

Your Children's Teachers

Teachers and paraprofessionals (aides) who directly instruct students in Title I funded programs must be **highly qualified**. Highly qualified teachers have a Massachusetts teaching license **and** have demonstrated their knowledge in the subject area(s) they teach by passing the Massachusetts Test for Educator Licensure or having received many hours of training (professional development). Title I paraprofessionals must have a high school diploma **and** an Associate's Degree **or** one of the following: two years of higher education (48 credits) **or** a pass on a formal assessment (the ParaPro Test) of their knowledge in reading, writing, math, and teaching ability. If a teacher or paraprofessional is not highly qualified, the school must show how s/he is working to become highly qualified. Schools must notify parents if their child has been instructed for four weeks or more by an educator who is not highly qualified. **Parents have the right to request information on the professional qualifications of their child's classroom teachers.**

Scientifically-Based Research

Staff in Title I programs must use teaching methods that have been proven to work. For example, the *Report of the National Reading Panel (NRP)* determined that these skills are essential for reading success.

Phonemic Awareness: the ability to hear and identify sounds in spoken words

Phonics: the relationship between the letters of written language and the sounds of spoken language

Fluency: the capacity to read text accurately and quickly

Vocabulary: the words students must know to communicate effectively

Comprehension: the ability to understand and gain meaning from what has been read

The U.S. Education Department created *Reading First*, a grant program, to support quality K-3 reading instruction focusing on the above skills. In 2006 President Bush issued an Executive Order creating the *National Mathematics Advisory Panel*. The Panel, modeled after the NRP, will make recommendations on the best use of scientifically-based research to advance the teaching and learning of mathematics.

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September 2006

SOURCES:

"*No Child Left Behind (NCLB) Report Cards*," a presentation by Kenneth Klau, School and District Evaluation and Assistance Coordinator, Massachusetts Department of Education and Evelyn Nellum, Co-Director, Parents' PLACE.

"*Supplemental Educational Services*," a presentation by Charles R. Hokanson, Jr., Deputy Assistant Secretary for Policy and Strategic Initiatives, U.S. Education Department; John Desses, Title I Supervisor, Massachusetts Department of Education; and Katie Britton, Acting Director, Face to Face.

"*Title I Parental Involvement*," a presentation by David Jackson, Student Achievement and School Accountability Programs, U.S. Education Department; Janis McManus, Education Specialist, Massachusetts DOE; and Karen Richardson, Office of Family & Community Engagement, Boston Public Schools.

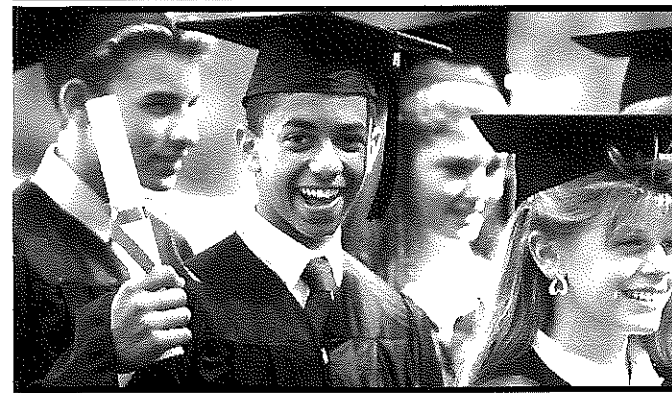
"*Understanding School Choice Under NCLB*," a workshop presented by Barbara Solomon, State Title I Director, Massachusetts DOE and Isabella Jean, Training Coordinator, Institute for Responsive Education.

The four presentations listed above were given at the "*Working Together to Improve Our Schools: Strategies that Support Success*" Conference, Jun. 13, 2006, Boston, Massachusetts.

"*Massachusetts Comprehensive Assessment System Overview: Frequently Asked Questions*," Massachusetts Department of Education Web site at www.doe.mass.edu.

No Child Left Behind: A Parent's Guide, United States Education Department, Office of Public Affairs, Washington, D.C., 2003. www.ed.gov.

"*Secretary Spellings Announces National Mathematics Advisory Panel Members*," a press release from the United States Education Department at <http://www.ed.gov/news/pressreleases/2006/05/05152006a.html>.



THE NUTS AND BOLTS OF NO CHILD LEFT BEHIND (NCLB)



A Guide for Massachusetts' Families

SEPTEMBER 2006

What is "No Child Left Behind?"

The Elementary and Secondary Education Act of 1965 was reauthorized by Congress in 2001 and became law in January 2002. This legislation is called the *No Child Left Behind Act (NCLB)*. Its goal is to ensure that all students in public school achieve high academic standards. *Title I*, a large part of NCLB, aims to improve the academic achievement of educationally disadvantaged students. States receive Title I funds from the federal government. The funds are allotted to districts and schools based on poverty indicators. Title I services are provided in addition to regular school services. Schools can operate *Targeted Assistance* programs for selected at-risk students. Schools where at least 40% of the students are from low-income families may operate a *Schoolwide Program* where Title I funds support all the school's students.

Testing for Accountability

NCLB requires that all students in grades 3-8 and 10 be tested to show that they are achieving. In Massachusetts, students are tested in English language arts (ELA) and mathematics on the *Massachusetts Comprehensive Assessment System (MCAS)*. Beginning in 2007, NCLB requires that states measure students' progress in science at least once in each of the three grade spans (3-5, 6-9, 10-12) each year.

Students with disabilities may be eligible to take the MCAS Alternate Assessment. Students identified as Limited English Proficient (LEP) who are in their first year of enrollment in U.S. schools do not have to take ELA or reading tests. For MCAS participation requirements, visit the Massachusetts Department of Education's Web site at www.doe.mass.edu/mcas/part_req.html.

Schools/districts must separate test results by subgroup—students from racial/ethnic groups, special education, etc.—to show that all children are achieving.

States must participate in the *National Assessment of Educational Progress (NAEP)* tests for math and reading for 4th and 8th grade students every two years. The results are only used to show how states are performing academically. If students score poorly on the NAEP but excel on their state test, the state's standards may not be challenging enough.