

Issues and Insights

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NCLB and NNPS: No Child *and* No Family Left Behind

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No Child Left Behind (NCLB) of 2001, the reauthorized Elementary and Secondary Education Act, provides federal funds to states, districts, and schools to increase the quality of all schools and the success of all students. This includes Title I (over \$12 billion) and many other programs.

The most publicized aspect of NCLB requires all states to administer annual standardized reading and math tests for students in grades 3-8 and once in high school by the 2005-06 school year, and to add science tests at each school level by 2006-07. Schools are expected to help all students make adequate yearly progress (AYP) in learning, as defined by each state.

NCLB also has important requirements for involving all families in their children's education, starting this school year. *States, districts, and schools in the National Network of Partnership Schools should lead the way in meeting the recommendations in NCLB for parent and community involvement.*

Plans for Partnerships to Help Students Succeed

Title I of NCLB (Section 1118) requires schools, districts, and states to develop policies on partnerships and to conduct programs and practices for NNPS' six types of involvement. At least 1% of Title I awards to districts of over \$500,000 must be designated for parental involvement and, now, 95% of that must be targeted for school-based partnership programs. NNPS tools can help members *lead the way* by planning, implementing, and continually improve partnership programs that focus family involvement on school improvement goals, such as improving students' reading and math skills, attendance, and behavior. For example, NNPS' *One-Year Action Plan* exceeds the requirement for a school-parent compact by specifying goals, schedules, and responsibility.

Annual Reports of Test Scores and School Progress

Parents must receive reports of their own child's test scores and school, district, and state reports for school-by-school comparisons of test scores for all students and by racial/ethnic subgroups; proficiency levels; graduation rates; and teachers' professional qualifications. NNPS members should *lead the way* by presenting easy-to-read reports in print, Internet, e-mail, and other formats. These "school report cards" also may include attendance rates, disciplinary actions, class size, progress on partnerships, and other important information for parents and the public.

Information on Choosing Better Schools

Schools that do not make adequate yearly progress must permit parents to select a more successful school for their children in the same district and provide students with transportation to the new school. NNPS members should *lead the way* by providing clear information to eligible families and by developing equitable processes of school choice.

Selecting Supplementary Services

School districts must enable parents of failing students in failing schools to choose approved service providers for tutoring, enrichment, after school, and summer programs. NNPS districts and schools should *lead the way* by designing and conducting communications so that parents of eligible students can choose the best supplementary services to help their children attain the skills they need.

Improving Schools

If they are identified as needing improvement, corrective action, or restructuring, NNPS members should *lead the way* by engaging educators, parents, and others to work together to improve failing schools. This includes maintaining a well-functioning Action Team for Partnerships with a well-planned program of family and community involvement to help students increase their skills, scores, and other indicators of success.

Summary

In addition to Title I, other sections of NCLB require good communications with preschool, homeless, migratory, rural, and other families with special circumstances. In all cases, NNPS members should *lead the way* by identifying targeted funds to conduct connections to help *schools* understand families' goals for students and to help *families* understand the schools and participate in their children's education. The National Network of Partnership Schools at Johns Hopkins will collect and share best practices to help members leave no family behind in the partnerships required by NCLB.