" above, and your child is identified as eligible, you will receive more detailed information on North Dakota's State-Approved Supplemental Service Providers.

Please check one:

Would you like the school to contact you to assist you in choosing a provider?

- Yes, please contact me at the telephone number listed below.
- No, I plan to choose a provider on my own.

Signature of Parent/Guardian:		
Address:	City:	State:
Telephone:	E-mail:	

Parental Input

It is a parent's choice to determine if they would like to drive to a North Dakota in-state approved provider that is not in close proximity to your school district. However, if you do not wish to transport your child to an in-state approved provider, your school may be designing procedures for your student to participate in online provider programs using the school's online system. If you do not have a computer at home that has updated online services, be sure and discuss this option with your school's principal.

How do I know if a provider is effective or not?

The state is working to develop a monitoring system to evaluate providers. When choosing a provider, don't hesitate to contact the provider and ask for documentation of its effectiveness in raising student achievement. The state may also have more information, so feel free to contact the Department of Public Instruction at 328-2282 as well.

How do I choose the right provider?

If you are unsure what to look for in a supplemental services provider, your school is ready to help you find a provider that will best meet your student's needs.

Where to go for additional information:

Websites:

Information on North Dakota Supplemental Services

<http://www.dpi.state.nd.us/title1/targeted/general/supsvcs.shtm>

Specific Information on North Dakota's Approved Providers List

<http://www.dpi.state.nd.us/title1/targeted/general/list.pdf>

The *No Child Left Behind* Act and the Supplemental Services Provision

<http://www.nclb.gov/parents/supplemental/services/index.html>

SUPPLEMENTAL SERVICES

An Informational Guide for Parents



Department of Public Instruction
Dr. Wayne G. Sanstead
State Superintendent
600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
www.dpi.state.nd.us



SUPPLEMENTAL SERVICES

Supplemental services are additional academic instruction designed to increase the academic achievement of students in low-performing schools. They must be provided outside the regular school day and must be specifically focused on increasing the academic achievement of students.

How can my child participate in supplemental services?

If you have received notice from your child's school that the school has been identified for Program Improvement or hasn't made Adequate Yearly Progress for three consecutive years, you should receive information on participation in school choice or supplemental services.

Students who may participate must be from low-income families. A specific per pupil amount has been set aside for these purposes, so it is possible that more students may request to participate than the school has funds to support. If more students request services than the school can provide, priority will be given to the lowest achieving children from low-income families.

What if I don't know my school's Adequate Yearly Progress or Program Improvement status?

If you have not received notice from your school on its Adequate Yearly Progress report, contact your school or district or log on to the Department of Public Instruction website and locate your school's Adequate Yearly Progress report.

To view your school's report card, visit the Department of Public Instruction website at <http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm>

Approved List of North Dakota providers

To learn more about each provider, log on to the North Dakota Department of Public Instruction Supplemental Services website. There you will find an overview of each program including grades and subject areas served, as well as a description of the services provided: <http://www.dpi.state.nd.us/title1/targeted/general/supsvcs.shtm>

The following is a list of the state-approved supplemental service providers, as of December 2005.

In-state providers:

- Ace It! Tutoring in North Dakota
Contact Peggy Stromstad, (701) 223-0010
- Bismarck Sylvan Learning Center
Contact Ellen Jacobson, (701) 223-0010
- Open Door Community Center, Bismarck, ND
Contact Jolene Puhalla, (701) 222-3004
- Minot State University Reading and Math Clinic, Minot, ND
Contact Dr. Lisa Borden-King (701) 858-3158

- Turtle Power Learning Center and Math Programs, Bottineau, ND
Contact JoAnn Wittmayer, (701) 228-3743

On-line providers:

- Babbage Net School
Contact Clifford Dittrich, (631) 642-2029
www.BabbageNetSchool.com
- I CAN Learn Education Systems
Contact John "Jay" Wehrer" (504) 263-1380
www.icanlearn.com
- A to Z In-Home Tutoring, LLC
Contact Scott Hines (615) 613-0160
www.atoztutoring.com
- Compass Learning
Contact Teeter Longtain 1-800-422-4339
www.compasslearning.com
- Plato Learning
Contact Bernice Stafford (858) 824-8309
www.plato.com/
- Brainfuse Online Instruction
Contact Alex Sztuden (866) 272-4638
www.brainfuse.com
- Bright Sky Learning LLC
Holly Haggerty (727) 287-0264
www.brightskyllearning.com
- Club Z! Tutoring
Todd Walden (800) 434-2582
www.clubztutoring.com
- Catapult Online
Todd Porter (410) 843-8378
www.catapultlearning.com/

Timelines/Procedures

Your school should notify you of the deadline for participation in supplemental services. Contact the school if you have not received notification and your child attends a school that has failed to make Adequate Yearly Progress for three consecutive years.

North Dakota Department of Public Instruction

NOTIFICATION OF SUPPLEMENTAL SERVICES—Notifying parents of whose children are selected as eligible for supplemental services

SAMPLE

[Date]

Dear Parents,

We have received your request for supplemental educational services for your child [enter child's name].

At this time, we have received more requests for supplemental services than our school has funds to provide. In order to fairly distribute the funds available to our students for supplemental services, the school has identified fair and equitable criteria to determine which students are most in need of the supplemental services.

The purpose of this letter is to inform you that, based on the fair and equitable criteria identified by the school district, your child is

Eligible
Not eligible

to receive supplemental services at this time.

If your student has been identified as eligible, enclosed you will find detailed information on each of the providers approved for the state of North Dakota [download information from the ND Supplemental Services website at www.dpi.state.nd.us/title1/targeted/general/list.shtm]. It is especially important to review the type of services the provider offers, the qualifications of the provider, and the provider's success rate in working with other children.

Please review the information carefully and select the provider you feel would be most beneficial for your child. We will do what we can to help you receive services from the provider that you select.

We would like to begin providing services as quickly as possible. Please return the information below by [enter date].

Sincerely

(Please detach and return this section to the school by _____)

- I wish to enroll my child in the supplemental services provided by _____
- I have decided not to enroll my child in supplemental services at this time.
- I would like the school to help me choose a provider for my child.

Signature of Parent		Date
Address	City	State/Zip
Telephone	E-mail	

School District and Supplemental Services Provider Agreement

School districts implementing the Supplemental Services Provision are required to enter in agreements with the Supplemental Service Providers. The agreement must include all of the requested information.

Name of Provider: _____

Name of School District: _____

Name of Student: _____ Parent/Guardian: _____

Achievement Goals

Identify specific achievement goals, that have been identified in accordance with the student's parents/guardians, for the above student:

Measurement of Student Progress

Describe specifically how the student's progress will be measured. Identify which assessment(s) will be used and a timeline of test administration.

Assessment	Administration
_____	_____
_____	_____
_____	_____
_____	_____

How often will parents be informed of their child's progress on the above assessments?

After each session Weekly Bi-weekly Once per month

How will the results go be shared with parents? _____

How often will the school be informed of the child's progress on the above assessments?

After each session Weekly Bi-weekly Once per month

Explain how the assessment will be shared with the school. _____

Will there be meetings to discuss results? _____

Meeting Schedule: _____

Schedule of Services

Identify the schedule for student services.

Date Services Begin: _____ Estimated End of Services: _____

[NOTE: Services must end no later than June 30 of the school year in which services begin].

Services will be provided for this student according to the following schedule:

Number of Sessions per week: _____

Time of Sessions: _____

Day(s) of Week: _____

Alignment to School and State Standards

Identify how you will assure alignment of your program to the school's curriculum and to the North Dakota State Standards, particularly the standards assessed on the North Dakota State Assessment. Include information on how you will maintain alignment throughout the period of services.

Timetable

Outline the timetable for improving the student's achievement.

Student Achievement Goal	Est. Date of Completion	Assessment/Evaluation
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Payment for Services

The District agrees to make regular, timely payments to the Provider if conditions of the District-Provider Agreement are met. The cycle of payment will be as follows.

The District will pay \$ _____ per student on a _____ basis.
(Amount) (Monthly, bi-monthly, weekly)

Please note: If services are canceled or postponed by the Provider, unless other arrangements are made, the District will pay a proportional amount based on the cost per individual session.

Disclosure

The Provider must agree not to disclose to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the student’s parents.

Termination of Services

This Provider Agreement is subject to termination at any time if the Provider a) fails to meet student progress goals, b) fails to meet student progress timetables, or c) the parent or guardian withdraws the student from supplemental services.

IEP and Section 504 Students

In the case of a student with a disability, the achievement goals, measurement and reporting of progress described above must be consistent with the students’ individualized education program. In the case of a student covered by Section 504, the supplemental services must be consistent with the student’s individualized services under Section 504.

Assurances

The Provider agrees to provide supplemental services consistent with all applicable health, safety, and civil rights laws and according to the criteria outlined in the state-approved supplemental services application.

This Agreement is effective through _____.

The Supplemental Services are the responsibility of the Provider. The district does not assume responsibility for services and is not liable for services provided.

Signature of District Title I Authorized Representative	Date
Signature of Supplemental Services Provider	Date

NOTIFICATION OF SUPPLEMENTAL SERVICES—Withdrawal from supplemental services

SAMPLE

Parent/Guardian: Please complete the following information and return this form to the school. Until this form is submitted, your child is registered at the school as receiving supplemental services.

Date _____ **Name of Student** _____

Name of Parent _____ **Supplemental Services Provider** _____

Please select:

- I would like to withdraw my child from participation in supplemental services.
- I would like to withdraw my child from receiving supplemental services from the following provider: _____. I have selected a new provider and would like to request enrollment of my child at the following provider: _____.
- I would like to withdraw my child from receiving supplemental services from the following provider: _____. Please contact me to help me choose a new provider. Daytime Telephone: _____ E-mail: _____

The reasons that I am requesting to withdraw my child from the supplemental services provider listed above are as follows:

- _____
- _____
- _____

Parent Signature:	_____
Address:	_____
Work Telephone:	_____
Home Telephone:	_____
Date:	_____

Section XVI. Final Communication Checklist—Have I met all requirements for parent notification?

Use the enclosed checklist to make sure that you are meeting all requirements for parent notification, as outlined in Title I law regarding AYP notification, program improvement sanctioning including: school choice, supplemental services, corrective action, and alternative governance.

Have I met all requirements for parent notification?

Whether you use the letters in this school toolkit, modify the letters to meet your needs, or design your own letter to parents, you need to make sure that you send all required information to your parents. Title I law clearly outlines specific information that must be shared with parents. Use these checklists to make sure you have met these requirements.

If you are concerned about whether or not parents will read a letter that provides all required information, you may want to consider composing more than one letter containing the required information. The sample letters included in the toolkit could easily be broken down into several letters while still covering all required information.

The School District Profile notice must contain the following information:

- The law does not require districts to include specific information in the notification. Guidance provided by the U.S. Department of Education states that districts may use their regular method of communicating with parents (letters, newsletters, etc.) to meet the dissemination requirements, so long as it provides the information to all parents.

The Adequate Yearly Progress/program improvement notice must contain the following information:

- A copy of the school's AYP report.
- An explanation of what the identification as a program improvement school means and how the school compares in terms of academic achievement to other schools in the district and state.
- The reasons for program improvement identification.
- An explanation of how the school plans to use Title I funds for professional development purposes.
- Information on the school's program improvement plan.
- An explanation of what the district and/or state is doing to help address the problem.
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement.
- An explanation of the parent's option to transfer their child to another school with transportation provided. *(NOTE: Additional notification requirements apply to schools that must offer school choice.)*
- An explanation of the parent's option to obtain supplemental educational services for the child. *(NOTE: Additional notification requirements apply to schools that must offer supplemental services.)*
- An explanation of the school's corrective action option chosen (if applicable).
- An explanation of the school's plan for alternative governance (if applicable).
- An explanation of the school's alternative governance option chosen (if applicable).